ROXBURY
COMMUNITY COLLEGE
Gateway to the Dream

NEASC ACCREDITATION SELF-STUDY
2015

for general release

Roxbury Community College

NEASC ACCREDITATION SELF-STUDY

March 1, 2015

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

CONTENTS

INSTITUTIONAL CHARACTERISTICS

Institutional Characteristics Form Revised September 2009

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

Date _____February 4, 2015__ _____

1. Corporate name of institution: **Roxbury Community College** _____

2. Date institution was chartered or authorized: 1970 _____

3. Date institution enrolled first students in degree programs: 1973 _____

4. Date institution awarded first degrees: 1975_____

5. Type of control:

Public	Private
☒ State	☐ Independent, not-for-profit
☐ City	☐ Religious Group
☐ Other	(Name of Church)_____
(Specify) _____	☐ Proprietary
	☐ Other: (Specify) _____

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

   Massachusetts Department of Higher Education, Associate of Arts and Associate of Sciences.

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

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

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

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

☐ Liberal arts and general

☒ Occupational training at the technical or semi-professional level (degree)

☐ Teacher preparatory

☒ Two-year programs designed for full transfer to a baccalaureate degree

☐ Professional

☐ Other_____

9. The calendar system at the institution is:

☒ Semester ☐ Quarter ☐ Trimester ☐ Other _____

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

a) Undergraduate **12** _ credit hours

b) Graduate _____ credit hours

c) Professional _____ credit hours

11. Student population:

a) Degree-seeking students:

Fall 2014	Undergraduate	Graduate	Total
Full-time student headcount	**754**	NA	**754**
Part-time student headcount	**1,652**	NA	**1,652**
FTE	**1,794**	NA	**1,794**

b) Number of students (headcount) in non-credit, short-term courses: __**110**_____

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

Program	Agency	Accredited since	Last Reviewed	Next Review
Nursing (AS)	Accreditation Commission for Accreditation in Nursing (ACEN)	1996?	2010	Fall 2015

Radiologic Technology	Joint Review Committee on Education in Radiologic Technology (JRCERT)	April, 2007	February, 2014	April, 2015 Site Visit October, 2015

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

	Full degree	50%-99%	FTE
A. In-state Locations			
None			
B. Out-of-state Locations			
None			

14. <u>International Locations:</u> 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
None		

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

Name of program	Degree level	% on-line	FTE
None			

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

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

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

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

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

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

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

d) Organization of institutional advancement, including fund development, public relations, alumni office and other units assigned to this area.
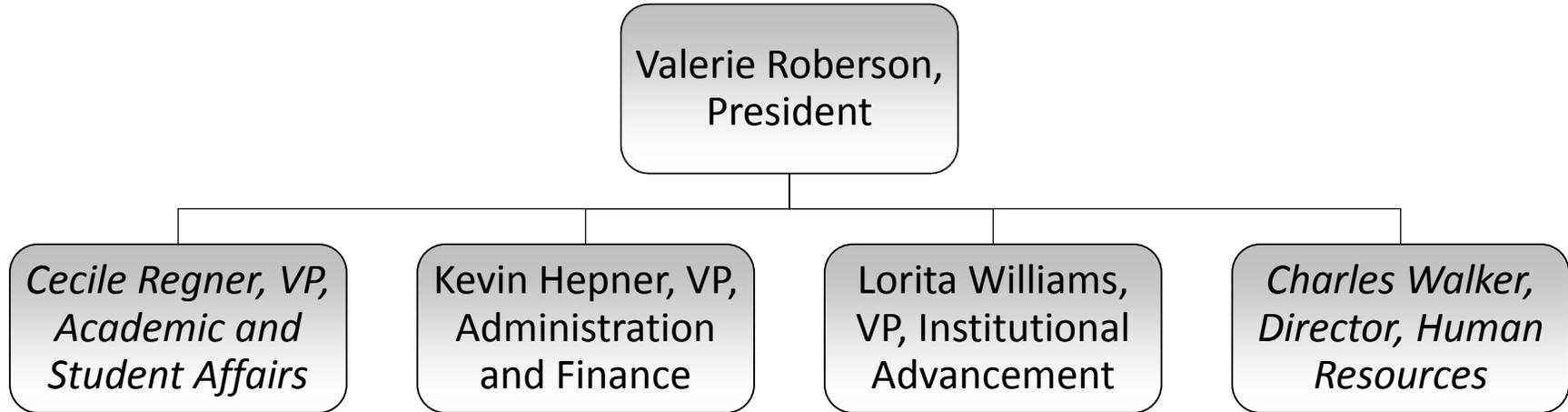
19.   Record briefly the central elements in the history of the institution:

1973   RCC opens as a result of activism by Boston's communities of color.
1976   The College operates under its first collective bargaining agreement with the MCCC/MTA.
1982   Successfully fighting for its independence, the College resists merger with another institution.
1988   The College moves to its 4th, and present site, the newly constructed campus on Columbus Avenue.
1995   The Reggie Lewis Track and Athletic Center at RCC opens.
        NEASC grants the College accreditation.
1996   The Department of Education audits the College's administration of Title IV financial aid programs; the College responds by restructuring the Enrollment Services Division.
1999   The Writing Center opens.
2000   The RCC Honors Program affiliates with the Commonwealth Honors Program.
2001   The College installs a state of the art technology system.
2002   The Associate Degree Nursing Program receives its first full re-accreditation for ten years from the National League of Nursing Accrediting Commission (NLNAC).
2003   Dr. Terrence A. Gomes is inaugurated as President of the College. Dr. Terrence Gomes served as RCC President from 2003-2012.
        RCC undertakes a Strategic Planning initiative under President Gomes.
2004   The Strategic Plan is completed as an inclusive process, with faculty and staff playing a central role in the creation of the document.
2007   RCC was awarded an Achieving the Dream grant to support our desire to use data more effectively to design reforms.
2011   RCC emerged as an Achieving the Dream Leader College in recognition of the increased rate or remedial math course outcomes.
2012   President Gomes retires. Dr. Linda Edmonds Turner is appointed as Interim President.
        Most RCC Board Members were replaced. Mr. Gerald Chertavian was appointed to serve as Chairman of the RCC Board.
        The United States Department of Education (DOE) completed its investigation of potential violations of the Jeanne Clery Act.
2013   Dr. Valerie R. Roberson was appointed RCC 15th President replacing Interim President. Dr. Linda Edmonds Turner in July 2013.
        DOE completed a review of RCC's disbursement of Title IV fund to students, including PELL and SEOG grants.
        RCC received a determination letter from DOE placing the College's Title IV funds under a provision called Heightened Cash Management or HCM2.
2014   RCC was recertified as Achieving the Dream College Leader.
        The RCC Self-Study Team completed a draft of the NEASC Self-Study
        Dr. Margaret McMenamin, Chair of the NEASC Visiting Team, visited RCC in November, met the Self-Study Team members and the RCC administration, and provided feedback.
2015   RCC will be visited by the NEASC evaluation team to conduct the College's decennial review.

CHIEF INSTITUTIONAL OFFICERS

Function or Office	Name	Exact Title	Year of Appointment
Chair Board of Trustees	Gerald Chertavian	Chair	2013
President/CEO	Valerie R. Roberson	President	2013
Executive Vice President	NA	NA	NA
Chief Academic Officer	Cecile M. Regner	Interim VP for Academic and Student Affairs	2014
Deans of Schools and Colleges	Mary Davies	Dean of Arts and Sciences	2014
Deans of Schools and Colleges	Chiso Okafor	Interim Dean of Professional Studies	2014
Chief Financial Officer	Kevin Hepner	VP Administration and Finance	2014
Chief Student Services Officer	Cecile M. Regner	Interim VP for Academic and Student Affairs	2014
Planning	Lorita Williams	VP Institutional Advancement and Community Engagement	2014
Institutional Research	Antonio Gutierrez	Interim Director of Institutional Effectiveness and Data Management	2014
Assessment	NA	NA	NA
Development	Lorita Williams	VP Institutional Advancement and Community Engagement	2014
Library	William Hoag	Library Director	2013
Chief Information Officer	Patrick Jean-Louis	Chief Information Technology Officer	2003
Continuing Education	Lorita Williams	VP Institutional Advancement and Community Engagement	2014
Grants/Research	Lorita Williams	VP Institutional Advancement and Community Engagement	2014
Admissions	Vacant	Vacant	NA
Registrar	Carrie Monestime	Registrar	2014
Financial Aid	Alex Jean-Jacques	Associate Director of Financial Aid	2014
Public Relations	Lorita Williams	VP Institutional Advancement and Community Engagement	2014
Alumni Association	Lorita Williams	VP Institutional Advancement and Community Engagement	2014
Human Resources	Charles E. Walker, Jr.	Interim Executive Director of Human Resources	2014
Student Life	Jamica Love	Dean of Student Life	2014

ORGANIZATIONAL CHARTS

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                      ┌─────────────────────┐
                      │  Valerie Roberson,  │
                      │     President       │
                      └─────────────────────┘
        ┌──────────────────┬────────┴────────┬──────────────────┐
┌───────────────┐  ┌───────────────┐  ┌───────────────┐  ┌───────────────┐
│ Cecile Regner,│  │ Kevin Hepner, │  │ Lorita        │  │ Charles       │
│ VP,           │  │ VP,           │  │ Williams,     │  │ Walker,       │
│ Academic and  │  │ Administration│  │ VP,           │  │ Director,     │
│ Student       │  │ and Finance   │  │ Institutional │  │ Human         │
│ Affairs       │  │               │  │ Advancement   │  │ Resources     │
└───────────────┘  └───────────────┘  └───────────────┘  └───────────────┘
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As of February 2, 2015   Italics = Interim Appointment

Academic and Student Affairs

Cecile Regner, VP, Academic and Student Affairs

Jamica Love, Dean, Student Life

Carrie Monestime, Dean, Admissions

Chiso Okafor, Dean, Professional Studies

Mary Davies, Dean, Arts and Sciences

William Hoag, Director, Library

Academic Support, Advising, Athletics, Student Activities

Registration, Financial Aid, Single Stop

Nursing, Respiratory Care, IT, Childcare, Criminal Justice, Broadcast Media, Student Internships

Credit ESOL, English, Math, Social Science, Science, Transfer, Instructional Support

As of February 2, 2015   Italics = Interim Appointment

Administration and Finance

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                    Kevin Hepner, VP,
                    Administration
                    and Finance
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| James Chatterton, Comptroller | Cheryl Hain, Compliance Officer | Kenneth Hall, Ass't. Director, Facilities | *Oscar Walker, Director, Security* | Patrick Jean-Louis, CIO, IT |

Student Accounts, Grants, Payroll
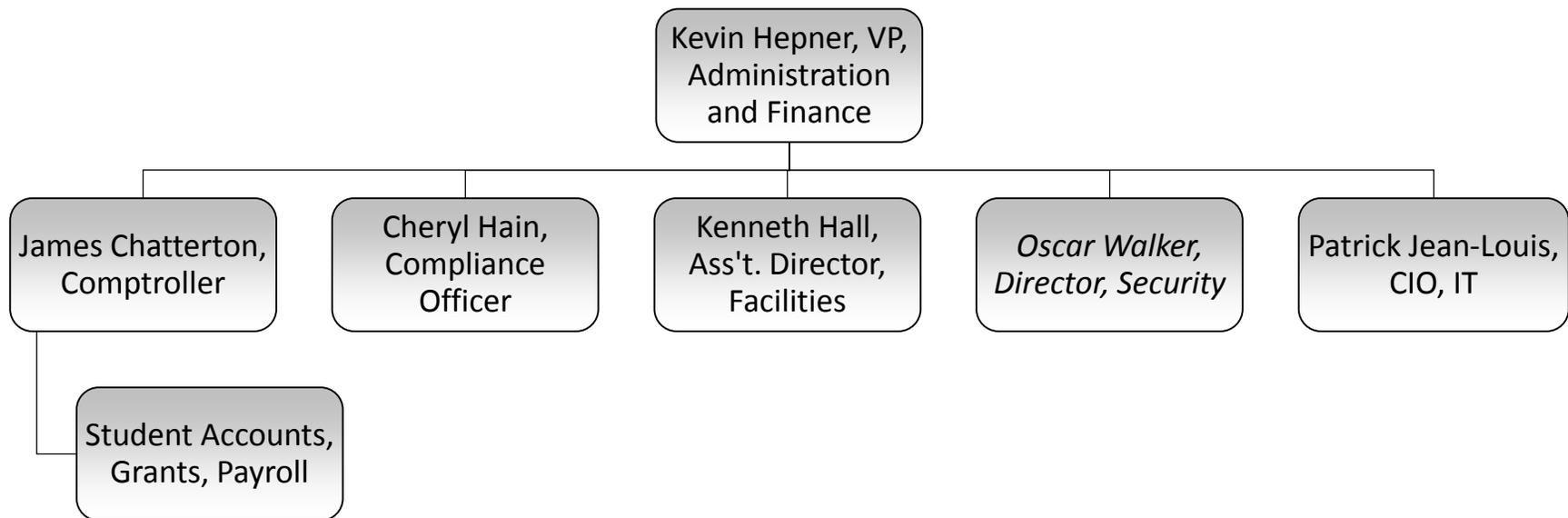
As of February 2, 2015

Italics = Interim Appointment

Institutional Advancement and Community Engagement

Lorita Williams, VP, Institutional Advancement and Community Engagement

Vacant, Director, Institutional Research

Vacant, Director, Marketing

Maribel Mendez, Corporate and Community Education

Jane Holtz, Director, Development and Grants

Keith McDermott, Director, Reggie Lewis Center

Marshall Hughes, Director, Media Arts
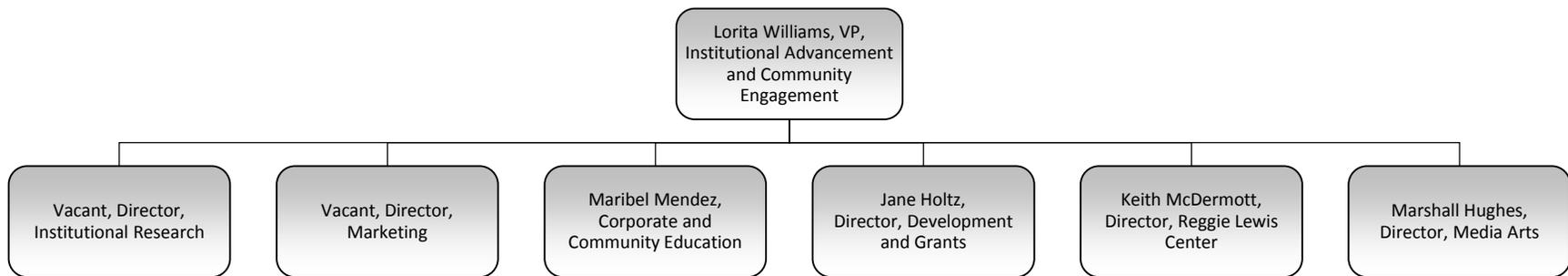
As of February 2, 2015

Italics = Interim Appointment

ACRONYMS AND ABBREVIATIONS

A.A. (or AA)	Associate in Arts
A.S. (or AS)	Associate in Science
AAC&U	American Association of Colleges & Universities
AACRAO	American Association of Collegiate Registrars and Admissions Officers
ACEN	Accreditation Commission for Education in Nursing (formerly NLNAC)
ACRLs	Association of College and Research Libraries
Acuerdo	Spanish for *agreement*. This is the name of our participatory governance structure.
AFSCME	American Federation of State, County and Municipal Employees
ARRT	American Registry of Radiologic Technologists
ATC	Academic Technology Center
AtD	Achieving the Dream
AY	academic year cf. FY
BHE	Massachusetts Board of Higher Education 13 members with authority to set policy and approve programs and degrees Cf. DHE
BEST	Boston Energy in Science Teaching (grant)
BOT	Board of Trustees
(C)	certificate
CAESOL	Community Access ESOL
CAO	Chief Academic Officer (Interim Vice President for Academic and Student Affairs)
CCFSSE	Community College Faculty Survey Of Student Engagement
CCSSE	Community College Survey of Student Engagement
CCO	Code of Conduct Officer (Dean of Student Life)
CEO	Chief Executive Officer (President)
CFO	Chief Financial Officer (Vice President for Finance and Administration)

Chapter 149	Massachusetts General Laws (MGL) - Chapter 149 provides for the oversight and maintenance of state facilities.
Chapter 25A	Massachusetts General Laws (MGL) - Chapter 25A provides for the creation of the Division of Energy Resources to develop and manage programs for energy conservation subject to appropriations of the legislature.
CIO	Chief Information Officer
DCE	Division of Continuing Education (adjunct contract)
DHE	Massachusetts Department of Higher Education (Staff and administrative functions for the BHE)
DOE	Federal Department of Education
ERP	enterprise resource planning (integrated core business process system – Jenzabar)
ESOL/ESL	English for Speakers of Other Languages/ English as a Second Language (used interchangeably)
FAFSA	Free Application for Federal Student Aid
FERPA	Fair Educational Practice and Family Education Rights and Privacy Act
FFELP	Federal Family Education Loan
FISAP	Fiscal Operation Report and Application to Participate
FY	fiscal year cf. AY
HCM2	Heightened Cash Management (delayed distribution of federal financial aid)
ITS / IT	Information Technology Services
ISTE	International Society for Technology in Education
KPI	key performance indicator
LEAP	Liberal Education & America's Promise (general education standards of the American Association of Colleges & Universities)
MAST	Massachusetts Articulated System of Transfer
MCCC	Massachusetts Community College Council
MCCLPHEI	Massachusetts Commonwealth Consortium of Libraries in Public Higher Education Institution
MEFA	Massachusetts Educational Financing Authority
MLSC	Massachusetts Life Sciences Center
NCLEX-PN	National Council for Licensure Exam - Practical Nurse
NCLEX-RN	National Council for Licensure Exam - Registered Nurse
NLNAC	National League for Nursing Accreditation Commission
PARCC	Partnership for Assessment of Readiness for College and Careers
PD	professional development
RLTAC	Reggie Lewis Track and Athletic Center

SALLIE MAE	Smart Option Student loan
SENSE	Survey of Entering Student Engagement
SEOG	Supplemental Educational Opportunity Grant
STEM	Science, Technology, Engineering, and Math
TAAT	Threat Assessment Alert Team
UPPC	Unit Personnel Practices Committee (for tenure review)

INTRODUCTION

Roxbury Community College's self-study reflects the combined efforts of staff, faculty and administrators, with direct and indirect student input, over a two-year period. The study presents an overview of the key activities, initiatives and changes that have occurred in the past five years, with particular focus on the past two years and projections for the near future. It is the product of inquiry and analysis with broad campus participation—all with the goal of providing a comprehensive, accurate document. Preparing the self-study has given us an opportunity to review our educational and administrative systems, programs and services, with particular attention to their impact on student success.

The aims of the self-study process have been to:
- provide evidence of RCC's strengths and challenges, and recommend plans for improvement with input from a broad spectrum of stakeholders.
- serve as an initial step or otherwise provide input into the development of our next strategic plan.
- foster a sense of community and connectedness within the institution.
- achieve accreditation from the New England Association of Schools and Colleges (NEASC/CIHE).

Since fall 2013 one other valuable purpose has emerged for the self-study: with many new trustees and administrators at all levels, it has come to serve an orientation purpose for newcomers, as the writing teams have continued to consist almost entirely of long-term employees.

This introduction describes the self-study process and concludes with a list of members of the eleven writing teams.

Before retiring In early **summer 2012**, President Terrence Gomes had worked with the vice presidents to identify a leadership team for the self-study process and established a goal of making the study foundational for RCC's next strategic planning process. These decisions have remained in effect through several changes in leadership. In June 2012, Dr. Linda Edmonds Turner was appointed Interim President and was in place for the 2012-2013 academic year. By fall 2012 almost the entire Board of Trustees had been replaced by Governor Deval Patrick.

In **fall 2012**, acting on the advice of the cabinet (all vice presidents) to continue Dr. Gomes' plan, President Turner charged two co-coordinators to oversee the self-study process. The campus was informed that Sterling Giles, Professor of ESOL (English for Speakers of Other Languages), and Michael Walker, Dean of Institutional Research and Planning, would coordinate the initiative.

In **spring 2013** the coordinators and the cabinet identified the eleven writing teams and team leaders, with input from the deans. Each member of a team received a letter from President Turner inviting their participation. All but a few accepted. The teams were composed with the values of *inclusiveness* and *integrity* in mind; complementary skill sets and expertise within and among teams have ensured incisive appraisal and fairness.

At the outset, a total of 56 staff, faculty and administrators joined the eleven teams. A majority were mid-level managers, full-time faculty, professional staff, and one member of the cabinet. Given that

65% of RCC faculty are adjuncts, three were included (two paid, one a volunteer). Four front-line support staff, who confront an array of student issues on a daily basis, have also served on the teams.

It is important to note that student input has been treated as a critical source of information. Many standards rely on student survey data, especially Standard Six, where students served as advisory members to the writing team, reading the write-up and responding, so we have captured their opinions not only of the issues discussed, but of the self-study itself. Furthermore, key student service personnel (academic and co-curricular) served on the writing teams.

In **May 2013** a full-day meeting was held with the coordinators and all team members and leaders. The meeting focused on the purposes of the self-study process, roles and responsibilities of team members and leaders, deliverables and timelines, and accessing the centralized document sharing site (virtual document room - FX). Participants understood that they were not only studying the College, but also helping to shape its future. Teams began to read their standards together, discuss data needs, review the Data First forms, and map their thoughts onto the three-part structure of the self-study. Even though most of the work of the teams was to begin only in the fall, this all-day meeting made it possible for attendees to think purposefully over the summer and to "hit the ground running" in the fall.

It has been awkward for employees to analyze the College at a time of such extraordinary change in leadership, procedures, and personnel. One important question raised at the full-day meeting was what "snapshot" timeframe should be used when describing the College. The guiding principle has been to describe the stages of recent change, identifying when changes took place and how long new realities have been in effect. Rather than saying what we "do," we often had to say what we "had done" or "are starting to do." Our "snapshot" of the 2013-2014 academic year would need to be more of a "movie" with significant updates in fall 2014. The May 2013 meeting set the stage for the teams to write in this way, ensuring accuracy given the changing landscape.

In **July 2013** Dr. Valerie R. Roberson began serving as president of the College. At the All College Meeting in early September 2013, Dr. Roberson stressed the importance of the self-study process as a necessary time to reflect on RCC's successes and areas needing improvement.

In **mid-September 2013** the coordinators met with the team leaders to kick-off the self-study process. By late September, each team had met to begin its work. Subsequently, the eleven teams came together once to ensure that everyone was approaching the work in a data-driven manner, moving the process towards an end point with consistent parameters. The coordinators have been able to provide practical advice using NEASC guides as well as workshop materials adapted from a peer institution, Middlesex Community College, which was a semester ahead of RCC in the self-study process. We wish to thank them for advice on a number of issues as we began.

RCC's teams are small compared to many other colleges'. In a few cases in September 2013 employees' retirement necessitated moving members and even a team leader to other teams. Nevertheless, from **October 2013 through April 2014** the teams, with few exceptions, were consistent as they built knowledge and prepared their write-ups.

By **October 2013** the Board of Trustees had experienced another change in leadership with a new board chair. The Coordinators attended a board retreat and oriented the trustees to the self-study process. Understanding the amount and rigor of work involved and the broad-based nature of the self-study, the

board made two decisions. First, they would use the self-study as a foundation for the next strategic planning process. Second, as a completely new board, they would use the self-study as part of their own orientation to the College.

Also in the fall, President Roberson requested that writing teams provide comprehensive lists of projections as a way of sharing a range of thinking on the College's challenges. Teams responded by providing long lists of potential projections (rather than final projections) for consideration. Later, through broad campus input and cabinet-level discussions we refined the projections to a more focused list which the College can commit to; these projections are part of this document.

Through **October 2013** writing teams gathered information. In late October they began an outline of main points for their sections, and, in some cases, began writing. In mid-November, an outline was due which served three purposes. First, the tentative lists of projections formed the basis of an update for the president and cabinet. Second, the outline ensured that the teams had a complete picture of the standards; this was especially the case for large standards where team members were writing on discrete sets of paragraphs. Third, a week after the outlines were due, NEASC Senior Vice-President Patricia O'Brien met with all teams. She provided an overview of accreditation, emphasized new and important issues, and provided practical advice. She concluded by meeting individually with each team to respond to questions they had developed as they wrote their outlines. At this point, the real writing began, with data collection, reflection and interpretation a continuing part of the process. Teams were working to meet a first draft deadline of mid-February.

During the standard All-College Meeting in late **January 2014**, several hours were put aside for teams to meet in working sessions, and for the entire campus population to learn more about the self-study process. Team meetings were open to anyone to attend and ask questions; individuals chose the standards they most wanted to learn about. Team leaders also came together at this point to share insights and strategies.

A first full draft was due from each writing team in **February 2014**. The coordinators provided feedback and for the first time let teams know how their sections dovetailed with write-ups by other teams; we began to troubleshoot where information was inconsistent or hard to get at. By **March 2014** teams had an increasingly concrete sense of the tasks still required for delivering a cohesive write-up. By early **May 2014,** teams completed their work with full drafts which clearly articulated any unfinished items.

In **Spring 2014,** one faculty member joined the team for Standard Four. Through spring and summer 2014 considerable change in the College's personnel occurred due to a reorganization and retrenchment of administrative and executive-level positions, job turnover, employee medical issues, and retirements. The composition of the teams was affected. Most significant was the retirement of the Dean of Liberal Arts, the team leader for Standard Four. Luckily, many of these changes occurred just after the write-ups were due. It is heartening to note that, although employees were leaving RCC, they remained dedicated to completing their assignments with care and accuracy. Of the original 56 members, 17 were no longer involved by spring 2015, 6 of those being team leaders.

During **summer 2014** the coordinators drafted the Institutional Overview and reworked the eleven standards into a cohesive document with a single voice. Simultaneously, data was updated and other parties (deans, cabinet members) helped to update some sections of the document. The first full version of the self-study was available to the campus in fall 2014.

In **fall 2014** several other changes took place in our work plan. Teams Ten and Eleven were combined. The self-study co-coordinator (the Dean for Institutional Research) separated from the College, so Professor Giles pulled together the ten writing team leaders to serve as a steering committee as he has since overseen the process in a single leadership position.   The incoming interim Director of Institutional Effectiveness and Data Management worked with the team for Standard Two, but he was here temporarily; in late fall President Roberson stepped in to work directly with this team to describe intentions for planning and effectiveness, to ensure they accurately portray the College's direction. Also at this time several new staff joined Standard Nine, and two more adjunct faculty volunteered on other standards.

At the All-College Meeting in September 2014 writing teams met with cabinet members and a large group of other faculty and staff to refine projections in an open forum. The teams worked for three weeks in September-October to address remaining details and finalize projections, still with a focus on their own standard. Teams also responded to the summer re-writes to ensure that giving the document one voice had not changed the message. In October-November teams had a final three-week work phase, now with the full study in hand. Visiting team leader Dr. Margaret McMenamin had a preliminary visit in late October, when she pointed out areas for improvement in the draft and in RCC's responses to accreditation priorities; this was useful and we took action. In November a draft was shared with the entire campus, and in late fall a six-week comment period occurred with ten open meetings and a process for individual responses. The campus-wide effort was complete by January, with the self-study finalized by early February. In January projections were aligned with current knowledge of resource expectations. The last months were also devoted to the document room, finalizing data, and mechanics.   In mid-February the self-study was available to the public on our website, and we began to invite public comment.

As we completed the self-study we reflected on our original intentions more than two years previously. One and a half years of study had led to many enriched conversations over time; for example in fall 2014 the Academic Technology Committee looked carefully at data collected for Standards Four and Seven in relation to technology literacy. In fall 2014 the self-study has been a concrete way to bring the seasoned writing teams together around issues with a new administrative team.

Despite the many changes in personnel and the difficulties they engendered, the self-study process has focused the campus's attention on self-evaluation and brought people together. The teams, with their majority of seasoned members, have been a valuable source of information for new trustees, staff, administrators and consultants. The teams have been well-placed to apply an organizational perspective and institutional memory to new policies and procedures. It has been encouraging to see that observations from new senior administrators on many aspects of campus life are consistent with those identified by the writing teams. Final discussions of projections were an occasion for a broad range of people to sit with leadership and better understand new initiatives and managerial systems. By engaging in the self-study process, team members have been positioned to think analytically, and like managers, about the College at a time of transition. Not only is the content of the self-study foundational for the next strategic plan, but the self-study *process* has prepared members of the campus community to come to the strategic planning table. The self-study process has helped the College to understand itself, and to understand that evaluation and planning are ongoing.

SUMMARY TABLE OF CIHE ACTIONS

In 1981 RCC received its first NEASC accreditation.   Since then the College has engaged in three other comprehensive evaluations (1986, 1995, 2005) and been continued in accreditation, with a number of focused and interim reports and visits as well.   The three most frequently raised concerns have been student and management information systems, financial stability and enrollment, and assessment of learning outcomes. Program reviews and facilities master plans have also been questioned more than once over the years.

Dates of *Communications* from the Commission (since most recent interim report)	
April 14 2010	CIHE accepted RCC's fifth-year interim report and required follow-up on some items.
January 4 2011	CIHE requested ongoing feedback on the issues raised in April 2010, and requested reports on a nursing accreditation issue until full resolution. (since resolved)
November 15 2011	CIHE accepted RCC's most recent report and required follow-up on: 1. Implementation of plans to broadly establish assessment processes and use data for improvement; 2. Continued success in maintaining financial stability and balanced budgets. The Commission commended the linking of outcomes-based instruction as a central component of the strategic plan and several major grants and state initiatives, but encouraged RCC to move from anecdotal to more systematic evidence in this regard.
January 15 2013	CIHE requested further information relative to finances and compliance.
May 14 2013	Action was deferred pending receipt of additional information on compliance and fiscal matters, as well as update on investigations by U.S. Attorney Wayne Budd concerning allegations of financial mismanagement, Clery Act concerns, and alleged unreported sexual assaults. (However, financial matters were not the purview of the Budd report.) CIHE commended RCC for developing a plan to address these matters.
October 1 2013	Action was deferred pending receipt of additional information on accreditation of the Nursing program and assessment initiatives.

Dates of *Communications* from the Commission (since most recent interim report)	
January 23 2014	CIHE accepted RCC's most recent report and required follow-up on: 1. Any communications from Mass. state auditor, US DOE, or any other regulatory agency concerning ongoing investigations; **The Commission requested that the 2015 self-study give particular emphasis to**: 1. Continuing to implement assessment initiatives and institutionalizing a culture of assessment across the institution, with emphasis on the use of assessment results for improvement (Standards 4.48, 4.49 / pp. 37, 43-46, 49-54); 2. Success in maintaining financial stability and balanced budgets (Standard 9.1 / pp. 122-124); 3. Implementing corrective plans of action regarding 2012 and 2013 A-133 audits and any related US DOE directives, which have led to HCM2 status for AY 2013-2014 (Standard 9.15 / pp. 91-92, 124); 4. Addressing deficiencies identified in the RLTAC audit and any related state auditor directives (Standard 11.11 / p. 141); 5. Enhancing the effectiveness of the Board of Trustees (Standards 3.2, 3.4, 3.7 / pp. 26, 28); 6. Assuring employment of appropriately qualified faculty and staff. (in reference to compliance issues and academic management) (Standards 3.1, 3.8 / pp. 26, 28). The Commission was pleased to report that: 1. ACEN (formerly NLNAC) nursing accreditation issues had been resolved. 2. The Budd report had found deficiencies in Clery Act reporting and administration of student complaints, but that the majority of allegations were unproved. Appropriate mechanisms to address deficiencies had been instituted. Nevertheless, governmental audits are ongoing. 3. The College has begun to address deficiencies raised in the RLTAC audit; 4. US DOE had approved RCC's plan to address concerns of the A-133 audit, but that monitoring was ongoing; 5. The College has established a priority to institutionalize "a culture of assessment across all divisions of the College." There is consistent use of tools such as CCSSE, SENSE, and key performance indicators such as course completion and progress from developmental-level work.

INSTITUTIONAL OVERVIEW

Roxbury Community College is one of 15 Massachusetts community colleges. Located in the city of Boston, it is an urban college that serves communities with predominantly minority and recent immigrant populations. Many of our students are low income, first-generation college students with a need for developmental work upon arrival. We serve roughly 2,700 students each semester on our one compact campus which is accessible by bus, subway, foot, bicycle, and car.

In fall 2013, as writing teams began the research for this self-study, the College joined community and city colleagues, neighbors, and leaders at a 40th anniversary gala. Shortly after the NEASC team visit in April 2015, commencement ceremonies will be held for the 40th graduation class.

Chronology

In **1967**, concerned citizens formed the Roxbury Community College (RCC) Advisory Group. This group advocated for the creation of a community college for residents who found most other avenues to higher education closed. (See original documents.)

RCC's first classes began in **September 1973** in a former car dealership on Blue Hill Avenue in Roxbury, MA. The Advocacy Group had already been looking for a permanent location for the College's 400 students. RCC moved to the former Little Sisters of the Poor Nursing Home on Dudley Street and graduated its first class in **1975**. In this larger venue, it was possible to expand offerings and enrollment. Two years later, Roxbury Crossing was chosen as the permanent home of RCC. In **1982**, we moved to our third temporary home, the former Boston State College campus on Huntington Avenue. At the same time, the Boston Business School merged with RCC and their Commonwealth Avenue site served as a satellite campus. Since then all of the business programs have moved to the main campus and we are no longer affiliated with any satellite location. Finally, in **1985**, a groundbreaking ceremony was held for the new RCC campus on Columbus Avenue on Roxbury's Southwest Corridor, and in **1988**, classes began on our present 15-acre campus, with four principal campus buildings (and a lovely historic home now in need of repair).

We created a language lab in **1991**. In **1994**, the first permanent bookstore opened, despite our having gotten the new campus six years earlier. As a small school we have often struggled to achieve critical mass for some basic infrastructure. The long history of securing food service is another example. Similarly, it was only in 1987 that we published a yearbook, with a color version in **1996**. The student paper, *Unity Speaks*, appeared in 1976 and was discontinued in 1990; in 2004 it was resurrected as the *Gateway Gazette*.

In **1993**, RCC President Grace Carolyn Brown joined Massachusetts Governor William Weld at the groundbreaking ceremony for the Reggie Lewis Track and Athletic Center (RLTAC), which hosts the College's sports teams, is used by surrounding communities for cultural activities and youth sports events, and is home to numerous statewide and national competitions.

The nursing program has become a central offering of the College. In **1997**, it earned its first full accreditation, which it has since maintained. Though still a relatively small school with 2,700 students, in some regards we are at capacity on this campus. A $43 million Commonwealth bond fund will enable the College to make significant improvements to infrastructure, classrooms, cafeteria and library in the next three years.

Dr. Lawrence Johnson was RCC's first president in **1971-1973**. He was a man who grew up in Boston, dropped out of school to join the army, finished high school at night, and went on to complete his higher education, work in advertising, and engage with academia and social advocacy in hot spots around the country before returning to Boston to launch this institution. In a June 1973 article in the *Bay State Banner* (the community paper still exists), Dr. Johnson pointed out several facts which are still true today. He identified five groups that the College serves: financially or academically underprepared students taking the first step towards a four-year degree; students seeking employment after a two-year preparation; high school dropouts seeking a GED (General Education Development); working people needing a second career path; and non-native speakers of English. He stressed that there is "no rule that says a student has to be out of here in two years." Clearly, the core mission of RCC has been constant and meaningful for faculty and staff: meeting students where they are, and meeting students' academic needs for several purposes while respecting their self-determination of those needs. Through many changes of leadership, the understanding of gradual progress on an individual-level have been embedded in the fabric of faculty and staff's daily interactions and have been foundational for the institution's continued success.

In forty years RCC has had 15 presidents. Seven of the College's presidents have been interim appointments; every transition has involved a one-year appointment during a search for a permanent president. Most of the non-interim presidents have had tenures of two to six years. Two presidents served for nine years each. Dr. Grace Carolyn Brown served from 1992-2001. Under her tenure the nursing program earned its first full accreditation. However, she was given a vote of no confidence by faculty, received a great deal of negative press, and was forced to resign. Though there were never any indictments, her administration was the subject of a grand jury investigation. She may have *mismanaged* the College's affairs and finances, but there was never any *legal accusation* of misappropriated funds. Nevertheless, still today, the public's perception is that Dr. Brown, and subsequently other administrations, "stole" state money; employees of the College confront this when they talk about the College. It is a legacy which looms large.

