

NECHE 2025 Self-Study

Massachusetts Bay Community College



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INSTITUTIONAL CHARACTERISTICS FORM

Date: February 20, 2025

1. Corporate name of institution: Massachusetts Bay Community College

2. Date institution was chartered or authorized: February 1961

3. Date institution enrolled first students in degree programs: 1961

4. Date institution awarded first degrees: 1963

5. Type of control:

Public

☒ State

☐ City

☐ Other

(Specify) _____

Private

☐ Independent, not-for-profit

☐ Religious Group

(Name of Church) _____

☐ Proprietary

☐ Other: (Specify) _____

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

Massachusetts General Laws, Chapter 15A, Massachusetts Board of Higher Education: AA & AS

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

☒ Less than one year of work

☒ At least one but less than two years

☒ Diploma or certificate programs of at least two but less than four years

☒ Associate degree granting program of at least two years

☐ Four- or five-year baccalaureate degree granting program

☐ First professional degree

☐ Master's and/or work beyond the first professional degree

☐ Work beyond the master's level but not at the doctoral level (e.g., Specialist in Education)

☐ A doctor of philosophy or equivalent degree

☐ Other doctoral programs _____

☐ Other (Specify)

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

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

☒ Occupational training at the technical or semi-professional level

☒ Liberal arts and general

☐ Teacher preparatory

(degree)

- ☒ Two-year programs designed for full transfer to a baccalaureate degree
- ☐ Professional
- ☐ Other _____

9. The calendar system at the institution is:

- ☒ Semester ☐ Quarter ☐ Trimester ☐ Other _____

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

- a) Undergraduate 12 credit hours
- b) Graduate _____ credit hours
- c) Professional _____ credit hours

11. Student population:

a) Degree-seeking students (Fall 2024):

	Undergraduate	Graduate	Total
Full-time student headcount	1387	0	1387
Part-time student headcount	2340	0	2340
FTE	2379	0	2379

b) Number of students (headcount) in non-credit, short-term courses (Fall 2024): 327

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

Program	Agency	Accredited since	Last Reviewed	Next Review
Early Childhood Education (AS)	National Association for the Education of Young Children (NAEYC)	August 2008	12/22/2023	An annual report was due on Sept. 30, 2024, which included assessment data. A renewal Self-Study Report will be due by September 30, 2028.
Emergency Medical Technician (Certificate)	Massachusetts Department of Public Health, Office of Emergency Medical Services	2005	1/1/2024	01/01/2025

Program	Agency	Accredited since	Last Reviewed	Next Review
Liberal Arts - Early Childhood Education (AA)	National Association for the Education of Young Children, NAEYC	August 2008	12/22/2023	An annual report was due on Sept. 30, 2024, which included assessment date. A renewal Self-Study Report will be due by September 30, 2028.
Nursing (AS)	Accreditation Commission for Education in Nursing (ACEN)	1991 by NLNAC, which is now ACEN	10/15/2020	2028
Practical Nursing (Certificate)	Accreditation Commission for Education in Nursing (ACEN)	2019	9/5/2023	Fall 2025, visit after initial accreditation.
Radiologic Technology (AS)	Joint Review Commission for Education in Radiologic Technology (JRCERT)	1975	October 2024	Interim report due in 2028; next review in 2032.
Surgical Technology (AS)	Accreditation Review Committee for Surgical Technology and Surgical Assisting (ARCSTSA)	October 2000	7/31/2023	On-site visit due in 2026.
Surgical Technology (Certificate)	Accreditation Review Committee for Surgical Technology and Surgical Assisting (ARCSTSA)	October 2000	7/31/2023	On-site visit due in 2026.

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

Location	Full degree	50%-99%	FTE
A. In-state Locations			
Framingham, MA	Yes	Yes	272
Ashland, MA	Yes	Yes	146
B. Out-of-state Locations			
None	---	---	---

14. **International Locations:** For each overseas instructional location, indicate the name of the program, the location, and the headcount of students enrolled for the most recent year. An overseas instructional location is defined as “any overseas location of an institution, other than the main campus, at which the institution matriculates students to whom it offers any portion of a degree program or offers on-site

instruction or instructional support for students enrolled in a predominantly or totally on-line program.”
Do not include study abroad locations.

Name of program(s)	Location	Headcount
No international locations	---	---

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

Name of program	Degree level	% on-line	FTE
Accounting	Certificate	100	13
Accounting	Associate	100	18
Accounting MassTransfer Option	Associate	100	67
Business Administration	Associate	100	580
Computer Aided Design	Certificate	100	14
Criminal Justice	Associate	100	175
Entrepreneurship	Certificate	100	9
General Business	Associate	100	87
General Studies (Arts)	Associate	100	51
General Studies (Science)	Associate	100	935
General Studies: Math	Associate	100	19
International Business	Associate	100	35
Liberal Arts	Associate	100	350
Liberal Arts: Communication	Associate	100	40
Liberal Arts: English	Associate	100	27
Liberal Arts: Psychology/Sociology	Associate	100	202
Management	Certificate	100	13
Marketing	Certificate	100	20
Medical Assistant	Certificate	100	13
Medical Coding	Certificate	100	36
Paralegal Studies	Certificate	100	19
Paralegal Studies	Associate	100	33

16. Instruction offered through contractual relationships: For each contractual relationship through which instruction is offered for a Title IV-eligible degree or certificate, indicate the name of the contractor, the

location of instruction, the program name, and degree or certificate, and the number of credits that may be completed through the contractual relationship. Enter more rows as needed.

Name of contractor	Location	Name of program	Degree or certificate	# of credits
None	---	---	---	---

17. List by name and title the chief administrative officers of the institution. (Use the table on the following page.)
18. Supply a table of organization for the institution. While the organization of any institution will depend on its purpose, size and scope of operation, institutional organization usually includes four areas. Although every institution may not have a major administrative division for these areas, the following outline may be helpful in charting and describing the overall administrative organization:
 - a) Organization of academic affairs, showing a line of responsibility to president for each department, school division, library, admissions office, and other units assigned to this area;
 - b) Organization of student affairs, including health services, student government, intercollegiate activities, and other units assigned to this area;
 - c) Organization of finances and business management, including plant operations and maintenance, non-academic personnel administration, IT, auxiliary enterprises, and other units assigned to this area;
 - d) Organization of institutional advancement, including fund development, public relations, alumni office and other units assigned to this area.
19. Record briefly the central elements in the history of the institution:

1961 - Massachusetts Bay Community College was chartered by the Commonwealth of Massachusetts

1973 - Massachusetts Board of Regional Community Colleges chooses the property of Elizabeth Seton High School in Wellesley Hills for MassBay's permanent campus

1978 - The Board of Regents charges the College with the development of a new mission emphasizing program initiatives in advanced technology and the health sciences.

1983 - Founding president John F. McKenzie retires. Roger A. Van Winkle appointed as MassBay's second President

1990 - Framingham Campus opened

1999 - Dr. Lindsey Norman appointed as MassBay's third President

2001 - MassBay Technology Center was opened in Ashland

2003 - MassBay Technology Center expanded

2005 - Dr. Carole M. Berotte Joseph appointed as MassBay's fourth President

2006 - MassBay Technology Center expanded a second time

2011 - Dr. John O'Donnell appointed as MassBay's fifth President

2016 - Dr. David Podell appointed as MassBay's sixth President

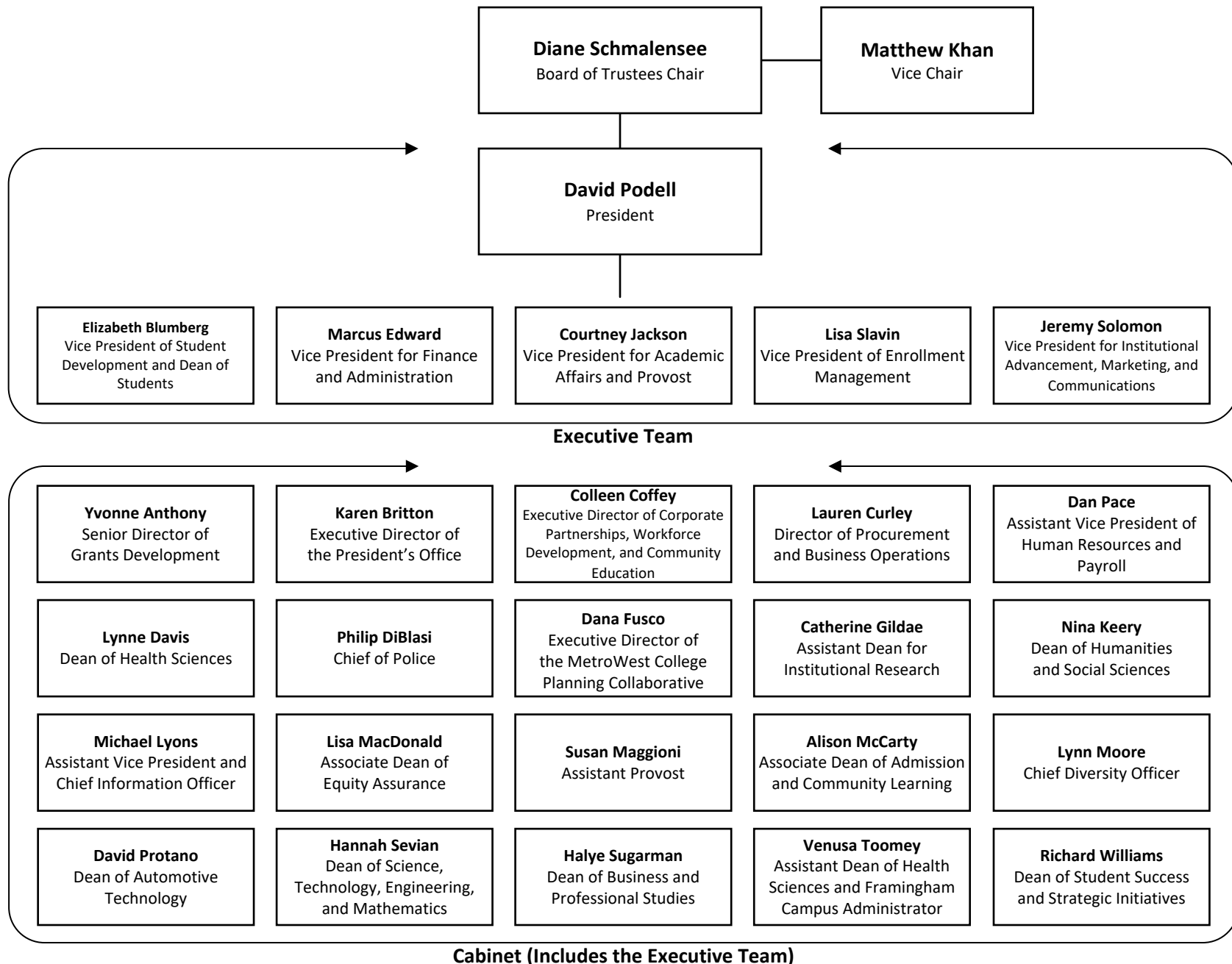
2024 - New Framingham campus opened

CHIEF INSTITUTIONAL OFFICERS

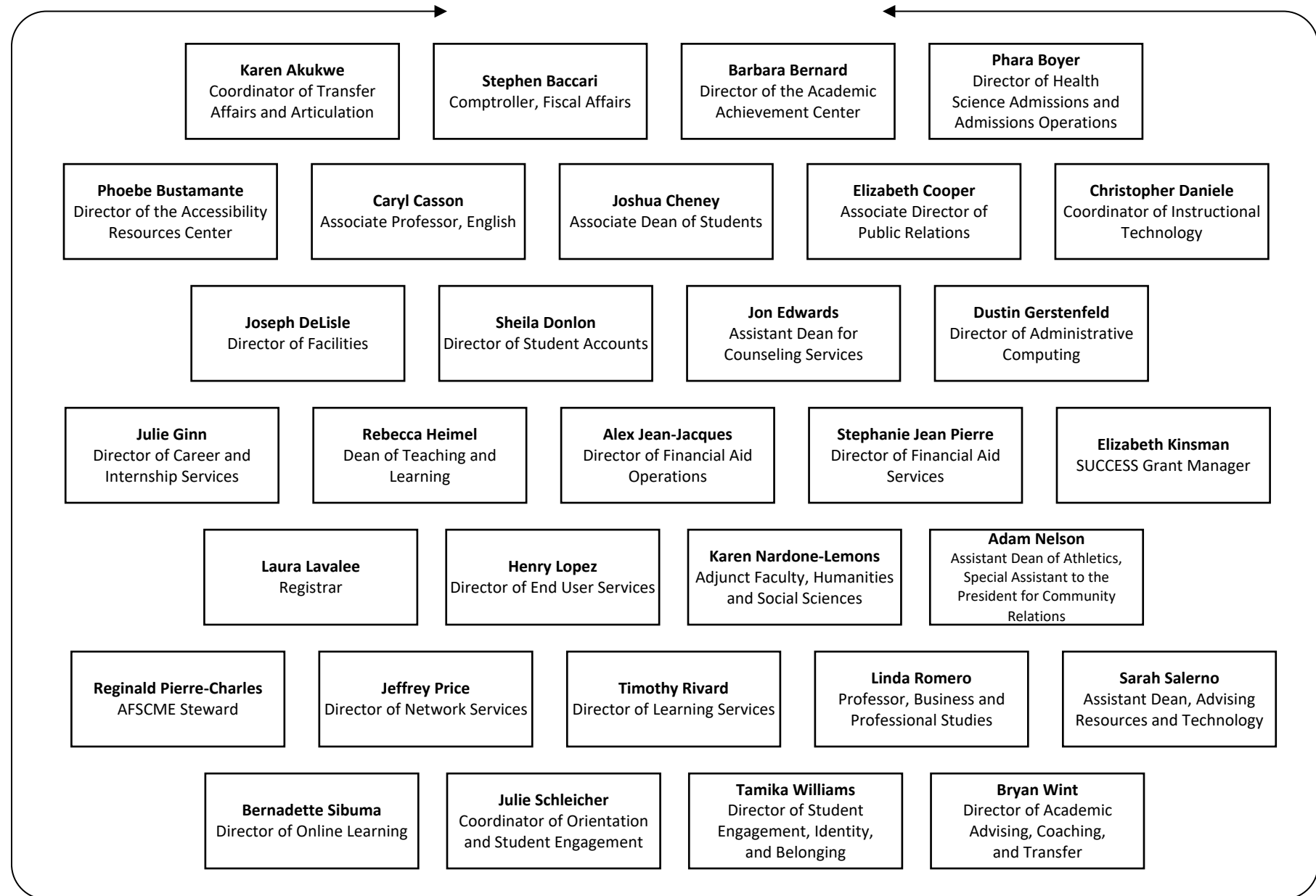
Function or Office	Name	Exact Title	Year Appointed
Chair Board of Trustees	Diane Schmalensee	Chair	2021
President/CEO	David Podell	President	2016
Chief Academic Officer	Courtney Jackson	Vice President for Academic Affairs and Provost	2022
Chief Financial Officer	Marcus Edward	Vice President for Finance & Administration	2022
Chief Student Services Officer	Elizabeth Blumberg	Vice President for Student Development and Dean of Students	2017
Public Relations & Development	Jeremy Solomon	Vice President for Institutional Advancement, Marketing, and Communications	2024
Enrollment	Lisa Slavin	Vice President for Enrollment Management	2024
Chief Information Officer	Michael Lyons	Chief Information Officer	2023
Academic Dean	David Protano	Dean of Automotive Technology	2021
Academic Dean	Halye Sugarman	Dean of Business and Professional Studies	2024
Academic Dean	Lynne Davis	Dean of Health Sciences	2013
Academic Dean	Nina Keery	Dean of Humanities and Social Sciences	2020
Academic Dean	Hannah Sevia	Dean of Science, Technology, Engineering, Mathematics	2024
Institutional Research & Assessment	Catherine Gildae	Associate Dean for Institutional Effectiveness	2024
Library	Timothy Rivard	Director of Learning Services	2009
Continuing Education	Colleen Coffey	Executive Director, Corporate Partnerships, Workforce Development, and Community Education	2023
Grants/Research	Yvonne Anthony	Senior Director of Grants Development	2023
Admissions	Alison McCarty	Associate Dean of Admissions	2020
Registrar	Laura Lavallee	Registrar	2021
Financial Aid	Alex Jean-Jacques	Director of Financial Aid Operations	2023
Financial Aid	Stephanie Jean Pierre	Director of Financial Aid Services	2023
Alumni Association	Sydney Johnson	Alumni Relations and Volunteer Coordinator	2022

Massachusetts Bay Community College

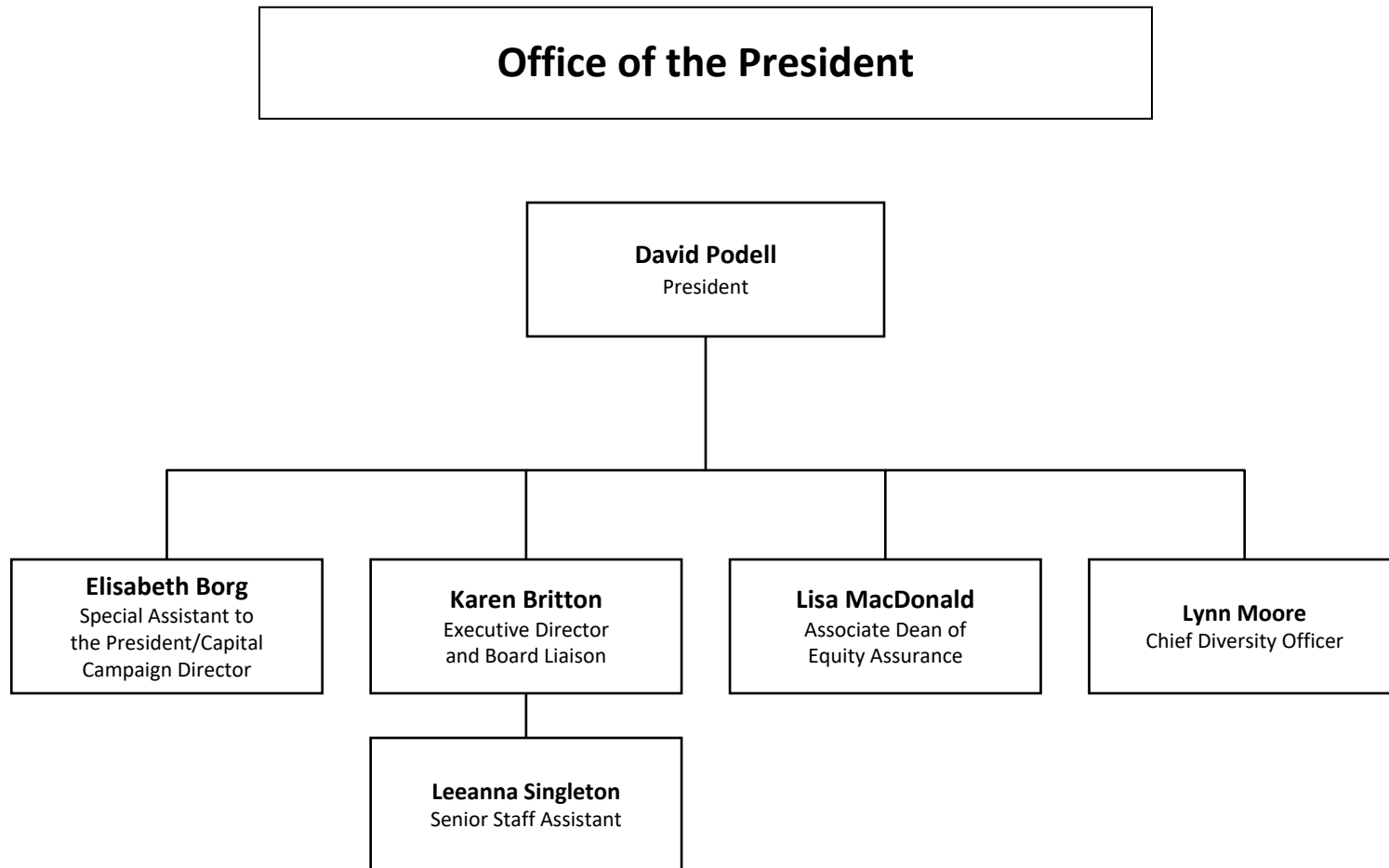
Massachusetts Bay Community College Leadership



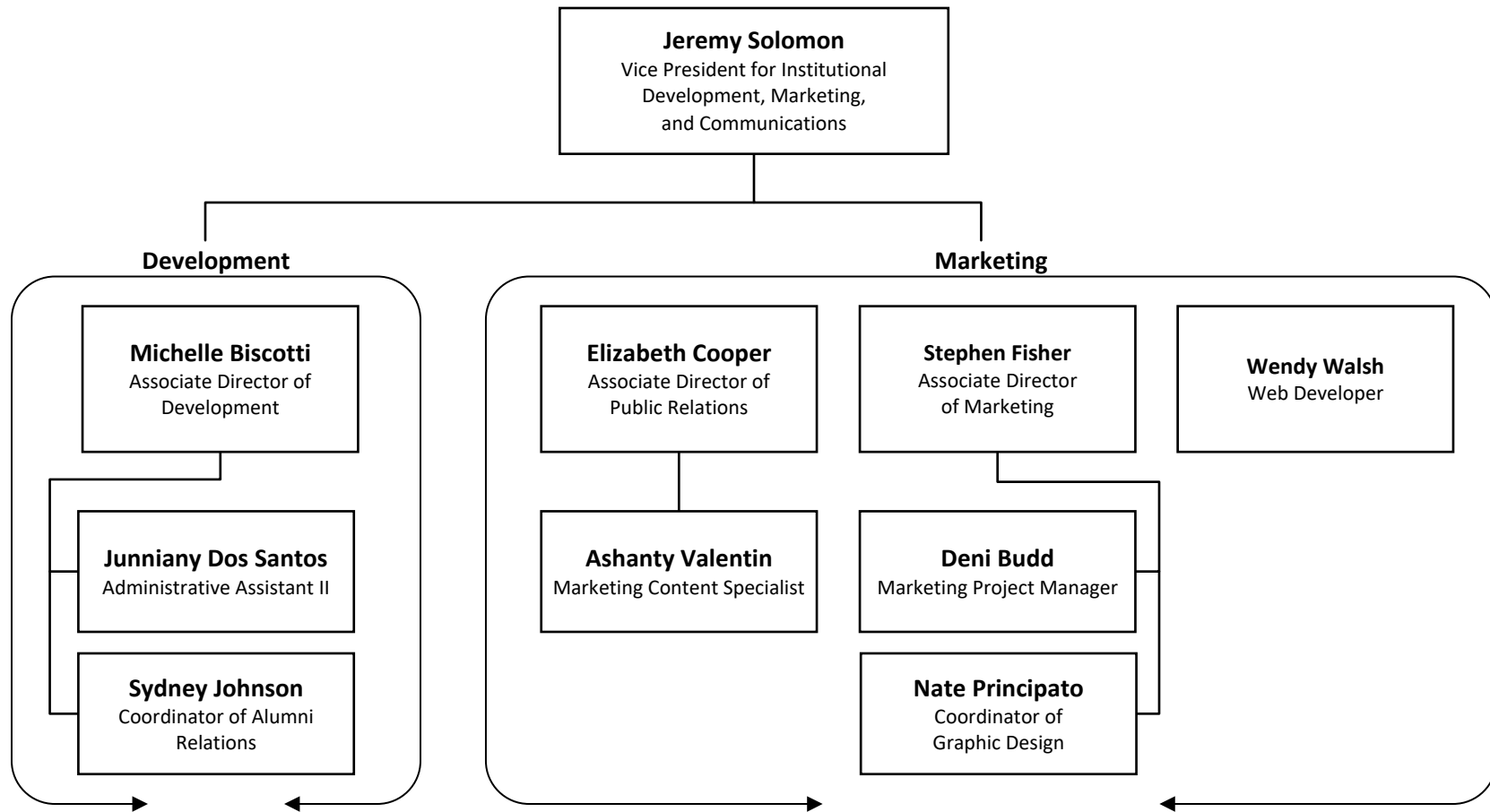
Massachusetts Bay Community College Leadership Continued

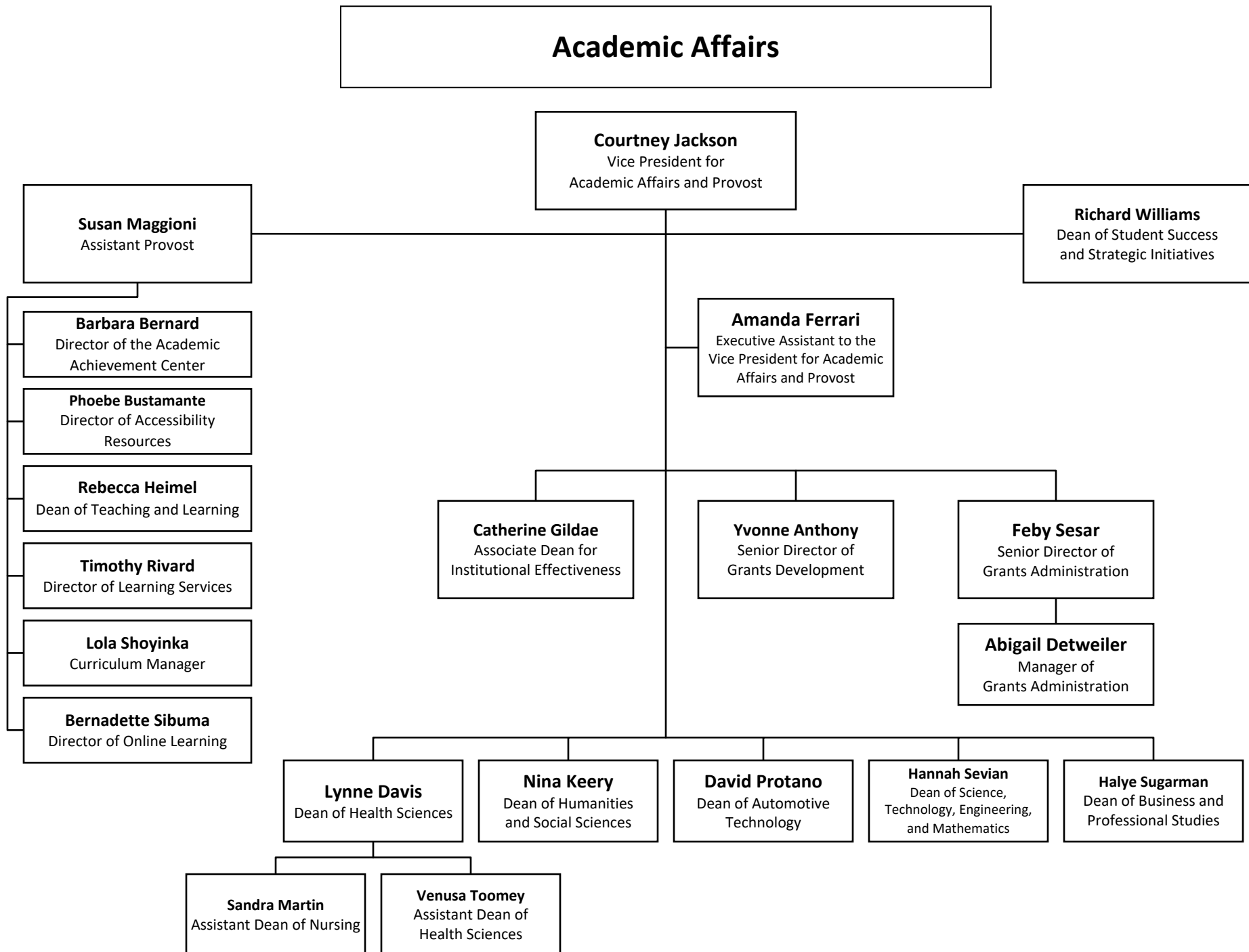


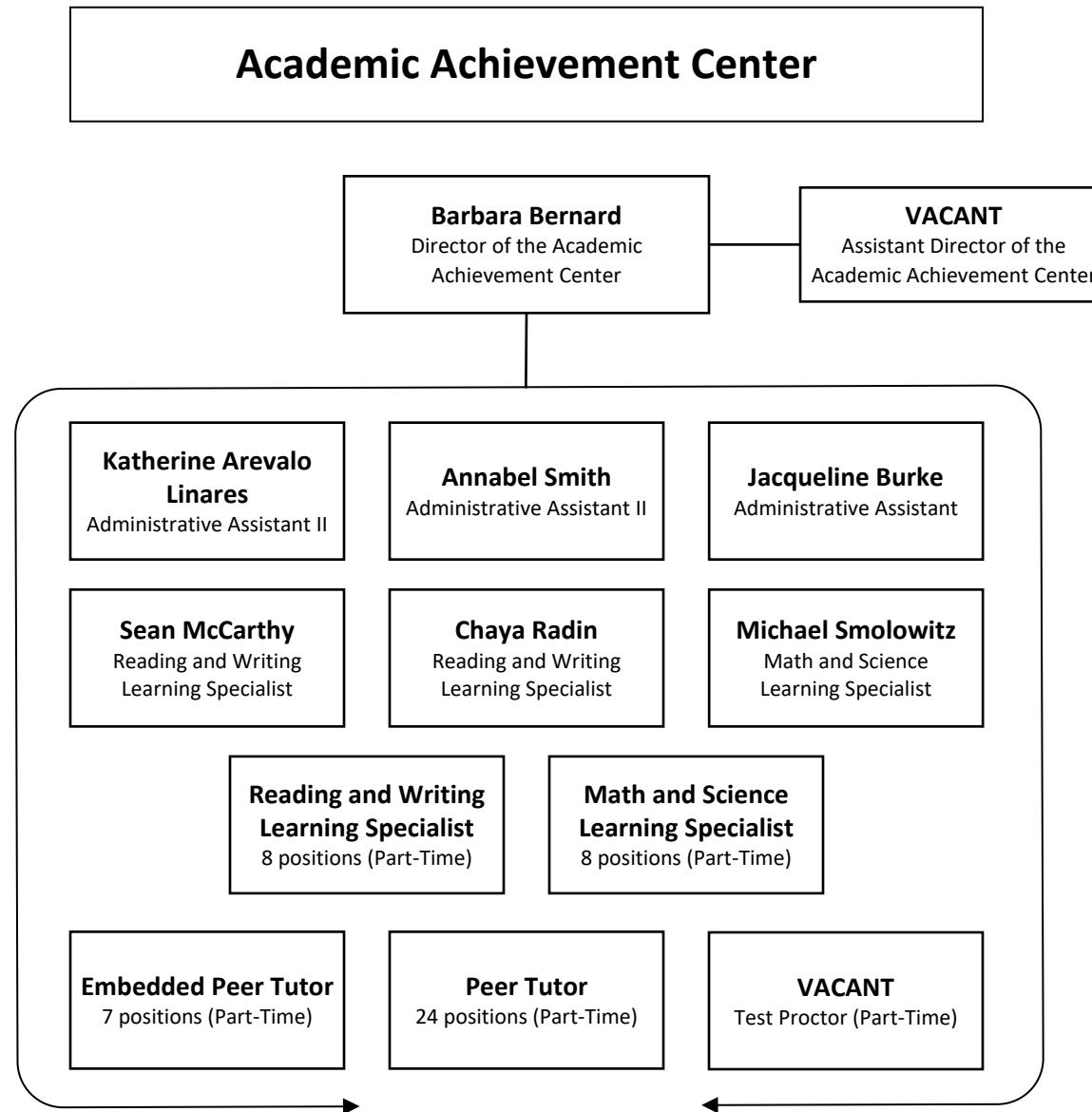
President's Council (Includes the Executive Team and Cabinet)

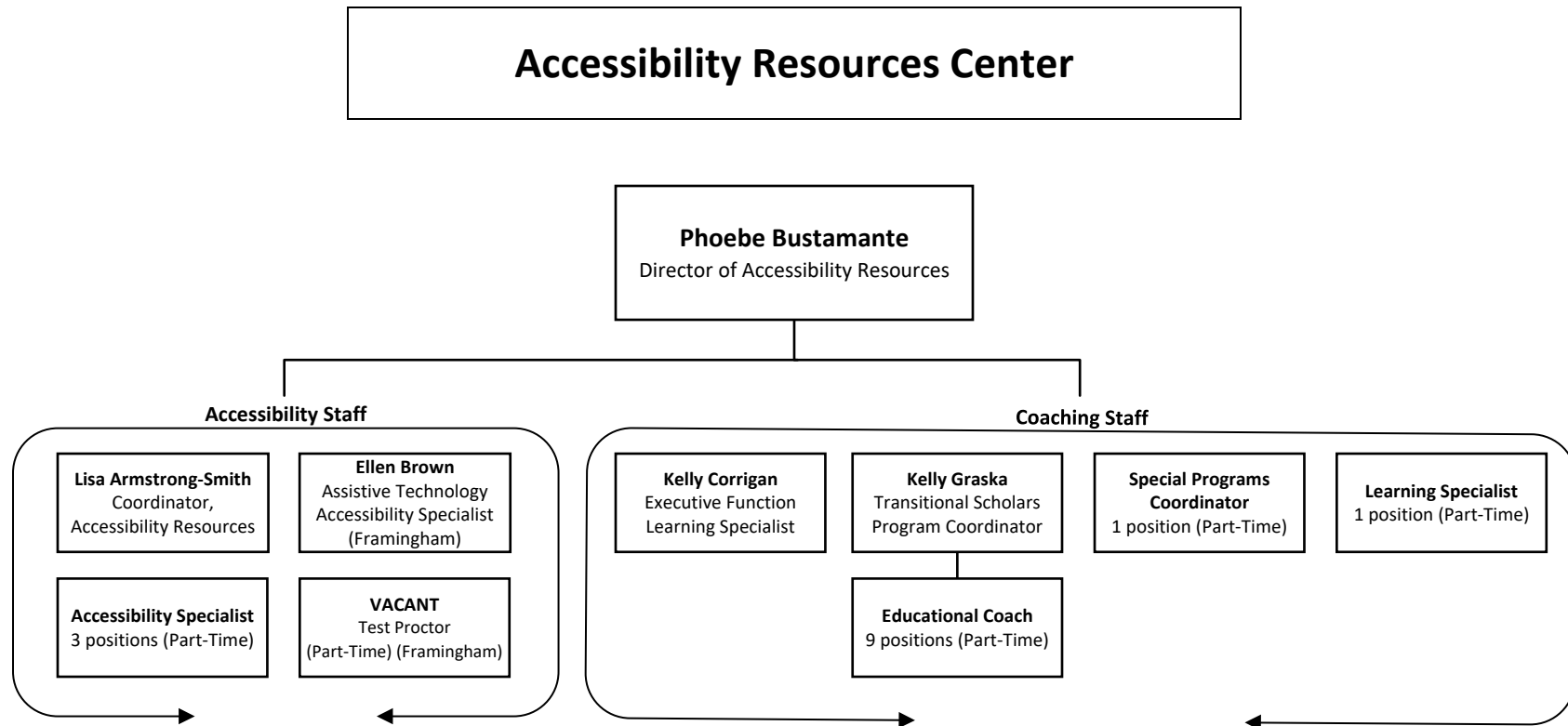


Office of Institutional Development, Marketing, and Communications

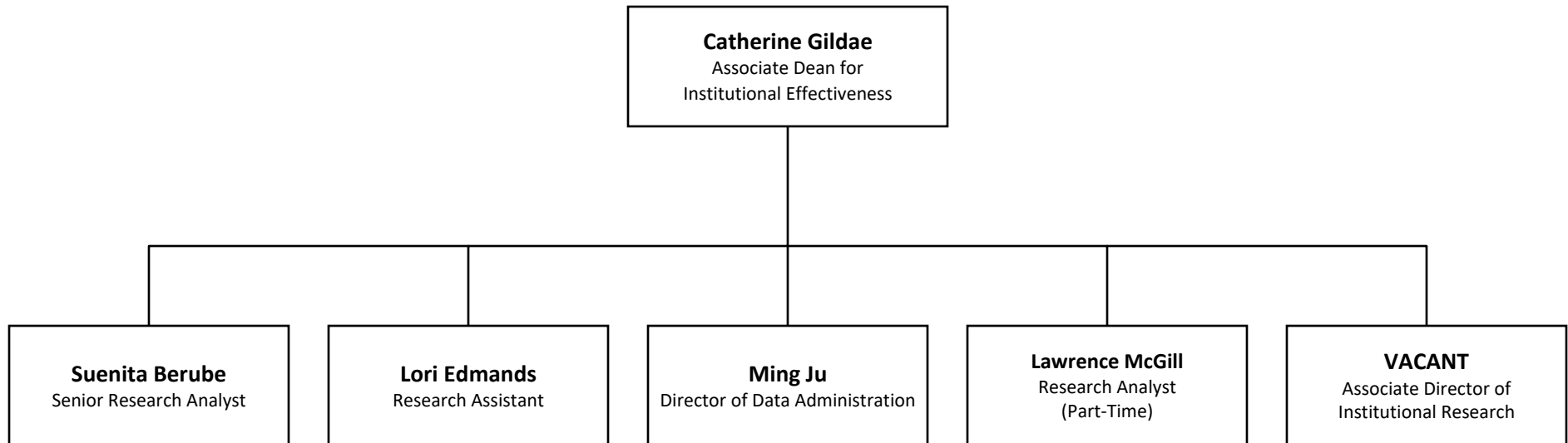


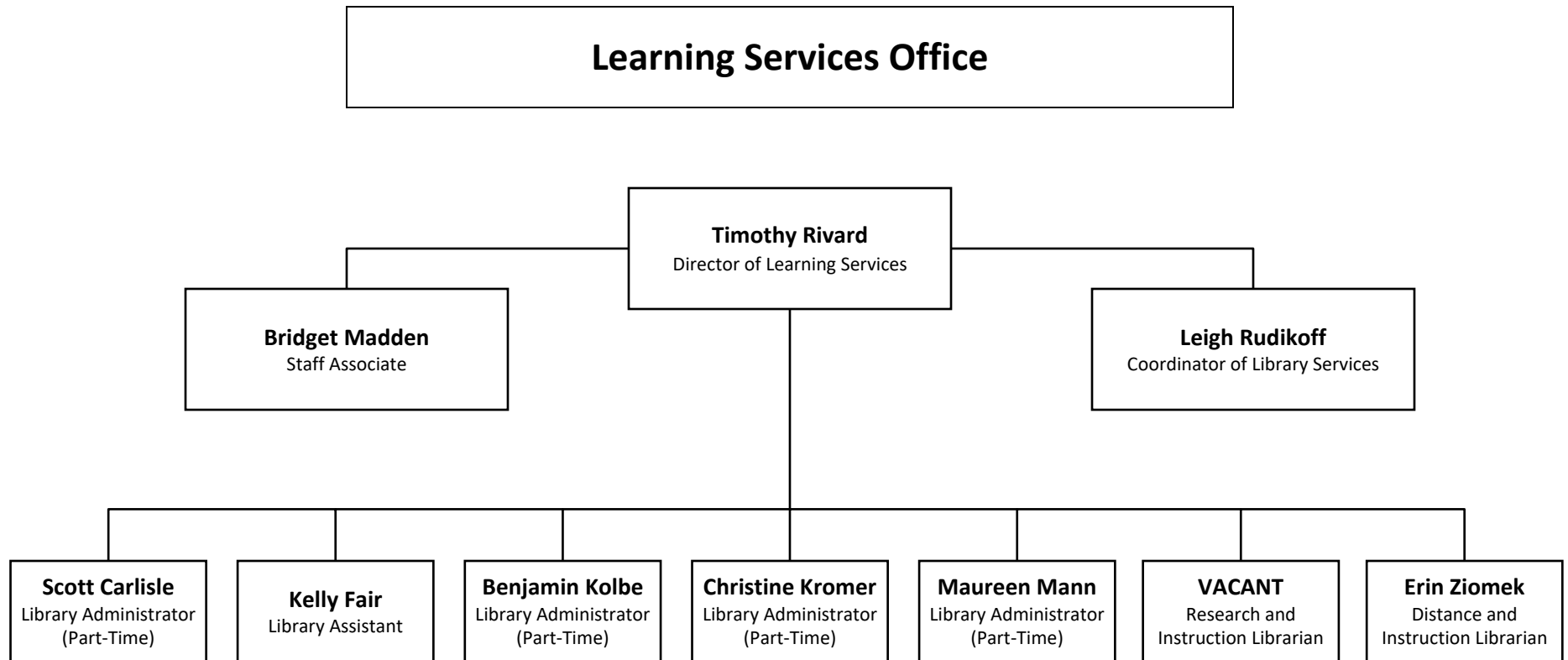




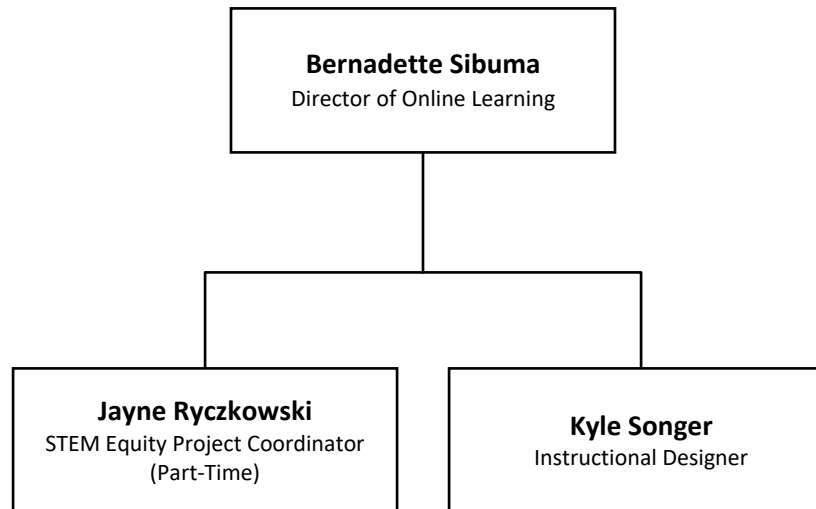


Office of Institutional Effectiveness

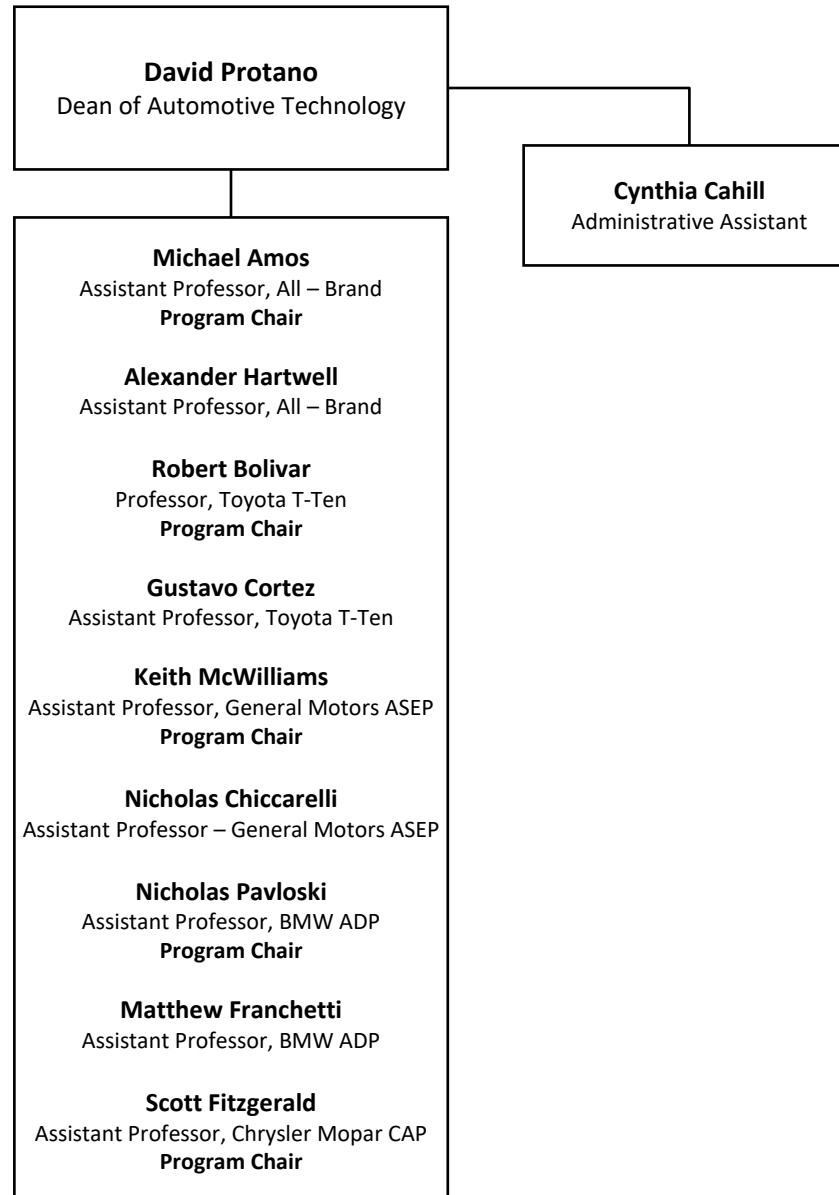




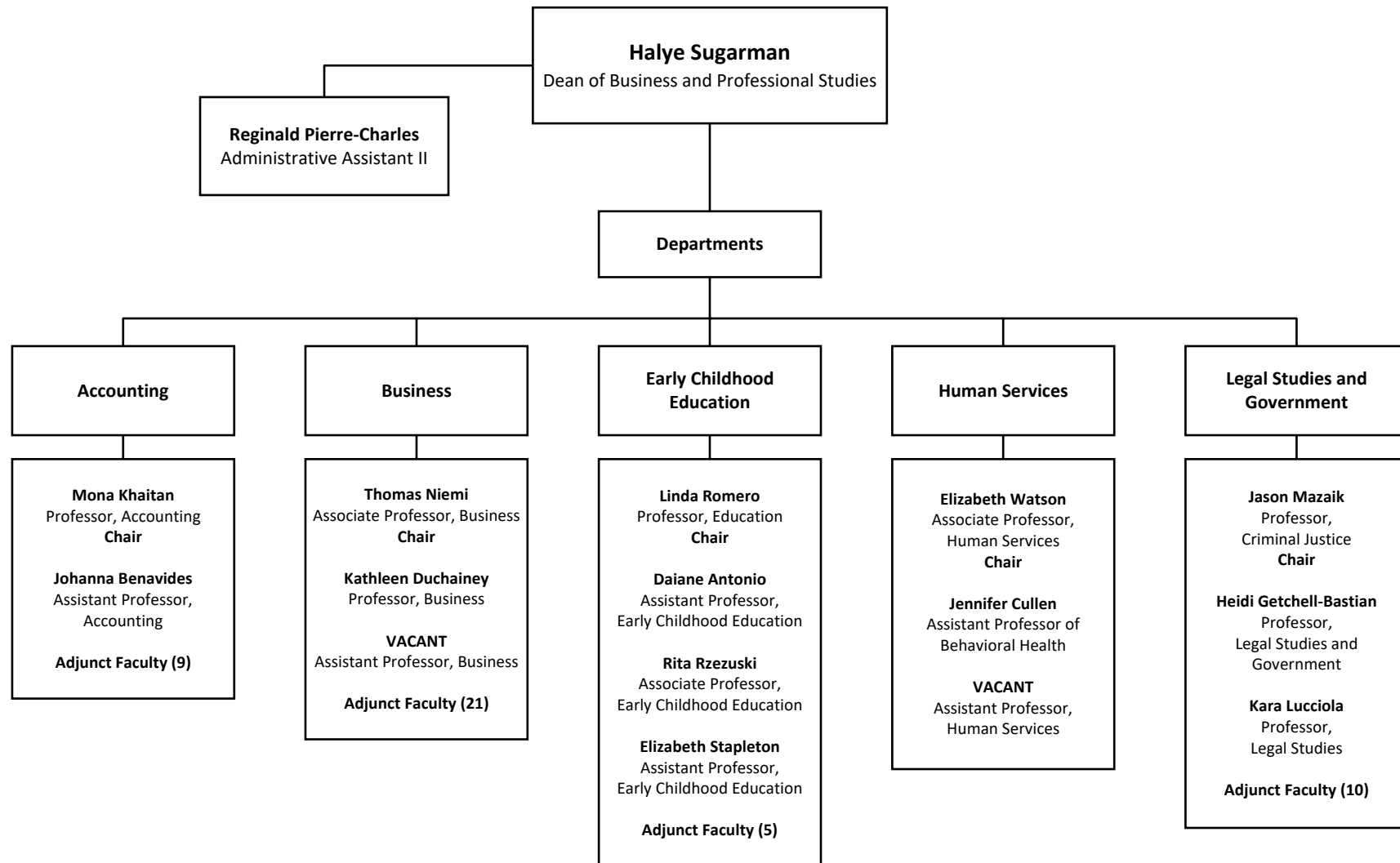
Office of Online Education and Technology Innovation



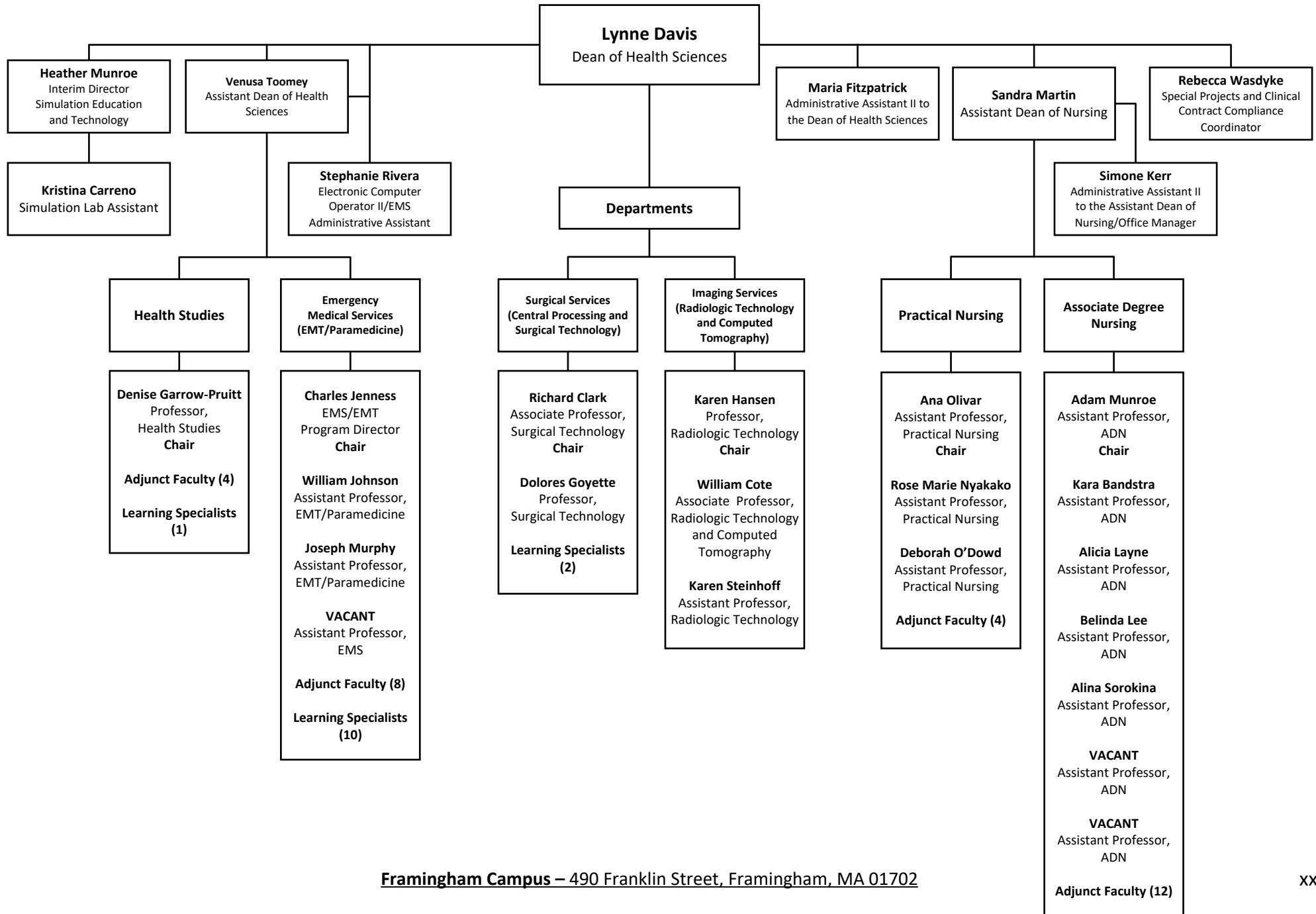
Division of Automotive Technology

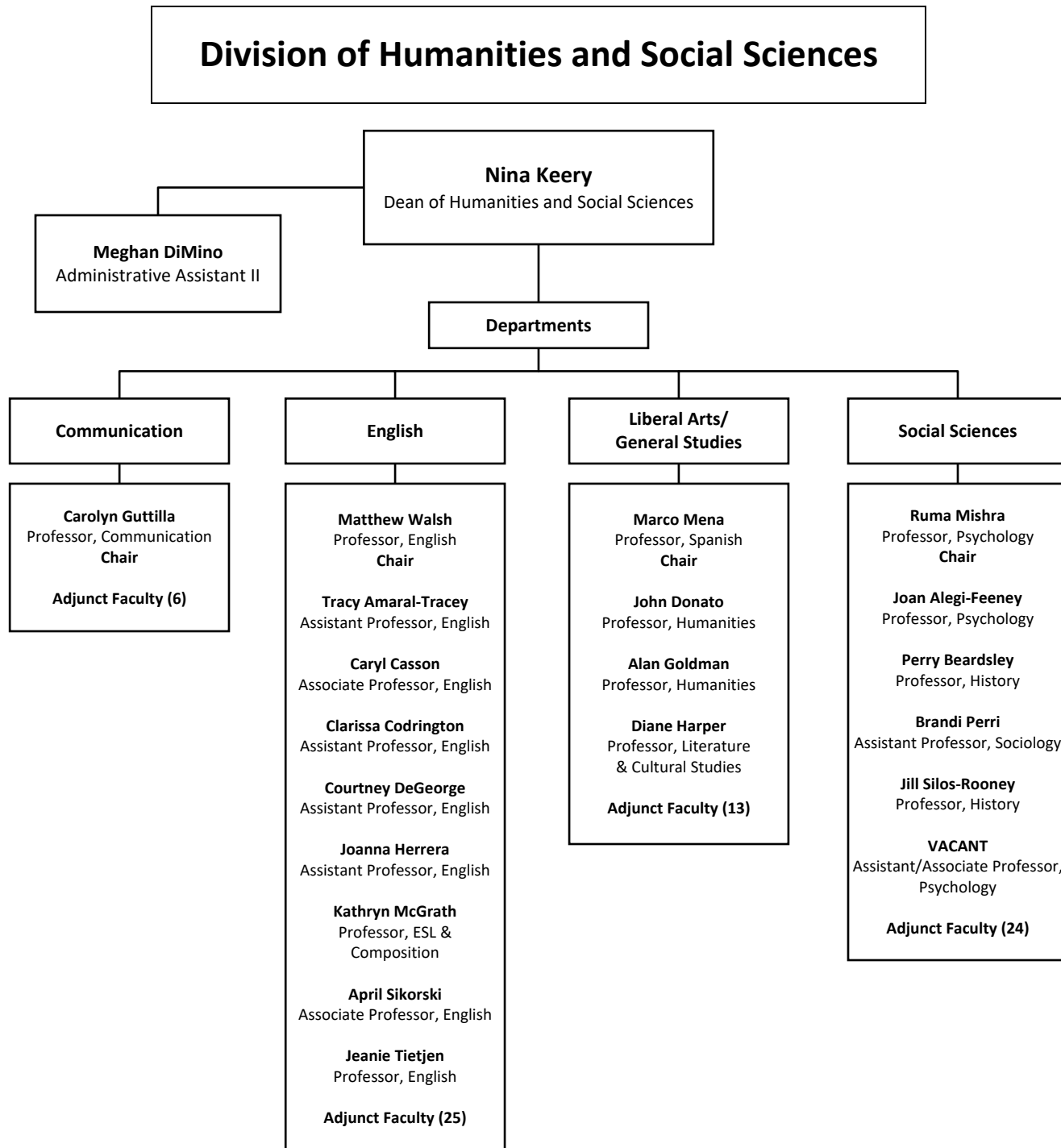


Division of Business and Professional Studies

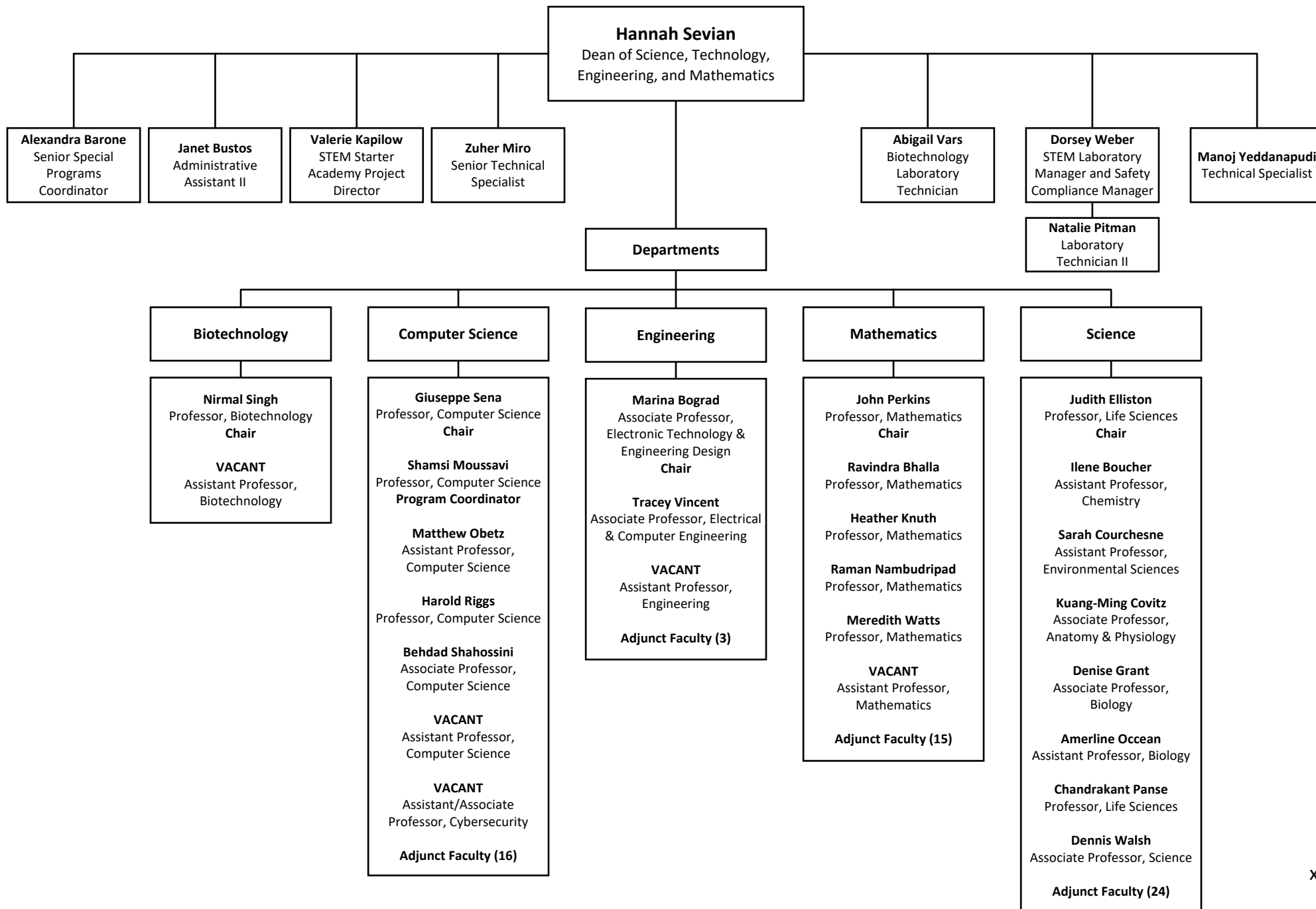


Division of Health Sciences

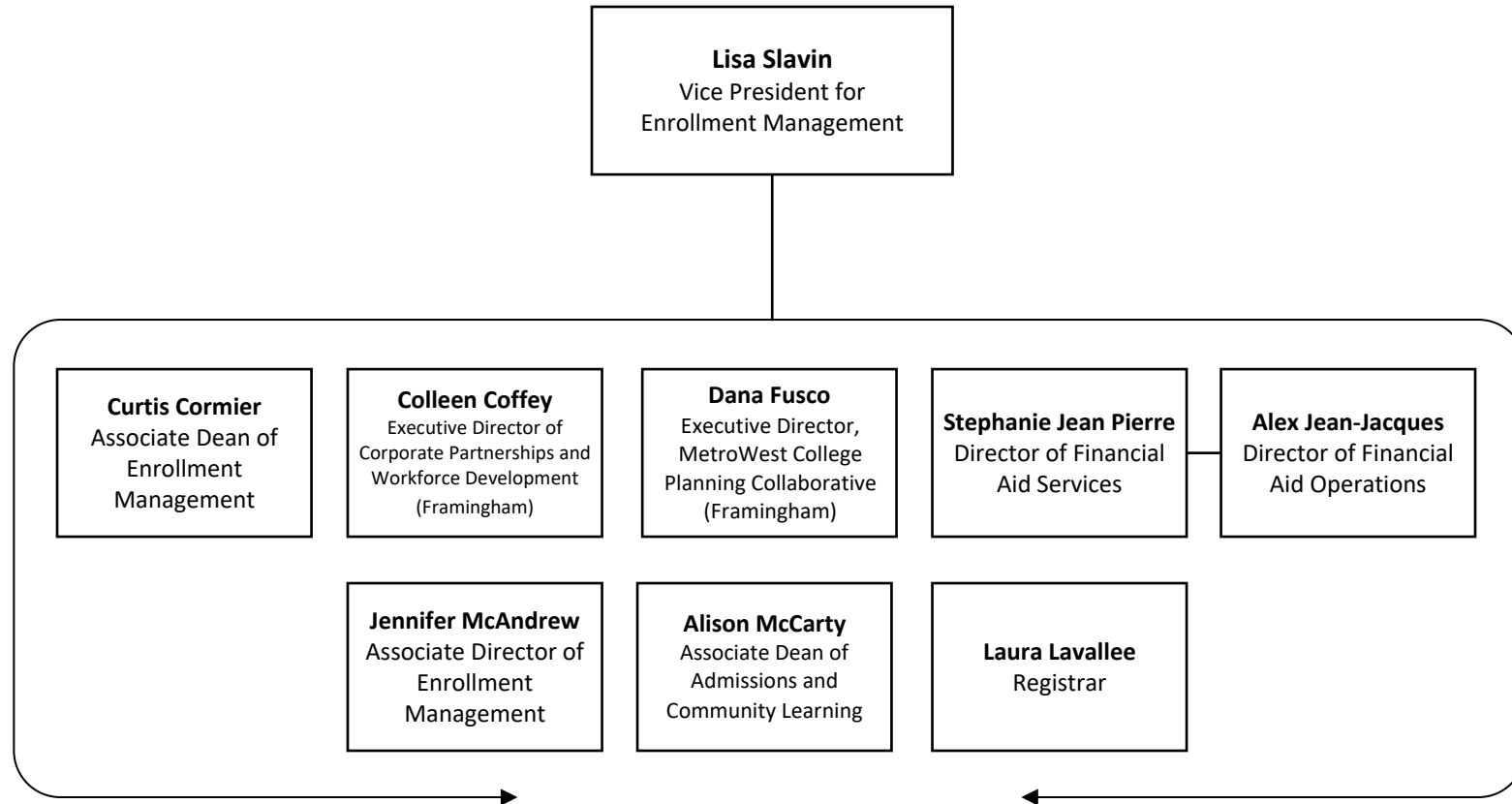




Division of Science, Technology, Engineering, and Mathematics



Office of the Vice President for Enrollment Management



Admissions Office

Alison McCarty
Associate Dean of Admissions
and Community Learning

Phara Boyer
Director of Health Sciences
Admissions and Admissions
Operations (Framingham)

Francine Alger
Senior Technical
Admissions Counselor

Victor Acevedo
Clerk IV

Monica Alcantara
Administrative Assistant I

Layon Araujo
Admissions Assistant
(Part-Time)

Chris Chepiga
Administrative Assistant II

Lisa Dunn
Clerk IV

Karen Rossi
Operations Processor
(Part-Time)

Luna Salman
Administrative Assistant I

Deej Bhulasar
Nursing Admissions
Processing Assistant
(Part-Time) (Framingham)

Susan Kippenberger
Senior Admissions
Counselor (Framingham)

Lena-Marie Sebugwawo
Admissions Operations
Assistant (Part-Time)

Jared Brockway
Senior Admissions
Counselor (Framingham)

Cheryl Nissenbaum
Recruitment Counselor
(Part-Time)

VACANT
Senior Admissions Counselor
(Framingham)

Luz Castro
Senior Admissions Counselor

Claudia Ortiz
Associate Director of
Admissions, International
Student Compliance

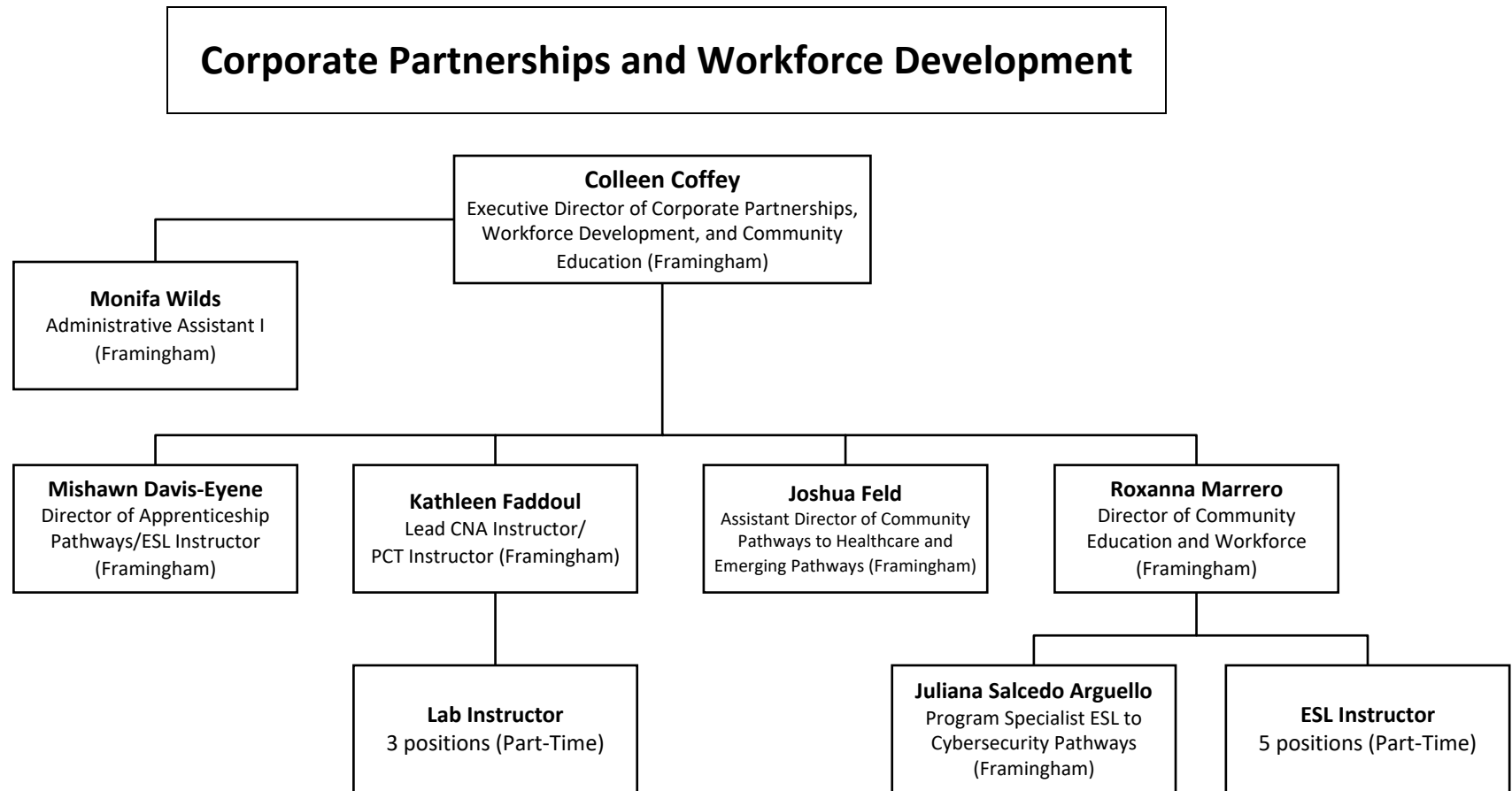
Peter Schilling
Manager of International
Admissions and School
Counselor Relations

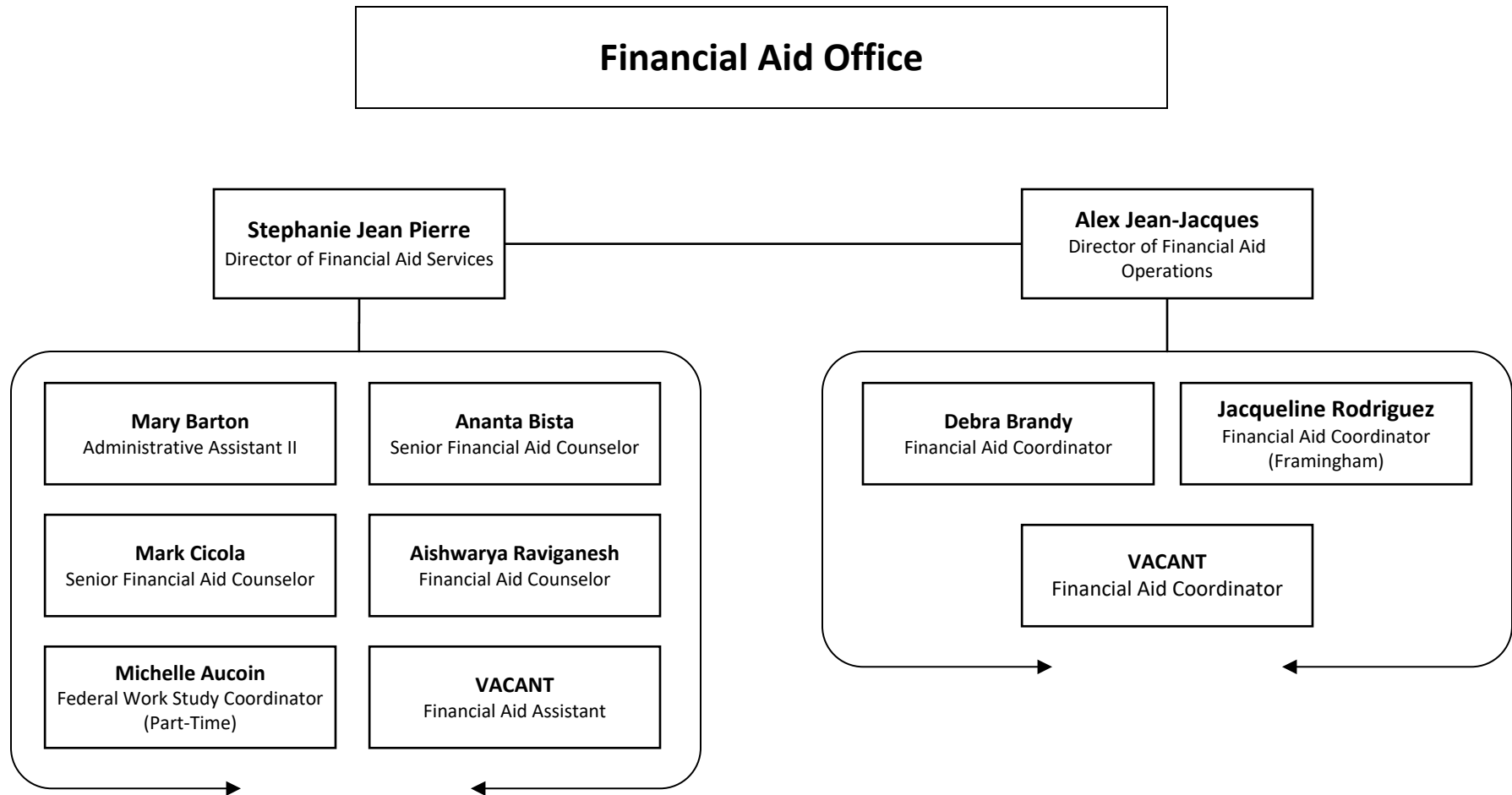
Darryl Hilliard
Admissions Recruitment
Counselor

Bill Raynor
Temporary Admissions
Counselor (Part-Time)

