



MASSASOIT
COMMUNITY COLLEGE

**2015-2017
STRATEGIC PLAN**

Brockton • Canton • Middleborough

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MASSASOIT COMMUNITY COLLEGE
BROCKTON, CANTON, AND MIDDLEBOROUGH MASSACHUSETTS

PROPOSED 2015-2017 STRATEGIC PLAN

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PLANNING PROCESS

The *2015-17 Massasoit Community College Strategic Plan* marks the sixth strategic planning cycle at the College (1995-98, 1999-2002, 2003-2006, 2007-2010, 2011-14, 2015-17). It extends and refines the 2011-14 Strategic Plan to reflect the progress made over the plan's three-year period. The College opted not to embark on an entirely new strategic plan at this time, as the 2011-14 Plan's conclusion coincided with the start of the institution's New England Association of Schools and Colleges' (NEASC) self-study review process. This approach provides the College guidance for advancing its ongoing strategic priorities over the next two years and enables the College to consider the NEASC visiting team's feedback as it launches the process to craft its 2017-20 strategic plan.

Historically, the planning process has consisted of a series of institutional measures, such as convocations, All-College meetings, and Cabinet discussions, to identify and articulate strategic goals. A College-wide process at the end of each year marks progress and confirms direction for remaining years, and culminates in an end-of-year report and a final end-of-plan review evaluating the plan's overall success and challenges. The process leading to this current plan

began in January 2014 as part of a Cabinet retreat, and continued throughout that year with additional focused retreats in January, July, and August, leading to the decision to extend and refine the 2011-14 Strategic Plan to guide efforts over the next two years. The process was also informed by new statewide planning efforts led by the Massachusetts Department of Higher Education (DHE), which was tasked with oversight of statewide higher education strategic planning by the Legislature in 2012.

Massasoit's original strategic planning model was designed with a theme-based approach through which the institution identified a series of broad goals and objectives and generated volunteer, all-College task force committees to work toward achieving them. Project Managers, usually members of the President's Cabinet, have been responsible for advancing the goals and reporting each year's progress to the College community. This model served the College well for many years, but with the advent of DHE requirements and the inauguration of statewide performance-based funding, the institution will need to continually evaluate its planning process; for example, it is likely that a new budgeting mechanism will need to be incorporated into the next planning cycle.

As planning for this strategic plan was launched, several other related initiatives were also underway. The decision was made, also at that initial strategic planning Cabinet retreat in January 2014, to revise the Mission Statement and Statement of Values; the President convened a subcommittee of Cabinet to craft those revisions. As part of its work, the committee reviewed and considered the mission statements from other community colleges, both in Massachusetts and across the region. After a review by the full Cabinet, final drafts were incorporated into a College-wide survey as part of the Mission and Purposes NEASC effort (Standard One). After feedback and comments were integrated into the drafts, the final editions were approved in April 2015 by the Massasoit Community College Board of Trustees and are proposed for formal acceptance by the Massachusetts Board of Higher Education in June 2015.

In Fall 2014, the Massasoit NEASC Self-Study process (2014-16) was launched, and a Reaccreditation Steering Committee and Standards Subcommittees were established. Over the next year, the self-study will be completed. The NEASC campus visit will take place in November 2016. Massasoit considers its self-study endeavor and the emerging strengths, areas of concern, and projections for each standard to be an important internal scan that helps identify priorities for its next strategic plan.

Over the past several years, coordination with the DHE's Vision Project has been incorporated into the strategic planning process to demonstrate Massasoit's contributions to statewide planning and evaluation efforts across six categories: College Participation; College Completion; Student Learning; Workforce Alignment; Preparing Citizens; and Closing Achievement Gaps. A formal FY14 Vision Project Report (including PACE Technology Initiatives) was published as part of the *2014 Final Strategic Plan Report*. The College has been mindful of the need to coordinate its internal planning efforts with those of the Vision Project and to strengthen its use of evidence-based data markers related to each area. Many of the Cabinet discussions during the year revolved around these emerging needs.