Dr. Terrence Gomes served as RCC President from **2003-2012**. He improved financial management, supported development of STEM programs, steered the College towards a student success agenda and involvement with the *Achieving the Dream* national reform network, and increased grant funds (most notably, the five-year $2M Title III technology grant). In **2012** he received positive evaluations from the trustees, but in early summer 2012, following audits from several agencies and a series of negative press items, he retired. (See details below in The College Today.) By fall 2012, most members of the Board of Trustees had been replaced. During the **2012-2013** academic year, the recently appointed board chair was again replaced by Gerald Chertavian, who has now worked with a consistent board for almost two years.

In **July 2013** Dr. Valerie R. Roberson replaced Interim President Dr. Linda Edmonds Turner, and became the College's 15th President. At the time of the NEASC site visit, she is approaching the end of her second year.

During the College's first decade, the international character of its population was emerging as the flip side of the College's more obvious African-American identity, and as a particular strength of the College. In **1986,** a two-day conference, dedicated to Caribbean issues, was held. It was the precursor to the school's lauded Caribbean Focus program which is no longer in existence. For several decades, the program brought world leaders to the campus and sponsored study abroad and international advocacy events. More recently, semester-long themes in learning community and honors courses have often centered on the world at large (e.g. geopolitical and scientific aspects of water). The College's

International/Multicultural Institute sponsors a series of events each year ranging from Hispanic Heritage to an International Festival.

Over the years RCC, and public higher education in general, have often been neglected and periodically disparaged in the press, in the popular imagination, and through legislative actions. In **1980**, the College's Politics Club sponsored an RCC Day Rally on the Boston Common (a central public park downtown) to push for funding of a permanent campus**.** In **1989**, RCC faculty, staff, and students attended a rally at the State House in support of RCC and all Massachusetts community colleges. In spring 2012, when the *Boston Globe* newspaper ran a series of negative articles attacking the College's administration *and* the school's existence, faculty, staff, and students rallied to support the College while the trustees remained silent. Students and employees have always been committed and vocal.

Despite the lack of city-wide support**,** campus life has been rich and varied. In **April 1999**, the Boston Symphony Orchestra (BSO) performed at the Reggie Lewis Track and Athletic Center (RLTAC), celebrating conductor Seiji Ozawa's 25th anniversary with the BSO; singer, Roberta Flack, hosted the event. In **2009**, RCC held its first annual Alumni Reunion. In **2011**, Rebecca Skloot's *The Immortal Life of Henrietta Lacks* was chosen as the first book for RCC's "One Book, One Campus" project, which continues to date.

Although a small portion of our older, working population participates in athletics, for those who do get involved, it has offered a healthy balance and has brought the College together to support the teams. The RCC basketball team has been a source of pride for many years. In **2000**, they won the NJCAA National Junior College Athletic Association (NJCAA) Men's Division III Basketball Championship. In **2002**, Vonetta Flowers, first African-American bobsledder to win a gold medal in the Winter Olympics, gave the commencement address.

In **2006**, RCC was in the news when then-Senator Barack Obama spoke in support of Deval Patrick's campaign for governor at the RLTAC. In recent years, various political forums with local and national figures of significance have taken place at RLTAC. They include a visit from Chelsea Clinton at a presidential campaign gathering (**February 2008**); President Barack Obama attending US Representative Edward J. Markey's campaign for US Senate (**June 2013**); the mayoral candidates' debate (**October 2013**); Senator Elizabeth Warren's "Massachusetts Business Matchmaker" forum for contractors and government agencies (**March 2014**); and the Massachusetts Governor candidates' debate on workforce development (**July 2014**). Senator Warren also chose RCC as the venue to host the re-enactment of her swearing-in ceremony (**January 2013**).

In **2007**, RCC was awarded an Achieving the Dream grant to support our desire to use data more effectively to design reforms. As a result of this five-year initiative, data-based decision-making skills have been improved at various levels of the organization (e.g. faculty, staff and administration), elevating the student success agenda as an institutional priority, especially for underprepared students. These efforts have also led to an emphasis on retention rather than recruitment strategies. In **2011**, RCC emerged as an Achieving the Dream Leader College in recognition of the increased rate at which students starting in development math advance to college-level math by their third semester--from 11% in 2006 to 25% in 2009.   In fall **2014** the College was recertified in leader college status.

The first decade of the 21st century brought with it an increased interest in STEM and health science areas by students, funders, and government. In **2008**, we began a STEM speaker series (grant-funded) which enjoyed strong attendance through 2013. In **2010**, the biotechnology lab opened. In the same year, the College was awarded a Gold Endorsement from the Massachusetts Life Science Education Consortium (MLSEC) for its Associate Degree and Certificate Programs in Biotechnology. As we move

towards improving the campus' physical infrastructure, STEM and health sciences areas are a particular focus for new facilities.

The College Today

After President Gomes left in spring 2012, Dr. Linda Edmonds Turner maintained the College for AY 2012-2013, but employees tended to hold back from any pro-active initiatives under this interim appointment. Faculty and staff were demoralized because media coverage had not only disparaged the management of Dr. Gomes' administration, but had questioned the validity and viability of the College.

President Roberson's first year in 2013-2014 brought with it fresh hope and many of the growing pains of substantive transition. Her focus was on stabilizing finances, responding to various audits and compliance concerns, and reestablishing relationships with community agencies and state government. At the same time she retrenched a number of key administrative positions. Several others retired or resigned in this period, but a cadre of well qualified new administrators has since been engaged and are quickly getting to know, and changing, the institution. The current administration is predominantly (not wholly) a new structure with new individuals in leadership and management positions. It is only in 2014-2015 that we can begin to see how President Roberson's administration functions.

Recent Accomplishments:

- The severity of the College's relationship with federal financial aid in summer 2013 cannot be overstated; our eligibility was close to being terminated. Preventing that, and building systems to establish confidence going forward are critical accomplishments. (See last section of Standard Six.) We have clearly begun to re-establish confidence with the federal oversight of financial aid.
- It is telling that the Standard Five writing team chose "Grants" as one of its organizing principles. Achieving the Dream (2007-2012) affected a sea change by bringing the entire campus to embrace the developmental piece of our mission. AtD's research focus led us to identify the needs which defined our Title III application; this largest grant (2010-2015) targets foundational studies and technology. Others have supported special populations and success in specific majors.
- A strategic planning process began in January 2015. This process builds on findings of the self-study.
- Though the precise co-curricular space allocations have needed tweaking, and it has been necessary to shift some resources to deferred maintenance, the purposes of the upcoming building project are well aligned with the mission of the College and workforce needs of the populations we serve.
- Commitment to public disclosure and compliance is a priority and commitment of current leadership, considering the issues they inherited. New expertise on campus safety and fiscal accountability has been engaged at the administrative and management levels.
- Learning outcomes have been established and explicit assessment of learning outcomes is well established at the course level; these initiatives have been articulated and are becoming increasingly meaningful at the program level. (See also challenges below.)
- The core curriculum and institutional proficiencies are well defined, appropriate to the College's programs and the modern world, and well understood in all academic areas.
- Administrative staff with appropriate expertise and credentials have been engaged to address recent challenges.

- Fiscal and space use policies for the Reggie Lewis Track and Athletic Center have been clarified with trustee approval and have functioned well for several years.
- The Board of Trustees has established a timeline and process to assess and develop its own effectiveness and ensure interaction among the committees of the Board and committees of the broad-based participatory governance structure.

Challenges:

- The role of grants at the College will require ongoing leadership and coordination. We will need to dovetail the College's needs with parameters of various grants and use of unrestricted funds; grant management and efficient and effective engagement of appropriate parties across campus will emerge as areas of responsibility for new administrators.
- A relatively new management team must continue to support a culture of assessment and accountability in all areas and at all levels as newly coordinated academic record keeping, advising, financial aid, and accounting practices are instituted and refined.
- New academic officers must provide leadership and coordination to further faculty engagement with *systematic* and consistent assessment of learning outcomes:
  - by documenting application of assessment criteria at the course level;
  - by aligning course and other learning outcome evidence with program-level objectives;
  - by making explicit the ways in which course, core curriculum, and program objectives align to construct achievement of institutional proficiencies.
- These efforts must be increasingly aligned with the program review process.
- The program review process must occur according to a newly established schedule.
- The transition from a cost-center to a revenue-center budgeting model is providing a basis for long-range financial stability, but it involves a shift in institutional culture requiring staff development which will take time.
- Several factors make it challenging to operate with a balanced budget, but the College is committed to doing so. This means that difficult choices face us each day.

NARRATIVE

	"DATA FIRST" FORMS				
	GENERAL INFORMATION				
	Institution Name:		Roxbury Community College		
	OPE ID:	?	1193000		
				Annual Audit	
		?		Certified:	Qualified
	Financial Results for Year Ending:	?	06/30/14	Yes/No	Unqualified
	Most Recent Year	?	2014	Yes	No*
	1 Year Prior		2013	Yes	No*
	2 Years Prior		2012	Yes	No*
				* emphasis of a matter	
	Budget / Plans				
	Current Year		2015		
	Next Year		2016		
	Contact Person:	?	Mike Walker		
	Title:		Research Associate		
	Telephone No:		339-227-0110		
	E-mail address		mwalker@rcc.mass.edu		

Standard One: Mission and Purposes

DATA FIRST FORM

Standard 1: Mission and Purposes					
	Attach a copy of the current mission statement.				
	Document		**URL**		**Date Approved by the Governing Board**
	Institutional Mission Statement	?	http://www.rcc.mass.edu/about-us/mission	?	3/10
	Mission Statement published		URL		Print Publication
?	College Catalog	?	http://www.rcc.mass.edu/current-students/student-academic-services/college-catalog		College Catalog
	Student Handbook		http://www.rcc.mass.edu/images/pdf/studenthandbook/StudentGuide2013_2014.pdf		Student Handbook
	Strategic Plan (2010-2015)		https://fx.rcc.mass.edu/new/Uploads/Resources/291/20102015_Strategic_Plan.pdf		Strategic Plan
	4				
	Related statements		URL		Print Publication
?	Core Values	?	http://www.rcc.mass.edu/images/stories/aboutus/Strategic%20Plan%20strategicplanbrief_2010_2015.pdf		Strategic Plan Brochure
	2				
	3				

Strengths	Challenges
• Inclusive Strategic Planning Process • Long history of community support for mission • Emphasis on student success	• Need to revisit institutional mission and area mission statements • Documenting successes of mission • Optimizing communication with stakeholders

In 2013, Roxbury Community College celebrated its fortieth year of providing educational opportunities to the multilingual and multiethnic residents of Boston and surrounding communities. RCC faculty and staff are committed to academic excellence, an individualized learning environment supported by small class size, teaching that values student experiences, and one-to-one student support throughout all aspects of the academic experience.

The College's Mission, Vision, and Core Values articulate its commitment to student success, and are included in the 2010-2015 Strategic Plan:

> *The primary mission of Roxbury Community College is to facilitate the success of our students in achieving their educational goals. RCC is a comprehensive, multicultural, urban, student-centered, and open-access community college, providing learning opportunities for all who may benefit. The College serves the educational needs of Roxbury, surrounding communities and other diverse populations in the Commonwealth. We believe that all students, given the appropriate resources, have the ability to reach their full potential. The College is, therefore, committed to helping our students enhance the quality of their lives and our communities.*
>
> *Roxbury Community College offers quality post-secondary education in developmental academic skills, the liberal arts and sciences, career and transfer programs, workforce development, and private and public sector training. RCC grants associate degrees and certificates, affording its students a solid foundation for college transfer, employment, professional advancement, and life-long learning.*

The Mission Statement is accompanied by a Vision Statement and Core Values, described below:

> *Our vision is to be the college of choice, providing a responsive, high quality, and affordable education that meets academic, social and workforce development needs of a diverse student population and the surrounding communities.*

RCC's Core Values are *Honesty*, *Integrity*, *Educational Excellence*, *Respect*, *Accountability*, and *Inclusiveness*

DESCRIPTION

RCC's Mission and Vision Statements and Core Values were developed in concert with the 2010-2015 Strategic Plan. In fall 2008, RCC's president initiated a strategic planning process, which included revisiting the College's Mission Statement. A broad cross-section of RCC faculty, administrators and staff engaged in the yearlong process of developing the 2010-2015 Strategic Plan. A kick-off event in December 2008 involved over 100 employees in the critical work of updating our mission statement. The three-month period, January-March 2009, was dedicated to revising the RCC mission statement. During this time, the strategic planning committee determined that a new Vision Statement and a set of core values were needed as well. The process culminated, in April 2009, at an all college meeting where there was agreement on the most pressing strategic issues, and the updated Mission and Vision Statements and Core Values. Consensus was easily achieved since the core of the mission has been consistent over many years. The refinements provided clear public statements of this and support for actualizing the College's purpose.

In May 2010, the current Mission and Vision Statements and Core Values, along with the 2010-2015 Strategic Plan, were approved by the RCC Board of Trustees. (See minutes.) These statements and values appear in the Catalog, on the RCC website, in the Schedule, and in the Student Handbook. (Note that we refer here to the 2012-2014 Catalog. The 2014-2015 Catalog was still in production as we finalized this report.) This information is also included in the first-year seminar textbook, making it explicit and tangible to students as well as faculty and staff. Core assignments in the course include civic engagement activities and learning experiences that help students develop realistic and effective academic and life management skills, bringing together several strands from the mission.

Many RCC departments have area missions that directly support the institutional mission, vision and core values. They commit us to workforce development, career planning and job placement, transfer opportunities to four-year colleges, academic support and learning experiences that enhance students' quality of life at the College.

APPRAISAL

Achievements

The Vision Statement, supported by Core Values, defines character and direction for the work of the College. For example, the faculty and staff at RCC are quite diverse in terms of race, gender, nationality, sexual orientation, language, culture and religious affiliation. This enables us to be a unique college of choice and to serve as a model of inclusiveness and respect; the College is effective at delivering on its promise of a diverse and respectful experience.

The key elements of the mission have been consistent for 40 years. Despite leadership changes and the current administration's lack of explicit attention to the 2010-2015 Strategic Plan it inherited, the campus community remains focused meaningfully on the mission of providing educational opportunities to the community. The vision is significant to most employees, and the core values are prominently displayed on campus, clear in peoples' minds, and embedded in the curriculum of the College Experience course.

Since its inception, RCC has been a vibrant contributing partner in the communities we serve. As stated in the 2010-2015 Strategic Plan, student success is at the center of our endeavors.   Through both the Career Development Center and the Corporate and Community Education (CCE) departments, RCC's workforce training programs are guided by the demands of local employers and the needs of the community.   RCC's degree and certificate programs, along with non-credit course offerings, provide a broad array of avenues for career development and life-long learning. RCC also offers adult basic education, English as a Second or Other Language (ESOL) instruction, and partners with area high schools to close achievement gaps and eliminate educational disparities particularly for subgroups of students for whom the gaps in college access, retention and success are most prevalent.

Student success is a concrete and realistic goal at the center of RCC's mission. (See also Standard Six.) RCC's educational programs are informed by a shared commitment to educational integrity and legal, scientific, and social relevance.   Faculty, staff, and administrators contribute to building human capital and developing the state workforce through intellectual, economic, cultural, and environmental programming for students. With our uniquely diverse student population RCC is well positioned to respond to the need for a diverse, well-trained workforce.   (Note that while Massachusetts is properly a commonwealth, the term "state" is common, even within the government. We use "state" throughout this study.)

The College's student success agenda has been actualized, especially through several initiatives of the *Achieving the Dream* (AtD) grant. For example, in 2008, a Dean of Student Success position was created with responsibility to oversee co-curricular services such as academic advising, transfer and articulation, career development, counseling for students with disabilities, and tutoring support, which were all moved and centralized in one location. To simplify admission and enrollment, a one-stop Enrollment Center was created to combine the Registrar and Admissions Office in one location. Through a Title III grant a majority of the College's classrooms have been technology-enhanced, supporting the goal of academic success.

RCC resources and co-curricular activities add value to our students' lives while providing opportunities that meet community needs. They support the College's mission and actualize the 2010-2015 Strategic Plan, which states RCC has, "…a holistic definition of student success… consistent with the College's values… three ideas emerge as key elements: making progress toward a goal, realistic and effective life management, and civic engagement. Students are successful when they acquire and use knowledge and skills for these purposes." The college offers cultural and civic programs to further realize the goals articulated in our mission statement and core values. Poetry readings, athletic events, political forums, art displays and cultural-community outreach events enrich our students and the larger community we serve.

The College has periodically revised its Mission Statement and will continue to do so, even though the *core* of the mission has never been in question. The Mission Statement has often provided clarity when defending institutional decisions. The periodic public concern with the volume of workforce development activities has often led to the false assumption that we should choose between transfer and career degrees, but we know that this is a false dichotomy: we have always been and remain committed to both. The Mission Statement provides direction for these decisions, and supports us as we implement them.   This issue, and its grounding in the mission, is tangible to employees across the College.

Areas of Concern

Perhaps the word "concern" is too strong in this section. We can describe the current situation, with a focus on the important work still ahead for the College regarding our mission and purposes. The 2010-2015 Strategic Plan had been fairly well known across the campus. There were efforts to assess and build awareness, align area missions, and tie budgeting to strategic goals during the period of 2009-2012. However, coordinated efforts ceased at the time of President Gomes' departure. In the subsequent, interim year under President Turner leadership focused on maintaining day-to-day operations, not planning or developing a new vision. President Roberson has focused on rethinking *how* RCC fulfills its mission, and putting into place organizational structures to stabilize the institution and increase effectiveness.

A new strategic planning process began in spring 2015. The current mission statement was approved in 2009. The College has undergone many changes since then, so the mission statement will likely be revisited in the near future, possibly in concert with the next strategic plan development or as a separate initiative in the subsequent year. The mission and commitment to offering degrees for the dual purposes of academic transfer and career placement remain meaningful throughout the campus. These core aspects of the mission are unlikely to change, though the statement might be revised for newly targeted messaging in a changing environment. If the mission is revised, departmental and program mission statements should be reviewed as well, to reflect the new challenges and opportunities for growth confronting the college in the future.

Discussions at all-campus forums in the self-study process made it clear that many people on campus want us to focus on enriching our community engagement. As we write this we assume that community engagement will emerge in the strategic planning process which is just getting underway; this was less of a focus in the self-study because it is not related to the degree-granting purposes of the College. Many areas of RCC regularly engage in outreach events, projects and training opportunities aimed toward the communities we serve. All of these activities are grounded in the mission, though we should more often *explicitly* use the language of the mission statement in these contexts. To offset recent negative attention aimed at the College, information about the breadth and depth of opportunities offered is periodically shared with the public; these efforts must be ongoing. In the past year there have been several positive news items in The Boston Globe.

Institutional Effectiveness

In broadly inclusive processes (e.g. strategic planning) the appropriateness of the mission is periodically evaluated and the statement is refined to improve effectiveness; this has long been the case on roughly 5-year cycles. The mission does provide direction in planning and resource allocation, but not in an explicit way. Other processes in Standards Two and Nine, which in turn emerge from the mission, provide the direct links in the planning process.

PROJECTIONS

Actions	Responsible Persons
Spring 2015 - Develop new Strategic Plan (includes possible revision of Mission Statement, Vision Statement and Core Values)	President
2015-2017 - Develop and refine methods to measure RCC's success in actualizing the goals of the Mission Statement, Strategic Plan, and Core Values	Vice President of Advancement and Community Engagement , with Director of Institutional Effectiveness and Data Management
2016-2017 - Review all area mission statements to ensure alignment with the institutional mission statement.	VP's, deans, directors
2016 - Assess effectiveness of community engagement initiatives under the strategic plan which begins in 2015.	Vice President of Advancement and Community Engagement, with Director of Institutional Effectiveness and Data Management

Standard Two: Planning and Evaluation

DATA FIRST FORM

Standard 2: Planning and Evaluation					
PLANS		Year of completion		Effective dates	URL or folder number
Strategic Plans					
Immediately prior strategic plan	?	Jun-04	?	2004-2009	https://fx.rcc.mass.edu/new/Uploads/Resources/438/year1endofyearreviewsummary.pdf
Current Strategic Plan	?	Jan-10	?	2010-2015	http://www.rcc.mass.edu/images/stories/aboutus/Strategic%20Plan%20strategicplanbrief_2010_2015.pdf
Next strategic plan	?				
Other institution-wide plans					
Master plan	?	Facilities Master Plan	?		? https://fx.rcc.mass.edu/new/Uploads/Resources/386/RCC_coord_presentation__9_10_14_Final.pptx
Academic plan	?	see new strategic plan			http://www.rcc.mass.edu/images/stories/aboutus/Strategic%20Plan%20strategicplanbrief_2010_2015.pdf
Financial plan	?				
Technology plan	?	Technology Plan			http://fx.rcc.mass.edu/main/Guests/Planning/techplan.docx
Enrollment plan	?	Enrollment Management Plan			http://fx.rcc.mass.edu/main/Guests/planning/enrollmentmanagementplan.doc
Development plan	?	Capital Campaign			
(Add rows for additional institution-wide plans, as needed.)					
Plans for major units (e.g.,departments, library)					
? 1	?		?		?
2					
3					
4					
(Add rows for additional plans, as needed.)					
EVALUATION					
Academic program review					
Program review system (colleges and departments). System last updated:				?	2009
Program review schedule (e.g., every 5 years)					Each program is reviewed every five years.

Continued on the next page

	Sample program review reports (name of unit or program)					URL
	http://fx.rcc.mass.edu/main/Guests/Planning/bareview.doc				?	
	http://fx.rcc.mass.edu/main/Guests/Planning/cisreview.doc					
	3					
	(Insert additional rows, as appropriate.)					
System to review other functions and units						
	Program review schedule (every X years or URL of schedule)					
	Sample program review reports (name of unit or program)					
	http://fx.rcc.mass.edu/main/Guests/Planning/outcomesforbiotech.docx					
	2					
	3					
	(Insert additional rows, as appropriate.)					
Other significant evaluation reports (Name and URL or Location)						Date
	1					
	2					
	3					
	(Insert additional rows, as appropriate.)					

Strengths	Challenges
• Move towards integration of planning and budgeting processes • Broad access to student satisfaction and learning outcomes data • Strong faculty involvement	• Inconsistent use of assessment results to inform strategic management decisions • Need for shift in institutional culture as we transition from 2010-2015 to 2015-2018 Strategic Plans with a new administration • Lack of cohesive planning process with clearly defined data needs, collection schedule, and parameters for use.

The College views the functions of planning and evaluation as critical to providing consistent, effective instruction, student support, and administrative services.

DESCRIPTION

RCC's mission statement, core values, and vision inform its planning and evaluation processes. The 2010-2015 Strategic Plan established a number of performance benchmarks (key performance indicators, KPI's), particularly related to student success, engagement, and learning assessment. RCC's institutional proficiencies are closely aligned with its mission and core values.

It should be stated here that the Dean for Institutional Research and Planning separated from the College in September 2014; as of this writing the search continues for a revised position in this one-person office: Director of Institutional Effectiveness and Data Management. (The area is most frequently referred to as "the IR office.") President Roberson has worked directly with the Standard Two writing team to articulate future directions in the areas of planning and evaluation.

Routine data such as completion rates and enrollments are made available on the College's Data Dashboard on the Faculty and Staff Exchange (FX); most college staff can log on. The IR office has presented findings to the Board of Trustees and the cabinet and conducted workshops with faculty and administrators during the annual spring Learning Academy to help them understand these data. The spring forums have gone beyond data sharing and asked participants to reflect on practice and identify at least one way they will do their work differently as a result of participating in the workshop. (See an example.)

Planning

The strategic planning process is a periodic, inclusive, disciplined exercise. The Board of Trustees approved the College's first strategic plan in 2005 (Strategic Plan 2005-2010) and subsequently the 2010-2015 Strategic Plan, which is in effect but soon to expire at the time of the April 2015 site visit. There was broad participation in the development of the 2010-2015 plan, including over 100 faculty and administrators participating in the development of the College's mission and vision statements and strategic planning goals and strategies.

Under President Gomes the Board established a regular reporting out process that involved 20–25 administrators updating the cabinet and board on progress twice-a-year. The annual budgeting

process was also tied to the strategic plan; new line items had to be linked to a strategic plan objective. These processes were interrupted during the transition between administrations.

In spring 2014 the Massachusetts Department of Higher Education began to establish new guidelines for state colleges and universities to use in their strategic planning process. Since RCC was about to begin the planning process, we volunteered to be a part of the team that would determine the guidelines.

In spring 2015 a new strategic planning process is being initiated. The new strategic plan will be a three-, rather than a five-year plan. When the planning process was discussed with the Board and administration during the fall 2014 Board Retreat, it was determined that a shorter period of time would be better for the College because of the rapid change and transitions that the College was undergoing. The Board also asked the administration to develop a plan with 1) clear metrics to measure progress, and 2) an integrated mechanism to develop the annual budget.

Concurrent with the completion of this NEASC self-study the work of the new strategic plan will begin. Data collected for this process, as well as recommendations from each standard, provide an understanding of internal changes needed for the College. The College will conduct an environmental scan to understand the external trends that will impact us. A first program review activity took place when the planning process was introduced to the college community at the All College Meeting on January 20, 2015; people understood that the environmental scan would follow in February, a visioning day in March, and that the plan will be complete by the end of April, with budgeting taking place in April and May. There will be multiple opportunities for discussion among all constituents including students, employees, community stakeholders, and the Board of Trustees. We will be able to report on progress with this during the April 2015 team visit.

With the past planning cycle the College used a combination of qualitative and quantitative methods to evaluate its services; the results of those evaluations were often used for improvement. We regularly or periodically collected and analyzed the following data to support evaluation efforts:

- Academic performance data by program, including GPA, course completion, retention, graduation, and transfer rates;

- Student evaluations of each course;

- National survey instruments such as the Community College Survey of Student Engagement (CCSSE), administered during alternate years, and the Survey of Entering Student Engagement (SENSE);

- Surveys of graduates at graduation and one year after graduation; Surveys of students for academic program reviews;

- Data collected for the College's key performance indicators, which play a role in the current academic assessment plan; and

- Targeted surveys and focus groups of students to inform specific policy and resource allocation decisions. One example is the focus-group approach of the Service Effectiveness Study, which led to cross training among business, financial aid, and other offices.

The College is in the process of determining the data to be collected and examined as a part of the planning process. A schedule of data collections and methods will be developed to ensure a consistent process. Internal snapshot and external comparison benchmarks will be determined so that the College can monitor its progress over time and compared to other community colleges in the state and the nation.

One significant component of data collection is the College's review of academic programs and services. Until fall 2014 the College's program review schedule called for academic programs to undergo a comprehensive review every five years, but this calendar was not always followed. The IR office and the academic deans provided technical assistance and direction to faculty members in departments with programs under review. The direction provided included a concise description of the program review process.

In spring 2015 a new format will be introduced. An annual, less complex process will guide the analysis of data that provide a basis for further study or needed change in the program, resources, and/or policy. The program reviews will guide the development of tactical plans and budget requests, both for the individual program and for the college as a whole.

> The College has worked with the Massachusetts Division of Capital Asset Management and Maintenance (DCAMM) since 2012 to forecast and prepare for future educational and administrative facilities needs. (See Standard Eight for details.) This planning effort was precipitated by a $21M award (later expanded to $43M) from the state to renovate existing buildings, and for new construction for anticipated growth in life sciences and allied health programs. Faculty and staff from all academic and administrative departments were consulted as part of this planning process. The end result is a plan for facility renovations.
>
> In spring 2015 the College also initiated a review of its information technology including systems, equipment, and staff. This information will be used to develop a new technology plan. (See Standard Eight.)
>
> Inputs from the self-study, the program review process, the DCAMM study, the technology plan, and other sources will be considered in the strategic planning process.

Evaluation

The assessment of student learning outcomes is one motivation for the College's development of course and program outcomes and related rubrics. The College has institutional proficiencies for all students, and learning outcomes for a majority of programs. (See E-Series, FX, and website.) Faculty are required to include learning outcomes ("Instructional Objectives") and evaluation criteria on their syllabi and encouraged to share rubrics for student grading with students and other faculty members. Learning outcomes for courses, programs, and the institution are posted on internal and external websites. The College based its institutional proficiencies on LEAP standards to ensure universal validity.

APPRAISAL

Achievements

During the period 2009-2014, the College improved its capacity to provide student outcome data to academic leadership and faculty. In 2012 the IR office's website to share information with faculty and staff, FX, introduced a new version with significant improvements in accessibility and usefulness, including a Data Dashboard and Datascape, which are interactive applications for retrieving student data. These applications give faculty and staff direct and fairly easy access to student outcome data at any time. This is, to a large degree, due to work accomplished under the Achieving the Dream (ATD) grant. (2007-2012) As a result, the College has become more evidence-based and has expanded its capacity to make data-driven decisions.

The College surveyed faculty members in the spring of 2011 to gauge their level of engagement in student success efforts. Seventy-nine percent (79%) agreed or strongly agreed that RCC places a high value on student success, and 78% indicated that they regularly use assessment results to improve their teaching. Although there is certainly room for growth, the responses have been encouraging.

The College is learning a fair bit through opinion assessment about the learning and administrative environment from the *student's* perspective. The Community College Survey of Student Engagement (CCSSE) was administered every other year, most recently in spring of 2013. CCSSE results are shared with the entire campus and workshops are conducted most years on these findings. The Survey of Entering Student Engagement (SENSE) was administered only once in fall 2012, and the College has supplemented these national surveys with its own survey every other year. The RCC Student Experience Survey has questions on instructional and administrative practices that are particularly useful for internal stakeholders because they help us understand the full texture of students' lives, prior learning experiences, and priorities. These data informed the decision to focus our Title III project on technology use for developmental education. These instruments have been supplemented by annual focus groups with students to confirm findings from the surveys and provide greater texture.

Several facts emerge consistently over time with CCSSE and follow up instruments. When we consider the 2009, 2011, and 2013 CCSSE periods we see that:

> 1) students' reading, writing, and math skills improve significantly while attending RCC, and these skills are important for their careers.

> 2) instructional practice matters and students say that they learn better when faculty engage them and their classmates, and when faculty are flexible in their approach.

> 3) RCC students rank faculty success at engaging them higher than students at other two-year colleges. However, there is variation among faculty.

> 4) The overwhelming majority of faculty care whether or not students succeed.

> 5) Students claim that administrative personnel are considerably less supportive of students than are faculty.

These findings informed our 2010-2015 Strategic Plan and are addressed by plan goals 1 and 4, with their focus on providing consistently effective learning experiences and proactive advising and academic support.   They have led to other responses such as the institution of the Single Stop program. (See

Standard Six.) Broad engagement with these data during the years of the AtD grant led to improvements such as institutionalization of the freshman success College Experience course, the First Semester Enrollment Policy, changes in developmental mathematics curricula, and efforts to provide some preparation for placement assessments.

Planning

Prior to the explicit strategic planning process in spring 2015 steps were taken to connect other processes in a continuum. The self-study itself is a significant foundational piece of the spring 2015 planning process. A new (spring 2015) program review process is designed to feed into the planning and budgeting cycles annually rather than periodically. In its first iteration in spring 2015 it is a particularly important first step for the development of a new (2015-2018) strategic plan. Finally, each program review includes the articulation of individual program plans for the assessment of student learning outcomes.

The process of planning never stops, so the current administration's assessment of achievements and continued relevance of initiatives in the 2010-2015 Plan will also inform the next plan. Similarly, goals of the 2010-2015 Plan do inform current strategic decisions such as restructuring of tutoring systems, hiring faculty for specific needs, and staffing science labs.

Evaluation

Awareness of student learning outcomes reaches across the institution: with senior leadership, academic deans, department chairs and faculty, as well as student affairs, advising, and academic support staff. New leadership has a strong interest in student success measures. There is also broad interest among faculty and staff in the use of student success data; it has informed decisions such as the redesign of orientation and revisiting of assessment cut-offs. Over the last seven years, workshops on student outcome and survey data have consistently been among the most popular professional development opportunities.

Almost all full-time faculty have participated in the outcomes assessment process, as have many part-time faculty. Faculty have been responsible for revisiting outcomes for their programs at each program review. As part of that process they have had to engage in substantive discussion of learning outcomes beyond those for their own courses, and of how to use assessment processes to improve instruction. In many ways, the commitment and skills of the College's faculty, including their efforts to improve instruction through assessment, have been a reason for continued optimism during a challenging period of transition for the institution.

The 2010-2015 strategic plan established continual assessment of instruction; in 2010 this plan established 15 key performance indicators, including retention, graduation, and transfer rates, progress from developmental instruction to college-level work, number of faculty documenting an improvement in instruction based on outcomes assessment, and student impressions of how well the learning and administrative environments support them.

Areas of Concern

The Data Dashboard on FX is quite simple, but only a small number of people regularly consult it. The Datascape tool, allowing individuals to customize reports, is user friendly, but faculty and staff need training to use and analyze the data; only a handful of first users have emerged.

Although the College's Achieving the Dream work led to a greater focus on student success data, this has not yet had a sufficient impact on the planning and allocation of resources. Identification of impediments to student progress has not consistently resulted in new strategies to meet student needs. This is partly due to the leadership transition, and to the impact this has had on planning, which has been centralized on an *ad hoc* basis. For some years through several administrations budgeting processes have not always supported the reallocation of resources to areas of greatest student needs, even where campus realities clearly demonstrate those needs; advising is an example of an area widely perceived to need resources and attention with little response.

Planning

The 2010-2015 Strategic Plan was designed specifically around new areas of focus and new or newly refined initiatives. It did not include continuing essential functions. Despite a preamble statement clarifying this, some members of the college community (e.g. business office, career services) felt that the Strategic Plan did not effectively distinguish between strategic and operational planning. Especially when budget requests asked for justification in the strategic plan, staff in several areas (e.g. Financial Aid Office) were left feeling alienated by the Plan. It is possible that budgeting decisions were not fully or fairly informed in all cases as a result.

That Plan was designed with a reporting out process to ensure ongoing adjustments to the plan based on unprecedentedly rigorous assessment, with clearly defined key performance indicators. The process had called for annual development of action plans in support of strategic plan initiatives. This worked well at first, but was time consuming and required too much coordination and staff development; it was difficult to maintain momentum. From spring 2012 to the present there has been no reporting out on that Plan. A forum for informed discussion on KPI's across areas has disappeared. As the new administration develops its assessment initiatives and a new strategic plan, a new set of corresponding KPI's will emerge as well.

Evaluation

There has been little systematic review of non-academic programs.

Despite the progress the College has made in delineating outcomes for most courses and almost all programs, and the updating of institutional proficiencies in 2012, not enough has been done to use the results of outcomes assessment to improve instruction. There is uneven sharing of assessment results among faculty members, and insufficient use of evidence to demonstrate that outcomes have been attained at the program and institutional level. The full range of indirect or opinion assessments of student learning (e.g. student evaluations and surveys) is not used systematically to evaluate the effectiveness of instruction.

The College has faced challenges with completion of academic program reviews, especially during 2012-2014**.** Only 13 of 26 reviews scheduled under the current strategic plan were completed. In the last few years a few reviews have lacked an external perspective. Moreover, the level of faculty engagement in the program review process has not been robust enough to consistently drive improvement at the program level. There is insufficient training in program reviews and learning outcome assessment for faculty at this point. Responsibility has been solely in the IR area, which is no longer part of Academic Affairs, and has been more *ad hoc* than programmatic. This issue is explored more fully in Standard

Four. The program review process initiated in spring 2015 is shorter, more realistically involves a wide range of people, and has multiple ways to involve external perspectives.

Institutional Effectiveness

The College's planning and evaluation processes are regularly assessed by the Massachusetts Department of Higher Education, Board of Trustees, senior leadership, and by various governance bodies. The Department of Higher Education partners with the institution in plan development and monitors performance relative to goals. The trustees participate in strategic plan development and in reporting out on plan goals. Senior leadership is evaluated based on performance relative to strategic, fiscal, and facilities planning. Fiscal and facilities planning committees of Acuerdo participate in these processes and make recommendations to leadership for improvement.