VACANT
Associate Director of
Admissions Operations

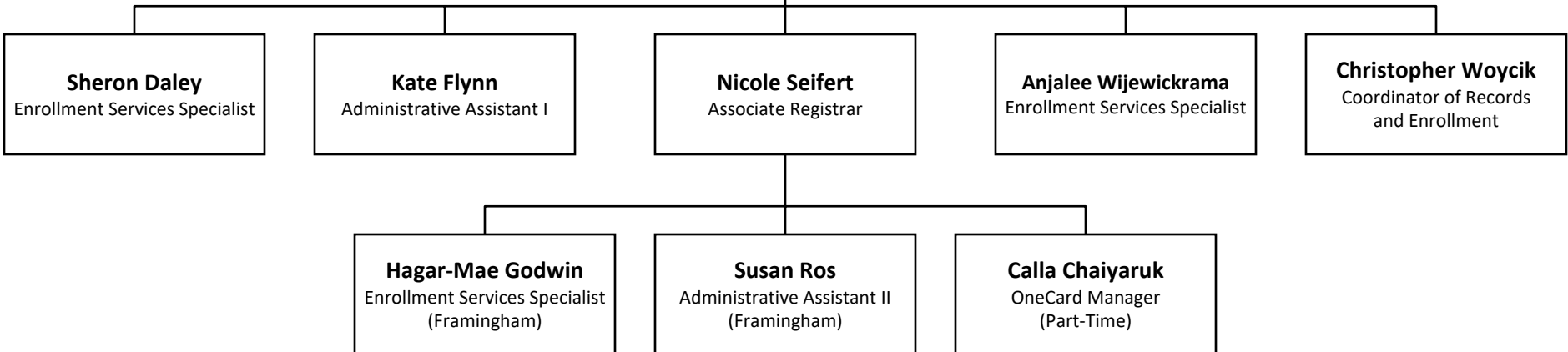
VACANT
Admissions Counselor





Office of the Registrar

Laura Lavallee
Registrar



Office of the Vice President for Student Development and Dean of Students

Elizabeth Blumberg
Vice President for
Student Development and
Dean of Students

Richard Haskell
Executive Administrator
for Student Development

Jon Edwards
Assistant Dean for
Counseling Services

Julie Ginn
Director of Career
Internship and
Mentoring

Elizabeth Kinsman
SUCCESS Initiative
Manager

Joshua Cheney
Associate Dean of
Students

Adam Nelson
Director of Athletics,
Recreation, and
Wellness

Anthony Neptune
Student Development
Specialist

Sarah Salerno
Assistant Dean of
Advising Resources
and Technology

Bryan Wint
Director of Academic
Advising, Coaching,
and Transfer

Shawn Ayala
Director of Student
Development

Jenny Cavallerano
Support Specialist for
Basic Needs

Marybeth Fletcher
Case Manager and
Resource Specialist

Julie Schleicher
Coordinator of
Student Engagement

Tamika Williams
Director of Student
Engagement, Identity,
and Belonging

Anna Pilkington
Career Development/
Veterans Affairs
Counselor

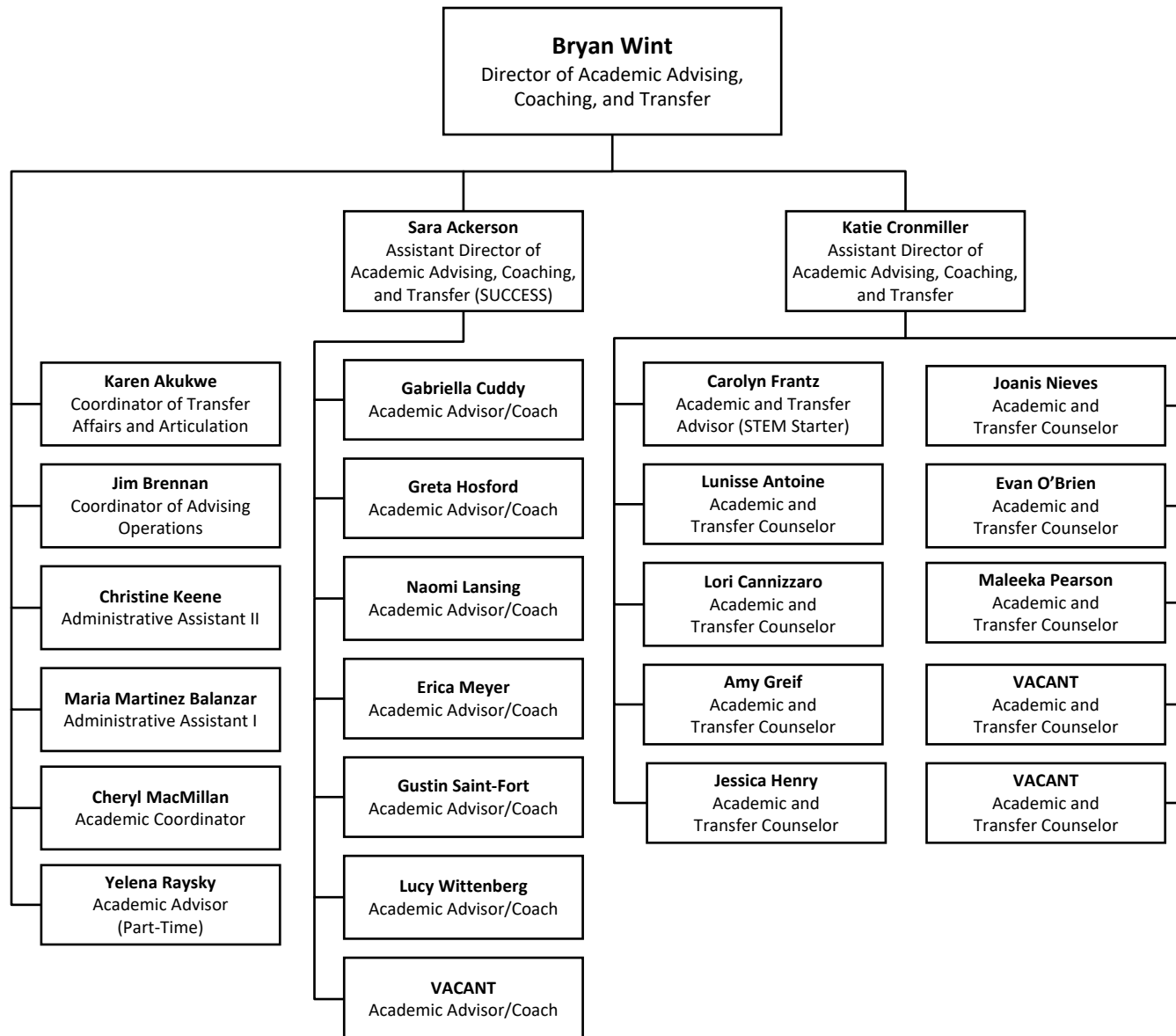
VACANT
Coordinator of Veterans
and Military Services

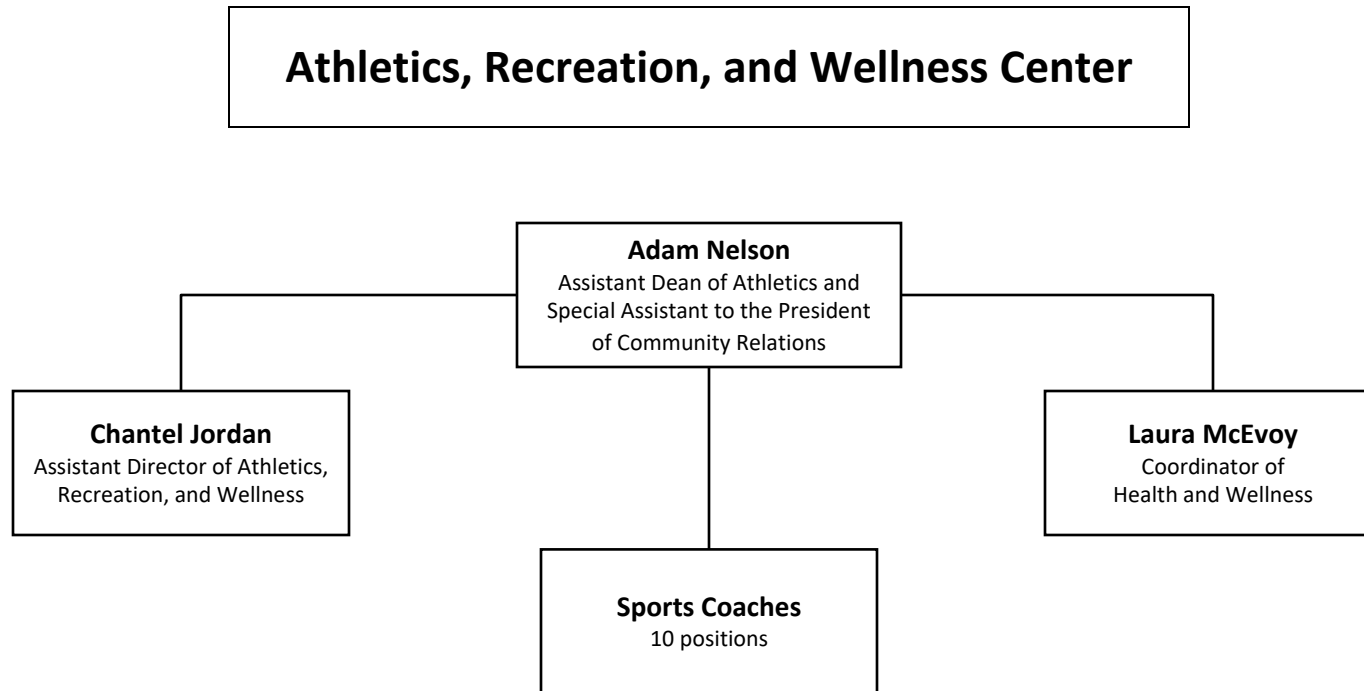
VACANT
Administrative Assistant
(Part-Time)

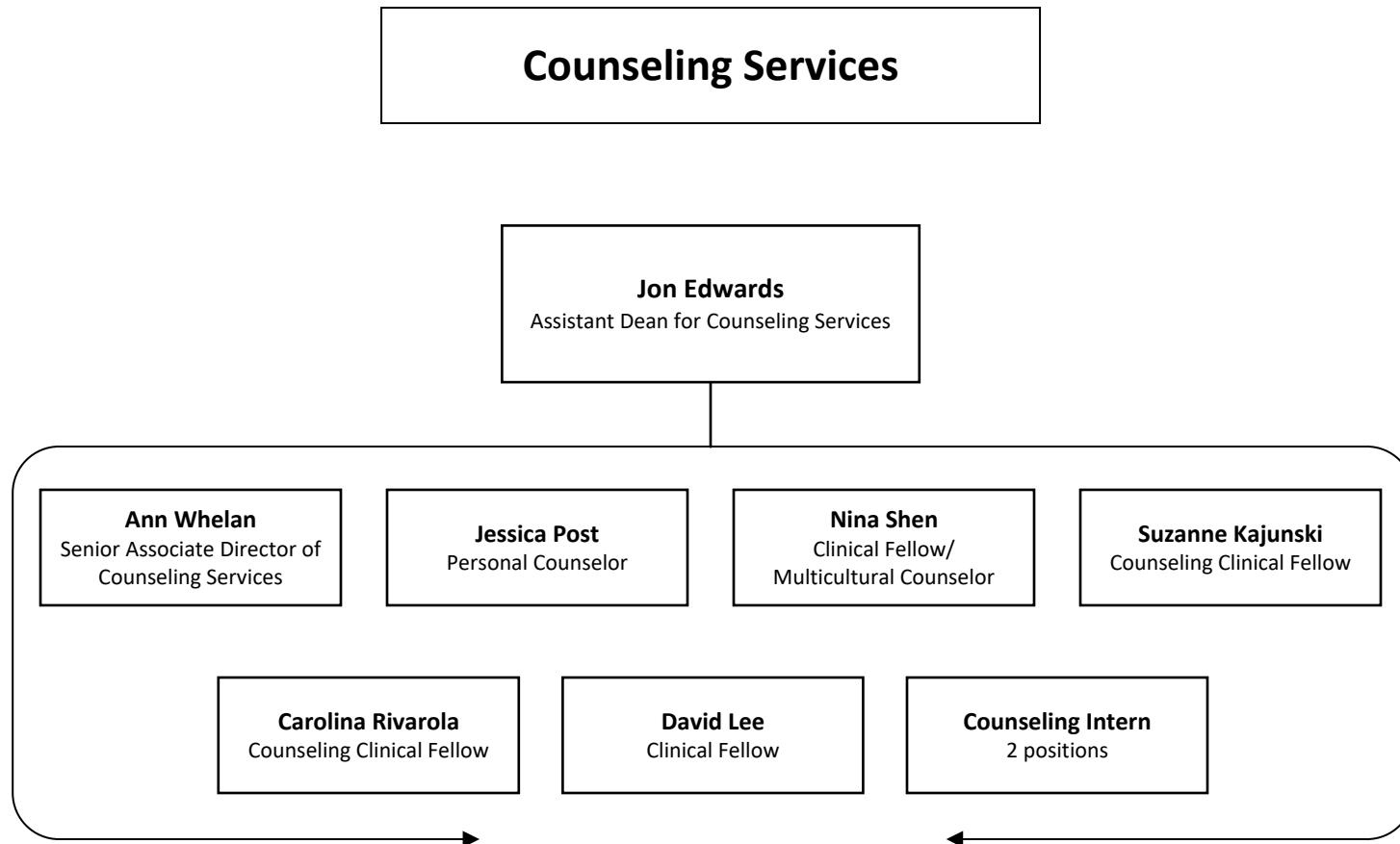
Donyae Strickland
Assistant Coordinator of
Engagement, Identity,
and Belonging

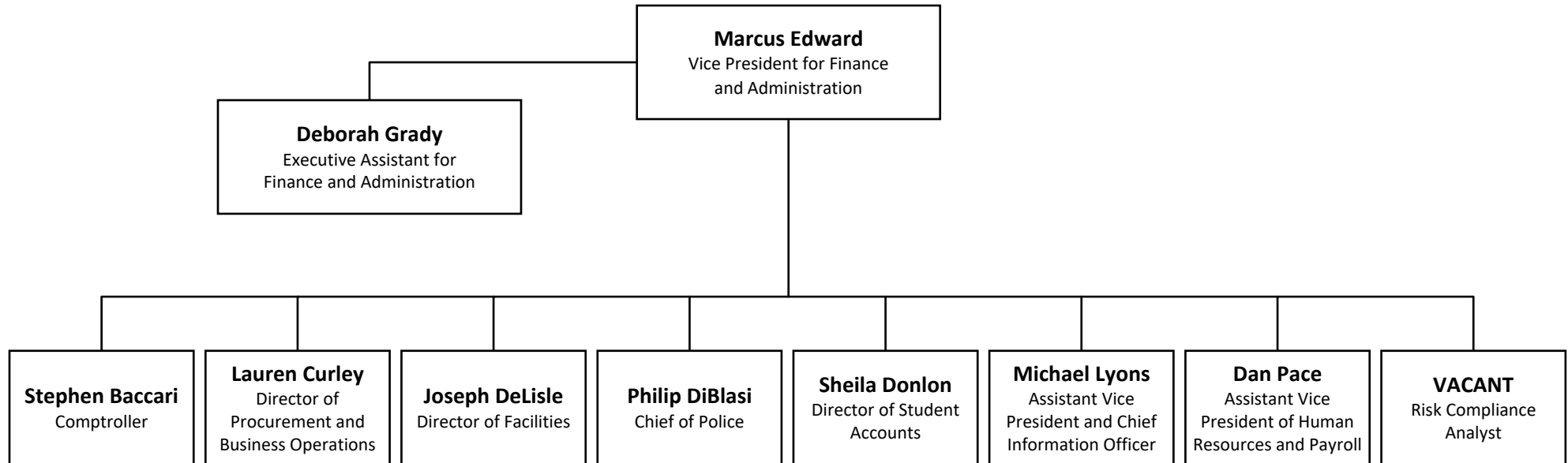
Dejour Hollins
Coordinator of the
DREAM Program

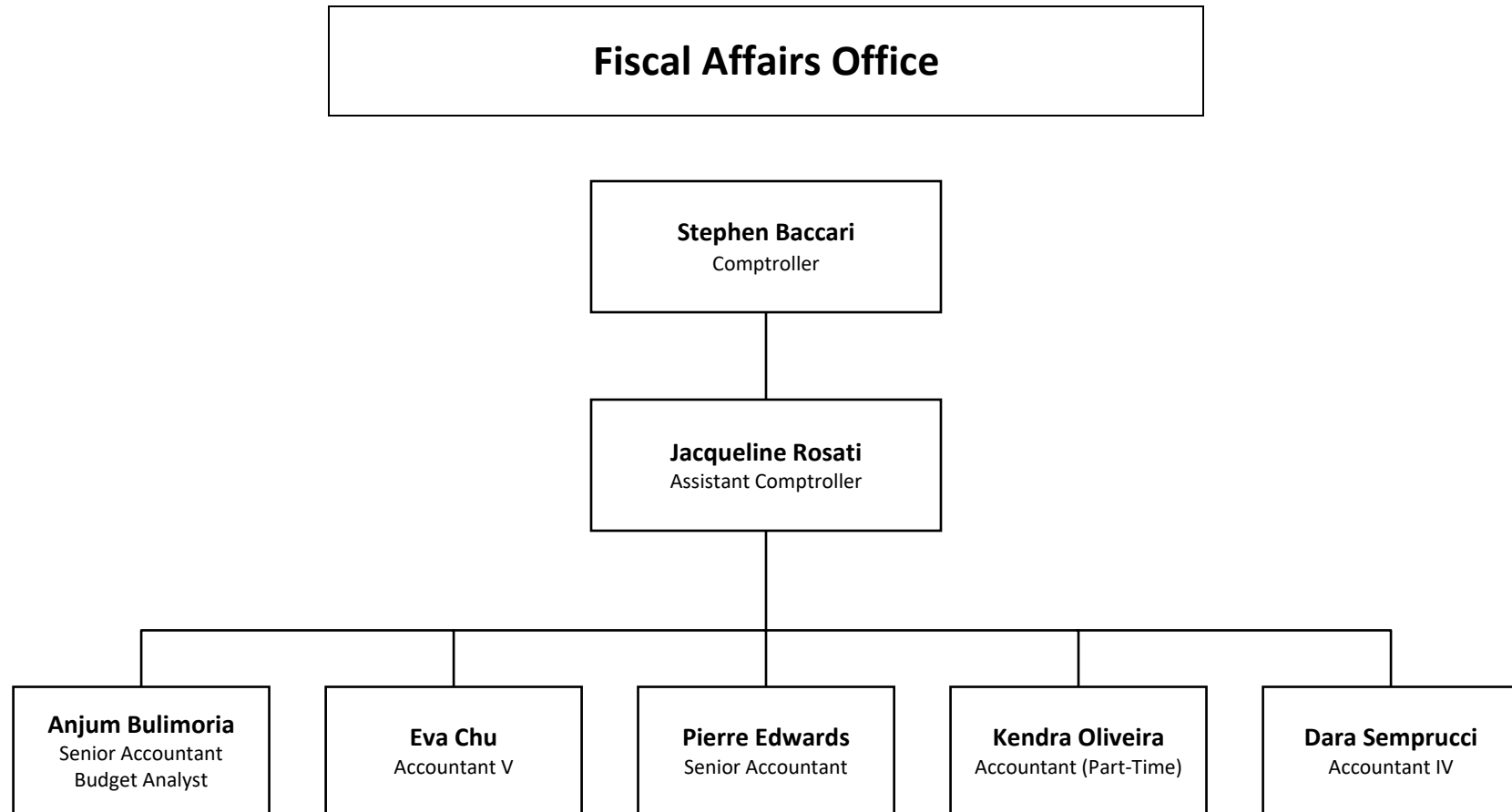
Academic Advising, Coaching, and Transfer

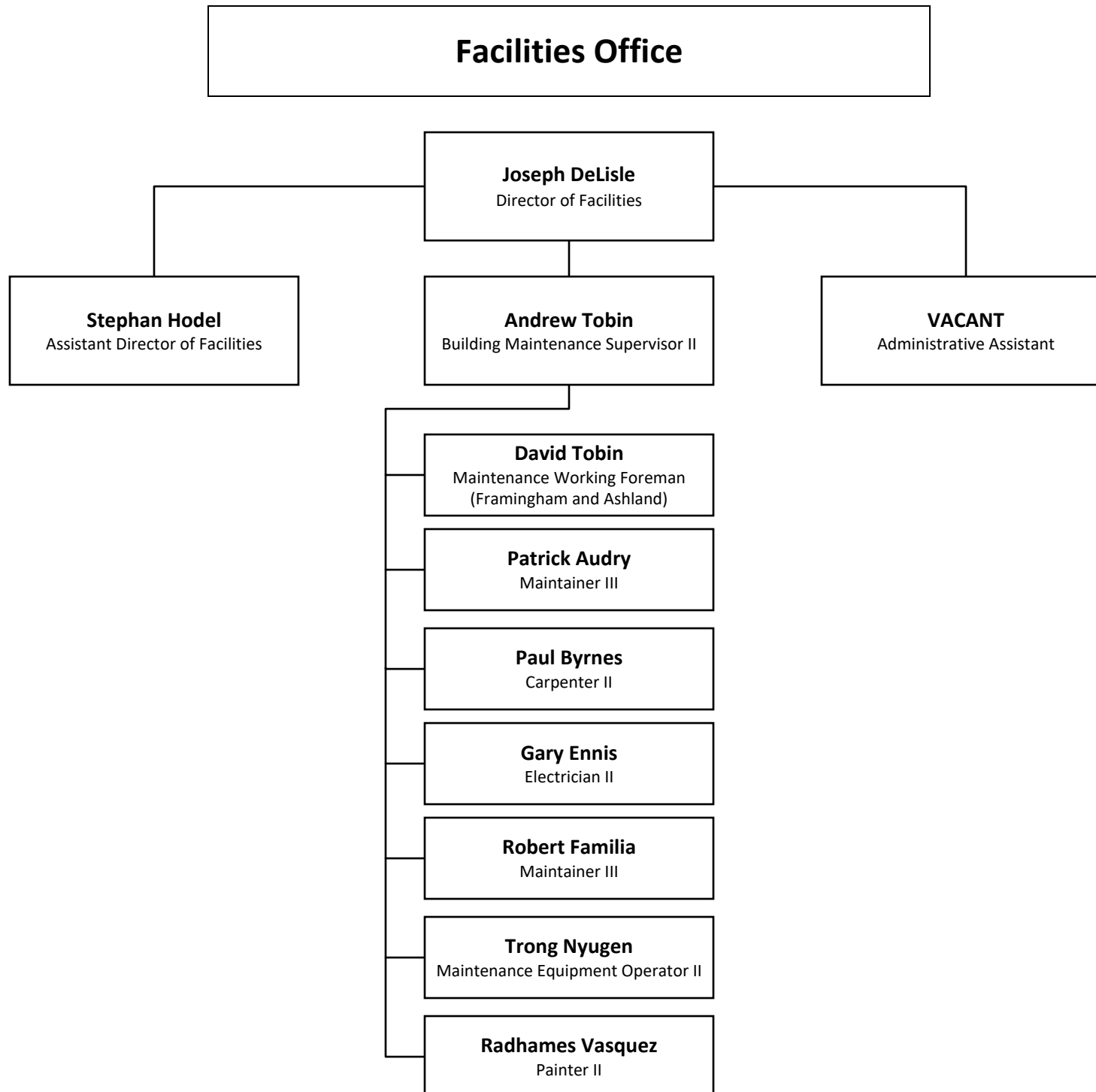


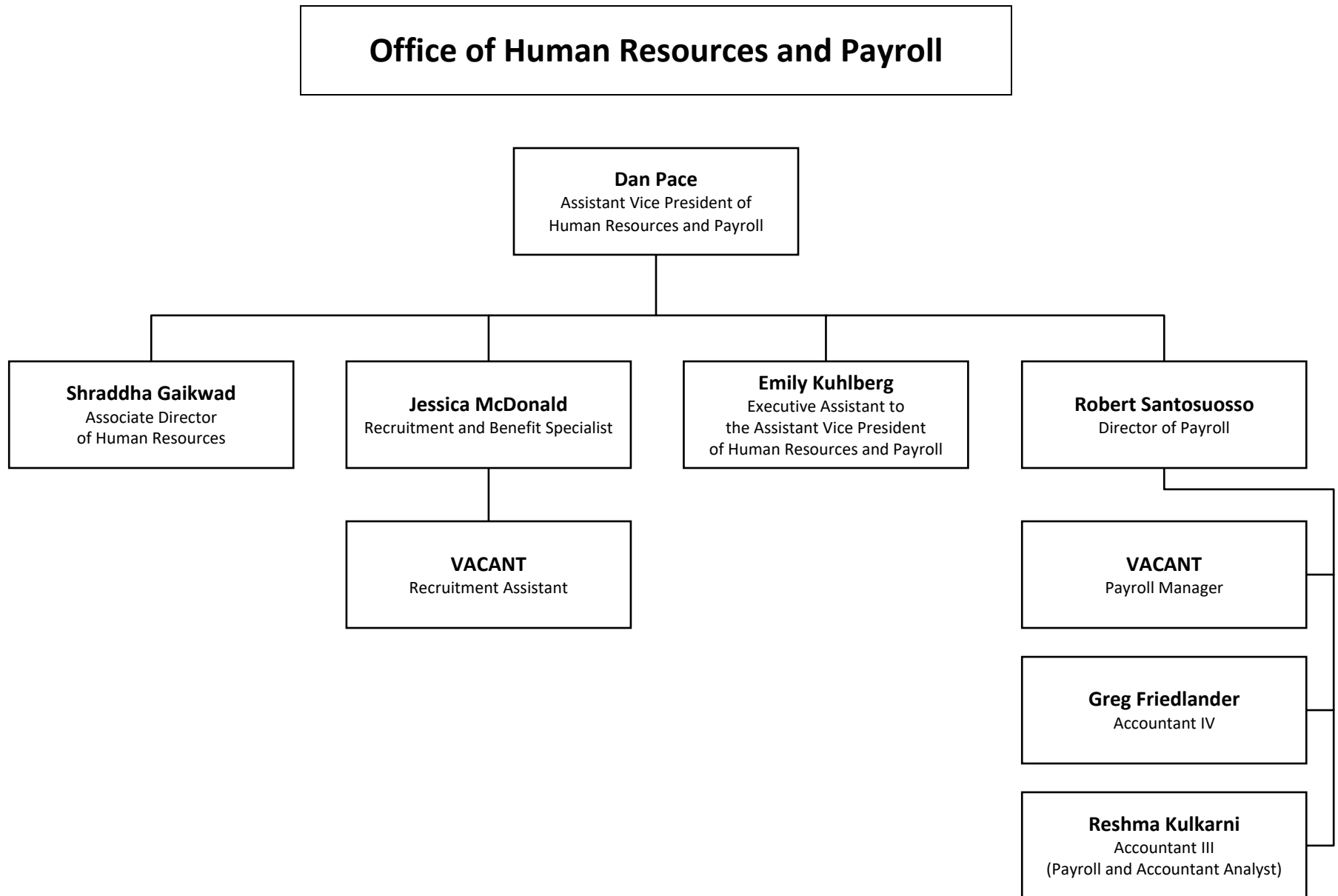




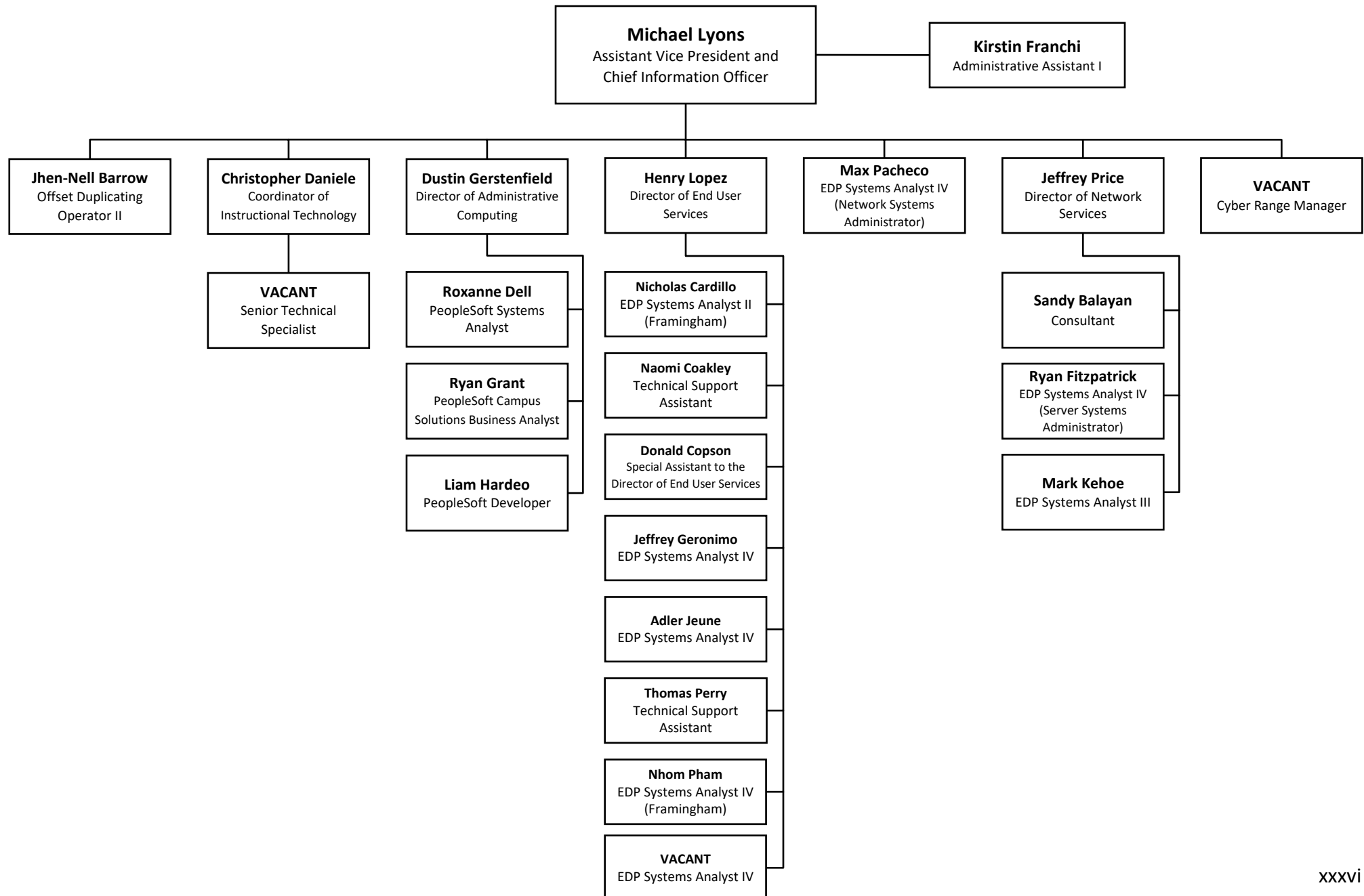
Office of the VP for Finance and Administration

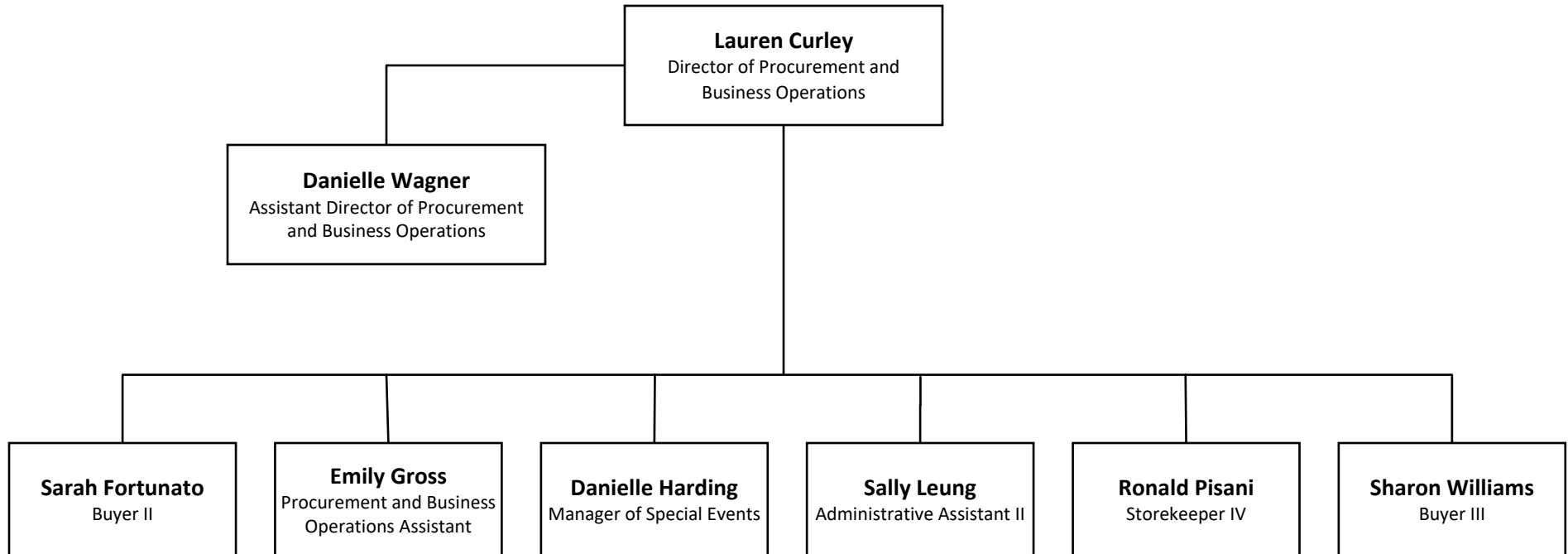


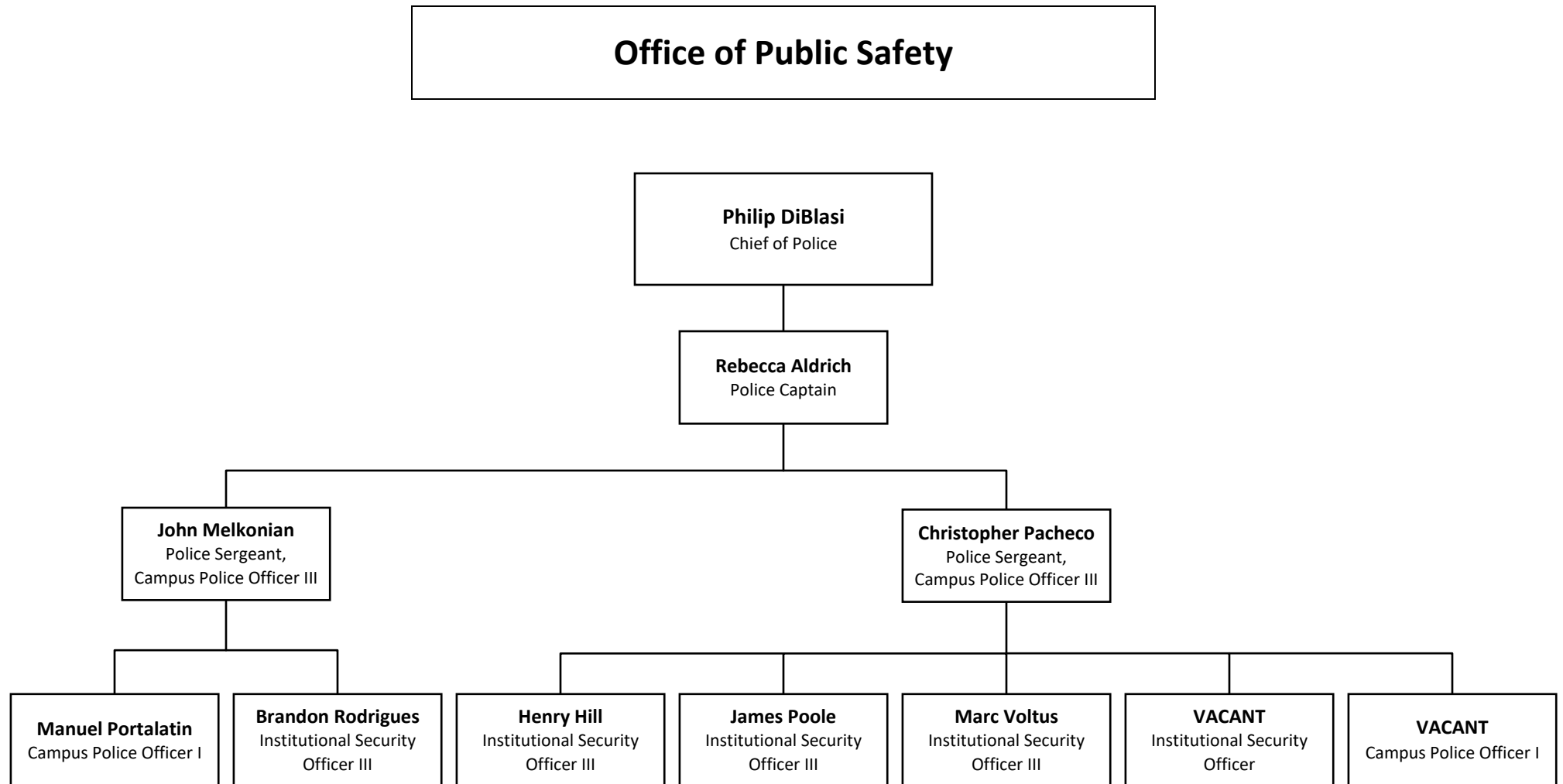




Office of Information Technology



Office of Procurement and Business Operations



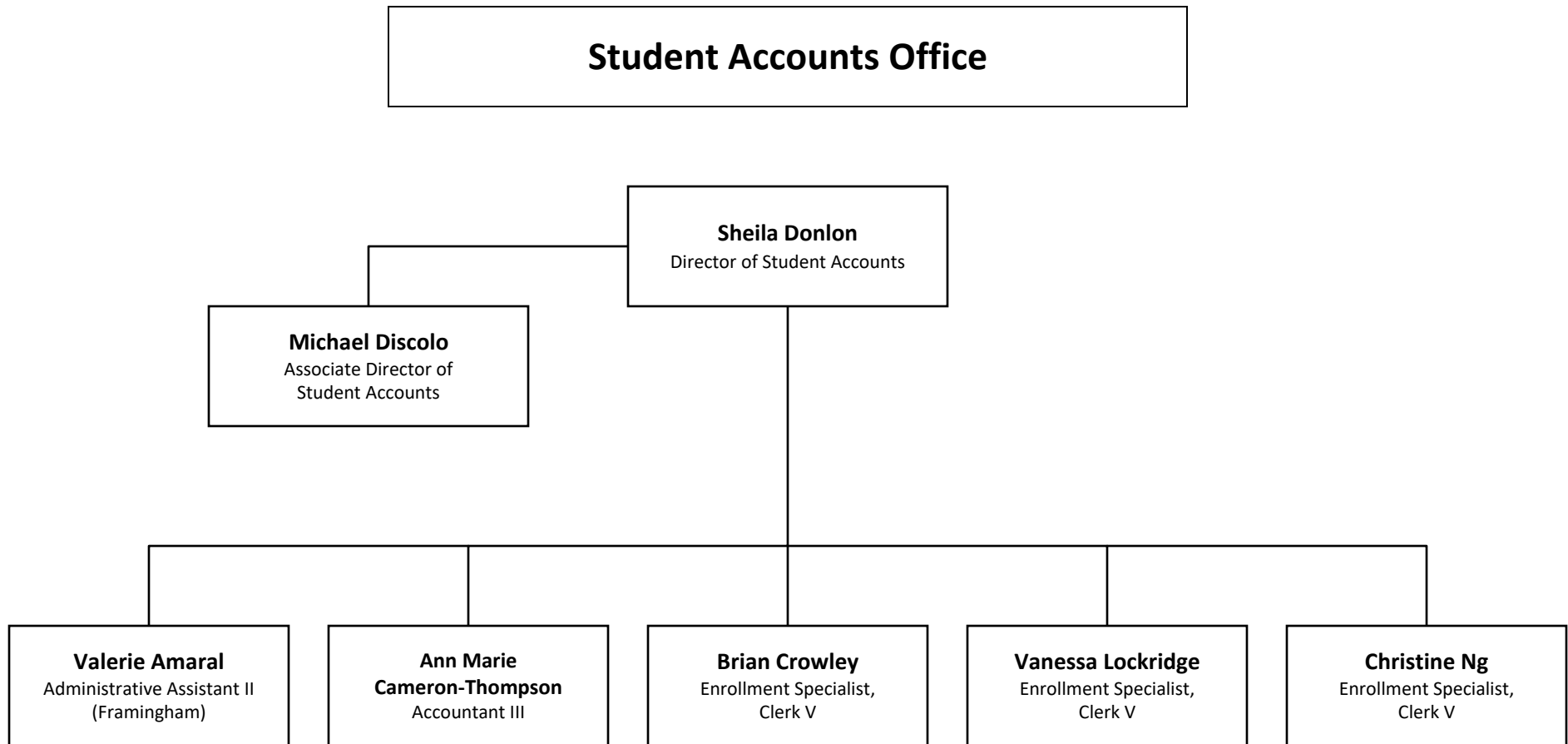


TABLE OF NECHE ACTIONS, ITEMS OF SPECIAL ATTENTION, OR CONCERNS

Since MassBay’s interim report was submitted and accepted in Fall 2020, and a progress report requested by the Commission was submitted and accepted in Fall 2021, we have had one other formal interaction with NECHE. The College completed the process of a Substantive Change submission related to the opening of a new instructional location in Framingham. The original Substantive Change proposal was submitted and accepted in Fall 2023. An evaluator visited us in Spring 2024 and submitted her final report with regard to the new building, to which we responded in a report submitted in July 2024. MassBay received notice of final approval of the change in a letter dated October 22, 2024.

The Commission originally noted five areas of emphasis in the time since our interim report to address in this self-study. Three were identified in a letter from the Commission dated October 29, 2020, and two were identified in a letter from the Commission dated November 30, 2021. Upon approval of our Substantive Change, a sixth area of emphasis was added in a letter dated October 22, 2024. Each of these areas is identified and discussed with specificity in the relevant standard as indicated below.

Date of Letter	Area of Emphasis	NECHE Standards cited in letter	Self-Study Section
Oct 29, 2020	Achieving hiring goals for full and part-time faculty.	6.1 6.2	Standard Six, p. 58
Oct 29, 2020	Achieving more equitable student success rates.	8.8	Standard Eight, pp. 79-82
Oct 29, 2020	Achieving goals related to our five strategic directions	2.5	Standard Two, pp. 6-9
Nov 30, 2021	Incorporating adjunct faculty in institutional assessment and other institutional initiatives	6.13 8.3	Standard Six, p. 60
Nov 30, 2021	Maintaining nonprofit partnerships to provide community service activities for students in federal work study programs	7.19 7.20	Standard Seven, p. 69
Oct 22, 2024	Provide an update on the institution’s success in achieving its enrollment and financial goals for the new Framingham instructional location	7.6	Standard Seven, p. 72

The area of emphasis stated as “achieving our goals related to our five strategic directions” refers to goals enumerated in our 2018-2022 [Strategic Plan](#) MassBay – A Catalyst for Transformation. There

were fourteen goals in the plan, and they are referenced in the separate table below, along with page numbers where discussion of our success reaching that goal can be found.

Strategic Direction and Goal	Self-Study Section
Strategic Direction 1: Improving Student Outcomes	
Improve retention and degree completion rates.	Standards Two and Eight, pp. 6-7, 79-83
Increase the percentage of math students who have completed a college-level math course in two years.	Standards Two and Four, pp. 6, 39
Improve academic outcomes for underrepresented groups.	Standards Two and Eight, pp. 6, 79-82
Increase academic success of students by improving pedagogical and service relationships with students using brain-based trauma-informed best practices as well as addressing the needs of students who are experiencing food insecurity.	Standard Five, pp. 46, 50
Strategic Direction 2: Increasing College Participation	
Maintain enrollment, despite downward projections.	Standards Two and Five, pp. 7, 41
Increase online offerings.	Standards Two and Four, pp. 7, 39
Better prepare students for their roles as citizens in a diverse environment.	Standard Four, p. 29
Strategic Direction 3: Strengthening Workforce Partnerships	
Refine curriculum to meet employer needs and occupational projections.	Standard Four, pp. 25, 28-29
Strategic Direction 4: Enhancing Professional Growth of Faculty and Staff	
Improve the professional experience of faculty and staff.	Standard Six, pp. 8, 55-57
Increase the racial and ethnic representativeness of the faculty.	Standards Two and Six pp. 8, 58
Strategic Direction 5: Optimizing Resources	
Establish a long-term facility for our Health Science programs.	Standards Two and Seven, pp. 8, 72-75

Build a Student Recreation and Fitness Center on the Wellesley Campus.	Standards Two and Seven, pp. 8, 75, 77
Improve the College's infrastructure.	Standard Seven, pp. 75, 77
Improve readiness to respond to public safety emergencies.	Standard Seven, pp. 76

INTRODUCTION

As we began the NECHE evaluation and self-study process, MassBay was also beginning a related process: creating a new five-year strategic plan. As a result, the College leadership decided to merge efforts in developing the two projects. The candid reflection and focus on the College's strengths and areas for improvement required by both processes provided an opportunity to combine efforts in ways that we hope benefited both important endeavors.

The President, the Vice President for Academic Affairs and Provost, the Vice President for Student Affairs and Dean of Students, and the Dean of Student Success and Strategic Initiatives comprised the core team, which began meeting in Fall 2022 to create a plan and timeline for the two projects. The College formed eight committees, most of which focused both on one (or more) specific standards as well as the related topics in our strategic plan. For instance, our committee assigned to "Standard Five – Students" also worked on the student experience aspect of the strategic plan. A few of the committees focused only on either an aspect of the strategic plan or only on one or more NECHE standards. The work done in these committees greatly informed both projects. For example, the work done by the retention committee on the strategic plan was not assigned to a specific standard, but the work of that committee and the strategies identified were utilized throughout the responses to standards in the self-study.

Each committee consisted of two co-chairs: a faculty member and an administrator. All committee co-chairs, along with the core team (three of whom were also committee co-chairs) formed a steering committee that met monthly. Each committee consisted of approximately 15 members and included faculty, staff, and students, though student participation was not always as consistent as we would have liked. Overall, more than 120 MassBay community members served on the committees.

The committees began their work in December 2022 for a strategic plan to be finalized in 2024 and the self-study due in Spring 2025. Much of the committee work on the strategic plan was completed by Fall 2023, while work on responses to the standards continued throughout the 2023-2024 academic year. The work involved examining and analyzing data, meeting with various department representatives, and discussing the process at monthly meetings of the steering committee. At the end of the year, the committees sent their responses to the core team, who prepared an initial draft. The drafts of each standard were returned to the committee chairs for follow-up while revision of the self-study draft began.

We also sought input from the larger MassBay community. Our bi-annual Professional Development Day for faculty and staff in September 2023 included sessions on a number of challenging topics that the College faces; attendees chose sessions based on topic, and discussion notes and suggestions were recorded and used to inform the development of the strategic plan and NECHE self-study. Special sessions of the President's Cabinet and the President's Council discussed the strengths and weaknesses of the College. In September 2024, we engaged representatives of many of MassBay's important external partners, through facilitated small group feedback sessions, to opine on what MassBay is doing well and what we can improve on. Much of that meeting focused on the need for more and stronger partnerships, for continued promotion of MassBay and its mission, and for not only preparing students for transfer and career, but for the skills necessary to succeed in the workplace.

As drafts of each standard were completed, readers from across the College were assigned to particular standards for their review, alongside review by the core planning team. Our goals in the development of the strategic plan and the NECHE self-study were similar: to understand what we are and what we want to be, to reflect and evaluate honestly and objectively, to identify where we are succeeding and where we fall short, and to make specific plans that will build on our strengths while improving areas in which we are not as successful. We feel that our approach to align the development of these two projects created a helpful synergy, and hope that the Commission finds that to be true in their review of our self-study.

The College has made an appropriate and timely effort to notify the public of the upcoming comprehensive evaluation and to solicit comments. Invitations to comment have been provided on local [news websites](#) and on the MassBay [website](#).

MassBay is an institution that regularly reviews a variety of data with a strong Office of Institutional Effectiveness, discussed in detail in our response to Standard Two. Preparing the self-study has been an invaluable process in bringing the College community together to understand, assess, reflect, and plan. What we have emerged with—as we have completed both the self-study and our strategic plan—is a more holistic and shared view of the College, our mission, and where we want to focus our efforts over the next five years.

INSTITUTIONAL OVERVIEW

Massachusetts Bay Community College (known more commonly and referred to herein as MassBay Community College) was founded in 1961 and is one of fifteen publicly funded community colleges in Massachusetts. We serve a diverse range of students across age and ethnicity, who come to us with a diverse range of goals: some aspire to complete a degree or coursework before transferring to a four-year college, some aspire to complete a degree or certificate and enter the workforce, and some aspire to take a few courses—credit or non-credit—to advance in their current career or support a career change. MassBay aspires to get them there, a goal reflected in our motto: “Start here. Go anywhere.”

Our Institution’s aspirations are more fully articulated in our [mission statement](#), which we recently rewrote as a result of the self-study process, to better capture our current purpose. The statement, more fully discussed in our response to Standard One, ends with the idea that “[t]hrough transformative education, MassBay contributes to the growing regional economy and cultivates the potential of our students, empowering them to thrive in our local and global communities.” On a more informal note, we are guided by two other phrases you will hear often spoken by the MassBay community. First, we strive to be “student ready,” as opposed to expecting our students to be “college ready.” Second, the Director of Career Services coined the term (and hashtag) “One-Team MassBay” which has stuck as a description of the spirit of collaboration and support that our faculty and staff display in all that we do.



Figure 0.1 - MassBay Service Area

MassBay’s service area includes 27 municipalities in the MetroWest area of suburban Boston, including Framingham, Natick, Newton, and Waltham, though many students enroll at the College from Boston and other municipalities beyond that designated service area. The College has instructional locations in Wellesley Hills, Framingham, and Ashland, Massachusetts. When originally founded, MassBay was located in Boston and later in Watertown (a near suburb of Boston). As the College grew in enrollment, in 1975 it moved to Wellesley Hills—about ten miles west of Boston—onto an 84-acre campus and into a former Catholic high school built around 1960 which remains our flagship campus.

In 1990, MassBay began leasing a former middle school in Framingham, ten miles west of Wellesley, which became the home for health sciences, education, and human services programs and general education offerings. In 2001, we began leasing a location in Ashland, five miles south of Framingham, to serve as the Automotive Technology Center. Notably, none of these buildings were built to be colleges, much

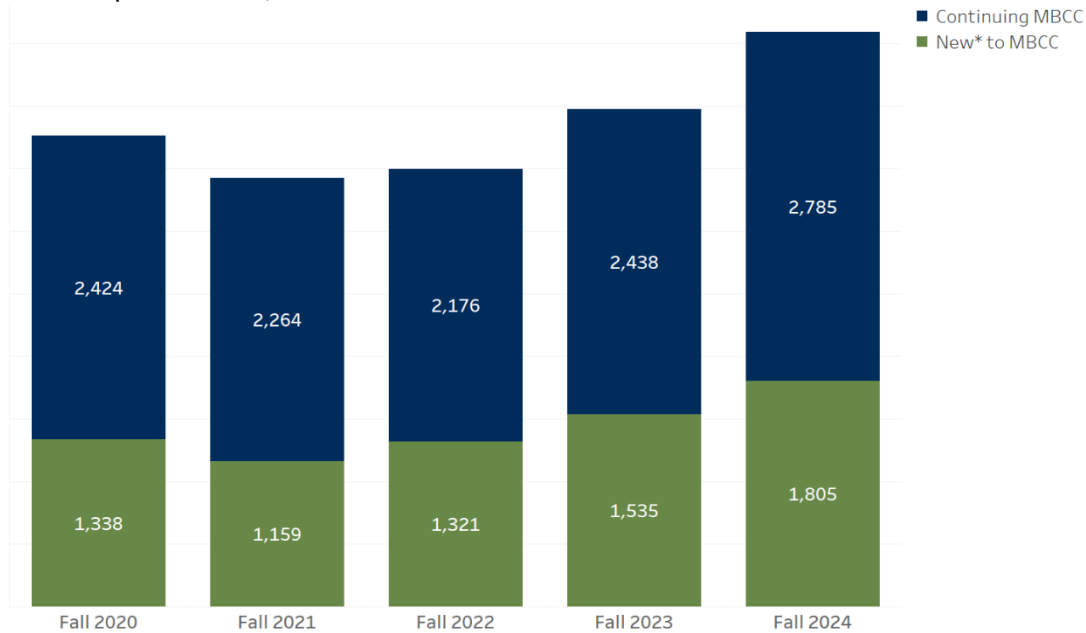
less to house the specific programs based there. However, in January 2024, MassBay opened a new location in Framingham—the Center for Health Sciences, Early Childhood, and Human Services—which replaced our leased location in that city. The Center represents a milestone in our history as it was the first building to be built for the institution; it also represents a successful collaboration between MassBay leadership, its faculty and staff, the MetroWest community, and local and state government.

The College offers over 70 associate degree and certificate programs in five academic divisions: Automotive Technology (with degrees and certificates in specific manufacturers such as Toyota/Lexus and General Motors, as well as an all-brand General Studies degree), Business and Professional Studies (which houses degrees in Accounting, Business, and Criminal Justice, as well as certificates in such areas as Interior Design and Hospitality), Health Sciences (home to degree programs in Nursing and Surgical Technology, as well as a variety of certificates in various medical support professions), Humanities and Social Sciences (with degree programs in such areas as Psychology and English, as well as home to our Liberal Arts associate degree which prepares students for general transfer to a four-year college and serves as a program for students still deciding on a major and career choices), and STEM (with degrees in various areas, including Biotechnology, Cybersecurity, Computer Science, and Life Sciences, and a General Studies associate in science degree, a program which many of our students planning to enter health science programs are in while they complete prerequisites). MassBay also provides individuals and businesses in the region with a variety of other training, economic development, and educational services, primarily through the non-credit offerings of our Office of Corporate Partnerships, Workforce Development, and Community Education. We work with local high schools to offer dual enrollment courses which provide high school students with college credit and prepare them for transition to higher education. Our courses are offered both in-person and asynchronously online, as well as in hybrid modalities; enrollment in online courses now accounts for nearly 40% of our total enrollment each semester.

An 11-member Board of Trustees oversees the College, nine of whom are appointed by the Governor. One is an appointed alumni trustee. An Alumni Association elects a further alumni trustee and the students elect a student trustee. They have five-year terms, except the student trustee, whose term is one year. The Board has four standing committees: Student Success, Finance and Administration, Presidential Evaluation, and Nominations and Bylaws. The Board selects the college president. David Podell, who was appointed as the College's sixth president in 2016, leads an Executive Team that consists of the Vice President for Academic Affairs and Provost, the Vice President for Student Development and Dean of Students, the Vice President for Finance and Administration, the Vice President for Enrollment Management, and the Vice President for Institutional Advancement, Marketing, and Communications. Dr. Podell convenes monthly meetings of the Cabinet, consisting of deans and other college leaders, as well as monthly meetings of the President's Council (all the former as well as directors, faculty, and students). Our students are also represented by the Student Government Association (SGA).

As seen in figure 0.2, Fall 2024 enrollment was approximately 4,500 students. The last couple of years have seen large increases in our headcount; in year-to-year comparisons, we were up 12% in students in Fall 2023, 20% in Spring 2024, and 16% in Fall 2024. In terms of numbers, our enrollment in Fall 2022 was approximately 3,500 students, which means we have seen an increase of about 1,000 students or nearly a 30% increase in just two years. Until Fall 2022, the College, like community colleges nationwide, had several years of enrollment declines due to demographic changes and the COVID-19

pandemic; enrollment Fall 2015 was 4,975 students, and we had enrollments of well over 5,000 in some semesters prior to that, as a result of the Great Recession.



**New to MBCC includes both transfer and first-time students in their initial semester at Mass Bay*

Figure 0.2 - Enrollment by Head Count - Fall 2020 to Fall 2024

Much of our recent enrollment surge is likely the result of two important state initiatives which have opened the door to college for many residents who might otherwise not have attended: MassReconnect, which makes community college free for residents aged 25 and older without any college degree (implemented Fall 2023), and MassEducate, which makes community college free for all residents without a bachelor's degree (implemented Fall 2024). These two programs represent a landmark in providing college access, and though we are still in the first few months of MassEducate at the time of this report, early indicators show that these programs are having a significant impact. It should be noted, however, that our year-to-year enrollment began to rebound in Fall 2022, before these two initiatives began.

As shown in the figure 0.3, our percentage of Hispanic or Latinx students is on the rise; in fact, we expect that our Latinx enrollment will soon make us eligible for designation as a Hispanic serving institution. We are in the process of putting additional focus on better serving our Latinx students, which will mean a change in our culture as well as our practices.

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
American Indian or Alaska Native	0%	0%	0%	0%	0%
Asian	5%	6%	5%	6%	5%
Black or African American	14%	15%	14%	16%	15%
Hispanic/Latino/Latinx	22%	23%	24%	24%	26%
Native Hawaiian / Pacific Islander	0%	0%	0%	0%	0%
Non U.S. Resident	2%	2%	3%	3%	3%
Two or More Races	3%	3%	3%	3%	3%
White	48%	46%	42%	40%	41%
Race Not Specified	7%	5%	8%	8%	7%
Female	55%	56%	55%	58%	57%
Male	43%	42%	42%	41%	42%
Unknown Gender	2%	1%	2%	2%	2%
First Gen	27%	31%	35%	38%	43%
Not First Gen	73%	69%	65%	62%	57%
24 and Under	59%	56%	62%	60%	61%
25 and Above	41%	43%	37%	39%	38%
Full-time	31%	33%	31%	34%	31%
Part-time	69%	67%	69%	66%	69%

Figure 0.3 - Demographics by Percent of Total Headcount - Fall 2020 to Fall 2024

MassBay recognizes that enrolling students is not enough; we must work even harder, given the increase in our enrollment due to the state free-community college programs, to ensure that students stay on track and reach their goals. While we will discuss and appraise our student success efforts throughout this report, figure 0.4 reveals that, while we still have work to do, we are trending in the right direction and seeing some results from the initiatives we have introduced in recent years. Our retention rates for both our full- and part-time students—approximately two-thirds of our students attend part-time—are currently on the rise.

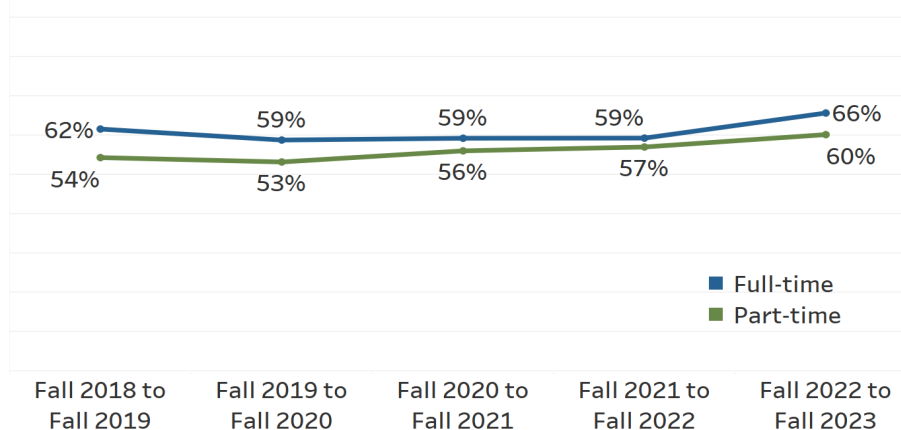


Figure 0.4 - Fall-to-Fall Retention of Degree/Certificate Students - Fall 2019 to Fall 2023

Throughout what has been a turbulent last five years, the College has remained very healthy financially. Overall, the College has seen a significant increase in revenue over the last few years while expenses have remained fairly flat. From fiscal years 2020 to 2023, our annual revenue increased by over \$20 million, while expenses rose by only \$4 million. During this time, cash and short-term investments grew from \$18 million to \$33.7 million, demonstrating financial strength and enhancing our capacity to handle significant unforeseen costs in the future. Much more on finance is included in our response to Standard Seven.

The effects of COVID and our response to it are an important part of our story. When the reach of the pandemic began to swiftly build in March 2020, MassBay joined the rest of the world in largely shutting down its physical locations and swiftly adapting to the use of streaming video to conduct classes and provide services to students. Daily meetings of leadership, student surveys to gather feedback about their needs and concerns, online community forums, professional development sessions devoted to remote teaching and learning, and the committed efforts of the faculty and staff allowed the College to get through this time with what turned out to be little impact on student outcomes. While COVID affected our enrollment and challenged our ability to support students, it also changed the way we function and forced us to adapt to a world where the effective and appropriate use of technology can provide us with greater potential to meet students where they are. While we no longer support remote synchronous classes out of concern for their educational efficacy, our use of asynchronous instruction has grown significantly, and we continue to offer students virtual support services.

Several themes have emerged over the course of preparing the self-study. In terms of strengths of the College, we take pride in our ongoing innovation, making regular changes in our programs, instructional approaches, supports, and services. The College has not been content to conduct our business in the same manner from year-to-year, semester-to-semester, but continually adjusts our practices to improve the student experience and student success outcomes, based on data, whether in our move to a more proactive, coaching-style advising model with mandatory first-semester meetings, to tinkering with our orientation programming each year to better onboard students, to providing alternatives to traditional developmental math and English sequences that have long created additional hurdles to success, to professional development for our faculty and staff on trauma-informed practice and growth mindset, to our newly created Center for Teaching and Learning and accompanying new dean position to lead the Center, there is no part of the College that we feel cannot be improved.

Related to a culture of change and improvement is our commitment to our students, and nothing illustrates that more than the attention we have given to supporting basic needs. MassBay has recognized that many students stop out due to circumstances outside their college lives and that our ability to support our students does not end at the entrance to our campus. Over the period of this self-study, the College has introduced free monthly mobile markets and food scholarships to combat food insecurity (for which we received national recognition), free hygiene products, help for homeless students to find shelter, and a new Case Manager and Resource Specialist position to work with students to identify local government and non-profit resources to assist them.

Our greatest strengths include our focus on removing obstacles students face and the work that all members of the MassBay community have put into transforming our institution into one which

recognizes and attempts to eliminate bias. Our financial stability is another, as is the successful opening of our stunning new, state-of-the-art Framingham campus.

In feedback we received from our faculty and staff during the self-study process, however, two other clear strengths emerged. First, the dedication of our faculty and staff to our mission and our shared priorities emerged, as did the welcoming, collaborative environment they create. Second, and perhaps most important, was the students who choose MassBay, who faculty and staff describe as driven, engaged, interesting, and diverse. Together, the faculty, staff, and students are responsible for creating the supportive environment that makes MassBay special.

Of course, MassBay also has several areas that need improvement. We closely monitor success indicators and, though we have seen some improvements in gaps in success outcomes, we need to make more progress to achieve the equity between groups that we seek. Further, though we have implemented procedures to improve recruitment of faculty and staff, our employees do not yet reflect the heterogeneity of our students.

Online course enrollments rose abruptly during COVID and have remained high, yet completion rates in those courses lag behind rates in in-person courses. We need to develop more effective strategies to help online students complete their courses. Additionally, our assessments of learning outcomes and program reviews need to be completed with more consistency; while we have processes in place and have had success in assessing learning in certain areas, we need the efforts to be more regular and encompass our entire academic program.

Finally, in some of the same feedback sessions in which our community members shared their admiration for their peers and our “one team MassBay” attitude, concerns were expressed about the burden on faculty and staff to continue to address all the needs of our students, especially with enrollment growing and the free college programs bringing more students to our campus who need high levels of support; our dedication to our students can have a downside in terms of stress and burnout, and the College needs to make sure that our faculty and staff feel valued and supported and that they are given the tools and resources to make their work lives sustainable and satisfying.

These strengths and areas for improvement are described in more detail throughout this self-study. But as described by NECHE, the self-study is more than just a detailing of what we do well and what we do not, and more than just a checklist of how we meet the standards. It is also an opportunity to tell the story of the College. MassBay’s story is ultimately the story of our students and the story of the impact our institution makes on their lives. For example, Shelly S. started at MassBay nearly 30 years ago, interrupted her studies, and finally returned to complete her associate degree and enter our Nursing program. Jesse O. came to MassBay from Botswana, graduated with a 4.0 GPA and an armful of academic awards, and is now completing his bachelor’s degree at Yale. Danielle R., a single mother of a child with a chronic medical problem, had attended a for-profit college that had closed, leaving her with nothing but debt. She enrolled in MassBay, became a student leader, and received a One Family scholarship, which is granted to single parents. She graduated with a degree in Surgical Technology and was immediately employed. From last report, she had been promoted and had bought a house with her father.

We also recognize that not every student's story ends as well. While we strive for positive outcomes for every student, some students do not reach their goals. They may drop out or stop out for a variety of reasons, including having to work so many hours each week to provide for themselves or their families. We are also mindful of prospective students who yearn for a better life and want what MassBay promises but are unsure of their ability to succeed or find the enrollment process too burdensome or confusing and never end up attending at all.

What follows is the narrative of our self-study, a candid look at our institution—where we succeed, where we can do more—in clear descriptions of our policies, processes, and practices related to the standards; in fair and evidence-based appraisals of our success in adhering to the standards; and in specific and realistic projections of what we are committed to do to continue to meet and exceed the standards and to improve those areas in which we need to do better. Our intent in this document is also to share with the Commission and the Evaluation Team a vision of the College as a whole, what makes us—our institution, our faculty and staff, our students—who we are: in short, to tell the story of MassBay.

STANDARD 1 – MISSION AND PURPOSES

DESCRIPTION

MassBay Community College has served students and our region for over 60 years. Our purpose is to improve the lives of our students and meet the needs of our community by providing access to high quality education and pathways to better careers. Our mission statement reads as follows:

MassBay Community College is a compassionate, student-centered, accessible institution of higher learning, serving a richly diverse population. MassBay is a bridge to equitable opportunities, sustained success, and a lifetime of professional and personal growth. Through transformative education, MassBay contributes to the growing regional economy and cultivates the potential of our students, empowering them to thrive in our local and global communities.

We also articulate our [vision](#) that "Massachusetts Bay Community College aspires to be a catalyst for transformation—calling for the best in students, preparing them as engaged citizens, and enabling them to realize their dreams." Our values are identified as accessibility and affordability, communication, diversity, professional development, and respect.

MassBay has had no greater focus since our last self-study than ensuring all students have opportunities to succeed. The College determined that a statement regarding equal opportunity was a necessary step in becoming an institution that stated and acted upon its principles. The College consequently published an [Equity Statement](#).

These statements are published in our [College Catalog](#), the [Student Handbook](#), and in various places on our website, including a specific [webpage](#) devoted to our mission and values. Publishing a statement means little without action, and the College has engaged in many activities and implemented several strategies since our last self-study to educate our community to value and champion equity. These have included campus-wide readings; faculty learning communities on syllabus revision and analysis of disaggregated student outcome data; expansion of our Young Men of Color program into the Students of Color program and then into the [DREAM program](#), to be inclusive of all students; [professional development days' keynotes and workshops](#); and college-wide presentations on cultural wealth. In addition to our Equity Statement, President Podell published an [Anti-Racism Statement](#), written partly as a response to tragic events that underscored racial inequities that remain in our society.

On September 15, 2022, MassBay became the first community college in Massachusetts to erect a permanent [Land Acknowledgement plaque](#). This public acknowledgement was unveiled with a ceremony of reconciliation and healing, attended by Chiefs of three native tribes and highlighted by the announcement of the formation of an Indigenous Peoples Scholarship for current and future MassBay students. Instructional sessions followed. The [Land Acknowledgment](#) has been read at every major College event since then. We have recently added a [Labor Acknowledgement](#) as well.

Now that we are on the precipice of Latinx students accounting for a quarter of our enrollment, we are expanding our focus to becoming a Hispanic-serving institution (HSI) in more than just name (and not

simply a *Hispanic enrolling institution*, a distinction that underscores that simply enrolling Latinx students is not enough). Framingham is home to the largest Brazilian population in Massachusetts, which grew by 32% between 2010 and 2020. Consequently, our Latinx population includes students who are Hispanic and non-Hispanic and whose families may speak Spanish or Portuguese. We take seriously our obligation to create an environment where our Latinx students thrive and succeed. Our recent efforts in this area include highlighting the need to support Latinx students in our new [2024-2028 strategic plan](#); organizing with three other colleges a two-day New England [conference](#) on serving Hispanic and minoritized students; and having groups read and discuss [Becoming Hispanic-Serving Institutions](#) by Gina Ann Garcia.

APPRAISAL

While some aspects of our mission are at the core of what it means to be a community college and continue unchanged, the challenges we face evolve over time, and we must periodically evaluate what is important to us and the people we serve. The committee that was formed to prepare our response to Standard One quickly determined that it was time to refresh our mission statement, not only in its articulation, but in its presence in our daily practice. Committee members felt that the existing statement captured neither the range of services we provide nor the essence—the “specialness”—of our institution. The self-study provided an opportunity, over the course of a year, to revise it.

Committee members first agreed on a definition of a mission statement and then developed several themes they wanted to include in the new statement, including “people-focused,” “student-centered,” “a community of belonging,” “innovative,” “caring,” and “transformative education.” They drafted a revised statement which they shared with the wider MassBay community for feedback. The committee also presented it at a college-wide town hall and at meetings of the Student Government Association (SGA) and Executive Team (the President and Vice Presidents). A further draft was presented during a breakout session at our February 2024 Professional Development Day and the response was overwhelmingly positive. We asked, “Does this revised Mission Statement capture the essence of our college and community?” Of 30 who responded, 29 said yes. Our Board of Trustees [unanimously passed](#) the new mission statement in May 2024.

Due to the collaborative and open nature of the process, we now have a mission statement that better reflects the current purpose and nature of our institution. After receiving Board approval, the College began to actively promote it. For example, it was read and discussed at a town hall. We distributed stickers that contained the mission statement for people to affix to their laptops at our September 2024 Professional Development Day. Throughout this academic year, we are introducing prominent displays of the new mission statement on the walls of common areas and hallways on all three campuses. Our plans also include printing it on t-shirts, creating small ornaments for employees’ work desks, featuring it in our publications, leveraging our mobile app and social media channels to promote it, and devising new ways to activate the statement and keep it prominent on our campuses.

The College uses a variety of methods to measure our success at carrying out our mission. Though the current statement of our mission is new, the heart of our mission is and has always been student success. There are many metrics for student success in both the short and long term; as many students attend with the intention to transfer before degree completion, one measure we look at is the percentage of students who were either retained or transferred after their first year. Data from the

Massachusetts [Department of Higher Education](#) (DHE) reveals that MassBay compares well to the other state community colleges in this metric. Seventy-four percent of full-time students are retained at MassBay or study at another institution, compared to 68% at the other community colleges. Among part-time students, the rate is 57% at MassBay and 52% at the others.

Another aspect of our mission is our contribution to the regional economy, which not only benefits our community and state, but provides career options for students in growth industries. A 2021 [study](#) by EMSI demonstrated that MassBay has contributed \$142.7 million in added income to the regional economy. We continually align our curriculum with workforce needs by adding programs such as new [Behavioral Health](#) and [Medical Assistant](#) programs. Programs in Data Science, Health Services Management, and Clinical Documentation are in development. MassBay has advisory boards for most of our workforce-related programs that provide a direct way to determine employer needs. For example, our five Automotive Technology programs' advisory boards include representatives of local dealerships and manufacturers. One of the best examples of MassBay's commitment to developing programs that address workforce needs is our [Cybersecurity associate degree](#), which has been added since our last comprehensive evaluation and is the first (and, so far, only) associate degree of its kind in the state. Not only does the program have an [advisory board](#) with representatives from industry and transfer institutions, but the College created [The Center for Cybersecurity Education](#), led by faculty from Computer Science and Legal Studies, which the National Security Agency recently recognized as a [Center of Excellence in Cyber Defense](#).

The use of the word "compassionate" in our new mission statement is important, and an idea that was not explicit in our previous statement. It embodies the themes of "caring" and "people-focused" that came out of the committee's work. We manifest this compassion in several ways. We hired a [Case Manager and Resource Specialist](#) in Student Development to help students access needed community resources such as housing. To address students' [food insecurity](#) we have introduced food scholarships, free frozen meals, and a monthly mobile market with free fruits and vegetables; these efforts have had [measurable impact](#) on the outcomes of students, particularly in terms of retention. Student Development also helps students with housing insecurity and oversees a [fund](#) to help students pay for textbooks. Our in-house [Mental Health Counseling office](#), the largest among state community colleges, provides not only direct counseling for students but also holds workshops and consults with faculty and staff to promote mental and emotional health and related practices to support students. Much more on these initiatives can be found in the response to Standard Five.

Disaggregating our data – especially data related to student outcomes – by race, ethnicity, and sex reveals differences in the success rates of students that we are working hard to close. Figure 1.1, from DHE, shows the challenge: our Latinx and African American students are not retained as often as our white students, a gap we are committed to close. More about our equity efforts can be found throughout this self-study.

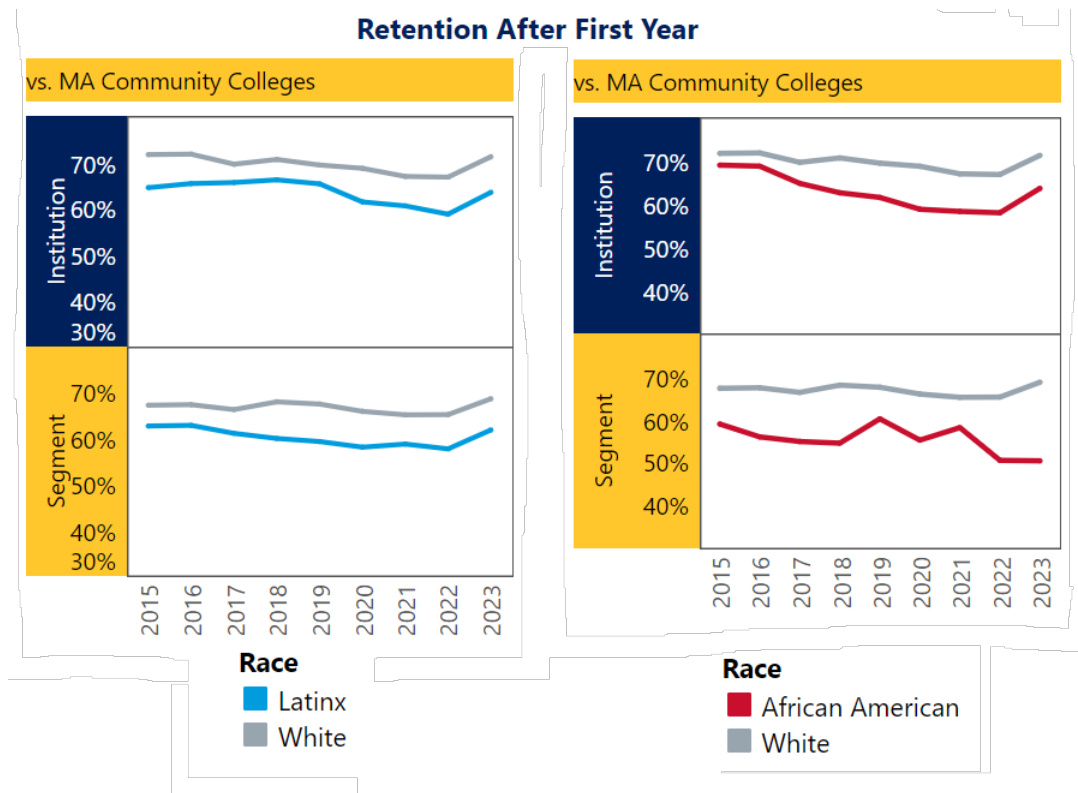


Figure 1.1 - Retention after first year – Latinx/African-American students compared to White students

Given the attention to our mission statement, and our recent drafting of an Equity Statement, we recognize that the same attention should be given to the statement of our vision and our values, and that further consideration of how these statements inform the functioning of our college is necessary to ensure that they are not only aspirational but actualized.