In addition, although not a requirement for this strategic plan, the DHE has requested that we draft a crosswalk to show the parallels between the Vision Project and the new Massasoit Strategic Plan. The chart on page nineteen is a snapshot of where we are today; it will be refined as future Vision Project reports are undertaken.

Strategic Priority 1: Student Success

Goal Statement: The College will improve student success through a student-centered, data-informed approach to increasing enrollment, student retention and persistence, and graduation and transfer rates.

Strategies

- Review College policies that affect student progress to ensure they are student-centered.
- Use mentoring and related strategies to decrease ethnic, racial, and gender performance and achievement gaps.
- Expand Dual Enrollment and Early College Programming and opportunities.
- Redesign remedial curricula to increase student success; use high school GPA in our placement considerations; and accelerate entry into college-level coursework.
- Leverage currently awarded Project STARS (Title III) grant dollars to support development of an appreciative/enhanced advising model, improved program scheduling and planning, and adoption of interactive pedagogical approaches, including increased adoption of LMS Canvas to enhance on-ground learning.
- Leverage currently awarded Guided Pathways to Success in STEM (TAACCCT IV) grant dollars to develop new certificates and programs in high-need STEM fields, increase knowledge and use of competency-based education, and assess and adopt aspects of the Complete College America model.
- Increase the use of early alert, audit, and planning software technologies to improve services to students and to collect data that will inform decision-making.

Measurable Outcomes

- Improve course and program retention by one percent per year over the next three years: Fall to Spring retention rates from 94-96%; Fall-to-Fall retention rate from 59%-62%; annual course completion rates from 76%-78%.
- Increase 200% (four-year) graduation rate from 18-20%; Board of Higher Education (BHE) College Success Indicator (all new graduated after 4 years) from 31-33%; BHE College Success Indicator (all graduated after 5 years) from 36-38%.
- Implement strategies to close the performance gap between Whites and Hispanics from 8.3-6.5, and between Whites and Blacks from 7.4-5.5. Develop a mentoring program over the next year to connect minority students with mentors to improve retention and success.
- Using DegreeWorks, improve the academic advising model to include an appreciative advising approach and implement DegreeWorks PLANS. Improve student and advisor interactions to include working collaboratively on academic semester planning and mapping. Create pre-defined templates for all incoming students, review the assignment process for advisors and students, and develop new training for advisors that incorporates DegreeWorks' enhanced functionality.
- Complete implementation of GradesFirst early alert system to flag students and create intrusive strategies to retain our students at the course and program levels.
- Continue to expand orientations, information sessions, services, and program offerings at Canton and Middleborough.
- Ensure students meet with an academic advisor prior to a complete withdrawal from the College.
- Ensure students reported by faculty as "SP" (stopped participating) are contacted and referred to Advising and Counseling office.

- Develop 1-3 new initiatives to provide financial support to students who are not eligible, or lose eligibility, for federal financial aid
- Re-evaluate the current placement procedures in light of curricular redesigns and changing student needs.
- Develop database of graduates and transfers and connect current students with them.
- Develop new co-curricular activities based on majors and future careers.

Baseline Data/Key Indicators: Course completion rates, retention statistics, certificate and degree completion rates, new training manuals, training attendance and attendee evaluations, statistics on usage of new software and user satisfaction surveys, documents of revised procedures.

Primary Leadership Responsibility: Vice Presidents David Tracy and Barbara McCarthy

Strategic Priority 2: Diversity and Inclusion

Goal Statement: To cultivate a College community that is supportive of diversity, inclusion, justice, and social equality while fostering a culture of excellence that embraces equitable practices for students, staff, faculty, and the greater community.

Strategies

- Revise and implement an employee search training model and procedures for all groups of College employees (i.e. Faculty, Staff, and Administrators). Monitor to ensure each committee includes race, ethnic, gender, and department diversity.
- Assist in the development and expansion of the newly implemented Minority Male Mentorship and First-Year Experience Program for targeted student groups.
- Engage in active outreach with discipline-specific professional organizations, graduate degree-granting colleges and universities, and student or professional organizations that serve traditionally underserved groups to increase diversity in applicant pools.
- Continue to provide employee and student diversity training and education (i.e. Title IX).
- Continue ongoing professional development opportunities for employees.
- Identify offices and departments with which to collaborate on diversity initiatives.
- Increase services available to LGBT students, faculty, and staff and create strategies that will address the unique needs of LGBT students, faculty, and staff.

