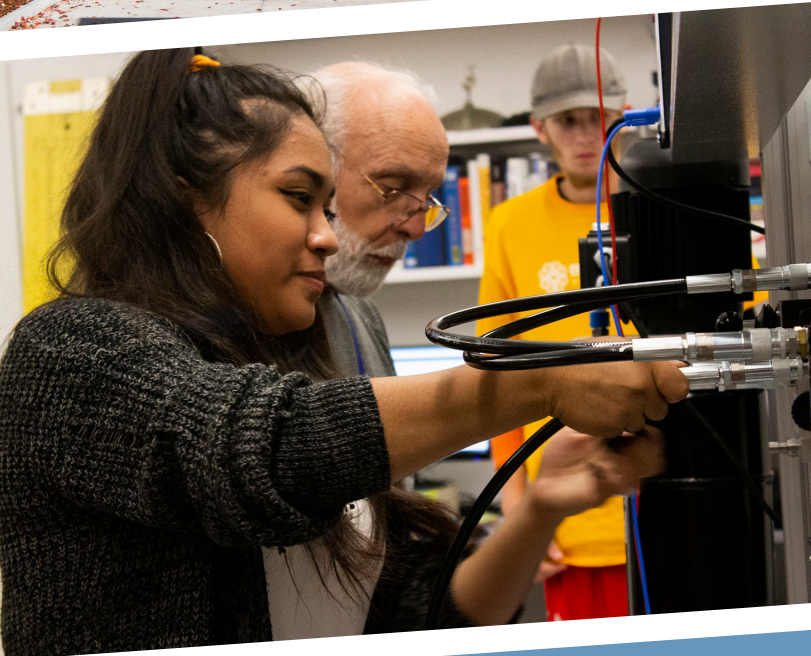


# NECHE 2019 Accreditation Self-Study



# NECHE 2019

## Accreditation Self-Study

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Submitted September 2019; Revised October 2019

Prepared for a Comprehensive Evaluation by the New England Commission of Higher Education.



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Revisions after original submission:

Standard Five Data First Forms FY 2020 goals added, pp. 66-84

Standard Seven Data First Form inserted, p. 127

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## Institutional Characteristics

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

Date 08/23/2019

1. Corporate name of institution: Berkshire Community College
2. Date institution was chartered or authorized: 1960
3. Date institution enrolled first students in degree programs: 1960
4. Date institution awarded first degrees: 1961
5. Type of control:

Public	Private
<input checked="" type="checkbox"/> X State	<input type="checkbox"/> Independent, not-for-profit
<input type="checkbox"/> City	<input type="checkbox"/> Religious Group
<input type="checkbox"/> Other	(Name of Church) _____
(Specify) _____	<input type="checkbox"/> Proprietary
	<input type="checkbox"/> 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 Department of Higher Education  
authorized to offer certificate of less than two-years, and Associate in Arts (A.A) and Associate in Science (A.S.)
7. Level of postsecondary offering (check all that apply)

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

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

- |  |   |
|--|---|
| <p>X Occupational training at the crafts/clerical level (certificate or diploma)</p> <p>X Occupational training at the technical or semi-professional level (degree)</p> <p>X Two-year programs designed for full transfer to a baccalaureate degree</p> | <p>X Liberal arts and general</p> <p><input type="checkbox"/> Teacher preparatory</p> <p>X Professional</p> <p><input type="checkbox"/> Other _____</p> |
|--|---|

9. The calendar system at the institution is:

- X Semester       Quarter       Trimester       Other \_\_\_\_\_

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

- a) Undergraduate    \_\_\_15\_\_\_ credit hours
- b) Graduate            \_\_\_-\_\_\_ credit hours
- c) Professional        \_\_\_-\_\_\_ credit hours

11. Student population: Fall 2019 as of 08/23/2019

a) Degree-seeking students:

	Undergraduate	Graduate	Total
<b>Full-time student headcount</b>	<b>454</b>	-	<b>454</b>
<b>Part-time student headcount</b>	<b>783</b>	-	<b>783</b>
<b>FTE</b>	<b>770</b>	-	<b>770</b>

- b) Number of students (headcount) in non-credit, short-term courses: 0 \_\_\_\_\_

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

<b>Program</b>	<b>Agency</b>	<b>Accredited since</b>	<b>Last Reviewed</b>	<b>Next Review</b>
<b>A.S. Nursing</b>	<b>Accreditation Commission for Education in Nursing</b>	<b>1975</b>	<b>2019</b>	<b>2023</b>
<b>A.S. Physical Therapist Assistant</b>	<b>Commission on Accreditation in Physical Therapy Accreditation</b>	<b>1992</b>	<b>2016</b>	<b>2026</b>
<b>A.S. Respiratory Care</b>	<b>Commission on Accreditation for Respiratory Care</b>	<b>1983</b>	<b>2018</b>	<b>Annual Report 2019</b>
<b>A.S. Health Science Dental Assistant</b>	<b>Commission on Dental Accreditation</b>	<b>1972</b>	<b>2016</b>	<b>2022</b>
<b>A.S. Health Science Surgical Technology</b>	<b>Commission on Accreditation of Allied Health Education Programs</b>	<b>1963</b>	<b>2009</b>	<b>2019</b>
<b>A.S. Health Science Medical Assistant</b>	<b>Commission on Accreditation of Allied Health Education Programs</b>	<b>1962</b>	<b>2016</b>	<b>2024</b>

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.

	<b>Full degree</b>	<b>50%-99%</b>	<b>FTE</b>
<b>A. In-state Locations</b>			
<b>South County Center</b>	-	-	-
<b>North County</b>	-	-	-
<b>B. Out-of-state Locations</b>			
<b>N/A</b>	-	-	-

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
N/A	-	-

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.

		Fall 2018 Spring 2019	Fall 2018
Name of program	Degree level	% on-line	FTE
Liberal Arts	Associate	85%	122
Liberal Arts: Early Childhood Education	Associate	70%	9
Liberal Arts: Elementary Education	Associate	61%	14
Liberal Arts: Psychology Concentration	Associate	69%	31
Liberal Arts: Sociology Concentration	Associate	69%	1
Liberal Arts: Foreign Language Concentration	Associate	59%	3
Liberal Arts: International Studies Concentration	Associate	52%	2
Business Administration	Associate	71%	62
Business Careers	Associates	95%	27
Business Careers: Health Information Management	Associates	61%	6
CIS: Business Systems Option	Associates	65%	2



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.

<b>Name of contractor</b>	<b>Location</b>	<b>Name of program</b>	<b>Degree or certificate</b>	<b># of credits</b>
N/A	-	-	-	-

17. List by name and title the chief administrative officers of the institution. (Use the table on the following page.)

**CHIEF INSTITUTIONAL OFFICERS**

<b>Function or Office</b>	<b>Name</b>	<b>Exact Title</b>	<b>Year of Appointment</b>
Chair Board of Trustees	Darlene Rodowicz	Chair	2009
President/CEO	Ellen Kennedy	President	2012
Chief Academic Officer	Jennifer Berne	Vice President of Academic Affairs	2018
Deans of Schools and Colleges	Frank Schickor	Interim Dean of STEM and Allied Health	2019
Deans of Schools and Colleges	Laurie Gordy	Dean of Humanities and Social Sciences	2019
Deans of Schools and Colleges	Lori Moon	Dean of Nursing	2019
Deans of Schools and Colleges	Kevin Bechard	Dean of Business and Outreach	2019
Deans of Schools and Colleges	Lauren Goodman	Dean of Teaching, Learning and Instructional Innovations	2019
Chief Financial Officer	John Law	Vice President for Administration and Finance/CFO	2013

Chief Student Services Officer	Adam Klepetar	Vice President of Student Affairs and Enrollment Management	2018
Deans of Schools and Colleges	Beth Wallace	Dean of Student Affairs	2018
Deans of Schools and Colleges	Christina Wynn	Dean of Enrollment Management	2018
Institutional Research/Assessment	Margaret Stephenson	Director of Institutional Effectiveness	2014
Development	Shela Hidalgo	Director of Development	2018
Library	Richard Felter	Director of Library	2014
Chief Information Officer	Arlen Rauschkolb	Director of Information Technology	2018
Grants	Gina Stec	Director of Grant Development and Management	2012
Registrar	Adam Emerson	Registrar	
Financial Aid	Anne Moore	Director of Student Financial Services	2017
Public Relations	Jonah Sykes	Marketing and Communications Manager	2017
Alumni Association	Toni Buckley	Director of Alumni Relations	2018
Human Resources	Melissa Loidice	Director of Human Resources	2019
Safety and Security	Ellis Richardson	Director of Security	2019
Osher Institute- OLLI	Megan Whilden	Executive Director of OLLI	2014
BCC Foundation	Eugene Dellea	President of the BCC Foundation Board	1991

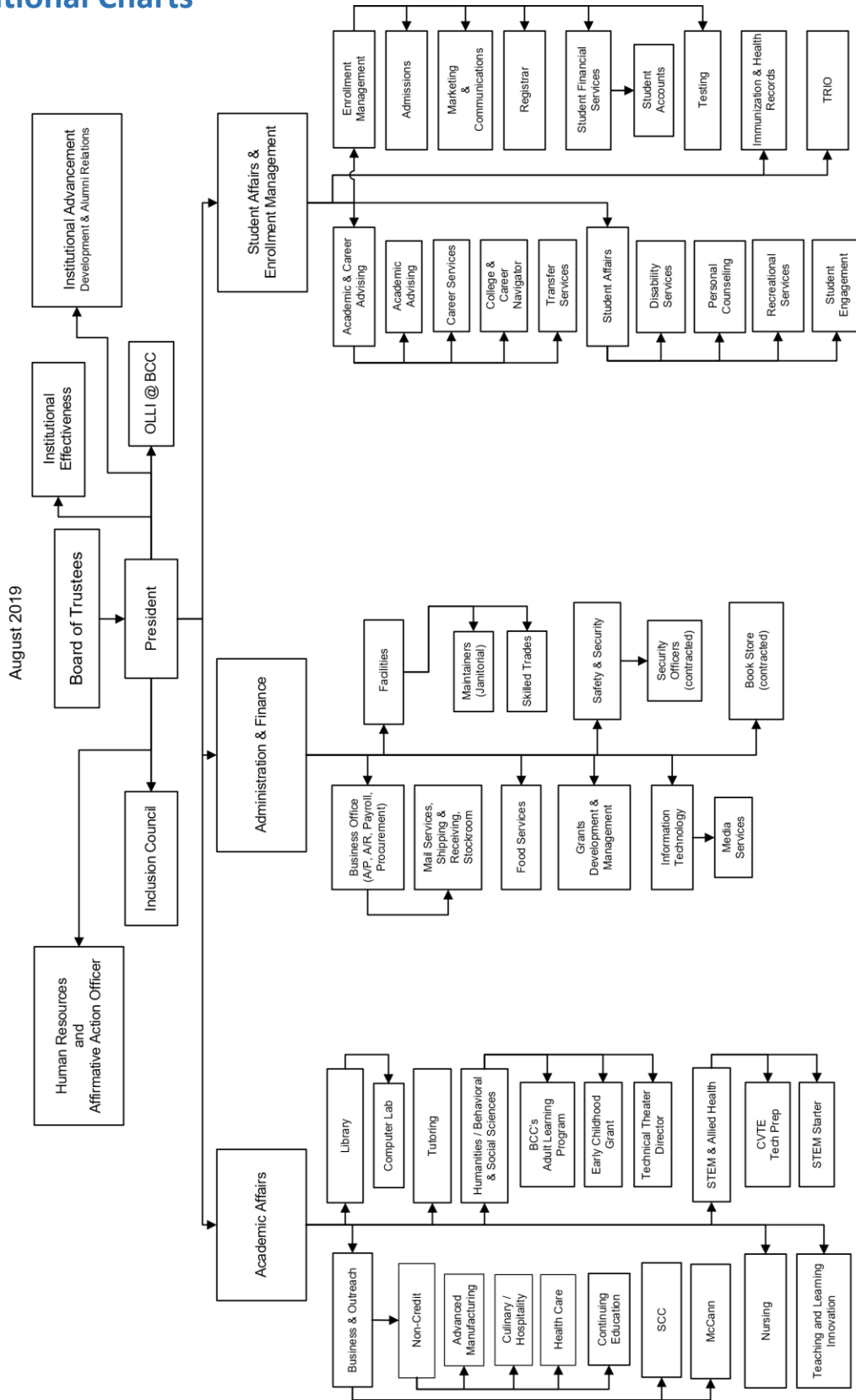
18. Organizational Charts are located at the end of the Institutional Characteristics Form.

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

- 1960 Established as Massachusetts' first Community College
- 1964 Year of Initial Accreditation
- 1972 Move from downtown Pittsfield to West Street location
- 1972 College Senate established
- 1977 Formation of statewide MCCC and AFSCME Unions
- 1980 Formation of Berkshire Community College Foundation (BCCF)
- 1981 Board of Trustees was established and Convened
- 1984 Opening of South County Center as an alternative instructional site
- 1994 Road Scholar program Established (Elder Hostel)
- 1997 Student Government Association
- 1998 Implementation of Datatel Information Management System
- 1998 Completion of first Capital Campaign of 1.6 million
- 1999 Revision of BCC mission completed and approved
- 2000 First US Department of Education TRIO Grant
- 2001 BCC Offered its first for credit online class
- 2002 Initial utilization of McCann high school as a North County instructional site
- 2005 US Department of Education TRIO Grant
- 2005 BCC Alumni Association Formed and Approved
- 2007 Obtained designation as an Osher Lifelong Learning Institute (OLLI)
- 2007 Multicultural Student Services Organization Formed
- 2008 Opening of the Intermodal Education Center in Downtown Pittsfield
- 2009 Renewable Energy Resource Training Center
- 2009 PCB Remediation
- 2010 US Department of Education TRIO Grant
- 2011 Solar Panels Installed
- 2012 Completed renovations of Hoffman Environmental Center
- 2014 Refined Mission, Values and Vision statements adopted
- 2014 US Department of Labor GPSTEM Grant
- 2015 Opening of the BCC Food Pantry
- 2015 Approval of BCC Institutional Review Board
- 2015 US Department of Education Title III Grant
- 2015 US Department of Education TRIO Grant
- 2016 Revised Master Plan Approved
- 2016 NEH Mass. Humanities Grant: Immigrant Stories Project
- 2016 Library Renovation (Incubator Project)
- 2016 Completed renovations of Melville and Hawthorne Buildings
- 2017 MyBCC Marketing Campaign Launched
- 2018 Completed installation of the Eugene Dellea Turf Field
- 2019 50-year Anniversary of BCC Nursing Program
- 2019 Opening of Digital Common; Library, Tutoring, Testing, Computer Lab
- 2019 EEC Grant, Opening of Early Childhood Education Lab

## Organizational Charts

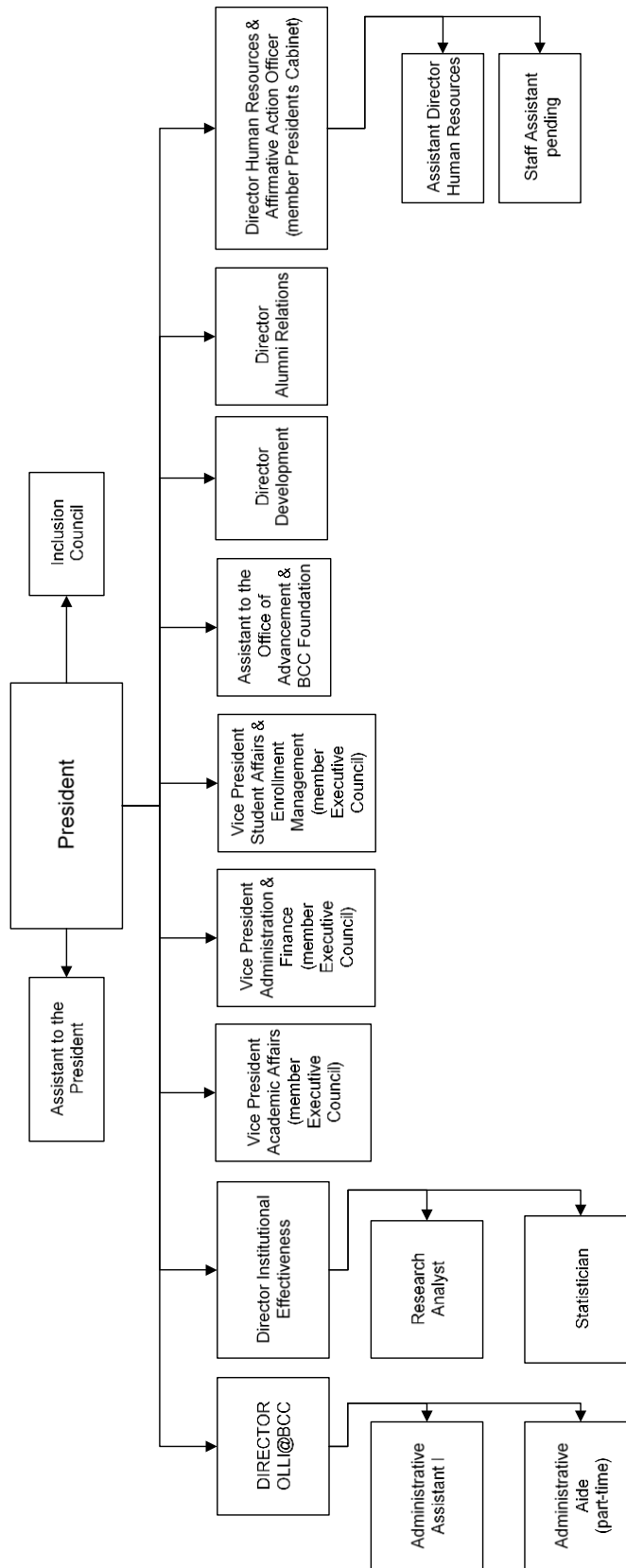
# Berkshire Community College – Divisional Organizational Chart

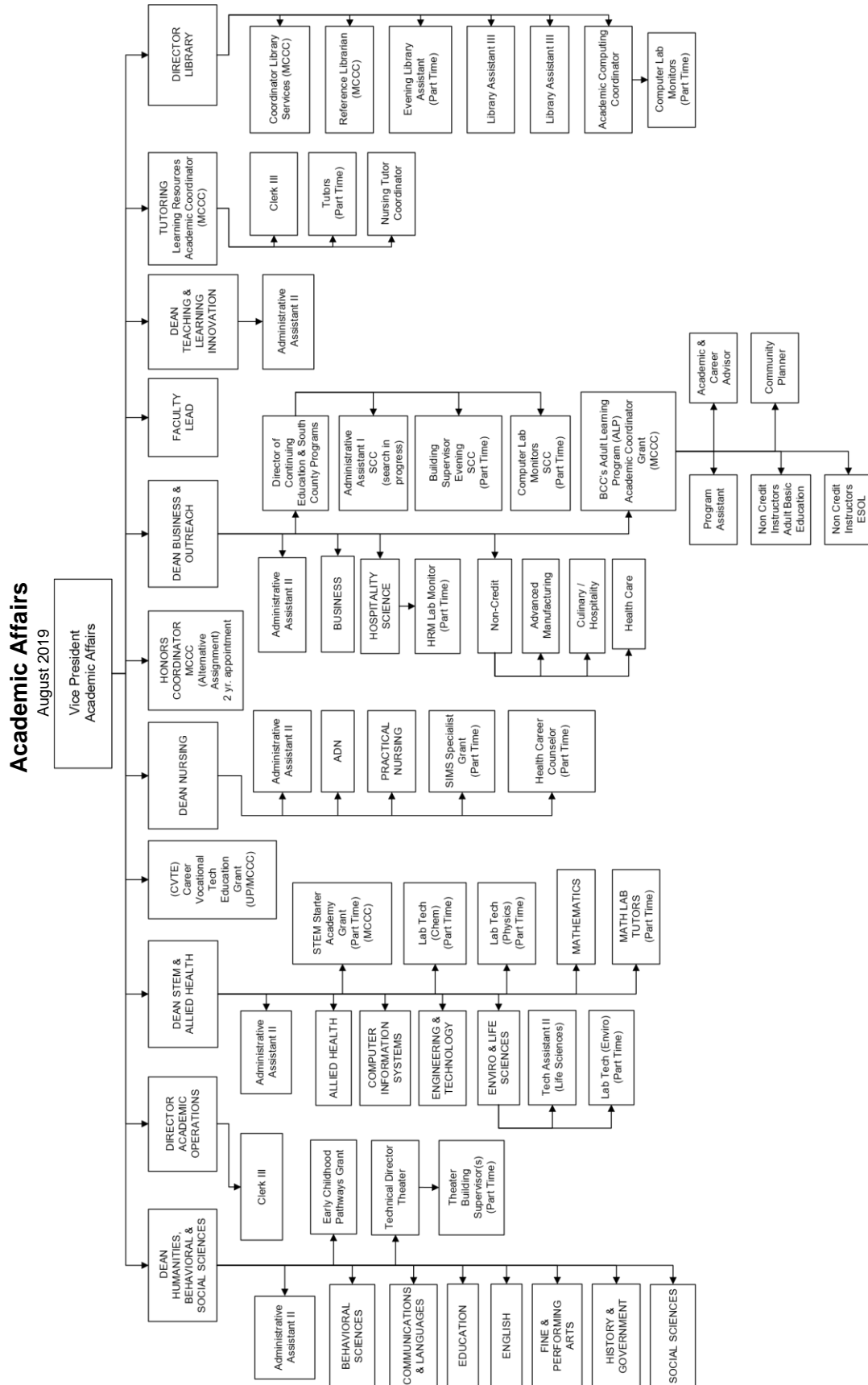




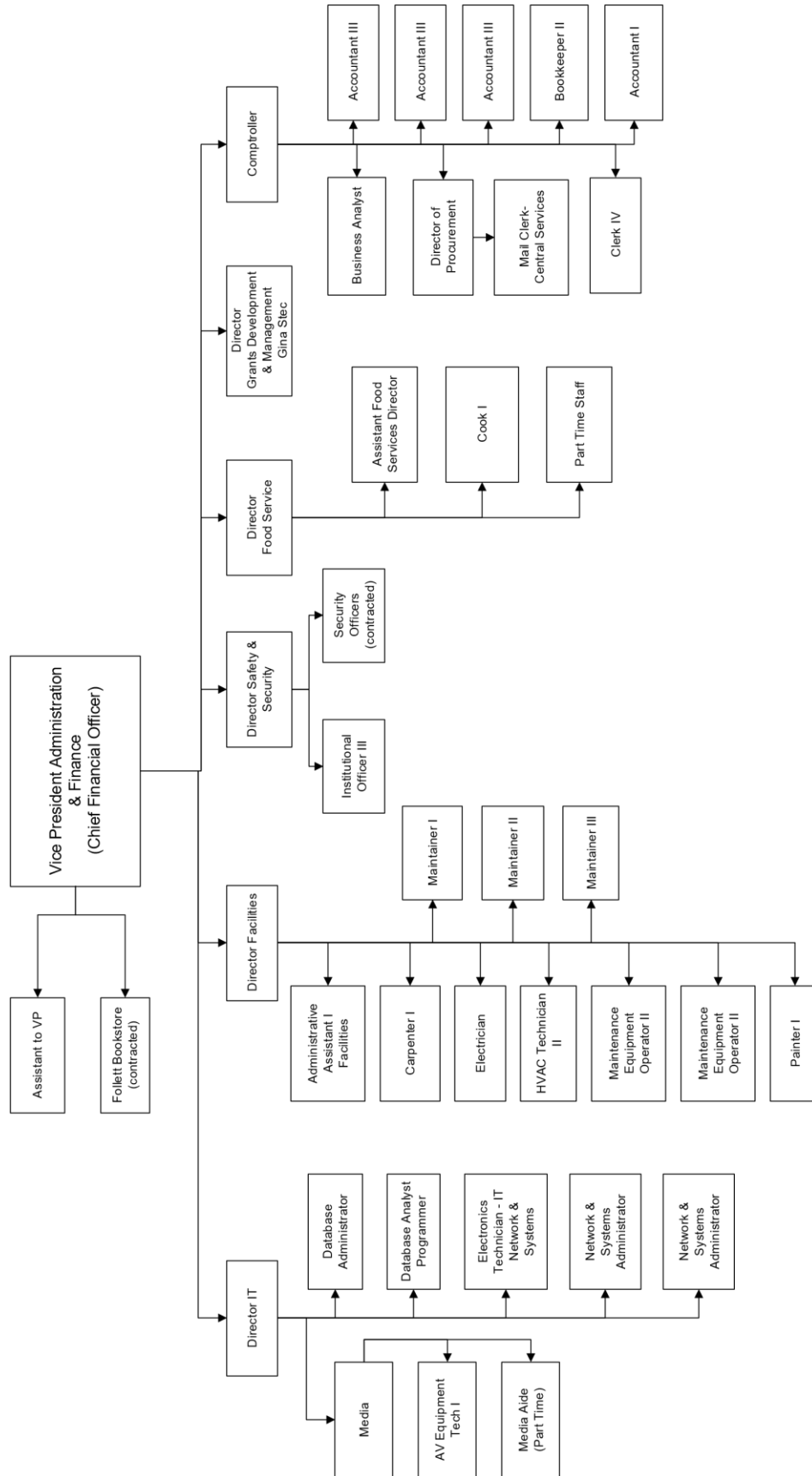
## President's Office

August 2019



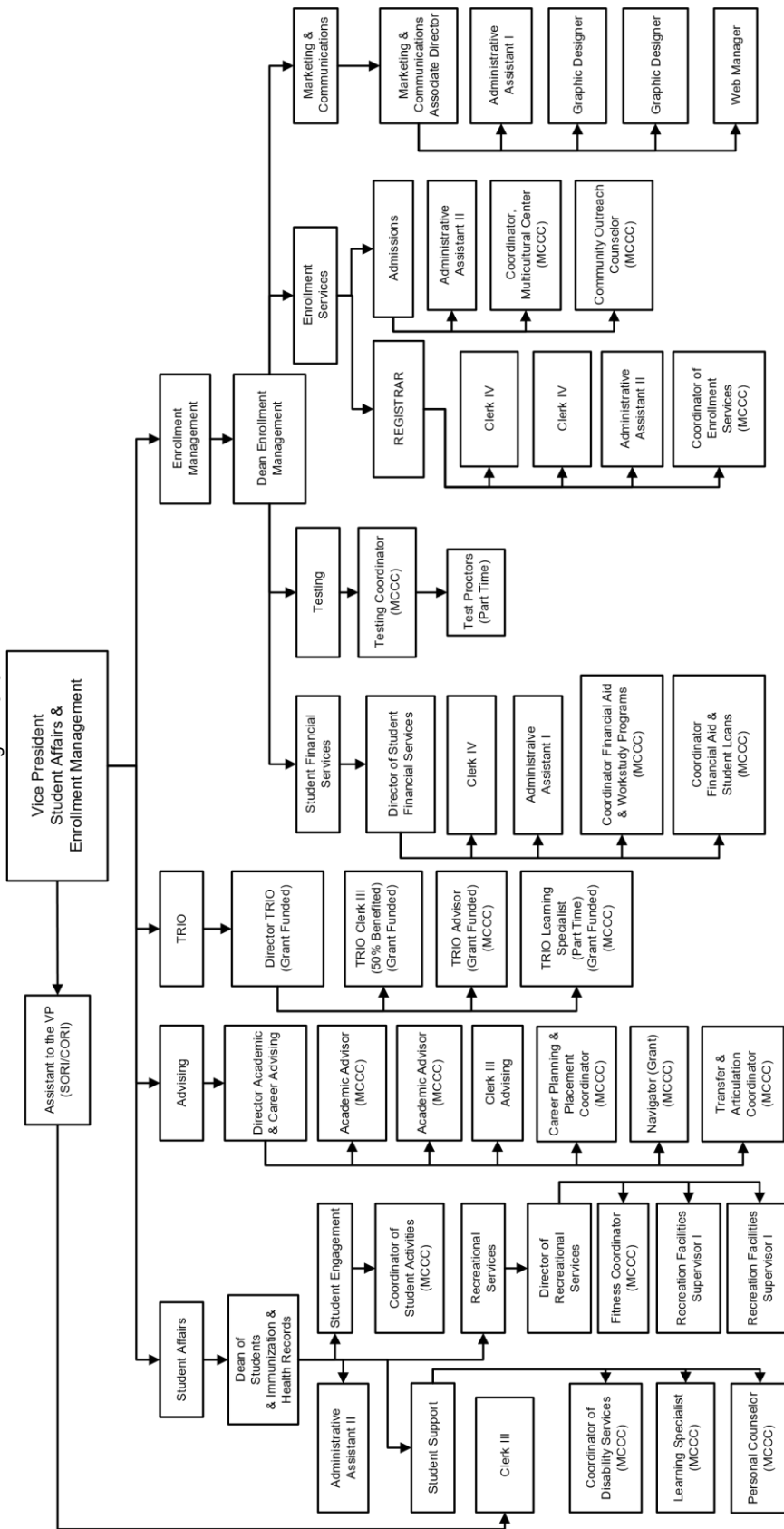


**Administration & Finance**  
 August 2019



# Student Affairs & Enrollment Management

August 2019





## Table of NECHE Actions, Items of Special Attention, or Concerns

<b>Date of Commission Letter</b>	<b>Detailed Actions, Items of Special Attention, or Concerns</b>	<b>NECHE Standards Cited in Letter</b>	<b>Self-Study Page Number</b>
January 5, 2015	Implementation of Strategic Plan	2.3, 2.4	pp. 5-11

## Introduction and Process

Berkshire Community College administration, faculty, and staff engaged in a two-year, highly inclusive, and iterative process to conduct the New England Commission of Higher Education (NECHE) Self-Study in preparation for reaccreditation. In the summer of 2017, the President appointed Co-chairs for the NECHE Self-Study. The Co-chairs, who serve as the Director of Institutional Effectiveness and a Professor of English, had previously served as the Co-chairs for the 2014 New England Association of Schools and Colleges (NEASC) [Fifth-Year Interim Report](#) and continued in those roles. The Co-chairs met with the President, the interim Vice President for Academic Affairs, and the Vice President for Student Affairs and Enrollment Management to review the accreditation process, plan a timeline for the Self-Study process, and to build a team of Standard Committee Co-chairs. Once these Standards Co-chairs were identified, Standard Committees comprised of 8-12 people were recruited that balanced administration, faculty, and staff expertise and length of service at the College across the nine Standards. An open call for participants was also made in order to give everyone a chance to serve, yielding several more participants. These Standards Committees represented over 90 members of the College community involved in the Self-Study process.

The Self-Study Co-chairs, the President, and several administrators attended the NEASC Self-Study Workshop in October 2017 and presented the lessons learned to the President's Cabinet, the Standards Committees Co-chairs, and the Strategic Planning Implementation Team in November 2017. Highly intentional overlap was built into the Self-Study process, purposefully including key members of the Strategic Planning group in the Standards Committees. The Self-Study Co-chairs regularly attended Strategic Planning Implementation meetings, and the Strategic Planning Co-chairs regularly attended NECHE planning sessions as well.

Beginning in January 2018, the nine Standards Committees met regularly to review their Standards. A Digital Work Room was created within Moodle, the College's Learning Management System, to serve as an electronic file cabinet for information, evidence, and resources and to provide a place for online discussion.

Early in the Self-Study process the E Series forms option E-1 were completed. The Office of Institutional Effectiveness (IE) requested data from each academic dean and program chair regarding the most recent program review date, program outcomes, and the changes made as the result of program review. For specialized programs in Dental Assisting, Medical Assisting, and Surgical Technology offered through McCann Technical High School, McCann faculty provided data, including accreditation standing and key performance indicators for each program. Additionally, IE staff populated the Data First Forms for each Standard and distributed them along with the E Forms to Standards Committees to consult as they began the self-evaluation process. To assist with this analysis, a "Fact Folder", with various institutional studies including enrollment studies, faculty and staff surveys, SENSE surveys, Department of Higher Education reports, IPEDS reports, and IE Annual Reports, was developed. All college faculty and staff have access to this folder. Committee members examined the data to determine trends and establish a starting point for their Self-Study inquiries.

This year-long information gathering process culminated in Fall 2018 Work Books in which the committees identified evidence for each numbered paragraph, produced bullet-point descriptions of key campus initiatives and programs related to that numbered paragraph, and identified specific appraisal activities for each. This process of sharing experience and expertise among committee members,

collecting and reviewing important evidence, and interviewing stakeholders across the institution yielded a rich, collaborative, and highly inclusive self-examination of the College as a whole. Preliminary findings were shared with the Standards Committees and the President's Cabinet at NECHE Working Sessions in September 2018 and January 2019, as well as several All-College meetings throughout 2017, 2018, and 2019 to keep the campus community informed of and involved with the process.

Beginning in January 2019, a small Writing Team took on the challenge of transforming the information and evidence gathered in the nine Standard Work Books into draft chapters for each Standard. Over the course of about two months, each Standard draft was composed, discussed with the Standard Co-chairs and the President's Cabinet for initial commentary, and then shared with the full Standard Committee for in-depth feedback, review, and revision. In April 2019, these revised drafts were shared with the full campus community for review. Two Listening Sessions were held to provide an opportunity to collect feedback, and the President's Cabinet offered an initial round of commentary on that draft as well. Based on that feedback, a revised version of each draft was produced and shared with the President's Cabinet for extensive review, addition of missing information, and revision. Upon the completion of that process, a full version of the Self-Study draft was complete.

Additionally, throughout the 2018-2019 academic year, the Self-Study Co-chairs updated the Board of Trustees about the accreditation process and the College's Self-Study timeline. In January, March, and April, the Standards Committee Co-chairs presented brief overviews of their group's findings and worked with subsets of the Board to help them understand the process and findings more fully. Standard Three: Organization and Governance was also the topic of part of the April 2019 meeting, allowing the Board to have direct input into the process. The Board reviewed and provided commentary on the full draft at the July 2019 and August 2019 meetings.

In the summer of 2019, the [NECHE 2019 Self-Study Digital Workroom](#) was established as a Google Site to house all documents electronically and share links with the reader. Beginning in June, the full Self-Study draft was shared with three sets of reviewers for additional input. First, an outside reviewer who had extensive experience with NECHE Self-Studies and site visits provided a full review of the content, evidence use, thoroughness, and readability of the entire document, pointing out strengths, weaknesses, and sections that still needed additional work. Based on that input, the next iteration was shared with an Internal Review Team, a small team of faculty and staff who assessed the comprehensiveness, accuracy, and readability of the full report. Finally, the draft was shared with NECHE Vice President Carol Anderson, who provided additional review and insight for the full report.

To wrap up the Self-Study process and prepare for the Team Visit in October, a campus-wide "NECHE Day" will be held in early September 2019. This event will include a short presentation of the main findings of the NECHE Self-Study, a wrap-up presentation of the [2014-2019 Strategic Plan](#), and a series of breakout sessions focused on each of the nine NECHE Standards. Participants will be encouraged to attend three breakout sessions to familiarize themselves as fully as possible with the work of the Self-Study.

The opportunity for public comment on the NECHE reaccreditation of the College was circulated beginning in June 2019. A [Public Notice](#) was published in the *Berkshire Eagle*, the local newspaper, on Sunday, July 14, again on Sunday, August 25, and will be again on Sunday, September 22. The [Invitation for Public Comments for Accreditation Visit](#) was posted on the College website on June 5, and information about the comprehensive evaluation was posted on the College's social media platforms, including [Facebook](#), throughout the summer of 2019.

## **ACCREDITATION LIAISON**

Margaret Stephenson, Director of Institutional Effectiveness

## **NECHE SELF-STUDY CO-CHAIRS**

Margaret Stephenson, Director of Institutional Effectiveness

Charles Prescott, Professor of English

## **NECHE STANDARDS COMMITTEES**

### **Standard One: Mission and Purposes**

Beth Wallace, Co-chair, Dean of Students

Nicole Mooney, Co-chair, Professor of English

Tom Carey, Professor of Allied Health, Respiratory Care

Judy Gawron, Professor of Physical Therapist Assistant Program

Julie Hannum, Director of Continuing Education & South County Programs

Barbara Kotelnicki, Assistant Professor of Education

Tina Schettini, Coordinator of Student Activities

Connie West, Coordinator of STEM Starter Academy

### **Standard Two: Planning and Evaluation**

Gina Stec, Co-chair, Director of Grants Development & Management

Charles Stephens, Co-chair, Coordinator of Career Planning & Placement

Joe Hennessey, Academic Coordinator of Learning Resources

Christine Hoyt, Assistant to the Dean of Community Engagement, Education & Workforce Development

Beth Lapierre, Coordinator of Enrollment Services

Bill Mannix, Director of Procurement

Ellis Richardson, Director of Safety & Security

Chris Weingartner, Coordinator of Financial Aid & Student Loans

Jennifer Wilczak, Professor of Nursing

### **Standard Three: Organization and Governance**

Liz Recko-Morrison, Co-chair, Coordinator of Testing

Frank Schickor, Co-chair, Interim Dean of STEM & Allied Health

Kim Brookman, Assistant to the President

Reena Bucknell, Professor of Criminal Justice

Kellie Dillon, Administrative Assistant to the Dean of Business & Outreach

Diane Kitterman, Administrative Assistant to the Director of Facilities

Tom Tyning, Professor of Environmental Science

### **Standard Four: The Academic Program**

Michele Darroch, Co-chair, Professor of Physical Therapist Assistant Program

Charles Park, Co-chair, Associate Professor of English

Pam Coley McCann, Assistant Professor of Human Services

Adam Emerson, Registrar

Annette Guertin, Professor of Mathematics

Mary Kay Kasuba, Professor of Nursing



John Osthoff, Professor of Computer Information Systems  
Fayette Reynolds, Professor of Life Sciences  
Andrea Robare, Reference Librarian

**Standard Five: Students**

Frederic MacDonald-Dennis, Co-chair, Director of TRIO  
Christina Wynn, Co-chair, Dean of Enrollment Management  
Shelly Armstrong, College & Career Navigator  
Kari Dupuis, Associate Professor of Human Services  
Lisa Mattila, Personal Counselor  
Matt Müller, Associate Professor of English  
Karrie Trautman, Coordinator Financial Aid & Work Study Programs  
Mary Zanconato, Administrative Assistant to the Office of Student Support

**Standard Six: Teaching, Learning, and Scholarship**

Lauren Foss Goodman, Co-chair, Dean of Teaching & Learning Innovation  
Nell McCabe, Co-chair, Associate Professor of English  
Colin Adams, Associate Professor of Sociology  
Chris Aylesworth, Interim Dean of Nursing, Health & Social Sciences  
Jen Collins, Associate Professor of Chemistry  
Patty Kay, Associate Professor of Early Childhood Education  
Jeremy LaCrosse, Statistician, Office of Institutional Effectiveness  
Laura Saldarini, Director of Academic Operations  
Ellen Shanahan, Professor of Fine & Performing Arts  
Tammy Westlake, Academic Counselor

**Standard Seven: Institutional Resources**

Richard Felver, Co-chair, Director of the Library  
Gina Foley, Co-chair, Associate Professor of Life Sciences  
Karen Carreras-Hubbard, Coordinator of Library Services  
Jen Larkin, Assistant to the Office of Institutional Advancement  
John Law, Vice President for Administration & Finance/CFO  
Dave Moran, Director of Facilities  
Mitch Saviski, Comptroller  
Frank Van Valen, Associate Professor of Mathematics  
Tom Warner, Network & Systems Administrator

**Standard Eight: Educational Effectiveness**

Stacy Evans, Co-chair, Professor of Sociology  
Paul Johansen, Co-chair, Research Analyst, Office of Institutional Effectiveness  
Julia Curletti, Assistant to the Vice President of Student Affairs & Enrollment Management/ (SORI/CORI)  
Joanne Heaton, Associate Professor of Nursing  
Lyndsay Isham-Morton, Academic Counselor  
Denise Johns, Director of Workforce Development  
Chris Laney, Professor of History  
Chantal Rhind, Professor of Mathematics  
Bruce Winn, Associate Professor of Environmental & Life Sciences

**Standard Nine: Integrity, Transparency, and Public Disclosure**

Jonah Sykes, Chair, Associate Director of Marketing & Communications

Janet Collins, Administrative Assistant for Academic Technology

Pam Farron, Coordinator of Disability Services

Kelly Kemp, Associate Professor of Criminal Justice

Anne Moore, Director of Student Financial Services

Deb Thayer, Database Analyst Programmer

**INTERNAL REVIEW TEAM**

George Ambriz, Director of Academic and Career Advising

Toni Buckley, Director of Alumni Relations

Michele Darroch, Professor of Physical Therapist Assistant Program

Gina Foley, Associate Professor of Life Sciences

Jeremy LaCrosse, Statistician, Office of Institutional Effectiveness

Christian Tenczar, Coordinator of Academic Computing

**COVER DESIGN**

Cara Borelli, Graphic Designer

**DIGITAL WORKROOM**

Charles Prescott, Professor of English

Christian Tenczar, Coordinator of Academic Computing

## Institutional Overview

Founded in 1960 as the first public community college in the Commonwealth, Berkshire Community College plays a vital role in the educational, cultural, and economic development sectors for the westernmost portion of Massachusetts. Originally located in downtown Pittsfield, the College moved to its current campus on West Street in 1972. The College's service area includes the thirty-two municipalities that comprise Berkshire County, as well as adjacent areas of southern Vermont, eastern New York, and northern Connecticut. Berkshire County, primarily rural with 126,312 (2017) residents in 927 square miles, is characterized by scenic beauty, world-renowned cultural venues, and an expanding cadre of retirees.

As an open-access public institution of higher education, the [Mission](#) of Berkshire Community College is to place higher education within reach of all Berkshire County residents. The College is committed to access, academic excellence, student success, and leadership in the community. The College's student body is reflective of the demography of Berkshire County. Diversity in the student population includes significant numbers of economically and educationally disadvantaged individuals, adult women in transition, and academically under-prepared students. Many experience the daily stress of juggling the competing demands of family obligations, part- and full-time time employment, and their college coursework.

The College offers programs of study that meld a strong liberal arts core with transfer and technical curricula leading to direct linkages to workforce needs. Reflective of the prevalent Berkshire arts community, the College maintains dynamic programs in the performing and creative arts that not only give students hands-on skills, but that also lead to performances and presentations that enrich the community. As students begin their future at the College, they can choose from an array of degree and certificate programs that prepare them for a career or transfer to a four-year institution through a number of joint admissions agreements and articulation agreements with colleges across the nation. The College encourages cross-disciplinary skills application and knowledge integration, providing students with a solid educational foundation and adaptable workplace skills.

To foster success in the classroom, the College offers a wide range of support services including transition to college programs, adult basic education and ESOL programs, [Tutorial Services](#), a [Writing Center](#), a [TRIO Student Support Services](#) program, [Personal Counseling](#), and a [Disability Resource Center](#) for students with physical and learning disabilities. All students have access to academic advising, career advising, and transfer counseling for those planning to pursue a four-year degree. To assist students with financial and personal needs, the College provides a range of financial aid and scholarship opportunities. It also recently opened a Food Pantry called the [Campus Cupboard](#) to address food insecurities in its student population. Through this broad array of support services, the College strives to meet its students' needs while providing high-quality academic experiences that promote critical thinking and prepare them for success in the community and in the workforce.

### **RESPONSE TO NECHE CONCERNS IN RESPONSE TO THE FIFTH-YEAR INTERIM REPORT**

In its [response to 2014 Fifth-Year Interim Report](#), the Commission noted as an Area of Special Emphasis the College's implementation of its 2014-2019 Strategic Plan. As will be demonstrated throughout this Self-Study, especially in Standard Two: Planning and Evaluation, the College has been thorough and diligent in its implementation of the Strategic Plan. Lessons learned through the process of this Self-

Study, as well as the Commission's response, will be used as the basis for the next round of Strategic Planning, scheduled for 2021-2026.

## **SIGNIFICANT DEVELOPMENTS SINCE SUBMISSION OF THE FIFTH-YEAR INTERIM REPORT**

### **Major Building Renovations and Improvements to the Physical Plant:**

Beginning in 2013, the [Hawthorne and Melville classroom buildings received a \\$23 million renovation](#) that has transformed the main campus. This massive project resulted in additional collaboration space for students, enhanced classroom learning environments and updated lab teaching areas, and improved faculty office space. The signature Connector now links the two buildings, serving primarily as a place for students to congregate and collaborate while also providing a beautiful new meeting space for College and community events. Other areas of the campus have also received important renovations. The Jonathan Edwards Library optimized an underused space by creating a group study area and now serves as the home of the Digital Commons and the Tutorial Center. The Testing Center will also move to the library at the end of the Fall 2019 semester. The redevelopment of the primary student services area into a [One Stop Student Success Center](#) in the Field Administration Center is currently underway.

### **Major Grants:**

In 2016 the College was awarded a [Title III Strengthening Institutions grant](#) titled "The Completion Framework" that has allowed the College to reimagine the student experience. In Student Affairs, a redesigned orientation program, the addition of several Academic Counselors, and the development of the One Stop Student Success Center have strengthened student connection to the campus from their first interaction with the College. In Academic Affairs, the grant has funded professional development opportunities for faculty to infuse active learning and first-year experience strategies into highly enrolled gateway courses. Together with the [TRIO Student Support Services Grant](#) and various Performance Incentive Funding (PIF) grants focused on the redesign of English and Education courses, the Title III Grant shows positive signs of improving the student experience.

### **Community Outreach:**

The College considers itself Berkshire County's living room, welcoming community members into the Boland Theater and other campus venues for events as varied as state congressional hearings, Constitution Day presentations, theater productions and art exhibits, and the [Berkshire Natural History Conference](#) in 2017. Twice a year the College welcomes third, sixth, and eighth graders to get their first taste of college life, and hosts summer academies every year in the sciences and the arts to help shape young students' college aspirations. The College also hosts the [Osher Lifelong Learning Institute \(OLLI\) at Berkshire Community College](#), which provides exciting learning experiences designed especially by and for people over fifty years old. Currently, there are more than 1,200 active, engaged members, making OLLI at BCC the second largest lifelong learning program in Massachusetts, second only to Boston. Through Service-Learning opportunities and the annual Martin Luther King Day of Services, the College reaches out to and provides a vital service to the local community. In all of these ways, the College strives to be a key player and significant contributor to the county it calls home.

### **Sustainability:**

The College has long taken pride in its commitment to environmental sustainability. A campus [Green Team](#) comprised of faculty, staff, and students monitors sustainability efforts and the campus goal of "Zero Waste by 2020." Each year the College participates in the national [Recyclemania](#) challenge, in which approximately 250 colleges and universities compete for the best waste diversion rate. In 2019,

the College had increased its diversion rate to 81.5%, placing it second in the nation and first in Massachusetts. From the energy-efficient lighting that has been installed throughout the campus, to the 1,846 solar panels that provide approximately 26% of its electricity, the College seeks to put its values of sustainability into practice in its physical plant. Even the menu in the cafeteria is innovative and sustainable. Funded by a grant from the Berkshire Life Foundation, the College recently renovated and expanded a substantial vegetable garden, featuring heirloom carrots, three different kinds of beans, and no less than seven different kinds of lettuce, to provide fresh produce for the cafeteria.

#### **Development of Intramural/Club Sports and Fitness Activities:**

[Paterson Field House](#) has gone through a variety of positive changes, including the addition of new equipment to the Fitness Center. The [Gene Dellea Community Turf Field](#), which opened in the fall of 2018, has offered new opportunities for the College to connect with area high school sports teams, hosting football, soccer, and lacrosse games. In addition to the turf field, two other soccer fields, tennis courts, and an Olympic-size outdoor pool are all used by students, staff, faculty, and the community. Intramural sports have gained popularity; soccer, basketball, and cross-country teams compete against teams from schools such as UMass Amherst, University of Albany, and Brown University. Growth of these teams continue to enhance student engagement. The Recreation team at Paterson continues to create new ways to encourage students to become involved, including an Outing Club that allows students to try outdoor activities like hiking and snowshoeing. These enhanced athletic and fitness opportunities, as well as the addition of Burke, the new Falcons college mascot, provide fun and exciting ways to make stronger community connections.

#### **Curricular Redesign and Innovation in Teaching and Learning:**

The faculty at the College take pride in the quality of their academic offerings and their innovative and creative efforts. In recent years the faculty have extensively redesigned first-year gateway courses, created a cohort model in Early Childhood Education, and infused active-learning and inclusive pedagogy strategies to make their classes more engaging and student-centered. In addition, the College redesigned the developmental English sequence to incorporate a corequisite model in order to put students in college-level English at the earliest juncture possible. Furthermore, students conduct innovative research projects, present their work at the [Undergraduate Scholars Conference](#), take to the stage in theater and music performances, and publish original short stories, poetry, and artwork in [Zine](#), the College's literary magazine.

#### **Associate in Science Degree in Nursing:**

In February 2015, the College's Associate Degree in Nursing program (ADN) participated in a site visit by the Accreditation Commission for Education in Nursing (ACEN) for its first 10-year accreditation. The College's ADN program was then in its 46<sup>th</sup> year and had a history of [licensure pass rates \(NCLEX\)](#) exceeding national averages. While ACEN approved four standards, it required additional work on two standards (Curriculum and Assessment). The ADN program was placed on [Continuing Accreditation with Condition status](#) and work began to address the issues outlined by ACEN. Despite some progress, materials submitted in late summer of 2017 were not deemed to meet standards and the College was notified that the ADN program remained on Continued Accreditation for Good Cause. This prompted a site visit from the [Massachusetts Board of Registration in Nursing \(MABORN\)](#), the state regulatory agency (). MABORN placed the program on Continued Accreditation with Warning because of deficiencies in meeting standards related to curriculum and the Systematic Evaluation Plan. These serious concerns led to a number of staffing changes in the Nursing Program and a redoubling of efforts and intensity around the need for attention to meeting and exceeding the standards for the highest quality nursing education. After an academic year of work, the Program has been [restored to Continuing](#)

[Accreditation by ACEN](#) and awaits the scheduled state regulatory visit in October 2019. The seriousness of the concerns expressed by both agencies assisted the College to focus on processes and practices that align with the growing professionalism and increasingly data-driven nature of nursing education. Though the College has been preparing successful Nursing students for 50 years, the ADN Program had not adjusted quickly enough to the new standards and demands of the profession. New models for faculty development, new hiring practices, new technology, new administrative structures, and new leadership in the Nursing Division have arisen from this required, and needed, reflection on student success metrics in Nursing.

As every chapter in this Self-Study will show, Berkshire Community College takes great pride in providing quality higher education to the residents of Berkshire County and beyond. Every aspect of the Strategic Plan was informed by the College's response to the 2009 NEASC Self-Study, and the mission, values, and vision of the institution have been infused into every initiative and action plan undertaken in that implementation. The College has also moved to be a more data-seeking, data-informed institution, improving its collection and use of assessment information to increase institutional effectiveness whenever possible. As the College has conducted this two-year self-reflection, it has continued to recognize the importance of both data collection and mindful application of that data while also continuing to meet the special niche it fills in the Berkshire's educational and economic ecosystem. The College looks forward to the Commission's commentary on the information provided in this Self-Study, which will be used as an important part of the foundation for the next round of Strategic Planning in 2021-2026.



**DATA FIRST FORMS  
 GENERAL INFORMATION**

Institution Name:

OPE ID:

Financial Results for Year Ending:		Annual Audit	
		Certified: Yes/No	Qualified Unqualified
Most Recent Year	06/30	Yes	Unqualified
1 Year Prior	2019	Yes	Unqualified
2 Years Prior	2018	Yes	Unqualified
	2017	Yes	Unqualified

Fiscal Year Ends on:  (month/day)

Budget / Plans	
Current Year	2020
Next Year	2021

Contact Person:	Dr. Margaret Stephenson
Title:	Director of Institutional Effectiveness
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## Standard One: Mission and Purposes

### DESCRIPTION

As described in its Mission Statement, Berkshire Community College plays a vital role in education, culture, and economic development for western Massachusetts.

#### BCC Mission Statement

Berkshire Community College (BCC) strives to place higher education within reach of all residents of Berkshire County and beyond. BCC is committed to access, academic excellence, student success, and leadership in the community.

- BCC helps students overcome financial, physical, and/or social barriers and welcomes them into a college environment of academic excellence.
- BCC provides quality programs that prepare students to enter or progress within the workforce and/or for transfer, while fostering a lifelong enthusiasm for learning.
- BCC provides the resources and services students need to be successful, to meet our academic standards, and to achieve their personal and professional goals.
- BCC provides leadership by furthering the engagement of our students in the community; by working collaboratively with civic leaders, organizations, and employers; and by serving as a center for diverse educational and cultural activities.

The Mission of the College reflects its commitment to serve the needs of a wide variety of student populations, including recent high school graduates, first-generation students, GED/HiSET recipients, military veterans, adult learners returning to school, and immigrants (see Data First Forms, section 5).

The Mission and purposes of the College reflect the distinctive character of the region by combining a strong commitment to the liberal arts and humanities, innovative professional programs linked to the needs of the local community, and a strong presence in the economic ecosystem of the Berkshires. Planning, resource allocation, and responsiveness to student and community needs are directly linked to the Mission.

The College has a strong liberal arts focus and is committed to the teaching and learning experience (Standard Four and Standard Six). New certificate programs, including Addiction Recovery, Medical Coding, and Community Health Worker, help to meet the workforce needs of the region and tie directly to the [Berkshire County Regional Skills Workforce Blueprint](#). Newly developed articulation agreements with regional four-year institutions, including programs in Physical Fitness, Early Childhood Education, Health Science, and Nursing are creating a future pipeline of students ready to enter into the workforce. Innovative and collaborative partnerships with the region's thriving hospitality and culinary industry have enabled the College to expand non-credit certificate programs and provide local industry with a qualified and skilled workforce.

In Fall 2013, the College began a new strategic planning process (Standard Two). One of the first charges for the Strategic Planning Committee was to evaluate and reaffirm the relevancy of the College's Mission Statement to set the stage for ongoing planning discussions. A Mission Subcommittee affirmed the Mission Statement's continued relevance and determined that the language could be updated slightly, while leaving the original intent and character intact.

As part of the planning process, the College's Values Statement was also examined and refined to reflect better the Mission Statement by adding the important considerations of diversity, service, and sustainability.

### BCC Values Statement

In recognition of its tradition of academic excellence and service, Berkshire Community College affirms the following values:

- **Integrity and Engagement.** We expect all members of the college community to participate in the fulfillment of the college mission through actions that are forthright and consistent with the mission.
- **Innovation.** We promote a campus climate that encourages innovative thought and creative expression.
- **Diversity and Inclusion.** We foster an environment that validates and respects cultural identities and provides curriculum, pedagogy, programs, and services within multicultural philosophies and frameworks.
- **Service.** We maintain a community that demonstrates respect for growth, responsibility, and leadership through service to others.
- **Sustainability.** We follow practices that promote environmental and financial sustainability at the College.

A corresponding Vision Statement, which served as a further guide to the strategic planning process, was also created.

### BCC Vision Statement

BCC is a dynamic learning community, transforming lives and preparing students to succeed in an increasingly complex, diverse, and changing world.

The refined [Mission Statement](#), [Values Statement](#), and [Vision Statement](#) were presented to the College's Board of Trustees and [adopted on May 27, 2014](#). The Mission Statement is included in the [College Catalog](#) and on the College's [website](#). It was also added to video monitors in order to make students, faculty, and staff more familiar with the College's mission.

The [2014-2019 Strategic Plan: Achieving Excellence, Transforming Lives](#) reflects the Mission, Values, and Vision Statements. The five overarching strategic priorities outlined in this document are the following:

- 1) Engaged Learning
- 2) Student Achievement
- 3) Improved Infrastructure
- 4) Advancing the Institution
- 5) Collaborative Partnerships

Key strategies were planned and implemented in connection with each of these strategic priorities (Standard Two). Through these efforts, the College's Mission was aligned with the [Massachusetts Department of Higher Education \(DHE\) Vision Project](#).

VISION PROJECT/STRATEGIC PLAN GOALS CROSSWALK							
		Massachusetts DHE Vision Project Outcomes					
		College Participation	College Completion	Student Learning	Workforce Alignment	Preparing Citizens	Closing Achievement Gaps
Strategic Plan Goals	Engaged Learning	X	X	X	X	X	X
	Student Achievement	X	X	X			X
	Improved Infrastructure	X			X		X
	Advancing the Institution	X		X			X
	Collaborative Partnerships		X	X	X	X	

### APPRAISAL

The College takes pride in meeting the needs of a diverse student body; its primary purpose is to provide a high-quality, low-cost, welcoming open door to higher education, while supporting student success. As reported in the [Data Dashboard](#) presented to the Board of Trustees, in AY 2018-2019 42% of students were first generation. In AY 2017-2018, [1,685 students received some form of financial aid](#), with 936 students receiving the Pell Grant. Additionally, the College’s population of students of color has nearly doubled over the past ten years and now represents 21.5% of total enrollment.

The process of developing the 2014-2019 Strategic Plan relied upon a large number of internal and external voices. In both formal planning decisions and informal daily practice, the Mission, Values, and Vision Statements form the institutional blueprint as faculty and staff work hard to foster student success. These statements are woven into the fabric of the College, and every initiative described in this Self-Study reflects the same core principles.

While the College has not conducted a specific assessment of student familiarity with the Mission Statement, an activity conducted by the Marketing Department demonstrated student familiarity with the Mission and Values of the College. As part of a [marketing campaign](#) in 2016, students, faculty, and staff completed comment cards with the phrase “BCC is my \_\_\_\_.” Answers such as “choice,” “team,” “journey,” “family,” and “everything” show the kind of connection, engagement, and passion that the College community has for this institution. The responses to the “MyBCC” exercise helped administration understand how much the students understand the Mission and Values of the College. The completed cards inspired the [MyBCC promotional materials](#) that have been displayed in marketing materials and on the College’s website, demonstrating the distinctive character of the institution.

At an All-College Meeting in Fall 2018, faculty and staff generated a [word cloud](#) to capture the most distinctive characteristics of the institution. Key phrases such as “inclusive,” “access,” “academic excellence,” “welcoming,” and “diversity” reflect an awareness of, and commitment to, the key ideals embodied within the Mission, Values, and Vision Statements.

While the Mission, Values, and Vision Statements have served the College well in its current strategic planning cycle, there is currently no formal, ongoing process for updating the language and underlying principles expressed in those statements.

### **PROJECTIONS**

- In AY 2019-2020, Institutional Effectiveness in collaboration with the Marketing & Communications Department, will assess the awareness and vitality of the Mission Statement, Values Statement, and Vision Statement for the campus community.
- In AY 2020-2021, the President's Cabinet will form a Mission Review Committee to review the Mission Statement, Values Statement, and Vision Statement and establish an ongoing process for such reviews. This committee will involve a wide range of voices, including the Board of Trustees, students, faculty, staff, alumni, and community members.

**Standard 1: Mission and Purposes**

Attach a copy of the current mission statement.

Document	Website location	Date Approved by the Governing Board
Institutional Mission Statement	<a href="https://www.berkshirecc.edu/about-bcc/mission-and-values.php">https://www.berkshirecc.edu/about-bcc/mission-and-values.php</a>	5/27/14

Mission Statement published	Website location	Print Publication
Mission	<a href="https://www.berkshirecc.edu/about-bcc/mission-and-values.php">https://www.berkshirecc.edu/about-bcc/mission-and-values.php</a>	catalog page 3

Related statements	Website location	Print Publication
Values and Vision	<a href="https://www.berkshirecc.edu/about-bcc/mission-and-values.php">https://www.berkshirecc.edu/about-bcc/mission-and-values.php</a>	catalog page 3

Please enter any explanatory notes in the box below

## Standard Two: Planning and Evaluation

### Planning

#### DESCRIPTION

In January 2015, the [Commission's response](#) to Berkshire Community College's 2014 Fifth-Year Interim Self-Study Report noted that it "looks forward to learning, through the Fall 2019 comprehensive evaluation, of the College's success in implementing its strategic plan."

In AY 2013-2014, the College embarked on a comprehensive process to develop a new five-year [strategic plan](#) entitled: *Achieving Excellence, Transforming Lives*. The development of the plan involved many College constituencies, including faculty, staff, students, alumni, the Board of Trustees, and the community at large. The College engaged external consultants to guide the institution through the process. A full-time faculty member and college administrator were appointed as Co-chairs and were charged with working with the consultants and leading the planning efforts. The Strategic Planning Co-chairs engaged and coordinated a [cross-divisional planning committee](#) of 34 individuals, including faculty, staff, and administrators. Each of the committee members played an active and vital role in the development of the plan.

The [2013 planning process](#) consisted of four phases: 1) organization – creating a detailed design for the process and engaging key campus stakeholders; 2) environmental scanning – including internal and external analysis, data collection, and synthesis of information; 3) planning – focus groups, listening sessions, and committee work to identify potential strategic directions and goals; and 4) consensus building – disseminating a draft plan to the College community for comments and feedback. The process culminated in the formation of an Office of Institutional Effectiveness (IE) in Fall 2014. IE has been involved in the planning, assessment, and evaluation of all major College initiatives with particular focus on the Strategic Plan (Standard Eight).

The environmental scanning phase involved [external scans](#) examining the Berkshire region and higher education, and an [internal scan](#) of the College. This phase was complemented by eight (8) listening sessions with area businesses, industry, education, non-profits, and local legislators. Eleven (11) internal focus groups were held with faculty, staff, and students, the Board of Trustees, BCC Foundation Board members, alumni, and others. These listening sessions and focus groups helped to define the foundational elements for the College to build its strategic vision for the future.

Individuals attending the sessions were asked to identify potential strategic directions that the College could pursue over the next five years. These ideas were collated with those generated from the Strategic Planning Committee. Over 85 potential initiatives were tested and vetted against the College's [Mission, Values, and Vision Statements](#) as well as the Massachusetts Board of Higher Education's (BHE) [Vision Project](#) goals. Common themes that emerged included the following: implementing strategies to improve student persistence, increasing the number of full-time faculty, improving relationships with area high schools, enhancing communication, creating opportunities for the College to tell its story and better promote its successes, developing new programming to better meet the needs of area employers, and improving facilities. This list was further honed to initiatives that were ultimately incorporated into the final approved plan and aligned with resources and anticipated outcomes.



A draft of the plan was vetted by nearly the entire College community. Over 150 faculty, staff, and students participated in this process through fourteen (14) separate divisional and departmental meetings, resulting in significant changes that were incorporated into the final document. Members of the Strategic Planning Committee approved the final revisions to the plan and established an implementation process designed to promote cross-divisional collaboration and college-wide engagement. The plan was presented to the College's Board of Trustees for formal approval at its [May 27, 2014 meeting](#). Overall planning goals were aligned with the [Vision Project](#), and a [crosswalk](#) was created to indicate the correlation between the two documents. The College was the first community college to tie its strategic planning efforts directly to the BHE's Vision Project document.

The plan encompasses the following five Strategic Directions: 1) Engaged Learning, 2) Student Achievement, 3) Improved Infrastructure, 4) Advancing the Institution, and 5) Collaborative Partnerships. Each of the Strategic Directions has a cross-divisional Task Force with Co-chairs who are responsible for establishing priorities and developing an annual action plan. Each Task Force's membership is comprised of a mix of faculty, professional staff, and administrative support staff.

An [Implementation Committee](#) has overseen the annual planning process for the past five years. The committee was led by Co-chairs (a faculty member and professional staff member) who coordinated overall efforts, scheduled monthly meetings, developed agenda items, took notes, and reported to the Board of Trustees and other College constituencies. The Co-chairs, along with the Co-chairs of each Task Force, the President, members of the College's Executive Council, and representatives from Administration & Finance, Institutional Effectiveness, and Human Resources comprised the full Implementation Committee. This leadership group was responsible for reviewing action plans and strategic activities throughout the year. The Task Force Co-chairs reported at each monthly meeting on their progress in meeting strategic priorities.

Recognizing the creative spirit of the College community, the College instituted an "incubator" process that included funding for piloting innovative ideas tied to the Strategic Plan. [Incubator proposals](#) were vetted through the appropriate Task Force and then presented to the Implementation Committee for approval. Results of the incubator were shared with the Implementation Committee and other members of the College community as needed.

Beyond strategic planning, the financial planning process takes into consideration all areas of the College with mindfulness of enrollment projections and academic department needs. Divisions and departments meet with representatives from Administration & Finance in late fall and early winter each year to identify needs, growth opportunities, and possible reductions. This information is reviewed with the senior leadership team, which proposes a draft budget. This budget is then reviewed at College Senate, Student Government Association, and Board of Trustees meetings. The Board of Trustees approves a draft budget in the spring and then a final budget in October after the state budget and enrollment numbers are finalized (Standard Seven).

The College's institutional planning efforts also encompass academic programs, student services, technology, and facilities. Recent initiatives tied to the Strategic Plan include a revised [Program Review](#) process as well as the development of an [Enrollment Management Plan](#) and Enrollment Advisory Committee, an Information Technology Plan, and a Campus Master Plan Update.

The following documents, as listed in Data First Form 2.1, help to guide College efforts and resource allocation:

- [Campus Master Plan Update](#)
- [Internal Control Plan](#)
- [Enrollment Management Plan](#)
- [Development Plan](#)
- [Risk Assessment Plan](#)
- [Program Review Plan](#)
- [Technology Plan](#)
- [Marketing Plan](#)
- [Accessibility Plan](#)

In addition to Strategic Planning activities noted above, the College was awarded a Title III Strengthening Institutions Grant in 2016. The project, titled “[The Completion Framework](#),” stems from the comprehensive internal and external analysis that was part of the Strategic Planning process and is comprised of three components. The first component is to restructure the College’s intake services through the development of a One Stop Student Success Center, coupled with a redesigned orientation program and implementation of an early alert tracking and intervention system (tied to Student Achievement and Improved Infrastructure goals). The second component seeks to provide structured pathways to graduation through the development of academic pathways and connected first year experience courses (tied to the Engaged Learning goal). The third component aims to improve course completion rates through the infusion of engaged learning into the curriculum and the development of faculty online “toolkits” (tied to the Engaged Learning goal) (Standard Five and Standard Six).

## APPRAISAL

Overall, the Strategic Planning process resulted in the development and implementation of broad-based, inclusive projects that engaged nearly the entire College community. Strategic Planning results are communicated through division and department meetings, as well as through All-College meetings held throughout the academic year. The Board of Trustees was kept apprised of Strategic Planning through formal reports and [presentations](#) by Task Force Co-chairs. The Task Force Co-chairs also prepared [action plans](#) that highlighted planning activities and the results achieved. A final report is being prepared and will be shared with the campus community in Fall 2019.

In retrospect, the Strategic Planning Committee should have established clearer measurable outcomes for each of the goals in the plan. While much hard work has been undertaken over the past five years to address key strategies in the plan, there is no clear and consistent way to assess whether or not the overall goals have been achieved. Going forward into the next planning cycle, the College will work more closely at the outset with the Office of Institutional Effectiveness (IE) to set realistic and measurable goals that will allow for assessment of strategic activities and outcomes.

The following narrative outlines some of the major strategic planning activities undertaken over the past five years:

### **Strategic Goal 1: Engaged Learning**

To promote a dynamic, diverse environment that prepares students for the 21<sup>st</sup> Century, encourages innovation, incorporates leading technology, and utilizes best practices to promote academic excellence.

As part of the strategic planning implementation, the College developed a new class schedule format. The innovative schedule was the result of work undertaken by a subcommittee of the Engaged Learning and Student Achievement Task Forces. The subcommittee was tasked with finding ways to “enhance flexible scheduling.” The new design was based, in part, on the results of 2017 surveys of [students](#) and [faculty](#) as well as a subsequent 2018 follow-up [survey](#) of students. These surveys demonstrated a high demand for changes to the College’s schedule format to increase student flexibility. Registration enrollment patterns validated student survey feedback supporting the need for change. The new schedule is designed around two-day blocks with classes on either Tuesday/Thursday or Wednesday/Friday. This schedule makes Mondays available for other activities, both curricular and co-curricular, such as labs, studios, and field trips.

After initial development by the subcommittee, the new schedule was brought to the Engaged Learning and Student Achievement Task Forces. The Interim Vice President of Academic Affairs (VPAA) brought the proposed schedule to Academic Affairs for comment and review. After further changes were made and approved, it was then presented to the Strategic Planning Implementation Committee where it was approved. The VPAA then brought the schedule to other campus groups for further vetting, including the College Senate, the Student Government Association (SGA), and the Board of Trustees. The new schedule was piloted in Spring 2019.

### **Strategic Goal 2: Student Achievement**

To construct an integrated enrollment and student support system that increases access, fosters student development, leads to increased retention and persistence, shortens time-to-credential, and improves graduation rates.

A key strategy for the Student Achievement Task Force included finding the means to provide proactive advising and mentoring to the College’s students in order to improve retention and completion rates. The College’s Title III Strengthening Institutions Grant provided the funding to hire three full-time Academic Counselors. Prior to the grant, the College had one-and-a-half professional advisors. The addition of three new positions enabled the College to establish a comprehensive Academic Advising Center. A full-time Director position was also created to oversee the Advising Center. In addition, the College realigned career and transfer services under this new Director’s responsibilities, creating comprehensive advising and counseling services for students. The College also purchased an “early alert” advising system (EAB Navigate), and the Academic Counselors have been working to integrate the system into daily operations. While there have been some software issues that have prevented the full rollout of Navigate to all faculty, the system is being used by enrollment and advising staff as a way to improve communications with students and to track and identify students who may need academic assistance (Standard Five). As indicated by the 2017 [SENSE](#) survey, students’ initial perceptions of Early Connections to the College have shown a 9.1% gain, from 49.2% in 2014 to 58.3% in 2017.

### **Strategic Goal 3: Improved Infrastructure**

To embark on major infrastructure improvements that use sustainable practices to modernize facilities, integrate advanced technologies, improve access, and create engaged learning spaces.

A key strategy outlined in the Strategic Plan included renovations of the College's two main academic buildings, Hawthorne and Melville. This \$23 million major facilities project, which was completed in 2017, addressed the need for new instructional and lab spaces on campus, created student spaces for collaborative learning and conversation, and provided new offices for faculty (Standard Seven). Prior to the construction, listening sessions and focus groups were held with students, faculty, and staff to determine the design, layout, and décor of the buildings. The signature Connector now links the two buildings, where previously students had to exit one building to access the other (Standard Seven).

The College's [Campus Master Plan](#) was updated in collaboration with an external consultant, the Commonwealth, and the entire campus community. The plan was prompted by the College's desire to reassess future capital projects in light of current needs, reflect recent investments in capital projects on campus, address accessibility needs, and identify new locations for key programming to improve function and visibility. A highlight of the Campus Master Plan Update is the creation of a One Stop Student Success Center to help streamline the onboarding process for students. This major initiative was recently awarded \$5.5 million in state capital funding and is expected to be completed in 2021.

#### **Strategic Goal 4: Advancing the Institution**

To design and implement a multi-pronged framework that ensures accountability, emphasizes diversity, broadens public awareness and support, and solidifies BCC's role in the region's growth and development.

A goal of the Advancing the Institution Task Force was to create a cohesive [marketing/messaging campaign](#) that resonated with audiences and resulted in increased enrollment, increased traffic to the College's website and social media channels, and higher attendance at events. An external consultant was hired to help the College identify key audiences, update its logo and branding, and develop a full recruitment and outreach campaign. In 2016, the Marketing & Communications Department strategized a new brand campaign with feedback from listening sessions and focus groups with students, faculty, staff, and the community. The creation of the MyBCC campaign was shared with the campus and was rolled out as a part of the Spring 2017 advertising and marketing strategies.

The Marketing & Communications Department began tracking its analytics in 2017 on the website and on social media. In that time, it increased its Facebook support by over 400 likes (Standard Nine).