PROJECTIONS – MISSION AND PURPOSES

1. Integrate the new mission statement into the College.
 - a. Convene a group to promote the new mission statement to the community (Vice President for Institutional Advancement, Marketing, and Communications, 2024-2026).
 - b. Utilize the new mission statement as part of our practice and planning and in the development of new initiatives and programs (Vice President for Academic Affairs and Provost, 2024-2028).
2. Bring together a group of faculty, staff, and students to review our vision and values statements (President, 2025).

STANDARD 2 – PLANNING AND EVALUATION

PLANNING - DESCRIPTION

The use of the results of continuous assessments to inform planning and practice are essential to achieving our mission. Our work over the past few years was largely guided by a strategic plan, [MassBay: A Catalyst for Transformation, 2018-2023](#) which had five strategic directions: 1) improving student outcomes, 2) increasing college participation, 3) strengthening workforce partnerships, 4) enhancing professional growth of faculty and staff; 5) and optimizing resources. To monitor progress a timeline was developed for each strategy identifying the person responsible for each. Every year, those persons submitted an update to the President; the updates were consolidated on a chart that the President submitted to the Board as part of his annual self-evaluation. The 2023 [update](#) shows our progress on each goal.

Over the last two years, we have been engaged in the planning and evaluation needed to draft both a new five-year strategic plan and our NECHE self-study. The simultaneous development of these documents enabled our community to reflect on our progress, acknowledge our current challenges, and chart a course for our future. We intentionally linked the two to ensure that we used our self-study findings both to inform our choices of strategic goals and to link those goals to NECHE standards. Six committees worked on specific topics under the plan and prepared responses to the NECHE standards associated with those topics, while six committees developed strategic plan sections; three of the committees overlapped. Faculty and administrator co-chairs led these [committees](#), which included 28 faculty (four of whom were adjuncts), 55 staff, and eight students. A Steering Committee comprised of the committee co-chairs oversaw the College's progress on the two documents. The two additional strategic planning committees (focusing on recruitment and retention) included seven faculty (one of whom was an adjunct), 21 staff, and three students.

Data, evaluation reports, and other sources of information informed the deliberations of the six strategic planning committees. After several months of meetings, each committee prepared conclusions, including objectives, with accompanying outcomes and strategies. A writing team consolidated these objectives, placing them under five headings: Enrollment, Teaching and Learning, The Academic Program, The Student Experience, and Institutional Resources, and created an initial draft of the plan. Faculty and staff were invited to participate in a Professional Development Day workshop to generate strategies for many of our most important objectives. This draft was then shared with many campus groups, including the Cabinet, President's Council, and the [Board of Trustees](#) for additional feedback. In Fall 2024, the College met with some of our most important [external partners](#) for their feedback regarding both areas in which we are succeeding and in which we can improve. Their responses informed further drafts of both the plan (which was now pared down to 25 objectives) and the self-study. The MassBay Board of Trustees [approved](#) a final version of the strategic plan in December 2024, which will be on the agenda of the Massachusetts Board of Higher Education in the coming months.

The objectives of our new strategic plan, [MassBay: Seizing Opportunity, 2024-2028](#), are designed to improve student outcomes and strengthen the institution. The most prominent of them are:

- Leveraging the new state-wide free community college programs to increase enrollment,

- Creating a Center for Teaching and Learning with a focus on improving online instruction to yield heightened degrees of learning,
- Adding new programs in Health Science and Behavioral Health,
- Enhancing student-centered care and support, including mental health, belonging, and basic needs,
- Increasing faculty and staff diversity to more closely reflect the heterogeneity of the student population, and
- Establishing a cybersecurity education/health and fitness center in Wellesley.

PLANNING - APPRAISAL

One of the areas of emphasis the Commission has asked us to address in its letter of October 29, 2020, relates to MassBay's 2018-2023 Strategic Plan and our success in reaching the goals under its five strategic directions noted above. In our Appraisal, we generally use data from our own Dashboard rather than the NECHE Data Dashboards because our own Dashboard is more up to date. MassBay made significant progress on most of the key performance metrics associated with each strategic goal.

1. Improving student outcomes:

- Fall-to-Fall retention rates increased from 62% for the full-time entering 2018 cohort to 66% for the 2022 cohort. The rate for part-time students in the same time period increased from 54% to 60%.
- Three-year success rates (graduated, transferred, or remained enrolled) decreased from 56% for the full-time entering 2018 cohort to 54% for the 2020 cohort. Among part-time students, during the same period the three-year success rate increased from 49% to 52%.
- Six-year success rates remained steady at 65% for the entering 2016 and 2017 cohorts. (The statewide rate is 63%.)
- The percentage of students who have completed a college-level math course in one year increased from 8% for the Fall 2016 cohort to 32% for the Fall 2022 cohort.
- The on-time credit accumulation rate increased from 29% in 2021 to 36% in 2022.
- Looking at disaggregated data, the timely completion of gateway courses (which the state averages over three-year periods) increased among African American or Black students from 28% in 2016-2018 to 35% in 2021-2023; for Latinx students, the rate increased from 21% to 32% in the same period. However, the rate for white students in 2021-2023 was 43% so, despite the increases, a gap remains.
- The timely accumulation of credits (also averaged over three-year periods) among African American or Black students increased from 17% in 2016-2018 to 21% in 2021-2023; for Latinx students, the rate increased only a fraction of a percent over the same period—the rate was 22% in 2016-2018 and has stayed consistently at 26% since that time. The rate for white students in 2021-2023 was 40%, so a significant gap remains.

The College made progress on retention and completion of college math in the first year. Results on measures of three-year success rates were equivocal, perhaps because they covered the years of the pandemic. Six-year success rates remained steady. Progress for African American/Black and Latinx students on several measures did not close achievement gaps. We therefore remain committed to improving these student outcomes, particularly by focusing on factors that may influence them, such as improving pedagogy (especially in the increasing number of online courses) and exposing students

to high-impact instructional practices. In addition, we will continue to focus on closing outcome gaps for African American/Black and Latinx students. The latter population is of special concern because, as will be discussed in our response to Standard Five, the Latinx population is growing as a percentage of our total population and, in particular, the Brazilian population is increasing in our biggest feeder high school. We will need to pay more attention to students' sense of belonging and enhancing student-centered care and support among the Latinx population.

2. Increasing college participation:

- With a goal to maintain enrollment despite downward projections, our enrollment increased from a headcount of 3,423 in Fall 2021 to 4,590 in Fall 2024, or 34%. The upward trend began even before the advent of the free community college programs.
- Online course offerings nearly doubled from 21% of total sections in 2020 to 38% in 2024.
- The number of high school students enrolled in college courses increased 32% from 242 in 2018 to 320 in 2024.
- The number of students enrolled in non-credit offerings increased from 448 in fiscal year 2023 to 908 in fiscal year 2024, an increase of 103% in a short period of time.

In each of these indicators, we saw significant growth. We seek to continue this pattern, which introduces two key questions: what are the limits to our growth (capacity) and do we have sufficient resources to serve a growing population (sufficiency)? With regard to capacity, enrollment data show that, despite recent increases, our enrollment is still far lower than it was at the peak of the Great Recession when enrollment peaked at 5,830 students. At that time, we were able to meet their educational needs. Based on these enrollment figures, and considering the recent increase of online instruction and the impact of opening the new Framingham campus, we judge that we can serve a population about 30% larger than our largest enrollment number, or 7,579. With regard to sufficiency, about half of our revenue comes from tuition and fees, whether paid for by the student or by the state; thus, that part of our revenue increases proportionately with increased enrollment. While we would welcome more generous state funding, we have found that our budget expands sufficiently with increased enrollment for us to serve a growing population. Therefore, in pursuit of our mission, we will continue to seek enrollment increases in the next five years.

We note the impending drop-off in the number of high school graduates which could impact our ability to increase enrollment. Recent high school graduates currently represent 38% of our incoming class, down from 43% in 2020. However, we expect community college becoming free and the opening of our new Framingham campus to offset the impact of the upcoming decrease in high school graduates. We also note that our biggest feeder high school, Framingham High School, continues to have high enrollment because of immigration to the area, suggesting that it may defy national predictions about "the cliff."

3. Strengthening workforce partnerships:

- We added five [advisory boards](#) to our academic programs and created a [continuing education advisory board](#).
- We initiated nine new partnerships with Behavioral Health agencies (for a total of 71) as part of initiating our new program in this field.
- The number of internships increased by 56% between 2018 and 2024.

Significant progress was made in achieving this goal. Five years ago, our workforce partnerships consisted of established relationships to support clinical placement and internships and a few advisory boards. Both numbers increased. We look forward to maintaining these relationships in the coming years.

4. Enhancing professional growth of faculty and staff:

- To our bi-annual Professional Development Days, we added a series of strengths-based professional development opportunities focused on positive psychology, resilience, and mindset. Thirty-two full-time faculty, 55 adjuncts, and 171 staff participated in at least one of twelve sessions offered during 2023-2024.
- Beginning in 2018, we introduced faculty learning communities, growing the number each year. In 2023-2024, 49 members of the faculty, of whom 16 were part-time, participated.
- We held a wide variety of inclusivity-related professional development opportunities for faculty and staff, reaching nearly all of our employees.
- We increased the participation of adjunct faculty in professional development opportunities, inviting and paying them to attend Professional Development Days and the other professional development events that we introduced for faculty. In 2018, we allocated funds for 10 adjuncts to receive a stipend to attend Professional Development Day. Based on the interest, the College decided to make stipends available to all adjuncts who wished to attend. In Fall 2024, 28 adjuncts participated in Professional Development Day. We also invited adjuncts to participate in a weekend adjunct institute focusing on inclusion on two Saturdays in 2023; 23 participated.
- Our efforts to diversify the faculty yielded mixed results: from 2019 to 2023, Asian faculty increased from 3% to 10% of the total; Hispanic faculty increased from 2% to 4%; but African American or Black faculty decreased from 5% to 4%.

Underpinning students' success is the preparation of the faculty. Their ongoing professional development is a major factor in promoting learning and positive student outcomes. Many faculty participated in our professional development activities, but feedback indicates that more is needed. A centralized focus on teaching and learning, through a Center, can be expected to make a more robust difference in the improvement of pedagogy. We made significant strides in increasing the engagement of the adjunct faculty in professional development and in participation in the College by including them on committees and giving them paid coordinator positions. Making our faculty more representative of our students remains a challenge and we will need to apply new strategies to do better.

5. Optimizing resources:

- We established a new campus in Framingham that opened in January 2024. The total cost was \$62.4 million: we successfully obtained \$56.7 million from the state, and we raised \$5.7 million in our first capital campaign. Enrollment in the College's Framingham site has increased from a headcount of 162 in Fall 2021 in the earlier, leased site to 901 in Fall 2024 in the new site.
- The Center, located in a municipality in which more low-income families reside, has re-energized non-credit workforce development programming.

- The state has allocated \$5 million to carry out schematic design of the Cybersecurity Education/Health and Wellness Center in Wellesley, a first step in the building's construction. The total cost of the building is projected to be \$70 million.
- We increased our fundraising (including support for scholarships and students' basic needs) from \$303,076 in FY2018 to \$2.3 million in FY2022. Most of this was a product of the work of the Development Office, rather than the MassBay Foundation, our 501(3)c arm.
- Grant dollars increased from \$1.2 million in FY2018 to \$11.6 million in FY2023.

Major goals in optimizing our resources were achieved. Although we have been very successful on many financial fronts, the MassBay Foundation does not bring in revenue at the level of some of our fellow community colleges. To better meet the needs of our students, we would like to improve the Foundation's fundraising profile. We completed and opened the Framingham campus which, among many other benefits, introduces new rental opportunities. Our strategic planning discussions revealed a strong desire to improve the College's carbon footprint. Although the new Framingham campus is carbon neutral, the same is not true of our Wellesley campus. Finally, although we successfully secured funds for the design of the Cybersecurity Education/Health and Wellness Center in Wellesley, we will have much work ahead to realize our ambition to construct this new Center.

Sometimes, events occur that are not anticipated in a strategic plan. Such was the case with Massachusetts' free community college programs. MassBay spent the first half of 2023 planning for the possibility that the state would approve [MassReconnect](#) which provides free community college to eligible residents aged 25 and older. The College allocated new full-time faculty lines and new student services staff positions to Admissions and Financial Aid in anticipation of enrollment growth. We also created new positions for staff responsible for advancing our use of technology in Admissions, Advising, and Financial Aid. A committee, chaired by the President, met weekly as did three sub-committees concentrating on enrollment, student services, and academic offerings. We learned from schools in states with similar programs about their experiences and potential concerns, particularly regarding retention; we conducted focus groups and surveys with students aged 25 and older; and we examined our historical data and enrollment trends for that population. When the Governor signed MassReconnect into law mere weeks before the beginning of the Fall 2023 semester, the College was ready. Our enrollment increased sharply in Fall by 14%, with an even greater spike (24%) the following spring.

Our planning and preparation efforts were successful. Despite the warnings from colleges in other states about serious retention issues they faced after introducing free community college, MassBay's fall-to-spring retention in the first year of MassReconnect actually increased and was at its highest since the pandemic began: for the Fall 2019 cohort, it had been 68.6%; during the three years of the pandemic, it fell to 66.3%, 66.7%, and 67.1%, respectively; after the first year of MassReconnect was introduced in Fall 2023, it rose to 68.8%.

We followed a similar process in Spring 2024 to plan for the introduction of [MassEducate](#) (free community college for eligible residents of Massachusetts regardless of age), which was signed into law in July 2024. In anticipation of its passing, we initiated more full-time faculty searches and added staff positions in Advising. Once again, we had a very brief window to implement the program but, because of strong planning, we started the first semester (Fall 2024) well-equipped to deal with a sharp increase in students and, indeed, enrollment increased by 16%. Spring 2025 enrollment is up

20%. At the time this self-study is being finalized, we do not yet have data about short-term outcomes related to this initiative.

Our planning meetings for both MassReconnect and MassEducate continue, focusing on dealing with enrollment growth and promoting academic success. A recent study of the two programs has revealed that, compared to the College overall, there are higher rates of Black MassReconnect students and Latinx MassEducate students. Not unexpectedly, MassReconnect students tend to be older. We discuss in our response to Standard Five how we are adapting our services based on these findings.

Our financial planning has also been demonstrably effective. In the years of enrollment declines due to changing demographics and the effects of the COVID, MassBay successfully managed its budget by projecting enrollment conservatively. Strong financial planning allowed us to move our strategic plan objectives forward, keep the College vibrant, and strengthen our reserves, as described in detail in our response to Standard Seven. A 2021 state-commissioned study of the financial health of public colleges by the consulting firm EY Parthenon (commissioned due to concern about the impact of COVID) showed the strength of MassBay's financial planning. MassBay fared [very well in the study](#) as compared to the average findings: we had 6.9 months of liquidity as compared to an average of 4.8 months, an operating margin of +6.3% as compared to the average of -2.6%, an enrollment decline of 12% as compared to an average decline of 15%, and cash outflows per credit of only \$536.20 as compared to the average of \$667.40. Since then, our financial situation is even better, so much so that the Board was able to invest \$20 million, an investment that is generating a significant amount of new dollars to our operating budget to fund new initiatives to support student success.

Additional evidence to appraise the College's planning efforts comes from the analysis of the 2023 administration of the Institutional Capacity Assessment Tool (ICAT) developed by Achieving the Dream. This tool provided the College with data to assess capacity and identify strengths and areas for improvement. Employees were asked questions in seven areas: 1. Teaching and Learning, 2. Data and Technology, 3. Equity, 4. Leadership and Vision, 5. Engagement and Communication, 6. Strategy and Planning, 7. Policies and Practices. [Results from the ICAT](#) will be discussed throughout the self-study. In this section, we present the results of the community's assessment of the College's capacity for strategy and planning.

[ICAT items about strategy and planning](#) provided an opportunity for faculty and staff to rate the institution's process for "translating the desired future into defined goals and objectives and executing the actions to achieve them." Faculty and staff rated the institution using four levels of capacity (minimal, moderate, strong, and exemplary). Overall, faculty and staff rated the institution's capacity in strategy and planning as "strong" (3.0 rating). Relative to other areas assessed in the ICAT, strategy and planning ranked in the middle, below leadership and vision and equity, and higher than data and technology and engagement and communication. Among the areas within the section on strategy and planning rated the highest were having a strategic plan with a clearly defined set of student success goals (48% rated the College at an "exemplary" level, 25% at a "strong" level) and a climate of shared responsibility for student success across all levels of the organization (28% rated exemplary and 35% strong). The area rated the lowest level of capacity were the institution's assessment of the benefits and impact of success efforts relative to the cost (55% rated they did not know and only 14% rated this area as exemplary).

The College shared the ICAT results in a “[Capacity Cafe](#)” to which all employees were invited to discuss the results, identify priorities, and develop action steps for improvement. Results affirm the College has a strategic plan that is focused on a clearly defined set of student success goals, and external revenue sources aligned with the student success vision and goals. However, there is a need to review all student success initiatives and strategically integrate the work to avoid duplication and ensure maximum impact. Further, the College can make the community more aware of strategic finance issues related to multi-year financial planning to support positive student outcomes. Employees participating in the discussion recommended communicating the connection between the strategic plan and other plans; connecting new initiatives, pilots, and grant-funded projects to increase alignment and sustainability; and improving cross-collaboration by engaging the right people to the table for conversations.

To address this need to increase participation in collaboration, planning, and evaluation of impact, we will create an Institutional Planning Committee to review progress on the key performance indicators on an ongoing basis, to consider mid-course corrections based on the data and changing circumstances in the ecosystem in which we work. We decided that the faculty and administration committee co-chairs, i.e., members of the NECHE Steering Committees, will comprise the new committee.

Looking ahead, we will evaluate our progress toward achieving the objectives in the new 2024-2028 strategic plan using a set of [key performance indicators](#) (KPIs) and a [grid](#) showing who is responsible for each objective. The KPIs are organized by area (Enrollment, Teaching and Learning, Academic Program, Student Experience, Institutional Resources), and, under those areas, by objective. The KPI chart and the grid will be reviewed by the Institutional Planning Committee and used for annual report to the President and the Board.

EVALUATION - DESCRIPTION

The College’s Office of Institutional Effectiveness (OIE) carries out evaluation at the college level. It is overseen by an associate dean who reports to the Provost with a staff that has grown over the past decade from three to six people; it is one of the largest offices of its kind among the 15 Massachusetts community colleges. OIE prepares required data reports for federal and state agencies and responds to data requests from within the college community using a [data request form](#). These requests include data for program-level self-studies to help departments better understand their students. OIE also handles a variety of broader evaluations, such as administering the [ICAT](#) developed by Achieving the Dream (described above), evaluation reports for various grants, and administration of the Community College Survey of Student Engagement (CCSSE). The team delivers presentations to the Board of Trustees, the Cabinet, and faculty and staff at our town halls, as well as to smaller, more specialized groups.

OIE makes information accessible through an annual [College Factbook](#), which contains demographic and general institutional data, and our continually updated [Institutional Dashboard](#), which provides a detailed look at many metrics involving admissions, enrollment, student success and outcomes, academics, faculty and staff, finance, grants, and fundraising. Updates to the Dashboard are presented at each Board of Trustees meeting, and both reports are published on the MassBay website for the

public. Other colleges have requested copies of our Dashboard to use as a model for their own reporting.

Further, OIE creates various Tableau dashboards that provide automatically updated data to various campus constituencies, such as historical and real-time enrollment data during registration periods, enrollment and success for students aged 25 and older, and success in online courses. Certain reports, such as [enrollment reports](#), are automatically emailed to relevant staff daily.

Evaluating the success of our institution typically involves assessing the success of our students for which we use multiple measures. Often, we examine success through disaggregated data, looking at populations by race, gender, modality, program, and a variety of other factors. We often measure short-term success by looking at course-completion data and percentages of first-year degree or certificate seeking students who have completed, transferred to another institution, or remain enrolled in the College after one year. Long-term success is typically looked at with regard to student outcomes after three or six years.

To get a detailed account of the student experience at MassBay, we participate in the CCSSE every three years and most recently in Spring 2024. Questions contribute to a set of five standardized benchmark scores that measure aspects of the student experience and that are comparable to a cohort of similar colleges. In 2024 the survey was administered in-class to a selection of sections chosen by the CCSSE organization.

The College has administered a student satisfaction survey every other year since 2017. This brief survey asks students if they received the information or service they were seeking, if they were treated with respect, if they are satisfied with the outcome of the visit, and for an overall rating of their experience. Results are shared with managers who use the information to improve student services.

MassBay also surveys students overall, sometimes narrower populations (for example, those receiving services from the Accessibility Resources Center, and alumni. Results from these surveys are used routinely to assess and improve services, document student success, and describe the student population to inform departments' decisions about change. An example is a [study](#) we did of students aged 25 and older, with the advent of the MassReconnect program, to determine the services they would like to receive in the evenings. The [results](#) led to the introduction of [workshops](#) specially focused on career development, networking, interviewing, and balancing school and work; special [evening orientations](#) for students 25 and older; and the expansion of the hours of student service offices into the evening.

The College evaluates academic programs through program review at the academic program level and assessment of graduation competencies, as well as the examination of data on enrollment, retention, graduation, and, in some cases, post-graduation outcomes.

The evaluation of the academic program includes comprehensive [program reviews](#) every five years and [annual assessment](#) of student learning. The assessment of learning is intended to be conducted annually with departments selecting one or more program-level learning outcomes to assess in each review. Academic departments have used such assessments to make critical decisions about their program. For example, faculty in the Human Services Department in a [2022 assessment](#) focused on

communication skills with “respect for diverse cultures through learned knowledge and experience through multiple perspectives.” Based on an assessment of a final project that involved researching the historical, current, cultural, and multi-disciplinary perspectives of disabilities, they updated and added a new component to their oral presentation rubric. In 2022-2023, [Engineering](#) faculty relied on artifacts to assess students’ ability to use technology and equipment to collect and review data. They reviewed students’ work in several upper-level courses and found that 87% were successful in designing and conducting experiments, analyzing and interpreting data, and using scientific instruments appropriately and safely. However, concerns emerged from the data about student writing, leading to changes in course content to emphasize written communication. Similarly, [Business faculty’s assessments](#) led them to improve the scaffolding of assignments and to add additional checkpoints to assignments to ensure students are on track to complete long-term, comprehensive projects. Specifically, after results showed students exhibited poor Excel foundational skills in a capstone assignment and analysis using the software, faculty embedded additional instruction and guidance on Excel into the curriculum and moved the first Excel session to earlier in the semester. Additionally, after assessment results showed students had performed at effective and mastery levels but too many of them were failing to complete their projects, faculty updated the template for the marketing plan assignment and instituted a new “extension without penalty” policy to allow for improved assignment completion rates. The impact of this extension is currently being assessed.

The evaluation of general education at the college level is organized around our seven [graduation competencies](#) which are embedded in all associate degree programs. As will be described in greater detail in our response to Standard Eight, the annual assessment cycle begins with an assignment design workshop to aid faculty in creating or refining a course-level assignment to align with the graduation competency rubric. Workshop leads and peers within the design cohort give faculty feedback on the assignment before it is deployed in a course. Over the past five years, 39 faculty (20 full-time and 19 adjunct) have been trained in the model of assignment design across the written communication, critical thinking, and diversity outcomes, some being trained in two or three of the competencies. To date, 36 faculty (16 full-time and 20 adjunct) have been trained to use the adopted rubrics for scoring student artifacts, several of whom are trained across rubrics and competencies. While there are seven graduation competencies, the three that have the most robust cycle of assessment are critical thinking, written communication, and diversity.

EVALUATION - APPRAISAL

The use of program reviews and annual assessment of student learning to evaluate academic programs was progressing well before the pandemic. In 2018, all but one academic program submitted an annual assessment-of-learning report. Also, in conducting reviews, faculty were becoming more proficient at using program review as a basis for revising and improving programs. However, the pandemic had a significant impact on their productivity, with only 20 completing annual assessment of learning in 2021, and many programs that were scheduled to complete a comprehensive program review that year were delayed. Since the pandemic, we have made efforts to return to the practice of all programs conducting their annual assessments and are working to resume the schedule of comprehensive program review. Our efforts to improve the rate of completion of program reviews are showing success, with 44 programs completing a comprehensive program review during the last five years and 20 currently in the process of undergoing a comprehensive program review. Of the remaining programs, four are new in the last five years. The College is committed to ensuring that 100% of the

academic programs complete their annual assessment of learning and that all programs have completed a comprehensive program review to ensure we have the results to inform decision making and continuously improve our academic programs.

Our assessment work in graduation competencies is growing. Results of critical thinking graduation competency evaluation show students perform better in the area of explaining the problem compared to arriving at a conclusion. Assessment of written communication reveals that students demonstrate greater mastery of the syntax and mechanics in comparison to genre and disciplinary conventions. More details about assessment of graduation competencies are presented in our discussion of Standard Eight. These findings have led to faculty being invited to an assignment design workshop to think about how to integrate this feedback into their teaching. We recognize the need to systematically expand our assessment of graduation competencies to cover all seven competencies. Plans have been made to create a model for assessing the personal, social, and civic responsibility competency; the College's work on assessment of critical thinking will serve as a foundation for this model.

MassBay faculty and staff increasingly use data from OIE in their decision making, as evidenced by the significant increase in data requests to OIE over the last few years: 84 such requests in 2022, 108 in 2023, and 144 in 2024. These requests were performed in addition to other duties in assessment, survey work, accreditation, maintaining dashboards, maintaining and creating data tables that allow these requests to be fulfilled, and reporting data to state and federal agencies.

Throughout this self-study readers will see our frequent use of data in evaluation, planning, and decision-making regarding college services. In this section, we highlight the outcomes of some specific uses. For example, based on past [student satisfaction surveys](#) we introduced customer service training in our five primary student-facing offices. This resulted in an average 88% satisfaction in 2023, with 93% of students reporting they were treated with respect. According to an [alumni survey](#) of graduates between 2019 and 2023, 65% of respondents were working, 54% were attending school (with 27% both working and attending school), 88% reported that their programs of study at MassBay had prepared them for the workplace, and 91% reported that they were satisfied or very satisfied with their experience at MassBay. Alumni survey results were shared with members of the President's Council, a group that includes Deans and Directors of student services offices. A [survey](#) on sense of belonging and equity-minded practices among students, faculty, and staff resulted in revisions in the workshops for students as well as a greater focus in faculty training on how to deal with difficult moments in the classroom and understanding potential implicit bias in their courses.

In recent years, MassBay has used both quantitative and qualitative data to understand the impact we are making and to determine priorities and inform planning. For instance, the results of a 2018 student survey showed that nearly half of our students were experiencing food insecurity, a finding that we could not ignore. As a result, the College formed the [Student Nourishment and Care Committee](#) (SNACC) which created a number of programs to reduce food insecurity, described in our responses to Standards One and Five. Our evaluations of their impact have shown positive student outcomes among students who participated.

Disaggregating data by race and ethnicity in measures of student progress and success has given us not only a better understanding of gaps in outcomes but a way to measure whether we are reducing those

gaps. For example, after introducing co-requisite English courses as an alternative to traditional developmental courses (described in our response to Standards Six and Eight), data revealed that existing differences in outcomes by race were significantly diminished. Figure 2.1 shows the completion rates of students in the traditional developmental English composition sequence and the “accelerated” co-requisite model by gender and race. Students in the co-requisite course did significantly better, and diminished gaps in outcomes by race were especially significant for male students. This finding and the improved rates across all populations were so powerful that the English faculty voted to no longer offer the developmental option and, as of Fall 2024, all students who would have gone into developmental English will now take the co-requisite English course.

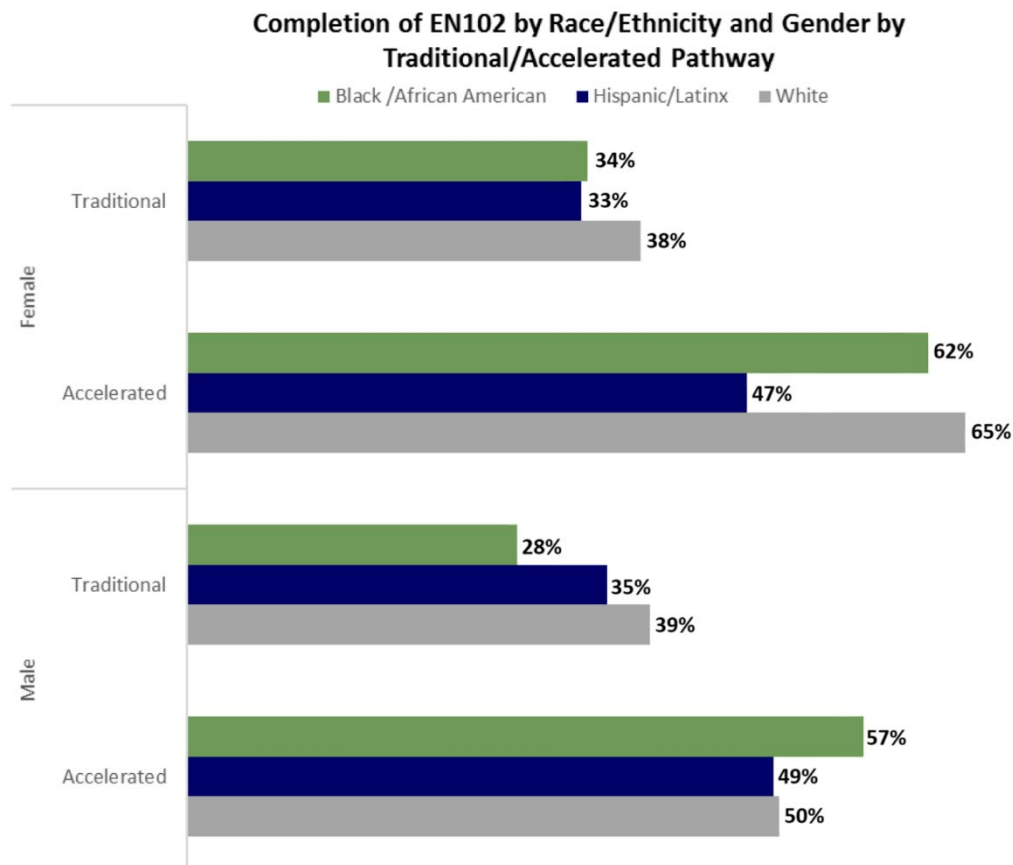


Figure 2.1 - Completion of English 102 by race/gender – traditional versus accelerated (co-req)

We are introducing improved technology that will allow us to better track interactions with students and better measure their effects. In summer 2024, MassBay began to roll out implementation of [EAB Navigate 360](#), a much more comprehensive student support platform than we had previously used that provides many data-based benefits. To better understand the use of student services, the College will use EAB features including predictive analytics that can assist our staff in supporting students who may need the most additional support.

We are just beginning to examine our results from the latest administration of the CCSSE. OIE will analyze and summarize the findings for MassBay in more detail and then share the findings across campus. Early findings include that in the five key areas, our standardized scores show that respondents rated the College highest in “Support for Learners” and lowest in “Academic Challenge.” A

more detailed breakdown into specific benchmarked scores shows MassBay students rated the following most highly:

- “Worked on a paper or project that required integrating ideas or information from various sources” (student effort) – 70.1% selected Often or Very Often
- “Encouraging contact among students from different economic, social, and racial or ethnic backgrounds” (support for learners) – 68.9% selected Often or Very Often

The lowest aspects of student engagement reported in the last administration were:

- “Participated in a community-based project as part of a regular course” (active and collaborative learning) – 5.4% selected Often or Very Often
- “Peer or other tutoring” (student effort) – 6.8% selected Often or Very Often

The College will follow up on these and other results from the survey to determine where best to invest our efforts to improve the student experience.

Although we stress the importance of data and evidence in evaluation and planning, some important data points are more challenging to collect. The College has struggled to gather sufficient data on alumni, including information on employment, salary, and career projections. We have had some success tracking alumni in cohort programs such as Nursing. OIE and the Alumni Relations Office have begun working together on strategies to solicit more robust data from recent graduates and long-term alumni. For example, in 2024, the two offices collaborated on a survey conducted just after Commencement to determine students’ post-graduation plans. Unfortunately, it did not yield much useful information, so the two offices will continue to consider ways we can improve data collection for our graduates.

PROJECTIONS - PLANNING AND EVALUATION

1. Convert the NECHE Steering Committee into an Institutional Planning Committee to leverage the knowledge of the committee co-chairs (one administrator and one faculty for each NECHE and strategic planning committee) to engage in an ongoing planning and review process. The committee will examine performance on the key performance indicators and the updated grid which will be used as the implementation monitoring tool for the strategic plans’ objectives and strategies (President, 2025).
2. Reach 100% in our completion of program reviews and learning assessments of academic programs (Provost and Deans, 2025-2028).
3. Assess student satisfaction after the full implementation of EAB Navigate (Vice President for Student Development, 2025-2028).

STANDARD 3 – ORGANIZATION AND GOVERNANCE

As a public community college, MassBay operates under the jurisdiction of the Massachusetts [Board of Higher Education](#) (BHE). [Chapter 15A](#) of the Massachusetts General Laws defines the College's governance structure, specifying the BHE's coordinating and advocacy function. A chairperson and a commissioner; ten community members with representation from the University of Massachusetts, state universities, and community colleges; and a student member comprise the membership of the BHE. It establishes goals, policies, procedures, and reporting requirements for programs at state colleges. It also sets policy and advocates for public higher education. BHE is also the employer of record and directs all collective bargaining activities.

GOVERNING BOARD - DESCRIPTION

Chapter 15A also defines the composition and duties of the College's governing board, the MassBay Board of Trustees, and its delegation of operational authority to the President of the College, its main campus, and its two instructional locations in Framingham and Ashland. The [bylaws](#) of the [Board of Trustees](#), posted on the College's website, describe the authority and responsibilities of the Board as well as the relationships between the Board and various constituencies of the College. Of the 11 members, nine are appointed by the Governor, two are College alumni (one appointed and one elected by the Alumni Association). One is a currently enrolled student elected by the student body to serve a one-year term. All other members serve five-year terms with the possibility of one re-appointment. The Governor appoints the Chair. The College President acts as secretary to the Board but is not a voting member. Board members may not have any personal or immediate familial financial interest in the College.

The Board reviews and adopts the College's mission statement, consults with the President and formulates policies related to long-range planning, considers and takes action on academic program recommendations, receives and approves monthly financial reports and annual financial audits, approves fees for credit and non-credit programs, and annually evaluates the President's performance and makes recommendations to BHE regarding his reappointment and compensation. The Board also approves faculty sabbaticals and tenure. It discusses new policies (e.g., [whether to arm campus police](#)) and periodically reviews existing policies (e.g., [updating local funds guidelines](#)).

The Board holds monthly meetings during the Fall and Spring semesters and in June. Since the pandemic, meetings have been held virtually and are streamed live to the public on the College's [YouTube page](#). [Minutes](#) of each meeting are posted on the College's website. In addition to business before the Board, members are informed about activities and initiatives of the College by college leadership and various faculty, staff, and student guests. Regular agenda items and reports include finance and administration business and updates, including budget items and updates regarding personnel and current job searches; reports from standing committees; reports from the Board Chair, President, and Student Trustee; enrollment and recruitment reports; updates to the Institutional Dashboard; reports from the [MassBay Foundation](#) regarding fundraising; and reports from [Public Safety](#).

The Board has four standing committees which bring items to full Board meetings: Administration and Finance, which reviews budget, audit, compliance, investment management, and personnel matters;

Student Success and Academic Affairs, which reviews academic plans and initiatives regarding admissions, retention, development, and success; and Nominations and Bylaws, which considers individuals to nominate to the Governor to fill Board vacancies and periodically reviews the Board bylaws; and the Presidential Evaluation Committee. *Ad hoc* committees are created as needed. The Nominations and Bylaws Committee was first created in 2024 to help ensure that Board membership is varied with regard to professional roles, townships of residence, and group membership.

Most years, the Trustees from all of the Massachusetts public institutions attend full-day events that include updates on the state's agenda, professional development, and assessment of the local Board's effectiveness. At least once every four years, trustees must complete a required online [training program](#) on open meetings, conflict of interest, state procurement, fraud prevention, cybersecurity, and fiduciary responsibilities. The MassBay trustees have retreats (six in the past ten years) which have focused on, for example, diversity training and developing the 2024-2028 strategic plan.

The MassBay Board is a member of the [Association of Community College Trustees](#) (ACCT), a non-profit organization of governing boards, representing more than 6,500 elected and appointed trustees who serve on community college governing boards.

GOVERNING BOARD - APPRAISAL

The current [MassBay Board of Trustees](#) is a diverse group from public, non-profit, and private sectors. It consists of six women and five men and includes two African Americans, three Latinos, and one Asian American. Areas of expertise include business, corporate law, finance, health services, and human resources.

One of the Board's retreats led to revisions to the draft of the 2024-2028 strategic plan. The Board recently conducted a self-evaluation that included soliciting feedback on how the Board can improve. [Results of that survey](#) revealed that trustees understand their roles and responsibilities and they believe the Board accommodates differences in opinion. However, they indicated a desire to better understand academic freedom, to know more about the academic programs and services offered to students, and to re-introduce in-person meetings (which had shifted to online at the beginning of the pandemic). As a result, a [Board committee has recommended](#) reshaping the Board agendas to allow more time for presentations on academic programs and student services, receiving a presentation on academic freedom from faculty and the academic leadership, and meeting periodically in person at the College's different sites. A 2024 program for Massachusetts community college trustees, offered by ACCT, focused on clarifying the roles of the Trustees and the President, and included opportunities for trustees to assess their own Board's governance structure in contrast to the other community colleges. This resulted in the MassBay Board creating the Nominations and Bylaws Committee which has adopted a [grid](#) from another public college that will allow the Board to review its membership based on areas of expertise, ethnicity, gender, ethnicity, and municipality of residence, which will be particularly useful when nominating individuals to fill vacancies on the Board.

A major function of the Board is to [evaluate the President's performance](#). Each year the Board engages in a comprehensive process [outlined by the BHE](#), surveying a large number of constituents and examining key performance indicators; and reviewing the President's self-evaluation. DHE has recommended the MassBay Board's methodology to the other community colleges. For 2023-2024,

the Board concluded that "... by unanimous...vote, we give President Podell our full support, thank him for his stewardship, commitment and results, his simultaneous dedication to MassBay Community College today, and vision for its future, and recommend that he receive the maximum merit compensation increase."

INTERNAL GOVERNANCE - DESCRIPTION

[The President](#) has been leading MassBay Community College since 2016. Vice presidents oversee each of the College's five divisions (academic affairs; administration and finance; enrollment management; marketing, communication, and institutional advancement; and student development). The President and the five vice presidents comprise the [Executive Team](#), which meets weekly to discuss strategic initiatives, deliberate on important topics, determine priorities, design the college budget, and share information across divisional lines of responsibility. The Vice President for Academic Affairs and Provost, the President's direct report, serves as the President's deputy.

The [President's Cabinet](#) meets monthly and includes the Executive Team, the five academic deans, and other college leaders. The President convenes a larger group monthly, the [President's Council](#), which includes all members of Cabinet as well as 29 director-level staff, several full- and part-time faculty, and union representatives. Minutes of the President's Council meetings are distributed to all employees as a means of disseminating information to the community.

Various committees and task forces are created as needed. Two standing groups are (1) the academic deans meeting, led by the Provost, which includes the Assistant Provost and regular attendance by the Dean of Teaching and Learning, the Associate Dean of Institutional Effectiveness, and the Dean of Student Success and Strategic Initiatives; and (2) the bi-weekly cross-divisional Student Services and Enrollment Task Force, which is chaired by the Vice President for Enrollment Management and includes directors and staff in leadership roles in admissions, advising, financial aid, student accounts, student development and engagement, and academic support, which focuses on coordination and improvement of student services policies and practices.

MassBay operates under a [shared governance model](#). Our faculty have authority over the curriculum and academic programs, and must [approve new programs and courses](#), as well as any changes to programs. Faculty also approve the [academic calendar](#). Full-time faculty and professional staff are voting members of a monthly faculty meeting. Members of the Administration are present and adjunct faculty are encouraged to attend. Faculty participation in governance also includes meetings of academic departments, the five academic divisions, and standing committees, of which there are seven:

- Steering, which leads and monitors faculty governance;
- Admissions and Curriculum, which reviews changes and additions to the academic program and curriculum;
- Academic Standards, which makes recommendations affecting standards and practices, including grading, final examinations, scheduling of classes, transfer policies, program requirements, graduation standards and competencies, and student advising;
- Calendar and Hours, which reviews and makes recommendations regarding the academic calendar and schedules;

- Community Outreach, which make recommendations regarding the availability of college resources to the broader community and supports programs and services in partnership with the community;
- Teaching and Learning, which makes recommendations regarding adequacy and availability of academic resources to support teaching and learning; and
- Professional Development, which promotes the professional development of faculty and professional staff and makes recommendations regarding guidelines and implementation policies for travel funds, grants, and other professional development initiatives.

Each [committee](#) consists of a faculty member and an alternate from each of the five academic divisions, one professional staff member, and a non-voting administrator appointed by the President. Governance meetings are public, and most are currently held virtually. [Minutes from the meetings](#) are posted in public folders on the faculty governance SharePoint site.

Collective bargaining agreements (CBAs) negotiated between the Massachusetts Community College Council (MCCC), representing faculty and professional staff, and DHE also define the governance structure. The [MCCC Day Agreement](#) governs issues relative to appointment, reappointment, tenure, workload, evaluation, rank, dismissal, and discipline of full-time faculty. It grants faculty and staff the right to participate in governance and provide the President with advice on major college policies. The [MCCC Division of Continuing Education \(DCE\) Agreement](#) governs issues related to part-time faculty. Membership in the MCCC bargaining unit is open to all faculty and professional staff. The local unit of the MCCC, the MassBay Professional Association, has local officers and holds regular meetings. It works with the Human Resources Office and the Executive Team to resolve local grievances. Both the MCCC Day and DCE agreements allow for the establishment of Management Association Committees on Employee Relations to which the college president and the president of the MCCC chapter each appoints three representatives. These committees discuss and act on matters of mutual concern to the unit members and the College that are covered neither by faculty governance nor the CBAs.

The Association of Federal, State, County, and Municipal Employees (AFSCME) represents classified staff, maintainers, trades people, and campus police.

Student participation in governance is through the [Student Government Association \(SGA\)](#) which has its own [bylaws](#). Open to all students, SGA represents the official voice of the student body and the student perspective on college issues. Twenty students elected by their peers comprise SGA, which holds weekly meetings during the academic year. SGA members meet regularly with faculty and administrators to improve the quality of the student experience.

INTERNAL GOVERNANCE - APPRAISAL

The most notable change in MassBay's organizational leadership since the College's 2015 Comprehensive Evaluation is the appointment of the president in 2016. He has established a renewed culture of transparency, respect, and collaboration among faculty and staff during his tenure. Under his leadership, the College completed its first capital campaign to support the construction of MassBay's first new building, the Center for Health Sciences, Early Childhood, and Human Services in Framingham.

The President has been an active and persistent voice for equity by establishing an Equity Agenda for the College, which has involved students, faculty, and staff and includes the creation of two new positions ([Associate Dean for Equity Assurance](#) and [Chief Diversity Officer](#)), a self-authored [Anti-Racism Statement](#), the publishing of the College's [Equity Statement](#), and creating an Equity Committee.

[ICAT results](#) (described more fully in our response to Standard Two) provide an appraisal of the community's awareness of the College's equity initiatives. Results indicate that the community rates the College's capacity for equity at a higher level than all other areas assessed in the ICAT (average rating of 3.2, "strong" capacity). In particular, faculty and staff noted that our strategic plan included measurable goals and strategies to advance equity (56% rated "exemplary" and 20% "strong") and that the College has a "clear and compelling definition or statement of equity" with 39% rating this "exemplary" and 37% "strong." In addition, the community rated the extent to which all members of the institution are broadly engaged in conversations about equity to inform action as an area of strength (43% rated "exemplary" and 31% "strong"). The area rated at the lowest level of capacity was the diversity of our faculty and staff. When asked if faculty and staff culturally, racially, and socio-economically representative of the student populations we serve, fewer rated the institution "exemplary" (20%).

While the President held in-person town halls each semester prior to the pandemic, he held weekly online town halls during COVID as a way for our community to stay connected, with attendance that commonly numbered 200 full- and part-time faculty and staff. Since COVID ebbed, the President has held bi-weekly virtual town halls to promote open communication and enhance collegiality. They attract about 140 people and begin with a listing of recent employee birthdays before proceeding to updates on current College events, activities, and issues. Participants present on topics such as enrollment trends, new grants, and academic successes. Time is allotted for questions and comments at each meeting. The President also held virtual student town halls but, because of very low attendance after the pandemic, they were dropped. He continues to meet with SGA each semester and meets with the SGA President each month.

The President's yearly evaluations by the Board of Trustees reveal not only his success in leading the College but the respect and admiration he has from MassBay faculty, staff, and students. In the most recent evaluation, in which the Board unanimously voted their full support and recommended the maximum merit compensation increase, the Board noted:

When we mention President Podell, there is literally not one person who does not comment positively on all he accomplishes and on his thoughtful, earnest, measured approach to all he does. As we draft this letter annually, we are challenged to find a new language to reflect his leadership, so we will reiterate what we shared before: President Podell has an awesome "ability to marshal teams and resources, demonstrate compassion and empathy, and deliver new supports across the MassBay community to allow students, faculty and staff to achieve their goals."

Figure 3.1 shows the results of surveys distributed to trustees, department chairs, SGA leaders, academic deans, his direct reports, and external partners. They underscore the strength of his leadership and the culture of communication and support that he promotes.

Dimension	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Leadership	93%	90%	97%	91%	86%	97%	93%	95%
Continued Viability and Strength	93%	83%	93%	95%	88%	100%	96%	95%
Student Success	84%	83%	80%	83%	82%	92%	84%	86%

Figure 3.1 - The President's ratings by dimension over time (% rating him excellent or very good)

How the College dealt with a controversial topic that had the potential to divide the community reflects on the performance of the President and Board and the coherence of the community. Although nearly all other state community colleges arm their campus police, MassBay officers did not carry guns. The Board asked the administration to “take the temperature” of the college community. Members of the community had strong beliefs and were given ample opportunity to voice them in multiple town halls and in meetings with selected constituencies, including students of color, veterans, and faculty and staff on each of the three campuses. A survey of students, faculty, and staff, which had a healthy response rate, showed that a majority of each group preferred that officers be armed. The [survey responses](#) were broken down by race and demonstrated across demographic lines that a majority favored arming our officers. In April 2024, the Board voted to arm them, which occurred in summer 2024. While some who opposed arming were understandably disappointed, there was no unrest on campus and no sense that people felt their opinions had not been heard.

The internal governance of the College has been consistent, with a few exceptions. After an earlier Vice President for Institutional Advancement separated from the College, we examined the organizational structure of other community colleges and decided to combine Institutional Advancement with Marketing and Communications into a single division. Since the last team visit, the academic structure of the College changed after consultation with faculty: an academic division that included both STEM and Automotive Technology was divided into two, each with its own dean. Since that time, enrollment in both academic divisions has thrived and Automotive Technology added a new major. Finally, the College's non-credit arm, the Center for Corporate Partnerships and Workforce Development, was transferred from the Division of Academic Affairs to the Division of Enrollment Management, to link it more closely to recruitment. The effect has been a significant growth in non-credit enrollment (from 353 students in 2022 to 1,140 in 2024). This has occurred without any diminution in the cooperation between the non-credit and credit-bearing programs, as evidenced by the close linkages between the Behavioral Health Technician (non-credit) and Behavioral Health (credit) programs and between the Certified Nursing Assistant (non-credit) and Nursing (credit) programs.

As noted, faculty participate in governance through their departments, division meetings, committee work, and full faculty meetings. Departments initiate curricular changes and additions which are then considered by the division. Approved proposals move on to the college-wide Admissions and Curriculum committee, the Steering Committee, and finally the full faculty; throughout the process, comments or concerns are shared with the proposal's faculty sponsors. Occasionally, faculty have been on “work to rule” due to the state's delays in funding retroactive contractual increases and negotiated raises. At such times, division and faculty meetings are often adjourned before business is conducted,

which can result in delays in important program and course changes. Even so, faculty often work with each other and academic leaders to ensure critical business is conducted during work to rule.

MassBay's new [Behavioral Health](#) program provides a good example of the process. Faculty from Psychology and Human Services worked across divisional lines to create the program: Psychology is housed in Humanities and Social Sciences, while Human Services is in Business and Professional Studies. Despite faculty being on work to rule, the faculty of the Business and Professional Studies Division approved the program prior to adjourning so that it could continue to move through the governance process. Faculty came off work to rule for enough time for the program to be approved by the end of the Fall 2023 semester which provided enough time to promote it and hire a new full-time faculty member to lead it for a Fall 2024 start. Also noteworthy is the partnership between the credit-bearing Behavioral Health program and a new Behavioral Health Technician non-credit program, the latter being intended to meet a workforce need and to serve as a recruiting pathway for the credit-bearing program.

We also create *ad hoc* committees as part of our shared governance model. As discussed in our response to Standard Four, for example, an *ad hoc* faculty/staff committee revised the College's multicultural graduation competency. This committee, composed of full-time faculty, adjuncts, and professional staff, produced a clearer, more readily assessed competency that spoke to the necessity of understanding inequities and the power structures of societies.

The internal governance structure and the culture of open communication and collegiality have enabled the College to manage change, undertake important projects, and effectively and respectfully deliberate on delicate and impactful matters. Recent achievements include:

- Prioritizing public safety and effective learning during the pandemic while shifting to a fully remote learning institution;
- Continuing to operate without disruption when the faculty union enacted a work-to-rule policy as they endured a two-year delay in receiving pay adjustments from the state;
- Adjusting the Spring 2024 semester start date to facilitate the move-in to the new Framingham campus;
- Preparing the College for the new MassReconnect and MassEducate programs, which required offices to prepare for a sizable cohort of students under new guidelines;
- Launching a comprehensive, new website that required departments and many faculty and staff to revise content over a matter of months and adjust to new navigation.

In conclusion, MassBay's success and progress are largely attributable to the strong relationship between faculty and administration based on respect and trust and grounded in a shared commitment to our students' success.

PROJECTIONS – ORGANIZATION AND GOVERNANCE

1. Continue transparency for key decisions in line with the strategic plan and mission, the budget, new programs, and faculty hiring (Executive Team, 2024-2028).
2. Carry out an external evaluation of the Board (Board Chair, 2025).
3. Assess the effectiveness of governance structures in supporting the College's mission (Cabinet and Faculty Steering Committee, 2026-2028).

STANDARD 4 – THE ACADEMIC PROGRAM

OVERVIEW - DESCRIPTION

MassBay offers students high-quality educational programs aimed at both careers and transfer to four-year colleges, and hundreds of course offerings. We maintain high academic standards while providing the supports necessary for students to meet those standards. We apply these high standards also to ourselves: our faculty and academic support staff, and our deans and provost are strongly committed to ensuring that students gain the skills, knowledge, and earned credentials for which they come to us, and that they leave us prepared for further higher education or careers in their desired field.

MassBay offers [43 associate degree and 30 certificate programs](#) housed in five divisions, each of which has a dean. Program requirements and learning outcomes are published on the College's website and in the College's academic catalog.

- [Automotive Technology](#) (dealer-specific programs, e.g., Toyota, and a program in general automotive technology);
- [Business and Professional Studies](#) (business, accounting, interior design, hospitality, early childhood education, human services, criminal justice, paralegal studies);
- [Health Sciences](#) (nursing, surgical technology, radiologic technology, emergency medical technician, paramedicine, medical assisting, phlebotomy, and central processing technology);
- [Humanities and Social Sciences](#) (psychology/sociology, history, English, and the [Liberal Arts associate in arts degree](#));
- [STEM](#) (computer science, cybersecurity, life sciences, engineering, and math).

Students who complete a transfer program are prepared for study at four-year institutions. Our professional programs are focused on preparing students for employment in their chosen field. Certificate programs bolster the credentials of students as they enter a new field or advance in their current one, and some are designed to stack into associate degree programs. Advisors work with students to enroll them into the program best suited to their goals. Program coherence and quality are ensured through program review and learning outcomes assessment, the faculty evaluation process, syllabi review, examination of pass rates on licensure exams, analysis of student survey results, faculty professional development, and advisory boards.

OVERVIEW - APPRAISAL

The requirements and learning goals of the academic programs include the knowledge, skills, and competencies appropriate to each program. These requirements and learning goals, along with minimum GPA (2.0) required to remain in good academic standing and to graduate, are specified in the college catalog. Programs requiring a higher GPA are specified in the program curriculum sheet.

Enrollment in the five divisions, as a share of total enrollment, has been fairly consistent over the past few years. In Fall 2024, STEM accounted for 34% of enrollment; Business and Professional Studies, 26%; Humanities and Social Sciences, 12%; Health Sciences, 8%, and Automotive Technology, 3% (non-degree and undeclared students account for 16%). Our Automotive Technology and Health Sciences programs, which are important in meeting community needs, have limited spaces available and therefore enroll smaller numbers of students.

As show in our NECHE data dashboard on programs, the individual program with the greatest enrollment is [General Studies, Associate of Science](#), which serves both students who are preparing to enter a more specific STEM field and those who are taking prerequisites in anticipation of applying to a Health Science program with selective admissions. Other popular majors include [Liberal Arts](#), [Business Administration](#), [Psychology/ Sociology](#), [Criminal Justice](#), and [Computer Science](#). Programs with the greatest growth in majors since 2018 were [Nursing](#) (15 to 94); [Cybersecurity](#), (44 to 79); [Interior Design](#) (20 to 46); [Medical Coding](#) (17 to 67); and [Accounting Mass Transfer](#) (17 to 67). Non-degree students generally attend for one or two semesters before transferring to a four-year college and do not intend to complete a program.

Many programs, especially those preparing students for entry into the workforce, include work-based learning experiences. Students have a clinical component in most Health Sciences programs, a practicum in [Human Services](#), and co-ops in Automotive Technology. Lab-based programs offer state-of-the-art equipment that simulate experiences students will face in their profession. For instance, our [cybersecurity center](#) houses a cyber range where students can practice anti-hacking techniques; our mechanical manufacturing lab includes equipment and software that is used in industry. Our new Framingham campus contains nine health science labs including a simulation center with life-size human simulators, and an early childhood lab. In the 2024 [Community College Survey of Student Engagement \(CCSSE\) study](#), only 13% of students reported engaging with an internship, field or co-op experience, or clinical assignment, compared to 26% in other small CCSSE colleges. This suggests an opportunity to expand work-based learning experiences for our students.

Some programs have advisory boards consisting of community partners who work with faculty, chairs, and deans to align curriculum with changing workforce needs. As an example, our [Cybersecurity advisory board](#) includes representatives from industry partners and from four-year universities to which MassBay students transfer. These advisory boards provide feedback to the College about the skills and knowledge required for graduates to succeed in the field. In addition, they contribute to program evaluation and improvement, and suggest new programs and courses for the College to consider.

ASSURING ACADEMIC QUALITY - DESCRIPTION

The academic administration and faculty work together to ensure the quality of the College's academic program, which is overseen by the Provost, supported by the Assistant Provost. The five academic deans, who report to the Provost, oversee faculty and programs within their respective divisions. Faculty teach, design curriculum, adapt pedagogy, participate in governance, and serve on various committees; some are department chairs and college-wide coordinators. Many actively participate in grant-funded projects, attend and present at conferences, and serve on advisory boards. These experiences enrich their course content.

A vital part of MassBay's [Assessment Plan](#) is ensuring quality by assessment of student learning and program review. Our program-level learning outcome assessment plan includes the expectation that each program-level learning outcome is assessed at least once every five years. The program chair and faculty are expected to identify the learning outcome(s) to be assessed each year and determine what data will serve as evidence of student learning. The assessment plan does not dictate an approach;

departments develop an assessment method that makes the most sense for their area. Chairs are provided with a [template](#) and a suggested [timetable](#) to guide their work. In some areas, faculty agree on standard assessments, while in others they use different assessments to assess a learning outcome. Once student work is assessed, faculty are expected to submit a summary of findings to the chair for incorporation into an annual report. [Annual Assessment of Student Learning reports](#) are available in the documents folder. More about assessment of learning outcomes can be found in our response to Standard Eight.

Additionally, the College's Assessment Plan includes the intent to conduct comprehensive program reviews at least once every five years for each degree or certificate program. Program review ensures that each program is part of a concerted effort to maximize resources and provide the very best quality. It includes an analysis and evaluation of the program with recommendations of areas for growth and improvement. Program review has led to new curriculum, pedagogical innovations, faculty development initiatives, and the reallocation of resources. Department chairs or, in some cases, program directors, lead these reviews, supported by the divisional dean. Faculty teaching in the department (both full- and part-time) participate in the review. Chairs are provided with a set of [guidelines](#) and [a template](#) to structure the review process and the report. [Recent program reviews](#) are included in the documents folder.

Aligned with the College's mission and the Equity Agenda, the program review template has recently been updated to include the use of disaggregated student data and to incorporate more fully the results of the annual assessments of specific learning outcomes. The review includes a comprehensive evaluation of the current program and its occupational and transfer outlook. For programs that generally lead to transfer, faculty review what receiving institutions expect incoming students to know to identify discrepancies in the curriculum. For programs that lead to employment, faculty, typically working with advisory committees from industry, determine what knowledge and skills industry is expecting graduates to have mastered upon completion of their degrees, and ensure the curriculum is in alignment with those expectations. Faculty also review enrollment, course completion, graduation, and transfer data. When relevant, they review and assess the College's facilities for the adequacy of labs and equipment to support programmatic learning objectives. The Academic Program Review timeline typically spans four semesters, beginning in the fall semester of an academic year and continuing into the spring of the following academic year.

In addition to comprehensive program review and assessment of student learning in the major, the College assesses the general education curriculum by assessing [graduation competencies](#) which include the skills, knowledge, and habits of mind expected of students who complete associate degree programs. They include written and oral communication; quantitative skills; facility with technology; knowledge of the natural world; diversity, equity, and inclusion; critical thinking and informed decision-making; and personal, social, and civic responsibility. These are assessed using direct evaluation of student artifacts. The College also undertakes periodic review of the competencies themselves to ensure they are current. More details about the assessment of graduation competencies can be found in the response to Standard Eight.

All of the College's associate degree programs require students to complete two semesters (six credits) of English. At MassBay, English 101 and English 102 are the college-level composition courses in our general education program. The College also offers two levels of English as a Second Language courses

for students who are English language learners to prepare those students for our composition sequence.

For programs that culminate in certification exams, pass rates provide additional information about the acquisition of skills and knowledge students need to succeed. The [College Factbook](#) documents pass rates on licensure examinations. The most recent data show a high level of achievement in many programs: in 2023, passing rates were 90% in the Associate Degree of Nursing, 93% in Radiologic Technology, and 100% in Central Processing Technology.

In addition to our NECHE accreditation and the quality assurance provided by our internal review and assessment of programs, programs in health sciences, early childhood education, and automotive technology have discipline-based accreditors. For example, the National Association for the Education of Young Children (NAEYC) accredits the early childhood education programs using standards of excellence and requiring that graduates demonstrate the key competencies to support young children's development and learning.

Another method for assuring quality and coherence in academic programs is syllabi review. Each term, using a [checklist](#) defined in the faculty union contract, deans review syllabi to ensure they include appropriate course descriptions and outcomes. We describe the faculty evaluation process, which also promotes academic quality, in our response to Standard Six.

The College's academic program is not static; as student demand and workforce needs change, MassBay aims to change with them. While plans for our academic programs often begin at the department or division level, they are integrated into our strategic planning process. In creating our most recent strategic plan, a committee of faculty, administrators, and staff gathered information from the academic departments and divisions to identify programs to start, close, or change over the next five years. While MassBay will continue to consider program changes, the plan provides us with a clear roadmap for the years ahead. Programs to be added are identified in our response to Standard Two.

Faculty propose new courses and programs first to their department, then to their division and the college-wide Admissions and Curriculum committee (described in our response to Standard Two). The committee works diligently to ensure that each proposal is fully vetted before moving it forward for a full faculty vote. The committee often asks questions and makes suggestions for a better final product. We believe this cooperation between faculty, staff, and administration is emblematic of the spirit of MassBay. New programs are then placed on the agenda of the MassBay Board of Trustees and subsequently the Massachusetts Board of Higher Education.

When requirements change, students are held to the requirements of the time they enrolled, although they can also elect to follow the newer requirements. Discontinued programs have teach-out plans; for example, a Community Health concentration was discontinued since our last comprehensive evaluation in 2015, at which time only eight students were enrolled. By Fall 2016, enrollment had further declined to a single student. As part of a comprehensive review of majors, the program was identified as one to discontinue and in June 2018 the faculty voted to suspend admission to it effective June 2020. Any actively enrolled students would have been permitted to complete the program, though none were actively enrolled at that time.

MassBay has recently opened a new instructional location in Framingham, which has replaced our prior location in that city and primarily houses our health science, early childhood, and human services programs, in addition to offering general education courses and some courses specific to other programs. Faculty were heavily involved in the design of the new building and provided important input on instructional needs. The new facility—the MassBay Center for Health Sciences, Early Education and Human Services—opened in January 2024; it contains state-of-the-art labs and equipment and is a huge upgrade over our previous leased location, which was originally designed as a middle school. MassBay followed the process for NECHE approval of the new location through a substantive change proposal and a subsequent visit by an evaluator. At its September 21, 2023, meeting, [the Commission accepted](#) MassBay's substantive change report and included the new location in the institution's accreditation. We now have only one leased location—our Ashland, Massachusetts location for our automotive technology programs, which we have been renting since 2001.

ASSURING ACADEMIC QUALITY - APPRAISAL

Program reviews are an essential part of assuring academic quality. For example, [a recent program review of Liberal Arts: Psychology/Sociology](#) resulted in embedding the equity graduation competency into PS 101 Introduction to Psychology, PS 118 Human Growth and Development, and PS 222 Child Development. Faculty also created two new courses, PS 215 Social Psychology and PS 256 Cognitive Psychology, whose learning outcomes map to the new diversity graduation competency. Additionally, the Psychology Department collaborated with the Division of Business and Professional Studies to create a new program in Behavioral Health and to hire a full-time faculty member to lead it. In another example, [a review of the Mechanical Engineering program](#) resulted in curricular updates to better align with four-year institutions. Finally, the [review of the Environmental Science and Safety program](#) revealed a need to add content on sustainability and provided the justification for a new full-time faculty line.

Program reviews for external accreditation also inform curricular change. For example, every five years, accreditors of our automotive technology programs review them to ensure program goals are being met. Mid-point reviews are conducted every two-and-a-half years. This close dialogue with industry accreditors has led to important curriculum updates to incorporate electric vehicle training as well as the formation of a new “All-Brand” program.

The College recognizes the importance of program review and assessment of student learning. While we have a process and timetable for program learning outcome assessment and program review, completion of the process has not been consistent as some programs have not completed a review in over five years, largely due to the pandemic. Of our 73 programs, 44 have completed a program review during the last five years and 20 reviews are currently in process. Of the remaining programs that have not completed or started a review during the last five years, five are new programs started during that time. While progress has been made since the pandemic, the College needs to provide more support to those leading and participating in program reviews. Because faculty have noted in some instances that they do not know what their peers are doing regarding program assessment, which has led to some confusion and obstacles completing reviews, we will improve communication between administration and faculty and among faculty. In Spring 2024, we offered a faculty learning community to provide support for faculty working on program reviews and we will continue to offer similar

professional development opportunities. MassBay is confident that a renewed emphasis on program review, more institutional resources devoted to the process, and the assistance of the newly created Center for Teaching and Learning will improve completion.

MassBay defines seven [graduation competencies](#) which are embedded in all associated degree programs. They reflect the general body of knowledge and habits of mind the College expects students to achieve as a result of their education. Recently, the faculty decided to revise an outdated competency pertaining to diverse cultures (“Graduates will apply knowledge about world regions and their histories, philosophical traditions, religions, artistic and cultural legacies, and economic and political forces in engaging others”). Concerned that the language was outdated, in 2021 a group of faculty reviewed similar competencies at peer institutions and proposed a revision which the faculty approved: “Graduates will analyze historical, organizational, institutional, political, and global systems of power and the complex ways that group and individual interactions impact self, community, and society. Graduates will identify the skills and strategies that they have for promoting equity, inclusion, and cultural sensitivity.” While our faculty are working on incorporating the new competency into their programs, not all programs have updated their outcomes with the revised competency in mind.

The College has made improvements in the assessment of the graduation competencies pertaining to written communication and critical thinking. Faculty have a well-established procedure for assessing the writing competency in English courses. Recent efforts have been made to expand this assessment to the second required English course and to expand assessment of writing across the curriculum. That expansion is essential if we are to understand students’ acquisition of written and oral communication skills; however, these efforts will need to increase for us to draw meaningful conclusions. We will need in the future to ensure all graduation competencies are assessed on a regular basis. See our response to Standard Eight for further analysis of the assessment of graduation competencies, including the assessment of students’ college-level skills in the English language.

An area of emphasis in this self-study and a goal under the [2018-2022 strategic plan](#) was to refine the curriculum to meet employer needs and occupational projections. Since the College’s last comprehensive NECHE evaluation in 2015, we added a new associate degree program in [Cybersecurity](#) and three new concentrations within Liberal Arts: [English](#), [Behavioral Health](#), and [Political Science](#). We also added a new [General Studies “All-Brand” concentration](#) in Automotive Technology and a [Medical Assistant certificate](#). Our [Surgical Technology program](#) transitioned from a certificate into an associate degree program. During the most recent strategic planning process for the 2024-2028 strategic plan, faculty identified the need to develop new academic programs in the following areas: diagnostic medical sonography, health care administration, data science, courses in nonprofit management, and tourism, and additional courses taught in Spanish and Portuguese. In making decisions, the College relied upon data about workforce needs and student demand. We consulted short- and long-term [occupational projections](#) from the Massachusetts Economic Research Department that shows numbers of anticipated openings and average salaries.

The College also regularly reviews its programmatic offerings to identify those that are no longer viable. Decisions to suspend or close programs are made with care and deliberation, looking closely at data on enrollment and community need. During the past five years, the College suspended the Community Health, Forensic Science, Marine Biotechnology, and Liberal Arts: Global Studies programs, due to evidence of declining enrollment and industry need.

UNDERGRADUATE DEGREE PROGRAMS – DESCRIPTION

MassBay's undergraduate degree programs have both program specific and general education course requirements identified in curriculum sheets published on our website. All associate degree programs include two required English Composition courses, completion of college-level math, a lab science, and social science and humanities electives. The seven [graduation competencies](#) noted above are embedded in the associated degree programs. More about these graduation competencies can be found in the section below on general education.

UNDERGRADUATE DEGREE PROGRAMS – APPRAISAL

MassBay's programs provide students with a breadth of knowledge, skills, and ways of thinking, as well as depth within a particular field. This depth is cultivated and demonstrated in several ways. Some majors such as Cybersecurity include capstone projects or internships, while others include portfolio review. For programs designed to provide professional training, students may be required to complete practica, internships, clinical placements, or co-op experiences that are linked to content covered during classroom learning. For example, students in automotive technology programs complete co-op experiences working at auto repair shops, while students in health sciences complete clinical placements at area hospitals and other healthcare facilities. Students in business programs may complete internships with industry partners. A complete list of such partners appears [here](#). Our [2024-2028 strategic plan](#) identifies new programs that the College intends to develop. In the "Assuring Academic Quality – Appraisal" section above, we describe our plans to meet the expectations of the College's Assessment Plan.

GENERAL EDUCATION – DESCRIPTION

Associate degree programs include at least 20 credits of general education. While programs provide students with a choice of courses to fulfill general education requirements, they must choose within a defined set of options. Associate degree programs require math, but the specific math required varies by program. For example, the Engineering programs require three levels of calculus and differential equations while the liberal arts programs require any college-level math course. In some liberal arts disciplines, course offerings provide students with many options. Associate degree programs require students to complete at least three credits of Humanities electives from among 61 courses. Likewise, associate degree programs require social science electives, and students can choose from among 60 courses. Students may also take electives outside of their general education or program requirements; however, students are generally advised to take only courses necessary to complete their programs to make timely progress toward their degrees, unless there are specific reasons students need or want to take additional electives.

A way of assessing general education is through the assessment of graduation competencies. This process starts with a workshop for faculty focused on assignment design so that they have the opportunity to think about how to develop an assignment aligned with specific learning goals associated with the graduation competency being assessed. Faculty review and refine the rubric that will be used to assess student artifacts. Later that term or the following term, faculty use their revised assignments in their courses. At the end of the semester, faculty submit their anonymized student artifacts for scoring. A scoring team spends a day reviewing the assignment and the rubric, and then collectively scores a few sample artifacts to ensure that members of the scoring team are interpreting

the rubric and looking for evidence within the student artifacts in the same way. Once that norming process is complete, teams of two reviewers score student artifacts. Results are compiled and shared with faculty for discussion. Our response to Standard Eight includes more details about the assessment of graduation competencies.

GENERAL EDUCATION - APPRAISAL

In addition to the process described above, we use students' responses to questions on the CCSSE to assess general education. Figure 4.1 compares students' responses to questions about how much their experience contributed to their knowledge, skills, and personal development in 2017 and 2024. Students responded using a scale from one ("very little") to four ("very much").

	MassBay		Comparison Group		All CCSSE Colleges	
	2017	2024	2017	2024	2017	2024
Writing clearly and effectively	2.56	2.68	2.75	2.86	2.77	2.89
Speaking clearly and effectively	2.43	2.59	2.68	2.81	2.70	2.81
Thinking critically and analytically	2.76	2.96	2.98	3.14	2.99	3.14
Solving numerical problems	2.44	2.43	2.66	2.71	2.68	2.71
Learning effectively on your own	2.81	2.96	2.97	3.17	2.98	3.18

Figure 4.1 Students' Responses to CCSSE Items Relevant to General Education

In 2024, when asked "How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas," students rated solving numeric problems the lowest and thinking critically and analytically and learning effectively on their own the highest. Our students' self-reports were below those of a comparison group and of the entire cohort of colleges that administered the CCSSE in that year. This same pattern was seen in the 2017 administration of CCSSE. However, the data indicate that our students rated their experience more positively in 2024 than in 2017 in each of the five areas. Nevertheless, to meet the levels of the comparison groups we will need to collaborate across the College to ensure that students are sufficiently engaged in these important academic experiences.

THE MAJOR OR CONCENTRATION – DESCRIPTION

Our programs are designed for students to develop skills and knowledge in a specific discipline. Faculty propose, review, and revise program-level learning objectives, including the set of courses that will enable students to achieve those objectives. These learning objectives are specified during the program proposal stage and are reviewed and revised during the five-year cycle of program review. Further, individual courses have learning objectives. The [form](#) used to change or propose a new course requires faculty to specify the relationship between learning outcomes at the course and program levels through curriculum maps.

An example of the opportunities afforded to our students to develop mastery within the major or concentration is the STEM Expo at the end of each semester which showcases student projects, which industry partners, high school students and teachers, local community members, and representatives from transfer institutions attend. The Expo is organized by faculty and staff in the STEM Division and is

an opportunity for students to demonstrate skills and the mastery of content. Students share their learning and practice communication and presentation skills. Typically, the event is held on campus, but during the pandemic it was a virtual event. The on-campus event has since resumed, but we continue to offer the virtual option, providing the same enriching experience for students who cannot attend in person. At one recent STEM Expo, a student shared his research on improving batteries for the environment using chemicals besides lithium. Students from an Engineering Design course, supported by the company General Dynamics Engineers, demonstrated their design of a fixture to hold electronic devices in place while they undergo environmental heating and cooling testing.

THE MAJOR OR CONCENTRATION – APPRAISAL

We assess the College's adherence to the standards pertaining to the major or concentration by an analysis of alumni responses to a survey administered six to nine months after graduation that including questions about the quality of their education at MassBay. Results presented here summarize responses from 1,253 alumni who have responded to the survey since 2019. Those who reported transferring to a four-year institution were asked, "which best describes the preparation MassBay gave you for your education." Most (62%) rated their preparation as "excellent" and 33% rated it "good." When asked if the classes they took at MassBay contributed to their ability to perform their job, 50% responded "strongly agree" and 34% responded "agree." These survey results suggest the overwhelming majority of students are well prepared for transfer and for jobs in their fields.

TRANSFER CREDIT – DESCRIPTION

Student transfer into and from the College is common for the population we serve. The policies and practices guiding the evaluation and award of transfer credit are specified in the College's [academic catalog](#). In evaluating transfer of credit, our professional advisors follow standards set forth in the Massachusetts Department of Higher Education's Common Transfer Policy, also known as [Mass Transfer](#) which is designed to make the transfer process easier and clearer while providing common guidelines for Massachusetts public colleges.

Students wishing to transfer in credits from other institutions must submit an official transcript to the Registrar which advisors then evaluate. MassBay only accepts credit from regionally accredited colleges as well as military credit from the American Council on Education as it applies to the major. Students must have earned a C- or better in courses for which transfer credit is requested; courses recorded as pass/fail are not awarded credit. A maximum of 75% of the total credits within a degree or certificate program may be earned by transfer credit; 25% of a student's requirements must have been completed at MassBay. Transferred science and computer science courses must have been taken within the last five years. Many courses have clear transfer equivalents, while some must be examined more carefully before credit is awarded. Generally, upper-level courses in the major need to be equivalent in content, scope, and breadth to be accepted. When needed, advisors consult with appropriate faculty.