Measurable Outcomes

- Training model will ensure that all hiring managers and/or search committees have received appropriate training to foster a fair and equitable search process.
- Search process guidelines will be posted on the College's human resources website and referenced during each search process.
- The Minority Male Mentorship and First-Year Experience Program will be expanded.
- Human Resources will develop a list of potential partner organizations and colleges and outreach to each to determine opportunities for collaboration.
- Participation in employee diversity training will be reviewed annually and appropriate steps taken to address any deficiencies.
- To further develop a robust professional development program for faculty and staff, opportunities will be identified, reviewed, and communicated to all employees.
- Listing of offices and departments with which to collaborate on diversity initiatives will be established and maintained.
- To continue to foster inclusion and outreach to LGBT faculty, staff, and students by sensitizing our College community to LGBT issues.

Baseline Data/Key Indicators: Implementation of online training modules (staff & students), Title IX pamphlets/handbooks, enhanced webpage visibility and accessibility (Title IX, Policy on AA, EO & Diversity), training completion certificates, training attendance records, increased professional development opportunities (minimum of 3 per year), search process streamlined (process completed within 1.5 months), and staff and faculty diversity survey, expected launch date 2016 (comparison from 2014 diversity survey).

Primary Leadership Responsibility: Executive Director Yolanda Dennis and Vice President William Mitchell

Strategic Priority 3: Workforce Development and Community Engagement

Goal Statement: Strengthen the College's capacity to respond to current and emerging labor market and community needs, enhance existing partnerships, and develop new reciprocal partnerships in the communities we serve.

Strategies

- Generate, cultivate, and maintain reciprocal relationships with business, industry, and community partners.
- Develop a strategy to capture and coordinate business and community outreach.
- Collaborate with business and industry partners to develop programs that meet the needs of the regional labor market and provide gainful employment opportunities for our students.
- Collaborate with community partners to develop programs that meet the needs of their organizations and provide community engagement opportunities for our students.
- Invite business, industry, and community partners to campus to initiate discussions about developing programs that meet the needs of the regional workforce, the community, and our students; collaborate to develop such programming.
- Work collaboratively with local, state, and federal governments to meet workforce education needs.

Measureable Outcomes

- The number of experiential learning opportunities grow each year.
- The College will increase the number of its business and community collaborations.
- An increased number of College staff and students will serve on organization boards, participate in service organizations, and engage with community partners.
- Using data-driven research, the College will develop new programs that meet regional workforce and community needs.
- The Center for Experiential Learning and the Division of Corporate and Community Education will be central points of contact for connecting businesses and community organizations with our students, faculty, and staff to promote experiential learning and active citizenship.
- The Division of Corporate and Community Education will actively engage in diverse regional economic development networks, extend the resources of the College, and develop programs that address regional workforce needs.

Baseline Data

- Number of internships; civic engagement activities; community service activities; business and community partner collaborations; events attended; and business and community-driven programs.
- Shared College-wide community partner calendar and contact list
- Business and community needs assessment.
- Track and document current and future business and community collaborations.
- Establish a College community outreach plan to increase participation on/in organization boards, service organizations, and community engagement.
- Student evaluations, employer satisfaction surveys, business needs assessment instruments, and community environmental scans.

Primary Leadership Responsibility: Vice President Barbara McCarthy and Executive Director Laurie Maker

Strategic Priority 4: Fundraising and Alumni Relations

Goal Statement: The primary objective is to reorganize efforts to achieve significant but realistic increase in fundraising revenue, expanded donor base, strengthened alumni network.

Strategies

- Continue Annual Events to retain current donors (Fall Gala, Golf Tournament, and Arts Festival).
- Enhance current plan and procedures for the annual appeal.
- Make scholarships more accessible to our students through improved communication and outreach.
- Develop and implement plans to increase employee and alumni giving.
- Develop a comprehensive plan to increase corporate giving and major donor gifts.
- Expand Foundation membership and redefine mission and direction.