PROJECTIONS

Actions	Responsible Persons
by fall 2015 – develop, introduce and implement linked planning and budgeting processes for the 2015-2018 Strategic Plan. These will include data from program reviews, environmental scan, and effectiveness measures below.	College President, VP's
fall 2015 - in support of 2015-2018 Strategic Plan, develop an effectiveness plan which articulates regular cycles of data collection and use, to evaluate effectiveness of: - student learning - academic program delivery - student and administrative services - Board of Trustees - planning and budgeting processes	College President, Director of Institutional Effectiveness and Data Management
2015-2016 - Develop multi-year plan to continually increase faculty and staff expertise and participation in learning outcomes and assessment activities	CAO, CFO, Deans, Program Directors
by spring 2016 - Provide professional development for the assessment of program-level and institution-level outcomes.	Deans, Director of Institutional Effectiveness and Data Management, Department Chairs
2016-2017 - Provide faculty and staff training to improve the use of student outcome and satisfaction data in academic, academic support and administrative areas.	Director of Institutional Effectiveness and Data Management

Standard Three: Organization and Governance

DATA FIRST FORM

Standard 3: Organization and 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 "related 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 related entity	
URL of documentation of relationship	

Governing board	**URL**
By-laws	https://fx.rcc.mass.edu/new/Uploads/Resources/192/BOT_ByLaws_103113.doc
Board members' names and affiliations	http://www.rcc.mass.edu/about-us/board-of-trustees

Board committees	URL or document name for meeting minutes
? Academic Affairs and Student Development	Library archives
Administration and Operations	Library archives
Alumni and Community Affairs	Library archives
Finance and Audit	Library archives
Institutional Development and Government Affairs	Library archives
Executive	Library archives

(Insert additional rows as appropriate.)

Major institutional committees or governance groups*	URL or document name for meeting minutes
Academic Policy	Library archives
Advising and Retention	Library archives
Curriculum	Library archives
Facilities and Sites	Library archives
Professional Development	Library archives
Fiscal Affairs	Library archives
Graduation	Library archives
Library and Learning Resources	Library archives

(Insert additional rows as appropriate.)

*Include faculty, staff, and student groups

Standard 3: Organization and Governance
(Locations and Modalities)

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

(Insert additional rows as appropriate.)

?			City	State or Country	Date Initiated	Enrollment*
?	Main campus		Roxbury	MA	1/1/1973	3824
?	Other principal campuses					
?	Branch campuses					
?	Other instructional locations					

						Enrollment*
	Distance Learning, e-learning					314
				Date Initiated		
		First on-line course		fall 2002		
		First program 50% or more on-line				
		First program 100% on-line				

?					Date Initiated	Enrollment*
?	Distance Learning, other					
		Modality				

?				Date Initiated	Enrollment*
?	Correspondence Education				

				Date Initiated	Enrollment*
	Low-Residency Programs				
		Program Name			

Definitions

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

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

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

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

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

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

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

Strengths	Challenges
• Committed, diverse and long-tenured faculty and staff • Leadership with new ideas and energy • Diverse professional expertise and demographics on board of trustees	• Loss of institutional memory due to attrition of staff • Eliciting and integrating input from remaining staff and faculty in administrative decisions • Board remains remote to faculty and staff.

Roxbury Community College recently experienced several years of transition with the departure of a long-time president, the one-year tenure of an interim president, and the arrival of President Valerie Roberson in July 2013. The Board of Trustees has also experienced transition with the resignation, departure, or removal of most board members in 2012-2013. The senior staff has changed with the retirement, resignation, or retrenchment of all vice presidents and deans and several other administrators since President Roberson arrived. The administrative structure of the college was largely in flux as this self-study was being written, and is quite new as it is finalized.

The immediate need to resolve pressing financial and administrative issues has been a priority for new leadership in its first two years. In addition to addressing compliance and financial matters, the current administration is moving forward in addressing key issues such as marketing, student support, and college preparedness - initiatives which will affect learning, retention and institutional sustainability.

The structural reorganization of the College begun in fall 2013 was shaped mostly by new administrators, with little input from the mid-level of deans, managers, or directors, and took effect in AY 2014-2015. While the initial impetus for reorganization was financial, it has also been an opportunity to ensure that people's energy is used effectively. The development of a new strategic plan in the same year is an opportunity to ensure that the voices of all stakeholders are again included in shaping the work of the College.

DESCRIPTION

Governance at the College is seen in two categories: external governance involves non-employees of RCC in authorizing and overseeing our activities; internal governance is the involvement of RCC employees in making the College function within particular structures and sets of expectations.

External

Institutional oversight ultimately rests with the Governor of the Commonwealth, who appoints the chair and its members to the Board of Trustees (BOT). There are eleven (11) members, including the chair, six (6) of whom were newly appointed in July 2013, two (2) in fall 2014, and two (2) in January 2015. One of these members, with full voting privileges, is a student at the College, voted in by the Student Government Association (SGA) for a one-year term. There are two alumni trustees, one elected, one appointed. Trustees are appointed by the governor for 5-year terms and may serve no more than two consecutive terms. The chair is also appointed by the governor. The Board of Trustees meets six times

annually. (BOT bylaws state "not less than five times annually.") The members are diverse in gender, ethnicity, and professional background. Committees of the board meet as needed; the BOT committees, restructured in 2013, are as follows:

- o   Finance and Administration
- o   Academic and Student Affairs
- o   Public and Legislative Affairs and Institutional Development
- o   Human Resources and Personnel Relations
- o   Legal Affairs and Audit
- o   Facilities (an *ad hoc* committee)

The Board of Trustees holds open meetings, as mandated, except for executive session. The president's office assembles pertinent materials in a packet distributed to all members of the board prior to each meeting. Committees report at each meeting. The board hears reports from key administrators on an agenda set by the president and chair of the BOT. There is limited time at the beginning of each session for public comment. Minutes, although not widely distributed, are made available upon request and are kept in the office of the president as well as in the library, where they are accessible from the archivist.

The Board of Higher Education of the Commonwealth coordinates the review and approval of new academic programs and establishes procedures that apply to all public institutions of higher learning including community colleges, state universities, and each campus of the University of Massachusetts.

As at all Massachusetts community colleges, two collective bargaining agreements govern relations with some employees. The Massachusetts Community College Council (MCCC), an affiliate of the Massachusetts Teacher's Association, is the union that represents the faculty and professional staff in matters of wages and working conditions. The MCCC addresses and resolves labor disputes through its grievance process. The contract prescribes a Management Association Committee on Employee Relations (MACER), which serves as an advisory body to the president. The Boston chapter of the American Federation of State, County and Municipal Employees (AFSCME) represents clerical and maintenance workers. These employees also have access to dispute resolution through a grievance process.

Internal

The Board of Higher Education appoints the president, who serves as the chief executive officer of the College. A search committee composed of community leaders, representatives from various sectors of the College, and a member of the Board of Trustees interviews candidates and recommends finalists to the Board of Trustees, which in turn submits its recommendations for final review and selection to the Board of Higher Education. The Board of Trustees grants the president full authority to manage the institution, including all hiring decisions.

The College has, through its bylaws, established a governing body called *Acuerdo* (Spanish for consensus). This body is unusually inclusive, comprising five assemblies, a board, and standing committees. The assemblies are: faculty (both full and part-time); student (represented by the Student Government Association); classified and confidential staff (including administrative support staff and members of AFSCME); administrative (non-unit professionals such as vice-presidents, deans and directors); and professional staff. There are thus discussions among affinity groups (assemblies), task-

based policy formulation discussions with people from several constituencies (e.g. Curriculum and Academic Policy Committees) and a body with one representative from each assembly (the Acuerdo Board), which makes recommendations to the president. (See minutes.)

APPRAISAL

Achievements

External

There are several areas of achievement that speak to a commitment from the Board of Higher Education, the governor, and the community at large. The Board of Trustees has several new members with diverse talents, expertise and perspectives. They have consistent and strong administrative support from within the College, and the board continues to hold meetings that are open and inclusive.

The trustees are all free of conflicts of interest and act in the College's best interest. Each has accepted in writing a clearly defined set of responsibilities outlined by state government. In fall 2013 the trustees held a day-long retreat to develop their capacity and processes as many of them were new. At their June 2014 meeting they reflected on their work over the past year, an informal assessment of their proceedings, and determined that another retreat would take place in September 2014. One item for that retreat was to identify regular annual processes and a timeline for self-evaluation. In addition to receiving reports from and questioning key administrators at board meetings, meetings of the committees of the board have been an occasion for more collegial interactions with members of the cabinet and other administrators.

The board evaluates the president according to a process prescribed by the state. This began in spring 2014 with a survey of the entire campus, including over 200 staff members and full-time and adjunct faculty.

Internal

As mentioned in the Institutional Overview, the current administrative team has only been fully in place since September 2014. Despite the ad hoc and changing nature of many arrangements in AY 2013-2014, in AY 2014-2015 the College is led by a stable cabinet (vice presidents and interim human resource director) with years of collective experience guiding and improving institutions. The organizational chart provides clarity in reporting lines, and the division of responsibilities is well aligned with institutional needs.

The president met with faculty in fall 2013 and provided a preliminary outline of changes in academic areas, for which she sought faculty input; most of this input was integrated. Whenever asked to do so, President Roberson immediately responded to questions on major initiatives in all-college forums, and gave clear, forthright answers.

President Roberson has taken decisive action to resolve the College's administrative issues, particularly those that have impacted financial management, financial aid distribution, student support and employee accountability. Nevertheless, issues with compliance, personnel, and restructuring, while being addressed as priorities, will take significant time to be fully institutionalized.

As was true with the prior administrative team, the cabinet meets weekly, all cabinet members meet regularly with their division heads, and academic and other deans meet weekly with the academic vice president to share information; deans and directors, in turn, meet at least monthly with their full divisions. This ensures good communication both up and down chains of command and across and among cabinet areas. Information is shared in these meetings, electronically, and in individual conferences where needed.

While the president and her designees, particularly the CAO, are ultimately responsible for academic policies, these are almost always developed through the participatory governance structure in the Academic Policy Committee, often with broader input from the Faculty and Professional Staff Assemblies, and from relevant administrators. Academic deans have clearly defined oversight of scheduling, hiring, evaluating full and part-time faculty, budgets, and more. They report to the CAO, who reports to the CEO.

When the College offers courses in non-traditional ways (e.g. off-campus, community programs, collaborations, etc.), the appropriate academic deans oversee these courses and report directly to the chief academic officer. These courses are held to the same standards of academic integrity and rigor as are the traditional courses at the College. Online courses are the most significant example; they are quickly becoming another *traditional* way to make education accessible. In the past we had a satellite campus in Mattapan; currently no off-campus courses are being offered.

Among the assemblies of Acuerdo, Faculty and Student Assemblies have always met regularly. For many years, professional staff attended Faculty Assembly meetings and took part in discussions and even voted on issues there instead of at their own assembly, providing a synergy which was useful since faculty and staff (e.g. advisors) could examine issues from others' perspectives. However, in fall 2014 the professional staff began to meet separately, in keeping with the governance document. The Faculty Assembly is an active body that represents both full and part-time faculty with equal votes. Minutes are distributed electronically and at monthly meetings; records are maintained by an elected Secretary. In her first year at the College President Roberson reactivated the other two assemblies, for administrators and for classified and confidential staff.

The [standing committees](#) of the Acuerdo include representatives from all five assemblies and play a key role in articulating concerns and suggesting solutions for all aspects of College life. For years the majority of members were faculty, but in fall 2014 that changed as the other assemblies became more active. The committees are effective to varying degrees. (E.g. Academic Policy and Curriculum play key roles; Fiscal Affairs has often failed to define a meaningful agenda.) Over the years the administration's participation on the committees has varied widely; in some cases (Facilities and Sites) faculty have requested administrative involvement without result roughly half of the time.

The Student Government Association (SGA) is organized through the Office of Student Life and Engagement, which reports to the Director of Student Life and Athletics. Through a democratic process, students campaign and vote for their representatives. There is a student position on all standing committees, the Acuerdo Board, and the Board of Trustees; however, attendance is not consistent or monitored. The SGA has been a positive force in the College; the participation of students on various committees is welcome and productive. The need to work and assume myriad responsibilities is a barrier for many students; given the limitations in students' lives, we are proud of the level of engagement we've achieved.

The governance document (Acuerdo: Participatory Governance Structure of Roxbury Community College) serves as a "constitution" and dates back to 1984. In the ensuing years it has been amended formally and the College has informally implemented its structures in often adapted, more flexible and simpler ways. In AY 2013-2014 a proposal was put forth for a new document which incorporates these changes, aligning the document with practice in every regard. In December 2014 the Board of Trustees approved these bylaws and they were fully operationalized. The Acuerdo structure has provided stability for many of the College's functions through several transitions in leadership; the recent granting of Board approval ensures this going forward as well.

Areas of Concern

External

The trustees have not engaged with faculty since their reorganization in fall 2013; this lack of engagement has denied an opportunity to share information, which faculty feel is particularly important for this new board. However, at their September 2014 retreat the trustees decided to ask related Acuerdo committees to assign representatives to each of the committees of the board, and to invite the secretary of Acuerdo to address them at each board meeting, to ensure multiple perspectives in communication with the campus community. Nevertheless, as we write this no interactions have occurred.

Both unions assert that administration (old and new) ignores their concerns, leading to grievances and arbitration. Discussion of issues beyond individual grievances for AFSCME is rare; we were unable to find out when there was last a full meeting of AFSCME membership.

Internal

With so many new structures and people at the College, we list here as "concerns" several things which are not, in truth, cause for concern. But our appraisal is so recent, and thus tentative, that we see them as things to watch.

Communication and inclusiveness are challenges facing the new administration. Brought in as a "fixer" and recognizing the challenges facing the College, Dr. Roberson and her appointed interim vice-president, both new to the state, spent AY 2013-2014 making major decisions with little input from internal stakeholders of the College. (e.g. elimination of faculty coordinators for academic support centers) Faculty and staff will need time with new administrators to build trust and formal and informal channels of effective communication. It is too early to tell if these emerging avenues will lead to inclusive decision making in everyday ways beyond the formal strategic planning process which begins in spring 2015.

AY 2013-2014 was a year with major planning taking place at the cabinet level and communication with others often limited to announcements of decisions made. The restructuring of a non-credit community ESOL program was handled in a way that shocked staff, provided a discontinuity of service to students, and damaged community good will. (from 346 students served in fall 2013 to 70 in fall 2014) The massive retrenchments affected morale among staff and faculty alike. Despite much faith and good will, building transparency and inclusion are necessary goals for the administration as they strive to involve staff's best energies.

Prior to fall 2014, one of the problems with the responsibilities given to deans lay in the area of full-time faculty evaluations, and with regard to tenure. The failure of Human Resources to maintain and update files adversely impacted the process that determines tenure as well as other personnel decisions. Through their survey deans indicated that the sheer volume of evaluations was unrealistic. (2 deans for all sections of all courses) This led to contract violations and *de facto* positive evaluation assumptions which have not served the institution well. Whether this issue will be addressed through the current administrative structure in the academic area is not known at this time.

Because some of the governance assemblies are coincident with membership in unions, vigilance is required to ensure that the governance structures maintain their integrity as participatory management mechanisms, rather than devolving into employee advocacy. The Faculty Assembly has mastered this through many years; the Classified and Confidential Staff and Professional Staff Assemblies are still learning to manage this.

Reliable participation of all five assemblies at the Acuerdo assemblies, standing committees, and Acuerdo Board remains elusive. Whenever we have achieved this, it has helped the College to work as one around practical issues. At present the administration offers an invitation with support for participation; they have authority with faculty to require participation as contractual college service, and could do more to influence students and other groups as well. Minutes are not always disseminated to all interested parties. With the recent adoption of updated bylaws, Acuerdo will continue to be the most inclusive and empowered cross-area group of the College and will retain its status as the recommending body to the president. Its potential should be exploited to maximum effect.

Institutional Effectiveness

The Board of Trustees is overseen by the Governor's office and has its own regular mechanisms to assess its and the president's efficacy. Recent revisions of the internal governance structures found broad participation; refinements of the document have been undertaken when needed and are currently under discussion as well. We have several projections aimed at assessing governance as new trustees and administrators forge working relationships with long established structures.

PROJECTIONS

Actions	Responsible Persons
Ongoing – Acuerdo actions: - Ensure periodic updates from Acuerdo Board to Board of Trustees - Establish Acuerdo attendance policies in partnership with administration	Acuerdo Secretary, College President
Ongoing - Ensure at least one annual meeting of AFSCME membership.	Union Steward, College President
Spring / Summer 2015 – assess trustee outreach and communication efforts with faculty and staff	Director of Institutional Effectiveness with an ad hoc committee
Fall 2015 - Connect standing committees of Acuerdo and committees of the Board of Trustees	College President
Fall 2015 – Reevaluate board development and oversight processes: - Board self-assessment - Assessment of College President	Board of Trustees
Fall 2015 – assess effectiveness of Acuerdo structures: - Five active assemblies - Representatives of five assemblies at Acuerdo Board - Representative membership on standing committees	Acuerdo Secretary, College President

Standard Four: The Academic Program

DATA FIRST FORM

				Standard 4: The Academic Program				
				(Summary - 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.,	Professional doctorates (e.g., Ed.D., Psy.D.,	M.D., J.D., DDS	Ph.D.	Total Degree-Seeking FTE
Main Campus FTE**	1,742							1,742
Other Campus FTE								0
Branches FTE								0
Other Locations FTE								0
Overseas Locations FTE								0
On-Line FTE								0
Correspondence FTE								0
Low-Residency Programs FTE								0
Total FTE	1,742	0	0	0	0	0	0	1,742
Unduplicated Headcount Total								0
Degrees Awarded, Most Recent Year								0

Student Type/ Location & Modality	Non-Matriculated Students	Visiting Students	Title IV-Eligible Certificates: Students Seeking Certificates
Main Campus FTE	52		
Other Campus FTE			
Branches FTE			
Other Locations FTE			
Overseas Locations FTE			
On-Line FTE			
Correspondence FTE			
Low-Residency Programs FTE			
Total FTE			
Unduplicated Headcount Total			
Certificates Awarded, Most Recent Year	n.a.	n.a.	

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.
** FTE is based on 12 credits being full-time.

For Fall Term, as of Census Date		3 Years Prior (FY 2012)	2 Years Prior (FY2013)	1 Year Prior (FY 2014)	Current Year* (FY 2015)	Next Year Forward (goal) (FY 2016)
Certificate						
Accounting		5	6	4	3	3
Biotechnology		3	5	3	4	4
Broadcast Media Technology		7	3	2	-	-
Computer Network Administration		1	1	3	1	1
Engineering Design		1	-	-	-	-
Entrepreneurship		1	-	-	-	-
Medical Office Specialist		17	15	10	3	3
MicroComputer Applications		0	-	-	1	1
Office Administration		3	4	2	1	1
Paralegal Studies		9	16	10	8	8
PC Support Specialist		1	-	-	-	-
Practical Nursing		25	28	29	20	21
Web Technologies		2	-	1	1	1
	Total	75	78	64	42	43
Associate						
Accounting		60	49	48	47	48
Administrative Information Technology		12	13	12	15	15
Arts and Humanities		13	13	12	20	21
Arts and Humanities: Afrikana Studies		2	1	1	-	-
Arts and Humanities: Theater Arts		7	8	9	9	9
Arts and Humanities: Visual Arts		25	20	25	18	19
Biological Science: Lab Animal Care		4	15	14	11	11
Biological Science		97	108	96	84	87
Biotechnology		48	45	36	24	25
Broadcast Media Technology		31	35	26	27	28
Business Administration		137	137	131	136	140
Business Management		101	101	86	85	88
Business Management-Entrepreneurship		11	7	4	3	3
Computer Information Systems		1	-	-	-	-
Computer Science		30	31	31	28	29
Criminal Justice		192	198	158	169	174
Early Childhood Education		128	106	110	103	106
Engineering		20	6	4	3	3
English		23	30	21	27	28
Environmental Management		5	1	-	-	-
Health Careers		820	827	743	818	843
Hospitality Managment		1	2	-	-	-
Information Systems Technology		30	29	26	27	28
International Business		5	1	-	-	-
Liberal Arts		305	249	209	214	220
Mathematics		12	13	11	11	11
MicroComputer Applications		1	1	1	1	1
Musical Arts		10	9	12	12	12
Network Administration		12	15	10	10	10
Nursing		158	153	148	131	135
Office Administration		3	4	2	1	1
Physical Science		7	6	4	6	6
Pre-Engineering		23	52	49	33	34
Radiologic Technology		19	17	14	12	12
Social Science		129	137	108	93	96
Web Technologies		7	9	8	8	8
						-
Undeclared		180	185	204	177	182
	Total	2,669	2,633	2,373	2,363	2,434
Total Undergraduate		2,744	2,711	2,437	2,405	2,477

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

		3 Years Prior (FY 2012)	2 Years Prior (FY2013)	1 Year Prior (FY 2014)	Current Year* (FY 2015)**	Next Year Forward (goal) (FY 2016)
Standard 4: The Academic Program (Credit Hours Generated By Department or Comparable Academic Unit)					?	
						?
Undergraduate						
? Broadcast Media Technology		243	228	165	225	232
Business		2412	2112	1,869	1,917	1,975
College Experience		3165	2814	2,523	2,334	2,404
Criminal Justice		1467	1185	1,020	1,254	1,292
Early Childhood Education		1053	1062	879	1,098	1,131
Engineering		96	99	93	93	96
Engineering Design		52	56	52	-	-
English		8052	7751	6,826	6,740	6,942
English for Speakers of Other Language		1614	1860	1,758	1,008	1,038
Humanities		3873	3486	2,913	3,045	3,136
Information Systems Technology		1678	1701	1,265	1,313	1,352
Language		1329	1521	1,335	1,146	1,180
Mathematics		7454	6915	5,885	5,688	5,859
Nursing		2107	2354	2,291	2,621	2,700
Office Technology		153	78	96	12	12
Paralegal Studies		36	93	111	54	56
Practical Nursing		585	558	561	348	358
Radiologic Technology		369	276	347	286	295
Science		11512	10855	9,261	8,857	9,123
Social Science		8211	7716	6,417	6,170	6,355
Other		179	226	13	4	4
						-
						-
	Total	55,640	52,946	45,680	44,213	45,539
Graduate						
	Total	-	-	-	-	-

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

** This does not include summer 2015 enrollment.

Strengths	Challenges
• Small class size	• Lack of effective communication
• Cultural diversity provides range of perspectives across the curriculum.	• Inaccurate registration of students in courses
• Broad range of academic and vocational programs	• Limited adjunct engagement with outcomes and assessment activities

Student learning and achievement are the central purposes of Roxbury Community College (RCC) and have always been tangible to faculty and staff and shaped our decisions on a daily basis. Delivery of the curriculum (29 degree and 13 certificate programs) is a faculty responsibility; curricular definition and refinement are largely faculty driven and have continued through changes of leadership because faculty embrace this responsibility as a key part of their vocation. Faculty also take seriously the assessment of student learning outcomes on a daily basis. Faculty interest, and a participatory governance system which supports this role, have ensured continuous analysis of the curriculum. Implementation of refinements and long-range planning have depended more on administrative support and functioned best when strong dialogue among the parties has existed.

DESCRIPTION

RCC offers post-secondary, workforce development, and higher education learning opportunities in the liberal arts and sciences, career and transfer programs, private and public sector training, and developmental academic skills. Our objective is to provide access to community and college education consistent with students' interests and aptitudes and to reduce to a minimum economic, social, psychological and academic barriers to educational opportunity.

With a focus on community service, the Office of Advancement and Community Engagement offers non-credit courses in areas of personal and professional development for individuals, in conjunction with state initiatives, and with and for industry. Non-credit courses include Green Energy, Real Estate Licensure, Medical Billing & Coding, Phlebotomy, Computer Technology, Property Management, and ESOL; these courses sometimes take place off-campus. These non-credit offerings are not in the purview of this analysis. In some cases they are a first step for students who later seek certificates and degrees.

The College's commitment to student success leads us to offer a number of developmental (below 100-level) courses for the 70% of our students who arrive needing skills development. Assessment is a first step for new students (except some with transfer transcripts). Courses in English, mathematics and science address insufficient academic preparation. The developmental offerings do not apply to degree requirements, yet a great deal of the College's energy goes into them; they are recognized as essential and foundational, and housed in the same departments and taught mostly by the same faculty who teach 100-level courses across the curriculum. Standard Six explores developmental education more fully, as well as student success; it is clear that students who begin in developmental education are less likely to complete their degrees. Although it may seem the purview of Standard Six, faculty on the Standard *Four* writing team developed a projection to offer preparation to help students place in at higher levels and accelerate their progress.

Students arrive unprepared for college also for reasons beyond academic skills; a 3-credit, 100-level freshman seminar, The College Experience, supports students with other aspects of readiness, goal setting, and study skills.

The institution has five academic divisions, four overseen by deans: (1) Arts and Sciences, (2) Professional Studies, (3) Student Life, which includes academic support, advising, and The College Experience course, (4) Student Admissions and Success, which includes assessment, and (5) Library.

Each of the first two divisions has a number of departments guided by a faculty department chair or program coordinator, or by a director. The configuration of the divisions and departments has changed periodically over the years. Driven by practical as well as philosophical concerns, these changes had always been adjustments to an existing overall structure, and every taxonomy had been a compromise in some way. The reporting structure had been stable for about six years when Dr. Roberson took a more comprehensive step in the summer of 2014, dividing the departments into two major divisions, one for transfer programs, the other for vocational programs, though a perfect division is not possible since several departments serve both purposes. While we had previously been organized by areas of knowledge, the divisions now represent types or purposes of degrees.

RCC provides systematic, substantial and sequential opportunities to develop skills and acquire knowledge and actively engage in important problems of students' disciplines. Faculty provide constructive feedback designed to help students improve their achievement. Consistent with its definition of student success (see introduction to Standard Six), RCC sets the foundation for students to successfully continue to learn and develop as informed, capable and moral citizens. The required and elective courses needed for program completion are available in the Fall (day and evening), Fall Access (day), Spring (day and evening), Spring Access (day), and Summer (day and evening) semesters. The RCC website lists every course description (also in the Catalog, pp. 156 ff) and program details (with the exception of three programs). (Note that we are referring to the 2012-2014 Catalog; a newer one was still in press as this study was being finalized. The website has the most complete and current information.) Outcomes for most programs and courses are also available on the website, though still under the division breakdown which ended in fall 2014. Course descriptions can also be found on MyRCC. (student portal) Thus the goals, content, structure, and requirements of each educational program and its components can be found online and in the Catalog.

In addition to AA and AS programs, RCC currently has a range of certificate programs which provide opportunities for employment and advancement which have proven successful. (89% job placement vs. 83% state-wide) We attempt to make certificate programs the first step in a ladder to a degree. In the last five years we have made a particular effort to create pathways with these "stackable" programs such as Web Technologies.

RCC does not rely on resources beyond its control in any of its programs. We have no overseas, contractual, or correspondence programs. We have no full programs online, though a slowly growing number of courses is available exclusively online or in a hybrid format, designed for online and face-to-face instruction. Faculty in face-to-face classes are increasingly using e-mail and Moodle (our learning management system) as components of course delivery. In spring 2014 37% of courses had a Moodle presence. Distance learning courses are initiated by faculty or by administration depending on perceived demand by students and appropriateness of this method of delivery. Blended (hybrid) courses have been particularly useful for busy students in cases where just one course component, such as a laboratory, requires hands-on interaction, so, for example, Biology, Anatomy and Physiology and Microbiology have been offered this way. Online and hybrid courses have a process of approval at the department, dean, governance, and vice-presidential levels. (details below in Appraisal) Once developed, distance-learning courses are evaluated with the Quality Matters rubrics.

Curricular delivery is improved through faculty professional development. From 2006 to 2014 a Learning Academy brought faculty and professional staff together for two days each spring. A Title III

Strengthening Institutions grant, *Utilizing Technology to Increase Persistence and Graduation Rates of Developmental Education Students*, has been significant on campus in 2010-2015. Faculty also attend conferences and symposia. Evaluation of programs and of faculty strengths and weaknesses, largely from a student perspective as part of the College's student success initiatives, has helped us to target these professional development efforts. The dimensions of faculty professional development are discussed fully in Standard Five, and other enrichments of campus life in Standard Six. Maintaining four office hours (listed on syllabus and posted on office door) and student advising are other requirements of full time faculty which support the curriculum.

The completion of the required courses with an adequate GPA is the sole graduation requirement. However, these courses integrate an array of graduation requirements; some courses or programs require experiences outside of the classroom appropriate to their outcomes, such as the evaluation of portfolios, demonstration of specific skills, projects, practica, performances and/or completion of internships. These requirements are articulated in course descriptions and program sheets. For example, Accounting majors do actual income tax preparation, usually on campus through VITA (Volunteer Income Tax Assistance), which links graduates also to the provision of community service.

Twelve of the degrees and four of the certificates require practical experience via internships or clinical practica, and internship opportunities are possible in five additional programs. (See list and web page.) Affiliations involve institutions such as the Massachusetts Institute of Technology, Boston University, Boston College, and other local institutions of higher learning, government laboratories such as the Food and Drug Administration, industrial labs in biotechnology such as Celldex, and local cable access stations such as Boston Neighborhood Network, as well as acute care medical facilities in the area. In the Criminal Justice program, students may participate in an internship if they choose, and some instructors integrate community outreach projects to their course delivery. (E.g. a math instructor whose students spend a morning at a food pantry.) External learning experiences are aimed at providing industry best practice. Students are evaluated based on set objectives. We apply the policies and procedures for internships adopted state-wide by practitioners, which are listed in their handbook: Experiential Education: Internships & Cooperative Education. Some program handbooks (e.g. Nursing) also include guidelines for these experiences.

Discussion of outcomes, the relevance of courses, and the appropriateness of pre-requisites is ongoing in the departments. Academic planning is also carried on by deans at their meetings with department chairs and with the Chief Academic Officer. This level of planning includes reviewing the Catalog and policies and procedures. Programs are added when clear need is present or student interest is high and deleted when the college cannot afford the program, is unable to offer the course with the support needed, or when student interest wanes. Courses are added or deleted in the context of program revision or to better serve the core curriculum. (For example, "Integrated Science: Energy" was developed to have an engaging, comprehensive, practical lab science course for non-science majors.) Students follow the program sheet in effect when they enroll, or in any subsequent Catalog. (I.e., they may change with the curriculum, or be grandfathered in when that is practical for them.) If required courses are no longer available, a substitution is recommended. The same procedure, a form providing a rationale, is required for substitutions desired by students or necessitated by sunsetting of a course: signatures from the department chair of the course not taken, and from the dean of the student's major are both required.

RCC evaluates its academic programs systematically through institutional program reviews with a focus on understanding what and how students learn as a result of the program of study. Program reviews had been conducted on a schedule of every 5 years, but there were problems with this. (See Appraisal, Areas of Concern.) This self-study process helped us to consider other models, and in spring 2015 a new annual process was instituted. (See Appraisal, Achievements.) The 2010-2015 Strategic Plan focuses on

student learning in Goals 1, 3 and 5 (of 5.); it provided a framework and justification for program reviews.

Prior to spring 2015 the CAO charged programs to conduct program reviews; the appropriate academic dean supported the work; the Dean/Director of Institutional Research provided process expertise and ensured a consistent product from program to program. (The process described here often worked well, but it was not *consistently* implemented. See Areas of Concern as well.) Reviews were conducted by department chairs or program coordinators and/or full-time faculty. Program outcomes and institutional data formed a basis for these reviews. Community advisory boards often had input. Faculty reviewers examined program sheets, course descriptions, sequences, prerequisites, and student outcomes.   They talked to students and faculty and got an overall perspective on the delivery of the program of study. They considered transferability for transfer programs and direct utility for workforce programs. They also looked at similar programs at sister institutions. A draft with input from several faculty was shared with a reviewer from outside of RCC, who wrote a response, as did the dean over the program. The finished reviews were presented to the Chief Academic Officer, who then shared them with the president. The final step in the process was presentation to the Board of Trustees for their input and approval.

The reviewers usually make recommendations which may include changes in course descriptions, prerequisites, sequencing, course and program outcomes, or the general description of the program. A recommendation could be made to "sunset" or put a program on hold. All changes must be brought through the Acuerdo governance process described below. (See below, Integrity in the Award of Academic Credit.)

Undergraduate Degree Programs

The College offers 29 degree programs: 16 associates in arts (AA), 13 associates in science (AS).   There are 14 (soon to be 13) areas in which certificates containing credit-bearing courses are awarded, all of which require at least one year to complete. Twelve degrees and four certificates require practical experience via internships or clinical practica, and several other programs strongly recommend an internship as an elective. The programs offer a diverse cross section of courses that provide students with the skill and knowledge to successfully transition to four year colleges or the workforce. RCC does not offer degrees below college level nor above the associate degree. There are currently no programs offered for credit off campus, through distance learning, correspondence education, or continuing education. RCC does offer a number of distance-learning and hybrid classes in various majors.

Certificate programs mainly focus on students obtaining skills targeted within a particular job area, whereas the associate degree programs offer a much broader palette of courses which encompass a variety of disciplines. At RCC programs designated "Associate of Arts" are usually aligned for transfer to four-year baccalaureate programs, while those described "Associate of Science" are more likely to promote direct entry into the workforce.

In a continuing commitment to respond to evolving community needs, RCC has made a number of changes in our program offerings since the last comprehensive evaluation.   There are 3 new A.A.'s, 5 new A.S.'s, and 5 new certificates.

At the A.A. level, concentrations in Africana Studies, Ecology and Environment, and Laboratory Animal Care were added; General Education has become Liberal Arts to strengthen the transfer focus. A change which affects a lot of students was the shift from pre-Nursing to Health Careers, which has led to more realistic expectations for many students. The Health Careers program appropriately achieves four goals.

First, as pre-Nursing had done, it prepares students to enter our competitive admission health science programs. Second, it brings students who may have too glibly selected nursing as a goal to explore other career possibilities in medical areas. Third, it prepares students for transfer to a four-year school. Fourth, it leads to an independently worthwhile degree.

At the A.S. level, computer science options were expanded and revised to reflect technology changes, and programs in Administrative Information Technology, Biotechnology, Engineering, Information Systems Technology and Radiologic Technology were added.

We now have 14 certificate programs, though the Medical Office Specialist certificate is now in its final semester. In the past ten years 5 have remained the same, ten have been eliminated, 3 have changed title or focus, and there are 5 new certificates. New options which respond to the job market, include Biotechnology/ Biomanufacturing, Broadcast Media Technology, Information Systems Technology, Life Sciences, and Network Administration. Mechanical and Architectural Drafting were combined into a single Auto CAD program. Certificates were eliminated for various reasons: some (e.g. Office Technology) had become irrelevant in a changing world; others had been designed and put in the Catalog without financial planning, thus never staffed and effectively never really existed (e.g. Physical Education); others had consistently low enrollment (e.g. International Management).

Electives are available for the core requirements as well as the major concentration. All AA and AS degrees require a minimum of 60 credits, with the total number listed on each program sheet, available in the Catalog and online. (The actual number varies among degrees—e.g. 8 programs of study require 65 credits or more.) Students pursuing associate degrees typically take between 18 and 21 courses in their program; of those courses, between 0 and 7 will be upper level (i.e. numbered 200 or higher). These 18-21 courses include the core requirements as well as courses in the major concentration. Many courses – for example all social science courses - require students to conduct research and write papers that demonstrate mastery of college-level analytical thinking and writing.

Courses in certificate programs are college-level courses which adhere to the same standards as degree (100+) level courses; many of the courses required for certificates are the same courses used for degrees. All certificate programs require from 11 to 48 credits. The certificate programs vary, but most require 27–30 credits.   Students awarded certificates complete between 3 and 10 courses, with between 0 and 5 of these being upper (200) level.

Upon successful completion of program requirements students qualify for degree or certificate completion and for advanced studies through transfer. There are no other graduation requirements, though some students will take licensure exams to enter their fields. Students in the Associate Degree Nursing program sit for the NCLEX-RN licensure exam; those in the Practical Nursing program take the NCLEX-PN licensure exam; and students completing the Radiologic Technology program take the ARRT exam. Graduates of the Criminal Justice program may have certification requirements, dependent on the profession within the field. Graduates in Early Childhood Education are eligible for certification from the Office of Early Education and Care, a Massachusetts entity.