Transfer (or articulation) agreements facilitate students' transfer to another institution. A transfer agreement, in which faculty at an outside institution have evaluated an academic program from MassBay, guarantees the transfer of all college-level coursework and often admission. MassBay has many such agreements which are listed on our [website](#). During the last decade, 9,774 students transferred 150,405 credits in 498 different courses. Students transfer credit most frequently for EN

101 English Composition I, PS 101 Introduction to Psychology, EN 102 English Composition II, MA 105 Introduction to Statistics, and CT 100 Critical Thinking.

Many of our students enroll at MassBay with the goal of transferring out. Thus, MassBay focuses efforts and resources on assisting those who are transferring to other colleges. A Coordinator of Transfer and Articulation in the Advisement Center provides transfer advising services and trains advisors on the MassTransfer program and agreements with other colleges. We routinely host representatives from other colleges who provide information to our students about transfer opportunities. MassBay participates in the annual National Transfer Student Week to celebrate transfer students and the professionals who support them.

Massachusetts has a system to ensure smooth transfer from one public higher education institution to another. The MassTransfer program, which includes the A2B Pathways and the Commonwealth Commitment, incentivizes students to transfer to public four-year colleges. In the A2B Pathway, students with a grade point average (GPA) of at least 2.0 (or higher for some majors) receive automatic transfer of credits and are not required to pay an application fee or submit an application essay, while those with a GPA of at least 2.5 are guaranteed admission. The Commonwealth Commitment program requires students to enroll in at least 12 credits per semester, earn a GPA of at least 3.0, and complete their associate degree within five semesters; those meeting these criteria receive additional tuition discounts.

Our general education requirements are typically based on one of two [MassTransfer](#) models: the Gen Ed Foundation or the STEM transfer block. The [Gen Ed Foundation](#) is a set of 34 credits that Massachusetts community colleges, state universities, and University of Massachusetts accept as fulfilling general education requirement. It consists of social sciences (nine credits), humanities (nine credits), natural and physical sciences (seven credits), English composition (six credits), and math (three credits). Receiving institutions may only require up to two additional courses of general education for students who have completed the Gen Ed Foundation. Specific courses at each state school, including MassBay, that are eligible for meeting one of the subject areas in the Gen Ed Foundation are listed on the state's [Mass Transfer website](#). These courses represent a consensus by Massachusetts' public institutions that their content and learning outcomes provide a well-rounded general education for students in the Commonwealth. Some MassBay programs in STEM use the STEM transfer block as the model for their general education requirements, which includes 28 credits (and reduces the Mass Transfer block requirements for humanities and fine arts as well as social sciences to six credits each). The STEM Transfer Block was created to accommodate the more intensive STEM coursework.

TRANSFER CREDIT – APPRAISAL

Analysis of CCSSE data provides some insight about transfer at MassBay. Less than half (42%) of CCSSE respondents reported using transfer counseling services. Just over half (55%) reported they were satisfied with the service and 80% rated transfer services as “very important” or “important.” Transfer counseling was the fourth most frequently used service (after academic advising, library resources, and financial aid advising). Satisfaction with transfer counseling was slightly lower in comparison to other service areas. CCSSE respondents reported more satisfaction with financial aid (62% very satisfied), services for students with disabilities (60%), the computer lab (59%), and academic advising (56%).

INTEGRITY IN THE AWARDING OF ACADEMIC CREDIT – DESCRIPTION

MassBay demonstrates integrity in awarding academic credit, both credit earned at our institution for learning that occurs on-campus, on-line, and at off-site locations, including in high schools participating in our Early College program, as well as credit transferred in from another institution. Our policies and procedures with respect to awarding credit ensure that students have earned it based on consistently applied evaluation of students' achievement of learning goals. These learning goals are specified when courses are developed or modified and are then reviewed and approved by the department, division, the Admissions and Curriculum committee, the full faculty, the Provost, and the President. Sections of all courses, including those taught online and as part of the Early College program, include the same agreed-upon learning outcomes as all other sections of the course.

Associate degrees require completion of at least 60 credits in general education and program-specific courses. Our associate degree programs range from 60 credits (General Studies and Life Sciences) to 78 (Radiologic Technology), with an average of 65. Our certificate programs range from four credits (Central Processing Technology) to 47 (Toyota Technology) with an average of 24 (see list of [academic programs with credits](#)). Grades in pre-college-level courses, such as developmental math, are not included in calculating a student's GPA or in the calculation of credits towards graduation.

Our curriculum sheets are designed to help students complete their programs in a timely manner. However, they are currently structured assuming that students enroll in a minimum of 15 credits per semester. Because most of our students enroll on a part-time basis, we intend to revise them so they will be more useful to more students.

Degree requirements are published on the [website](#) and in the [catalog](#). Students must complete all program requirements, including the number of credit-hours and a minimum 2.0 GPA (or the minimum GPA required by the specific program). Some programs have more stringent criteria such as requiring a minimum grade of a C or C+ in core courses ([Associate Degree Nursing](#), [Practical Nursing Certificate](#), [Paramedicine Certificate](#), [Liberal Arts Early Childhood Education](#), and [Medical Assistant](#)). These criteria are specified in the program's curriculum sheet.

Students ready to graduate submit an [application](#) for the term in which they intend to graduate. The College may also automatically confer degrees or certificates when a student completes all program requirements. A preliminary list of graduates is presented to the faculty and the Board of Trustees for approval prior to the Commencement ceremony. The Registrar's office verifies degree completion for every student by conducting an audit of credits awarded.

MassBay monitors student progress and has procedures for students who fail to maintain a minimum cumulative GPA of 2.0. The [catalog](#) specifies criteria for good academic standing and consequences for failure to meet requirements. The College reviews student academic performance at the end of each semester, and students who do not meet the GPA requirement are subject to probation or dismissal. Those placed on probation must meet with their academic advisor to make a plan for improvement and to discuss MassBay's support services. Once on probation, students must earn a minimum cumulative GPA of 2.0 in one annual academic cycle (two academic semesters). Failure to achieve that standard results in academic dismissal from the College. Students who are dismissed may appeal their

status to the [College Appeals Board](#); they can appeal at any future time, and it is not unusual for students to appeal and return years after dismissal. Those whose appeals are granted must meet with an advisor prior to enrolling to make a plan for a successful return.

The College offers over 400 courses in in-person and online formats. Course descriptions appear in our [catalog](#), in the course offerings section of our website, and in BayNavigator, our student information system. Though not all courses are offered every semester, every course required by a program is offered at least once within the Fall or Spring semester. Courses that are offered in only one section in a semester but are required by programs are exempt from cancellation for low enrollment. MassBay academic leadership monitors enrollment by course sections throughout the enrollment period. The deans actively check enrollment in their courses, and bi-weekly meetings with the Registrar and staff from Enrollment Management and Academic Advising are held at which potential issues are identified, including the need to open new sections and the possibility of cancelling a course for underenrollment.

The amount of required student work and the level of student learning are appropriate for the awarding of credit and consistent with NECHE policy and the Carnegie unit of credit. College credit is awarded based on one hour of in-class instruction and two hours of out-of-class work for 15 weeks, or its equivalent, for each hour of credit awarded. In the course development process, faculty must provide a "Rationale for Assignment of Credits." Further, faculty must define what academic content students must learn in order to earn a passing grade. Some courses, such as developmental math, are not offered for college-level credit. MassBay does not currently offer study abroad opportunities. Policies regarding academic credit apply to all credit-bearing courses; courses that are specific to certificate programs go through the same processes and have the same requirements as courses in our associate degree programs (and are taught by faculty subject to the same hiring, training, and evaluation processes as faculty teaching in our degree programs).

In addition to the traditional 15-week Fall and Spring semesters, MassBay offers courses in eight-week formats during the first half or second half of the Fall and Spring semesters. We also offer six- and ten-week courses during the summer and two-week courses in winter. The class time and amount of expected out-of-class work match the time and work required in more traditional 15-week terms. The course content and learning objectives are the same regardless of the number of weeks in a term. The College's assessment of the student learning process includes courses offered in these formats.

Alternative experiences for which credit is awarded, such as internships or independent studies, contain the appropriate amount of academic content commensurate with the number of credits awarded for completing them. Faculty and Career Services staff collaborate in overseeing [Internships](#) which may be either non-credit or credit-bearing. To receive academic credit for internships, students must complete 40 hours of work at their internship site per credit hour awarded; students must also have a faculty sponsor who guides them through and assesses the academic component of the internship, which may include reading and writing assignments, and other work designed by the sponsor to help them engage more deeply in their internship.

The College offers Credit for Prior Learning (CPL) opportunities based on work or other relevant experiences. Students can earn CPL through a variety of means, including challenge exams developed by faculty for certain courses, most commonly for CT 100 Critical Thinking and CS 110 Introduction to Computer Science. Credit for some courses may also be earned by passing a College Level Examination

Program (CLEP) exam. The [website](#) provides [a list of courses](#) for which CLEP scores are evaluated for credit. Students may also earn CPL for licensure certifications or military experience. Students seeking [CPL](#) for work or life experience use a platform called [My Experience Counts](#), a nationally recognized third-party platform, and their application is assigned to our CPL Coordinator. Students must submit a portfolio that demonstrates how they have met each of the learning outcomes in the course for which they are seeking credit. A faculty member who teaches the course reviews the material and makes the final determination whether credit will be granted.

To further ensure that academic credit is earned, MassBay works actively to prevent cheating and plagiarism. The College policy regarding academic dishonesty, and the types of behaviors that constitute academic dishonesty—including plagiarism—are described in our [Student Handbook](#) and in a [Student Code of Conduct](#) linked on our [website](#). Faculty may file an [academic dishonesty complaint](#) when they believe students have cheated or plagiarized. The Dean of Students' office handles these complaints and follows a policy and process defined in the Student Handbook. The policy recognizes the right of faculty to manage their classes, including addressing issues of academic dishonesty directly with students. When information indicates that academic dishonesty has occurred, a faculty member may take action as outlined in the course syllabus, including issuing a failing grade for the assignment or the course. Faculty are encouraged to share that information with the Code of Conduct administrator (the Associate Dean of Students). If students believe that there is substantial evidence of error or injustice associated with a failing grade issued because of academic dishonesty, they may appeal through the [grade appeal process](#).

MassBay offers courses in multiple modalities, including asynchronous online, as well as a hybrid format with both an in-person and an asynchronous component. Like nearly all other colleges, MassBay switched in-person classes to synchronous remote learning during the pandemic with classes held live via Webex; however, due to concerns regarding educational effectiveness, the College offers synchronous remote courses very rarely. All sections of a course, regardless of modality, have the same learning objectives, are included in the College's assessment of student learning process, and are treated the same in terms of the course approval process, evaluation, and academic standards. MassBay ensures that students who take online courses are in fact completing the assignments by restricting access to enrolled students through password protection.

Since the pandemic, asynchronous online course offerings have increased significantly, and the College is committed to ensuring academic quality in this modality. Faculty who develop and teach online or hybrid courses are required to participate in a 15-hour institute run by the Director of Online Learning, which shares best practices based on compulsory standards from the Blackboard Exemplary Course Rubric in course design, interaction and collaboration, learner support, and assessment. In the training, faculty collaborate in modeling the classroom environment in which they will be teaching. Those who complete this one-time training are well-versed in online teaching theory and receive a \$600 stipend.

Before faculty can teach a course online, they must adapt the course for that modality. They work with the Director of Online Learning or an instructional designer to develop a version of the course they are planning to teach online. Prior to teaching it, faculty submit their developed online or hybrid courses to the online learning staff, who evaluate and provide suggestions to improve alignment with the compulsory standards. The online course materials must meet or exceed the standards as identified in the [exemplary course program rubric](#). Faculty receive a stipend of \$600 per credit upon the completion

of the course adaptation process which includes a review of the Blackboard shell by the Director of Online Learning using the [Online Course Shell Review Form Checklist](#). MassBay's Office of Information Technology offers professional development on topics related to the use of our learning management system and effective online teaching and provides direct assistance to faculty who need it.

Services are available to students regardless of whether they are enrolled in online or in-person courses. Many of our in-person services are offered virtually so that even students who are fully online and may not be able to travel to campus can access important supports such as advising, tutoring, career services, and counseling.

MassBay offers courses for college credit to area high-school students through our [dual enrollment and early college programs](#). We have three types of early college programming:

1. Traditional Dual Enrollment - Students who wish to use college courses to satisfy high school graduation requirements may do so with the permission of their high school (or home school plan).
2. Partnership Dual Enrollment - A special dual enrollment program offered for participating high schools and is free for students who qualify. The course offerings are determined in consultation with high school staff and offered to students in a cohort.
3. Early College Designation – A program that aims to reach high school students, particularly students from low-income families, in three school districts (Framingham, Milford, and Waltham). The program starts in 8th grade, exposing students to professional fields and career pathways. In later high school years, students enroll in college courses taught by college faculty. The Metrowest College Planning Collaborative, a joint project of MassBay and Framingham State University, oversees this program. The Early College program emphasizes family engagement beginning in the late middle school and early high school years, recognizing that the decision to go to college is often a family decision, rather than an individual decision, particularly among low-income families who may rely on their graduating high school seniors to help the family financially.

Courses in which high school students enroll are approved MassBay courses taught by MassBay faculty with the same learning objectives and curriculum as those we offer to our enrolled college students. Such students may access the library, tutoring, and accessibility, career, advising, and counseling services.

Engagement with faculty both inside and outside the classroom is an important component of the academic experience. Full-time faculty serve as the primary academic advisor for at least 18 students. Full- and part-time faculty provide important coaching and mentoring, even when they are not an officially designated advisor to a student. Faculty serve as club advisors and provide letters of recommendation when students apply for jobs and transfer. Full-time faculty hold four office hours per week, though that number may be reduced if faculty are teaching online or if their workload includes reassigned time for other projects. Faculty teaching online or hybrid courses submit a distance education agreement that outlines how to contact them as well as an [interaction plan](#) that clarifies for students how an instructor will communicate with them. This agreement clarifies for students whether and how interaction with the instructor is required for successful completion of the course.

INTEGRITY IN THE AWARDING OF ACADEMIC CREDIT – APPRAISAL

MassBay is committed to integrity in the awarding of academic credit. We are also concerned that students make timely progress toward completion of their programs. Though community colleges are often referred to as “two-year colleges,” that time span is typically based on the rare student who takes fifteen credits per semester. At MassBay, students who completed associate degrees during 2023-2024 enrolled in an average of 9.8 credits per term and attended for an average of 7.7 total semesters, including summer terms.

While many MassBay programs can be completed in 60 credits (or just over), MassBay offers some programs with as many or more than 70 credits, which adds time and expense to our students. As noted above, the Toyota program requires 73 credits and the Radiologic Technology program requires 78. The College recognizes the cost in both time and effort that such degrees place on students. Consequently, faculty continuously review the curriculum to ensure the coursework is justified and aligns with industry needs and the requirements of transfer institutions. Faculty add and remove courses and adjust course content to ensure students will achieve the learning outcomes associated with the major. In some cases, program review has resulted in the removal of courses no longer deemed necessary to achieve programmatic learning outcomes, while in other cases, courses have been added when additional content is required for students to learn what is required for the major.

Our policy that students can transfer in up to 75% of degree requirements means that students can take a substantial number of core courses in a major at another institution. While much work has occurred to align learning outcomes across Massachusetts public colleges, in some STEM programs, faculty have been concerned about differences in students' knowledge and skills when advanced courses are taken elsewhere. Faculty in those areas will be considering additional requirements regarding the completion of certain courses at MassBay. We plan to investigate this empirically and systematically.

MassBay is working in other ways to reduce the time and expense for students without sacrificing academic integrity. For instance, the College has been reducing the negative impact that developmental course sequences can have on student outcomes. Such courses cost students both money and time but do not count for college credit and do not transfer. National research demonstrates that students who enroll in developmental courses are less likely to complete their degrees. Traditionally, entering students take placement tests to determine their level of English and math. However, the College has instituted alternative placement methods for those gateway courses, such as allowing students with a high school GPA of 2.7 or higher to enroll directly in college-level math if they graduated from high school within the last three years, and in English, if they graduated from high school within the last ten years. Students have increasingly availed themselves of this opportunity during the last seven years, jumping from 1% in 2018 (the first year this option was available) to 15% to 22% in 2022.

The College's associate degree programs require students to complete two semesters (six credits) of English composition, EN 101 and 102. Until recently, students who tested into developmental courses had only non-college-credit courses from which to choose. Similarly, those who did not pass the math placement test had to enroll in non-college-credit developmental courses. Supported by a Title III grant, MassBay introduced a co-requisite model to help students avoid enrolling in developmental

courses. These co-requisite courses contain additional hours to provide further support to students. This model has yielded positive outcomes on the important metric of completion of college-level courses during the first academic year. In math, prior to the introduction of this model in 2016, only 8% of first-time degree-seeking developmental math students completed college-level math within one year. In 2022, this rate increased to 32%. One of the goals of our previous strategic plan, and thus one of our areas of emphasis in our self-study, was to increase the proportion of students completing college-level math, and these numbers reflect our success in those efforts. The success rate of the co-requisite model in English is even greater. While 29% of first-time degree-seeking developmental English students in 2016 completed college-level English within one academic year, the rate in 2022 rose to 60%. Based on these findings and other evidence, English faculty have recently decided to no longer offer developmental courses; math faculty continue to offer both developmental and co-requisite options.

Another way students can earn credit to assist in timely completion of their programs is through CPL. The [number of students receiving CPL](#) has increased from 203 in 2023 to 274 in 2024, and just over one quarter (27%) of graduates in 2024 had earned CPL. Subgroups vary in their use of CPL: Black students were half as likely (2.2%) to earn CPL compared to others (4.7% of white students and 4.3% of Hispanic students). Student feedback suggests that they find the CPL process burdensome and do not understand their eligibility or the kinds of evidence they need to present. The College will investigate how to make the process less burdensome and confusing while maintaining standards.

With the exception of health sciences and automotive technology programs, MassBay pivoted to synchronous “remote” instruction during COVID such that 55% of sections were taught remotely in 2020-2021 (the spike in online enrollment can be seen in our NECHE data dashboard on distance education, which reveals that even in 2021, 85% of our students were either synchronous or asynchronous online classes). We then intentionally pivoted away from remote instruction due to concerns about academic quality and only 3% of sections were synchronous last year. However, asynchronous classes have increased considerably from 21% in 2019-2020 to 38% in 2023-2024. One of the goals of our previous strategic plan and areas of emphasis for our evaluation was to increase asynchronous offerings, which has been achieved. We will continue to strategically grow asynchronous programming and plan to experiment with hybrid formats. A chart showing our use of teaching modalities by year is included in our [Institutional Dashboard](#) (page 10, figure 5.2)

Given the significant percentage of students enrolled in our asynchronous courses, the College has been concerned about completion rates. We find that online classes have a lower rate of students earning a C- or better (67% in 2023-2024) compared to in-person classes (78%). Online classes also have a rate of withdrawal (20%) that is twice as high as the rate for in-person courses (10%).

As a step in improving online course completion rates, a team of faculty and staff are reviewing data to provide guidance on how to best support this population. The team is considering how to orient students to online learning, how to support student learning, and how faculty can create engaging classrooms in an online environment. While the work is ongoing, the team’s preliminary recommendations have been used to create professional development for faculty on creating engaging student discussions, developing videos for a student-centered online course, and utilizing Blackboard Ultra for clearer grading. The team has also recommended providing more online student supports. In 2024, the Library began offering Chatstaff, a live 24/7 text support service for students who may be

working on coursework during non-traditional hours. We are also piloting academic, advising, and student development support in the evenings. It is hoped that these efforts will yield greater success for online students.

MassBay recognizes that faculty/student interaction is easier to facilitate inside and outside the classroom when class sizes are reasonable. While the faculty union contract caps in person courses at 32 students, we have lowered the cap in several areas to allow faculty to better address student needs. During the pandemic, the College lowered caps for every course to 24 to allow for better remote learning experiences. Post-pandemic, we have raised our caps generally to 26. However, the College has capped certain core classes (English, math, critical thinking) at even lower numbers; English writing sections are now capped at 16 to provide more time for individual attention to students.

PROJECTIONS - THE ACADEMIC PROGRAM

1. Meet expectations for the completion of learning assessments and program reviews, as per the Assessment Plan (Provost, Academic Deans, 2024-2028).
2. Develop the following new programs and courses.
 - a. Add a Data Science associate degree (Dean of STEM, 2025-2026).
 - b. Add associate degrees in Health Care Administration and Diagnostic Medical Sonography (Dean of Health Sciences, 2025-2027).
 - c. Add coursework in Travel and Tourism and Non-Profit Management (Dean of Business and Professional Studies, 2025-2026).
3. Develop strategies to increase students' experience in writing, speaking, thinking critically, solving numerical problems, and learning independently (Provost, Academic Deans, 2025-2028).
4. Pilot offering courses in Spanish and Portuguese in programs based on research to determine courses that are in-demand (Academic Deans, 2025-2026).
5. Evaluate the transfer support services to ensure students are receiving the support they need when transferring to a four-year college (Director of Advisement, 2025-2026).
6. Revise curriculum sheets so they are more useful for part-time students (Academic Deans, Director of Advising, 2025-2027).
7. Increase support for online learners.
 - a. Enhance guidance and support provided to students enrolling in online courses, including exploring orientations specifically for online students (Assistant Provost, Dean for Student Success and Strategic Initiatives, Director of Online Learning, 2024-2025).
 - b. Provide more options for faculty and students to create connections in online courses, such as by the use of video or virtual meetings (Dean of Teaching and Learning, 2025-2027).
 - c. Strengthen IT support for faculty, staff, and students, especially for issues accessing online courses early in the semester (Dean of Teaching and Learning, Assistant VP for IT, 2025-2027).
8. Expand opportunities for alternative credit and learning.
 - a. Expand CPL and better communicate the opportunities to existing and prospective students (Assistant Provost, 2025-2026).

STANDARD 5 – STUDENTS

Our students come from diverse cultural backgrounds with a variety of past experiences. Our goal is to create an environment that honors their backgrounds and experiences, and to help them overcome obstacles and advance themselves.

After a period of enrollment decline, our student body is now growing (see figure 5.1 and the NECHE data dashboard on enrollment and new student enrollment). We began to experience an increase in enrollment in Fall 2022, as we emerged from the pandemic. Enrollment increased sharply in the next two years, fueled by the free community college programs MassReconnect and MassEducate. We have now exceeded our pre-pandemic numbers, and we have achieved our strategic goal of maintaining enrollment despite downward projections.

Term	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Fall	4,048	3,762	3,423	3,497	3,973	4,578
Spring	3,953	3,552	3,354	3,580	4,321	--
Summer	2,402	2,150	2,027	2,324	2,651	--
Total unduplicated	6,601	5,972	5,629	6,046	6,839	--

Figure 5.1 - MassBay Total Unduplicated Head Count Enrollment 2018 to 2024

Our student population is highly diverse. In 2024, 57% of our students were female and 42% male, while students aged 25 and older represented 43% of our headcount, and about 42% received federal Pell support. The distribution by race and ethnicity (depicted for previous years in our NECHE data dashboard on demographics) is 5% Asian, 15% Black or African American, 26% Hispanic or Latinx, 41% White, 3% two or more races, 3% not U.S. residents, and 7% unspecified. Looking at trends since Fall 2020, while other groups did not change significantly, the Hispanic or Latinx population has increased steadily from 22% to 26%, while the White population has decreased steadily from 48% to 41%.

ADMISSIONS - DESCRIPTION

MassBay's mission statement asserts that we are an "accessible institution" and "a bridge to equitable opportunities." The College provides residents of our region with the opportunity to achieve their personal and career goals through a post-secondary education at a reasonable cost and sometimes for free. MassBay is an open-access institution; though we have a few selective admission programs, in general anyone who has a high school diploma or equivalent may enroll in our degree and certificate programs and register for courses. We serve 27 municipalities in an area west of Boston. In addition, many of our students come from Boston, some from other parts of Massachusetts, and some from out of state and outside the U.S.

Each of the cities and towns in the College's service area has an assigned admissions counselor who goes to college fairs and makes school and classroom visits, or hosts visits to one of our campuses. Particular attention is paid to communities in which lower-income families frequently live. We also respond to invitations from high schools beyond our service area who sometimes are interested in particular programs. We offer special admitted student events and employ targeted communications for applicants who identify as Black or indigenous as data show lower rates of enrollment relative to

acceptance for these two groups. Because our Latinx population is growing rapidly, in 2024 we added special admitted student events for them.

Students who wish to enroll at MassBay are guided in their application via our [“how-to apply” page](#) on our website, which walks applicants through the process. The application is free, and our Admissions staff are available to help those who require assistance completing any part of the enrollment process. The Automotive Technology and [Health Sciences](#) programs are selective and have additional admissions requirements. Students admitted to an associate degree program and a few specific certificate programs are required to demonstrate their [competence in math and in reading and writing](#), as described in our response to Standard Four.

MassBay maintains relationships with many community organizations that serve as sources of potential students, providers of services and internship opportunities for current students, and employers for graduates. Such organizations include Big Brothers/Big Sisters, the Housing Authority, the Office of Veterans Affairs, and the YMCA, in addition to many non-profit organizations that focus on health, wellness, homelessness, and social services.

The diversity of our students and prospective students includes diversity in language. To improve our recruitment efforts, we introduced family information sessions in Haitian Creole, Portuguese, and Spanish and we publish key informational brochures in multiple languages. Portuguese- and Spanish-speaking staff are present during our major recruiting events. Our Admissions Counselors and reception staff use hand-held translators to converse with prospective students in over 100 languages. Beginning in 2023, following the introduction of early childhood instruction in Portuguese, we also began hosting breakout sessions in Portuguese at our Fall and Spring Open House events.

Many MassBay students enter the College not knowing what they want to major in. To help students find their way, based on the guided pathways model developed by the Community College Research Center, we sorted our programs into seven “Academies” which are roughly parallel to the academic divisions, although the Division of Business and Professional Studies is separated into three different Academies (Business, Education, and Legal Studies). Our goal is to help entering students develop a sense of belonging to an entity smaller than the College itself, as early as the application for admission. Applicants can also select “I don’t know” which places them into our Liberal Arts program and identifies them as a student who needs help choosing a major.

ADMISSIONS - APPRAISAL

Evidence of the College’s success in admission is the increase in new student enrollment from 1,338 in Fall 2020 to 1,905 in Fall 2024, an increase of 42%. Of course, the new free community college programs contributed to this growth. Some of our efforts in Admissions are focused on special populations:

- [Veterans](#) are supported by a full-time staff (who is himself a veteran) and a part-time staff. They have a dedicated quiet space, which they named “the Bunker.” The number of Veterans increased to 51 in Spring 2024, up from 37 in Fall 2022.
- [The DREAM program](#) (formerly the Students of Color program) is designed to serve all students who are interested in African American and Latinx cultures and help them achieve academic success. Staff from the program work with Admissions staff to promote interest in MassBay’s

programs. Details on the effectiveness of the DREAM program appear later in this chapter. We have also offered admissions events entitled “Black, Brown, and College Bound” to help students of color find their way to MassBay. Applications from Black/African Americans increased from 789 in Fall 2020 to 1,310 in Fall 2024, a 66% increase.

- The Admissions Office has held events with a focus on indigenous students that includes information on scholarship opportunities.
- Three full-time counselors support prospective [international students](#) by participating in online events hosted by the U.S. Department of Commerce and EdUSA and addressing their questions regarding admissions and visas. The current model for supporting international applicants has been effective for the past eight years: our international student population has grown steadily, from 60 in 2016 to a record high of 175 in 2023. They also serve frequently as orientation leaders and peer tutors.
- The introduction of MassReconnect has led to a focus on older students, and the College has identified specific staff to provide direct support to our students aged 25 and above. The College provides evening services to better serve this population.
- The [STEM Starter program](#) works with local high schools and community organizations to promote student interested in science careers, with particular focus on underrepresented populations. It includes a [Summer Program](#), which prepares admitted STEM students for success in college. Evidence shows it has been successful: STEM enrollment increased by 4% between 2016 and 2024 while College-wide enrollment declined by 6%. Enrollment of women in STEM increased by 17%, while college-wide it increased at only 4%. Black student enrollment in STEM increased by 14%, while college-wide it increased by only 2%. Hispanic student enrollment in STEM increased by 57%, while college-wide it increased by 50%. [A recent report](#) based on Summer 2024 participants indicates that 100% of participants scored higher in one or both math placement scores. Nearly three-quarters (72%) of participants were able to place into a higher-level math class.
- MassBay also offers a free summer math intensive program, Achieve in Math, for entering non-STEM students. The program was launched in the 2021 and 70 students have participated since then. The program has generated [positive outcomes](#). Over half of the students (54%) who participated in this program increased at least one level on math at the end of the program, saving them at least a semester of coursework in developmental Math.

STUDENT SERVICES AND CO-CURRICULAR EXPERIENCES – DESCRIPTION

No area of the college embodies our “student-ready” philosophy more than MassBay’s student services. Our services and supports are pro-active, responsive to student needs, and constantly innovating and adapting to help students meet their goals.

[Student Development](#), which includes many of the offices that serve students outside of the classroom, developed the following values statement to guide its practice:

The Student Development Division embodies these core values: we support, we include, we reflect, we respect, and we empower. These values serve as the guiding principles in our mission to foster a campus community where every student feels valued, supported, and empowered to achieve their academic and personal goals. We strive to understand our

students' barriers to education, provide practical and timely assistance, and help them chart a course for future educational, personal, and career success.

Most academic supports are housed in the Academic Achievement Center ([AAC](#)), which provides students with drop-in assistance from math and writing specialists, tutoring specific to various courses, and testing services at both the Wellesley and Framingham campuses and online; students at the Ashland campus can access our services virtually or visit another campus for in-person support. As of Fall 2024, three full-time and 16 part-time learning specialists provide one-on-one support in reading, writing, math, science, and other topics. Learning specialists must have master's degrees and often teach courses. The online tutoring platform [Brainfuse](#) offers personalized tutoring sessions, homework help, and access to resources across various subjects. It includes live help, a writing lab which allows students to submit their papers and receive feedback within 24 hours, and sample questions for the Nursing program entrance exam. The AAC also provides embedded learning specialists and tutors for specific courses. Embedded specialists are more fully discussed in our response to Standard Six.

Accessibility has been an important priority for the College. The Accessibility Resources Center ([ARC](#)) supports students in need of accommodations. Formerly part of the AAC, the ARC is now its own unit with its own director, reflecting the increasing population of students with disabilities. Students register with ARC for specialized help and to obtain accommodations for learning needs, physical limitations, and medical or psychiatric conditions. Specialists work one-on-one with students in-person or online to determine what accommodations are reasonable and necessary for equal access. A new software program, Accommodate, has simplified this process. The ARC has provided professional development for faculty on several relevant topics: workshops on universal design; training on Kurzweil, a text-to-speech platform; and a community of practice focused on culturally responsive teaching, co-facilitated with faculty. During the Fall 2024 Professional Development Day, ARC presented a breakout session on building community with neurodivergent students. Further, ARC introduced a new honor society, Delta Alpha Pi, providing students with disabilities the opportunity to be recognized for their academic achievements. About 20 students had been inducted as of Spring 2024. ARC added a full-time executive function coach who works with students on time management, organization, study skills, and adjustment to college. MassBay has seen a substantial increase in the percentage of students with autism, from 7% of registered ARC students in Fall 2018 to 22% in Spring 2023. To support this increasing population, we added two part-time positions, a Special Program Coordinator and a learning specialist who supports neurodivergent students.

MassBay has been a leader among Massachusetts community colleges in supporting students with intellectual and developmental disabilities in college coursework since 2007. The [Transitional Scholars Program](#), for those currently enrolled in high school transition programs or transitioning from high school to post-secondary education, provides support from educational coaches as students enroll in courses that align with their interests or career goals and develop life skills, expand their knowledge base, build confidence, and gain maturity. Since the program began, MassBay has partnered with over 15 school districts and has provided an inclusive college experience to more than 100 students.

MassBay's support of incoming students begins before they enroll in courses. The [Orientation, Advising, and Registration](#) process provides them with the knowledge, resources, and tools they will need to succeed. Our orientation leaders (15 currently attending students) help incoming students transition to college in a required event we call "Ready2Register." The orientation leaders are a varied

team who reflect the ages, genders, and races of the student body. During the academic year, they host our Virtual Q&A Center and facilitate workshops on topics such as using Blackboard. Some serve as mentors and help students in first-year seminar (FYS) courses.

Students receive advising in their academics through both assigned professional advisors and faculty. Full-time faculty at MassBay are assigned 18 advisees and provide students with guidance in their major as well as in career and transfer decisions. In the [Advising, Coaching, and Transfer Center](#), professional advisors assist students with academic planning and serve as the primary contact for students outside of the classroom. The Center utilizes a case management model which is proactive and includes monitoring student progress and attending to all aspects of student success. Every new degree-seeking and certificate-seeking student is assigned an academic advisor during orientation who they are required to meet with at two critical points in their first year: before enrolling in their first semester of courses and before enrolling in their second semester. The latter is referred to as the student's Comprehensive Advising for Student Success (COMPASS) meeting, where the advisor and student work together for a longer period of time to take a deeper dive into the student's academic plan and timeline, begin exploring transfer options, and tackle any perceived or real obstacles to success, including academic preparedness, financial challenges, and housing and food insecurities. Students are also required to meet with their advisor when they go on [academic probation](#) to make a plan to improve their academic standing.

Students can make an appointment with their assigned advisor at any time or visit general drop-in hours to meet with any available advisor. In response to the pandemic, advisors began meeting with their advisees virtually. This practice, which provides students who have busy lives with a convenient way to meet with an advisor without coming to campus, continues both in individual advising appointments and in the Virtual Advising Center, an online drop-in meeting room for students to meet with an advisor one-on-one.

Our Coordinator of Transfer Affairs and Articulation is the in-house expert on transfer and is well connected throughout the state with the four-year transfer admissions professionals. The coordinator keeps course equivalencies, program articulation, and professional development for staff up to date and comprehensive and assists faculty and staff with the development of transfer agreements. She also trains the Academic Counselors who provide transfer advising services to students. This includes an overview of specialty transfer programs including the MassTransfer program, Commonwealth Commitment, and transfer partnerships with other regionally accredited institutions.

The state-wide Supporting Urgent Community College Equity through Student Services ([SUCCESS](#)) Initiative, which began in Fall 2021, operates as part of the Center and provides students who are economically disadvantaged, minoritized, have disabilities, or are LGBTQIA+ with more focused advising and support. Incoming students who are eligible may be assigned a SUCCESS coach who serves as an advisor with a much smaller caseload, allowing more individual attention to be placed on each student.

Students have access to career guidance through the [Career Services](#) office. Staff help students choose careers and majors, prepare them for the workforce, and assist them in finding jobs and internships; these services are provided to both students taking credit-bearing courses and those in non-credit programs. Prior to 2014, Career Services consisted of one full-time director; as of 2024, the office has

added an assistant director, a part-time Professional Network Mentor Manager, and two part-time evening staff. A part-time STEM career development counselor provides additional career readiness support and career development programming. MassBay uses [Handshake](#), an online career site, through which students can access and apply for jobs and internship opportunities, build online career profiles, upload résumés to attract employers, and sign up for career events and workshops. Career Services also manages and facilitates [student internships](#), both credit and non-credit bearing, and oversees four mentoring programs (Business, Multicultural, Peer, and STEM) in which students are matched with a mentor for career guidance and to promote professional success. It also organizes career fairs tailored specifically to the training programs for students in non-credit programs, partnering with local employers to provide focused, industry-specific opportunities.

A significant focus of the College is students' mental health and wellness. An in-house [counseling team](#) sees students by appointment, offers programming on mental health topics, and consults with faculty regarding student behavior issues. These services are provided on all three campuses as well as via telehealth, an extremely popular option since we began offering remote appointments during the pandemic. Counselors refer students to services outside of MassBay that we do not provide (e.g., medication, intensive outpatient or partial hospitalization, eating disorders, psychosis) and we work with students to identify resources based on where they reside and their health insurance coverage.

MassBay understands that persistence and success in college depends on students' basic needs being met; you cannot succeed in college if you lack food, a roof over your head, and access to childcare and transportation. Over the past five years, we have reframed and expanded how we support academic progress based on the basic needs of our students. Following survey results that revealed the severity of students' needs, the College created the Student Nourishment and Care Committee ([SNACC](#)), which since its inception, has made significant strides building robust partnerships with community organizations and service providers in areas such as food and hygiene insecurity. Free monthly food markets supplied by the Greater Boston Food Bank. are welcoming and festive community events during which students, faculty and staff take home fresh fruit and vegetables while enjoying music and conversation; no stigma is attached to obtaining the free food because it is open to all members of the community at all three campuses. Similarly, we offer food scholarships (in which grantees receive funds to purchase their own food) instead of a food pantry to ensure anonymity for participants and empower them to obtain food conveniently. Community partners provide free frozen meals on each campus. The College provides hygiene supplies and period products donated by our non-profit partners, Hope & Comfort and Dignity Matters. MassBay offers housing for students experiencing homelessness in partnership with the Governor. Each semester, five students who are without a home are provided housing in the residence halls at nearby Framingham State University. The state covers the cost of housing and the College covers the cost of the meal plan. Other basic needs supports include supplemental assistance for [childcare services](#), a [textbook fund](#), [laptop loaner program](#), free shuttle service, and emergency grants for students facing urgent financial situations, and a program for students who are single mothers.

With the awareness that so many of our students were struggling with food insecurity and related issues, the College created a new part-time position in 2020 to support students' basic needs. The [case manager and resource specialist](#), who has since become full-time, assists students who have basic needs and makes referrals to community resources. In 2023, a part-time food resource specialist was added to help students facing food insecurity.

The [Financial Aid Office](#) helps students and families financially throughout the financial aid application process and provides current information on financial aid programs that are available to them. The College administers a variety of programs, including grants and scholarships, work-study opportunities, and student and parent loans. Aid is primarily need-based, with the exception of the new Massachusetts free community college programs. All students who receive aid are sent award letters that provide cost of attendance and clear language on the type of funding awarded. Additionally, the College has an [award guide](#) that provides in-depth information on borrowing. Students are required to complete entrance counseling, and MassBay Financial Aid staff counsel students one-on-one regarding the pros and cons of borrowing and educate them about loan indebtedness. The Financial Aid Office began offering virtual assistance to students during the pandemic and continue to meet with students virtually as needed. The Office also uses MassBay's mobile app to create "Financial Aid Fridays" to communicate pertinent information to students and to encourage them to contact the office to learn more about financial aid.

The Financial Aid Office was restructured in 2024 to increase efficiency and improve outcomes. The Office now has two directors: one for Financial Aid Operations who provides direct leadership on new and continuing student financial aid technical set-up, testing, award packaging and reporting, and one for Financial Aid Services who supervises the financial aid counselors and administrative staff and serves as the office manager.

We offer students a variety of co-curricular experiences. They can participate in the Student Government Association ([SGA](#)), [clubs and organizations](#), and leadership training. The [Office of Student Engagement, Identity, and Belonging](#) oversees these opportunities. Events in the past year include our semi-annual Club Fairs and Resource Fairs, our annual student recognition event, mid-term and finals study breaks, SGA events, club events, and other campus-wide events. Students receive a weekly email newsletter to promote these opportunities. MassBay has an active student government that allows students to participate in campus governance by representing student interests, participating in decision-making processes, and organizing events. SGA is comprised of 20 elected students and volunteers who meet regularly with faculty, staff, and administrators to enhance the quality of the student experience. It offers various ways for students to become involved, including weekly meetings, a virtual "Suggestion Box" for feedback, and opportunities to join different committees such as Academic Affairs, Finance, Events, and Student Affairs.

MassBay has multiple programs and opportunities for students to develop valuable leadership skills outside the classroom. These include workshops, seminars, and training sessions designed to enhance communication, teamwork, and other leadership qualities. Students may also participate in the Leadership Engagement and Development program, which provides them with an opportunity to gain practical experience in teamwork, problem solving, and becoming an effective leader. The latter program ran from 2018 through 2023 but is currently being redesigned to align with the new mission of the Engagement, Identity, and Belonging Office.

For some students, athletics is an important part of their co-curricular experience. MassBay is a member of the National Junior College Athletic Association (NJCAA) Region 21, the governing body of two-year college athletics in the U.S. Our athletic programs are subject to NJCAA rules and regulations and are connected to a larger network of two-year college athletics which provides opportunities for

student-athletes to compete, develop their skills, and potentially continue their athletic careers at four-year institutions. Our [athletics program](#) consists of four men's teams, three women's teams, and two teams in which men and women compete together. The latter two are our e-sports team and our unified sports team (in which students with and without disabilities participate together), which have been added in the last few years and have broadened the reach of athletics at the College. Student-athletes are held to the same academic standards as other students. This includes maintaining a minimum GPA, meeting course requirements, and making satisfactory progress toward degree completion. Our embrace of emerging sports trends, such as e-sports, has yielded incredible success. E-sports hosts multiple popular titles and a fully functioning e-sports gaming lab for the student body. Our teams participate in both the NJCAA e-sports and East Coast Athletic Conference leagues and are very competitive in both. By diversifying our offerings to cater to a wider range of interests and abilities, we have fostered inclusivity within our athletic community. MassBay began a Unified Sports Program in Fall 2023. Thus far, the activities include basketball, volleyball, disc golf, and cornhole. This program has not only enhanced our outreach but also promoted accessibility for students who traditionally have not been able to participate.

Student services staff are hired based on their experience and education through our job search process and are evaluated according to the relevant union contract. When a position in student services becomes vacant, it is not automatically reposted. Instead, College leadership looks at the area of highest need before moving forward with hiring.

MassBay publicizes the variety of services we offer in many ways: at admissions events, during our orientation program, in classroom visits, and on our website. The College created a single [webpage](#) containing links to all the services and resources we offer. Marketing analysis has shown that this is one of the pages students visit most frequently and staff note that it has been very helpful to have this information consolidated and well organized.

MassBay has clearly identified behavioral standards for students, as well as student rights and responsibilities, that are found in the College's [Student Handbook](#). The MassBay Code of Conduct is intended to encourage personal responsibility, integrity, and ethical decision-making. In addition to the handbook, students learn behavioral expectations and rights and responsibilities in the new student orientation process and interactions with student services professionals. The Associate Dean of Students manages [student conduct reports](#) and [complaints by students](#).

Student record confidentiality is maintained according to standards established in the Family Education Rights and Privacy Act of 1974 (FERPA). The [Registrar](#) is the custodian and the official keeper of student records, and as such she ensures that student rights are protected. Students who are currently or formerly enrolled in credit and non-credit classes, regardless of their age or status in regard to parental dependency, are protected by FERPA. A student may grant a third party access to their academic information by completing a FERPA [Release Form](#) found on the College website. MassBay reserves the right to review and respond to requests for release of education records on a case-by-case basis regardless of a signed release form. FERPA statements can be found in the Student Handbook, the College Catalog, and on the [website](#).

Student records are electronically maintained, and access requires electronic security permission controlled by a combination of a user login and a password. The Registrar controls different levels of

access and grants access to staff and faculty based on need. New hires who handle FERPA data must complete their training within the first month of employment as part of their onboarding process. In Fall 2024, the Registrar began providing annual FERPA training to faculty and staff who are involved in handling student records. This refresher training ensures that personnel involved in handling student records are fully aware of FERPA guidelines and are committed to protecting student privacy.

STUDENT SERVICES AND CO-CURRICULAR EXPERIENCES - APPRAISAL

The College uses data from [CCSSE](#) and [student satisfaction surveys](#) to evaluate student services and co-curricular experiences. Results of these surveys are shared with staff during department meetings, at the President's Council, and at meetings of the Student Success Committee of the Board of Trustees. Departments have used the results to improve the services offered by their department. For example, when the student satisfaction survey suggested students did not experience optimal customer service, the College provided customer service training to staff.

Academic support services are strongly utilized. The AAC's [Math Homework Center](#), which offers students personalized assistance on homework or preparing for exams, encourages peer-to-peer interaction, allowing students to share strategies and solve problems together.

The AAC works closely with faculty to identify classes for which peer tutor support may be helpful and seeks recommendations for prospective peer tutors. In Fall 2024, peer tutors assisted students in Accounting, Engineering, Math, English, Economics, Computer Science, Languages, Marketing, Physics, Psychology, and Sociology. The AAC also offers workshops in cooperation with academic departments, such as a dosage calculation workshop for Nursing students and essay writing workshop for STEM students.

We believe that academic success is very often dependent on having a point person to support students, and our academic advisors fill that role for most students. In 2021, MassBay shifted from a drop-in transactional advising model to a case management model. In this model, new degree- and certificate-seeking students are assigned an advisor at orientation who stays with them throughout their time at the College. Half-way through a student's time to degree, a faculty advisor is added to the student's care team. The implementation of the required first-semester COMPASS advising session and the case management model have helped students receive important guidance early in their time at MassBay. Prior to implementation, half of our new students were meeting with an advisor during the first semester; after requiring students to attend a COMPASS meeting, about 90% did so. Current advisor caseloads are 250 per advisor; we aim to reduce that number to 200 to allow advisors to spend more time with advisees.

Over 1,300 students have participated in the SUCCESS program at MassBay, which not only provides more intensive advising but also other support and opportunities, including field trips to four-year institutions, counseling, peer mentoring, and workshops on an array of topics including time management, goal setting, and test anxiety. Outcome measures for these students have consistently exceeded those for the general MassBay population; for instance, SUCCESS students in the Fall 2022 entering cohort had a Fall-to-Fall retention rate of 70%, nearly ten percentage points greater than new students overall; Black students in the program were retained at a rate of 67% compared to 54% for all Black first-time degree-seeking students.

MassBay's commitment to supporting the mental health needs of its students is demonstrated by the growth of counseling services. In 2024, we had four full-time counselors, one part-time multicultural specialist, two clinical fellows and two interns, a significant increase of the two full-time counselors we had in 2018. We now have one of the largest, if not the largest, in-house counseling offices of all the state community colleges. The number of mental health counseling appointments has steadily increased, rising from 970 in 2019-2020 to 1,441 in 2023-2024, reflecting a growing need for support. While rates of anxiety and depression among students were already on the rise prior to COVID-19, the pandemic further amplified these challenges and contributed to increased demand for mental health services. This trend aligns with national patterns observed among community college students. MassBay's philosophy is to employ in-house counseling services, recognizing the unique benefits of on-campus support. In-house counselors are integral members of the campus community who understand our resources, systems, and culture, enabling them to guide students effectively. Faculty and staff value knowing the counseling team, which fosters trust and facilitates personalized referrals.

The College is seeing the impact of our basic needs efforts on student success. The food scholarship program has demonstrated a positive impact on academic achievement, retention, and equitable outcomes across diverse populations. Recipients consistently achieve higher cumulative GPAs compared to their peers, underscoring the relation between the provision of essential resources and academic performance. For instance, in Fall 2022 recipients achieved an average GPA of 3.1 compared to 2.7 for other students. In Spring 2020 recipients achieved an average GPA of 3.3, outperforming the broader student body's 2.7. Disaggregated data by race reveal that scholarship recipients from historically underrepresented groups, such as Black and Hispanic students, achieved higher GPAs than their non-recipient peers, further highlighting the program's impact on academic success.

In addition, retention data indicate the program has been effective in promoting student persistence. Recipients consistently outperformed the general student body in retention, with 74% of recipients retained from Fall 2021 to Spring 2022 compared to 67% for all students. This trend continued in Fall 2022, where 78% of recipients remained enrolled compared to 65% of other students. Notably, Black and Hispanic scholarship recipients showed higher retention rates than their non-recipient peers, reflecting the program's ability to support students in overcoming barriers to educational attainment. In 2022, the College received the American Council on Education/Fidelity Investments [Award for Institutional Transformation](#) based on this work and our other efforts addressing basic needs.

In housing and transportation, the state has recently provided support for students in need. We refer students who need affordable housing to appropriate agencies, although these agencies have long waitlists. MassBay provides an Uber program, transportation supplements, and shuttle services to the extent that our resources allow; yet students' needs exceed our ability to address them and public transportation is expensive and sometimes unreliable and routes are often very long.

Another service we provide helps students complete the Free Application for Federal Student Aid (FAFSA) through our own workshops and contract services from outside organizations. [uAspire](#) has helped over 800 of our students through one-on-one help via Zoom; 94% of our student users reported they found the service very or extremely helpful. ECMC Solutions provides phone, Zoom, and webinar financial literacy, student loan repayment counseling, and default prevention services. Both uAspire and ECMC are free to students.

One of the most successful programs at the College is our recently renamed [DREAM Program](#), which is designed to increase student recruitment, enrollment, and successful completion, for all students with a focus on students of color. The program, based on the belief that sharing cultural differences and values with one another creates space for learning and growth, is open to all students regardless of race and ethnicity. However, because students of color have been historically marginalized and underrepresented in academic institutions, the group's meetings and events are specifically geared towards celebrating the experiences students of color bring with them. Participants have very high one-year success rates (graduated, transferred, or still enrolled): a rate of 97% for Fall 2022 participants, compared to 71% among the student population overall. While participants are more likely to be full-time and younger—which could be contributing factors to these numbers—Fall-to-Fall retention rates at this level are impressive for any community college group. This very high one-year retention rate tells us that carefully designed, targeted activities can have a powerful impact, a lesson we can apply as we plan to meet the needs of our increasing Latinx population.

Our athletics program plays an important role in student life; however, MassBay has limited facilities and is forced to rent space at other colleges for home games. Looking ahead, we are planning to construct a new gym facility on the Wellesley campus which would expand physical space as well as create an environment conducive to optimal athlete performance and energize the entire MassBay community. We are mindful of the challenges that lie ahead, including securing funding and navigating regulatory requirements; more about these plans can be found in our response to Standard Seven. In the interim, we remain committed to exploring alternative solutions to alleviate our current facility constraints.

The College is constantly adjusting our programs and services to meet student need. For instance, our required orientation program has been tweaked each year; the latest iteration was implemented in summer 2024. Previously, the program, called Student Orientation, Advisement, and Registration (SOAR), could last as long as six hours, but our students struggled to find the time to attend an all-day program given their commitments and responsibilities. We therefore shortened the program to follow a “just in time” philosophy that gives students what they need only when they need it. Sessions that we call “Ready2Register” are offered Monday to Thursday and evenings and weekends during the registration period. The orientation team facilitates these sessions, helping students set up their technology and sharing important information, including facts about paying for college and financial aid. Once students complete this session, they are ready to schedule an advising appointment to meet with an advisor to select their first semester classes.

[Attendance in the orientation program](#) increased with the recent changes (over 1,600 students in 2024, compared to about 1,000 in 2020), and importantly, we also saw more students attending orientation earlier in the summer, which helps lessen the rush that occurs in the two weeks prior to the start of the semester.

MassBay has developed an online orientation called [Launch Point](#) that prepares students who cannot attend our in-person orientation. Finally, the College holds several orientation kickoff events in the two weeks before the start of the semester for students who have already been through an early Ready2Register session to get them ready for classes; create connections with peers, faculty and staff; and address last-minute questions or issues.

PROJECTIONS - STUDENTS

1. Advance enrollment through targeted strategies.
 - a. Implement focused recruitment strategies for individuals who may not be considering college (VP for Enrollment Management, 2024-2028).
 - b. Bolster recruitment efforts and service to the growing Latinx population via increased engagement—particularly the Brazilian community in Framingham—with civic organizations, churches, and local leaders, and marketing our programs in Spanish and Portuguese (VP for Enrollment Management, 2024-2028).
2. Leverage new statewide free community college programs.
 - a. Develop and implement recruitment and success plans for MassReconnect and MassEducate students (VP for Enrollment Management, 2024-2028).
 - b. Offer targeted workshops and other opportunities for students aged 25 and above and those returning after stopping out to prepare them for entry or re-entry into college life and academics to promote their persistence and program completion (VP for Enrollment Management and VP for Academic Affairs, 2024-2028).
3. Expand and enhance direct student support.
 - a. To promote student success, reduce the case load of advisors from 250 to 200 (Director of Academic and Transfer Advising, 2024-2026).
 - b. Create a holistic support network for students that uses technology, including *EAB Navigate 360*, and that promotes communication and collaboration, incorporates interventions as needed, and facilitates referrals to services and resources (VP of Student Development, Dean for Student Success and Strategic Initiatives, Assistant Dean of Advising Resources and Technology, 2025-2028).
 - c. To improve communication with students and connect them with their peers, promote the use of the mobile application of *EAB Navigate* (VP for Marketing, Communications, and Institutional Advancement and Assistant Dean of Advising Resources and Technology, 2024-2028).
 - d. To improve retention and remove outcome gaps, improve utilization of data analytics (Associate Dean of Institutional Effectiveness and Assistant Dean of Advising Resources and Technology, 2025-2028).
 - e. To better meet student needs, explore methods for expanding access to services such as offering virtual, in-person, and extended hours (VPs for Student Development, Enrollment Management, and Academic Affairs, 2024-2028).
4. Improve co-curricular student engagement.
 - a. Given the increase of the Latinx population, offer student programming in Spanish and Portuguese and engaging faculty and staff in learning those languages (VP for Student Development, AVP for Human Resources, 2025-2027).
 - b. To cultivate a sense of belonging, improve physical and online spaces (VP for Student Development; Director of Student Engagement, Identity, and Belonging; Director of Facilities, 2024-2027).
 - c. Using the model of the DREAM program, create a comparable set of activities for the Latinx population (VP for Student Development, Academic Deans, 2025-2027).
5. Build an athletic facility on the Wellesley campus (President, 2024-2028).

STANDARD 6 – TEACHING, LEARNING, AND SCHOLARSHIP

FACULTY AND ACADEMIC STAFF - DESCRIPTION

Teaching, learning, and the dissemination of scholarship are at the heart of MassBay's mission. The faculty, supported by the academic administration, are responsible for this effort. We therefore devote a great deal of our energy toward ensuring that we select the best possible faculty, we support them in their teaching, and we engage in ongoing professional development. As community college faculty, pursuing a scholarly agenda is not a required part of the faculty's work, although a subset of faculty are engaged in original research.

As of Fall 2023, 73 [full-time](#) and, in any given semester, around 200 part-time instructors comprise the faculty. The [number of full-time faculty](#) has increased from 67 in 2019 to 79 in Fall 2024. As of Fall 2023, 53% of the [full-time faculty are tenured](#). In Fall 2023, 32 of our full-time faculty were professors, 17 were associate professors, and 24 were assistant professors. Just over half were female. [Seventy](#) percent were white, 4% Black, 4% Latinx, 10% Asian/Pacific Islander, and 11% did not identify their race. Instructor demographics over time are shown in our NECHE data dashboard on demographics.

Dr. Courtney Jackson, Vice President for Academic Affairs and Provost, leads the Division of Academic Affairs. She oversees the deans of five divisions ([Automotive Technology](#); [Business and Professional Studies](#); [Health Sciences](#); [Humanities and Social Sciences](#); and [Science, Technology, Engineering, and Mathematics](#) (STEM)), each of whom supports and supervises the faculty in the division and manages its programs and courses. The divisions are further broken down into departments, with faculty serving as department chairs and program coordinators. Program coordinators oversee collegewide programs such as Civic Engagement, Honors, and First Year Seminar. Two assistant deans support the Dean of Health Sciences, one of whom oversees the Nursing programs. An assistant provost oversees the [Academic Achievement Center](#) (AAC) and [Accessibility Resources Center](#) (ARC), described under Standard Five, the newly-established [Center for Teaching and Learning \(CTL\)](#), and the [Library](#).

The minimum qualifications for faculty (as well as advising, and academic support staff) include a Master of Arts degree in the relevant field. Twelve of our full-time faculty members have a Ph.D. or equivalent. Preferred qualifications for academic personnel include experience in higher education or a community college setting. Relevant work experience in industry is an important consideration in some fields to ensure that faculty, advisors, and support staff have the professional qualifications necessary for their role. Parameters for faculty salaries, established in [union contracts](#), are determined by community college or other higher education experience, and degrees or certifications obtained. Increases in salary follow the contract.

Full-time faculty [workload](#), also determined by contract, is 15 credit hours per semester. Faculty preference, seniority, and the needs of the College determine their teaching assignments. Faculty hold four office hours each week; those who teach online courses may hold one of their office hours online. Part-time faculty [teaching assignments](#) are determined by seniority and availability, course modality, and student or College need. Their union contract specifies that they are assigned one course and may expect a second after five years of continuous teaching; in practice, many adjunct faculty teach two or more courses depending on need. Adjunct faculty are required by contract to be available to students by appointment and are encouraged, but not required, to hold office hours.

In allocating new full-time faculty lines, the College focuses on enrollment, programmatic and workforce needs, and mission alignment which the Provost and Deans review yearly. The Provost brings the review, which is holistic and not based upon filling vacant positions, to the Executive Team which makes a final decision on approving new searches.

The College prioritizes the role of faculty in the hiring process. A full-time faculty member chairs each search committee, which includes full-time faculty within the department as well as some from other departments to ensure a variety of perspectives, and often adjunct faculty and professional staff. The dean typically hires adjunct faculty; whenever possible, department chairs or other departmental faculty are invited to participate in the selection process.

The Office of Human Resources offers training to faculty on [hiring procedures](#), as well as a [screening checklist](#), a set of [preapproved interview questions](#), and [job description templates](#). Committees have membership that varies with regard to ethnicity and sex. Every committee must include one member whose role it is to ensure that all candidates are given fair consideration. Human Resources also works with deans and faculty to ensure that job opportunities are marketed widely.

Newly appointed faculty attend an [orientation](#) prior to the start of their first semester, at which college leaders discuss institutional priorities and resources. New faculty also meet with academic deans, the Provost, and the Assistant Provost, who review faculty roles and responsibilities, while stressing the importance of our student-centered approach.

The College convenes faculty learning communities (FLCs) for new full- and part-time faculty to promote their sense of being part of a community of colleagues who can help provide information and support, familiarize them with resources available for themselves and their students, and explore effective teaching strategies. Of special value to new faculty, a [Faculty Guidebook](#), updated annually, is distributed to faculty each year. It provides essential information about faculty responsibilities and resources and links to the MCCC contracts for information about retention, evaluation, tenure, and resolving grievances.

A [faculty evaluation process](#), defined by [union contracts](#), ensures that faculty act in consonance with the mission and expectations of the College and that they are qualified in terms of content and pedagogical skills. Deans evaluate full-time faculty yearly for their first six years; once they are tenured, evaluations occur once every three years. Evaluations for full-time faculty include course observations and review of service and advising, course materials, student evaluations, and the faculty member's personnel file. Adjunct faculty are observed in their first year and as needed thereafter. Deans carry out the course observations which focus on the ability of the faculty member to provide course content, engage students, answer questions, and create a positive environment for learning. Course observations can include observation of online courses. Additionally, faculty receive the results of student evaluations and are encouraged to review them. Using this information, after the review, the academic dean generates a summary evaluation. Faculty whose evaluations are less than satisfactory may be put on notice or placed on a Performance Improvement Plan in conjunction with their dean and Human Resources.

Full-time faculty are eligible for tenure after six years and a change of rank in intervals [defined by the contract](#). At specified times, they are evaluated based on their summary evaluations plus a review of their teaching, advising, assessment, scholarship, creative activities, research, and professional and community service. This process also includes reviews by administration and a faculty committee of the faculty member's personnel file. The President forwards decisions regarding tenure to the Board of Trustees for their final approval.

Faculty members who have a grievance may follow processes set forth in the union contracts. They are encouraged to try to resolve the issue in good faith within the College's administrative structure. Otherwise, faculty members work with their union representative to file their grievances and follow the contractual steps, which can involve both mediation and arbitration.

The College's system of shared governance is described in our response to Standard Three. MassBay values and supports the faculty's academic freedom, as defined in Article 7.01 of the MCCC Day Contract:

Academic freedom is the right of scholars in institutions of higher education freely to study, discuss, investigate, teach, exhibit, perform and publish. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning. The teacher is entitled to full freedom in research and in the exhibition, performance, and publication of the results of the instructor's research, to full freedom in the classroom in discussing the instructor's subject, and, most specifically, in the selection of the instructor's classroom materials, including the selection of texts. The instructor is entitled to discuss controversial issues. As both an instructor and scholar, the instructor recognizes the instructor's professional obligation to present various scholarly opinions and to avoid presenting totally unrelated materials, that being fundamental to the advancement of truth.

Like the faculty, students also have rights. Several processes govern the steps students may take when they feel they have been treated unjustly. The grade appeal process provides students an opportunity to appeal a grade that they believe is based on error or injustice. In 2022, the College created a faculty committee to serve as the College's final arbiter in the grade appeal process, a responsibility that had previously fallen to the Provost. One faculty from each of the five divisions comprise the committee. The grade appeal process is published in the [MassBay Student Handbook](#) and on our [website](#).

The student grievance procedure provides students with a method for registering a complaint if they feel that their rights have been abridged. In the event of a complaint involving a faculty member, the appropriate dean will work closely with the faculty member, student, and other relevant offices to attempt to achieve a resolution. The student grievance procedure is described in the [student handbook](#) and on our [website](#). Complaints involving harassment based on a person's race, gender, sexual orientation, religion, national origin, age, disability, ethnicity, or social or political affiliation are forwarded to the Associate Dean for Equity Assurance.

Professional development of faculty is a very high priority for MassBay and is an integrated part of life at the College. Twice each year, the College hosts [Professional Development Days](#), during which no classes are held and the entire College employee community is invited to attend a keynote address,

breakout sessions, and community building events. Our semi-annual Professional Development Days have recently covered topics such as becoming a student-centered school, engaging in difficult conversations, closing achievement gaps among our students, creating a culture of belonging, promoting mental health and wellness in our community, active learning, the use of open educational resources (OERs), becoming a Hispanic Serving Institution (HSI), and artificial intelligence.

Professional development opportunities for faculty also include FLCs and communities of practice. As noted earlier, we have created FLCs with various themes to encourage faculty inquiry and engagement in challenging issues; participating faculty receive reassigned time or stipends for their work. The faculty Professional Development Committee participates in the planning and support of additional professional development for faculty. Full-time faculty are sometimes provided with course releases to participate in professional development opportunities or are paid when off-contract. Adjunct faculty are invited to participate and are paid for their time. Faculty are also able to complete classes and certifications either as required for their continued industry expertise or to improve content knowledge or pedagogical practices.

Community-wide professional development extends further to include community book series (including *So You Want to Talk About Race*, *The Four Pivots*, and *Becoming Hispanic Serving Institutions*), mental health and resiliency sessions, and an ongoing series for employees based upon the Clifton StrengthsFinder surveys. Our highest priority for professional development is the classroom. Recent opportunities for faculty to learn new pedagogies include FLCs with a focus on the *Pedagogy of Real Talk*, high impact practices (HIPs), and universal design.

Other faculty professional development opportunities include a multi-year National Science Foundation-funded STEM Equity Institute; working with local industry partner MathWorks to explore new technology for math programs; training on best practices through our Institute for Trauma, Adversity, and Resilience; piloting video streaming software Kaltura in the classroom; and training for the upgrade to Blackboard Ultra. Faculty themselves developed many of these opportunities.

Faculty also pursue professional development required to maintain their certifications. Early Childhood Education faculty complete 20 hours of professional development annually, attending workshops in areas such as the importance of play, fostering students' sense of belonging, and traumatology. Human Services faculty have attended workshops on understanding autism and gerontology. Accounting faculty complete 80 hours of professional education credits every two years. Automotive Technology faculty complete regular training through dealership certification programs, while Health Sciences faculty complete rigorous continuing education in compliance with external accreditation requirements.

The College also provides faculty and professional staff with funding to attend and present at conferences. Recent conferences include Achieving the Dream; three AAC&U conferences on HIPs, assessment of general education, and pedagogy; a statewide OER gathering; and NACADA: The Global Community for Academic Advising and other regional and national advising conferences. Examples of recent conference presentations include:

- An Early Childhood Education success coach presented at the 2024 NAEYC conference.

- At the 2024 AAC&U conference, three faculty presented on the Pedagogy of Real Talk and the Coordinator of Online Learning presented on her work with the National Science Foundation STEM Equity Grant.
- Several academic leaders gave a presentation, “What Counts as Truth? Defining Truth in Difficult Discussions,” at the 2023 AAC&U conference.
- Faculty and staff presented “Seeing the Whole Student: Using Asset-Based and Student-Centered Collaboration to Support Academic Success” at the 2023 AAC&U Conference.

Although faculty are encouraged to pursue scholarship in their field and pedagogical practice, scholarship is not required and is not one of the criteria by which faculty are evaluated. Even so, the College supports travel for faculty to serve on boards and committees and to attend and present at conferences, and our sabbatical process encourages research in their discipline and in pedagogy. At our annual employee recognition event each year, a faculty member is recognized for their achievements in scholarship. The union contract stipulates that faculty are allowed sabbaticals (a half-year at full pay or a full year at half pay) after every sixth year of employment at the College.

MassBay continually evaluates the sufficiency of its academic efforts by monitoring program and course enrollments, program and learning outcome reviews, student satisfaction surveys, results from the Community College Survey of Student Engagement (CCSSE), and feedback directly from faculty and other academic staff, as well as review of metrics related to student success. Surveys distributed after each Professional Development Day provide important feedback that guides the College’s future professional development plans. Determinations about the sufficiency of academic staffing are also a priority. Full-time faculty needs are based on a college-wide review, while part-time faculty needs are constantly being considered based on semester-to-semester course enrollments as well as anticipated needs based on enrollment patterns. Managers of advisors, learning specialists, and librarians assess staffing needs, particularly as enrollment grows. In 2024, the College began to implement [EAB Navigate 360](#) which will provide an additional tool to measure student access and need for services as well as help us anticipate course enrollments for decisions related to faculty hiring.

The College provides support to faculty and students through professional learning assistants, peer tutors, and embedded tutors. In addition to working in the AAC, professional learning assistants are embedded in sections of our co-requisite English composition and Early Childhood Education courses. Peer tutors work with students to understand course content and to help create community in the classroom. They hold office hours and study sessions, as well as communicate with students directly as needed. In Fall 2023, we had eight embedded tutors supporting nine courses, and in Spring 2024, we had seven embedded peer tutors supporting seven courses. They receive training and support throughout the semester. The AAC follows the College Reading and Learning Association [guidelines for tutor training](#). Peer and embedded tutors attended the AAC’s own Professional Development Day in August 2023, during which they learned how to use TracCloud (the AAC’s scheduling software), discussed their role as part of the SUCCESS initiative in serving vulnerable populations, and engaged with a panel on “Working with Students in Distress: Perspectives from Counseling Services, The Dean’s Office and Campus Safety.” Additional training included, “The Do’s & Don’ts on Tutoring,” “Communication & Active Listening,” “The Tutoring Cycle,” and various role play cycles.

The College has recently piloted the use of embedded tutors in some courses. The SUCCESS initiative funds the embedded tutor program; unlike traditional peer tutors who work with students in the AAC,

embedded tutors attend the course and work with students both in and out of the classroom. A Supplemental Instruction Coordinator, whose position was recently created, trains embedded tutors and holds ongoing meetings with faculty.

FACULTY AND ACADEMIC STAFF - APPRAISAL

We have sought to increase students' exposure to full-time faculty by adding new faculty lines over the past several years. For example, in 2023-2024, we successfully completed seven searches for full-time faculty positions. However, faculty separations and increased enrollment have kept our percentage of sections taught by full-time faculty at 50% or just under [over the past five years](#). Despite enrollment growth, we have kept class sizes low; in fact, in 2024 we reduced the cap of writing courses from 22 to 16 to allow faculty opportunities to work more closely with students. Our commitment to small class sizes results in the opening of more sections, which are very often staffed by adjuncts. Nevertheless, adjuncts taught 52% of our sections in 2023-2024, an improvement to the 56% rate in 2019-2020. We aim to increase the full-time teaching rate to 60% over the next ten years, which will be challenging if we continue the recent rate of enrollment growth.

Our student-to-faculty ratio increased last year from 13:1 to 14:1, most likely due to the recent surges in our enrollment, though we still compare favorably to the other state community colleges whose ratios range from 14:1 to 19:1.

Consistent with our mission, we seek a faculty who better reflects the composition of our student body; one of our areas of emphasis in the letter from NECHE dated October 29, 2020, is our progress on achieving our hiring goals for faculty, which includes diversity. We have been working diligently toward that goal. Faculty search committees are encouraged to be mindful of it. We emphasize student-centered teaching and professional experiences over traditional scholarship, and we seek educators who are passionate about engaging with the many student groups that enroll at MassBay and who incorporate active learning in their pedagogy. In some searches, Human Resources enlists companies that can help with the talent search and recruitment process to help diversify applicants. In 2022, Dr. Christopher Lee, a nationally recognized recruiting specialist, spoke during Professional Development Day on strategies for hiring to make faculty and staff more reflective of the student body. As of Spring 2024, 65 faculty, staff, and administrators have completed training to help searches work toward this goal. Despite our efforts, our progress has been modest at best. As of Fall 2024, 5% of our students are Asian, compared to 10% of the faculty; 15% of our students are African American or Black, compared to 4% of the faculty; 26% of the students are Latino or Hispanic, compared to 4% of the faculty. Over the past three years, however, 33% of our new full-time faculty hires were Asian, Black, or Latino. This goal continues into our 2024-2028 strategic plan, and we will continue to seek more strategies to achieve it.

MassBay wants to ensure that faculty are successful and feel supported when first joining the College. As described above, the College invited new full- and part-time faculty to participate in an FLC that provided, among other content, continued onboarding opportunities. Feedback from the FLC demonstrated the need for continued onboarding support throughout the semester, including mentoring and resource information. A more robust onboarding process will provide faculty with greater support and connection to the College-wide community.

The College supports faculty after their onboarding. MassBay recognizes the demands that a five-course per semester workload puts on faculty. Course releases are available to faculty to compensate them for additional work and to ease the teaching burden. Department chairs receive a course release each semester, as do faculty who participate as union chapter presidents and governance leaders. In Spring 2024, 39 full- and part-time faculty participated in one of several FLCs. Faculty who co-chaired strategic planning or NECHE self-study committees each received a course release. Faculty working on grants may receive reassigned time; for example, through the Early Childhood Education Career Pathways Grant, four faculty receive one or more course releases per semester to provide credentialing and advising support for the hundreds of students in the program. When faculty are off contract, as in summer, they are compensated for work completed at rates set by the contract. Many faculty work on projects over the summer, including Assessment, First-Year Seminar (FYS) and the Institute for Trauma, Adversity, and Resilience in Higher Education, and they are paid for these efforts.

While the MCCC contracts define the salary grids by which we compensate faculty and staff, they are not competitive compared to public four-year institutions, the private workforce market, or other community colleges in comparable states, even when deans can make a case for hiring outside the usual salary grid in fields such as Computer Science or Nursing. Both the MCCC and the community college presidents are currently pressing the Governor's administration and the legislature to improve the salary situation.

Review of student evaluations is an important method for faculty to assess their own teaching. In 2022-2023, the College adopted the online tool Explorance Blue, leading to an increase in student response rates from 51% to 56%. Based upon this high rate, Explorance Blue asked a MassBay staff member to give a webinar presentation on MassBay's successful methods.

Faculty members' right to academic freedom is protected at MassBay, and faculty retain ownership over their syllabi material, including textbook selection and assignments. One concern of the College is to ensure that sections of a course taught by different instructors contain common learning outcomes. A first step might be to update a repository of common learning outcomes. Efforts were made in 2012 to create this repository, and the repository could be updated and revised as applicable. Faculty have collaborated in many instances to ensure a uniform learning experience. Two examples are Accounting, in which faculty collaborate to make similar textbook selections to help students in sequential courses, and Biology, in which faculty created a set of uniform lab experiments for all sections of introductory courses. Faculty see these efforts not as concessions to academic freedom but as an effort to foster our students' success.

Faculty ownership of the Grade Appeals Review Committee has resulted in faculty's greater awareness of the issues that can surround grade appeals. This year, the Committee asked both the Academic Standards and Teaching and Learning committees to suggest guidance around late work policies to clarify an area that can create confusion about grades for students.

To monitor and improve the embedded tutor program, a [comparative analysis](#) of embedded tutor sections was completed in 2024. While there were no overall differences in grades, the retention of students to the following semester in sections with embedded tutors was significantly better than those in sections of the same courses without tutors. Discussion and analysis conducted by faculty and embedded student tutors who participated in the first year of the program provided additional insight

into needed adaptations; as a result, we have limited the community-building role of the embedded tutor, re-defined trainings for the tutors using material from other community colleges, and targeted new academic areas for supplemental instruction.

A goal of our 2018-2023 strategic plan was to improve the professional experience of faculty and staff. The [evaluations](#) of two recent Professional Development Days reveals that participants evaluated most of the sessions very positively. In Spring 2024, for example, 87% strongly agreed or agreed that the speaker had given them a better understanding of the relation between emotion, well-being, and learning; 90% strongly agreed or agreed that the topic was relevant to their work. They also provided suggestions for future topics that have been shared with the planning committee.

Given the growth in our online course enrollment, we recognize the importance of maintaining quality instruction in that modality. Between 2017 and 2023, 98 faculty completed the required online instructor institute training described earlier. During winter session, about 15 faculty per year participate in an online teaching refresher academy. Further, we fund free registration for up to ten faculty per year to attend the annual Massachusetts Colleges Online conference.

Finally, one of the areas of emphasis for our self-study specified in the letter from NECHE dated November 30, 2021, was more fully integrating adjunct faculty into institutional initiatives of the College. MassBay has made very strong inroads in this regard. Adjunct faculty are invited to attend and present at conferences, join FLCs, and assist in college-wide assessment and committee work. Previously, the College offered adjunct faculty a limited number of slots to attend, with compensation, our Professional Development Days; now, all adjuncts are invited to attend with compensation. An Adjunct Institute was held for two Saturdays in 2023 focused on working with our student population. Several college-wide coordinator positions (Assessment, Portfolio Coordinator, and Teaching and Learning) are currently held by adjuncts. Some adjuncts serve on the Constitutional Review Governance Committee and provide input on other committees as needed, as well as participate in department work. For example, adjunct Business faculty collaborated with full-time colleagues to incorporate the new graduation competencies into the curriculum and course learning outcomes in Hospitality Management. The introduction of a common hour during which no classes are held, as well as the use of Webex to hold governance, division, and full-faculty meetings virtually, has enabled greater involvement of adjunct faculty who are often teaching at several colleges. Some adjunct faculty have advocated for a larger role of adjuncts in governance, a matter which the faculty, through their governance processes, continues to discuss.