Measurable Outcomes

- The Fall Gala, Golf Tournament, and Arts Festival will increase total monies raised to a new combined total of \$100,000.00.
- Annual Appeal will increase donor base by 30 and monies received.
- Implementation of new software (Academic Works) will make scholarship opportunities more accessible to students.
- Scholarship benefactors will be increased by five.
- Number of employees giving will increase by ten with the implementation of a payroll deduction program, direct communication with employees and staff, and special events and advertising.
- The Director of Alumni Relations and Interim Director of Advancement will collaborate to host Nursing Affinity Group Events in Fall 2015 and 2016.
- Increase membership in alumni association and alumni network by twenty, and increase number of alumni giving by thirty.
- Acquire and use new philanthropy screening service to increase corporate giving and major donor gifts.
- Design and produce solicitation packages for prospective corporate and major donors.
- Identify individual/group donors and/or corporate donors in anticipation of new building/s and 50th Anniversary.
- Investigate feasibility of naming opportunities for new building/s and identify sponsorship opportunities for 50th Anniversary.
- Increase number of corporate donors by five and major donors by three.
- Assist Foundation in the development and revitalization of its Board.
- Help identify new Foundation Board members to increase size of Board to 21 voting members, broaden representation from the College's service area, and leverage member donations and access to potential donors.
- Design and produce recruitment package for prospective Foundation Board members.
- Educate Foundation Board members about the College's students, faculty, and administration.
- Assist in running a Foundation Board Member Retreat that includes discussions of mission development, MCC students and their challenges, fundraising priorities, and donor relationship building.

- Engage Foundation Board members to become more engaged and connected with the College by attending events (a class, Commencement, programs, etc), talking to students and/or faculty, or working with faculty to be an expert guest lecturer in a class.

Baseline Data/Key Indicators

Promotional materials for events and campaigns; acquisition mailing for Annual Appeal; scholarship form; COMECC payroll deduction material; Alumni Association and Foundation by-laws; solicitation packages for corporate giving and major donor requests; donor search website; 50th Anniversary planning materials; naming opportunity criteria, policies, and promotional materials; Foundation meeting and retreat agendas and minutes; recruitment package for potential Foundation members; information package for new Foundation Board members; guidelines for nominating committee in selection of new Foundation Board members; areas of expertise and physical location studies for prospective Foundation Board members.

Primary Leadership Responsibility: Vice President Nick Palantzas and Director Steve Murphy

Strategic Priority 5: Sustainability

Goal Statement: Massasoit Community College will continue to reduce its energy use and carbon emissions; embrace, model, and encourage sustainable practices and behavior at the College and in the wider community; and prepare students with the skills, knowledge, and motivation necessary to address the critical and inter-related environmental, social, and economic challenges of the 21st century.

Strategies

- Track and analyze energy in buildings and vehicles to identify ways to further reduce College energy consumption.
- Reduce overall waste through continued education, increasing number of recycling stations, and improving signage.
- Continue and expand sustainable landscaping practices by reducing the use of water, fertilizers, and pesticides wherever possible.
- Expand current communication and outreach to College community by more fully utilizing the portal and webpage, and by continuing the Sustainability Across the Curriculum Faculty Fellows Project.