#### **Strategic Goal 5: Collaborative Partnerships**

To strengthen relationships with high schools, colleges, community organizations, business, and industry to provide experiential learning, seamless transfer, and career opportunities for students.

The Collaborative Partnerships Task Force was charged with strengthening existing and building new partnerships with employers, community members, and area high schools. As a result of these efforts, a number of initiatives were implemented. A new partnership with a local employer, Guardian Insurance Company, was developed to provide financial literacy outreach and create a new [personal financial management course](#), which 203 students have taken so far. A new certificate in [Medical Coding](#) was created, enrolling 54 students. The [Fast-Track Hospitality and Culinary Program](#) was developed, featuring certificates in [Hospitality Core Skills](#), [Culinary Core Skills](#), and [Hospitality Leadership](#).

## **INCUBATOR PROJECTS**

Broad-based initiatives, which developed organically from each Strategic Goal and culminated in the College's response of providing funds for incubator projects, were implemented with varying degrees of success. Multiple incubator projects supported each Strategic Goal with specific intention to expand upon and advance the objectives in the plan. After the first year, the Implementation Committee realized the incubators did not have sufficient assessment measures in place and revised the application process so that each proposal would include an assessment plan developed in conjunction with IE. The following section outlines one incubator project related to each Strategic Goal.

### **Mursion Software (Strategic Goal 1: Engaged Learning)**

To encourage dynamic learning environments, the College's Education faculty submitted a proposal to enhance the learning experience for students enrolled in the Early Childhood Education and Elementary Education programs. Early Childhood Education faculty proposed a [pilot of the Mursion software](#) program to enhance the curriculum and engage students through technology. The Mursion platform delivers simulated classroom scenarios in an elementary school setting with student avatars. This virtual classroom includes five student avatars that behave similarly to actual elementary school students. With the software, students in the College's Education Program have the opportunity to practice and hone their teaching skills in a low-risk environment.

To date, 26 students have used Mursion to simulate a classroom experience. Based on [formative and summative assessment results](#), the pilot of the Mursion software was a success. Students reported they were more "at ease" with preparing activities and the technology provided them with an opportunity to try some of the management techniques in a virtual classroom. Faculty were able to provide students with immediate feedback on their demeanor, choice of delivery, preparedness, and overall effect with a small group of avatar students. Student peers also completed the PQP (Praise, Question, Polish) exercise to reflect on a student's teaching, offer support, and share ideas. As a result of the success of the pilot, the College is continuing to utilize and adopt the technology in its Early Childhood courses.

### **DubLabs (Strategic Goal 2: Student Achievement)**

The [DubLabs](#) initiative was intended to increase student access to, and usage of, information stored on the College's student and learning management systems through a mobile application. The College was effective in getting students to use the application with over 2,500 app downloads during Fall 2017. However, due to integration issues with the Student Information System and Learning Management System, students reported that the application was frustrating to use. As a result, the contract was not renewed. Prior to cancellation, the College had seen impressive usage rates:

- 30%+ adoption over 12 months
- 830 new downloads this year
- 102,417 push notifications delivered
- 242,709 views
- 240,285 app activities

The College is negotiating a contract to purchase a new online application from the same vendor as its current Student Information System. It is anticipated the new application will provide a more integrated experience for students and will be easier to use. The College will be tracking student use and satisfaction to determine its effectiveness.

### **Library Renovation (Strategic Goal 3: Improved Infrastructure)**

One of the first incubator projects to be funded included [renovations](#) to a section of the Jonathan Edwards Library. The project featured a redesign and repurposing of an underutilized space within the

library. This project was intended to create new, collaborative learning spaces during the Hawthorne and Melville renovations when a significant amount of student space was unavailable. With a relatively small investment by the College, this project had a major impact on the library. For example, in Fall 2015, the pre-renovated space saw an average of 1.46 students per hour. By Fall 2016, the average usage was 7.67 students per hour. The library also saw overall growth in utilization growing from 35,267 visits in AY 2012-2013 to over 50,000 visits in both AY 2016-2017 and AY 2017-2018. Due to the success, the College decided to move its computer lab from the Field Administration Center to an area adjacent to the collaborative workspace and create a Digital Learning Commons featuring computer workstations, printers, scanners, and digital document assistance.

**Official College Mascot (Strategic Goal 4: Advancing the Institution)**

As part of the College’s new branding and marketing campaign to establish an [official College mascot](#), the Falcons logo was redesigned, and a mascot costume was purchased. The goal was for students, faculty, staff, and alumni identify themselves as “Falcons,” further expanding the College’s culture and spirit. The Marketing & Communications Department engaged the entire college community in the process by hosting a [contest to name the Falcon](#). The winning name was Burke, and the mascot is now featured at community events across the College’s service area. The College’s Marketing & Communication Department developed a benchmark survey to determine the impact of the mascot. Results will be shared with the campus community in Fall 2019.

**STEM Works in the Berks Videos (Strategic Goal 5: Collaborative Partnerships)**

To complement strategies outlined as part of the Collaborative Partnerships goal, the College’s former STEM Career Specialist developed a series of videos featuring local STEM companies, including Interprint, Crane & Company, General Dynamics, Mass Audubon, Berkshire Photovoltaic Services, LymphedIVAS, and edm. Each short video focused on one company and provided a corporate overview, a brief tour of the facility, and an interview clip with either a hiring manager or company representative. The project, collectively known as “[Works in the Berks](#)” and “[Hires in the ‘Shire](#),” helped to improve relationships among the College and area employers, while also enabling students to get a “sneak peek” inside local companies to envision potential career opportunities. The videos are available for viewing on the College’s website and YouTube page. Collectively, the videos have received a total of 1,452 views.

**OTHER KEY PLANNING ACTIVITIES**

The College’s Title III Strengthening Institutions project, “[The Completion Framework](#),” identified specific and measurable goals to improve retention and completion rates. As demonstrated in the following chart, the College is making progress toward the goals outlined in this grant, although student engagement in the classroom remains at the baseline.

TITLE III COMPLETION FRAMEWORK GOALS			
Goal	Baseline	Target	Year 3 (2018)
To increase student participation in and satisfaction with early connections and intake services.	60%	65%	62%
To increase the number of students with defined academic plans who meet with academic counselors.	0	1,400	1,688
To increase student engagement in the classroom.	44%	50%	44%
To increase completion rates for redesigned gateway courses.	70%	73%	79%



According to the Survey of Entering Student Engagement ([SENSE](#)), which was administered in 2014, 2017, and will be administered again in Fall 2019, the College underperforms in engaging students in key areas, including the following: working outside of class on a project with classmates; participating in required study groups outside of class; using an electronic tool to communicate with another student about coursework; using writing, math, or other skill labs; and using a computer lab. To address these issues, the College has dedicated resources to expand collaborative work spaces including the creation of the [Digital Commons](#), [Women's Center](#), and [Writing Center](#) as well as the creation of a Veterans Center, renovation of the Student Engagement Center, and renovations of Hawthorne and Melville, thereby creating private group working spaces and many configurations of shared space for students near faculty offices.

As part of the Title III project, College faculty have identified 55 individual pathways or programs clustered within a series of meta-pathways that align with student advising and registration processes, and 13 faculty have begun teaching new sections of redesigned courses. With a significant investment of state funding, coupled with the Title III Grant, the College is working to create a One Stop Student Success Center (Standard Four, Standard Five, and Standard Six).

### **Department and Division Planning**

While the Strategic Plan provides a long-term agenda for the College as a whole, each division and department has processes in place for more focused planning as well. For example, all Academic Affairs divisions have regular meetings to discuss planning and evaluation, while a new [Program Review](#) process and schedule have been established (Standard Four). Other areas such as Enrollment Management and Student Affairs meet on a bi-weekly basis to discuss goals and objectives. Annual goals are tied back to strategic priorities.

### **Financial Planning**

The annual financial planning process is comprehensive and begins with reviewing department budgets (Standard Seven). Staff from Administration & Finance meet with Divisional Deans to develop annual budgets using the prior year as a starting point. Staffing, equipment, and other department resources are analyzed, and needs are brought forward. This process informs projected expenses for the upcoming fiscal year. The budgeting process is realistic, yet aspirational, and funds are set aside each year for emergencies and special requests that arise during the year. Enrollment reports are used to continually update financial projections.

### **Physical and Technological Resources Planning**

Internally, staff meetings are held weekly and the Information Technology (IT) Director reports out at bi-weekly Administration & Finance department head meetings. IT staff also serve on other College committees, and feedback is incorporated into the annual planning process. IT staff serve as part of the One Stop Student Success Center project to plan for technology needs related to the new space. Externally, the IT Director attends monthly statewide CIO Council meetings that include CIOs from all public institutions in Massachusetts to discuss latest challenges and opportunities in technology and higher education. Regarding fiscal planning, IT starts each year with a zero-based budget and considers the following when planning: annual leasing and maintenance costs, special initiatives planned for the year that will require IT support, equipment replacements, and technology upgrades (Standard Seven).

The Campus Master Plan Update and Deferred Maintenance Plan allow the College to prioritize projects based on need and critical factors like replacement and system upgrades. The Director of Facilities



recommends projects that should be included in the budget process and works with the Massachusetts Division of Capital Asset Management & Maintenance (DCAMM) on capital projects including the renovations of Hawthorne and Melville. The Director of Safety & Security identifies and prioritizes campus projects related to health and safety of students, faculty, and staff to ensure a safe environment.

## Evaluation

### DESCRIPTION

The College has worked hard to build a campus culture that is focused on assessment and outcome measures, while fostering reflective thought and continuous improvement. The 2014-2019 Strategic Plan provides the overall framework for establishing college-wide goals. Strengthening and broadening research and assessment to provide data for informed decision-making was identified as a key strategy in the Strategic Plan. As the Strategic Plan was being launched, the College instituted a new Office of Institutional Effectiveness (IE). This office was a merger of the Office of Assessment with the Office of Institutional Research & Planning and is now staffed with three employees (Director, Statistician, and Research Analyst). The Director of Institutional Effectiveness reports to the President.

The mission of IE is to promote educational effectiveness through the support of planning and evaluation across the College. IE is charged with the collection, analysis, and dissemination of data concerning students, educational programs, administrative services, and support services to faculty and staff for institutional planning, policy development, and decision-making. IE promotes continuous improvement of student learning through assessment across academic programs, facilitating the assessment process, and providing support to all College units in their assessment efforts.

Additionally, an [Institutional Review Board \(IRB\)](#) was established to help build a campus culture of research and assessment. The IRB is comprised of nine members (including faculty, staff, and administrators) with one additional member who is unaffiliated with the College. The IRB protects the rights and ensures the safety of people involved as participants in research. The IRB also provides assistance to faculty, staff, and students involved in human subject research to ensure compliance with regulations set forth by the federal government. Student researchers from various disciplines have the opportunity to learn IRB processes and further develop their research methodology skills to prepare them for future academic endeavors.

### APPRAISAL

Planning and evaluation efforts occur campus-wide in collaboration with the President and members of the Executive Council and President's Cabinet. Staff of the Office of Institutional Effectiveness (IE) are embedded in many College committees, including Strategic Planning, Enrollment Management, and the Title III Advisory Board. IE develops and helps to administer student, faculty, and staff surveys to assess overall satisfaction, including an [annual graduate survey](#), the results of which are used primarily for Perkins Grant reporting. In conjunction with the division of Student Affairs and Enrollment Management, IE also summarizes and disseminates the results of the Survey of Entering Student Engagement ([SENSE](#)) every other year to measure progress toward the goals of the Title III Strengthening Institutions grant. Results from this survey provided baseline data for the grant.

As the Implementation Committee and Strategic Goal Task Forces put the 2014-2019 Strategic Plan into action, they realized the plan did not have sufficiently detailed outcome measures. While some projects included careful assessment goals and results, others were more difficult to appraise. This more fully refined appreciation for the importance of consistent outcomes data will guide the College's planning efforts, particularly for the 2021-2026 Strategic Plan.

The College comprehensively evaluates its academic programs through the Program Review process and through data analysis. IE works with faculty to develop formative and summative assessments for courses, programs, and special educational initiatives. Through its work with faculty, IE is attuned to the needs of each academic area. Data and other evaluations provide the basis for program modifications, development of new programs, and improvement of learning outcomes. The English Corequisite Project is an example of this data-informed decision-making (Standard Five).

The College recently engaged Gray Associates to facilitate an analysis of the current academic program offerings in relation to demographic changes and regional workforce needs (Standard Four). The goal was to determine how the College can best serve the community and support area employers by providing a skilled workforce. The [results](#) from this assessment are being used to develop plans to sustain enrollment, create new academic and non-credit programs that are responsive to workforce needs, and market programs to non-traditional students.

Data is also used in non-academic areas, including the BCC Foundation in their fundraising events. To streamline the nomination process for a "[40 Under Forty](#)" fundraising event, IE worked with the BCC Foundation to create a Z-Score system that systematized the nomination grading scale. IE assists with the development of surveys that capture information related to marketing and post-event analysis related to fundraisers and special events. The feedback from participants is used to improve future programming.

IE supports planning and evaluation efforts at the College and has a staff with expertise in the areas of data querying, statistical analysis, survey development, and assessment that is sufficient to meet the needs of the College. IE staff work as a team to address the evaluation needs of individual faculty and staff members related to special projects, departments, and the College as a whole, while at the same time meeting the demands for required local, state, and federal reporting, such as IPEDS and the Massachusetts Higher Education Institutional Research System (HEIRS). IE has developed and implemented an [online form for data requests](#) and prioritizes these requests based on department workload and College priorities. Over the past three years, over 500 data requests have come through this site. IE staff have also helped the College to migrate staff successfully from an antiquated data querying system to the Colleague Business Object application (Colleague Reporting and Operating Analytics), which allows staff to create specialized reports with greater ease. IE annually publishes the [Data Book](#), which highlights annual enrollment trends based on fall semester data; a [Data Dashboard](#) featuring various data elements; and makes public an [annual IPEDS summary](#) through a "Fact Folder" on the College's shared computer drive.

Although a wide variety of data are available, the College has opportunities for improvement in the use of information to make better data-informed decisions. A centralized dashboard through which program, course, and other types of data could be accessed by all staff would be helpful to establish goals and ensure that the College is on track to meet long-term goals. Currently, IE is implementing Tableau, a common data analytics platform that will be used as a tool in all public higher education institutions in Massachusetts. The [DHE Data Center](#), utilizing Tableau, offers key metrics focusing on key

performance indicators such as completion, retention, and graduation. IE will provide licenses to all trustees, President's Cabinet members, administrators, and faculty who would like access to data.

Data collection and assessment have increased substantially over the past three years. However, the College still has work to do to institutionalize a culture of assessment fully. For example, while data is being captured on a regular basis through surveys, IPEDS reports, and other statistics, there is still uneven use of data in decision making related to academic programming, enrollment, and student services.

## **PROJECTIONS**

- In AY 2019-2020, the Office of Institutional Effectiveness (IE) will institute the Tableau data analytics platform and work to connect it to Colleague.
- During AY 2019-2020, Academic Affairs and Student Affairs & Enrollment Management will continue to assess student scheduling needs.
- Each College division will review or evaluate existing plans and processes beginning in AY 2020-2021 to ensure that changes are reflected. This practice will be incorporated into an annual planning process.
- In AY 2020-2021, the President's Cabinet will establish a committee that will lead efforts to develop measurable goals within the 2021-2026 Strategic Plan.
- Each College division will utilize outcomes from the 2014-2019 Strategic Plan, the NECHE Self-Study, and the NECHE Visiting Team Report to create the foundation for the 2021-2026 Strategic Plan.

**Standard 2: Planning and Evaluation**

**PLANNING**  
**Strategic Plans**

	<b>Year approved by governing board</b>	<b>Effective Dates</b>	<b>Website location</b>
Immediately prior Strategic Plan	2007	2008-2013	None
Current Strategic Plan	2013	2014-2019	<a href="https://www.berkshirecc.edu/about-bcc/public-records-and-disclosures/docs/strategic_plan_2014-2019.pdf">https://www.berkshirecc.edu/about-bcc/public-records-and-disclosures/docs/strategic_plan_2014-2019.pdf</a>
Next Strategic Plan	2020	2020-2025	-

**Other institution-wide plans\***

	<b>Year completed</b>	<b>Effective Dates</b>	<b>Website location</b>
Master plan	2016	2016-2026	<a href="https://drive.google.com/file/d/1smyCG46xEbjYDY4C-UBizVFGDbO1-A_L/view?usp=sharing">https://drive.google.com/file/d/1smyCG46xEbjYDY4C-UBizVFGDbO1-A_L/view?usp=sharing</a>
Academic plan	None	None	None
Financial plan	2019	2019-2020	<a href="https://drive.google.com/file/d/1U0LMk0Id8b_ON5TGjyPiONpnnA1a5DPh/view?usp=sharing">https://drive.google.com/file/d/1U0LMk0Id8b_ON5TGjyPiONpnnA1a5DPh/view?usp=sharing</a>
Technology plan	2019	2019-2020	<a href="https://drive.google.com/file/d/1-5biYYHhVPqc753qpJlsyqiuCYw0kB13/view?usp=sharing">https://drive.google.com/file/d/1-5biYYHhVPqc753qpJlsyqiuCYw0kB13/view?usp=sharing</a>
Enrollment plan	2018	2018-2023	<a href="https://drive.google.com/file/d/1AvexSCyJhCwXnuR9nWsY1j0bSsKGrG--/view?usp=sharing">https://drive.google.com/file/d/1AvexSCyJhCwXnuR9nWsY1j0bSsKGrG--/view?usp=sharing</a>
Development plan	2015	2015-2020	<a href="https://docs.google.com/spreadsheets/d/1pG86RcUGSJtxQN65qLm88qC4R-Ns5ppHc2Rx8AcLpwI/edit?usp=sharing">https://docs.google.com/spreadsheets/d/1pG86RcUGSJtxQN65qLm88qC4R-Ns5ppHc2Rx8AcLpwI/edit?usp=sharing</a>

**Plans for major units (e.g., departments, library)\***

Marketing Plan	2017	2018-2019	<a href="https://drive.google.com/file/d/1bOtut01Klf3hjv4W70pZ2C_mJt5lKNkL/view?usp=sharing">https://drive.google.com/file/d/1bOtut01Klf3hjv4W70pZ2C_mJt5lKNkL/view?usp=sharing</a>
Accessibility Plan	2014	2014-Ongoing	<a href="https://drive.google.com/file/d/14R4sP1W_v3ECsd7qdxftUL1BfHqtkKlhm/view?usp=sharing">https://drive.google.com/file/d/14R4sP1W_v3ECsd7qdxftUL1BfHqtkKlhm/view?usp=sharing</a>

**EVALUATION**

**Academic program review**

Program review system (colleges and departments).

System last updated:

Program review schedule (e.g., every 5 years)

Sample program review reports (name of unit or program)\*

Biotechnology, Computer Information Systems, Engineering,  
 Environmental Science, Human Services, International  
 Studies, Liberal Arts, Massage Therapy, Music, Physical  
 Education, Theatre, Visual Arts

**Website location**

2016

Every 5 Years

<https://tinyurl.com/bcc-program-reviews>

**System to review other functions and units**

Program review schedule (every X years or website location of  
 schedule)

Sample program review reports (name of unit or program)\*

**Other significant institutional studies  
 (Name and web location)\***

SENSE Survey
Basic Needs Security Assessment Survey (Hope Lab)
Alternative Course Schedule Student Survey
DHE Dashboard
Gray Associates Report
Annual Graduate Survey
Student Services Survey
Great Colleges to Work For Survey (Chronicle of Higher Education)
Student Marketing Survey
Campus Impressions Survey (DCAMM)

Date
2017
2017, 2018
2017, 2018
2019
2019
2018
2017, 2018
2015, 2017
2019
2017

\*Insert additional rows, as appropriate.

Please enter any explanatory notes in the box below

## Standard Three: Organization and Governance

### Governing Board

#### DESCRIPTION

##### **Massachusetts Board of Higher Education**

The [Massachusetts Board of Higher Education \(BHE\)](#) coordinates activities among the Commonwealth's system of public higher education and its institutions, establishing policies, procedures, and reporting requirements across all sectors of higher education. The [Massachusetts Department of Higher Education \(DHE\)](#) staffs the 13-member BHE. The DHE is responsible for executing the BHE's policies and day-to-day operations. The BHE was statutorily created and is responsible for the overarching mission of the Commonwealth's system of public higher education. One of the primary goals of the BHE is to ensure that all Massachusetts citizens can participate in and pursue a higher education. It is also focused on the role of this public system in meeting the needs of the Commonwealth's economic development and growth goals.

The BHE's initial [Vision Project](#) and subsequent ["Big Three" Completion Plan](#) (May 2011-June 2019) focused on boosting college completion rates, closing achievement gaps, and attracting and graduating more students from underserved populations. The College's planning incorporated these goals. In March 2019, the Massachusetts Commissioner of Higher Education announced a single focus on ["The Equity Agenda"](#) that would replace "The Big Three," highlighting the system-wide goal of significantly raising enrollment, attainment, and long-term success outcomes among underrepresented student populations.

##### **Berkshire Community College Board of Trustees**

Berkshire Community College, one of the fifteen public community colleges in the Commonwealth of Massachusetts, is governed by a local [Board of Trustees](#) (Board) pursuant to Massachusetts law. The Board of Trustees has delegated its authority to manage the operations of the College to its President. The Berkshire Community College Board is the legally constituted body ultimately responsible for the College's quality and integrity. [Massachusetts General Laws Chapter 15A Section 22](#) defines both the powers and the duties of the Board. The Board is composed of 11 members: ten area residents appointed by the Governor of Massachusetts, including two alumni of the College (one appointed by the Governor and the other elected by the alumni), who serve five-year terms, and a Student Trustee who is elected annually by the student body.

The governance of the College's Board is described in the [Board of Trustees Bylaws](#). The Board, in concert with the BHE, appoints the College's President, who oversees three Vice Presidents: The Vice President for Academic Affairs, the Vice President for Student Affairs & Enrollment Management, and the Vice President for Administration & Finance/Chief Financial Officer. Through direct supervision of the Deans and Directors of various divisions and departments, the President and Vice Presidents oversee the daily operation of the faculty and staff. The duties and evaluation of faculty, unit professionals, and clerical, technical, facilities, and public safety staff are determined by the [MCCC Day Faculty and Professional Staff](#), [MCCC DCE](#), and [AFSCME](#) contracts. The duties and evaluation of non-unit professionals are described in the [Non-Unit Professionals Handbook](#).

The Board holds regular public meetings and minutes of those meetings are recorded. Policies and procedures at the state level are in place to ensure integrity. The Board operates independently with no financial interests in the institution. Members serve with no compensation and are subject to Massachusetts conflict of interest laws and State Ethics Commission policies and regulations. The Board has established the following Standing Committees: [Executive Committee](#), [Finance Committee](#), [Human Resources Committee](#), [Academic Planning Committee](#), and [Nominating Committee](#). The President and Chair of the Board serve as *ex officio* members on each committee. Primary Board functions include reviewing and approving the College's budget, programs and policies, various faculty and staff appointments and sabbaticals, and setting fees not mandated by the Commonwealth.

The Board meets a minimum of seven times each year. The standing committees meet as needed. The Governor appoints the Chair of the Board, and the Board elects a Vice Chair at its annual meeting in June. Six months prior to a Board vacancy (or as soon as a vacancy occurs) the [Nominating Committee](#) convenes and vets potential nominees. Each Board member (with the exception of the Student Trustee who is elected annually) is eligible to serve two five-year terms with the Governor's approval. The Board's Nominating Committee submits nominations to the Governor's Office for consideration. At the time of appointment, Board members are informed of their fiduciary responsibilities. New members receive an orientation from the College's President and Board Chair, covering topics such as the Board Bylaws, [State ethics laws](#), BHE Annual Goals, and the College's Mission, Strategic Plan, financial statements, and organizational chart. Board members also have access to ongoing professional development opportunities at the annual [DHE Statewide Trustees Conference](#) and through the [Massachusetts Community College Trustee Association](#). The Board undertakes a systematic, ongoing [self-evaluation](#) at least every two years.

Major College initiatives are shared to keep the Board informed about activities and projects. During the renovations of the Hawthorne and Melville buildings, for example, the Board received regular reports about the status of the project as well as the rationale for the redesigned spaces. The Board has been involved in all stages of the Strategic Plan, providing feedback during the planning stages and receiving informational updates throughout the implementation period. The [Academic Planning Committee](#) receives presentations for the expansion of existing programs, updates on major academic initiatives, as well as all proposals for tenure, sabbaticals, and promotions. The Board then provides input and votes on these initiatives and proposals as necessary.

The Board's [Finance Committee](#) reviews and recommends to the full Board the quarterly [Trust Fund Report](#) as well as the annual preliminary budget (April) and annual final budget (October). It also reviews the College's [Internal Control Plan](#), which comprises enterprise risk management. Each year the College's financial audit (see Appendix C) and annual [A-133 audit](#) are reviewed and accepted by the Finance Committee and recommended to the Board as presented by an external audit firm ([O'Connor & Drew](#)). Contingency management is discussed with the Finance Committee as a normal component of monthly financial projections. Risk management is a regular part of the Finance Committee's discussions regarding ongoing operations and significant new initiatives. In addition to the Board's Finance Committee and the full Board as necessary, these discussions occur at the College's Executive Council, President's Cabinet, Strategic Planning meetings, All-College meetings, and other venues as appropriate.

The Board's [Human Resources Committee](#) is responsible for the annual evaluation of the President and the Board's biennial self-evaluation. Each year the College community ([employees](#) and [students](#)) are provided an opportunity to complete a survey evaluating the President's performance. Members of the Board of Trustees complete an [evaluation](#), and members of the Foundation Board, Alumni Board, and



the local community are also asked to [evaluate](#) the President's performance. These materials, along with the President's self-evaluation, are presented to the Human Resources Committee, which synthesizes the material, prepares an evaluation, reviews it with the President, and presents a summary to the Board. Because this presentation is included in the minutes, it becomes part of the public record. Once the summary is approved, the Board's evaluation of the President and the President's self-evaluation are forwarded to the Commissioner, who also evaluates the President annually.

Board meetings and sub-committee meetings are held in compliance with the [Massachusetts Open Meeting Law](#). [Agendas](#) for Board and subcommittee meetings are posted on the College website. Board meetings are televised through local access community programming on Pittsfield Community Television ([PCTV](#)) 10-15 times between meetings. These meetings are also often covered by local newspapers. [Board meeting minutes](#) are recorded and, once approved at the next Board meeting, made publicly available on the College website. Because each meeting includes presentations by faculty and staff, it is not unusual for members of the campus community, beyond the Board and President's Executive Council, to be present for the meetings as well.

The College maintains a detailed Organization Chart (pages ix-xiii), which includes the Board, the President, administration, faculty, and staff. The [Organization Chart](#) is on the College's website.

## **APPRAISAL**

In 2012, the Massachusetts Board of Higher Education, pursuant to statute, created the Office of Trustee Relations (OTR) to strengthen communication between individual boards of trustees and the BHE. The Director of OTR serves as a resource on trustee issues and attends at least one Board meeting on every campus each year. The BHE/DHE professional development annual conferences were developed through this office. Several College Board members have participated in programs (including New Trustee Orientations, Statewide Trustee Conferences, and workshops on Detecting Fraud and the State Ethics Law) offered by or through the Office of Trustee Relations. These efforts have strengthened communication, understanding, and awareness between the BHE/DHE and the Board.

The ability of the College to have a local Board of Trustees, entrusted with budget approval and oversight, setting fees, approving programs, hiring and sabbaticals, and hiring and evaluating the President (with input from the Board of Higher Education) affords a level of detailed oversight that would be difficult to provide in a more centralized system. The connection of local Board members to the Berkshire community also strengthens the College's role in meeting the needs of its region.

An example of this understanding and awareness was the College's adoption of the Vision Project, and the subsequent "Big Three," incorporating each of these efforts into its planning. These state initiatives provided data that helped faculty and administration realize that only a low percentage of students who began in developmental education completed a college-level math or English course within two years. This knowledge galvanized the institution into developing strategies around those low results; a new focus on corequisite courses emerged (Standard Five).

Most recently, the President explained the Commissioner's "Equity Agenda" at an All-College meeting and shared a [BHE presentation](#). At the same meeting, the Vice Presidents each presented on a new [Board Data Dashboard](#) that shared some College benchmark data for the Equity Agenda.



From DHE annual reports, the College received comparison data to other Massachusetts community colleges. This was useful in gauging the success or deficiencies of the College's efforts. Collectively, the public colleges requested that DHE develop a list of statistically matched national peers. That list has been created and the new Tableau software will allow the College to make comparisons and better understand the effectiveness of its efforts.

The Board has a productive and positive relationship with the President and the Executive Council. Meetings are well attended, addressing financial, academic, infrastructure, and staffing concerns. The Board now receives its meeting materials via email a week prior to the meeting to provide sufficient time for review. Media coverage makes information more widely available to the public. Beginning in Fall 2019, the Board agenda will also be sent via Everyone Email to ensure the campus is aware of the issues before the Board.

Two themes arose out of the discussion about the results of the [Board's self-evaluation in 2017-2018](#). The Board identified the need for more Board engagement at Board meetings. The Board requested that more information be shared in preparation for Board meetings and that presentations begin with informative slides and include guiding questions for discussion and learning about campus projects and initiatives. Several Board members reviewed existing dashboards and identified a specific set of metrics constituting a Board Data Dashboard. As a result, during the President's Report the majority of focus is on the issues and efforts that correlate to the Dashboard. Presenters explain data from the Dashboard or describe efforts underway in response to trends or issues identified. Additionally, the Board receives a rolling calendar of important College events so that Board Members can coordinate attendance to ensure greater levels of Board representation at all important College events.

The Board was involved in the Strategic Planning process beginning in 2013 through stakeholder meetings, community conversations, and listening sessions. Each Trustee was assigned a Key Strategy to more fully understand and experience the work of the plan. Trustees provided another dimension to the plan by adding their knowledge and community insight. Once a year, Co-chairs of the Strategic Plan and each Strategic Initiative, meet with the Board. Breakout sessions allow the Board liaisons to meet with Co-chairs to discuss work-to-date and plans for the coming year. The Board reconvenes, and each Board liaison provides an update to the Board.

## Internal Governance

### DESCRIPTION

The President has served in this role for seven years. She reports to the Board of Trustees. The President has structured her leadership teams as follows:

Executive Council (meets bi-weekly and as needed)

- Vice President for Academic Affairs
- Vice President for Student Affairs & Enrollment Management
- Vice President for Administration & Finance/CFO

President's Cabinet (meets bi-weekly and as needed)

- Executive Council
- Dean of Humanities and Behavioral and Social Sciences

- Dean of Business and Outreach
- Dean of Teaching and Learning Innovation
- Interim Dean of STEM and Allied Health
- Interim Dean of Nursing
- Dean of Students
- Dean of Enrollment Management
- Director of Human Resources

The Assistant to the President attends all Executive Council and President's Cabinet meetings.

A confluence of retirements including the Vice Presidents for Academic Affairs, Student Affairs, and Community Education and Workforce Development, the awarding of a [Title III Grant](#) focused on enrollment and retention efforts, and the implementation of the Strategic Plan provided an opportunity to study the College's organizational structure. In 2015, the Strategic Plan's Advancing the Institution Task Force established a subcommittee comprised of MCCC, AFSCME, and Non-Unit Professionals to analyze the College's organizational structure and make recommendations for restructuring based on community college best practices. The goal was to streamline processes and functions, increase efficiencies, and improve services to students. Each committee member created an organizational chart that reflected their research and thinking and presented their ideas to the President and other committee members. Three drafts of potential new structures were presented to the Executive Council team, as well as to faculty and staff at All-College Meetings, for comments and suggestions. Based on these discussions, several major changes were implemented, as explained below.

### **REORGANIZATION OF STUDENT AFFAIRS**

The former Student Services division was reconstituted into two new divisions: Student Affairs and Enrollment Management & Student Success (EMSS). A primary goal of this reorganization was to strengthen student engagement and improve retention through the development of integrated services by 2020. This aspect of the project included redesigning intake, enrollment, orientation, and advising processes to incorporate a One Stop Student Success Center and to design, pilot, and implement early alert systems to track student progress (Standard Five).

The initial re-organization included two Dean positions: A Dean of Enrollment Management and Student Success (EMSS) and a Dean of Students. The Dean of EMSS oversaw offices and functions that were involved with the recruitment and registration of students along with Financial Aid. The Registrar's Office had historically been part of Academic Affairs, and Student Accounts had been part of Administration and Finance. These offices moved into the new Division of EMSS. Early in the new organizational structure, the College worked with the Educational Advisory Board (EAB) to analyze the enrollment process. This work led to ongoing conversations about optimizing both the structure of the enrollment process and the structure of Student Affairs and EMSS. In the following months the College worked to reorganize back into one division and did so without eliminating positions. This was accomplished in the following way:

The division was reorganized in order to provide more holistic and efficient services to students. The new structure went from Admissions, Financial Aid, Registrar's Office, Advising Center, Transfer Services, Career Services, and Student Accounts to three distinct areas: Student Enrollment Services, Student Financial Services, and Academic and Career Advising. Marketing and Communications was also organized under the Division of Student Affairs & Enrollment Management (SAEM) with a clear goal of

focusing on both internal and external communication on student enrollment and success. A permanent Dean of Enrollment Management position was created with a focus on aligning the work of the various offices and leading the transition into a One Stop Student Success Center. This included work to secure funding for the One Stop (Standard Five and Standard Seven).

Additionally, within SAEM, the College permanently established a Dean of Students position with the charge of leading three areas: Student Engagement, Student Support, and Recreational Activities. This area's work is aimed at providing holistic student services including student conduct, personal counseling, disability services, recreational services, orientation, and student engagement and wellness activities.

Both Deans, as well as the Director of Advising, report directly to the newly created position of Vice President for Student Affairs and Enrollment Management (Standard Five).

### **REORGANIZATION OF ACADEMIC AFFAIRS**

In Fall 2018, the Vice President for Academic Affairs announced a reorganization of the academic divisions. Previously, there were three divisions: Humanities; Nursing, Allied Health and Social Sciences; and Business, Science, Math, Technology, and Hospitality. These were transformed into five divisions: Humanities, Behavioral & Social Sciences; STEM & Allied Health; Nursing; and Business & Outreach. Additionally, the former Center for Teaching and Learning has been reimagined as the Division of Teaching & Learning Innovation.

The reorganization of Academic Affairs was prompted by the following four ideas and needs:

1. Streamline nursing leadership. The nursing program has been educating high-quality nurses for 50 years. As the nursing profession has become increasingly complex, increasingly scientific, and increasingly regulated, the program is in need of new practices and procedures. The administrative structure of employing a Director of Nursing who reports to a Dean no longer serves the College. This layered administration creates a tangle where roles may not be clearly defined and where the Dean is not required to hold the professional credentials necessary to serve as a back-up to the Nurse Administrator. Eliminating the Director of Nursing and employing a dedicated Dean of Nursing with full credentials as demanded by regulating and accrediting bodies will solve this. The assessment of this change will include calculation of the financial savings of eliminating one administrator as well as a return to full accreditation and program health.
2. Align credit and non-credit offerings to respond to community workforce needs. Bringing credit and non-credit offerings under an academic dean will allow for greater leveraging of the talent of full-time faculty and credit programs into non-credit offerings. Currently, credit and non-credit programming are in the same disciplines with little coordination and, thus, no opportunity for cross-support. For example, the Education faculty was unaware that the College offered non-credit education courses and had never examined the offerings. In addition, a recent [external report](#) revealed that non-credit divisional expenses were far exceeding the revenue generated. The assessment of this change will include calculation of financial assets against expenses in non-credit programming as well as new program offerings prompted by this change.
3. Create a true STEM division. The change in the STEM division is largely a result of the changes in Nursing and credit/non-credit alignment. While this realignment should be a benefit to the

STEM disciplines, it is more of a result than a driver of change. Allied Health will be moved into this division, spurring rich conversation among science faculty.

4. Institutionalize faculty support by creating a Dean of Teaching & Learning Innovation (TLI). Putting teaching and learning in the center of the institution requires financial and structural changes. In order to do so, some of the roles (including assessment and support for academic professional development) of the academic deans will be reassigned to the Dean of TLI. The assessment of this change will be faculty input on the effect of the new division on their teaching and learning, and the lag measure should be student retention.

All-College Meetings, the College Senate, Academic Affairs, and Educational Affairs meetings serve as the primary places where faculty and staff meet face-to-face and are made aware of important college information. Everyone Email, [The Weekly Scoop](#) (an email of current events and acknowledgements curated by the Marketing & Communications Department), [Twitter](#), [Facebook](#), and [Instagram](#) are also used to keep the campus updated.

All-College Meetings are held three times per semester and provide an opportunity for the President and others to share information about major college initiatives with the College community. They also provide opportunity for discussion of major initiatives including the Strategic Plan, the renovations of the Hawthorne and Melville buildings, and the new day course schedule. Budgetary information is also presented. The President has a suggestion box, both a physical box near the President's Office and electronically on the website, for the campus community [to raise issues of concern or offer suggestions or feedback](#), which are often addressed at All-College Meetings. Members of the Student Government Association (SGA) occasionally attend. The meetings are [digitally recorded](#) and made available to the campus in the Shared Folders system. To supplement All-College Meetings, the President also sends out Everyone Emails to keep the Campus community informed and updated. Each semester begins with an All-College breakfast and information sharing.

**College Senate:** Established in 1999, the [College Senate](#) provides the college community a participatory voice in the decisions of the College through elected representatives. The College Senate is comprised of two full-time faculty, two non-unit professionals, one unit professional, two classified staff, one adjunct faculty, one non-benefitted part-time staff member, one student, and one at-large member elected by the campus. The College Senate provides a space for discussion of matters important to the entire college community, including issues related to the Strategic Plan, the budget, academic affairs, and student affairs and enrollment management. While the College Senate can advise the Executive Council, it cannot establish policy. A request for agenda items is sent to the college community a week prior to each meeting. All [minutes](#) of the College Senate are accessible via the College's shared drive.

**Management Association Committee on Employee Relations (MACER):** MACER plays an important role in internal governance. It is comprised of members from the Executive Council and elected leaders from Massachusetts Community College Council (MCCC). Meetings are held monthly during the academic year with topics ranging from contractual issues, to the academic calendars, to the quality of working conditions. These meetings have often served as sounding boards for new ideas and initiatives. Additionally, DCE MACER allows for adjunct faculty to engage with and be heard by administration.

**Academic Affairs and Educational Affairs Committees:** The Vice President for Academic Affairs (VPAA) serves as the College's chief academic officer. Academic Affairs Committee meetings, Department

Chair/Program Advisor meetings, and the Educational Affairs Committee serve as the primary forms of governance for academic and curricular issues.

Comprised of the academic deans, program advisors, department chairs, academic support operations such as the Library and Tutoring, and the faculty at large, the Academic Affairs Committee (AAC) is an advisory body that meets regularly to discuss and make recommendations on academic policies and procedures. Responsible for the quality of the academic program (Standard Four), the VPAA reviews and approves revisions and updates to existing programs and courses as well as being the final approver for new courses and programs forwarded by the Education Affairs Committee.

Since AAC membership comprises all faculty and professional Academic Affairs staff, AAC meetings also conveniently serve as venue for administrators, staff, and faculty to make announcements, solicit volunteers, present research, or report on initiatives. Some faculty members voiced concern that not enough AAC time was spent working on academic policies and that the AAC process lacked clarity and was too informal to have significant impact on academic decisions. The College is committed to shared governance and takes the advisory role of committees seriously. Therefore, the College responded by forming a committee to develop AAC bylaws and corresponding processes. To prepare, some committee members attended a parliamentary procedure workshop. Additionally, the most recent AAC bylaws from 2002, meant to be only temporary, were retrieved, and bylaws governing similar committees at sister colleges (Greenfield CC, Cape Cod CC) were reviewed. The bylaws committee is confident its work will be completed in Fall 2019.

The Educational Affairs Committee (EAC) meets when policy or academic proposals are submitted for review and action. The process for curriculum proposal and review begins at the course or department level and proceeds through the academic deans to the EAC. Comprised of seven full-time faculty, one adjunct faculty, three professional staff, and two Student Government representatives, the EAC endorses proposals once they have been reviewed and recommended by the members and forwards them to the VPAA with a recommendation for further action.

Once the VPAA completes her review and decision-making process, she conveys in writing to the President and to the EAC chair her approval of the actions taken by the EAC. The VPAA informs the College community of the final resolution of all policy proposals. Minutes of all EAC meetings are maintained and shared by the Assistant to the VPAA who serves in an *ex officio* role on the committee. The bylaws are currently being revised.

Faculty comprise the majority of participants on all academic affairs searches and serve on almost all campus searches (Standard Seven).

**Student Government Association (SGA)**: The SGA is the legislative, representative, and investigative body of the College's student population. Members are currently enrolled students elected each spring in college-wide elections. Candidates must have a 2.0 or higher grade-point average (Standard Five). The SGA meets weekly during the academic year. College administrators are invited to attend SGA meetings to share relevant information, and members of the SGA sign off on academic changes and participate in a variety of meetings and committees to share student perspective.

In addition to the SGA, students are also elected or appointed to the Board of Trustees, College Senate, and the following committees: Educational Affairs, LPN and ADN Curriculum, Enrollment Management, and Parking Appeals.

The College, through the Board and the system of internal governance, ensures the appropriate consideration of relevant perspectives, decision-making aligned with expertise and responsibility, and timely action on institutional plans, policies, curricular change, and other key considerations. Careful consideration is given in the appointment of faculty and staff to all College initiatives to ensure balanced representation and diverse views. Committees, groups, and task forces are representative of the campus. Recent examples include the Strategic Planning Committee, the Enrollment Management Committee, the College Senate, and the NECHE Standards Committees.

For many years, the College worked around a formal governance process. Instead of a systematized process, proposals moved forward through personal initiatives and informal channels of influence. Recently, this process has broken down as new personnel lacked the informal understanding of how things had always been accomplished. Even straightforward issues became bogged down as initiators could not determine appropriate paths to decision-making. This lack of clarity stalled some proposals and fast-tracked others without appropriate community input. These difficulties have revealed different understandings about how shared governance is accomplished and has set in motion a plan to articulate more clearly the role of individuals, committees, and offices in crafting College policy.

## **APPRAISAL**

The College has opportunities to facilitate communication with all members of the campus community. The President and the leadership team maintain an open-door policy, and there are suggestion boxes and other means of soliciting input. The President meets with employee groups (including breakfasts and lunches for employees) to share ideas, gather feedback, and raise concerns. The President also meets periodically with the President of the College's MCCC Chapter and the AFSCME Berkshire Steward.

Since the Fifth-Year Interim Self-Study was submitted in 2014, there have been many leadership transitions. Most of the Vice Presidents (Academic Affairs, Student Affairs, Community Education and Workforce Development, Human Resources, and Advancement) retired, as did several deans (Nursing, Health and Allied Sciences, and Humanities.) The long-serving Dean of STEM, Business and Hospitality died suddenly in January 2019. The Executive Council used these periods of transition to review the organizational structure of the College, as described earlier. The Student Affairs & Enrollment Management reorganization was a comprehensive and engaging process built around retirements and leave-takings. After several years of planning and several complications, including work-to-rule and a failed VPAA search, the reorganization of Academic Affairs is also complete. The appraisal of the impact of these changes is an ongoing focus of the College.

In Fall 2017, many members of the College Senate believed that the Senate served little purpose and asked the President if it could be disbanded. The President believed the Senate was important and brought the issue of the College Senate's role to an All-College Meeting. The bylaws of the College Senate are currently being reviewed. There is an institutional effort underway to clarify the role of the College Senate.

To strengthen the Academic Affairs Committee (AAC), a committee developing AAC bylaws was formed. The bylaws committee enjoys broad institutional support from administration as well as from the union representing faculty and unit professionals, illustrating the College community's commitment to meaningful collaboration and shared governance. It remains to be seen if the new AAC bylaws lead to



more parliamentary participation in and satisfaction with change in academic procedures. Assessment will start in the fall of 2019.

MACER's conversations sometimes prevent issues from escalating and often allow for collective problem-solving for operational issues. For example, because of conversations at MACER the faculty-shared copiers in Hawthorne and Melville were increased from two to four and were strategically located. MACER is also a vehicle for discussing changes that will impact faculty and professional staff. For example, when the College was studying a proposal to change the college course schedule, MACER discussed implications.

Student participation in college governance allows students to have a voice in process and decision making. For example, at a Parking Committee meeting, the student representative was able to articulate student parking challenges and asked several questions to ensure that the decisions kept the students as the priority. The result was an expansion of open parking on the campus. In Spring 2019, with the new schedule, students came to the College Senate to express the struggles clubs and organizations were having with meeting participation. The 2:00 time slot on Tuesdays and Thursdays was not working with student schedules. This issue will be reviewed in Fall 2019.

Student contributions are respected and appreciated on the many committees on which they serve. It has been difficult to retain student involvement over a semester or longer, but the reasons for this are not well understood. While several committees have had active student engagement, including the Board of Trustees, the committees related to Nursing, and the College Senate, other committees have had less success retaining students.

The College routinely assesses effectiveness of its governance through the Board of Trustees' self-evaluation process and through public discussion of governance-related results of the [Great Colleges to Work For survey](#) (Standards Seven and Nine). Furthermore, the college dedicated a great deal of time to the effectiveness of its structure through strategic planning and work through the Title III Grant as is evident by changes to the organizational structure in both Academic Affairs and Student Affairs. The College plans to introduce a regular review schedule for standing committees' missions, bylaws, and effectiveness, including the College Senate, the Education Affairs Committee, and the Academic Affairs Committee, to further strengthen shared governance.

While the opportunity to submit comments, concerns, or suggestions digitally or in writing (or raise items from the floor at All-College Meetings) is available, it has been difficult to provide clarity to anonymous submissions. The President is exploring additional ways to make responses public such as an FAQ page on the President's webpage. Whenever appropriate, the President reads the paper and digital submissions at All-College Meetings and, in concert with appropriate individuals, responds or offers to follow up.

## PROJECTIONS

- In AY 2019-2020, the President's Cabinet will form a Shared Governance Committee to review and improve its shared governance structures. This committee will involve a wide range of voices, including the Board of Trustees, faculty, staff, students, and alumni.
- During the AY 2019-2020 and AY 2020-2021, the President's Cabinet will review the processes and effectiveness of standing committees to ensure they are reflective of the campus community and the institution's organizational structure.

### Standard 3: Organization and Governance (Board and Internal Governance)

Please attach to this form:

- 1) A copy of the institution's organization chart(s).
- 2) A copy of the by-laws, enabling legislation, and/or other appropriate documentation to establish the legal authority of the institution to award degrees in accordance with applicable requirements.

If there is a "sponsoring entity," such as a church or religious congregation, a state system, or a corporation, describe and document the relationship with the accredited institution.

Name of the sponsoring entity	Massachusetts Board of Higher Education
Website location of documentation of relationship	<a href="https://www.berkshirecc.edu/about-bcc/public-records-and-disclosures/governance/index.php">https://www.berkshirecc.edu/about-bcc/public-records-and-disclosures/governance/index.php</a>
<b>Governing Board</b>	<b>Website location</b>
By-laws	<a href="https://www.berkshirecc.edu/about-bcc/public-records-and-disclosures/governance/board-of-trustees/">https://www.berkshirecc.edu/about-bcc/public-records-and-disclosures/governance/board-of-trustees/</a>
Board members' names and affiliations	<a href="https://www.berkshirecc.edu/about-bcc/public-records-and-disclosures/governance/board-of-trustees/">https://www.berkshirecc.edu/about-bcc/public-records-and-disclosures/governance/board-of-trustees/</a>
Board committees *	<b>Website location or document name for meeting minutes</b>
Academic Planning	<a href="https://www.berkshirecc.edu/about-bcc/public-records-and-disclosures/governance/board-of-trustees/subcommittees/academic-planning-committee.php">https://www.berkshirecc.edu/about-bcc/public-records-and-disclosures/governance/board-of-trustees/subcommittees/academic-planning-committee.php</a>
Executive	<a href="https://www.berkshirecc.edu/about-bcc/public-records-and-disclosures/governance/board-of-trustees/subcommittees/bot-executive-committee.php">https://www.berkshirecc.edu/about-bcc/public-records-and-disclosures/governance/board-of-trustees/subcommittees/bot-executive-committee.php</a>
Finance	<a href="https://www.berkshirecc.edu/about-bcc/public-records-and-disclosures/governance/board-of-trustees/subcommittees/bot-finance-committee.php">https://www.berkshirecc.edu/about-bcc/public-records-and-disclosures/governance/board-of-trustees/subcommittees/bot-finance-committee.php</a>
Nominating	<a href="https://www.berkshirecc.edu/about-bcc/public-records-and-disclosures/governance/board-of-trustees/subcommittees/bot-nominating-committee.php">https://www.berkshirecc.edu/about-bcc/public-records-and-disclosures/governance/board-of-trustees/subcommittees/bot-nominating-committee.php</a>
Human Resources	<a href="https://www.berkshirecc.edu/about-bcc/public-records-and-disclosures/governance/board-of-trustees/subcommittees/human-resources-committee.php">https://www.berkshirecc.edu/about-bcc/public-records-and-disclosures/governance/board-of-trustees/subcommittees/human-resources-committee.php</a>
<b>Major institutional faculty committees or governance groups*</b>	<b>Website location or document name for meeting minutes</b>
College Senate	<a href="https://www.berkshirecc.edu/about-bcc/public-records-and-disclosures/governance/index.php">https://www.berkshirecc.edu/about-bcc/public-records-and-disclosures/governance/index.php</a>
Educational Affairs	<a href="https://www.berkshirecc.edu/about-bcc/public-records-and-disclosures/index.php">https://www.berkshirecc.edu/about-bcc/public-records-and-disclosures/index.php</a>
<b>Major institutional student committees or governance groups*</b>	<b>Website location or document name for meeting minutes</b>
Student Government Association	<a href="https://www.berkshirecc.edu/about-bcc/public-records-and-disclosures/governance/index.php">https://www.berkshirecc.edu/about-bcc/public-records-and-disclosures/governance/index.php</a>
<b>Other major institutional committees or governance groups*</b>	<b>Website location or document name for meeting minutes</b>
Institutional Review Board	<a href="https://www.berkshirecc.edu/academics/research/irb.php">https://www.berkshirecc.edu/academics/research/irb.php</a>
*Insert additional rows as appropriate.	
Please enter any explanatory notes in the box below	
By-laws: <a href="https://www.mass.edu/bhe/bylaws.asp">https://www.mass.edu/bhe/bylaws.asp</a>	





<b>Standard 3: Organization and Governance</b>						
<b>(Locations and Modalities)</b>						
<b>Campuses, Branches and Locations Currently in Operation (See definitions in comment boxes)</b>						
<i>(Insert additional rows as appropriate.)</i>				<b>Enrollment*</b>		
	<b>Location (City, State/Country)</b>	<b>Date Initiated</b>	<b>2 years prior</b>	<b>1 year prior</b>	<b>Current year</b>	
			<b>(FY2017)</b>	<b>(FY 2018)</b>	<b>(FY 2019)</b>	
Main campus	Pittsfield, MA	1960	2,442	2,226	2,154	
Other principal campuses						
Branch campuses (US)						
Other instructional locations (US)	Great Barrington, MA	1987	243	204	201	
Branch campuses (overseas)						
Other instructional locations (overseas)						
<b>Educational modalities</b>						
	<b>Number of programs</b>	<b>Date First Initiated</b>	<b>2 years prior</b>	<b>1 year prior</b>	<b>Current year</b>	
			<b>(FY2017)</b>	<b>(FY 2018)</b>	<b>(FY 2019)</b>	
Distance Learning Programs						
Programs 50-99% on-line	1	1960	327	292	255	
Programs 100% on-line	0					
Correspondence Education	0					
Low-Residency Programs	0					
Competency-based Programs	0					
Dual Enrollment Programs	2	2005	137	128	192	
Contractual Arrangements involving the award of credit	0					
*Enter the annual unduplicated headcount for each of the years specified below.						
Please enter any explanatory notes in the box below						
Program enrollments calculated as of semester freeze date.						

## Standard Four: The Academic Program

### DESCRIPTION

Berkshire Community College offers over 50 [Associate degrees and certificate programs](#) that are designed to prepare students for careers and/or transfer to a four-year institution. See Data First Forms for a complete listing of all available degrees and certificates.

Full descriptions of all academic programs, including graduation requirements, student learning outcomes, and a suggested pathway to graduation are published in the College's [Catalog](#) and on its website. Programs as varied as Computer Information Systems, Culinary Arts, and Physical Therapist Assistant include expected outcomes related to creative abilities and career-specific practices. Outcomes for all College Programs are listed in the E-Series forms.

Associate in Arts programs include a minimum of 34 [general education credits](#) and conform to the [MassTransfer Compact](#). Associate in Science degrees include a minimum of 21 general education credits, which are transferrable if students elect to transfer. Certificate programs, which range from 16 to 47 credits, provide the skills necessary for immediate entry into the job market. Some certificates are designed to be stackable, allowing students to earn a useful credential with the possibility of continuing to an Associate degree program. All degree and certificate programs go through a systematic Program Review, as will be described below. This ensures coherence of learning goals and content.

The three formal processes for evaluating academic program coherence and consistency are the Educational Affairs Committee, Program Review, and oversight by the Vice President for Academic Affairs and the Academic Deans. The Educational Affairs [New Program application](#) identifies the expected course outcomes, course requirements, and suggested block schedule. Similarly, the Educational Affairs [New Course application](#) requires a proposed syllabus with learning outcomes, as well as prerequisite and corequisite courses that address coherent design and sequential learning. Considering these issues at the time of proposal ensures new programs are of consistent quality across the College, and that new courses make sense within their program and in relation to the rest of the College's curriculum.

As an [open access institution](#), all high school graduates or those with record of high school equivalency completion are eligible for matriculation at the College. Selective enrollment programs such as Nursing have additional admissions requirements. Retention and completion are examined in all programs through data analysis. The College tracks some student outcome data to follow up on transfer and employment.

Utilizing financial resources as a proxy for commitment, the College devotes the largest portion of its budget to Academic Affairs and instruction (Standard Seven).

### APPRAISAL

While the College offers a variety of degrees and certificates, many are under-enrolled and some are resource heavy. For example, the Liberal Arts concentrations in Peace and World Order Studies and Foreign Language were taught out in 2018 because of lack of student enrollment. Other programs such as Engineering Technology and Hospitality may be more robust if combined with other programs.

Conversations about moving toward meta-majors have begun. This concept will serve students' desire to specialize while providing program financial viability.

The College publishes program requirements in its catalog and on its website. The College is working to communicate more clearly with students around these requirements (Standard Five).

Coherence in academic programming is improving as faculty and deans work toward offering more stackable credentials and improving Program Review (discussed later) and course-level assessment (Standard Eight).

While all Associate degree programs have some common academic demands, the same is not true for certificate programs. For example, through this Self-Study the absence of college-level English requirements in some professional certificates was identified.

## Assuring Academic Quality

### DESCRIPTION

A system of administration and oversight of the academic program is in place. This includes the Vice President for Academic Affairs (VPAA), the Academic Deans, program advisors, department chairs, and faculty. The [MCCC Day Contract](#) drives the evaluation of faculty (Standard Six). Each semester the Academic Deans review course syllabi for content. In addition, they conduct scheduled classroom observations of non-tenured faculty each year and of tenured faculty every three years. The VPAA meets with program advisors and department chairs on a monthly basis to discuss aspects of the curriculum, and the department chairs bring these concerns to the rest of the faculty on an ongoing basis (Standard Three).

Faculty generate proposals for new programs, program changes, and new courses in consultation with disciplinary colleagues, professional organizations, and, sometimes, professional advisory groups. These changes are worked through at the department and division levels before going through policy review. Once these changes are prepared, they go to the Educational Affairs Committee (EAC), comprised of faculty, academic staff, and administrators. New programs, program changes, new courses, and significant changes to existing courses are approved as specified in the [Curriculum Approval Matrix](#). An [updated process](#) was instituted in Fall 2018 to ensure a more robust consideration of each proposal. EAC-endorsed proposals are then sent to the VPAA for approval and further action by the President, the Board of Trustees, and the Massachusetts Board of Higher Education (BHE) as necessary.

Programs are reviewed every five years as shown in the [Program Review Schedule](#). As part of the 2014 Strategic Plan, the Engaged Learning Task Force formed a subcommittee focused on strengthening the Program Review process. Previous models of Program Review had not systematically used data to make programmatic changes. Further, the process was not well-organized or understood. Based on the work of this subcommittee, an updated, streamlined [Program Review Guide](#) and process was created and implemented in 2015 and further refined in 2019.

In keeping with demographic changes, the needs of students, and the BHE's [Equity Agenda](#), this revised and streamlined model of [Program Review](#) will place sharp attention on retention and completion data by historically underrepresented students. At the beginning of the review period, the program's advisor,

the appropriate Academic Dean, the VPAA, and the Director of Institutional Effectiveness will meet to establish a shared understanding of the review and confirm the timing of this year-long process. Upon completion of the written portion of the review and the first set of discussions about it, the President and the Academic Planning Committee of the Board of Trustees will receive a one-page summary of the review. These summaries will serve to give the Board and the President a perspective on the strengths and opportunities of the program as well as a tool with which to look across programs. This revised version of program review will emphasize more systematic follow up and curricular change based on the findings of the review. The new process requires goals for a five-year period supported by one-year status checks. Yearly review of the plan will help programs track data systematically and make adjustments as necessary. Beginning in Fall 2019, five programs will be reviewed each year.

Professional programs such as Nursing, Physical Therapist Assistant, and Respiratory Care undergo extensive external accreditation by professional organizations. These programs must produce an annual report to maintain accreditation, a process that takes the place of an internal review.

Academic Planning is adherent to the Mission of the College. New program proposals are considered in light of the workforce needs of the region and the academic interests of the students. As part of the College's completion agenda, programs are designed as pathways to further study or employment. Under-enrolled programs undergo a review process involving faculty and, if necessary, community advisors, with strong consideration for students' career needs. In rare cases, programs are temporarily closed to new enrollment. Similarly, when new needs and demands surface, programs are developed. Resources for new academic offerings are prioritized as part of the budget process.

Since the 2014 Fifth-Year Interim Self-Study, four career certificates have been created: The Addiction Recovery Certificate (9 students in 2018), the Community Health Worker Certificate (4 students in 2018), the Health Information Certificate (2 students in 2018), and the Human Services Certificate (6 students in 2018). Each certificate is designed to meet community healthcare needs. Should a program end, the College would ensure student completion through a teach-out process.

In addition to the main campus in Pittsfield and the South County Center in Great Barrington, the College also holds courses in other locations outside of its direct control. When doing so, academic consistency is ensured through inclusion of data in program review, faculty collaboration across contexts, and oversight by Academic Deans and Program Advisors. Students in these off-site locations can access information technology (including library databases and the Learning Management System) through their local systems (Standard Seven).

In Allied Health, Human Services, and Early Childhood Education programs, clinical/practicum experiences are also completed off campus. These are credit-bearing courses that are coordinated by College faculty in the community. [Contracts](#) between the community agency and the College assist in maintaining the integrity of the learning experience. Students are provided instruction and written policies/procedures through College faculty, which clarify the expectations of the students, College faculty, and clinical/practical faculty.

All AA and AS programs have a graduation requirement that includes overall cumulative average, minimum cumulative average in area of specialization, the four institutional [Core Competencies](#), a Health/Fitness requirement, and four Forums. The Core Competencies, which include Written Communication, Oral Communication, Critical Thinking, and Quantitative Reasoning, are broadly

embedded across academic disciplines and courses, ensuring that students can achieve the competencies while meeting programmatic requirements (discussed in the next section and Standard Eight). Through these Core Competency requirements, the College provides students with ample opportunity to demonstrate English language competency in writing and speech as well as numeracy and thinking skills. The Written Communication competency is embedded in twenty-two (22) disciplines including Anthropology, Biology, Criminal Justice, Hospitality, and Theatre. The Oral Communication competency is embedded in ten (10) disciplines including Community Health Worker, Engineering, Music, and Physical Therapist Assistant. [Forums](#), one-hour sessions highlighting public debate, exposure to the arts, and community engagement, are held throughout the academic year.

While the College does not include information literacy as a separate Core Competency, library staff work with the faculty to provide students with information literacy experiences throughout their time at the college. ENG 101 Composition I, a gateway course taken by nearly every student at the College, includes library visits and introductions to information literacy and library services. Librarians teach class sessions and provide subject-specific presentations in many disciplines. In 2017 the library added [Information Literacy Modules](#) to further support faculty-led information literacy work across the curriculum. These modules are compatible with Moodle, the College's Learning Management System, to support distance and online learners as well as face-to-face classes.

Students are able to demonstrate independent learning in the context of course projects, site placements, internships, and service-learning projects. Students can design [Independent Studies](#) in close cooperation with the faculty and with the support of the Academic Dean. Independent Studies are approved by the Academic Dean after consideration of objectives, learning experiences, and outcomes to ensure appropriateness of subject matter and degree level. Beginning in 2017, the College has hosted an [Undergraduate Scholars Conference](#) to allow students to share their independent projects with the campus community. To date, 51 projects ranging from "Atypical-Sized Bald-Faced Hornet Queens" to "An Exploration of the Links between the Harlem Riot of 1935 and the Ferguson Riots of 2014" to "The Economics of Green Energy" have been presented, with ten students going on to share their work at the UMass Undergraduate Research Conference over a number of years.

## APPRAISAL

Faculty participation in Academic Affairs is a strength of the College. Many successful academic initiatives have been at the impetus of the faculty. These include the establishment of the [Writing Center](#), the redesign of gateway courses, and the revision of the Program Review process. Goals for continuous improvement in Academic Affairs, however, have sometimes stalled due to administrative change. For a variety of reasons, interim appointments of the Vice President of Academic Affairs (VPAA) and Academic Deans stretched to three years. A new VPAA was hired in Spring 2018. By Fall 2019, these administrative changes will have largely stabilized.

The Educational Affairs Committee (EAC) ensures the academic integrity of courses and programs. A [sample of syllabi](#) was collected in Fall 2018 to show consistency. When it was noted that accelerated approval processes put too much pressure on the EAC to make decisions, all committee members agreed to adhere more consistently to a revised timeline for program proposals.

The 2015 Program Review Process was implemented to add substance to the practice of Program Review. A [sample of program reviews](#) demonstrates the process. An example of the effectiveness of this

new approach is the [2016 Human Services Program Review](#), which yielded new certificates, increased community partnerships that provide internship opportunities for students, and an additional full-time faculty member. Furthering the good work of Program Review will require administrative commitment to focus upon those program elements that are forward-looking and adhere to the Mission of the College. Prior to 2015, Program Review was largely used as an opportunity to highlight program strengths. While this is an important aspect of Program Review, it is now as important to use Program Review as a tool for planning. In order to plan effectively, student outcome data must be analyzed and used to drive future activities.

In an effort to better understand the workforce needs of Berkshire County, the College engaged [Gray Associates](#) to provide structure for future academic planning. This process taught the College to use multiple data sources as it considers future programming. The College recognizes it does not have the ability to provide for every need identified for the county. At times, program development has been reactive to short-term community demands and created programs without enough student demand to sustain them.

Of the top opportunities cited by Gray Associates, two were deemed not mission aligned (auto mechanic and cosmetology), another two are in development (graphic arts and supply chain), and two are still under consideration (cyber security and paralegal). Other needs identified either did not provide a living wage (CNA) or the needs of the employers were too small to support new programming.

Students' proficiency in written communication and critical thinking is continuously appraised in the context of course-level performance. More specifically, two assessment projects focused on the Written Communication and Critical Thinking Core Competencies have been undertaken (Standard 8), though systematic review of the Oral Communication and Quantitative Reasoning competencies has not. Students' understanding of [information literacy](#) has received extensive appraisal.

## Undergraduate Degree Programs, General Education, and The Major or Concentration

### DESCRIPTION

All AA programs that are [MassTransfer](#) eligible have an expansive and uniform 34-credit general education requirement that ensures exposure to theory and methods of inquiry in literature, the arts, history, the physical, social and psychological sciences, and mathematics, as well as program-specific courses. These program-specific courses are developed to include both foundational and mastery level skills expected of a graduate from an Associate-level program in the discipline. All AS programs have a 21-credit general education requirement as designed by the state. All AA and AS programs have a defined number of open credits available to pursue free electives. Some program descriptions indicate specific electives that will be especially relevant to the major.

Courses that meet [general education requirements](#) are clearly indicated in the College Catalog and on the website. Student degree audits list all general education and program specific course requirements. Each program is expected to identify its general education courses, course learning outcomes, and program learning outcomes to connect explicitly and integrate these key elements of the students'

educational experiences. General education courses are the backbone of the Liberal Arts program, and they support specific majors in other programs as well.

All AA and AS programs require demonstration of Core Competency in the areas of Critical Thinking, Quantitative Reasoning, Oral Communication, and Written Communication. Competencies are applicable to coursework across the curriculum and expose students to theory and methods of inquiry key to college-level learning. Each AA and AS program require students to complete coursework within a concentration or interdisciplinary area to explore curriculum above the introductory levels. Each program identifies expected outcomes that articulate learning objectives, and each course within a program identifies learning outcomes within the syllabi that articulate expectations, including mastery of knowledge, information resources, and methods and theories pertinent to the area of study.

Transfer agreements in over fifteen (15) disciplines demonstrate the rigor of the expectations of the College's programs. Academic Deans and faculty from a number of disciplines took part in MassTransfer conversations at the state level, bringing their expertise to the discussions and informing their colleagues of best practices and expectations. Effects of this activity are discussed in Standard 8. Formal and informal curricular discussions with transfer institutions also ensure the coherent design and rigor of programs (Standard Eight).

Professional programs, such as Nursing, Physical Therapist Assistant (PTA), and Respiratory Care, are accredited nationally, and are required to demonstrate student mastery of content in both didactic and clinical realms. In 2016 the PTA program completed its 10-year self-study and was awarded full accreditation for another 10 years. In 2017 the Respiratory Care Program completed its 7-year accreditation process.

In 2018, the Associate Degree in Nursing (ADN) program received notices of Approval with Warning from the Massachusetts Board of Registration in Nursing (MABORN) and Continuing Accreditation for Good Cause from the Accreditation Commission for Education in Nursing (ACEN). Both bodies noted that the Nursing Department was not keeping sufficient records on evaluation and achievement of student outcomes and change processes that were implemented to improve student learning outcomes and requested evidence of a systematic evaluation plan. In Fall 2018, the College hired an outside consultant to work with Nursing faculty to document and make assessment processes more systematic. Student success in the Nursing program, as measured by licensure exam pass rates (Data First Form 8.3), continues to be high, and in Spring 2019 the College received positive feedback from MABORN and ACEN about the work being done to improve the consistent assessment of educational effectiveness in the program. In April 2019, ACEN restored full accreditation status. MABORN will make that determination following their Fall 2019 site visit. The LPN program is in good standing with MABORN and will begin the process of accreditation with ACEN in Fall 2019.

## **APPRAISAL**

A full list of courses with embedded Core Competencies is published and updated in the College Catalog to increase students' ability to fulfill this graduation requirement. Additionally, faculty may offer the opportunity to earn Core Competency credit within the context of specific course sections, which are not consistently identified. While this process respects academic freedom, it can result in difficulty for students as they look to identify courses that fulfill Core Competency requirements.



In 2013 an [Assessment Task Force](#) (ATF) comprised of a small group of interdisciplinary faculty determined that the earlier, broader set of Core Competencies could be narrowed to the “core four” of Written Communication, Oral Communication, Critical Thinking, and Quantitative Reasoning. The ATF determined that discipline-specific competencies such as Scientific Knowledge and Awareness of the Arts were so thoroughly interwoven into the College’s general education and program-specific courses that students were receiving and demonstrating those skills in their program coursework. The “core four” were multi-disciplinary skills that are learned more broadly but demonstrated within the courses in which they were embedded. These Core Competencies in Written Communication, Oral Communication, Critical Thinking, and Quantitative Reasoning are assessed by collecting student work from these courses using rubrics to determine student performance.

During examination of two of the Core Competencies (Critical Thinking and Written Communications), faculty collaboration resulted in rich professional learning opportunities. In both cases, faculty work on assignment design yielded positive results in future assessment cycles. These data are referenced in Standard 8. Clearly, this process is supportive of faculty and students. However, there is not currently a systematic plan for assessment cycles housed centrally in Academic Affairs. It is recognized by faculty and administrators that the cessation of this project was unfortunate. Attempts to restart in 2018 did not result in further assessment of Core Competencies.

While general education is valued, there is little specificity around how it interacts with program outcomes and how it is assessed. Additionally, it is not always clear how general education interacts with program courses. The exception to this is the study of Liberal Arts which does privilege the attainment of general education outcomes as a foundational component of the degree. Attention to this important component of degrees in all disciplines should create opportunities for further refinement of general education requirements.

Program curricula are vetted through professional organizations, transfer institutions, advisory boards, and community workforce professionals. Program advisors use these multiple data sources for continuous improvements of their programs. Major overhauls in Human Services and Early Childhood Education have arisen from this confluence of feedback. Not all programs use these multiple information sources to continuously improve. Administrative expectations of how program advisors continue to revise and reflect upon their programs have not always been clear.

## Integrity in the Award of Academic Credit

### DESCRIPTION

As described earlier in this chapter, the College relies on a system of academic oversight. All new programs, program changes, and new courses must go through the Educational Affairs Committee proposal process. Names, term length, content, and program levels are determined by faculty expertise and a review of best practices. The College recognizes that 60 credits is optimal for an Associate degree and has taken steps to decrease credits when appropriate. Recent examples include the reduction of the Associate in Arts in Fine & Performing Arts (which includes concentrations in Theatre, Music, and Visual Arts) from 66 to 61 credits, and the reduction of the Elementary Education concentration from 64 to 61 credits. This discussion and evaluation process ensure that restraint is practiced when new courses are added or when changes are made to programs.



As is consistent with peer institutions, Nursing and Allied Health Programs require between 65 and 79 credits. Other programs, such as Engineering, require credits in excess of 60 to meet the demands of transfer institutions.

Required courses for graduation in each program are made available to the public in the College Catalog and on the website. Each program description includes a “Suggested Pathway to Graduation,” indicating a recommended sequence of courses as well as possible electives.

The College has worked closely with school district superintendents and principals to strengthen and grow its Early College programming, giving more students the opportunity to earn college credit while still in high school. The College offers several versions of dual and concurrent enrollment to area high school students, with a Dual Enrollment Coordinator overseeing programming and serving as a liaison with the high schools. Through the [Bridge to College program](#), Berkshire County high school seniors can take one free course at the College during the academic year. Additionally, to give high school students ready-access to a college-level course, the College offers concurrent courses at local high schools. Concurrent courses are taught at the high school by high school faculty. The appropriate Academic Dean reviews high school faculty credentials to verify qualifications are met to teach the college-level course. Qualifications must be the same as if teaching the course at the College. The appropriate College department chair reviews curriculum to verify alignment and can request modification to the high school course to meet outcomes and the rigor of the credit course. Using this approach, courses in Biology, Environmental Science, English, Math, and Education have been offered at five area high schools. In AY 2019-2020, Biology and Intermediate Spanish I are anticipated to be added to the concurrent course offerings at Lee High School. In Fall 2018, the College had 125 Early College students taking 154 course sections (including labs) for a total of 437 credits. Sixty-two (62) of these students were enrolled in concurrent courses.