TEACHING AND LEARNING - DESCRIPTION

In 2023-2024, recognizing the need to further support faculty, the College invited faculty to join a learning community which would design a teaching and learning center. Participants researched successful centers at other colleges and shared their findings with the Provost. The Teaching and Learning governance committee worked with the Provost and her team to discuss their vision for a new center and its staffing. As a result, in Fall 2024 MassBay created a [Center for Teaching and Learning](#), hired a dean, and created a Teaching and Learning faculty coordinator position. The mission of the Center includes supporting faculty and staff in continued professional development in teaching, creative activities, scholarship, and advanced study. It is intended to serve as a hub for faculty working together to enhance their teaching practices. We envision the space as an environment where

educators can share insights, explore innovative pedagogies, and develop student-centered approaches that cater to diverse learning needs.

Each program at MassBay is scheduled to undergo an internal program review every five years, though accredited programs are reviewed more frequently. Please see our responses to Standards Four and Eight for a full report on this process.

Faculty employ generally accepted teaching methods, including project-based learning, student collaboration, lecture, and experiential learning. Faculty are encouraged to attend professional development events to learn to incorporate these and other HIPs into their courses.

When the pandemic began, faculty in most programs (with the exception of Automotive Technology, Biotechnology, and Nursing) moved their teaching online. This process required faculty to adapt quickly to a different teaching environment.

In most programs, courses are taught by a variety of faculty to ensure students are exposed to diverse viewpoints and teaching styles. However, in some programs with lower enrollment, only one faculty member may teach higher-level courses, as is true of the Environmental Science program. A recent program review highlighted this and recommended we increase the number of instructors to the benefit of the students; we hope to achieve this in the future. Other programs, such as Paralegal Studies, Hospitality Management, and Interior Design, are so small that there are no full-time faculty teaching program courses.

MassBay strives to create a learning environment that supports all students. The ARC provides support and professional development for faculty teaching students with disabilities and encourages faculty to incorporate universal design in their classroom materials. Further, MassBay has been emphasizing the value of OERs and e-resources that provide students with course materials at low or no cost. To meet student need for flexibility given their busy lives, courses are offered in several scheduling options when possible. Courses are offered in-person and online asynchronously. The College attempts to create online sections, when possible, for courses in which multiple sections are taught. Deans also endeavor to spread out modalities throughout the year, especially in courses taught once per semester; for instance, if a course is offered online one semester, it might be offered in-person the next semester. The academic advising program is discussed in our response to Standard Five.

The College's classrooms are each equipped with a computer and projector for faculty use in instruction. Our new Framingham campus has state-of-the-art simulation technology to facilitate learning in an environment like that in which students will be working. More about the equipment and technology in our new building is included in our response to Standard Seven.

Our Library and Office of Learning Services supports student learning by providing a wealth of scholarly research. Librarians create online lib guides providing extensive information and resources on various topics for class and community use. The library also offers research workshops and embedded library instruction in classes.

As discussed earlier, the College encourages faculty scholarship. Tenured faculty and staff are eligible for semester- or year-long sabbaticals after six years of work. Typically, two or three faculty take a

sabbatical each semester to focus on topics related to the practice of teaching; recent sabbatical topics include incorporating creating transformative course lessons, scholarly book research, and developing an honors curriculum. Some departments promote student research exhibited at the annual STEM Expo and poster sessions for Honors, FYS, Business classes, and the Evening of Excellence, an occasion in which we honor academic achievement.

Three centers housed at MassBay reflect our commitment to teaching, learning, and research. The [Center for Cybersecurity Education](#) was created in recognition of the global threat to data and information systems. Aligned with our associate's degree in Cybersecurity, the Center serves as an educational resource against cyber-attacks. It shares curriculum with our partner community colleges and collaborates with regional industry, professional organizations, and municipalities to disseminate knowledge and fill the gap in the cybersecurity workforce.

The [Center for Therapeutics and Genomics](#) creates opportunities for our students in these in-demand fields. With grants from the Massachusetts Life Science Center, the center applies sophisticated equipment to the study of biomanufacturing, edible vaccines, gene therapy, and next generation sequencing technologies. It also creates opportunities for corporate partnerships focused on employee training programs.

The [Institute for Trauma, Adversity, & Resilience in Higher Education](#), founded in 2012, is a unique locus of research on how trauma and adversity impact college students. Trauma-informed education describes a lens through which practices are evaluated in view of lived experience, basic neurobiology, as well as research and findings on the power of resilience. In 2023, the Institute hosted a one-day virtual conference, [“Naming the Urgency, Envisioning Change, Sharing Tools”](#) that explored how recognizing the prevalence of trauma, adversity, and toxic stress can improve higher education including academic outcomes. Speakers included [Dr. Bessel van der Kolk](#), author of the best-seller *The Body Keeps the Score*, who spoke about the neurobiology of trauma and learning, and why trauma-informed practices matter.

TEACHING AND LEARNING - APPRAISAL

The Center for Teaching and Learning began operation following the appointment of a dean in July 2024. While there have been options for faculty to reflect on and improve teaching, these have not been formally housed and centrally communicated. The Center's first goal was to assess the existing faculty development opportunities, such as Pedagogy of Real Talk cohorts; cohorts for faculty who teach FYS; Blackboard, course-building, and pedagogy workshops for online teaching; library workshops; and OER initiatives. The Center has created an open-access, hub-style calendar and a repository of resources in an internal SharePoint site that will be built up over time. It also distributes a monthly collection of these resources to faculty.

The Center's focus is on the wealth of knowledge and experience within our faculty, and the creation of opportunities and platforms to share that wealth. For instance, a series of Lunch and Learns for online faculty were held in Fall 2024, in which two current faculty shared online teaching practices around a common theme. The Center is also focusing on individual consultation with faculty through open, drop-in hours each week across all campuses and virtually, and new faculty onboarding that is taking place through FLCs. The Center is connected to professional organizations such as the Professional and Organizational Development Network and the New England Faculty Development

Consortium. This year, the Center formed a faculty advisory board and next year will write a strategic plan aligned with the College's strategic plan.

Recognizing the need to adapt to artificial intelligence (AI) in and out of the classroom, the Center hosted a monthly series of AI roundtables in Fall 2024. We will need to help our students become informed users of AI and to educate our faculty about its uses and dangers. In addition to professional development activities focused on AI, the College recently created a task force to provide guidance for AI's use among the entire community.

During the pandemic, to help faculty address student needs the College [surveyed students](#). [Results](#) showed that students sought clear and consistent communication from faculty, sought greater structure in their courses, and appreciated when faculty were understanding and flexible as students coped with the new environment.

The College recognizes that today's students are not representative of past students. The new MassReconnect and MassEducate programs are likely to attract many students who might not otherwise have attended college. Some may need increased assistance utilizing our learning management system or increased scaffolding to support their understanding of course content. Post-COVID students are still demonstrating gaps in learning, study skills, and social behavior which impact their academic success. To address these needs, faculty may include informal baseline assessments (such as a poll or quick question) while introducing material to make sure students understand an introductory concept before using that concept in a more complex way. Other faculty may include simple low- or no-stakes assessments of the syllabus to make sure the students are engaging with it and understanding the course requirements and format. MassBay's Institute for Trauma, Adversity and Resiliency in Higher Education – as far as we know, the only such institute at a community college in the country – has provided faculty professional development on trauma-informed instructional practices that benefit all learners.

Student participation in high impact practices (HIPs) is associated with positive outcomes. HIPs at MassBay include first-year seminars, writing-intensive courses, collaborative assignments and projects, service learning, and internships. [Research](#) presented by a team of MassBay faculty and staff at the American Association of Colleges and Universities 2023 conference demonstrated the positive impact of HIPs on retention: while only 61% of all MassBay students were retained Fall-to-Fall, 86% of MassBay CCSSE respondents who participated in at least one HIP were retained. This difference was even larger among Black CCSSE respondents; 59% of Black students collegewide were retained compared to 90% of Black students who reported participating in at least one HIP.

The FYS program, one of these designated HIPs, provides students with content about how to succeed in college. A committee composed primarily of faculty planned the program and, to avoid adding more credits—and cost—to our programs, decided to build the content into existing courses that new students tend to take. Each semester, faculty identify introductory-level courses that can be taught as an FYS. An FYS Coordinator leads faculty teaching these courses over the summer and during the semester to develop materials and lessons and share practices. Some have added an additional learning outcome, "Students will demonstrate the ability to utilize the wealth of academic, cultural, and social resources at MassBay for self-advocacy and personal empowerment." The FYS faculty group also emphasizes the importance of cultivating a sense of belonging. [Data](#) from Fall 2022 to Fall 2023

show that FYS participants (77%) had higher rates of positive outcomes (enrollment, transfer, or completion) than other students (66%). The rate at which Fall 2022 FYS students remained enrolled in Fall 2023 (58%) was higher than the rate for all other students (40%). The findings also showed these effects were stronger for Black students, whose positive outcomes after one year (81%) were much higher than Black non-participants (63%). FYS courses are designated with a note in our course offerings, and our advising staff aim to enroll new students who could benefit from them into these special sections.

Students' access to materials online can also support their success. Faculty are provided with Blackboard shells to provide a landing page for each course. The most recent MCCC contract requires that all faculty at a minimum post their syllabus into the shell, but they often provide more material. This past year, 25 faculty piloted Kaltura, software that enables faculty and students to create videos, to determine its effectiveness as a teaching tool. Those who used the product were overwhelmingly positive about its ease of use and impact on learning and, as a result, Kaltura has been expanded for use by all faculty.

Strong OER initiatives have increased their use in instruction. The number of sections using OER increased from 167 (12%) in [2022-2023](#) to 207 (13.9%) in [2023-2024](#). The total number of enrollments in OER sections increased from 2,873 (13.5%) to 4,118 (16.3%) in the same period. [A 2024 analysis](#) indicates a total cost savings for students of \$515,641, up 34% from the [prior year](#).

In 2023, in collaboration with Achieving the Dream, the College conducted an [ICAT](#) survey to help us assess where we stood in seven key areas relating to becoming student ready: leadership, teaching and learning, communication, technology, policies, strategy, and equity. Results indicated that, among non-student members of the college community, 58% report that the faculty employ moderate-to-exemplary level research-based instructional practices that align with the institution's student success vision and goals. Additionally, 57% believe faculty demonstrate a moderate-to-exemplary level of evidence-based innovative and reflective teaching practices due to professional development. These rates were higher than those of the other community colleges in Massachusetts that also conducted the survey.

Further, 37% of the respondents reported that faculty regularly use data to improve their teaching. We have made some advances in the past few years by providing faculty with disaggregated data to help them improve students' success: two equity-based FLCs (in 2021 and 2022) looked at data disaggregated by race and the Achieving the Dream activities gave faculty student data for the classes in which the *Pedagogy of Real Talk* was implemented. Last year, the College provided disaggregated subject-level completion data to department chairs with a discussion facilitated by the Associate Dean of Institutional Effectiveness. One goal of the new Center for Teaching and Learning will be to work with faculty to review their course-level student success data and consider practices for improving student learning.

PROJECTIONS – TEACHING, LEARNING, AND SCHOLARSHIP

1. Increase the percentage of sections taught by full-time faculty and increase onboarding support for new faculty.

- a. Continue to add full-time faculty, with the goal of increasing the percentage of sections taught by full-time faculty (VP for Academic Affairs, Academic Deans, Executive Team, 2024-2028).
 - b. Provide new faculty with more intensive on-boarding and support during their first semesters (Dean of Teaching and Learning, Academic Deans, 2025-2028).
2. Continuously strengthen pedagogy.
 - a. Through the Teaching and Learning Center, create more opportunities for faculty to share practices and curricular resources; develop curriculum or pedagogy; examine student success disaggregated data; and understand how data can inform teaching practices (Dean of Teaching and Learning, 2025-2028).
 - b. Offer micro-credential opportunities for faculty in areas such as creating instructional videos, hybrid instruction, using artificial intelligence in instruction, and data-based instruction (Dean of Teaching and Learning, 2026-2028).
 - c. Evaluate the current educational landscape of generative AI and support faculty in teaching to and assessing appropriate student use of a variety of technological tools that is inclusive of AI (Dean of Teaching and Learning, 2025-2027).
3. Expand opportunities for students to engage in HIPs.
 - a. Remove obstacles to participation in HIPs based on race and ethnicity and increase participation of underrepresented groups (VP for Academic Affairs, Academic Deans, Dean of Teaching and Learning, 2025-2027).
 - b. Develop and expand FYS courses (Dean of Student Success and Strategic Initiatives, 2024-2026).
 - c. Embed project-based experiential learning based in significant contemporary issues (e.g., climate change, social justice) in the Critical Thinking course (VP for Academic Affairs, Dean of Humanities and Social Sciences, 2025-2027).
 - d. Expand opportunities for experiential learning in and out of the classroom, including internships, and provide professional development and course releases for faculty to develop and implement experiential learning (Exec. Dir. of CPWD; VP for Academic Affairs, 2025-2027).
 - e. Regularly assess the effectiveness of HIPs and modify practice accordingly (VP for Academic Affairs, Academic Deans, Dean of Teaching and Learning, 2025-2028).

STANDARD 7 – INSTITUTIONAL RESOURCES

HUMAN RESOURCES - DESCRIPTION

MassBay's employees are dedicated to student success and committed to a work environment that prioritizes collaboration, collegiality, and support. As of Fall 2023, "oneteamMassBay" consisted of 577 employees (263 full-time and 314 part-time) across three locations, with 322 faculty (73 full-time and 249 part-time).

Our response to Standard Three discussed the role of unionized faculty and staff in governance. In this section, we describe the role of union contracts with regard to human resources. The College abides by three collective bargaining agreements (CBAs) and a handbook for the non-unit (i.e., non-union) professionals (NUPs). The CBAs include the agreement between the Massachusetts Board of Higher Education (BHE) and (1) [AFSCME Local 1067](#), which represents administrative assistants and campus safety and facilities personnel, (2) the [MCCC Day contract](#), which represents full-time faculty and professional staff; and (3) the [MCCC DCE contract](#), which represents the part-time faculty. MassBay adheres to contract provisions which pertain to terms of employment, evaluations, compensation, and grievances. Human Resources staff act as the hearing officers for grievances. We also abide by the BHE Community Colleges [NUP Policies Handbook](#), which provides terms of employment and guidelines for evaluations and complaints. Evaluations are completed on an annual basis, except for tenured faculty whose evaluations occur every third year.

The College's [Affirmative Action and Title IX policy](#) and other policies are available on our website and SharePoint. MassBay is an affirmative action/equal opportunity employer and does not discriminate on the basis of race, color, national origin, ethnicity, sex, disability, religion, age, veteran status, genetic information, pregnancy or related conditions, gender identity, sex characteristics, sex stereotypes, or sexual orientation as required by Title IX of the Educational Amendments of 1972, the Americans with Disabilities Act (ADA) of 1990, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, and other applicable statutes. Inquiries or complaints concerning discrimination, harassment, or retaliation are referred to the College's Affirmative Action Officer and Title IX Coordinator (the Associate Dean for Equity Assurance), the Massachusetts Commission Against Discrimination, the Equal Employment Opportunities Commission, or the U.S. Department of Education's Office of Civil Rights.

The Executive Team approves new positions and the filling of each new vacancy to ensure alignment with the College's mission, vision, and values. Job postings and recruitment processes follow the Human Resources hiring policies and CBAs. Professional development for our employees is described in our response to Standard Six.

In 2019, the College created two new roles, the Director of Equity Compliance (now the Associate Dean of Equity Assurance) and the Chief Diversity Officer. Working with Human Resources, they have implemented several new strategies to ensure we recruit the best candidates, while diversifying our workforce, consistent with legal affirmative action principles: training employees to serve on search committees, including [standard language](#) in job postings, and requiring each search committee to ask candidates at least one question related to the needs of our varied student body. Having a trained

member in each search has been a key strategy in these efforts. More focused advertising may follow. Human Resources may hire outside agencies to help increase the pool.

Finally, to ensure that our evaluation process is comprehensive, we recently introduced annual evaluations for part-time employees who fall in neither union and for student workers.

HUMAN RESOURCES - APPRAISAL

As seen in figure 7.1 below and in our NECHE data dashboard on faculty and staff, the number of MassBay personnel has fluctuated over the last five years. During that time, MassBay has addressed several workforce challenges. Due to declines in enrollment during COVID, the College underwent necessary cost-cutting measures in 2020, including eliminating three positions and not filling vacancies. Because enrollment has increased since Fall 2022, we have grown our workforce, including in Admissions, Advisement, and Financial Aid. [Results](#) from the 2024 administration of the CCSSE suggest that our staffing of student services offices is meeting student need: 77% of students reported “quite a bit” or “very much” to the question “how much MassBay provides the support you need to help you succeed at this college.” Recognizing the pivotal importance of full-time faculty to governance, advising, service, and the development of curriculum and pedagogy and a desire to increase the proportion of sections taught by full-time faculty, we added nine new full-time faculty positions in Fall 2024, and we are searching for ten to start in Fall 2025. If we continue to see enrollment growth, the College will likewise continue to increase its staffing to meet student need.

Given the union contracts and state control over salaries, MassBay has faced challenges offering competitive salaries and salary increases. New CBAs can take a long time to negotiate, and, as was recently experienced with a new MCCC contract, any delay in the state’s approval of the budget can further impact the timeliness of salary increases, a situation the College can do little to remedy. Both unions are cooperative in this respect and work together with the College to overcome challenges. For instance, MassBay and AFSCME agreed on hiring campus police officers, a difficult-to-fill position due to salary, above the minimum salary which helped us recruit new officers. Two strategies have helped retain employees: reclassifying several AFSCME employees and a statewide agreement with MCCC to review current faculty and professional staff members’ salaries when a new candidate is hired above the contractual salary amount, generally due to market conditions.

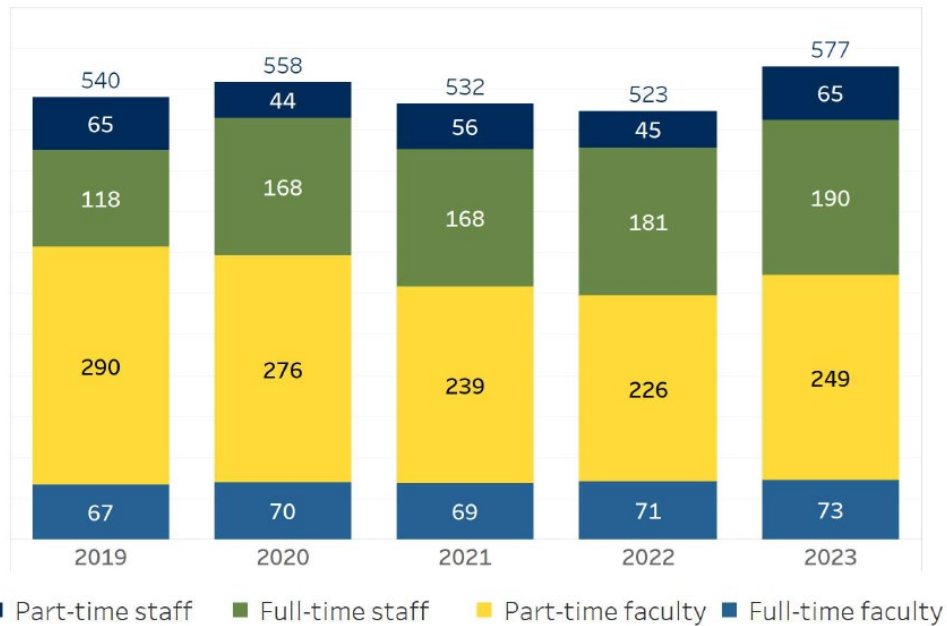


Figure 7.1 - MassBay total personnel by type 2019-2023

One consistent goal has been for our workforce to better reflect the student body. The demographic makeup of our faculty over time can be found in our response to Standard Six. The percentage of full-time staff who were Asian, African American or Black, and Hispanic or Latinx in 2019 was 26%, rising in 2023 to only 27% (when the same populations represented 46% of the students). The College has work to do as there has been little change in the representativeness of our personnel over time. Working against us are the contractual limitations imposed on salaries, especially compared to salaries at public four-year institutions, and the high cost of living in the region. Working for us is the serious commitment to achieving this goal shared widely by the college community.

FINANCIAL RESOURCES - DESCRIPTION

MassBay has maintained fiscal health throughout recent turbulent times and is in a strong financial position due to conservative and careful budgeting and money management. Our total unrestricted net position nearly quadrupled compared to five years ago, growing from \$5.3 million in 2020 to \$20 million in 2024, despite the challenges of the pandemic. The chief sources of revenue in the fiscal year 2025 operating budget are tuition and fees (\$26,180,785, or 51%), state maintenance appropriation (\$23,218,832, or 45%), contracts and other (\$942,878, or 2%), and investment spending (\$744,127, or 1%).

The College's expenses in fiscal year 2024 were distributed as follows: instruction (\$20,789,856, or 31%), academic support (\$10,848,436, or 16%), student services (\$8,817,033, or 13%), scholarships and fellowships (\$4,528,153, or 7%), institutional support (\$10,891,260, or 17%), public service (\$97,388, or 0%), operations and maintenance of plant (\$7,531,503, or 11%), and depreciation (\$3,270,641, or 5%).

The College takes a conservative approach to financial forecasting. We currently have a [cash flow forecast](#) that encompasses the next three fiscal years. Moving forward, the College intends to craft

both a five-year budget forecast, a cash flow needs forecast, and a capital spending forecast. These projections will undergo updates in the final year of their respective timelines.

The MassBay Board of Trustees exercises oversight over budgetary and financial affairs. It adheres to the roles and responsibilities defined in its by-laws, which include receiving and approving monthly financial reports and engaging in annual audits of the College's finances, and, upon recommendation of the President, approving changes in fees. Board members function autonomously from college management. Trustees are special state employees and are subject to the Commonwealth of [Massachusetts' State Ethics Laws, M.G.L Chapter 268A](#). They complete the state's conflict-of-interest law online training program bi-annually and the Governor's Office provides a summary of the conflict-of-interest law annually. Newly elected or appointed trustees must complete these requirements within 30 days of their appointment.

The federal and state governments provide financial aid funding and the College adheres to their guidelines. The new MassReconnect and MassEducate programs are considered a form of state financial aid and are applied as "last dollar" additions to financial aid, following federal financial aid. The College undergoes a yearly audit of its federal financial aid spending, as well as a state financial aid audit by the Massachusetts Office of Financial Aid every three years. The last two state audits resulted in no findings and the audit of federal financial aid has resulted in minimal findings. In the past, and as noted as an area of emphasis in the letter from NECHE dated November 30, 2021, the College has not met the federally required percentage of work study funds engaged in community service—juggling off-campus community service with school and other responsibilities is a challenge for our students—but we have recently found strategies to improve this percentage. In addition to federal and state financial aid, the College's Foundation (a 501(3)c) provides institutional scholarships. Restricted scholarships are distributed based on donor's intent, while unrestricted scholarships are distributed based on categories the Foundation's Board has established.

The leadership of our financial team consists of experienced professionals with long tenures at the College. The Vice President for Finance and Administration holds a Master of Science degree in business administration, is a licensed Certified Public Accountant in the state of Massachusetts, and has worked in higher education finance since 2016. Before joining MassBay, he served as the Director of Finance and Administration at a non-profit organization for seven years and was an auditor at a national audit firm for four years. Our Comptroller holds a master's degree in business administration and a Master of Science degree in accounting, is a licensed Certified Public Accountant in the state of Massachusetts and has worked in higher education finance since 2016. Before Joining MassBay, he served as an auditor at a national audit firm for four years. The Assistant Comptroller holds a Master of Science degree in Accountancy and has previous experience as an auditor at a national firm. She has also occupied diverse finance roles, both within and outside higher education. The organizational chart at the beginning of the self-study outlines the structure of our finance team.

The budgeting process starts with the distribution of budget planning materials to department managers who are required to submit their budgets through a shared network drive using a standardized template. Managers are encouraged to align new initiative requests with strategic plan priorities. The fiscal team amalgamates the budgets submissions and consolidates new initiative requests. These are then presented to the Executive Team which deliberates and determines which new initiatives merit funding while keeping the budget balanced. The final iteration of the budget is

presented to the Board of Trustees for approval. The College spends most of its annual budget on instruction and student support; in 2022, we spent \$3.42 on instruction and student support for every \$1 spent on institutional support, up from \$3.19 spent in 2021. MassBay's financial statements contain expenses classified by functional type.

The College has implemented controls to prevent departments from exceeding their budgets. Every expense is checked before proceeding through the accounting process. The Board of Trustees and department managers receive monthly budget-to-actual reports. Managers are trained in proper and ethical budget and procurement processes, [local fund guidelines](#), and fiscal policy through one-on-one instruction and through online community-wide sessions held a few times a year. In addition to the local fund guidelines, the College has a detailed internal control plan that is updated yearly and which the Board of Trustees reviews every five years. Written fiscal policies are stored on the College's SharePoint site and a shared network drive. These policies encompass a range of areas including Physical and Software Annual Reporting, Human Resources and Payroll Procedures, Office of Information Technology Policies, and Procurement Policy. Independent auditors conduct annual audits which are shared with the Board of Trustees and external stakeholders and placed on the College's website.

The College's auditor, Withum, conducts the audit in accordance with standards generally accepted in the U.S. and the Government Auditing Standards issued by the U.S. Comptroller General. The auditors are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and internal control matters that are identified during the audit. When audits are brought annually to the Board of Trustees for approval, the auditors review a required communications document which notes, among other things, the auditors' independence.

In addition to tuition and fees and the state allocation, the College raises funds to support students through the MassBay Foundation. MassBay maintains a gift acceptance policy to safeguard the institution's interests and a policy to address uncertainty regarding a donor's purpose. The audits of the College and Foundation investigate the proper classification of received gifts, with no issues reported so far.

The pursuit of external grants has been a priority of the College. A Senior Director of Grants Development helps procure grants and a Director of Grants Administration ensures that spending adheres to all government and donor requirements.

To create a new revenue stream, in 2023 the College embarked on an Outsourced Chief Investment Officer arrangement with Prime Buchholz, investing \$20 million in pursuit of increased investment returns. Both College leadership and the Board of Trustees played pivotal roles in selecting Prime Buchholz, creating an [investment policy statement](#) and determining the initial investment amount.

FINANCIAL RESOURCES - APPRAISAL

Our financial strength is demonstrated in a comparison of revenue and expenses over the past five years: total revenue increased from \$46 million in FY 2019 to \$88 million in FY 2023 (it should be noted that FY 2023 was exceptional due to one-time funding for the new Framingham building). In the same

period, expenses increased merely from \$43 million to \$49 million (the specific numbers over time can be seen in our NECHE data dashboard on finance). The College foresees continued stability or even improvement in its finances due to increases in tuition and fees since the introduction of MassReconnect and MassEducate. Presently, there are no indications of reductions in state appropriations, thus we expect state funding to be stable or increase moving forward. However, as a state entity, we remain alert to the possibility of state budget cuts if the state faces financial difficulties. Fortunately, the College has amassed a significant reserve and can weather unanticipated state budget reductions. Our [cash and short-term investments](#) have more than doubled over the past five years, from \$16.7 million in 2019 to \$33.7 million in 2023.

Funding from other sources is also growing. Funds raised through the MassBay Foundation grew from \$291,000 in 2019 to \$2.3 million in 2023. Our first capital campaign, to construct our new Framingham campus, raised \$5.7 million to contribute to the new building. Grant awards have increased from \$4.6 million in 2019 to \$11.6 million in 2023.

In 2021, concerned about the pandemic's impact on public colleges' financial health, the state commissioned an EY Parthenon study which revealed that MassBay had robust financial indicators compared to the community college average: 6.9 months of liquidity (versus an average of 4.8 months), an operating margin of +6.3% (compared to an average of -2.6%), and cash outflows per credit of \$536 (less than the average of \$667). This was during the period of our lowest enrollment and, as noted earlier, enrollment has increased significantly since then.

In June each year, the Board of Trustees approves a preliminary budget without full knowledge of our two primary revenue sources: state appropriation and tuition and fees. We revise the budget in October once we know the state appropriation and Fall enrollment. October adjustments typically yield budget expansions rather than contractions. Notably, we have avoided deficits in recent years, aided by a contingency fund earmarked for unforeseen expenses. The College has an investment policy statement which addresses purposeful annual draws of 3.5% to support operations while maintaining liquidity in case of unforeseen need. During the COVID-19 pandemic, MassBay secured funding from multiple federal and state sources to mitigate the financial impact of the pandemic. Of this funding, the Board has designated \$7.8 million for use during challenging financial periods, derived from funds the College earned from the CARES Act (\$6.4 million), ARPA (\$1 million), and FEMA (\$0.4 million). MassBay earned this revenue by reimbursing itself for lost student tuition and fees and pandemic-related expenses covered by the operating budget.

The College understands that its purpose is education, and our budget reflects that. In 2023, MassBay spent \$18.3 million, or 37% of its budget, on instructional expenses. This proportion has fluctuated over the last five years between 36% and 41%. These statistics align with a report from the National Center for Education Statistics that showed that, in fiscal year 2020-2021, public two-year institutions spent 38% on instruction.

MassBay's Board of Trustees has been an important part of our financial success. The Board, along with its Finance and Administration Committee, in its nine meetings per year reviews and approves budget-to-actual reports, assesses cash and investments comparison reports, and examines student receivable comparison reports. In November 2021, the Board was provided with a [cash flow forecast](#) spanning 2022 to 2026 to help determine how much of our cash balance to invest. The Board settled

on an initial investment of \$20 million. In February 2024, in response to a request from the Board, management prepared a [revised cash flow forecast](#) for 2024 to 2026 to determine whether the College should invest further funds, which the Board decided to do.

In the approval of our substantive change proposal for our new instructional location, in a letter dated October 22, 2024, the Commission has asked us for an update regarding our financial and enrollment goals for the new building. The construction of the new Framingham campus, which opened in January 2024 and is described more fully in the section on physical resources below, was funded by the state and a capital campaign. We are now free of a \$775,000 lease for the former site. Although we have increased maintenance costs in the new building, we will realize an overall savings. The College has been fortunate to have had no unanticipated expenses in the opening and operation of the new building. We plan to stagger warranties and preventative maintenance plans for the new equipment so they are due on rolling three and five-year plans, allowing the College to budget for these expenses in future years.

At the time of this report, we have only two full semesters in the new building, but our enrollment has increased each semester. Figure 7.2 shows the number of course enrollments in our Framingham location by semester (enrollments in the new building began in Spring 2024, indicated in green). We expect this number to continue to grow as the College refines its offerings in our new location.

	Fall 2022	Spring 2023	Fall 2023	Spring 2024	Fall 2024
Enrollments	878	663	1,011	1,334	1,797
Tuition and Fee Revenue	\$584,316	\$444,998	\$686,641	\$873,256	\$1,154,310

Figure 7.2 - Total course enrollments on Framingham campus by semester

Our health sciences programs, which are housed in the building, have seen strong enrollment growth coinciding with our move to the new building: Fall 2024 saw a nearly 50% increase in students enrolled in our health degree and certificate programs over Fall 2023. Revenue from tuition and fees nearly doubled in Fall 2024 compared to Fall 2023. Non-credit programs, which have grown dramatically, bring even more students to the building.

One last note regarding finances and our health programs, one that emphasizes the mission of a public community college and highlights how financial considerations are always balanced with service to our students and community. The College subsidizes the health science programs; given the costs of the equipment and facilities and the limited number of student spots we have in most of the programs, they are our most expensive programs to run. But they are critical to our purpose, to the Commonwealth, and to our students for the career pathways they provide. MassBay prioritizes financial health while at the same time employing our financial resources efficiently to allow us to fulfill our mission.

INFORMATIONAL, PHYSICAL, AND TECHNOLOGICAL RESOURCES DESCRIPTION

MassBay is committed to providing quality education through significant investments in information, physical, and technological resources. Nothing exemplifies this more than the opening of the new site: the 68,500 square foot, four-story Center for Health Sciences, Early Childhood, and Human Services.

The January 2024 opening was the culmination of years of work obtaining funding, planning, working with contractors, engaging the community and especially the faculty, and then making the move to our new location. It was one of the strategic goals in our previous strategic plan which we met with resounding success.

The opening of the [new Center for Health Science, Early Childhood, and Human Services in Framingham](#) was an enormous addition to MassBay's physical resources. In 1990 MassBay leased an abandoned middle school in Framingham to house these programs, as well as general education courses. The building also contained a basketball court. For years after, MassBay advocated for a permanent home in Framingham, but the State did not allocate the funds. Our landlord, the City of Framingham, announced in 2016 that it needed the space and that our lease would not be renewed. This development presented an opportunity for MassBay to improve its facilities as well as reduce the annual financial burden and uncertainty of remaining in a leased building. In 2017, MassBay submitted a proposal to the state for funding for a new building. We were initially awarded \$25 with the understanding the College would raise an additional \$5 million in our first capital campaign. The awarded amount was eventually increased to \$57 million (with MassBay's fundraising effort increased to \$5.7 million) in recognition of the actual cost of the building.

MassBay then worked closely with the Massachusetts Division of Capital Asset Management and Maintenance ([DCAMM](#)) to create a new facility. An independent commission selected the architects and construction company in 2019 and 2020 respectively. In 2021, we held a groundbreaking ceremony and construction began. At the time, MassBay expected to welcome students to the new campus beginning in Fall 2023, but supply chain delays due to the pandemic resulted in a January 2024 opening date. In the meantime, we arranged lease extensions with the City of Framingham so the College could operate in our old building until the move. The City and MassBay shared the former middle school for two years during this period, which included the pandemic years. Working closely together, the City and the College co-existed successfully in the space, despite differing COVID policies, due to a share spirit of cooperation.

Because the move had shifted from summer to winter 2024, faculty voted to delay the start of the Spring 2024 semester by a week. During Fall 2023, a MassBay team developed a plan for the move and, during the winter break, moved our offices, laboratories, and operations from the old site to the new, ready for the start of Spring classes. The entire project, culminating with the ribbon-cutting in January 2024, demonstrates the effectiveness of planning at our institution, and our ability to work on multiple tasks and with many external partners to bring a large-scale project to successful completion.

The new campus in Framingham has been a boon for the College. The new Center was constructed with facilities tailored to train our health science, education, and human service students with specifically designed classroom and lab spaces and state-of-the-art equipment, in addition to high-tech classrooms and computer labs for general education courses. Highlights of its instructional facilities include:

- The Accredited Simulation Center includes the latest simulation technologies including mannequins that can be programmed to show symptoms of illness (e.g., high blood pressure, arrhythmia, high temperature, etc.), to give birth, move limbs, and "speak." They include adults, children, infants, and a young person with Down Syndrome. In a simulated apartment including a bedroom and a

bathroom, students practice treating patients in a home setting. One room has only white walls onto which a variety of situations (e.g., a crash site, an emergency room) can be projected, including smells.

- The Central Processing Technology Laboratory prepares students to sterilize, package, and deconstruct surgical tools. Equipment includes a state-of-the-art medical sterilizer.
- The Diagnostic Medical Sonography Laboratory includes the latest ultrasound scanning equipment, as well as medical lab carts and ceiling-mounted monitors.
- The Emergency Medical Technician Laboratory trains students in first responder care at the scene of an emergency and while transporting them to a medical facility. It houses a simulated rear portion of an ambulance in which to practice.
- The Nursing Laboratory is used to train future practical nurses, registered nurses, and nursing assistants. A nursing station is at the center looking on to eight rooms and stations for patients. Nursing students are trained to use medical computers on wheels, manual sit-to-stand lifts, and medical carts.
- The Paramedicine Laboratory is used to train paramedics at more advanced levels than emergency medical technicians. It contains a simulated apartment that mimics a patient's home with a bathroom and a bedroom. A full-sized outdoor ambulance allows students to practice delivery of care while transporting patients.
- The Phlebotomy and Medical Assistant Laboratory is used to train students to draw blood and assist physicians. It consists of an open lab space, a private patient room, and a medical examination room, and includes seven phlebotomy draw stations.
- The Radiologic Technology Laboratory helps students learn to safely use x-ray equipment to produce images of the body. The lab has both a non-energized x-ray table, an energized x-ray room, and a portable x-ray machine.
- The Surgical Technology Laboratory for students learning to support surgeons in the operating room by handing them sterilized instruments and maintaining an aseptic environment. This lab contains two operating theaters separated by a half wall.
- In the Early Childhood Education Laboratory, students learn curriculum and pedagogy in a space designed like an actual preschool. Digital media equipment can be used to record students as they practice effective pedagogies.

The Center also contains ten classrooms and two computer labs in which general education courses are taught. Students in the new building have access to services both in-person and online, including tutoring and academic support, library resources, advising, and mental health counseling. We also maintain an enrollment office in the new building, with staff from Admissions, Student Accounts, Financial Aid, and Registration.

The building was constructed during the pandemic and the College worked closely with the architectural firm, Sasaki, the construction company, Lee Kennedy, and DCAMM to ensure its timely completion. It is a zero net carbon ready building with electricity coming from solar panels and heat coming from geothermal wells. Many of the building materials were recycled. We recently won a Leading by Example Award from the Massachusetts Department of Energy Resources for "policies and programs that have led to significant and measurable environmental and energy benefits."

MassBay held activities to introduce the building to the community. A Family Day in July 2024 that included music, food, and storytelling for children brought in several hundred Framingham residents. In September we hosted a Prostate Cancer Awareness event in the building with information sessions in three languages and free testing. The building, which is accessible via public transportation, also houses our Center for Corporate Partnerships, Workforce Development, and Community Education, the non-credit arm of the College, whose largest programs are English Language Learning and Certified Nursing Assistant.

Since our last comprehensive evaluation, we have improved our Wellesley campus, which was another strategic goal in our prior strategic plan. To more efficiently group related services, we expanded the Enrollment Center, which housed Students Accounts and Registration, to include Financial Aid. We remodeled a large space used as a computer lab and repurposed it as a much-needed student lounge, adding new carpeting and modern furniture. We expanded the Advising, Transfer, and Coaching Center and we improved other parts of the main Wellesley building, its annex, and Recreation and Wellness Center, with investments in roofing, lighting, HVAC systems, flooring, security infrastructure, and ADA compliance enhancements.

MassBay is in the beginning stages of creating a new Cybersecurity Education/Health and Wellness Center in Wellesley. Currently, our sports teams hold many of their home games in facilities we rent from other colleges; this Center will address that issue and provide much-needed wellness areas for students, including a new gym, yoga room, and regulation basketball court, in addition to a home and lab space for our robust cybersecurity education programs.

Our informational resources are concentrated in our libraries; the College has one on each of the Wellesley and Framingham campuses, which offer both day and evening hours. Their resources include over 30,000 volumes, electronic databases, and an extensive collection of e-books and streaming videos, supplemented by memberships in the Fenway Library Organization and the Higher Education Libraries of Massachusetts. This network provides access to academic materials across the state, further enhanced by interlibrary loan services. Students can contact staff for support by phone, email, chat, and SMS. In September 2024 the library began subscribing to a live chat service for students called Chatstaff through which professional librarians who have access to the same resources as MassBay staff offer 24/7 real-person assistance. This service is particularly valuable to our evening and online students, who may need access to resources and support at hours when the library is not open. More information on our library including usage statistics can be found in this [document](#).

Three full-time and four part-time professional librarians, all holding Master of Library Science degrees, staff the libraries, offering bibliographic instruction sessions in-person and online, plus reference and reader services. They also offer workshops where students can learn about resources including bibliographic databases, streaming video libraries, and the library catalog. In some cases, librarians are embedded into courses and provide tailored instruction to assist students in their assignments; student [surveys](#) after presentations provide the library with important feedback. The library team is sensitive to the importance of making the resources as accessible as possible for users with diverse needs and learning styles; most resources offer features such as text-to-speech and translations to a wide variety of languages, and the streaming videos have closed captioning and navigable transcripts.

MassBay's technology resources are overseen by Office of Information Technology (OIT), led by our Chief Information Officer, and guided most recently by the [Strategic Technology Plan, 2017-2022](#). OIT will be developing a new strategic technology plan as soon as MassBay's new strategic plan is finalized, to build on the objectives and strategies of that plan. MassBay utilizes many technology platforms. Blackboard is our learning management system for online classes; many faculty use it to supplement in-person instruction as well. This year we made a substantial investment by implementing EAB Navigate 360, a platform that will enhance student services and supports, assist students in academic planning and scheduling, provide data about student access to services and outcomes that in the past were difficult to obtain, and enable us to use predictive analytics to deploy our resources and personnel where they can make the most impact. We use Peoplesoft to manage student records, class schedule, and enrollment, as well as for financials.

The Office of Information Technology (OIT) provides comprehensive technology support services to all campuses and remote users. Our 24/7 helpdesk service assists faculty, staff, and students with most issues, escalating more complex problems to our on-campus staff. OIT staff are available Monday to Thursday from 8 am to 9 pm, Fridays from 8 am to 5 pm, and Saturdays from 8 am to 1 pm. An OIT staff member is available in-person on the Ashland campus every Friday from 8 am to 5 pm. IT lead staff rotate between campuses, ensuring they check in with key staff and conduct training sessions. Our services include computer support, training, audio-visual support, networking support, IT security, and comprehensive application support. Additionally, we provide remote services through online meetings, remote management agents, and remote support technologies.

The College employs a comprehensive data protection strategy to ensure the security and integrity of its information systems. We maintain backups for all servers and cloud environments, with periodic recovery tests to ensure data can be restored effectively. Our malware protection and patch management systems are robust, and we have 24/7 monitoring services that proactively counteract suspicious activities. We added a full-time security analyst position to further bolster our security posture. We require annual security awareness training for all employees, with additional training for key roles, and have recently launched a voluntary student security awareness program. Additionally, we conduct regular penetration testing, vulnerability scans, and third-party audits each year to identify and mitigate potential risks.

Finally, one of the goals in our previous strategic plan was to improve our readiness to respond to public safety emergencies. In the first year of that plan, three new police officers were hired to fill open positions and the College introduced psychological evaluations in the hiring process. We also introduced a culturally sensitive curriculum for campus police trainings. The College offered a variety of workshops to employees, including a sexual assault defense program and de-escalation training.

INFORMATIONAL, PHYSICAL, AND TECHNOLOGICAL RESOURCES APPRAISAL

The new building in Framingham has fulfilled our dreams and opened up countless new opportunities. It is convenient for those who live in or near the City of Framingham, with its significant population of low-income families, and is proximal to bus lines and a commuter rail. The programs in health science, early childhood, and human services are workforce-related, so the building is providing opportunities for individuals to enter career pathways to advance themselves and their families economically. As

shown in chart 7.2, enrollment in course sections has nearly doubled. We have also seen a significant increase in our non-credit enrollment: from 353 students in 2022 to 1,140 in 2024. The non-credit programs, which can provide a pathway to credit-bearing programs and better paying careers, are serving a population that is 25% Black, 21% Brazilian, and 19% Hispanic; 35% of the students are unemployed and 64% are earning \$35,000 or less. In other words, the dramatic growth in the number of students in our non-credit programs demonstrates the enormous impact the new building is having on economic opportunity and workforce development in our region.

MassBay now looks forward to its next major facilities project. The planned construction of our new Cybersecurity Education/Health and Wellness Center will not only provide highly needed athletic facilities but will align with the July 2023 White House National Cyber Workforce and Education Strategy which specifically identifies MassBay as an education partner and notes our intention to build the Center. MassBay is the only community college in the country to be included in the White House Strategy. The College was designated a National Center of Excellence in Cyber Defense by the National Security Agency in August 2024. MassBay is the only community college in Massachusetts to hold this designation and the third community college to be granted the designation in New England. The state has already allocated \$5 million to the schematic design of the building which will ultimately cost \$70 million.

Plans are in place to renovate and upgrade the Wellesley Auditorium and we will shortly embark on the construction of a new kitchen. After the prolonged shutdown during the pandemic, the College was unable to procure a new food vendor due to the reduced foot traffic and the condition of our kitchen space. A newly designed kitchen and the increases in enrollment will allow us to contract with a new vendor. In the meantime, MassBay has contracted with a local caterer to provide sandwiches, salads, and soups in Wellesley, and has installed modern vending machines with healthy food options on both our Wellesley and Framingham campuses. However, students express frustration at the lack of food options. The College has recently expanded the hours of the local caterer into the evening and has added a second healthy-food vending machine to better meet students' needs.

MassBay has seen the positive outcomes of its significant investments in technology. We have successfully fended off a cyber-attack and continue to upgrade our cybersecurity. A full-time staff position is dedicated to the College's cybersecurity and all employees are required to complete cybersecurity training. We continually upgrade our hardware, devoting significant financial resources to this effort in the belief that students and staff should benefit from reliable services in their work. The College has also dedicated significant resources to staffing, not only in OIT but in offices whose work is heavily dependent on technology. In the past few years, the College has created new senior positions in Admissions, Financial Aid, and Advising dedicated to the applications of technology to their various areas. In Advising, this position leads the implementation of EAB Navigate 360 and is filled by a former Assistant Dean of Advising. As of Fall 2024, our academic advising staff were using Navigate, which we have branded "BayBridge," to record student meetings and schedule appointments as we work with a group of faculty champions to prepare for the roll out to faculty; Career Services and the Dean of Students offices also began to use the platform in late Fall 2024, and other student services, such as academic support, will be brought on board in 2025.

Projects at MassBay are carefully designed and executed in full compliance with Massachusetts state bidding regulations, ADA compliance, and applicable local and state building codes to ensure they

meet the highest standards of accessibility, safety, security, and environmental health. Each project initiative prioritizes creating a safe and inclusive environment for all users while incorporating sustainable practices that align with ecological preservation. By adhering to these guidelines, we ensure that every project supports the well-being of occupants and the community while minimizing environmental impact and promoting long-term sustainability.

OIT maintains a comprehensive list of internal department and college-wide IT governance policies. These policies cover critical areas, including data protection, user training, and conducting regular audits to ensure compliance and security. Each policy is reviewed at least once a year to ensure it remains up-to-date and effective. Recently, OIT engaged a third-party auditor to evaluate these policies, providing valuable insights into potential gaps and areas for improvement; the College is following up on each of the [auditor's recommendations](#). In addition, the AI Task Force, established by the President, is actively reviewing what is required for an AI policy to address emerging technologies and ensure thoughtful governance in this domain.

PROJECTIONS – INSTITUTIONAL RESOURCES

1. Increase representativeness of faculty and staff.
 - a. Strengthen and expand the training of search committees (Assistant VP of Human Resources, 2024-2026).
 - b. Provide professional development for faculty and staff on cultural literacy and recognizing and valuing cultural wealth (Chief Diversity Officer, 2024-2026).
2. Enhance Foundation efforts and diversify sources of revenue.
 - a. Create an annual fundraising goal for the Foundation (Vice President for Marketing, Communications, and Institutional Advancement, 2024-2025).
 - b. Establish a fund to support stipends for non-paid internships (Vice President for Marketing, Communications, and Institutional Advancement, 2024-2028).
 - c. Further expand non-credit education focusing on ESL and career-advancing programs, working with employers, particularly in the health care sector, to meet workforce needs (Executive Director of CPWD, 2024-2028).
3. Establish a cybersecurity education and health and fitness center.
 - a. Seek funding to support building a new Health and Fitness and Cybersecurity Education Center (President; VP for Marketing, Communications, and Institutional Advancement; VP for Finance and Administration; VP for Student Development, 2024-2027).
 - b. Create new spaces for outside sports, including a soccer field (VP for Finance and Administration, VP for Student Development, Assistant Dean for Athletics, 2024-2026).
4. Create a more welcoming, engaging, and inclusive campus environment.
 - a. Ensure classrooms promote inclusivity, comfort, and accessibility, including in the selection of chairs to seat comfortably individuals of diverse sizes (Director of Facilities, VP for Student Development, Academic Deans, 2024-2028).
 - b. Develop hospitality-focused venues and provide food services, including rebuilding the kitchen on the Wellesley campus (VP for Finance and Administration, 2024-2026).

STANDARD 8 – EDUCATIONAL EFFECTIVENESS

INSTITUTIONAL ASSESSMENT - DESCRIPTION

MassBay's commitment to being student-ready extends to our approach to assessment of educational effectiveness; we continually evaluate and improve our assessment process at every level for all students, locations, and modalities. Although COVID-19 impacted our efforts, especially with respect to program review and learning outcomes assessment, we are currently returning to a more consistent and robust assessment program. Within the last few years, we assigned a faculty member to serve as the Graduation Competency Assessment Lead; convened a weekly "assessment lunch" comprised of deans, Office of Institutional Effectiveness (OIE) staff, and the Assistant Provost; and embedded assessment planning into the program review process. This work is in addition to program level assessment work that takes place both as a routine annual practice and as part of the specialized accreditation process required for some programs.

Assessment is also central to our efforts to remove inequities. Indeed, in its letter dated October 29, 2020, NECHE designated as an area of emphasis for MassBay an update on our efforts to achieve more equitable student success rates and to make progress on our previous strategic plan objective to "improve academic outcomes for underrepresented groups." At present, we have not eliminated differences in student success rates among student subpopulations, although we are making continuous progress towards this goal. Throughout our response to this standard and the entire self-study, we hope to demonstrate our commitment to examining data with this goal in mind and continuing our work to reach a point where all students have equal opportunities to succeed.

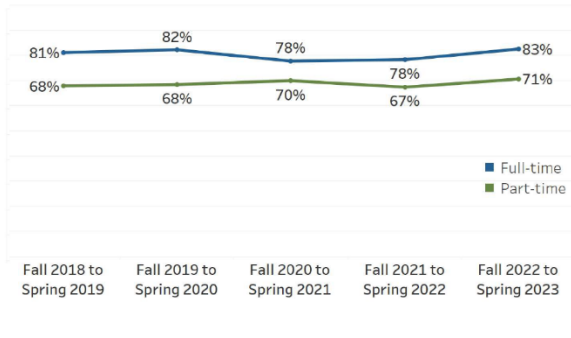
In addition to state and federal reporting, OIE reports on retention, completion, and other student success measures for the College. Many of its reports are described more fully in our response to Standard Two. The analyses of retention, graduation, and success data offer a broad picture of our educational effectiveness across the institution, and are routinely disaggregated by age, race and ethnicity, first generation status, division and program, and modality, and for those metrics such as course completion, by course. These analyses include consideration of effectiveness over the course of multiple years as well as over a single semester; while shorter-term measures are often more helpful in evaluating the impact of specific initiatives, MassBay reviews and reports on long-term student outcomes as well.

INSTITUTIONAL ASSESSMENT - APPRAISAL

Retention is a frequently used short-term measure of student success. Fall-to-Spring and Fall-to-Fall retention rates for new degree and certificate-seeking full- and part-time students are shown in figure 8.1 (and for full-time students, in our NECHE data dashboard on undergraduate student success); the rates for both groups have increased over the past five years on both measures and, indeed, are the highest they have been in at least the past five years. However, the aggregated data can hide issues that pertain to specific populations. As noted in our response to Standard Five, the SUCCESS program has had a significant impact on retention for students of color and other groups who have historically had lower retention rates. Although the [retention rate](#) of Black or African American and Hispanic/Latino/Latinx students has improved over the five years, it lags behind the rate for Asian and white students, demonstrating the need to continue to close these gaps. No significant differences by

gender or age emerged in the most recent year, but a four-percentage point difference exists between first-generation students and others.

Fall to Spring Retention Rate



Fall to Fall Retention Rate

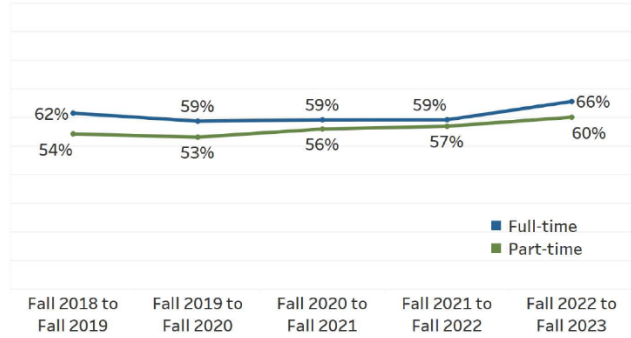


Figure 8.1 - Retention rates for full-time and part-time students

Another important metric to assess educational effectiveness is the six-year comprehensive student success rate. We use the Voluntary Framework of Accountability model that looks at the percentage of new students who graduate, transfer, acquire 30 credits, or remain enrolled after six years. Our [most recent rate](#), for the 2017 cohort, is 65%, which is superior to the rate of Massachusetts community colleges as a whole (62%). Over the years, however, the rate has been erratic, which has caused us to remain keenly focused on retention. As seen in our NECHE data dashboard on undergraduate success, our eight-year completion rates are trending upward, as is our eight-year success rate for part-time students.

While retention rates are often the focus of analyses of student success, other measures can provide valuable insight into how students are progressing. DHE compiles two other student success metrics: timely completion of gateway courses and the timely accumulation of credits. Since 2021, these data have been available to the College and the public on [DHE's website](#). They are included in the President's annual self-evaluation and our Institutional Dashboard. Both metrics also disaggregate results by certain ethnic groups, sex, and Pell Grant status. Figure 8.2 reveals that the College is making progress in students' timely accumulation of credits; our rates are improving year over year, although White students again outpace their peers. Figure 8.3 shows that, in the successful completion of math and English gateway courses, all groups improved between 2022 and 2023, but White students and female students continue to outpace their peers. As demonstrated in our response to Standard Four, although the percentage of students completing gateway English and math courses in their first year has been flat over the past few years, it has improved significantly since our last self-study. MassBay is working to resolve differences in student progress through programs such as the SUCCESS program and the STEM Starter Academy, as well as reviews of our math and English pathways.

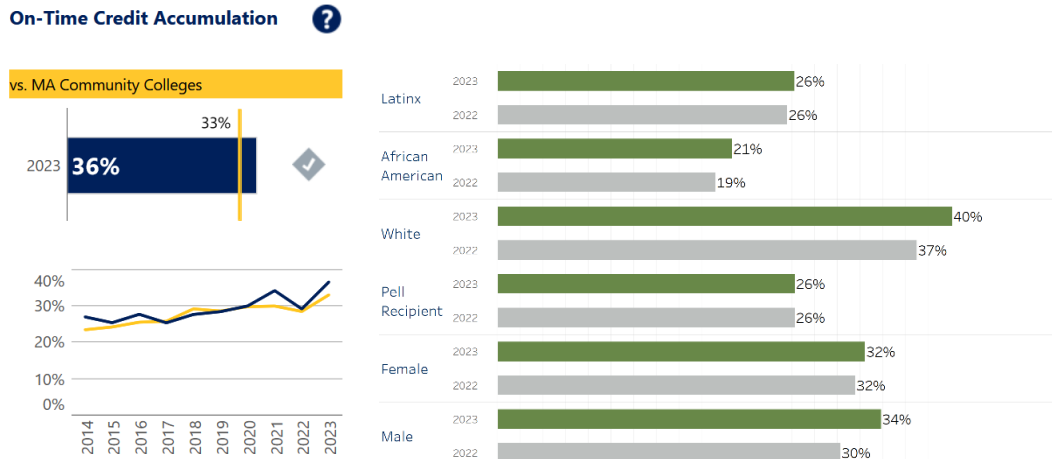


Figure 8.2 - On-time credit accumulation versus other MA community colleges and by race/gender (from the DHE Performance Measurement Reporting System)

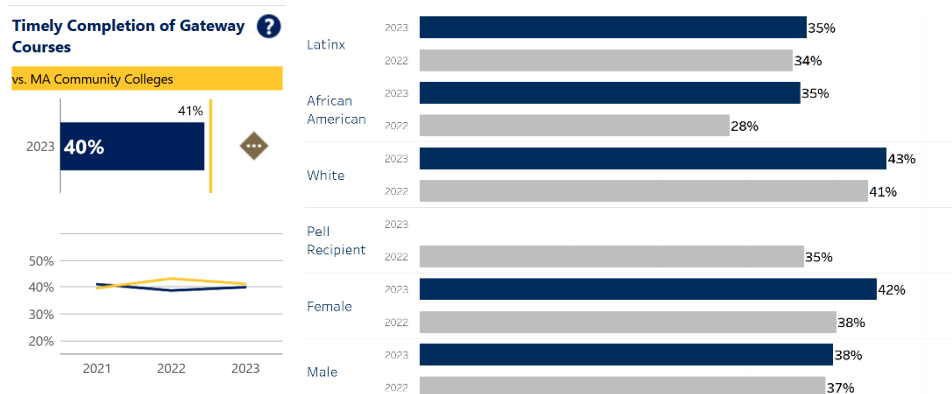


Figure 8.3 - Timely completion of gateway courses versus other MA community colleges and by race/gender (from the DHE Performance Measurement Reporting System)

One of the ways MassBay has attempted to increase completion rates and overall success was through creation several years ago of co-requisite courses in math and English, as described in our response to Standard Two. In 2023, English and math faculty requested data about whether student outcomes were impacted by taking co-requisite, rather than developmental, courses. For English, this analysis included data disaggregated by race for course enrollments, course outcomes, and subsequent English enrollments. Data showed that students who took the co-requisite course EN 101x were far more likely (49%) to complete the second college-level course in the sequence than their counterparts who began in the developmental courses, EN 90 (24%) or EN 98 (10%). While we hope to improve on the 49% rate, the evidence clearly supports the co-requisite model, and the English Department adopted it as the preferred pathway for students with placement scores that would have previously placed them into developmental English. As seen in figure 8.4, the data on three-year success rates provided further support for this model. Students who were enrolled in EN 101x were more likely to earn their degree or transfer (45%) than were those who enrolled in a developmental course (37%).

3-Year Success Outcomes for the Fall 2017 Cohort of Students Who Took EN 98/100.			3-Year Success Outcomes for the Fall 2017 Cohort of Students Who Took EN 101x Sections.		
	%	N		%	N
Award (with or without Transfer)	15%	24	Award (with or without Transfer)	22%	27
Transfer Alone (No Award)	22%	36	Transfer Alone (No Award)	23%	29
Still Enrolled Alone (No Award)	17%	27	Still Enrolled Alone (No Award)	12%	15
Left College with 30 Credits or More	10%	16	Left College with 30 Credits or More	4%	5
Left College with Fewer Than 30 Credits	50%	81	Left College with Fewer Than 30 Credits	53%	66
Grand Total	100%	161	Grand Total	100%	125

Figure 8.4 - Comparison of 3-Year Success Outcomes by English Placement for Fall 2017 Cohorts

The use of co-requisite courses has yielded mixed results in math. Short-term retention of first-year students who took developmental courses and co-requisite courses in Fall 2018 and 2019 are very similar. However, the three-year success rate (awarded, transferred, or still enrolled after three years) favored those who took the co-requisite course (35%) as compared to the developmental course (16%). Math faculty continue to offer both the developmental and the co-requisite course, although they periodically return to a discussion of their relative efficacy.

Course completion rates provide an additional measure of student success. In summer 2023, program-level course-outcome data were shared at a department chairs and coordinators retreat facilitated by the Associate Dean of Institutional Effectiveness. Disaggregated pass rates revealed racial gaps in the successful completion of 100-level courses, as demonstrated in figure 8.5. Attendees appreciated this deep dive into grade data and expressed interest in more data.

Additionally, course success data were used to frame a larger discussion about measures of student learning that go beyond course grades and get closer to the demonstration of student learning in more hands-on settings, such as in internships, labs, and presentations. This discussion will continue in 2025 through the work being led by the Center for Teaching and Learning on improving faculty engagement with assessment data.

Course Success (C-or better) by Race/Ethnicity (Fall & Spring Terms, 100-level courses)

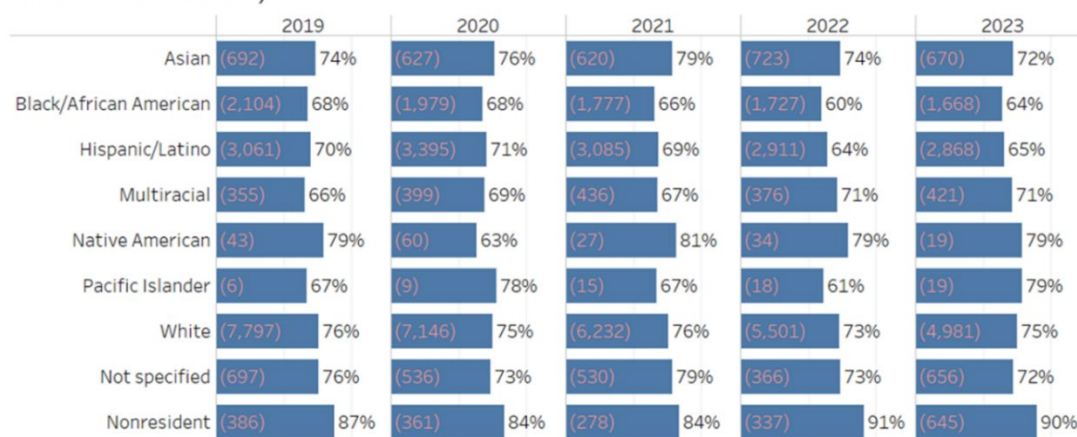


Figure 8.5 - Percentage of students completing 100-level courses with C- or better by race

We also used course completion data to examine online learning. Overall rates are discussed under Standard Four, but we also compared [three-year aggregated data](#) for specific courses taught both online and in-person. The completion rates were lower for online courses than for in-person courses for many of our introductory and gateway courses, though in some instances the difference was minimal. Rates of withdrawal are notably higher for online courses. For example, our required critical thinking course (CT 100) had a successful course-completion rate during the time examined of 68% when in person as compared to only 50% when online, while the rate of withdrawal for students taking that course online was almost double what it was for in-person students. These data showed a need for increased support for faculty and students in online courses. As a result, the new Center for Teaching and Learning has created a Lunch-and-Learn series for faculty on the transition to Blackboard Ultra and best practices for online learning. Additionally, faculty have begun to create short videos for students on how to succeed in online classes.

MassBay is also focused on understanding the impact of the new free college programs. For instance, when we saw that MassReconnect was likely to be funded in the 2023-2024 state budget, we looked at data to determine how many current students would benefit as well as how many recent students were eligible to return and complete their programs. Once MassReconnect was enacted, OIE developed a weekly [email summary](#) of enrollment information focused specifically on MassReconnect students that included not only demographic information, but also their academic program enrollments. These emails were intended to describe the students and help departments prepare for newly enrolled and continuing students who were benefiting from the program. (The summary was revised subsequently to include similar data for MassEducate when it was introduced in Fall 2024.)

Over time, the College shifted its analyses about MassReconnect from enrollment to retention and performance. Reports from colleges in other states that have similar free community college programs indicated that retention was a significant issue. Therefore, in summer 2023 we started a MassReconnect Retention Working Group, which included members of Academic Affairs, Student Development, and other key areas of the College. The group has used survey, disaggregated course enrollment, and retention data to introduce many supports, including workshops on Blackboard and online learning, revisions to new student orientations to streamline the registration and orientation process, a revised workshop to improve math placement scores that was held virtually to attract older students who had not taken a math class in years, and additional evening hours and virtual hours in the Library and Academic Achievement Center. The College has also extended evening hours for advising, mental health counseling, and career services. Noting a strong preference for online courses in this student population, the retention group also recommended the formation of the committee that looked at our online learning effectiveness, whose work is referenced above.

So far, the results of these efforts are very positive. Eighty percent of MassReconnect students were retained from Fall to Spring, 2% were awarded degrees or certificates in the first semester, 1% transferred, and 16% had left the College. A further analysis of the Fall-to-Fall and Spring-to-Fall retention of our MassReconnect students will be completed shortly to continue gleaning lessons from the initial cohorts of students. We will soon be able to determine the one-semester retention rate of the MassEducate students who began in Fall 2024.

GRADUATION COMPETENCIES - DESCRIPTION

MassBay has seven [graduation competencies](#) which are stated on our website and reflect the College's expectations for student learning as a critical thinker, effective communicator and global citizen in a diverse world. The competencies are embedded in our general education program and in nearly all degree programs. These competencies are posted on the College website. The Assessment of Graduation Competencies was launched in 2020. Assessment of student learning is faculty-led, with the assistance of the Graduation Competency Assessment Coordinator and OIE. This college-wide coordinator role has been filled by an adjunct instructor since the creation of the role in Fall 2022. The assessment cycle begins with an assignment design workshop to aid faculty in creating or refining a course-level assignment to align with the graduation competency rubric. Workshop leads and peers within the design cohort give faculty feedback on the assignment before it is deployed in a course. Since 2020, over 20 full-time and 19 part-time faculty have been trained in the model of assignment design in written communication, critical thinking, and diversity competencies, some being trained in two or three of the competencies.

Upon completion of the course that contains the designated assignment, faculty share with OIE collected student artifacts as well as a reflection prior to the scoring process. Scoring begins with training on the rubric and norming for alignment across reviewers; once the training is completed, faculty are provided a list of de-identified artifacts to score, and each artifact receives two scores. Faculty are compensated for their participation in both the assignment design and scoring workshops. To date, 16 full-time and 20 part-time faculty have been trained to use the adopted rubrics for scoring student artifacts, several of whom are trained across rubrics and competencies. While there are seven graduation competencies, the three that have the most robust cycle of assessment are critical thinking, written communication, and diversity.

GRADUATION COMPETENCIES - APPRAISAL

The annual assessment of critical thinking serves as a model for all graduation competency assessment at MassBay; in fact, the model described above originated with critical thinking assessment. In addition to being a graduation competency, Critical Thinking is also the name of a course—CT 100—required in all associate's degree programs, although the critical thinking competency-related assessment takes place in courses across the curriculum. An important data point about CT 100 emerged from the assessment process. In Fall 2023, the frequency of grades of C- or better were significantly higher in in-person sections (67%) than in online sections (46%). We plan to bolster the success of students in online sections in this and other courses, as described in our response to Standard Six.

The [rubric](#) to assess critical thinking was developed by Framingham State University modeled after the AACU VALUE Rubric for critical thinking. This rubric provides a framework for assessing three components of critical thinking: *a) explaining the problem, question, or issue; b) evaluation of evidence; c) arrives at a conclusion*. For each component, faculty assigned a score of "beginning," "developing," "proficient," or "exemplary" based on their assessment of the evidence contained within the student work. Combining the results from the last five years of assessment (figure 8.6), on the component related to *explaining the problem question or issue*, 24% of the 472 artifacts were scored at the "exemplary" level and 35% were scored at the "proficient" level. In comparison, for the component related to *evaluation of evidence*, 18% were scored at the "exemplary" level and 31% at the

“proficient” level, and 31% were scored at the “developing” level. *Arrives at a conclusion* emerged as the component with the highest percentage of artifacts scored at the “beginning” level (23%).

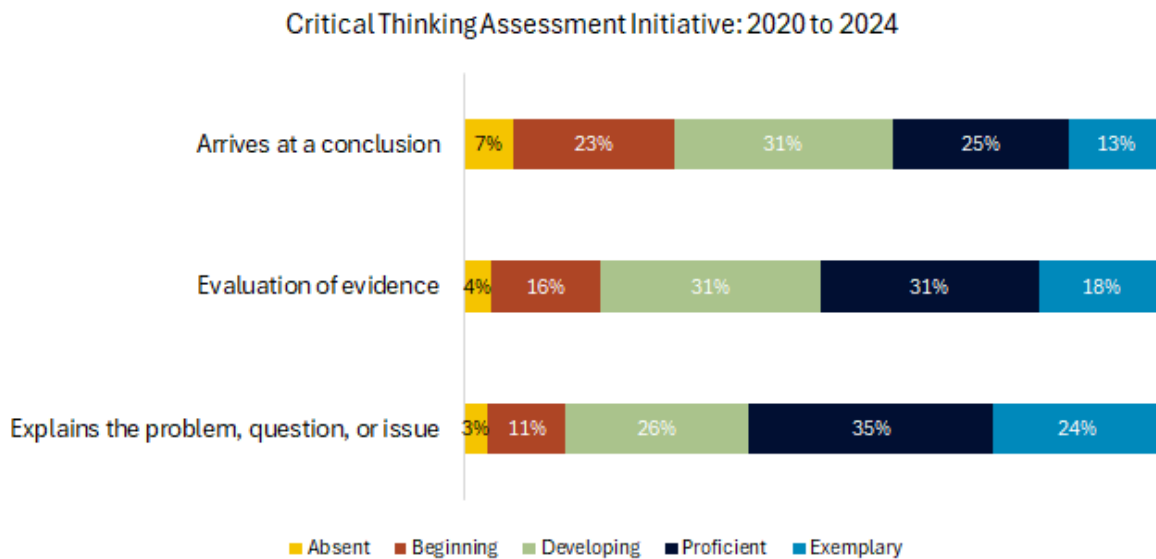


Figure 8.6 - Critical thinking assessment breakdown by skill and score

Our assessment work in critical thinking is ongoing and we have made adjustments and improvements to the process each year. This past year, for example, a group of faculty who completed the critical thinking assignment design workshop were invited to review a feedback report of their own students in the context of the college-wide data. As part of this process, those faculty were then invited to modify the assignment prompt and to think about how to integrate the feedback from scorers into their teaching.

Given the success of the assessment model used for critical thinking, MassBay employed a similar model to assess the diversity graduation competency. In 2020-2021, a group of faculty and professional staff reviewed and revised the competency in preparation for the work ahead, though with some disagreement over the rubric language and assessment process. The College appointed a faculty member to serve as the Diversity Graduation Competency Assessment Coordinator in 2022-2023 and a group of MassBay faculty completed the inaugural diversity assignment design workshop in Fall 2022. In that workshop, faculty disagreed over alignment with the adopted rubric for assessing artifacts and they were given license to use alternative rubrics. However, during the scoring workshop the team was trained on using the official rubric for scoring. Feedback from the scorers revealed several challenges related to the process, the rubric, and the artifacts that emerged from it. The poor alignment made it difficult to assess the graduation competency, and the frustration among faculty was notable.

The feedback from scorers and assignment design workshop participants alike was that the rubric needed improvements to be more relevant and useful to faculty in the classroom. Consequently, faculty who had worked with the competency were invited to a discussion in June 2024 to make a plan to revise the tools. Moving forward, under the guidance of OIE, a smaller working group will take on the revision process and re-launch the assignment design workshop in 2025. Given our commitment to

make removing inequities integral to all we do, the work of faculty to integrate the diversity graduation competency into all program level outcomes, and the work some faculty engaged in for their sabbatical projects, we are well situated to take on this work.

While the process of assessment of artifacts for the diversity competency did not go as planned and will be revised, department chairs worked to incorporate this competency into program outcomes and map it at the program level. The Criminal Justice program set the standard by creating a [program mission statement](#) with a goal of “recognizing and eradicating the systemic inequalities in the criminal justice system.” In 2022, adjunct faculty in Hospitality Management worked with the Business Department to incorporate the diversity competency in several programmatic courses, including Introduction to Hospitality Management, Front Office Management, and Food and Beverage Management. Additionally, since 2021, several faculty members, including faculty in Criminal Justice, History, Psychology, and Sociology, have used their sabbatical leaves to incorporate the diversity competency into their coursework.

Results from [assessment of the written communication competency in 2021](#) included the evaluation of 30 essays using the [AAC&U Written Communication VALUE rubric](#). Twenty percent of essays received an overall benchmark score of one, 37% achieved a benchmark score of two, 33% a three and 10% a four or “capstone” mastery. Faculty discussed the results of the assessment and the implications of the results. Faculty noted the challenge of assessing “Context and Purpose for Writing” and “Genre and Disciplinary Conventions” without reviewing the writing assignment itself and proposed changes to the process moving forward, specifically including the writing assignment in the scoring materials. In addition, the faculty recommended changes to the EN 102 course description to improve the specificity of the research paper requirement.

In 2023-2024, the College adopted the critical thinking assessment model for the written communication competency, beginning with workshops in assignment design and scoring. Hitherto, information about student proficiency in writing came from the English Department’s writing portfolio process, which assessed writing skills at the end of the first English course. In branching assessment out to other courses, we hope to assess effectiveness of students’ written communication across the curriculum and closer to the end of their time at MassBay. In this first year of the expanded method, four faculty from three academic areas (STEM, Legal Studies, and Humanities) submitted 46 artifacts for scoring.

Results from the first year of that broader assessment of written communication (figure 8.7) indicate the strongest area of written communication among the artifacts scored was “control of syntax and mechanics” with 78% of artifacts receiving a score of milestone three (67%) or capstone level four (11%). In contrast, raters gave lower scores in the areas of “sources and evidence” (13% rated level three, 22% rated level four) and “genre and disciplinary conventions” (28% rated level three, 9% rated level four). These results will be shared with faculty who participate in future assignment design workshops so they can develop lesson plans and assignments that provide opportunities for students to improve their writing skills in these areas.

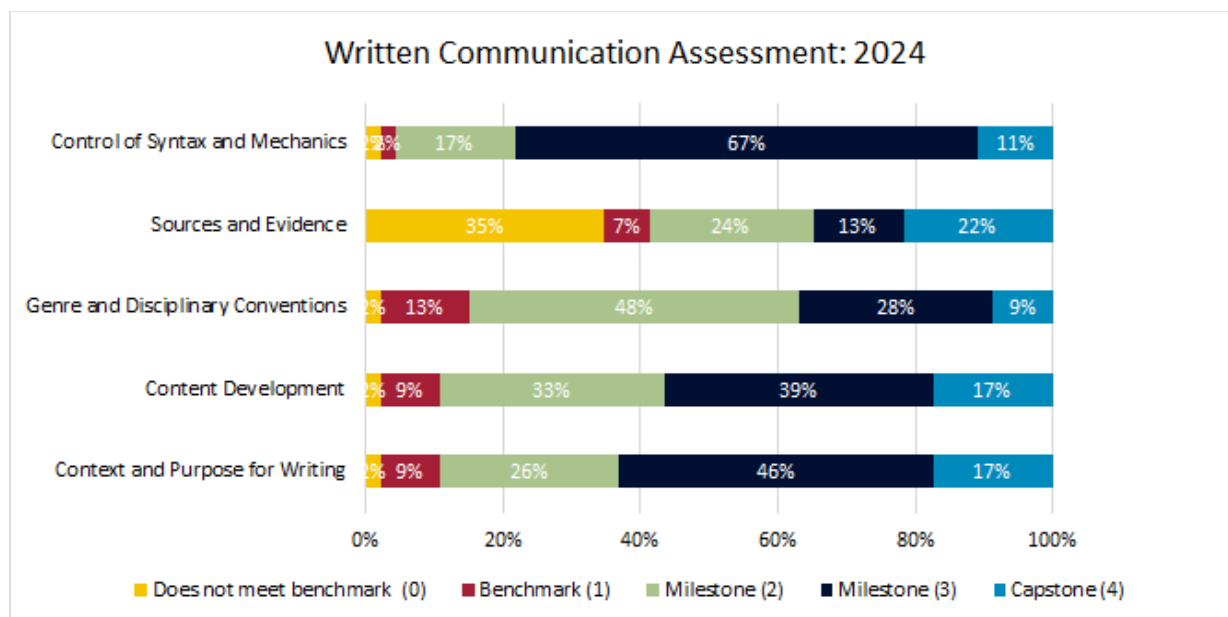


Figure 8.7 - Written communication assessment breakdown by skill and score

Lastly, the Life Sciences Department is developing processes to be used for assessment of the knowledge of the natural world graduation competency. In 2022, faculty in Life Sciences created a set of common labs to be used across the gateway Biology courses: General Biology I (for non-STEM majors) and Principles of Biology I (for STEM majors). These standardized labs were first implemented in Spring 2023.