Measurable Outcomes

- A set of written policies and procedures, based on research and best practices, to guide decision-making to ensure consistent, College-wide demonstration of commitment to sustainability, presented to President's Cabinet by end of calendar year 2015. Updated Climate Action Plan by January 2016.
- A set of written recommendations, with targets and timelines, for further energy reductions in electricity, heating and cooling, College fleet fuel, and commuting at all College locations, presented to President's Cabinet by March 2016.
- Established baselines and reduction targets for use of fuel, water, fertilizer, and pesticides for College grounds keeping by end of fiscal year 2016.
- A written policy with guidelines for making sustainable landscaping practices integral to Massasoit's overall grounds keeping practices, presented to President's Cabinet by end of fiscal year 2016.
- Expansion of the number of hydration stations to 15 by Fall 2015. New composting stations installed in Brockton and Canton cafeterias by Fall 2015. Recycling containers permanently located in faculty-staff dining room, Louison Board Room, Student Senate conference room, and Conference Center meeting rooms by end of calendar year 2015. Additional 10-15 standard outdoor recycling containers on Brockton campus by end of fiscal year 2016.
- Achieve recycling diversion rate of 40% in Brockton and Canton by the end of fiscal year 2017.
- Earth Club restarted Fall semester 2015. Second Friday Speaker Series offered during academic year 2015-16. Brochures provided at student orientation sessions by end of Spring semester 2015.
- Updated Canvas site with materials from all current and past faculty fellows by Fall semester 2015. New cohort of Curriculum Faculty Fellows launched Fall 2015.
- Sustainable Massasoit community on the Massasoit portal completed and made public by Fall 2015. Sustainability WordPress site, linked to Massasoit website, established by end of Spring semester 2016.

Baseline Data

Data on electricity production from solar PV panels; Mass Energy Insight and Enernoc data on electricity and natural gas consumption; fleet fuel use; commuting data from DEP survey; trash audits of recyclable and compostable items; ratio of outdoor recycling to trash containers; number of current hydration stations; ratio of no-mow areas and sustainable gardens to rest of grounds; Climate Action Plan; current website and portal; documentation of faculty fellows' projects; attendance at and evaluation of the Second Friday Speaker Series.

Primary Leadership Responsibilities: Vice President Barbara McCarthy, Dean Hollyce States, Professor Jim Tressel

Strategic Priority 6: Institutional Effectiveness and Continual Improvement

Goal Statement: Improve planning and assessment College-wide by increasing the use of data for decision making, tying annual budget decisions to measurable annual goals, and expanding current assessment and continual improvement procedures.

Strategies

- Systematically identify new data collection methods, reports, and evidence needed by the College, divisions, and departments.
- Ensure that divisions and departments have appropriate assessment instruments to measure effectiveness.
- Ensure that divisions and departments have timely procedures for utilizing knowledge derived from assessment to improve policies, procedures, and practices.
- Ensure College-wide planning continues to link strategic planning to annual goal setting and resource allocation.
- Continue and extend our commitment to fiscal responsibility by intentionally directing both human and material resources to where they will provide the greatest benefit to students in their pursuit of educational goals.
- Ensure professional development opportunities are available to keep faculty and staff current with pedagogical and student service theories and the changing needs of students, workforce, region, and communities.

Measurable Outcomes

- Divisions and departments will develop data dashboards with 3-5 key indicators.
- An assessment inventory for all academic programs will be completed by June 2016.
- An assessment inventory for all other departments will be completed by June 2017.
- Divisions and departments will improve 1-2 policies or procedures based on knowledge gained from analysis of new data dashboards.
- Department and divisional annual budget proposals and goals will be aligned with the strategic plan.
- Complete alignment of student learning outcomes at the program and graduation levels by completing curriculum maps for the recently revised core competencies.
- Update the Academic Program Calendar (APR) and ensure the reviews are completed in a timely manner. Ensure appropriate follow-up consideration is reflected in annual goals and budget decisions.
- Develop and offer 3-5 new professional development opportunities for adjunct faculty each year.
- Develop a stable set of recurring professional development programs for all faculty and staff to be housed in the new Professional Development Center (opened spring 2015).
- Use projections from NEASC Self-Study and feedback from the site visit team as a starting point for next strategic plan.

Baseline Data/Key Indicators: Department and division data dashboards; documented policy or procedural improvements; annual goals and budgets; professional development participations numbers and satisfaction surveys; NEASC E-series forms; APR calendar; completed APRs.

Primary Leadership Responsibilities: President Charles Wall and all Vice Presidents.

Strategic Priority 7: College Expansion

Goal Statement: To the degree that state funding and support continues as projected, the College will expand and/or renovate its physical presence in both Brockton and other key areas to meet the growing educational needs of students and the region.