General Education

The Institutional Proficiencies that RCC considers necessary for successful graduates satisfy the Mass. Transfer General Education Core, making it possible for both career and transfer, AA and AS recipients to continue their education beyond RCC. These proficiencies are included in the textbook for the required freshman College Experience class. (Thriving in the Community College - copy available in document room under Standard Six) Our institutional proficiencies are:

(1) broad knowledge

(2) informed logical and analytical reasoning

(3) communication

(4) technological literacy

(5) aesthetics and ethics

(6) goal setting and achievement.

RCC's general education core requirements for degree programs are reflections of this policy.

The core curriculum is a requirement of each AA and AS program. This includes basic college skills which are the same for all AA and AS majors: a 3-credit College Experience freshman seminar, two levels of English composition, and one college-level mathematics course. The College Experience, ACS 102, is a 3-credit college-level graduation requirement. In addition humanities, social sciences and natural (lab) sciences are required, with one course more in each category for the AA compared to the AS. The remainder of the degree is composed of courses in the student's major concentration, and electives if space permits.   Developmental (pre-college or below 100-level designated) courses do not contribute to the number of credits required for the degree or certificate. Core requirements are enumerated in the Catalog (pp. 98-101 and 122-125) and embedded in each program sheet.

Table: Core requirement for AA and AS students

Core Requirements	Associate in Arts	Associate in Science
College Skills (total 12 credits)	*The College Experience* (3 credits) *English Composition I & II* (6 credits) *College-level Mathematics* (3 credits)	
Humanities	9 credits (3 courses)	6 credits (2 courses)
Social Science	9 credits (3 courses)	6 credits (2 courses)
Natural Science	8 credits (2 lab sciences)	4 credits (1 lab science)

The Major or Concentration

In addition to core requirements, student at RCC take courses on topics in their major areas. Many degrees also require the completion of a microcomputer applications course, and every degree involves appropriate uses of technology within courses. Library workshops are often embedded in courses in various disciplines in order to introduce students to college-level concepts of information literacy specific to their field. The library's academic liaison program supports this. (See Standard Seven.)

Roughly half of our degree programs are tailored to careers and their course requirements and progressions enable students to pursue employment upon receipt of the degree. The menu of programs relates to the economy of the Boston area. Degrees and certificates in business and information technology lead to the large technology, financial services and business communities. Arts and Humanities majors are well positioned to engage with the Boston arts community. Allied health fields as well as Biological Sciences and Biotechnology lead to careers in the strong health sector.

Others prepare students for transfer to a four-year institution, some with articulation agreements ensuring smooth transition. The Liberal Arts program allows students to customize a transfer program when we have no other appropriate major for their purposes. (e.g. with a goal of secondary education or social work) An effort is underway to dissuade students from using the Liberal Arts program to avoid

making a decision. Undecided students should find at least a tentative goal in career services, and pursue it with purpose.

Integrity in the Award of Academic Credit

Prior to enrollment, most incoming students must take placement tests which assess reading, writing, math, and science skills, plus ESOL when appropriate. Students learn about the assessment in the admissions process and online. Scores on these tests determine initial placement in the English, ESOL, math, and science sequences. While the need to spend time in foundational skills building is frustrating for many students, the integrity of 100-level work is protected with this system, while a realistic path to college-level work is in place to support students. Students may be exempt from this testing based on transfer status, SAT scores, and high school subject-area GPA's. Students may also complete the developmental English or math sequences more quickly if their skill acquisition permits. Standard Six explores this in greater detail.

The Enrollment Center applies consistent principles when awarding credit for prior learning; relevant academic areas are consulted in determining criteria, and concerns arising from this are rare. Every graduating student must earn at least 25% of their required credits at RCC. This had been 50%, but was changed in spring 2014 as part of a state-wide effort to encourage graduation and otherwise support transferability. Transfer credits for individual courses are awarded under clearly articulated conditions.

Almost 1/3 of incoming students are transfer students. Students placing in at the college level are more likely to graduate or transfer than all others. (43% within 5 years vs. 23%-39% for other groups.) We accept transfer grades of C or better. A centralized database of course equivalencies, referred to as the Massachusetts Articulated System of Transfer (MAST), is being designed to facilitate the transfer of courses from the various public institutions of higher learning within Massachusetts.   MAST contains all of the courses offered in the public system of higher education.   It will allow students, faculty, and staff to type in any course offered at RCC to see its equivalent across the state system. This will help the registrar with the evaluation of incoming transfer credits and answer questions about transfer.   MAST is scheduled to be available in 2015.

Transfer courses in the student's major are credited as program or core requirements; others are accepted as electives provided they are comparable to RCC courses as determined by the Enrollment Center. Many RCC students come with prior education at places of higher learning outside the United States; we refer this group to the Center for Education Documentation (CED), where for a fee they can have transcripts reviewed and translated. These and other policies for previous credit are available in the Catalog (pp. 77ff) and the Student Handbook. Many students arrive with backgrounds in a particular discipline. Prior learning can be recognized through the College-Level Examination Program (CLEP). The RCC web page for CLEP details which course exemptions are possible and what the credit-granting scores are. RCC does not have a formal policy with regard to the granting of credit for educational experiences outside of the traditional college setting. Military transcripts are evaluated on a case-by-case basis by the dean, faculty and registrar to award the appropriate college credit, if warranted. RCC supports the Valor Act.

The College relies on, but also monitors and develops, the competence of faculty to ensure academic integrity in the awarding of grades. Every class syllabus is approved by the division dean, often with input from the department chair. The process for evaluation of student learning and criteria for grading are articulated in syllabi for the benefit of both students and administrative oversight; these include exams, papers, assignments, projects, participation, products, and other class work. A random yet representative sample of syllabi has been assembled for this study; it is available for examination and has formed the basis of several observations here.

Due to academic freedom requirements of the collective bargaining agreement with the faculty, it is not possible for RCC to implement institutional, divisional, or departmental standardized evaluation policy, such as a standardized final exam for a specific course. However, underlying course descriptions are detailed outcomes with performative criteria and recommended activities and assessment tools; all of this helps to regularize expectations across sections. Not only do faculty consult these, but they developed them, so the conversations involved have strengthened a common community of expectations. In some cases, such as math courses with MyMathLab, standardized testing has become a *de facto* reality.

Grading policies are in the Catalog and online; faculty have wide discretion in determining details of grading criteria, though a general standard applies across the board. RCC assigns a letter grade for all credit courses. Each letter grade from "A" to "F" carries a numeric value which is used to calculate Grade Point Average (GPA). The College respects the right of individual departments, programs, and individual faculty to use other scales as their curricula require, and supports the use of individual scales when articulated in syllabi. However, if not stated otherwise, College grades represent generally accepted percentages in student achievement. Faculty members indicate whether a registered student has attended their class shortly following the Add/Drop period. They also record midterm and semester grades. The grades are recorded on student transcripts by the Enrollment Center; this information is available live to faculty and students on MyRCC (student portal) and to full-time faculty and advisors with Advising Tools.

The College has clearly articulated academic policies which are applied by the faculty and academic administrators. These include an Academic Standing Policy, with several steps from Good Academic Standing to Dismissal, and a process for appeals. The appeals process is the only policy for re-admission to the College; it is in the Catalog in print and online. Standard Six addresses this topic in greater detail. Re-admission to selective admissions health sciences programs is governed by a separate policy.

Honesty, integrity, and accountability are among the core values at RCC. These are discussed in the College Experience freshman seminar, where a rubric has been developed relating accountability to specific assignments. The Writing Center has several pro-active interventions to support faculty as they develop appropriate student behavior. A policy on Academic Honesty, encompassing plagiarism and cheating, is listed in the Catalog and in the Student Handbook. Disciplinary ramifications are outlined as well; the disposition of complaints for academic dishonesty or other violations of the Student Code of Conduct follows this process. Faculty members are encouraged to include these policies in syllabi. Most infractions are dealt with by faculty, some with support from department chairs or deans; those which lead to formal complaints are adjudicated by the Dean of Student Life's Judicial Board; all of this is described fully in Standard Six.

We establish that the student who registers (and receives credit) for an online course is the same person who participates in and completes the course at the point of application, where language regarding "misrepresentation" is unequivocal. In addition students can participate only with a college-issued PIN. Our procedure is consistent with that at sister institutions and no issues have been raised concerning misrepresentation.

The federal definition of a credit hour is consistent with the institutional culture of RCC as expressed in our policy, which will be listed in the upcoming Catalog. We have chosen to write a policy which is student-friendly. Faculty are encouraged to include it, or other statements to the same effect, in syllabi.

STANDARD FOR COLLEGE CREDIT

> Each credit granted at Roxbury Community College requires a minimum of 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, or the equivalent amount of work over a different amount of time. Credit is granted based on this definition of engagement with the learning process and on evidence of student achievement with intended learning outcomes. Other academic activities leading to the award of credit, including but not limited to, laboratory work, internships, practica, and studio work require the same standards for both engagement and achievement

Course outcomes underlie the Catalog course descriptions and form the basis of ongoing faculty discussion on the content and delivery of courses. Outcomes for all courses (except the two nursing and Radiologic Technology programs) are available on the website under the rubrics of the 2013-2014 divisions. (LAPS, STEM course and STEM program) Many are available on the internal FX portal as well. Program outcomes of individual programs describe the knowledge and academic or practical skills necessary for the completion of the programs and courses concerned. Course and program outcomes are reviewed by the faculty and deans concerned and periodically updated. Program outcomes for 79% of our programs are accessible on the website.

Academic oversight is carried out at various levels of the institution. Departments plan their work for each academic year, which may include revisions of curricula, outcomes, or rubrics for various courses and norming sessions for application of assessment criteria. It may include the development of new courses, or decisions to update or eliminate a course. Departments address program-level issues in the same way. Departments may independently implement decisions regarding *delivery* of the curriculum (e.g. refine rubrics, norming sessions), but they may not unilaterally make changes to the *definition* of the curriculum.

Changes to courses and programs are taken through a governance (Acuerdo) approval process, which contributes to an effective system of academic oversight, administration, and communication.   Changes in course numbers or descriptions, prerequisites, and changes in the program itself all go through this process and receive Acuerdo and presidential approval before being implemented. As a practical matter informal discussion precedes the formal process; many issues are resolved in this way. For a new program, it is essential to begin with discussions with the dean and CAO, and possibly at the Acuerdo Board. Viability, need, resources required, and consistency with the mission and directions of the College are all considered. In most cases new courses and programs will also be discussed for informational purposes and broader input when the entire division meets, or even at the Faculty Assembly.

Academic changes arise from program reviews (see below) and are often suggested at other times by faculty and academic administrators. Departments submit proposals to a dean after each department member has signed as approving or not. The dean reviews and signs off as approving or not, with reasons given. The initiators bring the proposal to the Curriculum Committee, whose duties include the review and evaluation of academic content for which credit is awarded. The Committee may approve a proposal, reject it, or send it back to the department for revision. When a change is approved by the Committee it is then brought to the Acuerdo Board, where again it may be approved, rejected, or sent back for revision. Upon approval, the Acuerdo Board will recommend the change to the president or her designee; only the Acuerdo Board may make this request. Changes to the *core* curriculum also require a vote of the Faculty Assembly for approval. Upon presidential approval a new course may then be placed in the Catalog or other changes implemented; it may take a semester or two to actually offer a new course, given the scope of long-range planning in producing class schedules. There is one extra

step for new programs: they are presented to the Board of Trustees, who must request approval for new programs from the Board of Higher Education. Concentrations in programs are effective ways to update without creating new programs.

Academic oversight is administered through a number of other channels as well. Division meetings are held monthly with emphasis on professional development and student retention. Deans might visit department meetings if the agenda requires it, and deans meet monthly with department chairs and program coordinators. Evaluation of faculty is a significant element; it is described in Standard Five. (a caveat: Student evaluations for courses with low enrollments - and we have many - may not be statistically significant. This is not a problem to solve, but an area to be nimble with in data interpretation. Alternatively, in some instances student evaluations may be correlated with student grades for useful interpretation.)

Every fall, courses taught by full-time faculty are evaluated by students; those taught by adjunct faculty are evaluated year-round. Student evaluations of faculty and courses, based on a Likert scale, present an opportunity for both qualitative and quantitative feedback. Students may include detailed comments on their experiences. Students conduct these evaluations with an assurance of anonymity; aggregated results and unattributed individual comments are available to faculty some time after grades have been posted.

Assessment of Student Learning

Within each program at RCC, instructional methods and procedures vary and are dependent on the discretion of the instructor. This being said, there is an expectation that each program maintains the standards of the institution and that the RCC mission statement and core values are being honored. To ensure this the institution has multiple approaches.

Program-level evidence of student learning is most clearly articulated in program reviews. In addition, some programs have measures to standardize the evaluation of student learning. For example, all STEM classes with integrated lab components now have standard lab schedules in an attempt to ensure that all students are exposed to the same curricula and tested in the same laboratory techniques within a given course. In another example, all biotechnology students are required to pass a departmental readiness test prior to placement in an internship for credit. ESOL and ENG 090 students take an exit test which determines the next course the student should take in the English sequence; these are graded by both English and ESOL faculty and have led to high rates of success in English department courses for former ESOL students.

Per the MCCC contract, course syllabi are presented to students at the start of each semester. The dean in each division is responsible for syllabi collection, review, and approval for every section of every course; department chairs and program coordinators often assist with this. Collections of sample syllabi in each division serve an informal mentoring function for new faculty and for others approaching a course for the first time. Syllabus review is an occasion to discuss inconsistencies or shortcomings where they arise, and to encourage exemplary faculty to provide guidance to colleagues. Instructional objectives, course topics and assignments, grading criteria, examination schedules, and teaching procedures, among other details, must be clearly stated on the syllabi. The aforementioned representative sample of syllabi from across the College's programs informs our analysis throughout this standard. Objectives identified in syllabi prepare students to fulfill course requirements. Pedagogical approaches articulated in syllabi may include lectures, demonstrations, laboratory exercises, or small group presentations, to name a few.

The self-study experience has helped us to understand that too many of our assessment initiatives are local, informal, and idiosyncratic. We have many reasons to believe that our standards are sound, but

we are not well positioned to prove this comprehensively. New efforts to document student learning systematically are described below in Appraisal.

APPRAISAL

Achievements

Despite our small size and some challenges to achieve critical mass, the College's courses are offered frequently enough to ensure that, with planning, a student is able to complete program requirements in two years. In a few programs where several required courses are offered only in alternating semesters, the department lays out a plan to make planning possible. In the Information Systems Technology and Business Administration programs specialized courses are offered during the day one semester and the evening the following. Most RCC students require more than two years for program completion, and courses are offered with enough frequency to allow the part time student the opportunity to continue towards their goal of graduation.   Developmental courses are offered through the year, so a student may begin their progress at any point.

Placement mechanisms and cut-offs have not been revisited in many years. In fall 2014 the Assessment Office, in conversation with relevant departments, began a process of discussing the instruments and standards for placement. This will certainly dovetail with ongoing discussions about pre- and co-requisites, and will hopefully contribute to stricter adherence to both placement and prerequisite policies.

The small size of our student body keeps the number of students in each class low. RCC does not have large lecture halls; capacity is kept between 22 and 32 for most courses, with science labs capped at 18. This holds true even for general education requirements**.**   This intimate learning environment facilitates faculty understanding of individual student strengths and weaknesses and grants students greater accessibility to faculty.   We do not rely on graduate teaching assistants or employ different instructors for lectures and laboratories; this keeps the quality of course delivery consistently high and enhances the faculty-student relationship.   Our small class size has also allowed us to create learning communities.   These learning communities are a demonstrated method of student success. One, combining an upper-level ESOL writing class with The College Experience, has placed more than 50% of its students directly into English Composition 101, and of those students going into ENG 101 approximately 90% have received a grade of C or better; former ESOL students are the most successful demographic in ENG 101.

The cultural diversity of the student population at RCC, which also includes many immigrant students, broadens classroom analysis and interpretation of issues in the arts, sciences and social sciences. This is true of RCC to a greater degree than in many comparable academic institutions.   As a result, a great variety of perspectives adds depth to students' knowledge and significantly enhances their critical thinking skills.

RCC offers further enrichment in ways that are both directly and indirectly connected to the curriculum. For students ready to embrace more advanced learning, the Honors Program encourages students to reach above the required level of their coursework and carry out research or engage in other projects. In fall 2014 3 students took the Honors Colloquium and 7 completed honors components in other courses. Service learning in internships, practica and course-level projects encourages students to reach beyond the classroom. The MIT/SPURS (Special Program for Urban and Regional Studies) program has partnered with RCC to provide speakers, mentors, internships, and other learning experiences for RCC

students. For students who need extra assistance with science, Facilitated Study Groups dedicated to chemistry, biology and microbiology are offered through our participation in the Bridges to the Baccalaureate experiential learning program in science. This is especially valuable for academically underprepared students.

Increased instructional technology use at RCC is evident in both training and implementation of the Moodle learning management system. Academic course sections with a Moodle presence grew from 102 sections in fall 2012 to 159 in spring 2014 (50% increase). The number of faculty using Moodle as part of course delivery grew from 50 to 79 (53% increase) over the same period, representing 40% of total spring 2014 faculty. The Coordinator of Instructional Technology has created two Moodle instructional sites for staff and faculty: Standards for Online Course Development and Moodle and Online Education at RCC; the second has two studies which provide a deeper look at the ways in which faculty are engaging with Moodle. A student perspective on Moodle is also available through student-created web videos.

After losing momentum with the prior program review process, a new process was instituted in spring 2015. This process is laid out to be simpler and can be done within a semester, unlike the earlier multi-semester approach. It is intended to involve a greater number of people, each doing a bit of the work, rather than having one person do a lot. It will be implemented annually, rather than on a 5-year cycle, and will inform the budgeting process as a result. Where possible the incorporation of external perspectives might involve advisory boards in the process rather than waiting until the end to bring in a reviewer. The spring 2015 development of these reviews is also a first step in our strategic planning process.

At an institutional level, much academic planning has been done by the cabinet. Most significantly, President Roberson has reconfigured the alignment of departments to divisions and restructured the jobs of academic deans; the overall vision was hers, while faculty were invited to shape the details. Some academic planning has been done in conjunction with outside resources. ROXMAPP is a recent example: the impetus for this early-college high school initiative came not from the College, but was brought to us by the governor and the mayor.

Undergraduate Degree Programs

RCC has maintained a high academic standard in all of our programs and courses. Two specific examples of programs which consistently attain high standards are Nursing and Radiologic Technology. Graduates in these programs must pass an external examination in order to be licensed.   For the past three academic years (2011-2013) at least 85% of RCC Nursing graduates have passed the NCLEX exam, while at least 90% of graduates of the Radiologic Technology program have passed the ARRT exam from 2010-2014. State employment data for graduates in all our programs prove that our outcomes are adequate to above average.

General Education

The general education requirement of RCC's AA and AS programs is designed to provide a complete and balanced education for every student. Program outcomes for 79% of programs and course outcomes for many courses are published on the website. They successfully describe the knowledge, academic skills, and the methods of inquiry necessary for the completion of the programs and courses concerned. Certificate, associate of science, and associate of arts programs are listed in three distinct sections on the website and in the Catalog. All of them have consistently formatted program sheets which describe the purposes of the major, requirements for graduation, and in some cases information on career expectations for that degree. All but three of the program sheets are available on line.

The Major or Concentration

Faculty members, program coordinators and department chairs pay close attention to the sequencing of courses and the development of skills on increasingly higher levels. Some AA programs have as a primary purpose the establishment of transfer credits. As such, the recognition of RCC credits by other schools speaks to the success of these programs. When we discover problems with transferability, we implement curricular changes to address them, as we did with MAT 204, Calculus Sequences and Series, which solved a problem with UMass Lowell.

Integrity in the Award of Academic Credit

Many RCC students have expressed a desire to pursue education beyond community college, and the objective of the institution, be it for AA or AS programs, is to prepare them for such present or future goals as well as to help them reach the specific goals of their programs. This is clear in the core curriculum and its relationship to the institutional proficiencies. Our core courses are generally accepted for transfer without difficulty. Participation in a Department of Higher Education initiative to promote transferability will, when fully implemented, make the process of transfer among state institutions even simpler. RCC does have low graduation and retention rates, especially when examined with short time frames, but when we consider the levels of academic preparation, prior learning experiences, and obstacles to college attendance which our students carry with them, we see that the institution is academically successful in many areas. In the three academic years 2011-2014 1800 students were re-admitted to the college to continue their studies. About a quarter of our students graduate or transfer in a five-year time frame; in selected programs, such as health sciences, this rate is much higher. Some follow-up is done to see how students are performing at the transfer institution (and in the workplace) after leaving RCC. Many students have entered top programs such as the UMass-Lowell Physical Therapy program or the Massachusetts College of Pharmacy and Health Sciences' Nursing program after earning their associate degrees at RCC.

The Acuerdo approval process for curricula and policies has provided continuity under the new administration, which has interacted with, respected, and supported it. Deans continue to take responsibility for planning course schedules and submitting draft budgets with faculty input; they also propose policies.

Assessment of Student Learning

Faculty use a variety of quantitative and qualitative methods to understand the experiences and learning outcomes of our students; assessment is a key component of course delivery. The mission and character of RCC are reflected in our expectations for student learning, which are most evident in syllabi.

A good indirect measurement of the academic standard is the job placement rate. Across the institution student employment upon completion of a degree is 1% below the state average, and for certificates it is 6% above. (See again DHE data.) Several programs (Accounting, Business Management, Computer Information Systems, Office Administration, Health Careers, Nursing and Practical Nursing, Radiologic Technology) have achieved a job placement rate of greater than 80% in recent years. Eighty-five percent of students who graduate in these programs are employed one year after graduation.

Much of this success is due to the attention paid at the individual faculty and department level to ensuring that methods of understanding student learning are trustworthy and provide information useful in the continuing improvement of course and program delivery and services for students.

One desired program outcome is an in-depth understanding of an area of knowledge or practice, its principal information resources, and its interrelatedness with other areas. We believe that faculty have a tangible grasp of this; most of the course and program refinements they suggest are grounded in these ideas. We chose to look carefully at two programs to assess this: Social Science and Early Childhood Education. In both cases we collected student products from fall 2014 so we can relate the assignments given to concrete examples of student achievement. (all available on paper in document room)

In an analysis of 10 syllabi across the range of Social Science disciplines (History, Government, Psychology, Sociology and Economics), it is clear that these courses indicate in-depth comprehension of the field and relevant resources, both in textbooks and in the primary sources assigned to students. Each course, in its own way, emphasizes the relationship of the discipline to the experiences of our students and the society in which they live. The conventional elements of the disciplines are applied in analysis to issues such as race, gender, ethnicity, social stratification, inequality and political participation. Of the 10 courses analyzed, all had either a comprehensive final examination (7 courses) and/or a final research project (5 courses) in order to show that students had achieved the specified outcomes for the course. Final projects included: in World History, a "research paper based on selected historical episodes, issues and data"; in Political Science, a 5-8 page paper wherein a student "examines political and economic systems in a country of her choice"; in Urban Studies, "a 5-8 page paper plus oral presentation on a specific selected urban issue that impacts his life", and in Sociology, a paper and oral presentation "explor[ing] your own thoughts about the meaning and significance the information from this class has for you and your own life experiences, [showing] understanding of how the historical events and social processes described in the book have had an impact on your own life."

The Early Childhood Education program is designed to give students a strong foundation in theory and application. Each course is focused on a theoretical or practical area. ECE 101, Child Growth and Development, and ECE 102, Observing and Recording, lay the foundation for all other ECE courses. Students do research and presentations consistently to prepare them for their role as educators. All courses have exams, projects, papers, or demonstrations to show mastery of the course outcomes. Students in Internship and Curriculum courses are observed three times during the semester in early learning settings and demonstrate their ability to manage the class and present a lesson. Administration and Supervision students create a comprehensive plan for opening an early learning center. Students consistently create posters, mock letters to parents, and role play scenarios. Videos and case studies are utilized in many classes. Students complete two supervised 150 hour practicums, with infant/toddlers and preschoolers, in their last two semesters. This gives students experience with both age groups, making them more marketable.

While maintaining a high academic standard might be an administrative prerogative, faculty don't need to be motivated to maintain standards. It is inherently meaningful to them to ensure a high level of expectation for our students. All academic programs require a broad base of knowledge, grounded in the core curriculum and institutional proficiencies. Initiatives (albeit ad hoc in nature) to develop literacy, technological and information literacy, and numeracy across the curriculum have usually been well received. Degree and certificate requirements are applied consistently in graduation audits, and the degrees awarded accurately reflect student attainments. In the few cases where we have offered courses for credit off campus, the same standard of oversight and quality assurance applied. All of the allied health degrees are certified by a professional body. The biotechnology program was granted a gold endorsement by the Massachusetts Life Sciences Education Consortium in 2010 and reapproved with a platinum endorsement in fall 2014. The criminal justice program has been certified by the Board of Higher Education.

Areas of Concern

Developmental courses set the foundation for success in the 100-level curriculum for the majority of our students, while they also contribute to student frustration and attrition. The ongoing reevaluation of placement mechanisms and cut scores, plus initiatives to use high school results for placement, are intended to move students more quickly into 100-level work; we must remain vigilant to maintain the integrity of 100-level outcomes as we balance these conflicting needs. Rigorous adherence to prerequisites is a concern of some faculty. Pre-assessment workshops would help us to *appropriately* place more students initially at higher levels.

RCC has made continual progress with the development of course and, as a second phase, program outcomes, but this work is not complete. A few programs have still not developed outcomes, and not all that we have are on the website. As we write this the website is being updated to reflect the current organization with two major academic divisions; existing outcomes will be listed there. We must turn our focus to developing outcomes for the few courses and programs that are missing.

There is no pro-active mechanism in place to inform students when changes have been made to their major. Students are sometimes unaware of program requirement changes until they have a degree audit for graduation. While students are offered the opportunity to continue using the program sheet in effect when they started, there are sometimes overriding changes which must be applied across the board to all students within a program due to requirements of external reaccreditation, as in allied health.

There is still work to do with our goal of enriching instruction through technology. Despite the overall increased use of the Moodle learning management system and technology in the newly equipped classrooms and rich use by a small number of faculty, surveys from the 2013 Professional Development Days indicate that technology is not consistently being used for instructional strategies other than to enhance content delivery for courses without an embedded online component (such as MyMathLab). The review of sample syllabi also does not confirm the widespread, purposeful use of instructional technology to achieve course outcomes, though we know that many faculty use technology without mentioning it in their syllabus. During the Spring 2014 semester, 37% of courses offered (159 of 431) had a Moodle presence, with 57% of those courses having 500 hits or greater (91 of 159); 10 of the 91 courses were fully on-line, 5 were blended, and 76 were web-companion. There is currently no explicit mechanism to assess student technological literacy, or its status across the curriculum.   With only 40% of faculty (79 of 196) utilizing Moodle during the Spring 2014 semester, it is apparent that use of this technology is not being maximized.   Furthermore, smart classrooms are often assigned to faculty who do not use them, while faculty who want them are placed elsewhere.

Students receive instruction and practice in written and oral English and utilizing and evaluating information resources in all courses in the ENG sequence, as well as in many others. We rely on faculty to ensure that students demonstrate levels of knowledge and competencies appropriate to the attainment of an associate degree with objectives stated for each course, but a more systematic effort is needed. A few programs such as Nursing have external evaluation mechanisms, but most programs do not, so we need to do this work ourselves. This challenge is explored more fully in Standard Seven for information and technological literacies. The work lies ahead for each program to map its course and program outcomes to institutional proficiencies; a first step of this work was undertaken in fall 2014, when all faculty related their own course outcomes to institutional proficiencies.

Transfer credit is not universally accepted at all four-year institutions, and there are inconsistencies with application of the credit, sometimes towards program requirements, at others only as electives. Furthermore 200-level RCC courses are sometimes not accepted at four-year schools, where students

are forced to repeat them, even if our course is exactly the same as the offering at the transfer institution. (e.g. Cost Accounting at UMass Boston) The state-wide MAST initiative may address these issues. In some cases we see no solution on our end, but in other cases we do, and we take action; a College Math course taken by many as part of the core was not always being accepted, so it was replaced by a newly designed Quantitative Reasoning course which meets transfer requirements.

Prerequisites are listed for courses in the catalog, the schedule of classes created each semester, and on Advising Tools (enrollment software). However, these can be ignored or circumvented due to glitches in the registration software or well-meaning advisors. This can have severe consequences for a student's progress.

The process of academic program review prior to spring 2015 was sound, but not systematically implemented or nurtured. Program reviews were designed to follow a 5-year schedule, but this was not always followed. In 2010-2014 we should have completed 26, but we only completed 13, most of those in 2010-2012. One reason for the dismal production of program reviews was in the scheduling. In some departments there were more reviews scheduled in the cycle than full-time faculty to write them, and some departments had to write two in a given year. (e.g. Science) For some faculty extensive program reviews had become part of regular workload, not a periodic project. Responsibility for producing reviews was assigned without a standard approach, usually depending on faculty. Consistency among departments in the delegation of responsibilities is needed. Furthermore, there is no dedicated budget to support reviews. The College needs a consistent plan with a budget for program reviews; faculty and deans should begin this work with that infrastructure in place. This lack of planned funding has complicated the decision to undertake reviews. At minimum, these long reviews require resources for a course release for a full-time faculty member and/or compensation for an adjunct faculty member, a stipend for an outside reviewer, and hospitality expenses if the reviewer visits campus. We should have a standard time frame for production of program reviews, with all the steps and parties responsible, and a consistent method of securing external reviewers. A common template for the written program review should be created.   A pro-active program of training and/or peer mentorship for faculty and administrators directly involved would help. A new, different program review process begins in spring 2015; we believe many of these issues will be addressed in this way. Evaluation of the first cycles of this process will be essential.

Despite multiple avenues for communication, there exists at times a disconnect in internal communications at the institution. Information does not always flow both up or down the chain, all the way to students, to ensure informed decision making that leads to changes that are embraced, or even understood, by a majority.

Likewise, academic initiatives from outside of the college should at least be presented to the faculty for their input. For example, in an extensive program such as ROXMAPP, it seems that more faculty should be aware of its relationship with the institution. While the rolled-out program was explained during the fall 2013 All College Meeting, some faculty were pressured to participate with no prior notification or opportunity to prepare.

The college's reliance on adjunct faculty who are rarely able to attend department meetings makes communication and consequently achieving unity a difficult task. Contractually, adjunct faculty cannot be required to attend department meetings; the result is adjuncts who do not fully understand the rationale of policy decisions made by full-time faculty and full-time faculty frustrated with adjuncts' not following policy.

Resources for academic planning and delivery of the academic program are allocated by the cabinet at the end of a budget process in which budget requests, with justifications, are submitted by departments to division deans, by deans to the CAO, and by the CAO to the cabinet. Faculty feel that the decisions

are made in a vacuum.   Faculty and deans, who have subject matter expertise, would like a feedback loop, one last opportunity to "make a pitch" or reprioritize after receiving a disappointing budget, or otherwise have the CAO come back to them *once* with a question which demonstrates that a nuanced understanding of the needs informs these decisions. It is possible that the annual input from a new program review process will help.

Undergraduate Degree Programs

Our degree programs all provide in-depth study of a *disciplinary* area. While we realize this is sufficient and appropriate for most majors, we have wanted to develop *interdisciplinary* subjects as well. We have difficulty finding critical mass among subjects in the Venn diagram of our small, working student body. The Honors Program usually approaches interdisciplinary topics, and the small but significant learning community program pairs English and College Experience classes, which provides a strong foundation for new students. But the latter are both college skill areas, not the content areas where we wish to exploit connections. Several attempts to connect science or math with College Experience, or science with math, failed to enroll enough students. We continue to look for ways to provide interdisciplinary content curricula to a broad range of students.

General Education

We have only begun the work of mapping course and program outcomes to the institutional proficiencies. While many of these connections are understood by faculty, they need to be documented in explicit and concrete ways, and more discussion among areas needs to take place.

The Major or Concentration

There is no capstone course or final degree exam for any major; we should ask ourselves if this is necessary or advisable for associate degrees or certificates, or for particular majors. We need more time for the work of regularizing outcomes assessment by discussing and sharing the types of assignments appropriate to every course and their relationship to the major.

Integrity in the Award of Academic Credit

As we looked for evidence of course expectations, twenty six random syllabi from the collection were examined on inclusion of four parameters: (1) course outcomes or objectives; (2) teaching procedures; (3) the basis for grading and (4) amount of work expected outside of class. We found that 92% included explicit (1) outcomes and/or objectives. The remaining 8% included the course description, which listed topics that would be covered.   Eighteen of the twenty-six (69%) contained clear descriptions of (2) methods of teaching instruction, items such as lectures, field trips, group discussions, and projects. Of the eight which did not include methods of teaching instruction, three were independent study or distance learning courses, which do not always follow face-to-face norms for teaching methods. The remaining five courses all had a significant laboratory or participatory component and perhaps the assumption was that enrolled students understood that the methods would encompass much hands-on activity. This is a fair random sample; it is also small, and we are aware that not every worthwhile learning experience is evident in syllabi. We are led to wonder how we can help the other 31% of faculty to state expectations more explicitly.

With regard to parameter (3), the basis of grading, all 26 syllabi included this component. Nineteen syllabi (73%) gave clear explanations of how students would be evaluated, while seven left some ambiguity, mainly surrounding the actual numbers of quizzes, tests or assignments that would constitute the stated percentage given on the syllabus. Finally, while all syllabi included mention of

parameter (4), outside work, usually in the form of homework assignments, reading, lab reports or out-of-class projects, and assignments clearly imply appropriate expectations, none of the syllabi we examined explicitly indicate the out-of-class *time* expected to meet the requirements of a credit hour. Two syllabi (HLT 174 and PNC 103) did include the hours spent in clinical or practicum, but one could argue that these hours are actually part of the course and students are aware of these expectations due to the nature of the course itself. Faculty understand the definition of the credit hour, but they take it for granted. Especially with so many first generation students, more faculty should be articulating this in syllabi and in initial conversations with students.

Since 2009 the College has appropriately established standards for online courses with the Quality Matters rubrics. Faculty teaching in this mode must also earn an internal RCC Moodle Proficiency certification. Student evaluation of online courses is conducted in keeping with the Distance Education Agreement negotiated between the faculty union (MCCC) and the Board of Higher Education; a form DE-3 is used for online administration. (See this and related [forms](#).) Faculty status (full- or part-time, tenured or not) determines the frequency of evaluation, consistent with parameters for face-to-face sections. Unfortunately, there is no institutional knowledge base since evaluations for distance learning are not maintained on file.

Assessment of Student Learning

As a result of this self-study a broad range of people began to understand the need for more formal and comprehensive assessment of learning outcomes, to some extent in spring 2014 (when all academic deans were in their final semesters), and with absolute clarity in fall 2014. With the new academic deans in place for only two months at that point, in November 2014 we began to organize this work; recognizing the importance of developmental education, we have included it in the initiative. A first step was to invite all faculty to define which institutional proficiencies their courses contribute to, and how. Academic leadership invited faculty input to design a new program review process, which is being initiated as this study goes to press. We expect to have most reviews in the new format completed by the April team visit.

Although there are compelling reasons to believe that students completing a program demonstrate an in-depth understanding of an area of knowledge or practice, its principal information resources, and its interrelatedness with other areas, we have not been systematic enough or done this on a global scale, except in periodic program reviews. In the last five years we have made a particular effort to develop more sequential offerings and more clearly define program-level outcomes. The 200-level courses and practice of internships begin to address this issue of wholistic outcomes. We have relied on syllabi to document student achievement; it is a useful tool, but also a limited lens. A systematic approach involving student products is also being considered.