Based on a survey from participating faculty and review of student work, faculty changed the labs to improve student learning, which included re-ordering some of the labs and creating scaffolding in identified areas of weakness. Faculty are monitoring [course pass rates](#) to assess the effectiveness of their work. These standardized labs are intended to serve as the building blocks for assessment of the natural world competency in future semesters and provide an exemplar for other lab-based science courses such as physics and chemistry.

MassBay will be expanding our assessment of graduation competencies to cover all seven competencies. In addition to work on the natural world competency mentioned above, preliminary plans have been made to create a model for assessing the personal, social, and civic responsibility competency; the College's work on critical thinking will serve as a foundation for this model.

ACADEMIC PROGRAM ASSESSMENT - DESCRIPTION

Assessment at the program level includes both [program review](#), discussed in our response to Standard Four, and [program learning outcome assessment](#). Each academic program has defined program-level learning outcomes, which are clearly stated on our website, and each year, departments select one or more program outcomes to assess. While prior to COVID more than 90% of our programs engaged in an annual assessment reporting process, the pandemic had a significant impact on both assessment and reporting. Programs with assessments tied to in-person experiences reported the most disruption. Since the pandemic, we have made efforts to return to the practice of all programs conducting their annual assessments. In 2023, MassBay reviewed and revised the academic program review process to

require programs to include a five-year annual assessment plan and to include their review of the annual assessments as part of program review. This change was designed to make assessment native to the process and, when combined with annual assessment reporting, a standard part of our academic practice. In 2024-2025, all programs were expected to complete their annual assessment reports.

For programs with specialized accreditations, program level outcomes are aligned with industry and accrediting body standards. The automotive technology programs align their outcomes with National Institute for Automotive Service Excellence Educational Foundation guidance, and faculty in these programs routinely evaluate student performance and work to adapt and modify the curriculum as needed to promptly address student learning concerns. The Early Childhood Education program aligns its outcomes with the National Association for the Education of Young Children standards in compliance with regulations set forth by the state Department of Early Education and Care. In health science programs, outcomes are aligned with each program's specific accreditation. Health Sciences, Automotive Technology, and Early Childhood Education, and some STEM programs are additionally guided by program advisory boards to ensure both the program and student learning outcomes are aligned with current industry standards and practices, and with the trajectory of the labor market. Additionally, OIE produces Health Sciences dashboards to assess student enrollment, course success, retention, and completion in a systematic way, by program and disaggregated by student demographics. A sample of the dashboard appears on the page after next.

ACADEMIC PROGRAM ASSESSMENT - APPRAISAL

While each division and program has its unique strengths and challenges in assessment, three themes have emerged: diversity is a focus of assessment; technology and data-informed decision-making have improved the assessment process; and faculty use assessment to improve and standardize learning including assignment design, use of rubrics, and scaffolding learning.

Building on the revision of the diversity graduation competency, a continued priority is embedding and assessing related outcomes into our curriculum. Following the addition of the diversity-related college-wide graduation competency, every academic department developed related program outcomes to also include cultural competency-related outcomes and assessment. For the past three years, National Science Foundation grant funding has enabled STEM faculty to participate in a culturally focused professional development institute. This project aims to broaden diverse student participation in STEM fields by helping faculty develop culturally responsive pedagogy.

Programs have continued to use data and technology to support and improve assessment. The newly created Health Sciences Division data dashboard, seen in figures 8.8 and 8.9, has been instrumental in assessing educational effectiveness within the Division. The data have been used to demonstrate progress towards degrees disaggregated by program and student demographics. For example, the Health Sciences Division enrolls 21% Black or African American and 17% Hispanic or Latinx students and is 72% female. Additionally, more than half of enrolled students identify as first generation and 61% are at or above 25 years of age. The high retention and exam pass rates, as well as a strong track record of post-graduation placement in employment and transfer, are strong evidence of student learning.

Health Sciences Retention Rates

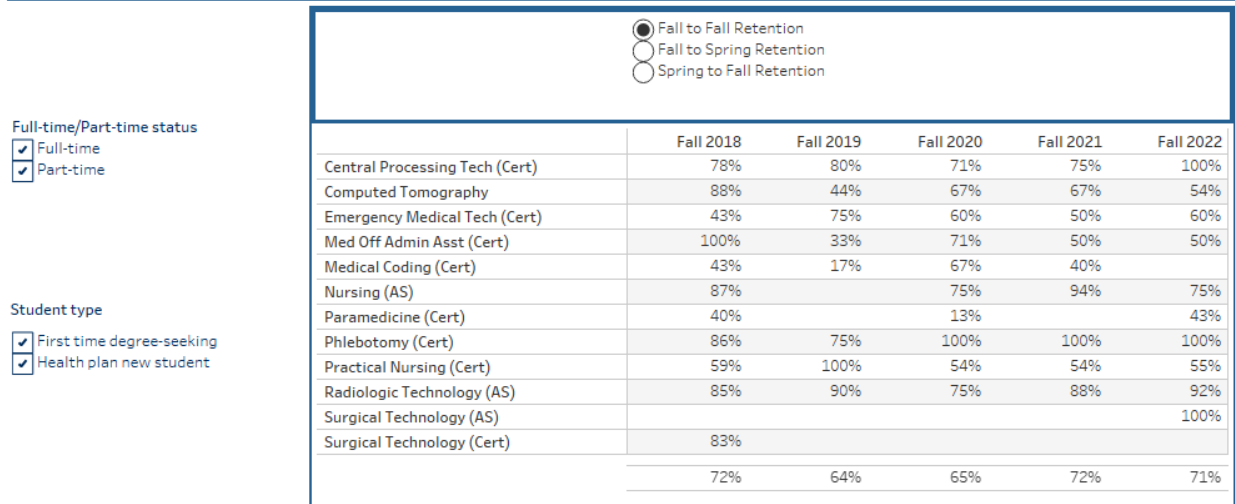


Figure 8.8 - Sample of Health Sciences Dashboards showing Fall to Fall retention trends

Program	2019	2020	2021	2022	2023
Associate Degree in Nursing – RN	100%	83%	100%	81%	90%
Central Processing	--	100%	97%	80%	100%
Computed Tomography	86%	90%	100%	100%	89%
Emergency Medical Technician (EMT)	58%	78%			
Paramedicine	100%	80%	88%	100%	
Practical Nursing – LPN	100%	100%	100%	100%	92%
Phlebotomy	100%	100%			
Radiologic Technology	76%	93%	85%	78%	93%
Surgical Technology	80%	73%	68%	50% ¹	N/A ²

Figure 8.9 - Health Certification and Licensure Examination Pass Rates

The sophisticated laboratories in the new Framingham building allow faculty to improve their assessment of student learning. They can observe students in simulated situations (e.g., a delivery room, an operating room) and evaluate their performance. Most labs have two-way mirrors and video recording equipment.

The Automotive Technology Division excels at using assessment data and technology to improve student learning. Students are assessed according to industry norms for each brand of automobile. These standards include professionalism, such as attendance, timeliness, and appearance. Student attendance is tracked in our learning management system for students to see their own progress towards the standard and for the faculty and Dean to aggregate and determine if the implemented changes are effective. In the Toyota program, students' individual achievements on assessments are

¹ The 2022 Surgical Technology (cert) cohort was the final of the certificate level program.

² The 1st Surgical Technology (AS) cohort completed in 2024. Data are not yet available.

recognized on a “brag board” outside the classroom. This real-time, continuous improvement model of assessment of student learning allows faculty and students to see and act on feedback quickly and helps faculty the program for better outcomes and industry-aligned expectations. The Advisory Boards for the automotive technology programs play an active role in reviewing the evidence that students are learning what the industry expects graduates to know when they join the workforce.

Other examples include the Engineering and Business programs, whose assessments are described in our response to Standard Two.

Across the College, assessment work has continued to improve teaching and learning as a result of assignment design, use of rubrics, and scaffolded learning. Faculty in Human Services have improved upon their use of rubrics and templates each year to better provide guidance to students and assess their work. These improvements include use of a new research rubric to assess students’ use of mathematical tools and quantitative reasoning to solve problems, an updated research and oral presentation rubric and peer review rubric, and development of a peer review process to assess a sense of belonging and empowerment.

During 2023-2024, the Cybersecurity program underwent an extensive review as part of its application to receive the National Security Agency’s Center of Academic Excellence designation. The faculty created a schedule for the review and assessment of programmatic learning outcomes. Many of the changes made to the program were based on informal feedback by faculty rather than formal assessments. For instance, faculty identified student knowledge gaps and consequently made Networking I a prerequisite for Cybersecurity courses. Other changes, such as requiring Cybercrime and Cyber Ethics courses, were made to contextualize students’ education within the realm of industry standards and needs.

Overall, while programmatic assessment of learning outcomes has improved and most departments are conducting at least an informal assessment using indirect evidence, faculty must follow through on annual assessment plans and use evidence to improve curriculum and pedagogy to improve student learning. The College recognizes that improvements are required to systematize the assessment of student learning and has begun to implement strategies for doing so. The Provost’s Office will work with department chairs, academic deans, the new Center for Teaching and Learning, and OIE to support faculty with program review and student learning outcomes assessment. Starting in 2024-2025, OIE will routinely provide department chairs with program- and course-level retention and success dashboard data to help inform their assessments. Further, department chairs will be held accountable for carrying out their department’s outcomes assessment activities. [Chair appointment letters](#) for 2024-2025 included the following language explicitly stating that the Chair role includes coordinating the annual assessment of student learning and leading program review.

Attached is the job description for the Chair role. In particular, I would like to highlight bullet point H: Develop and prepare for submission all reports and accreditation materials required by governing or accrediting agencies. This includes coordinating the Annual Assessment of Student Learning Report and leading the Program Review process for your area (implementing recommendations from a prior year’s review, conducting a review, or preparing for a review as applicable for your program). Your Dean and I thank you in advance for your leadership in this area, and we look forward to working with you to complete this important work for the College.

The ICAT Survey administered when MassBay joined Achieving the Dream revealed that faculty need more data for assessment work. This year, OIE is launching a series of new program-level Tableau dashboards. These dashboards contain the data most commonly used for program review. They will be updated annually and allow chairs, coordinators and Deans to access the most current data available even between program review years. In addition, we will provide individual faculty members with their own course-level success data, starting in 2025-2026 so that faculty will be able to disaggregate these data to assess outcomes.

Additionally, the College is expanding its current “assessment lunch” meetings and activities to better reflect its priority that assessment should be faculty-led. The Faculty Assessment Coordinator will meet with faculty regularly to expand their assessment of graduation competencies. Support for faculty assessment will be a primary goal for the new Dean of the Center for Teaching and Learning who joined the College in July 2024. She will support faculty carrying out annual assessments and program reviews by offering professional development, instructional design assistance, and opportunities to attend assessment conferences, including those of the New England Educational Assessment Network, Advancing a Massachusetts Culture of Assessment (AMCOA), and the AAC&U. The new Center will also build a repository of faculty resources to assist with academic assessment and faculty supports for pedagogy.

CO-CURRICULAR LEARNING ASSESSMENT - DESCRIPTION

MassBay provides a number of co-curricular learning opportunities for its students, ranging from our Student Government Association and orientation leader program to athletics, non-credit internships, mentoring, the DREAM program, and other clubs and events. The Student Development Office oversees most of these experiences, which are described in our response to Standard Five.

CO-CURRICULAR LEARNING ASSESSMENT - APPRAISAL

CCSSE and ICAT survey data have been helpful in demonstrating the impact of the College’s extra- and co-curricular activities on students. For instance, 65% of the college community’s 2023 ICAT respondents felt that the College was “taking proactive measures to engage more students in institution life and activities.”

Data from our 2024 administration of the CCSSE demonstrates that, when compared to other colleges similar in size, MassBay had similar percentages of students who said their experience at their college contributed to their knowledge, skills, and personal development in four of nine measures, and in five of the nine compared with all CCSSE colleges. Further, the percentage of MassBay students who reported that their experience at the College contributed to their knowledge, skills, and personal development for all eight of the nine measures increased from 2017 to 2024 with a difference of means ranging from 0.13 to 0.23.

Student Development staff rely on student survey and anecdotal data to inform decisions regarding the co-curricular experience. They prioritize listening to students and being responsive to their expressed needs. For example, in 2024, after hearing from students in SGA that more leadership training would be helpful, Student Development created a one-day training program. Pre- and post-training surveys will be used to assess the quality and usefulness of this training session. The Office of

Career, Internship, and Mentoring Services collects data annually from its internship site supervisors. These data are used to ensure that our students are prepared for internships and that, in turn, the students engage in meaningful experiences during these experiential opportunities. Recently, the STEM Starter Academy reviewed its peer mentor program to assess the program's impact. This five-year retrospective reviewed 323 mentees from 2015 to 2019 and demonstrated that students who participated in the STEM Mentoring Program completed their associate degree at higher rates than those who did not participate. Similarly, participants more often transferred to a four-year institution.

The College recognizes that some students can have difficulty balancing co-curricular activities with their studies, the primary reason for their enrolling in MassBay. The Director of Student Engagement, Inclusiveness, and Belonging, who occupies a newly created position and will centralize much of the College's co-curricular offerings, is charged with helping students balance curricular and co-curricular activities.

OIE will work with Student Development and other areas of the College that offer co-curricular activities to continue reviewing and assessing student learning outside of the classroom. Future planning may include developing resources within Student Development to track success and retention of students engaged in co-curricular activities, to be overseen by the new Director of Student Engagement, Inclusiveness, and Belonging.

PROJECTIONS – EDUCATIONAL EFFECTIVENESS

1. Incorporate the annual assessment of learning outcomes into ongoing development of curriculum, pedagogy, programming, including monitoring our progress in meeting equity goals (Faculty, Academic Deans, Dean of Teaching and Learning, Associate Dean for Institutional Effectiveness, 2024-2028).
2. Extend efforts to assess graduation competencies, focusing on assessment at the course level (Faculty, Academic Deans, Dean of Teaching and Learning, Associate Dean for Institutional Effectiveness, 2024-2026).
3. Examine the teaching of competencies that span across the disciplinary curriculum, such as English language skills, soft skills, digital skills, and information literacy; identify the courses in which they are taught; and comprehensively assess them to make changes to curriculum (Faculty, Academic Deans, Dean of Teaching and Learning, Associate Dean for Institutional Effectiveness, 2025-2027).

STANDARD 9 – INTEGRITY, TRANSPARENCY, AND PUBLIC DISCLOSURE

INTEGRITY - DESCRIPTION

MassBay is committed to upholding the highest standards of integrity and ethical behavior in all aspects of our institution. With clear policies, dedicated leadership, and a commitment to open dialogue, we strive to foster a community in which honesty, fairness, and accountability are paramount. These notions are built into our articulated values—in particular, Communication, Respect, and Diversity—and in our Equity Statement, all of which are published in various documents and on our [website](#). Our governance committees periodically review and assess policies and procedures to ensure compliance with standards and regulations, and operational oversight by departments such as Human Resources, Registrar, Finance, and OIT contribute to an environment in which people act with integrity. OIT department is dedicated to protecting our infrastructure and equipping students and employees with the knowledge and tools to safeguard data, mitigate risks, and uphold the trust placed in us by our community.

Specific guidelines related to integrity in behavior can be found in many publications and throughout our website. Expectations and procedures related to the relationship between administration and our faculty and staff are outlined in the various [union contracts](#), as well as for procedures for grievances. Students are expected to behave in accordance with the policies governing their conduct and academic integrity that are detailed in the Code of Conduct found in the [Student Handbook](#). The handbook provides information on students' rights and obligations, and the steps for handling grade appeals, grievances, and Title IX complaints. Please see our responses to Standards Five, Six, and Seven for more detail.

Members of our community also have rights regarding their behavior and the environment in which they work and learn. Academic freedom is an essential pillar of MassBay; the academic freedom of faculty is described in the union contract (and discussed in more detail in our response to Standard Six), and students' rights with regards to their pursuit of an education and to fair and equal treatment are articulated in the Student Handbook. Enumerated student rights include the right to individual expression, the right to collective expression, the right to academic pursuit, the right to non-discrimination, and the right to exercise beliefs.

As a public institution, the College must also abide by state requirements. Massachusetts' conflict-of-interest laws seek to prevent conflicts between private interests and public duties, foster integrity in public service, and promote the public's trust by restricting what state employees may do on the job, after hours, and after leaving public service. The law requires all employees – full- and part-time—to acknowledge receiving a copy of the Summary of the Conflict-of-Interest Law annually and to complete an online training program every other year. MassBay Trustees must go through a required training that includes conflict-of-interest law, fraud prevention, and fiduciary responsibilities at least once every four years.

MassBay is dedicated to promoting the equity agenda throughout our institution. The College has recently focused much of the professional development of our faculty and staff on related issues as described throughout this self-study, and students have also participated in opportunities to

understand and apply equity-related principles and practices. Job descriptions describe our values, and recruitment training will soon be required for all search committee members.

MassBay's Associate Dean of [Equity Assurance and Title IX Coordinator](#) works to promote and ensure fairness and equity throughout our organization. She collaborates with our Chief Diversity Officer, Human Resources, and Student Development to create and maintain an environment that affirms the diversity of people and ideas and delivers presentations and workshops on topics related to Title IX, discrimination and harassment, and legal requirements.

The College's [Institutional Review Board](#) promotes and ensures integrity with respect to research that may affect our students or employees. Comprised of full- and part-time faculty and staff who serve two-year terms and receive training in the protection of human subjects, it evaluates the ethical implications of research protocols and requires modifications when necessary to safeguard participants' welfare.

Finally, the College acts with integrity in its relationships with its accreditors. It notifies NECHE regarding any relevant matters and complies with all Commission requirements and requests.

INTEGRITY - APPRAISAL

An institution's environment and campus culture can reveal much about its commitment to integrity and accountability. MassBay was able to get a sense of students' perceptions of the environment of the College from a recent assessment. An independent firm that recently administered a [Student Experience Survey](#) found that "[o]verall, most students indicated that they feel a sense of belonging as well as safe and protected at the College. Most students also agreed that the College treats all students equitably." While these results are heartening, results to questions indicated students' knowledge of our policies and resources related to sexual misconduct was mixed. Our Associate Dean for Equity Assurance is convening a small working group to review the recommendations from the study and determine next steps. The group will focus on a few priorities, including making sure students know how to report information and enhancing our current bystander intervention programs.

The degree of crime on campus is another way to assess the culture of an institution. MassBay has proven to be a safe place across all its campuses, and our latest [Clery Report](#) supports that claim with no reported instances of criminal activity at any campus over the past three years.

MassBay has worked to institutionalize equity principles and practices. Many of the trainings listed elsewhere have helped members of our community learn how to behave ethically in situations in which people themselves or others are not treated equitably. We have also focused on ensuring equal access in the classroom, showing respect in our day-to-day interactions, and creating a community in which all members feel a sense of belonging.

TRANSPARENCY AND PUBLIC DISCLOSURE - DESCRIPTION

MassBay aims for transparency and provides the public and our internal community with a wealth of information about the College and our services, as well as data on student outcomes and many other topics. Our [website](#) is the primary vehicle for publishing information about the College and provides guidance for prospective and current students, employees, and the public. The College assesses use of

the website and looks to continually improve its functionality; over the course of the last year, we redesigned the website in an attempt to make it more accessible and user-friendly. The new website will be launched in February 2025. To be more accessible, it will feature a button that translates each page into Spanish or Portuguese, the two most common languages (other than English) spoken in our community. Other languages will be added shortly.

MassBay's Marketing and Communications Office manages the website, as well as our publications and other communications; departments and offices work with Marketing and Communications to review and update publications as needed. The Office is also responsible for writing press releases and ensuring accurate responses to media inquiries. It oversees social media sites, including [Instagram](#) and [Facebook](#), and a mobile app called MassBayGo that provides up-to-date information on many areas of the College, including resources, events, and public safety notices. The College's public statements are communicated via our website, social media platforms, and publications regarding such matters as program excellence, learning outcomes, public events, and recognition of our students, alumni, faculty, and programs.

For prospective students, the website has an [admissions](#) section with information on [applying to the College](#) and available [programs](#), including applying to our [selective admissions health programs](#), [financing your education](#), and a guide to [next steps](#) following acceptance, which is also available in Haitian Creole. For prospective employees and student workers, the College provides information about [career opportunities](#) and [benefits](#). The new website also features Bucky the chat bot which provides clear and accurate information 24/7.

Information about grading policies is found in the [College Catalog](#), which is available in print and online. Information about grades, including [calculating GPAs](#), is found in the [Academics](#) section of our website. Users of our website can also find information about the [student complaint process](#) and [student conduct process](#), which can also be found in the annual [Student Handbook](#). For current students, a comprehensive listing of [Student Resources](#) with links to the main pages of key offices can be accessed from the home page, ensuring students have a one-stop page to help them find the information they need.

Information regarding records, including student access to their records, financial and other public records such as our annual [Clery reports](#), Board of Trustees information, and guidelines for records requests and inquiries, are presented on a [single page](#). Links to information and forms, as well as contact information for our Vice President of Finance and Administration, who serves as our Records Access Officer, can also be found on this page.

In addition to the [current catalog](#), MassBay provides access to archived catalogs from the past ten years via a drop-down menu on our catalog page, and we additionally provide [pdf versions of catalogs](#) prior to 2021 going back to 2013-2014. The catalog, as well as the [Student Handbook](#), describes the obligations and responsibilities of both students and the College. Information about admissions, enrolling in classes, financial aid, tuition and fees, academic and other policies, degree and certificate programs, and course descriptions, as well as the College's mission, equity, and other statements can be found in the current catalog.

Other specific information published on the MassBay website includes our [mission and institutional description](#), [graduation competencies](#), program-specific [curriculum and learning outcomes](#), [graduation requirements](#), and policies regarding [withdrawal](#) from courses and the College. The website also contains transfer information, including [evaluation of credit](#), [state transfer programs](#), [transfer and articulation agreements](#), and [general transfer information](#). A [listing of courses](#) can be found in our catalog, while information on current and upcoming semester course offerings can be found on a searchable [page](#) that students use in selecting courses for registration. The course offerings can be searched by term, session, format of course delivery, such as online or in-person, campus location, instructor, for credit or not-for-credit, and subject. Current and prospective students can see days and times classes will meet, prerequisite requirements, and the number of seats still available. In addition to being listed on the course offerings page, non-credit course information is located on our [Community Partnerships and Workforce Development](#) page.

Prospective or current students can find detailed information on [tuition and fees](#), as well as a page [explaining](#) the various components of a student's bill. MassBay's website also contains information about [refunds](#) and a link to a financial appeal form that students can submit when circumstances have prevented them from completing coursework. Financial aid information is published on our [website](#), as well as in our [Financial Aid Award Guide](#); guidance regarding federal student loans and links to default rates are also part of our financial aid [site](#). Massachusetts' new [free community college](#) programs are highlighted on the site with eligibility information, instructions on how to apply, answers to frequently asked questions, as well as a listing of upcoming in-person and virtual information sessions.

Student services are well represented on our website. These services are available to students taking classes in any location and via any modality, and many offer virtual assistance. They include [academic advising](#), [academic support](#), [career services](#), [mental health counseling](#), and [student engagement](#), as well as more specialized services aimed at specific populations such as [veterans](#) and [international students](#). Our library has both a [main webpage](#) with general information and a page specifically devoted to [online help and resources](#).

Faculty information can be found in our [catalog](#), including rank, department, and degrees; contact information is accessible in the online college [directory](#). Both sources also include staff information. Names, positions, photographs, and degrees of [administrative officers](#), including the President, Executive Team, and Cabinet, and the names of the members of the [Board of Trustees](#) are also listed on our site.

A variety of information about our students can be found in both our [Institutional Dashboard](#) and our annual [Factbook](#), including annual enrollment by division, program, location, and modality, in addition to demographic breakdowns by race, gender, age, hometown, and high school. It also contains information on student outcomes, including retention and transfer rates and licensure pass rates. The Dashboard includes a description and link to the state's [Performance Measurement Reporting System](#) which allows the public to view data regarding student success and other topics for MassBay and the other public colleges in the state.

Finally, MassBay publishes information about our [NECHE accreditation](#) as well as accreditation of specific programs by other professional accrediting organizations.

Transparency and public disclosure do not end with the information published on our website or in our catalog or other physical materials. People who work for organizations with whom MassBay contracts are identified as such. For instance, security at our Ashland campus is contracted and identified by uniform and badge that they work for a separate company. Our information technology helpline is staffed by a contracted company—BlackBeltHelp—and we recently changed the way they answer service calls; originally, they identified themselves only as the MassBay helpdesk, but they now use a greeting that includes the name of the company.

TRANSPARENCY AND PUBLIC DISCLOSURE - APPRAISAL

MassBay has just completed the development of a new website design, utilizing contracted experts and input from the college community to enhance clarity and coherence. While conducting our self-study, we occasionally found outdated information or links that did not work, as well as pages that could not be accessed through our main page but existed online and could be found and viewed through search engines. The process of transitioning to a website included a review of 1,700 pages of the current site, which yielded the elimination of 800 pages that contained unnecessary or outdated information or that had information appearing elsewhere. As we undertook the website upgrade, we strived to eliminate old and potentially misleading information while ensuring we maintained transparency and accessibility by including all the information our community and the public might need.

The new website design alleviates some navigation and usability issues by updating the backend software and including an improved search function with direct links, a new chat bot for added convenience, an easier-to-navigate course offerings database, a language translation button, and a sleek, modern website layout. The new site will also prominently feature MassBay's story by providing information about faculty and student achievements, with a goal of continually adding updates and in-depth information. Going forward, the College hopes to avoid future issues with outdated information by allowing trained staff members across the College to update their own department pages in a timely manner rather than coordinating all updates through a single web developer. Content will adhere to accessibility standards, will be translatable into multiple languages, and will maximize searchable keywords to ensure the public can find the information about MassBay they seek via search engines.

In addition to managing the website, the Marketing and Communications Office is responsible for all print and digital materials available at the College, working in collaboration with other offices to represent accurate and up-to-date information. For example, Marketing and Communications meets with Admissions staff weekly. The team also schedules routine check-ins concerning the website and other digital and print media with other offices as needed, such as an annual review of the Student Handbook prior to the start of each academic year. In addition, the Marketing and Communications Office takes great care in issuing press releases and handling media inquiries that provide institutional content on a larger scale. All information is vetted through the appropriate office, including academic departments, deans, or the President's Office. Social media posts use readily available information from our website vetted by each department. While the College still prints important materials and ensures they are consistent with what is published online, we recognize that the demand for print publications is waning and strive to be environmentally conscious in decisions about what to print.

The MassBayGo app was designed and implemented in recent years to respond to the ever-growing need to provide the most up-to-date information on the College, including events and scheduling changes; it also served an important purpose during the pandemic as our method for checking vaccination status. The Marketing and Communications Office manages the app, in collaboration with offices and departments as needed. As the College implements EAB Navigate, we will assess whether the app is still useful.

PROJECTIONS – INTEGRITY, TRANSPARENCY, AND PUBLIC DISCLOSURE

1. Modernize and maintain the website.
 - a. Ensure the website is accessible, searchable, easily navigated, and aesthetically pleasing (Vice President for Marketing, Communication, and Institutional Advancement, 2024-2026).
 - b. Maintain website content to be fresh and up-to-date, timely, and relevant, with answers and information available (Vice President for Marketing, Communication, and Institutional Advancement, 2024-2026).
2. Determine whether to continue to support the app MassBayGo or to replace it with EAB's similar feature (OIT, Executive Team, 2025).

AFFIRMATION OF COMPLIANCE WITH FEDERAL REGULATIONS RELATING TO TITLE IV

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

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

URL	https://www.massbay.edu/academics/advising/transcript-evaluation http://massbay.catalog.acalog.com/content.php?catoid=11&navoid=380#academic-advising-and-transfer https://www.massbay.edu/academics/advising/transfer/transfer-agreements
Print Publications	
Self-study/Fifth-year Report Page Reference	Page 32

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

URL	https://www.massbay.edu/complaintform Student Handbook: https://www.massbay.edu/handbook
Print Publications	
Self-study/Fifth-year Report Page Reference	Pages 48, 95

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

Method(s) used for verification	The College employs a variety of strategies, assessment techniques, and technological methods to ensure student authentication and academic integrity. All MassBay students must use a unique username and password combination to access the College's secure Blackboard Learning Management System and Bay Navigator student information system. Faculty are trained in the use of pedagogical strategies, such as threaded discussion and personalized written assignments to establish an instructional relationship with students over the course of the semester and observe their writing style over time. Faculty are also advised to use multiple assessment types within their courses. Some faculty proctor their own examinations on campus or make arrangements with individual students for a proctor at a remote location, such as another community college or a public library. The College does not charge a fee for such arrangements.
Self-study/Fifth-year Report Page Reference	Page 36



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

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

URL	https://www.massbay.edu/neche https://www.watertownmanews.com/2025/02/03/public-invited-to-offer-comments-as-part-of-massbay-reaccreditation-process/ https://framinghamsource.com/index.php/2025/01/29/public-invited-to-offer-comments-as-part-of-massbay-reaccreditation-process/
Print Publications	
Self-study Page Reference	Page xlv

The undersigned affirms that **Massachusetts Bay Community College** meets the above federal requirements relating to Title IV program participation, including those enumerated above.

Chief Executive Officer: 

Date: February 20, 2025

March 2016, June 2020, August 2021

E-SERIES FORMS
General Accreditation

Institutional Learning Outcomes / Graduation Competencies	(1) Where are the learning outcomes for this level/program published?	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made as a result of using the data/evidence?	(5) Date of the most recent program review
At the institutional level: There are seven graduation competencies that cover both institutional and general education for our students. These include 1) written and oral communication, 2) quantitative skills, 3) technological/computer/information science facility, 4) knowledge about the natural world, 5) diversity, equity and inclusion, 6) critical thinking and informed decision-making, and 7) personal, social and civic responsibility.	Website	For written communication, DEI, and critical thinking, faculty engage in an assignment design process that leads to a course-level assignment deployed in the upcoming semester. These assignments generate student artifacts that are assessed by College faculty using an adopted rubric. In the case of knowledge about the natural world, there are courses with common lab assignments and shared course outcomes that can be assessed. Other graduation competencies are currently being examined for bringing them into alignment with this faculty-led process centered around assignment design and/or common course assignments.	Faculty assess student learning in all cases. With WC, CT, and DEI the process is that faculty are invited to apply for scoring assignments. Those selected are then trained on the rubric and engage in a norming session to align their interpretation of the rubric and artifacts. Scores are then generated for each deidentified student artifact with 2 or more scorers assigned to each. Faculty are then provided a report back on their own scores as well as the aggregate scores of the group in the case of CT. The others (DEI and WC) are working towards a similar model. All aggregate evidence is evaluated by the Graduation Competency Assessment Coordinator, Assoc Dean of Institutional Effectiveness, and the Provost's Office. In the case of natural world competency, biology faculty collaborate to review student work on the common labs to determine the effectiveness of student learning. Additionally, specially convened groups, such as TOSSS, have looked at data related to CT courses.	Faculty are provided their own score reports for CT, and WC and DEI are to follow. Faculty who completed the CT assignment design workshop can now attend again as mentors and re-design or design a second assignment based on their learning in earlier terms. Biology faculty convened to create the common labs and refined their work based on evidence of student learning. The CT faculty are being offered additional support in light of student performance in online courses. WC has been expanded beyond the English faculty to include all interested faculty provided they generate an assignment that meets the requirement of the GC. And the DEI competency is being revisited by a group of faculty to refine the rubric and provide better guidance on classroom level assessment of this GC.	While there is no program review for institutional level learning / general education, there is a Spring 2025 Faculty Learning Community beginning the process of reviewing the general education structure and process at MassBay, including the assessment of student learning tied to the existing graduation competencies.

Degree Program	(1) Where are the learning outcomes for this level/program published?	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made as a result of using the data/evidence?	(5) Date of the most recent program review
Accounting (AS)	Website . They are also given in the Accounting Program Review and in internal documents sent to the division Dean. Learning Outcomes	The outcomes are met by taking multiple upper-level courses and showing proficiency in Intermediate Accounting I & II, Managerial Accounting, and Intro to Taxation courses.	Departmental faculty review the evidence and consider potential changes.	The faculty conducting the assessments make their own adjustments as deemed appropriate given their expertise in this area such as revising assignments based on assessment results.	5/27/2022
Advanced Cyber Security (Cert)	Website Learning Outcomes	Application for NSA Certificate of Academic Excellence; review of chapter exams, laboratory & simulation exercises, quizzes, assignments and exams	Departmental faculty review the evidence and consider potential changes.	Departmental faculty recognized that students did not have sufficient introductory knowledge of networking and so introduced networking concepts earlier in the curriculum and made programmatic changes to prioritize networking.	Spring 2024 (CAE designation)
Automotive Technology - BMW (AS)	Website Learning Outcomes	Written and online exams, hands-on evaluation, observation of professional conduct	Departmental faculty review the evidence and consider potential changes.	Increase use of automated lab sheets and repair orders, more detailed grading sections	2025
Automotive Technology - Chrysler (AS)	Website Learning Outcomes	At the end of each course, there is a Hands-on final exam or assessment. Assessments are from the sponsoring manufacturer (Chrysler); the assessment is based on current industry trends and technologies. All are administered by the instructor.	The results are evaluated by the program instructor, and modifications to the curriculum are made to ensure compliance with our accrediting body, ASEEF. Chrysler also evaluates the curriculum and results of the assessments to ensure they are up to Chrysler's high standards as well as industry norms.	As a result of the data, new training equipment has been purchased to improve student learning outcomes. New equipment includes a new A/C machine, an electrical test board, and numerous special tools from the manufacturer. Some of the results have resulted in the instructor going to update training.	ASEEF 2.5-year review 2022, Full review in 2025
Automotive Technology - General Motors (AS)	Website Learning Outcomes	The final written/skill assessment occurs at the end of each course and is a collection of high-level hands-on exercises that evaluate the student's proficiency and progress of several learning outcomes.	Individual Instructors interpret the evidence. This is based on established rubric criteria as well as manufacturer/industry standards. In addition to ASEEF guidelines	Learning outcomes are evaluated on a regular basis to determine areas of strength or weakness. Instructors adapt and modify curriculum as needed to address any findings.	5/1/2023

Automotive Technology - Toyota/Lexus (AS)	Website Learning Outcomes	Exams and assessments that gauge the cognitive (written) and formative (hands-on) skills of the student. Observed examination of the student's attendance, conduct and adherence to safety protocols in the classroom and lab space. Evaluations of the students' workplace (Internship) conduct and knowledge through written evaluation and discussions with their employer. Measured completion / participation of the manufacturers required on-line learning assignments, and certification exams (ASE). Demonstrated competence of the standards established by our accrediting body: Automotive Service Excellence Educational Foundation (ASEEF)	Faculty and Chair Workplace supervisor, faculty and chair Manufacturer tracking systems, faculty and chair Faculty, chair, workplace supervisor.	Curriculum undergoes continuous review and update, via committees from the T-TEN community dedicated to curriculum review and maintenance. Focus on behavior and attendance was increased and made a portion of the students' overall grade. Tracked and posted on Blackboard Increased education of the student and the dealer of expectations and requirements. Brag board was set up outside the classroom to recognize individual achievements. This has created a buzz and a competitiveness around the assignments Changes here align with curriculum changes	Program review completed through accreditation by ASEEF and Certification by Toyota T-TEN. Last review was 2018. Currently due for reaccreditation 2025. (Note: original reaccreditation was due in 2024 but moved at the request of ASEEF to align with the other auto programs at MassBay)
Automotive Technology - Toyota/Lexus (Cert)	Website Learning Outcomes	Exams and assessments that gauge the cognitive (written) and formative (hands-on) skills of the student. Observed examination of the student's attendance, conduct and adherence to safety protocols in the classroom and lab space. Evaluations of the student's workplace (Internship) conduct and knowledge through written evaluation and discussions with their employer. Measured completion / participation of the manufacturers required on-line learning assignments, and certification exams (ASE). Demonstrated competence of the standards established by our accrediting body: Automotive Service Excellence Educational Foundation (ASEEF)	Faculty and Chair Workplace supervisor, faculty and chair Manufacturer tracking systems, faculty and chair Faculty, chair, workplace supervisor.	Curriculum undergoes continuous review and update, via committees from the T-TEN community dedicated to curriculum review and maintenance. Focus on behavior and attendance was increased and made a portion of the students' overall grade. Tracked and posted on Blackboard Increased education of the student and the dealer of expectations and requirements. Brag board was set up outside the classroom to recognize individual achievements. This has created a buzz and a competitiveness around the assignments Changes here align with curriculum changes	Program review completed through accreditation by ASEEF and Certification by Toyota T-TEN. Last review was 2018. Currently due for reaccreditation 2025. (Note: original reaccreditation was due in 2024 but moved at the request of ASEEF to align with the other auto programs at MassBay)
Biotechnology (AS)	Website Learning Outcomes	Exams, laboratory records, practicals	Departmental faculty review the evidence and consider potential changes.	Course and program changes made to better align outcomes with industry standards; focus	Scheduled to begin in Fall 2024

				on hands-on lab experimentation; new center of "Therapeutics and Genomics Training" was created in alignment with workforce needs;	
Biotechnology: Genomics & Biomanufacturing (AS)	Website Learning Outcomes	Exams, laboratory records, practicals	Departmental faculty review the evidence and consider potential changes.	Course and program changes made to better align outcomes with industry standards; focus on hands-on lab experimentation; new center of "Therapeutics and Genomics Training" was created in alignment with workforce needs;	Scheduled to begin in Fall 2024
Business Administration (AS)	Website . They are also distributed to students by Advising and the Professor Advisors. The course level learning outcomes are listed on the syllabus for each course and reviewed by the Dean of BPS each term. Learning Outcomes	For each of the 5 assessments (one per year) by the fulltime professor, students completed specific assignments were reviewed and had the outcome / result / often grade for the assignment reviewed with opportunities for improvement and enhancement.	The full-time professor who taught the course / assignment for each course section reviewed specific areas for assessment and made changes as they saw fit. There was no broader departmental or divisional review.	After evaluating student work, faculty identified multiple areas of improvement. First, in the Economics courses, the instructor separated the final project into smaller parts and provided in-class instruction on using Microsoft Excel. Second, the instructor of Principles of Management and Human Resource Management researched and utilized updated case studies that included more recent examples. Third, the Principles of Marketing instructor created a marketing plan template for students to build work into, thus making the project clearer and easier to navigate. Lastly, the Principles of Marketing instructor began to utilize an Extension Without Penalty (EWP) grading system that provided students with a built-in extension for assignments. This instructor also incorporated the EWP system into their Principles of Management course.	5/31/2023

Central Processing Tech (Cert)	Website Learning Outcomes	Students take a National Certification Exam.	Staff meets in September to review the previous year and plan changes	Staff is considering lowering the number of clinical hours required after a survey of other competing programs	9/4/2019
Computed Tomography (Cert)	Website Learning Outcomes	retention, completions, and pass rates of certification exam	n/a	n/a	program is not actively admitting students and is being evaluated
Computer Info Systems (AS)	Website Learning Outcomes	Review of chapter exams, laboratory & simulation exercises, quizzes, assignments and exams	Departmental faculty review the evidence and consider potential changes.	Analysis of student competency on using scripting language to problem solve and implement solutions demonstrated need to introduce scripting earlier in the curriculum and to scaffold it for students; departmental faculty met to discuss ways in which to better support students understanding these concepts.	Scheduled to begin in Fall 2024
Computer Networking (Cert)	Website Learning Outcomes		Departmental faculty review the evidence and consider potential changes.	n/a	
Computer Science (AS)	Website Learning Outcomes	Review of chapter exams, laboratory & simulation exercises, quizzes, assignments and exams	Departmental faculty review the evidence and consider potential changes.	Analysis of student competency on using scripting language to problem solve and implement solutions demonstrated need to introduce scripting earlier in the curriculum and to scaffold it for students; departmental faculty met to discuss ways in which to better support students understanding these concepts.	Scheduled to begin in Fall 2024
Computer-Aided Design (CAD) (Cert)	Website Learning Outcomes	Relevant course assignments that include concrete examples, situations, and projects where students had to solve an engineering problem.	Departmental faculty review the evidence and consider potential changes.	n/a	Scheduled to begin in Fall 2024
Criminal Justice (AS)	Website Learning Outcomes	As students progress through the degree, the program level outcomes are intentionally reinforced by department faculty. Assignments and course work, particularly in 200 level courses, are designed to allow students to demonstrate their	Program level student learning outcomes are regularly discussed at monthly criminal justice department meetings. Curriculum design around the outcomes is a frequent topic and faculty openly share course assignments /	Faculty in criminal justice have used assessment data to both refine classroom pedagogy and introduce new assignments / course work / learning modules such as course work that reinforces the importance of	5/31/2022

		growth in the key areas noted in the learning outcomes.	activities / projects to ensure learning outcomes are being met.	diversity, equity, and inclusion in the criminal justice system, new assignments that keep students up-to-date on current court room decisions, and updated readings/material that reflect contemporary issues and challenges in the criminal justice system. The department also plans to begin a revision of program level learning outcomes in the 24/25 academic year.	
Cyber Security (AS)	Website Learning Outcomes	Application for NSA Certificate of Academic Excellence; Review of chapter exams, laboratory & simulation exercises, quizzes, assignments and exams	Departmental faculty review the evidence and consider potential changes.	Departmental faculty recognized that students did not have sufficient introductory knowledge of networking and so introduced networking concepts earlier in the curriculum and made programmatic changes to prioritize networking.	Completed Spring 2024
Cyber Security (Cert)	Website Learning Outcomes	Application for NSA Certificate of Academic Excellence; Review of chapter exams, laboratory & simulation exercises, quizzes, assignments and exams	Departmental faculty review the evidence and consider potential changes.	Departmental faculty recognized that students did not have sufficient introductory knowledge of networking and so introduced networking concepts earlier in the curriculum and made programmatic changes to prioritize networking.	Completed Spring 2024
Early Childhood Ed (Cert)	Website Learning Outcomes . Course outcomes are listed on the syllabi for the courses.	ECE Cert. students complete the same 5 key assessments used to measure performance for the ECE degrees (for NAEYC accreditation)	Graded rubrics are sent to the Dept. Chair for review and to compile results from all sections that administer the assessment. Results are discussed at Dept. mtgs. Emphasis is placed on performance on the Portfolio (the final key assessment), on which students must receive a B- to pass the course	Examples of changes resulting from performance review: addition of more activities related to advocacy in earlier coursework to prepare for advocacy assignment during practicum. Addition of prep discussion board assignment to prepare for writing a full activity plan.	An NAEYC annual report is due on Sept. 30, 2024, which will include assessment data. Although certificate programs are eligible for NAEYC Accreditation, our certificates are the same core early childhood courses that are assessed for our AS in Early

					Childhood Education and have the same program outcomes and key assessments. The data for the certificate programs is collected and analyzed on the same schedule.
Early Childhood Education: Infant-Toddler Teacher (Cert)	Website Learning Outcomes	Review of chapter exams, laboratory & simulation exercises, quizzes, assignments and exams	Departmental faculty review the evidence and consider potential changes.	Analysis of student competency on using scripting language to problem solve and implement solutions demonstrated need to introduce scripting earlier in the curriculum and to scaffold it for students; departmental faculty met to discuss ways in which to better support students understanding these concepts.	Scheduled to begin in Fall 2024
Electrical & Computer Engineering (AS)	Website Learning Outcomes	Annual assessment reports	The engineering faculty selects an outcome to assess annually. Based on the outcome, relevant courses and assessment data are selected. Along with the data each faculty provides data interpretation. The notes and data are collected by the department chair and combined into one report. The report is then shared with all participating faculty for review and comments.	Incremental changes have been incorporated into various programmatic courses over the years. Some include additional teamwork, case study interpretation, and prerequisite course adjustments.	April 2022
Engineering (AS)	Website Learning Outcomes	Annual assessment reports	The engineering faculty selects an outcome to assess annually. Based on the outcome, relevant courses and assessment data are selected. Along with the data each faculty provides data interpretation. The notes and data are collected by the department chair and combined into one report. The report is then shared with all participating faculty for review and comments.	Incremental changes have been incorporated into various programmatic courses over the years. Some include additional teamwork, case study interpretation, and prerequisite course adjustments.	2025
Engineering Design (AS)	Website Learning Outcomes	Annual assessment reports	The engineering faculty selects an outcome to assess annually. Based	Incremental changes have been incorporated into various	2025

			on the outcome, relevant courses and assessment data are selected. Along with the data each faculty provides data interpretation. The notes and data are collected by the department chair and combined into one report. The report is then shared with all participating faculty for review and comments.	programmatic courses over the years. Some include additional teamwork, case study interpretation, and prerequisite course adjustments.	
Entrepreneurship (Cert)	Website Learning Outcomes	Case study analyses, discussion questions, quizzes and exams, creating a business plan, and small group exercises.	Department Chair	Add homework assignments on marketing plans, incorporate decision-making and problem-solving models, more in-class verbal discussions, and increase detail in plan outlines.	Fall 2019
Environmental Sciences & Safety (AS)	Website Learning Outcomes	Exams and labs from two courses in the curriculum	Departmental faculty review the evidence and consider potential changes.	Incorporated program and course changes to better reflect climate change education and to add Safety concepts and priorities to learning outcomes	Summer 2023
General Business - Hospitality Management (AS)	Website Learning Outcomes	HM 101 – Final Project; interview with a person working in the hospitality industry HM 102 – Certification exam from the Educational Institute of the American Hotel and Lodging Association HM 201 – Final Project – creating a restaurant concept for a proposed restaurant building in Boston; ServSafe Alcohol Certification Exam HM 208 – Final Project – creation of culinary walking tour HM 203 – Reflection Paper on the event the class planned and executed	Departmental faculty review the evidence and consider potential changes.	Program description and learning objectives were revised.	Spring 2024
General Business - Hospitality Management (Cert)	Website Learning Outcomes	HM 101 – Final Project; interview with a person working in the hospitality industry HM 102 – Certification exam from	Departmental faculty review the evidence and consider potential changes.	Program description and learning objectives were revised.	Spring 2024

		the Educational Institute of the American Hotel and Lodging Association HM 201 – Final Project – creating a restaurant concept for a proposed restaurant building in Boston; ServSafe Alcohol Certification Exam HM 208 – Final Project – creation of culinary walking tour HM 203 – Reflection Paper on the event the class planned and executed			
General Business - International Business (AS)	Website and also on curriculum sheets distributed by Advising and the Professor Advisors. In addition, the learning outcomes for specific courses are on the syllabus for each course and reviewed by the Dean of BPS for accuracy and completeness each term. Learning Outcomes	Students completed specific assignments and had the outcome / result / often grade for the assignment reviewed by the full-time professor who identified opportunities for improvement. In addition, as specific topics became more relevant, new materials and assessments were created.	The full-time professor completed the 5 assessments (one for each year) and made detailed specific recommendations for improvement. The professor then made the changes. No broader departmental or divisional review was conducted.	After evaluating student work, faculty identified multiple areas of improvement. First, in the Economics courses, the instructor separated the final project into smaller parts and provided in-class instruction on using Microsoft Excel. Second, the instructor of Principles of Management and Human Resource Management researched and utilized updated case studies that included more recent examples. Third, the Principles of Marketing instructor created a marketing plan template for students to build work into, thus making the project clearer and easier to navigate. Lastly, the Principles of Marketing instructor began to utilize an Extension Without Penalty (EWP) grading system that provided students with a built-in extension for assignments. This instructor also incorporated the EWP system into their Principles of Management course.	5/31/2023

General Business (AS)	Website . The curriculum sheets are available on the MassBay website and also given to students by Advising and the Professor Advisors. The course level learning outcomes are on the syllabus for each course and reviewed by the Dean of BPS each term. Learning Outcomes	For each of the 5 assessments (one per year) submitted by the fulltime professor, students completed specific assignments and have the outcomes / result / sometimes grade for the assignment(s) reviewed by the professor and recommendations for improvements made. The professor also added new material driven by changes in the business environment discussed with the Business Advisory Board and other market changes.	The full-time professor who taught the course / assignment for each course section reviewed specific areas of assessment and made changes as they saw fit. There is no broader departmental or divisional review.	After evaluating student work, faculty identified multiple areas of improvement. First, in the Economics courses, the instructor separated the final project into smaller parts and provided in-class instruction on using Microsoft Excel. Second, the instructor of Principles of Management and Human Resource Management researched and utilized updated case studies that included more recent examples. Third, the Principles of Marketing instructor created a marketing plan template for students to build work into, thus making the project clearer and easier to navigate. Lastly, the Principles of Marketing instructor began to utilize an Extension Without Penalty (EWP) grading system that provided students with a built-in extension for assignments. This instructor also incorporated the EWP system into their Principles of Management course.	5/31/2023
General Studies Automotive Technology All-Brand (AS)	Website Learning Outcomes	Student progress is evaluated at the end of each course with written and hands-on final skill assessments. These assessments are aligned with the standards and learning outcomes set by our accrediting body: Automotive Service Excellence Education Foundation (ASEEF.) Regular evaluations of student progress are collected from students' cooperative education employment supervisors through student progress surveys conducted at the end of every cooperative education period.	The program coordinator and assisting faculty continuously monitor student progress through direct observation of task completion in the lab environment and through regular evaluations of student progress surveys completed by cooperative education employment supervisors. Adjustments to curricular activities are made as necessary to ensure student competency remains within the requirements of our student learning outcomes and the standards set forth by the	As a result of continuous data monitoring, the program curriculum has been regularly adjusted to better meet the needs of our students and industry partners. The college has facilitated the purchase of relevant hands-on training and diagnostic equipment to support the program and ensure students are being trained on the latest technology used in the industry.	Program established in Fall of 2022. Awaiting full accreditation to be completed division-wide with all other automotive programs in late 2024-early 2025.

			accrediting body: Automotive Service Excellent Education Foundation (ASEEF.) Students are also consulted with one-on-one on a regular basis throughout the program to ensure the personal learning requirements of each student are being met to the highest extent possible.		
General Studies (AA)	Website Learning Outcomes	Case studies, article deconstruction, research collection and assessment, final thesis	Departmental faculty review the evidence and consider potential changes.	Reconfigured department to include cultural studies, critical thinking, humanities, and history	2024
General Studies (AS)	Website Learning Outcomes	Case studies, article deconstruction, research collection and assessment, final thesis	Divisional faculty review the evidence and consider potential changes.	Incorporated quantitative literacy analysis into math courses to ensure student ability to read and analyze mathematical problems	Scheduled to begin in Fall 2024
General Studies: Mathematics (AA)	Website Learning Outcomes	Post-course assessment	Departmental faculty review the evidence and consider potential changes.	Focus teaching on retaining important results throughout the course, reinforce quantitative literacy.	Scheduled to begin in Fall 2024
Human Services Direct Support Grant (Cert)	Website Learning Outcomes	Electronic Portfolio	The department meets monthly or more if necessary and we go over the outcomes through the course assessments and decide if changes are needed.	Students were struggling with practicums so the department created templates with a list for what students need to do and the timeframe. This helped immensely and improvements were made in the course assessments achieving mastery levels.	5/1/2020
Human Services: Substance Abuse (Cert)	Website Learning Outcomes	Electronic portfolio	The department meets monthly or more if necessary and we go over the outcomes through the course assessments and decide if changes are needed.	This is a new program and no changes have been made to this new certificate	5/1/2020
Inf Sys Tech & Mgmt: Tech (AS)	Website Learning Outcomes	Review of chapter exams, laboratory & simulation exercises, quizzes, assignments and exams	Departmental faculty review the evidence and consider potential changes.	Analysis of student competency on using scripting language to problem solve and implement solutions demonstrated need to introduce scripting earlier in the curriculum and to scaffold it for students; departmental faculty met to discuss ways in which to better support	Scheduled to begin in Fall 2024

				students understanding these concepts.	
Info Sys Tech & Mgmt: Mgt (AS)	Website Learning Outcomes	Review of chapter exams, laboratory & simulation exercises, quizzes, assignments and exams	Departmental faculty review the evidence and consider potential changes.	Analysis of student competency on using scripting language to problem solve and implement solutions demonstrated need to introduce scripting earlier in the curriculum and to scaffold it for students; departmental faculty met to discuss ways in which to better support students understanding these concepts.	Scheduled to begin in Fall 2024
Information Technology (Cert)	Website Learning Outcomes	Review of chapter exams, laboratory & simulation exercises, quizzes, assignments and exams	Departmental faculty review the evidence and consider potential changes.	Analysis of student competency on using scripting language to problem solve and implement solutions demonstrated need to introduce scripting earlier in the curriculum and to scaffold it for students; departmental faculty met to discuss ways in which to better support students understanding these concepts.	Scheduled to begin in Fall 2024
Interior Design (Cert)	Website Learning Outcomes	Students would complete Design projects and present them, not only during the full length of the semester, but also, they would complete a larger final project.	"Faculty would review the evidence collected in the assessment. Then use that information to compare it historically to previous assessments."	"Students struggled with the overall verbal presentation in class of their projects, so more emphasis was placed on Verbal Presentation, what to explain first, as well as how to verbally and visually present. Students struggled with producing Designs and drawings in AutoCad software. So more work was placed on understanding how to produce plans during the Drawing and drafting course. Students lacked the understanding of how to design from a business standpoint or culturally, So more emphasis was placed on understanding commercial design as well as different	5/30/2020

				cultural aspects of design, during the Introductory courses."	
Liberal Arts - Communication (AA)	Website Learning Outcomes	For CO 131 and CO 202, students complete final presentations. For CO 100, students complete presentations, written assignments and/or videos.	Moving forward, CO faculty will meet to review. Since there is only 1 full time faculty member, adjuncts will be invited to participate.	Included podcast lessons in curriculum to improve real world communication experiential learning	8/1/2017
Liberal Arts - Elem Ed Tran (AA)	Website Learning Outcomes	Students complete a portfolio in ED 115 Education in American Society.	The Department Chair is the instructor of the course and advisor for the majority of Elementary majors. She reviews the portfolio at the end of the course (offered once a year in the Fall), making changes to the supportive assignments, the Portfolio assignment and rubric, as needed in response to student performance data.	The course outline on the syllabus has been changed to add suggested observation assignments in the weeks when the relevant topics are covered rather than having students pace themselves in completing the artifacts.	5/27/2021
Liberal Arts - English (AA)	Website Learning Outcomes	We conduct a variety of artifact assessments, including an end-of-semester norming and scoring of student portfolios and the assessment of individual artifacts against outcome-specific rubrics.	The EN department assessment committee and the department at large review the assessment results	Changes based on assessment include revisions to student learning outcomes and course descriptions, determinations about course development and course offerings, pursuit of additional professional development and resources, etc.	5/15/2025
Liberal Arts - Human Services (AA)	Website Learning Outcomes	Electronic Portfolio	Department - Human Services - meet monthly or more if necessary The department goes over course and degree outcomes for the students and are they meeting the criteria from the yearly course assessments, are they achieving their goals and do we as a department need to change or modify anything concerning to the students for their accomplishments.	Students were struggling with practicums so the department created templates with a list for what students need to do and the timeframe. This helped immensely and improvements were made in the course assessments achieving mastery levels.	5/1/2020
Liberal Arts - Human Services (Cert)	Website Learning Outcomes	Electronic portfolio	The department meets monthly or more if necessary and we go over the outcomes through the course assessments and decide if changes are needed.	Not applicable	5/1/2020
Liberal Arts - Political Sci (AA)	Website Learning Outcomes	The Political Science program was created just before the start of the	The Political Science program was created just before the start of the	The Political Science program was created just before the	Not applicable

		Covid pandemic and has not yet been assessed. Plans are being prepared to begin annual assessment in the 24/25 academic year.	Covid pandemic and has not yet been assessed. Plans are being prepared to begin annual assessment in the 24/25 academic year.	start of the Covid pandemic and has not yet been assessed. Plans are being prepared to begin annual assessment in the 24/25 academic year.	
Liberal Arts - Psych/Soc (AA)	Website Learning Outcomes	Performances on quizzes, homework, group work, papers, written assignments, etc.	The program chair collects data during both the fall and spring semesters and writes the assessment report. The report outlines the percentage of individuals who have met the criteria and the potential need to emphasize certain concepts in the future.	In one course, students were having difficulty identifying independent and dependent variables. More emphasis was placed on the topic to increase the number of students meeting the criteria.	4/26/2021
Liberal Arts (AA)	Website Learning Outcomes	Course work, case studies, written, oral, and multimedia communication	Departmental faculty review the evidence and consider potential changes.	Incorporated high impact practices into writing intensive courses and lowered course caps in EN101 to provide more in-depth feedback to students	2024
Liberal Arts: Behavioral Health (AA)	Website Learning Outcomes	NEW PROGRAM in 2024	NEW PROGRAM in 2024	NEW PROGRAM in 2024	NEW PROGRAM in 2024
Life Sciences (AS)	Website Learning Outcomes	Final exam, labs, and other student work	Departmental faculty review the evidence and consider potential changes.	Faculty created standardized labs for BI 101 and BI 210. Based upon student grades in labs and feedback from participating faculty, changes in lab sequence and content were made to better scaffold student learning and mastery of concepts	Scheduled to begin in Fall 2024
Management (Cert)	Website and also on the curriculum sheets given to students by Advising and by professor advisors. Learning Outcomes	On each of the 5 assessments (one for each year), Students completed specific assignments and had the outcome / result / score for the assignment reviewed by the professor with opportunities for improvement defined.	The full-time professor who taught the course / assignment for each course section reviewed specific areas of assessment and made changes as they saw fit. There was no broader departmental or divisional review.	First, in the Economics courses, the instructor separated the final project into smaller parts and provided in-class instruction on using Microsoft Excel. Second, the instructor of Principles of Management and Human Resource Management researched and utilized updated case studies that included more recent examples. Third, the Principles of Marketing instructor created a marketing plan template for students to build work into,	5/31/2023

				thus making the project clearer and easier to navigate. Lastly, the Principles of Marketing instructor began to utilize an Extension Without Penalty (EWP) grading system that provided students with a built-in extension for assignments. This instructor also incorporated the EWP system into their Principles of Management course.	
Manufacturing Innovation (Cert)	Website Learning Outcomes	Relevant course assignments that include concrete examples, situations, and projects where students had to solve an engineering problem.	Departmental faculty review the evidence and consider potential changes.	Use student designs in future classes.	Scheduled to begin in Fall 2024
Manufacturing Technology (Cert)	Website Learning Outcomes	Relevant course assignments that include concrete examples, situations, and projects where students had to solve an engineering problem.	Departmental faculty review the evidence and consider potential changes.	Add hands-on lab component early in semester, more frequent quizzes, use student designs in future classes.	Scheduled to begin in Fall 2024
Marketing (Cert)	Website and on the curriculum sheets given to students by Advising and the Professor Advisors. Course level learning outcomes are also included on the course syllabus distributed in each class and reviewed each term by the Dean of BPS. Learning Outcomes	For each of the 5 assessments (one for each year) conducted by the full-time professor, students completed specific assignments and had the outcome / result / often grade for the assignment reviewed by the professor with opportunities identified to improve the material or assignment.	The full-time professor who taught the course did the assessment and implemented the recommended improvements. There was no broader departmental or divisional review.	After evaluating student work, faculty identified multiple areas of improvement. First, the instructor of Principles of Management researched and utilized updated case studies that included more recent examples. Second, the Principles of Marketing instructor created a marketing plan template for students to build work into, thus making the project clearer and easier to navigate. Lastly, the Principles of Marketing instructor began to utilize an Extension Without Penalty (EWP) grading system that provided students with a built-in extension for assignments. The EWP system was also implemented in that	5/31/2023

				instructor's Principles of Management course.	
Mechanical Engineering (AS)	Website Learning Outcomes	Annual assessment reports	The engineering faculty selects an outcome to assess annually. Based on the outcome, relevant courses and assessment data are selected. Along with the data each faculty provides data interpretation. The notes and data are collected by the department chair and combined into one report. The report is then shared with all participating faculty for review and comments.	Incremental changes have been incorporated into various programmatic courses over the years. Some include additional teamwork, case study interpretation, and prerequisite course adjustments.	Feb-24
Medical Assistant (Certificate)	Website Learning Outcomes	Students complete a research project in their last semester MO102.	I rely heavily on the program advisory board to give me feedback for the program.	We have restructured the program, changing from a face-to-face delivery to asynchronous online. The restructured program rolled out Fall 2023.	3/27/2024
Medical Coding (Cert)	Website Learning Outcomes	CPC and CCST exams, job placement	The departmental chair reviews the evidence and considers potential changes.	n/a	Spring 2023
Medical Office Admin Asst (Cert)	Website Learning Outcomes	Memorandum in Real Estate for Paralegals Comprehensive final exam in Introduction to Paralegal Studies Complaint and Answer in Litigation for Paralegals	Annually, faculty review the evidence and consider potential changes.	Memorandum in Real Estate for Paralegals: More resources regarding format and citations was added Comprehensive final exam in Introduction to Paralegal Studies: More content regarding career opportunities was added Complaint and Answer in Litigation for Paralegals: More resources regarding format and information about what a Complaint and Answer should include More detail regarding directions and resources for students to explore was added to all courses	5/12/2024
Paralegal Studies (AS)	Website and course syllabi. Learning outcomes	This is a competency-based program so students are evaluated	We rely heavily on our advisory board with an annual meeting and surveys in between.	New program too soon to evaluate	3/27/2024

		in the lab weekly with check-off sheets.			
Paralegal Studies (Cert)	Website Learning Outcomes	Memorandum in Real Estate for Paralegals Comprehensive final exam in Introduction to Paralegal Studies Complaint and Answer in Litigation for Paralegals	Annually, faculty review the evidence and consider potential changes.	Memorandum in Real Estate for Paralegals: More resources regarding format and citations was added Comprehensive final exam in Introduction to Paralegal Studies: More content regarding career opportunities was added Complaint and Answer in Litigation for Paralegals: More resources regarding format and information about what a Complaint and Answer should include More detail regarding directions and resources for students to explore was added to all courses	5/12/2024
Paramedicine (Cert)	Website Learning Outcomes	Electronic patient care reports, review of skills, decision-making, ability, knowledge and clinical evaluations, scores on NREMT exam, Portfolio review and student/staff/employer surveys	Departmental faculty review the evidence and consider potential changes.	Increase support for using software, improve technology, more involvement with medical director, increased faculty, increased collaboration with clinics and ambulance services, new building / technology with new lab and simulation experiences / assessments, staff and instructor training on new technology.	2025
Phlebotomy (Cert)	Website Learning Outcomes	Competency based hands-on training.	Faculty previously going forward an advisory board.	A restructured program with a couple of new courses will be proposed to fill in educational gaps and career gaps.	4/19/2024
Technology Support (Cert)	Website Learning Outcomes	Review of chapter exams, laboratory & simulation exercises, quizzes, assignments and exams	Departmental faculty review the evidence and consider potential changes.	Implement survey and graded online assignment in the first week of classes, insure use and access to best on-campus facilities, conduct pre/post survey on student confidence with the material, and reinforce	Scheduled to begin in Fall 2024

				necessity of attending lab sessions.	
Web Designer (Cert)	Website Learning Outcomes	Review of chapter exams, laboratory & simulation exercises, quizzes, assignments and exams	Departmental faculty review the evidence and consider potential changes.	Implement survey and graded online assignment in the first week of classes, ensure use and access to best on-campus facilities, conduct pre/post survey on student confidence with the material, and reinforce necessity of attending lab sessions.	Scheduled to begin in Fall 2024
Web Developer (Cert)	Website Learning Outcomes	Review of chapter exams, laboratory & simulation exercises, quizzes, assignments and exams	Departmental faculty review the evidence and consider potential changes.	Analysis of student competency on using scripting language to problem solve and implement solutions demonstrated need to introduce scripting earlier in the curriculum and to scaffold it for students; departmental faculty met to discuss ways in which to better support students understanding these concepts.	Scheduled to begin in Fall 2024

E-SERIES FORMS**Specialized Accreditation**

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.)	(6) Date and nature of next scheduled review
Early Childhood Education (AS) - National Association for the Education of Young Children, NAEYC	12/22/2023	Key assessments (5 assignments from which data is collected on the 5 standards/program outcomes) required revision, including alignment of the corresponding rubrics. These conditions were lifted with the submission and review of the updated key assessments and rubrics. The program is now fully accredited.	We report on employment and transfer rates as well as completion within 100, 150 and 300% of planned completion rate. We also report on the number and per cent of completers for the past three years.	An annual report is due on Sept. 30, 2024, which will include assessment data. A renewal Self-Study Report will be due by September 30, 2028.
Emergency Medical Technician (Certificate) Massachusetts Department of Public Health, Office of Emergency Medical Services	1/1/2024	Unknown	Student pass rates on certification exam.	01/01/2025
Liberal Arts: Early Childhood Education (AA) National Association for the Education of Young Children, NAEYC	12/22/2023	Key assessments (5 assignments from which data is collected on the 5 standards/program outcomes) required revision, including alignment of the corresponding rubrics. These conditions were lifted with the submission and review of the updated key assessments and rubrics. The program is now fully accredited.	We report on employment and transfer rates as well as completion within 100, 150 and 300% of planned completion rate. We also report on the number and per cent of completers for the past three years.	An annual report is due on Sept. 30, 2024, which will include assessment data. A renewal Self-Study Report will be due by September 30, 2028.
Nursing (AS) Accreditation Commission for Education in Nursing (ACEN)	10/15/2020	October 2020 Continued Accreditation	NCLEX 1st time pass rate	2028

Practical Nursing (Certificate) Accreditation Commission for Education in Nursing (ACEN)	9/5/2023	The program's overall (aggregated for the program as a whole) annual program completion rate over two (2) consecutive academic years (e.g., from 2017 to 2018) falls 25% or more below the program's established expected level of achievement (ELA); or the annual program completion rate in a single year falls more than 40% below the program's established ELA.	Program completion rate	Fall 2025, Visit after initial accreditation
Radiologic Technology (AS) JRCERT Joint Review Commission for Education in Radiologic Technology	1/20/2023	Sharing of student learning outcomes	Program Completion rate, ARRT Exam Pass Rate, Job placement rate,	October 2024 JRCERT site visit
Surgical Technology (AS) Accreditation Review Committee for Surgical Technology and Surgical Assisting ARCSTSA	7/31/2023	Accreditation was granted in September 2016 with an on-site visit not later than 2026 and annual reports submitted yearly.	Key performance indicators are Retention, Exam Participation, Exam Pass Rate, Graduate surveys and Employer Surveys	On-site visit due in 2026.
Surgical Technology (Cert) - Accreditation Review Committee for Surgical Technology and Surgical Assisting ARCSTSA* in process	7/31/2023	Accreditation was granted in September 2016 with an on-site visit not later than 2026 and annual reports submitted yearly.	Key performance indicators are Retention, Exam Participation, Exam Pass Rate, Graduate surveys and Employer Surveys	On-site visit due in 2026.

Standard 7: Institutional Resources
(Statement of Financial Position/Statement of Net Assets)

Fiscal Year ends - month & day: (06/30)		2 Years Prior (FY 22)	1 Year Prior (FY 23)	Most Recent Year 24	% Change 2 yrs-1 yr prior	% Change 1 y-most recent
ASSETS (in 000s)						
?	Cash and Short Term Investments	\$32,106	\$36,324	\$38,629	13.1%	6.3%
?	Cash held by State Treasurer	\$0	\$0	\$0	-	-
?	Deposits held by State Treasurer	\$1,915	\$1,673	\$2,375	-12.7%	42.0%
?	Accounts Receivable, Net	\$3,530	\$4,708	\$4,485	33.4%	-4.7%
?	Contributions Receivable, Net	\$0	\$890	\$139	-	-84.4%
?	Inventory and Prepaid Expenses	\$77	\$632	\$1,071	724.0%	69.5%
?	Long-Term Investments	\$2,227	\$1,820	\$1,790	-18.2%	-1.7%
?	Loans to Students	\$0	\$0	\$0	-	-
?	Funds held under bond agreement	\$0	\$0	\$0	-	-
?	Property, plants, and equipment, net	\$33,035	\$68,890	\$79,150	108.5%	14.9%
?	Other Assets	\$1,348	\$786	\$665	-41.7%	-15.3%
	Total Assets	\$74,238	\$115,723	\$128,304	55.9%	10.9%
LIABILITIES (in 000s)						
?	Accounts payable and accrued liabilities	\$7,653	\$9,227	\$12,227	20.6%	32.5%
?	Deferred revenue & refundable advances	\$2,411	\$3,502	\$2,630	45.2%	-24.9%
?	Due to state	\$0	\$0	\$0	-	-
?	Due to affiliates	\$114	\$86	\$48	-24.1%	-44.3%
?	Annuity and life income obligations	\$0	\$0	\$0	-	-
?	Amounts held on behalf of others	\$0	\$0	\$0	-	-
?	Long-term investments	\$0	\$0	\$0	-	-
?	Refundable government advances	\$0	\$0	\$0	-	-
?	Other long-term liabilities	\$10,886	\$10,714	\$7,628	-1.6%	-28.8%
	Total Liabilities	\$21,064	\$23,529	\$22,533	11.7%	-4.2%
NET ASSETS (in 000s)						
	Net Assets without donor restrictions					
	Institutional	\$14,545	\$17,810	\$20,043	22.5%	12.5%
?	Foundation	\$1,574	\$1,441	\$1,730	-8.5%	20.1%
	Total	\$16,119	\$19,251	\$21,772	19.4%	13.1%
	Net Assets with donor restrictions					
	Institutional	\$32,035	\$67,406	\$78,827	110.4%	16.9%
?	Foundation	\$5,021	\$5,537	\$5,171	10.3%	-6.6%
	Total	\$37,056	\$72,943	\$83,998	96.8%	15.2%
	Total Net Assets	\$53,175	\$92,194	\$105,771	73.4%	14.7%
	TOTAL LIABILITIES and NET ASSETS	\$74,238	\$115,723	\$128,304	55.9%	10.9%

\$0 \$0 \$0

Please enter any explanatory notes related to the institution's Statement of Financial Position in the box below

The increase in Net Assets from 22 to 24 is primarily due to capitalization of a new Health Sciences Building.

Standard 7: Institutional Resources
(Statement of Revenues and Expenses)

Fiscal Year ends - month& day: (06/30)		3 Years Prior (FY22)	2 Years Prior (FY23)	Most Recently Completed Year (FY 24)	Current Year (FY 25)	Next Year Forward (FY 26)
OPERATING REVENUES (in 000s)						
?	Tuition and fees	\$16,841	\$17,085	\$21,402	\$24,826	\$26,067
?	Room and board	\$0	\$0	\$0	\$0	\$0
?	Less: Financial aid	-\$10,119	-\$4,684	-\$5,970	-\$7,164	-\$7,133
	Net student fees	\$6,722	\$12,400	\$15,432	\$17,592	\$18,934
?	Government grants and contracts	\$10,736	\$10,913	\$17,743	\$18,275	\$18,824
?	Private gifts, grants and contracts	\$980	\$2,962	\$2,825	\$2,910	\$2,997
?	Other auxiliary enterprises	\$0	\$0	\$0	\$0	\$0
	Endowment income used in operations	\$0	\$0	\$0	\$0	\$0
?	Other revenue (specify): Other operating revenues	\$154	\$338	\$0	\$0	\$0
	Other revenue (specify): Contributions	\$1,177	\$2,445	\$1,497	\$1,542	\$1,588
	Net assets released from restrictions	\$0	\$0	\$0	\$0	\$0
	Total Operating Revenues	\$19,768	\$29,059	\$37,497	\$40,320	\$42,344
OPERATING EXPENSES (in 000s)						
?	Instruction	\$16,731	\$18,260	\$20,790	\$21,414	\$22,056
?	Research	\$0	\$0	\$0	\$0	\$0
?	Public Service	\$91	\$90	\$97	\$100	\$103
?	Academic Support	\$5,112	\$6,406	\$10,848	\$11,174	\$11,509
?	Student Services	\$6,137	\$6,272	\$8,817	\$9,082	\$9,354
?	Institutional Support	\$8,184	\$7,663	\$10,891	\$11,218	\$11,555
	Fundraising and alumni relations	\$0	\$0	\$0	\$0	\$0
?	Operation, maintenance of plant (if not allocated)	\$7,371	\$7,137	\$7,532	\$7,757	\$7,990
?	Scholarships and fellowships (cash refunded by public institution)	\$1,842	\$2,328	\$4,528	\$4,664	\$4,804
?	Auxiliary enterprises	\$0	\$0	\$0	\$0	\$0
?	Depreciation (if not allocated)	\$2,687	\$3,236	\$3,271	\$3,369	\$3,470
?	Other expenses (specify): Academic Programs	\$1,210	\$2,417	\$2,098	\$2,161	\$2,225
	Other expenses (specify): Supporting Services	\$97	\$175	\$172	\$178	\$183
	Total operating expenditures	\$49,462	\$53,985	\$69,044	\$71,116	\$73,249
	Change in net assets from operations	-\$29,693	-\$24,926	-\$31,547	-\$30,796	-\$30,906
NON OPERATING REVENUES (in 000s)						
?	State appropriations (net)	\$25,324	\$27,744	\$31,314	\$31,941	\$32,579
?	Investment return	-\$865	\$3,036	\$3,955	\$4,153	\$4,361
?	Interest expense (public institutions)	-\$175	-\$347	-\$272	-\$272	-\$272
	Gifts, bequests and contributions not used in operations	\$0	\$0	\$0	\$0	\$0
?	Other (specify): Federal Grants (HEERF Funding)	\$9,734	\$0	\$0	\$0	\$0
	Other (specify):	\$0	\$0	\$0	\$0	\$0
	Other (specify):	\$0	\$0	\$0	\$0	\$0
	Net non-operating revenues	\$34,018	\$30,433	\$34,998	\$35,822	\$36,668
	Income before other revenues, expenses, gains, or losses	\$4,325	\$5,507	\$3,451	\$5,026	\$5,763

?	Capital appropriations (public institutions)	\$13,732	\$33,513	\$10,126	\$1,000	\$1,000
?	Other (specify):					
	ASSETS	\$18,057	\$39,020	\$13,576	\$6,026	\$6,763

Please enter any explanatory notes related to the institution's Statement of Revenues and Expenses in the box below

Standard 7: Institutional Resources
(Statement of Debt)

FISCAL YEAR ENDS month & day (/)			3 Years Prior (FY2)	2 Years Prior (FY2)	Most Recently Completed Year (FY 2)	Current Year Budget (FY 2)	Next Year Forward (FY 2)
		Long-term Debt					
		Beginning balance	\$0	\$0	\$0	\$0	\$0
		Additions	\$0	\$0	\$0	\$0	\$0
	?	Reductions	\$0	\$0	\$0	\$0	\$0
		Ending balance	\$0	\$0	\$0	\$0	\$0
		Interest paid during fiscal year	\$0	\$0	\$0	\$0	\$0
		Current Portion	\$0	\$0	\$0	\$0	\$0
		Bond Rating (if applicable)					
		Debt to Assets Ratio Long-term Debt / Total Assets					
Debt Covenants: (1) Describe interest rate, schedule, and structure of payments; and (2) indicate whether the debt covenants are being met. If not being met, describe the specific covenant violation (i.e., requirement of the lender vs. actual achieved by the institution). Also, indicate whether a waiver has been secured from the lender and/or if covenants were modified. Neither the College nor the Foundation are engaged in any debt financing agreements.							
Line(s) of Credit: List the institutions line(s) of credit and their uses. None.							
Future borrowing plans (please describe). None.							