Strategies

Build or lease new facilities and renovate current facilities to allow expanded and/or improved current delivery of programs through the following efforts:

- New Allied Health Building.
- Create Downtown Brockton Higher Education Collaborative.
- Create a Veterinary Technology instructional facility at the Canton Campus.
- Establish a site in Marshfield.
- Expand into town-leased spaces in Middleboro Center.
- Establish a site for program delivery in Plymouth.
- Investigate the feasibility of expansion into Taunton via the CONNECT Consortium.

Measurable Outcomes

Allied Health Building

- Complete design and begin construction by Fall 2016 on the Allied Health Sciences building to provide state-of-the-art facilities for our allied health programs that enable us to retain students, maintain our accreditation levels, and provide training for our students that will prepare them to work in cutting-edge hospitals and medical care facilities upon graduation.
- Ensure the Allied Health Building design, including site plan, ties to the existing Conference Center to create a North Campus of the Brockton Campus and allows for eventual further development of the North Campus of the Brockton Campus, which would include The Conference Center, the Allied Health Building, and a possible future building on the site.
- Relocate allied health programs into one contiguous space and create a centrally located welcome center.
- Eventual renovation of vacated spaces on the Brockton campus to provide updated classrooms and labs for science and other programs, allowing us to meet increasing demand for STEM courses.

Downtown Brockton Higher Education Collaborative

- With Bridgewater State University, UMass Boston, City of Brockton, and Division of Capital Asset Management and Maintenance (DCAMM), complete the design and renovation of the Ganley Building in Downtown Brockton by Spring 2018 to be a catalyst that helps revitalize the Downtown Brockton area.
- Provide our students with additional access to associate degrees and new pathways to the bachelor's, master's, and doctoral degrees.
- Complete the Memorandum of Understanding with DCAMM to define duties, responsibilities, and obligations for operation and maintenance of the building over initial three-year period.
- Enter into a Memorandum of Understanding with Bridgewater State University and UMass Boston to define duties, responsibilities, and obligations of each institution to the Collaborative as a whole.

Veterinary Technology Instructional Facility

- Create instructional space with fully equipped surgery/anesthesiology and radiology suites to provide experiential learning in those areas to second-year students pursuing the Applied Associate in Veterinary Technician degree, preparing students to anesthetize animals, take radiologic images, assist during surgical procedures, and deliver post-operative care to animals.
- Incorporate both an office and a reception area in the facility to provide students experiential learning in office management skills, preparing students for the record keeping, equipment maintenance, and inventory control tasks for which veterinary technicians are typically responsible.
- Conduct performance assessments of student skills in accordance with the American Veterinary Medical Association requirements for measuring student success.
- Develop mechanisms to evaluate prior learning through the performance assessments enabled by the facility to allow credit to be awarded for prior experience.
- Provide vaccination programs and spay/neuter clinics to the greater Brockton community at the facility, giving our students essential experience and expanding our engagement with the surrounding communities.

Marshfield

- Establish a site in Marshfield to offer marine and environmental technologies and sciences programs and general education courses that fill the need of the marine and environmental industries across the region.

Middleboro

- Expand into remaining town-controlled spaces in Middleboro Center to create additional student, classroom, and lab spaces, leading to increased course offerings, student retention, and enrollment.

Plymouth

- Establish an off-campus site in Plymouth to offer programming that leverages the nearby Plymouth North High School and that is of interest and need to the area's business and general communities.
- Explore potential for offering dual enrollment courses at nearby Plymouth North High School.
- Work with South Shore Community Action Council to craft programming targeted to particular needs of its staff, clients, and the area.

Taunton Higher Education Center

- Through the CONNECT grant with Mass Center for Life Sciences, participate fully in the feasibility study to determine need and viability of a higher education center focusing on life sciences education and training in Taunton.
- If study finds adequate need and viability, move forward with design and renovation of old Paul A. Dever School in Taunton to become the Taunton Higher Education Center.

Baseline Data

Allied Health Building

- Existing conditions of Allied Health programs' facilities and classrooms.
 - Classrooms spread over multiple buildings on Brockton campus, creating unnecessary complexity for students to meet with faculty, find classrooms, and work together.

- No central space dedicated to allied health students, presenting an obstacle to organic collaborations, innovations, peer tutoring, and social interactions.
- Speed of innovation in medical equipment and facilities.
- Continued increased demand for STEM courses and labs with state-of-the-art facilities aligned with industry standards.