We took an especially close look at the application of information and technology literacy by students, which can be broadly inferred from surveys, statistical reports, and syllabi. (See also related discussion in the Description for Standard Seven.) Some core requirements address these literacies unequivocally as outcomes. It is generally believed that students learn what they need to function in the worlds of work and academe; employment data confirm this. But the path for attainment of levels of proficiency in a stepped manner is not systematically articulated within courses across the curriculum. Instructional practice to increase levels of proficiency is not well distributed among departments and courses. Although some program outcomes explicitly mention application of information and technology literacy skills, it is unclear *how* this is being achieved. Information and technological literacy are taught and eventually required in the curriculum and supported by the Library, ITS, faculty, and academic support areas, but there is no comprehensive vision for these literacies. A plan is needed which brings these

parties together, delineates their respective roles, and ensures that they are working in complementary ways. The Standard Four and Seven writing teams' analyses each identified the same need; Standard Seven has developed a projection to address this. We are doing much good work, but not in a well-organized way. A college-wide effort to assess student skills via normed instruments and surveys, aligned with educational national standards for these skills, would serve us well. It would be a challenge to increase attendance for in-house faculty development on the topic. Other initiatives, such as a Moodle site dedicated to the collection of digital teaching resources and activities tagged for specific courses can be designed, akin to the Course Toolkits of Bristol Community College. These would support integration of strategies that promote information and technology literacy in lesson planning.

Although we do not have a system of curriculum mapping to ensure increased levels of proficiency as students progress through course levels, the system of prerequisites addresses much of this in individual cases for content area skills and knowledge. Focusing again on information literacy, a random assessment of program outcomes for 6 programs (17 200-level courses) showed us that 47% of courses at the 200 level do require a demonstration of information literacy; 53% of syllabi did not provide evidence of assessment related to this competency. Again, the syllabi are a limited lens, and a next step in assessment might be to include examination of student products. **(**See a detailed analysis of information and technology literacies in the curriculum.)

We know that program reviews can lead to improvement. As we focus more on assessment of learning outcomes, we must ensure that this not only helps us to understand where we are more or less successful, but that we have mechanisms in place so this knowledge will lead to improvements. Faculty are engaged with outcomes assessment every day as part of their teaching praxis, but coordination and leadership are needed to make this a systematic effort. The new program review process includes individual program plans for assessment of learning; that is a good beginning.

On the whole, the college's attempts to understand what and how students are learning have been sincere, but unsystematic and local. Too much weight is given to grades and GPA and not enough to other assessments which could demonstrate student achievement. The College has not emphasized or supported assessment sufficiently; some portion of our professional development energy should have been more sharply targeted at developing assessment capacity. Consistency across the institution remains a concern.

Institutional Effectiveness

Measures for assessing the quality, integrity, and effectiveness of RCC's academic programs have been in place continuously; some have recently been reinvigorated and re-envisioned. Faculty determine learning outcomes, engage in professional development, do program reviews, and determine course, program, and institutional expectations. Programs such as Achieving the Dream have helped develop broad capacity to engage productively with data in decision making, and research has led to such initiatives as the move towards student-centered learning and increasing technological capacity for both faculty and students.

This self-study has helped us to see shortcomings in the application of knowledge for change. We have long known that our assessment activities lead to refinement, but have not ensured that they take place with equal rigor across the institution, or targeted professional development sufficiently to assessment activities. Measures such as the recent course-to-institutional-proficiency mapping are steps to more systematic engagement with the assessment of student learning.

A new program review process is designed to facilitate annual program input into planning and budgeting processes, in response to student and institutional needs and in support of institutional effectiveness.

PROJECTIONS

Actions	Responsible Persons
Ongoing - Continue to assess and certify faculty technology competency; develop increasingly challenging standards as online learning grows. (This general projection dovetails with a more targeted partner in Standard Seven.)	CIO, Coordinator of Academic Technology
Ongoing - Develop systematic format for assessment of student learning outcomes; ensure that data from individual program assessment plans can be aggregated in some dimensions.	CAO, Academic Deans, Department Chairs
By Fall 2015 - Establish student learning outcomes for the few remaining programs and courses.	CAO, Academic Deans, Department Chairs
Fall 2015 - Study adherence to prerequisites: what is the scope and effect of exceptions?	CAO, Academic Coordinator (Advising), Academic Deans, Department Chairs, Advisors
Spring 2016 - Establish learning outcomes assessment for students in final semesters of their programs with a focus on written and oral English communication, information literacy, critical thinking and connections from classroom to the world. (See also Standard Seven projection, which will support this goal.)	CAO, Academic Deans, Department Chairs
By 2017 - Develop Math, Science, and English workshops for incoming students to increase placement into college-level courses.	CAO, Dean of Admissions

Standard Five: Faculty

DATA FIRST FORM

<table>
<tr><th colspan="13">Standard 5: Faculty</th></tr>
<tr><th colspan="13">(Rank, Gender, and Salary, Fall Term)</th></tr>
<tr><td></td><td></td><td></td><td colspan="2">3 Years Prior (FY 2012)</td><td colspan="2">2 Years Prior (FY 2013)</td><td colspan="2">1 Year Prior (FY 2014)</td><td colspan="2">Current Year* (FY 2015)</td><td colspan="2">Next Year Forward (goal) (FY 2016)</td></tr>
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<tr><td>Professor</td><td>Male</td><td></td><td>10</td><td></td><td>15</td><td></td><td>15</td><td></td><td>15</td><td></td><td>15</td><td></td></tr>
<tr><td></td><td>Female</td><td></td><td>11</td><td></td><td>15</td><td></td><td>10</td><td></td><td>9</td><td></td><td>9</td><td></td></tr>
<tr><td>Associate</td><td>Male</td><td></td><td>6</td><td></td><td>2</td><td></td><td>3</td><td></td><td>3</td><td></td><td>3</td><td></td></tr>
<tr><td></td><td>Female</td><td></td><td>8</td><td></td><td>11</td><td></td><td>6</td><td></td><td>6</td><td></td><td>6</td><td></td></tr>
<tr><td>Assistant</td><td>Male</td><td></td><td>2</td><td></td><td>1</td><td></td><td>2</td><td></td><td>2</td><td></td><td>2</td><td></td></tr>
<tr><td></td><td>Female</td><td></td><td>12</td><td></td><td>7</td><td></td><td>13</td><td></td><td>14</td><td></td><td>14</td><td></td></tr>
<tr><td>Instructor</td><td>Male</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td>Female</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Other</td><td>Male</td><td></td><td></td><td>40</td><td></td><td>35</td><td></td><td>29</td><td></td><td>31</td><td></td><td>31</td></tr>
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<tr><td>Total</td><td>Male</td><td></td><td>18</td><td>40</td><td>18</td><td>35</td><td>20</td><td>29</td><td>20</td><td>31</td><td>20</td><td>31</td></tr>
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<tr><td colspan="3">Total Faculty</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Professor</td><td></td><td></td><td>21</td><td>-</td><td>30</td><td>-</td><td>25</td><td>-</td><td>24</td><td>-</td><td>24</td><td>-</td></tr>
<tr><td>Associate</td><td></td><td></td><td>14</td><td>-</td><td>13</td><td>-</td><td>9</td><td>-</td><td>9</td><td>-</td><td>9</td><td>-</td></tr>
<tr><td>Assistant</td><td></td><td></td><td>14</td><td>-</td><td>8</td><td>-</td><td>15</td><td>-</td><td>16</td><td>-</td><td>16</td><td>-</td></tr>
<tr><td>Instructor</td><td></td><td></td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td></tr>
<tr><td>Other</td><td></td><td></td><td>-</td><td>90</td><td>-</td><td>82</td><td>-</td><td>77</td><td>-</td><td>60</td><td>-</td><td>60</td></tr>
<tr><td>Total</td><td></td><td></td><td>49</td><td>90</td><td>51</td><td>82</td><td>49</td><td>77</td><td>49</td><td>60</td><td>49</td><td>60</td></tr>
<tr><td colspan="13"></td></tr>
<tr><td colspan="3">Salary for Academic Year</td><td>FT</td><td>PT</td><td>FT</td><td>PT</td><td>FT</td><td>PT</td><td>FT</td><td>PT</td><td>FT</td><td>PT</td></tr>
<tr><td>Professor</td><td>Minimum</td><td></td><td>53,476</td><td></td><td>55,280</td><td></td><td>59,906</td><td></td><td>62,021</td><td></td><td>63,261</td><td></td></tr>
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<tr><td>Associate</td><td>Minimum</td><td></td><td>54,357</td><td></td><td>47,457</td><td></td><td>48,508</td><td></td><td>50,221</td><td></td><td>51,225</td><td></td></tr>
<tr><td></td><td>Mean</td><td></td><td>59,232</td><td></td><td>56,925</td><td></td><td>58,889</td><td></td><td>61,001</td><td></td><td>62,221</td><td></td></tr>
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*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

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

		3 Years Prior (FY 2012)		2 Years Prior (FY 2013)		1 Year Prior (FY 2014)		Current Year* (FY 2015)		Next Year Forward (goal) (FY 2016)	
	?	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Highest Degree Earned: Doctorate											
Professor		9		9		8		8		8	
Associate		2		2		3		2		2	
Assistant		3		3		3		3		3	
Instructor											
Other											
Total		14	-	14	-	14	-	13	-	13	-
Highest Degree Earned: Master's											
Professor		18		18		17		16		16	
Associate		4		4		5		6		6	
Assistant		12		13		11		12		12	
Instructor											
Other											
Total		34	-	35	-	33	-	34	-	34	-
Highest Degree Earned: Bachelor's											
Professor											
Associate		1		1		1		1		1	
Assistant				1		1		1		1	
Instructor											
Other											
Total		1	-	2	-	2	-	2	-	2	-
Highest Degree Earned: Professional License											
Professor		2		2		2		2		2	
Associate		3		3		3		3		3	
Assistant		9		10		8		9		9	
Instructor											
Other											
Total		14	-	15	-	13	-	14	-	14	-
?											
Fall Teaching Load, in credit hours											
Professor	Maximum	22		25		24		21		21	
	Median	12		13		12		12		12	
Associate	Maximum	24		18		24		24		24	
	Median	15		12		12		14		14	
Assistant	Maximum	21		27		18		18		18	
	Median	11		12		12		11		11	
Instructor	Maximum										
	Median										
Other	Maximum		21		16		15		15		15
	Median		6		6		6		6		6

Explanation of Teaching Load (if not measured in credit hours):

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

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

	3 Years Prior (FY 2012)		2 Years Prior (FY 2013)		1 Year Prior (FY 2014)		Current Year* (FY 2015)		Next Year Forward (goal) (FY 2016)	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
# of Faculty Appointed ?										
Professor										
Associate										
Assistant	1		3		2					
Instructor										
Other										
Total	1	-	3	-	2	-	-	-	-	-
?										
# of Faculty in Tenured Positions										
Professor	24		24		25		24			
Associate	2		2		8		8			
Assistant										
Instructor										
Other										
Total	26	-	26	-	33	-	32	-	-	-
# of Faculty Departing ?										
Professor	2				2		1		1	
Associate							1		1	
Assistant			1		4		1			
Instructor										
Other										
Total	2	-	1	-	6	-	3	-	2	-
# of Faculty Retiring ?										
Professor	2				2		1		1	
Associate							1		1	
Assistant					1					
Instructor										
Other										
Total	2	-	-	-	3	-	2	-	2	-

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

		3 Years Prior (FY 2012)		2 Years Prior (FY 2013)		1 Year Prior (FY 2014)		Current Year* (FY 2015)		Next Year Forward (goal) (FY 2016)	
		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT

Standard 5: Faculty

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

Number of Faculty by Department (or comparable academic unit)

Department	3 Years Prior FT	PT	2 Years Prior FT	PT	1 Year Prior FT	PT	Current Year FT	PT	Next Year FT	PT
Broadcast Media	1		1		1		1		1	
Business Technology	6	11	6	11	6	10	5	7	5	7
English / Humanities	8	22	8	19	8	17	8	13	8	13
Health Science	14	1	15		13		14		14	
Language	3	8	3	8	3	8	3	6	3	6
Mathematics	6	10	6	13	6	13	6	8	6	8
Science	6	25	6	18	6	17	6	14	6	14
Social Science	5	13	6	13	6	12	6	8	6	8
Total	49	90	51	82	49	77	49	56	49	56

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

Strengths	Challenges
• Faculty diversity • Faculty commitment to professional development • Faculty's commitment to the institution	• High percentage of adjunct faculty • Inconsistent evaluation of adjunct faculty • Reliance on grant funding

The faculty is one of RCC's greatest assets. There are 47 full-time and 174 part-time faculty, 61% of whom are female. Their diversity reflects the vibrant, international composition of the student body. Since the College's inception in 1973 both full-time and adjunct faculty have shown commitment to the students, to the College, and to its essential role in the community. They have provided stability at the College during several periods of uncertainty and change.

DESCRIPTION

(Please note that we have followed the Standard's organization, but broken it down into more discrete sub-sections in Description for Standard Five.)

 RCC's Organizational Structure

Faculty report to deans for all academic matters. Deans report to the Interim Vice President for Academic and Student Affairs (CAO). All faculty are supported by, but not supervised by, fellow faculty department chairs or program coordinators.

RCC has a participatory governance structure known as the Acuerdo. (Spanish for consensus) The system is described in detail in Standard Three, and the processes of the Curriculum Committee are examined in Standard Four. Faculty play a key role in these committees and have considerable agency here; until fall 2014 they held a majority of the seats on the 11 standing committees of Acuerdo that meet monthly; they still have a strong presence. The Faculty Assembly has been the most active of the five assemblies, meeting monthly for decades.

Under its collective bargaining agreements with the Massachusetts Community College Council (MCCC), the college has a Management Association Committee on Employee Relations (MACER) consisting of a few unit members of the faculty bargaining unit and college administration representatives. This committee meets monthly to discuss contractual matters between faculty and the College.

The Number of Faculty and Their Qualifications

RCC has both full-time and adjunct faculty. Full-time faculty hold positions such as Instructor, Assistant Professor, Associate Professor, and Professor, in accordance with the MCCC contract. Adjunct faculty are unit members who teach credit courses during any part of the academic year. They are considered members of DCE (Division of Continuing Education) and they have a separate collective bargaining agreement with the same union. Faculty teach on campus, fully online, and in a hybrid format. Out of 459 total sections offered in fall 2013, 12 sections (2.6%) were online, and 8 (1.7%) were hybrid. We also offered 35 sections on Saturdays (7.6%), and 125 sections were taught in the evenings (27.2%).

In Fall 2013 we had a total of 52 full-time faculty at RCC; in fall 2014 there are 47. In fall 2013 we engaged 174 individuals as solely adjunct faculty. In the Division of Arts and Sciences there is an adjunct: full-time ratio of 4:1 that has not changed much over the years; in the Nursing and Radiologic Technology programs it is closer to 2:1.

 In fall 2013, out of 459 total sections, 157 sections were taught by full time professors (34%). Adjuncts taught 302 sections (66%). However, 353 sections (out of the total 459) are taught under adjunct contracts; this is because a number of full-time faculty teach additional classes under adjunct contracts. A larger number of classes (77%) are taught under adjunct governance. So contractually 77% of classes are taught by adjuncts, but the student experience – with access to faculty with office hours, who shape the curriculum and function as advisors – is one in which 66% of classes are taught by adjuncts. While the quality of classroom experience is similar with full- and part-time sections, there is value to having more classes taught by full-time faculty, who are often more engaged with the campus.

Data indicate that 25% (13) of full-time faculty have a Ph.D., 71% (36) have a master's degree, and 4% (2) have only a bachelor's degree. Some faculty have professional licenses or certifications, such as Registered Nurse, American Registry of Radiologic Technologists, or Certified Public Accountants. With few exceptions adjunct faculty also hold a minimum of a master's degree, but in a few fields (e.g. Accounting) other experience has proven equally important for people in specific courses who have been teaching successfully for many years.   However, current hiring policy is to insist on the minimum of a master's.

Based on a fall 2013 survey of division deans, in the former STEM division 4 full time faculty out of 16 have relevant professional experience. In Nursing all faculty are required to have professional experience in their fields, and in the Liberal Arts and Professional Studies (Business and Information Systems Technology, for example), our faculty has professional experience relevant to the area where they are teaching. (Note that, as described in Standard Four, departments were aligned to new divisions in fall 2014. This study was undertaken with the former alignment.) No systematic data is available on adjunct qualifications, highest degrees earned, or scholarship. (Standard Ten has a projection to address this.)

Hiring Process, Diversity, and the Role of Human Resources

To understand the College's hiring priorities we reviewed a selection of open positions advertised for full-time and adjunct faculty, from Spring 2011 to Fall 2013. Each had requirements specific to the educational needs of that area and responding to the need for complementary skill sets in the department. New faculty must have a minimum of a master's degree in a related field.

The MCCC contracts outline criteria for faculty appointment, reappointment, tenure, evaluation, seniority, and termination.   Recruitment policies are established by Human Resources (HR). HR follows guidelines from the collective bargaining contracts and the "Human Resources and Affirmative Action Hiring and Recruiting Policy and Procedures Manual." (link to Manual and related documents) The HR office has a full-time faculty recruitment plan that includes a posting period and a search committee; we encourage minorities and women to apply. Search committees generally consist of at least one faculty member of the discipline, one non-discipline faculty member, a professional staff member, and sometimes an administrator. Efforts are made to ensure diversity in the committee membership. The search committee screens applicants, interviews candidates, and recommends finalists to the Chief

Academic Officer, who often involves the relevant dean. Candidates sometimes present a teaching sample at the interview. For adjunct faculty hiring, an administrator and faculty from the department are responsible for interviewing, usually with one or two people, not a full committee.

The College does not discriminate based on race, creed, religion, color, gender, sexual orientation, age, disease, genetic information, maternity leave, national origin, or gender identity. The College adheres to Affirmative Action and Equal Employment Opportunities (EEO) Policies. These policies are clearly stated in many places (Catalog, website, Student Handbook, etc.) and on postings for all advertised positions. HR conducts orientation for search committees on what one can and cannot ask potential candidates, and on EEO and other policies.

Education for compliance and maintenance of an equitable workplace is not limited to hiring practices. Sexual harassment policies, state ethics laws, legal issues specific to higher education in the technological age – these and similar topics are periodically reviewed with faculty.

RCC's faculty is one of the most diverse of any community college in the Commonwealth. The faculty demographic is well aligned with that for students; Standard Six explores student demographics in greater detail. Lacking similar data on full-time and adjunct faculty, we administered a survey at the January 2014 all-faculty meeting to all faculty present. Results indicate that a minority of faculty are white and there is a broad distribution among groups. Another indication of diversity lies in educational provenance. Half (50%) of full-time faculty are primarily educated in Massachusetts; 33% have degrees from both Massachusetts and another state, and 17% have degrees from outside of Massachusetts, including some from foreign countries.

The MCCC contracts outline the professional expectations of faculty and professional staff. These documents also define procedures for grievances from faculty and disciplinary actions against them. (Details on the number of grievances are in Standard Eleven.)   Faculty can grieve an administrator but cannot grieve a unit member. Our HR office and deans follow the guidelines stipulated in the MCCC agreement for the tenure procedure and any stipulations that may limit reappointment. There are no denials of promotions on record.

The Human Resources and Affirmative Action Hiring & Recruiting Policy & Procedure manual and the MCCC agreement determine full-time faculty salary. For adjunct faculty the DCE contract stipulates length of service to determine salary per course or credit.

As with all Massachusetts community colleges, employees are offered health, dental and life insurance, retirement plans, and tuition remission programs as indicated in the MCCC contracts.

Faculty Contractual Duties and Workload

According to the MCCC contract, the workload of each full-time faculty member is commensurate with the type of appointment, and is balanced across the range of requirements falling under the headings of "instructional workload" and "non-instructional workload."   The instructional workload includes teaching, preparation, and assessment of student performance. Non-instructional workload involves student assistance/advisement, office hours, college service, and recognized community service. A standard teaching load is five 3-credit courses with a limit on the number of preparations. However, in many programs courses do not fit into the 3-credit model, especially in areas such as STEM and Nursing. In those areas, the workload is adjusted accordingly at the discretion of the dean. The contract affords

flexibility in assignments by allowing for offsetting exchanges, enabling the College to benefit from individuals' strengths.

Adjunct faculty reappointment is determined through seniority, which guarantees only one course, leaving discretion to administrators concerning additional sections.

Faculty Evaluation

Full evaluation of full-time faculty consists of six components: student evaluation (25%), course material evaluation (15%), classroom observation (25%), student advising (10%), college service (10%), and personnel file review (15%) - all of which come together in a summary evaluation. Non-tenured faculty are evaluated annually in the fall semester, and tenured faculty are evaluated every 3 years.   All of these processes are described in detail and with time frames in the contract. Evaluation of adjunct faculty consists of four components: student evaluation, course material evaluation, classroom observation every third appointment period, personnel file review – also consolidated in a summary evaluation. Evaluations can be done more frequently if there is "just cause." They are usually carried out by the deans. Course materials (syllabi) are evaluated each semester for every section of every course.

DCE (adjunct contract) student evaluations of faculty are completed during fall, spring, and summer semesters; full-time faculty are evaluated by students in all their sections once each fall. Hard copies of student evaluation results are distributed to all faculty along with summary comparisons to the norm; adjunct evaluation results are also entered into a database. Adjunct faculty and deans for that division can see results going back several years via a web interface on FX (intranet portal). Deans consider classroom evaluation results in course assignment decisions. Results for full time faculty student evaluations are summarized and distributed to full time faculty and their respective dean. The student evaluation form used is the Instructional Assessment System developed by the University of Washington. . According to the former DCE administrative assistant, about 95% of adjunct faculty have distributed student evaluations in their classrooms. We know that some deans use the evaluation data in decision making, but were not able to verify if student evaluations are reviewed consistently. With all new academic deans and program coordinators/ directors in fall 2014, it is too early to talk about systematic approaches.

Tenure applies to full-time faculty only. During the first three years of full-time faculty employment, a member can be denied reappointment without cause. Termination in the fourth year or later requires a written reason, and in the fifth year or later just cause needs to be established. In the sixth year, a full-time faculty member can apply for tenure. The MCCC convenes a Unit Personnel Practices Committee (UPPC) that reviews candidates for tenure and makes recommendations. Members are either granted tenure or given a one year terminal contract. Eligibility for faculty change in rank is determined by degrees, time in rank, and years of teaching experience, all outlined in the contract. Rank changes do not affect salary. Adjunct faculty re-assignment is determined through seniority.

Academic Freedom

The academic freedom of all faculty, regardless of their rank or position, is closely protected by the MCCC collective bargaining agreement. The imposition of required textbooks and exams on faculty are the most salient examples. In fall 2013 we collected data using a survey sent to all seven department

chairs and program coordinators, the three academic division deans, and faculty (when deans felt their input was needed), to assess academic freedom across the campus. This was a representative cross section of the campus; the response rate was 100%.

The survey asked questions such as "Does your department require departmental exams?" and "Does your department require the use of certain textbooks?" These are explicitly prohibited by the MCCC contract. Responses indicated that departmental or exit exams/essays do exist for certain programs and courses. An example of this is in English as a Second Language (ESOL), which administers a non-binding exit essay. However, in Science, Technology, Engineering, and Math (STEM), there are no standardized exams, with two exceptions. There is an exit-style exam to determine if students are eligible to accelerate through the developmental math sequence, as well as an internship readiness exam for Biotechnology students.

According to the survey results, the four areas that responded all have suggested (not required) textbooks which most faculty agree to use. Many appreciate the guidance, but when they want it, faculty are allowed the freedom to choose their own textbooks regardless of their rank or appointment. An exception exists in developmental mathematics, where the course descriptions include computer mediated MyMathLab, so that material is an embedded part of the course.

The Role of Grants at RCC

With limited hard funding for many faculty and program related initiatives, RCC's faculty and staff turn increasingly to grant funding. Grant funds are becoming an integral part of the college's budget (approximately 30-35%). However, grant parameters are not always well aligned with faculty or institutional needs. A challenge for faculty lies in framing proposed initiatives in ways that can attract grants, and accepting compromises in the design of services to ensure compliance with grant requirements. There are at least 10 grants which enrich the academic experience of students with the participation of our faculty. These include Title III, the Department of Labor (DOL) grant, Louis Stokes Alliance for Minority Participation (LSAMP), and the Bridges to Baccalaureate grant with UMass, Boston. In addition to providing campus experiences for students, some grants fund faculty attendance at conferences and workshops. Most grants directly involve students, (e.g. LSAMP), while all benefit students—either directly or indirectly.

RCC's Title III grant has two main goals: 1) create learner-centered, technology-rich classrooms equipped with state-of-the-art hardware and software to help faculty respond to the diverse learning needs of RCC students and improve the teaching and learning experience; 2) develop a comprehensive faculty development program to foster an institutional culture that encourages innovation in course design and delivery. Select efforts are described below under Professional Development.

During spring semester 2014 LSAMP sponsored an ongoing series of Saturday math workshops. In addition, a two week "Skills in Biotechnology" workshop took place in May 2014; 13 students participated and completed the program. These happened again in January 2015 and are planned for May 2015. Bridges has been integral in placing students in internships in scientific research labs at UMass Boston since 2007.

In isolated cases full-time faculty receive reassigned time for grant-subsidized activities, but most faculty do not receive reassigned time to work on grants. In some cases adjuncts are paid directly for their involvement. Several examples are available in the document room.

Professional Development

Professional development (PD) opportunities support the College's mission by offering faculty training which impacts student achievement in the dual purposes of workforce and transfer preparedness. RCC provides faculty and staff with PD opportunities both on and off campus. The focus of much current professional development is based on recent research through the Achieving the Dream (AtD) grant. (2007-2012) Student data indicated that the classroom experience was the most important aspect of the college experience. Consequently, the Title III mission and the College's Strategic Plan 2010-2015 both focused on the student success agenda and especially on the classroom. This data has driven the PD plan at the college.

These opportunities are funded by the College and various grants in a relationship that has been in constant flux. Prior to fall 2014 the College Professional Development Committee (CPDC, to distinguish it from the Title III PDC) , an Acuerdo standing committee, reviewed and funded applications submitted by faculty and professional staff, allocating funds from several sources and responding to several sets of requirements in a centralized way with one application process. Funded events have included attendance at conferences and training sessions, as well as semester-long on-site trainings and faculty study projects for small groups. Since 2009 they have given priority to proposals which provide "broad based professional development in a cost effective manner." (See application and minutes.) The funding sources that this committee utilized (e.g. the Carl D. Perkins Vocational and Technical Education Act, TRIO grants, AtD) had all concluded as of July 2012. At the same time, cabinet-level decisions led to no funding of that cost center in AY 2012-2013; in AY 2013-2014 $6,000 of funding was restored, about a third of the former college contribution now being the only funds available, where the CPDC had previously been distributing as much as $30,000 annually. The CPDC did not solicit proposals in AY 2013-2014, preferring to support food and three speakers at the Learning Academy with these limited funds. Despite this lack of funding for the CPDC, the College has sponsored at least one faculty member (a full-time language professor) to attend annual meetings in the area of linguistics and language development; these funds came from academic areas, not the CPDC. In 2010 the College was awarded a federal Title III Improving Institutions grant; the CPDC has collaborated with the Title III team to fund activities for faculty and professional staff. Title III funds have been particularly important in continuing faculty professional development at the College; that grant ends in June 2015. Eleven people - administrators, support and professional staff, and faculty- attended conferences in AY 2011-2012 under this grant.

One example of successful professional development was a series of semester-long Reading Apprenticeship study groups funded by AtD. Another more recent successful offering was the "Facilitated Learning" workshop, offered three times from spring 2013 to spring 2014. It received the 2013 Course of Distinction award from Massachusetts Colleges Online. This is a ten-week workshop offered in a hybrid format, with several options for completing program requirements. Priority was given to developmental math and English faculty, responding to the developmental purpose of our Title III funding. However, other faculty have been able to participate as space permits. Furthermore, most

developmental faculty also teach 100-level courses, so the benefits reach into classrooms at all levels and support our developmental students throughout their time at the College.

In AY 2013-2014 Title III offered 13 other workshops; participation was inconsistent. A total of 43 people took part. Overall, a small but significant group of faculty have taken part in the semester-long, multi-phase projects, which have been fully subscribed, but attempts to cast a wider net by having shorter and one-time offerings on a regular schedule has only worked well when linked to existing groups or initiatives.

It should be noted that the Title III staff also provide on-demand one-on-one service to faculty - in classroom technology use, for Moodle specifically, and from a course developer for curriculum design. A small group of frequent users have benefited considerably. A survey of spring 2014 faculty showed that 50% had received at least rudimentary training in Moodle, with 17% benefiting from more extensive training. The same survey and a study of Moodle sites shows that the level of training is directly correlated to the amount and depth of use.

As the use of technology in the classroom has continued to grow, RCC offered basic and intermediate certifications in Moodle, RCC's online learning platform. In addition, the two Title III PD days, focused on technology use and held concurrently with the May Learning Academy (described below), have been well attended, with 78, 120, and then 137 attendees respectively in 2011-2013, but dipping to 101 in 2014.

The college holds two Faculty Institutes during the academic year, one in September and one in January, each preceded by an all-college morning meeting. These kick-off meetings update the faculty and staff on changes in staffing and on new policies and procedures. Topics such as sexual harassment, threat assessment, and disabilities information may be presented. The president and other key administrators address the college community on new challenges and initiatives. Working sessions are sometimes included for undertakings such as this self-study or strategic planning.

For some years every May, after classes finished, two days were set aside for the college-wide "Learning Academy," held for the 9th time in 2014. Due to staffing changes, it is unlikely the Learning Academy will continue in spring 2015.   It began as a Faculty Academy and expanded to become the Learning Academy as topics such as advising, disability, student success interventions, and use of data to refine offerings caused us to increasingly involve professional staff. In some years (2010, 2012, 2014) there was a plenary or half-day workshop for the entire campus, when we closed offices to involve support staff as well. The Learning Academy was initiated and managed mostly by faculty (one with a course of reassigned time) and a few professional staff. The program consisted of presentations given by RCC's faculty and staff, often with a plenary and/or featured speakers brought in for specific topics. Since 2011 Title III's PD Days have been dovetailed with the Learning Academy. Title III staff helped manage and professionalize the events, and the grant supported stipends for participants. During the May 2014 Learning Academy, about 130 people attended. (101 faculty and professional staff, 29 other staff who attended only the all-campus plenary)   The Academy was evaluated by participants on a Likert scale in terms of both interest and usefulness; space for qualitative comments was included.

The Title III and Learning Academy events embrace all faculty, but there are also many department- or division-based PD activities at the College. For example, in spring 2014 a Language Lab staff member hosted a two day workshop to introduce recently created guidebooks and both students and faculty

attended a "Word Problems Made Simple" presentation in the Math Clinic. Every spring the College supports faculty attendance at the Massachusetts Community College Teaching, Learning, and Student Development Conference, which is jointly sponsored by the MCCC and the Massachusetts Community College Executive Office. Sixteen faculty and professional staff attended the 2014 Conference.

Teaching

The college endeavors to enhance the quality of teaching and learning by supporting a variety of instructional techniques and delivery systems. One form of support is the recent implementation of technology-rich learner centered classrooms. (Commonly called "smartrooms," these are described fully in Standard Eight.) In July 2014 there were 23 smartrooms with interactive whiteboards, web access and projection. Each science course is assigned a specialized lab, where set up can be customized for each class; 2-3 full-time lab technicians manage this. The health sciences programs have dedicated computer and skills labs, and a simulation room. Faculty and students from all programs are supported by several academic support services. The Writing Center provides workshops for faculty as well as support for students, with feedback to faculty on students in their classes who have sought help. The Language Lab is used by classes and individually by students learning English, French, Spanish, and Arabic; they also deliver faculty workshops and a handbook on effective use of the Lab. The Math Clinic provides walk-in support for students and helps students prepare for the math placement test. Many full-time math faculty donate their office hours to the Clinic; interaction among faculty and tutors provides informal professional development in this community of learners.

While the vast majority of courses are delivered in the traditional face-to-face modality, RCC does offer online course options and courses in a hybrid mode, with fewer class meetings. But a great many sections, listed as traditional, actually involve online learning, mostly Moodle or MyMathLab. Professors also have the possibility of teaching in a learning community, where two faculty members coordinate their course offerings for a single cohort of students. A few faculty also teach independent studies when a student needs an off-cycle course to graduate.

Some divisions have [Moodle] sites where faculty can share resources and discuss issues in teaching. One example is on the visiting team's Moodle access. (It is still from a former division, but the content remains relevant.) Faculty wikis were explored by 8 faculty from the learning communities in spring 2014. Learning Community teachers have participated in workshops specific to that program. Other meetings are held occasionally to bring faculty of a particular course together around a topic; the College Experience faculty have done this most regularly and worked to refine the curriculum for this unique course which is not housed in an academic department.

A complex variety of overlapping schedule options exists for students and faculty, but three weekly activity periods ensure times without classes so inclusive meetings and co-curricular forums are possible. A master meeting schedule for faculty and staff assigns some of these periods to specific purposes such as department meetings or meetings of standing committees of the Acuerdo. This saves time in scheduling and promotes participation. Logistical concerns still make it difficult for many adjunct faculty to participate, but at least full-time faculty are well accommodated.

The Honors Program generally offers two or three courses per semester, but involvement with honors work is not limited to these few faculty. In spring 2013 instructors in 5 other courses (6 sections) offered an honors component in their course, allowing some students to get honors credit for completing a

more rigorous curriculum. At the end of each semester honors students present in an assembly; both student and faculty attendance are robust.

Faculty are supported by institutional policy to confront issues of academic integrity. Policies on cheating and plagiarism are clearly stated in the Student Handbook and elsewhere; Standards Four and Six explore this topic in greater detail. Department chairs and deans routinely intervene at faculty request. A Code of Conduct Officer (Dean of Student Life) can help to prevent, or respond to, formal complaints against students; in fall 2014 she assembled a judicial board. The Writing Center offers plagiarism workshops to individual classes; students are given a test and a certificate of successful completion.

Advising

Advising at RCC is handled by professional advisors in the Academic Advising Center (Advising, the Advising Center, the Center) and by faculty. The Center has the equivalent of 2 full-time advisors, 3 part-time evening advisors, 1 coordinator who also advises, and engages 3 adjuncts at peak times of registration activity. These adjuncts have been trained to help students develop academic plans and monitor student success. Evening hours are available 2-4 times weekly. The Center is a resource for faculty as well as students. A new student's first advisor is in the Academic Advising Center, with assignment to a faculty member in their major the following semester, except for ESOL students, who stay longer with ESOL faculty advisors. Health sciences students are advised by full-time faculty in that area throughout their time in the programs.

Faculty take their advising role seriously. Each full-time faculty member is contractually assigned 18 advisees per semester. Faculty energy is focused on students well into their majors, while new students are advised by staff advisors. The Academic Advising Center supports faculty in their advising role with training, assistance with advisees, answering innumerable questions, and coordination and distribution of advisee lists. The Advising and Retention Committee makes recommendations and serves as an ongoing assessment lens and think tank for advising functions.

Scholarship, Research, and Creative Activity

Community colleges are not research institutions and faculty members are not required to publish or conduct research. The MCCC contract does not specify scholarly expectations for faculty, nor is it a stated consideration in decisions of promotion and tenure. Teaching, college service, and advising are the most important requirements for job performance. Nevertheless, some faculty members pursue scholarship and other intellectual activity in their disciplines and share their research through presentations on campus, in publications, and at external conferences. For example, English Professor Ruth Kiefson Roberts has done extensive research in the teaching of reading, trained at several locations in the Reading Apprenticeship method, and mounted a series of campus workshops for faculty in all disciplines. ESOL Professor Andrew English is the author of a successful ESOL textbook that has seen several editions. STEM Professor Stacey Olson pursued scholarly interests through the BEST grant (described previously) and presented her work at conferences in Washington DC and at RCC in 2012 and 2013; in 2014 she presented at the National Science Teachers Association (NSTA) conference and the American Association of Community Colleges (AACC). STEM Professor Nicholaus Sucher has published many scientific articles in peer-reviewed publications. A Department of Homeland Security grant

supported scholarly work for both students and faculty at Northeastern University during the 2010-2013 academic years.

Scholarship is encouraged by deans, celebrated in division meetings, and often presented at faculty workshops and professional development days. The Honors Program provides a forum for faculty and students to pursue scholarly pursuits together. Likewise, the RCC/MIT Spurs collaboration is an opportunity to pursue academic interests with a high-level research institution. The (now defunct) STEM lecture series brought speakers from the academic and business communities to the College, and did much to promote scholarly interactions. In the last 8 or so years the library has undergone improvements to support scholarly work.   It is a member of Metro Boston Library Consortium, and its website provides essential online resources for advanced academic research. The library publishes [faculty achievements](#) by listing faculty and staff publications in a wiki.