Standard 7: Institutional Resources
(Liquidity)

FISCAL YEAR ENDS month & day (06/30)	3 Years Prior (FY22)	2 Years Prior (FY23)	Most Recently Completed Year (FY 24)	Current Year (FY 25)	Next Year Forward (FY 26)
CASH FLOW					
Cash and Cash Equivalents beginning of year	\$28,645,720	\$29,800,616	\$12,185,509	\$12,463,862	\$5,735,608
Cash Flow from Operating Activities	(\$21,881,545)	(\$13,933,965)	(\$18,646,367)	(\$17,744,197)	(\$17,833,732)
Cash Flow from Investing Activities	\$67,460	(\$19,157,355)	\$1,207,601	(\$3,341,328)	\$1,694,294
Cash Flow from Financing Activities	\$22,968,981	\$15,476,213	\$17,717,119	\$14,357,271	\$16,738,802
Cash and Cash Equivalents end of year	\$29,800,616	\$12,185,509	\$12,463,862	\$5,735,608	\$6,334,972
LIQUIDITY RATIOS					
Current Assets	\$33,034,903	\$38,982,795	\$41,553,324	\$44,462,057	\$47,574,401
Current Liabilities	\$9,662,049	\$12,423,087	\$14,079,273	\$15,909,578	\$17,977,824
Current Ratio	3.42	3.14	2.95	2.79	2.65
Days Cash on Hand: Cash and Cash Equivalents ÷ ((Operating expenses - Noncash expenses) ÷ 365)	239.23	92.36	71.64	43.47	50.86
PHYSICAL RESOURCES					
Deferred Maintenance	181,000,000.00	178,000,000.00	175,000,000.00	168,200,000.00	161,200,000.00
Has the institution needed to liquidate any financial assets to fund operations? (Please describe.)					
No					
Has the institution made any endowment withdrawals that deviate from its spending policy? (Please describe.)					
No					
Has the institution needed to borrow against its endowment? If so, please describe and indicate when approvals (if required) were obtained from the state's authority.					
No					
Please describe the institution's plans for managing its deferred maintenance.					
The College relies on the state Division of Capital Assets Management and Maintenance (DCAMM) to fund deferred maintenance projects. There is a small amount of local funds budgeted annually for capital and construction projects that can be used in case of emergency.					
Please enter any additional explanatory notes related to the institution's liquidity in the box below.					
The college maintains a large liquid investment balance whereby the majority of the portfolio is liquid within a few days. The college initially entered into these investments in fiscal year 23, which is why there is a decrease in the "Days Cash on Hand" ratio.					

Standard 7: Institutional Resources
(Financial Aid)

FISCAL YEAR ENDS month & day (06/30)		3 Years Prior (FY22)	2 Years Prior (FY23)	Most Recently Completed Year (FY 24)	Current Year (FY 25)	Next Year Forward (FY 26)
	FINANCIAL AID					
	Source of funds					
	Unrestricted institutional	\$0	\$0	\$0	\$0	\$0
	Federal, state and private grants	\$11,048,562	\$8,190,083	\$11,781,626	\$9,300,802	\$9,300,802
	Restricted funds	\$272,705	\$260,397	\$390,284	\$138,326	\$138,326
	Total	\$11,321,267	\$8,450,480	\$12,171,910	\$9,439,128	\$9,439,128
	% Discount of tuition and fees	60.1%	27.4%	27.9%	28.9%	27.4%
?	% Unrestricted discount	0.0%	0.0%	0.0%	0.0%	0.0%
	Net Tuition Revenue per FTE	3	5	6	5	6
	Net Student Fees per FTE	7	8	7	7	7
?	FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE	Not available				
Provide any explanatory notes related to the institution's financial aid in the box below.						

**MASSACHUSETTS BAY
COMMUNITY COLLEGE**
**(an agency of the Commonwealth of
Massachusetts)**

**FINANCIAL STATEMENTS AND
MANAGEMENT'S DISCUSSION AND ANALYSIS**

JUNE 30, 2024 and 2023

With Independent Auditor's Report

MASSACHUSETTS BAY COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Financial Statements and Management's Discussion and Analysis

June 30, 2024 and 2023

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MASSACHUSETTS BAY COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Financial Statements and Management's Discussion and Analysis

June 30, 2024 and 2023

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INDEPENDENT AUDITOR'S REPORT

To the Board of Trustees of
Massachusetts Bay Community College:

Report on the Audit of the Financial Statements

Opinions

We have audited the accompanying financial statements of the business-type activities and the aggregate discretely presented component unit, of Massachusetts Bay Community College (the "College"), as of and for the years ended June 30, 2024 and 2023, and the related notes to the financial statements, which collectively comprise the College's basic financial statements as listed in the table of contents.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the business-type activities and the aggregate discretely presented component unit of the College, as of June 30, 2024 and 2023, and the respective changes in financial position and, where applicable, cash flows thereof for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinions

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

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

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

Auditor's Responsibilities for the Audit of the Financial Statements

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

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

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the College's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the College's ability to continue as a going concern for a reasonable period of time.

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

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and the other required supplementary information as listed in the table of contents be presented to supplement the basic financial statements. Such information is the responsibility of management and, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with GAAS and *Government Auditing Standards*, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dual dated December 13, 2024, on our consideration of the College's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the College's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the College's internal control over financial reporting and compliance.

WithumSmith+Brown, PC

December 13, 2024

MASSACHUSETTS BAY COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Management's Discussion & Analysis (Unaudited)

June 30, 2024 and 2023

Introduction

The following unaudited management's discussion and analysis ("MD&A") provides an overview of the financial position and activities of Massachusetts Bay Community College (the "College") for the fiscal years ended June 30, 2024 and 2023. This overview has been prepared by management and should be read in conjunction with the College's financial statements and the accompanying notes. The purpose of this document is to give some background to the financial statements and foster an understanding of how these statements relate to the mission and activities of the College.

Reporting Entity

The College is one of fifteen comprehensive, open-enrollment, public, two-year community colleges in the Commonwealth of Massachusetts. The College was established in 1961 and its primary mission is to foster educational excellence and student success, prepare students for local and global citizenship, anticipate and respond to the needs of surrounding communities and contribute to evolving regional economic development. Its vision is to aspire to be a catalyst for transformation – calling for the best in students, preparing them as engaged citizens and enabling them to realize their dreams.

The College operates two campuses and one satellite facility in the MetroWest area outside Boston that enrolled 3,973 and 3,513 students (unduplicated headcount) in Fall 2023 and 2022, respectively. The College offers a diverse range of associate degree and certificate programs as well as an array of non-credit offerings. The College is governed by an eleven-member Board of Trustees who are appointed by the governor of the Commonwealth. The governor also appoints the Chairperson of the Board. The College is accredited by the New England Commission of Higher Education ("NECHE") and many of the College's programs are accredited by program-specific accrediting bodies.

The Massachusetts Bay Community College Foundation, Inc. (the "Foundation"), was formed in 1984 to render financial assistance and support of educational programs and development of the College. The Foundation is legally separate from the College and the College is not financially accountable to the Foundation, but due to the nature and significance of its relationship with the College, it is included as a discretely presented component unit in the College's financial statements.

MASSACHUSETTS BAY COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Management's Discussion & Analysis (Unaudited) - Continued

June 30, 2024 and 2023

Using the Financial Statements

Massachusetts Bay Community College reports its activity as a business type entity using full accrual basis of accounting. The accrual basis of accounting ensures that all amounts owed to the College and pending obligations of the College are accounted for in the appropriate period, thus giving a clear picture of the College's financial position. The College is an agency of the Commonwealth of Massachusetts. A summary of the College's financial statements is incorporated in the Commonwealth's Comprehensive Annual Financial Report in its government-wide financial statements. The College's basic financial statements include the Statements of Net Position, the Statements of Revenues and Expenses and Changes in Net Position and the Statements of Cash Flows. These financial statements are prepared in accordance with generally accepted accounting principles as prescribed by the Governmental Accounting Standards Board ("GASB"), which establishes standards for external financial reporting for public colleges and universities.

The Statements of Net Position provide information about the College at a moment in time, at fiscal year-end. The Statements of Revenues and Expenses and Changes in Net Position and the Statements of Cash Flows provide information about operations and activities over a period of time. Together, these three statements, along with the accompanying notes, provide a comprehensive assessment of the College's financial health as a whole. The full scope of the College's activities is considered to be a single business-type activity and, accordingly, is reported within a single column in the basic financial statements, with the Foundation reported as a discretely presented component unit.

The Statements of Net Position

The Statements of Net Position reflect the financial position of the College as of June 30. It shows the various assets owned or controlled outflows of resources applicable to future reporting periods, related liabilities and other obligations, and various categories of net position. Net position is the accounting concept defined as total assets and deferred outflows of resources less total liabilities and deferred inflows of resources, and as such, represents institutional equity or ownership in the College's total assets. Over time, increases or decreases in net position may serve as a useful indicator of whether the financial position of the College is improving or deteriorating. A condensed comparison of the Statement of Net Position is as follows:

MASSACHUSETTS BAY COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Management's Discussion & Analysis (Unaudited) - Continued

June 30, 2024 and 2023

Condensed Statements of Net Position

For the Year ended June 30,	2024	2023	2022
<u>Assets</u>			
Current assets	\$ 41,553,324	\$ 38,982,795	\$ 33,146,428
Capital assets & Right of Use Assets, net	79,150,339	68,890,495	33,034,903
Total Assets	120,703,663	107,873,290	66,181,331
Deferred Outflows of Resources	647,124	785,924	1,348,261
<u>Liabilities</u>			
Current Liabilities	14,079,273	12,423,087	9,662,049
Non-Current Liabilities	6,344,563	7,357,083	6,041,836
Total Liabilities	20,423,836	19,780,170	15,703,885
Deferred Inflows of Resources	2,057,038	3,662,161	5,246,170
<u>Net position</u>			
Net investment in capital assets	75,512,797	63,578,722	28,934,034
Restricted for			
Expendable	3,314,535	3,827,733	3,100,822
Non-expendable	-	-	-
Unrestricted	20,042,581	17,810,428	14,544,681
Total Net Position	98,869,913	85,216,883	46,579,537

Current assets consist primarily of investment holdings, cash, cash equivalents and student and grant receivables. The majority of the current assets for the fiscal years presented represents cash and cash equivalents and investments.

MASSACHUSETTS BAY COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Management's Discussion & Analysis (Unaudited) - Continued

June 30, 2024 and 2023

Non-current assets are primarily comprised of capital assets (e.g. land, buildings, machinery and equipment) and right of use lease assets. The College uses these capital assets to provide services to students, faculty and administration; consequently, these assets are not available for future spending. Although the College's investment in its capital assets is reported net of related debt, it should be noted that the resources needed to repay this debt must be provided from other sources, since the capital assets themselves cannot be used to liquidate these liabilities. The right of use lease assets represents rental space for the Ashland campus as well as leases for technology resources. The right of use asset is required to be disclosed due to the implementation go GASB 87 and GASB 96. Since the GASB 96 accounting pronouncement was implemented in fiscal year 2023 and the related leases were new in that year, there were no adjustments required for prior years.

Deferred outflows of resources are required, due to the implementation of GASB 68 and GASB 75, to be presented after the assets section but before the liabilities section of the Statements of Net Position.

Current liabilities consist of amounts payable to suppliers for goods and services, accrued payroll and related liabilities, unearned tuition and student deposits and the current portion of the College's capital lease obligations.

Non-current liabilities primarily consist of the value of vacation, sick leave and compensation time earned but not yet used or expected to be used within the next fiscal year, and the long-term portion of capital lease obligations.

Deferred inflows of resources are required, due to the implementation of GASB 68 and GASB 75, to be presented after the liabilities section but before the net position (equity) section of the Statement of Net Position.

Net position represents the value of the College's assets and deferred outflows after liabilities and deferred inflows are deducted. The College is required by accounting standards to report its net position in three categories:

Net Investment in Capital Assets – the College's total investment in property, plant, equipment and infrastructure, net of accumulated depreciation and outstanding debt obligations related to those capital assets.

MASSACHUSETTS BAY COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Management's Discussion & Analysis (Unaudited) - Continued

June 30, 2024 and 2023

Restricted:

Expendable – This category represents resources the College is legally or contractually obligated to spend in accordance with restrictions placed by State, donor, and/or external parties who have placed time or purpose restrictions on the use of the asset. These funds are comprised of \$3.3M at June 30, 2024 and \$3.8M at June 30, 2023.

The Foundation's restricted-expendable net position consists of funds whose income is used mainly for student scholarships and grant awards for eligible students.

Non-Expendable – The College has no restricted non-expendable net position as of June 30, 2024 and 2023. The Foundation's restricted non-expendable net position consists of endowed scholarship funds to be held in perpetuity.

Unrestricted – This includes all other assets not subject to externally imposed restrictions, but which may be designated or obligated for specific purposes by the Board of Trustees or management. Prudent unrestricted fund balances are maintained for use as working capital, as a reserve against emergencies and for other purposes, in accordance with policies established by the College's management.

Statements of Revenues and Expenses and Changes in Net Position

The Statements of Revenues and Expenses and Changes in Net Position reflect the results of operations and other changes for the year ended June 30. The objective of the statements is to present the revenues earned, both operating and non-operating, and the expenses incurred by the College, along with any other revenues, expenses, gains or losses of the College.

Generally, operating revenues are earned by the College in exchange for providing goods and services. Tuition, fees, grants and contracts are included in this category. In contrast, non-operating revenues include investment returns and support the College receives from another government entity without directly giving equal value to the government entity in return. Accounting standards require that the College categorize state operating appropriations as non-operating revenues.

Operating expenses are expenses incurred in the normal operation of the College, including depreciation expense on property and equipment and amortization of right of use lease assets.

The net operating loss in the two fiscal years presented represents the State mandate to keep tuition lower than the cost of the education and community services provided.

MASSACHUSETTS BAY COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Management's Discussion & Analysis (Unaudited) - Continued

June 30, 2024 and 2023

The condensed Statement of Revenues and Expenses and Changes in Net Position is presented below:

Condensed Statements of Revenues and Expenses and Changes in Net Position

For the Year ended June 30,	2024	2023	2022
Operating revenues			
Tuition and fees, net	\$ 15,431,800	\$ 12,400,194	\$ 8,452,174
Grants	20,568,136	13,875,340	9,985,475
Gifts and contributions	-	-	-
Other operating revenue	<u>-</u>	<u>338,228</u>	<u>154,220</u>
Total operating revenue	<u>35,999,936</u>	<u>26,613,762</u>	<u>18,591,869</u>
Operating expenses			
Instruction	20,789,856	18,260,305	16,731,424
Academic support	10,848,436	6,406,143	5,111,563
Student services	8,817,033	6,271,675	6,137,304
Scholarships and fellowships	4,528,153	2,327,788	1,841,787
Institutional support	10,891,260	7,663,348	8,183,672
Public service	97,388	90,389	90,839
Operations and maintenance of plant	7,531,503	7,136,813	7,370,781
Depreciation	<u>3,270,641</u>	<u>3,236,424</u>	<u>2,686,899</u>
Total operating expenses	<u>66,774,270</u>	<u>51,392,885</u>	<u>48,154,269</u>
Operating loss	<u>(30,774,334)</u>	<u>(24,779,123)</u>	<u>(29,562,400)</u>
Non-operating revenues			
State appropriations, net	31,314,223	27,744,390	25,323,921
Cares act	-	-	9,733,984
Investment income	3,259,083	2,506,083	67,460
Interest expense	(271,733)	(347,149)	(174,957)
Capital appropriations	<u>10,125,791</u>	<u>33,513,145</u>	<u>13,732,497</u>
Total non-operating revenues	<u>44,427,364</u>	<u>63,416,469</u>	<u>48,682,905</u>
Increase in net position	<u>13,653,030</u>	<u>38,637,346</u>	<u>19,120,505</u>
Net position, beginning of the year	<u>85,216,883</u>	<u>46,579,537</u>	<u>27,456,032</u>
Net position, end of the year	<u>\$ 98,869,913</u>	<u>\$ 85,216,883</u>	<u>\$ 46,579,537</u>

MASSACHUSETTS BAY COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Management's Discussion & Analysis (Unaudited) - Continued

June 30, 2024 and 2023

Revenues

The College continues to examine revenue diversification and cost containment due to financial pressure from increased cost of compensation and benefits, and the need to continue investing in technology to support teaching and learning. Student tuition and fees, state appropriations and federal financial aid remain the primary sources of funding for the College. The careful use of revenues ensures that the mission of the College was followed and that students would continue to receive a high quality of education and services.

The Commonwealth dictates the tuition rate, \$24 per credit hour for in-state tuition for the fiscal years under comparison. Course and administrative student services fees are set by the Board of Trustees of the College.

Net student tuition and fees increased by approximately \$3.0M or 24% in fiscal year 2024 compared to fiscal year 2023 and increased by \$3.9M or 47% in fiscal year 2023 compared to fiscal year 2022. The increase was primarily due to the Commonwealth of Massachusetts implementing the MassReconnect program offering free community college to eligible students 25 years and older who had not previously completed their degree. The fiscal year 2023 increase was due to enrollment more closely aligning with demographic trends after two years of being negatively affected by the pandemic's economic and physical barriers to enrollment.

The Commonwealth of Massachusetts, through the Board of Higher Education, appropriates funds to the community college segment as a whole and then the Board of Higher Education allocates monies to support daily operations of the colleges. Partially due to the formula funding model, the College's direct unrestricted appropriations from the Commonwealth totaled \$31.3M and \$27.7M, for fiscal years 2024 and 2023, respectively. This represents an increase of approximately \$3.6M or 13% and \$2.4M or 10% for fiscal year 2023.

Scholarships allowance represents funds received by the College on behalf of students and applied directly to students' accounts as defined by GASB statement No. 33. Student financial aid and other scholarships, tuition waivers and awards totaled \$10.5M and \$9.8M for the years ended June 30, 2024 and 2023, respectively. The amounts received in excess of amounts billed by the College that were subsequently refunded to students totaled \$4.5M and \$2.3M, for the years ended June 30, 2024 and 2023, respectively.

Federal grants and contract annual revenues increased by \$3.8M or 73% in fiscal year 2024 and decreased by \$9.8M or 65% in fiscal year 2023. The increase in fiscal year 2024 was due to there being large federal grants earned related to purchases for the new Framingham campus as well as more students applying for federal financial aid to be eligible for the MassReconnect program. The decrease in fiscal year 2023 was due to there not being any more HEERF funding in 2023. For the years ended June 30, 2024 and 2023, Pell revenue totaled \$5.1M and \$3.7M.

MASSACHUSETTS BAY COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

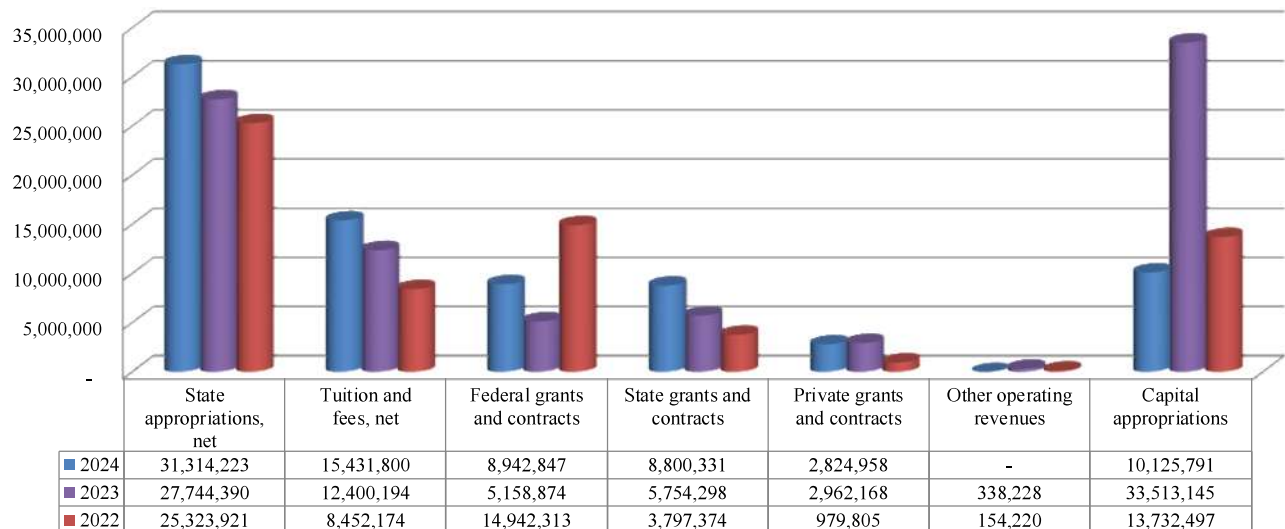
Management's Discussion & Analysis (Unaudited) - Continued

June 30, 2024 and 2023

State grants and contracts annual revenues increased by \$3M or 53% and \$2M or 52% in fiscal years 2024 and 2023, respectively. For fiscal year 2024, the college received \$1M for MassReconnect, \$1.1M for its Early Childhood Education program, \$1M for SUCCESS program funding, \$400K Capital Skills monies as well as increased other state student financial aid. For fiscal year 2023, the college received \$1M for its Early Childhood Education program, \$943K for SUCCESS program funding, \$700K in ARPA funding and \$474K in Capital Skills monies for equipment.

Private grants, contracts, gifts, and other operating revenue decreased by \$475K or 14% and increased \$2M or 202%, for the fiscal years 2024 and 2023, respectively. The decrease in fiscal year 2024 is due to there being less capital campaign funding being recognized during the year compared to prior year. The increase in fiscal year 2023 is due to capital campaign funding revenue being recognized during the year.

Selected Revenue Comparison



The College receives capital appropriations from the Commonwealth that can span multiple fiscal years. In accordance with accounting standards, the amount shown as capital appropriation revenue on the financial statement is the amount expended during the current year. Expenditures from capital project funds that do not meet accounting standards for capitalization are reported as operating expenses. Those expenditures that meet the capitalization requirements are not shown as expense in the current period and are instead recognized as depreciation expense over the expected useful life of the asset. The increase in capital appropriations increase is due to capitalizing construction costs relating to the new Framingham campus.

MASSACHUSETTS BAY COMMUNITY COLLEGE

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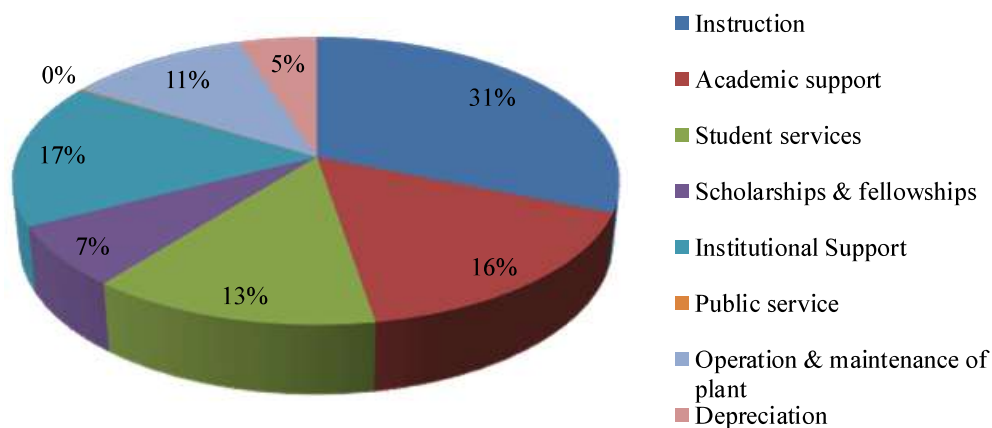
Management's Discussion & Analysis (Unaudited) - Continued

June 30, 2024 and 2023

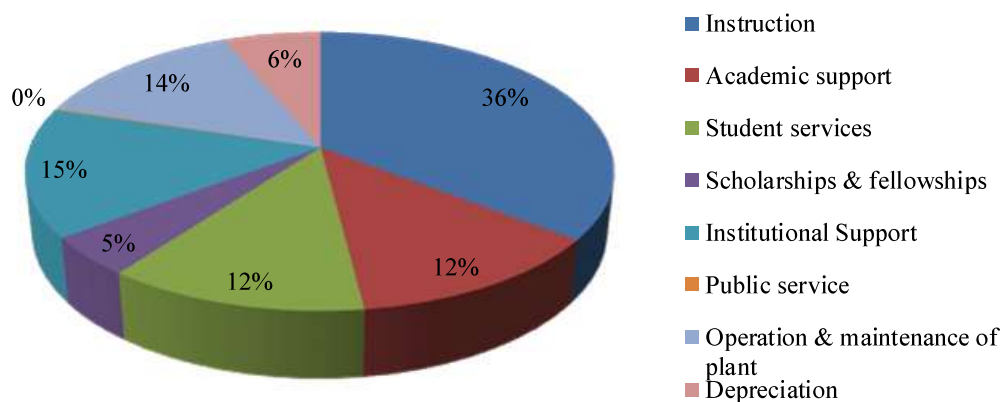
Expenses

Faced with declining enrollment over the past years, the College has continuously sought opportunities to identify fiscal year savings and efficiencies. Over the last few years, the College has restructured its budget with the goal of increasing financial strength to meet the predicted trend of declining enrollment due to decreasing 18 - 24 age group population projections for Massachusetts. The following are graphic illustrations of total expenses by functional categories including depreciation expense for the fiscal years ended June 30, 2024, 2023 and 2022:

FY2024 Expenses by Functional Type



FY2023 Expenses by Functional Type



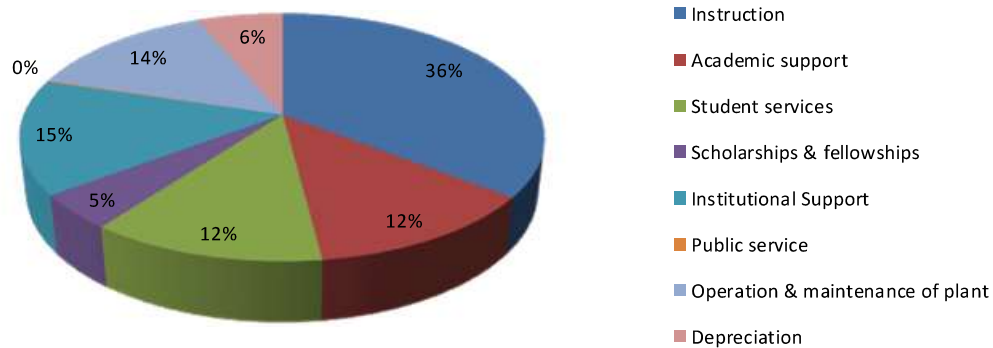
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Management's Discussion & Analysis (Unaudited) - Continued

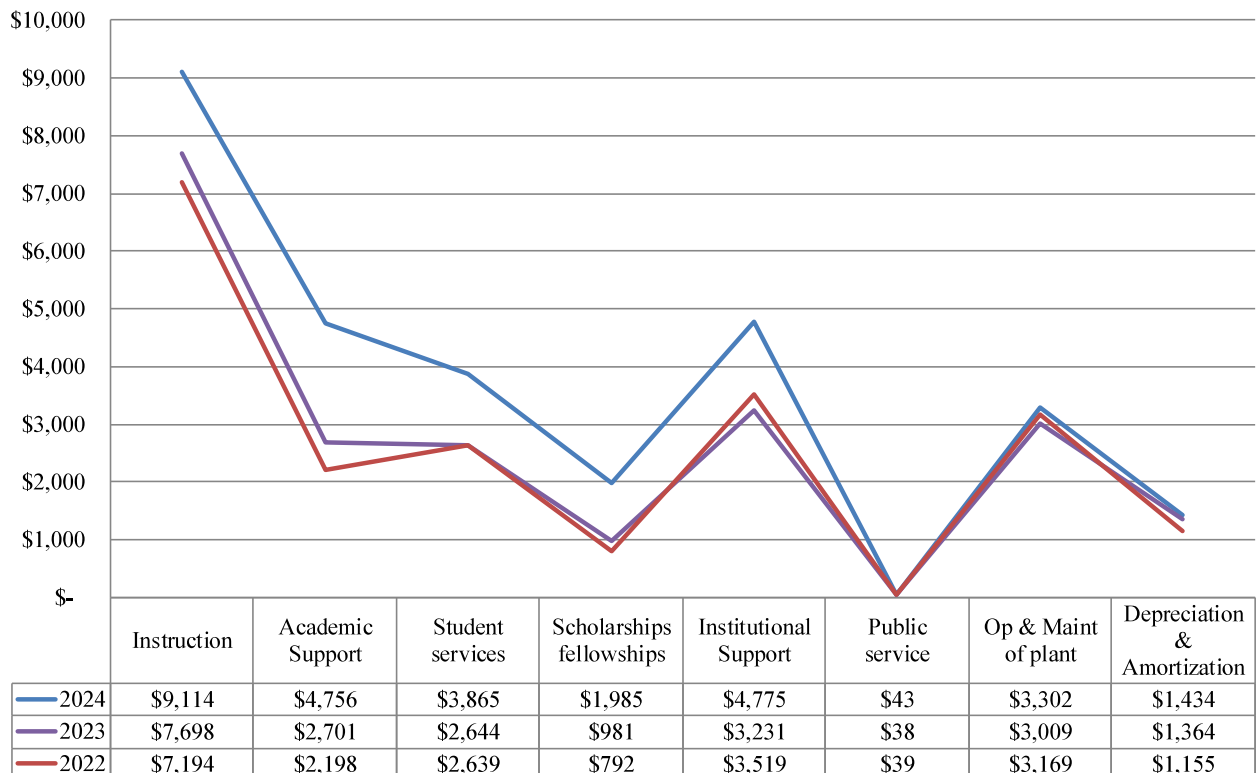
June 30, 2024 and 2023

FY2022 Expenses by Functional Type



The following chart illustrates the operating expense by National Association of College and University Business Officers (“NACUBO”) functional category per full-time equivalent (FTE) student.

Functional Expenses per Student (FTE)



MASSACHUSETTS BAY COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Management's Discussion & Analysis (Unaudited) - Continued

June 30, 2024 and 2023

The College's operational expenses increased by \$15.4M or 30% and \$3.2M or 7%, for fiscal years 2024 and 2023, respectively. The fiscal year 2024 increase is attributed to enrollment increases requiring more class sections and academic support activities as a direct result of the state implementing the MassReconnect program. The fiscal year 2023 increase is attributed to enrollment increases requiring more class sections and academic support activities, and operating in-person for the entire year. Other increases can be attributed to mandated salary increases and related benefits.

- **Instruction** costs increased by \$2.5M or 14% in fiscal year 2024 and \$1.5M or 9% in fiscal year 2023. The 2024 increase was due to enrollment increases as a result of the MassReconnect program. The 2023 increase was due to enrollment increases and the related instruction costs associated with more classes being taught.
- **Academic support** costs increased by \$4.4M or 69% and \$1.3M or 25% in fiscal years 2024 and 2023, respectively. Both year's increases were due to increased salaries, furnishings and equipment purchases for health sciences. These were in line with furnishing and opening the new Framingham campus as well as paying out delayed salary increases.
- **Student services** costs increased by \$2.5M or 41% in fiscal year 2024 and \$134K or 4% in fiscal year 2023. Both the fiscal year 2024 and 2023 increases over the prior years are due to salary increases.
- **Scholarships and fellowships** costs increased \$2.2M or 95% and \$486K or 26% in fiscal years 2024 and 2023, respectively. The primary increase in 2024 is due to MassReconnect requiring students fill out a FASFA and apply for aid in order to be eligible for the program as well as funding for the program itself. The increase in fiscal year 2023 is due to increased student aid funding from state grants and financial aid.
- **Institutional support** costs increased by \$3.2M or 42% in fiscal year 2024 and decreased by \$520K or 6%, for fiscal year 2023. The increase in fiscal year 2024 is due to salary increases, website redesign, and office furnishings. The decrease in prior year is due to less temporary help services being required and less advertising expenses.
- **Public service** costs have been flat for the last three fiscal years as expected due to no major change in activity in this expense category.

MASSACHUSETTS BAY COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Management's Discussion & Analysis (Unaudited) - Continued

June 30, 2024 and 2023

- **Operation and maintenance of plant** costs increased \$395K or 6% in fiscal year 2024 and decreased by \$234K or 3% in fiscal year 2023. The 2024 increase was due to a variety of fluctuating expenses. Salaries, utilities and construction costs were up, but rent was down. The 2023 decrease is due to there not being any locally funded new construction costs compared to prior year.
- **Depreciation and amortization** expense decreased by \$34K or 1% and \$550K or 20% for fiscal years 2024 and 2023. Fiscal year 2024 change was negligible due to there not being any new lease accounting changes requiring additional amortization. The fiscal year 2023 increase is due primarily to changes in lease accounting requiring an amortization of a right of use leased asset for rental space and subscription-based information technology agreements (SBITA).

Expenditure classifications are defined below:

- **Instruction** – costs directly related to the classroom, i.e., faculty salaries, instructional supplies, and equipment.
- **Academic support** – academic computing, library, academic administration.
- **Student services** – Admissions, Registrar, Financial Aid offices, as well as counseling, tutoring, interpreters and athletics.
- **Scholarship and fellowships** – all student aid including federal, state, and private grants, i.e., Pell, S.E.O.G., MassReconnect, Mass State Cash Grants and Mass State Scholarship which was not used to pay tuition and fees.
- **Institutional support** – President's office, business operations, development office, and all other administrative functions including campus police.
- **Public Service** – includes funds expensed for activities established primarily to provide non-instructional service programs to individuals and groups external to the institution.
- **Operation and maintenance of plant** – all costs of operating and direct maintenance of the physical plant and grounds.

MASSACHUSETTS BAY COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Management's Discussion & Analysis (Unaudited) - Continued

June 30, 2024 and 2023

Loss from Operations

It is the nature of public higher education institutions to incur a loss from operations because the state appropriation is presented as non-operating income. The Commonwealth's Board of Higher Education sets tuition. The College sets fees and other charges. Commonwealth appropriations to the College make up the loss from operations not covered by tuition and fees. The College, with the purpose of balancing educational and operational needs with tuition and fee revenue, approved budgets to adequately manage the operation of the institution taking into consideration such issues as physical plant maintenance, delivery of instruction and student services, long range plans, and enrollment growth.

The Statement of Cash Flows

The Statement of Cash Flows gives a general picture of where the College obtains and spends its cash and cash equivalents during the fiscal year. The statement gives detailed information about cash flows related to four different types of activities within the institution.

The first section, Cash Flows from Operating Activities, shows cash received and spent on the operations of the College. Since tuition and fees and other operating revenue alone do not normally cover the operating costs of a public higher education institution, this section can be expected to show more cash used than provided.

The second section, Cash Flows from Non-Capital Financing Activities, shows cash received and spent on non-capital financing activities of the College. Here the College reports cash from state appropriations. Tuition required to be remitted to the state for day courses is also included in this section.

The third section, Cash Flows from Capital and Related Financing Activities, shows cash received and spent on capital and related financing activities. This includes state capital appropriations for major projects, minor works and repairs. It also includes principal and interest paid on capital leases. Since the College also uses local funds to supplement these sources, it is not unusual for this section to show more cash used than provided.

The fourth section, Cash Flows from Investing Activities, shows cash received and spent on investing activities, including the purchase and sale of investment instruments, interest earnings and realized gains and losses from investments.

MASSACHUSETTS BAY COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Management's Discussion & Analysis (Unaudited) - Continued

June 30, 2024 and 2023

Next, the statement shows how the current year's change in cash combined with the prior year's cash balance results in the ending cash and cash equivalents balance shown on the College's Statement of Net Position. Finally, the statement includes a detailed reconciliation of operating activity only, between the operating loss shown as a subtotal on the Statement of Revenues, Expenses and Changes in Net Position and the net cash used by operating activities as shown on the Statement of Cash Flows.

The condensed statement of cash flows is presented below:

Condensed Statements of Cash Flows

For the Year ended June 30,	2024	2023	2022
Operating activities	\$ (18,646,367)	\$ (13,933,965)	\$ (21,881,545)
Non-capital financing activities	23,067,777	20,065,059	23,894,407
Capital financing activities	(5,350,658)	(4,588,846)	(925,426)
Investing activities	<u>1,207,601</u>	<u>(19,157,355)</u>	<u>67,460</u>
Net change in cash	278,353	(17,615,107)	1,154,896
Cash and cash equivalents, beginning of year	<u>12,185,509</u>	<u>29,800,616</u>	<u>28,645,719</u>
Cash and cash equivalents, end of year	<u>\$ 12,463,862</u>	<u>\$ 12,185,509</u>	<u>\$ 29,800,615</u>

The College's cash and cash equivalents increased by \$278K or 1% in fiscal year 2024 and decreased by approximately \$17.6M or 59% in fiscal year 2023. The reason for the increase in fiscal year 2024 is due to increases in tuition and fees, a large volume of grant and contract revenue as well as state and capital appropriations. These increases were offset by larger outflows to suppliers, employees and purchases of capital assets. The reason for the decrease is due to the college engaging in investment activities in fiscal year 2023, purchasing \$20M in various liquid assets. After accounting for the investment purchase the college actually increased its cash and cash equivalents due to an operating surplus compared to budgeted expenses as well as better than budgeted enrollment and other contracts and commissions.

MASSACHUSETTS BAY COMMUNITY COLLEGE

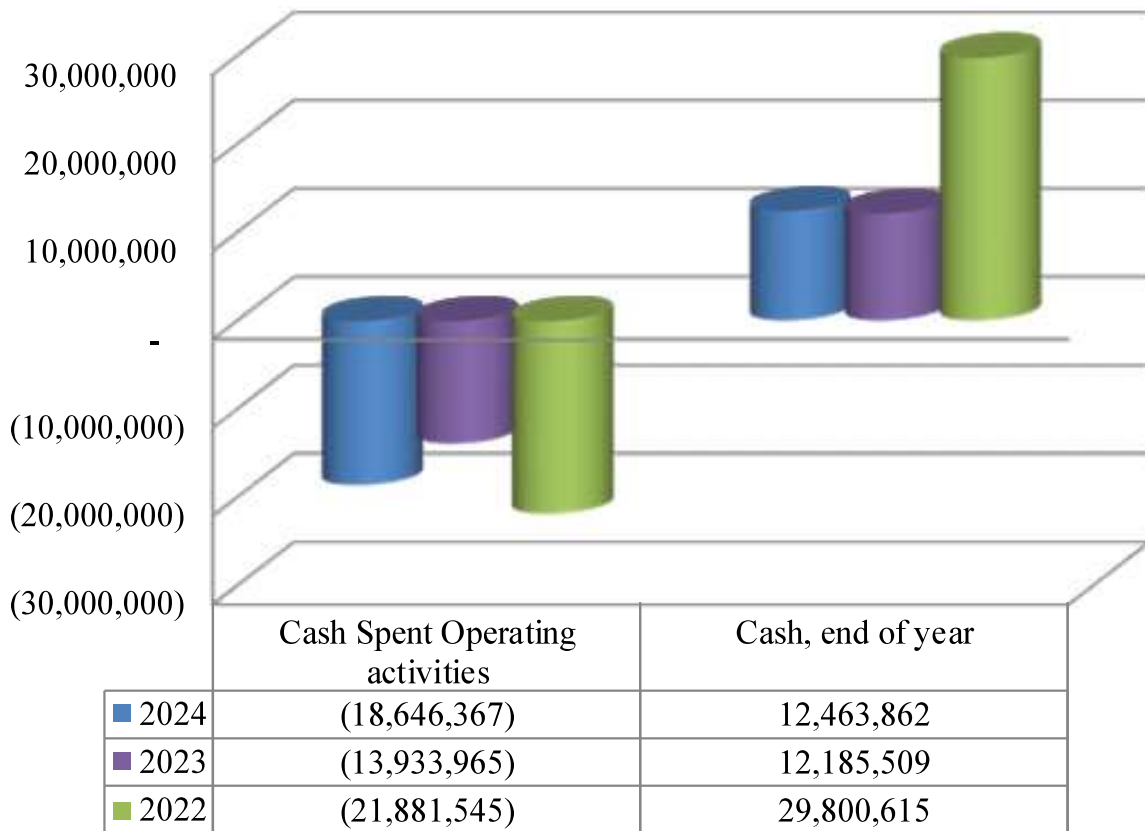
(an agency of the Commonwealth of Massachusetts)

Management's Discussion & Analysis (Unaudited) - Continued

June 30, 2024 and 2023

The following schedule summarizes the increase in cash spent to support operating activities for fiscal years 2024, 2023 and 2022, respectively, while maintaining a strong cash balance reserve:

Cash Spent on Operating Activities Comparison



Capital Assets and Long-Term Debt Activities

Every five years, the College submits a prioritized request for capital funding to the Commonwealth's Department of Capital Management and Maintenance ("DCAMM"), which includes major projects. The primary funding source for capital projects is state general obligation bonds. In recent years, the Commonwealth's debt capacity has impacted the number of new and major repair projects that can be funded.

MASSACHUSETTS BAY COMMUNITY COLLEGE

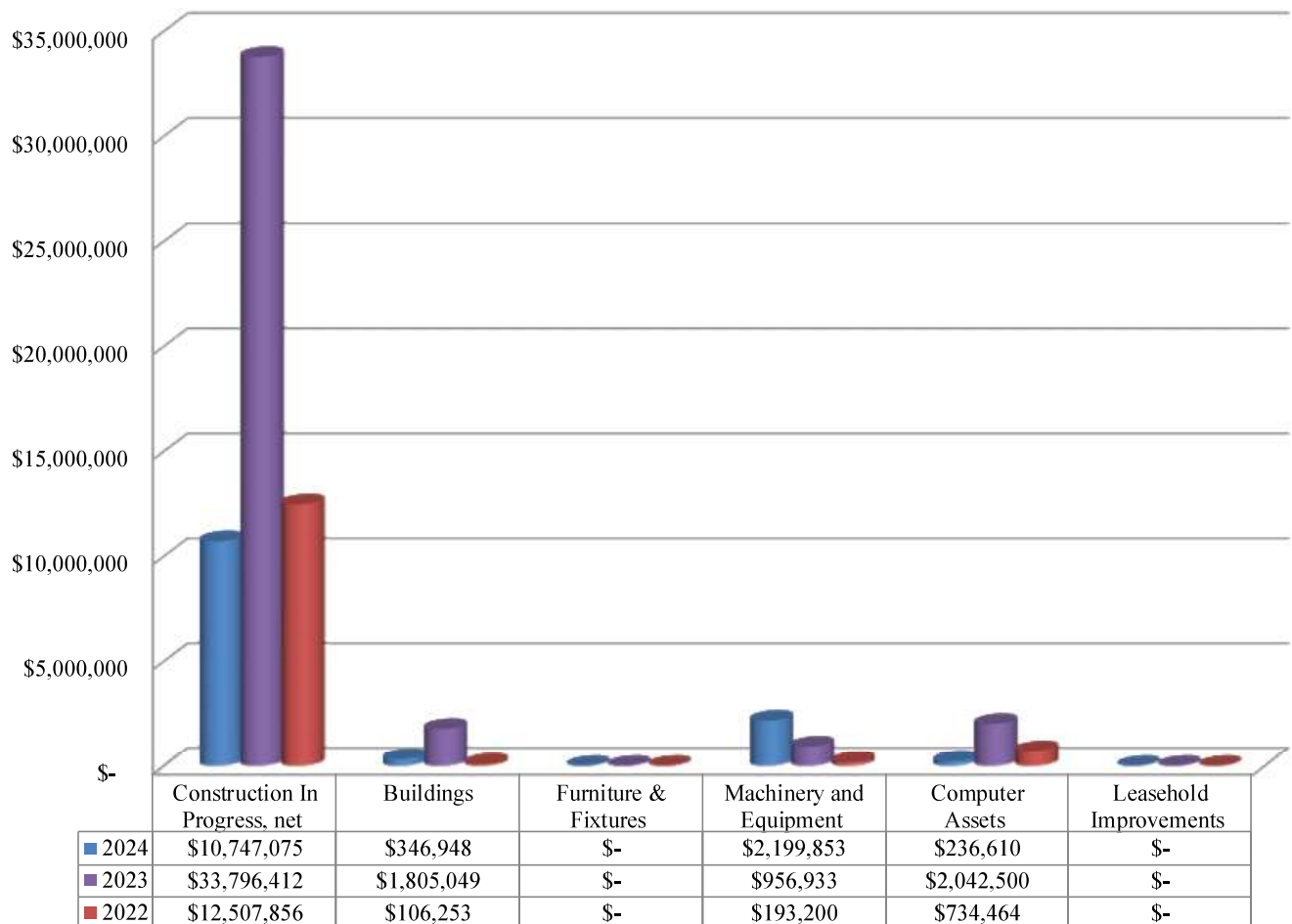
(an agency of the Commonwealth of Massachusetts)

Management's Discussion & Analysis (Unaudited) - Continued

June 30, 2024 and 2023

As of June 30, 2024, the College had invested more than \$79.2M in capital assets, net of accumulated depreciation. Major asset additions are as follows:

Capital Asset Additions



The increase in net capital assets in fiscal years 2024 and 2023 can be attributed to significant construction-in-progress, equipment and furnishings relating to the Framingham Campus construction. Also, fiscal year 2023 had a new accounting pronouncement requiring the capitalization of leased assets that were previously not included in capital assets. There were also various projects completed on campus during the year.

MASSACHUSETTS BAY COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Management's Discussion & Analysis (Unaudited) - Continued

June 30, 2024 and 2023

Factors Impacting Future Periods

Under the leadership of the president, the College embarked on creating a new strategic plan for the five years beginning 2018. This plan sets forth five strategic directions aligned to continually heighten performance in the areas of improving student outcomes, increasing college preparation, strengthening workforce partnerships, enhancing professional growth of faculty and staff, and optimizing capital resources. The College is currently working on creating a new strategic plan. The fiscal year 2025 budget was structured with enrollment increasing year over year. In anticipation of an increase in enrollment, management plans on factoring in a 2% increase in enrollment in the Fall budget revision. Fall enrollment is up approximately 5,653 credits sold, over Fall semester 2023. In addition to the increases due to state programming initiatives like MassReconnect and MassEducate, the college saw an increase in enrollment in fiscal year 2024 that is expected to continue in the next fiscal year. The college saw an increase in the Spring 2024 likely due to the free community college programs being approved late in the Summer and students taking time to prepare themselves to return to school. With MassEducate being announced in a similar timeframe, the College is expecting another increase in Spring 2025.

The college has identified several key areas to focus on to increase enrollment, including efforts to increase retention of part-time and non-degree students, increasing the yield on applications submitted, providing more financial aid award information to applicants, and building corporate training, workforce development partnerships and other non-credit offerings. The College will continue to strive to make educational opportunities affordable to all who seek them while simultaneously working to raise sufficient revenues to support the mission of the institution.

The College completed construction on a new campus in Framingham. The building houses the Health Science, Early Childhood, and Human Services programs, and has space to offer general education classes and provide student services. The construction of the new building helps the College fulfill its mission to provide first-rate undergraduate education to the residents of MetroWest region of the greater Boston area. The building is LEED certified and will reduce the space rental and utility expenses the College has incurred in the past.

Requests for Information

This financial report is designed to provide the College, the Commonwealth, the public and other interested parties with an overview of the financial results of the College and an explanation of the College's financial condition. If you have questions about this report or requests for additional information, please contact the Office of the Vice President for Finance & Administration, 50 Oakland Street, Wellesley Hills, MA 02481.

MASSACHUSETTS BAY COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Statements of Net Position

June 30, 2024 and 2023

Assets and Deferred Outflows of Resources

	<u>Primary Government</u>	
	2024	2023
	<u>College</u>	<u>College</u>
Current Assets:		
Cash and cash equivalents (Note 3)	\$ 10,068,389	\$ 10,512,933
Deposits held by State Treasurer (Note 4)	2,395,473	1,672,576
Accounts and grants receivable, net (Note 5)	4,390,643	4,542,401
Due from affiliate	48,000	86,174
Prepaid expenses and other current assets	1,062,169	631,543
Investments (Note 6)	<u>23,588,650</u>	<u>21,537,168</u>
Total Current Assets	<u>41,553,324</u>	<u>38,982,795</u>
Non-Current Assets:		
Capital assets, net (Note 7)	<u>79,150,339</u>	<u>68,890,495</u>
Total Non-Current Assets	<u>79,150,339</u>	<u>68,890,495</u>
Total Assets	<u>120,703,663</u>	<u>107,873,290</u>
Deferred Outflows of Resources:		
Deferred outflows related to pensions (Note 10)	338,297	189,513
Deferred outflows related to OPEB (Note 11)	<u>308,827</u>	<u>596,411</u>
Total Deferred Outflows of Resources	<u>647,124</u>	<u>785,924</u>
 Total Assets and Deferred Outflows of Resources	 <u>\$ 121,350,787</u>	 <u>\$ 108,659,214</u>

See accompanying notes to the financial statements.

MASSACHUSETTS BAY COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Statements of Revenues, Expenses and Changes in Net Position

For the Years Ended June 30, 2024 and 2023

Liabilities, Deferred Inflows of Resources and Net Position

	<u>Primary Government</u>	
	<u>2024</u>	<u>2023</u>
	<u>College</u>	<u>College</u>
Current Liabilities:		
Accounts payable and accrued liabilities	\$ 7,097,268	\$ 4,580,673
Accrued salaries and wages	1,268,774	1,130,118
Current portion of accrued compensated absences and workers' compensation (Note 8)	2,507,604	2,242,129
Unearned tuition and student deposits	1,689,920	1,346,937
Unearned grant and contract revenue	939,872	2,155,155
Current portion of lease liability (Note 9)	575,835	734,611
Current portion of SBITA liability (Note 9a)	-	233,464
Total Current Liabilities	14,079,273	12,423,087
Non-Current Liabilities:		
Accrued compensated absences and workers' compensation, net of current portion (Note 8)	1,349,329	1,273,715
Lease liability, net of current portion (Note 9)	3,061,707	4,306,614
SBITA liability, net of current portion (Note 9a)	-	37,084
Net pension liability (Note 10)	936,976	770,280
Net OPEB liability (Note 11)	996,551	969,390
Total Non-Current Liabilities	6,344,563	7,357,083
Total Liabilities	20,423,836	19,780,170
Deferred Inflows of Resources		
Deferred inflows related to pensions (Note 10)	348,887	795,129
Deferred inflows related to OPEB (Note 11)	1,708,151	2,867,032
Total Deferred Inflows of Resources	2,057,038	3,662,161
Net Position:		
Net investment in capital assets	75,512,797	63,578,722
Restricted:		
Expendable (Note 12)	3,314,535	3,827,733
Unrestricted	20,042,581	17,810,428
Total Net Position	98,869,913	85,216,883
Total Liabilities, Deferred Inflows of Resources and Net Position	\$ 121,350,787	\$ 108,659,214

See accompanying notes to the financial statements.

MASSACHUSETTS BAY COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Statements of Revenues, Expenses and Changes in Net Position

For the Years Ended June 30, 2024 and 2023

	<u>Primary Government</u>	
	<u>2024</u>	<u>2023</u>
	<u>College</u>	<u>College</u>
Operating Revenues:		
Tuition and fees	\$ 21,401,585	\$ 17,084,627
Less: scholarships and fellowships	<u>(5,969,785)</u>	<u>(4,684,433)</u>
Net tuition and fees	15,431,800	12,400,194
Federal grants and contracts	8,942,847	5,158,874
State grants and contracts	8,800,331	5,754,298
Private grants and contracts	2,824,958	2,962,168
Other operating revenues	<u>-</u>	<u>338,228</u>
Total Operating Revenues	<u>35,999,936</u>	<u>26,613,762</u>
Operating Expenses (Note 14):		
Instruction	20,789,856	18,260,305
Academic support	10,848,436	6,406,143
Student services	8,817,033	6,271,675
Scholarships and fellowships	4,528,153	2,327,788
Institutional support	10,891,260	7,663,348
Public service	97,388	90,389
Operation and maintenance of plant	7,531,503	7,136,813
Depreciation	<u>3,270,641</u>	<u>3,236,424</u>
Total Operating Expenses	<u>66,774,270</u>	<u>51,392,885</u>
Net Operating Loss	<u>(30,774,334)</u>	<u>(24,779,123)</u>
Non-Operating Revenues (Expenses):		
State appropriations, net (Note 16)	31,314,223	27,744,390
Investment income	3,259,083	2,506,083
Interest expense	<u>(271,733)</u>	<u>(347,149)</u>
Total Non-Operating Revenues	<u>34,301,573</u>	<u>29,903,324</u>
Changes in Net Position Before Capital Appropriations	3,527,239	5,124,201
Capital appropriations (Note 16)	<u>10,125,791</u>	<u>33,513,145</u>
Changes in Net Position	13,653,030	38,637,346
Net Position, Beginning of Year	<u>85,216,883</u>	<u>46,579,537</u>
Net Position, End of Year	<u>\$ 98,869,913</u>	<u>\$ 85,216,883</u>

See accompanying notes to the financial statements.

MASSACHUSETTS BAY COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Statements of Cash Flows

For the Years Ended June 30, 2024 and 2023

	<u>Primary Government</u>	
	<u>2024</u>	<u>2023</u>
	<u>College</u>	<u>College</u>
Cash Flows from Operating Activities:		
Tuition and fees	\$ 16,677,173	\$ 12,226,142
Grants and contracts	18,500,305	13,796,185
Payments to suppliers	(15,193,813)	(9,644,999)
Payments to employees	(34,101,879)	(28,306,182)
Payments to students	(4,528,153)	(2,327,788)
Other operating revenues	<u>-</u>	<u>322,677</u>
Net Cash Applied to Operating Activities	<u>(18,646,367)</u>	<u>(13,933,965)</u>
Cash Flows from Non-Capital Financing Activities:		
State appropriations	23,287,254	20,454,124
Tuition remitted to state	<u>(219,477)</u>	<u>(389,065)</u>
Net Cash Provided by Non-Capital Financing Activities	<u>23,067,777</u>	<u>20,065,059</u>
Cash Flows from Capital Financing Activities:		
Purchases of capital assets	(3,168,084)	(3,045,252)
Principal paid on leases and SBITAs	(1,910,841)	(1,322,716)
Interest paid on leases and SBITAs	<u>(271,733)</u>	<u>(220,878)</u>
Net Cash Applied to Capital Financing Activities	<u>(5,350,658)</u>	<u>(4,588,846)</u>
Cash Flows from Investing Activities:		
Proceeds from sales of investments	707,676	700,000
Purchase of investments	(414,620)	(20,482,225)
Interest income	<u>914,545</u>	<u>624,870</u>
Net Cash Provided by (Applied to) Investing Activities	<u>1,207,601</u>	<u>(19,157,355)</u>
Net Increase (Decrease) in Cash and Cash Equivalents	278,353	(17,615,107)
Cash and Cash Equivalents, Beginning of Year	<u>12,185,509</u>	<u>29,800,616</u>
Cash and Cash Equivalents, End of Year	<u>\$ 12,463,862</u>	<u>\$ 12,185,509</u>

See accompanying notes to the financial statements.

MASSACHUSETTS BAY COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Statements of Cash Flows - Continued

For the Years Ended June 30, 2024 and 2023

	<u>Primary Government</u>	
	<u>2024</u>	<u>2023</u>
	<u>College</u>	<u>College</u>
Reconciliation of Net Operating Loss to Net Cash		
Applied to Operating Activities:		
Net operating loss	\$ <u>(30,774,334)</u>	\$ <u>(24,779,123)</u>
Adjustments to reconcile net operating loss to net cash applied to operating activities:		
Depreciation	3,270,641	3,236,424
Bad debts	331,950	219,904
Fringe benefits provided by the State	8,246,446	7,679,331
Changes in assets and liabilities:		
Accounts and grants receivable, net	(180,192)	(1,606,715)
Due from affiliate	38,174	27,406
Prepaid expenses and other current assets	(430,626)	(554,901)
Accounts payable and accrued liabilities	2,516,595	1,376,101
Accrued salaries, wages, compensated absences and workers' compensation	479,745	197,663
Unearned tuition and student deposits	342,983	121,088
Unearned grant and contract revenue	(1,215,283)	969,558
Net pension liability	(428,330)	(318,328)
Net OPEB liability	<u>(844,136)</u>	<u>(502,373)</u>
Net Cash Applied to Operating Activities	\$ <u>(18,646,367)</u>	\$ <u>(13,933,965)</u>
Reconciliation Cash and Equivalents per the Statements of Cash Flows to the Statements of Financial Position, end of year:		
Cash and cash equivalents	\$ 10,068,389	\$ 10,512,933
Deposits held by State Treasurer	<u>2,395,473</u>	<u>1,672,576</u>
Cash and cash equivalents, end of year	\$ <u>12,463,862</u>	\$ <u>12,185,509</u>
Non-Cash Disclosures:		
Fringe benefits provided by the State	\$ <u>8,246,446</u>	\$ <u>7,679,331</u>
Capital appropriations paid by DCAMM	\$ <u>10,125,791</u>	\$ <u>31,206,028</u>
Unrealized gain on investments	\$ <u>2,344,538</u>	\$ <u>2,085,650</u>
Capital assets acquired through leases and software arrangements	\$ <u>236,610</u>	\$ <u>2,042,500</u>

See accompanying notes to the financial statements.

MASSACHUSETTS BAY COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Statements of Net Assets (Component Unit)

For the Years Ended June 30, 2024 and 2023

Assets

	<u>Component Unit</u>	
	2024	2023
	<u>Foundation</u>	<u>Foundation</u>
Current Assets:		
Cash and cash equivalents (Note 3)	\$ 1,077,404	\$ 774,883
Accrued interest receivable	18,364	-
Contributions receivable	139,027	889,666
Pledges receivable, net of discount	43,888	46,826
Prepaid expenses and other current assets	8,499	-
Investments (Note 6)	<u>3,873,340</u>	<u>3,499,230</u>
Total Current Assets	<u>5,160,522</u>	<u>5,210,605</u>
Non-Current Assets:		
Long-term pledges receivable, net of current portion	2,807	32,785
Long-term investments (Note 6)	<u>1,789,633</u>	<u>1,820,340</u>
Total Non-Current Assets	<u>1,792,440</u>	<u>1,853,125</u>
Total Assets	<u>6,952,962</u>	<u>7,063,730</u>

Total Assets	<u>\$ 6,952,962</u>	<u>\$ 7,063,730</u>
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See accompanying notes to the financial statements.

MASSACHUSETTS BAY COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Statements of Net Assets (Component Unit)

For the Years Ended June 30, 2024 and 2023

Liabilities and Net Assets

	<u>Component Unit</u>	
	2024	2023
	<u>Foundation</u>	<u>Foundation</u>
Liabilities:		
Accrued expenses	\$ 4,053	\$ -
Due to affiliate	<u>48,000</u>	<u>86,174</u>
Total Liabilities	<u>52,053</u>	<u>86,174</u>
Net Assets:		
Restricted:		
Expendable (Note 12)	3,483,981	3,905,675
Non-expendable	1,687,056	1,630,963
Unrestricted	<u>1,729,872</u>	<u>1,440,918</u>
Total Net Assets	<u>6,900,909</u>	<u>6,977,556</u>
Total Liabilities and Net Assets	<u>\$ 6,952,962</u>	<u>\$ 7,063,730</u>

See accompanying notes to the financial statements.

MASSACHUSETTS BAY COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Statements of Activities and Changes in Net Assets (Component Unit)

For the Years Ended June 30, 2024 and 2023

	<u>Component Unit</u>	
	2024	2023
	<u>Foundation</u>	<u>Foundation</u>
Operating Revenues:		
Gifts and contributions	\$ 1,497,191	\$ 2,444,807
Investment income	<u>696,213</u>	<u>529,820</u>
Total Operating Revenues	<u>2,193,404</u>	<u>2,974,627</u>
Operating Expenses (Note 14):		
Scholarships and fellowships	430,601	386,533
Institutional support	<u>1,839,450</u>	<u>2,205,506</u>
Total Operating Expenses	<u>2,270,051</u>	<u>2,592,039</u>
Net Operating Loss	<u>(76,647)</u>	<u>382,588</u>
Changes in Net Assets	(76,647)	382,588
Net Assets, Beginning of Year	<u>6,977,556</u>	<u>6,594,968</u>
Net Assets, End of Year	<u>\$ 6,900,909</u>	<u>\$ 6,977,556</u>

See accompanying notes to the financial statements.

MASSACHUSETTS BAY COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements

June 30, 2024 and 2023

Note 1 - **Summary of Significant Accounting Policies**

Organization

Massachusetts Bay Community College ("the College") is a state-supported, comprehensive two-year college that offers a quality education leading to an associate degree in the arts and sciences as well as one-year certificate programs. The College's primary campus is located in Wellesley Hills, Massachusetts, along with another campus in Framingham and a satellite facility in Ashland. The College provides instruction and training in a variety of liberal arts, allied health and business fields of study. The College also offers, through corporate and community education, credit and noncredit courses. The College is accredited by the New England Commission of Higher Education.

The College is an agency of the Commonwealth of Massachusetts (the State or the Commonwealth). The accompanying financial statements reflect only the transactions of the College and its discretely presented component unit. Accordingly, the accompanying financial statements may not necessarily be indicative of the conditions that would have existed if the College had been operated independently of the State.

Basis of Presentation and Accounting

The accompanying financial statements have been prepared using the economic resources measurement focus and the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America, as prescribed by the Governmental Accounting Standards Board ("GASB"). Massachusetts Bay Community College Foundation's (the "Foundation") financial statements are prepared in accordance with accounting and reporting requirements prescribed by the Financial Accounting Standards Board ("FASB"). As such, certain revenue recognition and lease criteria and presentation features are different from GASB revenue recognition criteria and presentation features. No modifications have been made to the Foundation's financial information in the College's financial reporting entity for these differences.

Revenues are recorded when earned, and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. Grants and similar items are recognized as revenue as soon as all eligibility requirements have been met. The accompanying statement of revenues, expenses and changes in net position demonstrate the degree to which the direct expenses of a given function are offset by program revenues. Direct expenses are those that are clearly identifiable within a specific function. Program revenues primarily include charges to students or others who enroll or directly benefit from services that are provided by a particular function. Items not meeting the definition of program revenues are instead reported as general revenues.

MASSACHUSETTS BAY COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2024 and 2023

The College has determined that it functions as a business-type activity, as defined by GASB. The effect of inter-fund activity has been eliminated from these financial statements. The basic financial statements and required supplementary information for general-purpose governments consist of management's discussion and analysis, basic financial statements, including the College's discretely presented component unit, and required supplementary information. The College presents statements of net position, revenues, expenses and changes in net position and cash flows on a combined college-wide basis.

The College's policy is to define operating activities in the statement of revenues, expenses and changes in net position as those that generally result from exchange transactions such as the payment received for services and payment made for the purchase of goods and services. Certain other transactions are reported as non-operating activities, including the College's operating and capital appropriations from the Commonwealth, net investment income, gifts, and interest expense.

The College's financial statements are prepared in accordance with generally accepted accounting principles in the United States of America ("GAAP"). The Governmental Accounting Standards Board is responsible for establishing GAAP for state and local governments through its pronouncements.

The Massachusetts Bay Community College Foundation, Inc. ("the Foundation") is a legally separate tax-exempt organization. The Foundation was formed in 1984 to render financial assistance and support to the educational programs and development of the College. Although the College does not control the timing or the amount of receipts from the Foundation, the majority of resources received or held by the Foundation are restricted to the activities of the College by the donors. The Foundation is considered a component unit of the College because of the nature and significance of its relationship with the College as of June 30, 2024 and 2023 and is therefore discretely presented in the College's financial statements.

Complete financial statements can be obtained from the Foundation's administrative offices in Wellesley Hills, Massachusetts.

During the year ended June 30, 2024 and 2023, the Foundation distributed scholarships in the amount of \$430,601 and \$386,533, respectively, directly to students of the College.

MASSACHUSETTS BAY COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2024 and 2023

Net Position

The College has adopted a policy of generally utilizing restricted - expendable funds, when available, prior to unrestricted funds. Resources are classified for accounting purposes into the following three net position categories:

Net investment in capital assets: Capital assets, net of accumulated depreciation and outstanding principal balances of debt attributable to the acquisition, construction, or improvement of those assets. Deferred outflows of resources and deferred inflows of resources that are attributable to the acquisition, construction, or improvement of those assets or related debt are included in this component of net position.

Restricted - Non-expendable: Net position subject to externally imposed conditions or by law such that the College must maintain the funds in perpetuity.

Restricted - Expendable: Net position whose use is subject to externally imposed conditions or by law that can be fulfilled by the actions of the College or the passage of time.

Unrestricted: Net position that is not subject to externally imposed stipulations or categorized as net investment in capital assets. Unrestricted net assets may be designated for specific purposes by action of management or the Board of Trustees or may otherwise be limited by contractual agreements with outside parties.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions about future events. These estimates and assumptions affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements, as well as the reported amounts of revenues and expenses during the reporting period. Management evaluates the estimates and assumptions on an ongoing basis using historical experience and other factors that management believes to be reasonable under the circumstances. Adjustments to estimates and assumptions are made as facts and circumstances require. As future events and their effects cannot be determined with certainty, actual results may differ from the estimates used in preparing the accompanying financial statements. Significant estimates and assumptions are required as part of estimating an allowance for doubtful accounts, depreciation/amortization, the net pension liability and net OPEB liability.

MASSACHUSETTS BAY COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2024 and 2023

Cash and Cash Equivalents

The College has defined cash and cash equivalents to include cash on hand, demand deposits, and cash and deposits held by State agencies on behalf of the College with original maturities of three months or less from the date of acquisition.

Accounts Receivable

Accounts receivable are stated at the amount the College expects to collect from outstanding balances. The College provides for probable uncollectible amounts through a charge to operations and a credit to a valuation allowance based on its assessment of the current status of individual accounts. Balances that are still outstanding after the College has used reasonable collection efforts are written off through a charge to the valuation allowance and a credit to accounts receivable.

Investments

Investments in marketable securities are stated at fair value. Alternative investments are carried at net asset value as a practical expedient to fair value. The estimated fair value of these investments is based on valuations provided by the external investment managers and reviewed by management. Since these investments are not readily marketable, their estimated value is subject to uncertainty and therefore may differ from the value that would have been used had a ready market for such investment existed. Such differences could be material. Dividends, interest, and net realized and unrealized gains or losses on investments are reported in the statement of revenues, expenses and changes in net position. Gains and losses on the disposition of investments are determined based on specific identification of securities sold. Investment income is recognized when earned.

Capital Assets

Real estate assets, including improvements, are generally stated at cost. Furnishings and equipment are stated at cost as of date of acquisition or, in the case of gifts, at fair value at date of donation. It is the College's policy to capitalize items with a unit cost of more than \$50,000 and with a useful life of greater than one year. Interest costs on debt related to capital assets are expensed during the construction period. The College's capital assets, with the exception of land and construction in progress, are depreciated on a straight-line basis over their estimated useful lives, which range from 2 to 40 years. Leased and subscription-based information technology arrangement assets are amortized over the shorter of the lease/subscription term or useful life of the underlying asset. The costs of normal maintenance and repairs that do not add to the value of the asset or materially extend assets' lives are not capitalized. Amortization of leasehold improvements and leased assets is included within depreciation expense.

MASSACHUSETTS BAY COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2024 and 2023

It is the College's policy to expense educational reference materials when purchased. The costs of normal maintenance and repairs that do not add to the value of the asset or materially extend asset lives are not capitalized.

The College does not have collections of historical treasures, works of art or other items that are inexhaustible by their nature and are of immeasurable intrinsic value, thus not requiring capitalization or depreciation in accordance with GASB guidelines.

Capital assets are controlled, but not owned by the College. The College is not able to sell or otherwise pledge its assets since they are owned by the Commonwealth.

Fringe Benefits

The College participates in the Commonwealth's Fringe Benefits programs, including health insurance, unemployment, and pension. Health insurance, unemployment and pension costs are billed through a fringe benefit rate charged to the College.

Compensated Absences

Employees earn the right to be compensated during absences for vacation leave and sick leave. Accrued vacation is the amount earned by all eligible employees through June 30 each year. Employees with 10 or more years of service are entitled to carry forward 20% of unused sick time. Upon retirement, the employee is entitled to receive payment for the unused balance.

Workers' Compensation

The Commonwealth provides workers' compensation coverage to its employees on a self-insured basis. The Commonwealth requires the College to record its portion of the workers' compensation in its records. Workers' compensation is assessed separately to the College based on the College's actual experience.

Unearned Revenues

Unearned revenues consist of student deposits, fees and tuition payments for summer programs and the next academic year, and grant revenues. Funds received in advance from various grants and contracts are deferred. Revenues are recognized as the related services are performed and completed.

MASSACHUSETTS BAY COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2024 and 2023

Pensions

For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the Massachusetts State Employees' Retirement System plan ("SERS"), and the additions to/deductions from SERS' fiduciary net position have been determined on the same basis as they are reported by SERS. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

Other Post-Employment Benefits (OPEB)

For purposes of measuring the College's net OPEB liability, deferred outflows of resources and deferred inflows of resources related to OPEB, and OPEB expense, information about the fiduciary net position of the State Retirees' Benefit Trust ("SRBT") and additions to/deductions from SRBT's fiduciary net position have been determined on the same basis as they are reported by SRBT. For this purpose, SRBT recognizes benefit payments when due and payable in accordance with the benefit terms. Investments are reported at fair value, except for money market investments and participating interest-earning investment contracts that have a maturity at the time of purchase of one year or less, which are reported at cost.

Student Fees

Student tuition and other fees are presented net of scholarships and fellowships applied to students' accounts. Certain other scholarship amounts are paid directly to, or refunded to, the student and are generally reflected as expenses.

Tax Status

The College is an agency of the Commonwealth of Massachusetts and is therefore generally exempt from income taxes under Section 115 of the Internal Revenue Code.

Future Governmental Accounting Pronouncements

GASB Statement 101 – *Compensated Absences* is effective for reporting periods beginning after December 15, 2023. The objective of this statement is to update the recognition and measurement for compensated absences.

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GASB Statement 102 – *Certain Rate Disclosures* is effective for reporting periods beginning after June 15, 2024. The objective of this statement is to update the required disclosures for risks that could negatively impact state and local governments.

GASB Statement 103 – *Financial Reporting Model Improvements* is effective for reporting periods beginning after June 15, 2025. The objective of this statement is to improve the financial reporting model to enhance decision making by the organization and assessing a government's accountability.

Management has not completed its review of the requirements of these standards and their applicability.

Note 2 - **Implementation of Newly Effective Accounting Standard**

As of July 1, 2022, the College implemented GASB Statement 100 – *Accounting Changes and Error Corrections*, an amendment of GASB 62. The objective of this statement is to provide consistency for changes in accounting principles, accounting estimates, and the reporting entity and corrections of errors. The adoption of this statement did not have a material impact to the financial statements.

Note 3 - **Cash and Cash Equivalents**

The College is required to comply with the Commonwealth's deposit and investment policies which are principally defined in the Massachusetts General Laws, Chapter 29. State statutes permit investment in obligations of the U.S. Treasury, authorized bonds of all states, bankers' acceptances, certificates of deposit, commercial paper rated within the three highest classifications established by Standard & Poor's Corporation and Moody's Commercial Paper Record, and repurchase agreements secured by any of these obligations.

The Treasurer of the Commonwealth oversees the financial management of the Massachusetts Municipal Depository Trust ("MMDT"), an external investment pool for cities, towns and other state and local agencies within the Commonwealth. MMDT operates as a qualifying external investment pool and is valued by MMDT's management on an amortized cost where the net asset value is \$1 per share. At June 30, 2024 and 2023, the College had \$7,250,741 and \$8,753,378, respectively, invested with MMDT and is included in cash and cash equivalents.

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Custodial credit risk is risk associated with the failure of a depository financial institution. In the event of a depository financial institution's failure, the College would not be able to recover its balance in excess of amounts insured by the Federal Deposit Insurance Corporation ("FDIC") up to \$250,000. The College does not have a formal deposit policy for custodial credit risk.