The faculty have primary responsibility for the content of their courses, their delivery and instructional methods, and the evaluation of student learning. Grading policies, course requirements, and learning outcomes are clearly stated in course syllabi and assignment descriptions. While the College respects academic freedom, Academic Deans review syllabi and observe teaching methodology in order to provide feedback, as stipulated by the MCCC contract. The Academic Deans oversee and evaluate evening, satellite, and distance learning courses using these same procedures (Standard 6).

The College follows the Massachusetts Department of Higher Education and the New England Council on Higher Education (NECHE) policies for [awarding credits](#). Credit is awarded through the Registrar’s Office and follows the policies of the College. Developmental courses are not credit-bearing. In Health, Fitness, Education, and Human Services Programs, clinicals/practicums/internships are a component of the curriculum, with identifiable credit-bearing courses and are required to meet the same standards as didactic courses, including course description, content, and outcome measures. Credit award is based on the field hours as dictated by the needs of the curriculum. Rationale for credits is decided by the level of skill and hours of participation. An [Independent Learning Contract](#) is used to oversee the quality of independent studies.

In order for students to initiate the process to receive credit for prior experiential or non-collegiate sponsored learning, they are directed to the College’s [Credit for Prior Learning](#) (CPL) site. This site explains the process briefly and directs them to Massachusetts Department of Higher Education’s [My Experience Counts](#) site where they can create a profile. The Dean of Enrollment

Management/Coordinator of Advanced Standing oversees this process locally. If the student is seeking credit for a previously approved course equivalency experience, and meets the requirements, designated credit is awarded. If a student is seeking prior learning credit for an activity not previously approved, the student's portfolio is assessed by a credentialed faculty member. Since 2009, the College has awarded 668 credits to 124 students, for an average of 5.38 credits per student. Students may also receive college credit through challenge exams or national standardized tests such as Advanced Placement Exams (AP) or the College Level Examination Program (CLEP). Where not nationally specified, faculty determine credit awarded for performance on these tests.

In order to be awarded a degree, a student must earn 25% of their credits at the College. To date, the College has not assessed and compared the achievement of students who transfer in credit or are awarded credits in nontraditional ways with students who earn all credits in online or face-to-face courses at the College.

Students transferring to the College provide official transcripts from their previous institutions. The College will grant credit from regionally accredited institutions where a grade of C (2.0) or better has been earned and where the course content parallels the requirements in a student's program.

The College has [articulation agreements with high school partners](#) to award credit for career and technical course work taken as part of a high school curriculum. These agreements are reviewed annually. The College also participates in [articulation agreements with four-year institutions](#). Based on these agreements, students graduating from a specific program who meet articulation standards will be accorded the same rights as native students at the four-year school. The Coordinator of Transfer Affairs and Articulation, Academic Deans, and Admissions work on upholding existing and creating new agreements.

A few four-year institutions figure prominently with the College's transfer students. The College of Our Lady of the Elms (Elms College) maintains an office on the campus and offers its student services at the College's Pittsfield Campus. Other institutions visit regularly to provide information and a point of contact.

College policies on [academic probation and suspension](#), [withdrawing](#) from the College, and the [Fresh Start](#) policy are published in the College Catalog, on the website, and in the [Student Policy Guide](#). Health care programs are beholden to external accreditation bodies and have additional criteria to remain a student in good standing. These policies are distributed to students upon acceptance into these specialized programs. These policies augment the policies of the College for the specific programs. Thus, a student may be ineligible to continue in a program but still eligible for continuation in another College program.

Academic integrity is an important focus of the College. [Policies on academic integrity](#) are found in the College Catalog, on the website and in the [Student Policy Guide](#). Students who are suspected of academic honesty violations are provided due process. All faculty are required to include language specifying the criteria for evaluating student performance on the syllabus. Every effort is made to ensure students understand their rights and responsibilities regarding academic integrity.

The College offers a variety of hybrid and modular courses. Examples include 4-week intersession courses, 6- and 8-week courses in summer, and 7- and 8-week courses offered year-round to meet programmatic needs (e.g., the Early Childhood Education Cohort described in Standard Six). [Success rates for all modalities](#) are comparable. In AY2018 – 2019, the pass rates for face-to-face courses was 80.61%, compared to 83.57% for hybrid courses and 75.7% for fully online courses. The Academic Deans review all course syllabi, regardless of modality, at the start of each semester, including intersession and summer sessions.

In addition to contractually required evaluation of online courses, the College ensures that students have sufficient opportunities to interact with distance education faculty because this is a priority in online course development. When an online course is under development, the staff of the Center for Teaching and Learning works with the appropriate Academic Dean to determine if the course allows for robust interactions before approving payment of the online course development stipend.

The College offers a variety of supports for students in online, evening, and off-campus courses. Regardless of location or modality, all students and faculty have access to online support services, including Moodle, Smarthinking Online Tutoring, a full panoply of online library resources, and the student-facing Web Advisor. An online help desk for Moodle and other academic technology support is accessible to students through [onlinehelp@berkshirecc.edu](mailto:onlinehelp@berkshirecc.edu).

All courses, on and off campus, are taught by credentialed faculty and are under the responsibility of an Academic Dean. The South County Center (SCC) is staffed from 8:00 AM until 9:00 PM dependent on course offerings. The IT Department supports technology at the SCC. Support at community locations varies.

Evening courses at the Main Campus are served by an evening IT Media Assistant. The Library is open all semester until 7:00 PM on Monday through Thursday. Many campus offices have extended hours at the beginning of each semester.

Faculty have posted office hours and include this information in their syllabi. Syllabi are available to all students enrolled in all courses regardless of the modality. Faculty who teach online offer students the opportunity to interact with them by phone, through online office hours, and through synchronous and asynchronous discussion boards.

The College has processes in place to verify online student identity. In accordance with the [Federal Higher Education Opportunity Act \(HEOA\)](#), the College's Learning Management System, Moodle, requires a secure login and password for each student. All students registering for a course through the administrative system are assigned a unique username. Students are responsible for creating and maintaining their own secure password.

## **APPRAISAL**

While programs practice restraint, almost all programs exceed 60 credits. While efforts have been made to reduce credit hours where possible, work remains to be done. Additional graduation requirements include attendance at four Forum events and two credits, or the equivalent, in health and fitness. Effort are being made to encourage student completion by clearly communicating all graduation requirements. For example, staff email and call students once it is noted that they are missing a requirement for graduation.

As College enrollment has declined and become predominantly part-time, it has become difficult to offer all needed courses each semester. For students this means degree completion may be delayed. College strategies for remedying this include moving to yearly scheduling, creating more cohorts, identifying courses as Fall or Spring only, and increasing online offerings. Professional and faculty advisors must be well-versed and transparent as they communicate program planning with students.

The College must remain vigilant that concurrent enrollment courses have the same rigor and requirements as face-to-face or online courses taught by College faculty. Currently, there is no required process for high school and College faculty to co-plan and co-assess student outcomes, though, as mentioned earlier, there is oversight.

As the opportunities for students to transfer in credits increase, the College will need to collect comparative data to be sure accepting these credits is equivalent to earning them in coursework. The College has pursued articulation agreements with a variety of institutions. While some of these relationships are robust and well-publicized, others are seldom accessed. In recognition of the importance of transfer advising, the College is moving to a distributed model. All professional advisors will have expertise in assisting students in transfer (Standard Five).

The academic appeal process has been recently revised to respond to student concerns that the timeframe was problematic. The delay between the filing of an appeal and the time the committee could meet presented an obstacle for many students, sometimes putting financial aid at risk. Nearly every student who appealed probation or suspension was readmitted. The Directors of Academic & Career Advising and Financial Services are revising action plans to better suit the needs of the students.

Faculty identify and address academic dishonesty at the course level, aided by the use of plagiarism detection software. Students have rights to due process when they are identified by faculty members as engaging in academic dishonesty as outlined in the [Student Policy Guide](#) in the College Catalog.

When evening and/or off-campus students identify needs, the College responds where possible. For instance, an additional reference librarian was added to serve evening students. Smarthinking Online Tutoring is available for off-campus and online students, yet it remains an underutilized resource (Standard Five).

The College recognizes that academic programming is central to our Mission and must be systematically examined to ensure that current and potential student needs are being met. A revised system and timeline for Program Review and joint leadership between faculty, the Academic Deans, and the VPAA ensure that academic quality remains a priority.

## PROJECTIONS

- In AY 2019-2020, Academic Affairs will audit all certificate program requirements to ensure college academic standards are upheld.
- Beginning in Spring 2020, Academic Affairs will conduct yearly assessments on both the process of program review and the resulting actions of recent reviews to verify continued efficacy of the tool and appropriate follow up from Faculty and Administrators involved in the review.
- By Spring 2021, Academic Affairs, working with high school partners, will design a process for new course initiation, curricular alignment, data collection and adjustment for concurrent enrollment courses.

Standard 4: The Academic Program (Summary - Degree-Seeking Enrollment and Degrees)								
Fall Enrollment* by location and modality, as of Census Date								
Degree Level/ Location & Modality	Associate's	Bachelor's	Master's	Clinical doctorates (e.g., Pharm.D., DPT, DNP)	Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.)	M.D., J.D., DDS	Ph.D.	Total Degree-Seeking
Main Campus FT	323	0	0	0	0	0	0	323
Main Campus PT	602	0	0	0	0	0	0	602
Other Principal Campus FT	0	0	0	0	0	0	0	0
Other Principal Campus PT	0	0	0	0	0	0	0	0
Branch campuses FT	0	0	0	0	0	0	0	0
Branch campuses PT	0	0	0	0	0	0	0	0
Other Locations FT	44	0	0	0	0	0	0	44
Other Locations PT	56	0	0	0	0	0	0	56
Overseas Locations FT	0	0	0	0	0	0	0	0
Overseas Locations PT	0	0	0	0	0	0	0	0
Distance education FT	0	0	0	0	0	0	0	0
Distance education PT	0	0	0	0	0	0	0	0
Correspondence FT	0	0	0	0	0	0	0	0
Correspondence PT	0	0	0	0	0	0	0	0
Low-Residency FT	0	0	0	0	0	0	0	0
Low-Residency PT	0	0	0	0	0	0	0	0
<b>Unduplicated Headcount Total</b>	1,025	0	0	0	0	0	0	1,025
<b>Total FTE</b>	914.00	0	0	0	0	0	0	914.00
<b>Enter FTE definition:</b>	15 credits /semester							
<b>Degrees Awarded, Most Recent Year</b>	235	0	0	0	0	0	0	235

Notes:

- 1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.
- 2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."
- 3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

\* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

Please enter any explanatory notes in the box below

Standard 4: The Academic Program						
(Summary - Non-degree seeking Enrollment and Awards)						
Fall Enrollment* by location and modality, as of Census Date						
Degree Level/ Location & Modality	Title IV-Eligible Certificates: Students Seeking Certificates	Non-Matriculated Students	Visiting Students	Total Non-degree-Seeking	Total degree-seeking (from previous page)	Grand total
Main Campus FT	29	4		33	0	33
Main Campus PT	38	116		154	0	154
Other Principal Campus FT	0	0	0	0	0	0
Other Principal Campus PT	0	0	0	0	0	0
Branch campuses FT	0	0	0	0	0	0
Branch campuses PT	0	0	0	0	0	0
Other Locations FT	1	2	0	3	44	47
Other Locations PT	8	67	0	75	56	131
Overseas Locations FT	0	0	0	0	0	0
Overseas Locations PT	0	0	0	0	0	0
Distance education FT	0	0	0	0	0	0
Distance education PT	0	0	0	0	0	0
Correspondence FT	0	0	0	0	0	0
Correspondence PT	0	0	0	0	0	0
Low-Residency FT	0	0	0	0	0	0
Low-Residency PT	0	0	0	0	0	0
<b>Unduplicated Headcount Total</b>	76	189	0	265	100	365
<b>Total FTE</b>	79	70.00		149	914.00	1,063.00
<b>Enter FTE definition:</b>	15 credits/semester					
<b>Certificates Awarded, Most Recent Year</b>	71					
Notes:						
1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.						
2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."						
3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.						
* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.						
Please enter any explanatory notes in the box below						

Standard 4: The Academic Program (Headcount by UNDERGRADUATE Major)						
	Number of credits*	3 Years Prior (Fall 2016)	2 Years Prior (Fall 2017)	1 Year Prior (Fall 2018)	Current Year (Fall 2019)	Next Year Forward (goal) (Fall 2020)
For Fall Term, as of Census Date						
<b>Certificate (add more rows as needed)</b>						
Addiction Recovery Assistant	27	0	0	9	12	10
Animal Care	29	3	1	0	0	0
Applied Manufacturing Technology	28	1	1	0	0	1
Applied Manufacturing Technical Skills	22	0	0	0	0	1
Community Health Worker	28	0	13	4	1	1
CIS Networking	26	4	3	3	5	5
CIS Programming-Business	29	0	1	1	1	1
CIS Programming-Technical	29	3	2	4	2	1
Culinary Arts	28	17	20	15	11	10
Early Childhood Education - Introductory	16	6	5	8	8	10
Early Childhood Education - Intermediate	16 (20)	0	0	0	0	0
Health Information Management	23	2	1	2	1	1
Human Services Certificate	29	10	16	6	6	5
Lodging Management	29	1	2	0	0	1
Medical Coding Technical Skills	17	15	16	11	16	15
Music Production	28	6	8	7	7	5
Massage Therapy	29	12	1	1	8	10
Physical Fitness	29	11	4	6	5	5
Practical Nurse	51	26	31	37	31	30
Total		117	125	114	114	112
<b>Associate (add more rows as needed)</b>						
Business Administration	63	119	120	92	60	60
Fine Arts-Music	66	18	10	6	7	5
Fine Arts-Theatre Arts	66	16	11	13	13	15
Fine Arts-Visual Arts	66	25	33	30	22	20
Liberal Arts-Atmospheric Science	62	2	4	1	0	0
Liberal Arts-Biological Science	62	38	45	37	33	30
Liberal Arts-Biotechnology	62	6	8	5	9	0
Liberal Arts-Early Childhood	62	31	20	15	14	15
Liberal Arts-Elementary Education	62	19	21	21	15	15
Liberal Arts-Foreign Language	62	3	4	5	5	5
Liberal Arts	62	267	240	198	150	150
Liberal Arts-International Studies	62	3	5	2	4	5
Liberal Arts-Psychology	62	46	61	51	40	40
Liberal Arts-Peace & World Order	62	2	1	0	0	0
Liberal Arts-Sociology	62	0	0	2	2	1
Business Careers	61	38	34	42	35	35
Business Careers-Health Information Management	61	10	8	9	7	5
CIS-Business Systems	65	9	9	5	5	5
CIS-Computer Science	65	32	30	41	26	25
CIS-Networking	65	12	11	13	10	10
Criminal Justice	60	79	81	70	60	60
Early Childhood Education	62	28	45	51	46	45
Engineering	66	57	52	47	39	40
Environmental Science	65	43	46	36	35	35
Engineering Technology-Computer	69	9	9	10	8	10
Engineering Technology - Manufacturing Technology Option	69	7	5	2	0	1
Fire Science	62	11	9	12	8	10
Health Science-Community Health Worker	64	0	0	1	1	1
Health Science-Dental Assisting	64	3	6	5	3	1
Health Science-Medical Assisting	67	3	3	1	1	1
Health Science-Physical Fitness	64	25	29	16	9	10
Health Science (pre-LPN)	-	38	37	30	23	25

Health Science	64	61	38	26	25	25
Health Science-Surgical Technology	67	6	7	5	3	5
Health Science (Pre-Massage Therapy)	-	2	0	3	0	1
Health Science (Pre-Nursing)	-	214	186	174	150	150
Health Science (Pre-Professional Transfer)	-	0	0	1	7	10
Health Science (Pre-PTA)	-	25	11	26	17	15
Health Science (Pre-Respiratory Care)	-	3	2	5	5	5
Hospitality Administration - Career Option	61	16	12	9	9	10
Hospitality Administration - Transfer Option	61	8	6	1	1	1
Human Services-Social Work Transfer Concentration	62	73	61	58	42	40
Nursing	79	115	104	107	57	100
Physical Therapist Assistant	72	15	23	16	17	15
Respiratory Care	68	12	13	0	1	1
Undeclared (Non-Degree and Dual Enrollment)	-	293	262	273	99	270
Total		1,842	1,722	1,573	1,123	1,328
<b>Baccalaureate (add more rows as needed)</b>						
n/a	-	-	-	-	-	-
Undeclared	-	-	-	-	-	-
Total		0	0	0	0	0
Total Undergraduate		1,959	1,847	1,687	1,237	1,440
* Enter here the number of credits students must complete in order to earn the credential (e.g., 69 credits in an A.S. in Nursing)						
Please enter any explanatory notes in the box below						
For cell C18, while the program requires 20 credits for graduation, only 16 of those credits are in addition to the Introductory Certificate in the same area. It is extremely rare for students to skip this Introductory Certificate before earning the Intermediate Certificate.						
*Fall 2019 numbers as of 8/23						



**Standard 4: The Academic Program  
(Credit Hours Generated and Information Literacy)**

**Credit Hours Generated By Department or Comparable Academic Unit**

	<b>3 Years Prior</b>	<b>2 Years Prior</b>	<b>1 Year Prior</b>	<b>Current Year</b>	<b>Next Year Forward (goal)</b>
	<b>(FY2016)</b>	<b>(FY2017)</b>	<b>(FY 2018)</b>	<b>(FY 2019)</b>	<b>(FY 2020)</b>

**Undergraduate**

Allied Health	2123	2171	3104	1,519	1,525
Behavioral Science	5109	4718	4369	4,162	4,150
Business	2127	2070	2247	1,884	1,875
Communications and Languages	1966	1964	1899	1,863	1,875
Computer Information Systems	1428	1166	148	1,234	1,225
Education	676	561	548	838	850
Engineering and Technology	782	601	645	403	400
English	5627	4897	4496	3,947	3,750
Environmental and Life Sciences	5658	5283	5148	4,962	4,950
Fine and Performing Arts	1546	1543	1358	1,278	1,275
History and Government	2447	1953	1860	1,638	1,650
Hospitality Science and Management	535	371	296	218	225
Mathematics	3846	3145	2810	2,414	2,425
Nursing	1670	1880	1709	1,762	1,750
Practical Nursing	889	817	1037	1,227	1,225
<b>Total</b>	<b>36,429</b>	<b>33,140</b>	<b>31,674</b>	<b>29,349</b>	<b>29,150</b>

**Graduate**

n/a					
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

**Information Literacy Sessions**

Main campus

Sessions embedded in a class	12	12	10	10	10
Free-standing sessions	90	61	65	35	35

Branch/other locations

Sessions embedded in a class					
Free-standing sessions	7*	5*	4*	1	1
Online sessions**			6	12+	10
Other A***			7	5	5
Other B****			3		

**URL of Information Literacy Reports:**

<https://drive.google.com/file/d/1pJxUd1NwlFFDttnoWMvXcck32pRcOggv/view?usp=sharing>

Please enter any explanatory notes in the box below

\* - Numbers for classes in South County and North County are approximates for these years.

\*\* - Online Sessions referred to here are not taught by librarians, but rather refer to the online modules we provide to faculty to include in their Moodle classes, both commercial and created by librarians. These classes may be in-person, hybrid and/or online classes using the LMS.

\*\*\*-These are "Teach The Teacher Sessions" designed by the Library to instruct faculty how to use our newly acquired Credo Information Literacy Modules as well as Library created media/tools to partner with the Library and instruct students independently of the Library. Recognizing that it takes a college to make a student information literate, this initiative seeks to empower faculty to use these tools, both on Moodle and through our LibGuides.

\*\*\*\* - Two Conference presentations on our Teach the Teacher initiative, one to community colleges, and the other to all State institutions of higher education. A third international webinar on our Teach the Teacher approach using both the LMS and LibGuides platforms was presented to over forty institutions in the United States and Canada.

Final Note: As the 2018/19 FY is not yet over, additional classes may be booked in the Library.

## Standard Five: Students

### DESCRIPTION

In keeping with its [Mission Statement](#), Berkshire Community College strives to place high-quality, affordable higher education within reach of all residents of Berkshire County and the surrounding area. The College serves current high school students, recent high school graduates, first-generation students, GED/HiSET recipients, military veterans, adult learners returning to school, and students from communities traditionally underrepresented in higher education. While the majority of students enroll in day courses on the main campus in Pittsfield, the College also offers evening classes, day and evening classes at the South County Center in Great Barrington, and evening classes at McCann Technical High School in North Adams. Online courses continue to show growth from a headcount of 341 students in 2009 to [492 in Fall 2018](#). Current high school students are also able to take courses via dual and concurrent enrollment options.

In a [report](#) commissioned by the [Berkshire County Education Task Force](#), the UMass Donahue Institute shared that past, current, and projected student enrollment vary from district to district throughout Berkshire County. With the exception of the [Berkshire Arts & Technology Charter School \(BART\)](#) and [Charles McCann Vocational Technical School](#) (each of which admits students selectively, either by a lottery of those seeking admission or on satisfaction of admission criteria, and each of which draws its students from the populations of other districts), all high school enrollments have declined appreciably from AY 1999-2000 to AY 2014-2015, declining 22.3% in a 15-year period. By way of contrast, student enrollment in the Commonwealth of Massachusetts declined overall by 1.7% in the same period. Four population models project a further decline in the next 20 years, with an average projected decline of 11% from 2015 to 2025 and an additional 7% in the decade after that.

To address these issues, Berkshire Community College has developed an [Enrollment Management Plan](#) through the work of a college-wide Enrollment Management Committee (EMC). The purpose of the plan is to identify, recruit, and retain students in order for the College to fulfill its mission and goals. The focus of the plan is to improve the College's ability to identify and successfully recruit potential students and to improve student retention and success.

The Enrollment Management Plan highlights three main goals: Recruitment, Retention, and Completion. Within each goal, the EMC has developed strategies that are designed to accomplish the objectives. [Action Plans](#) associated with each goal further describe how the strategies will be accomplished. Each Action Plan includes what the action is, who is responsible, a timeline for the action, and a measurable outcome. The Enrollment Management Plan will owe much of its success to the College's ability to refine current recruitment, retention, and academic planning practices while developing new strategies.

### Admissions

#### DESCRIPTION

The College has [open access admissions](#), demonstrates its place within the community through many points of contact, and seeks to recruit a diverse student body. Recruitment efforts include contact with area high schools as well as the regional career center to attract both traditional and non-traditional

students. Admissions staff visit each of the county high schools several times per semester, with larger feeder schools being visited more often. Admissions Counselors work with school administration and faculty to provide information on the College's programs and work one-on-one with high school students to ensure a seamless application process.

The College also holds [Open House](#) and [Experience BCC](#) events, allowing prospective students to connect directly with College faculty, staff, and students, tour the campus, and learn about the College's programs and activities. The College also has a presence at local community events such as the NAACP's Gather-In, [Festival Latino of the Berkshires](#), [North Adams Downtown Celebration](#), and Pittsfield's [Third Thursdays](#). The College is committed to making a positive impact within the community, and community events are valuable opportunities to recruit students, connect with parents and families, reconnect with alumni, and network with other organizations.

To attract adult learners, College staff visit the [MassHire Berkshire Career Center](#) weekly to recruit students and provide information about the College's programs. They also visit local employers and attend four major job fairs throughout the year.

Additionally, the College has invested substantial efforts in technological solutions for recruitment. The website received a significant redesign in 2014, presenting programs and other offerings in a more intuitive manner that enhances the College's abilities to use the site to recruit. The Marketing & Communications team works with Admissions to ensure that information about the College is clear, compelling, and relatable to a variety of audiences. In Fall 2018, using funds from the Title III Grant, the College hired SEM Works to conduct a [communications audit](#) to assess the institution's marketing and communication strategy with an emphasis on online and social media channels (Standard Nine).

The majority of the College's academic programs are [open enrollment with rolling admissions](#), in keeping with the Massachusetts Board of Higher Education's Open-Door philosophy. That is, all high school graduates are offered the opportunity to pursue higher education. All applicants who have obtained a high school diploma, GED/HiSET Certificate, or another state-approved equivalency credential, will be eligible to be admitted to the College for an Associate degree or certificate programs of study. The open enrollment policy does not apply to selective admissions programs of study such as health career programs that may have specific deadlines, prerequisites, and other admissions criteria.

As noted above, several programs restrict entrance for applicants who have not already met specific requirements. Most Allied Health and Health Care programs, except Physical Fitness, are restricted to applicants who meet the specific course requirements in the sciences. The [Associate Degree of Nursing Program](#) has a selective admissions process, including completed general education requirements and GPA as part of the evaluation. These programs also depend upon space availability. Students applying to these programs use the same application form as other students, plus a matriculation form specific to each program. In addition, now that the Physical Therapist Assistant program is offered annually, only the Respiratory Care and Massage Therapy programs are offered on a cyclical basis. Information for these programs is available on the [College's website](#) and in the [College Catalog](#).

## **COLLEGE READINESS**

The College is an open-access institution of higher education. Reasonable potential for academic success is supported through a system of course prerequisites and through determination of English and math skill levels and provision of appropriate support.

As a crucial part of its open-access mission, the College welcomes and serves many students who have significant academic needs. Until the summer of 2019, the [Assessment and Testing Center](#) conducted Accuplacer testing for all new incoming students. [From April to September 2018](#), 482 students were assessed in Reading, 446 in Writing, and 518 in Math. An additional 125-175 students are assessed annually in preparation for spring semester enrollment. In Fall 2018, the majority of incoming students needed at least one developmental course based on Accuplacer scores: 25.9% placed into Developmental Reading, 41.9% placed into Developmental Writing, and 81.3% placed into Developmental Math. For students who need additional support, the College offers several courses, programs, and interventions to promote retention and student success. Beginning in the summer of 2019, the process was modified, as described below.

### **Developmental Math**

The College uses two methods of assessing student readiness for college-level math: Accuplacer and cumulative high school GPA. In the summer of 2019, the College moved to rely more heavily on the GPA, adopting a [policy](#) piloted at the College in Fall 2018 and recommended by the Board of Higher Education for Fall 2019. Following this policy, Accuplacer will be used for math placement in the calculus track, and the GPA placement will be used for Statistics and Quantitative Reasoning courses, which are terminal mathematics courses.

First, students who place below college level are encouraged to retest and, if necessary, to enroll in [JumpStart Workshops](#). JumpStart Workshops are designed to refresh and improve students' math skills in preparation for retesting. Through the use of a computer-based program that assesses specific gaps in students' understanding of mathematical concepts, a focused study plan is developed. The program is provided free of charge with enrollment. In 2018, 86% of those who retested improved their placement.

Students who are, either by GPA or by Accuplacer, identified as not ready for college-level math are placed into an appropriate step on a [pathway to college-level math readiness](#). The pathway consists of a sequence of ten preparatory units starting with elementary arithmetic and finishing with elementary algebra. Except for the first arithmetic unit, which cannot be taken as lecture, all math pathway units are offered in two formats. The lecture form is a regular 3-credit course, while the self-paced model, which is based on mastery of the material, occurs as Math Modules (MAT 800). Students taking both the self-paced modules and the lecture form have the option of using additional computer-based support. This approach enables students to determine their preferred method for learning this foundational material.

While the math modules allow students to choose the method of instruction they prefer, and students can move through the sequence at their own pace, progressing through the developmental sequence can often take many semesters before reaching the college-level math course. For that reason, beginning in 2017, the Math Department implemented a corequisite model, offering Elementary Statistics Booster (MAT 043) to help students enrolled in Elementary Statistics (MAT 123). This option is for students who will use MAT 123 as their college-level math course. Students enroll in the 3-credit MAT 043 course concurrently with MAT 123 to receive extra practice on targeted material for the college-level course. Similarly, a corequisite model is also offered for Applied Contemporary Mathematics (MAT 101) and Business Mathematics (BUS 105). This corequisite approach allows students to accelerate through their developmental math coursework more quickly.

The College employs additional means of promoting lasting success in math, none of them limited to developmental math education. Most notably, the College applies recent [math anxiety research](#) to train

students in biofeedback and instructors in supportive teaching techniques. Starting in Fall 2019, the College will pilot late start safety-net courses for students who find themselves placed into but underprepared for college-level algebra. Finally, tutoring is and will remain a cornerstone of math success at any level.

### **Developmental Reading and Writing**

The College's English Department has also undergone significant curricular revisions in order to help accelerate students' progress through developmental reading and writing courses. Beginning in Fall 2017, the English Department moved to a corequisite model for developmental writing. This change was a reaction to poor completion numbers as well as anticipated changes on the state level mandating a corequisite model. Previously, Basic Writing (ENG 060) was a stand-alone four-credit writing course. Based on data presented by Peter Adams, who developed the [Baltimore Corequisite model](#), it was clear that many students, even after completing ENG 060, would never enroll in Composition I (ENG 101). Because of this, the department decided to replace ENG 060 with College Writing Practices (ENG 090), where students take a support course concurrently with ENG 101 Composition I, taught by the same instructor. The ENG 101 class is split between 11 spots for ENG 090 students and 11 spots for students placing into college writing. Whereas the curriculum for ENG 060 was designed to prepare students to be ready for ENG 101, the new corequisite model assists students to complete ENG 101 in the same semester successfully. This change meant that 100% of developmental writing students were enrolled in ENG 101. These redesigned courses also include active learning strategies, one-on-one work, and peer review of drafts to help foster student success.

In Fall 2018 the English Department consolidated developmental reading into one course: College Reading Strategies (ENG 020). In the past, there were two levels of developmental reading (though these two levels were also frequently taught together in the same section, and students who did well could "skip" a level based on their exit exam to place into college-level writing). Now, all students with a score of 20-67 on the Accuplacer reading test, inclusive, are placed into that single course. Because there is greater focus on Reading and Writing in ENG 090, however, students whose scores are in the 54-67 range who are placed in ENG 101/090 can have their Reading Skills (ENG 020) placement waived. Additionally, ENG 020 has also moved to a reading/writing format, placing more emphasis on writing in order to better prepare students for ENG 101/090. In this way, developmental work in English is streamlined to promote student success.

### **Student Success Seminar**

BCC 101, a one-credit college success course taught by Academic Counselors from the Academic Advising Center, was implemented to help students develop non-academic skills and "college knowledge" to help increase student persistence, retention, and credential attainment. Students were required to take BCC 101 if they were placed into two or more developmental courses. New course learning outcomes focused on identifying academic goals, time management skills, personal learning styles, emotional intelligence, and financial literacy skills were added for the Fall 2018 semester to help ensure incoming students benefitted from a consistent curriculum. Additionally, students' BCC 101 instructor served as their Academic Counselors in order to form closer connections during the transition into the college experience.

As part of the [Title III Grant](#)'s focus on Engaged Learning, a pilot program was launched in Fall 2018 to embed First Year Experience (FYE) Learning Outcomes into common gateway courses, such as ENG 101, Introduction to Student Success & Wellness (HSV 104), Introduction to Interpersonal Communication (COM 104), and Fundamentals of Biology (BIO 105). This initiative reflects a college-wide effort to retain

students and ensure that all students have access to college success strategies, not just those who place into developmental courses. While there is currently no mandatory college success course for all students, the Strategic Planning Student Achievement Task Force has recommended adding the newly developed FYE outcomes into a gateway course in each College program (Standard Six).

## APPRAISAL

As documented in the [Fall 2018 Data Book](#), a total of 1,688 students enrolled at Berkshire Community College, a sharp decline from 2,170 in 2009 and 1,858 in 2014. Of those students attending the College in Fall 2018, 32% enrolled full time (68% part-time). The student population is 65% female and 35% male. In Fall 2018, 21.9% identified as a member of a community of color, up from 14.4% in 2009. Slightly less than half (49.3%) identified as age 22 or under. Students are overwhelmingly from Massachusetts (97%) and Berkshire County in particular (93%), with a small percentage from nearby areas in New York, Connecticut, and Vermont (see Data First Forms).

Based on preliminary analysis and public discussion throughout the College, the Enrollment Management Committee has identified the following [three goals](#) based on the Strategic Plan, shifting state demographics, historical trend data, and the College's aspirations (see Data First Forms). The following narrative outlines one initiative related to each goal.

### Goal One: Increase the number of new students

The College sought to reduce the number of students who had completed the FAFSA but not applied to the College for admission. Working with Enrollment Management and the Marketing & Communications Departments, monthly reports indicate which students have applied for aid but not to the College. In 2018, the College saw a 4% reduction from the previous academic year.

Completed FAFSA but Not College Application:

2014 13%  
2015 14%  
2016 15%  
2017 16%  
2018 12%

### Goal Two – Increase retention rates

Even before the first day of classes, the Academic Counselors and faculty advisors are making an effort to create a strong, consistent base of personalized support and guidance. The Academic Advising Center offers several different options for new students to register for their courses: individual appointments, small group sessions, program-specific sessions, and early registration in the local high school. These appointments cover important information to help students succeed in the early weeks of the semester, including support resources that are available on campus. All students log into their MyBCC student portal to review student email, Moodle, and several aspects of their WebAdvisor account, including bill pay, financial aid information, degree audit, test scores, and more. All students also enroll in the College's Emergency Notification system. During these appointments, Academic Counselors review in detail academic program requirements and help new students register for classes that will meet not only their academic needs, but also align with any personal and work obligations. The student appointment ends with a conversation with either Career Development or Transfer Services, depending on the student's goals.



According to [SENSE](#), a survey focused on students’ earliest engagement with the College, improvements have been realized in Early Connections and Clear Academic Plans and Pathways:

Overall Scores for SENSE Benchmarks			
Benchmark = 50	Year 2014	Year 2017	Percent Difference
Early Connections	49.2	58.3	+9.1
High Expectations and Aspirations	50.0	50.5	+0.5
Clear Academic Plans and Pathways	54.0	56.9	+2.9
Effective Track to College Readiness	52.7	54.4	+1.7
Engaged Learning	44.1	44.4	+0.4
Academic and Social Support Network	50.1	50.9	+0.8

**Goal Three – Increase student completion and transfer rates**

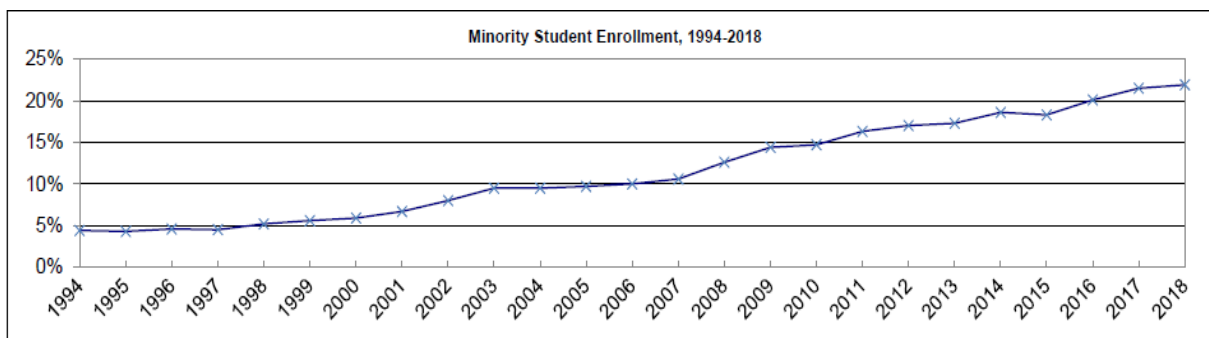
The College, along with support from Guardian Life Insurance Company, has developed [Financial Wellness Services](#) including a program called the Guardian Value Scholarship. This program is designed to educate students on financial literacy, provide a fresh start for students with significant college debt, and foster accountability and responsibility, while improving overall retention and graduation rates. In order to be considered for the Guardian Value Scholarship (GVS) program, students must have an outstanding balance which may prevent them from registering for classes, must be matriculated, and hold a GPA with a minimum average of 2.500. Eligible students will receive all or a portion of their unpaid balance so they can register for 12 or more credits for the following semester, including the 3-credit BUS 139: Personal Finance and Money Management. Students must complete the course with an earned grade of “C” or higher and schedule a minimum of three (3) meetings with the Financial Services Coach.

Since November 2017, the Guardian Value Scholarship has awarded 26 students with a total of \$25,905 (an average award of \$996 per student), 9 of whom have since graduated with either an Associate degree or a Certificate. During AY 2019, thirteen (13) students have been provided with personal financial wellness coaching for a total of 27 hours of coaching toward short-term and long-term financial and life goals (an average of 2 hours per student). A total of 54 students have attended 9 workshops/forums to educate students about filing income taxes, establishing credit and improving credit scores, and how to establish banking accounts.

The College’s admissions policy aligns with the [Massachusetts Community College admissions guidelines](#). An [online application](#) was developed in 2017 to simplify the admissions process. Roughly 98% of all applications to the College are received electronically. Fall 2017 online application submissions increased by 1% over Fall 2016. By the end of September 2018, however, the Admissions Office processed 707 new student applications, a 5% decline from Fall 2017. In 2019, the College’s admissions team developed a [survey](#) to assess the effectiveness of recruitment visits.

The Admissions Office staff are experienced and seek to create a warm, welcoming environment for prospective students and their families. The Office has three staff members with SEVIS certifications for admitting international students and three staff members who speak languages other than English. Having Admissions staff members who can communicate with underrepresented students has helped to contributed to the increase in the College’s minority enrollment (see Data First Forms, section 5.2).

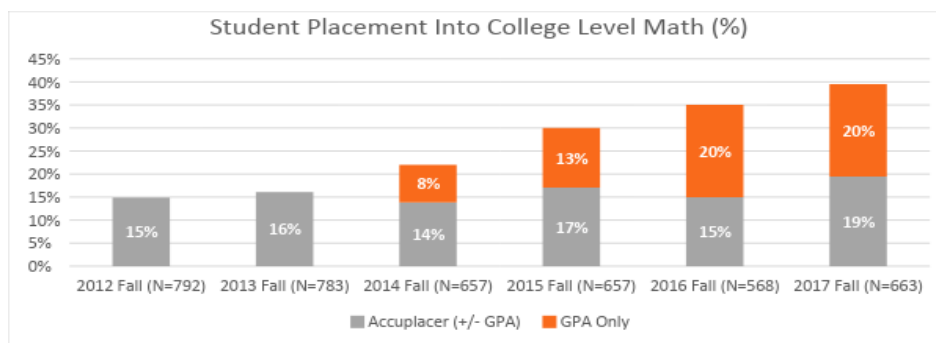




Source: BCC Databook, 11/2018

### Developmental Math

Methods of placing students into the correct developmental math course, as well as the effectiveness of those courses, has received extensive analysis and discussion at the College. As part of the Massachusetts statewide Math pilot, students entering in Fall 2018 were placed into math courses using both their high school GPA and Accuplacer scores. Using this approach, the number of college-level placements increased substantially, from 18% based on Accuplacer alone to 43% based on the combination of the two placement methods.



The Math GPA pilot is showing promise, not just in terms of the number of students placed into college-level math courses but also their performance in those and subsequent courses. Students who are placed by Accuplacer only and by GPA only show similar pass rates in their first college-level math course. Students placed at college level by *both* GPA criteria and Accuplacer show a higher pass rate than either GPA only or Accuplacer only. The pass rates in the college-level courses are roughly 70%.

COLLEGE LEVEL MATH COURSES FALL 2014 – FALL 2016			
OUTCOMES	GPA ONLY N=88	ACCUPLACER ONLY N=203	BOTH GPA AND ACCUPLACER N=49
Pass	68.2%	70.9%	77.6%
Fail	8.0%	15.3%	10.2%
Withdraw	23.9%	13.8%	12.2%

Beginning in Summer 2019 students will be placed by the new GPA guidelines of 2.7 cumulative high school GPA within three years as part of a [statewide policy](#) for community college.

### Developmental Reading and Writing

Based on Fall 2017 results, the English corequisite model shows substantial improvement in students' ability to complete the first college-level composition course. In the past, slightly less than half of the students who completed the developmental writing course enrolled in ENG 101 Composition I, which ultimately limited the number of students passing the course. By having all students in ENG 090 taking ENG 101 concurrently, the successful pass rates increased from 39.7% to 58.9%.

DEVELOPMENTAL WRITING OUTCOMES: ENG 101						
	# Students	Pass %	Took ENG 101	Didn't Take ENG 101	Passed ENG 101	Pass % ENG 101 (full cohort)
<b>ENG 060 (FA13-SP17)</b>	748	63.0%	355 (47.5%)	393 (52.5%)	297	39.7%
<b>ENG 090 (FA17)</b>	73	57.5%	73 (100.0%)	0 (0.0%)	43	58.9%

Students in the corequisite ENG 090 courses are completing ENG 101 at a significantly higher rate than students who took the ENG 060 prerequisite. For example, according to the [Voluntary Framework Accountability \(VFA\)](#), the principal accountability framework for community colleges, two-year data for Fall 2015 shows a 47.6% success rate in ENG 101 over the *two* years. One-year data on the Fall 2017 corequisite students show a 56.2% success rate in ENG 101 over one year.

Additionally, based on three semesters of students who have completed ENG 090, students who began in the corequisite course have done better in ENG 102 Composition II than the former ENG 060 students. Students who complete ENG 090 are enrolling in ENG 102 at twice the rate of students who completed ENG 060. Only 16% of ENG 060 students compared to 32% of ENG 090 students took ENG 102. Moreover, corequisite students see much better success rates in ENG 102, with 68% of ENG 060 students compared to 83% of ENG 090 students passing ENG 102 with a C- or better.

DEVELOPMENTAL WRITING OUTCOMES: ENG 102					
ENG 060	# Students	% Students	ENG 090	# Students	% Students
Took ENG 060 in FA15, SP16, or FA16	228	100%	Took ENG 090 in FA17, SP18, or FA18	167	100%
Took ENG 102 by SP17	37	16%	Took ENG 102 by SP19	54	32%
Passed ENG 102 (C-)	25	68%	Passed ENG 102 (C-)	39	83%
Passed ENG 102 (D-)	28	76%	Passed ENG 102 (D-)	39	83%

While these trends are encouraging, thus far they have not translated into a better overall first-year retention rate. The first-year retention rate for students taking ENG 060 in Fall 2016 was 46.2%. For comparison, the Fall 2017 ENG 090 cohort was very similar, with a first-year retention rate of 45.2%.

### Student Success Seminar

At the time of the 2014 Fifth-Year Interim Self-Study, BCC 101 was reported to have a beneficial impact on student retention. Since then, however, enrollment and retention related to the course have declined.

ENROLLMENT DECLINE IN BCC 101						
Cohort	Freshmen (All)		Freshmen (Any Developmental)		Freshmen (Took BCC 101)	
	N	Retention Rate	N	Retention Rate	N	Retention Rate
Fall 2014	429	51.5%	323	47.1%	66	50.0%
Fall 2015	434	56.5%	320	52.2%	80	55.0%
Fall 2016	335	51.0%	245	46.5%	79	44.3%
Fall 2017	377	50.7%	276	48.6%	52	36.5%

Based on the observations of the BCC 101 instructors, the course had become an obstacle for students who were already burdened with developmental math and English and tight schedules, and advisors were reluctant to enforce students taking the class. A decision was made to discontinue the BCC 101 course based on conversations Academic Counselors had with students and a lack of evidence that the course was meeting desired outcomes. The Redesigned Gateway Course model was developed to extend the benefits of the first-year experience more broadly by embedding FYE outcomes into college-level courses. Information on completion and retention of those courses is being gathered.

## Student Services and Co-Curricular Experiences

### DESCRIPTION

The Student Affairs team has worked to reflect a division-wide Mission Statement that is aligned with the College’s Mission Statement and reads, “As a team, we shape an inclusive environment that engages and inspires past, present, and future students to discover their full potential.” To enact that mission, the College offers support services and co-curricular experiences to help its students achieve success.

[New Student Orientation](#) provides an opportunity for all new students to learn about services and activities. During orientation, students participate in hands-on activities, engage with faculty, learn where their classrooms are, and go on an interactive campus tour with Student Ambassadors. The goal is to help the students familiarize themselves with the campus and to introduce them to the skills necessary to be academically successful. Currently, the College offers one opportunity for students to attend a formal orientation program. The event is organized by a committee comprised of campus personnel.

Since 2014, the Academic Advising Center has been charged with providing enhanced academic advising services. As part of the [Strategic Plan](#), the Student Achievement Task Force has focused on developing a proactive advising and mentoring system with dynamic monitoring, academic alerts, and timely interventions leading to improved retention. In Spring 2016, the Academic Advising Center hired three

full-time Academic Counselors with Title III Grant funding. Previously, retired faculty served in this role as part-time advisors. The Academic Counselors revamped the New Student Registration process, streamlining the intake process for new students by providing an orientation to the advising and registration process as well as an introduction to College email and the online student portal. In order to make sure each student feels a sense of personal connection to the College, all students are assigned an Academic Advisor. Every student enrolled in a degree program is assigned to a specific Academic Counselor or faculty advisor. To facilitate better communication between the academic divisions and the Academic Advising Center, an academic program liaison function was assigned to each Academic Counselor.

As part of Strategic Planning, the College has investigated and partially implemented several technology enhancements to improve advising. An [early alert system](#) was created in consultation with English faculty to provide [immediate outreach to students](#) in developmental English courses who were missing classes or struggling with course material. Since Fall 2017, the College has been working to implement Education Advisory Board's ([EAB](#)) [Navigate](#), a student-facing platform, and EAB Campus (which is now also Navigate), a faculty- and staff-facing platform. The EAB platform was intended to provide students with a navigation and communication platform that helped them to map their program, communicate with advisors, faculty, and support staff, and register for courses. EAB was unable to work with the College's student information system so, after a year and a half of unsuccessful implementation, the College decided to drop the student-facing platform. The College has maintained its relationship with EAB for the faculty and staff tool which has been fully adopted by Academic Counselors and other Student Affairs staff. From July 1, 2018 to June 30, 2019, 2,501 appointments were made for 1,160 distinct students, and 80,967 messages were sent via email and text. Faculty adoption has been less successful; however, a pilot group of faculty used the early alert function in conjunction with the Academic Counselors.

The Academic Advising Center is involved in extensive professional development, both for the Academic Counselors and for faculty in their advising role. The Academic Counselors have hosted Brown Bag Lunches covering a variety of topics including Appreciative Advising, Advising At-Risk Students, and Advising Men of Color. The Academic Counselors, as well as several faculty and administrators, have attended the [National Academic Advising Association \(NACADA\)](#) regional conference each year since 2014, as well as NACADA's Assessment Institute in 2018. Academic Counselors also attended the [Diversity, Equity, and Inclusion Conference](#) at the Massachusetts College of Liberal Arts in June 2019. The Academic Counselors have conducted trainings on the EAB Campus to enhance academic advising technology.

The College offers an array of campus activities and leadership opportunities. It currently supports 24 student clubs and organizations that seek to create an environment that provides for the personal integration of educational, recreational, and social experiences. Many clubs focus on academic and career programs, such as the Human Service Club, Criminal Justice Club, and the Student Nurse Organization. Several focus on issues of diversity, inclusion, and social justice, including the Disability Awareness Club, the E3 Club (Education, Empowerment & Encouragement), the Multicultural Student Service Organization (MSSO), and the Queer Student Association (QSA). Other clubs include the Art Club/Art Gallery; the Robotics Club; the Fiber Arts Club; and [Zine](#), the College's literary and art magazine. Students may also propose the creation of any new club or organization at any time by meeting with the Coordinator of Student Activities.

The [Student Government Association \(SGA\)](#) is a program designed to recruit, retain, and relate to prospective and current students. Members are appointed in the fall semester and elected in a formal student-wide election in the spring semester. Members must be currently enrolled students and must maintain a 2.0 GPA or higher throughout their membership. The Student Trustee also attends and participates in the meetings. Administrators are asked to speak at the meetings to discuss particular topics of interest.

The [Student Ambassador Program](#) is a paid leadership opportunity for students who are dedicated to serving and representing the College. Student Ambassadors provide campus tours, serve as representatives of the College, and perform duties at various campus and community events. Student Ambassadors also serve in two areas, Admissions and Student Engagement, where they act as the first point of contact to visitors, both by telephone and in person. They are considered prominent student leaders who apply for the position and are vetted via an application review and interview process with Student Affairs staff members. Each year 2-4 students are selected from the 10-15 applicants.

A growing offering of athletics and fitness activities provide students, faculty, staff, alumni, and the local community opportunities to engage with the College. [Paterson Field House](#) maintains an indoor basketball court and fitness center, as well an outdoor pool, tennis courts, several soccer fields, and a turf field. Every year, equipment in the Fitness Center is updated on a rotating basis. In Fall 2018, the [Gene Dellea Community Turf Field](#) opened. This turf field is used by the College soccer team and Pittsfield Public Schools for football, soccer, and lacrosse.

The College currently has four active [Club Sports teams](#): Basketball, Soccer, Cross Country, and Track. These teams compete against colleges throughout the Northeast as members of national intermural and club associations, including the National Intramural-Recreational Sports Association ([NIRSA](#)), National Club Basketball Association ([NCBBA](#)), and USA Track and Field ([USATF](#)) leagues. Students do not need to be enrolled full time to participate in intramural sports. Students are welcome to play on the team, regardless of their age. In addition to traditional club sports, the College also holds many hikes, snowshoe excursions, pick-up volleyball, indoor soccer, tennis, and intramural weightlifting. All these events are open to students, faculty, and staff.

Along with activities that focus on physical health, the College also addresses mental health programs that pertain to overall wellness. Mental health support is primarily accessed through the College's [Personal Counseling Center](#), which is staffed by a Licensed Mental Health Counselor and follows the guidelines and ethical standards of the [American College Counseling Association](#). The Personal Counselor also provides psycho-educational forums including topics of domestic violence and sexual assault prevention, suicide prevention, and the opioid epidemic. Consultation to faculty and staff involving students' behavioral and emotional needs are also provided. The primary presenting concerns of students are depression, anxiety, and academic concerns, mirroring national statistics.

The College's [Behavioral Assessment Team \(BAT\)](#) serves students by providing assessment and intervention. The College established a team in 2008 and has followed best practices. More recently, in 2018, the Dean of Students received a certification in Foundations of Behavioral Intervention Training from the [National Behavioral Intervention Team Association \(NaBITA\)](#). The BAT core team (Dean of Students, Director of Safety & Security, Personal Counselor, and Director of TRIO) support the diverse psycho-social, behavioral, and emotional needs of students; it meets bi-weekly. Other staff and faculty are consulted as needed in order to provide the best possible service to students.

The [Disability Resource Center \(DRC\)](#) assists the College in meeting the needs of students with disabilities and in complying with mandates of federal and state laws designed to help students with disabilities be successful. The goal of the DRC is to enable students with disabilities to maximize their potential for academic success by coordinating their individual needs with support services and resources available at the College.

The “[Mentoring at BCC](#)” program recruits a cross-section of students from all levels of academic performance at the College with a faculty/staff mentor. The program was created to provide the resources and services students need to be successful to meet the College’s academic standards and to achieve their personal and professional goals. The program coordinator carefully screens all mentors and spends time and attention on matching pairs based upon academic and professional goals, mutual interests, and personality. Mentors receive initial and ongoing training in mentorship best practices. Structured activities, such as mentor/mentee luncheons, as well as regular support and supervision of mentors, are provided. The College’s Osher Lifelong Learning Institute (OLLI) also provides mentorship for students called [Mentoring for Success](#). The program supports the development of ongoing, personal relationships in which OLLI members, who serve as mentors, share knowledge, skills, information, and perspective to encourage the personal and professional growth of highly focused students who have specific plans for a career and/or continuing their education at a four-year college.

In Fall 2015, thanks to the generous support of a private donor, the College opened a food pantry, recently renamed the [Campus Cupboard](#). Additional donations are made by faculty, staff, students, and the community. The Campus Cupboard is open every weekday and is staffed by Work-Study students. It is located in the Student Lounge for easy access by students. To help the College better understand the challenges students face, in 2017 the College administered a [basic needs survey](#). Since the food pantry opened, it has served over 300 students each year, consisting of food from the pantry, gift cards to local grocery stores, hot lunch vouchers, and Thanksgiving baskets.

### **ACADEMIC STUDENT SUPPORT**

The College offers many academically- and socially-focused student support services. [TRIO](#) is one of the College’s most successful transition and support programs. This federally-funded program has been in operation at the College since 2000 and has been funded four times for five years each. The College’s TRIO Program serves 165 first-generation, low-income, and/or disabled students, offering intensive academic advising, close monitoring of academic standing, transfer and career planning, and personal finance counseling. Participants are required to meet or connect with TRIO counselors three times each semester, with more frequent meetings and informal contacts encouraged. The program’s primary focus is on the developmental math, writing, and communication classes needed to meet the College’s graduation requirements, but it also emphasizes skills essential for success in every class, the work environment, and life.

[Tutorial Services](#) provides a variety of academic support services for the student body. All students registered in credit classes at the College are eligible for services which are funded through their tuition and fees. The College employs Peer Tutors, Community Tutors, and Supplemental Instruction (SI) Leaders. In AY 2017-2018, 56 Peer and Community Tutors and five SI Leaders worked with 430 students in one-on-one sessions, small groups, large groups, SI sessions, during Math Drop-in hours, Success Skills Workshops, and walk-in requests. Additionally, in collaboration with faculty, specialty tutoring was coordinated for various courses and programs of study, including Spanish and Early Childhood Education. The Tutoring Center sends automated, weekly notes to faculty who have students



participating in one-on-one tutoring. Faculty provide, as needed, feedback to the tutor and the Tutoring Center Coordinator. All student also have access to Smarthinking, an online tutoring program.

Beginning in Spring 2015, the [Writing Center](#) was developed through funding from an Incubator grant through the Strategic Planning process to create a dedicated space for student writing on campus. The Writing Center is primarily staffed by peer writing consultants, which creates a peer-to-peer collaborative environment and frames the Writing Center as a space of shared community learning. The goal of each session in the Writing Center is to enable students to take ownership of their work and to become stronger writers. Since its inception, students have come in for help with a wide variety of writing concerns such as writing thesis statements, organization, citations, and formatting. Students also often bring writing that is not related to a specific class, such as resumes, college application essays, scholarship essays, or even difficult emails to faculty or employers.

### **EQUAL OPPORTUNITY & DIVERSITY**

The College has a deep commitment to diversity, inclusion, and social justice, and it strives to create a community in which students, staff, faculty, and visitors feel welcomed and valued. Various clubs and organizations provide space for students to find community and social belonging, as well as to expand their horizons. Below are some of the opportunities that have been created to support under-represented student populations.

The [Multicultural Student Services Organization \(MSSO\)](#) provides leadership in creating a welcoming and engaging campus for students from ethnically and culturally diverse backgrounds so that they can thrive and achieve their full potential.

The Men of Color Initiative (MOCI) was launched in Spring 2013. The general objective of the initiative was to build support structures that aid the academic success of male students of color at the College. In Spring 2013, a planning and implementation committee was formed with faculty and staff to advance the work. The program of activities evolved into four areas of focus: 1) college-wide assessment to highlight areas of challenge and opportunities as they relate to the success of male students of color, 2) formal and informal mentoring strategy development, 3) a high school to BCC program (at the exploratory stage), and 4) professional development for staff and faculty.

The Queer Student Association (QSA) is an LGBTQAI+ club at the College that aims to bring people together and create a safe, confidential space for students to talk and share ideas. The QSA educates and informs the College community about LGBTQAI+ issues and topics through marketing and Forums held each semester. The College co-sponsors the [Live Out Loud Community Conference](#) along with Massachusetts College of Liberal Arts and outside agencies in Berkshire County.

The [Student Veterans Alliance \(SVA\)](#) seeks to generate a campus-wide culture that embraces the leadership, discipline, and high standards veterans bring to the campus while translating their military experience to student success. The College has a Veterans Lounge, located in the Student Engagement Center, which serves as a gathering place where student veterans can study, eat lunch, access a computer, or take a break between classes.

The [Women's Center](#) serves as a space to create a place of belonging and source of assistance to enhance the emotional, physical, and financial well-being of its members. Workshops, guest speakers, and events are offered. The E3 (Education, Empowerment & Encouragement) Program began as a grant

program and was developed by a committee of female faculty and staff at the College. The goal of E3 is to create a personal support system specifically designed to encourage its members to stay in school and successfully complete a college degree or certificate program. The Women's Center, aligning with E3, focuses its attention on planning Forums and luncheons throughout the year. For example, in Spring 2019, the luncheon topic was "Cultivating Healthy Relationships."

### **STUDENT FINANCIAL SUPPORT**

The College is committed to providing students with the financial support necessary to obtain a certificate or degree. In AY 2017-2018, [1,685 students received some form of financial aid](#), with 936 students receiving the Pell Grant. The College offers aid for tuition and fees, books, and living expenses. The Director of Student Financial Services reports to the Dean of Enrollment Management and ensures that policies and procedures are reviewed regularly. The College's Board of Trustees annually reviews financial aid audits, including the [A-133](#). Financial Aid works in concert with the College Foundation to provide emergency support to students.

### **STUDENT SERVICES STAFF AND POLICIES**

The Student Affairs & Enrollment Management (SAEM) Division prepares a [monthly report](#) from each office to track ongoing progress. Each employee, in accordance with College policy, is reviewed based on the language in their contract on an annual or three-year period. In addition to the formal review, supervisors meet with their employees regularly to discuss the strategic goals of the department, the division, and the College as a whole.

Additionally, the division focuses on the continued professional development of employees who work with students. Staff in Student Affairs and Enrollment Management attend onsite development sessions, including a weekly meeting dedicated to cross-training, customer service, and other emerging topics. National speakers have been brought to campus to lead sessions on the first-year experience, college transitions, and promoting a growth mindset. Faculty and staff attend conferences and institutes focused on student development, advising, admissions and registration, behavioral intervention, and a host of other topics. Within SAEM, staff participated in an optional common read focused on promoting inclusion and diversity. The institution has been able to maintain funding for personal tools focused on student services, even as enrollment has declined. This is supported by two critical federal grants: the Title III Strengthening Institutions Grant and the [TRIO Student Support Services Grant](#).

The College's [Catalog](#) contains the Mission and Values Statements, student rights and responsibilities, the student code of conduct with disciplinary policy, due process guidelines, the student grievance procedure, and many more policies and procedures such as, but not limited to, alcohol and drug use, affirmative action, hazing, plagiarism, and criminal record information. Each semester an email is sent to students informing them of the importance of the Catalog, the website address, and where hard copies can be obtained. Changes are updated online.

The Registrar's Office maintains official academic records for past and present students. Student records are maintained in accordance with the [Family Educational Rights and Privacy Act](#) (FERPA, also known as the Buckley Amendment).



## APPRAISAL

The College solicits input on students' perceptions of their needs and experiences by using the SENSE survey and a homegrown survey on [Student Satisfaction with Student Services](#). The Enrollment Management Committee, represented by constituents from across the campus, annually reviews this survey data along with enrollment data and other quantitative and qualitative information. An area where this has proven to be very useful and instructive is in planning the new One Stop, as many of the area's students identified in the Student Services Survey are being addressed with this initiative.

Assessment of New Student Orientation is an ongoing process. While the number of students participating in the event fell from 244 in Fall 2017 to 122 in Fall 2018, satisfaction with the event increased, based on a [satisfaction survey](#) completed by the participants after the event. Notably, in Fall 2017, following the redesign of new student orientation, the student participation rate rose from 53% to 65%. A reason for decline is the lower number of incoming freshmen as well as lack of online orientation. Also, New Student Orientation is not mandatory. The College has not surveyed students who did not attend to find out why they did not attend.

In Fall 2015, a subcommittee of the Strategic Planning's Student Achievement Task Force investigated several early alert advising systems, including Starfish and Mapworks. In Spring 2016, the College invested in a partnership with the Educational Advisory Board (EAB). This partnership included consulting focused on the enrollment process that helped the College to reconsider its organizational structure to optimize the student experience. EAB also provided advice, including a [secret shopping](#) exercise that further illustrated how fragmented and confusing the process could be for students.

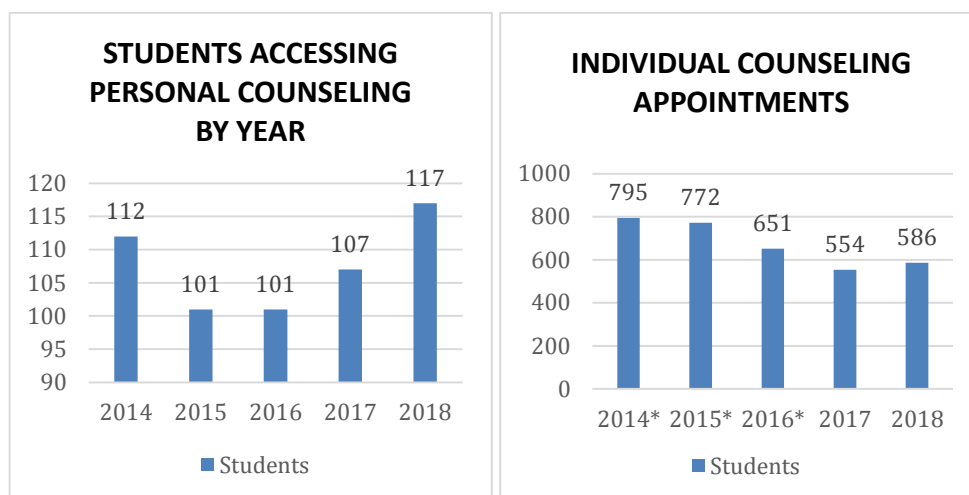
Advising Appointment numbers:

- AY 2016-2017: 2,108 appointments
- AY 2017-2018: 4,339 appointments
- According to 2017 [SENSE Survey](#), the College's students were more likely to know about and use academic advising/planning services than the 2014 SENSE cohort.
- The EAB Navigate platform has been used effectively by Student Services staff. Through Spring 2019 over 1,200 appointments have been logged through Navigate for over 700 discrete students. Student Affairs staff have sent over 80,000 communications, both email and text messages, to students through the platform. Faculty use of the platform, however, has been inconsistent and more training on the system would be beneficial.

The [Student Government Association's](#) (SGA) biggest challenge is membership. Although a robust recruitment campaign exists, it is difficult for students to commit the time necessary to be an active member. Particularly challenging during Spring 2019 was the course schedule change. Prior to the schedule change, meetings were held at 12:15 PM on Tuesdays. With the new schedule, meeting times are now 2 PM on Tuesdays. This late in the day, many students have to leave campus for other commitments.

In an effort to help the staff at Paterson keep track of members, a new software program called Glofox was adopted. This software is specifically designed for fitness centers. Glofox is able to track attendance and membership renewal for community members. Membership check-ins at Paterson Field House totaled 18,815, though this figure does not include special events or rentals.

Student satisfaction with Personal Counseling services is assessed by the progress achieved based on their individual counseling goals.



*\*Had Master's Level clinical interns these years, which may have contributed to increases, also enrollment was higher overall.*

From 2015 to 2018, there was a 16% increase in outreach attendance. Each year different programming is explored to provide awareness and acceptance, depending on relevant trends.

Enrollment of students with disabilities has remained fairly stable over the past five years. During this same time, however, enrollment at the College has steadily declined, resulting in students with disabilities making up a larger percentage of the total enrollment. Five years ago, students with disabilities made up 11% of the College enrollment, the national average; today, they represent 15%. In the Commonwealth, students with disabilities in the public school system make up 17% of the total enrollment. The most striking data regarding enrollment of students with disabilities at the College is the twenty-year enrollment comparison. From Fall 1997 to Fall 2017, students with disabilities seeking support services through the [DRC has increased by 228%](#). During this same period, the overall enrollment at the College has declined 21%.

Given the inherent struggles of being a student while holding a job and/or raising a family, all students and staff who could use a little help making ends meet are invited to visit the [Campus Cupboard](#). Approximately 10% of students experienced some form of homelessness, 49% were housing insecure, and 37% had low or very low food security based on the [Basic Needs Security Assessment Survey](#). The College has reached out to other institutions and groups to understand best practices. When the pantry was launched, there was little promotion of the pantry; beginning in Fall 2019, the College will emphasize its marketing to students.

### ACADEMIC STUDENT SUPPORT

The TRIO program is able to achieve its level of success due to its highly individualized approach to working with students. Because the program has a low advisor-to-student ratio of 1:55, its advisors are able to give students more attention than is practical for the average academic advisor. Moreover, TRIO is intentional in creating a space for social belonging and community, which promotes a culture of students supporting students.

The program’s [recent statistics](#) shows success by TRIO students:

- 79% persisted from Fall 2017-Fall 2018.
- 96% were in good academic standing during AY 2017-2018.
- 51% who entered the college in 2014 graduated with an Associate Degree or a certificate.
- 20% of those who entered in 2014 graduated and transferred to a 4-year institution.

Retention rates for students accessing the College’s Tutorial Services has remained higher than the College’s overall retention rates. From [Fall 2017 to Fall 2018](#), students who participated in six or more tutoring session had over a 65% retention rates. According to qualitative data, collected through 149 survey responses from students, students indicate a high level of satisfaction with Tutorial Services, with 65% rating tutors’ effectiveness as excellent and 33% rating it as good.

Student usage of the Writing Center has remained relatively consistent, reflecting the College’s changes in enrollment. The [Writing Center Improvement Survey](#) is used to provide general feedback for improvement and to inform the practices of individual writing consultants. However, this survey was distributed inconsistently and other means of soliciting feedback are currently under discussion.

### EQUAL OPPORTUNITY & DIVERSITY

In May 2019, in collaboration with Williams College and Massachusetts College of Liberal Arts, the College hosted a one day workshop on campus called “Understanding and Engaging Under-Resourced College Students.” This event was funded by the Title III Grant, Williams College, and the Berkshire Bridges Working Cities initiative. [Sixty people participated in the workshop](#), thirty-four of whom were from Berkshire Community College. While the College has a number of programs and initiatives to support underrepresented student populations, a key mission for the College, there has been little to no appraisal done to measure the effectiveness of these programs.

### STUDENT FINANCIAL SUPPORT

In 2014, the College experienced the highest loan default rate among community colleges in the Commonwealth. As a result, the College underwent an “award packaging process” overhaul in June 2015 designed to mitigate student indebtedness.

To improve the process, a change was made to eliminate the “Faculty Initiated Withdrawal” option. Any course withdrawal is now initiated by the student rather than the faculty member. Students must get permission from both the instructor and academic advisor or counselor before withdrawing. This change caused an increase in the number of students withdrawing at the 60% mark as well as a decrease in overall borrowings.

	2014-2015		2015-2016		2016-2017		2017-2018	
Program	Borrowers	Loans	Borrowers	Loans	Borrowers	Loans	Borrowers	Loans
Subsidized Federal Direct Loan	662	\$2,176,927	528	\$1,734,925	457	\$1,454,647	411	\$1,240,342
Unsubsidized Federal Direct Loan	458	\$1,738,812	397	\$1,413,037	382	\$1,288,631	342	\$1,188,411
Unduplicated Totals	724	\$3,915,739	592	\$3,147,962	532	\$2,743,278	469	\$2,428,753

While the data available show no direct positive impact on the College's student loan default so far, it is important to note that DOE's calculations of the College's current 3-year Cohort Default Rate are based upon 2015 borrowers in repayment. However, the borrowing history shows a dramatic shift. When comparing 2017-2018 data to 2014-2015 data (immediately before revamping financial aid award packaging formulas), the number of borrowers has declined by 35% and overall student loan borrowing has declined by 70%.

## PROJECTIONS

- Starting in Fall 2019, Enrollment Services will assess student preparedness in college-level courses.
- During AY 2019-2020, the Enrollment Management Committee will develop and implement plans to attract and graduate more students from underserved populations, close achievement gaps, and boost college completion rates.
- During AY 2019-2020, the Orientation Committee will develop learning objectives and an assessment plan for orientation. By Fall 2020, Student Affairs will pilot and assess an online orientation program.
- During AY 2019-2020, the "Campus Cupboard" Committee will develop ongoing plans to address basic needs including housing and food security.
- By Fall 2022, Student Engagement will have developed and implemented assessment plans for co-curricular opportunities.
- By Fall 2022, the Student Affairs Diversity & Inclusion Council will have developed and implemented assessment plans to measure the impact of programs and initiatives designed to support students from underrepresented populations.