Some faculty have civic, scholarly, and artistic pursuits which may or may not be directly related to the curriculum. In recent years books of memoir and fiction have been published by former Dean Nancy Teel and Professors Ken Tangvik and David Updike. Adjunct instructor Gilda Sharpe Etteh has exhibited her paintings at several locations in Boston. All of these milestones are announced on campus; these are but a few examples of ways in which the interests of faculty enrich campus life and extend it into the city for both faculty and students.

Perhaps the most significant way the College supports scholarly activity is through sabbatical leaves, the terms of which are covered in the MCC contract. (Article XI, pages 23-26) A sabbatical committee (UPPC) considers proposals each semester and makes recommendations to administration. In 2011-2014 we granted 1-3 per year for one semester at full pay, though other arrangements are possible. One example: in fall 2013 Professor Veronica McCormick researched multicultural institutes at other colleges, and is continuously working to strengthen RCC's International/ Multicultural Institute. Criminal Justice Professor Souliy Wan-'Tani researched the criminal Justice system in Guinea; Social Science Professor Tesfay Aradom worked and did research in an orphanage in his native Eritrea, and shared his findings on youth mental health of populations in diaspora in a division meeting.

The College also occasionally grants unpaid leave for scholarly work. Professor Sue Kalt studied the loss of indigenous languages in Bolivia and Peru in 2011-2012 with a National Endowment for the Humanities Documenting Languages Fellowship.

APPRAISAL

Achievements

According to a fall 2013 survey of chairs of Acuerdo standing committees, these committees are functioning well, as evidenced from meeting minutes, action items, attendance, and faculty representation from each division of the College. In addition, departments and divisions meet regularly, as does the Faculty Assembly. MACER has a faculty representative who meets monthly with administration. There are multiple, robust forums for communication among groups.

Upon review of faculty credentials, RCC's faculty are found to be well qualified in their fields, and hold advanced degrees in their disciplines. For an institution focused primarily on education, the distribution of Ph.D. to master's degrees is acceptable.

Adjunct faculty are invited to participate in Acuerdo committee meetings, Faculty Assembly, department and division meetings, and professional development across the college. They are not contractually required to serve in these capacities, but some do. They represent about half of the participants in PD, but a minority at other meetings. Still, any involvement is seen as positive, given the realities of adjuncts' lives. The ratio of full-time to adjunct faculty has not significantly changed over the past three years. Several new full-time faculty were hired in 2010-2014, somewhat compensating for attrition. The program review process being initiated in spring 2015 is a first effort to collect data on full to part-time ratios annually and by program.

The diversity of faculty at RCC is an institutional strength. The college has faculty from five continents, representing 19 countries, and collectively speaking more than 15 languages. This ensures that students are exposed to a variety of viewpoints and teaching styles, and somewhat mirrors the diversity of our student body.

The MCCC contract provides guidelines for issues such as academic freedom, workload calculations, faculty responsibilities, faculty evaluation, tenure parameters, and grievances, among others. The college adheres closely to these guidelines. Full-time faculty are consistently evaluated according to the contract. The College has developed an online platform for adjunct faculty to view their student evaluations.

Balancing academic freedom on the one hand with consistency of curricular delivery on the other is an art; we have a minimum of departmental exams and continually wrestle, but successfully we think, with this challenge. The recently invigorated assessment of student learning outcomes described in Standard Four is our best way of ensuring quality among differing faculty approaches.

Our faculty, including adjuncts, have been instrumental in grant writing and management on campus, a testament to their strong involvement and commitment. Many grants afford faculty an opportunity to do research, publish, receive professional development, and work with students in interesting ways.

Professional development has been an institutional strength. The two-day Learning Academy existed because faculty created it and the College supported it. Data collected from CCSSE and student surveys during the Achieving the Dream grant were used to mold the professional development and classroom upgrades offered through Title III. PD opportunities are both technology- *and* pedagogy-focused.

Faculty embrace the College's developmental mission as a matter of equity. Science faculty have created a placement instrument which aligns well with our curriculum. At the other end of the spectrum, faculty bring many forces together for a rich Honors Program. We have a focus on students.

Teaching and Advising

Student surveys show that classes are the most significant and most positive experiences they have at the College. These data are explored more fully in Standards Two and Six; the syllabus collection referenced in Standard Four is the best window into the classroom. Faculty involvement with professional development is evidence of both institutional and individual commitment to teaching. The Learning Academy always involved sessions which supported faculty improvement in ways beyond the classroom, including advising.

Scholarship, Research, and Creative Activity

RCC faculty pursue scholarly, community, and professional work through grants, sabbatical leaves and collaborations. In order to maintain the scholarly integrity and relevance of the College, many areas have established active advisory boards.

Areas of Concern

In the past few years RCC has hired new full-time faculty, but just barely enough to make up for retirements and resignations. The longer view shows a decline in full-time faculty from 70 in 1994 to 47 in 2014.   By fall 2013 we had not met our Strategic Plan 2010-2015 goal of increasing the number of sections (34% in 2013) taught by full-time faculty by 6%.

Although most Acuerdo committees are active, there needs to be more regular sharing of meeting agendas, minutes and reports. Despite the fact that 71% of RCC's faculty (individuals, not sections, in a given semester) are adjuncts, they are regularly represented on only 3 of 9 Acuerdo committees.

RCC relies heavily on adjunct faculty to teach its courses, as do most community colleges. The screening process for adjunct faculty does not always flow through the HR office, with its rigorous controls. One reason for this is the often last minute hiring of adjunct faculty. Accurate data on adjunct faculty qualifications, seniority, and ethnicity is not available from HR.

No current faculty handbook or manual was available for this self-study. New faculty need an orientation process, though all faculty did receive a CD with many faculty materials in September 2014. Faculty are generally oriented to personnel policies and departmental expectations, but other areas such as advising duties are lacking.

Evaluation of faculty, particularly adjuncts, is an area of concern. The adjunct evaluation process is not always implemented per the DCE contract, especially the classroom observations. Even when class observations are carried out, faculty may receive no constructive feedback. While student evaluations are administered consistently, there is little evidence that this data is used in re-hiring decisions of adjunct faculty. The MCCC process is a limiting parameter for deans, with its reductionist categories of "satisfactory" or not, but there has not been any systematic attempt to work over or around that. Nevertheless, there are many individual, informal ways in which deans and other faculty provide mentorship.

With limited hard funding, grants are becoming an ever increasing part of the financial landscape at RCC. While the College is fortunate to have secured many grants, both large (Title III) and small (BEST), this places an additional burden on faculty. The granting of release time to full-time faculty is not consistent across the disciplines or, in some cases, even within the same discipline. Reliance on grant funding to support specific programs (compared to capacity building) is problematic, as it leads to program instability.

Some grants have a provision for professional development (BEST), but this is not a component of every grant (MLSC), and grant parameters do not respond to every institutional need. The College Professional Development Committee's 2013-2014 budget was so small ($6K) that they decided to devote it exclusively to the Learning Academy. As we write in fall 2014 it appears that there is no dedicated budget for PD, and the CPDC is working out new approaches to designing and funding PD with

the administration. Without travel opportunities, some faculty are left at a disadvantage as they teach current topics. Professors who pursue scholarly work often do so in isolation and with little interaction or support from colleagues. The administration could do more to acknowledge the scholarly work of the faculty. PD has been based on faculty's perceived needs and assessment of effectiveness, but not on other clearly identified institutional needs; if it had been, we would have focused more on development of broad advising and assessment capacities in recent years.

Teaching and Advising

There has been a slow learning curve in Moodle, the College's online learning platform. Faculty training has proven effective, and there have been large increases in the number of courses with a Moodle presence (a 50% jump over two semesters), but the percentage of *total* classes using the platform remains low, and many users have not explored the breadth of possibilities. This is discussed in greater detail in Standard Four.

Incorporating technology in the classroom is a challenge also because of the limited number of smart classrooms. After developing a course for a smart room, it is impossible to provide the same learning experience in a traditional room, yet many faculty members are forced to take these backward steps every semester due to ineffective technology planning in room assignments

Advising is a large area of concern at the college; much of this is addressed in Standard Six. Training often focuses on "damage control," dealing with issues such as developmental education credits and their impact on Pell Grants rather than best practices or nuances of planning for specific majors. There has been little required training for faculty. Lack of attention to prerequisites is a particular concern; there has been no systematic study of this, but faculty firmly believe there is a negative effect on student success. The Academic Advising Center assigns each faculty member 18 advisees, and faculty advise at least 18 students, but generally only 20% of those assigned to them. Where lasting advisor-advisee relationships develop, they are often not officially recognized. Evaluation of faculty advising is limited to ensuring that 18 or more students have been served; there is no qualitative component. Despite these limitations to an effective system of advising, faculty bring positive energy and an interest in improvement to the undertaking; it is a part of the job which is self-motivating.

Scholarship, Research, and Creative Activity

Opportunities and participation are sufficient for a community college, and on-campus professional development remains rich thanks to grants such as Title III. The CAO and deans make regular announcements of regional opportunities, but funding mechanisms for off-campus participation remain unclear. The Acuerdo standing College Professional Development Committee, which had previously facilitated off-campus scholarship, has not been able to clarify its role in emerging administrative structures.

Institutional Effectiveness

Despite some shortcomings, RCC systematically evaluates faculty effectiveness in teaching and uses this information in evaluations and ongoing staffing decisions. We shape and prioritize professional and infrastructure development in support of teaching based on data from both student and faculty perspectives. The effectiveness of systems which rely primarily on faculty college service is periodically assessed in a systematic manner, and analyzed informally on an ongoing basis. Faculty advising is also informally assessed on an ongoing basis, but not systematically or in a way which necessarily leads to improvement. Scholarship, research, and creative activity are supported and recognized, but lie beyond the core mission of the institution and responsibilities of faculty, and are therefore not evaluated systematically.

PROJECTIONS

Actions	Responsible Persons
ongoing - Continue to explore ways to integrate adjuncts more fully.	academic deans
2015 - Establish advising as an institutional priority. Convene a broad-based task force to explore *comprehensive* solutions to issues identified in the self-study.	Dean of Student Life, Dean of Admissions
By 2017 - Allocate resources to full-time faculty positions in response to enrollment and curricular needs.	CAO

Standard Six: Students

DATA FIRST FORM

<table>
<tr><td colspan="6" align="center">Standard 6: Students</td></tr>
<tr><td colspan="6" align="center">(Admissions, Fall Term)</td></tr>
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(FY 2012)</td>
<td align="center">2 Years Prior
(FY 2013)</td>
<td align="center">1 Year Prior
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<td align="center">Current Year*
(FY 2015)</td>
<td align="center">Next Year Forward (goal)
(FY 2016)</td>
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<tr><td>% Accepted of Applied</td><td>86.0%</td><td>88.7%</td><td>90.3%</td><td>95.4%</td><td>95.4%</td></tr>
<tr><td>% Enrolled of Accepted</td><td>78.9%</td><td>73.7%</td><td>79.8%</td><td>77.4%</td><td>77.4%</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Percent Change Year over Year</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Completed Applications</td><td>-</td><td>-3.2%</td><td>-6.1%</td><td>-13.8%</td><td>3.0%</td></tr>
<tr><td>Applications Accepted</td><td>-</td><td>-0.1%</td><td>-4.4%</td><td>-9.0%</td><td>3.0%</td></tr>
<tr><td>Applicants Enrolled</td><td>-</td><td>-6.7%</td><td>3.5%</td><td>-11.7%</td><td>3.0%</td></tr>
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<tr><td>Average of Statistical Indicator of Aptitude of Enrollees: (Define Below) ?</td><td></td><td></td><td></td><td></td><td></td></tr>
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<tr><td>Transfers - Undergraduate ?</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Completed Applications</td><td>224</td><td>189</td><td>113</td><td>209</td><td>215</td></tr>
<tr><td>Applications Accepted</td><td>214</td><td>181</td><td>109</td><td>207</td><td>213</td></tr>
<tr><td>Applications Enrolled</td><td>179</td><td>153</td><td>98</td><td>171</td><td>176</td></tr>
<tr><td>% Accepted of Applied</td><td>95.5%</td><td>95.8%</td><td>96.5%</td><td>99.0%</td><td>99.0%</td></tr>
<tr><td>% Enrolled of Accepted</td><td>83.6%</td><td>84.5%</td><td>89.9%</td><td>82.6%</td><td>82.6%</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Master's Degree ?</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Completed Applications</td><td></td><td></td><td></td><td></td><td></td></tr>
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<tr><td>First Professional Degree - All Program ?</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Completed Applications</td><td></td><td></td><td></td><td></td><td></td></tr>
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<tr><td>Doctoral Degree ?</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Completed Applications</td><td></td><td></td><td></td><td></td><td></td></tr>
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<tr><td colspan="6">*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.</td></tr>
</table>

		Standard 6: Students				
		(Enrollment, Fall Census Date)				
						?
		Credit-Seeking Students Only - Including Continuing Education				
		3 Years Prior (FY 2012)	**2 Years Prior** (FY 2013)	**1 Year Prior** (FY 2014)	**Current Year*** (FY 2015)	**Next Year Forward (goal)** (FY 2016)
UNDERGRADUATE	?					
First Year** Full-Time Headcount	?	760	689	588	528	544
Part-Time Headcount	?	1,132	1,132	1,064	1,084	1,117
Total Headcount		1,892	1,821	1,652	1,612	1,660
Total FTE	?	1,202.9	1,142.7	990.7	939.6	968
Second Year** Full-Time Headcount		282	252	205	228	235
Part-Time Headcount		570	638	580	565	582
Total Headcount		852	890	785	793	817
Total FTE		530.9	535.7	464.3	470.3	484
Third Year Full-Time Headcount						
Part-Time Headcount						
Total Headcount		-	-	-	-	-
Total FTE						
Fourth Year Full-Time Headcount						
Part-Time Headcount						
Total Headcount		-	-	-	-	-
Total FTE						
Unclassified Full-Time Headcount	?					
Part-Time Headcount						
Total Headcount		-	-	-	-	-
Total FTE						
Total Undergraduate Students						
Full-Time Headcount		1,042	941	793	756	779
Part-Time Headcount		1,702	1,770	1,644	1,649	1,698
Total Headcount		2,744	2,711	2,437	2,405	2,477
Total FTE		1,733.8	1,678.5	1,455.0	1,409.9	1,452.2
% Change FTE Undergraduate		na	-3.2%	-13.3%	-3.1%	3.0%
GRADUATE	?					
Full-Time Headcount	?					
Part-Time Headcount	?					
Total Headcount		-	-	-	-	-
Total FTE	?					
% Change FTE Graduate		na	-	-	-	-
GRAND TOTAL	?					
Grand Total Headcount		2,744	2,711	2,437	2,405	2,477
Grand Total FTE		1,733.8	1,678.5	1,455.0	1,409.9	1,452.2
% Change Grand Total FTE		na	-3.2%	-13.3%	-3.1%	3.0%

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

** First year students are students who had earned less than 30 college-level credits by the start of the fall semester.

Second year students had earned 30 plus college credits.

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

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

	2 Years Prior	**Most Recently Completed Year**	**Current Budget*****	**Next Year Forward (goal)**
	(FY 2013)	**(FY 2 014)**	**(FY 2015)**	**(FY 2016)**

? **Student Financial Aid**

	(FY 2013)	**(FY 2 014)**	**(FY 2015)**	**(FY 2016)**
Total Federal Aid	$7,050,230	$6,210,726	$7,237,380	7,587,380.00
Grants	$6,957,643	$6,095,342	$7,116,941	7,466,941.00
Loans	$0	$0	$0	0.00
Work Study	$92,587	$115,384	$120,439	120,439.00
Total State Aid	$582,062	$454,203	$471,449	495,021.00
Total Institutional Aid	$505,643	$664,289	$660,000	660,000.00
Grants	$505,643	$664,289	$660,000	660,000.00
Loans	$0	$0	$0	0.00
Total Private Aid	$2,106	$0	$11,434	11,500.00
Grants	$2,106	$0	$11,434	11,434.00
Loans	$0	$0		

Student Debt

Percent of students graduating with debt*

	(FY 2013)	**(FY 2 014)**	**(FY 2015)**	**(FY 2016)**
Undergraduates	<1%	<1%	<1%	**<1%**
Graduates	0%	0%	0%	**0**

For students with debt:

Average amount of debt for students leaving the institution with a degree

Undergraduates				
Graduates				

Average amount of debt for students leaving the institution without a degree

Undergraduates				
Graduate Students				

Percent of First-year students in Developmental Courses**

English as a Second/Other Language	8%	11%	7%	7%
English (reading, writing,	31%	30%	33%	33%
Math	26%	27%	32%	32%
Other (Developmental Science)	13%	5%	6%	6%

Three-year Cohort Default Rate

	(FY 2012)	**(FY 2013)**
Most recent three years	0	0

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

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

***"Current Budget" refers to the year in which the team visit occurs, or, if these forms are being

Strengths	Challenges
• Broad range of co-curricular activities, including opportunities for student leadership • MyRCC (student portal) allows students to access records, register for classes and pay bills • 1st semester College Experience Course	• Resources for students who can't afford text books • Access to more computers outside the classroom • Lack of early academic warning system software to aid in retention

Roxbury Community College's mission statement begins with a commitment to student success. We recognize the validity of standard definitions such as graduation rate, grades, and persistence, but also value student success in careers, in personal life, and as community members – these are more difficult to measure, but they are significant definitions of success. Students are successful when they finish what they start, no matter how long it takes or how their goals evolve.

We expect that the strategic plan in development as we write this will refine our definition of student success. Job readiness and job placement measures will likely become more prominent, consistent with performance reporting requirements adopted by the Massachusetts Community College system as a whole. Careers are one important part of success.

Faculty and staff believe the first C in RCC, Community, is an important aspect of student success. There are three key elements to a holistic definition of student success consistent with institutional culture: making progress towards a goal, realistic and effective life management, and civic engagement. Students are successful when they acquire and use knowledge and skills for these purposes.

DESCRIPTION

Admissions

For applicants holding a high school diploma or GED, RCC maintains open admissions policies for its certificate and associate degree programs, except for its Practical Nursing, RN Nursing, and Radiologic Technology programs. Admission to these programs is competitive. In August 2014 we instituted a high school self-certification policy as part of the application process.

As an open admissions institution in a multicultural city, RCC attracts a diverse student population with respect to race, ethnicity and country of origin, academic preparation, other aspects of college preparedness, and English language proficiency. We have the most diverse student population of any public post-secondary school in the state. In 2013 student population was 48% Black, 16% Hispanic, 26% unknown, and 7% White; the 48% and 26% include a wide range of ethnicities and national origins among both recent immigrant and second generation cohorts. Our students are also older, have more dependents, and work more hours than those at most comparable institutions. (e.g. 2013 CCSSE results of 2.4 hours caring for dependents vs. 1.8 nationally)

Inclusiveness is a core value at RCC, which adheres to equal access requirements and does not make admissions decisions on the basis of race, gender, sexual orientation or disability. The College publishes

all academic and financial aid policies in the Catalog (print and electronic formats), repeating much of this with practical advice in the Student Handbook.

Recruitment and enrollment activities are designed to matriculate students traditionally underrepresented in higher education and vulnerable as manifest in their rates of college entry, persistence and graduation, including low income students, first generation students, adult learners, and students in racial or ethnic minority groups. Many of these students are PELL grant eligible; they are primarily drawn from contiguous neighborhoods with high rates of poverty and crime. RCC's demographic makes it unnecessary to recruit some of the more common special populations *per se*, e.g. minorities, but several grants lead us to recruit and provide focused support to groups such as GED recipients or recent graduates of the Boston Public Schools.

Prospective students learn about RCC from college fairs, weekly information sessions and periodic campus tours, or presentations at high schools and community agencies, often followed by individual appointments with enrollment counselors. Enrollment and orientation activities involve staff from admissions, assessment/placement testing, academic advising, registration, financial aid, the business office, marketing and communication, and academic affairs.

Admissions personnel are not incentivized with quotas; this ensures ethical behavior and is consistent with our ethos of community service. RCC maintains institutional and individual membership in the American Association of Collegiate Registrars and Admissions Officers (AACRAO) and adheres to ethical standards in enrollment practices. RCC abides by the rules and regulations of Chapter 151C Fair Educational Practice and Family Education Rights and Privacy Act (FERPA). Under FERPA students have certain rights as to how their records are accessed and regulated. These rights are enumerated in the Student Handbook. As a practical matter, staff understand that student information is confidential and use reasonable judgment to share it only among appropriate staff. Work-study students in offices sign a statement of confidentiality; nevertheless, work-study students are given jobs which shield them from most access to confidential records, and they never have access to records software. Paper files are not left on counters for others to see.

In the Enrollment Center new students meet with an enrollment counselor to consider appropriate programs of study and to learn about the enrollment process, assessment, and support services. Some of these same topics are addressed in orientations, a joint effort of the offices of Student Life and Engagement and the Enrollment Center. These are held 16-20 times each semester, equally for day and night, with one session for each late-start "access" semester; students then meet with an academic advisor to begin course selection and register.   Formerly a 4-hour session was offered less often, but since fall 2013 a new format has been in place: student evaluations, SENSE data, and best practice advice led us to reduce the Orientation workshop to 75 minutes and to focus on "What a student needs to know to survive the first 3 weeks of school." Small groups (maximum 30) take part; there is opportunity for questions at the end. A welcome pack includes brochures, campus information, and the PowerPoint presentation. The session is evaluated with a brief survey.

Every applicant who matriculates at RCC undergoes a skill assessment for placement purposes in mathematics, reading, writing, science, and English as a second language (ESOL) where appropriate. The website provides an overview of what to expect from the tests and advice on how to prepare for them, with links to websites for preparation. It also provides a link to the complete Guide to Placement Testing, with sample questions. We do not have a set of pre-placement workshops; although it is

related to Standard Six, the Standard *Four* writing team developed a projection to develop workshops as they recognize the relationship between the foundational courses and success at the program level. Especially for older students, a brush-up in math (available in an *ad hoc* way in the Math Clinic) can help them move more quickly through the developmental sequence. The College uses its own tests for science and ESOL, and Accuplacer for other areas. Results inform the student's first advising and registration conversations. See the [video on assessment tests](#).

Roughly seventy percent of every entering cohort places into at least one developmental course. We offer three levels of developmental mathematics, only two of which are necessary for most majors; a self-paced MyMathLab approach prevails. The English curriculum has two levels, with the possibility of addressing reading and/or writing. ESOL offers 3 levels in the credit-bearing Language Department; two of its courses earn graduation credit. In spring 2014 the non-credit Community Access ESOL (CAESOL) program was interrupted, pending revision of the curriculum and establishment of more rigorously defined learning outcomes and systems for tracking student progress. Although this left a gap in our response to this population, the goal was to have a program better positioned to attract grant funding, enabling us to provide better services at little or no cost at a later date. This program is now functioning again on a smaller scale. We also have one developmental science course; faculty in that area have focused in recent years on pedagogical approaches to the developmental student; the POGIL project is just one example. (See examples of professional development in Standard Five documents.) Developmental courses are housed in the related departments; the Dean of Student Life supports initiatives in many of these areas. See our brochure "Steps to Success in Developmental Education," and the video clip [Pre-College Classes](#).

The College Experience course is a graduation requirement for all certificate and degree programs, though it is waived for students transferring into the College with 12 or more college credits and for those accepted into one of our 3 competitive-entrance health science programs. This course provides an orientation to college expectations with a focus on study and learning strategies, including identification of learning styles, time management, note taking, test taking, managing test anxiety, and career and transfer planning. A series of under-5-minute [video clips](#) provides information about the College in an accessible format. One goal of the course is to pro-actively guide students to academic support services, which are described in the following section on retention and graduation.

Retention and Graduation

Measurement of student success as defined by rates of retention, course completion and grades, and graduation is a routine matter. Roughly 2,500 students are studying at the College each semester, a third of those part-time. A high percentage stop out and return; in fact the largest group of graduates in a typical year are those who took 6 or 7 years to graduate. Five-year outcomes show that 33% of the 2008 entering cohort graduated and/or transferred by summer 2013. Initial placement into lower levels of developmental English is the greatest indicator limiting the likelihood of graduation; students placing in at the college level in all areas are most likely to graduate. Our graduation rate is one of the two lowest among the state's community colleges; both schools with low rates serve urban populations with many first-generation college students, so we see value added despite these rates, yet strive to improve the outcomes. Fall-to-fall retention for full-time students has varied in the 46% - 49% range with no trend, though retention for all students has been improving. Part-time students are much less likely to complete 30 college-level credits (25% vs. 59% for full-time) over five years. They are also much less

likely to graduate in that time frame (10% vs. 30%), but only slightly less likely to transfer to a 4-year school (21% vs. 28%). While we are continuously working to improve services, we know that the greater challenge is to bring students to the services; part-time students are less likely to take advantage of them. Providing parity among evening services is one response, as is The College Experience. Embedded tutors and efforts to link library instruction with specific courses are others which forge a link between classes and support services.

Student success data is collected and analyzed by the Office of Institutional Research and drives the evaluation of the College's programs and services. While we have provided and considered the S-series data, we find our own Five-Year Outcomes by Student Characteristic data summary to be more targeted for our purposes. (Especially with small numbers, relevance of data for some majors must be considered with caution.) As an Achieving the Dream leader college, RCC collects and evaluates aggregate and disaggregated success data, often with particular emphasis on students enrolled in developmental and gatekeeper courses. Intentional evaluation of such data has led to changes such as elimination of lowest-level English and ESOL courses, and a series of mathematics initiatives. Revision of developmental math curriculum, institutionalizing and staffing of the Math Clinic, and a move to lab- and student-centered math pedagogy led to a tripling of the rate for progression from developmental to completion of college-level math in three semesters. There is broad interest in student success data; conversations around it are among the most popular sessions at the annual spring Learning Academy.

In addition to academic outcomes, employment data from the state demonstrate that our certificate graduates are 6-7% more likely to be employed after graduation compared to all community colleges. (78-89% at RCC vs. 71-83% state wide) Associate's degree graduates are employed 1% less than the average for Masschusetts community colleges. (74% RCC vs. 75% state wide)

Other data are also important, and we look at several sets in unison. RCC employed the Community College Survey of Student Engagement (CCSSE) every second year through 2013. Results from CCSSE and subsequent focus groups and internal surveys are considered together with disaggregated success data. This multi-pronged analysis has played a key role in defining the goals of several major grants; the most significant current example is the developmental education focus of our Title III grant. We have also had single-time administrations of the Survey of Entering Student Engagement (SENSE), which informs the shift to focus on early weeks in orientation, and the Community College Faculty Survey of Student Engagement (CCFSSE), which led to discussion of disparities in student and faculty perception of classroom experiences. The Title III focus on student-centered learning is one outgrowth of this last study. An internal study of service effectiveness in support offices, conducted by a consultant, has led to cross training and other staff development.

Student Services

RCC offers accessible student services, including academic advising, financial aid facilitation, transfer advising, career planning, tutoring, several academic support centers, library services, student government, internships, disability services, and co-curricular activities including athletics. A campus nurse is available to students, faculty, and staff for health care and wellness education. Though sometimes on a reduced scale, each of these services is available to day and evening students, and some are offered on Saturdays. For example, in 2013-2014 out of 52 transfer activities, 6 were offered in the evening (with e-mail outreach rather than posters), while all outreach efforts for the Honors Program were rolled out equally in the day and evening. The Library, online books, development of technological

and information literacy, and many other academic support systems are described in Standard Seven and elsewhere in this self-study.

Most academic advising is provided by advising staff and full-time faculty. (90 students in target populations are served by grant-funded staff.) RCC employs full-time and part-time academic advisors to help students identify and achieve their academic goals at the College and beyond. We maintain individual and institutional memberships in the National Academic Advising Association (NACADA) as well as MCCADA, the Massachusetts Community College Chapter, with local bi-monthly meetings, and we periodically attend annual national meetings. Sixty (60)% of students are assigned to staff advisors who are available during business hours and in the evening; the others are assigned to faculty. Each faculty advisor contractually has 18 advisees, assigned according to their majors. Faculty are required to maintain office hours. Advising staff train faculty, provide updates on programs, and visit The College Experience classes.

Students enjoy individual and group tutoring in many subjects. In fall 2014 we employed 25 professional and 19 peer tutors, 12 of whom are embedded peer tutors for The College Experience classes. In addition we have five academic support centers: the Writing Center, Math Clinic, Language Lab, Learning Center, and Timothy Smith Computer Lab. Full-time and even some adjunct faculty provide additional help during office hours; math faculty devote some office hours to the Math Clinic. We involve volunteers from area universities to provide additional tutorial help. The College employs a part-time disability services coordinator who facilitates accommodations for students with documented disabilities; there is a process to inform faculty members of students who require accommodation.

Until fall 2014 the Career and Placement Department oversaw internships in concert with appropriate faculty, as a required or optional for-credit component of a program, and as a non-credit experience with transcript notation. All continue to be overseen consistent with the criteria of the Experiential Education: Internships & Cooperative Education handbook, adopted by all 15 Massachusetts community colleges. Interns do end-of- semester presentations. See calendars of career development activities and webpage. The grant-funded position overseeing this was eliminated in fall 2014 and these responsibilities were given to the Dean of Professional Studies; it is not clear how these services will evolve without a dedicated individual.

RCC has transfer and articulation agreements with several area four-year institutions. A full-time professional staff member is responsible for this service. In addition to college fairs and RCC campus visits by individual schools, one-on-one appointments are arranged on campus for students seeking specific information. Recruitment events are held on campus with an emphasis on scholarship opportunities; we have relationships with several area schools (e.g. Northeastern and Boston Universities) which offer substantive support to complete the B.A.

The College encourages and recognizes excellence through its Honors Program and with a variety of honors such as Deans' and President's Lists. An event is held each spring to celebrate these students. For both continuing and graduating students the RCC Foundation arranges scholarships and awards. These merit-based awards are in the $500 range, though some of the scholarships for graduating students are larger.

Through its Reggie Lewis Track and Athletic Center (RLTAC or The Reggie Lewis Center), RCC offers fitness programs and intercollegiate athletics, including varsity sports for men and women in basketball

and indoor and outdoor track, and men's soccer. In 2013-2014, 52 students played on official teams. All sports are governed by the National Junior College Athletic Association (NJCAA) Bylaws, institutional policies and the Commonwealth of Massachusetts. Athletes attend a mandatory meeting at the beginning of each semester to direct them to support services and ensure they understand eligibility requirements. The athletic department communicates at least twice a semester with athletes' professors to identify problems and provide timely support; however, fewer than 50% of professors respond. Many of our student athletes transfer to 4-year institutions without graduation; they are tracked in several ways. See the report "Where Are They Now?" Having tracked this since 2007, it appears that roughly 44% of our athletes continue at 4-year schools.

Getting involved in campus life happens in both curricular and co-curricular ways. It can mean participating in student organizations, attending campus events, working on service learning projects, or attending lectures and fora on campus. Academic departments and divisions sponsor activities open to the entire campus, such as biotechnology workshops for non-science faculty and a Business Fair run by a business course.

The mission of the Office of Student Life and Student Engagement is to create an inclusive campus environment that serves the educational mission of the College by supporting student leadership and encouraging active citizenship. The Office offers student programming and opportunities to obtain practical skills. Participating students learn the value of engagement and benefits of collaboration.

RCC students have created organizations that range from cheerleading to creative writing. Clubs hold activities among themselves and for the entire campus. See list of activities and website. The College recognizes the need for co-curricular activities with its commitment to Activity Periods on Tuesdays, Thursdays, and Fridays designated for student life. The Student Government Association (SGA) represents the students, participates in College governance, and sponsors social, educational, and advocacy events for students. In 2014 the Black History Trivia Game Show and Spring Volunteer Fair were two examples. SGA holds a forum each semester on topics of current interest; in Spring 2014 this was on timing in the financial aid process. RCC maintains several student leadership programs, including a Student Trustee. The SGA serves de facto as one of the five assemblies of Acuerdo, the participatory governance structure described in detail in Standard Three. Students have full voting rights at the Acuerdo Board. Each standing committee of the Acuerdo may include a student member.

Financial Aid staff provide individual support on an open door basis to prospective and enrolled students applying for federal and state funds. Since the College does not have merit-based awards, there is no awarding strategy beyond the needs-based criteria from the FAFSA (Free Application for Federal Student Aid). Due to a high cohort default rate over several years, RCC has not participated in the Federal Stafford, PLUS or Perkins loan programs since the late 1990's. The College has since been given the opportunity to reinstate their FFELP participation, but has decided not to do so. We provide information and advice on how to independently research loans on line, but we do not facilitate them, nor do we suggest any "preferred lenders"; students must seek out these options on their own. We administer funds for the federal Pell & Supplemental Education Opportunity Grant (SEOG) programs, for the Massachusetts State Grant and Mass Cash programs, and funding from the Sovereign Bank Retention program. We hire students part-time through the Federal Work-Study Program. The annual FISAP reports (Fiscal Operations Report and Application to Participate) show that in 2008-2013 RCC awarded financial aid to an average of 56.2% of its enrolled students. Almost all eligible students receive aid; a

significant minority of our students are not eligible. However, in the last few years we have been more successful at maximizing the potential of aid to support students; today roughly 85% of our students receive some form of assistance.

The student Code of Conduct and policies that address grievance and disciplinary processes for the disposition of complaints by and against students are published in the Catalog and Student Handbook. More detailed expectations for student classroom behavior are outlined in the Handbook. Instances of disruptive classroom behavior are the most frequent cause for imposing disciplinary sanctions on students, but some complaints originate in offices. There have been approximately 40 such cases each year. The Dean of Student Life serves as the Code of Conduct Officer (CCO). In early fall 2014 she assembled a Judicial Board and began a training program for them. Cases which reach the Board lead to a recommendation to the CCO; appeals go to the CAO. The CCO engages the same Judicial Board for student complaints against faculty and staff, employing a separate grievance process, also available in the Student Handbook; an exception is issues of affirmative action, which are referred to the Office of Human Resources and Affirmative Action. Grade appeals are the most frequent student complaints. A separate body with some overlapping membership, the Threat Assessment Alert Team, develops protocols for campus response to issues considered dangerous.

APPRAISAL

In preparing Standard Six of the self-study we used student survey (CCSSE, focus group) data and our knowledge of student opinion from daily work with them in ensuring a student voice. We also asked 3 students to read the Standard at several draft stages and have included their perspective not only on the content, but also on the self-study itself. They served as advisory members of the writing team. When we say "students felt" below, we are referring to these few students who read the study, discussed it, and responded to it in detail; we include their thoughts here only in those cases where there was a commonality among their responses.

Achievements

Admissions

In 2013-2014 new outreach efforts focused on community based agencies and adult basic education programs, augmenting the traditional recruitment from Boston area high schools in an effort to broaden opportunity.

The orientation program is in transition. In fall 2013 it was revamped to focus on issues new students experience during their first three weeks of classes. To promote greater participation, on-line orientation models are under consideration. Despite a historical lack of longitudinal data tracking, staff who deliver orientation have direct, tangible reasons for directing change as they do. They base it on recognized promising practices, and are assured they are working effectively.

From April 2013-May 2014 a project was underway to align admissions, registrar, and financial aid files, with a goal of consistency and accuracy. Since May 2014 systems have been in place to ensure accuracy going forward, with 3 sets of eyes on each application file, while the backlog of old files requiring attention has been cleared up. In Summer 2014 the Enrollment Center began to use a FERPA form which establishes passwords to enable us to speak to individuals by phone; it is hoped this system can involve other offices over time.

Retention and Graduation

A preponderance of entering freshmen needs developmental instruction and the college employs carefully designed strategies for assessing and meeting these needs. Besides meeting students where they are with English, mathematics, and science, non-native speakers of English may begin in a non-credit community access program (lower levels), and/or take for-credit developmental ESOL in the Language Department. A learning community at the highest of these levels links The College Experience to a writing course, embedding reading skills development in the 100-level course and saving students 3 credits of developmental work.

While orientation focuses on the first three weeks, The College Experience has a complementary longer-range goal. Our First Semester Enrollment Policy (Catalog , p. 69) requires students to begin with skills development, and to do so in a stepped manner, yet it also allows them to take one course in their major at the outset, to address the issue of engagement.

The 30-credit financial aid limit on developmental education has posed a challenge for many of our students. We have responded with compression of developmental math and ESOL curriculum, a shift to some lab-based classes in both math and English (offering more contact hours for fewer credits, at greater expense to the College), and increased emphasis on integrating instruction with use of academic support centers.