Downtown Brockton Higher Education Collaborative

- Positive impact of institutions of higher education on local economies and cultures.
- Role of structured pathways and co-location of services to student success.

Veterinary Technology Instructional Facility

- Shifting of industry standards to requiring credentialed certification for veterinary technicians coupled with number of currently practicing technicians who learned their craft through an apprenticeship model points to need for prior learning assessment and credit, possible only through performance assessments in a clinical setting.
- Inherent risk associated with contracting with third-party, off-site entities to provide facilities for instruction in surgery, anesthesia, and radiology on animals, including potential for disruption to course delivery and program completion.
- Recruitment and retention benefit of an on-site clinical instructional facility.

Marshfield

- Demonstrated industry need and projected job growth in marine and environmental tech/sciences industries.
- Location of relevant marine and environmental tech/sciences industries in and around Marshfield.
- Proximity of new, state-of-the-art Marshfield High School and its marine and environmental tech/sciences programs.

Middleboro

- Continued enrollment growth in Middleboro and corresponding increased demand for courses and labs at that location.
- Lack of dedicated student congregation space at Middleboro Center and corresponding effect on student presence and scheduling.

Plymouth

- Current exposure levels and outreach into greater Plymouth area limited given the opportunities for collaborations and growth in that region.

Taunton Higher Education Center

- Taunton identified by CONNECT as potential area of growth, but final determination contingent upon outcome of feasibility study.

Primary Leadership Responsibilities: President Charles Wall and Vice President William Mitchell

CROSSWALK
Between the DHE Vision Project and
Massasoit Community College Goals 2015-17

| DHE Vision Project Goals | MCC Goals 2015-17 |
|--|--|
| 1. College Participation/Readiness/K-12 Outreach | 1. College Readiness and K-12 Outreach are handled through an academic division of the College that includes readiness, outreach and special assistance and transitional programs. They are part of the overall Student Success effort described in this plan. |
| 2. College Completion/Student Success | 2. The College has reaffirmed and refocused its Student Success goal for 2015-17 to be aligned with Vision Project outcomes. |
| 3. Student Learning | 3. The College adopted a core curriculum in 2014 based on the AAC&U LEAP rubrics. A new college goal, Academic Assessment and Institutional Effectiveness, has been put in place for 2015-17 to refine an evidence-based approach to learning and effectiveness. |
| 4. Workforce Alignment | 4. A previous Workforce goal dealt with Regional Economic Development. The new goal expands previous planning efforts in academic programming and workforce grants and adds a component for Community Engagement. |
| 5. Preparing Citizens | 5. Massasoit launched its Center for Experiential Learning in 2012 to oversee community partnerships, internships, and curricular development. Civic Engagement has been included in the goal above, Workforce Alignment and Community Engagement. |
| 6. Closing Achievement Gaps | 6. Closing achievement gaps is integrated into the overall Student Success goal that focuses on enhancing college participation, mentoring, advising, and tutoring. As part of the effort, the plan also refines a previous goal that now is focused on Diversity and Inclusion. |

Massasoit Community College is an affirmative action/equal opportunity employer and does not discriminate on the basis of race, color, national origin, sex, disability, religion, age, veteran status, genetic information, gender identity or sexual orientation in its programs and activities as required by Title IX of the Educational Amendments of 1972, the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, and other applicable statutes and college policies. The College prohibits sexual harassment, including sexual violence. Inquiries or complaints concerning discrimination, harassment, retaliation or sexual violence shall be referred to the Title IX Coordinator, Yolanda Dennis, Office of Diversity and Inclusion, 508-588-9100 x1309, Brockton Campus, Administration Building, Room 229, ydennis@massasoit.mass.edu, or the College's Affirmative Action Officer, Donna R. Boissel, Human Resources, 508-588-9100, x1505, Brockton Campus, Administration Building, Room 233, dboissel@massasoit.mass.edu, the Massachusetts Commission Against Discrimination, the Equal Employment Opportunities Commission or the United States Department of Education's Office for Civil Rights.