<b>Standard 5: Students</b>					
<b>(Admissions, Fall Term)</b>					
Complete this form for each distinct student body identified by the institution (see Standard 5.1)					
Credit Seeking Students Only - Including Continuing Education					
	<b>3 Years Prior (FY 2016)</b>	<b>2 Years Prior (FY 2017)</b>	<b>1 Year Prior (FY 2018)</b>	<b>Current Year (FY 2019)</b>	<b>Goal (specify year) (FY 2020)</b>
<b>Freshmen - Undergraduate</b>					
Completed Applications	763	750	707	537	525
Applications Accepted	761	743	704	534	525
Applicants Enrolled	499	394	412	301	300
% Accepted of Applied	99.7%	99.1%	99.6%	99.4%	100.0%
% Enrolled of Accepted	65.6%	53.0%	58.5%	56.4%	57.1%
Percent Change Year over Year					
Completed Applications	na	-1.7%	-5.7%	-24.0%	-2.2%
Applications Accepted	na	-2.4%	-5.2%	-24.1%	-1.7%
Applicants Enrolled	na	-21.0%	4.6%	-26.9%	-0.3%
Average of statistical indicator of aptitude of enrollees: (define below)					
	n/a	n/a	n/a	n/a	n/a
<b>Transfers - Undergraduate</b>					
Completed Applications	152	186	156	192	200
Applications Accepted	152	181	155	189	190
Applications Enrolled	98	126	106	156	150
% Accepted of Applied	100.0%	97.3%	99.4%	98.4%	95.0%
% Enrolled of Accepted	64.5%	69.6%	68.4%	82.5%	78.9%
<b>Master's Degree</b>					
Completed Applications	0	0	0	0	0
Applications Accepted	0	0	0	0	0
Applications Enrolled	0	0	0	0	0
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-
<b>First Professional Degree</b>					
Completed Applications	0	0	0	0	0
Applications Accepted	0	0	0	0	0
Applications Enrolled	0	0	0	0	0
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-
<b>Doctoral Degree</b>					
Completed Applications	0	0	0	0	0
Applications Accepted	0	0	0	0	0
Applications Enrolled	0	0	0	0	0
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-
Please enter any explanatory notes in the box below					

<b>Standard 5: Students</b>					
<b>(Admissions, Fall Term - Pell Eligible)</b>					
Complete this form for each distinct student body identified by the institution (see Standard 5.1)					
Credit Seeking Students Only - Including Continuing Education					
	<b>3 Years Prior (FY 2016)</b>	<b>2 Years Prior (FY 2017)</b>	<b>1 Year Prior (FY 2018)</b>	<b>Current Year (FY 2019)</b>	<b>Goal (specify year) (FY 2020)</b>
<b>Freshmen - Undergraduate</b>					
Completed Applications	357	292	311	201	250
Applications Accepted	356	290	310	200	249
Applicants Enrolled	285	206	251	161	199
% Accepted of Applied	99.7%	99.3%	99.7%	99.5%	99.6%
% Enrolled of Accepted	80.1%	71.0%	81.0%	80.5%	79.9%
Percent Change Year over Year					
Completed Applications	na	-18.2%	6.5%	-35.4%	24.4%
Applications Accepted	na	-18.5%	6.9%	-35.5%	24.5%
Applicants Enrolled	na	-27.7%	21.8%	-35.9%	23.6%
Average of statistical indicator of aptitude of enrollees: (define below)					
	n/a	n/a	n/a	n/a	n/a
<b>Transfers - Undergraduate</b>					
Completed Applications	42	67	45	43	40
Applications Accepted	42	65	45	43	40
Applications Enrolled	37	51	41	40	32
% Accepted of Applied	100.0%	97.0%	100.0%	100.0%	100.0%
% Enrolled of Accepted	88.1%	78.5%	91.1%	93.0%	80.0%
<b>Master's Degree</b>					
Completed Applications	0	0	0	0	0
Applications Accepted	0	0	0	0	0
Applications Enrolled	0	0	0	0	0
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-
<b>First Professional Degree</b>					
Completed Applications	0	0	0	0	0
Applications Accepted	0	0	0	0	0
Applications Enrolled	0	0	0	0	0
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-
<b>Doctoral Degree</b>					
Completed Applications	0	0	0	0	0
Applications Accepted	0	0	0	0	0
Applications Enrolled	0	0	0	0	0
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-
Please enter any explanatory notes in the box below					

<b>Standard 5: Students</b>					
<b>(Admissions, Fall Term - Female)</b>					
Complete this form for each distinct student body identified by the institution (see Standard 5.1)					
Credit Seeking Students Only - Including Continuing Education					
	<b>3 Years Prior (FY 2016)</b>	<b>2 Years Prior (FY 2017)</b>	<b>1 Year Prior (FY 2018)</b>	<b>Current Year (FY 2019)</b>	<b>Goal (specify year) (FY 2020)</b>
<b>Freshmen - Undergraduate</b>					
Completed Applications	427	405	400	316	375
Applications Accepted	425	401	398	314	370
Applicants Enrolled	268	200	231	171	205
% Accepted of Applied	99.5%	99.0%	99.5%	99.4%	98.7%
% Enrolled of Accepted	63.1%	49.9%	58.0%	54.5%	55.4%
Percent Change Year over Year					
Completed Applications	na	-5.2%	-1.2%	-21.0%	18.7%
Applications Accepted	na	-5.6%	-0.7%	-21.1%	17.8%
Applicants Enrolled	na	-25.4%	15.5%	-26.0%	19.9%
Average of statistical indicator of aptitude of enrollees: (define below)					
	n/a	n/a	n/a	n/a	n/a
<b>Transfers - Undergraduate</b>					
Completed Applications	96	130	107	129	120
Applications Accepted	96	129	106	128	120
Applications Enrolled	58	90	75	105	85
% Accepted of Applied	100.0%	99.2%	99.1%	99.2%	100.0%
% Enrolled of Accepted	60.4%	69.8%	70.8%	82.0%	70.8%
<b>Master's Degree</b>					
Completed Applications	0	0	0	0	0
Applications Accepted	0	0	0	0	0
Applications Enrolled	0	0	0	0	0
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-
<b>First Professional Degree</b>					
Completed Applications	0	0	0	0	0
Applications Accepted	0	0	0	0	0
Applications Enrolled	0	0	0	0	0
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-
<b>Doctoral Degree</b>					
Completed Applications	0	0	0	0	0
Applications Accepted	0	0	0	0	0
Applications Enrolled	0	0	0	0	0
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-
Please enter any explanatory notes in the box below					



<b>Standard 5: Students</b>					
<b>(Admissions, Fall Term - First Generation)</b>					
Complete this form for each distinct student body identified by the institution (see Standard 5.1)					
Credit Seeking Students Only - Including Continuing Education					
	<b>3 Years Prior (FY 2016)</b>	<b>2 Years Prior (FY 2017)</b>	<b>1 Year Prior (FY 2018)</b>	<b>Current Year (FY 2019)</b>	<b>Goal (specify year) (FY 2020)</b>
<b>Freshmen - Undergraduate</b>					
Completed Applications	309	278	247	191	235
Applications Accepted	309	276	246	190	234
Applicants Enrolled	249	208	188	144	176
% Accepted of Applied	100.0%	99.3%	99.6%	99.5%	99.7%
% Enrolled of Accepted	80.6%	75.4%	76.4%	75.8%	75.0%
Percent Change Year over Year					
Completed Applications	na	-10.0%	-11.2%	-22.7%	22.9%
Applications Accepted	na	-10.7%	-10.9%	-22.8%	23.2%
Applicants Enrolled	na	-16.5%	-9.6%	-23.4%	21.9%
Average of statistical indicator of aptitude of enrollees: (define below)	n/a	n/a	n/a	n/a	n/a
<b>Transfers - Undergraduate</b>					
Completed Applications	24	22	35	29	32
Applications Accepted	24	22	35	29	32
Applications Enrolled	20	17	30	27	27
% Accepted of Applied	100.0%	100.0%	100.0%	100.0%	100.0%
% Enrolled of Accepted	83.3%	77.3%	85.7%	93.1%	84.4%
<b>Master's Degree</b>					
Completed Applications	0	0	0	0	0
Applications Accepted	0	0	0	0	0
Applications Enrolled	0	0	0	0	0
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-
<b>First Professional Degree</b>					
Completed Applications	0	0	0	0	0
Applications Accepted	0	0	0	0	0
Applications Enrolled	0	0	0	0	0
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-
<b>Doctoral Degree</b>					
Completed Applications	0	0	0	0	0
Applications Accepted	0	0	0	0	0
Applications Enrolled	0	0	0	0	0
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-
Please enter any explanatory notes in the box below					

<b>Standard 5: Students</b>					
<b>(Admissions, Fall Term - Hispanic/Latino)</b>					
Complete this form for each distinct student body identified by the institution (see Standard 5.1)					
Credit Seeking Students Only - Including Continuing Education					
	<b>3 Years Prior (FY 2016)</b>	<b>2 Years Prior (FY 2017)</b>	<b>1 Year Prior (FY 2018)</b>	<b>Current Year (FY 2019)</b>	<b>Goal (specify year) (FY 2020)</b>
<b>Freshmen - Undergraduate</b>					
Completed Applications	66	61	66	32	65
Applications Accepted	66	61	65	32	65
Applicants Enrolled	39	28	33	27	30
% Accepted of Applied	100.0%	100.0%	98.5%	100.0%	100.0%
% Enrolled of Accepted	59.1%	45.9%	50.8%	84.4%	46.2%
Percent Change Year over Year					
Completed Applications	na	-7.6%	8.2%	-51.5%	103.1%
Applications Accepted	na	-7.6%	6.6%	-50.8%	103.1%
Applicants Enrolled	na	-28.2%	17.9%	-18.2%	11.1%
Average of statistical indicator of aptitude of enrollees: (define below)					
	n/a	n/a	n/a	n/a	n/a
<b>Transfers - Undergraduate</b>					
Completed Applications	8	9	9	11	10
Applications Accepted	8	9	9	11	10
Applications Enrolled	5	5	9	10	10
% Accepted of Applied	100.0%	100.0%	100.0%	100.0%	100.0%
% Enrolled of Accepted	62.5%	55.6%	100.0%	90.9%	100.0%
<b>Master's Degree</b>					
Completed Applications	0	0	0	0	0
Applications Accepted	0	0	0	0	0
Applications Enrolled	0	0	0	0	0
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-
<b>First Professional Degree</b>					
Completed Applications	0	0	0	0	0
Applications Accepted	0	0	0	0	0
Applications Enrolled	0	0	0	0	0
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-
<b>Doctoral Degree</b>					
Completed Applications	0	0	0	0	0
Applications Accepted	0	0	0	0	0
Applications Enrolled	0	0	0	0	0
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-
Please enter any explanatory notes in the box below					

<b>Standard 5: Students</b>					
<b>(Admissions, Fall Term - Black/African American)</b>					
Complete this form for each distinct student body identified by the institution (see Standard 5.1)					
Credit Seeking Students Only - Including Continuing Education					
	<b>3 Years Prior (FY 2016)</b>	<b>2 Years Prior (FY 2017)</b>	<b>1 Year Prior (FY 2018)</b>	<b>Current Year (FY 2019)</b>	<b>Goal (specify year) (FY 2020)</b>
<b>Freshmen - Undergraduate</b>					
Completed Applications	66	64	55	51	52
Applications Accepted	66	62	53	50	52
Applicants Enrolled	39	32	33	32	34
% Accepted of Applied	100.0%	96.9%	96.4%	98.0%	99.5%
% Enrolled of Accepted	59.1%	51.6%	62.3%	64.0%	65.0%
Percent Change Year over Year					
Completed Applications	na	-3.0%	-14.1%	-7.3%	2.5%
Applications Accepted	na	-6.1%	-14.5%	-5.7%	4.0%
Applicants Enrolled	na	-17.9%	3.1%	-3.0%	5.6%
Average of statistical indicator of aptitude of enrollees: (define below)					
	n/a	n/a	n/a	n/a	n/a
<b>Transfers - Undergraduate</b>					
Completed Applications	14	22	18	29	27
Applications Accepted	14	19	18	28	27
Applications Enrolled	8	8	9	18	16
% Accepted of Applied	100.0%	86.4%	100.0%	96.6%	100.0%
% Enrolled of Accepted	57.1%	42.1%	50.0%	64.3%	58.0%
<b>Master's Degree</b>					
Completed Applications	0	0	0	0	0
Applications Accepted	0	0	0	0	0
Applications Enrolled	0	0	0	0	0
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-
<b>First Professional Degree</b>					
Completed Applications	0	0	0	0	0
Applications Accepted	0	0	0	0	0
Applications Enrolled	0	0	0	0	0
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-
<b>Doctoral Degree</b>					
Completed Applications	0	0	0	0	0
Applications Accepted	0	0	0	0	0
Applications Enrolled	0	0	0	0	0
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-
Please enter any explanatory notes in the box below					

<b>Standard 5: Students</b>						
<b>(Enrollment, Fall Term)</b>						
Complete this form for each distinct student body identified by the institution (see Standard 5.1)						
Credit-Seeking Students Only - Including Continuing Education						
		<b>3 Years Prior</b>	<b>2 Years Prior</b>	<b>1 Year Prior</b>	<b>Current Year</b>	<b>Goal (specify year)</b>
		<b>(FY 2016)</b>	<b>(FY 2017)</b>	<b>(FY 2018)</b>	<b>(FY 2019)</b>	<b>(FY 2020)</b>
<b>UNDERGRADUATE</b>						
First Year	Full-Time Headcount	269	185	221	159	150
	Part-Time Headcount	165	153	159	112	100
	Total Headcount	434	338	380	271	250
	Total FTE	321	238	267	200	200
Second Year	Full-Time Headcount	441	432	400	376	375
	Part-Time Headcount	906	896	805	768	750
	Total Headcount	1,347	1,328	1,205	1,144	1,125
	Total FTE	814	803	725	696	675
Third Year	Full-Time Headcount	0	0	0	0	0
	Part-Time Headcount	0	0	0	0	0
	Total Headcount	0	0	0	0	0
	Total FTE	0	0	0	0	0
Fourth Year	Full-Time Headcount	0	0	0	0	0
	Part-Time Headcount	0	0	0	0	0
	Total Headcount	0	0	0	0	0
	Total FTE	0	0	0	0	0
Unclassified	Full-Time Headcount	11	12	3	4	1
	Part-Time Headcount	319	281	259	269	275
	Total Headcount	330	293	262	273	276
	Total FTE	100	86	65	72	75
<b>Total Undergraduate Students</b>						
	Full-Time Headcount	721	629	624	539	526
	Part-Time Headcount	1,390	1,330	1,223	1,149	1,125
	Total Headcount	2,111	1,959	1,847	1,688	1,651
	Total FTE	1,235	1,127	1,057	968	950
	% Change FTE Undergraduate	na	-8.7%	-6.2%	-8.4%	-1.9%
<b>GRADUATE</b>						
	Full-Time Headcount	0	0	0	0	0
	Part-Time Headcount	0	0	0	0	0
	Total Headcount	0	0	0	0	0
	Total FTE	0	0	0	0	0
	% Change FTE Graduate	na	-	-	-	-
<b>GRAND TOTAL</b>						
	Grand Total Headcount	2,111	1,959	1,847	1,688	1,651
	Grand Total FTE	1,235	1,127	1,057	968	950
	% Change Grand Total FTE	na	-8.7%	-6.2%	-8.4%	-1.9%
Please enter any explanatory notes in the box below						
First-Year = Degree-seeking first-time Freshman      Second-Year = All other degree-seeking Unclassified = Not degree-seeking						

<b>Standard 5: Students</b>						
<b>(Enrollment, Fall Term - Pell Eligible)</b>						
Complete this form for each distinct student body identified by the institution (see Standard 5.1)						
Credit-Seeking Students Only - Including Continuing Education						
		3 Years Prior (FY 2016)	2 Years Prior (FY 2017)	1 Year Prior (FY 2018)	Current Year (FY 2019)	Goal (specify year) (FY 2020)
<b>UNDERGRADUATE</b>						
First Year	Full-Time Headcount	154	102	145	90	138
	Part-Time Headcount	99	78	92	63	87
	Total Headcount	253	180	237	153	225
	Total FTE	185	128	169	112	159
Second Year	Full-Time Headcount	296	269	252	236	239
	Part-Time Headcount	592	565	499	448	474
	Total Headcount	888	834	751	684	713
	Total FTE	544	504	455	422	432
Third Year	Full-Time Headcount	0	0	0	0	0
	Part-Time Headcount	0	0	0	0	0
	Total Headcount	0	0	0	0	0
	Total FTE	0	0	0	0	0
Fourth Year	Full-Time Headcount	0	0	0	0	0
	Part-Time Headcount	0	0	0	0	0
	Total Headcount	0	0	0	0	0
	Total FTE	0	0	0	0	0
Unclassified	Full-Time Headcount	0	0	0	0	0
	Part-Time Headcount	0	0	0	0	0
	Total Headcount	0	0	0	0	0
	Total FTE	0	0	0	0	0
Total Undergraduate Students						
	Full-Time Headcount	450	371	397	326	377
	Part-Time Headcount	691	643	591	511	561
	Total Headcount	1,141	1,014	988	837	939
	Total FTE	729	632	624	534	591
	% Change FTE Undergraduate	na	-13.3%	-1.3%	-14.4%	10.7%
<b>GRADUATE</b>						
	Full-Time Headcount	0	0	0	0	0
	Part-Time Headcount	0	0	0	0	0
	Total Headcount	0	0	0	0	0
	Total FTE	0	0	0	0	0
	% Change FTE Graduate	na	-	-	-	-
<b>GRAND TOTAL</b>						
	Grand Total Headcount	1,141	1,014	988	837	939
	Grand Total FTE	729	632	624	534	591
	% Change Grand Total FTE	na	-13.3%	-1.3%	-14.4%	10.7%
Please enter any explanatory notes in the box below						
First-Year = Degree-seeking first-time Freshman      Second-Year = All other degree-seeking Unclassified = Not degree-seeking						

<b>Standard 5: Students</b>						
<b>(Enrollment, Fall Term - Female)</b>						
Complete this form for each distinct student body identified by the institution (see Standard 5.1)						
Credit-Seeking Students Only - Including Continuing Education						
		3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Goal (specify year)
		(FY 2016)	(FY 2017)	(FY 2018)	(FY 2019)	(FY 2020)
<b>UNDERGRADUATE</b>						
First Year	Full-Time Headcount	131	92	118	85	112
	Part-Time Headcount	93	79	95	69	90
	Total Headcount	224	171	213	154	202
	Total FTE	162	118	145	109	138
Second Year	Full-Time Headcount	241	226	223	230	212
	Part-Time Headcount	588	610	547	532	520
	Total Headcount	829	836	770	762	732
	Total FTE	488	484	446	450	424
Third Year	Full-Time Headcount	0	0	0	0	0
	Part-Time Headcount	0	0	0	0	0
	Total Headcount	0	0	0	0	0
	Total FTE	0	0	0	0	0
Fourth Year	Full-Time Headcount	0	0	0	0	0
	Part-Time Headcount	0	0	0	0	0
	Total Headcount	0	0	0	0	0
	Total FTE	0	0	0	0	0
Unclassified	Full-Time Headcount	7	9	1	2	1
	Part-Time Headcount	216	194	159	167	151
	Total Headcount	223	203	160	169	152
	Total FTE	67	60	38	45	36
<b>Total Undergraduate Students</b>						
	Full-Time Headcount	379	327	342	317	325
	Part-Time Headcount	897	883	801	768	761
	Total Headcount	1,276	1,210	1,143	1,085	1,086
	Total FTE	717	662	629	604	598
	% Change FTE Undergraduate	na	-7.7%	-5.0%	-4.0%	-1.1%
<b>GRADUATE</b>						
	Full-Time Headcount	0	0	0	0	0
	Part-Time Headcount	0	0	0	0	0
	Total Headcount	0	0	0	0	0
	Total FTE	0	0	0	0	0
	% Change FTE Graduate	na	-	-	-	-
<b>GRAND TOTAL</b>						
	Grand Total Headcount	1,276	1,210	1,143	1,085	1,086
	Grand Total FTE	717	662	629	604	598
	% Change Grand Total FTE	na	-7.7%	-5.0%	-4.0%	-1.1%
Please enter any explanatory notes in the box below						
First-Year = Degree-seeking first-time Freshman      Second-Year = All other degree-seeking Unclassified = Not degree-seeking						

<b>Standard 5: Students</b>						
<b>(Enrollment, Fall Term - First Generation)</b>						
Complete this form for each distinct student body identified by the institution (see Standard 5.1)						
Credit-Seeking Students Only - Including Continuing Education						
		3 Years Prior (FY 2016)	2 Years Prior (FY 2017)	1 Year Prior (FY 2018)	Current Year (FY 2019)	Goal (specify year) (FY 2020)
<b>UNDERGRADUATE</b>						
First Year	Full-Time Headcount	117	94	85	64	81
	Part-Time Headcount	97	87	88	61	84
	Total Headcount	214	181	173	125	164
	Total FTE	150	126	113	87	107
Second Year	Full-Time Headcount	210	190	208	162	198
	Part-Time Headcount	472	470	420	381	399
	Total Headcount	682	660	628	543	597
	Total FTE	405	388	376	315	357
Third Year	Full-Time Headcount	0	0	0	0	0
	Part-Time Headcount	0	0	0	0	0
	Total Headcount	0	0	0	0	0
	Total FTE	0	0	0	0	0
Fourth Year	Full-Time Headcount	0	0	0	0	0
	Part-Time Headcount	0	0	0	0	0
	Total Headcount	0	0	0	0	0
	Total FTE	0	0	0	0	0
Unclassified	Full-Time Headcount	2	2	1	1	1
	Part-Time Headcount	65	51	53	39	50
	Total Headcount	67	53	54	40	51
	Total FTE	22	16	13	11	12
Total Undergraduate Students						
	Full-Time Headcount	329	286	294	227	279
	Part-Time Headcount	634	608	561	481	533
	Total Headcount	963	894	855	708	812
	Total FTE	577	530	502	413	477
	% Change FTE Undergraduate	na	-8.1%	-5.3%	-17.7%	15.5%
<b>GRADUATE</b>						
	Full-Time Headcount	0	0	0	0	0
	Part-Time Headcount	0	0	0	0	0
	Total Headcount	0	0	0	0	0
	Total FTE	0	0	0	0	0
	% Change FTE Graduate	na	-	-	-	-
<b>GRAND TOTAL</b>						
	Grand Total Headcount	963	894	855	708	812
	Grand Total FTE	577	530	502	413	477
	% Change Grand Total FTE	na	-8.1%	-5.3%	-17.7%	15.5%
Please enter any explanatory notes in the box below						
First-Year = Degree-seeking first-time Freshman      Second-Year = All other degree-seeking Unclassified = Not degree-seeking						

<b>Standard 5: Students</b>						
<b>(Enrollment, Fall Term - Hispanic/Latino)</b>						
Complete this form for each distinct student body identified by the institution (see Standard 5.1)						
Credit-Seeking Students Only - Including Continuing Education						
		<b>3 Years Prior</b>	<b>2 Years Prior</b>	<b>1 Year Prior</b>	<b>Current Year</b>	<b>Goal (specify year)</b>
		<b>(FY 2016)</b>	<b>(FY 2017)</b>	<b>(FY 2018)</b>	<b>(FY 2019)</b>	<b>(FY 2020)</b>
<b>UNDERGRADUATE</b>						
First Year	Full-Time Headcount	21	9	17	18	16
	Part-Time Headcount	13	17	15	9	14
	Total Headcount	34	26	32	27	30
	Total FTE	24	16	22	21	21
Second Year	Full-Time Headcount	40	42	37	25	35
	Part-Time Headcount	55	84	70	78	67
	Total Headcount	95	126	107	103	102
	Total FTE	59	76	66	58	63
Third Year	Full-Time Headcount	0	0	0	0	0
	Part-Time Headcount	0	0	0	0	0
	Total Headcount	0	0	0	0	0
	Total FTE	0	0	0	0	0
Fourth Year	Full-Time Headcount	0	0	0	0	0
	Part-Time Headcount	0	0	0	0	0
	Total Headcount	0	0	0	0	0
	Total FTE	0	0	0	0	0
Unclassified	Full-Time Headcount	1	1	0	1	1
	Part-Time Headcount	20	17	15	12	14
	Total Headcount	21	18	15	13	15
	Total FTE	8	6	4	4	4
<b>Total Undergraduate Students</b>						
	Full-Time Headcount	62	52	54	44	52
	Part-Time Headcount	88	118	100	99	95
	Total Headcount	150	170	154	143	147
	Total FTE	91	98	92	83	88
	% Change FTE Undergraduate	na	7.7%	-6.1%	-9.8%	5.5%
<b>GRADUATE</b>						
	Full-Time Headcount	0	0	0	0	0
	Part-Time Headcount	0	0	0	0	0
	Total Headcount	0	0	0	0	0
	Total FTE	0	0	0	0	0
	% Change FTE Graduate	na	-	-	-	-
<b>GRAND TOTAL</b>						
	Grand Total Headcount	150	170	154	143	147
	Grand Total FTE	91	98	92	83	88
	% Change Grand Total FTE	na	7.7%	-6.1%	-9.8%	5.5%
Please enter any explanatory notes in the box below						
First-Year = Degree-seeking first-time Freshman      Second-Year = All other degree-seeking Unclassified = Not degree-seeking						



<b>Standard 5: Students</b>						
<b>(Enrollment, Fall Term - Black/African American)</b>						
Complete this form for each distinct student body identified by the institution (see Standard 5.1)						
Credit-Seeking Students Only - Including Continuing Education						
		<b>3 Years Prior</b>	<b>2 Years Prior</b>	<b>1 Year Prior</b>	<b>Current Year</b>	<b>Goal (specify year)</b>
		<b>(FY 2016)</b>	<b>(FY 2017)</b>	<b>(FY 2018)</b>	<b>(FY 2019)</b>	<b>(FY 2020)</b>
<b>UNDERGRADUATE</b>						
First Year	Full-Time Headcount	17	11	16	9	15
	Part-Time Headcount	17	13	16	18	15
	Total Headcount	34	24	32	27	30
	Total FTE	23	15	21	17	20
Second Year	Full-Time Headcount	24	27	29	33	28
	Part-Time Headcount	76	72	64	61	61
	Total Headcount	100	99	93	94	88
	Total FTE	59	59	56	57	53
Third Year	Full-Time Headcount	0	0	0	0	0
	Part-Time Headcount	0	0	0	0	0
	Total Headcount	0	0	0	0	0
	Total FTE	0	0	0	0	0
Fourth Year	Full-Time Headcount	0	0	0	0	0
	Part-Time Headcount	0	0	0	0	0
	Total Headcount	0	0	0	0	0
	Total FTE	0	0	0	0	0
Unclassified	Full-Time Headcount	1	0	0	0	
	Part-Time Headcount	13	11	8	14	
	Total Headcount	14	11	8	14	0
	Total FTE	5	3	2	3	
<b>Total Undergraduate Students</b>						
	Full-Time Headcount	42	38	45	42	43
	Part-Time Headcount	106	96	88	93	76
	Total Headcount	148	134	133	135	119
	Total FTE	87	77	79	77	73
	% Change FTE Undergraduate	na	-11.5%	2.6%	-2.5%	-5.0%
<b>GRADUATE</b>						
	Full-Time Headcount	0	0	0	0	0
	Part-Time Headcount	0	0	0	0	0
	Total Headcount	0	0	0	0	0
	Total FTE	0	0	0	0	0
	% Change FTE Graduate	na	-	-	-	-
<b>GRAND TOTAL</b>						
	Grand Total Headcount	148	134	133	135	119
	Grand Total FTE	87	77	79	77	73
	% Change Grand Total FTE	na	-11.5%	2.6%	-2.5%	-5.0%
Please enter any explanatory notes in the box below						
First-Year = Degree-seeking first-time Freshman      Second-Year = All other degree-seeking Unclassified = Not degree-seeking						

Standard 5: Students					
(Financial Aid, Debt, Developmental Courses)					
Complete this form for each distinct student body identified by the institution (see Standard 5.1)					
Where does the institution describe the students it seeks to serve?					
<a href="http://www.berkshirecc.edu/about-bcc/index.php">http://www.berkshirecc.edu/about-bcc/index.php</a>					
	FY 2014/16	FY 2015/17	FY 2016/18		
Three-year Cohort Default Rate	19%	18	12		
Three-year Loan repayment rate (from College Scorecard)	43%	43%	n/a		
	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Goal (specify year)
	(FY 2016)	(FY 2017)	(FY 2018)	(FY 2019)	(FY 2020)
<b>Student Financial Aid</b>					
Total Federal Aid	\$6,793	\$5,922	\$5,858	\$5,188	\$5,200
Grants	\$3,545	\$3,089	\$3,229	\$2,862	\$2,875
Loans	\$3,165	\$2,750	\$2,546	\$2,174	\$2,175
Work Study	\$93	\$83	\$83	\$83	\$83
Total State Aid	\$1,069	\$839	\$1,019	\$1,270	\$1,275
Total Institutional Aid	\$463	\$492	\$372	\$549	\$550
Grants	\$369	\$402	\$303	\$474	\$475
Loans	\$0	\$0	\$0	\$0	\$0
Total Private Aid	\$218	\$187	\$290	\$231	\$225
Grants	\$186	\$148	\$269	\$231	\$225
Loans	\$32	\$39	\$21	\$35	\$25
<b>Student Debt</b>					
Percent of students graduating with debt (include all students who graduated in this calculation)					
Undergraduates	53%	46%	47%	47%	47%
Graduates	na	na	na	na	na
First professional students	na	na	na	na	na
For students with debt:					
Average amount of debt for students leaving the institution with a degree					
Undergraduates	\$7	\$7	\$7	\$7	\$7
Graduates	na	na	na	na	na
First professional students	na	na	na	na	na
Average amount of debt for students leaving the institution without a degree					
Undergraduates	\$5	\$6	\$6	na	\$6
Graduate Students	na	na	na	na	na
First professional students	na	na	na	na	na
<b>Percent of First-year students in Developmental Courses (courses for which no credit toward a degree is granted)</b>					
English as a Second/Other Language	0%	0%	0%	0%	0%
English (reading, writing, communication skills)	26%	28%	25%	24%	25%
Math	47%	36%	30%	26%	25%
Other					
Please enter any explanatory notes in the box below					
Information for FY2016/18 is not yet available from College Scorecard.					

Standard 5: Students					
(Financial Aid, Debt, Developmental Courses - Pell Eligible)					
Complete this form for each distinct student body identified by the institution (see Standard 5.1)					
Where does the institution describe the students it seeks to serve?					
<a href="http://www.berkshirecc.edu/about-bcc/index.php">http://www.berkshirecc.edu/about-bcc/index.php</a>					
	(FY 2014/16)	(FY 2015/17)	(FY 2016/18)		
Three-year Cohort Default Rate	19%	18%	12%		
Three-year Loan repayment rate (from College Scorecard)	43%	43%	n/a		
	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Goal (specify year)
	(FY 2016)	(FY 2017)	(FY 2018)	(FY 2019)	(FY 2020)
<b>Student Financial Aid</b>					
Total Federal Aid	\$5,655	\$4,878	\$5,029	\$4,137	\$4,218
Grants	\$3,471	\$3,037	\$3,277	\$2,785	\$3,000
Loans	\$2,184	\$1,842	\$1,753	\$1,353	\$1,218
Work Study	*	*	*	*	*
Total State Aid	\$858	\$796	\$848	\$1,014	\$922
Total Institutional Aid	\$223	\$220	\$193	\$197	\$190**
Grants	\$223	\$220	\$193	\$197	\$190
Loans	\$0	\$0	\$0	\$0	
Total Private Aid	\$71	\$92	\$106	\$99	
Grants	\$62	\$77	\$99	\$82	
Loans	\$9	\$14	\$8	\$17	
<b>Student Debt</b>					
Percent of students graduating with debt (include all students who graduated in this calculation)					
Undergraduates	63%	52%	60%	54%	52%
Graduates	na	na	na	na	na
First professional students	na	na	na	na	na
For students with debt:					
Average amount of debt for students leaving the institution with a degree					
Undergraduates	\$10	\$9	\$11	\$9	\$8
Graduates	na	na	na	na	na
First professional students	na	na	na	na	na
Average amount of debt for students leaving the institution without a degree					
Undergraduates	\$12	\$11	\$12	na	\$10
Graduate Students	na	na	na	na	na
First professional students	na	na	na	na	na
<b>Percent of First-year students in Developmental Courses (courses for which no credit toward a degree is granted)</b>					
English as a Second/Other Language	0%	0%	0%	0%	0
English (reading, writing, communication skills)	30%	31%	27%	27%	27%
Math	55%	43%	37%	37%	33%
Other					
Please enter any explanatory notes in the box below					
Information for FY2016/18 is not yet available from College Scorecard.					
*Although we are able to split Work Study money by source in the aggregate, our records do not allow us to split this money at the student level. Work Study money has been removed from all distinct student body calculations.					
** These numbers are being decreased through efforts to reduce students in developmental courses.					

Standard 5: Students					
(Financial Aid, Debt, Developmental Courses - Female)					
Complete this form for each distinct student body identified by the institution (see Standard 5.1)					
Where does the institution describe the students it seeks to serve?					
<a href="http://www.berkshirecc.edu/about-bcc/index.php">http://www.berkshirecc.edu/about-bcc/index.php</a>					
	(FY 2014/16)	(FY 2015/17)	(FY 2016/18)		
Three-year Cohort Default Rate	19%	18%	12%		
Three-year Loan repayment rate (from College Scorecard)	43%	43%	n/a		
	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Goal (specify year)
	(FY 2016)	(FY 2017)	(FY 2018)	(FY 2019)	(FY 2020)
<b>Student Financial Aid</b>					
Total Federal Aid	\$4,128	\$3,651	\$3,971	\$3,492	\$3,259
Grants	\$2,176	\$1,914	\$2,184	\$1,921	\$1,822
Loans	\$1,953	\$1,737	\$1,787	\$1,570	\$1,437
Work Study	*	*	*	*	
Total State Aid	\$611	\$575	\$625	\$771	
Total Institutional Aid	\$246	\$301	\$257	\$337	\$342
Grants	\$246	\$301	\$257	\$337	\$342
Loans	\$0	\$0	\$0	\$0	
Total Private Aid	\$122	\$172	\$162	\$166	\$193
Grants	\$110	\$141	\$155	\$136	\$171
Loans	\$12	\$31	\$7	\$30	\$22
<b>Student Debt</b>					
Percent of students graduating with debt (include all students who graduated in this calculation)					
Undergraduates	55%	48%	56%	50%	48%
Graduates	na	na	na	na	na
First professional students	na	na	na	na	na
For students with debt:					
Average amount of debt for students leaving the institution with a degree					
Undergraduates	\$9	\$9	\$10	\$8	\$7
Graduates	na	na	na	na	na
First professional students	na	na	na	na	na
Average amount of debt for students leaving the institution without a degree					
Undergraduates	\$11	\$11	\$11	na	\$9
Graduate Students	na	na	na	na	na
First professional students	na	na	na	na	na
<b>Percent of First-year students in Developmental Courses (courses for which no credit toward a degree is granted)</b>					
English as a Second/Other Language	0%	0%	0%	0%	0
English (reading, writing, communication skills)	26%	24%	24%	27%	24%
Math	47%	35%	33%	29%	25%
Other					
Please enter any explanatory notes in the box below					
Information for FY2016/18 is not yet available from College Scorecard. *Although we are able to split Work Study money by source in the aggregate, our records do not allow us to split this money at the student level. Work Study money has been removed from all distinct student body calculations.					

Standard 5: Students					
(Financial Aid, Debt, Developmental Courses - First Generation)					
Complete this form for each distinct student body identified by the institution (see Standard 5.1)					
Where does the institution describe the students it seeks to serve?					
<a href="http://www.berkshirecc.edu/about-bcc/index.php">http://www.berkshirecc.edu/about-bcc/index.php</a>					
	FY 2014/16	FY 2015/17	FY 2016/18		
Three-year Cohort Default Rate	19%	18%	12%		
Three-year Loan repayment rate (from College Scorecard)	43%	43%	n/a		
	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Goal (specify year)
	(FY 2016)	(FY 2017)	(FY 2018)	(FY 2019)	(FY 2020)
<b>Student Financial Aid</b>					
Total Federal Aid	\$3,809	\$3,371	\$3,420	\$2,725	\$2,428
Grants	\$2,113	\$1,823	\$1,970	\$1,582	\$1,392
Loans	\$1,697	\$1,548	\$1,451	\$1,143	\$1,036
Work Study	*	*	*	*	*
Total State Aid	\$534	\$470	\$513	\$575	\$575
Total Institutional Aid	\$164	\$164	\$174	\$189	\$193
Grants	\$164	\$164	\$174	\$189	\$193
Loans	\$0	\$0	\$0	\$0	\$0
Total Private Aid	\$84	\$115	\$120	\$115	\$103
Grants	\$75	\$104	\$120	\$111	\$117
Loans	\$9	\$11	\$0	\$4	\$2
<b>Student Debt</b>					
Percent of students graduating with debt (include all students who graduated in this calculation)					
Undergraduates	51%	46%	50%	47%	45%
Graduates	na	na	na	na	na
First professional students	na	na	na	na	na
For students with debt:					
Average amount of debt for students leaving the institution with a degree					
Undergraduates	\$8	\$8	\$8	\$7	\$6
Graduates	na	na	na	na	na
First professional students	na	na	na	na	na
Average amount of debt for students leaving the institution without a degree					
Undergraduates	\$12	\$12	\$12	na	\$10
Graduate Students	na	na	na	na	na
First professional students	na	na	na	na	na
<b>Percent of First-year students in Developmental Courses (courses for which no credit toward a degree is granted)</b>					
English as a Second/Other Language	0%	0%	0%	0%	0%
English (reading, writing, communication skills)	36%	32%	33%	30%	30%
Math	58%	41%	41%	36%	32%
Other					
Please enter any explanatory notes in the box below					
Information for FY2016/18 is not yet available from College Scorecard. *Although we are able to split Work Study money by source in the aggregate, our records do not allow us to split this money at the student level. Work Study money has been removed from all distinct student body calculations.					

Standard 5: Students					
(Financial Aid, Debt, Developmental Courses - Hispanic/Latino)					
Complete this form for each distinct student body identified by the institution (see Standard 5.1)					
Where does the institution describe the students it seeks to serve?					
<a href="http://www.berkshirecc.edu/about-bcc/index.php">http://www.berkshirecc.edu/about-bcc/index.php</a>					
	FY 2014/16	FY 2015/17	FY 2016/18		
<b>Three-year Cohort Default Rate</b>	19%	18%	12%		
<b>Three-year Loan repayment rate</b> (from College Scorecard)	43%	43%	n/a		
	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Goal (specify year)
	(FY 2016)	(FY 2017)	(FY 2018)	(FY 2019)	(FY 2020)
<b>Student Financial Aid</b>					
Total Federal Aid	\$461	\$472	\$481	\$470	\$501
Grants	\$313	\$327	\$320	\$274	\$302
Loans	\$148	\$145	\$161	\$196	\$199
Work Study	*	*	*	*	*
Total State Aid	\$100	\$83	\$88	\$92	\$96
Total Institutional Aid	\$25	\$23	\$32	\$53	\$58
Grants	\$25	\$23	\$32	\$53	\$58
Loans	\$0	\$0	\$0	\$0	\$0
Total Private Aid	\$8	\$20	\$30	\$45	\$49
Grants	\$6	\$20	\$30	\$45	\$49
Loans	\$2	\$0	\$0	\$0	\$0
<b>Student Debt</b>					
Percent of students graduating with debt (include all students who graduated in this calculation)					
Undergraduates	57%	33%	29%	54%	48%
Graduates	na	na	na	na	na
First professional students	na	na	na	na	na
For students with debt:					
Average amount of debt for students leaving the institution with a degree					
Undergraduates	\$9	\$6	\$4	\$7	\$6
Graduates	na	na	na	na	na
First professional students	na	na	na	na	na
Average amount of debt for students leaving the institution without a degree					
Undergraduates	\$12	\$13	\$8	na	\$9
Graduate Students	na	na	na	na	na
First professional students	na	na	na	na	na
<b>Percent of First-year students in Developmental Courses (courses for which no credit toward a degree is granted)</b>					
English as a Second/Other Language	0%	0%	0%	0%	0
English (reading, writing, communication skills)	41%	42%	37%	26%	26%
Math	59%	38%	17%	52%	38%
Other					
Please enter any explanatory notes in the box below					
Information for FY2016/18 is not yet available from College Scorecard.					
*Although we are able to split Work Study money by source in the aggregate, our records do not allow us to split this money at the student level. Work Study money has been removed from all distinct student body calculations.					

Standard 5: Students					
(Financial Aid, Debt, Developmental Courses - Black/African American)					
Complete this form for each distinct student body identified by the institution (see Standard 5.1)					
Where does the institution describe the students it seeks to serve?					
<a href="http://www.berkshirecc.edu/about-bcc/index.php">http://www.berkshirecc.edu/about-bcc/index.php</a>					
	(FY 2014/16)	(FY 2015/17)	(FY 2016/18)		
Three-year Cohort Default Rate	19%	18%	12%		
Three-year Loan repayment rate (from College Scorecard)	43%	43%	n/a		
	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Goal (specify year)
	(FY 2016)	(FY 2017)	(FY 2018)	(FY 2019)	(FY 2020)
<b>Student Financial Aid</b>					
Total Federal Aid	\$576	\$517	\$633	\$500	\$515
Grants	\$320	\$265	\$339	\$287	\$294
Loans	\$26	\$252	\$294	\$213	\$221
Work Study	*	*	*	*	*
Total State Aid	\$63	\$62	\$74	\$116	\$114
Total Institutional Aid	\$26	\$36	\$26	\$37	\$39
Grants	\$26	\$36	\$26	\$37	\$39
Loans	\$0	\$0	\$0	\$0	\$0
Total Private Aid	\$10	\$19	\$23	\$17	\$21
Grants	\$9	\$19	\$23	\$14	\$19
Loans	\$1	\$0	\$0	\$3	\$2
<b>Student Debt</b>					
Percent of students graduating with debt (include all students who graduated in this calculation)					
Undergraduates	53%	46%	92%	55%	51%
Graduates	na	na	na	na	na
First professional students	na	na	na	na	na
For students with debt:					
Average amount of debt for students leaving the institution with a degree					
Undergraduates	\$11	\$5	\$18	\$7	\$11
Graduates	na	na	na	na	na
First professional students	na	na	na	na	na
Average amount of debt for students leaving the institution without a degree					
Undergraduates	\$14	\$12	\$13	na	\$12
Graduate Students	na	na	na	na	na
First professional students	na	na	na	na	na
<b>Percent of First-year students in Developmental Courses (courses for which no credit toward a degree is granted)</b>					
English as a Second/Other Language	0%	0%	0%	0%	0%
English (reading, writing, communication skills)	50%	46%	45%	52%	45%
Math	59%	46%	48%	33%	33%
Other					
Please enter any explanatory notes in the box below					
Information for FY2016/18 is not yet available from College Scorecard. *Although we are able to split Work Study money by source in the aggregate, our records do not allow us to split this money at the student level. Work Study money has been removed from all distinct student body calculations.					



<b>Standard 5: Students</b>					
<b>(Student Diversity)</b>					
<b>Complete this form for each distinct student body identified by the institution (see Standard 5.1)</b>					
For each type of diversity important to your institution (e.g., gender, race/ethnicity, first generation status, Pell eligibility), provide information on student admissions and enrollment below. Use current year data.					
<b>Undergraduate Admissions information</b>	<b>Completed Applications</b>	<b>Applicants Accepted</b>	<b>Applicants Enrolled</b>		
<b>Category of Students (e.g., male/female); add more rows as needed</b>					
Pell Eligible	494	493	414		
Female	906	902	509		
First Generation	547	544	371		
Hispanic/Latino	113	113	59		
Black or African American	130	127	71		
<b>Undergraduate Enrollment information</b>	<b>Full-time Students</b>	<b>Part-time Students</b>	<b>Total Headcount</b>	<b>FTE</b>	<b>Headcount Goal (FY20)</b>
<b>Category of Students (e.g., male/female); add more rows as needed</b>					
Pell Eligible	343	451	794	517.00	958
Female	340	811	1,151	631.00	1,238
First Generation	297	559	856	506.00	974
Hispanic/Latino	53	103	156	92.00	163
Black or African American	43	90	133	78.00	154
			0		
			0		
Please enter any explanatory notes in the box below					
FY18, Graduate categories removed					

## Standard Six: Teaching, Learning, and Scholarship

### Faculty and Academic Staff

#### DESCRIPTION

At Berkshire Community College, teaching, learning, and scholarship are housed in Academic Affairs. In FY 19, this includes 54 full-time faculty, with 30 at the rank of professor, 16 at the rank of associate professor, and eight at the rank of assistant professor, along with 85 adjunct faculty. Academic staff include two full-time librarians, a full-time Coordinator of Academic Computing, and a full-time Academic Coordinator of Learning Resources. Academic Affairs is composed of five academic divisions, each headed by an Academic Dean: Humanities, Behavioral & Social Sciences, Business and Outreach, STEM & Allied Health, Nursing, and Teaching and Learning Innovation. This structure went into effect on July 1, 2019 (Standard Three).

Responsibilities, salaries, workload, tenure processes, and criteria for evaluation of faculty and professional staff at the College are largely determined by two statewide bargaining agreements. The [Massachusetts Community College Council/Massachusetts Teachers Association \(MCCC\) Day Contract](#) applies to full-time faculty and professional staff and the MCCC Division of Continuing Education ([DCE Contract](#)) applies to adjunct faculty. Additionally, for guidelines related to online and hybrid courses, the College adheres to the [MCCC Distance Education Agreement from September 1998](#) and [Memorandum of Agreement on Distance Education Evaluations from March 2001](#). Certain clinical and professional programs that adhere to external accreditation and regulatory standards, such as the ADN program (MABORN and ACEN) and the PTA program (CAPTE), also follow the guidelines for staffing, workload, evaluation, and professional development dictated by these external bodies.

#### Hiring and Onboarding

Berkshire Community College is an affirmative action/equal opportunity institution and does not discriminate on the basis of race, creed, religion, color, gender, gender identity, sexual orientation, age, disability, genetic information, maternity leave, military service, and national origin in its education programs or employment. The College continually assesses faculty and professional staff hiring needs through analyzing student enrollment data, program reviews, and input from Academic Deans, Department Chairs and Program Advisors. The Office of Human Resources coordinates the hiring process for all full-time positions at the College, and the Vice President of Academic Affairs (VPAA) and President must approve requests made by the Academic Deans. Position postings are written in consultation with academic departments, Academic Deans, and the VPAA, to reflect the College's commitment to recruiting diverse faculty and staff. Minimum and preferred qualifications are vetted through faculty and Human Resources and listed in position postings to guarantee the recruitment and employment of highly qualified faculty and staff.

Once postings have been approved by the VPAA and Human Resources, vacancies are distributed via College email, posted on the College website, in local, regional, and national newspapers and publications, and listed in professional journals. Search committees for faculty and academic staff are appointed by the VPAA or an Academic Dean and include professional and support staff, as well as faculty. All search committees are required to meet with Human Resources (or HR designee) for an overview of the process, discussion of ethics, and adherence to the [Massachusetts Board of Higher Education Policy on Affirmative Action, Equal Opportunity & Diversity](#). Search committees review

application materials, select candidates to interview based on standardized criteria, conduct interviews that include a teaching demonstration, and recommend candidates for final interviews with the VPAA. The search process for adjunct faculty is overseen by the Academic Deans, in consultation with Department Chairs and Program Advisors.

Faculty salary is determined by New Hire Table 1 and professional staff salary is determined by New Hire Table 2 in the MCCC Day contract. Salary increases are specified according to Article XXI of the MCCC agreement. Adjunct faculty salaries are determined according to step as defined by Article XIV of the DCE Agreement. Once hired, new faculty and professional staff are given an orientation facilitated by the Human Resources Office, so they understand their rights and responsibilities as employees of the College. As Massachusetts state employees, all faculty and professional staff are required to adhere to the [State Ethics Commission's rules and regulations](#), including mandatory ethics training. This training is required of all employees every two years.

In addition to the orientation provided to new full-time faculty and professional staff by the Human Resources Office, new faculty now participate in a semester-long onboarding program facilitated by Academic Affairs, which provides an overview of Academic Technology and the Learning Management System, Safety and Security, Advising, Disability Resources and Universal Design for Learning, and other topics related to community college teaching and learning. Adjunct faculty orientation is conducted by Academic Deans and Division Assistants. Beginning in Spring 2019 an [Adjunct Faculty Fellow](#) provides support for adjunct faculty onboarding.

### **Workload and Evaluation**

Full-time faculty workload is determined by the MCCC Day Contract Article XII, which outlines both instructional and non-instructional duties. Instructional duties include teaching in traditional and non-traditional modes, instructional preparation, and assessment of student performance. Faculty teach a minimum of 29 and a maximum of 35 hours per week as per the contract. In AY 2018-2019, the average class size at the College was 10.1 students and 59% of courses were taught by full-time faculty (Data First Forms).

The Academic Deans oversee faculty workload, including both instructional and non-instructional responsibilities. In Fall 2018, 75% of faculty were given reassigned time ranging from 2-9 credit hours.

Full-time faculty advise and assist students, hold office hours, participate in professional development activities, and carry out College service as part of their non-instructional responsibilities. Per the MCCC Day Contract, faculty advise a maximum of 19 students (Standard Five). Faculty participation in College service ensures that faculty have a substantial role in institutional policy and initiatives. Examples include serving on Strategic Planning Committees, the College Senate, Green Team, Education Affairs Committee, search committees for faculty and staff, and departmental and All-College Meetings.

The MCCC DCE agreement defines adjunct faculty workload in Article XIII and adjunct faculty appointment in Article X. Adjunct faculty, while not required to complete College service, are invited to participate in departmental and All-College Meetings, and often serve on College-wide committees. Whenever possible, stipends are provided to encourage adjunct faculty inclusion in College initiatives. The College maintains a list of adjunct faculty length of service and the Academic Deans offer course assignments to adjunct faculty based on this record of teaching experience at the College.

The Academic Deans or a designee evaluate both full-time and adjunct faculty members in accordance with the guidelines provided by the MCCC Day and DCE agreements, respectively. In addition to instructional evaluations, the Academic Deans review a course materials checklist, college service form (full-time faculty only), and student evaluations. Student evaluations of courses are administered and considered in accordance with Article XIII of the MCCC Day agreement for full-time faculty and Article XI of the DCE agreement for adjunct faculty. As of Fall 2017, the College uses [EvaluationKIT](#), an online evaluation platform, to conduct student evaluations in fully-online courses.

Position responsibilities for professional staff, which also include College service, are outlined in the annual MCCC Day contract E-7 position description. Academic staff are evaluated annually (and every three years for tenured faculty) by supervisors based on data that indicates satisfactory performance of responsibilities, and E-7 forms are similarly evaluated annually to ensure that staff duties and work objectives are in line with the changing needs of the College.

The College's structure is designed to promote the sharing of data and information across divisions to inform policy, share best practices, and continually improve the student experience. Leadership teams from Student Affairs, Academic Affairs, and Administration & Finance meet regularly to share information and make decisions on college-wide issues. In Academic Affairs, the VPAA meets regularly with Department Chairs, Program Advisors, and professional staff to share information and coordinate efforts around important College initiatives. In addition, Academic Deans meet regularly to keep each other informed about Division business that may affect other areas.

#### **Academic Freedom and Professional Development**

Academic Freedom is fundamental to the work of the College's faculty and academic staff and is protected under Article VII of the MCCC Day agreement and Article VI of the MCCC DCE agreement. In the past ten years, the Human Resources Office has no record of grievances filed for violation of academic freedom. In all courses, including those with aligned outcomes such as BIO 101 or ENG 101, faculty choose their own teaching procedures and course materials. Academic Freedom is a priority, as are consistent and verifiable learning experiences for students. Deans oversee all courses taught by full-time, adjunct, and concurrent enrollment (high school) faculty. As they review a [checklist](#) each semester, they attend to required elements which include course descriptions that align with the published catalog, teaching procedures, student grading criteria, and tentative test and assignment schedules. In doing so, the Dean can verify consistent learning experiences for all students regardless of location of instruction, mode of instruction, class of instructor, time of day, or number of meetings.

Per Article XII of the MCCC Day agreement, faculty attend Professional Development Days during the academic year. Additionally, the College provides funding for individual and departmental professional development, including an annual \$5,000 per academic division for faculty travel, conferences, and workshop attendance. The College also supports professional development for non-instructional academic staff.

Sabbaticals for full-time faculty and academic staff are another form of professional development funded by the College. The application and approval process for sabbatical is outlined in Article IX of the MCCC Day agreement and, in the past ten years, the College has funded [fifteen sabbatical projects](#). Scholarship is also supported through faculty-driven initiatives such as the Works in Progress group. Further opportunities for professional development have been offered through the Center for Teaching and Learning as described below.

## APPRAISAL

### Hiring and Onboarding New Faculty

In recent years, the College has increased its efforts to improve faculty diversity. Though our student racial diversity continues to increase, full-time faculty racial diversity remains below 5% (Data First Form 6.5). In Spring 2018, the President stopped seven tenure-track faculty searches when it was recognized that the applicant pools lacked diversity. In efforts to increase the diversity of the pool for the next year's search, the College posted openings earlier in the year, held to an accelerated interview timeline, posted openings in a wider variety of publications to target diverse candidates, and [revised the College description in the postings to highlight the growing diversity](#) of the College and the County (Standard Seven). Previously, regional candidates interviewed on campus while more distant candidates had their initial interaction via Skype. Recognizing this inequity, the College now requires all initial screenings be the same, via Skype. The AY 2018-2019 searches adhered to these new processes, and while the pools were more diverse, they have not yet resulted in a more diverse faculty.

The College has remained committed to hiring full-time faculty members despite declining enrollment. While increasing the diversity of faculty and staff through revised recruitment and hiring processes must remain an institutional priority, the College also recognizes the need to support and retain newly hired faculty through a more robust and systematic onboarding process. Beginning in Fall 2019, all new faculty will be given reassigned time to participate in a year-long onboarding process that includes seminars on best practices for community college teaching and learning, as well as peer mentoring. This onboarding process will be continually assessed across several data points, including new faculty feelings of satisfaction, belonging, and engagement with the institution.

### Workload and Evaluation

As a result of analyses conducted through this self-study that revealed concerns about uneven distribution of reassigned time, the VPAA instituted the creation of a reassignment committee. This committee, composed of six faculty and two Academic Deans, is revisiting the process by which reassigned time is distributed and evaluated. The reassignment committee is charged with recommending a more transparent and consistent process of reassignment.

As described above, the College moved to EvaluationKIT, a fully-online platform to conduct student evaluations in online courses. This change resulted in a dramatic rise in the student online course evaluation response rate, which went from an average of 5% to an average of 44%. EvaluationKIT is available to all faculty for formative assessment beyond contractual student course evaluations, and in Fall 2019 the Academic Technology Advisory Committee will recommend a plan for increasing use of this platform by the faculty. Although the College complies with all aspects of the MCCC Day and DCE agreements regarding faculty evaluation, these evaluations often provide limited information to faculty about the effectiveness of their teaching practice.

Because 41% of courses in AY 2018-2019 were taught by adjunct faculty, increasing adjunct faculty engagement in College initiatives and events is another important area of attention for the College. The creation of the Adjunct Faculty Fellow position, in line with the Engaged Learning work of the [Strategic Plan](#), is in direct response to requests by adjunct faculty for more extensive orientation and support. The first Adjunct Faculty Fellow was hired in Spring 2019 and is currently working to develop an adjunct faculty needs assessment and plan for a systematic evaluation of the adjunct faculty experience. However, the College understands that this single strategy is not enough to support all adjunct faculty.

### **Professional Development**

In addition to grant-funded professional development for faculty and academic staff, the College provides \$15,000 annually for individual and departmental faculty professional development. Each year the College sends at least two faculty or staff to participate in the New England Leadership Development Institute, facilitated by the Chair Academy. The College also funds stipends for adjunct faculty to attend two Adjunct Faculty Professional Development Events each academic year. Over the past four years the College has invested over \$17,000 in stipends to support adjunct faculty professional development.

While all faculty who receive College professional development funds have been asked to share their learning with colleagues, this sharing has been inconsistent and efforts have not been centrally coordinated. In some instances, faculty create public presentations based upon their professional learning experiences. Sabbaticals are routinely shared with the Board of Trustees. The College recognizes the power of such work and will put processes in place to ensure the dissemination of knowledge gained through these College-supported experiences. Additionally, the College recognizes the need to systematically assess the impact of all professional learning experiences.

The newly created positions of [Dean of Teaching and Learning Innovation](#) and [Faculty Lead](#) for the Center for Teaching and Learning Innovation will be responsible for creating a professional development plan in line with institutional priorities that includes an explicit assessment plan for all professional development work.

## Teaching and Learning

### **DESCRIPTION**

Teaching and learning at the College is informed by evidence-based practices, as well as local, state, and national trends. Faculty and academic staff collaborate with other two- and four-year institutions through statewide initiatives such as the MassTransfer Pathways, alignment with regional high schools, and participation in the [Advancing a Massachusetts Culture of Assessment \(AMCOA\)](#) group. When making decisions and planning for change, the College continually references national research provided by organizations such as the Association of American Colleges & Universities (AAC&U), League for Innovation in the Community College, EAB, EDUCAUSE, Community College Research Center, and others. In addition, faculty rely on professional organizations tied to their disciplines.

Internally, the Program Review process is one of the most important means of aligning and assessing academic programs (Standard Four). All new courses and academic programs must be approved by the Educational Affairs Committee (Standard Three) to ensure compliance with College and statewide academic standards. Further alignment of standards and expectations happens through articulation agreements with four-year institutions and community needs assessments. Examples include articulation agreements in Education with Massachusetts College of Liberal Arts and Elms College and RN to BSN agreements with Elms College and the University of Massachusetts Amherst Nursing programs. In these cases, faculty from both institutions communicate regularly to ensure student mobility proceeds smoothly.

Faculty are involved in assessing educational effectiveness at every level, from course to program to institutional outcomes. The College's Core Competencies are one system through which the institution ensures that degree-seeking students have an integrated, consistent general education experience. Assessment around the Core Competencies is further discussed in Standard Eight. Faculty and academic

staff are integral to the continual assessment and refinement of these shared academic outcomes, as well as the assessment of course-level student learning outcomes.

Faculty utilize a wide range of instructional techniques and delivery systems to provide an engaged, multimodal experience for students. Courses are offered in face-to-face, hybrid, and fully-online modalities, in both traditional 16-week semesters and accelerated (5-week or 7-week) formats. Decisions to increase adoption of these alternate formats were driven by the needs of specific student populations. For example, early childhood educators are working with children during the day, thus accelerated, hybrid evening courses were developed. Similarly, the College's large geographic service area lends itself to more online options for students for whom transportation is a barrier.

As part of the 2015-2017 renovations of the two primary classroom buildings on campus (Standard Seven), the College invested in two active learning classrooms, which allow students to work in pods of 4-6 people, with access to their own computer and interactive projector. These redesigned spaces allow for increased student engagement and provide more flexibility for faculty to utilize a variety of instructional methods.

To facilitate support for effective teaching, the Center for Teaching and Learning has provided in-house training, professional development, and support to full-time and adjunct faculty. Opportunities facilitated by the Center include training on Moodle and best practices in online and hybrid course design, Course Refresh Days meant to help faculty connect with support staff as they prepare courses for the new semester, informal brown bag lunches for faculty and academic staff to discuss teaching and advising strategies, and assessment workshops focusing on assignment design and writing student learning outcomes. In April 2018, the College hosted the statewide Teaching, Learning and Student Development conference around the theme of "Shifting Paradigms: Re-Imagining Student Success." Over 350 faculty and academic staff from the 15 Massachusetts Community Colleges attended this event with 48 participating from the College's own faculty.

The Center also helped to facilitate collegial learning between two-year and four-year faculty by partnering with nearby Massachusetts College of Liberal Arts (MCLA) for a monthly Teaching First Workshop and Lunch. These workshops, alternately hosted by the College and MCLA, bring faculty from the two colleges together to discuss teaching, learning, and technology. Over the past three years, 95 unique faculty members from MCLA and the College have attended a Teaching First session and 100% of respondents would recommend the series to a colleague.

In addition to in-house professional development opportunities, the College provides funding for faculty to participate in regional and national meetings and trainings. Recent examples include:

- A Chemistry faculty member attended an extensive national training in Process Oriented Guided Inquiry Learning (POGIL) and subsequently redesigned all Chemistry courses to utilize an active, team-based learning approach.
- Allied Health faculty participated in a training on using and integrating the Anatomage Table into their Anatomy and Physiology and PTA courses and subsequently redesigned course content to allow more time for student experiential learning using this tool.
- English faculty members attended the 2017 Association of Writers and Writing Programs national conference and subsequently expanded the English department's creative writing offerings to include dedicated courses on fiction and creative non-fiction.
- Thirty-one faculty from across disciplines participated in an extensive training on using new Epson Interactive projectors for increased student engagement in the classroom.



Several recent grants have also offered substantial funding for faculty professional development:

- Conference and workshop attendance, as well as online and hybrid course development support for STEM, Manufacturing, and Allied Health faculty, funded by the U.S. Department of Labor Guided Pathways to Success (GPSTEM) Grant and Massachusetts Community College and Workforce Development Transformation Agenda (MCCWDTA) Grant.
- A 2017, \$125,000 Performance Incentive Fund (PIF) Grant for corequisite English redesign, which provided stipends for faculty to align course content and learning outcomes and brought a national expert to campus for an extended workshop with English faculty.
- From 2012-2017, the College received close to \$300,000 for PIF activities designed to meet the goals of the Department of Higher Education's Vision Project, including development and pilot of Jumpstart Math Refresher workshops, professional development workshops related to civic engagement, funding for Core Competency assessment, and integration of the Mastery Model into developmental math courses.
- The Title III: The Completion Framework Grant has funded professional development activities for faculty around advising strategies and First Year Experience (FYE) best practices, as well as providing stipends and instructional design support for gateway course redesign projects.

In recognition of the crucial role that faculty and academic staff development plays in student success, the Center for Teaching and Learning transitioned to the Division of Teaching and Learning Innovation on July 1, 2019 with corresponding budgetary support. This new division will be led by a faculty member and a Dean who will work with the College's academic community to design, implement, and assess professional growth opportunities in teaching and learning.

Academic Advising is carried out by a system of faculty and Academic Counselors. As described in Standard Five, in recent years the College has invested significant resources into creating a more student-centered approach to advising. Faculty and Academic Counselors use advising strategies designed to optimize advisor interactions with students with the goal of student retention.

The College provides support for research and scholarly pursuit in a variety of ways. The College has consistently funded faculty sabbatical projects, as described above, which typically focus on disciplinary or teaching-and-learning related research. In Spring 2016, the College developed an Institutional Review Board (IRB) which ensures ethical standards for research involving human subjects. Student research is conducted through the Honors Program and college coursework. Each year, a variety of student researcher are celebrated with the Undergraduate Scholars Conference. This conference, started in 2016 by a faculty member and a staff member from the Institutional Effectiveness Office, had 18 student participants in 2016, 23 in 2017, and 23 in 2018, conducting both presentations and poster sessions to share their research with the College community. In Fall 2018, the VPAA announced an Inclusive Pedagogy Grant for faculty to conduct action research projects designed to study and promote inclusive teaching practice, another example of the many ways the College supports student, staff, and faculty inquiry and innovation.

## **APPRAISAL**

Faculty and academic staff have been involved in many initiatives to adjust, improve, and innovate instruction in response to student and institutional needs. Increased use of Moodle, the College's Learning Management System, has been a consistent college-wide goal over the past ten years. As of Spring 2019, 90% of full-time and 51% of adjunct faculty use Moodle to deliver online, hybrid, and web-



enhanced courses. As demonstrated by the data below, this increase has been steady, and will continue to be an institutional goal.

	Faculty Currently Using LMS for online, hybrid, or web-enhanced delivery (unduplicated)			Total # Faculty			# Faculty Using LMS		% Faculty Using LMS		% of ALL Faculty Using LMS
	Online & Hybrid	Web-Enhanced	Total	FT	ADJ	Total	FT	ADJ	FT	ADJ	
SP2015	30	70	88	56	121	177	43	45	77%	37%	50%
FA2015	34	79	94	56	125	181	46	48	82%	38%	52%
SP2016	32	77	93	54	118	172	44	49	81%	42%	54%
FA2016	35	74	87	53	120	173	38	49	72%	41%	50%
SP2017	33	74	90	53	109	162	41	49	77%	45%	56%
FA2017	33	84	97	56	108	164	48	49	86%	45%	59%
SP2018	36	78	95	54	104	158	43	52	80%	50%	60%
FA2018	31	76	91	54	85	139	45	46	83%	54%	65%
SP2019	42	72	93	52	91	143	47	46	90%	51%	65%

During AY 2018-2019, the College offered 156 online courses. The Academic Deans and department chairs determine online course need, and faculty worked with the Director of the Center for Teaching and Learning to facilitate faculty development of high-quality online and hybrid courses. In 2016, an [online and hybrid course development checklist](#), along with a timeline for development, was created collaboratively by the Academic Technology Advisory Committee, made up of faculty, academic staff, and an academic dean. This process helps ensure systematic examination of online and hybrid course development, in recognition of the time and efforts it takes to produce high-quality online and hybrid course experiences for students.

The Early Childhood Education (ECE) Cohort program, referenced earlier, is another example of innovative instruction and course delivery developed in response to student needs. Many potential ECE students in the region were unable to take classes as-then scheduled because they work in the field during the day; the evening cohort was developed in response. This led to a 44% increase over two years in the number of students enrolled in the Associate in Science in Early Childhood Education Program. In Fall 2016, one year before the first cohort began, there were 35 students enrolled; after the first cohort began in Fall 2017, the number increased to 55 students. Following the start of the second cohort in Fall 2018 the number increased to 62 students. Early assessment of the cohort program shows positive results. The cohort's retention rate of 93% outpaces the College's retention rate. Students [report](#) great satisfaction with the schedule and program content. Prompted by this success, other college programs such as Business and Human Services are exploring ways to replicate the model.

The Gateway Course Redesign Program (Standard Eight) is another rich example of faculty redesigning courses around active, high-impact instructional strategies. This program, jointly coordinated between Academic Affairs and Student Affairs, is also representative of cross-campus collaborative work.

Tightening processes for assessment of initiatives and more consistency around academic policies will ensure continued strengthening of teaching and learning. Widespread adoption of innovative strategies, such as a corequisite approach for developmental courses, growth in online teaching and learning, and a cohort model for ECE students, show the deep commitment faculty and academic staff have for student success and the continual growth of the College.

## **PROJECTIONS**

- Beginning in AY 2019-2020, to continue to focus on diversifying faculty, Human Resources will educate the College community about implicit bias, will provide more intentional search committee training, and will target recruitment efforts of underrepresented groups.
- Beginning in AY 2019-2020, the Dean of the Division of Teaching and Learning Innovation and the Faculty Lead for the Center for Teaching and Learning Innovation will promote increased professional development opportunities for faculty and more intentional sharing of professional learning.
- As a matter of continuous improvement, the Adjunct Faculty Fellow will identify further adjunct faculty support needs and recommend methods for addressing them.
- On an ongoing basis, the VPAA and Academic Deans will increase alternative methods of course delivery to meet student needs.

<b>Standard 6: Teaching, Learning, and Scholarship</b>				
<b>(Faculty by Category and Rank; Academic Staff by Category, Fall Term)</b>				
	<b>3 Years Prior</b>	<b>2 Years Prior</b>	<b>1 Year Prior</b>	<b>Current Year</b>
	<b>(FY 2016)</b>	<b>(FY 2017)</b>	<b>(FY 2018)</b>	<b>(FY 2019)</b>
<b>Number of Faculty by category</b>				
Full-time	56	51	54	54
Part-time	0	0	0	0
Adjunct	108	115	99	85
Clinical	0	0	0	0
Research	0	0	0	0
Visiting	0	0	0	0
Other; specify below:				
Total	164	166	153	139
<b>Percentage of Courses taught by full-time faculty</b>				
	50.17%	52.52%	56.02%	58.85%
<b>Number of Faculty by rank, if applicable</b>				
Professor	32	30	30	30
Associate	8	9	14	16
Assistant	16	12	10	8
Instructor	0	0	0	
Other; specify below:				
Adjunct	108	115	99	85
Total	164	166	153	139
<b>Number of Academic Staff by category</b>				
Librarians	2	2	2	2
Advisors				
Instructional Designers				
Other; specify below:				
Coordinator of Academic Computing	0	0	0	1
Academic Coordinator Learning Resources	1	1	1	1
Total	3	3	3	4
Please enter any explanatory notes in the box below				

Standard 6: Teaching, Learning, and Scholarship (Highest Degrees, Fall Term)					
		3 Years Prior (FY 2016)	2 Years Prior (FY 2017)	1 Year Prior (FY 2018)	Current Year (FY 2019)
<b>Highest Degree Earned: Doctorate</b>					
<b>Faculty</b>	Professor	8	7	4	7
	Associate	0	1	4	5
	Assistant	4	4	1	
	Instructor				
	No rank				
	Other	16	13	12	
	<b>Total</b>	<b>28</b>	<b>25</b>	<b>21</b>	<b>12</b>
<b>Academic Staff</b>	Librarians				
	Advisors				
	Inst. Designers				
	Other; specify*				
<b>Highest Degree Earned: Master's</b>					
<b>Faculty</b>	Professor	24	22	26	22
	Associate	7	5	9	11
	Assistant	10	10	5	4
	Instructor				
	No rank				
	Other	68	59	59	
	<b>Total</b>	<b>109</b>	<b>96</b>	<b>99</b>	<b>37</b>
<b>Academic Staff</b>	Librarians	2	2	2	2
	Advisors	4	4	3	2
	Inst. Designers				
	Other; specify* Academic Coordinator Learning Resources	1	1	1	1
<b>Highest Degree Earned: Bachelor's</b>					
<b>Faculty</b>	Professor	1	1	1	1
	Associate	1			
	Assistant	1	2	3	4
	Instructor				
	No rank				
	Other	24	18	21	
	<b>Total</b>	<b>27</b>	<b>21</b>	<b>25</b>	<b>5</b>
<b>Academic Staff</b>	Librarians				
	Advisors				1
	Inst. Designers				
	Other; specify* Coordinator of Academic Computing				1
<b>Highest Degree Earned: Professional License</b>					
<b>Faculty</b>	Professor				
	Associate				
	Assistant				
	Instructor				
	No rank				
	Other				
	<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Academic Staff</b>	Librarians				
	Advisors				
	Inst. Designers				
	Other; specify*				
* Please insert additional rows as needed					

Standard 6: Teaching, Learning, and Scholarship									
(Appointments, Tenure, Departures, Retirements, Teaching Load Full Academic Year)									
		3 Years Prior		2 Years Prior		1 Year Prior		Current Year	
		(FY 2016)		(FY 2017)		(FY 2018)		(FY 2019)	
		FT	PT	FT	PT	FT	PT	FT	PT
<b>Number of Faculty Appointed</b>									
Professor									
Associate									
Assistant		2		2		5		2	0
Instructor									
No rank									
Other									
Total		2	0	2	0	5	0	2	0
<b>Number of Faculty in Tenured Positions</b>									
Professor		31		31		31		30	
Associate						1		2	
Assistant									
Instructor									
No rank									
Other									
Total		31	0	31	0	32	0	32	0
<b>Number of Faculty Departing</b>									
Professor								1	
Associate				1		2		1	
Assistant				3				1	
Instructor									
No rank									
Other									
Total		0	0	4	0	2	0	3	0
<b>Number of Faculty Retiring</b>									
Professor		2		1				1	
Associate									
Assistant									
Instructor									
No rank									
Other									
Total		2	0	1	0	0	0	1	0
<b>Fall Teaching Load, in credit hours</b>									
Professor	Maximum	30.00		30.00		30.00		30.00	
	Median								
Associate	Maximum								
	Median								
Assistant	Maximum	30.00		30.00		30.00		30.00	
	Median								
Instructor	Maximum								
	Median								
No rank	Maximum								
	Median								
Other	Maximum								
	Median								
Explanation of teaching load if not measured in credit hours									



**Standard 6: Teaching, Learning, and Scholarship  
 (Faculty and Academic Staff Diversity)**

For each type of diversity important to your institution (e.g., gender, race/ethnicity, other), provide information on faculty and academic staff below. Use current year data.

Faculty	Full-time	Part-time	Total Headcount	Headcount Goal (specify year)
<b>Category of Faculty (e.g., male/female, ethnicity categories); add more rows as needed</b>				
Female	37	62	99	*
Male	17	37	54	
Nonresident Alien	0	0	0	
Hispanic/Latino	0	1	1	
American Indian or Alaskan Native	0	0	0	
Asian	2	1	3	
Black or African American	1	1	2	
Native Hawaiian or Other Pacific Islander	0	0	0	
White	51	88	139	
Two or More Races	0	1	1	
Race and Ethnicity Unknown	0	7	7	
Academic Staff	Full-time	Part-time	Total Headcount	Headcount Goal (specify year)
<b>Category of Academic Staff (e.g., male/female, ethnicity categories); add more rows as needed</b>				
Female	75	36	111	
Male	46	18	64	
Nonresident Alien	2	0	2	
Hispanic/Latino	2	4	6	
American Indian or Alaskan Native	0	0	0	
Asian	0	1	1	
Black or African American	7	0	7	
Native Hawaiian or Other Pacific Islander	1	0	1	
White	108	41	149	
Two or More Races	1	1	2	
Race and Ethnicity Unknown	0	7	7	
Please enter any explanatory notes in the box below				
Based on 2017-2018 IPEDS HR Report				
*Though it is an institutional priority to increase the diversity of academic faculty and staff, discrete projections are not possible.				

## Standard Seven: Institutional Resources

### Human Resources

#### DESCRIPTION

As of November 2018, the College employed a total of 304 individuals. Of these employees, 174 are full-time employees and 130 are part-time. This count includes 52 full-time faculty members and 81 part-time or adjunct faculty members, with all faculty members totaling 45% of the College's workforce. For purposes of reporting statutorily-required information to the federal government, employees are classified according to the [IPEDS 2018/19 HR Standard Occupational Classification \(SOC\) system](#). In addition to the faculty, the employee workforce at the College is comprised of the following positions: 2 full-time Librarians; 2 full-time Library Technicians; 17 full-time and 30 part-time Student and Academic Affairs staff; 30 full-time and 3 part-time Management positions; 3 full-time Business and Financial Operations staff; 8 full-time Computer, Engineering, and Science staff; 7 full-time and 1 part-time Community Service, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media positions; 14 full-time and 7 part-time Service positions; 34 full-time and 8 part-time Office and Administrative Support staff; and 5 full-time Natural Resources, Construction and Maintenance positions.

Of the College's 304 employees, 252 are unionized, belonging to one of two unions: the Massachusetts Community College Council/Massachusetts Teachers Association (MCCC) for full-time professional and instructional staff or faculty and a second MCCC contract for Division of Continuing Education (DCE); or the American Federation of State, County, and Municipal Employees (AFSCME) for full-time support staff. The College adheres to statewide bargaining agreements with each of these unions ([MCCC Day Contract](#), [DCE Contract](#), and [AFSCME Contract](#) respectively), which clearly define members' terms of employment (e.g., workload and schedule, benefits, promotions, discipline, layoff), compensation, methods for member evaluation, and parameters for professional development opportunities.