Studies have shown that students who appear at the last moment have poor outcomes if integrated late. For the past several years we have continually expanded the offerings in our Autumn and Spring Access semesters, 10-week semesters for latecomers. Anecdotal data from faculty indicate this is working well.

By fall 2015 the College plans to align its placement of students into developmental mathematics courses with the Partnership for Assessment of Readiness for College and Careers (PARCC), a statewide assessment tool; the goal is to more appropriately place (or not place) students into mathematics course at the College, factoring in overall high school GPA in general and GPA of high school math classes in particular of freshmen who graduated high school within the past three years. For students out of high school more than three years, Accuplacer, the current assessment instrument, will remain in place.

Fall-to-fall retention for all students has been steadily improving; from the fall 2011 to the fall 2013 cohorts it has gone from 41% to 43% then 47%. Because in the same period retention for full-time students fluctuated in the 46-49% range with no trend, this leads us to believe that we are making progress especially with the part-time students whose outcomes had concerned us.

Student Services

The Reggie Lewis Center consistently fields national championship caliber teams in men's and women's basketball and has produced several All-Americans in those sports as well as track and field. The athletic programs enhance the College's public image and perception.

Employees who deliver student services are qualified to do so, with professional staff holding advanced degrees in relevant fields and involved with professional organizations. Staff make use of available technology such as internal record keeping, student portals, and Web-based exploration tools; the career services site is a good example of the latter: career services. In spring 2010 and 2012 staff and

faculty came together at the Learning Academy (an annual spring professional development event) for training in communications and situation management with a focus on challenges of multicultural environments. In spring 2014 the plenary, again open to faculty and staff at all levels, focused on responses to student behavioral issues.

Academic Advising Center staff are responsible for maintaining the Advising Module, a computer-assisted advising tool. With the aid of this software, staff can access student records, generate graduation audits, maintain advisor/advisee information, and perform numerous other functions. Full-time faculty advisors have informational access to the same student records via Advising Tools. Despite challenges reconciling program requirements, student registration, and financial aid parameters in 2011-2013, the staff have persevered and made progress no matter how difficult the situation. In 2013-2014 we were able to rely on the database systems enough to forego manual checks on every registration. RCC also provides students with access to MyRCC, which allows students to access their own records, run degree audits, and register on-line. The Center staff help students appeal their financial aid and/or academic probation or suspension. This is well dovetailed with the Center's role in developing and monitoring the resulting individual plans.

We offer a rich array of co-curricular activities. Our non-resident students are older, work more hours, have more responsibilities, and have less family support for being in college (2014 CCSSE 3.2 vs. 3.5 nationally on a scale of 1-4 for family support) than most community college students, so we are proud of the level of engagement we have achieved. With a small student body, one that is often pulled in other directions, we don't always reach critical mass for events. Though there are always new ideas and activities, we consider the number of activities adequate. Our challenge lies more in broadening participation for this student body. One source of tension on campus is the fact that a variety of activities take place simultaneously, competing for student and staff attention. The Acuerdo structure provides an extraordinary opportunity for student participation in the hands-on management of the College and meaningful interaction with staff and faculty, fostering community and student development.

In 2013 we did a complete overhaul of the coordination of the Federal Work-Study Program. There is now a formal application and wait-list process, mandatory orientation, professional development for students, and a streamlined payroll process. The College also increased the share of community service jobs from 2-3% in 2011-2012 to 10% in 2012-2013. Students felt that the College's "hands off" policy on student loans is insufficient and more facilitation of loans would be appreciated.

RCC has several programs which support targeted populations. One example is a program to facilitate transition into college for graduates of ABE/GED programs: Destination College reflects the College's commitment to support the success of adult learners. Tutoring and other support services make a big difference for many; students felt that these services have improved in the last year. Students' rights and responsibilities are treated seriously. Discipline is meted out fairly with emphasis on student development rather than punitive actions such as suspension or dismissal.

We don't require co-curricular learning, but we encourage it and have supported service learning components actively since 2009. There has been discussion of a co-curricular transcript, but no action on this yet. Although significant learning may occur for students who participate in co-curricular activities, this achievement is not evaluated consistently. Service learning components in courses are

part of the course evaluation at the discretion of faculty. Internships are consistently evaluated in keeping with state-wide criteria.

Areas of Concern

Admissions

Although new students are told that orientation is mandatory, in reality only a portion of each entering cohort actually attends. We are looking at ways to enforce the "required" orientation. Since fall 2013 there has been an online registration process, making it possible to track more effectively. Integrating it with an assessment or registration function is one possibility; another is a short test, applying learning outcomes to the orientation and setting a "readiness" bar unrelated to academic preparation.

Communications is an area of ongoing improvement. In recent years we've moved from notifying applicants intermittently about the status of their applications (acceptance or requirements for completion) to doing so weekly. Technical support could ensure timely, synchronized and automated periodic communications with prospective students, but this has been limited and inconsistent.

Retention and Graduation

Keeping students in school requires a nimble response in two areas. One is engagement. RCC has created an educationally and recreationally exciting environment. The second is a response to student challenges. Academic challenges are adequately addressed, and these interventions are regularly refined, as described in Standard Four and in our discussion here of developmental education. Our ability to address *life* challenges affects whether or not students can be in school. Issues such as homelessness, inability to access affordable child care, or mental health issues - once thought of as "outside our purview" - are now being addressed by the Single Stop Office. This new program (fall 2014) takes a holistic view of students and helps them access a broad range of critical supports that are powerful tools for lifting families out of poverty, particularly when accessed in conjunction with such comprehensive services as legal counseling, financial advice, and tax preparation to ensure that students' lives are organized for success. Although providing financial aid is a necessary first step to meeting student need, many of our students are not eligible for financial aid or receive partial awards. Paying for textbooks is a challenge for too many students, one that faculty have been frustrated by for years.

Students' classroom experience and information and technology literacy development have benefited from RCC's recent focus on technology capacity and related faculty professional development. However, the bigger concern and obstacle shared by all community colleges continues to be student limited access to technology. As documented by the Campus Computing Project, far fewer community college students have laptop computers with wi-fi access. Instead, the majority are more likely to have at their disposal only mobile devices, which are insufficient to leverage the advantages of educational technology.   Solutions are explored in the 2010 Inside Higher Ed article "Serving the Laptopless Student" by Steve Kolowich. Our efforts to increase information and technology literacy for both faculty and students will require a review of the technology infrastructure; expanded availability of campus computer labs might be indicated.   We might also expand IT support for students with laptops, make tablets and/or laptops with wi-fi access available for students to loan from the library (modeling La Guardia Community College's approach). Increased professional development to promote m-learning to

take advantage of the devices most students do own would also be recommended, as this is the trend across Higher Ed.

Training of the Judicial Board is ongoing, and broad-based faculty and staff training on strategies for preempting student behavior problems has been well received; 90% of participants in Spring 2014 found it moderately to very useful, and half of those want more training. This is viewed as a college-wide concern by faculty and staff, but capacity development is sporadic. The faculty role in academic advising is not broadly well informed: despite frequent training offerings from the advising staff, few faculty choose to participate.

Although the official policy is to require The College Experience in the first semester, in reality only 50% of registered students are new; the rest are in their 2nd or 3rd semesters. Students felt that we should enforce this requirement more stringently.

Data on measures of student success are not always disseminated broadly. Access and use are uneven across the institution. Individual offices sometimes have difficulty to extract the information they desire. Retention and graduation data are maintained for student athletes more so than for other cohorts such as students with documented disabilities.

Student Services

Student services are generally adequate, but slightly below the national average. (2013 CCSSE results rank support 2.8 vs. 3.0 nationally on a scale of 1-4, and student relationships with staff 4.3 vs. 4.9 nationally on a scale of 1-7. This is consistent with qualitative research results in internal student surveys and the Service Effectiveness Study.) Efforts are in place to improve integration among offices, to increasingly professionalize tutoring, and to integrate tutoring consistently among various academic support centers. The disability coordinator is only half time. Response to veterans needs is loosely organized and should be more robust; there is no vibrant veterans' community on campus. The need for a counsellor and/or social worker has been keenly felt for years; Single Stop is a response to this last point.

Over the past several years we have reviewed several "early warning system" and student services communication software programs, but have never purchased one or created a comprehensive home grown version. Faculty and staff want a way to monitor a student's progress, to intervene early on their behalf, and to coordinate various interventions. Students felt that tutoring services are not managed for maximal effect: availability is uneven among subject areas, and tutors can sit idle. In fall 2014 we hired a Director of Academic Support Services to address concerns around tutoring utilization; the Math Clinic's drop-in model has kept tutors busy and may expand to other areas.

Student engagement staff have been frustrated that the Friday activity period is not a viable time for activities since few classes take place on Friday, and students taking that schedule tend to be those who work and aren't looking for much beyond classes.   Even those on Tuesday and Thursday are late; with few core classes after 3 pm there is little motivation to stay. This schedule was designed for academic reasons and has been a compromise for co-curricular engagement. Students felt that the College should have more guest speakers and that SGA should sponsor more activities connecting academics and careers.

Although Acuerdo offers rich opportunities for student engagement, actual student participation has been inconsistent from year to year, and overall disappointing. Still, students have made a difference on the Academic Technology Committee, helping to raise awareness about excessive printing in labs resulting from online delivery of curriculum; this would be alleviated by a system to sell photocopied course packs, but that suggestion has gained no traction.

Despite active membership in professional organizations (AACRAO and NACADA) which define ethical standards for personnel, and despite our confidence that we adhere to these standards, the standards are not published in any campus organ.

The contractually mandated system of assigning advisees to faculty has long been a bugaboo. In reality only a few faculty in selected majors (e.g. Nursing) see their 18 advisees. The vast majority of faculty advise (or at least register) at least 18 students each semester, but most faculty only see 20% of their assigned advisees; they help students from their classes or who otherwise connect with them. It is difficult to track advising effectiveness this way, and we worry that the longer-term relationships that matter are not developing as students consult with a different teacher each semester. Students felt that some new approaches to advising could be helpful; they recommended more intrusive advising, requiring online registration to focus advisor time on advising rather than registration, and group office hours for students in specific majors. This last idea is similar to our "Majors Day," an approach we have used periodically over the years.

Academic advising and career exploration staff wrestle with the needs of a largely immigrant student population culturally attracted to particular health careers exclusively. The College Experience course and the Health Careers major are two responses, but the need to help students understand expectations and define realistic paths remains a challenge.

Staff in financial aid, business, enrollment, and even advising areas suffer from the perception of these being "unfriendly" offices. Spring 2013 CCSSE results show lower than average satisfaction with financial aid advising. (1.96 vs. 2.24 national average) There has been much discussion of the reasons: the need to deliver unpopular information, challenges of intercultural communication, systemic flaws with offices whose work is not well coordinated, leading students to "get the run around." The 2011 study of "Service Effectiveness" recommended increased professional development and cross training particularly in response to the systemic piece; as stated elsewhere, we are working on better integration of systems among these offices. Although there have been periodic staff development activities to address these issues in the context of cultural competence and classroom management, there is need for more sustained support to faculty, administrators and staff to develop capability for deescalating confrontations in all venues.

RCC needs to be more proactive to ensure that everyone understands policies and procedures. These are in the college's publications, but how else can we convey this information? Responses include the videos, a new Guide to placement tests and streamlined orientation, but we are continuously examining ways to better educate our clients. Areas that particularly need attention are the scope of disability services, changes in academic requirements, and how course selection relates to financial aid eligibility. Faculty and staff advisors have too often failed to follow program sheets when advising, or to respect prerequisites; if computer blocks had been in effect at registration, this would have prevented student problems and had a training effect on advisors.

Failure on this last item became an important challenge for the College as it became clear that record keeping in the student academic record and financial aid systems were not accurate or integrated. For some time students were allowed to choose courses which did not apply to their programs and which were thus not covered by financial aid. In 2012, when we began to better manage this manually, it was an overwhelming catch-up task which led to late disbursement of student excess awards, causing frustration and bad press. One unfortunate effect of our initial efforts to come into compliance in the awarding of financial aid was overcompensation in the application of rules regarding which courses in a program are eligible for aid. For a period we were denying aid for some eligible courses, giving students less aid than they deserved, and paying with College funds when the decision was retroactive; this hurt the students and the College. We have since remedied this situation.

In June 2013 the College was placed on Heightened Cash Management (HCM2) status by the US Department of Education (DOE); we did not receive our federal funds as we had in the past. Under HCM2 the College has had to audit every student's file for Admissions, Business Office, Financial Aid and Advising records to ensure that they were correct. Student records have to be audited with a near 100% approval rate before any federal funds (Pell grant, SEOG) can be disbursed. In summer 2013 the HEAG consulting group was hired to complete these files and help cover staffing shortages in the Office of Financial Aid. As a result of this file review, disbursements for the fall 2013 semester were extremely delayed and those for spring 2014 semester for newly enrolled students were slow as well. The effect on the College's budget has been enormous.

Why was the College placed on HCM2 status? We believe there were system failures across the college. We understand it was a mistake not to implement Jenzabar's then new Financial Aid Module in 2006-2007. As a result the Jenzabar and PowerFAIDS systems were not able to share and update information in real-time to accurately reflect a student's bill, financial aid, and enrollment information, or to manage the relationships among them. Lapses in data sharing caused years of invalid data to remain on a student's financial aid record and caused errors in the disbursement of both federal and state funds.

By March 2014 we had hired an interim director and permanent associate director for the Office of Financial Aid, who continued to work with HEAG on the required HCM2 submissions. In addition, the new college staff worked with IT to enhance the website, upgrade the PowerFAIDS database, create a data sharing environment with Jenzabar, and improve student communication. In April 2014 we engaged Jenzabar's financial aid expert consultant to help us update the PowerFAIDS and Jenzabar systems and better leverage that capacity. The most important aspect of the partnership between Financial Aid and ITS has been the data integration project. By the beginning of the 2014-2015 school year the enrollment modules of Jenzabar and PowerFAIDS were exchanging information so that student enrollment and demographic information was accurate, up to date and consistent. Ongoing solutions have included a proactive communication system with enrolled students and opened lines of communication among the Financial Aid, Business, Admissions, Registrar, and Advising Offices. In March 2014 the director and associate director of Financial Aid began an ongoing training program to re-train staff on the past 10 years of regulatory changes and to ensure continued compliance.

The first step in being released from HCM2 status was to make six "clean" file submissions, which were completed by July 2014. All six submissions were accepted. However, the College continues on HCM2 status at least for the 2014-2015 school year. The DOE is looking for three things in our operations to be

certain that we have the capacity to administer financial aid going forward. First, that we continue to have clean submissions with eligibility established meticulously. Second, that we establish some history of being able to do this without consultants; by October 2014 HEAG had left and all fall records were submitted solely with college staff and accepted as clean. Third, that the College's financial affairs are otherwise in good order, as evidenced by several acceptable annual audits. The audit of fiscal year 2014 was accepted by the trustees in December 2014. We will thus only begin to address the issue of ending HCM2 in fall 2015.

In the meantime as we write this in fall 2014 another Jenzabar consultant is working with the Business Office to update and integrate their functions as well for more efficient service to students. More refinements of PowerFAIDS and other automated processes will be set up in March 2015. From fall 2014 forward HCM2 takes a back seat to administering financial aid in a compliant manner, with the HCM2 files being an oversight requirement while we continually get closer to our goal of disbursing money to students shortly after the add/drop period.

Institutional Effectiveness

Many student service areas routinely administer surveys (e.g. orientation) and have access to those data (e.g. CCSSE, retention) which are administered institutionally. Directors and mid-level managers use this information to refine offerings and have consistently collaborated. However, recreating institutional memory at the decision-making level and, especially, coordination in the application of existing longitudinal data are current emphases for administrators. The lifting of HCM2 status will be a significant indicator of acceptable practice.

PROJECTIONS

Actions	Responsible Persons
Fall 2015 – Designate one individual responsible for management of orientation and related data.	CAO
Fall 2015 – assess consistency and timeliness of information provided to students, particularly: course selection for progress towards a degree, changes in program requirements. (This dovetails with the Standard Five initiative of a task force to study and make recommendations on advising issues.)	VP Academic and Student Affairs, Dean of Student Life
Fall 2015 – Assess effectiveness of Single Stop; identify still unmet needs.	VP Student Admissions and Success
Spring 2016 - Initiate study on effectiveness of orientation, College Experience, and other student services at strategic points in the semester.	Director of Institutional Effectiveness and Data Management
Fall 2016 –inventory of professional development needs for staff in all student support areas; develop multi-year plan to stagger off-campus participation among areas.	Professional Development Committee (Acuerdo)
By 2017 - Increase student out-of-class access to computers and the Web.	CIO, CFO

Standard Seven: Library and Other Information Resources

DATA FIRST FORM

Standard 7: Library and Other Information Resources					
(Library)					?
	3 years prior	2 years prior	Most recently completed year	Current year (actual or projection)	Next year (goal)
	(FY 2011)	(FY 2012)	(FY 2013)	(FY 2014)	(FY 2015)
Expenditures/FTE student					
Materials	19.77	12.18	N/A	N/A	N/A
Salaries & Wages	43.15	61.04	N/A	N/A	N/A
Other operating	6.10	9.36	N/A	N/A	N/A
Collections					
Total print volumes	29,124	30,657	32,068	32,499 as of 1/14/14	
Electronic books	22,527	22,615	31,560	33,327 as of 1/14/14	
Print/microform serial subscriptions	106	69	69	64	64
ectronic journals	N/A	N/A	N/A	48,821	48,821
Microforms	167	167	167	167	167
Total media materials (including streaming video	1,533	1,872	3,829	24,396 as of 1/14/14	
Personnel (FTE)					
Librarians -- main campus	4.0	4.0	4.0	3.0	4.0
Librarians -- branch campuses	NA	NA	NA	NA	NA
Other library personnel -- main campus	3.7	3.7	3.7	3.7	3.7
Other library personnel -- branch campus	NA	NA	NA	NA	NA
Library Instruction					
Total sessions -- main campus	143	171	145	63 as of 1-14-14	
Total attendance - main campus	2745	2626	2142	986 as of 1-14-14	
Total sessions -- branch campuses	NA	NA	NA	NA	NA
Total attendance -- branch campuses	NA	NA	NA	NA	NA
Reference and Reserves					
In-person reference questions	5479	2697	1787	988 as of 1-14-14	
Virtual reference questions	0	14	18	13 as of 1-14-14	
Traditional Reserves:					
courses supported	No stats	No stats	No stats	120 as of 1-14-14	
items on reserve	No stats	No stats	No stats	326 as of 1-14-14	
E-Reserves:					
courses supported	0	0	0	0	0
items on e-reserve	0	0	0	0	0
Circulation (do not include reserves)					
Total/FTE student	3	5	5	6	
Total full-text article requests	N/A	N/A	N/A	N/A	N/A
Number of hits to library website	No stats	No stats	No stats	25084 as of 1-1-14	
Student borrowing through consortia or contract	526	395	396	133 as of 1-1-14	
Availability/attendance					
Hours of operation/week main campus	67	69.5	69.5	69.5	69.5
Hours of operation/week branch campuses	NA	NA	NA	NA	NA
Gate counts/year -- main campus	114,952	121,851	129,153	75,281 as of 1-1-14	
Gate counts/year -- average branch campuses	NA	NA	NA	NA	NA
URL of most recent library annual report:	N/A				
URL of Information Literacy Reports:	http://www.rcc.mass.edu/lib/informationliteracy/info_Literacy.				

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

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year* (actual or projection)	Next Year Forward (goal) ?
	(FY 2012)	(FY 2013)	(FY 2014)	(FY 2015)	(FY 2016)
Number (percent) of students with own computers	N/A	N/A	N/A	N/A	N/A
? Course management system	Moodle 2.8				
Number of classes using the system					
Classes on the main campus	1100	1109	1037	935	935
Classes offered off-campus					
Distance education courses	32	32	35	22	22
Bandwidth					
On-campus network	10/100 MB	10 GB	10 GB	10 GB	10 GB
Off-campus access					
? commodity internet (Mbps)	100 MB	200 MB	200 MB	200 MB	200 MB
? high-performance networks (Mbps)	10/100MB	1 GB	1 GB	1 GB	1 GB
? Wireless protocol(s)	802.1X	802.1X	802.1X	802.1X	802.1X
Network					
Percent of residence halls connected to network					
wired					
wireless					
Percent of classrooms connected to network					
wired	100%	100%	100%	100%	100%
wireless	100%	100%	100%	100%	100%
Public wireless ports					
Multimedia classrooms (percent)					
Main campus	25%	45%	65%	90%	90%
Branches and locations					
IT Personnel (FTE)					
Main campus**	16.5	16.5	16.5	15.0	15.0
Branch campuses					
Dedicated to distance learning	1.0	1.0	1.0	1.0	1.0
Software systems and versions					
Students	Microsoft Office Suite, Adobe Suite, Visual Studio Suite, Java IDE, DreamW...				
Finances	Jenzabar, Microsoft Office Suite, PowerFaids				
Human Resources	Jenzabar, Microsoft Office Suite				
Advancement	Microsoft Office Suite				
Library	Microsoft Office Suite				
Website Management	Visual Studio Suite, DreamWeaver				
Portfolio Management					
Interactive Video Conferencing					
Digital Object Management	Adobe Suite				

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

** Includes both Information Technology and Academic Technology staff

Strengths	Challenges
• Library instruction sessions for College Experience classes • Availability of Library resources off-campus • Most courses (94%) support application of information and/or technology literacy.	• Coordination between ITS and Academic Technology Departments • Developing standardized expectations for best practices in technological literacy in accordance with national standards • Management process for administrative, trustee, student and academic affairs records

At Roxbury Community College, library and information resources are an important part of the college's mission to facilitate student learning and help students reach their educational goals. In addition to the Library, the College has a wide range of information resources, including information and academic technology and academic learning centers.

DESCRIPTION

Resources and Access

The RCC Library is staffed by a full-time director and three full-time professional librarians with master's degrees in library science, 2 full-time support staff, 3 part-time assistants, a student worker, and two part-time archives volunteers. The director provides oversight for the library budget, staff, and website, and manages the physical and digital collections. Professional staff attend professional development events, usually once a year.

The Library provides a rich variety of print, database, and electronic resources plus multimedia equipment. Details about the collection of over 50,000 items are in the Data First Form.

The Library has 16 computers for student use. There is a group study room for 28 students, 65 carrels for silent study, and a library classroom with 24 computers and 1 instructor station, available to faculty when not in use by the Library. The Library is open 69.5 hours a week, including Saturday and evening hours. In 2013 the Library had a gate count of 129,153 and librarians answered 1,787 in-person reference questions. (Library statistics are by fiscal year; 2013 is thus July 2012-June 2013.)

RCC is a member of the Metro Boston Library Network, which allows students, faculty, and staff to access Boston Public Library material. Students and faculty have access to items from other Massachusetts colleges and universities through two consortia and interlibrary loans offer access to nationwide resources. Professional staff purchases new resources in specific subject areas. Librarians consult RCC faculty, as well as *Choice* and *Library Journal* when assessing the collection and making decisions about purchases. Faculty can request specific items.

The library website features links to the library's Facebook page, "Ask a Librarian" online reference service, research guides, resources for the college's "One Book, One Campus" program, and the college's archives, special collections, and much more. A range of library policies are posted on the website.

Sections of the freshman experience course, The College Experience, are encouraged to attend an hour-long library instruction session and complete a library "Treasure Hunt". Librarians provide library and

information literacy skills instruction sessions to any course upon request. Reference librarians answer questions in person and respond to questions over the phone, by email, and through the "Ask a Librarian" link on the library website. With a library barcode, students can search the catalog and perform many other functions remotely.

Reference data is collected through the online "Ask a Librarian" service. A gate counter tracks the number of individuals who enter the Library and cataloging and circulation reports can be run through the integrated library system (Polaris). The library director submits periodic reports to the College Board of Trustees, and professional staff members submit monthly reports to the director. The Library also submits statistics about its staff, collections, and use to the Massachusetts Conference of Chief Librarians of Public Higher Educational Institutions (MCCLPHEI). In the past, the Library has used a professional library service quality survey called LibQUAL, in addition to conducting its own surveys.

Information and Technological Literacy

RCC is committed to overall student development for academic and practical purposes in the modern world; information and technological literacies are a key part of this. These literacies are embedded and highlighted in several of our institutional proficiencies: 1) Informed Logical and Analytical Reasoning - An ability to… use appropriate evidence to support…reasoning, and practice the fundamentals of research in academic and professional contexts; 2) Communication - An ability to…identify the need for, find, and evaluate information and employ it in an ethical manner**;** 3) Technological Literacy - An ability to use 21st century technology to support learning and career goals, to make effective use of technology-assisted instruction, and to learn to use new productivity and occupation-specific software.

These goals are supported by academic administrators, by the faculty in both curriculum design and curricular delivery, by the Library, the Information Technology Services Department (ITS), by staff supporting academic technology, and by academic support services such as the Writing Center, Language Lab, Learning Center, Math Clinic, and Nursing Lab, each with a specific purpose. A number of spaces on campus provide general computer and Web access, as do many of the specific centers above. The organizational and physical infrastructure is explored more fully in Standard Eight. Students have 24/7 access to a general introduction to campus technology via a website.

Application of instructional technology across the curriculum has increased with a five-year Title III Improving Institutions grant which ends in 2015. The focus of Title III has been to increase the availability and use of instructional technology and to provide related professional development. These smart classrooms are in high demand. Faculty assigned to the newly equipped rooms were surveyed in spring and fall 2012, and the two sets of results were compared. On the average 81% use the technology in these rooms every class or almost every class, with a 17% increase from spring to fall in the number of faculty who felt training prepared them well to apply the new technology (from 33% to 50%). Additionally, there was a rise in the use of technology in the classroom to engage and stimulate students in class (from 86% to 97%), to improve learning outcomes (from 76% to 89%), and to gauge comprehension in class (from 24% to 39%). (In spring 22 out of 89 surveyed responded; in fall 36 out of 167.)

Increased instructional technology use at RCC is evident in implementation of the Moodle learning management system. Academic course sections with a Moodle presence grew from 102 sections in fall 2012 to 159 in spring, 2014 (50% increase). The number of faculty using Moodle as part of course delivery grew from 50 to 79 (53% increase) over the same period, representing 40% of total spring, 2014 faculty. The Coordinator of Instructional Technology has created two Moodle instructional sites for staff

and faculty which may prove useful to students as well: Moodle and Online Education at RCC and Standards for Online Course Development. A student perspective on Moodle is available through student-created web videos linked from the Moodle and Online Education site.

A common topic at faculty meetings is the nexus of information and technology literacies: helping students to move beyond Google and assess online sources has naturally emerged as an ongoing challenge across the curriculum in the era of the Web; faculty often share approaches on this. Our review of sample syllabi (see below) indicates that research assignments are a common form of assessment across the curriculum.

APPRAISAL

Achievements

Resources and Access

The Library is planning two years ahead and library staff hopes to play a more comprehensive role in the development of information and technological literacy. One librarian earned a second master's degree in Instructional Design in 2011, which provides capacity to revamp the Library's instruction program. The Library initiated an academic liaison program in fall 2014, pairing librarians with academic departments; spring 2015 is the first full semester of implementation. We expect this to systematically ensure that every area take full advantage of library services, including instruction, to improve collection management, and to infuse more explicit awareness of information literacy skills in the curriculum. A professional librarian sits on the college's Curriculum Committee, Honors Committee, and Academic Technology Committee, which helps align new and Honors courses with library resources and keeps library staff abreast of emerging academic technology initiatives.

The RCC community used the Library more in 2013 than in either of the two previous years (Gate counts of 129,153 versus 114,952 and 121,851). 73% of the 134 students who took an informal, online student survey given in December 2013 indicated they find library services to be very good or excellent and 79% use the Library on a daily or weekly basis.

There are several groups on campus which address issues of information and technology literacy. The Acuerdo (participatory governance) structure has a Library Committee which has raised awareness of the archives and selected works under the library's initiative to place original art throughout the campus. Acuerdo also has an Academic Technology Committee where students refined a student survey instrument for the Information Technology Services (ITS) Department to set priorities. RCC's Online Education Committee (OEC) is an MCCC-mandated distance education group representing contract concerns around technology; at RCC they embraced a more visionary agenda and developed a series of recommendations to broaden technology use.

The Library offers over 10,000 more e-books than it did in 2012. Total print volumes and the collection development budget have remained flat, but due to weeding, the collection as a whole is stronger than it has ever been. In 2014 we also began a study of the electronic databases offered to students and faculty, taking use, cost, and the materials into consideration. In fall 2015 two databases were eliminated as a result of the study, which is ongoing as subscriptions come up for renewal.

Many College Experience faculty respond to the Library's invitation for a library instruction session. In 2011-2014 67% to 100% of sections participated, varying by semester. The Library also offered widely

advertised bi-weekly drop-in workshops on a range of research topics in spring and fall 2014. They were worthwhile, but attendance was low, except when individual faculty connected them to course delivery.

RCC's 2005 self-study identified shortcomings in the Library, which led to significant changes in the ensuing years. In 2011, with shortcomings in the resident technology having ever more implications for delivery of our programs and services, the College made a strategic investment to upgrade network infrastructure; bandwidth was increased from 10 mg to 200 mg. Other changes (see Standard Eight) have also supported reliable delivery of appropriate technology. RCC currently has adequate instructional and administrative technology and library services, and resource allocations which are not generous, but adequate to maintain the needs of the College.

How and how much do our students use technology? According to the 2013 Community College Survey of Student Engagement (CCSSE), in response to a question on internet use for assignment completion, 72% indicated "often" or "very often." (n=201) But we are more interested in the *types* of technology use than in the amount. A combined 67% indicated that their experiences at the college "using computing and information technology" contributed to knowledge, skills, and personal development "quite a bit" or "very much," with roughly 70% of those responses in the highest category in both cases. (n=189) We consider these figures to be an indicator of success in the application of technology and information literacy; this interpretation is supported by employment data.

Information and Technological Literacy

As supported by the S-Series form, students who complete coursework in majors where technology use is essential - Accounting, Business Administration and Management, Computer Information Systems, and Health Careers - exceeded the 67% job placement goal set by the College. Additionally, state employment data indicate success in the workforce, which implies sufficient technological skills. If we look at the entire curriculum, we know that ENG 101 and 102, plus many other courses in the core, ensure general research skills and require technological access to information. Research assignments, a common form of assessment, infer application of information literacy and technology for their completion. Many program outcomes explicitly focus on information and technology literacy skills, e.g. English, Criminal Justice, and Arts and Humanities.

From the syllabus collection gathered for this self-study (see also Standard Four), 68 randomly chosen documents were searched for keywords (*cite, computer, internet, library, MyMathLab, online, research, web*), then the text was further examined in context to verify whether skills indicative of information and/or technology literacy were mentioned or demonstrated by either students and/or faculty. Only 6% (4) showed no clear evidence that information and/or technology literacy is applied, 94% (64) of the syllabi supported some application of information and/or technology literacy. Research assignments are the most common, obvious manifestation.

The focus above has been on academics, but ITS also provides hardware, software, and staff development for all staff in administrative functions, described more fully in Standard Eight. Monthly drop-in IT clinics with lunch encourage *ad hoc* groups to recognize common issues and build informal support networks, decreasing dependence on ITS. The on-demand Helpdesk, accessed by phone or online, tracks requests for help; they guarantee a response within 24 hours. A weekly "Did you know?" tip is sent to all staff. Training specific to new software or, more commonly, new modules of existing software (e.g. Jenzabar) is offered as needed.

Areas of Concern

Resources and Access

As we write this in fall 2014 there are major questions about the space the Library will occupy in the Academic Building once the DCAMM project (see Standard Eight) is implemented. These changes in the size and layout of the Library will impact collections, students, and policies and procedures. Library staff will respond when they have actionable information.

The College does not currently have a records management plan for administrative, trustee, student and academic affairs records – those which reflect operations and student life at RCC. Records are transferred to the College Archives in an ad-hoc manner, and no one is responsible for the campus-wide disposition of records.

Student computers in the Library are important, but it is difficult to separate library-specific from general uses of this high-demand equipment. There is concern that increasing the number in this location will distract library staff from their intended roles to time-consuming general technology support.

Information and Technological Literacy

Information literacy is addressed fairly well in the curriculum, in academic support centers, and refined in academic departments, but a coordinated effort among these parties, with a central role for the Library, could address lingering issues of redundancy and instructional gaps, and ensure scaffolding of increasingly sophisticated levels of skill. We do not understand the wide variation in College Experience participation rates for Library instruction, and the goal of 100% every semester remains elusive.

Students may sometimes be faster than faculty at adopting technology, but the application of technology to appropriate uses of information is an area where faculty guidance is essential. Among many possible ways to address this are: extension of our Atomic Learning license with aggressive promotion; a faculty-faculty mentorship program; alignment of course objectives with ISTE standards for students (see projections); connecting professional development to the ISTE standards for faculty. Faculty competence with technology and its educational uses is an ongoing challenge, discussed more fully in Standards Four, Five, and Six.

Institutional Effectiveness

Using reports, surveys, staff meetings, the report running function of Polaris (integrated library catalog system), and other tools, the Library systematically collects and reports data about its collections and services. Statistics about many library functions are collected and reported on a monthly basis and the tools exist for more data to be collected. The ITS Department routinely meets with the representative Student Government Association for student input. ITS also asks deans, directors, and department chairs several times yearly, but these parties also come to ITS with their needs throughout the year. The annual budgeting process is an occasion for all requests to be bundled and considered as a whole, ensuring coordination focused on continuous improvement. Helpdesk request evaluations are tracked as well. The reporting requirements of Title III ensure robust analysis of the effectiveness of academic technology initiatives; it is uncertain if this will remain relevant when the grant concludes.

PROJECTIONS

Actions	Responsible Persons
Beginning Fall 2015 - design comprehensive information literacy initiative with clear, complementary roles for Library, academic support centers, and curricular design and delivery. (See also Standard Four projection which adds a dimension of assessing student outcomes.)	Library Director, Dean for Student Life, academic deans
Beginning Fall 2015 - provide targeted professional development for faculty to integrate information and technology literacy into lesson planning and delivery, as well as to promote skills alignment based on ISTE (NETs) Standards for Teachers and Administrators.	CAO, Academic Technology staff, division deans, department chairs
Beginning Fall 2017 - embed Information and technology literacy proficiency benchmarks across the curriculum based on ISTE (NETs) Standards for Students and AAC&U Value Rubrics.	CAO, division deans, department chairs

Standard Eight: Physical and Technological Resources

DATA FIRST FORM

Standard 8: Physical and Technological Resources				

Campus location	Serviceable Buildings	Assignable Square Feet (000)		
Main campus	5	371.101		
Other U.S. locations	0			
International locations	0			

		3 Years Prior	2 Years Prior	1 Year Prior	Current Year*	Next Year Forward (goal)
		(FY 2012)	(FY 2013)	(FY 2014)	(FY 2015)	(FY 2016)
Revenue ($000)						
Capital appropriations (public institutions)		$0	$0	$134,691	$0	$0
Operating budget						
Gifts and grants						
Debt						
TOTAL		$0	$0	$134,691	$0	$0
Expenditures ($000)						
New Construction						
Renovations, maintenance and equipment						
Technology						
TOTAL		$0	$0	$0	$0	$0

Assignable square feet (000)	Main campus	Off-campus	Total
Classroom	24		24
Laboratory	26		26
Office	33		33
Study	18		18
Special	100		100
General	31		31
Support	54		54
Residential			0
Other	86		86

Major new buildings, past 10 years (add rows as needed)

Building name	Purpose(s)	Assignable Square Feet (000)	Cost (000)	Year

New buildings, planned for next 5 years (add rows as needed)

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year

Major Renovations, past 10 years (add rows as needed)

The list below includes renovations costing $_____ or more

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year

Renovations planned for next 5 years (add rows as needed)

The list below includes renovations costing $_____ or more

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year

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

Strengths	Challenges
- Upgrading technology in learning spaces $43 million bond for deferred maintenance and construction - Online Help Desk	- HVAC system needs an overhaul - Maximizing possibilities of the DCAMM project - Consistency of data integrity in Jenzabar

With strategic planning and contributions from a wide range of campus employees, Roxbury Community College provides the appropriate and necessary physical and technological resources to promote student success. We are committed to providing up-to-date infrastructure for our community.