The College monitors the exposure associated with cash and cash equivalents and has not experienced any losses in such accounts. Deposits in the bank in excess of the insured amount are uninsured and uncollateralized. At June 30, 2024 and 2023, the bank balance of the College's cash and cash equivalents, not including the MMDT cash balances, was \$3,329,464 and \$2,003,676, respectively. At June 30, 2024 and 2023, the College had uninsured and uncollateralized cash balances totaling \$3,079,464 and \$1,753,676, respectively.

Note 4 - Deposits Held by State Treasurer

Accounts payable and accrued salaries to be funded from State-appropriated funds totaled \$2,394,369 and \$1,672,576 at June 30, 2024 and 2023, respectively. The College has recorded an equivalent dollar amount of cash held by the State Treasurer for the benefit of the College, which was subsequently utilized to pay for such liabilities.

Note 5 - Accounts and Grants Receivable, net

Accounts and grants receivable include the following at June 30:

	<u>2024</u>	<u>2023</u>
Student accounts receivable	\$ 2,157,639	\$ 3,101,035
Grants receivable	2,212,502	2,055,341
Other	<u>734,127</u>	<u>566</u>
	5,104,268	5,156,942
Less: Allowance for doubtful accounts	<u>(713,625)</u>	<u>(614,541)</u>
	<u>\$ 4,390,643</u>	<u>\$ 4,542,401</u>

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Notes to the Financial Statements - Continued

June 30, 2024 and 2023

Note 6 - **Investments**

Short-term investments are categorized according to the level of risk assumed by the College. At June 30, 2024 and 2023, the entire balance of investments are held in trust depository accounts in the name of the College and are uninsured. At June 30, 2024 and 2023, the investments are stated at fair value.

Fair Value Hierarchy

The fair value hierarchy categorizes inputs to valuation techniques used to measure fair value into three levels. Level 1 inputs are quoted market prices for identical assets or liabilities in active markets that a government can access at the measurement date.

Level 2 inputs are inputs, other than quoted prices included within Level 1, that are observable for an asset or liability, directly or indirectly. Level 3 inputs are unobservable inputs. The highest priority is assigned to Level 1 inputs and the lowest to Level 3 inputs. If the fair value is measured using inputs from more than one level of the hierarchy, the measurement is considered to be based on the lowest priority input level that is significant to the entire measurement. Valuation techniques used should maximize the use of the observable inputs and minimize the use of unobservable inputs.

The following is a description of the valuation methodologies used for assets measured at fair value. There have been no changes in the methodologies used at June 30, 2024 and 2023.

Mutual funds are valued at daily closing prices as reported by the fund. The mutual funds are classified as Level 1 and are deemed to be actively traded.

As a practical expedient to estimate the fair value of the College's alternative investments, they are reported at the net asset value ("NAV"). The College's alternative investments, which include Rhumblin Large Cap Core Index Account, Davidson Kempner Institutional Partners, L.P., Archipelago Holdings, Ltd. and US Research Equity Extended Fund, L.P., are reported at fair value based on the most current NAV.

The preceding methods described may produce a fair value calculation that may not be indicative of net realizable value or reflective of future fair values. Furthermore, although the College believes its valuation methods are appropriate and consistent with other market participants, the use of different methodologies or assumptions to determine the fair value of certain financial instruments could result in a different fair value measurement at the reporting date.

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June 30, 2024 and 2023

June 30, 2024					
	NAV	Level 1	Level 2	Level 3	Total
Recurring fair value measurements:					
Mutual funds	\$ -	13,871,479	\$ -	\$ -	\$ 13,871,479
Alternative investments	<u>9,717,171</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>9,717,171</u>
Total marketable securities at fair value	<u>\$ 9,717,171</u>	<u>\$ 13,871,479</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 23,588,650</u>

June 30, 2023					
	NAV	Level 1	Level 2	Level 3	Total
Recurring fair value measurements:					
Mutual funds	\$ -	\$ 13,311,417	\$ -	\$ -	\$ 13,311,417
Alternative investments	<u>8,225,751</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>8,225,751</u>
Total marketable securities at fair value	<u>\$ 8,225,751</u>	<u>\$ 13,311,417</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 21,537,168</u>

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June 30, 2024 and 2023

The College's investments measured at NAV are as follows at June 30:

<u>June 30, 2024</u>			
	<u>Fair Value</u>	<u>Unfunded Commitments</u>	<u>Redemption Terms</u>
Alternative investments:			
Rhumblin Large Cap Core Index Account	\$ 6,722,935	\$ -	Daily
Davidson Kempner Institutional Partners, L.P.	672,905	-	Quarterly
Archipelago Holdings, Ltd.	1,002,062	-	Quarterly
US Research Equity Extended Fund, L.P.	<u>1,319,269</u>	<u>-</u>	Quarterly
Total Investments Measured at the NAV	<u>\$ 9,717,171</u>	<u>\$ -</u>	

<u>June 30, 2023</u>			
	<u>Fair Value</u>	<u>Unfunded Commitments</u>	<u>Redemption Terms</u>
Alternative investments:			
Rhumblin Large Cap Core Index Account	\$ 6,743,567	\$ -	Daily
Davidson Kempner Institutional Partners, L.P.	621,412	-	Quarterly
Archipelago Holdings, Ltd.	<u>860,772</u>	<u>-</u>	Quarterly
Total Investments Measured at the NAV	<u>\$ 8,225,751</u>	<u>\$ -</u>	

Investments of the Foundation

The following is a summary of investments at fair value June 30:

	<u>2024</u>	<u>2023</u>
Mutual funds	\$ 111,615	\$ 3,487,797
Bonds	1,840,824	1,831,773
Equities	3,590,619	-
Real Assets	<u>119,915</u>	<u>-</u>
	<u>\$ 5,662,973</u>	<u>\$ 5,319,570</u>

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June 30, 2024 and 2023

Refer to the Foundation's financial statements for additional information regarding investments.

Note 7 - Capital Assets

Capital assets consist of the following at June 30, 2024 and 2023:

		2024			
	<u>Estimated lives (in years)</u>	<u>Beginning Balance</u>	<u>Additions</u>	<u>Reclassifications & Reductions</u>	<u>Ending Balance</u>
Capital assets, not depreciated:					
Land	-	\$ 103,368	\$ -	\$ -	\$ 103,368
Construction-in-progress	-	<u>51,453,503</u>	<u>10,747,075</u>	<u>(102,784)</u>	<u>62,097,794</u>
Total not depreciated		<u>51,556,871</u>	<u>10,747,075</u>	<u>(102,784)</u>	<u>62,201,162</u>
Capital assets, depreciated:					
Buildings, including					
improvements	11-40	31,377,581	346,948	102,784	31,827,313
Furnishings and equipment	2-10	10,406,323	2,199,853	-	12,606,176
Software arrangements	3	491,120	-	-	491,120
Leased Equipment	5	2,691,132	236,610	-	2,927,742
Leased Building	3-10	<u>4,372,299</u>	<u>-</u>	<u>-</u>	<u>4,372,299</u>
Total depreciated		<u>49,338,455</u>	<u>2,783,411</u>	<u>102,784</u>	<u>52,224,650</u>
Less accumulated depreciation:					
Buildings, including					
improvements		(20,581,980)	(1,270,395)	-	(21,852,376)
Furnishings and equipment		(8,930,676)	(584,988)	-	(9,515,664)
Software arrangements		(228,037)	(228,827)	-	(456,864)
Leased Equipment		(837,283)	(825,771)	-	(1,663,054)
Leased Building		<u>(1,426,855)</u>	<u>(360,660)</u>	<u>-</u>	<u>(1,787,515)</u>
Total accumulated depreciation		<u>(32,004,831)</u>	<u>(3,270,641)</u>	<u>-</u>	<u>(35,275,473)</u>
Net depreciable assets		<u>17,333,624</u>	<u>(487,230)</u>	<u>102,784</u>	<u>16,949,177</u>
Capital Assets, Net		<u>\$ 68,890,495</u>	<u>\$ 10,259,845</u>	<u>\$ -</u>	<u>\$ 79,150,339</u>

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Notes to the Financial Statements - Continued

June 30, 2024 and 2023

		2023			
	Estimated lives (in years)	Beginning Balance	Additions	Reclassifications & Reductions	Ending Balance
Capital assets, not depreciated:					
Land	-	\$ 103,368	\$ -	\$ -	\$ 103,368
Construction-in-progress	-	18,659,501	33,796,412	(1,002,410)	51,453,503
Total not depreciated		18,762,869	33,796,412	(1,002,410)	51,556,871
Capital assets, depreciated:					
Buildings, including improvements	11-40	28,570,122	1,805,049	1,002,410	31,377,581
Furnishings and equipment	2-10	9,449,387	956,936	-	10,406,323
Software arrangements	3	491,120	-	-	491,120
Leased Equipment	5	648,632	2,042,500	-	2,691,132
Leased Building	3-10	4,372,299	-	-	4,372,299
Total depreciated		43,531,560	4,804,485	1,002,410	49,338,455
Less accumulated depreciation:					
Buildings, including improvements		(19,376,999)	(1,204,981)	-	(20,581,980)
Furnishings and equipment		(8,339,440)	(591,236)	-	(8,930,676)
Software arrangements		-	(228,037)	-	(228,037)
Leased Equipment		(368,594)	(468,689)	-	(837,283)
Leased Building		(683,374)	(743,481)	-	(1,426,855)
Total accumulated depreciation		(28,768,407)	(3,236,424)	-	(32,004,831)
Net depreciable assets		14,763,153	1,568,061	1,002,410	17,333,624
Capital Assets, Net		\$ 33,526,022	\$ 35,364,473	\$ -	\$ 68,890,495

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Notes to the Financial Statements - Continued

June 30, 2024 and 2023

Note 8 - Non-Current Liabilities

Non-current liabilities at June 30 consist of:

	2024				
	<u>Beginning Balance</u>	<u>Additions</u>	<u>Reductions</u>	<u>Ending Balance</u>	<u>Current Portion</u>
Lease liability	\$ 5,041,225	\$ 236,610	\$ 1,640,293	\$ 3,637,542	\$ 575,835
SBITAs liability	<u>270,548</u>	<u>-</u>	<u>270,548</u>	<u>-</u>	<u>-</u>
Total lease liabilities	5,311,773	236,610	1,910,841	3,637,542	575,835
Other non-current liabilities:					
Compensated absences	3,287,790	312,252	-	3,600,042	2,460,206
Workers' compensation	228,054	28,837	-	256,891	47,398
Net pension liability	770,280	166,696	-	936,976	-
Net OPEB Liability	<u>969,390</u>	<u>27,161</u>		<u>996,551</u>	<u>-</u>
Total other non-current liabilities	<u>5,255,514</u>	<u>534,946</u>	<u>-</u>	<u>5,790,460</u>	<u>2,507,604</u>
Total Non-Current Liabilities	<u>\$ 10,567,287</u>	<u>\$ 771,556</u>	<u>\$ 1,910,841</u>	<u>\$ 9,428,002</u>	<u>\$ 3,083,439</u>

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	2023				
	Beginning Balance	Additions	Reductions	Ending Balance	Current Portion
Lease liability	\$ 4,100,869	\$ 2,042,500	\$ 1,102,144	\$ 5,041,225	\$ 734,611
SBITAs liability	491,120	-	220,572	270,548	233,464
Total lease liabilities	4,591,989	2,042,500	1,322,716	5,311,773	968,075
Other non-current liabilities:					
Compensated absences	3,184,141	3,287,790	3,184,141	3,287,790	2,202,904
Workers' compensation	245,361	228,055	245,362	228,054	39,225
Net pension liability	558,356	211,924	-	770,280	-
Net OPEB Liability	980,343	-	10,953	969,390	-
Total other non-current liabilities	4,968,201	3,727,769	3,440,456	5,255,514	2,242,129
Total Non-Current Liabilities	\$ 9,560,190	\$ 5,770,269	\$ 4,763,172	\$ 10,567,287	\$ 3,210,204

Note 9 - Leases

A summary of the College's leases at June 30 are as follows:

Description	Issue Date	Terms	Payment Amount (Annual)	Interest Rate	Lease Liability 2024	Lease Liability 2023
Equipment	7/10/2019	5 years	\$ 76,868	3.63%	\$ -	\$ 74,228
Building	9/1/2021	10 years	Varies	4.25%	2,895,563	3,170,967
Equipment	7/28/2022	5 years	\$ 43,810	1.33%	-	169,564
Equipment	11/30/2022	5 years	\$ 237,723	2.96%	-	884,487
Equipment	1/13/2023	5 years	\$ 172,660	5.27%	741,979	741,979
Equipment	9/1/2023	5 years	\$ 56,752	6.38%	-	-
					<u>\$ 3,637,542</u>	<u>\$ 5,041,225</u>

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On September 1, 2021, DCAMM also entered into a ten-year lease agreement on behalf of the College to lease classroom and office space in Ashland from a third-party landlord. There are no options to renew the lease. Monthly payments range from \$31,307 to \$44,254 over the remaining lease term. In addition, the College is charged fees for services including janitorial, utilities and parking. For the years ended June 30, 2024 and 2023, these fees totaled \$273,728 and \$144,114, respectively. The College's incremental borrowing rate for a transaction with similar attributes was used to discount the lease payments to recognize the intangible right to use this asset and the associated lease liability.

On July 10, 2019, the College entered into a five-year lease for information technology security equipment with a fixed interest rate of 3.63%. There are no options to renew the lease or purchase the leased equipment. Payments of \$76,868 are due annually. The College did not make payments for this lease other than the lease payment for the years ended June 30, 2024 and 2023.

On July 28, 2022, the College entered into a five-year lease for information technology security equipment with a fixed interest rate of 1.33%. There are no options to renew the lease or purchase the leased equipment. Payments of \$43,810 are due annually. During the year ended, June 30, 2024, in addition to the required lease payment the College made an additional payment to pay the lease in its entirety. The College did not make payments for this lease other than the lease payment for the year ended June 30, 2023.

On November 30, 2022, the College entered into a five-year lease for computer equipment with a fixed interest rate of 2.96%. Payments of \$237,723 are due annually. There are no options to renew the lease or purchase the leased equipment. During the year ended, June 30, 2024, in addition to the required lease payment the College made an additional payment to pay the lease in its entirety. The College did not make payments for this lease other than the lease payment for the year ended June 30, 2024.

On January 13, 2023, the College entered into a five-year lease for phone system equipment with a fixed interest rate of 5.27%. There are no options to renew the lease or purchase the leased equipment. Payments of \$172,660 are due annually. The College did not make payments for this lease other than the lease payment for the years ended June 30, 2024 and 2023.

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On September 1, 2023, the College entered into a five-year lease for computer equipment with a fixed interest rate of 6.38%. Payments of \$56,752 are due annually. There are no options to renew the lease or purchase the leased equipment. During the year ended, June 30, 2024, in addition to the required lease payment the College made an additional payment to pay the lease in its entirety.

At June 30, 2024 and 2023, the total amounts of the leased right of use assets and accumulated amortization for leases were \$7,300,041 and \$7,063,431 and \$3,450,569 and \$2,264,138, respectively.

Annual requirements to amortize the lease liability and related interest subsequent to June 30, 2024 are as follows:

Years Ending			
<u>June 30,</u>	<u>Principal</u>	<u>Interest</u>	
2025	\$ 575,835	\$ 188,514	
2026	479,248	136,020	
2027	518,938	113,919	
2028	560,949	90,035	
2029	432,919	64,261	
2030-2032	<u>1,069,653</u>	<u>52,613</u>	
Total	<u>\$ 3,637,542</u>	<u>\$ 645,362</u>	

Note 9A - Subscription-Based Information Technology Arrangements

The College has entered into subscription-based information technology arrangements (SBITAs) involving its financial management software and document management software.

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June 30, 2024 and 2023

The financial management software arrangement is a three-year agreement, initiated in fiscal year 2022 with an annual payment that ranges from \$95,000 to \$97,300. The College has used a 5.75% discount rate for this arrangement based on another equipment lease during the same fiscal year to determine the present value of the intangible right-to-use asset and SBITA liability. The College has an option to extend this arrangement for three additional years but is not likely to exercise that option. There is no option to purchase the software. The College did not make payments for this lease other than the lease payment for the years ended June 30, 2023.

The document management software arrangement is a three-year agreement, initiated in fiscal year 2023 with a monthly payment of \$12,480. The College has used a 5.75% discount rate for this arrangement based on another equipment lease during the same fiscal year to determine the present value of the intangible right-to-use asset and SBITA liability. There are no options to renew or purchase the software. During the year ended, June 30, 2024, in addition to the required lease payment the College made an additional payment to pay the lease in its entirety. The College did not make payments for this lease other than the lease payment for the year ended June 30, 2023.

At June 30, 2024 and 2023, the total amount of the SBITA right of use asset was \$491,120 and accumulated amortization for SBITA was \$456,864 and \$228,037, respectively. At June 30, 2024 and 2023 the balance of the SBITA liability was \$0 and \$270,548 respectively.

Note 10 - **Pensions**

Defined Benefit Plan Description

Certain employees of the College participate in a cost-sharing, multiple-employer defined benefit pension plan - the Massachusetts State Employees' Retirement System - administered by the Massachusetts State Board of Retirement (the "Board"), which is a public employee retirement system ("PERS"). Under a cost-sharing plan, pension obligations for employees of all employers are pooled and plan assets are available to pay the benefits through the plan, regardless of the status of the employers' payment of its pension obligations to the plan. The plan provides retirement and disability benefits and death benefits to plan members and beneficiaries.

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June 30, 2024 and 2023

The Massachusetts State Employees' Retirement System does not issue stand-alone financial statements. Additional information regarding the plan is contained in the Commonwealth's financial statements, which are available online from the Office of State Comptroller's website.

Benefit Provisions

SERS provides retirement, disability, survivor and death benefits to members and their beneficiaries. Massachusetts General Laws ("MGL") establishes uniform benefit and contribution requirements for all contributory PERS. These requirements provide for superannuation retirement allowance benefits up to a maximum of 80% of a member's highest three-year average annual rate of regular compensation. For employees hired after April 1, 2012, retirement allowances are calculated based on the last five years or any five consecutive years, whichever is greater in terms of compensation. Benefit payments are based upon a member's age, length of creditable service, group creditable service, and group classification. The authority for amending these provisions rests with the Massachusetts State Legislature (the "Legislature").

Members become vested after ten years of creditable service. A superannuation retirement allowance may be received upon the completion of twenty years of service or upon reaching the age of 55 with ten years of service. Normal retirement for most employees occurs at age 65; for certain hazardous duty and public safety positions, normal retirement is at age 55. Most employees who joined the system after April 1, 2012 are not eligible for retirement until they have reached age 60.

Contributions

The SERS' funding policies have been established by Chapter 32 of the MGL. The Legislature has the authority to amend these policies. The annuity portion of the SERS retirement allowance is funded by employees, who contribute a percentage of their regular compensation. Costs of administering the plan are funded out of plan assets.

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June 30, 2024 and 2023

Member contributions for SERS vary depending on the most recent date of membership:

<u>Hire Date</u>	<u>Percent of Compensation</u>
Prior to 1975	5% of regular compensation
1975 - 1983	7% of regular compensation
1984 to 6/30/1996	8% of regular compensation
7/1/1996 to present	9% of regular compensation except for State Police which is 12% of regular compensation
1979 to present	An additional 2% of regular compensation in excess of \$30,000

The Commonwealth does not require the College to contribute funding from its local trust funds for employees paid by State appropriations. Pension funding for employees paid from State appropriations are made through a benefit charge assessed by the Commonwealth. Such pension contributions amounted to \$3,185,956, \$3,246,704, and \$2,829,006, for the years ended June 30, 2024, 2023 and 2022, respectively.

For employees covered by SERS but not paid from State appropriations, the College is required to contribute at an actuarially determined rate. The rate was 16.69%, 16.70% and 16.11% of annual covered payroll for the fiscal years ended June 30, 2024, 2023 and 2022, respectively. The College contributed \$147,859, \$94,319 and \$77,942 for the fiscal years ended June 30, 2024, 2023 and 2022, respectively, equal to 100% of the required contributions for each year.

Pension Liabilities, Pension Expense and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

At June 30, 2024, the College reported a liability of \$936,976 for its proportionate share of the net pension liability related to its participation in SERS. The net pension liability as of June 30, 2024, the reporting date, was measured as of June 30, 2023, the measurement date, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of January 1, 2023 rolled forward to June 30, 2023.

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Notes to the Financial Statements - Continued

June 30, 2024 and 2023

At June 30, 2023, the College reported a liability of \$770,280 for its proportionate share of the net pension liability related to its participation in SERS. The net pension liability as of June 30, 2023, the reporting date, was measured as of June 30, 2022, the measurement date, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of January 1, 2022 rolled forward to June 30, 2022.

The College's proportion of the net pension liability was based on its share of the Commonwealth's collective pension amounts allocated on the basis of actual fringe benefit charges assessed to the College for the fiscal year 2023. The College's proportionate share was based on actual employer contributions to the SERS for fiscal years 2024 and 2023 relative to total contributions of all participating employers for the fiscal years. At June 30, 2024 and 2023, the College's proportion was 0.006% for both years.

For the years ended June 30, 2024 and 2023, the College recognized pension income of \$280,474 and \$224,008.

The College reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources at June 30:

	<u>2024</u>	<u>2023</u>
<u>Deferred Outflows of Resources Related to Pension</u>		
Contributions subsequent to the measurement date	\$ 147,859	\$ 94,319
Differences between projected and actual investments earnings	25,217	-
Differences between expected and actual experience	33,284	19,161
Changes in proportion from Commonwealth	8	53
Changes in plan actuarial assumptions	15,747	21,207
Changes in proportion due to internal allocation	<u>116,182</u>	<u>54,773</u>
Total Deferred Outflows Related to Pension	<u>\$ 338,297</u>	<u>\$ 189,513</u>
<u>Deferred Inflows of Resources Related to Pension</u>		
Differences between projected and actual investments earnings	\$ -	\$ 4,106
Differences between expected and actual experience	23,153	30,064
Changes in proportion from Commonwealth	7,158	2,084
Changes in proportion due to internal allocation	<u>318,576</u>	<u>758,875</u>
Total Deferred Inflows Related to Pension	<u>\$ 348,887</u>	<u>\$ 795,129</u>

MASSACHUSETTS BAY COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2024 and 2023

The College's contributions of \$147,859 and \$94,319 made during the fiscal years ended 2024 and 2023 subsequent to the measurement date, will be recognized as a reduction of the net pension liability in each of the succeeding years. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized as increases (decreases) in pension expense as follows:

Years Ending June 30,

2025	\$ (7,597)
2026	79,123
2027	(195,118)
2028	<u>(34,857)</u>
	<u>\$ (158,449)</u>

Actuarial Assumptions

The total pension liability was determined using the following actuarial assumptions, applied to all periods included in the measurement:

	<u>2024</u>	<u>2023</u>
Measurement date	June 30, 2023	June 30, 2022
Inflation on the first \$13,000 of allowance	2.50%	2.50%
Salary increases	4.00% to 9.00%	4.00% to 9.00%
Investment rate of return	7.00%	7.00%
Interest rate credited to annuity savings fund	3.50%	3.50%

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Notes to the Financial Statements - Continued

June 30, 2024 and 2023

For measurement date June 30, 2023, mortality rates were based on:

- Pre-retirement - reflects RP-2014 Blue Collar Employees table projected generationally with Scale MP-2021 set forward 1 year for females.
- Post-retirement - reflects RP-2014 Blue Collar Healthy Annuitant table projected generationally with Scale MP-2021 set forward 1 year for females.
- Disability - reflects the post-retirement mortality described above, set forward 1 year.

For measurement date June 30, 2022, mortality rates were based on:

- Pre-retirement - reflects RP-2014 Blue Collar Employees table projected generationally with Scale MP-2020 set forward 1 year for females.
- Post-retirement - reflects RP-2014 Blue Collar Healthy Annuitant table projected generationally with Scale MP-2020 set forward 1 year for females.
- Disability - reflects the post-retirement mortality described above, set forward 1 year.

Experience studies were performed as follows:

- Dated February 27, 2014 and encompasses the period January 1, 2006 to December 31, 2011, updated to reflect actual experience from 2021 through 2020 for post-retirement mortality.

The 2024 and 2023 pension liability for the June 30, 2023 and 2022 measurement date was determined by an actuarial valuation as of January 1, 2023 and 2022 and rolled forward to June 30, 2023 and 2022, respectively.

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Notes to the Financial Statements - Continued

June 30, 2024 and 2023

Investment assets of SERS are with the Pension Reserves Investment Trust ("PRIT") Fund. The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimate ranges of expected future rates of return are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future rates of return by the target asset allocation percentage. Best estimates of geometric rates of return for each major asset class included in the PRIT Fund's target asset allocation as of June 30 are summarized in the following tables:

Asset Class	2023		2022	
	Target Allocation	Long-Term Expected Real Rate of Return	Target Allocation	Long-Term Expected Real Rate of Return
Global Equity	37.0%	4.9%	38.0%	4.2%
Portfolio Completion Strategies	10.0%	3.8%	15.0%	5.0%
Core Fixed Income	15.0%	1.9%	15.0%	7.3%
Private Equity	16.0%	7.4%	10.0%	2.7%
Real Estate	10.0%	3.0%	10.0%	3.3%
Value Added Fixed Income	8.0%	5.1%	8.0%	3.7%
Timberland/Natural Resources	4.0%	4.3%	4.0%	3.9%
	<u>100.0%</u>		<u>100.0%</u>	

Discount Rate

The discount rate used to measure the total pension liability was 7.00% at June 30, 2024 and 2023. The projection of cash flows used to determine the discount rate assumed that plan member contributions will be made at the current contribution rates and the Commonwealth's contributions will be made at rates equal to the difference between actuarially determined contributions rates and the member rates.

Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

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Notes to the Financial Statements - Continued

June 30, 2024 and 2023

Sensitivity of the Net Pension Liability to Changes in the Discount Rate

The following table illustrates the sensitivity of the net pension liability calculated using the discount rate, as well as what the net pension liability would be if it were calculated using a discount rate that is one-percentage-point lower or one-percentage-point higher than the current rate at June 30:

	<u>June 30, 2024</u>		
		Current	
	1.00% Decrease	Discount Rate	1.00% Increase
	6.00%	7.00%	8.00%
Net Pension liability	\$ 1,287,747	\$ 936,976	\$ 640,131

	<u>June 30, 2023</u>		
		Current	
	1.00% Decrease	Discount Rate	1.00% Increase
	6.00%	7.00%	8.00%
Net Pension liability	\$ 1,062,391	\$ 770,280	\$ 523,111

Note 11 - Other Post-Employment Benefits ("OPEB")

Plan Description

As an agency of the Commonwealth, certain employees of the College participate in the Commonwealth's single employer defined benefit-OPEB plan – the State Retirees' Benefit Trust ("SRBT"). Benefits are managed by the Group Insurance Commission ("GIC") and investments are managed by the Pension Reserves Investment Management ("PRIM") Board. The GIC has representation on the Board of Trustees of the State Retirees' Benefits Trust ("Trustees").

The SRBT is set up solely to pay for OPEB benefits and the cost to administer those benefits. It can only be revoked when all such health care and other non-pension benefits, current and future, have been paid or defeased. The GIC administers benefit payments, while the Trustees are responsible for investment decisions.

MASSACHUSETTS BAY COMMUNITY COLLEGE

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Notes to the Financial Statements - Continued

June 30, 2024 and 2023

Management of the SRBT is vested with the Trustees, which consists of seven members, including the Secretary of Administration and Finance (or their designee), the Executive Director of the GIC (or their designee), the Executive Director of PERAC (or their designee), the State Treasurer (or their designee), the Comptroller (or a designee), one person appointed by the Governor, and one person appointed by the State Treasurer. These members elect one person to serve as chair of the board.

The SRBT does not issue stand-alone audited financial statements but is reflected as a fiduciary fund in the Commonwealth's audited financial statements.

Benefits Provided

Under Chapter 32A of the Massachusetts General Laws, the Commonwealth is required to provide certain health care and life insurance benefits for retired employees of the Commonwealth, housing authorities, redevelopment authorities and certain other governmental agencies. Substantially all of the Commonwealth's employees may become eligible for these benefits if they reach retirement age while working for the Commonwealth. Eligible retirees are required to contribute a specified percentage of the health care / benefit costs, which are comparable to contributions required from employees. Dental and vision coverage may be purchased by these groups with no subsidy from the Commonwealth.

Contributions

Employer and employee contribution rates are set by MGL. The Commonwealth recognizes its share of the costs on an actuarial basis. As of June 30, 2024 and 2023, and as of the valuation dates (January 1, 2023 and 2022, respectively), participants contributed 10% to 20% of premium costs, depending on the date of hire and whether the participant's status is active, retired, or survivor. As part of the fiscal year 2010 General Appropriation Act, all active employees pay an additional 5% of premium costs. The Massachusetts General Laws governing employer contributions to SRBT determine whether entities are billed for OPEB costs. Consequently, SRBT developed an effective contribution methodology which allocates total actual contributions amongst the employers in a consistent manner (based on an employer's share of total covered payroll). The College is required to contribute based on Massachusetts General Laws; the rate was 7.83% and 7.28% of annual covered payroll for the fiscal year ended June 30, 2024 and 2023, respectively. The College contributed \$69,363 and \$41,103 for the fiscal years ended June 30, 2024 and 2023, respectively equal to 100% of the required contribution for the year.

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Notes to the Financial Statements - Continued

June 30, 2024 and 2023

OPEB Liabilities, OPEB Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB

At June 30, 2024 and 2023, the College reported a liability of \$996,551 and \$969,390 for its proportionate share of the net OPEB liability related to its participation in SRBT.

The net OPEB liability was measured as of June 30, 2023 and 2022, and the total OPEB liability used to calculate the net OPEB liability was determined by an actuarial valuation as of January 1, 2023 and 2022, respectively. The College's proportion of the net OPEB liability was based on its share of the Commonwealth's collective OPEB amounts allocated on the basis of an effective contribution methodology which allocates total actual contributions amongst the employers in a consistent manner based on the College's share of total covered payroll for the fiscal years 2023 and 2022. The College's proportionate share was based on the actual employer contributions to the SRBT for fiscal years 2023 and 2022 relative to total contributions of all participating employers for the fiscal year. At June 30, 2024 and 2023, the College's proportion was .007% for both years.

For the years ended June 30, 2024 and 2023, the College recognized OPEB income of \$769,765 and \$449,723.

MASSACHUSETTS BAY COMMUNITY COLLEGE
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Notes to the Financial Statements - Continued

June 30, 2024 and 2023

The College reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources at June 30:

	<u>2024</u>	<u>2023</u>
<u>Deferred Outflows of Resources Related to OPEB</u>		
Contributions subsequent to the measurement date	\$ 69,363	\$ 41,103
Changes in OPEB plan actuarial assumptions	43,779	71,399
Differences between expected and actual experience	40,533	17,845
Changes in proportion from Commonwealth	91	445
Changes in proportion due to internal allocation	151,804	464,145
Differences between expected and actual investment earnings	<u>3,257</u>	<u>1,474</u>
Total Deferred Outflows Related to OPEB	<u>\$ 308,827</u>	<u>\$ 596,411</u>
 <u>Deferred Inflows of Resources Related to OPEB</u>		
Changes in proportion from Commonwealth	\$ 9,536	\$ 4,787
Differences between expected and actual experience	111,937	160,493
Changes in proportion internal allocation	1,329,632	2,350,909
Changes in OPEB plan actuarial assumptions	<u>257,046</u>	<u>350,843</u>
Total Deferred Inflows Related to OPEB	<u>\$ 1,708,151</u>	<u>\$ 2,867,032</u>

The College's contributions of \$69,363 and \$41,103 made during the fiscal years 2024 and 2023, subsequent to the measurement date, will be recognized as a reduction of the net OPEB liability in each of the succeeding years.

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Notes to the Financial Statements - Continued

June 30, 2024 and 2023

Other amounts reported as deferred outflows of resources and deferred inflows of resources related to OPEB will be recognized in OPEB expense as follows:

Years Ending June 30,

2025	\$ (368,477)
2026	(363,071)
2027	(356,757)
2028	(300,741)
2029	<u>(79,641)</u>
	<u><u>\$ (1,468,687)</u></u>

Actuarial Assumptions

The total OPEB liability for 2024 and 2023 were determined using the following actuarial assumptions, applied to all periods included in the measurement, unless otherwise specified:

	<u>2024</u>	<u>2023</u>
Measurement date:	June 30, 2023	June 30, 2022
Inflation:	2.50%	2.50%
Salary increases:	Rates vary by years of service and group classification, consistent with SERS	Rates vary by years of service and group classification, consistent with SERS
Investment rate of return:	7.00%, net of OPEB plan investment expense, including inflation	7.00%, net of OPEB plan investment expense, including inflation
Health care cost trend rates:	Developed based on the most recent published GAO-Getzen trend rate model, version 2023_1f. Medicare and non-Medicare benefits range from 5.79% to 7.50%	Developed based on the most recent published GAO-Getzen trend rate model, version 2022_f4. Medicare and non-Medicare benefits range from 5.00% to 7.60%

The mortality rate was in accordance with RP-2014 Blue Collar Mortality Table projected with scale MP-2021 and MP-2020 from the central year, with females set forward one year.

MASSACHUSETTS BAY COMMUNITY COLLEGE

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Notes to the Financial Statements - Continued

June 30, 2024 and 2023

The participation rates are actuarially assumed as below:

- 100% of all retirees who currently have health care coverage will continue with the same coverage, except that retirees under age 65 with POS/PPO coverage:
 - switch to a Medicare Supplement plan if they are Medicare eligible at 65. All others are assumed to remain in their currently elected product type (Indemnity-Medicare Supplement, HMO-Medicare Advantage, POS/PPO) for the year ended June 30, 2023.
 - switch to an Indemnity plan if they Medicare eligible at age 65 and those over 65. All others are assumed to remain in their currently elected product type (Indemnity/POS/PPO/HMO) for the year ended June 30, 2022.
- 85% of current and future vested terminated participants will elect health care benefits at age 55, or current age if later.
- Actives, upon retirement, take coverage, and are assumed to have the following coverage:

	June 30, 2023 Retirement Age		June 30, 2022 Retirement Age	
	Under 65	Age 65+	Under 65	Age 65+
Indemnity	27.0%	96.0%	28.0%	96.0%
POS/PPO	63.0%	0.0%	60.0%	0.0%
HMO	10.0%	4.0%	12.0%	4.0%

The actuarial assumptions used in the January 1, 2023 and 2022 valuations were based on the results of an actuarial experience study for the periods ranging July 1, 2021 and 2020 through December 31, 2022 and 2021, depending upon the criteria being evaluated.

The long-term expected rate of return on OPEB plan investments was determined using a building-block method in which best-estimate ranges of expected future rates of return are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future rates of return by the target asset allocation percentage.

MASSACHUSETTS BAY COMMUNITY COLLEGE
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Notes to the Financial Statements - Continued

June 30, 2024 and 2023

The SRBT is required to invest in the PRIT Fund. Consequently, information about SRBT's target asset allocation and long-term expected real rate of return as of June 30:

Asset Class	2023		2022	
	Target Allocation	Long-Term Expected Real Rate of Return	Target Allocation	Long-Term Expected Real Rate of Return
Global Equity	37.0%	4.9%	38.0%	4.2%
Portfolio Completion Strategies	10.0%	3.8%	15.0%	5.0%
Core Fixed Income	15.0%	1.9%	15.0%	7.3%
Private Equity	16.0%	7.4%	10.0%	2.7%
Real Estate	10.0%	3.0%	10.0%	3.3%
Value Added Fixed Income	8.0%	5.1%	8.0%	3.7%
Timberland/Natural Resources	4.0%	4.3%	4.0%	3.9%
	<u>100.0%</u>		<u>100.0%</u>	

Discount Rate

The discount rate used to measure the total OPEB liability for 2023 and 2022 was 4.34% and 4.30%, respectively. This rate was based on a blend of the Bond Buyer Index rate (3.54%) as of the measurement date and the expected rate of return. The OPEB plan's fiduciary net position was not projected to be available to make all projected future benefit payments for current plan members. The projected "depletion date," when projected benefits are not covered by projected assets, is 2042 for the fiscal year 2024. Therefore, the long-term expected rate of return on OPEB plan investments of 7.00% was not applied to all periods of projected benefit payments to determine the total OPEB liability.

Sensitivity of the College's proportionate share of the net OPEB liability to changes in the discount rate

The following presents the College's proportionate share of the net OPEB liability, as well as what the College's proportionate share of the net OPEB liability would be if it were calculated using a discount rate that is one-percentage-point lower or one-percentage-point higher than the current discount rate:

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Notes to the Financial Statements - Continued

June 30, 2024 and 2023

	<u>June 30, 2024</u>		
	1.00% Decrease	Current	1.00% Increase
	3.34%	Discount Rate 4.34%	5.34%
Net OPEB liability	\$ 1,164,366	\$ 996,551	\$ 858,840

	<u>June 30, 2023</u>		
	1.00% Decrease	Current	1.00% Increase
	3.30%	Discount Rate 4.30%	5.30%
Net OPEB liability	\$ 1,130,898	\$ 969,390	\$ 836,723

Sensitivity of the College's proportionate share of the net OPEB liability to changes in the healthcare cost trend rates

The following presents the College's proportionate share of the net OPEB liability, as well as what the College's proportionate share of the net OPEB liability would be if it were calculated using healthcare cost trend rates that are 1-percentage-point lower or 1-percentage-point higher than the current healthcare cost trend rates:

<u>2024</u>			<u>2023</u>		
	Current Health			Current Health	
1.00% Decrease	Care Cost Trend Rate	1.00% Increase	1.00% Decrease	Care Cost Trend Rate	1.00% Increase
(B)	(A)	(C)	(B)	(A)	(C)
\$ 835,030	\$ 996,551	\$ 1,200,854	\$ 812,626	\$ 969,390	\$ 1,167,834

Note 12 - Restricted Net Position

The College is the recipient of funds that are subject to various external constraints upon their use, either as to purpose or time. These funds are comprised of \$3,314,535 and \$3,827,733, at June 30, 2024 and 2023. The funds are to be used for student grants.

MASSACHUSETTS BAY COMMUNITY COLLEGE
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Notes to the Financial Statements - Continued

June 30, 2024 and 2023

Note 13 - **Contingencies**

During fiscal year 2023, the College was notified that faculty questioned the terms of their agreement with the College for compensating on-line teaching. Discovery for this matter is on-going. The impact of this matter, if any, cannot be presently determined.

The College participates in the various programs administered by the Commonwealth for property, general liability, automobile liability, workers' compensation, and health insurance for which the Commonwealth is self-insured. Such losses, including estimates of amounts incurred but not reported, are obligations of the Commonwealth. For workers' compensation, the Commonwealth assumes the full risk of claims filed under a program managed by the Human Resources Division. For personal injury or property damages, Massachusetts General Laws limit the risk assumed by the Commonwealth to \$100,000 per occurrence, in most circumstances. In addition, the College maintains commercial insurance coverage for certain of those risks.

Management believes such coverage is sufficient to preclude any significant uninsured losses for the covered risks. The separate insurance policies maintained by the College consist of Educator's Legal Liability, commercial crime, general liability, automobile liability, excess liability, and a foreign package policy. There were no significant reductions in insurance coverage from coverage in the prior year. The costs of settled claims have not exceeded policy coverages in any of the past three years.

The Commonwealth's Group Insurance Commission manages health insurance and other benefits for the Commonwealth's active and retired employees. Massachusetts General Laws limit the risk assumed by the Commonwealth for claims of personal injury or property damages to \$100,000 per occurrence, in most circumstances. Various lawsuits are pending or threatened against the College which arose in the ordinary course of operations. In the opinion of management, no litigation is now pending or threatened, which would materially affect the College's financial position.

MASSACHUSETTS BAY COMMUNITY COLLEGE
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Notes to the Financial Statements - Continued

June 30, 2024 and 2023

The College receives significant financial assistance from Federal and State agencies in the form of grants. Expenditures of funds under these programs require compliance with the grant agreements and are subject to audit. Any disallowed expenditure resulting from such audits becomes a liability of the College. In the opinion of management, such adjustments, if any, are not expected to materially affect the financial condition of the College.

The College participates in the Massachusetts College Savings Prepaid Tuition Program (the "Program"). This Program allows individuals to pay in advance for future tuition at the cost of tuition at the time of election to participate, increased by changes in the Consumer Price Index plus 2%. The College is obligated to accept as payment of tuition the amount determined by this Program without regard to the standard tuition rate in effect at the time of the individual's enrollment at the College. The effect of the Program cannot be determined as it is contingent on future tuition increases and the Program participants who attend the College.

Note 14 - Operating Expenses

The College's operating expenses, on a natural classification basis, are comprised of the following for the years ended June 30:

	<u>2024</u>	<u>2023</u>
Compensation and benefits	\$ 41,555,604	\$ 35,362,475
Supplies and services	17,419,872	10,466,198
Depreciation & Amortization	3,270,641	3,236,424
Scholarships and fellowships	4,528,153	2,327,788
	<u>\$ 66,774,270</u>	<u>\$ 51,392,885</u>

Note 15 - Fringe Benefit Programs

The College participates in the Commonwealth's Fringe Benefit programs, including active employee and post-employment health insurance, unemployment, pension and workers' compensation benefits. Health insurance for active employees and retirees is paid through a fringe benefit rate charged to the College by the Commonwealth.

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Notes to the Financial Statements - Continued

June 30, 2024 and 2023

Group Insurance Commission

The Commonwealth's Group Insurance Commission ("GIC") was established by the Legislature in 1955 to provide and administer health insurance and other benefits to the Commonwealth's employees and retirees, and their dependents and survivors. The GIC also covers housing and redevelopment authorities' personnel, certain authorities and other offline agencies, retired municipal teachers from certain cities and towns, and a small number of municipalities as an agent multiple-employer program, accounted for as an agency fund activity of the Commonwealth, not the College.

The GIC is a quasi-independent State agency governed by an eleven-member body (the "Commission") appointed by the Governor. The GIC is located administratively within the Executive Office of Administration and Finance and is responsible for providing health insurance and other benefits to the Commonwealth's employees and retirees and their survivors and dependents. During the fiscal years ended June 30, 2024 and 2023, the GIC provided health insurance for its members through indemnity, PPO, and HMO plans. The GIC also administers carve-outs for pharmacy, mental health, and substance abuse benefits for certain health plans. In addition to health insurance, the GIC sponsors life insurance, long-term disability insurance (for active employees only), dental and vision coverage (for employees not covered by collective bargaining), retiree discount vision and dental plans, and a pretax health care spending account and dependent care assistance program (for active employees only).

Other Employee Benefits

The employees of the College can elect to participate in two defined-contribution plans offered and administered by the Massachusetts Department of Higher Education, an IRC 403(b) Tax-Deferred Annuity Plan and an IRC 457 Deferred Compensation SMART Plan. Employees can contribute by payroll deduction a portion of before-tax salary into these plans up to certain limits. The College has no obligation to contribute to these Plans and no obligation for any future pay-outs.

Note 16 - Massachusetts Management Accounting and Reporting System

Section 15C of Chapter 15A of the Massachusetts General Laws requires Commonwealth Colleges and Universities to report activity of campus-based funds to the Comptroller of the Commonwealth on the Commonwealth's Statewide Accounting System, Massachusetts Management Accounting and Reporting System ("MMARS") on the statutory basis of accounting.

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Notes to the Financial Statements - Continued

June 30, 2024 and 2023

The statutory basis of accounting is a modified accrual basis of accounting and differs from the information included in these financial statements. Management believes the amount reported on MMARS meets the guidelines of the Comptroller's *Guide for Higher Education Audited Financial Statements*.

The College's State appropriations are comprised of the following for the years ended June 30:

	<u>2024</u>	<u>2023</u>
Direct Unrestricted Appropriation	\$ 22,217,385	\$ 19,335,019
Add: Fringe Benefits	8,246,446	7,679,331
Day school tuition remitted to the state and included in tuition and fee revenues	<u>(219,477)</u>	<u>(389,065)</u>
Total unrestricted appropriations	30,244,354	26,625,285
Workforce Training	63,486	64,660
SUCCESS	985,571	1,054,445
State Facilities, 4482	10,125,791	33,513,145
Surplus Property	<u>20,812</u>	<u>-</u>
Total Appropriations	<u>\$ 41,440,014</u>	<u>\$ 61,257,535</u>

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Notes to the Financial Statements - Continued

June 30, 2024 and 2023

A timing difference occurred in the amount of \$3,642,105 and \$626,897 that was reported to MMARS after August 31, 2024 and 2023, respectively and reconciled as follows (unaudited):

	<u>2024</u>	<u>2023</u>
Revenue per MMARS	\$ 81,579,478	\$ 90,754,558
Revenue per College	<u>77,937,373</u>	<u>90,127,661</u>
Difference	<u>\$ (3,642,105)</u>	<u>\$ (626,897)</u>

Note 17 - Pass-Through Federal Loans

The College provides student les through the William D. Ford Federal Direct Lending Program which provides Subsidized and Unsubsidized Stafford Loans at the same rates to students. The U.S. Government is the lender in the Direct Loan program. The College distributed \$1,858,601 and \$1,890,183 for student loans through the Direct Loan Program for the years ended June 30, 2024 and 2023. These distributions and related funding sources are not included as expenses and revenues nor as cash disbursements and cash receipts in the accompanying financial statements.

REQUIRED SUPPLEMENTARY INFORMATION

MASSACHUSETTS BAY COMMUNITY COLLEGE

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Schedule of Proportionate Share of Net Pension Liability (Unaudited)

Massachusetts State Employees' Retirement System

Year ended Measurement date Valuation date	June 30, 2024 June 30, 2023 January 1, 2023	June 30, 2023 June 30, 2022 January 1, 2022	June 30, 2022 June 30, 2021 January 1, 2021	June 30, 2021 June 30, 2020 January 1, 2019	June 30, 2020 June 30, 2019 January 1, 2019	June 30, 2019 June 30, 2018 January 1, 2018	June 30, 2018 June 30, 2017 January 1, 2017	June 30, 2017 June 30, 2016 January 1, 2016	June 30, 2016 June 30, 2015 January 1, 2015	June 30, 2015 June 30, 2014 January 1, 2014
Proportion of the collective net pension liability	0.006%	0.006%	0.005%	0.006%	0.014%	0.023%	0.018%	0.012%	0.023%	0.033%
Proportionate share of the collective net pension liability	\$ 936,976	\$ 770,280	\$ 558,356	\$ 1,007,703	\$ 2,009,337	\$ 3,072,507	\$ 2,331,027	\$ 1,674,264	\$ 2,560,726	\$ 2,469,872
College's covered payroll	\$ 564,784	\$ 483,811	\$ 434,134	\$ 450,774	\$ 1,133,748	\$ 1,802,827	\$ 1,428,161	\$ 1,355,528	\$ 1,355,528	\$ 2,467,743
College's proportionate share of the net pension liability as a percentage of its covered payroll	165.90%	159.21%	128.61%	223.55%	177.23%	170.43%	163.22%	123.51%	188.91%	100.09%
Plan fiduciary net position as a percentage of the total pension liability	70.71%	71.05%	77.54%	62.48%	66.28%	67.91%	67.21%	63.48%	67.87%	76.32%

See accompanying notes to the required supplementary information.

MASSACHUSETTS BAY COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Schedule of Contributions - Pension (Unaudited)

Massachusetts State Employees' Retirement System

For the Years Ended June 30,

	<u>2024</u>	<u>2023</u>	<u>2022</u>	<u>2021</u>	<u>2020</u>	<u>2019</u>	<u>2018</u>	<u>2017</u>	<u>2016</u>	<u>2015</u>
Statutorily required contribution	\$ 147,859	\$ 94,319	\$ 77,942	\$ 63,644	\$ 63,469	\$ 136,730	\$ 212,373	\$ 142,102	\$ 87,189	\$ 140,839
Contributions in relation to the statutorily required contribution	<u>(147,859)</u>	<u>(94,319)</u>	<u>(77,942)</u>	<u>(63,644)</u>	<u>(63,469)</u>	<u>(136,730)</u>	<u>(212,373)</u>	<u>(142,102)</u>	<u>(87,189)</u>	<u>(140,839)</u>
Contribution (excess)/deficit	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
College's covered payroll	\$ 885,914	\$ 564,784	\$ 483,811	\$ 434,134	\$ 450,774	\$ 1,133,748	\$ 1,802,827	\$ 1,428,161	\$ 922,307	\$ 1,355,528
Contribution as a percentage of covered payroll	16.69%	16.70%	16.11%	14.66%	14.08%	12.06%	11.78%	9.95%	9.45%	10.39%

See accompanying notes to the required supplementary information.

MASSACHUSETTS BAY COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to Required Supplementary Information - Pension

June 30, 2024

Note 1 - Change in Plan Actuarial and Assumptions

Measurement date – June 30, 2021

The investment rate of return changed from 7.15% to 7.00%. In conjunction with the investment rate of return changing, the discount rate was also changed to mirror the new investment rate of return.

The mortality rates were changed as follows:

- Pre-retirement mortality reflects RP-2014 Blue Collar Employees table projected generationally with Scale MP-2020, set forward 1 year for females
- Post-retirement mortality reflects RP-2014 Blue Collar Healthy Annuitant table projected generationally with Scale MP-2020, set forward 1 year for females
- For disabled retirees, mortality reflects the post-retirement mortality described above, set forward 1 year.

Measurement date – June 30, 2020

The investment rate of return changed from 7.25% to 7.15%. In conjunction with the investment rate of return changing, the discount rate was also changed to mirror the new investment rate of return.

Measurement date – June 30, 2019

The investment rate of return changed from 7.35% to 7.25%. In conjunction with the investment rate of return changing, the discount rate was also changed to mirror the new investment rate of return.

Measurement date – June 30, 2018

The investment rate of return changed from 7.50% to 7.35%. In conjunction with the investment rate of return changing, the discount rate was also changed to mirror the new investment rate of return.

The mortality rate assumptions were changed as follows:

- Disabled members – the amount reflects the same assumptions as for superannuation retirees, but with an age set forward of one year

MASSACHUSETTS BAY COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Notes to Required Supplementary Information - Pension

June 30, 2024

Measurement date – June 30, 2017

The mortality rates were changed as follows:

- Pre-retirement – was changed from RP-2000 Employees table projected generationally with Scale BB and a base year of 2009 (gender distinct) to RP-2014 Blue Collar Employees Table projected generationally with Scale MP-2016 and set forward 1 year for females
- Post-retirement – was changed from RP-2000 Healthy Annuitant table projected generationally with Scale BB and a base year of 2009 (gender distinct) to RP-2014 Blue Collar Healthy Annuitant Table projected generationally with Scale MP-2016 and set forward 1 year for females
- Disability – did not change

Measurement date – June 30, 2016

The assumption for salary increases changed from a range of 3.5% to 9.0% depending on group and length of service to a range of 4.0% to 9.0% depending on group and length of service.

Chapter 176 of the Acts of 2011 created a one-time election for eligible members of the Optional Retirement Plan ("ORP") to transfer to the SERS and purchase service for the period while members of the ORP. As a result, the total pension liability of SERS increased by approximately \$400 million as of June 30, 2016.

Measurement date – June 30, 2015

The discount rate to calculate the pension liability decreased from 8.0% to 7.5%.

In May 2015, Chapter 19 of the Acts of 2015 created an Early Retirement Incentive ("ERI") for certain members of SERS who upon election of the ERI retired effective June 30, 2015. As a result, the total pension liability of SERS increased by approximately \$230 million as of June 30, 2015.

MASSACHUSETTS BAY COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to Required Supplementary Information - Pension

June 30, 2024

The mortality rates were changed as follows:

- Pre-retirement – was changed from RP-2000 Employees table projected 20 years with Scale AA (gender distinct) to RP-2000 Employees table projected generationally with Scale BB and a base year of 2009 (gender distinct)
- Post-retirement – was changed from RP-2000 Healthy Annuitant table projected 15 years with Scale AA (gender distinct) to RP-2000 Healthy Annuitant table projected generationally with Scale BB and a base year of 2009 (gender distinct)
- Disability – was changed from RP-2000 table projected 5 years with Scale AA (gender distinct) set forward three years for males to RP-2000 Healthy Annuitant table projected generationally with Scale BB and a base year of 2015 (gender distinct)

MASSACHUSETTS BAY COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Schedule of Proportionate Share of Net OPEB Liability (Unaudited)

Massachusetts State Retirees' Benefit Trust

Year ended	June 30, 2024	June 30, 2023	June 30, 2022	June 30, 2021	June 30, 2020	June 30, 2019	June 30, 2018	June 30, 2017
Measurement date	June 30, 2023	June 30, 2022	June 30, 2021	June 30, 2020	June 30, 2019	June 30, 2018	June 30, 2017	June 30, 2016
Valuation date	January 1, 2023	January 1, 2022	January 1, 2021	January 1, 2020	January 1, 2019	January 1, 2018	January 1, 2017	January 1, 2016
Proportion of the collective net OPEB liability	0.007%	0.007%	0.006%	0.006%	0.022%	0.019%	0.026%	
Proportionate share of the collective net OPEB liability	\$ 996,551	\$ 969,390	\$ 980,343	\$ 1,296,677	\$ 3,787,946	\$ 6,723,245	\$ 4,533,850	
College's covered payroll	\$ 564,784	\$ 483,811	\$ 434,134	\$ 450,774	\$ 1,133,748	\$ 1,802,827	\$ 1,428,161	
College's proportionate share of the net OPEB liability as a percentage of its covered payroll	176.45%	200.37%	225.82%	287.66%	334.11%	372.93%	317.46%	
Plan fiduciary net position as a percentage of the total OPEB liability	13.80%	13.00%	10.70%	6.40%	8.79%	6.01%	5.39%	

See accompanying notes to the required supplementary information.

MASSACHUSETTS BAY COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Schedule of Contributions - OPEB (Unaudited)

Massachusetts State Retirees' Benefit Trust

For the Year Ended June 30,

	<u>2024</u>	<u>2023</u>	<u>2022</u>	<u>2021</u>	<u>2020</u>	<u>2019</u>	<u>2018</u>
Statutorily required contribution	\$ 69,363	\$ 41,103	\$ 37,015	\$ 33,420	\$ 32,878	\$ 99,703	\$ 160,792
Contributions in relation to the statutorily required contribution	<u>(69,363)</u>	<u>(41,103)</u>	<u>(37,015)</u>	<u>(33,420)</u>	<u>(32,878)</u>	<u>(99,703)</u>	<u>(160,792)</u>
Contribution (excess)/deficit	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
College's covered payroll	\$ 885,914	\$ 564,784	\$ 483,811	\$ 434,134	\$ 450,774	\$ 1,133,748	\$ 1,802,827
Contribution as a percentage of covered payroll	7.83%	7.28%	7.65%	7.70%	7.29%	8.79%	8.92%

Notes:

Employers participating in the Massachusetts State Retirees' Benefit Trust are required by MIA General Laws, Section 32, to contribute an actuarially determined contribution rate each year.

The GASB pronouncement requiring the presentation of the information on this schedule became effective for years beginning after June 15, 2017 and is intended to provide data for the most recent ten years.

See accompanying notes to the required supplementary information.

MASSACHUSETTS BAY COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to Required Supplementary Information - OPEB

June 30, 2024

Note 1 - **Change in Plan Assumptions**

Fiscal year June 30, 2023

Assumptions:

Change in per capita claims costs

Per capita claims costs were updated based on the changes in the underlying claims and benefit provisions.

Change in medical trend rates

The medical trend rates were updated based on the SOA-Getzen trend rate model version 2022_f4. The healthcare trend rates were updated to reflect short-term expectations based on a review of the Commonwealth's historical trend rates.

Change in Discount Rate

The discount rate was increased to 4.00% (based upon a blend of the Bond Buyer Index rate (3.54%) as of the measurement date as required by GASB Statement 74.

Fiscal year June 30, 2022

Assumptions:

Change in per capita claims costs

Per capita claims costs were updated to reflect lower-than-expected FY22 rates, driven primarily by an increase in expected Pharmacy Benefits Manager rebates.

Change in medical trend rates

The medical trend rates were updated based on the SOA-Getzen trend rate model version 2021_b. The healthcare trend rates were updated to reflect short-term expectations based on a review of the Commonwealth's historical trend rates.

Change in Investment Rate

The investment rate of return decreased from 7.15% to 7.00%.

Change in Mortality Rates

The mortality projection scale was updated from MP-2016 to MP-2020.

MASSACHUSETTS BAY COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Notes to Required Supplementary Information - OPEB

June 30, 2024

Change in Discount Rate

The discount rate was increased to 2.77% (based upon a blend of the Bond Buyer Index rate (2.16%) as of the measurement date as required by GASB Statement 74.

Fiscal year June 30, 2021

Assumptions:

Change in per capita claims costs

Per capita claims costs were updated based on the changes in the underlying claims and benefit provisions.

Change in medical trend rates

The medical trend rates were updated based on the SOA-Getzen trend rate model version 20920_b, the impact of the discontinuation of the ACA Health Insurer Fee and Excise Tax.

Change in Investment Rate

The investment rate of return decreased from 7.25% to 7.15%.

Change in Salary Scale

The salary scale assumption was updated from a constant 4% assumption to rates that vary by years of service and group classification, consistent with SERS.

Change in Discount Rate

The discount rate was decreased to 2.28% (based upon a blend of the Bond Buyer Index rate (2.21%) as of the measurement date as required by GASB Statement 74.

Fiscal year June 30, 2020

Assumptions:

Change in Inflation

The inflation rate decreased from 3.0% to 2.5%.

Change in Salary Assumptions

Salary decreased from 4.5% to 4.0%.

Change in Investment Rate

The investment rate of return decreased from 7.35% to 7.25%.

Change in Trend on Future Costs

See Independent Auditor's Report.

MASSACHUSETTS BAY COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Notes to Required Supplementary Information - OPEB

June 30, 2024

The original healthcare trend rate decreased from 8.0% to 7.5%, which impacts the high cost excise tax.

Change in Discount Rate

The discount rate was decreased to 3.63% (based upon a blend of the Bond Buyer Index rate (3.51%) as of the measurement date as required by GASB Statement 74.

Fiscal year June 30, 2019

Assumptions:

Change in Trend on Future Costs

The healthcare trend rate decreased from 8.5% to 8.0%, which impacts the high cost excise tax.

Change in Mortality Rates

The following mortality assumption changes were made in the January 1, 2018 Actuarial Valuation:

- Disabled members – would reflect the same assumptions as for superannuation retirees, but with an age set forward of one year.

Change in Discount Rate

The discount rate was increased to 3.92% (based upon a blend of the Bond Buyer Index rate (3.87%) as of the measurement date as required by GASB Statement 74.

Fiscal year June 30, 2018

Assumptions:

Change in Discount Rate

The discount rate was increased to 3.63% (based upon a blend of the Bond Buyer Index rate (3.58%) as of the measurement date as required by GASB Statement 74. The June 30, 2016 discount rate was calculated to be 2.80%.

**INDEPENDENT AUDITOR’S REPORT ON INTERNAL
CONTROL OVER FINANCIAL REPORTING AND ON
COMPLIANCE AND OTHER MATTERS BASED ON AN
AUDIT OF FINANCIAL STATEMENTS PERFORMED IN
ACCORDANCE WITH *GOVERNMENT AUDITING
STANDARDS***

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

To the Board of Trustees of
Massachusetts Bay Community College:

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the business-type activities of Massachusetts Bay Community College (the "College"), and its discretely presented major component unit, as of and for the year ended June 30, 2024, and the related notes to the financial statements, which collectively comprise the College's basic financial statements, and have issued our report thereon dated December 13, 2024.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered Massachusetts Bay Community College's internal control over financial reporting ("internal control") as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing an opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the College's internal control. Accordingly, we do not express an opinion on the effectiveness of the College's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the College's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements, on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.

Report on Compliance and Other Matters

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

Purpose of this Report

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

A handwritten signature in blue ink that reads 'Withum Smith + Brown, PC'.

December 13, 2024

PRIOR YEAR FINDING AND RECOMMENDATION

FINDING 2023-001

Criteria:

Internal controls should be in place to prevent student loans passed through from the federal government to be recognized within the financial statements.

Condition:

Student loans are pass through loans and as such should not be recognized under generally accepted accounting principles in the United States of America as prescribed by GASB within revenues and expenses nor cash disbursements and cash receipts.

Cause:

The College's management did not implement proper controls surrounding the recording of student loans passed through from the federal government within the financial statements.

Effect:

Subsequent to having issued its financial statements, it was determined that the College had improperly recognized student loans within the financial statements.

Follow up on finding status:

Management did not include student loans in the financial statements other than in required disclosures.

February 7, 2025

Marcus Edward, CPA, MBA
Vice President for Finance & Administration
Massachusetts Bay Community College
50 Oakland Street,
Wellesley Hills, MA 02481

Dear Mr. Edward,

Please note that Withum, P.C. did not issue a management letter to Mass Bay Community College for the year ended June 30, 2024. Additionally, our internal control report over financial reporting and compliance and other matters dated December 13, 2024 did not disclose any material weaknesses or significant deficiencies.

It was a pleasure working with you and we appreciate you and your staff's efforts in completing the audit engagement in a timely manner. We look forward to working with you in the future.

Best regards,



David Dilulis, CPA, MBA
Audit Partner

Supporting Documents – Digital and Web Links

The folder below contains all the subfolders and digital documents listed herein.

Primary Folder
<u>NECHE 2025 Self-Study Documents</u>

The documents below provide broad support to the self-study and an overview of the college.

<u>General Documents</u>
<u>2023 ICAT Report Summaries.pdf</u>
<u>CCSSE 2024 - Final Report.pdf</u>
<u>Credits by Program.pdf</u>
<u>EMSI Report - MassBay Economic Impact.pdf</u>
<u>List of Internship Partners and Locations.pdf</u>
<u>MassBay Academic Calendar - Spring 2025.pdf</u>
<u>MassBay Factbook 2024.pdf</u>
<u>MassBay Institutional Dashboard.pdf</u>
<u>MassBay Strategic Plan 2012-2017.pdf</u>
<u>MassBay Strategic Plan 2018-2022.pdf</u>
<u>MassBay Strategic Plan, 2024-2028 - Implementation Plan.pdf</u>
<u>MassBay Strategic Plan, 2024-2028.pdf</u>
<u>MassBay Student Handbook 2024-25.pdf</u>
<u>MCCC Day Contract.pdf</u>
<u>MCCC DCE Agreement.pdf</u>
<u>Number of Students and FTE.pdf</u>

The folders below hold many documents related to our academic programs and assessment.

Academic Folders
<u>Assessment of Student Learning Reports</u>
<u>Program Curriculum Sheets & Learning Outcomes</u>
<u>Program Reviews</u>
<u>Syllabi - Spring 2025</u>

The following lists of documents and relevant web links are arranged by standard. Some are used in multiple standards and may appear multiple times.

Standard 1 – Mission and Purposes
2024-05-21-board-of-trustees-meeting-minutes.pdf
HSI MSI Conference Program 06 24 WEB.pdf
PMRS Retention .pdf
Web links
Mission, Vision, and Values
Equity Statement
Anti-Racism Statement
Land Acknowledgement
Labor Acknowledgement
Standard 2 – Planning & Evaluation
07.04 - Community Colleges Overview.pdf
07.04 - Community Colleges Overview.pdf
07.13 - Budget Planning Materials.pdf
2023 ICAT Report Summaries.pdf
2024-05-21-board-of-trustees-meeting-minutes.pdf
2024-06-11-board-of-trustees-full-board-meeting-minutes.pdf
2024-12-10-full-board-of-trustees-meeting-minutes.pdf
25+ Orientation Evening Schedule.pdf
Assessment of Learning by Program-humanserviceshanniganJune2022 6.1.pdf
Assessment of Learning by Program-june2023 pfin.pdf
CPWD Advisory Board Meeting Minutes for meeting 1 16 25.pdf
Engineering Programs Spring 2023 Assessment Report.pdf
Final Advisory Board Meeting 1 16 2025 cc.pdf
ICAT Strategy and Planning.pdf
MassBay CC ICAT & Capacity Cafe Report.pdf
MassReconnect Focus Group and Survey BOT 03052024.pdf
MassReconnect Spring 2024 Programming.pdf
MBCC Alumni Survey Summary 1-11-24.pdf
Spring 2023 Equity Survey Results for Students & Employees.pdf
Strategic Plan - External Partners meeting.pdf
Strategic Plan 2018-2022 - Final Implementation Update.pdf
Strategic Plan Report on Measurable Outcomes.pdf

Standard 2 – Planning & Evaluation[strategic-plan-2012-2017.pdf](#)[strategic-plan-2018-2022.pdf](#)[substantive change Massachusetts Bay Community College F 2023.pdf](#)**Web links**[NECHE Accreditation](#)[Office of Institutional Effectiveness \(OIE\)](#)[OIE Data Request Form](#)**Standard 3 – Organization & Governance**[Faculty & Staff Meetings - Fall 2024 \(folder\)](#)[2024-05-21-board-of-trustees-meeting-minutes.pdf](#)[07a Attachment to BHE 21-32 Trustee Training Implementation Guidelines final.pdf](#)[2019-10-01-board-of-trustees-full-board-minutes.pdf](#)[2024-04-02-board-of-trustees-meeting-minutes.pdf](#)[A and C Submission Form.pdf](#)[Academic Calendar rules.pdf](#)[Arming Police Officers - Survey Responses.pdf](#)[BHE - President Evaluation Guidelines.pdf](#)[Board Grid MassBay Community College.pdf](#)[Board of Trustees self evaluation - 2025.pdf](#)[BOT Self Assessment Agenda Notes.pdf](#)[College Governance Bylaws \(revised 5-23\) latest as of March first 2024.pdf](#)[DRAFT Faculty Meeting Agenda 2023-05-17.pdf](#)[Faculty Staff Meeting Minutes 4.19.23 Final.pdf](#)[FINAL - 2024 Presidential Evaluation.pdf](#)[Governance Committee Membership AY2425.pdf](#)[MassBay Board of Trustee Bylaws - November 2024.pdf](#)[Oct 28 Constitutional Review Committee Meeting Minutes.pdf](#)[Prof Dev Faculty Committee - Appendix A 25 October 2024.pdf](#)[Prof Dev Faculty Committee - Appendix B 25 October 2024.pdf](#)[Professional Development Faculty Committee = Agenda 25 October 2024.pdf](#)[September 17 2024 Full Board Binder.pdf](#)[SGA bylaws.pdf](#)[T&L AGENDA April 24.pdf](#)[T&L AGENDA March 2024.pdf](#)[T&L APRIL Minutes.pdf](#)

T&L March minutes.pdf
Web links
Massachusetts Board of Higher Education
MassBay Board of Trustees
The Office of the President
President's Cabinet
President's Council
Student Government Association

Standard 4 – The Academic Program
Program Reviews (Folder)
2024-05-21-board-of-trustees-meeting-minutes.pdf
2020 Blackboard Exemplary Rubric Vert5.pdf
2023 September - MASS BAY COMMUNITY COLLEGE - OCP (004).pdf
Academic Program Review Guidelines.pdf
Assessment Calendar.pdf
Automotive All-Brand Curriculum Sheet.pdf
CLEP Information.pdf
Curriculum-Sheet-Health-Sciences-Nursing-AS.pdf
Distance Education Interaction Plan.pdf
Environmental Sciences Program Review 4.19.23 FINAL UPDATE III.pdf
FinalPsy Soc selfstudy2021.pdf
Frequency All Students CCSSE 2024.pdf
MassBay CC Articulation Agreement CPS.signed.pdf
MassBay Electrical Engineering to BSU Photonics Fall 2021 Final.pdf
MassBay Liberal Arts English Curriculum Sheet.pdf
MassBay Program Review Template.pdf
MassBay Student Code of Conduct.pdf
MBCC Online Learning Course Shell-Instructor Checklist (002).pdf
MBCC-SPSUG BIOT-Signed.pdf
Mechanical and Industrial Engineering Program Review Self Study Final Draft.pdf
MOU joint nursing admissions MassBay FSU 2021.pdf
Prior Learning Assessment Data.pdf
Program Assessment Template.pdf
XIII-E2 CHECKLIST FOR COURSE MATERIALS.pdf
Web Links
MassBay Academic Programs

Automotive Programs
Business Programs
Education and Human Services Programs
Health Sciences Programs
Legal Studies and Criminal Justice Programs
STEM Programs
Graduation Competencies
Academic Catalog
MassTransfer (State Transfer Program)
Graduation Requirements
Grade Appeal Process
Dual Enrollment

Standard 5 – Students
Student Satisfaction Surveys (Folder)
2017 Student Satisfaction Survey Results.pdf
2018 Student Satisfaction Survey Results.pdf
2019 Student Satisfaction Survey Results.pdf
2021 Student Satisfaction Survey Results.pdf
2023 MBCC Student Satisfaction Survey Summary.pdf
AIM outcomes.pdf
Executive Summary CCSSE 2024.pdf
Food Scholarship Outcomes - 2020.pdf
Frequency Full-Time and Part-Time Students CCSSE 2024.pdf
MassBay Financial Aid Award Guide.pdf
Means Full-Time and Part-Time Students CCSSE 2024.pdf
Orientation Attendance 2020-2024.pdf
Special Focus Area Frequencies Full-Time and Part-Time Students CCSSE 2024.pdf
SSASP 2024 program results.pdf
STEM Starter Academy Flyer 2024.pdf
Stem starter academy DHE doc.pdf
Web Links
Admissions
How to Apply
Veteran and Military Services
International Students
STEM Starter Academy

Student Development
Academic Achievement Center
Accessibility Resources Center
Orientation and New Student Programs
Academic Advising
Career Services
Counseling
Financial Aid
Student Engagement, Identity & Belonging
Students of Color (recently renamed to DREAM program)
MassBay Athletics
Registrar
FERPA Statement

Standard 6 – Teaching, Learning, & Scholarship
Professional Development Day Agendas (Folder)
Professional Development Day Feedback (Folder)
Faculty and Staff Charts.pdf
Faculty and Teaching Charts.pdf
Faculty Guidebook 2024-25.pdf
Fall 2023 Embedded Tutor Analysis May 2024.pdf
Fall 2024 Professional Development Day Feedback Survey (1-99).xlsx
Frequency All Students CCSSE 2024.pdf
April 2020 Student Survey Responses.pdf
FYS Retention from Fall 2022 to Fall 2023 11-21-23 Final.pdf
MA DHE OER Key Performance Indicators for FY23.pdf
MA DHE OER Key Performance Indicators for FY24.pdf
MassBay 2023 AACU Presentation on HIPs.pdf
MassBay Full-Time Faculty.pdf
MCCC Contract - Appointment and Tenure.pdf
MCCC Contract - Faculty Workload.pdf
MCCC DCE Contract - Appointment.pdf
MCCC Evaluations - Contract Language.pdf
New Faculty-Staff Orientation - Fall 2024.pdf
professional day agenda 2019 fall.pdf
professional day agenda 2020 fall.pdf
professional day agenda 2020 spring.pdf

professional day agenda 2021 fall.pdf
professional day agenda 2021 spring.pdf
professional day agenda 2022 fall.pdf
professional day agenda 2022 spring.pdf
professional day agenda 2023 fall.pdf
professional day agenda 2023 spring.pdf
Report for Online and Remote Success Skills and Strategies.pdf
Spring 2024 Professional Development Day Feedback Survey.xlsx
Spring 2025 Faculty-Staff Orientation.pdf
Web Links
Center for Teaching and Learning
Center for Cybersecurity Education
Center for Therapeutics and Genomics
Institute for Trauma, Adversity, & Resilience in Higher Education

Standard 7 – Institutional Resources
Affirmative Action Plan (8.2021 BHE 22-05).pdf
AFSCME 2020-2023 CBA Corrected Final version with signatures Aug 10 2022.pdf
AFSCME Evaluation Form - fillable.pdf
AFSCME Evaluation Form.pdf
AFSCME Evaluations - Contract Language.pdf
Cash and Short Term Investments Chart.pdf
Cash Flow Forecast Spanning 2022 to 2026.pdf
Cash Flow Forecast.xlsx
CCSSE 2024 - Excerpt 1.pdf
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DCE Adjunct Job Description Template v2 2024.pdf
Diversity Ambassadors in Searches.pdf
E5 - College Service Activities.pdf
E-7 - Professional Staff Position Description.pdf
E8 - Professional Staff Summary Evaluation Form - Fillable.pdf
E-8 - Professional Staff Summary Evaluation.pdf
Faculty Job Description Template 2024.pdf
FY25 Massachusetts Bay Community College Local Fund Guidelines.pdf
Interview Screening Checklist Template.pdf
Investment Policy Pages from September 15 2022 Full Board Binder.pdf
IT Auditor's Recommendations.pdf

Job posting language on DEI.pdf
Library Snapshot AY2024.pdf
MassBay Cash Flow Forecast.pdf
MassBay Strategic Technology Plan.pdf
MCCC Day Contract.pdf
MCCC DCE Agreement.pdf
MCCC Evaluations - Contract Language.pdf
MCCC Professional Staff Job Description Template 2024.pdf
NUP - Chapter XI, Performance Evaluation Process 7.16.pdf
NUP Handbook 2023.pdf
NUP Performance Review Form.pdf
NUP Staff Job Description Template 2024.pdf
Performance Evaluations Timeline.pdf
Policy on Affirmative Action, Equal Opportunity, and Diversity. August 2024.pdf
Post Library Instruction Survey.pdf
Pre-Approved Questions Bank for Searches.pdf
ProcurementPolicy 2023 final.pdf
Reference Check Form.pdf
Revised Cash Flow Forecast 2024 to 2026.pdf
Search Committee Recruitment Manual Dec 2024.pdf
Search Committee & Recruitment Manual Nov 2024.pdf
Student Employment Manager's Guide.pdf
Summary of the Conflict of Interest Law for State Employees (2021).pdf
Telework Policy Of The MA Community College System 9-1-21.pdf
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Affirmative Action and Title IX policy
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Summer 2021 English Department Assessment of Written Communication Graduation Competency.pdf
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Standard 9 – Integrity, Transparency, & Public Disclosure
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State Ethics Regulations.pdf
Student Records Maintenance Policy June 2020.pdf
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Framingham Campus

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