The College adheres to the [Non-Unit Professionals Personnel Policies Handbook](#) for benefitted, non-union employees. This Handbook sets forth the terms of employment (e.g., workload and schedule, benefits, promotions, discipline, retrenchment), compensation, methods for evaluation, and parameters for professional development opportunities for the 52 non-unit employees.

A full description of the duties, responsibilities, and qualifications for all positions at the College, both union and non-union, are set forth in the applicable job posting published by the College. Including minimum qualifications in each job posting ensures that all personnel have the required educational credentials, workforce experience, and skill sets necessary to be effective in their positions and to meet the mission of the College. For AFSCME positions, the [Commonwealth of Massachusetts Human Resources Division Classification Specifications](#) are attached to the job posting, and the description of the job duties, responsibilities, and qualifications must fit within these Specifications. This further clarifies the terms of employment for these members.

All job postings are published on the [College's website](#), via various professional networks, and through statewide community college distribution lists. AFSCME positions must be posted internally for 10 days before posting externally, per the AFSCME bargaining agreement. All externally-posted positions are advertised in local, regional, and national newspapers and publications, and via on-line job sites. The College uses best efforts to ensure that open, external positions are well- and widely-advertised so that



the College may attract the best suited candidates to fill them.

The compensation for AFSCME union positions are based on pay grades and steps, whereby each position/job title has a corresponding pay grade and an employee may advance in steps within this grade. This formula is outlined in the bargaining agreement. Compensation for MCCC members is set according to a salary grid that utilizes factors such as educational experience and prior work experience to establish starting salaries (Standard Six). Compensation for DCE members is also based upon steps, whereby employees may advance in steps, and is calculated per credit taught each semester (Standard Six). Compensation for non-unit positions is based on factors such as educational experience, prior work experience, and competitive market rates. In 2014, the College hired an outside salary assessment firm to evaluate compensation for non-unit employees and to assist the College in ensuring that salaries were reasonable and competitive as compared with going market rates, as well as consistent and fair within the College.

The bargaining agreements further govern evaluation procedures for union members. Members of AFSCME are evaluated after three months of employment, after six months of employment, and upon every anniversary date of hire, or within 30 days of those dates. AFSCME members have an opportunity to respond to their evaluations and such response may be placed in the personnel file at the request of the employee. AFSCME members must be evaluated prior to receiving any yearly salary increases. Non-tenured full- and part-time MCCC members are evaluated yearly and tenured members are evaluated every third year. The basis for MCCC full-time professional staff member evaluations is the E-7 form, which sets forth job duties and responsibilities in detail. For both full- and part-time faculty, the evaluation process is multi-part and includes student evaluations and classroom observation. Each bargaining agreement provides evaluation forms providing guidelines and format for evaluating personnel. Clear policies and procedures for the fair redress of grievances are also set forth within the bargaining agreements, including processes for mediation, arbitration, and appeal.

Procedures and a form for evaluating Non-Unit Professionals are included in the Non-Unit Professional Handbook. These employees are evaluated annually, and evaluations are used for consideration for promotion, discontinuation of appointment, and merit awards. A supervisor may establish specific goals and objectives for the evaluation period and/or require the employee to establish annual goals and objectives. Non-unit members have an opportunity to respond to their evaluations and such response may be placed in the personnel file at the request of the employee. The Non-Unit Professional Handbook also sets forth procedures for the fair redress of complaints, including processes for a hearing and appeal.

All College employees are encouraged to pursue discipline-specific professional development. When funding permits, travel and fees are covered by the College, as are accommodations and meals for multi-day conferences. Non-unit members may apply for professional development funds to support professional growth in areas identified on their evaluation as needing improvement. Faculty members may further engage in professional development through the Center for Teaching and Learning and sabbatical leave (Standard Six). Additionally, all full-time College employees are eligible for tuition remission at Massachusetts state and community colleges to further their education and professional development.

The College keeps its Human Resources policies on a shared drive, as well as in filing cabinets in the Human Resources Office. During the onboarding process for new employees, the College distributes its

Human Resources policies to new hires, including the [Policy on Affirmative Action, Equal Opportunity & Diversity](#), the [Policy on Drugs and Alcohol](#), and the [Acceptable Use of Information Technology Policy](#).

## APPRAISAL

In Spring 2015 and Spring 2017, a random sample of College employees were invited to voluntarily participate in a confidential Higher Education Insight Survey, sponsored by the Chronicle of Higher Education called "Great Colleges to Work For." The purpose of the surveys was to assess employee perceptions of 15 organizational competencies that directly influence the College's culture (e.g., Job Satisfaction and Support; Professional Development; Policies, Resources and Efficiency; Compensation, Benefits and Work/Life Balance; Faculty, Administration and Staff Relations; Communication; Respect and Appreciation; Fairness). The Chronicle on Higher Education then assigned the College a rating of Poor to Very Good on each of these competencies based on survey results (Poor=0-44%; Fair to Mediocre=55-64%; Good=56-74%; Very Good=75-100%). One hundred and seventy College employees in 2015 and 162 employees in 2017 received this invitation. One hundred employees completed the survey in 2015, and 67 completed it in 2017. According to [survey results](#), between 60-61% of surveyed employees believe that their "department has adequate faculty/staff to achieve (our) goals." This response indicates a Fair to Mediocre rating in this area. Based in part on these results, in 2015 and in 2019, the College restructured Student Affairs and Academic Affairs in order to streamline and create efficiencies within staffing and to further reallocate resources to reflect the changing needs of the students and the communities the College serves (Standard Four and Standard Five). Moreover, the number of full-time faculty employed by the College has increased by 7% since 2015.

The College employs qualified employees and ensures that this is and remains the case through procedures such as minimum qualification requirements, regular and consistent evaluations, and professional development. The College confirms the credentials of all potential faculty and the references of all potential employees, including former and current employers. In addition, all employees are required to complete an ethics course upon hire and at least every two years thereafter. By continually engaging in internal audits, the Human Resources Department can assure that all employees have met and continue to meet College expectations.

The terms and conditions of employment are clear to employees and employees understand how their position contributes to the Mission of the College. The College received a rating of Very Good in regards to supervisors/department chairs making expectations clear to employees, with between 76-77% of surveyed employees indicating that this is the case, and a rating of Very Good in regards to whether employees understand how their job contributes to the College's mission, with between 81-85% of employees indicating that they do. To further assure that the duties of all positions are clear and understood, the Human Resources Department is actively auditing personnel files on an on-going basis to ensure that all job descriptions are updated and accurate, and that full-time, professional staff members' position descriptions are updated annually, per the MCCC bargaining agreement.

The College rated "Very Good" in regards to compensating its employees, with between 74-77% of surveyed employees indicating that "(I am) paid fairly for my work." The compensation for union positions is governed by the bargaining agreements. Because the College must adhere to the bargaining agreement, it does not have control over setting salaries or the ability to be flexible in this respect. There is, however, a small bump in income allowed for "high need emergent areas." Nursing is one of these areas, and the College struggles with hiring faculty in this discipline, given that nurses can earn more in the field than in higher education. The College is exploring ways to team up with local

healthcare organizations in order to find solutions to this problem. Overall, the unions are active in ensuring adequate compensation for their members.

The method for establishing compensation for non-union positions is primarily based on work experience and education. Because the College employs a guide developed by an outside firm, as opposed to a negotiated mandate, it has some room to negotiate with non-union job candidates and is able to be more flexible and competitive in setting these salaries, thereby attracting highly qualified non-union administrators and staff.

Clear policies and procedures for the fair redress of grievances are set forth within the three bargaining agreements, including processes for mediation, arbitration, and appeal. As these processes are mandated by contract, the College is thereby bound. However, the College endeavors to stay an active participant in the negotiation of future bargaining agreements and in examining the terms surrounding the grievance process to maintain a fair and appropriate practice. Clear policies and procedures for the fair redress of grievances are also set forth within the Non-Unit Handbook.

The College's procedures for evaluating personnel are set forth within the bargaining agreements and the Non-Unit Handbook. They are systematic, the forms for these evaluations are thorough, and such evaluations are required for raises and promotions. However, according to the Great Colleges to Work For Survey results, the College is only doing a Fair to Mediocre job in this area. Between 56-62% of surveyed employees believe that "promotions in (my) department are based on a person's ability" and that "issues of low performance are addressed in (my) department." As a result, the College is in the process of developing a system to streamline evaluation reminders in order to ensure compliance with evaluation requirements, address issues of low performance in a timely manner, and ensure that promotions are warranted and based on ability.

All College employees are encouraged to pursue discipline-specific professional development. Although the College received a rating of "Good" in regards to professional development, with between 64-69% of surveyed employees believing "(I am) given the opportunity to develop my skills at this institution" and "(I) understand the necessary requirements to advance (my) career," the College realizes that there is a need for additional and on-going training for all employees. As such, the College plans to develop a schedule of on-going professional development activities, to include professional development for managers and supervisors, in-depth training for an identified core of Search Committee members and Chairs (including training on Affirmative Action and implicit bias), and training on information technology security. Before instituting mandated training for union members, the College must follow negotiated procedures, such as providing notice to the union and an opportunity for the involved union to bargain the impact. At this time, the College is negotiating with AFSCME and MCCC to require the training listed herein and has already successfully negotiated with AFSCME for information technology security training.

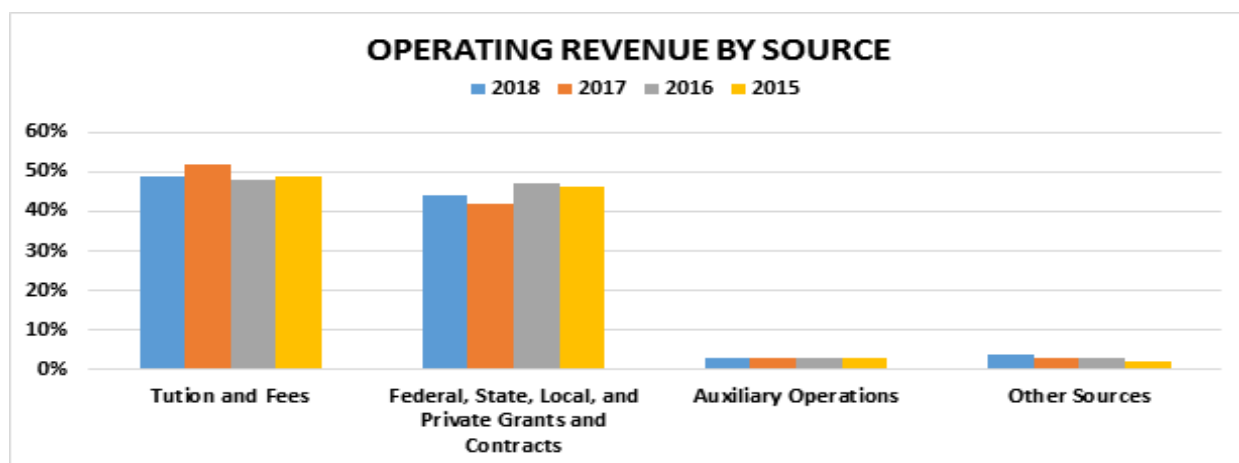
As previously mentioned, the College keeps its Human Resources policies on a shared drive, as well as in filing cabinets in the Human Resources Department. The College also distributes important policies as a part of the on-boarding process for new employees. As a result of this practice, the Human Resources policies are accessible to employees. There are, however, situations in which employees claim not to have known about an existing or recently modified policy or procedure. This process of communication is being reviewed by the Human Resources Department and considered by the President's Cabinet.

Between 56-62% of College employees believe that “this institution’s policies and practices ensure fair treatment for faculty, administration and staff,” indicating a Fair to Mediocre rating in this area. The Human Resources Department is in the process of reviewing all of its policies and procedures and its method of distributing the same, with an eye toward promoting clarity and consistency as to application and practice. In this spirit, the Human Resources Department has endeavored to draft and publish general Human Resources procedures to replace “unwritten rules,” in certain cases. Additionally, as fairness and consistency within the context of the applicant interview process has been a topic of much discussion at the College, the College has commissioned a Job Search Committee that has been tasked with examining this issue specifically.

## Financial Resources

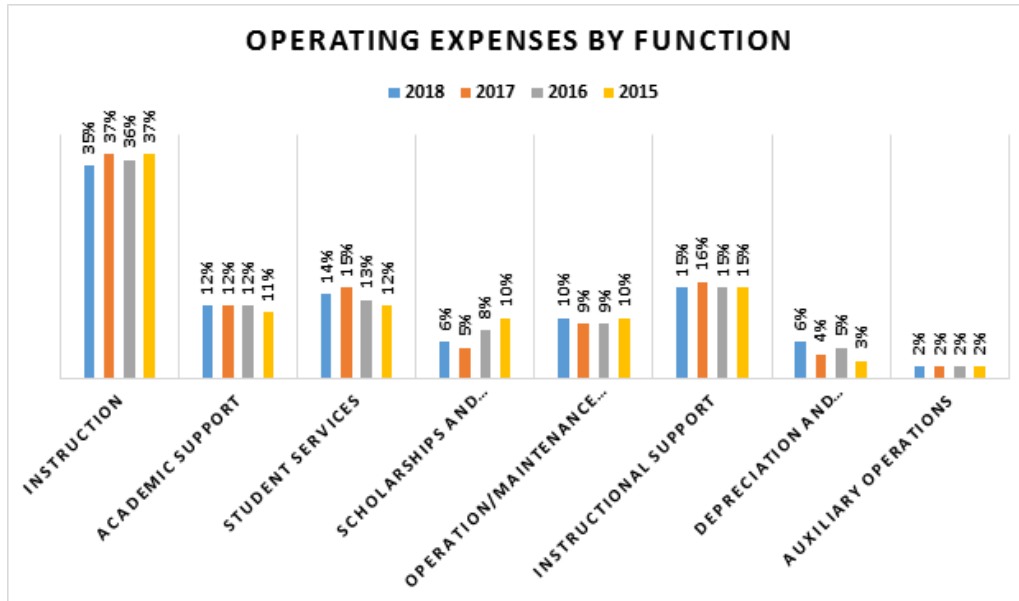
### DESCRIPTION

**Revenue.** The College’s revenue is derived from three primary sources: student tuition and fees, state appropriations, and operating grants and contracts. Other revenue sources include non-credit workshops and corporate training, facilities rentals, cafeteria and catering, and support from the BCC Foundation.

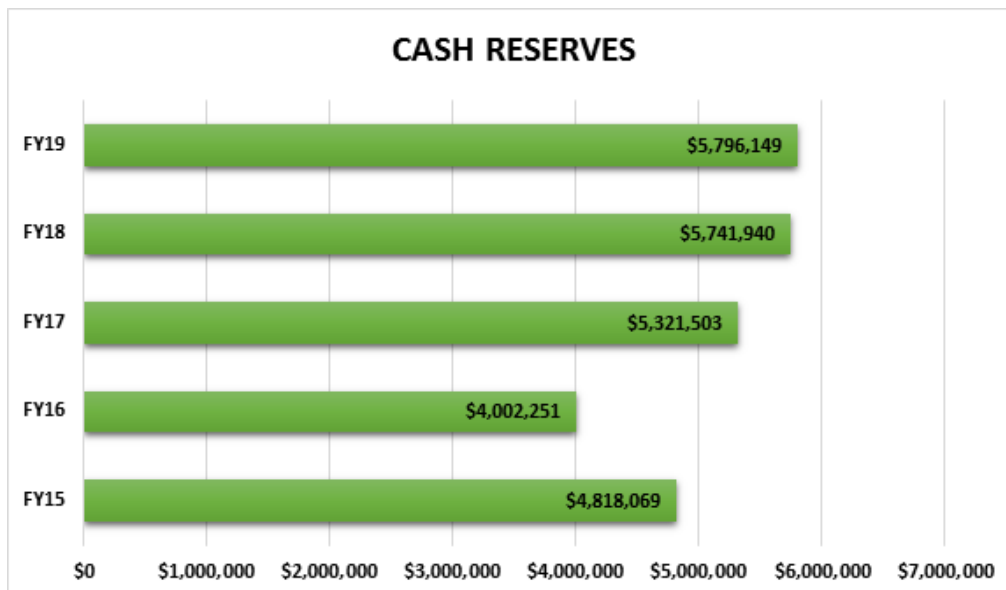


Residents of Massachusetts pay \$223 per credit (i.e., \$26 for tuition, \$173 for college service fee, and \$24 for technology fee). Per state guidelines, the College remits tuition revenue to the state for day students taught by full-time faculty. Currently, among the fifteen community colleges in Massachusetts, the College has the [fifth highest per-credit fees](#). In recent years, this ranking has improved (i.e., become lower) as the College adheres to a philosophy of increasing student fees only as a “last resort” after managing expenses carefully to balance the budget. For example, the College is maintaining level student fees for AY 2019-2020, despite increases reported by most peer institutions. As discussed with faculty and staff during the [All-College Meeting in March 2019](#), the revenue impact of enrollment declines since 2010 has been mitigated by student fee increases in prior years. State appropriations that the College can use to cover general operating expenses have flattened since FY 2017. The College receives separate funding to cover some contractual payroll increases for MCCC and AFSCME positions as well as support certain major capital projects and deferred maintenance projects.

**Expenses.** As indicated in the following chart, operating expenses for instruction, academic support, student services, and scholarships represent over two-thirds of expenditures.



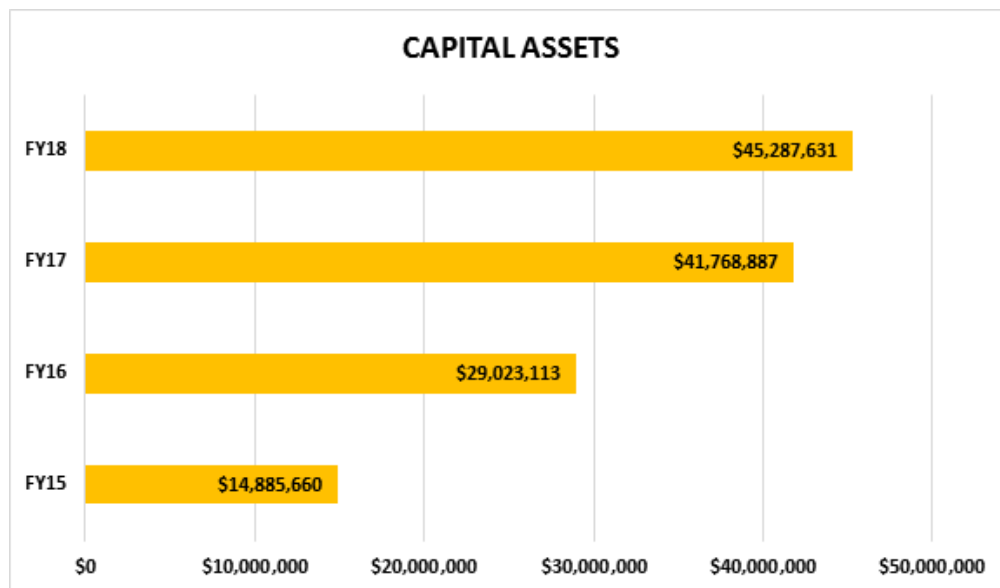
**Cash Reserves.** The College has maintained a solid cash position throughout this period of declining enrollment, flattening state appropriations, and significant capital investments in campus infrastructure. As illustrated by the following chart, the cash position for the College at the end of FY 2019 registered its highest level in the past five years. These reserves provide the College with a “cushion” to handle any unforeseen circumstances that may arise and can be utilized to support special projects.



**Debt.** The College has very little debt on its balance sheet. In FY 2011, the College entered into an agreement with the Massachusetts Division of Capital Asset Management & Maintenance (DCAMM) to finance the installation of 1,846 solar panels on the flat roofs of the main campus. The total outstanding principal for this New Clean Renewable Energy Bond was \$394,803 as of June 30, 2018, with full

maturity in FY 2027. The debt service (i.e., principal plus interest) on this bond is more than offset by the related energy credits received through DCAMM. The College uses excess energy credits to defray electricity costs. As part of an extensive program to upgrade campus infrastructure, the College entered into two capital leases in FY 2016 for the acquisition of new networking and telephone equipment, which will become property of the College after terms have been satisfied. The final payments for these capital leases are scheduled for FY 2020, which will eliminate \$168,681 in annual expenses moving forward.

**Capital Assets.** By far, the largest portion of assets on the balance sheet of the College is contained within the line item for capital assets (net of accumulated depreciation). This line item primarily reflects the value of buildings on the main campus. As shown in the following chart, this number has grown from \$14,885,660 in FY 2015 to \$45,287,631 in FY 2018. During this time period, the College completed work on Hawthorne Hall, Melville Hall, and the Connector. Virtually all related expenses were funded by the Commonwealth of Massachusetts through separate appropriations designated for specific capital projects.



**Budget Oversight.** The Board of Trustees exercises oversight of fiscal matters, approving the annual operating budget, quarterly trust fund reports, financial audit reports, and other audit reports. At least three members of the Board of Trustees serve on the Finance Committee, which usually meets seven times per year. This group reviews budget reports, budget projections, payments of \$100,000 or more, and cash position, while making recommendations to the Board of Trustees. The Finance Committee reviews all reporting and correspondence related to independent, state, and federal audits of the College.

**Financial Aid.** The College is committed to providing students with the financial support necessary to obtain a degree or certificate. In AY 2017-2018, [1,685 students received some form of financial aid](#), with 936 students receiving the Pell Grant. The College offers financial aid for tuition and fees, books, and living expenses. The Board of Trustees reviews financial aid audits, including the [A-133](#) (Standard Five). The Director of Student Financial Services ensures that policies and procedures are reviewed on a regular basis and updated as necessary. In 2014, the College experienced the highest loan default rate among community colleges in the Commonwealth. As a result, the College initiated an “award packaging process” overhaul in 2015 to address this significant concern. In 2019, the U.S. Department of Education completed an audit of the financial aid process at the College and communicated via telephone that there were no findings. The Financial Aid Office also conducted a front-facing vs. back-facing study to evaluate the effectiveness of office workflow.

**Staff and Organization.** Fiscal responsibilities within the [Administration & Finance Division \(A&F\)](#) are overseen by a qualified and skilled staff. The Vice President of Administration & Finance/CFO and the Comptroller have a combined 50+ years of experience in financial management and fiscal oversight. Other key fiscal staff include a Director of Procurement, Business Analyst, Grants Accountant, and Payroll Coordinator. In addition to the Business Office, A&F includes the Information Technology Department, Facilities Department, Safety & Security Department, Food Services, and Grants Development & Management. Segregation of duties within A&F ensures proper oversight and provides effective internal controls. All staff are required to participate in the state’s ethics training, and individuals utilize best practices derived from professional development opportunities and regular meetings with colleagues from peer institutions.

**Budget Process.** The College develops a [balanced budget](#) for each fiscal year and follows a structured approach, which includes consultation with all relevant constituencies. The fiscal year for the College runs from July 1 through June 30, which is the fiscal year for the Commonwealth of Massachusetts. The annual budget process begins in early November. The College focuses primarily on the current and upcoming fiscal years and is developing a multi-year time horizon. The CFO and the Comptroller meet with division and department heads to create financial plans that are prudent, while demonstrating flexibility and encouraging creativity. The CFO works closely with the President, Executive Council, and President’s Cabinet throughout this process. Core assumptions are vetted and steps to achieve a balanced budget are tracked incrementally to ensure accuracy. Other budget options and related discussion items are reviewed for future consideration. The College presents a preliminary budget in April and then a final budget in October after state appropriations are finalized and Fall enrollment numbers are known.

As referenced, the budget process emphasizes reducing expenses before increasing student fees and involves the following steps:

- Meeting with division and department heads.
- Reviewing revenue and expense projections for current fiscal year.
- Determining any additional needs for current fiscal year and whether any budgeted funds might be available for other purposes.
- Identifying needs and aspirations for next fiscal year.
- Reviewing revenue streams.
- Reviewing spending patterns.
- Preparing and presenting "actual vs. budget" reports for Finance Committee and Board of Trustees.



- Preparing and presenting quarterly trust fund reports.
- Projecting personnel costs on monthly basis.

**Audits, Reports, and Internal Controls.** The College's fiscal operations undergo regular audits by an independent firm as well as periodic audits by state agencies. This independent firm, O'Connor & Drew, is also utilized by the other community colleges, which facilitates insights regarding shared issues and best practices. The College prepares annual financial statements in accordance with generally accepted accounting principles (GAAP) and government accounting standards (GASB). O'Connor & Drew provides broad oversight of accounting processes, procedures, and controls. The lead partner and audit manager from O'Connor & Drew make a formal presentation of the [auditor's report and financial statements](#) annually to the Finance Committee and Board of Trustees. Occasional state and/or federal audits of specific grants, such as Title III and Perkins, also ensure compliance. A&F presents [quarterly "actual vs. budget" reports](#) to the Finance Committee and Board of Trustees, which review conditions and trends. For each of these quarterly reports, the President certifies that "expenditures are related to the institutional mission." In addition, the Business Office prepares many other financial reports that are required by federal and state agencies.

The College's fiscal operations utilize best practices based upon professional accounting standards in collaboration with other community colleges across the Commonwealth. Mandated by Massachusetts General Laws, Chapter 647 of the Acts of 1989, the College has established an internal control system that is outlined in the [Internal Control Plan](#). Annual financial audits, quarterly trust fund reports (including cash and investments), regular account reconciliations, and presentations to the Finance Committee and Board of Trustees provide consistent oversight of the College's budget process. For the management of capital projects, frequently in conjunction with DCAMM, architects, engineers, and contractors, the College follows best practices throughout the bidding and construction phases.

The College maintains a contingency budget that is replenished throughout the fiscal year whenever funds become available, usually from natural hiring lags for open positions. The College has demonstrated the ability to handle emergencies, such as an unexpected water main break, by reallocating existing funds or identifying new funds. The College has established an excellent working relationship with DCAMM, other state agencies, and local officials. The careful vetting of Trustees and other institutional leaders, oversight from state and federal regulators, independent audits, and open meetings ensure ethical stewardship of the College.

**Communication.** Financial information is disseminated to key constituencies in the following manner:

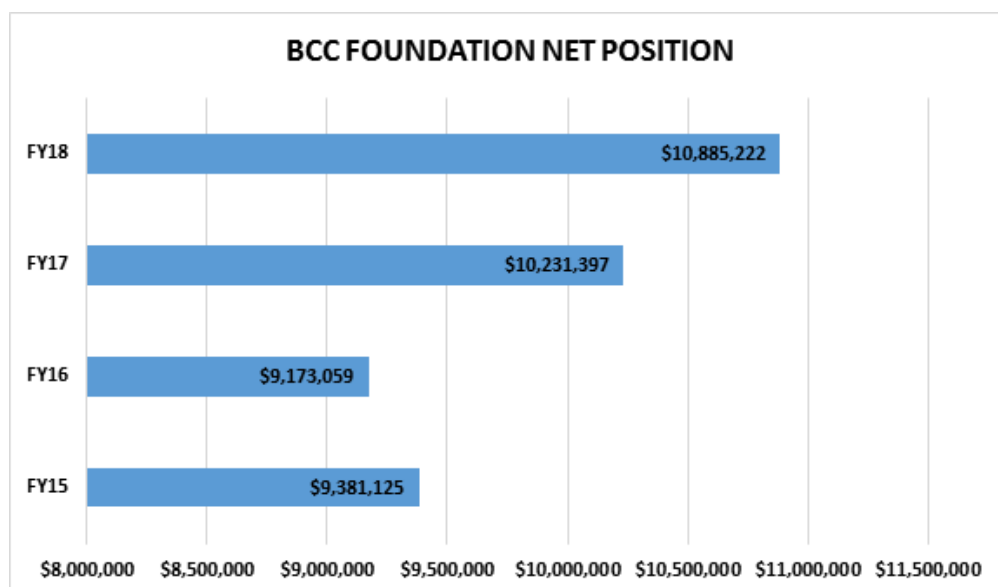
- Budget development process that includes the President, Executive Council, President's Cabinet, divisions, and departments.
- Presentations at All-College, College Senate, and Student Government Association meetings.
- Annual budget reviewed and approved by the Finance Committee and Board of Trustees.
- Meeting agendas posted in accordance with Open Meeting Law.
- Related information posted on the College's website.
- Board of Trustees meetings attended by local media.
- Board of Trustees meetings broadcast by local public community television station.

**Supplemental Revenue Sources.** In response to declining enrollment and flattening state appropriations, the College has pursued other opportunities to support its operations, including facilities rentals, catering, and memberships to the Paterson Field House (which includes a pool, workout facility,



basketball court, tennis courts, and new [Gene Dellea Community Turf Field](#)). Undesignated revenue from these sources is placed into the General Purpose Trust Fund and used to offset overall operating expenses. Opportunities for new revenue are reviewed by the administration for integrity and potential conflicts of interest. Significant revenue items, such as student fees, are approved by the Finance Committee and Board of Trustees before implementation.

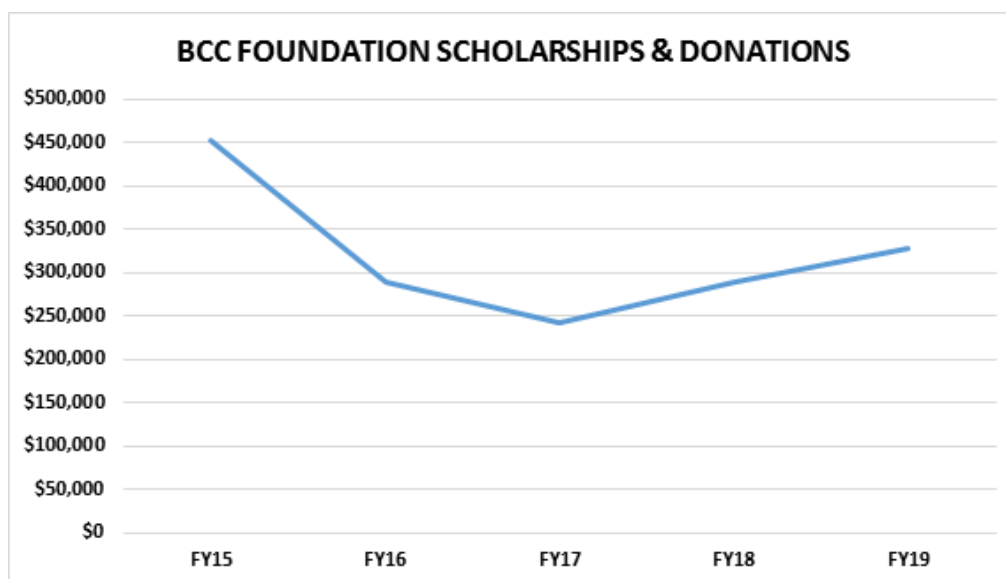
**Fundraising and Grants.** Private donations and related grants are overseen by the BCC Foundation, a separate not-for-profit entity that exists solely to support the College. The BCC Foundation funds scholarships, grants, and awards to deserving students; value-added activities, such as conferences and hands-on experiences; emerging technologies; and campus building projects. The BCC Foundation has no employees and is overseen by a volunteer Board of Directors. As reflected in the following chart, the BCC Foundation’s net position increased 16% from FY 2015 to FY 2018 as a result of market appreciation and fundraising efforts. Through this substantial net position, the BCC Foundation provides the College with additional financial strength and flexibility.



The College employs professional staff in the Office of Institutional Advancement who spend less than 25% of their time on work for the BCC Foundation. The College recently reorganized this area, replacing a full-time Vice President of Institutional Advancement with two new positions: Director of Development and Director of Alumni Relations. Both positions report directly to the President. The two positions are charged with fundraising from individuals, businesses, alumni, and special events. Monthly donation reports are prepared for the BCC Foundation’s Treasurer and Audit Committee utilizing two databases. Donors are solicited in the spring and fall by the BCC Foundation for the Annual Fund as well as special projects requested by the President. The BCC Foundation’s Audit Committee examines gifts and/or pledges of \$1,000 or more at periodic intervals throughout the fiscal year to ensure that donor wishes are being honored. An annual independent audit of the BCC Foundation is performed by O’Connor & Drew.

The College is developing a planned giving program to encourage legacy contributions. To improve transparency, the Director of Development will produce an annual report, provide quarterly updates from the BCC Foundation President, and enhance donor recognition. The Director of Alumni Relations is

working to build relationships with alumni and has created a new membership program with at least one event per month. The Director of Alumni Relations is also strengthening the online presence of alumni activities and has launched a monthly e-newsletter to more than 3,000 alumni, friends, and donors. While these efforts are underway, it should be noted that, over the past five years, the BCC Foundation has provided the College with a total of \$1,710,064 in support for scholarships and other initiatives, per the following chart.



To support academic and other institutional programming, the College employs a full-time Director of Grants Development & Management to oversee both grants solicitation and compliance. On average, the College receives nearly [\\$2 million annually in funds from federal, state, and local grants](#). In FY 2015, the College was awarded a \$1.9 million Title III Strengthening Institutions Grant to support professional development opportunities, implementation of an early alert system, construction of a One Stop Student Success Center, and expanded resources for student advising.

The College has also received other grants in recent years, including \$752,000 for manufacturing equipment to support the Berkshire Innovation Center; numerous Performance Incentive Fund (PIF) Grants through the Massachusetts Department of Higher Education; and Skills Capital Grants that have provided funding for new equipment, including an Anatomage Table for Anatomy & Physiology classes. Other grant awards, including Perkins and STEM Starter Academy, have provided funding for special programs and support services that would otherwise not be affordable. The Director of Grants Development & Management monitors all state and federal grant opportunities; ensures alignment with the College’s Mission, Values, and Strategic Plan; and publishes the [Grant Management and Resource Manual](#) that reflects current state and federal fiscal practices.

**Other Notes.** Over the past few years, the state has mandated the reallocation (i.e., “push down”) of unfunded liabilities for pension benefits (in accordance with GASB 68) and related health care benefits (in accordance with GASB 75) from its unified balance sheet to the respective balance sheets of individual state agencies, including the College. As a result of these “paper entries,” the College’s unrestricted net position for FY 2018 was reduced from a surplus of \$3,018,493 to a deficit of (\$1,456,911). This dynamic is shared by the other community colleges and four-year institutions throughout the Commonwealth of Massachusetts. One hundred percent of revenue from the state

funding formula is used to cover salaries at the College. When salaries are paid with state funds, the state also pays the cost of fringe benefits, which are approximately 38% for FY 2020. The College covers the cost of any salaries “above and beyond” the capacity of the state funding formula and, in this scenario, also pays the cost of fringe benefits. The College receives separate funding for major capital projects through DCAMM, including the renovations of Hawthorne Hall and Melville Hall, construction of the Connector, paving project for access roads and parking lots, and pending construction of the One Stop Student Success Center.

## **APPRAISAL**

The College has established a strong track record of financial performance, consistently posting modest annual operating surpluses in a challenging local, state, and national environment. The College maintains a solid cash position with clean financial audits and favorable reports from the [State Auditor](#) and [State Comptroller](#).

Current enrollment trends and flattening state appropriations will require ongoing vigilance to manage expenses carefully, while identifying new and expanded revenue sources. The trend of declining enrollment since 2010 must be stabilized and reversed to ensure the long-term financial health of the College. In allocating resources, the College will continue to focus on meeting the needs of students (i.e., both academic and non-academic) as the highest priority.

The College has also established a strong track record of securing incremental state funding for major capital projects, including the renovations of Hawthorne Hall and Melville Hall, the Connector, IT infrastructure, state-of-the-art classroom technology, repaved access roads and parking lots, and development of a One Stop Student Success Center. In December 2017, the College submitted a proposal to DCAMM for construction of this One Stop Student Success Center on the first floor of the Field Administration Center. In July 2018, the Governor announced that the College had been awarded \$5.5 million for this purpose, one of only six major capital projects chosen statewide for higher education from a pool of more than 40 proposals. Completed projects show prudent fiscal management, bidding, and procurement practices as evidenced by financial audits and overall financial performance.

Beyond the extensive renovation of two primary academic buildings, the College has identified \$71.8 million in deferred maintenance needs for other campus buildings. Although progress has been made in recent years, the state has a history of underinvesting in campus infrastructure over many decades. The College has budgeted \$200,000 for capital projects in FY 2020 through the Facilities Department. In addition, the state has pledged \$5.7 million over five years to address the most significant deferred maintenance needs. It is clear, however, that the College must continue use its “voice” in Boston to advocate for a share of any new bond bill for major capital projects.

External fundraising supplements state appropriations and provides a significant source of funding for special projects. The College recognized that outreach to alumni was lacking and relationships were not being fully developed. An overall improvement of the College’s relationship with alumni, donors, and the community was needed and identified as a key initiative in the Strategic Plan. As a result, the College reorganized the Office of Institutional Advancement and created two new positions – one focused on individual giving and one focused on alumni relations. Two professionals were hired to oversee these efforts. Early results from this reorganization are encouraging, and the scope of fundraising efforts will include the One Stop Student Success Center and Gene Dellea Community Turf Field.

The College follows prudent and effective practices for its budget process. The preliminary budget, which had been presented to the Board of Trustees in June for many years, is now presented in April to allow more time for the packaging and communication of financial aid awards. The Academic Affairs Division and Student Affairs & Enrollment Management Division receive the highest priority when allocating funds. In a sustained period of declining enrollment, the College recognizes the need to develop a multi-year time horizon for budget forecasting. The College also recognizes that communication throughout the budget process could be improved, which will be addressed through a Budget Planning Guide and expanded training.

Revenue gained from grants, facilities rentals, and catering has provided important supplemental funding. There is only one employee in Grants Development & Management, whose time is allocated between applying for funds and ensuring compliance with grants administration. To maximize this resource, the College will do a better job of prioritizing requests to align more closely with strategic opportunities and challenges.

The overhaul of financial aid award packaging formulas was designed to reduce student indebtedness at the College. While the data available show no direct positive impact on the student loan default rate so far, it is important to note that the Department of Education's calculations of the College's current 3-year cohort default rate are based upon 2015 borrowers in repayment. However, the recent history of student borrowing at the College shows a dramatic shift. When comparing 2014-2015 data (i.e., immediately prior to revamping financial aid award packaging formulas) to 2017-2018 data, the number of borrowers has declined by 35%, while the dollar amount of student loans has declined by 70%.

To improve the accuracy of federal financial aid reports, while mitigating the potential for related findings in the A-133 audit, the College eliminated the option of a faculty-initiated withdrawal. Any course withdrawal must now be initiated by the student rather than the faculty member. A student must receive permission from both the faculty member and academic advisor or counselor prior to withdrawing. This change correlated with an increase in the number of students withdrawing at the 60% mark as well as a decrease in overall borrowings (Standard Five).

## Information, Physical, and Technological Resources

### DESCRIPTION

#### INFORMATION RESOURCES

The Jonathan Edwards Library, which is open to students, faculty, staff, and the community, provides a space for academic research, study, and work. In FY 2018, the library became the home of the Digital Commons, the primary computer lab on the main campus, which offers a modern suite of Windows and Apple computers with expert academic technology support. Fall 2019 will see a completed transformation of the first floor of the library into a Learning Commons model when the Tutoring Center relocates to contiguous space. At that point, the College will offer tutoring services, academic technology support, and customary library and information services in one location.

The library has regular operating hours, 5.4 full-time employees, over 40,000 books, and a robust digital presence. Research support is provided by two professional librarians either in-person or via email, phone, or chat. The library has been expanding its digital offerings during a time when many peer institutions have been significantly reducing resources. Over the past four years, the library has added

many new resources, such as Elsevier's Science Direct College Edition (with approximately 3,800 scholarly journals and 37,000 eBooks), Visual Body, Alexander Street's Social Work video database, Global Road Warrior, and A-Z Food and A-Z Maps databases. A [complete list of 96 databases](#) with descriptions is available through the library's website.

The library also implemented Credo's Information Literacy Modules in 2017 to support faculty-led work across the curriculum. This collection enhances the information literacy program with continuously updated media and assessment tools. It is compatible with the College's learning management system and is designed to support distance and online learners as well as face-to-face classes.

## PHYSICAL RESOURCES

**Main Campus.** The College is located on 180 acres in Pittsfield, Massachusetts. Within 3.5 miles of downtown Pittsfield, this rural site offers stunning views of the Taconic Mountain Range combined with wide-open spaces that provide opportunities for students, faculty, staff, and the community to explore nature. The main campus has several unique features, including an environmental trail that abuts Pittsfield State Forest, a certified vernal pool, and certain plant species that are found only in the Berkshires. It is not uncommon to see a bear walking through the neighborhood.

The main campus was originally conceived and constructed as an "integrated learning environment" by noted architectural firm Benjamin Thompson & Associates of Boston. Built in 1969, the main campus is comprised of 293,000 square feet and the following buildings: Field Administration Center, Koussevitzky Arts Center, Jonathan Edwards Library, Susan B. Anthony Campus Center and Annex, Hawthorne Hall and Melville Hall with the Connector, Hoffman Environmental Center, Paterson Field House, and Stanley Power Plant. The buildings are maintained by a professional staff, led by a Director of Facilities with a hands-on background in the trades.

**Campus Master Plan Update.** In late 2016, the College completed an update of its Campus Master Plan, which was developed in partnership with DCAMM and architect Goody Clancy. A [deferred maintenance analysis](#) performed by Sightlines, as well as an ADA Strategic Compliance Report, were incorporated into the [Campus Master Plan Update](#). This document provides a "roadmap" for the College and a list of major projects. The update outlines opportunities for the strategic repositioning of key student services, space for changing programmatic needs, continued improvements in the library and athletic facilities, and better wayfinding across the main campus. Because this initiative occurred during the renovations of Hawthorne Hall and Melville Hall, it focuses primarily on the Field Administration Center, Koussevitzky Arts Center, Jonathan Edwards Library, Susan B. Anthony Campus Center, and Paterson Field House. The Hoffmann Environmental Center was substantially renovated in 2012, although some spaces were not completed due to budgetary constraints at the time.

Development of the Campus Master Plan Update and deferred maintenance analysis made possible a commitment of \$5.7 million from the state to fund several deferred maintenance projects over the next five years. Overall, the College has identified \$71.8 million in deferred maintenance needs, of which \$18 million are Priority 1, \$12 million are Priority 2, and \$41.8 million are Priority 3. For example, several buildings still lack air conditioning. Also, window caulk in the Koussevitzky Arts Center and Jonathan Edwards Library must be remediated for PCBs, which will require separate funding from the state through DCAMM.

**Renovations of Hawthorne Hall and Melville Hall.** In 2013, the College was notified by the Governor’s Office that it was the recipient of \$23 million from a 2008 bond bill to fund a comprehensive renovation of its two largest academic buildings, [Hawthorne Hall and Melville Hall](#). These buildings had been only lightly remodeled since original construction almost forty-five years earlier. As a result, the spaces were worn and tired with gray cement ceilings, old furniture, outdated technology, limited natural light, awkward travel routes, poor signage, and insufficient areas for students to study and socialize. Staff from DCAMM and the architecture firm NBBJ participated in numerous listening sessions and meetings with faculty, staff, and students to gather critical feedback during the design phase.

The result is two “new” academic buildings with modern features, including interactive classrooms, “pocket lounges” for student collaboration, study carrels near faculty offices, private meeting rooms, expanded Wi-Fi, a new fiber data network, new furniture, and (for the first time) air conditioning. Other design objectives achieved with the renovations of Hawthorne Hall and Melville Hall include better wayfinding with new interior signage, more natural light, and greater energy efficiency. During the early planning stages, DCAMM recognized that many accessibility issues could be resolved by linking Hawthorne Hall and Melville Hall. Through these discussions, and backed by the strong working relationship that the College has developed with DCAMM, the state allocated approximately \$3 million in additional funding for construction of the Connector. By physically joining Hawthorne Hall and Melville Hall, the Connector improves both accessibility and convenience, while facilitating the flow of ideas and development of relationships across academic disciplines. The Connector provides a popular option for students to study and socialize with comfortable furniture, an abundance of natural light, and a gas fireplace. The Connector has also become a highly sought-after space on campus for events. The courtyard below Hawthorne Hall, Melville Hall, and the Connector was reconstructed and landscaped to create a natural amphitheater in an attractive outdoor space with grass, trees, and stone benches.

The College completed an accessibility study in conjunction with the Campus Master Plan Update to address ADA-related issues. Informed by this study, accessibility was improved significantly throughout the main campus, including construction of the Connector, two new elevators, a refurbished elevator, expanded parking, and new ADA-compliant pathways with improved lighting. An additional \$3 million in state funding was secured to reconstruct access roads, parking lots, exterior stairs, and underground catch basins.

**One Stop Student Success Center.** In 2018, the College received a commitment of \$5.5 million from the state for a [One Stop Student Success Center \(One Stop\)](#). The idea for a One Stop emerged from the College’s 2015 Title III Strengthening Institutions Grant. The goal is to create an environment that facilitates the delivery of integrated services to current and prospective students in a warm, friendly, efficient, and confidential manner. The One Stop will greatly improve the onboarding experience for students by renovating the first floor of the Field Administration Center; providing a modern, collaborative atmosphere for students, staff, and community partners; correcting further accessibility issues; and addressing deferred maintenance needs. To make the best possible use of available funds, construction of the One Stop will dovetail with replacement of the roof for the Field Administration Center, which was identified as a “Priority 1” project for deferred maintenance.

**Other Projects.** In addition to renovations of Hawthorne Hall and Melville Hall, the College has upgraded other spaces on the main campus with institutional funding. A former child care center operated by an outside agency was transformed into a flexible meeting room with a state-of-the-art projection system and area for food services. This space can accommodate up to 75 people and is adjacent to the cafeteria, providing a convenient location for both internal meetings and outside rentals. An adjunct



faculty suite was constructed in the Field Administration Center with majority funding from the BCC Foundation. It offers semi-private workstations, a private meeting room, computers, phones, a networked copier/printer, and secure lockers. The Student Engagement Center and Student Support Center were updated with new entryways, carpeting, paint, furniture, and interior signage to mirror the design of Hawthorne Hall and Melville Hall. An underutilized interior office on the second floor of the Field Administration Center was repurposed to create a new meeting room with video conferencing capabilities. This space is now heavily utilized by faculty and staff for meetings and interviews.

**Community Turf Field.** A new enhancement for the main campus is the Gene Dellea Community Turf Field on the grounds of Paterson Field House. In 2011, a group of citizens approached the College about the feasibility of replacing one of the College's grass fields with a turf field to extend the playing season for youth sports. Because of the College's special role as a community partner, this initiative was deemed a good fit with its Mission and Values. Development of the turf field was supported by the City of Pittsfield's Parks & Recreation Department and is helping to address needs identified in its *Open Space and Recreation Plan*, which calls for the enhancement and expansion of public facilities. The state funded part of this collaborative project with a grant of \$1 million from an environmental bond bill. In addition to supporting youth sports, construction of the turf field incorporated work to restore the hydrology of a contiguous vernal pool by regrading and protecting the surrounding landscape.

The turf field was opened to the public in August 2018. In 2019, the College is completing other key components of the project, including a scoreboard, bleachers, and press box. A concession stand has been funded and should be operational by Spring 2020. Since its official opening, the Gene Dellea Community Turf Field has been used on a regular basis by local high school sports teams and other groups, which represent prospective students for the College. Community partners have raised the \$2.8 million necessary to support primary construction, and the College is accumulating a reserve through rental fees for ongoing maintenance and future upgrades.

**South County Center.** The College's South County Center occupies 11,000 square feet in a building on Main Street in Great Barrington. The BCC Foundation is the owner of the property, and the College has leased the first floor since 1983. The College's presence at this location allows the institution to provide local residents with access to degree and certificate programs, non-credit courses, and programming for English as a Second Language. The Adult Basic Education program is headquartered at the South County Center, which is also used by the College for many classes offered to members of the Osher Lifelong Learning Institute (OLLI). The facility features six academic classrooms, a 17-station computer lab, a student lounge, shared office space, and a community conference room.

**Sustainability.** The College is dedicated to implementing campus-wide projects that reduce its carbon footprint and encourage sustainable practices. A Green Team comprised of faculty, staff, and students meets monthly during the academic year to monitor sustainability efforts and develop new sustainability initiatives, such as the goal of "Zero Waste By 2020." To reach this goal, the College has steadily increased recycling and composting over the past decade. Progress is monitored through participation in the national [Recyclemania](#) challenge, through which approximately 250 colleges and universities compete for the best waste-diversion rate.

Energy-efficient lighting has been installed throughout the campus, and solar rooftop arrays have provided approximately 26% of the College's electricity. Recent renovation projects have incorporated energy-efficient HVAC systems, green roofs, LED light bulbs, and automatic lighting to reduce overall electricity usage. In 2019, the College renovated and expanded a substantial vegetable garden, which

was originally funded by a grant. Surrounded by a hazelnut hedge, this garden provides fresh produce for the cafeteria, which has both environmental and economic benefits. As part of this initiative, the College planted a nearby pollinator garden to support the local bee population and increase crop yields.

**Safety and Security.** The College is committed to ensuring a safe and secure environment despite the lack of adequate funding for capital improvements, such as installing additional cameras and extending the card access system to all buildings. Over the past three years, the College has renovated its parking lots with fresh pavement and better lighting; improved ADA accessibility across the main campus; installed security cameras in Hawthorne Hall, Melville Hall, and the Connector; and deployed automated external defibrillators (AEDs). To provide greater convenience for students who rely upon public transportation, the College has worked closely with the Berkshire Regional Transit Authority (BRTA) to increase hours of operation for the route between the College and Downtown Pittsfield. The College recently hired a new Director of Safety & Security with a background in both law enforcement and higher education. This individual immediately established strong working relationships with pertinent law enforcement agencies and other first responders.

The College has contracted with G4S to provide 24-hour security services with oversight from the Director of Safety & Security. Classrooms, faculty offices, and staff offices have an emergency button on their phones to dial security directly, and emergency phones are located throughout the main campus. Emergency response and evacuation plans are reviewed annually. Faculty and staff have requested more security training, especially regarding “active shooter” scenarios, which will be a priority for AY 2019-2020. The College provides “push” notifications via text, phone, and/or email to students, faculty, and staff through an online system as well as a broadcast feature through the new phone system in classrooms, offices, and meeting rooms. Cell coverage near the main campus can be spotty. To address this challenge, the College initiated an RFP through DCAMM to improve cell coverage, which resulted in a successful proposal from Verizon Wireless. The College has both an Emergency Planning Committee and Safety Committee, which are comprised of faculty and staff. The Director of Safety & Security prepares an [Annual Safety Report](#) with data and analysis.

## TECHNOLOGICAL RESOURCES

The College’s Information Technology Department (IT) provides support for all technology and media resources on campus, serving both academic and administrative functions. IT is overseen by a Director of Information Technology with decades of experience, and staff include: Network & Systems Administrators (2), Database Administrator, Database Analyst, Systems Analyst, and AV Technician. The campus has internet connectivity, wired and wireless networking, an updated phone and voicemail system, a series of desktop and notebook workstations, 11 computer labs, and media services. A “help desk” assists with general IT questions for students, faculty, and staff. The College secured \$950,000 in incremental funding from the state to install a new fiber infrastructure and data closets across the main campus in conjunction with the renovations of Hawthorne Hall and Melville Hall, while also expanding Wi-Fi coverage. To illustrate the magnitude of these improvements, certain areas of the library that could formerly accommodate 20 devices can now accommodate 300 devices at the same time.

IT maintains academic computer labs and supports technology used by students, faculty, and staff, working closely with the Coordinator of Academic Computing. Classroom technology is consistent across all recently renovated classrooms, including a workstation, projector, and whiteboards. Certain classrooms have special features, such as advanced interactive capabilities and videoconferencing. All students, faculty, and staff use the “MyBCC” portal for course registration, accessing Moodle, calendar



functions, and other support services. IT initiatives are prioritized by project managers after consultation with application users and stakeholders as well as the Director of Information Technology, Vice President for Administration & Finance/CFO, and President's Cabinet.

The Information Technology Department has implemented [policies](#) to govern the management of technology services at the College, including Acceptable Use, Backup and Restore, Asset Control/Asset Tagging, and Physical Security, among others. These policies adhere to Massachusetts IT guidelines. All students, faculty, and staff are informed about the College's Acceptable Use Policy, which outlines the use of technology on campus. Data security remains an essential priority for the College. As part of its data security program, the College has recently begun utilizing the Department of Homeland Security to perform regular intrusion tests so the College can maintain a strong firewall. The College has the goal of a five-year replacement cycle for every computer and notebook, which will be achieved in FY 2020.

The College recently signed a five-year contract extension with Ellucian for its core data system, Colleague. After extensive negotiations, this contract provides more functionality at a lower cost with new modules available for the Student Affairs & Enrollment Management Division, Administration & Finance Division, and Human Resources Department. IT has also been supporting the Student Affairs & Enrollment Management Division with projects involving EAB and Ferrilli, two outside companies that must interface seamlessly with the core data system in order to complete their work effectively.

## APPRAISAL

### INFORMATION RESOURCES

Despite the statewide trend of reduced support for library material budgets, the Jonathan Edwards Library has seen an increase from \$101,000 for FY 2015 to \$124,700 for FY 2020. This positive trend is largely the result of greater library usage and vitality. The library has become an area of robust academic activity, resulting from steps taken to improve the student experience, including changes to policies that prohibited food, drinks, and mobile phones. New computers were added with 24-inch monitors, and the internet infrastructure and Wi-Fi were modernized to deliver robust digital streaming. The responsibility for issuing Student ID Cards was moved to the library, which increased traffic and built familiarity. In addition, the College committed to keeping one copy of every required textbook on reserve, which has been popular with students. Textbook reserves have increased from 819 in AY 2016-2017 to 1,672 in AY 2017-2018 and then 2,099 in AY 2018-2019. Overall print circulation has increased from 6,384 to 7,018 and then 8,595, respectively.

In Summer 2016, using incubator funds from the Strategic Plan, an underutilized section of the library was renovated, creating four technology-rich collaboration stations. This space would typically serve fewer than two patrons during the peak hours of 9:00 AM to 3:00 PM. After the renovation, this space served between seven and 20 patrons during the same timeframe. The Digital Commons incorporated this area into the primary computer lab on the main campus. Library usage has increased with door counts rising from 38,467 in AY 2014-2015 to 53,157 in AY 2018-2019. In addition to increased use of the physical space, unique page views of the library website grew from 14,515 in AY 2016-2017 to 17,688 in AY 2018-2019. [Use of specific digital resources](#) has also increased since 2016.

<b>DIGITAL RESOURCE USE</b>			
	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
EBSCO Searches	22,759	22,539	20,546
Gale Searches	24,447	27,863	43,270
Films On Demand Core Views	2,420	2,216	2,670
LibGuides Total Hits	24,202	26,624	21,543

Moving forward, the library is beginning both an open educational resources (OER) program to make textbooks more affordable and an asynchronous information literacy class that can be embedded within any online-only degree program.

There are significant building issues that must be addressed to create the best possible learning environment, including new heat-reflecting windows, carpeting, and electrical upgrades. The ever-increasing cost of databases and journal subscriptions puts pressure on maintaining current resources and filling gaps with new materials. In the near future, the library will be home to four separate departments: the library, Digital Commons, Tutoring Center, and Testing Center; this growth will create both opportunities and challenges.

### **PHYSICAL RESOURCES**

By maximizing state, federal, and local funding sources, the College has significantly enhanced the physical resources of the main campus over the past five years, while making substantial improvements to its academic facilities and infrastructure. The College grounded these enhancements in feedback provided by faculty, staff, and students through listening sessions and internal surveys.

In a [student survey](#), which was conducted in Fall 2017, respondents rated their overall impression of the main campus as a “4” on a scale of “1” (Poor) to “5” (Excellent). Parking received the lowest score, but it should be noted that the “paving project” was still underway. A total of 282 students completed this survey for a response rate of 20%. In a [survey of faculty and staff](#), which was conducted in Spring 2018, respondents had favorable impressions of Hawthorne Hall, Melville Hall, and the Connector but unfavorable impressions of the parking lots and pathways. It should be noted that the “paving project” was still underway during this survey, too. A total of 88 faculty and staff completed the survey for a response rate of 19%. The College is currently planning another “user” survey to gauge the success of new initiatives and identify areas for further attention.

The Campus Master Plan Update identified the Koussevitzky Arts Center and “main quad” (i.e., near the front circle) as the highest priorities if substantial state funding becomes available through a new bond bill. Also, PCBs in the window caulk of the Koussevitzky Arts Center and Jonathan Edwards Library must be remediated with incremental funding provided by DCAMM.

The [South County Center](#) (SCC) continues to struggle with enrollment issues and the building needs significant upgrades, both interior and exterior. Recently, the SCC was described in a student survey as one of Great Barrington’s “hidden treasures.” The facility, however, has not changed much since it was renovated in the early 1980s. With declining enrollment, fueled by demographic shifts, the College is working to re-imagine program offerings and re-evaluate the potential of this satellite location. The College secured two grants for the SCC: the first to support the development of new non-credit culinary offerings and the second to study the feasibility of creating a teaching and learning kitchen connected to

the College's degree and certificate programs. The College launched a Fast-Track Hospitality and Culinary Program at the SCC that was nominated for a "Trendsetter Award" in 2019 through 1Berkshire, which is the regional economic development organization.

When the College first joined the Recyclemania challenge in 2009, it finished Number 41 in the nation with a 38% diversion rate. Each year since, data from the monitoring of waste diversion have spawned further changes. For example, after the diversion rate increased to 54%, the College was able to halve the number of trash dumpsters and reduce the number of trash pickups from three times to two times per week. The cost savings from reduced trash pickups were used to fund the development of a composting program in 2015. By 2019, the College had increased its diversion rate to 81.5%, thereby placing it second in the nation and first in Massachusetts.

In January 2016, the Partnership to Advance Collaboration and Efficiency (PACE), which was created through the Council of Presidents of the Massachusetts Community Colleges and State Universities, conducted a survey to assess security needs for all public colleges and universities in the Commonwealth. The College's top three priorities were the following: 1) more security cameras, 2) an expanded card access system, and 3) additional generators. The College continues to advocate for incremental funding and makes related improvements with institutional resources, or as a component of larger projects, whenever possible.

An open campus with only one public road for egress creates a security challenge. The College would benefit from the ability to monitor and "lock down" all buildings centrally in an emergency situation. Training for students, faculty, and staff must be enhanced to reinforce emergency protocols on a regular basis, particularly for "active shooter" scenarios. The creation of an Institutional Security Officer III position, funded by elimination of the site supervisor position through G4S, will provide the Director of Safety & Security with more administrative support and more time to address essential issues.

Interior wayfinding was improved significantly in Hawthorne Hall, Melville Hall, and the Connector in conjunction with the renovations, including signage in Braille. Unfortunately, both exterior and interior wayfinding throughout the remainder of the main campus is poor and requires similar updating, which depends upon securing additional financial resources.

## **TECHNOLOGICAL RESOURCES**

To address key technology upgrades and infrastructure improvements that were identified in the College's Strategic Plan, IT has implemented major initiatives to support students, faculty, staff, and the broader community. A new generator was installed and connected to the College's main data center as well as data closets in two academic buildings. This generator keeps the data networks, wireless capabilities, and emergency phones in operation during a power outage. In conjunction with renovations to Hawthorne Hall and Melville Hall, a completely new data network was installed throughout the main campus, including new fiber to support 10 Gigabit uplinks to every node on the networks, which has increased the bandwidth available for every device, eliminating bottleneck issues.

A new phone system was also installed, which includes phones in every classroom, additional emergency phones, and improved 911 access. This new phone system can be operated over the existing data network, thereby eliminating the need for most of the old, unreliable copper wire. The phone system runs during a power outage, assuming that the data network is operational. A new cell antenna (through Verizon Wireless) has significantly improved mobile service across the main campus. A new

wireless network was installed for complete coverage in every building on both the main campus and South County Center. This upgraded network also supports the security cameras, card access system, new classroom technology, and digital signage.

These upgrades have enabled the College to standardize technology in the vast majority of classrooms. As the remaining classrooms are remodeled, technology purchases will be consistent across the College. These technology enhancements have led to improved access for students, faculty, and staff as well as a greater incorporation of technology into the curriculum. After the renovations of Hawthorne Hall and Melville Hall were completed, faculty requested more whiteboards for certain classrooms. Based upon the results of a survey administered by MCCC leadership and further clarifying discussions, the College purchased and installed these additional units. The Director of Information Technology is developing a new IT Strategic Plan, updating policies, and outlining a training program for faculty and staff.

Negotiations for the contract extension with Ellucian were informed by the College's experience with Ellucian and Ferrilli. The College views sales claims with healthy skepticism, while finding ways to utilize the core data system for enhancements whenever possible, since any system integration issues should be nonexistent or minimal. Since IT has a small staff for database support, projects sometimes move more slowly than desired, particularly when day-to-day "emergencies" and larger projects divert resources. Financial resources are limited for IT, so creativity and prioritization are essential. The College will re-evaluate its staffing for IT while managing expenses carefully. IT staff will require continued training to remain current with ongoing technological changes.

## PROJECTIONS

- In AY 2019-2020, the Safety & Security Department, in conjunction with local law enforcement, will initiate regular safety and security training for students, faculty, and staff.
- By AY 2020-2021, the Administration & Finance Division will have developed a multi-year budget forecast and Budget Planning Guide.
- By AY 2020-2021, the Director of Development and Director of Grants Development & Management will have proposed a college-wide strategic fundraising plan.
- By AY 2020-2021, the Information Technology Department will have finalized a new IT Strategic Plan, including an ongoing commitment to technology upgrades, training, and data security.
- By AY 2021-2022, the Human Resources Department will have created a schedule of ongoing professional development opportunities for managers and supervisors, in-depth training for search committee chairs and members (including Affirmative Action and implicit bias), and data security training.
- By AY 2021-2022, the Human Resources Department will have reviewed and updated all policies and procedures to promote efficiencies within the office; systems will be automated for annual employee evaluations, hiring and onboarding of new employees, and reporting requirements of the Integrated Postsecondary Education Data System (IPEDS).
- By AY 2021-2022, the Administration & Finance Division and Student Affairs & Enrollment Management Division will have completed construction of the One Stop Student Success Center.

**Standard 7: Institutional Resources**

**(Headcount of Employees by Occupational Category)**

For each of the occupational categories below, enter the data reported on the IPEDS Human Resources Survey (Parts B and D1) for each of the years listed.

If your institution does not submit IPEDS, visit this link for information about how to complete this form:

[https://surveys.nces.ed.gov/IPEDS/Downloads/Forms/package\\_1\\_43.pdf](https://surveys.nces.ed.gov/IPEDS/Downloads/Forms/package_1_43.pdf)

	3 Years Prior			2 Years Prior			1 Year Prior			Current Year		
	(FY 2016)			(FY 2017)			(FY 2018)			(FY 2019)		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Instructional Staff	56	108	164	51	115	166	54	99	153	52	81	133
Research Staff	0	0	0	0	0	0	0	0	0	0	0	0
Public Service Staff	0	0	0	0	0	0	0	0	0	0	0	0
Librarians	1	1	2	1	1	2	2	0	2	2	0	2
Library Technicians	2		2	1	0	1	2	0	2	2	0	2
Archivists, Curators, Museum staff	0	0	0	0	0	0	0	0	0	0	0	0
Student and Academic Affairs	18	36	54	17	26	43	19	35	54	17	30	47
Management Occupations	29		29	30	0	30	28	0	28	30	3	33
Business and Financial Operations	2	0	2	3	0	3	3	0	3	3	0	3
Computer, Engineering and Science	9	0	9	9	0	9	9	0	9	8	0	8
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media	6	2	8	6	1	7	6	1	7	7	1	8
Healthcare Practitioners and Technical Service Occupations	0	0	0	0	0	0	0	0	0	0	0	0
Sales and Related Occupations	11	7	18	11	9	20	12	7	19	14	7	21
Office and Administrative Support	0	0	0	0	0	0	0	0	0	0	0	0
Office and Administrative Support	36	12	48	37	14	51	35	13	48	34	8	42
Natural Resources, Construction, Maintenance	6	0	6	6	0	6	5	0	5	5	0	5
Production, Transportation, Material Moving	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	<b>176</b>	<b>166</b>	<b>342</b>	<b>172</b>	<b>166</b>	<b>338</b>	<b>175</b>	<b>155</b>	<b>330</b>	<b>174</b>	<b>130</b>	<b>304</b>

Please enter any explanatory notes in the box below

<b>Standard 7: Institutional Resources</b>					
<b>(Statement of Financial Position/Statement of Net Assets)</b>					
Fiscal Year ends - month & day: (6/30)	2 Years Prior (FY 2017)	1 Year Prior (FY 2018)	Most Recent Year (FY 2019)	Percent Change	
				2 yrs-1 yr prior	1 yr-most recent
<b>*Projections as of 8/19</b>					
<b>ASSETS (in 000s)</b>					
Cash and Short Term Investments	\$5,321	\$5,742	\$5,796	7.9%	0.9%
Cash held by State Treasurer	\$2,668	\$1,247	\$1,165	-53.3%	-6.6%
Deposits held by State Treasurer	\$0	\$0	\$0	-	-
Accounts Receivable, Net	\$794	\$900	\$762	13.4%	-15.3%
Contributions Receivable, Net	\$0	\$0	\$0	-	-
Inventory and Prepaid Expenses	\$313	\$211	\$238	-32.6%	12.8%
Long-Term Investments	\$70	\$63	\$70	-10.0%	11.1%
Loans to Students	\$0	\$0	\$0	-	-
Funds held under bond agreement	\$0	\$0	\$0	-	-
Property, plants, and equipment, net	\$41,769	\$45,288	\$44,903	8.4%	-0.9%
Other Assets	\$444	\$640	\$545	44.1%	-14.8%
<b>Total Assets</b>	<b>\$51,379</b>	<b>\$54,091</b>	<b>\$53,479</b>	5.3%	-1.1%
<b>LIABILITIES (in 000s)</b>					
Accounts payable and accrued liabilities	\$3,144	\$3,282	\$3,103	4.4%	-5.5%
Deferred revenue & refundable advances	\$2,277	\$1,203	\$910	-47.2%	-24.4%
Due to state	\$0	\$0	\$0	-	-
Due to affiliates	\$0	\$0	\$0	-	-
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	\$3,735	\$6,403	\$6,021	71.4%	-6.0%
<b>Total Liabilities</b>	<b>\$9,156</b>	<b>\$10,888</b>	<b>\$10,034</b>	18.9%	-7.8%
<b>NET ASSETS (in 000s)</b>					
Unrestricted net assets					
Institutional	\$1,290	(\$1,457)	(\$1,528)	-212.9%	4.9%
Foundation	\$435	\$371	\$400	-14.7%	7.8%
<b>Total</b>	<b>\$1,725</b>	<b>(\$1,086)</b>	<b>(\$1,128)</b>	-163.0%	3.9%
Temporarily restricted net assets					
Institutional	\$108	\$104	\$90	-3.7%	-13.5%
Foundation	\$3,285	\$4,004	\$4,094	21.9%	2.2%
<b>Total</b>	<b>\$3,393</b>	<b>\$4,108</b>	<b>\$4,184</b>	21.1%	1.9%
Permanently restricted net assets					
Institutional	\$0	\$0	\$0	-	-
Foundation	\$6,147	\$6,183	\$6,470	0.6%	4.6%
<b>Total</b>	<b>\$6,147</b>	<b>\$6,183</b>	<b>\$6,470</b>	0.6%	4.6%
<b>Total Net Assets</b>	<b>\$11,265</b>	<b>\$9,205</b>	<b>\$9,526</b>	-18.3%	3.5%
<b>TOTAL LIABILITIES and NET ASSETS</b>	<b>\$20,421</b>	<b>\$20,093</b>	<b>\$19,560</b>	-1.6%	-2.7%
Please enter any explanatory notes in the box below					
Above does not include Capital Net Assets					

Standard 7: Institutional Resources (Statement of Revenues and Expenses)						
Fiscal Year ends - month & day: (6/30)	3 Years Prior (FY2016)	2 Years Prior (FY2017)	Most Recently Completed Year (FY 2018)	Current Year (FY 2019)	Next Year Forward (FY 2020)	
<b>OPERATING REVENUES (in 000s)</b>				*Projections as of 8/19		
Tuition and fees	\$7,606	\$7,411	\$7,268	\$7,132	\$6,332	
Room and board	\$0	\$0	\$0	\$0	\$0	
Less: Financial aid	-\$2,669	-\$2,607	-\$2,520	-\$2,658	-\$2,600	
Net student fees	\$4,937	\$4,804	\$4,748	\$4,474	\$3,732	
Government grants and contracts	\$6,824	\$5,518	\$5,771	\$5,878	\$5,800	
Private gifts, grants and contracts	\$593	\$483	\$626	\$1,988	\$700	
Other auxiliary enterprises	\$457	\$456	\$427	\$398	\$400	
Endowment income used in operations	\$0	\$0	\$0	\$0	\$0	
Other revenue (specify):	\$396	\$398	\$598	\$522	\$500	
Other revenue (specify):	\$0	\$0	\$0	\$0	\$0	
Net assets released from restrictions	\$0	\$0	\$0	\$0	\$0	
<b>Total Operating Revenues</b>	<b>\$13,207</b>	<b>\$11,659</b>	<b>\$12,170</b>	<b>\$13,260</b>	<b>\$11,132</b>	
<b>OPERATING EXPENSES (in 000s)</b>						
Instruction	\$9,810	\$9,597	\$9,816	\$9,701	\$9,800	
Research	\$0	\$0	\$0	\$0	\$0	
Public Service	\$0	\$0	\$0	\$0	\$0	
Academic Support	\$3,291	\$3,159	\$3,310	\$3,669	\$3,650	
Student Services	\$3,424	\$4,012	\$4,001	\$4,090	\$4,000	
Institutional Support	\$4,059	\$4,232	\$4,184	\$4,327	\$4,350	
Fundraising and alumni relations	\$0	\$0	\$0	\$0	\$0	
Operation, maintenance of plant (if not allocated)	\$2,497	\$2,624	\$2,792	\$2,799	\$2,800	
Scholarships and fellowships (cash refunded by public institution)	\$2,121	\$1,658	\$1,888	\$1,855	\$1,850	
Auxiliary enterprises	\$486	\$488	\$502	\$516	\$532	
Depreciation (if not allocated)	\$1,211	\$1,128	\$1,807	\$1,934	\$1,950	
Other expenses (specify):	\$0	\$0	\$0	\$0	\$0	
Other expenses (specify):	\$0	\$0	\$0	\$0	\$0	
<b>Total operating expenditures</b>	<b>\$26,899</b>	<b>\$26,898</b>	<b>\$28,300</b>	<b>\$28,891</b>	<b>\$28,932</b>	
<b>Change in net assets from operations</b>	<b>-\$13,692</b>	<b>-\$15,239</b>	<b>-\$16,130</b>	<b>-\$15,631</b>	<b>-\$17,800</b>	
<b>NON OPERATING REVENUES (in 000s)</b>						
State appropriations (net)	\$13,946	\$14,795	\$14,829	\$15,634	\$15,825	
Investment return	\$38	\$14	\$15	\$41	\$38	
Interest expense (public institutions)	\$19	\$17	\$16	\$14	\$12	
Gifts, bequests and contributions not used in operations	\$0	\$0	\$0	\$0	\$0	
Other (specify):	\$0	\$0	\$0	\$0	\$0	
Other (specify):	\$0	\$0	\$0	\$0	\$0	
Other (specify):	\$0	\$0	\$0	\$0	\$0	
<b>Net non-operating revenues</b>	<b>\$14,003</b>	<b>\$14,826</b>	<b>\$14,860</b>	<b>\$15,689</b>	<b>\$15,875</b>	
<b>Income before other revenues, expenses, gains, or losses</b>	<b>\$311</b>	<b>-\$413</b>	<b>-\$1,270</b>	<b>\$58</b>	<b>-\$1,925</b>	
Capital appropriations (public institutions)	\$13,616	\$13,753	\$4,999	\$920	\$1,500	
Other (specify):	\$0	\$0	\$0	\$0	\$0	
<b>TOTAL INCREASE/DECREASE IN NET ASSETS</b>	<b>\$13,927</b>	<b>\$13,340</b>	<b>\$3,729</b>	<b>\$978</b>	<b>-\$425</b>	

**Standard 7: Institutional Resources  
 (Statement of Debt)**

FISCAL YEAR ENDS month & day ( 6/31 )		3 Years Prior (FY2016)	2 Years Prior (FY2017)	Most Recently Completed Year (FY 2018)	Current Year (FY 2019)	Next Year Forward (FY 2020)
<b>Debt</b>						
	Beginning balance					
	Additions					
	Reductions					
	Ending balance	\$0	\$0	\$0	\$0	\$0
	Interest paid during fiscal year					
	Current Portion					
	<b>Bond Rating</b>					

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

n/a

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

n/a

**Future borrowing plans (please describe)**

n/a

**Please enter any explanatory notes in the box below**

n/a



Standard 7: Institutional Resources						
(Supplemental Data)						
Fiscal Year ends - month & day: (6/30)	3 Years Prior (FY2016)	2 Years Prior (FY2017)	Most Recently Completed Year (FY 2018)	Current Year (FY 2019) *projections as of 8/19	Next Year Forward (FY 2020)	
<b>NET ASSETS</b>						
Net assets beginning of year	\$15,028	\$28,917	\$39,505	\$43,203	\$44,123	
Total increase/decrease in net assets	\$13,889	\$13,306	\$3,698	\$920	(\$449)	
Net assets end of year	\$28,917	\$42,223	\$43,203	\$44,123	\$43,674	
<b>FINANCIAL AID</b>						
Source of funds						
Unrestricted institutional						
Federal, state and private grants	\$7,417	\$6,001	\$6,397	\$7,866	\$6,500	
Restricted funds						
Total	\$7,417	\$6,001	\$6,397	\$7,866	\$6,500	
% Discount of tuition and fees						
% Unrestricted discount						
<b>FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE</b>						
Please indicate your institution's endowment spending policy:						
Beginning net assets for fiscal year 2018 were restated due to the implementation of GASB 75 (OPEB).						
Please enter any explanatory notes in the box below						

Standard 7: Institutional Resources					
(Liquidity)					
FISCAL YEAR ENDS month & day (6/30)	3 Years Prior (FY2016)	2 Years Prior (FY2017)	Most Recently Completed Year (FY 2018)	Current Year (FY 2019)	Next Year Forward (FY 2020)
<b>CASH FLOW</b>					
Cash and Cash Equivalents beginning of year	\$5,100	\$5,697	\$7,989	\$6,989	\$6,959
Cash Flow from Operating Activities	(\$9,155)	(\$8,506)	(\$11,349)	(\$10,217)	(\$11,000)
Cash Flow from Investing Activities	\$19	\$20	\$15	\$41	\$40
Cash Flow from Financing Activities	\$9,733	\$10,778	\$10,334	\$10,146	\$10,600
Cash and Cash Equivalents end of year	\$5,697	\$7,989	\$6,989	\$6,959	\$6,599
<b>LIQUIDITY RATIOS</b>					
Current Assets	\$8,042	\$9,096	\$8,100	\$8,128	\$8,200
Current Liabilities	\$4,556	\$5,421	\$4,485	\$4,419	\$4,500
Current Ratio	1.77	1.68	1.81	1.84	1.82
Days Cash on Hand ((Cash and Cash Equivalents / [Operating Expenses + Depreciation and other noncash expenses]) / 365)	51.00	66.00	85.00	65.00	78.00
<p>Has the institution needed to access its restricted net assets or liquidate other financial assets to fund operations? If so, please describe and indicate when approvals (if required) were obtained from the state's authority.</p> <p>No.</p>					
<p>Please enter any explanatory notes in the box below.</p>					

<b>Standard 7: Institutional Resources</b>					
<b>(Information Resources)</b>					
	<b>3 Years Prior</b>	<b>2 Years Prior</b>	<b>Most Recently Completed Year</b>	<b>Current Year</b>	<b>Next Year Forward (goal)</b>
	<b>(FY 2016 )</b>	<b>(FY 2017 )</b>	<b>(FY 2018)</b>	<b>(FY 2019)</b>	<b>(FY 2020)</b>
<b>Total Expenditures</b>					
Materials	\$77,474	\$69,651	\$96,949	\$95,723	\$96,700
Salaries & wages (permanent staff)	\$270,225	\$277,636	\$324,575	\$335,838	\$342,555
Salaries & wages (student employees)	\$4,695	\$3,788	\$10,068	\$11,345	\$11,500
Other operating expenses	\$57,562	\$45,208	\$29,159	\$27,885	\$28,000
<b>Expenditures/FTE student</b>					
Materials	\$63	\$62	\$92	\$99	\$102
Salaries & wages (permanent staff)	\$219	\$247	\$308	\$348	\$361
Salaries & wages (student employees)	\$4	\$3	\$10	\$12	\$12
Other operating expenses	\$47	\$40	\$28	\$29	\$29
<b>Collections</b>					
Percent available physically	53%	25%	20%	17%	15%
Percent available electronically	47%	75%	80%	83%	85%
Number of digital repositories	0	0	0	0	0
<b>Personnel (FTE)</b>					
Librarians - main campus	2	3	3	3	3
Librarians - branch /other locations	0	0	0	0	0
Other library personnel - main campus	2	2	2	2	2
Other library personnel - branch/other locations	0	0	0	0	0
<b>Availability/attendance</b>					
Hours of operation/week main campus	52	52	53	53	53
Hours of operation/week branch/other locations	0	0	0	0	0
<b>Consortia/Partnerships</b>					
CW MARS					
MCCLPHEI					
Fenway Library Organization (FLO)					
Higher Education Libraries of Massachusetts (HELM)					
WALDO					
MLS					
<b>URL of most recent library annual report:</b>					
Please enter any explanatory notes in the box below					
See Form 4.5 for data about Information Literacy					

Standard 7: Institutional Resources (Technological Resources)					
	3 Years Prior (FY 2016)	2 Years Prior (FY 2017)	Most Recently Completed Year (FY 2018)	Current Year (FY 2019)	Next Year Forward (goal) (FY 2020)
<b>Course management system</b>	Moodle v3.6				
Number of classes using the system	496	471	521	547	550
<b>Bandwidth</b>					
On-campus network	1 Gbps	1 Gbps	1 Gbps	1 Gbps	1 Gbps
Off-campus access					
commodity internet (Mbps)	200 Mbps	200 Mbps	200 Mbps	200 Mbps	200 Mbps
high-performance networks (Mbps)	50 Mbps	50 Mbps	50 Mbps	50 Mbps	50 Mbps
Wireless protocol(s)	802.11 A/G/N/AC	802.11 A/G/N/AC	802.11 A/G/N/AC	802.11 A/G/N/AC	802.11 A/G/N/AC
<b>Typical classroom technology</b>					
Main campus	Interactive Smart Boards				
Branch/other locations	SCC/Conte - Smartboards (some interactive)				
<b>Software systems and versions</b>					
Students	Colleague 18.0.5				
Finances	Colleague 18.0.5				
Human Resources	HR/CMS 9.2 (State payroll)				
Advancement	Blackbaud Merchant Services (Credit Card processing)				
	Academic Works - Connect (scholarship management software)				
	Fundriver (endowment management software)				
Library	Evergreen 2.12.6, SYRUP 2.2.6, LibGuides v				
Website Management	OmniUpdate - OUCampus Version 10.6.1 (rev. 11/14/2017)				
Portfolio Management	Raiser's Edge 796 Bulid 6401 (Donor/Alumni database)				
Interactive Video Conferencing	Skype for Business 2016				
Digital Object Management	Active Directory				
<b>Website locations of technology policies/plans</b>					
Integrity and security of data	<a href="https://drive.google.com/file/d/1Fxdc7eA6YjOTKgmVtp6-2_SPhm53vA5/view?usp=sharing">https://drive.google.com/file/d/1Fxdc7eA6YjOTKgmVtp6-2_SPhm53vA5/view?usp=sharing</a>				
Privacy of individuals	<a href="http://berkshirecc.edu/academics/academic-support/registrars-office/ferpa.pdf">http://berkshirecc.edu/academics/academic-support/registrars-office/ferpa.pdf</a>				
Appropriate use	<a href="http://www.berkshirecc.edu/internet-acceptable-use-policy.php">http://www.berkshirecc.edu/internet-acceptable-use-policy.php</a>				
Disaster and recovery plan	<a href="https://drive.google.com/file/d/1Fxdc7eA6YjOTKgmVtp6-2_SPhm53vA5/view?usp=sharing">https://drive.google.com/file/d/1Fxdc7eA6YjOTKgmVtp6-2_SPhm53vA5/view?usp=sharing</a>				
Technology replacement	Pending				
Please enter any explanatory notes in the box below					

Standard 7: Institutional Resources						
(Physical Resources)						
Campus location	Serviceable Buildings	Assignable Square Feet (000)				
Main campus	11	188				
Other U.S. locations	1	11				
International locations						
		3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
		(FY 2016)	(FY 2017)	(FY 2018)	(FY 2019)	(FY 2020)
<b>Revenue (\$000)</b>						
Capital appropriations (public institutions)		\$13,616	\$13,753	\$4,999	\$920	\$1,500
Operating budget		\$19,270	\$19,264	\$19,115	\$19,354	\$18,547
Gifts and grants		\$7,417	\$6,001	\$6,397	\$7,866	\$6,500
Debt						
Total		\$40,303	\$39,018	\$30,511	\$28,140	\$26,547
<b>Expenditures (\$000)</b>						
New Construction						
Renovations, maintenance and equipment		\$17,002	\$16,498	\$5,326	\$4,753	\$4,100
Technology		\$867	\$532	\$840	\$992	\$793
Total		\$17,869	\$17,030	\$6,166	\$5,745	\$4,893
<b>Assignable square feet (000)</b>						
	Main campus	Off-campus	Total			
Classroom	29	6	35			
Laboratory	29	1	30			
Office	32	2	34			
Study	13	0	13			
Special	25	0	25			
General	37	3	40			
Support	22	0	22			
Residential	0	0	0			
Other	0	0	0			
<b>Major new buildings, past 10 years (add rows as needed)</b>						
Building name	Purpose(s)	Assignable Square Feet (000)		Cost (000)	Year	
Connector	Connect Buildings/Events	5.00		*	2017	
<b>New buildings, planned for next 5 years (add rows as needed)</b>						
Building name	Purpose(s)	Assignable Square Feet		Cost (000)	Year	
-						
<b>Major Renovations, past 10 years (add rows as needed)</b>						
The list below includes renovations costing 500,000 or more						
Building name	Purpose(s)	Assignable Square Feet		Cost (000)	Year	
Hoffman Environmental Center	Academic	6.00		\$898	2012	
Hawthorne and Melville Halls	Academic	58.00		\$26,150	2017	
<b>Renovations planned for next 5 years (add rows as needed)</b>						
The list below includes renovations costing 250,000 or more						
Building name	Purpose(s)	Assignable Square Feet		Cost (000)	Year	
Field Administration Center	One Stop Student Success	7.00		\$9,163	2021	
Please enter any explanatory notes in the box below						
*Combined with renovation of Hawthorne and Melville						

## Standard Eight: Educational Effectiveness

### DESCRIPTION

Berkshire Community College ensures consistency of academic outcomes by assessing student learning across all modalities, locations, and student groups. Recent years have seen the College move increasingly toward a data-seeking culture that embraces assessment of educational effectiveness as integral to the process of continual improvement. The College is guided by the [2014-2019 Strategic Plan](#) which has educational effectiveness and achievement among its key components. The implementation of the Strategic Plan includes a requirement for measurement of outcomes for every incubator project.

To support the work in assessment of educational effectiveness, the College created the Office of Institutional Effectiveness (IE) in 2014, focused on the broader goal of assessment and improvement. The role of IE is to support the College's [Mission](#) and Vision by providing valid, reliable, and transparent data to support decision-making. IE staff is available to assist faculty and staff in all aspects of research and assessment, including assessment design, survey design and administration, data collection, data analysis, interpretation of course, program and institutional data, and support for the program review and accreditation process.

Each fall semester IE produces an annual Data Book, a census that provides student demographics and [enrollment trends](#) at the institutional and program level which is used by departments throughout the College to inform decision-making. IE also publishes an [annual report](#), made available to all College employees via the shared network drive, which provides data on student demographics, enrollment trends, grants, Strategic Planning, student and staff surveys, and other College initiatives. IE works with faculty and staff to develop valid measures of student success at the [program](#) and [course](#) levels. All College-wide assessments collect data from students at all College locations (Main Campus, South County Center, McCann) and all modalities (face-to-face, hybrid, and online).

The College regularly uses a broad range of assessments to ensure educational effectiveness at all levels. At an institutional level, degree and certificate student success is closely monitored using various types of data, including [IPEDS](#), the [Voluntary Framework of Accountability \(VFA\)](#), and institutional studies designed and administered by IE. Results are disseminated by the Massachusetts Department of Higher Education (DHE) through the [DHE Data Center](#) and internally through IE. The Financial Aid office tracks both default and loan payment rates and complies with all federal and state regulations regarding policies and disclosure. These rates are submitted annually to IPEDS, included in the College's NECHE annual report, and recorded on the [College Scorecard](#).

The College seeks and values student input. Student engagement and satisfaction is tracked in multiple ways. Results of the Community College Survey of Student Engagement (CCSSE), administered in 2009 and 2011, and the Survey of Entering Student Engagement (SENSE), administered in Fall 2014, Fall 2017, and currently in Fall 2019, have been used to inform course redesign to promote engaged learning as well as new strategies for advising and other student support services. IE also administers student surveys to inform decision-making and policy change. For example, surveys conducted in [2017](#) and [2018](#) asked students about their course schedule preferences. [Results](#) of these surveys helped shape the development of the new course schedule implemented in Spring 2019 (Standard Two).

In order to understand the experience of current and former students, several programs administer employment surveys to recent graduates, and the College conducts [program-specific alumni surveys](#) as well as a general annual college-wide [survey](#) administered by IE. These surveys look at program satisfaction, program alignment to work requirements, employment status, and civic engagement of alumni. College representatives regularly run focus groups with students and student organizations to gather feedback on College decisions.

Because the College's Mission includes leadership in the community and fostering lifelong learning, some non-credit programs are also continually systematically assessed. The Osher Lifelong Learning Institute (OLLI) uses a [comprehensive membership survey](#), as well as evaluations for every class and event offered, to determine member needs and plan future programming. The Adult Basic Education program tracks student ESL gains, certified training, post-secondary education, and employment changes and gains through the [Literacy, Adult & Community Education System \(LACES\)](#), a data collection system maintained by the Massachusetts Department of Elementary and Secondary Education.

The [MassTransfer Pathways](#) (A2B Pathways) project aligns the College's core degree courses with all other public institutions of higher education in the state. Participation in this process verifies that students will be able to transfer courses in their major to any other participating state institution and complete a degree in as little as four years. As of Fall 2018, the following areas have participated in this alignment work: Biology, Business, Chemistry, Criminal Justice, Early Childhood Education, Economics, English, History, Liberal Arts, Psychology, and Sociology. Courses in these disciplines have been certified by faculty across the state as being equivalent to all other Massachusetts public institutions. Most recently, faculty also convened for Elementary Education, Engineering, and Visual Arts. Those pathways are expected to be in place by Fall 2019.

External perspectives are obtained through program advisory boards, national and state standards, focused surveys with employers, and national exams. The College also participates in the [Advancing a Massachusetts Culture of Assessment \(AMCOA\)](#) group, sharing best practices and involving faculty in various professional development opportunities around programmatic and course-level assessment. Externally accredited programs, including [Nursing](#), [Physical Therapist Assistant](#), and [Respiratory Care](#), report information about graduation, employment, and licensure exam success rates via their respective pages on the College website. These accredited programs follow assessment guidelines outlined by external bodies and track student success on required national examinations, through clinical outcomes, and through employer surveys. These programs annually evaluate and report their success.

Broad learning outcomes at the institutional level include the [Core Competencies](#) in Oral Communication, Written Communication, Quantitative Reasoning, and Critical Thinking. Information about Core Competencies is communicated to students via the College Catalog, on relevant course syllabi, and during new student advising appointments. Core Competencies are embedded in coursework, and students are awarded the competency through successful completion of the course with a grade of C or higher. The College Catalog includes a list of courses that fulfill each competency.

Program level outcomes are assessed by a faculty-led program review process, which integrates the College's assessment findings to inform programmatic decisions and activities (Standard Four). A recent example of this process is the [2016 Liberal Arts Program Review](#), which identified a need for expanded program outcomes. Internal and external groups were convened to help develop these outcomes, including a Liberal Arts Community Advisory Board, founded in AY 2018-2019. These outcomes will take effect in Fall 2019.

At the course level, all syllabi for courses taught by full-time faculty members must include clearly defined, measurable student learning outcomes. Courses taught by adjunct faculty must include instructional objectives and often include student learning outcomes. Thus, verification of consistent learning outcomes is not possible if adjuncts elect not to publish them. Nonetheless, Deans are proactive about working with all faculty, and most syllabi regularly include outcomes.

The College relies upon the professionalism of its faculty to be sure that students receive the same experience regardless of location, time of day or modality. Though the College's commitment to academic freedom keeps the content in the hands of the faculty, it is up to Academic Deans to be sure that course titles, course description, course topics, and tentative test and assignment schedules are clear and appropriately consistent across sections. To support faculty in this work, the Academic Deans review all courses and call attention to any inconsistencies. Course-level assessments (Standard 4) assist faculty in working with colleagues to align and adjust content to meet student needs.

The College recognizes that there may be areas to improve regarding consistent delivery of course content. A new faculty course, beginning in Fall 2019, will help new faculty understand the benefits of aligning general course outcomes across sections.

These assessment results are incorporated into all College planning and policy development initiatives to enhance student learning. Data are made available to the College community in multiple ways, including All-College Meetings, presentations to the Board of Trustees, and on the shared network drive. The College communicates public statements about student learning outcomes and expectations on the College website and in the College Catalog.

## **APPRAISAL**

The past ten years have been marked by substantial changes in the culture and practices around finding, using, and sharing data to improve educational effectiveness. The creation of the Office of Institutional Effectiveness (IE) and the availability and use of a substantial number of data sources such as the DHE Data Center, SENSE, VFA, and institutional assessment tools created by IE provide significant indicators of the institutional change at the College. In addition, the Strategic Planning process was explicit in considering educational effectiveness. The process brought a large number of faculty, staff, and administrators (over 70 people annually) together to evaluate the College's strengths and weaknesses in order to develop and implement methods to improve. This has been a significant force in moving the College toward a culture of ongoing assessment.

IE helps the College make informed decisions for improving educational effectiveness, retention, and graduation through consultation, collaboration, and facilitation of data availability. Following a 2014 comprehensive internal and external analysis, which showed decline in student engagement, retention, and graduation rates, the Title III Grant, awarded in 2015, focused on integrating student services, engaged learning strategies, and redesigned advising services. These efforts resulted in gains in all measured areas based on the SENSE surveys of 2014 and 2017. IE is currently engaged in building a College logistic regression model, based on the 2016 Bridgewater State University model, to identify variables that predict student retention and ultimately graduation and transfer rates. Although there remains room for improvement, it is encouraging to note that the process of identifying weakness through data and creating targeted interventions can yield positive results.



In order to affect the largest number of first-year students, the College put Title III resources toward gateway course redesign. As of Fall 2019, twenty-eight faculty redesigned twenty-one courses to incorporate significant active learning and early alert best practices in collaboration with the Enrollment Management Team. Initial assessments indicate that this work is having a positive impact on gateway course completion rates.

GATEWAY REDESIGN COURSE PASS RATES			
	Pass	Total	Pass Rate
Pre-Redesign	779	1050	74.2%
Fall 2017	268	340	78.8%
Fall 2018	204	265	77.0%
			<i>Pre vs Post: p=0.08</i>

The impact of this program on student engagement will continue to be evaluated when the SENSE Survey is administered in Fall 2019. This, and other Title III Grant projects designed to engage students, are ongoing, with annual evaluations. This project led to the creation of a Retention Committee that has started investigating other areas of concern. The College gathered data on [retention stratified by gender, race/ethnicity](#), and [developmental course enrollment](#). This data will be used to design the next retention intervention.

### Statewide Alignments

Participation in MassTransfer has had impacts on courses and programs. While the changes were encouraged by a desire to smooth and clarify transfer pathways for students, positive consequences for educational effectiveness also emerged. It became clear that MassTransfer structures could improve student success by ensuring that they could complete the requisite freshman- and sophomore-level courses at the College and, hence, complete a Bachelor’s Degree within two years at their transfer institution. For example, the Elementary Education Program added three courses and a field component. Now, in their first two years, Education students have more experience in their discipline. Other changes to programs as a result of the MassTransfer alignment work include the addition of a 200-level Sociology course to meet transfer needs and the addition of a methods course in Psychology. These changes were driven by requirements of MassTransfer. Students learn of the MassTransfer pathways on the College website and from the Catalog. However, more work needs to be done to develop processes for intentionally sharing this new information with students that moves beyond these static notices.

### Internal Alignments

Recent assessment work at the course level has focused on department-wide alignment of learning outcomes in high-enrollment courses such as BIO 101 Introductory Biology and ENG 101 Composition I. This targeted approach to educational effectiveness at the course level is based on national data around improving student retention and completion rates.

Full-time and adjunct faculty in the Biology Department worked together to align course-level student learning outcomes for BIO 101, a gateway course. Across all sections, full- and part-time faculty engage

in systematic, ongoing assessment of student learning outcomes and instructional techniques in both the lecture and lab portions of the course. This systematic inquiry resulted in adjustments to course content and pedagogy. While the BIO 101 project has ended, discussions have begun to consider adopting this model to other biology courses.

Similar to this internal alignment work being done by the Biology Department, full-time and adjunct faculty in the English Department worked together in Fall 2017 to revise and align student learning outcomes across all sections of ENG 101 and ENG 102. This kind of systematic alignment and assessment of course-level outcomes as practiced by some departments, such as English and Biology, is uneven across academic programs.

Externally-accredited programs such as Physical Therapist Assistant (PTA) and Associate Degree in Nursing (ADN) are required to report on the systematic evaluation of course- and program-level outcomes (Standard Four). The PTA program has consistently remained in good standing with the Commission on Accreditation in Physical Therapy Education (CAPTE). It has a 100% pass rate for its exam, a 100% employment rate, and, in Fall 2018, received approval to run a yearly cohort of students, rather than a bi-yearly cohort.

The quality and consistency of program-level assessment is varied. Revisions to the Program Review process implemented in 2016 as part of the Strategic Planning Engaged Learning initiative have resulted in more consistency in format, completion, and a more systematic use of data to inform evaluation. Many programs have made changes based on data analyzed through the Program Review process (Standard Four), including Early Childhood Education and Elementary Education Programs, which updated curriculum to reflect current state and professional organization standards. As a direct outcome of the Program Review, program outcomes were created for Liberal Arts. The Human Services Program created a new Addiction Recovery Certificate in Fall 2017 in response to student and employer surveys, analyzed as part of the [program review](#). The requirement of learning outcomes for all programs has been in place since 2016, yet there has been uneven effort to assess student learning. To this point, Program Reviews had not required reporting of assessment of learning outcomes. Programs that do so analyze this data for instructional trends and make changes in response. Presently, some programs, such as PTA, Biology, and Nursing, complete extensive program-level assessments, a process that will be increasingly scaled to all programs through the new Program Review requirements.

Institution-wide assessments of the Core Competencies have resulted in targeted instructional interventions and faculty professional development. In 2013, 251 selections of written work from twelve courses were collected to assess [Critical Thinking](#). An interdisciplinary team of faculty and staff scored 150 student artifacts using the [Core Competency Rubric for Critical Thinking](#). A theme for improvement, assignment writing, developed out of this assessment. Professional development around assignment writing was conducted and these revised assignments were piloted the following semester. For the reassessment, thirteen faculty from eight disciplines collected 197 artifacts. Of these, 150 were scored by members of the previous scoring team and substantial improvement was found. The proportion of artifacts meeting all three possible criteria increased by 50%, and the proportion of students who met at least one criterion (thus completing the Competency) increased from 84% to 95%. Professional development on assignment writing was then provided to all faculty.

A similar assessment of the [Written Communication Core Competency](#) was conducted in AY 2014-2015, with 166 samples collected from fifteen courses taught by thirteen faculty in disciplines such as Biology, Communications, Criminal Justice, Education, English, Humanities, and Sociology. Of these, 111 artifacts

were scored, including 40 samples from students who had earned 45+ credit hours. The scoring group focused on how students evaluated evidence, how they drew conclusions from that evidence, and how they attempted to use that material to develop the controlling idea of the document. As a result, a further professional development program was developed on assignment design that tied into work done for critical thinking and teaching source incorporation.

College-level assessment work was interrupted by Work-to-Rule in AY 2015-2016. Intermittent attempts to restart the Written Communication Assessment Project did not yield enough samples to assess, and other attempts to move these important initiatives forward were unsuccessful. Restarting these College-level assessment efforts will be a key goal of the reimagined Center for Teaching and Learning Innovation beginning in Fall 2019.

### **PROJECTIONS**

- In AY 2019-2020, Academic Affairs will work with faculty to expand the assessment of student learning outcomes
- In AY 2020-2021, the Division of Teaching and Learning Innovation will work with the Academic Deans and the Vice President of Academic Affairs to develop a coordinated system of assessment for program outcomes.
- In AY 2020-2021, as an ongoing project in collaboration with the Office of Institutional Effectiveness, Academic and Student Affairs will work on a system to improve accessibility of data to improve student outcomes.

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

Student Success Measures/ Prior Performance and Goals	3 Years	2 Years	1 Year	Current Year	Next Year Forward (goal)
	Prior (FY 2016)	Prior (FY 2017)	Prior (FY 2018)		
<b>IPEDS Retention Data</b>					
Associate degree students	58%	56%	56%	60%	60%
Bachelors degree students	n/a	n/a	n/a	n/a	n/a
<b>IPEDS Graduation Data (150% of time)</b>					
Associate degree students	17%	20%	18%	19%	19%
Bachelors degree students	n/a	n/a	n/a	n/a	n/a
<b>IPEDS Outcomes Measures Data</b>					
<b>First-time, full time students</b>					
Awarded a degree within six years	32%	32%	24%	24%	25%
Awarded a degree within eight years	35%	35%	25%	25%	25%
Not awarded within eight years but still enrolled	4%	4%	1%	2%	1%
<b>First-time, part-time students</b>					
Awarded a degree within six years	22%	22%	14%	16%	20%
Awarded a degree within eight years	25%	25%	17%	16%	20%
Not awarded within eight years but still enrolled	6%	6%	7%	3%	6%
<b>Non-first-time, full-time students</b>					
Awarded a degree within six years	62%	62%	36%	43%	45%
Awarded a degree within eight years	63%	63%	37%	44%	45%
Not awarded within eight years but still enrolled	2%	2%	1%	2%	2%
<b>Non-first-time, part-time students</b>					
Awarded a degree within six years	42%	42%	30%	41%	40%
Awarded a degree within eight years	42%	42%	31%	43%	40%
Not awarded within eight years but still enrolled	0%	0%	2%	2%	2%
<b>Other Undergraduate Retention/Persistence Rates (Add definitions/methodology in #1 below)</b>					
1					
2					
3					
4					
5					
<b>Other Undergraduate Graduation Rates (Add definitions/methodology in # 2 below)</b>					
1					
2					
3					
4					
5					
<b>Definition and Methodology Explanations</b>					
1					
2					

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

<b>Standard 8: Educational Effectiveness</b>					
<b>(Student Success and Progress Rates and Other Measures of Student Success)</b>					
Category of Student/Outcome Measure	Bachelor Cohort Entering		Associate Cohort Entering		
	6 years ago	4 years ago	6 years ago	4 years ago	
<b>First-time, Full-time Students</b>					
Degree from original institution	n/a	n/a	34%	29%	
Not graduated, still enrolled at original institution	n/a	n/a	9%	6%	
Degree from a different institution	n/a	n/a	2%	6%	
Transferred to a different institution	n/a	n/a	13%	17%	
Not graduated, never transferred, no longer enrolled	n/a	n/a	42%	42%	
<b>First-time, Part-time Students</b>					
Degree from original institution	n/a	n/a	21%	12%	
Not graduated, still enrolled at original institution	n/a	n/a	8%	12%	
Degree from a different institution	n/a	n/a	3%	4%	
Transferred to a different institution	n/a	n/a	16%	12%	
Not graduated, never transferred, no longer enrolled	n/a	n/a	52%	61%	
<b>Non-first-time, Full-time Students</b>					
Degree from original institution	n/a	n/a	36%	47%	
Not graduated, still enrolled at original institution	n/a	n/a	3%	2%	
Degree from a different institution	n/a	n/a	17%	16%	
Transferred to a different institution	n/a	n/a	19%	14%	
Not graduated, never transferred, no longer enrolled	n/a	n/a	24%	21%	
<b>Non-first-time, Part-time Students</b>					
Degree from original institution	n/a	n/a	43%	38%	
Not graduated, still enrolled at original institution	n/a	n/a	0%	0%	
Degree from a different institution	n/a	n/a	13%	11%	
Transferred to a different institution	n/a	n/a	7%	22%	
Not graduated, never transferred, no longer enrolled	n/a	n/a	37%	29%	
<b>Measures of Student Achievement and Success/Institutional Performance and Goals</b>					
	3 Years Prior (FY 2016)	2 Years Prior (FY 2017)	1 Year Prior (FY 2018)	Current Year (FY 2019)	Next Year Forward (goal) (FY 2020)
<b>Success of students pursuing higher degrees (add more rows as needed; add definitions/methodology in #1 below)</b>					
1					
2					
3					
4					
<b>Other measures of student success and achievement, including success of graduates in pursuing mission-related paths (e.g., Peace Corps, public service, global citizenship, leadership, spiritual formation) and success of graduates in fields for which they were not explicitly prepared (add more rows as needed; add definitions/methodology in #2 below)</b>					
1					
2					
3					
4					
<b>Definition and Methodology Explanations</b>					
1					
2					

Standard 8: Educational Effectiveness (Licensure Passage and Job Placement Rates and Completion and Placement Rates for Short-Term Vocational Training Programs)										
		3-Years Prior (FY 2016)		2 Years Prior (FY 2017)		1 Year Prior (FY 2018)		Most Recent Year (FY 2019)		
<b>State Licensure Examination Passage Rates</b>										
Name of exam		# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	
<b>National Licensure Passage Rates</b>										
Name of exam		# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	
National Physical Therapy Exam (NPTE)		-	-	12	12	-	-	**	**	
NCLEX RN		33	30	46	34	37	32	**	**	
NCLEX PN		19	17	18	15	20	16	**	**	
Therapist Multiple Choice Exam (TMC, Respiratory Therapy)		-	-	-	-	11	8	-	-	
Clinical Simulation Exam (CSE, Respiratory)		-	-	-	-	8	8	-	-	
<b>Job Placement Rates</b>										
Major/time period	*	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs	
Registered Nursing, 6 months		*	*	45	42	39	respondents	37	-	
Respiratory Care, 6 months		-	-	-	-	13	7	-	-	
Physical Therapy, 6 months		2	2	12	12	-	-	14	-	
* Check this box if the program reported is subject to "gainful employment" requirements.										
Web location of gainful employment report (if applicable)										
<b>Completion and Placement Rates for Short-Term Vocational Training Programs for which students are eligible for Federal Financial Aid</b>										
						3 Years Prior (FY 2 )	2 Years Prior (FY2 )	1 Year Prior (FY 2 )	Current Year (FY 2 )	Next Year Forward (goal) (FY 2 )
<b>Completion Rates</b>										
<b>Placement Rates</b>										
Please enter any explanatory notes in the box below										
*Not Administered, Program in Transition **Information for this cohort not yet available										

<b>Standard 8: Educational Effectiveness                  (Graduate Programs, Distance Education, Off-Campus Locations)</b>					
Student Success Measures/ Prior Performance and Goals	3 Years Prior (FY 2016)	2 Years Prior (FY 2017)	1 Year Prior (FY 2018)	Current Year (FY 2019)	Next Year Forward (goal) (FY 2020)
<b>Master's Programs (Add definitions/methodology in #1 below)</b>					
Retention rates first-to-second year	n/a	n/a	n/a	n/a	n/a
Graduation rates @ 150% time	n/a	n/a	n/a	n/a	n/a
Average time to degree	n/a	n/a	n/a	n/a	n/a
Other measures, specify:					
<b>Doctoral Programs (Add definitions/methodology in #2 below)</b>					
Retention rates first-to-second year	n/a	n/a	n/a	n/a	n/a
Graduation rates @ 150% time	n/a	n/a	n/a	n/a	n/a
Average time to degree	n/a	n/a	n/a	n/a	n/a
Other measures, specify:					
<b>First Professional Programs (Add definitions/methodology in #3 below)</b>					
Retention rates first-to-second year	n/a	n/a	n/a	n/a	n/a
Graduation rates @ 150% time	n/a	n/a	n/a	n/a	n/a
Average time to degree	n/a	n/a	n/a	n/a	n/a
Other measures, specify:					
<b>Distance Education (Add definitions/methodology in #4 below)</b>					
Course completion rates	n/a	n/a	n/a	n/a	n/a
Retention rates	n/a	n/a	n/a	n/a	n/a
Graduation rates	n/a	n/a	n/a	n/a	n/a
Other measures, specify:					
<b>Branch Campus and Instructional Locations (Add definitions/methodology in #5 below)</b>					
Course completion rates	n/a	n/a	n/a	n/a	n/a
Retention rates	n/a	n/a	n/a	n/a	n/a
Graduation rates	n/a	n/a	n/a	n/a	n/a
Other measures, specify:					
<b>Definition and Methodology Explanations</b>					
1					
2					
3					
4					
5					

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

### Integrity

#### DESCRIPTION

As part of its [Mission, Values, and Vision Statements](#), the College affirms the value of integrity. All members of the College community are expected to act in support of the mission. The Board of Trustees, faculty, staff, and students are all informed of their responsibilities to the College and have opportunity to review those documents on an ongoing basis.

The College provides information on its standards of integrity through student and staff documents including the [Student Policy Guide](#) section of the [College Catalog](#), collective bargaining contracts ([MCCC](#), [DCE](#), and [AFSCME](#)), and the [Non-Unit Professionals Personnel Policies Handbook](#) provided upon employment.

Members of the Board of Trustees are appointed by the Governor (or elected by alumni and students) and apprised of their responsibilities under [Massachusetts General Laws, chapter 15A](#) and through a guide for Trustees (see workroom for this binder). The Board of Trustees holds regular meetings that are accessible to the public in compliance with [Massachusetts Open Meeting Laws](#) (Standard Three).

As referenced in Standard Three, the College operates under the authority of the Commonwealth of Massachusetts, which authorizes it to award degrees. Clear criteria for degree completion and all requirements can be found in the [College Catalog](#). Students who enter the College are expected to complete the requirements in effect for the academic year in which they enroll, regardless of any changes made while they are students.

The College is responsible for all activities and contexts that carry its name. The South County Center is governed under the same structures as Main Campus. The College is responsible for the integrity of programs delivered in any off-site location (Standard Four).

The Human Resources Department (HR) is responsible for upholding state regulations related to employee ethics. [Ethics training](#) is mandatory for all personnel, offered on an ongoing basis, and tracked through HR (Standard Seven). Members of the senior leadership team also file a [Statement of Financial Interests](#) annually.

Faculty are responsible for ensuring the integrity of academic programs and do so by holding themselves to standards co-constructed with disciplinary groups and vetted with academic and professional colleagues. The principles of academic freedom are honored and faculty are expected and empowered to express professional views of their fields as part of their regular course of instruction.

Faculty and staff grievance, mediation, and arbitration procedures are governed by law and by collective bargaining agreements as outlined in MCCC Day Contract, DCE Contract, the AFSCME Contract, and in the Non-Unit Professionals Handbook. The MCCC collective bargaining agreement established MACER and DCE MACER as additional platforms to discuss relations between employees and administration, including considerations of integrity. The College adheres to FERPA, Title IX, and federal and state laws associated with affirmative action.



The College complies with the standards of its accrediting agency, the [New England Commission on Higher Education \(NECHE\)](#). It also complies with the standards of programmatic accreditors in health care and human service professions. Faculty and staff embrace the parameters of their accreditors and strive to use these standards as guidelines to improve continuously. The Program Review process is one structure that ensures the integrity of academic programs. In this process, programs benchmark their outcomes to any national standards and look to data analysis as maps for future curricular innovation (Standard Four).

Students are exposed to the principles of academic freedom and knowledge creation through the modeling of such in their classrooms and through opportunities for independent study, research, and scholarly presentations. Student voices that are in conflict with those of their professors are respected when presented in the context of academic discussion and debate, both in class discussion and in completion of student work.

Academic integrity is a high priority. The College's policies on academic honesty are published in the College Catalog and can be found in many syllabi. Programmatic standards that exceed the College's published standards are also shared with students.

Students who believe they have been treated capriciously or inequitably by any college personnel are directed to follow the student grievance policy, outlined in the [Student Policy Guide](#) section of the College Catalog. As part of that process, students who file a grievance are assigned an advocate who works with them to make sure their rights are respected through the process. All students can expect fair treatment regardless of whom the grievance involves or the nature of the grievance. Recognizing that implicit bias may impact equitable treatment, the College is committed to continuous education and awareness training.

The College's Values Statement affirms its commitment to Diversity and Inclusion through curriculum, pedagogy, programs, and services. The Massachusetts Community College [Policy on Affirmative Action, Equal Opportunity, and Diversity](#) is adopted. Human Resources procedures are in place to inform faculty, students, and staff of Affirmative Action, Employment Equity, Sexual Harassment, and Title IX procedures. Opportunities for students to engage with diverse groups are publicized, and all participants are welcome in the [Women's Center](#), [Disability Resource Center](#), and the Multicultural Students Services Organization (MSSO) (Standard Five).

The College undergoes regular self-assessment including local and external surveys. For instance, in 2017 the Office of Institutional Effectiveness worked with various student services offices to create a [Student Services Survey](#). By collecting students' perceptions of their experiences with advising, tutoring, the athletic center, and food services, among others, these service points were able to reflect on the services they provide. Similarly, a [Communications Audit](#) for the Student Affairs & Enrollment Management Division was held in 2018 and was managed by a consultant called SEM Works. It looked at every communication sent to students within a year from the division and appraised what was working, what was a best practice, and what needed to change to have better alignment between various departments in consistently communicating similar ideas and values to potential and current students.

As a comprehensive assessment of the campus climate and culture, [Great Colleges to Work For survey](#) was distributed to the campus community in 2015, 2017, and 2019. This survey provides feedback on fifteen organizational competencies, including Senior Leadership; Faculty, Administration & Staff

Relations; Job Satisfaction/Support; Compensation, Benefits & Work/Life Balance; Pride; Communication; and Fairness. Results from the first two surveys were discussed in a [working group](#) in May 2018 to reflect on these issues. Results from the 2019 survey have not yet been received.

## **APPRAISAL**

As noted in Standard One, the College community has not gathered to review the Mission, Vision, and Values Statements on an annual basis. While broadly understood and agreed upon, continuous reflection and reaffirmation would contribute to a strong focus on the College's shared goals.

The College has relied on the MCCC and AFSCME contracts as well as the Non-Unit Handbook for policy governance. Because these documents are silent on some local issues, additional clarity is sometimes needed. A recent example of this need for clarity emerged as the College tried to create policy around the use of the Everyone Email communication tool. The vetting and approval process was not defined and the policy review process has stalled. Policy guides that are contextualized to the College and affirm existing contractual policy should be available to all members of the community and reviewed and updated regularly.

While the Student Policy Guide seems to have explicit guidelines, there has been confusion about what constitutes a student conduct issue and what constitutes a violation of academic honesty. This is important because the processes by which the students exercise their rights to appeal are different for each. The College recognizes that a separate policy guide is necessary so that faculty and staff understand their rights and responsibilities in student conduct cases and in violations of academic honesty. In order to display the highest level of integrity, there needs to be shared understanding of how these policies are operationalized.

It is reasonable that students who enroll at the College would be governed by the existing program requirements that existed when they enrolled, regardless of when they complete. There is some concern, however, that protracted program completion compromises this goal. The current Self-Study process revealed the need to review this policy to ensure that it is enacted equitably for all students.

The College is responsible for all activities and locations that carry its name, including the South County Center (SCC) in Great Barrington, to ensure the quality of its programs. Until 2015, the Licensed Practical Nurse Program was offered in its entirety at the SCC. Recognizing that student services such as tutoring and support for students with disabilities were both difficult to provide and difficult to access, the program was moved to the Main Campus. Another contributing factor to this decision was the understanding that this program needed to serve a student population that was predominantly located in Central and Northern Berkshire County. For these students, the lengthy commute was a barrier to completion. In Fall 2019, the College is offering two cohort programs in Liberal Arts and Business at the SCC. To support students in these cohorts, the College is piloting virtual student support services, including Disability Services and Academic Advising.

In the summer of 2018, concerns about student learning outcomes and curricular alignment prompted state regulators and the national accreditor to place warning status on the Associate Degree in Nursing (ADN) Program. In response, the College hired an external consultant to focus on program improvement in order to satisfy the requirements of these organizations and to improve student outcomes. Because the unique nature of nursing programs makes transfer nearly impossible, students without assurance of the viability of the program risk their time and money by enrolling. Accordingly, the comprehensive

program changes led the College to suspend admissions to the first year ADN Program until Fall 2020. Feedback from each agency has been positive both on the College's progress and on this decision.

As an educational institution, it is the College's responsibility to ensure there are not unintended barriers to participation for any community member and to create opportunities for awareness about marginalization and privilege. The College's longstanding commitment to Diversity, Equity, and Inclusion has included professional development and learning opportunities for faculty, staff, and students on topics including racial and ethnic diversity, age, gender and sexuality, and learning and physical differences. As part of Professional Day in Spring 2015, Dr. Barbara Love led two sessions exploring microaggressions and how they can impact the classroom experience. She then worked with students in a session focused on internalized oppression and impostor syndrome later that Spring. Faculty from across the disciplines have engaged in Common Read experiences focused on several novels and works of nonfiction, including *The Celestials* by Karen Shepard in 2014, *The Immortal Life of Henrietta Lacks* by Rebecca Skloot in 2015, and *Weeping Under this Same Moon* by Jana Laiz in 2017. Most recently, in Spring 2019, sixteen staff members from the Student Affairs & Enrollment Management (SAEM) Division participated in group book discussions of Dr. Maura Cullen's *35 Dumb Things Well-Intentioned People Say*. While the College offers and promotes these types of professional development opportunities, assessment of the impact of these initiatives needs to be conducted more systematically.

In Spring 2019, Post-its from an anonymous source with the message "It's Okay to be White" were affixed to posters around campus that celebrate the College's diversity and Queer Student Association. The College responded by holding two campus forums to address the College's commitment not only to free speech on campus, but in offering opportunities for robust, open dialogues amongst the campus community. The President and the Vice President for Student Affairs & Enrollment Management gave a presentation about what freedom of speech means in relation to how it was responding to the anonymous messages and talked about the policies on campus for posting information to the public. The forums gave students, faculty, and staff the chance for robust debate about the merits of free speech and discussed the next steps to ensure the campus felt safe, open, and inclusive for all.

The College is striving to adopt an equity perspective in a more systematic way. For instance, as discussed in Standard Six, seven faculty searches were suspended in Spring 2018 because the candidate pools lacked self-reported diversity. It was the belief of the College administration that the search process did not encourage diversity among applicants. Not all members of the College's community believed this was an appropriate action. The searches that commenced in the next academic year intentionally sought a more diverse pool. Though these efforts did not ultimately yield diverse hires, the College will continue the effort (Standard Six and Standard Seven).

The College uses the results of local and external surveys to reflect on its procedures and improve the campus experiences for students and all members of the campus community. Based in part on the Student Satisfaction Survey, the opportunity to access transfer and career services was identified as an area needing attention. The Transfer and Career Services operations became part of the Academic Advising Center, physically relocating these services adjacent to advising. Also, with a recent staff change, the Academic Advising Counselor position descriptions were modified to include transfer counseling. The SEM Works Communications Audit found that when talking about programs and classes, and trying to market the College, the Marketing & Communications team uses excellent descriptive information but no distinctive selling points or value propositions. The audit identified areas of strengths, including branding guidelines and the [Weekly Scoop](#) as internal messaging, and communicates well with current students. However, the Colleges needs to create a compelling value

proposition; answer the question “Why BCC?” with a focus on outcomes and quality; develop marketing collateral and communications that reinforce the elements above; and establish and fund a long-term marketing campaign that reinforces the elements above, among other findings.

The [Great Colleges to Work For survey](#), administered in 2015 and 2017, pointed to opportunities to improve faculty and staff perceptions of institutional integrity, transparency, and overall culture. While several key organizational competencies received scores in the Very Good to Excellent range, including Pride (83), Supervisors/Department Chairs (77), and Senior Leadership (75), several others scored in the Fair to Mediocre range, including Faculty, Administration & Staff Relations (62), Respect & Appreciation (63), and Fairness (56). A follow-up survey was conducted, focusing exclusively on areas of concern identified in the 2017 survey. Based on these concerns and the results of the follow-up survey, a group of administrators, faculty, and staff met in Spring 2018 to address issues of campus culture and discuss possible actions. After a year of preliminary planning, four committees have been created: Culture, Communication and Transparency, Orientation/Onboarding, and Search Process. These groups have begun their work and will present their findings in AY 2019-2020.

## Transparency

### DESCRIPTION

The College launched a new ADA-compliant [website](#) in 2016 that provides information of interest to external audiences, including a [Disclosures](#) page containing Student Right-to-Know information such as Affirmative Action, Graduation and Transfer Rates, and Licensure Pass Rates. The College upgraded its online [Catalog](#) in July 2019. Archived Catalogs for every year since 1960 are available to the community in hard copy. This online version is being updated regularly to provide real-time information; however, contractually binding content is updated annually. This tool will aim to minimize delay in the communication of policy changes.

The Marketing & Communications Department is developing a new process of regular review of academic and program content. Previously, Catalog descriptions were distributed to the appropriate department head or administrative leader with the expectation that they will review and provide feedback to ensure accuracy.

Information on college business is disseminated in several ways. All-College Meetings are digitally recorded and accessible through a shared folder. Board of Trustees meetings are broadcast via local public community TV (PCTV). The [Weekly Stall](#), a one sheet calendar for each week, is posted physically and digitally distributed during the academic year. The [Weekly Scoop](#), an email to all faculty and staff, was created in 2017 as a community building information tool and is sent to ensure people are more aware of events happening in and around campus. In addition, the College has increased its utilization of social media platforms including [Twitter](#), [Facebook](#), [Instagram](#) and [YouTube](#) to keep the community apprised of activities and news. The recently hired Director of Alumni oversees the distribution of a monthly [Alumni and Friends newsletter](#) with up-to-date information on the College. The College also maintains a Fact Folder in the College’s shared drive, with extensive research, HEIRS and IPEDS reports, and annual Data Books containing over 30 years of College information.

Accurate and up-to-date information related to admissions, employment, academic standards, and a complaint and appeal process are available on the website, in the College Catalog, in the Student Policy Guide section of the College Catalog, and in employment contracts.

The Director of Human Resources serves as the College's Freedom of Information Officer and responds in a timely fashion to all formal requests. The most recent [audited financial statements](#) are available on the College's website.

The College publishes outcome data from national and state assessments on its website. All the College's certificate programs provide gainful employment information on its website. Rates of transfer and employability are provided upon request.

On the Checklist for Course Materials published in the MCCC Contract, provisions for clear student communications about class requirements are established. Faculty must make students aware of course requirements, including attendance, required readings, course topics, the basis for student grading and calculation of final grade, as well as criteria for evaluating student performance.

## APPRAISAL

The College regularly tracks analytics of user behavior on its website using [Google Analytics](#), which assists the Marketing & Communications Department in serving relevant information to prospective students. Some of the information being tracked include Unique Visitors, Pages Viewed, Time spent on a page, Click-through rates to other pages or content, and Bounces (or exits off a page). The website had more than 951,000 unique visitors in 2018, who on average spent more than two minutes on any given page, indicating they are spending time consuming the relevant information made available on the website. The College's website bounce rate has improved from 66% to 36% since 2017, better than the industry average of 51%. This could indicate the information available on the website has been more engaging than in the past; however, an analysis of time spent on page indicates that more than a third of all visitors leave before finding what they are looking for. User experience assessment will occur in AY 2020-2021.

While the website has evolved in appearance and with a focus on navigation, very few faculty and staff are able to edit content and update materials from their desktops. The College relies almost exclusively on the Website Manager to maintain the site. Efforts to educate and train more campus representatives in updating content will continue in 2019-2020. Because of this centralized process of website upkeep, public information is not always entirely up to date.

Much useful information is available through the College's website; however, the current Self-Study process revealed opportunities to link documents instead of referring individuals to specific departments or offices for copies of reports or policies. This is illustrated through the Disclosures website page for information on Affirmative Action. Individuals were instructed to visit the Human Resources Department for a copy of the Affirmative Action Plan. As a result of the current Self-Study, the Affirmative Action content was updated and now includes a link to the online Affirmative Action Plan. A review is underway to ensure links to policies, reports, or data are provided online wherever possible.

Though the College attempts clear communications through a variety of channels in the interest of transparency, some campus members believe the current systems are insufficient. It is accurate that not all community members can participate in all meetings, and this can slow down the flow of information. It is also true that lines of reporting have not always been used as reliable communications channels. For instance, managers, directors, and deans may believe that information communicated from executive

levels has reached those who work for them and so does not repeat or reinforce the message to a sufficient extent. The College is in the process of establishing and codifying clear and consistent channels of communications.

## Public Disclosure

### DESCRIPTION

The [College Catalog](#), which is available through the [College website](#), contains relevant information that ensures students are aware of their responsibilities, and the Mission Statement is clearly presented. The College Catalog, with additional support from the overall College website, publishes all relevant policies, procedures, objectives, and outcomes, or identifies the office or department that maintains this information, thus making College information readily available to the public.

The duties and responsibilities of all members of the institution are described in the [College Catalog](#), which is available through the [College website](#). In addition, a [Public Records section](#) of the website has been created to assist those who are requesting access to public records in the custody of the College in order to comply with Massachusetts public records law [M.G.L. Chapter 66 and Chapter 4, Section 7(26)]. This page includes information on:

- A Summary of the Public Records Law
- Contact Information for the College's Public Records Officer
- Board of Trustees Information
- Financial Information
- Audited Financial Statements
- Employee Salary and Benefit Information
- Annual Safety and Security Report
- 2014-2019 Strategic Plan
- Winning Bids for Public Contracts
- Awards of Federal, State, and Municipal Government Grants

In the left-hand navigation to the Public Record page, links to [Accreditation](#), [CORI/SORI](#), [Disclosures](#), and [College Governance](#) have been made available.

Additional information and policies are available in the catalog and on the website.

- The Mission and Vision Statements are available in the [College Catalog](#) and the [About BCC](#) section of the website.
- Educational and Learning Outcomes, Degree and Academic Program Requirements, [General Education Requirements](#), [courses currently offered](#), and [Academic Affairs Policies](#) are available in the [Programs of Study](#) section of the College Catalog, with redirect links for [Programs and Classes](#) available on the website.
- The [Student Right-to-Know](#) and [Disclosure of Transfer and Graduation Rates](#) are available in the Disclosures section of the College Catalog.
- Information on tuition, fees, and billing is available through the [Admissions and Aid](#) section of the website and in the [Cost of Attendance](#) portion of the College Catalog.



- Information for students is available through the [Policy section](#) of the College Catalog ([Academic Affairs](#), [Admissions](#), [Financial Aid](#), [Student Policy Guide](#), and [Practical Nursing or Associate Degree in Nursing](#) specific policies).
- Additional information for students related to student success, retention, graduation rates, and licensure pass rates is available from the [General Disclosures](#) section of the College Catalog and individual program pages in the Catalog.
- Listings of College Faculty, Administration, and Board Members are available via the [Faculty and Staff Directory](#) or [Board of Trustees](#) section of the website
- Information related to [admissions policies](#), [transfer of credits](#), and [educational partnerships](#) is available in the College Catalog and through the Admissions Office.
- Information on locations and programs at instructional locations is available in the [Campus Locations directory](#) section of the website.
- Information on the campus setting and the size and composition of the student body is available in the [About BCC](#) section of the website.
- Information related to support provided for students is available in the [Academic Support](#) section of the website.

## APPRAISAL

While the College website and print catalog provided prospective students, current students, and the public with an accurate record of academic programs, services, and learning outcomes, the process of updating the catalog was cumbersome. This process was initiated by Marketing, with requests for updates to course descriptions, program content, and graduation requirements being sent to deans, program advisors, the Registrar, and others across campus. Over the years, there would be incidents where the course information in Colleague, the College's SIS, did not match the printed Catalog. In addition, courses that were inactive in Colleague were not removed from the printed Catalog. Once identified, these issues could not be corrected until the next catalog was published.

To address this issue the College has now switched to Smart Catalog, the College's new online Catalog system. Course descriptions are pulled directly from Colleague, so there are no longer any discrepancies between the descriptions or course numbers. In addition, any inactive courses that aren't in Colleague but are still in Graduation Requirements are flagged in a regular report and can be removed. This is just one example of how the new online Catalog will be more reliable than the printed Catalog – especially if course description or program information changes throughout the year. This more responsive online Catalog will allow the College to better serve the students' and the public's need for accurate and up-to-date information.

The College's commitment to provide information to its students and the community was evident when at its July 11, 2018 meeting, the Massachusetts Board of Registration in Nursing (MABORN) conducted a review of the Associate Degree in Nursing (ADN) program and determined an Approval with Warning Status. This came in light of the Accreditation Commission for Education in Nursing (ACEN) downgrading its accreditation of the ADN program in light of similar findings during their periodic review. In response, the entirety of the results from MABORN – including a [letter from the Executive Director of MABORN](#) outlining what corrections need to be made to the ADN Program, and the 20 page findings in the [Board of Registration in Nursing Report Prepared in Compliance with 244 CMR 6.08 \(1\)\(b\)](#), were published on the College's website. In addition, an email to all current students and to 695 Nursing program alumni were also sent, directing traffic to the ADN webpage for full disclosure of the Nursing program findings. In addition, the College's leadership team held a meeting with members of the press, answering their

questions, thus creating news articles in the [Berkshire Eagle](#) and in [iBerkshires](#), two local papers in the county.

The College posted the [public comment press release](#) on its website and in the local papers when public comment was sought regarding the accreditation findings, and [announced](#) it would take a one year hiatus of accepting students into the program on its website and in the local news organizations as well. When its full ACEN accreditation had been restored, it [publicly acknowledged](#) this on its website and in the College Catalog, but continues to recognize its [warning status from MABORN](#) in the Catalog. By taking these actions, the College demonstrated its commitment to keeping its students, its alumni, and the public informed as quickly and forthrightly as possible.

As part of the Self-Study review, the College realized that its NEASC (now NECHE) accreditation was visible online on a single webpage. It is now embedded in the footer of the website, making it visible on every page.

## PROJECTIONS

- In AY 2019-2020, all College divisions will create measurable communication plans being mindful of transparency and confidentiality.
- In AY 2019-2020, the Marketing & Communications will assess the website's usability and increase access for employees to add content.
- By AY 2021-2022, Human Resources will have developed a comprehensive Employee Handbook, which adds operational detail to existing contracts and clarifies college procedures.



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

<b>Policies</b>	<b>Last Updated</b>	<b>Website location where policy is posted</b>	<b>Responsible Office or Committee</b>
Academic honesty	12/2017	<a href="https://berkshirecc.smartcatalogiq.com/Current/Catalog/Policies/Student-Policy-Guide">https://berkshirecc.smartcatalogiq.com/Current/Catalog/Policies/Student-Policy-Guide</a>	Student Engagement
Intellectual property rights	12/2017	<a href="https://berkshirecc.smartcatalogiq.com/Current/Catalog/Policies/Student-Policy-Guide">https://berkshirecc.smartcatalogiq.com/Current/Catalog/Policies/Student-Policy-Guide</a>	Student Engagement
Conflict of interest		<a href="https://berkshirecc.smartcatalogiq.com/Current/Catalog/Policies/Student-Policy-Guide">https://berkshirecc.smartcatalogiq.com/Current/Catalog/Policies/Student-Policy-Guide</a>	
Privacy rights	12/2017	<a href="https://berkshirecc.smartcatalogiq.com/Current/Catalog/Policies/Student-Policy-Guide">https://berkshirecc.smartcatalogiq.com/Current/Catalog/Policies/Student-Policy-Guide</a>	Student Engagement
Fairness for students	12/2017	<a href="https://berkshirecc.smartcatalogiq.com/Current/Catalog/Policies/Student-Policy-Guide">https://berkshirecc.smartcatalogiq.com/Current/Catalog/Policies/Student-Policy-Guide</a>	Student Engagement
Fairness for faculty		<a href="https://berkshirecc.smartcatalogiq.com/Current/Catalog/Dislosures-Statements/Statement-of-Non-Discrimination">https://berkshirecc.smartcatalogiq.com/Current/Catalog/Dislosures-Statements/Statement-of-Non-Discrimination</a>	HR
Fairness for staff		<a href="https://berkshirecc.smartcatalogiq.com/Current/Catalog/Dislosures-Statements/Statement-of-Non-Discrimination">https://berkshirecc.smartcatalogiq.com/Current/Catalog/Dislosures-Statements/Statement-of-Non-Discrimination</a>	HR
Academic freedom	12/2017	<a href="https://berkshirecc.smartcatalogiq.com/Current/Catalog/Policies/Student-Policy-Guide">https://berkshirecc.smartcatalogiq.com/Current/Catalog/Policies/Student-Policy-Guide</a>	Student Engagement
Research	5/2017	<a href="https://www.berkshirecc.edu/academics/research/">https://www.berkshirecc.edu/academics/research/</a>	IE
Title IX	12/2014	<a href="https://berkshirecc.smartcatalogiq.com/Current/Catalog/Dislosures-Statements/Statement-of-Non-Discrimination">https://berkshirecc.smartcatalogiq.com/Current/Catalog/Dislosures-Statements/Statement-of-Non-Discrimination</a>	HR
Other; specify			
<b>Non-discrimination policies</b>			
Recruitment and admissions	12/2017	<a href="https://berkshirecc.smartcatalogiq.com/Current/Catalog/Policies/Admissions">https://berkshirecc.smartcatalogiq.com/Current/Catalog/Policies/Admissions</a>	Admissions
Employment	12/2014	<a href="https://berkshirecc.smartcatalogiq.com/Current/Catalog/Dislosures-Statements/Statement-of-Non-Discrimination">https://berkshirecc.smartcatalogiq.com/Current/Catalog/Dislosures-Statements/Statement-of-Non-Discrimination</a>	HR
Evaluation	2009	<a href="https://www.berkshirecc.edu/accreditation/">https://www.berkshirecc.edu/accreditation/</a>	NEASC
Disciplinary action	12/2014	<a href="https://berkshirecc.smartcatalogiq.com/Current/Catalog/Dislosures-Statements/Statement-of-Non-Discrimination">https://berkshirecc.smartcatalogiq.com/Current/Catalog/Dislosures-Statements/Statement-of-Non-Discrimination</a>	HR
Advancement	12/2014	<a href="https://berkshirecc.smartcatalogiq.com/Current/Catalog/Dislosures-Statements/Statement-of-Non-Discrimination">https://berkshirecc.smartcatalogiq.com/Current/Catalog/Dislosures-Statements/Statement-of-Non-Discrimination</a>	HR
Other; specify			
<b>Resolution of grievances</b>			
Students	12/2017	<a href="https://berkshirecc.smartcatalogiq.com/Current/Catalog/Policies/Student-Policy-Guide">https://berkshirecc.smartcatalogiq.com/Current/Catalog/Policies/Student-Policy-Guide</a>	Student Engagement
Faculty	12/2014	<a href="https://berkshirecc.smartcatalogiq.com/Current/Catalog/Dislosures-Statements">https://berkshirecc.smartcatalogiq.com/Current/Catalog/Dislosures-Statements</a>	HR
Staff	12/2014	<a href="https://berkshirecc.smartcatalogiq.com/Current/Catalog/Dislosures-Statements">https://berkshirecc.smartcatalogiq.com/Current/Catalog/Dislosures-Statements</a>	HR
Other; specify			
<b>Other</b>			
	<b>Last Updated</b>	<b>Website location or Publication</b>	<b>Responsible Office or Committee</b>
Please enter any explanatory notes in the box below			

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

Information	Website location and/or Relevant Publication(s)
How can inquiries be made about the institution? Where can questions be addressed?	<a href="https://www.berkshirecc.edu/about-bcc/departments-and-offices/who-to-contact/">https://www.berkshirecc.edu/about-bcc/departments-and-offices/who-to-contact/</a>
Notice of availability of publications and of audited financial statement or fair summary	<a href="https://www.berkshirecc.edu/about-bcc/public-records">https://www.berkshirecc.edu/about-bcc/public-records</a>
Processes for admissions	<a href="https://www.berkshirecc.edu/admissions/process-for-new-students/">https://www.berkshirecc.edu/admissions/process-for-new-students/</a>
Processes for employment	<a href="https://www.berkshirecc.edu/about-bcc/public-records-and-disclosures/disclosures/">https://www.berkshirecc.edu/about-bcc/public-records-and-disclosures/disclosures/</a>
Processes for grading	<a href="https://www.berkshirecc.edu/academics/academic-support/credits-grade-points-grade-point-average-gpa.php">https://www.berkshirecc.edu/academics/academic-support/credits-grade-points-grade-point-average-gpa.php</a>
Processes for assessment	<a href="https://berkshirecc.smartcatalogiq.com/-/media/Institution/Berkshire-Community-College/BCC_Catalog_2017-18_web.ashx">https://berkshirecc.smartcatalogiq.com/-/media/Institution/Berkshire-Community-College/BCC_Catalog_2017-18_web.ashx</a>
Processes for student discipline	<a href="https://www.berkshirecc.edu/student-life/student-policy-guide/">https://www.berkshirecc.edu/student-life/student-policy-guide/</a>
Processes for consideration of complaints and appeals	<a href="https://www.berkshirecc.edu/about-bcc/public-records-and-disclosures/disclosures/">https://www.berkshirecc.edu/about-bcc/public-records-and-disclosures/disclosures/</a>
<b>List below the statements or promises made regarding program excellence, learning outcomes, success in placement, and achievements of graduates or faculty and indicate where valid documentation can be found.</b>	
Statement/Promise	Website location and/or publication where valid documentation can be found
<b>Below information found in college catalog here:</b>	<a href="https://berkshirecc.smartcatalogiq.com/-/media/Institution/Berkshire-Community-College/BCC_Catalog_2017-18_web.ashx">https://berkshirecc.smartcatalogiq.com/-/media/Institution/Berkshire-Community-College/BCC_Catalog_2017-18_web.ashx</a>
BCC is all about access and excellence. We offer you a quality college education that is challenging and affordable while preparing you for the future. At BCC, you'll find faculty and staff who are committed to your success. Our diverse student body and faculty combine to provide a rich community of learners. BCC boasts one of the highest graduation rates in the Massachusetts Community College system, with students moving on to quality four-year institutions or starting careers following graduation. We maintain formal relationships with more than 30 leading colleges and universities that let you transfer your entire BCC associate degree toward your bachelor's degree. With our first-class education, you'll be well prepared for transfer to a four-year (baccalaureate) college of your choice. That means you can get your bachelor's degree from the public or private college you want, while saving thousands on tuition and fees for your freshman and sophomore years.	2017 College Catalog, page 3
BCC students who wish to continue their education at a four-year college or university can easily transfer to a large number of public and private institutions throughout Massachusetts and beyond.	2017 College Catalog, page 4
BCC has adopted a core curriculum intended to: <ul style="list-style-type: none"> <li>• Provide students with a strong base of knowledge from a broad spectrum of disciplines reflecting human kind's past in language, art, science, mathematics, history and the social sciences;</li> <li>• Provide students with basic skills for current and future college-level work, the dynamics of a changing job market, and the demands of a knowledge-based society; and</li> <li>• Expose students to the values that sustain and nurture productive, purposeful and healthy lives.</li> </ul> The general education requirements listed in each degree program of study contain this core curriculum.	2017 College Catalog, page 27

A student may obtain a Liberal Arts degree by taking online courses exclusively, with the exception of attending an on-campus science lab when fulfilling the laboratory science requirement.	2017 College Catalog, page 32
BCC-101 is a seminar course designed to help students transition successfully to college. It introduces students to college resources and builds the skills needed to meet college expectations. The seminar is required for new, matriculated students who test into two or more developmental course areas (reading, writing and math). These students must take BCC-101 in their first semester.	2017 College Catalog, page 33
Expected Outcomes from Programs and Certificate Completions	2017 College Catalog, pages 46-104

<b>Date of last review of:</b>	
Print publications	4/2014 and 5/1/2017
Digital publications	5/2017 and 12/1/2017

Please enter any explanatory notes in the box below

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

Information	Website location
Institutional catalog	<a href="https://www.berkshirecc.edu/academics/programs-and-classes/programs-and-course-catalog.php">https://www.berkshirecc.edu/academics/programs-and-classes/programs-and-course-catalog.php</a>
Obligations and responsibilities of students and the institution	<a href="https://www.berkshirecc.edu/student-life/student-policy-guide/">https://www.berkshirecc.edu/student-life/student-policy-guide/</a>
Information on admission and attendance	<a href="https://www.berkshirecc.edu/student-life/student-policy-guide/">https://www.berkshirecc.edu/student-life/student-policy-guide/</a>
Institutional mission and objectives	<a href="https://www.berkshirecc.edu/about-bcc/mission-and-values/">https://www.berkshirecc.edu/about-bcc/mission-and-values/</a>
Expected educational outcomes	<a href="https://www.berkshirecc.edu/catalog">https://www.berkshirecc.edu/catalog</a>
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	<a href="https://www.berkshirecc.edu/about-bcc/governance/index.php">https://www.berkshirecc.edu/about-bcc/governance/index.php</a>
Requirements, procedures and policies re: admissions	<a href="https://www.berkshirecc.edu/academics/programs-and-classes/BCC_Catalog_2017-18_web.pdf">https://www.berkshirecc.edu/academics/programs-and-classes/BCC_Catalog_2017-18_web.pdf</a>
Requirements, procedures and policies re: transfer credit	<a href="https://www.berkshirecc.edu/academics/academic-support/transfer-planning/">https://www.berkshirecc.edu/academics/academic-support/transfer-planning/</a>
A list of institutions with which the institution has an articulation agreement	<a href="https://www.berkshirecc.edu/academics/academic-support/transfer-planning/articulationagreements.php">https://www.berkshirecc.edu/academics/academic-support/transfer-planning/articulationagreements.php</a>
Student fees, charges and refund policies	<a href="https://www.berkshirecc.edu/admissions/tuition-and-fees.php">https://www.berkshirecc.edu/admissions/tuition-and-fees.php</a>
Rules and regulations for student conduct	<a href="https://www.berkshirecc.edu/student-life/student-policy-guide/">https://www.berkshirecc.edu/student-life/student-policy-guide/</a>
Procedures for student appeals and complaints	<a href="https://www.berkshirecc.edu/student-life/student-policy-guide/">https://www.berkshirecc.edu/student-life/student-policy-guide/</a>
Other information re: attending or withdrawing from the institution	<a href="https://www.berkshirecc.edu/student-life/student-policy-guide/">https://www.berkshirecc.edu/student-life/student-policy-guide/</a>
Academic programs	<a href="https://www.berkshirecc.edu/academics/programs-and-classes/">https://www.berkshirecc.edu/academics/programs-and-classes/</a>
Courses currently offered	<a href="https://www.berkshirecc.edu/academics/programs-and-classes/">https://www.berkshirecc.edu/academics/programs-and-classes/</a>
Other available educational opportunities	<a href="https://www.berkshirecc.edu/catalog">https://www.berkshirecc.edu/catalog</a>
Other academic policies and procedures	<a href="https://www.berkshirecc.edu/catalog">https://www.berkshirecc.edu/catalog</a>
Requirements for degrees and other forms of academic recognition	<a href="https://www.berkshirecc.edu/academics/academic-support/graduation-requirements/index.php">https://www.berkshirecc.edu/academics/academic-support/graduation-requirements/index.php</a>
List of continuing faculty, indicating department or program affiliation, degrees held, and institutions granting them	<a href="https://www.berkshirecc.edu/about-bcc/faculty-staff/">https://www.berkshirecc.edu/about-bcc/faculty-staff/</a>
Names and positions of administrative officers	<a href="https://www.berkshirecc.edu/about-bcc/departments-and-offices/who-to-contact/index.php">https://www.berkshirecc.edu/about-bcc/departments-and-offices/who-to-contact/index.php</a>
Names, principal affiliations of governing board members	<a href="https://www.berkshirecc.edu/about-bcc/board-of-trustees/index.php">https://www.berkshirecc.edu/about-bcc/board-of-trustees/index.php</a>
Locations and programs available at branch campuses, other instructional locations, and overseas operations at which students can enroll for a degree, along with a description of programs and services available at each location	<a href="https://www.berkshirecc.edu/about-bcc/locations/index.php">https://www.berkshirecc.edu/about-bcc/locations/index.php</a>
Programs, courses, services, and personnel not available in any given academic year.	<a href="https://coursecatalog.berkshirecc.edu/Lists/Sections/SectionsBySubject.aspx">https://coursecatalog.berkshirecc.edu/Lists/Sections/SectionsBySubject.aspx</a>
Size and characteristics of the student body	<a href="https://www.berkshirecc.edu/about-bcc/college-overview/">https://www.berkshirecc.edu/about-bcc/college-overview/</a>
Description of the campus setting	<a href="https://www.berkshirecc.edu/images/campus-map.pdf#search=campus%20map">https://www.berkshirecc.edu/images/campus-map.pdf#search=campus%20map</a>
Availability of academic and other support services	<a href="https://www.berkshirecc.edu/academics/academic-support/">https://www.berkshirecc.edu/academics/academic-support/</a>
Range of co-curricular and non-academic opportunities available to students	<a href="https://www.berkshirecc.edu/student-life/index.php">https://www.berkshirecc.edu/student-life/index.php</a>
Institutional learning and physical resources from which a student can reasonably be expected to benefit	<a href="https://www.berkshirecc.edu/about-bcc/disclosures/">https://www.berkshirecc.edu/about-bcc/disclosures/</a>

Institutional goals for students' education	<a href="https://www.berkshirecc.edu/about-bcc/disclosures/">https://www.berkshirecc.edu/about-bcc/disclosures/</a>
Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate	<a href="https://www.berkshirecc.edu/about-bcc/disclosures/">https://www.berkshirecc.edu/about-bcc/disclosures/</a>
Total cost of education and net price, including availability of financial aid and typical length of study	<a href="http://www.berkshirecc.edu/admissions/tuition-and-fees.php">http://www.berkshirecc.edu/admissions/tuition-and-fees.php</a>
Expected amount of student debt upon graduation and loan payment rates	<a href="https://www.berkshirecc.edu/admissions/tuition-and-fees.php">https://www.berkshirecc.edu/admissions/tuition-and-fees.php</a>
Statement about accreditation	<a href="https://www.berkshirecc.edu/about-bcc/accreditation/">https://www.berkshirecc.edu/about-bcc/accreditation/</a>

## APPENDICES

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# Appendix A: Affirmation of Compliance with Federal Requirements of Title IV



New England Commission of Higher Education  
 3 Burlington Woods Drive, Suite 100, Burlington, MA 01803-4514 Tel: 781-425-7785 | Fax: 781-425-1001 | [cihe.neasc.org](http://cihe.neasc.org)

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

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

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

URL	<a href="https://berkshirecc.smartcatalogiq.com/Current/Catalog/Disclosures-Statements/General-Disclosures/Definition-of-BCC-Credit-Hour-Policy">https://berkshirecc.smartcatalogiq.com/Current/Catalog/Disclosures-Statements/General-Disclosures/Definition-of-BCC-Credit-Hour-Policy</a>
Print Publications	2019-2020 catalog, p. 305
Self-study/Fifth-year report Page Reference	p. 38

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

URL	<a href="http://www.berkshirecc.edu/academics/academic-support/transfer-planning/articulationagreements.php">www.berkshirecc.edu/academics/academic-support/transfer-planning/articulationagreements.php</a> (transfer agreements)
Print Publications	2019-2020 catalog, p. 255 (transfer-in policy)
Self-study/Fifth-year Report Page Reference	p. 39

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

URL	<a href="https://berkshirecc.smartcatalogiq.com/Current/Catalog/Policies/Student-Policy-Guide/Student-Code-of-Conduct/Student-Grievance-Procedure">https://berkshirecc.smartcatalogiq.com/Current/Catalog/Policies/Student-Policy-Guide/Student-Code-of-Conduct/Student-Grievance-Procedure</a>
Print Publications	2019-2020 catalog, pp. 285-289
Self-study/Fifth-year Report Page Reference	p. 61, p. 139 and 144-145

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

Method(s) used for verification	The College abides by the Federal Higher Education Opportunity Act that requires the verification of student identity in distance or correspondence education. Student identity is currently verified using an individual, secure login and password issued by the College, and by face-to-face proctored exams.
Self-study/Fifth-year Report Page Reference	p. 40

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

URL	<a href="http://www.berkshirecc.edu/news-events/2019/nechevisit2019.php">www.berkshirecc.edu/news-events/2019/nechevisit2019.php</a>
Print Publications	Published in the Berkshire Eagle, Alumni Newsletter
Self-study Page Reference	p. xvii

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

Chief Executive Officer: Ellen [Signature] Date: 8/30/2019

## Appendix B: E-Series Forms on Student Achievement and Success

### E-Series Forms: Making Assessment More Explicit Option E1: Part a. Inventory of Educational Effectiveness Indicators

- (1) Have formal learning outcomes been developed?
- (2) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.
- (3) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)
- (4) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee)
- (5) What changes have been made as a result of using the data/evidence?
- (6) Date of most recent program review (for general education and each degree program)

Category	(1) Formal Learning Outcomes	(2) URLs	(3) Evidence of outcome	(4) Interpretation/ Process	(5) Changes	(6) Date
1-Addiction Recovery Assistant (CF-ARAS)	Yes	<a href="http://www.berkshirecc.edu/academics/programs-and-classes/human-services/addiction-recovery-assistant-certificate.php">www.berkshirecc.edu/academics/programs-and-classes/human-services/addiction-recovery-assistant-certificate.php</a>	Performance in field work internships	Interpreted Biannually by Field Work Placement Supervisor, Advisory Board, and Program Faculty	New program developed following the 2017 Human Services program review	NEW- Not yet reviewed
2-Applied Manufacturing Technical Skills (CF.APTS)	Yes	<a href="http://www.berkshirecc.edu/academics/programs-and-classes/applied_manufacturing/applied-manufacturing-technical-skills-certificate.php">www.berkshirecc.edu/academics/programs-and-classes/applied_manufacturing/applied-manufacturing-technical-skills-certificate.php</a>	Career Placement data Employment placement data Employer Feedback data	Interpreted Biannually by Program Faculty, Dean and Employer	Based on the 2007 review results no changes were implemented	2007



3-Applied Manufacturing Technology (CF.APMT)	Yes	<a href="http://www.berkshirecc.edu/academics/programs-and-classes/applied-manufacturing/applied-manufacturing-technology_certificate.php">www.berkshirecc.edu/academics/programs-and-classes/applied-manufacturing/applied-manufacturing-technology_certificate.php</a>	Career Placement data Employment placement data Employer Feedback data	Interpreted Biannually by Program Faculty, Dean, and Employer	Based on the 2007 review results no changes were implemented	2007
4-Business Administration (AA.BADM)	Yes	<a href="http://www.berkshirecc.edu/academics/programs-and-classes/business/business-administration-aa-degree.php">www.berkshirecc.edu/academics/programs-and-classes/business/business-administration-aa-degree.php</a>	Transfer data	Interpreted Biannually by Program Faculty and Dean	Based on the 2006 review results no changes were implemented	2006
5-Business Careers (AS.BCAR)	Yes	<a href="http://www.berkshirecc.edu/academics/programs-and-classes/business/business-careers-as-degree.php">www.berkshirecc.edu/academics/programs-and-classes/business/business-careers-as-degree.php</a>	Career placement data Transfer data	Interpreted Biannually by Program Faculty and Dean	Based on the 2006 review results no changes were implemented	2006
6-Business Careers-Health Information Management (AS.BCHM)	Yes	<a href="https://berkshirecc.smartcatalogiq.com/Current/Catalog/Programs-Of-Study/Health-Information-and-Medical-Coding/Health-Information-Management-Option-A-S">https://berkshirecc.smartcatalogiq.com/Current/Catalog/Programs-Of-Study/Health-Information-and-Medical-Coding/Health-Information-Management-Option-A-S</a>	Career placement data Transfer data American Health Information Management Association (AHIMA) Credentialing Exam pass rate	Interpreted Biannually by Program Faculty and Dean	New Program 2017 – new, more navigable and intuitive online platform adopted to address drop in completion	NEW- Not yet reviewed
7-CIS Business Systems (AS.CISB)	Yes	<a href="http://www.berkshirecc.edu/academics/programs-and-classes/computer-information-systems/certificate-options/business-systems-option-as-degree.php">www.berkshirecc.edu/academics/programs-and-classes/computer-information-systems/certificate-options/business-systems-option-as-degree.php</a>	Graduation data Transfer data	Interpreted Biannually by Program Faculty and Dean	New Online degree option starting FA18	2017
8-CIS Computer Science (AS.CISC)	Yes	<a href="http://www.berkshirecc.edu/academics/programs-and-classes/computer-information-systems/certificate-">www.berkshirecc.edu/academics/programs-and-classes/computer-information-systems/certificate-</a>	Transfer data	Interpreted Biannually by Program Faculty and Dean	Mass Transfer A2B Pathways	2017

9-CIS Networking (AS.CISN)	Yes	<a href="http://www.berkshirecc.edu/academics/options/computer-science-option-as-degree.php">options/computer-science-option-as-degree.php</a> <a href="http://www.berkshirecc.edu/academics/programs-and-classes/computer-information-systems/networking-option-as-degree.php">www.berkshirecc.edu/academics/programs-and-classes/computer-information-systems/networking-option-as-degree.php</a>	Capstone performance Cisco Certified Entry Networking Technician (CCENT) & Cisco Certified Network Associated (CCNA) exam performance	Interpreted Biannually by Program Faculty, Dean, and Certifying entity	Addition of CCENT certification and IT Essentials Certification through Cisco	2017
10-CIS Networking (CF.CNET)	Yes	<a href="http://www.berkshirecc.edu/academics/programs-and-classes/computer-information-systems/certificate-options/networking-option.php">www.berkshirecc.edu/academics/programs-and-classes/computer-information-systems/certificate-options/networking-option.php</a>	Cisco Certified Entry Networking Technician (CCENT) exam performance	Interpreted Biannually by Program Faculty, Dean, certifying entity	Addition of CCENT certification and IT Essentials Certification through Cisco	2017
11-CIS Programming- Business (CF.CPCB)	Yes	<a href="http://www.berkshirecc.edu/academics/programs-and-classes/computer-information-systems/certificate-options/business-option.php">www.berkshirecc.edu/academics/programs-and-classes/computer-information-systems/certificate-options/business-option.php</a> (see <b>Networking</b> )	Job placement Employer feedback	Interpreted Biannually by Program Faculty, Dean, and Employer	Investigating online options	2017
12-CIS Programming- Technical (CF.CPCT)	Yes	<a href="http://www.berkshirecc.edu/academics/programs-and-classes/computer-information-systems/certificate-options/technical-option.php">www.berkshirecc.edu/academics/programs-and-classes/computer-information-systems/certificate-options/technical-option.php</a>	Job placement Employer feedback	Interpreted Biannually by Program Faculty, Dean, and Employer	Investigating online options	2017
13-Community Health Worker (CF.CHWK)	Yes	<a href="https://berkshirecc.smartcatalogiq.com/Current/Catalog/Programs-Of-Study/Health-Science/Community-Health-Worker-Certificate">https://berkshirecc.smartcatalogiq.com/Current/Catalog/Programs-Of-Study/Health-Science/Community-Health-Worker-Certificate</a>	Employment data MA state certification	Interpreted Biannually by Program Advisor and Dean	New Program F2017	NEW- Not yet reviewed
14-Criminal Justice (AS.CRJS)	Yes	<a href="http://www.berkshirecc.edu/academics/programs-and-classes/criminal-justice/criminal-justice-as-degree.php">www.berkshirecc.edu/academics/programs-and-classes/criminal-justice/criminal-justice-as-degree.php</a>	Field placement data Employment placement data	Interpreted Biannually by Program Advisor and Dean	Course redesign for Gateway (CRJ-105). One on one checkups. 5 core courses adopted Board of	2018

			Transfer data		Higher Education (BHE)	
15-Culinary Arts (CF.CULA)	Yes	<a href="http://www.berkshirecc.edu/academics/programs-and-classes/hospitality-industry/culinary-arts-certificate.php">www.berkshirecc.edu/academics/programs-and-classes/hospitality-industry/culinary-arts-certificate.php</a>	Graduation data Career placement data	Interpreted Biannually by Program Faculty and Dean	Based on last review results no changes were implemented	1998
16-Early Childhood Education (AS.ECED)	Yes	<a href="https://berkshirecc.smartcatalogiq.com/Current/Catalog/Programs-Of-Study/Education/Early-Childhood-Education-A-S">https://berkshirecc.smartcatalogiq.com/Current/Catalog/Programs-Of-Study/Education/Early-Childhood-Education-A-S</a> Course Syllabi	Completion of seminars, practicums (300 hours fieldwork by end of program) Portfolio for Practicum II, assessed for alignment with DEEC and NAEYC requirements Capstone Requirements	Interpreted Biannually by Practicum site lead teachers and BCC Faculty	Updates to reflect current Department of Early Education and Care (DEEC) and NAEYC standards DEEC and National Association for the Education of Young Children (NAEYC) standards that are linked to specific outcomes are now published in all syllabi). Purchased furniture and equipment for a planned preschool lab classroom. Purchase and use of Mursion Simulator to create low-stakes practicum environments	2011
17-Early Childhood Education -	Yes	<a href="http://www.berkshirecc.edu/academics/programs-and-classes/education/early-">www.berkshirecc.edu/academics/programs-and-classes/education/early-</a>	Completion of seminars /	Interpreted Biannually by Program Faculty,	Updates to reflect current Licensure certificate from	2011

Intermediate (CF.ECEB)		<a href="http://childhood-education-intermediate-certificate.php">childhood-education-intermediate-certificate.php</a> Course Syllabi	practicums (150 hours) fieldwork	Dean, Practicum site lead teachers	Department of Early Education and Care (DEEC) and National Association for the Education of Young Children (NAEYC) standards (DEEC and NAEYC standards that are linked to specific outcomes are now published in all syllabi).  Purchased furniture and equipment for a planned ECE / preschool lab classroom.  Purchase and use of Mursion Simulator to create low-stakes practicum environments	
18-Early Childhood Education - Introductory (CF.ECEA)	Yes	<a href="http://www.berkshirecc.edu/academics/programs-and-classes/education/early-childhood-education-introductory-certificate.php">www.berkshirecc.edu/academics/programs-and-classes/education/early-childhood-education-introductory-certificate.php</a> Course Syllabi	Completion of seminars / practicums  Licensure certificate from Department of Early Education and Care (DEEC ) pass rate	Interpreted Biannually by Program Faculty, Dean, Practicum site lead teachers	Updates to reflect current Licensure certificate from Department of Early Education and Care (DEEC) and Licensure certificate from National Association for the Education of Young Children (NAEYC) standards  Purchased furniture and equipment for a	2011

						planned ECE / preschool lab classroom. Purchase and use of Mursion Simulator to create low-stakes practicum environments		
19- Engineering (AS.ENG)	Yes	<a href="http://www.berkshirecc.edu/academics/programs-and-classes/engineering-and-engineering-technology/engineering-as-degree.php">www.berkshirecc.edu/academics/programs-and-classes/engineering-and-engineering-technology/engineering-as-degree.php</a>	Transfer data	Interpreted Biannually by Program Faculty, Dean and Department Chair	Change TBD based on Mass Transfer Pathway Initiatives	2016		
20- Engineering - Technology - Manufacturing Technology Option (AS.ETMT)	Yes	<a href="http://www.berkshirecc.edu/academics/programs-and-classes/engineering-and-engineering-technology/manufacturing_technology_engineering_as.php">www.berkshirecc.edu/academics/programs-and-classes/engineering-and-engineering-technology/manufacturing_technology_engineering_as.php</a>	Career placement data Employment placement data Employer feedback data	Interpreted Biannually by Program Faculty, Dean, Employer	Based on the 2007 review results no changes were implemented	2007		
21- Engineering Technology- Computer (AS.ETCO)	Yes	<a href="http://www.berkshirecc.edu/academics/programs-and-classes/engineering-and-engineering-computer-electronic-as.php">www.berkshirecc.edu/academics/programs-and-classes/engineering-and-engineering-computer-electronic-as.php</a>	Career placement data Employment placement data Employer feedback data	Interpreted Biannually by Program Faculty, Dean, Employer	Based on the 2007 review results no changes were implemented	2007		
22- Environmental Science (AS.ENVS)	Yes	<a href="http://www.berkshirecc.edu/academics/programs-and-classes/environmental-science">www.berkshirecc.edu/academics/programs-and-classes/environmental-science</a>	Career placement data Transfer data Student performances	Interpreted Biannually by Program Faculty and Dean	Based on the 2018 review results no changes were implemented	2018		
23-Fine Arts- Music (AA.FAMU)	Yes	<a href="http://www.berkshirecc.edu/academics/programs-and-classes/fine-and-">www.berkshirecc.edu/academics/programs-and-classes/fine-and-</a>		Interpreted Biannually by BCC Faculty, Dean,	Curriculum has been laid out in a way that, after the first year of	2018		

			<p><a href="http://www.berkshirecc.edu/academics/performing-arts/music-concentration-aa-degree.php">performing-arts/music-concentration-aa-degree.php</a></p>	<p>Performance in ensemble(s)</p> <p>Successful completion of Performance Seminar (MUS-114)</p> <p>Feedback from Music Advisory Board</p> <p>Transfer data</p>	<p>Berkshire Music School Faculty and Director, Guest Adjudicators, and Advisory Board</p>	<p>study, a student not meeting outcomes may transfer to Liberal Arts without loss of credits</p> <p>“Music in Common” program developed for community outreach and student experience with the writing/recording process from creation to video and sound recording and public presentation.</p> <p>BCC-101 required of all majors</p> <p>MUS-114 added to curriculum to prepare students for transfer auditions; student success modules, streamlined specifically for music, added to course.</p>	
24-Fine Arts-Theatre Arts (AA.FATA)	Yes	<p><a href="http://www.berkshirecc.edu/academics/programs-and-classes/fine-and-performing-arts/theatre-concentration-aa-degree.php">www.berkshirecc.edu/academics/programs-and-classes/fine-and-performing-arts/theatre-concentration-aa-degree.php</a></p>	<p>Capstone Resume data</p> <p>Stage Performances / on-campus productions data</p> <p>Internship Placement data</p>	<p>Interpreted Biannually by Program Faculty, Theatre professionals, Theatre Advisory Board, and Dean</p>	<p>Increased Technical Training – Students are given the opportunity to work and train with professional technical crews, e.g., Albany Ballet, Moscow Ballet, Berkshire Opera Festival. Additionally:</p>	2016	

25-Fine Arts- Visual Arts (AA.FAVA)	Yes	<a href="http://www.berkshirecc.edu/academics/programs-and-classes/fine-and-performing-arts/visual-arts-concentration-aa-degree.php">www.berkshirecc.edu/academics/programs-and-classes/fine-and-performing-arts/visual-arts-concentration-aa-degree.php</a>	Employment placement data	Interpreted Biannually by Fine Arts Faculty and Dean	Consistent upgrades to professional standards, equipment, and connected training.  Emphasis on Internships – Berkshire Theatre Group, Williamstown Theatre Festival, Barrington Stage Co.  Enhanced Connection to Local Professionals – Lunch and Learn sessions created	2018
26-Fire Science (AS.FISC)	Yes	<a href="https://berkshirecc.smartcatalogiq.com/Current/Catalog/Programs-Of-Study/Fire-Science/Fire-Science-A-S">https://berkshirecc.smartcatalogiq.com/Current/Catalog/Programs-Of-Study/Fire-Science/Fire-Science-A-S</a>	Employment data	Interpreted Biannually by Program Faculty, Dean, Advisory Board	Program standard changes determined through active participation with Arts Mass pathway.  Program change – Specialized electives changed to allow students to select from Visual Art, Music, or Theatre  Student survey and advisory board feedback recommended phasing out of interactive video course delivery. As a result, online and hybrid courses have	2013

<p>27-Health Information Management (CF-HIMA)</p>	<p>Yes</p>	<p><a href="http://www.berkshirecc.edu/academics/programs-and-classes/health-information-and-medical-coding/health-information-management-certificate.php">www.berkshirecc.edu/academics/programs-and-classes/health-information-and-medical-coding/health-information-management-certificate.php</a></p>	<p>Career placement data Transfer data American Health Information Management Association (AHIMA) Credentialing Exam pass rate</p>	<p>Interpreted Biannually by Program Faculty and Dean</p>	<p>More navigable and intuitive online platform adopted to address drop in completion</p>	<p>2013</p>	<p>been gradually in development. In collaboration with Greenfield Community College and state-wide Fire Science curriculum working group, updated curriculum align with Fire and Emergency Services Higher Education (FESHE) standards. Application and recognition by FEHSE in SP13 with offerings starting in FA13. FESHE recognized curriculum in place and being cycled through next 3 years. All courses will be developed for online or hybrid delivery, not using interactive video, by FA15.</p>
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28-Health Science (AS.HLSC)	Yes	<a href="http://www.berkshirecc.edu/academics/programs-and-classes/health-science/health-science-as-health-science-option.php">www.berkshirecc.edu/academics/programs-and-classes/health-science/health-science-as-health-science-option.php</a>	Transfer data	Interpreted Biannually by Program Faculty, Dean	New AS.HLPP degree specifically for transfer in Health Science.	NEW- Not yet reviewed
29-Health Science-Community Health (AS.HLCH)	Yes	<a href="http://www.berkshirecc.edu/academics/programs-and-classes/health-science/community-health-option-hs-as-degree/index.php">www.berkshirecc.edu/academics/programs-and-classes/health-science/community-health-option-hs-as-degree/index.php</a>	Employment data Transfer data Portfolio review	Interpreted Biannually by Program Faculty, Dean	New Program Fall, 2018	NEW- Not yet reviewed
30-Health Science-Dental Assisting (AS.HLDA @ McCann)	Yes	<a href="https://berkshirecc.smartcatalogiq.com/Current/Catalog/Programs-Of-Study/Health-Science/Dental-Assisting-A-S">https://berkshirecc.smartcatalogiq.com/Current/Catalog/Programs-Of-Study/Health-Science/Dental-Assisting-A-S</a>	Certification Exam pass rate Successful completion of program requirements	Interpreted Biannually by Program Advisor BCC Program faculty and Dean	Based on the 2016 review results no changes were implemented	2016 Continued, Commission on Dental Accreditation (CDA) McCann H.S.
31-Health Science-Medical Assisting (AS.HLMA @ McCann)	Yes	<a href="https://berkshirecc.smartcatalogiq.com/Current/Catalog/Programs-Of-Study/Health-Science/Medical-Assisting-A-S">https://berkshirecc.smartcatalogiq.com/Current/Catalog/Programs-Of-Study/Health-Science/Medical-Assisting-A-S</a>	Certification Exam pass rate	Interpreted Biannually by Program Advisor, BCC Program faculty, and Dean	Based on the 2016 review results no changes were implemented	2016 Continued, Commission on Accreditation of Allied Health Education Programs (CAAHEP) McCann H.S.
32-Health Science-Physical Fitness (AS.HLPF)	Yes	<a href="http://www.berkshirecc.edu/academics/programs-and-classes/allied-health/physical-fitness-option-hs-as-degree.php">www.berkshirecc.edu/academics/programs-and-classes/allied-health/physical-fitness-option-hs-as-degree.php</a> Fitness Program Brochures Student Handbook	Capstone Course Student/Client evaluation scores Employment data Composite evaluation checklist	Interpreted Biannually by Program Faculty, Dean, Employers and certifying entities	PED 195/240 the practicum courses were divided into two, one credit courses of fifty hours each to complete the required hours (PED 195 became PED 196 & 197 and PED 240 became PED 241 & 242). This allows students to earn a	2015

			<p>American Council on Exercise(ACE) on-line pass rate</p> <p>National Exam pass rate</p> <p>American Red Cross certifications</p> <p>Transfer data</p>	<p>credit for fifty hours in one semester. The content of courses reflects the knowledge, skills and abilities required by the American College of Sports Medicine (ACSM) and is updated as needed.</p> <p>As a result of assessment of the curriculum, the ACSM health fitness curriculum as phased out for the A.S. degree program. Students will follow the ACE specialist curriculum and take the ACE examination for determination of successful accomplishment of outcomes.</p> <p>Implementation of on-line course (PED 170)</p> <p>Articulation Agreement with Springfield College. Lab Assistant and GPSTEM Mapping for part-time and full time students implemented.</p>	
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33-Health Science-Pre-Professional Transfer (AS.HLPP)	Yes	<a href="https://berkshirecc.smartcatalogiq.com/Current/Catalog/Programs-Of-Study/Health-Science/Pre-Professional-Transfer-Option-A-S">https://berkshirecc.smartcatalogiq.com/Current/Catalog/Programs-Of-Study/Health-Science/Pre-Professional-Transfer-Option-A-S</a>	Transfer data	Interpreted Biannually by Program Faculty, Dean	New Program F2017	NEW-Not yet reviewed
34-Health Science-Surgical Technology (AS.HLST @ McCann)	Yes	<a href="https://berkshirecc.smartcatalogiq.com/Current/Catalog/Programs-Of-Study/Health-Science/Surgical-Technology-A-S">https://berkshirecc.smartcatalogiq.com/Current/Catalog/Programs-Of-Study/Health-Science/Surgical-Technology-A-S</a>	Certification Exam pass rate	Interpreted Biannually by Program Faculty and Dean	Curriculum Redesign in 2013	2009 Commission on Accreditation of Allied Health Education Programs (CAAHEP) McCann H.S.
35-Hospitality Administration - Career Option (AS.HSPC)	Yes	<a href="http://www.berkshirecc.edu/academics/programs-and-classes/hospitality-industry/hospitality-administration-career-option-aa-degree.php">www.berkshirecc.edu/academics/programs-and-classes/hospitality-industry/hospitality-administration-career-option-aa-degree.php</a>	Career placement data	Interpreted Biannually by Program Faculty and Dean	2011 – Employer feedback resulted in reintroduction of food prep coursework	1998
36-Hospitality Administration - Transfer Option (AS.HSPT)	Yes	<a href="http://www.berkshirecc.edu/academics/programs-and-classes/hospitality-industry/hospitality-administration-as-transfer-option.php">www.berkshirecc.edu/academics/programs-and-classes/hospitality-industry/hospitality-administration-as-transfer-option.php</a>	Career placement data Transfer data	Interpreted Biannually by Program Faculty and Dean	Based on last review results no changes were implemented	1998
37-Human Services Certificate (CF.HSEV)	Yes	<a href="https://berkshirecc.smartcatalogiq.com/Current/Catalog/Programs-Of-Study/Human-Services/Human-Services-Certificate">https://berkshirecc.smartcatalogiq.com/Current/Catalog/Programs-Of-Study/Human-Services/Human-Services-Certificate</a>	Performance in field work internships Feedback from Human Services Advisory Board	Interpreted Biannually by Field Work placement supervisor, Human Services Faculty, and Advisory Board	Second full-time faculty member Addiction Recovery Assistant Certificate Updated syllabi; Addition of new field work sites Human Services Club	Fall 2017

38-Human Services-Social Work Transfer Concentration (AS.HSSW)	Yes	<a href="http://www.berkshirecc.edu/academics/programs-and-classes/human-services/social-work-transfer-as-degree.php">www.berkshirecc.edu/academics/programs-and-classes/human-services/social-work-transfer-as-degree.php</a>	Performance in field work internships Feedback from Human Services Advisory Board Feedback from BSW programs to which students transfer Transfer data	Interpreted Biannually by Field Work placement supervisor, Advisory Board and faculty	Mentoring for students (peer and community-based) Second full-time faculty member Addition Recovery Assistant Certificate Updated syllabi; Addition of new field work sites Human Services Club Mentoring for students (peer and community-based)	Fall 2017
39-Liberal Arts (AA.LIBR)	Yes	<a href="http://www.berkshirecc.edu/academics/programs-and-classes/liberal-arts/liberal-arts-aa-degree.php">www.berkshirecc.edu/academics/programs-and-classes/liberal-arts/liberal-arts-aa-degree.php</a>	Transfer data Assessment of Student Learning Outcomes data Core Competency Assessment data	Interpreted Biannually by Program Faculty, Program Director and Dean, Advisory Board (external) and Liberal Arts Committee (internal)	Systematic assessment of Core competencies. Professional development workshop(s) on redesign of gateway classes. Professional development and creation of co-requisite remediation in English (to scale) and Math (pathway for STEM and Non-STEM classes.	2016

<p>40-Liberal Arts-Biological Science (AA.LBIO)</p>	<p>Yes</p>	<p><a href="http://www.berkshirecc.edu/academics/programs-and-classes/biology/biological-science-concentration.php">www.berkshirecc.edu/academics/programs-and-classes/biology/biological-science-concentration.php</a></p>	<p>Transfer data Assessment of academic and technical SLO is accomplished in through SLO and CC earned <u>at course level</u> Grading rubrics for assessment of BIO-101/102 lab based SLO and CC WC, QR</p>	<p>Interpreted Biannually by Program Faculty, Dean, Assessment Committees, Program Advisor</p>	<p>Implementation of First Year Experience outcomes in a pilot course.  Committee on high school alignment for English and Math to increase chances for students to meet learning outcomes in gateway courses.</p>	<p>2009</p>
				<p>Multi-section courses of BIO-101, -102, -150, -201, -201, - 207 standardized by SLO, prerequisites, and CC  Interdisciplinary STEM projects, independent studies and Honors projects that increase exposure to research methods, tools and techniques  Technically current classrooms, teaching labs, prep rooms and technologies  Development of 101/102 lab manuals  New SCI Gen Ed and majors courses: Bio 105, 175, 180, 236, 284 (pending)</p>		

						Updated math and science course prerequisites Broader distribution of CC -especially QR and WC	
41-Liberal Arts- Biotechnology (AA.LBTC)	Yes	<a href="http://www.berkshirecc.edu/academics/programs-and-classes/biology/biotechnology-concentration.php">www.berkshirecc.edu/academics/programs-and-classes/biology/biotechnology-concentration.php</a>	Career placement data Transfer data	Interpreted Biannually by Program Faculty and Dean	2016 – Internship inclusion and increase of skills lab to 3 credits to address Mass Bio Council certification	2018	
42-Liberal Arts-Early Childhood (AA.LECC)	Yes	<a href="http://www.berkshirecc.edu/academics/programs-and-classes/education/early-childhood-education-liberal-arts-aa-degree.php">www.berkshirecc.edu/academics/programs-and-classes/education/early-childhood-education-liberal-arts-aa-degree.php</a> Course Syllabi	Completion of seminars / practicums (150 hours) fieldwork Portfolio for Practicum II, alignment with Department of early Education and Care (DEEC) and National Association for the Education of Young Children (NAEYC) requirements Capstone data	Interpreted Biannually by Program Faculty, Dean, Practicum Site Teachers	Updates to reflect current DEEC and NAEYC standards (DEEC and NAEYC standards that are linked to specific outcomes are now published in all syllabi).  Purchased furniture and equipment for a planned ECE / preschool lab classroom.  Purchase and use of Mursion Simulator to create low-stakes practicum environments	2011	
43-Liberal Arts- Elementary	Yes	<a href="http://www.berkshirecc.edu/academics/programs-and-classes/education/elementary-education-a.s.-degree.php">www.berkshirecc.edu/academics/programs-and-classes/education/elementary-education-a.s.-degree.php</a>	Completion of 15 hours of fieldwork	Interpreted Biannually by Program Faculty, Dean, Employer	Updates to reflect current Department of Elementary and	2019	

<p>Education (AA.LEEE)</p>	<p>Yes</p>	<p>Course Syllabi</p> <p><a href="https://berkshirecc.smartcatalogiq.com/Current/Catalog/Programs_-Of-Study/Liberal-Arts/Foreign-Language-A-A">https://berkshirecc.smartcatalogiq.com/Current/Catalog/Programs_-Of-Study/Liberal-Arts/Foreign-Language-A-A</a></p>	<p>Massachusetts Test for Educator Licensure (MTEL) pass rate</p>	<p>Interpreted Biannually by Program Chair and Dean</p>	<p>Secondary Education (DESE) standards</p> <p>DESE and PST standards that are linked to specific outcomes are now published in all syllabi).</p> <p>Starting SP19, addition of four more EDU courses, with 15 hrs. of fieldwork, so that graduates will now have at least 60 hours of fieldwork upon completion of program.</p>	<p>2018</p>
<p>44-Liberal Arts-Foreign Language (AA.LFLA)</p>			<p>Transfer data</p>	<p>Use of embedded tutors in entry-level language classes; continual innovation of the Spanish curricula; reintroduction of Introductory French; use of Open Source French curricula; exploring Open Source Spanish curricula in the wake of strong student outcomes in FRE-101; ongoing virtual mini-conferences with Greenfield Community</p>		

45-Liberal Arts-International Studies (AA.IIST)	Yes	<a href="http://www.berkshirecc.edu/academics/programs-and-classes/liberal-arts/international-studies-concentration-aa-degree.php">www.berkshirecc.edu/academics/programs-and-classes/liberal-arts/international-studies-concentration-aa-degree.php</a>	Transfer data	Interpreted Biannually by Program Faculty, Program Chair, and Dean	College and MCLA language faculty Increasing the number and quality of high impact practices Integrating languages and Peace & World Order programs into International Studies program as tracks/concentrations Faculty Advisory Team	2018
46-Liberal Arts-Psychology (AA.LPSY)	Yes	<a href="http://www.berkshirecc.edu/academics/programs-and-classes/liberal-arts/psychology-concentration.php">www.berkshirecc.edu/academics/programs-and-classes/liberal-arts/psychology-concentration.php</a> Program handbook	Transfer data Assessment of student learning outcomes	Interpreted Biannually by Program Faculty Dean, Advisory Board, and Liberal Arts Committee (internal group)	This is a new program as of Academic year 2015- 2016 Systematic assessment and refinement program Development activities to facilitate student self-assessment	NEW- Not yet reviewed
47-Liberal Arts-Sociology (AA.LSOC)	Yes	<a href="http://www.berkshirecc.edu/academics/programs-and-classes/liberal-arts/sociology-concentration.php">www.berkshirecc.edu/academics/programs-and-classes/liberal-arts/sociology-concentration.php</a>	Assessment of student learning outcomes Transfer data	Interpreted Biannually by Program Faculty, and Dean	This is a new program as of academic year 2018-2019	NEW- Not yet reviewed
48-Lodging Management (CF.LODG)	Yes	<a href="http://www.berkshirecc.edu/academics/programs-and-classes/hospitality-industry/lodging-management-certificate.php">www.berkshirecc.edu/academics/programs-and-classes/hospitality-industry/lodging-management-certificate.php</a>	Career placement data	Interpreted Biannually by Program Faculty and Dean	This is a new program as of academic year 2016-2017	NEW- Not yet reviewed



49-Massage Therapy (CF.MSTH)	Yes	<a href="http://www.berkshirecc.edu/academics/programs-and-classes/allied-health/massage-therapy-certificate-program.php">www.berkshirecc.edu/academics/programs-and-classes/allied-health/massage-therapy-certificate-program.php</a> Program handbook	Clinical performance evaluation Licensure - Board of Registration of Massage Therapy Employment data Advisory Committee feedback data	Interpreted Biannually by Program Faculty, Dean, Employers, Advisory Committee, MA. Licensure Board	Curriculum modified to enhance assessment of clinical learning outcomes Developed clinical Education opportunities at BHS Cancer Center Matriculation requirements revised for earlier admission	2016
50-Medical Coding Technical Skills (CF.MCTS)	Yes	<a href="http://www.berkshirecc.edu/academics/programs-and-classes/health-information-and-medical-coding/health-information-management-medical-coding-certificate.php">www.berkshirecc.edu/academics/programs-and-classes/health-information-and-medical-coding/health-information-management-medical-coding-certificate.php</a>	Career placement data Transfer data American Health information Management Association (AHIMA) Credentialing Exam pass rate	Interpreted Biannually by Program Faculty and Dean	2018 – new, more navigable and intuitive online platform adopted to address drop in completion	2013
51-Music Production (CF.MPRO)	Yes	<a href="http://www.berkshirecc.edu/academics/programs-and-classes/fine-and-performing-arts/music-production-certificate.php">www.berkshirecc.edu/academics/programs-and-classes/fine-and-performing-arts/music-production-certificate.php</a>	Student performances in ensemble(s) Feedback from Music Advisory Board Transfer data	Interpreted Biannually by Faculty, Dean, Berkshire Music School Faculty, and Music School Director	Students may stack the music production certificate into the A.A. degree. “Music in Common” program developed for community outreach and student experience with the writing/recording process from creation to video and sound	2018

52-Nursing (AS.NURS)	Yes	<a href="http://www.berkshirecc.edu/academics/programs-and-classes/nursing/nursing-as-degree.php">www.berkshirecc.edu/academics/programs-and-classes/nursing/nursing-as-degree.php</a> ADN handbook	National Certification Licensing Exam (NCLEX) pass rate Job placement data Assessment of Student Learning Outcomes Capstone data (NUR-202)	Interpreted Biannually by Program Faculty, Program Advisor and Director/Dean	recording and public presentation. BCC 101 required of all majors Version one of the Health Education Services Incorporated (HESI) Exit exam is given at the beginning of the NUR 202. Version two of the HESI Exit exam is given at the end of NUR 202. Version two grade is valued at 20% of the NUR 202 course grade. SIM specialist (shared by ADN & PN program) was hired in Fall 2018 based on faculty survey, Spring 2018. The completion rate Expected Level of Achievement (ELA) was decreased by faculty from 75% to 60% based on the most recent three year completion rate data (weighted averages) in both ADN program cohorts: (Traditional students:	2019 Continued Accreditation Commission for Education in Nursing (ACEN) 2019 Massachusetts Board of Registration in Nursing (MABORN) approval with warning
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53-Physical Fitness (CF.PHYS)	Yes	<a href="http://www.berkshirecc.edu/academics/programs-and-classes/allied-health/physical-fitness-certificate.php">www.berkshirecc.edu/academics/programs-and-classes/allied-health/physical-fitness-certificate.php</a> Fitness Program Brochures	Student/Client evaluation scores Employment data Composite evaluation checklist American council on Exercise (ACE) on-line National Exam performance American Red Cross certifications	Interpreted Biannually by Coordinator of Program, Dean, Employer, Advisory board and certifying entities	2013-2015, 61/7 % & Bridge students: 2015-2017, 57.5%) PED 195/240 the practicum courses were divided into two, one credit courses of fifty hours each to complete the required hours (PED 195 became PED 196 & 197 and PED 240 became PED 241 & 242). This allows students to earn a credit for fifty hours in one semester. The content of courses reflects the knowledge; skills and abilities required by the American College of Sports Medicine (ACSM) and is updated as needed. Fit 3D software installed, Exercise is Medicine initiative, new equipment. Mapping for part time and full time students through GPSTEM grant.	2015
54-Physical Therapist Assistant (AS.PTAS)	Yes	<a href="http://www.berkshirecc.edu/academics/programs-and-classes/allied-health/physical-therapist-assistant-as-degree">www.berkshirecc.edu/academics/programs-and-classes/allied-health/physical-therapist-assistant-as-degree</a>	Assessment of student learning outcomes, listed in syllabi	Interpreted Biannually by Program Faculty,	Curricula and teaching methodologies have been modified to better meet learning	2016 Continued Accreditation

55-Practical Nurse (CF.PNUR)	Yes	<p>Program Handbook</p> <p><a href="http://www.berkshirecc.edu/academics/programs-and-classes/nursing/practical-nurse-certificate.php">www.berkshirecc.edu/academics/programs-and-classes/nursing/practical-nurse-certificate.php</a></p> <p>LPN Handbook</p>	<p>Employer / Alumni data</p> <p>Employment Placement data</p> <p>National Licensure pass rate</p> <p>Clinical Performance data</p> <p>National Certification Licensing Exam (NCLEX) pass rate</p> <p>Assessment of Student Learning Outcomes</p> <p>Job placement data</p>	Program Director, and Dean	<p>outcomes. Some learning outcomes have been changed to meet professional standards.</p>	Commission on Accreditation in Physical Therapy Education (CAPTE)
			<p>Interpreted annually by Program Advisor and Dean Director of Nursing</p>	<p>Based on assessment PN graduation rates in 2013-2017, the completion rate for Expected Level of Achievement (ELA) was decreased from 75% to 66%</p> <p>Identification of need for development of PN Faculty Survey to correlate with data in student PN Exit Survey related to Learning resources, Physical resources and Fiscal resources to be instituted Spring 2019</p> <p>Due to a lack of evidence, the Clinical Evaluation Tool (CET) and Final Evaluation Summary (FES) were added, allowing</p>	<p>2019 Continued Mass. Board of registration in Nursing Approval</p> <p>Initial ACEN Accreditation scheduled 2019-2020</p>	

56-Respiratory Care (AS.RESP)	Yes	<a href="http://www.berkshirecc.edu/academics/programs-and-classes/allied-health/respiratory-care-health-science-as-degree.php">www.berkshirecc.edu/academics/programs-and-classes/allied-health/respiratory-care-health-science-as-degree.php</a> Respiratory Care Program Student Handbook	Pass rate on National Board for Respiratory Care (NBRC) exam  Assessment of Student Learning Outcomes	Interpreted Biannually by Program Faculty, Program Advisory Board, and Accreditor	changes to be measured over time  Based on 2017 review results no changes were implemented	2017 Continued Accreditation Commission on Accreditation for Respiratory Care (CoARC)
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## E-Series Forms: Making Assessment More Explicit

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

- (1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).
- (2) Date of most recent accreditation action by each listed agency.
- (3) List key issues for continuing accreditation identified in accreditation action letter or report.
- (4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). \*
- (5) Date and nature of next scheduled review.

<b>(1) Accreditation Currently Held</b>	<b>(2) Date of Most Recent Accreditation</b>	<b>(3) Key Issues for Continued Accreditation</b>	<b>(4) Key Performance Indicators Required by the Agency</b>	<b>(5) Date and Nature of Next Review</b>
Nursing (AS:NURS)	2019 Continued	<p>Standard 6 Outcomes Criteria 6.1, 6.3, and 6.4</p> <ul style="list-style-type: none"> <li>• Demonstrate measurable levels of achievement for end-of-program student learning outcomes</li> <li>• Ensure appropriate assessment methods that result in meaningful data</li> <li>• Sufficient data to inform program decision making</li> <li>• Consistent analysis of data for decision-making, maintenance and improvement</li> <li>• Measurable expected level of achievement for program completion</li> <li>• Appropriate assessment methods for job placement that results in meaningful data</li> <li>• Evidence of a minimum of 3-years of job placement data</li> </ul>	<p>Licensure Exam: 80% pass rate for all first-time NCLEX-RN test takers during the same 12 month period</p> <p>Program Completion: 75% of students entering the first nursing course of the traditional ADN program will graduate within 3-years</p> <p>Job placement: 75% of graduates will indicate employment as registered nurses within 12-months of licensure</p> <p>Graduate and Employer Satisfaction: 75% of graduates who respond to end-of-program survey will indicate satisfaction. 75% of employers who respond to annual survey will indicate satisfaction</p>	2023

Physical Therapist Assistant (AS.PTAS)	<p>1. 2016 Continued Accreditation</p> <p>2. 2018 Approved Application for Substantial Change and Continued Accreditation: to change enrollment cycle from entering a class of 26 students every other year to entering a class of up to 20 students every year.</p>	<p>1. No key issues</p> <p>2. Provide update that confirms no negative changes in student achievement, faculty, administrative and secretarial support, classrooms, labs, office space, operating expenses or clinical education. Core faculty workload forms, curriculum summary, graduation, licensure and employment rates for last 2 classes. Identify new program faculty, course assignments, syllabi, CVs and narrative description of expertise related to teaching assignments. Identification of activities to support clinical education.</p>	Graduation Rate, Licensure pass rate, employment rate	<p>1. 2026</p> <p>2. September 2019</p> <p>Compliance Report for Approved Substantial Change</p>
Respiratory Care (AS.RESP)	<p>2018 Continued Annual Report for 2018 submitted Jan 2019 to Commission on Accreditation for Respiratory Care(CoARC)</p>	<p>1. National Board Exams from the National Board for Respiratory Care(NBRC) and The Therapist Multiple Choice Exam(TMC)</p> <p>2. The Clinical Simulation Exam(CSE)</p> <p>3. Program retention rate</p> <p>4. Job placement</p> <p>5. On time graduation rate</p> <p>6. CoARC Surveys: Based on a 5 point Likert scale (1 = lowest- poor/unacceptable, 5 = highest excellent/very acceptable). CoARC threshold is greater than 3. Any criteria with a score of 3 and below must be reported and have an action plan.</p> <p>a. Employer Satisfaction Survey</p> <p>b. Graduate Satisfaction Survey</p> <p>c. Student Resource Surveys and Program Resource Surveys</p>	<p>1. No threshold set by CoARC as yet but the 2018 cohort had a 73% pass rate</p> <p>2. No threshold set by CoARC as yet but the 2018 cohort had a 87.5% pass rate.</p> <p>3. CoARC threshold 70%; BCC 93% (13 of 14) students completed the program.</p> <p>4. Job placement: 87.5% (7 of 8 graduates who passed the TMC) are employed. Three graduates enrolled in another degree program upon graduation. Two of 13 graduates remain unemployed.</p> <p>5. CoARC threshold 70%; BCC 100% (13 of 13)</p> <p>6. CoARC Surveys: a. Threshold met, no action plan required. b. Threshold met, no action plan required. c. Threshold met, no action plan required.</p>	<p>Annual report to be submitted every July with updated data listed in column 3</p>

Health Science Surgical Technology (AS.HLST)	2009 Continued	No key issues	Retention Job Placement Graduate Satisfaction Employer satisfaction Credentialing exam pass rate	October 2019
Health Science Medical Assisting (AS.HLMA)	2016 Continued	No key issues	Retention Job Placement Graduate Satisfaction Employer satisfaction Credentialing exam pass rate	2024
Health Science Dental Assisting (AS.HLDA)	2016 Continued	No key issues	Program Enrollment Status Retention Job Placement Graduate Satisfaction Employer satisfaction Credentialing exam pass rate	2022

\*Record results of key performance indicators in form 8.3 of the Data First Forms.

Institutions selecting E1b should also include E1a.



**Appendix C: Most Recent Audited Financial Statements, Including Auditor's  
Management Letter**

**BERKSHIRE COMMUNITY  
COLLEGE**  
**(an agency of the Commonwealth of Massachusetts)**

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**FINANCIAL STATEMENTS**

**JUNE 30, 2018**



**BERKSHIRE COMMUNITY COLLEGE**  
(an agency of the Commonwealth of Massachusetts)

**Financial Statements and  
Management's Discussion and Analysis**

**June 30, 2018**

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## INDEPENDENT AUDITORS' REPORT

To the Board of Trustees of  
Berkshire Community College  
Pittsfield, Massachusetts

### Report on Financial Statements

We have audited the accompanying financial statements of Berkshire Community College (an agency of the Commonwealth of Massachusetts, the "Commonwealth") (the "College"), and its discretely presented component unit, the Berkshire Community College Foundation, Inc. (the "Foundation"), which comprise the statement of net position as of June 30, 2018, the related statements of revenues and expenses, changes in net position and cash flows, where applicable, for the year then ended, and the related notes to the financial statements, which collectively comprise the College's basic financial statements as listed in the table of contents.

### Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes 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.

### Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit 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. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements 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 entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

**Opinions**

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the College and its discretely presented component unit as of June 30, 2018, and the respective changes in financial position and, where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

**Emphasis of Matters**

As discussed in Note 2 to the financial statements, GASB Statement Number 75, Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions, is effective for fiscal year 2018 and required the College to restate beginning net position at July 1, 2017 to recognize its proportionate share of the net postemployment benefits other than pensions obligation determined for the State Retirees' Benefit Trust.

As discussed in Note 2 to the financial statements, we have previously issued an unmodified opinion on the financial statements dated October 12, 2018. Subsequent to the issuance of the financial statements, it was discovered that the calculation of postemployment benefits other than pensions as of June 30, 2018 and July 1, 2017 was misstated.

Our opinion is not modified with respect to these matters.

**Required Supplementary Information**

Accounting principles generally accepted in the United States of America require that management's discussion and analysis and the required supplementary information as listed in the table of contents be presented to supplement the basic financial statements. Such information, 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 auditing standards generally accepted in the United States of America, 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 dated October 12, 2018, 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 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 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 Berkshire Community College's internal control over financial reporting and compliance.

O'Connell and Drew, P.C.

**Certified Public Accountants**  
**Braintree, Massachusetts**

October 12, 2018 (except for Management's Discussion and Analysis, Note 2, Note 8, Note 10, Note 13, and Schedule of Proportionate Share of the Net OPEB Liability, as to which the date is January 22, 2019)

# **BERKSHIRE COMMUNITY COLLEGE**

**(an agency of the Commonwealth of Massachusetts)**

## **Management's Discussion and Analysis (Unaudited)**

**June 30, 2018**

The following discussion and analysis provides management's view of the financial position of the College as of June 30, 2018 as well as the results of its operations for the year then ended. This analysis should be read in conjunction with the College's financial statements and notes thereto, which are also presented in this document.

### **Introduction**

Berkshire Community College (the "College") is a public institution of higher education serving 1,055 FTE students with 54 full-time faculty, 99 part-time faculty, and 121 full-time staff members. The College is located in Pittsfield, Massachusetts. In addition, the College offers credit and non-credit programs at the South County Center in Great Barrington, the Conte Educational Center in downtown Pittsfield, and McCann Technical School in North Adams. The College offers 55 degree and certificate programs plus a wide range of non-credit workforce development training options.

Management's Discussion and Analysis is required to focus on the College, not its component unit.

### **Financial Highlights**

The College's financial performance from FY17 to FY18 is indicated by the following:

- Total net position in FY18 increased \$3,697,548 or 9.4% as compared to an increase of \$13,305,505 or 46.0% in FY17.
- Unrestricted net position in FY18 decreased \$29,791 or 2.1% as compared to an increase of \$352,487 or 37.6% in FY17.
- Total operating revenues in FY18 increased \$510,699 or 4.4% as compared to a decrease of \$1,548,525 or 11.7% in FY17.
- Net student fees in FY18 decreased \$55,853 or 1.2% as compared to a decrease of \$133,383 or 2.7% in FY17.
- Operating grants and contributions in FY18 increased \$395,282 or 6.6% as compared to a decrease of \$1,415,815 or 19.1% in FY17.
- FTE enrollments decreased 6.4% in FY18 as compared to a decrease of 8.4% in FY17.
- Operating expenses in FY18 decreased \$1,747,423 or 5.8% as compared to a decrease of \$942 or 0.0% in FY17.

**BERKSHIRE COMMUNITY COLLEGE**  
**(an agency of the Commonwealth of Massachusetts)**

**Management's Discussion and Analysis (Unaudited) - Continued**

**June 30, 2018**

**Financial Highlights - Continued**

The Berkshire Community College Foundation is a legally separate tax-exempt component unit of the College. The Foundation acts primarily as a fundraising organization to supplement the resources that are available to the College in support of its programs. The Board of the Foundation is self-perpetuating and primarily consists of graduates and friends 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 activities of the College by the donors. Because resources held by the Foundation can only be used by, or are for the benefit of, the College, the Foundation is considered a component unit of the College and is discretely presented in the College's financial statements.

The *Statement of Net Position* present information on all of the College's assets and liabilities with the difference between the two reported as *net position*. 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.

The *Statement of Revenues and Expenses* and the *Statement of Changes in Net Position* present information that shows how the College's net position changed during the most recent fiscal years. All changes in net position are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of related cash flows. Thus, revenues and expenses are reported in this statement for some items that will only result in cash flows in future fiscal periods (e.g., the payment for accrued compensated absences or the receipt of amounts due from students and others for services rendered).

The *Statement of Cash Flows* is reported using the direct method. The direct method of cash flow reporting portrays net cash flows from operations as major classes of operating receipts (e.g., tuition and fees) and disbursements (e.g., cash paid to employees for services). The Governmental Accounting Standards Board (GASB) Statement Nos. 34 and 35 require this method to be used.

The financial statements can be found on pages 17 to 21 of this report.

The College reports its activity as a business-type activity, using the accrual basis of accounting. The College is a component unit of the Commonwealth of Massachusetts. Therefore, the results of the College's operations, its net position, and cash flows are also summarized in the Commonwealth's Comprehensive Annual Financial Report in its government-wide financial statements.

**BERKSHIRE COMMUNITY COLLEGE**  
**(an agency of the Commonwealth of Massachusetts)**

**Management's Discussion and Analysis (Unaudited) - Continued**

**June 30, 2018**

**Notes to the Financial Statements**

The notes provide additional information that is essential to a full understanding of the data shown in the financial statements. The notes provide information regarding both the accounting policies and procedures that the College has adopted as well as additional detail about certain amounts contained in the financial statements. The notes to the financial statements can be found on pages 22 to 53 of this report.

**Financial Analysis**

***Net Position***

The following table presents a summary of the College's net position. Detailed statement of net position may be found in the financial statements on page 17 of this report.

	June 30,	
	2018	(As Restated) 2017
Current assets	\$ 8,100,307	\$ 9,096,327
Noncurrent assets	<u>45,350,301</u>	<u>41,838,631</u>
Total assets	<u>53,450,608</u>	<u>50,934,958</u>
Deferred outflows of resources	<u>640,224</u>	514,141
Current liabilities	4,484,853	5,421,147
Noncurrent liabilities	<u>5,522,809</u>	<u>5,867,666</u>
Total liabilities	<u>10,007,662</u>	<u>11,288,813</u>
Deferred inflows of resources	<u>880,147</u>	654,811
Investment in capital assets	44,555,466	40,824,172
Restricted - expendable	104,468	108,423
Unrestricted	<u>(1,456,911)</u>	<u>(1,427,120)</u>
Total net position	<u>\$ 43,203,023</u>	<u>\$ 39,505,475</u>

The measurement of net position can serve over time as a useful indicator of the College's financial position. Net position increased \$3,697,548 for the year ended June 30, 2018 and increased \$13,305,505 for the year ended June 30, 2017.



**BERKSHIRE COMMUNITY COLLEGE**  
**(an agency of the Commonwealth of Massachusetts)**

**Management's Discussion and Analysis (Unaudited) - Continued**

**June 30, 2018**

**Financial Analysis - Continued**

*Net Position - Continued*

By far, the largest portion of the College's net position is its investment in capital assets, including land, buildings, machinery and equipment, less any related debt, including capital leases, used to acquire those assets. Net position investment in capital assets was \$44,555,466 at June 30, 2018, representing 103.1% of total net position. Net position investment in capital assets increased by \$3,731,294 in FY18. The College received capital appropriations from the Commonwealth totaling \$4,998,911. The College uses capital assets to provide services to students, faculty, and staff; consequently, these assets are not available for future spending. Although the College's investment in its capital assets is reported net of related debt, note that the resources needed to repay this debt must be provided from non-capital sources, since the capital assets themselves cannot be used to liquidate these liabilities. Also, in addition to the capital asset activity noted above, which is reflected in the College's financial statements, the Commonwealth of Massachusetts regularly provides financing for certain capital projects through the issuance of general obligation bonds. These borrowings by the Commonwealth are not reflected in these financial statements. Additional information about the College's capital assets can be found in Note 7 on page 33 of the Notes to the Financial Statements.

The College's long-term debt consists of Clean Renewable Energy Bonds (CREB) of \$394,803, capital lease obligations of \$337,362, and accruals for compensated absences and workers compensation. The accrual for compensated absences consists of the long-term portion of vacation and sick pay relating to employees on the College's payroll. See Note 8 on page 34 of the Notes to the Financial Statements for more information on long-term liabilities.

A portion of the College's net position, \$104,468 in FY18 (\$108,423 in FY17), represents resources that are subject to external restrictions on how they must be used.

**BERKSHIRE COMMUNITY COLLEGE**  
 (an agency of the Commonwealth of Massachusetts)

**Management's Discussion and Analysis (Unaudited) - Continued**

**June 30, 2018**

**Financial Analysis - Continued**

*Net Position - Continued*

The table and narrative below present the College's changes in net position, including a review of operating revenues and expenses as well as non-operating and other revenues and expenses.

**Condensed Changes In Net Position**

	<u>June 30,</u>	
	<u>2018</u>	<u>(As Restated) 2017</u>
Operating revenues:		
Tuition and fees, net of tuition waivers and remissions	\$ 4,748,024	\$ 4,803,876
Operating grants and contributions	6,396,605	6,001,323
Other sources	<u>1,025,218</u>	<u>853,948</u>
Total operating revenues	<u>12,169,847</u>	11,659,147
Total operating expenses	<u>28,299,974</u>	<u>30,047,397</u>
Net operating loss	<u>(16,130,127)</u>	<u>(18,388,250)</u>
Non-operating and other revenues (expenses):		
State appropriations	19,828,057	28,547,865
Net investment income	15,185	14,137
Interest expense	<u>(15,567)</u>	<u>(17,123)</u>
Total non-operating and other revenues	<u>19,827,675</u>	<u>28,544,879</u>
Increase in net position	<u>3,697,548</u>	10,156,629
Net position - beginning of year	<u>39,505,475</u>	<u>29,348,846</u>
Net position - end of year	<u>\$ 43,203,023</u>	<u>\$ 39,505,475</u>

**BERKSHIRE COMMUNITY COLLEGE**  
(an agency of the Commonwealth of Massachusetts)

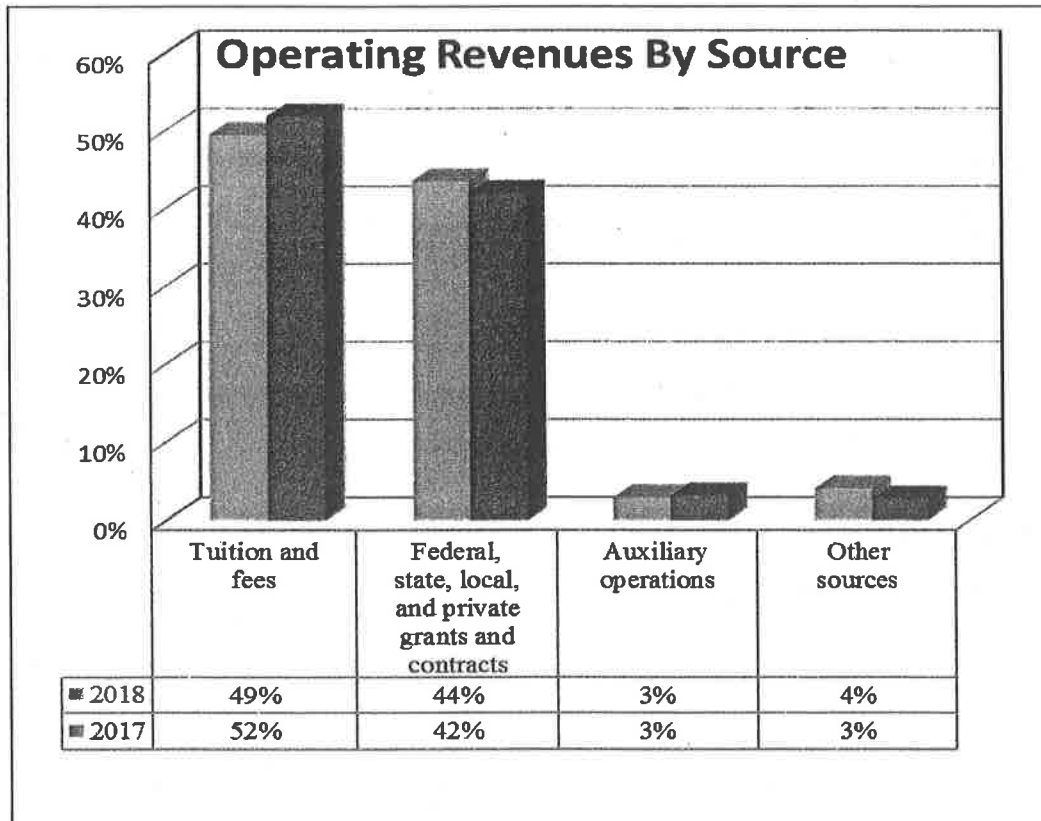
**Management's Discussion and Analysis (Unaudited) - Continued**

**June 30, 2018**

**Financial Analysis - Continued**

*Operating Revenue Highlights*

The following is a graphic illustration of operating revenues by source, which were used to fund the College's activities for the years ended June 30, 2018 and 2017.



- **Total operating revenues** in FY18 increased \$510,700 or 4.4% as compared to a decrease of \$1,548,525 or 11.7% in FY17.
- **Tuition and fees** received by the College include tuition, college service fee, technology fee, and other credit and non-credit fees less scholarship allowances. Net student tuition and fees in FY18 decreased \$55,853 or 1.2% as compared to a decrease of \$133,383 or 2.7% in FY17.

**BERKSHIRE COMMUNITY COLLEGE**  
 (an agency of the Commonwealth of Massachusetts)

**Management's Discussion and Analysis (Unaudited) - Continued**

**June 30, 2018**

**Financial Analysis - Continued**

*Operating Revenue Highlights - Continued*

- **Operating grants and contributions** in FY18 increased \$395,282 or 6.6% as compared to a decrease of \$1,415,815 or 19.1% in FY17. See the table below for further discussion regarding grants received in FY18.
- **Other sources** of revenue include auxiliary operations, parking and other fines, facilities use fees, special function charges, user fees, and direct contributions to the College. Total other sources of revenue in FY18 increased \$171,270 or 20.1% as compared to an increase of \$673 or 0.08 % in FY17.
- FY18 operating grants and contracts included the following:

Grant Name	Funding Source	Amount	Purpose
<b>Federal SEOG</b>	US DOE	\$67,814	Need-based funds awarded at school discretion according to packaging policies.
<b>Pell</b>	US DOE	\$3,088,606	Entitlement fund based upon demonstrated financial need.
<b>Federal Work Study</b>	US DOE	\$83,340	Federal allocation providing on- and off-campus work opportunities.
<b>Title III Strengthening Institutions Grant</b>	US DOE	\$422,902	Help institutions expand their capacity to serve low-income students by providing funds to improve and strengthen academic quality, institutional management, and fiscal stability of eligible institutions. Third year of five-year award.

**BERKSHIRE COMMUNITY COLLEGE**  
 (an agency of the Commonwealth of Massachusetts)

**Management's Discussion and Analysis (Unaudited) - Continued**

**June 30, 2018**

**Financial Analysis - Continued**

*Operating Revenue Highlights - Continued*

<b>Grant Name</b>	<b>Funding Source</b>	<b>Amount</b>	<b>Purpose</b>
<b>Workforce Incentive Funding</b>	Mass. Office of Workforce Development	\$50,000	Support Director of Corporate Training in Office of Workforce Development.
<b>TAA Workforce Grant</b>	US DOL	\$93,976	Extension of three-year award to support Guided Pathways To Success in STEM project.
<b>TAA Workforce Grant Navigator</b>	US DOL	\$44,860	Support College and Career Navigator position to build partnerships between College and Career Center. Extension of three-year award.
<b>ABE Adult Community Learning Center</b>	Mass. DESE	\$208,334	Support Adult Community Learning Center at South County Center.
<b>STEM Starter Academy</b>	Mass. BOHE	\$261,000	Provide support services and transition programming to STEM students.
<b>Perkins</b>	Mass. DOE	\$105,671	Support CVTE linkage activities and career technical program.
<b>TRIO</b>	US DOE	\$261,387	Student support services. Third year of five-year award.
<b>Dual Enrollment</b>	Mass. DHE	\$38,186	Support dual enrollment program, which allows qualified high school students to take college courses.
<b>Performance Incentive Fund</b>	Mass. DHE	\$10,159	Develop faculty capacity to deliver competency-based education (CBE) that aligns with early childhood education (ECE) competencies and standards.

**BERKSHIRE COMMUNITY COLLEGE**  
(an agency of the Commonwealth of Massachusetts)

**Management's Discussion and Analysis (Unaudited) - Continued**

**June 30, 2018**

**Financial Analysis - Continued**

*Operating Revenue Highlights - Continued*

<b>Grant Name</b>	<b>Funding Source</b>	<b>Amount</b>	<b>Purpose</b>
<b>Mass. Humanities Center</b>	Mass. Humanities Foundation NEA	\$20,680	Supports activities associated with establishment of Humanities Center and humanities-based programs at BCC.
<b>Mass. Skill Capital</b>	Mass. EOE	\$100,091	Supports purchase of Anatomage table for Allied Health and Nursing programs.

*Operating Expense Highlights*

Total operating expenses decreased \$1,747,423 from FY17 to FY18. Of this amount, salary costs decreased \$266,434 or 1.8% and fringe benefit costs increased \$165,755 or 4.0%. Functional expense classifications and dollar amounts are shown below. Expense percentage shares are shown in the accompanying chart.

	<b>June 30,</b>	
	<b>2018</b>	<b>(As Restated) 2017</b>
Operating expenses:		
Instruction	\$ 9,815,819	\$ 11,170,982
Academic support	3,309,791	3,631,738
Student services	4,000,751	4,484,006
Scholarships and fellowships	1,888,405	1,658,352
Operation and maintenance of plant	2,792,271	2,687,252
Institutional support	4,183,655	4,704,612
Depreciation and amortization	1,806,854	1,128,368
Auxiliary operations	502,428	582,090
	<u>\$ 28,299,974</u>	<u>\$ 30,047,400</u>

**BERKSHIRE COMMUNITY COLLEGE**  
(an agency of the Commonwealth of Massachusetts)

**Management's Discussion and Analysis (Unaudited) - Continued**

**June 30, 2018**

**Financial Analysis - Continued**

***Operating Expense Highlights - Continued***

- **Instruction** – Costs directly related to the classroom (i.e., faculty salaries, instructional supplies, and equipment) decreased \$1,355,163 or 12.1% in FY18 and decreased \$213,931 or 2.2% in FY17.
- **Academic Support** – Expenses that provide administrative and management support for academic programs decreased \$321,947 or 8.9% in FY18 and decreased \$131,095 or 4.0% in FY17.
- **Student Services** – Admissions, Registrar, and Financial Aid offices as well as counseling, tutoring, interpreters, and all other student support services decreased \$483,255 or 10.8% in FY18 and increased \$587,263 or 17.1% in FY17.
- **Scholarships and Fellowships** – Student aid, including federal, state, and private grants (i.e., Pell, SEOG, Massachusetts State Cash Grants, and Massachusetts State Scholarships) increased \$230,053 or 13.9% in FY18 and decreased \$462,940 or 21.8% in FY17.
- **Operation and Maintenance of Plant** – Spending on the operation and direct maintenance of the physical plant and grounds increased \$105,019 or 3.9% in FY18 and increased \$127,369 or 5.1% in FY17.
- **Institutional Support** – Collectively, spending by all administrative functions decreased \$520,957 or 11.1% in FY18 and increased \$173,099 or 4.3% in FY17.
- **Depreciation and Amortization** – This non-cash expense increased \$678,486 or 60.1% in FY18 and decreased \$82,272 or 6.8% in FY17.
- **Auxiliary Operations** – Food services decreased \$79,662 or 13.7% in FY18 and increased \$1,565 or 0.3% in FY17.

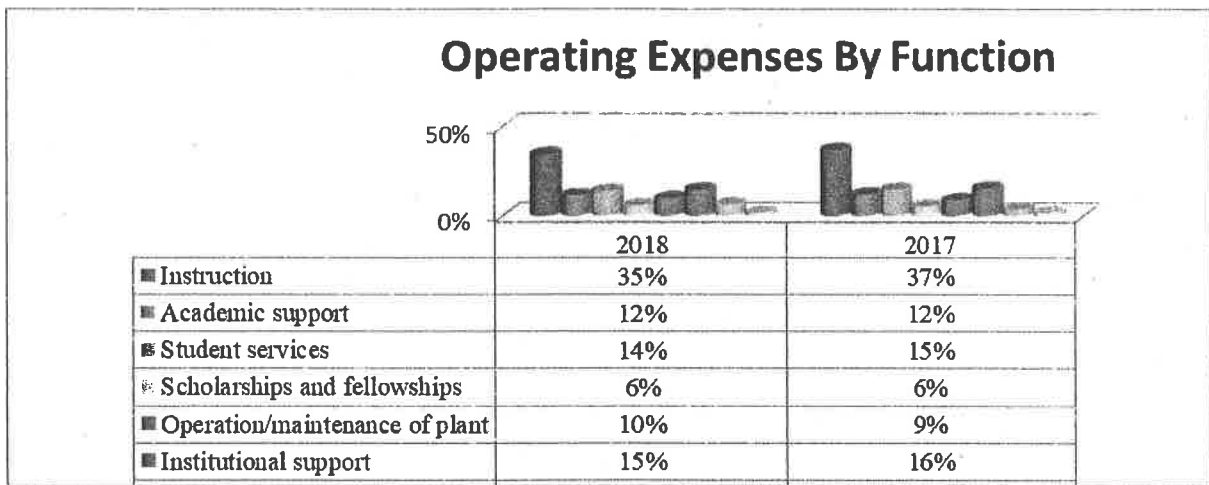
**BERKSHIRE COMMUNITY COLLEGE**  
 (an agency of the Commonwealth of Massachusetts)

**Management's Discussion and Analysis (Unaudited) - Continued**

**June 30, 2018**

**Financial Analysis - Continued**

*Operating Expense Highlights - Continued*



*Non-Operating Revenues and Expenses*

The Commonwealth's net operating appropriations, which are composed of operating appropriations and fringe benefits less tuition remitted, increased \$34,066 or 0.2% in FY18 and increased \$849,503 or 6.1% in FY17. Investment income increased \$1,048 or 7.4% in FY18 and decreased \$24,035 or 63.0% in FY17.



**BERKSHIRE COMMUNITY COLLEGE**  
**(an agency of the Commonwealth of Massachusetts)**

**Management's Discussion and Analysis (Unaudited) - Continued**

**June 30, 2018**

**Financial Analysis - Continued**

***Loss from Operations and State Appropriations***

The College, in order to balance educational and operational needs with tuition and fee revenue, approves budgets to mitigate losses after Commonwealth appropriations.

Unless otherwise permitted by the Massachusetts Legislature, the College is required to remit tuition to the Commonwealth. Therefore, the College collects student tuition on behalf of the Commonwealth and remits it to the Commonwealth's General Fund. There is no direct connection between the amount of tuition revenues collected by the College and the amount of state funds appropriated in any given year. The following table provides a summary of the unrestricted appropriations and capital appropriations received by the College from the Commonwealth for the fiscal years ended June 30, 2018 and 2017, respectively.

	<b>June 30,</b>	
	<b>2018</b>	<b>2017</b>
Gross Commonwealth operating appropriations	\$ 11,188,164	\$ 11,262,702
Plus: fringe benefits*	3,790,969	3,664,547
	14,979,133	14,927,249
Less: tuition remitted	(149,988)	(132,169)
Net Commonwealth operation appropriations	14,829,145	14,795,080
Gross Commonwealth capital appropriations	4,998,911	13,752,785
Net Commonwealth appropriations	\$ 19,828,056	\$ 28,547,865

\* The Commonwealth pays the fringe benefit cost for College employees paid from Commonwealth appropriations. Therefore, such fringe benefit support is added to the "state appropriations" line item presented in the above table. The College pays the Commonwealth for the fringe benefit cost of College employees paid from funding sources other than Commonwealth appropriations.

**BERKSHIRE COMMUNITY COLLEGE**  
**(an agency of the Commonwealth of Massachusetts)**

**Management's Discussion and Analysis (Unaudited) - Continued**

**June 30, 2018**

**Economic Factors, Outlook, and Tuition and Student Fee Rates**

The College's net state appropriations decreased \$8,719,808 in FY18 and increased \$986,113 in FY17. The decrease in FY18 was the result of a general appropriations increase of \$34,066 and capital appropriations decrease of \$8,753,874.

For FY19, state appropriations are expected to increase 1% as compared to FY18. An increase in the college service fee of \$10 per credit and various program fees were implemented for FY19. These fees are used to support the mission and operations of the College. The College remains concerned about the local economy, a declining population in Berkshire County, and future budget appropriations from the Commonwealth.

**Requests for Information**

This financial report is designed to provide a general overview of the College's finances for any interested parties. Questions concerning any of the information provided in this report or requests for additional information should be addressed to Berkshire Community College, Vice President for Administration & Finance, 1350 West Street, Pittsfield, MA 01201.

**BERKSHIRE COMMUNITY COLLEGE**  
**(an agency of the Commonwealth of Massachusetts)**

**Statement of Net Position**

**June 30, 2018**

**Assets and Deferred Outflows of Resources**

	<u>Primary Government</u>	<u>Component Unit</u>
	<u>College</u>	<u>Foundation</u>
<b>Current Assets:</b>		
Cash and equivalents	\$ 5,683,735	\$ 1,309,977
Cash held by State Treasurer	1,246,883	-
Restricted cash and equivalents	58,205	-
Accounts receivable, net	900,464	312,000
Other current assets	<u>211,020</u>	<u>-</u>
<b>Total Current Assets</b>	<u>8,100,307</u>	<u>1,621,977</u>
<b>Noncurrent Assets:</b>		
Investments	62,670	9,060,051
Capital assets, net of accumulated depreciation	<u>45,287,631</u>	<u>326,458</u>
<b>Total Noncurrent Assets</b>	<u>45,350,301</u>	<u>9,386,509</u>
<b>Total Assets</b>	<u>53,450,608</u>	<u>11,008,486</u>
<b>Deferred Outflows of Resources:</b>		
Deferred outflows related to pension	365,692	-
Deferred outflows related to OPEB	<u>274,532</u>	<u>-</u>
<b>Total Deferred Outflows of Resources</b>	<u>640,224</u>	<u>-</u>
<b>Total Assets and Deferred Outflows of Resources</b>	<u>\$ 54,090,832</u>	<u>\$ 11,008,486</u>

**Liabilities, Deferred Inflows of Resources, and Net Position**

	<u>Primary Government</u>	<u>Component Unit</u>
	<u>College</u>	<u>Foundation</u>
<b>Current Liabilities:</b>		
Accounts payable and accrued liabilities	\$ 909,080	\$ 123,264
Accrued payroll	922,469	-
Compensated absences	1,205,980	-
Workers' compensation	32,032	-
Student deposits	143,035	-
Unearned revenues	1,059,709	-
Current portion of capital lease obligations	168,681	-
Current portion of bond payable	<u>43,867</u>	<u>-</u>
<b>Total Current Liabilities</b>	<u>4,484,853</u>	<u>123,264</u>
<b>Noncurrent Liabilities:</b>		
Compensated absences	648,650	-
Workers' compensation	119,061	-
Capital lease obligations	168,681	-
Bond payable	350,936	-
Net pension liability	1,438,196	-
Net OPEB liability	<u>2,797,285</u>	<u>-</u>
<b>Total Noncurrent Liabilities</b>	<u>5,522,809</u>	<u>-</u>
<b>Total Liabilities</b>	<u>10,007,662</u>	<u>123,264</u>
<b>Deferred Inflows of Resources:</b>		
Deferred inflows related to pension	531,410	-
Deferred inflows related to OPEB	328,356	-
Service concession arrangement	<u>20,381</u>	<u>-</u>
<b>Total Deferred Inflows of Resources</b>	<u>880,147</u>	<u>-</u>
<b>Net Position:</b>		
Net investment in capital assets	44,555,466	326,458
Restricted:		
Nonexpendable	-	6,183,159
Expendable	104,468	4,004,416
Unrestricted	<u>(1,456,911)</u>	<u>371,189</u>
<b>Total Net Position</b>	<u>43,203,023</u>	<u>10,885,222</u>
<b>Total Liabilities, Deferred Inflows of Resources, and Net Position</b>	<u>\$ 54,090,832</u>	<u>\$ 11,008,486</u>

See accompanying notes to the financial statements.

**BERKSHIRE COMMUNITY COLLEGE**  
**(an agency of the Commonwealth of Massachusetts)**

**Statement of Revenues and Expenses**

**For Year Ended June 30, 2018**

	<u>Primary Government</u>	<u>Component Unit</u>
	<u>College</u>	<u>Foundation</u>
<b>Operating Revenues:</b>		
Tuition and fees	\$ 7,268,383	\$ -
Less: scholarship allowances	<u>(2,520,359)</u>	<u>-</u>
Net student fees	4,748,024	-
Contributions and gifts	-	791,903
Federal, state, local, and private grants and contracts	6,396,605	-
Other auxiliary operations	426,726	-
Other sources	<u>598,492</u>	<u>298,750</u>
<b>Total Operating Revenues</b>	<u>12,169,847</u>	<u>1,090,653</u>
<b>Operating Expenses:</b>		
Instruction	9,815,819	-
Academic support	3,309,791	-
Student services	4,000,751	-
Scholarships and fellowships	1,888,405	232,895
Operation and maintenance of plant	2,792,271	226,372
Institutional support	4,183,655	478,965
Depreciation and amortization	1,806,854	37,469
Auxiliary operations	<u>502,428</u>	<u>-</u>
<b>Total Operating Expenses</b>	<u>28,299,974</u>	<u>975,701</u>
<b>Operating Income (Loss)</b>	<u>(16,130,127)</u>	<u>114,952</u>
<b>Non-Operating Revenues (Expenses):</b>		
State appropriations - unrestricted	14,829,146	-
Investment income, net	15,185	538,873
Interest expense	<u>(15,567)</u>	<u>-</u>
<b>Net Non-Operating Revenues</b>	<u>14,828,764</u>	<u>538,873</u>
<b>Change in Net Position Before Capital Appropriation</b>	<b>(1,301,363)</b>	<b>653,825</b>
Capital appropriations	<u>4,998,911</u>	<u>-</u>
<b>Change in Net Position</b>	<u>\$ 3,697,548</u>	<u>\$ 653,825</u>

*See accompanying notes to the financial statements.*

**BERKSHIRE COMMUNITY COLLEGE**  
**(an agency of the Commonwealth of Massachusetts)**

Statement of Changes in Net Position

For the Year Ended June 30, 2018

	Primary Government - College				
	Net Investment in Capital Assets	Restricted Nonexpendable	Restricted Expendable	Unrestricted	Total
Balance at June 30, 2017, as previously reported	\$ 40,824,172	\$ -	\$ 108,423	\$ 1,289,939	\$ 42,222,534
Prior period adjustment - See Note 2	-	-	-	(2,717,059)	(2,717,059)
Balance at June 30, 2017, as restated	40,824,172	-	108,423	(1,427,120)	39,505,475
Changes in net position	3,731,294	-	(3,955)	(29,791)	3,697,548
Balance at June 30, 2018	\$ 44,555,466	\$ -	\$ 104,468	\$ (1,456,911)	\$ 43,203,023

Component Unit - Foundation

	Net Investment in Capital Assets	Restricted Nonexpendable	Restricted Expendable	Unrestricted	Total
Balance at June 30, 2017	\$ 363,927	\$ 6,147,436	\$ 3,285,493	\$ 434,541	\$ 10,231,397
Changes in net position	(37,469)	35,723	718,923	(63,352)	653,825
Balance at June 30, 2018	\$ 326,458	\$ 6,183,159	\$ 4,004,416	\$ 371,189	\$ 10,885,222

See accompanying notes to the financial statements.

**BERKSHIRE COMMUNITY COLLEGE**  
**(an agency of the Commonwealth of Massachusetts)**

**Statement of Cash Flows**

**For Year Ended June 30, 2018**

	<u>Primary Government</u>
	<u>College</u>
<b>Cash Flows from Operating Activities:</b>	
Tuition and fees	\$ 4,919,412
Grants and contracts	5,103,767
Payments to suppliers	(5,544,150)
Payments to employees	(14,890,661)
Payments to students	(1,888,405)
Other auxiliary operations	416,536
Other sources	<u>534,560</u>
Net Cash Applied to Operating Activities	<u>(11,348,941)</u>
<b>Cash Flows from Non-Capital and Related Financing Activities:</b>	
State appropriations	11,038,177
Tuition remitted to State	<u>(149,988)</u>
Net Cash Provided by Non-Capital and Related Financing Activities	<u>10,888,189</u>
<b>Cash Flows from Capital and Related Financing Activities:</b>	
Purchases of capital assets	(326,687)
Principal paid on capital lease obligations	(168,682)
Principal paid on bond payable	(43,868)
Interest paid on bond payable	<u>(15,567)</u>
Net Cash Applied to Capital and Related Financing Activities	<u>(554,804)</u>
<b>Cash Flows from Investing Activity:</b>	
Investment income	<u>15,185</u>
<b>Net Decrease in Cash and Equivalents</b>	<b>(1,000,371)</b>
Cash and Equivalents, Beginning of Year	<u>7,989,194</u>
<b>Cash and Equivalents, End of Year</b>	<b>\$ <u>6,988,823</u></b>

**BERKSHIRE COMMUNITY COLLEGE**  
**(an agency of the Commonwealth of Massachusetts)**

**Statement of Cash Flows - Continued**

**For Year Ended June 30, 2018**

	<u>Primary Government</u>
	<u>College</u>
<b>Reconciliation of Net Operating Loss to Net Cash</b>	
<b>Applied to Operating Activities:</b>	
Net operating loss	\$ (16,130,127)
Adjustments to reconcile net operating loss to net cash applied to operating activities:	
Depreciation	1,806,854
Service concession arrangement	(10,190)
Net pension activity	(143,274)
Net OPEB activity	134,050
Bad debts	99,896
Unrealized investment loss	7,075
Fringe benefits provided by State	3,790,969
Tuition remitted to State	149,988
Changes in assets and liabilities:	
Accounts receivable	(206,746)
Other current assets	102,499
Accounts payable and accrued liabilities	294,990
Accrued employee compensation and benefits	(9,330)
Student deposits and unearned revenues	(156,528)
Other deferred revenues	<u>(1,079,067)</u>
Net Cash Applied to Operating Activities	<u>\$ (11,348,941)</u>
<b>Reconciliation of Cash and Equivalents to Statement of Net Position, End of Year:</b>	
Cash and equivalents	\$ 5,683,735
Cash held by State Treasurer	1,246,883
Restricted cash and equivalents	<u>58,205</u>
	<u>\$ 6,988,823</u>
<b>Noncash Transactions:</b>	
Fringe benefits provided by State appropriations	<u>\$ 3,790,969</u>
Capital improvements provided by capital appropriations	<u>\$ 4,998,911</u>
Dividends reinvested	<u>\$ 3,704</u>

*See accompanying notes to the financial statements.*



**BERKSHIRE COMMUNITY COLLEGE**  
**(an agency of the Commonwealth of Massachusetts)**

**Notes to the Financial Statements**

**June 30, 2018**

Note 1 - Summary of Significant Accounting Policies

Organization

Berkshire Community College (the "College") is a state-supported comprehensive two-year college that offers a quality education leading to associate degrees as well as various certificate programs. From its primary campus located in Pittsfield, Massachusetts, along with other satellite campuses, the College provides instruction and training in a variety of liberal arts, allied health, engineering technologies, and business fields of study. The College also offers, through the Division of Continuing Education, credit and non-credit courses as well as community service programs. The College is accredited by the New England Association of Schools and Colleges.

Basis of Presentation

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").

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 and expenses demonstrates 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.

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 units, and required supplementary information. The College presents statements of net position, revenues and expenses, changes in net position, and cash flows on a combined college-wide basis.

**BERKSHIRE COMMUNITY COLLEGE**  
**(an agency of the Commonwealth of Massachusetts)**

**Notes to the Financial Statements - Continued**

**June 30, 2018**

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

*Basis of Presentation - Continued*

The College's policy for defining operating activities in the statements of revenues and expenses; and changes in net assets are those that generally result from exchange transactions such as the payment received for services and payment made for the purchase of goods and services and certain grants and contracts. Certain other transactions are reported as non-operating activities in accordance with GASB Statement No. 35. These non-operating activities include the College's operating and capital appropriations from the Commonwealth of Massachusetts (the "Commonwealth"), net investment income (loss), and interest expense.

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

Berkshire Community College Foundation (the "Foundation") is a legally separate tax-exempt organization. The Foundation was established to promote and support the furtherance of the educational and cultural mission of the College. The Board of the Foundation is self-perpetuating and primarily consists of graduates and friends 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, 2018 and is therefore discretely presented in the College's financial statements.

Complete financial statements for the Foundation can be obtained from Berkshire Community College Foundation, Inc. at 1350 West Street, Pittsfield, Massachusetts, 01201.

*Net Position*

Resources are classified for accounting purposes into the following four 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, repair, or improvement of those assets.

**BERKSHIRE COMMUNITY COLLEGE**  
**(an agency of the Commonwealth of Massachusetts)**

**Notes to the Financial Statements - Continued**

**June 30, 2018**

Note 1 - Summary of Significant Accounting Policies - Continued

Net Position - Continued

Restricted - nonexpendable: Net position subject to externally imposed conditions that the College must maintain them in perpetuity.

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

Unrestricted: All other categories of net position. Unrestricted net position may be designated by actions of the College's Board of Trustees.

The College has adopted a policy of generally utilizing restricted - expendable funds, when available, prior to unrestricted funds.

Trust Funds

In accordance with the requirements of the Commonwealth, the College's operations are accounted for within several trust funds. All of these trust funds have been consolidated and are included in these financial statements.

Cash and Equivalents

The College has defined cash and equivalents to include cash on hand, demand deposits, and cash and deposits held by the State Treasurer on behalf of the College.

Restricted Cash and Equivalents

Restricted cash and equivalents consists of grant and capital funds designated for specific projects.

Investments

Investments in marketable securities are stated at fair market value. Dividends, interest, and net gains or losses on investments of endowments and similar funds are reported in the statements of revenues and expenses; and changes in net position.

Allowance for Doubtful Accounts

Accounts receivable are periodically evaluated for collectability based on past history with students. Provisions for losses on loans receivable are determined on the basis of loss experience, known and inherent risks, and current economic conditions.

**BERKSHIRE COMMUNITY COLLEGE**  
(an agency of the Commonwealth of Massachusetts)

**Notes to the Financial Statements - Continued**

**June 30, 2018**

Note 1 - Summary of Significant Accounting Policies - Continued

Capital Assets

Real estate assets, including improvements, are generally stated at cost. Furnishings, equipment, and collection items are stated at cost at date of acquisition or, in the case of gifts, at fair market value at date of donation. In accordance with the state's capitalization policy, only those items with a unit cost of \$50,000 or more are capitalized. Interest costs on debt related to capital assets are capitalized during the construction period. College 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 5 to 40 years. The costs of normal maintenance and repairs that do not add to the value of the asset or materially extend asset life are not capitalized.

The College does not hold collections of historical treasures, works of art, or other items requiring capitalization or depreciation.

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.

Student Deposits and Unearned Revenue

Deposits and advance payments received for tuition and fees related to certain summer programs, as well as tuition received for the following academic year, are deferred and are recorded as related services are provided.

Fringe Benefits

The College participates in the Commonwealth's fringe benefit programs, including health insurance, unemployment, pension, workers' compensation, and certain post-retirement benefits. 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 and sick leave, along with compensatory time. Accrued vacation is the amount earned by all eligible employees through year-end. The accrued sick leave balance represents 20% of amounts earned by those employees with ten or more years of state service at June 30, 2018. Upon retirement, these employees are entitled to receive payment for this accrued balance.

**BERKSHIRE COMMUNITY COLLEGE**  
**(an agency of the Commonwealth of Massachusetts)**

**Notes to the Financial Statements - Continued**

**June 30, 2018**

Note 1 - Summary of Significant Accounting Policies - Continued

Workers' Compensation

The Commonwealth provides workers' compensation coverage to its employers on a self-insured basis. The Commonwealth requires the College to record its portion of the workers' compensation in its records. Workers' compensation costs are actuarially determined based on the College's actual experience.

Pensions

For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, pension expense, information about the fiduciary net position of the Massachusetts State Employees' Retirement System ("SERS"), and 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.

Postemployment Benefits Other Than Pensions ("OPEB")

For purposes of measuring the College's net OPEB liability, deferred outflows of resources and deferred inflows of resources related to OPEB, 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 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.

**BERKSHIRE COMMUNITY COLLEGE**  
**(an agency of the Commonwealth of Massachusetts)**

**Notes to the Financial Statements - Continued**

**June 30, 2018**

Note 1 - Summary of Significant Accounting Policies - Continued

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 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 and determining the net pension and OPEB liabilities.

New Governmental Accounting Pronouncements

GASB Statement 83 – *Certain Asset Retirement Obligations* (“AROs”) is effective for periods beginning after June 15, 2018. An ARO is a legally enforceable liability associated with the retirement of a tangible capital asset. This Statement establishes criteria for determining the timing and pattern of recognition of a liability and a corresponding deferred outflow of resources for AROs and requires that recognition occur when the liability is both incurred and reasonably estimable. Management has not completed its review of the requirements of this standard and its applicability.

GASB Statement 84 – *Fiduciary Activities* is effective for periods beginning after December 15, 2018. The objective of this Statement is to establish criteria for identifying fiduciary activities. Activity meeting the established criteria would then be presented in a statement of fiduciary net position and a statement of changes in fiduciary net position. Pension and other employee benefit trust funds, investment trust funds, private-purpose trust funds, and custodial funds would be reported, as applicable, according to this Statement. Information of component units of a primary government would be combined and shown in the aggregate with the fiduciary funds of the primary government. Under this Statement, a liability could be recognized to the beneficiaries in a fiduciary fund if the government has been compelled to disburse fiduciary resources. Management has not completed its review of the requirements of this standard and its applicability.

**BERKSHIRE COMMUNITY COLLEGE**  
**(an agency of the Commonwealth of Massachusetts)**

**Notes to the Financial Statements - Continued**

**June 30, 2018**

Note 1 - Summary of Significant Accounting Policies - Continued

*New Governmental Accounting Pronouncements - Continued*

GASB Statement 87 – *Leases* is effective for periods beginning after December 15, 2019. Implementation of this standard will require lessees to recognize on their statement of net position the rights and obligations resulting from leases categorized as operating leases as assets, liabilities, or deferred inflows / outflows of resources. It provides for an election on leases with terms of less than twelve months to be excluded from this standard. Management has not completed its review of the requirements of this standard and its applicability.

GASB Statement 88 – *Certain Disclosures Related to Debt, Including Direct Borrowings and Placements* is effective for years beginning after June 30, 2019. Implementation of this standard will require additional disclosures in the notes to financial statements, including unused lines of credit; assets pledged as collateral for the debt; and terms specified in debt agreements related to significant events of default with finance-related consequences, significant termination events with finance-related consequences, and significant subjective acceleration clauses. Management has not completed its review of the requirements of this standard and its applicability.

GASB Statement 89 – *Accounting for Interest Costs Incurred before the End of a Construction Period* is effective for reporting periods beginning after December 15, 2019. The objectives of this Statement are (1) to enhance the relevance and comparability of information about capital assets and the cost of borrowing for a reporting period and (2) to simplify accounting for interest cost incurred before the end of a construction period. Management has not completed its review of the requirements of this standard and its applicability.

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**Notes to the Financial Statements - Continued**

**June 30, 2018**

**Note 2 – Implementation of Newly Effective Accounting Standard and Restatement of Previously Issued Financial Statements**

The College implemented GASB Statement Number 75 (“GASB 75”), *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions* as of July 1, 2017.

Subsequent to the original issuance of these financial statements, management was advised of an error in the calculation of OPEB pertaining to projected pay increases for employees in the allocation of the actuarial present value of projected benefit payments to past and future services as of June 30, 2018 and July 1, 2017.

The table below presents the effects of implementing GASB 75 and the correction to the previously issued financial statements.

	As Previously Reported <u>at June 30, 2017</u>	Implementation of <u>GASB 75</u>	As Previously Reported <u>at July 1, 2017</u>	Correction of <u>the Error</u>	As Restated <u>at July 1, 2017</u>
<b>Statement of Net Position:</b>					
Deferred outflows related to OPEB	\$ -	70,418	70,418	-	\$ 70,418
Net OPEB liability	\$ -	3,211,395	3,211,395	(423,918)	\$ 2,787,477
Unrestricted net position	\$ 1,289,939	(3,140,977)	(1,851,038)	423,918	\$ (1,427,120)
	As Previously Reported <u>at June 30, 2018</u>	Correction of <u>the Error</u>	As Restated <u>at June 30, 2018</u>		
<b>Statement of Net Position:</b>					
Deferred outflows related to OPEB	\$ 305,377	(30,845)	\$ 274,532		
Net OPEB liability	\$ 3,163,723	(366,438)	\$ 2,797,285		
Deferred inflows related to OPEB	\$ 421,100	(92,744)	\$ 328,356		
Unrestricted net position	\$ (1,885,248)	428,337	\$ (1,456,911)		
<b>Statement of Revenues and Expenses:</b>					
Operating expenses	\$ 28,304,393	(4,419)	\$ 28,299,974		



**BERKSHIRE COMMUNITY COLLEGE**  
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**Notes to the Financial Statements - Continued**

**June 30, 2018**

Note 3 - **Cash and Equivalents**

The College periodically maintains cash balances in excess of Federal Deposit Insurance Corporation ("FDIC") insurable limits. The maximum deposit insurance amount is \$250,000, which is applied per depositor, per insured depository institution. The College's deposit policy for custodial credit risk requires the depository institution to purchase additional insurance to cover deposits in excess of FDIC-insured amounts. Management monitors the financial condition of banking institutions, along with its cash balances, to keep this potential risk to a minimum. As of June 30, 2018 none of the College's bank balances, net of deposits and disbursements in transit, of approximately \$5,876,000 were exposed to custodial credit risk as uninsured and uncollateralized.

Note 4 - **Cash Held by State Treasurer**

Accounts payable and accrued salaries to be funded from state-appropriated funds totaled approximately \$1,247,000 at June 30, 2018. The College has recorded a comparable dollar amount of cash held by the State Treasurer for the benefit of the College, which was subsequently used for these liabilities.

Note 5 - **Investments**

**Fair Value Measurements**

The framework for measuring fair value provides a hierarchy that prioritizes the inputs to valuation techniques used to measure fair value into three levels. Level 1 inputs are unadjusted quoted prices for identical assets or liabilities in active markets that the College has the ability to access. Level 2 inputs include quoted prices for similar assets or liabilities in active or inactive markets, inputs other than quoted prices that are observable for the asset or liability, and inputs that are derived principally from, or corroborated by, observable market data by correlation or other means. Level 3 inputs are unobservable and significant to the fair value measurement. The asset or liability's fair value measurement level within the fair value hierarchy is based on the lowest level of any input that is significant to the fair value measurement. Valuation techniques used need to maximize the use of observable inputs and minimize the use of unobservable inputs.

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**Notes to the Financial Statements - Continued**

**June 30, 2018**

Note 5 - **Investments - Continued**

*Fair Value Measurements - Continued*

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, 2018.

*Corporate Equity Securities:* Valued at quoted market value of the shares held at fiscal year-end.

*Corporate and Government Bonds:* Valued at the closing price reported on the active market on which the individual securities are traded.

*Mutual Funds:* Valued at the net asset value ("NAV") of the shares held at fiscal year-end. Mutual funds consist of open-ended mutual funds that "strike a NAV" at the close of each day the financial markets are open and are available to purchase by the general public through brokerage houses.

*Certificates of Deposit and Money Market Funds:* Valued based upon redemption value.

At June 30, 2018, all investments of the College and the Foundation are categorized in Level 1 of the fair value hierarchy.

*Investments of the College*

The College's investments consist of the following at June 30, 2018:

Corporate equity securities	\$ 62,670
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The College categorizes investments according to the level of risk assumed by the College. At June 30, 2018, the entire balance of investments is insured, registered, or held by the College's agent in the College's name. The entire balance of investments is stated at fair value and is unrated in terms of credit risk quality ratings. The College currently follows investment policies largely defined by the Commonwealth of Massachusetts as well as internal College investment policies.

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**Notes to the Financial Statements - Continued**

**June 30, 2018**

Note 5 - **Investments - Continued**

*Investments of the College - Continued*

The following schedule summarizes the College's net investment income for the fiscal year ended June 30, 2018:

Interest	\$ 18,556
Dividends	3,704
Net unrealized losses	<u>(7,075)</u>
Total	<u>\$ 15,185</u>

*Investments of the Foundation*

Foundation investments, which are carried at fair market value, are as follows at June 30, 2018:

Corporate equity securities	\$ 5,344,030
Corporate bonds	1,016,332
Government bonds	1,014,671
Mutual funds	644,078
Certificates of deposit	752,097
Money market funds	<u>288,843</u>
Total	<u>\$ 9,060,051</u>

The following schedule summarizes the Foundation's net investment income for the fiscal year ended June 30, 2018:

Interest and dividends	\$ 190,132
Investment fees	(64,042)
Net unrealized gains	100,427
Net realized gains	<u>312,356</u>
Total	<u>\$ 538,873</u>

**BERKSHIRE COMMUNITY COLLEGE**  
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**Notes to the Financial Statements - Continued**

**June 30, 2018**

**Note 6 - Accounts Receivable**

Accounts receivable are expected to be collected within one year and is comprised of the following at June 30, 2018:

Student accounts receivable	\$ 1,198,186
Grants receivable	176,372
Other receivables	<u>140,115</u>
	1,514,673
Less: allowance for doubtful accounts	<u>(614,209)</u>
Total	<u>\$ 900,464</u>

**Note 7 - Capital Assets**

Capital assets of the College consist of the following at June 30, 2018:

	Estimated Lives (in years)	Beginning Balance	Additions	Retirements	Reclassifications	Ending Balance
<b>Capital assets not depreciated:</b>						
Construction in progress		\$ 28,968,843	\$ 5,223,234	\$ -	\$ (30,724,330)	\$ 3,467,747
Land		<u>474,888</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>474,888</u>
Total not depreciated		<u>29,443,731</u>	<u>5,223,234</u>	<u>-</u>	<u>(30,724,330)</u>	<u>3,942,635</u>
<b>Capital assets depreciated:</b>						
Buldings and improvements	20 - 40	33,945,864	-	-	30,724,330	64,670,194
Furnishings and equipment (including cost of capital leases)	5 - 10	<u>3,132,272</u>	<u>102,364</u>	<u>-</u>	<u>-</u>	<u>3,234,636</u>
Total depreciated		<u>37,078,136</u>	<u>102,364</u>	<u>-</u>	<u>30,724,330</u>	<u>67,904,830</u>
<b>Less: accumulated depreciation:</b>						
Buldings and improvements		(22,740,856)	(1,382,641)	-	-	(24,123,497)
Furnishings and equipment		<u>(2,012,124)</u>	<u>(424,213)</u>	<u>-</u>	<u>-</u>	<u>(2,436,337)</u>
Total accumulated depreciation		<u>(24,752,980)</u>	<u>(1,806,854)</u>	<u>-</u>	<u>-</u>	<u>(26,559,834)</u>
Capital assets, net		<u>\$ 41,768,887</u>	<u>\$ 3,518,744</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 45,287,631</u>

**BERKSHIRE COMMUNITY COLLEGE**  
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**Notes to the Financial Statements - Continued**

**June 30, 2018**

**Note 8 - Long-Term Liabilities**

Long-term liabilities consist of the following at June 30, 2018:

	(Restated) Beginning Balance	Additions	Reductions	Ending Balance	Current Portion	Noncurrent Portion
<b>Bond and leases payable:</b>						
Bond payable	\$ 438,671	\$ -	\$ (43,868)	\$ 394,803	\$ 43,867	\$ 350,936
Capital lease obligations	506,044	-	(168,682)	337,362	168,681	168,681
<b>Other long-term liabilities:</b>						
Compensated absences	1,899,690	-	(45,060)	1,854,630	1,205,980	648,650
Workers' compensation	161,146	-	(10,053)	151,093	32,032	119,061
Net pension liability	1,566,671	-	(128,475)	1,438,196	-	1,438,196
Net OPEB liability	2,787,477	9,808	-	2,797,285	-	2,797,285
	<u>\$ 7,359,699</u>	<u>\$ 9,808</u>	<u>\$ (396,138)</u>	<u>\$ 6,973,369</u>	<u>\$ 1,450,560</u>	<u>\$ 5,522,809</u>

**Bond Payable**

The College has a New Clean Renewable Energy Bond outstanding with Century Bank and Trust Company. Principal is payable annually, and interest is payable semi-annually at a rate of 3.5%. Maturities of the bond payable subsequent to June 30, 2018 are as follows:

Years Ending <u>June 30,</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2019	\$ 43,867	\$ 14,010	\$ 57,877
2020	43,867	12,488	56,355
2021	43,867	10,897	54,764
2022	43,867	9,340	53,207
2023	43,867	7,784	51,651
2024-2027	<u>175,468</u>	<u>15,584</u>	<u>191,052</u>
	<u>\$ 394,803</u>	<u>\$ 70,103</u>	<u>\$ 464,906</u>

**BERKSHIRE COMMUNITY COLLEGE**  
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**Notes to the Financial Statements - Continued**

**June 30, 2018**

Note 8 - Long-Term Liabilities - Continued

*Capital Lease Obligations*

The College entered into two capital lease agreements under which the related networking and telephone system equipment will become property of the College when all terms of the lease agreements are satisfied. Both capital lease arrangements are for five-year terms and are interest-free obligations. Interest has not been imputed due to a lack of materiality. The following presents future minimum lease payments subsequent to June 30, 2018:

<u>Years Ending</u> <u>June 30,</u>	<u>Lease</u> <u>Payments</u>
2019	\$ 168,681
2020	<u>168,681</u>
Total	\$ <u>337,362</u>

The following reports the cost and accumulated depreciation for equipment under capital leases at June 30, 2018:

Equipment	\$ 843,404
Less: accumulated depreciation	<u>(506,042)</u>
Total	\$ <u>337,362</u>

*Foundation Line of Credit*

The Foundation has available a \$175,000 revolving line of credit expiring in December 2049. The line of credit is collateralized by real estate owned by the Foundation. There were no draws on the line of credit during the fiscal year ended June 30, 2018.

**BERKSHIRE COMMUNITY COLLEGE**  
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**Notes to the Financial Statements - Continued**

**June 30, 2018**

Note 9 - **Pension**

*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.

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 on-line 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.

**BERKSHIRE COMMUNITY COLLEGE**  
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**Notes to the Financial Statements - Continued**

**June 30, 2018**

Note 9 - Pension - Continued

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.

Member contributions for SERS vary depending on the most recent date of membership:

<u>Hire Date</u>	<u>Percentage of Compensation</u>
Prior to 1975	5% of regular compensation
1975 to 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 \$94,717, \$87,674, and \$81,586 for the years ended June 30, 2018, 2017, and 2016, 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 11.78%, 9.95%, and 9.45% of annual covered payroll for the fiscal years ended June 30, 2018, 2017, and 2016, respectively. The College contributed \$94,717, \$87,674, and \$81,586 for the fiscal years ended June 30, 2018, 2017, and 2016, respectively, equal to 100% of the required contributions for each year. Annual covered payroll was approximately 81%, 81%, and 81% of total related payroll for fiscal years end 2018, 2017, and 2016, respectively.



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**Notes to the Financial Statements - Continued**

**June 30, 2018**

Note 9 - **Pension - Continued**

*Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions*

At June 30, 2018, the College reported a liability of \$1,438,196 for its proportionate share of the net pension liability related to its participation in SERS. The net pension liability as of June 30, 2018, the reporting date, was measured as of June 30, 2017, 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, 2017 rolled forward to June 30, 2017.

The College's proportion of the net pension liability was based on its share of the Commonwealth of Massachusetts' collective pension amounts allocated on the basis of actual fringe benefit charges assessed to the College for the fiscal year 2018. The Commonwealth's proportionate share was based on actual employer contributions to the SERS for fiscal year 2018 relative to total contributions of all participating employers for the fiscal year. At June 30, 2018, the College's proportion was 0.011%.

For the years ended June 30, 2018 and 2017, the College recognized pension benefit of \$48,561 and \$9,729, respectively. The College reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources at June 30, 2018.

Deferred Outflows of Resources Related to Pension

Changes in plan actuarial assumptions	\$ 149,666
Contributions subsequent to the measurement date	94,717
Changes in proportions due to internal allocation	60,777
Differences between expected and actual experience	55,606
Changes in proportion from the Commonwealth	<u>4,926</u>
 Total	 <u>\$ 365,692</u>

**BERKSHIRE COMMUNITY COLLEGE**  
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**Notes to the Financial Statements - Continued**

**June 30, 2018**

Note 9 - **Pension - Continued**

*Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and  
 Deferred Inflows of Resources Related to Pensions - Continued*

<u>Deferred Inflows of Resources Related to Pension</u>	
Changes in proportion due to internal allocation	\$ 474,630
Differences between expected and actual experience	39,130
Differences between projected and actual investment earnings on plan investments	17,136
Changes in proportion from the Commonwealth	<u>514</u>
 Total	 <u>\$ 531,410</u>

The College's contributions of \$94,717 made during the fiscal year ending 2018 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:

Year Ending <u>June 30,</u>	
2019	\$ (54,881)
2020	(13,217)
2021	(63,665)
2022	(127,695)
2023	<u>(977)</u>
	 <u>\$ (260,435)</u>

**BERKSHIRE COMMUNITY COLLEGE**  
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**Notes to the Financial Statements - Continued**

**June 30, 2018**

Note 9 - **Pension - Continued**

*Actuarial Assumptions*

The total pension liability was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Measurement date	June 30, 2017
Inflation	3.00%
Salary increases	4.00% to 9.00%
Investment rate of return	7.50%
Interest rate credited to annuity savings fund	3.50%

For measurement dates June 30, 2017, mortality rates were based on:

- Pre-retirement - reflects RP-2014 Blue Collar Employees Table projected generationally with Scale MP-2016 and set forward 1 year for females.
- Post-retirement - reflects RP-2014 Blue Collar Healthy Annuitant Table projected generationally with Scale MP-2016 and set forward 1 year for females.
- Disability - reflects RP-2000 Healthy Annuitant Table projected generationally with Scale BB and a base year of 2015 (gender distinct).

The 2018 pension liability for the June 30, 2017 measurement date was determined by an actuarial valuation as of January 1, 2017 and rolled forward to June 30, 2017. Investment assets of SERS are with the Pension Reserves Investment Trust ("PRIT").

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**Notes to the Financial Statements - Continued**

**June 30, 2018**

Note 9 - **Pension - Continued**

*Actuarial Assumptions - Continued*

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, 2018 are summarized in the following table:

Asset Class	Target Allocation	Long-Term Expected Real Rate of Return
Global Equity	40%	5.00%
Core Fixed Income	12%	1.10%
Private Equity	11%	6.60%
Real Estate	10%	3.60%
Portfolio Completion Strategies	13%	3.60%
Value Added Fixed Income	10%	3.80%
Timber / Natural Resources	4%	3.20%
Total	<u>100%</u>	

*Discount Rate*

The discount rate used to measure the total pension liability was 7.5% at June 30, 2018. 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.

**BERKSHIRE COMMUNITY COLLEGE**  
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**Notes to the Financial Statements - Continued**

**June 30, 2018**

Note 9 - **Pension - Continued**

*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.

1.00% Decrease (6.50%)	Current Discount Rate (7.50%)	1.00% Increase (8.50%)
\$ 1,958,763	\$ 1,438,196	\$ 1,018,867

Note 10 - **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.

Management of the SRBT is vested with the Board of Trustees, which consists of 7 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 their designee), 1 person appointed by the Governor, and 1 person appointed by the State Treasurer. These members elect 1 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.

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**Notes to the Financial Statements - Continued**

**June 30, 2018**

Note 10 - OPEB - Continued

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, 2017 and as of the valuation date (January 1, 2017), participants contributed 0% 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.

Effective beginning in fiscal year 2014, by statute the Commonwealth is required to allocate, to the SRBT, a portion of revenue received under the Master Settlement Agreement with tobacco companies, increasing from 10% in fiscal year 2014 to 100% by fiscal year 2023. In fiscal year 2017, 10% of tobacco settlement proceeds or approximately \$25 million was allocated to the SRBT. The percentage of proceeds to be transferred to the SRBT in fiscal year 2017 was set at 10%, overriding existing statute.

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 among 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 8.92% of annual covered payroll for the fiscal year ended June 30, 2018. The College contributed \$71,712 for the fiscal year ended June 30, 2018, which is equal to 100% of the required contribution for the year.

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**Notes to the Financial Statements - Continued**

**June 30, 2018**

**Note 10 - OPEB - Continued**

*OPEB Liabilities, OPEB Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB*

At June 30, 2018, the College reported a liability of \$2,797,285 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, 2017, and the total OPEB liability used to calculate the net OPEB liability was determined by an actuarial valuation as of January 1, 2017. 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 among the employers in a consistent manner based on the College's share of total covered payroll for the fiscal year 2017. The College's proportionate share was based on the actual employer contributions to the SRBT for fiscal year 2017 relative to total contributions of all participating employers for the fiscal year. At June 30, 2018, the College's proportion was 0.017%.

For the year ended June 30, 2018, the College recognized OPEB expense of \$210,146. The College reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources at June 30, 2018:

Deferred Outflows of Resources Related to OPEB

Changes in proportion due to internal allocation	\$ 196,966
Contributions subsequent to the measurement date	71,712
Changes in proportion from the Commonwealth	<u>5,854</u>
Total	<u>\$ 274,532</u>

Deferred Inflows of Resources Related to OPEB

Changes in OPEB plan actuarial assumptions	\$ 316,821
Differences between expected and actual experience	6,431
Net differences between projected and actual investment earnings on OPEB plan investments	<u>5,104</u>
Total	<u>\$ 328,356</u>

**BERKSHIRE COMMUNITY COLLEGE**  
 (an agency of the Commonwealth of Massachusetts)

**Notes to the Financial Statements - Continued**

**June 30, 2018**

Note 10 - OPEB - Continued

OPEB Liabilities, OPEB Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB - Continued

The College's contribution of \$71,712 reported as deferred outflows of resources related to OPEB resulting from College contributions subsequent to the measurement date will be recognized as a reduction of the net OPEB liability in the following year. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to OPEB will be recognized as increases (decreases) in OPEB expense as follows:

Year Ending <u>June 30,</u>	
2019	\$ (26,419)
2020	(26,419)
2021	(26,419)
2022	(26,419)
2023	<u>(19,860)</u>
	<u>\$ (125,536)</u>

Actuarial Assumptions

The total OPEB liability was determined using the following actuarial assumptions, applied to all periods included in the measurement, unless otherwise specified:

Measurement date	June 30, 2017
Inflation	3.00%
Salary increases	4.5% per year
Investment rate of return	7.5%, net of OPEB plan investment expense, including inflation
Healthcare cost trend rates	8.5%, decreasing by 0.5% each year to an ultimate rate of 5.0% in 2024 for Medical; 5.0% for EGWP; 5.0% for administrative costs



**BERKSHIRE COMMUNITY COLLEGE**  
**(an agency of the Commonwealth of Massachusetts)**

**Notes to the Financial Statements - Continued**

**June 30, 2018**

Note 10 - OPEB - Continued

Actuarial Assumptions - Continued

The mortality rate was in accordance with RP 2014 Blue Collar Mortality Table projected with scale MP-2016 from the central year with females set forward one year.

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 Indemnity at age 65 and those over 65 with POS/PPO coverage switch to HMO.
- All current retirees, other than those indicated on the census data as not being eligible by Medicare, have Medicare coverage upon attainment of age 65, as do their spouses. All future retirees are assumed to have Medicare coverage upon attainment of age 65.
- 80% of current and future contingent eligible participants will elect health care benefits at age 65, or current age if later.
- Actives, upon retirement, take coverage and are assumed to have the following coverage:

	<u>Retirement Age</u>	
	<u>Under 65</u>	<u>Age 65+</u>
Indemnity	40.0%	85.0%
POS/PPO	50.0%	0.0%
HMO	10.0%	15.0%

The actuarial assumptions used in the January 1, 2017 valuation were based on the results of an actuarial experience study for the periods ranging July 1, 2015 through December 31, 2016, depending upon the criteria being evaluated. As a result of this actuarial experience study, the mortality assumption was adjusted in the January 1, 2017 actuarial valuation to more closely reflect actual experience as a result of the recent experience study completed by the Public Employee Retirement Administration Commission ("PERAC").

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.

**BERKSHIRE COMMUNITY COLLEGE**  
 (an agency of the Commonwealth of Massachusetts)

**Notes to the Financial Statements - Continued**

**June 30, 2018**

Note 10 - **OPEB - Continued**

*Actuarial Assumptions - Continued*

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, 2018 are the same as discussed in the Pension footnote number 9.

*Discount Rate*

The discount rate used to measure the total OPEB liability was 3.63%. This rate was based on a blend of the Bond Buyer Index rate (3.58%) 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 2023. Therefore, the long-term expected rate of return on OPEB plan investments of 7.50% per annum 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:

1.00% Decrease (2.63%)	Current Discount Rate (3.63%)	1.00% Increase (4.63%)
\$ 3,320,601	\$ 2,797,285	\$ 2,381,208

**BERKSHIRE COMMUNITY COLLEGE**  
(an agency of the Commonwealth of Massachusetts)

**Notes to the Financial Statements - Continued**

**June 30, 2018**

Note 10 - **OPEB - Continued**

*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:

1.00% Decrease (B)	Current Healthcare Cost Trend Rate (A)	1.00% Increase (C)
\$ 2,314,398	\$ 2,797,285	\$ 3,432,736

(A) - The current healthcare cost trend rates are as follows:

9.0% for Medicare, 5.0% for EGWP and 5.0% for administration costs.

(B) - The healthcare cost trend rates after a 1.0% decrease are as follows:

8.0% for Medicare, 4.0% for EGWP and 4.0% for administration costs.

(C) - The healthcare cost trend rates after a 1.0% increase are as follows:

10.0% for Medicare, 6.0% for EGWP and 6.0% for administration costs.

Note 11 - **Net Position**

*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. Restricted expendable funds are available for academic programs.

The Foundation's restricted nonexpendable net position consists of endowment funds to be held in perpetuity, whose income is primarily utilized for scholarships and grants and academic technology.

**BERKSHIRE COMMUNITY COLLEGE**  
 (an agency of the Commonwealth of Massachusetts)

**Notes to the Financial Statements - Continued**

**June 30, 2018**

**Note 12 - Operating Leases**

The College leases classrooms and office space for its Great Barrington and Conte Federal Building locations. It also leases copiers and a vehicle under operating leases. Rental expense for operating leases was approximately \$323,000 for the year ended June 30, 2018. The following schedule summarizes future minimum payments due under non-cancelable operating leases as of June 30, 2018:

<u>Years Ending</u> <u>June 30,</u>	<u>Lease</u> <u>Payments</u>
2019	\$ 101,521
2020	<u>7,141</u>
Total	\$ <u>108,662</u>

**Note 13 - Operating Expenses**

The College's operating expenses, on a natural classification basis, are composed of the following for the fiscal year ended June 30, 2018:

Compensation and benefits	\$ 18,663,076
Supplies and services	5,941,639
Scholarships and fellowships	1,888,405
Depreciation and amortization	<u>1,806,854</u>
Total	\$ <u>28,299,974</u>

**Note 14 - Fringe Benefits**

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.

**BERKSHIRE COMMUNITY COLLEGE**  
(an agency of the Commonwealth of Massachusetts)

**Notes to the Financial Statements - Continued**

**June 30, 2018**

Note 14 - **Fringe Benefits - Continued**

*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, as well as 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 a seventeen-member body (the "Commission") appointed by the Governor. The GIC is located administratively within the Executive Office of Administration and Finance, and it is responsible for providing health insurance and other benefits to the Commonwealth's employees and retirees as well as their survivors and dependents. During the fiscal year ended June 30, 2018, 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 pre-tax health care spending account and dependent care assistance program (for active employees only).

*Other Retirement Plans*

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 Internal Revenue Code ("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 obligations for any future pay-outs.

**BERKSHIRE COMMUNITY COLLEGE**  
**(an agency of the Commonwealth of Massachusetts)**

**Notes to the Financial Statements - Continued**

**June 30, 2018**

Note 15 - Service Concession Arrangement

Deferred inflows of resources include a one-time payment received by the College that is subject to amortization over the life of the agreement. The College's bookstore operations are managed under an agreement by an outside party. The arrangement was effective July 1, 2015 and expires June 30, 2020. At June 30, 2018, the unamortized portion of the payment was \$20,381.

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. 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 amounts reported on MMARS meet the guidelines of the Comptroller's *Guide for Higher Education Audited Financial Statements*.

The College's state appropriation is composed of the following for the fiscal year ended June 30, 2018:

Directed unrestricted appropriations	\$ 11,188,165
Fringe benefits for benefited employees on the state payroll	3,790,969
Less:	
Day school tuition remitted to the state and included in tuition and fee revenues	<u>(149,988)</u>
Total unrestricted appropriations	14,829,146
Capital appropriations	<u>4,998,911</u>
Total appropriations	\$ <u>19,828,057</u>

**BERKSHIRE COMMUNITY COLLEGE**  
**(an agency of the Commonwealth of Massachusetts)**

**Notes to the Financial Statements - Continued**

**June 30, 2018**

Note 16 - Massachusetts Management Accounting and Reporting System - Continued

A reconciliation of revenues between the College and MMARS as of June 30, 2018 is as follows:

Revenue per MMARS	\$ <u>14,325,989</u>
Revenue per College	\$ <u>14,325,989</u>

Note 17 - Pass-Through Loans

The College distributed approximately \$2,447,000 for the fiscal year ended June 30, 2018, for student loans through the U.S. Department of Education's Direct Loan Program. These distributions and related funding sources are not included as expenses and revenues or as cash disbursements and cash receipts in the accompanying financial statements.

Note 18 - Contingencies, Risks, and Uncertainties

Various lawsuits are pending or threatened against the College that arose in the ordinary course of operations. In the opinion of management, no litigation is pending or threatened, which would materially affect the College's financial position.

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 expenditures resulting from such audits become 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"). Individuals pay into the Program in advance for future tuition at the cost of tuition at the time of election to participate, which is increased by changes in the Consumer Price Index plus 2%. The College is obligated to accept from the Program as payment of tuition the amount determined by this Program without regard to the standard tuition rate in effect at the time of the individuals enrollment at the College. The effect of this Program cannot be determined as it is contingent on future tuition increases and the Program participants who attend the College.

**BERKSHIRE COMMUNITY COLLEGE**  
(an agency of the Commonwealth of Massachusetts)

**Notes to the Financial Statements - Continued**

**June 30, 2018**

Note 18 - **Contingencies, Risks and Uncertainties - Continued**

The College is continuing the process of replacing exterior caulking in many of its buildings due to the presence of polychlorinated biphenyls ("PCBs"). The cost of the remediation project is the responsibility of the Commonwealth, and all liabilities required in accordance with GASB 40, *Accounting and Financial Reporting for Pollution Remediation Obligations*, will be reported by the Commonwealth.

The College participates in the various programs administered by the Commonwealth for property, general liability, automobile liability, and workers' compensation. The Commonwealth is self-insured for employees' workers' compensation, casualty, theft, tort claims, and other losses. 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.



**REQUIRED SUPPLEMENTARY  
INFORMATION**

**BERKSHIRE COMMUNITY COLLEGE**  
(an agency of the Commonwealth of Massachusetts)

**Schedule of Proportionate Share of Net Pension Liability (Unaudited)**

**Massachusetts State Employees' Retirement System**

Year ended	June 30, 2018	June 30, 2017	June 30, 2016	June 30, 2015
Measurement date	June 30, 2017	June 30, 2016	June 30, 2015	June 30, 2014
Valuation date	January 1, 2017	January 1, 2016	January 1, 2015	January 1, 2014
Proportion of the collective net pension liability	0.011%	0.012%	0.010%	0.018%
Proportionate share of the collective net pension liability	\$ 1,438,196	\$ 1,566,671	\$ 1,172,795	\$ 1,201,187
College's covered payroll	\$ 881,142	\$ 863,037	\$ 620,818	\$ 1,200,107
College's proportionate share of the net pension liability as a percentage of its covered payroll	163.22%	181.53%	188.91%	100.09%
Plan fiduciary net position as a percentage of the total pension liability	67.21%	63.48%	67.87%	76.32%

Notes:

The GASB pronouncement requiring the presentation of the information on this schedule became effective for years beginning after June 15, 2014 and is intended to provide data for the most recent ten years.

*See accompanying notes to the required supplementary information.*

**BERKSHIRE 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>2018</u>	<u>2017</u>	<u>2016</u>	<u>2015</u>
Statutorily required contribution	\$ 94,717	\$ 87,674	\$ 81,586	\$ 64,503
Contributions in relation to the statutorily required contribution	<u>(94,717)</u>	<u>(87,674)</u>	<u>(81,586)</u>	<u>(64,503)</u>
Contribution excess	\$ <u>-</u>	\$ <u>-</u>	\$ <u>-</u>	\$ <u>-</u>
Covered payroll	\$ 804,051	\$ 881,145	\$ 863,051	\$ 620,818
Contribution as a percentage of covered payroll	11.78%	9.95%	9.45%	10.39%

Notes:

Employers participating in the Massachusetts State Employees' Retirement System are required by MA 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, 2014 and is intended to provide data for the most recent ten years.

*See accompanying notes to the required supplementary information.*

**BERKSHIRE COMMUNITY COLLEGE**  
**(an agency of the Commonwealth of Massachusetts)**

**Notes to the Required Supplementary Information - Pension (Unaudited)**

**June 30, 2018**

Note 1 - **Change in Plan Assumptions**

**Fiscal year June 30, 2018**

**Change of Benefits:**

Chapter 79 of the Acts of 2014 established an early retirement (“ERI”) program for certain members of the SERS plan. As a result, the total pension liability of SERS increased by approximately \$10 million as of June 30, 2017.

**Assumptions:**

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

These mortality rate changes resulted in an increase of approximately \$304 million in the total pension liability of SERS as of June 30, 2017.

**Fiscal year June 30, 2017**

**Change of Benefits:**

Chapter 176 of the Acts of 2011 created a one-time election for eligible members of the Optional Retirement Plan (“ORP”) to transfer into 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.

**Fiscal year June 30, 2016**

**Change of Benefits:**

Chapter 19 of the Acts of 2015 established an ERI program for certain members of the SERS plan. As a result, the total pension liability of SERS increased by approximately \$230 million as of June 30, 2015.

*See Independent Auditor’s Report.*

**BERKSHIRE COMMUNITY COLLEGE**  
(an agency of the Commonwealth of Massachusetts)

**Notes to the Required Supplementary Information - Pension (Unaudited) -  
Continued**

**June 30, 2018**

Note 1 - **Change in Plan Assumptions - Continued**

**Fiscal year June 30, 2016 - Continued**

**Assumptions:**

The discount rate to calculate the pension liability decreased from 7.75% to 7.5%. This change resulted in an increase of approximately \$933 million in the total pension liability of SERS as of June 30, 2015.

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)

These mortality changes resulted in an increase of approximately \$1.397 billion in the total pension liability of SERS as of June 30, 2015.

**Fiscal year June 30, 2015**

**Assumptions:**

An updated experience study encompassed the period January 1, 2006 to December 31, 2011. The study reviewed salary increases and rates of retirement, disability, turnover, and mortality. This study adjusted the mortality assumption which resulted in an increase of approximately \$102 million in the total pension liability as of June 30, 2014.

*See Independent Auditor's Report.*

**BERKSHIRE COMMUNITY COLLEGE**  
**(an agency of the Commonwealth of Massachusetts)**

**Schedule of Proportionate Share of Net OPEB Liability (Unaudited)**

**State Retirees' Benefit Trust**

Year ended	June 30, 2018
Measurement date	June 30, 2017
Valuation date	January 1, 2017
Proportion of the collective net OPEB liability	0.017%
Proportionate share of the collective net OPEB liability	\$ 2,797,285
College's covered payroll	\$ 881,145
College's proportionate share of the net OPEB liability as a percentage of its covered payroll	317.46%
Plan fiduciary net position as a percentage of the total OPEB liability	5.39%

Notes:

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.*

**BERKSHIRE COMMUNITY COLLEGE**  
**(an agency of the Commonwealth of Massachusetts)**

**Schedule of Contributions - OPEB (Unaudited)**

**State Retirees' Benefit Trust**

**For the Years Ended June 30,**

	<u>2018</u>
Statutorily required contribution	\$ 71,712
Contributions in relation to the statutorily required contribution	<u>(71,712)</u>
Contribution (excess)/deficit	<u>\$ -</u>
College's covered payroll	\$ 804,051
Contribution as a percentage of covered payroll	8.92%

Notes:

Employers participating in the State Retirees' Benefit Trust are required by MA 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

*See accompanying notes to the required supplementary information.*

**BERKSHIRE COMMUNITY COLLEGE**  
(an agency of the Commonwealth of Massachusetts)

**Notes to the Required Supplementary Information - SRBT (Unaudited)**

**June 30, 2018**

Note 1 - **Change in Plan Assumptions**

**Fiscal year June 30, 2018**

**Assumptions:**

The discount rate was increased to 3.63% based upon a blend of the Bond Buyer Index rate as of the measurement date as required by GASB Statement 74. The June 30, 2016 discount rate was calculated to be 2.80%. This increase in the discount rate resulted in a decrease in the net OPEB liability of approximately \$3.08 billion as of June 30, 2017.

*See Independent Auditor's Report.*





**INDEPENDENT AUDITORS' 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  
Berkshire Community College  
Pittsfield, Massachusetts

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 Berkshire Community College (the "College"), which comprise the statement of net position as of June 30, 2018, the related statements of revenues and expenses, changes in net position, and cash flows for the year then ended, and the related notes to the financial statements, which collectively comprise Berkshire Community College's basic financial statements and have issued our report thereon with a dual date of October 12, 2018 and January 22, 2019.

**Internal Control Over Financial Reporting**

In planning and performing our audit of the financial statements, we considered Berkshire Community College's internal control over financial reporting ("internal control") to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions 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 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 audits we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

**Compliance and Other Matters**

As part of obtaining reasonable assurance about whether Berkshire 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 determination of financial statement amounts. 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.

O'Connell and Drew, P.C.

**Certified Public Accountants**  
**Braintree, Massachusetts**

October 12, 2018 (except for Management's Discussion and Analysis, Note 2, Note 8, Note 10, Note 13, and Schedule of Proportionate Share of the Net OPEB Liability, as to which the date is January 22, 2019)

## **Appendix C: Most Recent Audited Financial Statements, Including Auditor's Management Letter**

REPLACE WITH PDF



## Appendix D: List of Supporting Documents

Key documents, resources, and weblinks referred to throughout this Self-Study have been gathered into a [NECHE 2019 Self-Study Digital Workroom](#), with links provided in the text. The following table lists the documents and resources, with links. To avoid unnecessary repetition, the resource is listed in its primary Standard (e.g., 2014-2019 Strategic Plan listed in Standard 2) with other instances listed in the second column.

Print copies of the current [College Catalog](#), a [sample of syllabi](#), a [sample of program reviews](#), Strategic Planning materials, and other documents will be available in the physical work room during the team visit.

### Introduction and Institutional Overview

Supporting Documents	Also for other Standards
<a href="#">BCC 2014 Fifth-Year Interim Report</a>	Standard 2
<a href="#">NEASC Response to BCC 2014 Interim Report</a>	Standard 2
<a href="#">Public Notice Announcement (Berkshire Eagle)</a>	
<a href="#">Invitation for Public Comments for Accreditation Visit</a>	
<a href="#">Public Notice Announcement (Facebook)</a>	
<a href="#">OLLI at BCC overview</a>	
<a href="#">Berkshire Natural History Conference 2017</a>	
<a href="#">BCC NCLEX Pass Rates 2010-2018</a>	
<a href="#">ACEN Letter April 2018</a>	Standards 4 and 9
<a href="#">MABORN Letter July 2018</a>	Standards 4 and 9
<a href="#">ACEN Letter April 2019</a>	Standards 4 and 9

### Standard One: Mission and Purposes

Supporting Documents	Also for other Standards
<a href="#">BCC Mission, Values, and Vision Statements</a>	Institutional Overview, Standards 2, 3, 4, 5, 6, 7, 8, and 9
<a href="#">Board of Trustee Approval of Mission Statement</a>	Standard 2
<a href="#">Massachusetts BHE's Vision Project</a>	Standards 2, 3, and 8
<a href="#">Advancing the Institution Messaging Campaign PowerPoint</a>	Standard 2
<a href="#">MyBCC Promotional Materials</a>	
<a href="#">BCC Word Cloud</a>	

**Standard Two: Planning and Evaluation**

Supporting Documents	Also for other Standards
<a href="#">2014-2019 Strategic Plan</a>	Institutional Overview, Standards 1, 3, 4, 5, 6, 7, 8, and 9
<a href="#">Strategic Planning Task Force Members 2014</a>	
<a href="#">Implementation Committee 2018-2019</a>	
<a href="#">BCC Strategic Planning Process 2013-14</a>	
<a href="#">Internal scan</a>	
<a href="#">External Scan</a>	
<a href="#">Strategic Plan/Vision Project Crosswalk</a>	
<a href="#">Internal Control Plan</a>	Standards 3 and 7
<a href="#">Development Plan</a>	
<a href="#">Risk Assessment Plan</a>	
<a href="#">Technology Plan</a>	Standard 7
<a href="#">Marketing Plan</a>	
<a href="#">Accessibility Plan</a>	
<a href="#">Strategic Planning Board of Trustees Presentation</a>	
<a href="#">Strategic Planning Task Force Action Plans (Folder)</a>	
<a href="#">Incubator Proposal form</a>	
<a href="#">Incubator Proposal-Mursion</a>	
<a href="#">Incubator Assessment-Mursion</a>	
<a href="#">Alternative Course Schedule Student Survey 2017</a>	Standard 8
<a href="#">Alternative Course Schedule Faculty Survey 2017</a>	Standard 8
<a href="#">Alternative Course Schedule Student Survey 2018</a>	Standard 8
<a href="#">Alternative Course Schedule Student Survey 2018-Results</a>	Standard 8
<a href="#">BUS-139 Course Flyer Fall 2018</a>	
<a href="#">Fast-Track Hospitality and Culinary Program</a>	
<a href="#">Hospitality Core Skills Certificate</a>	
<a href="#">Culinary Core Skills Certificate</a>	
<a href="#">Hospitality Leadership Certificate</a>	
<a href="#">Incubator Proposal-DubLabs</a>	
<a href="#">Incubator Proposal-Library Renovation</a>	

<a href="#">Incubator Proposal-Mascot</a>	
<a href="#">Survey-Name the Mascot Summary</a>	
<a href="#">Works in the Berks weblink</a>	
<a href="#">Hires in the 'Shire</a>	
<a href="#">Institutional Review Board Description &amp; Mission</a>	
<a href="#">Institutional Review Board Forms</a>	
<a href="#">BCC Annual Graduate Survey Fall 2017-Summer 2018</a>	Standard 8
<a href="#">IE Data Dashboard March 2019</a>	Standards 3, 5, and 8
<a href="#">IE Data Book 2018</a>	Standards 3, 5, and 8
<a href="#">IE Data Book 2017</a>	Standards 3, 5, and 8
<a href="#">IE Data Request Form</a>	
<a href="#">IPEDS Report 2018</a>	Standard 8
<a href="#">DHE Data Center</a>	Standard 8
<a href="#">Digital Commons</a>	
<a href="#">40 Under Forty</a>	

### Standard Three: Organization and Governance

Supporting Documents	Also for other Standards
<a href="#">Massachusetts Department of Higher Education</a>	
<a href="#">Massachusetts Board of Higher Education</a>	
<a href="#">"Big Three" Completion Plan</a>	
<a href="#">Equity Agenda</a>	Standard 4
<a href="#">BCC Board of Trustees</a>	
<a href="#">BCC Board of Trustees Subcommittees</a>	
<a href="#">Board of Trustees Agendas (Folder)</a>	
<a href="#">BCC Board of Trustees Bylaws</a>	
<a href="#">Massachusetts General Laws Chapter 15A Section 22</a>	Standard 9
<a href="#">Massachusetts Conflict of Interest Law</a>	
<a href="#">State Ethics Commission Laws</a>	
<a href="#">DHE Statewide Trustees Conference</a>	
<a href="#">Massachusetts Community College Trustee Association</a>	
<a href="#">Board Self-Evaluation Survey 2018</a>	

<a href="#">Board Self-Evaluation Survey 2017</a>	
<a href="#">Massachusetts Open Meeting Law</a>	Standard 9
<a href="#">Board Evaluation of President</a>	
<a href="#">Employee Evaluation of President</a>	
<a href="#">Student Evaluation of President</a>	
<a href="#">Community Evaluation of President</a>	
<a href="#">Make a Suggestion examples</a>	
<a href="#">All-College Meeting (Digitally Recorded)</a>	
<a href="#">College Senate Bylaws</a>	
<a href="#">College Senate Minutes (Folder)</a>	
<a href="#">Student Affairs &amp; Enrollment Management at BCC</a>	Standard 5
<a href="#">Community Engagement, Education and Workforce Development Report</a>	

#### Standard Four: The Academic Program

Supporting Documents	Also for other Standards
<a href="#">Programs and Classes at BCC</a>	
<a href="#">College Catalogs (2009-2019)</a>	Standards 5 and 9
<a href="#">General Education Requirements</a>	
<a href="#">MassTransfer</a>	Standard 8
<a href="#">Educational Affairs New Program Form</a>	
<a href="#">Educational Affairs New Course Approval Form</a>	
<a href="#">Curriculum Approval Matrix</a>	
<a href="#">Educational Affairs Processes and Timelines</a>	
<a href="#">Program Review Schedule</a>	Standard 2
<a href="#">Program Review Guide</a>	Standard 2
<a href="#">Program Review Guidelines/Template</a>	Standard 2
<a href="#">Clinical/Practicum Contract examples (Folder)</a>	
<a href="#">Core Competencies</a>	Standard 8
<a href="#">Forum</a>	
<a href="#">Information Literacy Modules</a>	
<a href="#">Contract for Independent Learning</a>	
<a href="#">Undergraduate Scholars Conference</a>	Institutional Overview



<a href="#">Writing Center</a>	Institutional Overview, Standards 2 and 5
<a href="#">2016 Human Services Program Review</a>	Standard 8
<a href="#">Gray Associates Report</a>	Standard 2
<a href="#">Summation of Information Literacy 2011-2019</a>	
<a href="#">Assessment Task Force (2013) memo</a>	Standard 8
<a href="#">Definition of BCC Credit Hour</a>	Standards 5 and 9
<a href="#">Credit for Prior Learning</a>	
<a href="#">My Experience Counts</a>	
<a href="#">Articulation agreement list—high schools</a>	Standard 5
<a href="#">Articulation agreement list-colleges</a>	Standard 5
<a href="#">Academic Probation and Suspension</a>	Standards 5 and 9
<a href="#">Withdrawing policy</a>	Standards 5 and 9
<a href="#">Fresh Start Policy</a>	
<a href="#">Student Policy Guide</a>	Standards 5 and 9
<a href="#">Dishonesty and Plagiarism Policy</a>	Standards 5 and 9
<a href="#">AY2018 Pass Rates by Instructional Methods</a>	Standard 6
<a href="#">Federal Higher Education Opportunity Act (HEOA)</a>	
<a href="#">Course Syllabi Sample (Folder)</a>	
<a href="#">Program Review Sample (Folder)</a>	

**Standard Five: Students**

Supporting Documents	Also for other Standards
<a href="#">Berkshire County Education Task Force Planning Study (2016)</a>	
<a href="#">Berkshire County Education Task Force</a>	
<a href="#">BART Charter</a>	
<a href="#">Northern Berkshire Regional Vocational-Technical High School (McCann)</a>	
<a href="#">Enrollment Management Plan</a>	Standard 2
<a href="#">Enrollment Management Action Plans</a>	
<a href="#">BCC Admissions Policy</a>	Standard 4
<a href="#">BCC Open House</a>	
<a href="#">Experience BCC</a>	

<a href="#">MassHire Berkshire Career Center</a>	
<a href="#">2019-2020 College Catalog</a>	Standards 4, 6, 8, and 9
<a href="#">Assessment and Testing Center</a>	
<a href="#">Fall 2018 Testing Cycle Report</a>	
<a href="#">BHE Memo-2019 Common Assessment Policy</a>	
<a href="#">JumpStart Workshops</a>	
<a href="#">Math Flow Chart</a>	
<a href="#">Math Anxiety Research Presentation</a>	
<a href="#">Corequisite Support Case Study</a>	
<a href="#">Title III Grant Narrative</a>	Institutional Overview, Standards 2, 3, 4, 6, 7 and 8
<a href="#">SENSE Survey 2017 summary</a>	Standards 2, 3, 4, 6, 7 and 8
<a href="#">Financial Wellness Services brochure</a>	
<a href="#">Massachusetts Community College Admissions guidelines</a>	
<a href="#">BCC online application</a>	
<a href="#">High School Admissions Visit Survey</a>	
<a href="#">Voluntary Framework of Accountability (VFA)</a>	Standard 8
<a href="#">New Student Orientation</a>	
<a href="#">Early Alert System-Summary</a>	
<a href="#">Early Alert Advising Feedback Form</a>	
<a href="#">EAB Navigate</a>	
<a href="#">NACADA Conference</a>	
<a href="#">Diversity, Equity, and Inclusion Conference</a>	
<a href="#">Zine</a>	Institutional Overview
<a href="#">Student Government Association (SGA)</a>	Standard 3
<a href="#">Student Ambassador Program</a>	
<a href="#">Paterson Field House</a>	Institutional Overview
<a href="#">Club Sports</a>	Institutional Overview
<a href="#">Personal Counseling</a>	Institutional Overview
<a href="#">American College Counseling Association</a>	
<a href="#">Behavioral Assessment Team (BAT)</a>	
<a href="#">National Behavioral Intervention Team Association (NaBITA)</a>	
<a href="#">Disability Resource Center (DRC)</a>	Institutional Overview

<a href="#">Mentoring at BCC</a>	
<a href="#">Mentoring for Success (OLLI)</a>	
<a href="#">Campus Cupboard</a>	Institutional Overview
<a href="#">Basic Needs Security Assessment Survey</a>	
<a href="#">TRIO</a>	Institutional Overview
<a href="#">Tutorial Services</a>	Institutional Overview
<a href="#">Writing Center</a>	Institutional Overview, Standard 4
<a href="#">Multicultural Students Service Organization (MSSO)</a>	
<a href="#">Live Out Loud Conference</a>	
<a href="#">Student Veterans Alliance (SVA)</a>	
<a href="#">Women's Center</a>	Standards 2 and 9
<a href="#">HEIRS 2017-18 Financial Aid Awards Report</a>	Standard 1 Standard 7
<a href="#">A-133 audit</a>	Standard 3 Standard 7
<a href="#">Student Affairs and Enrollment Management Monthly Reports (Folder)</a>	
<a href="#">TRIO Student Success Grant</a>	
<a href="#">Family Educational Rights and Privacy Act (FERPA)</a>	
<a href="#">New Student Orientation Survey August 2018</a>	
<a href="#">EAB Secret Shopping Report</a>	
<a href="#">Understanding and Engaging Under Resourced College Students</a>	
<a href="#">DRC Report</a>	
<a href="#">TRIO APR 2017-18</a>	
<a href="#">Writing Center Improvement Survey</a>	
<a href="#">Student Services Survey Fall 2018</a>	Standard 9
<a href="#">Tutorial Services Annual Report 2017-2018</a>	
<a href="#">Student Policy Guide</a>	Standards 4 and 9

**Standard Six: Teaching, Learning & Scholarship**

Supporting Documents	Also for other Standards
<a href="#">Massachusetts Community College Council/Massachusetts Teachers Association</a>	
<a href="#">MCCC Day Contract</a>	Standards 3, 4, and 7

<a href="#">DCE Contract</a>	Standards 3, 4, and 7
<a href="#">MCCC Distance Education Agreement</a>	
<a href="#">Memorandum of Agreement on Distance Education Evaluations</a>	
<a href="#">Massachusetts BHE Policy on Affirmative Action, Equal Opportunity &amp; Diversity</a>	Standard 7
<a href="#">Adjunct Faculty Fellow</a>	
<a href="#">Revised College Description for candidate searches (Diversity &amp; Inclusion statement)</a>	Standard 7
<a href="#">EvaluationKIT</a>	
<a href="#">Dean of Teaching and Learning Innovation</a>	
<a href="#">Faculty Lead</a>	
<a href="#">Grant Awards Related to Faculty Scholarship and Professional Development (2012-2018)</a>	
<a href="#">Online and Hybrid Course Development Checklist</a>	
<a href="#">15 Sabbatical Projects</a>	
<a href="#">Early Childhood Education Cohort Survey</a>	

**Standard Seven: Institutional Resources**

Supporting Documents	Also for other Standards
<a href="#">IPEDS 2018/19 HR Standard Occupational Classification (SOC)</a>	
<a href="#">AFSCME Contract</a>	Standard 3
<a href="#">Non-Unit Professional Handbook</a>	Standard 3
<a href="#">Commonwealth of Massachusetts Human Resources Division Classification Specifications</a>	
<a href="#">Policy on Affirmative Action, Equal Opportunity &amp; Diversity</a>	
<a href="#">Policy on Drugs and Alcohol</a>	
<a href="#">Acceptable Use of Information Technology policy</a>	
<a href="#">Great Colleges to Work For Survey Summary</a>	Standards 3 and 9
<a href="#">A-133 audit</a>	Standard 5
<a href="#">Administration &amp; Finance Division (A&amp;F)</a>	
<a href="#">Mandatory Fees at Massachusetts Public Colleges and Universities</a>	
<a href="#">All College Meeting on March 5, 2019</a>	Standard 3
<a href="#">FY20 Preliminary Budget</a>	
<a href="#">Auditor's report and financial statements</a>	

<a href="#">Quarterly “actual vs. budget” reports</a>	
<a href="#">Internal Control Plan</a>	Standard 3
<a href="#">Gene Dellea Community Turf Field Analysis</a>	
<a href="#">Grants Development Report 2019</a>	
<a href="#">Grants Management Manual</a>	
<a href="#">State Comptroller report</a>	
<a href="#">Deferred Maintenance Analysis</a>	
<a href="#">Campus Master Plan / ADA Assessment &amp; Implementation Plan</a>	Standards 2 and 3
<a href="#">Hawthorne and Melville Renovation Update</a>	Institutional Overview, Standards 2 and 3
<a href="#">One Stop Student Success Center</a>	Institutional Overview, Standards 2, 3, and 5
<a href="#">South County Center</a>	
<a href="#">Recyclemania Green Team Site</a>	Institutional Overview
<a href="#">Annual Safety Report (2018)</a>	
<a href="#">Library Database and Instruction Report 2019</a>	
<a href="#">Information Technology Policies</a>	
<a href="#">Campus Impressions Survey DCAMM</a>	
<a href="#">Facilities Survey Faculty &amp; Staff May 2018</a>	

**Standard Eight: Educational Effectiveness**

Supporting Documents	Also for other Standards
<a href="#">IE Annual Report 2019</a>	
<a href="#">Enrollment Trend Graphic</a>	
<a href="#">Program Review Enrollment Trends</a>	
<a href="#">Course Pass Rates</a>	
<a href="#">IPEDS Report 2018</a>	Standard 2
<a href="#">Voluntary Framework of Accountability (VFA) Report 2019</a>	Standard 5
<a href="#">College Scorecard</a>	
<a href="#">Advancing a Massachusetts Culture of Assessment (AMCOA)</a>	Standard 6
<a href="#">Liberal Arts Program Review 2016</a>	Standard 4
<a href="#">ADN Alumni Survey</a>	
<a href="#">Human Services Program Review 2016</a>	Standard 4
<a href="#">Advancing a Massachusetts Culture of Assessment (AMCOA)</a>	Standard 6

<a href="#">Core Competencies</a>	Standard 4
<a href="#">Critical Thinking Rubric</a>	
<a href="#">Critical Thinking Assessment Project Report</a>	
<a href="#">Written Communication Rubric</a>	
<a href="#">Written Communication Assessment Project Report</a>	
<a href="#">OLLI at BCC Membership Survey 2018</a>	
<a href="#">Literacy, Adult &amp; Community Education System (LACES)</a>	
<a href="#">Retention by Race and Gender</a>	
<a href="#">Retention by Placement</a>	

**Standard Nine: Integrity, Transparency & Public Disclosure**

Supporting Documents	Also for other Standards
<a href="#">Ethics Training</a>	
<a href="#">Statement of Financial Interests</a>	
<a href="#">2019-2020 College Catalog</a>	Standards 4, 6, 8, and 9
<a href="#">Student Policy Guide</a>	Standards 4 and 5
<a href="#">SEM Works Communications Audit</a>	Standards 2 and 5
<a href="#">Great Colleges to Work For Survey Summary</a>	Standards 3 and 7
<a href="#">Great Colleges Survey-Working Group Notes</a>	
<a href="#">Student Services Survey Fall 2017 Results</a>	Standard 5
<a href="#">Student Services Survey Fall 2018 Results</a>	Standard 5
<a href="#">Weekly Stall</a>	Standard 3
<a href="#">Weekly Scoop</a>	Standard 3
<a href="#">Twitter</a>	Standard 3
<a href="#">Facebook</a>	Standard 3
<a href="#">Instagram</a>	Standard 3
<a href="#">ACEN Letter April 2018</a>	Institutional Overview, Standard 4
<a href="#">MABORN Letter July 2018</a>	Institutional Overview, Standard 4
<a href="#">Board of Registration in Nursing Report</a>	
<a href="#">ACEN Letter April 2019</a>	Institutional Overview, Standard 4