DESCRIPTION

RCC consists of six buildings, one being an uninhabited historic home. The five in active use are the Media Arts Building (Building #1), the Administration Building (#2), the Academic Building (#3), the Student Center (#4) and the Reggie Lewis Track and Athletic Center (RLTAC, the Reggie Lewis Center, the Reggie, #5). The name Student Center is a historic remnant and does not accurately describe the building's current uses. The Facilities Department maintains 371,101 ft^2 of buildings using campus employees and contracted services of various independent contractors under the direction of the Vice President for Administration and Finance; daily implementation is overseen by the Assistant Director of Facilities. (There is no Director of Facilities.) The College has five parking lots: a small administrative lot serves key administrators; a staff lot at RLTAC; one is leased to New England Baptist Hospital; the largest two, closest to campus buildings, accommodate 498 cars. There are bike racks in several locations. RCC does not provide student housing.

The campus is fully accessible and has a disabilities coordinator. Public Safety is overseen by the Director of Public Safety, employed by the College, who oversees all aspects of public safety including oversight of the private security company whose staff is available in emergencies via phones in every classroom and office. Security does not have arresting authority or carry weapons. In extreme cases we would call the police, whose headquarters are two blocks away. The campus attempts to be sustainable by working to increase efficiency of HVAC systems and using blowers over paper towels in bathrooms; much office paper is recycled or re-used; the campus has trees, ample sunlight and air, a community garden, and is close to public transportation.

Building 3 is the primary building for teaching, but there are some classrooms and labs in Buildings 1 and 4, plus class exercise rooms in the RLTAC. Building 1 has a large auditorium, which we do not count as a classroom because it is not used for that purpose. Among Buildings 1, 3, and 4 we have a total of 84 classrooms and labs, only one being a lecture hall with a capacity of 77. The majority accommodate between 20 and 40 people. These 84 spaces include:

- 1 lecture hall
- 15 standard classrooms
- 27 technology equipped classrooms
- 6 computer lab classrooms regularly used for classes (computer for each student)

- 8 computer labs regularly used for other purposes (Library, Learning Center, etc.)
- 12 specialized labs (science, nursing simulation, etc.)
- 7 broadcast media rooms
- 3 rooms for art
- 5 small piano rehearsal spaces

The newest technology classrooms feature multimedia lecterns, PC's, projection, sound systems, Eno boards, digital annotation options, internet connectivity, streaming video and DVD playback, and auxiliary connections for personal devices. Through these, we aim to increase student success, college retention rates, and strengthen our faculty's effectiveness. Eleven more are planned by fall 2015. All academic support centers are equipped with workstations. In spring 2014, 66 classes met in the computer labs, which are supported by the Information Technology Services Department (ITS). The mission of ITS is to provide reliable, secure, useful, and accessible information resources and related services that empower the students, faculty and staff.

Appropriate faculty and staff have access to the Jenzabar student records portal, and all offices have phones with voice messaging. Faculty and students have access to MyRCC, Moodle, and an email account (via Outlook for faculty and via Google for students) to use for college functions; the email has effective filters for junk and quarantined mail. Faculty and staff also use FX, an intranet portal with many functions, including data mining capacity. These resources require a variety of passwords; student passwords can be accessed on MyRCC. Pharos is a print management system in many campus print locations available to students. This has fostered a sense of student accountability and led to savings; a comparison of AY 2012-2013 and AY 2013-2014 shows an 18.3 % savings based on pages sent to the Pharos station but never released to print. ($13,446)

Our enterprise resource planning (ERP) system, Jenzabar, is an integrated real-time, core business processes system. It was set up as a distributed data management system where each area -Admissions, Registrar, Advising, and Business- had ownership of their module.   The modules that comprise Jenzabar are capable of being well integrated with PowerFaids, which manages student financial aid, including reimbursements and vouchers.

Technology resources are managed primarily by ITS, but with some involvement of Academic Technology/Professional Development staff, most often referred to in terms of their training space, the Academic Technology Center (ATC).   ATC consists of a Coordinator of Instructional Technology and a Course Developer. They assist faculty and students in leveraging technology in teaching, learning and research. This is explored more in Standards Six and Seven. Much of this has been supported with Title III funds; support for Moodle is hard funded. Many departments recommend, install, and use technology for specific curricular and administrative purposes, mostly with support from ITS. Much of the design and some maintenance of FX is handled by the institutional planning area in conjunction with ITS.

In fall 2009, an individual consultant undertook a brief IT Assessment Report. As a result, throughout spring 2010 an ad hoc IT Advisory Committee with broad campus representation reviewed this report and made its own recommendations, including increasing investment in technology infrastructure. A consulting firm worked with ITS to develop a three-year Information Technology Services Strategic Infrastructure Plan (The Plan) delivered in April 2011. Continuous improvements have been made in integration and access, service delivery, streamlining, and security. In 2011, the College increased the

ITS budget by 75% to pay for the upgrades during phases I and II. Following the upgrades, the budget was returned to roughly the same as in 2010.

As a result of the Plan, ITS was organized in four areas: Network Services and Security, Enterprise Application, Help Desk Services and Support, and Computer Labs Services and Support. The first 14 pages of the Plan lay out the essentials; we will discuss only a few characteristic examples here as they relate to the key recommendations (pp. 11-12):

- Building face to face relationships with students/staff/faculty - ITS is now real time as people can be buzzed into IT and request help.
- Electronic communication has been enhanced: Helpdesk (see statistics) Moodle/MyRCC on demand
- Operating at nearly 100% capacity: installing maintaining equipment/software and the electronic educational initiative "Did you know?" email blasts to entire RCC community. (Also Title III initiative).
- Investment in automated infrastructure management tools was recommended. In summer 2012 the network was changed from 32 physical servers to 3 main hosts which allows us to virtualize all servers, providing a less vulnerable environment with less hardware, reliable walls between private and public domains, and clear segmentation of student, faculty, and staff uses.

Phases 1 and 2 have been fully implemented. Phase 3 has 21 points and is defined as "ongoing." Fifteen (15) of the goals in the roadmap (pp.13-14 of the Plan) have been met, three have been partially achieved, and three remain. These will be examined in appraisal under areas of concern.

Campus maintenance with available resources requires ongoing strategic reprioritization. Despite challenges of deferred maintenance, the buildings are clean; leaks are routinely addressed. Most cleaning staff have been here for many years and have a sense of pride in the campus. The two biggest challenges are windows, which often have leaky frames and faulty latches, and the HVAC system. Many windows on campus are screwed shut for these reasons. The HVAC systems consist of floor units, ceiling heat pumps, attic a/c units and 2 cooling towers. The original units, over 25 years old, are all electric and water supplied. They are linked to Huntington Control Energy Management systems which can be monitored and remotely controlled from the Facilities Department.

The ITS Department serves many essential functions of the College, such as planning for technology. Though ITS periodically asks deans, department chairs and directors what they need, in most cases people come to ITS first as needs arise. Planning for the fall 2014 semester was particularly difficult since most of these positions were vacant through much of the summer. The ITS operating budget is proposed on a yearly basis at the beginning of each spring semester. Budget requests for technology items come from across the College.   Technology requests for all areas are consolidated and considered comprehensively in the budget cycle to ensure coordination and prioritization among these many needs.

Planning for technology is also undertaken by the Academic Technology Committee, a standing committee of the Acuerdo participatory governance structure. This brings faculty, general staff, and ITS together to identify issues and recommend solutions. In AY 2013-2014 they designed a student survey as a logical next step in pinpointing issues with priority. Similarly, the Facilities and Sites Committee addresses overall issues in the physical structure, its maintenance and uses.

In 2011 the College received a bond commitment for renovations from the state Division of Capital Asset Management & Maintenance (DCAMM). This was initially planned as a commitment of $21 million. The DCAMM report identifies several issues, including energy updates, grounds improvements, and deferred maintenance, and projects such as replacing cooling towers, RLTAC upgrades and fire alarm assessment from 2015 - 2018. The project was originally envisioned to provide a large new cafeteria and labs, but those aspects have been scaled back to integrate campus-wide basic infrastructure improvements (e.g. HVAC systems). In summer and fall 2015 we made a strong case that RCC is an important institution serving a low income population, that we had been overlooked in several previous bond issues, and that we have the capacity to manage the project to maximum effect. The total is now $43 million, which has been certified and committed. In AY 2014-2015 we are in the planning phase and many details are still being ironed out; construction will take place from 12/2015 to 9/2016. The full report (paper only) is in the document room. A summary PowerPoint is also available; the last two pages have a detailed timeline. Additional commitments were recently announced: $3 million from Mass Life Science for lab improvements and $5 million from DCAMM for upgrades to the RLTAC.

APPRAISAL

Achievements

The state community college system collaborates with DCAMM to contract for a standard format of assessment of the stability and maintenance of our infrastructure normed against national standards, called Sightlines. This ensures a thorough and consistent assessment and positions us well to advocate for state support.

Renting of campus space, parking lots, and particularly in the RLTAC, is a vital source of revenue for the College. In FY 2014 the Reggie Lewis Center brought in $523K, while all other rental income for the campus was $179K. Rentals are overseen in a professional manner and approved as appropriate uses. See policies and further discussion in Standard Eleven. RLTAC areas such as the indoor track, multi-purpose seminar rooms and the rear gym are being used every day, not only providing income, but grounding the College in the community and raising our profile in the world in this clean, safe and healthy environment.

The College created the full-time position of Director of Public Safety to better serve campus safety needs. All security guards are now required to go through a newly developed security guard training program and all have been certified in CPR and will be certified in first aid by March 2015.

We have invested in substantial upgrades to the technology infrastructure since our last NEASC review. Lab hardware is now leased for 3-4 year terms with possible purchase in the 4th year, and hardware and software are refreshed every few years.

In 2010, RCC's single physical network was segmented into three virtual local area networks: administrative, computer labs and wireless segments. The administrative network provides access to the internet, network drives, emails, MyRCC, Jenzabar, PowerFaids, Virtual Private Network and data security. The computer labs network provides fast access with 200 MB bandwidth. The ITS data center has state-of-the-art hardware and software using virtualization application (private cloud) to provide a fully enabled access environment for employees, students and the community. There is a 10 GB backbone fiber throughout the Academic Building delivering one GB to each workstation.

In July, 2014 the College went through a security audit conducted by the state in conjunction with the Partnership for Collaboration & Efficiencies (PACE) and received positive [feedback](#) on the way our security systems are being managed.

The current administration has begun addressing issues with use of our ERP system: staff development, business processes, and information sharing have been major areas of focus since fall 2013. We moved from a decentralized model to a more centralized model, which has the capacity to be a well-integrated database system.   ITS support for the data integration project with Financial Aid (see Standard Six) and the Business Office has been essential for the College to address some of its most crucial management challenges.

In fall 2014 we upgraded to a newer, more user friendly version of Moodle, our online Learning Management System (LMS). "Shells" are created for every section, making it easy for faculty to use. Technology infrastructure in classrooms has improved significantly in the past five years, largely due to Title III, but also in less dramatic behind-the-scenes ways supported by the College overall.

Areas of Concern

Temperature control remains an area of concern the college plans to address by May 2016. In the interim, faculty may request individual space heaters for their offices if needed.   The deferred maintenance issues are not critical yet, but they might become so and represent current inefficiencies. Although the campus is clean and well maintained on a daily basis, the physical plant and equipment are dated and show signs of wear in many places (e.g. some desks, chairs in Language Lab, furniture in faculty lounge, windows).

RLTAC is a premier indoor track facility that is now 20 years old. To remain competitive in attracting important track meets the track surface needs to be replaced and the mechanical systems are at the end of their useful life and need upgrading.

The College's administration underwent significant change in 2014; reorganization of space for various purposes is natural. Additionally, various partially realized plans over time led to less than ideal use of space. The College has struggled to maintain a cafeteria space and a relationship with a vendor; the DCAMM project will address the first of these two. Offices with related service functions are not always contiguous; the Assessment office is in a different building from the testing site. Nevertheless, we are living with existing compromised space allocations in AY 2014-2015 to minimize disruptions and multiple moves. The DCAMM project will require temporary moves for many; in coordination with that project we will reallocate all campus spaces in response to current administrative and service delivery systems so that a comprehensive, well designed use of space can be instituted campus wide by 2019.

While the different modules of Jenzabar have the capacity to be well integrated, the College has seen ongoing issues with disbursement to students and advising records. We need well defined processes for department heads to manage data quality and to communicate data issues with other internal stakeholders. Since fall 2013 Financial Aid, Enrollment and ITS staff have been collaborating more effectively to ensure error-free financial aid submissions. These developments are new and must be nurtured to remain strong. Our failure in the past to train for properly integrated uses and programming of the system led to complications. The lack of coordination created a complex puzzle, but we are transitioning to a comprehensive approach. The 2011 consultant-led technology plan addressed the technological infrastructure because it was a response to internal consumers, but it

ignored the enterprise resource planning system (Jenzabar); it is clear today that we should have addressed all aspects comprehensively at that time. (See final section of Standard Six for a full discussion of the implications.)

Work is ongoing on some of the goals in ITS's "Plan" discussed above. Single sign-on and video conferencing remain as goals. The renewed commitment to ITS has led to increased satisfaction and overall improvement, but the advisory committee's recommendation of increased programming capacity has not been supported in subsequent budgets. This too has been a contributing factor in the challenges that led to HCM2 status. Three other goals of the Plan have been partially achieved. Wireless access has been increased dramatically, but is not yet universally as strong as we wish; the Reggie Lewis Center and Media Arts Building particularly need development. HelpDesk support has generous hours, but not the 24/7 we envisioned. Disaster recovery and business continuity are at an acceptable level, but continuity is still less than ideal, and recovery options are secure, but slow and expensive. We are ready to improve these areas when resources allow. The 2011 three-year plan continues to drive technology services in a useful way, but it is time to consider next steps as well.

The HelpDesk function is available for Facilities but has been not been successful for this purpose. Faculty and staff have not embraced it yet and some of the facilities staff find it alienating to keep track of work in this way.

Institutional Effectiveness

RCC evaluates its physical and technological resources as necessary, at least annually. Increased institutional commitment to technology infrastructure and the DCAMM project are two ways in which planning and budgeting have responded to evolving needs. Title III's goals of human and technological resource capacity development were founded in research undertaken in 2007-2012 supported by Achieving the Dream; much of the shift in institutional culture from that period remains today with an emphasis on data-driven decision making. ITS evaluates its service and infrastructure on an ongoing basis with HelpDesk, by communicating with students, and in Acuerdo standing committees. While planning for improvement, we are realistic about what is possible with current and future resources.

PROJECTIONS

Actions	Responsible Persons
by 2016 - Complete repairs in RLTAC	Director of RLTAC
Update HVAC heating and cooling systems: By September 2015 - Complete the first component of work funded by Chapter 149 to bring HVAC to 85% efficiency. By May 2016 - Complete the second component of HVAC work funded by Chapter 25 A to bring HVAC to maximum achievable efficiency	Vice President of Administration and Finance
Move forward with DCAMM project: 2015 Phase 1 - planning 2015-2017 Phase 2 – Renovation of Building 3 to include New cafeteria	Vice President of Administration and Finance
Continue to advance ITS: 2015-2016 - Develop technology plan for next steps based on assessment of the 2011 three-year plan 2015-2016 - Refine centralized student records system and train staff to maintain and optimize its potential.	VP for Administration and Finance, Chief Information Technology Officer Chief Information Technology Officer

Standard Nine: Financial Resources

DATA FIRST FORM

Standard 9: Financial Resources					
(Statement of Financial Position/Statement of Net Assets)					
FISCAL YEAR ENDS month &day: (/)	2 Years Prior (FY 2012)	1 Year Prior (FY 2013)	Most Recent Year (2014)	Percent Change 2 yrs-1 yr prior	1 yr-most
ASSETS					
CASH AND SHORT TERM INVESTMENTS	$2,083,087	$1,432,345	$1,629,900	-31.2%	13.8%
CASH HELD BY STATE TREASURER	$638,825	$371,893	$224,609	-41.8%	-39.6%
DEPOSITS HELD BY STATE TREASURER	$682,047	$569,948	$921,401	-16.4%	61.7%
ACCOUNTS RECEIVABLE, NET	$2,420,059	$2,592,604	$2,113,915	7.1%	-18.5%
CONTRIBUTIONS RECEIVABLE, NET	$183,094	$19,963	$5,410	-89.1%	-72.9%
FEDERAL FINANCIAL AID RECEIVABLE			$2,726,039	-	-
LONG-TERM INVESTMENTS	$2,964,374	$3,106,496	$2,998,311	4.8%	-3.5%
LOANS TO STUDENTS	$151,490	$151,490	$151,490	0.0%	0.0%
FUNDS HELD UNDER BOND AGREEMENT				-	-
PROPERTY, PLANT AND EQUIPMENT, NET	$27,789,662	$26,262,398	$24,789,480	-5.5%	-5.6%
OTHER ASSETS	$2,060	$1,265	$1,334	-38.6%	5.5%
TOTAL ASSETS	**$36,914,698**	**$34,508,402**	**$35,561,889**	**-6.5%**	**3.1%**
LIABILITIES					
ACCOUNTS PAYABLE AND ACCRUED LIABILITIES	$5,489,575	$5,013,615	$5,040,711	-8.7%	0.5%
DEFERRED REVENUE & REFUNDABLE ADVANCES	$77,337	$88,417	$33,989	14.3%	-61.6%
CONTINGENT FINANCIAL AID LIABILITY	$400,000	$400,000	$400,000	0.0%	0.0%
LINE OF CREDIT	$0	$600,000	$1,000,000	-	66.7%
DUE TO STUDENTS	$0	$362,101	$608,016	-	67.9%
AMOUNTS HELD ON BEHALF OF OTHERS				-	-
LONG TERM DEBT	$22,962	$12,971	$0	-43.5%	-100.0%
REFUNDABLE GOVERNMENT ADVANCES	$151,490	$151,490	$151,490	0.0%	0.0%
OTHER LONG-TERM LIABILITIES				-	-
TOTAL LIABILITIES	**$6,141,364**	**$6,628,594**	**$7,234,206**	**7.9%**	**9.1%**
NET ASSETS					
UNRESTRICTED NET ASSETS					
INSTITUTIONAL	($416,377)	($1,311,677)	($210,367)	215.0%	-84.0%
FOUNDATION	$58,116	$42,531	$131,736	-26.8%	209.7%
TOTAL	($358,261)	($1,269,146)	($78,631)	254.3%	-93.8%
TEMPORARILY RESTRICTED NET ASSETS					
INSTITUTIONAL				-	-
FOUNDATION	$1,552,244	$1,448,977	$1,804,183	-6.7%	24.5%
TOTAL	$1,552,244	$1,448,977	$1,804,183	-6.7%	24.5%
PERMANENTLY RESTRICTED NET ASSETS					
INSTITUTIONAL				-	-
FOUNDATION	$1,812,651	$1,812,651	$1,812,651	0.0%	0.0%
TOTAL	$1,812,651	$1,812,651	$1,812,651	0.0%	0.0%
INVESTMENT IN CAPITAL ASSETS, NET	$27,766,700	$26,249,427	$24,789,480		
TOTAL NET ASSETS	$30,773,334	$28,241,909	$28,327,683	-8.2%	0.3%
TOTAL LIABILITIES AND NET ASSETS	**$36,914,698**	**$34,870,503**	**$35,561,889**	**-5.5%**	**2.0%**

	Standard 9: Financial Resources				
	(Statement of Revenues and Expenses)				

		3 Years Prior (FY2012)	2 Years Prior (FY2013)	Most Recently Completed Year (FY 2014)	Current Budget* (FY 2015)	Next Year Forward (FY 2016)
	FISCAL YEAR ENDS month &day: (/)					
	OPERATING REVENUES					
?	TUITION & FEES	$10,312,947	$9,629,869	$7,928,359	$8,624,000	
?	ROOM AND BOARD					
?	LESS: FINANCIAL AID	($5,490,245)	($5,874,096)	($4,673,076)	($5,083,096)	
	NET STUDENT FEES	$4,822,702	$3,755,773	$3,255,283	$3,540,904	$0
?	GOVERNMENT GRANTS & CONTRACTS	$9,527,749	$9,310,783	$9,922,269	$8,882,268	
?	PRIVATE GIFTS, GRANTS & CONTRACTS	$133,663	$276,681	$43,772		
?	OTHER AUXILIARY ENTERPRISES					
	ENDOWMENT INCOME USED IN OPERATIONS					
?	OTHER REVENUE (specify): ATHLETIC TRACK	$1,041,428	$515,538	$604,751	$523,200	
	OTHER REVENUE (specify): RENTS	$882,508	$428,897	$752,459	$875,000	
	NET ASSETS RELEASED FROM RESTRICTIONS					
	TOTAL OPERATING REVENUES	**$16,408,050**	**$14,287,672**	**$14,578,534**	**$13,821,372**	**$0**
	OPERATING EXPENSES					
?	INSTRUCTION	$4,254,864	$5,195,860	$5,079,043	$4,465,651	
?	RESEARCH					
?	PUBLIC SUPPORT	$1,644,083	$1,595,870	$1,591,830	$1,399,586	
?	ACADEMIC SUPPORT	$3,311,094	$3,534,771	$3,435,174	$3,020,311	
?	STUDENT SERVICES	$2,702,652	$3,386,659	$3,344,813	$2,940,862	
?	INSTITUTIONAL SUPPORT	$11,830,468	$9,285,060	$10,001,981	$8,794,049	
	FUNDRAISING AND ALUMNI RELATIONS					
?	OPERATION, MAINTENANCE OF PLANT (if not allocated)	$2,670,397	$2,437,664	$2,789,502	$2,452,616	
?	SCHOLARSHIPS & FELLOWSHIPS (Cash refunded by public institutions)	$3,164,773	$2,021,624	$2,535,235	$2,757,679	
?	AUXILIARY ENTERPRISES					
?	DEPRECIATION (if not allocated)	$1,573,173	$1,671,660	$1,747,561	$1,680,000	
?	OTHER EXPENSES (specify):					
	OTHER EXPENSES (specify):					
	TOTAL OPERATING EXPENDITURES	**$31,151,504**	**$29,129,168**	**$30,525,139**	**$27,510,754**	**$0**
	CHANGE IN NET ASSETS FROM OPERATIONS	**($14,743,454)**	**($14,841,496)**	**($15,946,605)**	**($13,689,382)**	**$0**
	NON OPERATING REVENUES					
?	STATE APPROPRIATIONS (NET)	**$13,466,040**	**$12,384,852**	**$15,414,328**	**$13,689,382**	
?	INVESTMENT INCOME	**$12,345**	**$49,709**	**$64,683**		
?	INTEREST EXPENSE (public institutions)	**($13,364)**	**($5,638)**	**($25,734)**		
	GIFTS, BEQUESTS & CONTRIBUTIONS NOT USED IN OPERATIONS					
?	OTHER (specify):					
	OTHER (specify):					
	OTHER (specify):					
	NET NON OPERATING REVENUES	**$13,465,021**	**$12,428,923**	**$15,453,277**	**$13,689,382**	**$0**
	INCOME BEFORE OTHER REVENUES EXPENSES, GAINS, OR LOSSES	**($1,278,433)**	**($2,412,573)**	**($493,328)**	**$0**	**$0**
?	CAPITAL APPROPRIATIONS (public institutions)		$0	$134,691		
?	OTHER					
	TOTAL INCREASE/DECREASE IN NET ASSETS	**($1,278,433)**	**($2,412,573)**	**($358,637)**	**$0**	**$0**

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

				Standard 9: Financial Resources		
				(Statement of Debt)		
FISCAL YEAR ENDS month & day (/)			3 Years Prior (FY2012)	2 Years Prior (FY2013)	Most Recently Completed Year (FY 2014)	Current Budget* (FY 2015)	Next Year Forward (FY 2016)
		DEBT					
		BEGINNING BALANCE	$32,017	$22,962	$612,971		
		ADDITIONS	$0	$600,000	$400,000		
	?	REDUCTIONS	($9,055)	($9,991)	($12,971)		
		ENDING BALANCE	$22,962	$612,971	$1,000,000	$0	$0
		INTEREST PAID DURING FISCAL YEAR	$13,364	$5,638	$25,734		
		CURRENT PORTION					
		BOND RATING					

DEBT COVENANTS: (1) DESCRIBE INTEREST RATE, SCHEDULE, AND STRUCTURE OF PAYMENTS; and (2) INDICATE WHETHER THE DEBT COVENANTS ARE BEING MET.

For the line of credit, must zero out the line for at least 30 consecutive days

LINE(S) OF CREDIT: LIST THE INSTITUTION'S LINE(S) OF CREDIT AND THEIR USES.

Currently have a line of credit with the Bank of America, with a maximum of $1.0MM, used for operational purposes

FUTURE BORROWING PLANS (PLEASE DESCRIBE)

Addition to line of credit for operational purposes

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

			Standard 9: Financial Resources				
			(Supplemental Data)				
		FISCAL YEAR ENDS month & day (/)	**3 Years Prior (FY2012)**	**2 Years Prior (FY2013)**	**Completed Year (FY 2014)**	**Current Budget* (FY 2015)**	**Next Year Forward (FY 2016)**
		NET ASSETS					
		NET ASSETS BEGINNING OF YEAR	$31,887,138	$30,773,334	$28,241,909	$28,327,683	$28,327,683
		TOTAL INCREASE/DECREASE IN NET ASSETS	($1,113,804)	($2,531,425)	$85,774	$0	$0
		NET ASSETS END OF YEAR	$30,773,334	$28,241,909	$28,327,683	$28,327,683	$28,327,683
		FINANCIAL AID					
		SOURCE OF FUNDS					
		UNRESTRICTED INSTITUTIONAL					
		FEDERAL, STATE & PRIVATE GRANTS	$8,868,098	$8,111,455	$7,213,225	$7,400,000	
		RESTRICTED FUNDS					
		TOTAL	$8,868,098	$8,111,455	$7,213,225	$7,400,000	$0
		% DISCOUNT OF TUITION & FEES					
	?	% UNRESTRICTED DISCOUNT					
		PLEASE INDICATE YOUR INSTITUTION'S ENDOWMENT SPENDING POLICY:					
		Not applicable					
	*"Current Budget" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim						

Strengths	Challenges
• Past success in meeting all financial obligations • Ongoing efforts to ensure transparency and inclusiveness in budget and financial matters • DCAMM project can increase enrollment revenue through revitalized facilities	• Cash flow management due to fluctuating state support and HCM2 status with the DOE • Uncertainty with potential fines related to Department of Education reviews of Clery Act and financial aid compliance • Uneven, unpredictable enrollment revenues, especially in recent history

Roxbury Community College commits its financial resources to supporting its mission: facilitating our students' attainment of their educational goals and playing a positive role in the community at large. Tuition and fees, a state appropriation, and federal, state, and private grants make this possible. Despite fiscal challenges from the economic environment, reduced state appropriations, and other unforeseen events, we have continued to target resources to supporting student success.

DESCRIPTION

The Board of Trustees has ultimate authority and responsibility in all budget and finance matters. They entrust the president to oversee the College's finances; she relies on the Vice President of Administration and Finance (CFO) to oversee fiscal management and planning. The president and CFO report to the trustees at every board meeting and in interim meetings of the board's Finance and Administration Committee.   (See Standard Three documents for charge and minutes.)

The fiscal year (FY) runs from July 1 to June 30 and roughly coincides with an academic year (AY). For example, FY 2014 ended on June 30, 2014 and relates most meaningfully to AY 2013-2014. Prior to FY 2014 cash flows were sufficiently stable to support the mission, but we were relying on some unsustainable sources, such as ARRA funding. There were other significant changes impacting operations and finances beginning in FY 2014; the College is still working to move beyond these challenges.

RCC receives funds from a variety of sources, including an annual state appropriation, student charges, grants, contracts, rents, and commissions. In FY 2013, total revenue was $27,100,450; 46% from state support, 15% from student charges, 35% from grants, and 4% from other sources. In FY 2014, total revenue was $28,698,601; comprised of 57% from state support, 8% from student charges, 30% from grants, and 5% from other sources.

Massachusetts is unusual in having higher per-credit fees than tuition, a situation caused by the fact each institution of higher education can retain the fees for on-going support. The Board of Higher Education determines the tuition rate, while individual schools' trustees set fees. Currently tuition is $26/credit while RCC's fees are $127/credit. A full-time student pays $4,910 per year in tuition and fees (assuming a 15 credit block per semester), which is lower than most other public colleges in Massachusetts. The student demographic yields a higher than average percentage of students receiving

financial aid. Approximately 85% of RCC students receive aid, compared to about 55% statewide. State policy for the Massachusetts community colleges mandates that *tuition* revenue from day courses taught under full-time faculty contracts be returned to the state. The College retains *tuition* from Division of Continuing Education (DCE) courses: courses taught at night, on weekends, and during the day by adjunct faculty. Regardless of when or by whom the course is taught, all *fees* are retained by the College.

Financial support for higher education in Massachusetts has varied considerably over the recent past, as with most states across the country. Large changes in state support from year to year have stressed annual budgets and hampered long term planning efforts. However, at RCC as noted in the table, state support has been reasonably stable. In addition, in FY 14 RCC received a supplementary appropriation of $3.0MM which helped with transitional costs of the many personnel changes taking place.

State Appropriations	$ Amount
FY 10	$10,876,774
FY 11	$12,748,895
FY 12	$12,982,799
FY 13	$12,384,852
FY 14	$16,414,902
FY 15 *	$13,689, 382

*Note: the imputed fringe component of the overall State appropriation for FY 15 is an estimate.

Grants have come to play a significant role in the College's finances. One benefit of this undertaking is that it brings faculty and professional staff together with the grant writer, data specialists, and administrators with a shared purpose. The president and her cabinet decide which grants to pursue; they work to ensure that the purposes and requirements of each grant are consistent with the current needs of the College and will not compromise our ability to focus on our core mission. We endeavor to obtain grants to smooth out cash flow, but this is not always possible. The significant Title III Improving Institutions grant ($2.2M over five years) will expire in fall 2015, which presents a hardship with academic technology support and professional development. Other grants provide student support such as tutoring and mentoring, sometimes for targeted populations (recent Boston high school graduates) or for targeted purposes (STEM, POGIL – See Standard Five). In addition to our own grants, we partner with local entities such as UMass Boston for regional grant activities.

In 2009 RCC received approximately $4 million from the American Recovery and Reinvestment Act of 2009 (ARRA or "Stimulus funds"). This one-time revenue inflow helped absorb some of the financial shortfalls facing the College at that time. Stimulus funds allowed the College to add support personnel in academic and workforce development areas. Coincident with this revenue, RCC was awarded Title III and Talent Search grants in in 2010 and 2011, combined for nearly $3 million.

Stimulus funds came at a time when regional economic insecurity motivated people to seek education and training; the College saw an enrollment increase from fall 2010 of 2,302 to a peak of 2,715 for fall 2012**.** With abundant financial resources and commitment to its mission, RCC was able to improve key outcomes, including the largest graduation class one year after another from 2010 to 2012. When Stimulus funds expired at the end of 2011, the College continued financing the support services established in the three years prior. However, fall 2013 & 2014 saw enrollment of 2,383 and 2,302,

respectively, which is a decrease to levels experienced in fall 2010 and earlier. It is not clear how much of this is due to events in 2012: multiple investigations, negative media attention, the sudden retirement of the president, and a year with an interim president who "held the fort" but, understandably, did little outreach, long-range planning, or public perception mitigation. Through all this we have continued to deliver reliably on our promise of quality education, but the fiscal infrastructure underpinning that work has been weakened.

The College has an affiliated 501(C)(3) Foundation organized under Massachusetts General Law 15A which establishes tax deductibility of gifts intended to benefit the College and its students. Through June 30, 2014 the Foundation had expendable net assets amounting to $1.8 million originating from the state of Massachusetts, which are intended to support facilities improvements on campus. In addition, the Foundation has restricted, non-expendable net assets totaling $1.8 million. This balance can be used to spin off endowment spending; using a 5% spending rate in can produce approximately $90K worth of support to the College annually. The RCC Foundation is in the process of establishing goals and a timeline, as well as identifying funding sources to meet its goals. The Foundation, in partnership with the new Vice President of Institutional Advancement and Community Engagement, will review and clarify its role in relation to the College within the context of Massachusetts General Law Chapter 15A.

The College sometimes benefits from significant resources which lie outside its own budget. In 2012 the Massachusetts Division of Capital Asset Management and Maintenance (DCAMM) committed $21 million to upgrade and renovate existing buildings and build space to support our growing Allied Health programs, but this has been increased now to $43 million. The first phase of construction is scheduled to begin in 2015. This state funding will provide more than a facelift; it is expected to boost enrollment. We recently received commitments of an additional $8 million from several sources for other infrastructure projects. This and other responses to deferred maintenance and state funding are discussed in Standard Eight.

Budget Process and Planning

Through FY 2012 the annual budget process began with the proposed legislative budget and associated state appropriation. With this information, the College prepared initial revenue and expense projections for the coming fiscal year. Between February and April, the CFO and members of the cabinet discussed plans for each area. Vice presidents included every department in preparation of the budget; departments compiled budget requests with justifications. The budget director, CFO, other vice presidents, and president considered this all comprehensively and prepared an estimated budget with projected total revenue and expenditures. The final projected budget was presented to the president in late April or early May for final review before going to the Board of Trustees for approval in June. The budget remained tentative until final state appropriations were determined, at which point it was finalized. Once a budget is approved, with the exception of payroll, the major budget unit heads (cost center managers), or vice presidents, have authority to reallocate funds within their cost centers among the various designated purposes.

The FY 2013, 2014 and 2015 budgets were developed in similar fashion, but in a less inclusive, transparent and responsive manner, as the process of department submission and justification was truncated or ignored. For FY 2013 and 2014 Interim President Turner did not bring the cabinet together around this task, but provided level funding.

In the absence of a CFO for most of AY 2013-2014, President Roberson personally assumed much responsibility for fiscal affairs. She lived with the level funding she inherited for FY 2014, making only small adjustments. During this period individual cost centers' level funding provided stability, but we lacked inclusive, strategic planning for evolving priorities. Extraordinary capacity building expenses were incurred to stabilize our student accounts and cash flows from financial aid. Cost center managers did submit requests in spring 2014, but the usual planning process was put on hold. In July 2014 a new CFO was engaged. With his arrival development of the FY 2015 budget began, later than usual, now as a compromise among level funding and longer-range strategic planning. Many of the cost center managers, both individuals and positions, have changed in the interim. It is only with the spring 2015 development of the FY 2016 budget that the current management team will be able to oversee the entire budget development process as they deem appropriate.

The College saw an increase in compensation costs which started when Stimulus funding was awarded. Employee compensation and benefits comprised 68% of all operating expenses for both FY 2013 and 2014**.** As part of budget development RCC prepares annual payroll projections, including potential fringe and payroll tax rates. Every administration has tried to reduce payroll by delaying the hiring of replacements in vacated positions, and combining or eliminating positions in some cases. These actions reduce compensation expense and help balance the budget.

Internally, the Business Office processes financial transactions and ensures that funds are expended in accordance with the approved budget and in compliance with state and college policies. Department heads, cost center managers, and support staff have had real time access to financial data such as encumbrances, payments, and budget-versus-actual reports generated through Access, via an internal network (G-drive) connected to the Jenzabar administrative system. Due to security concerns, this interface is in the process of being revamped so that only information specific to a user will be available. The access to financial data ensures transparency and integrity; it is also efficient, saving innumerable phone calls among employees. In a further effort to ensure transparency, the Board of Trustees and its Finance and Administration Committee receive reports on a quarterly basis outlining revenues, expenditures, and projections. The Fiscal Affairs Committee of the Acuerdo, comprised of faculty, staff and a student representative, is where financial information regarding the College is shared so that the group can fulfill its mission of providing policy advice to the president. After many years of inactivity this Committee was re-activated in fall 2014 and has interacted with fiscal administrators, though not yet with the related board committee.

Financial Management

The CFO and comptroller continuously monitor all activities that impact cash flows: current enrollment data, encumbrances vs. budget analyses, contractors' committed amounts versus payments, and budgets vs. actual reports at the cost center and institutional levels. The fiscal team performs analyses to determine potential deviations from normal operations. Throughout the year a budget saving plan identifies budgeted expenses that will not occur and reallocates those funds to an institutional pool for other uses. Sometimes a budget cut requires RCC to apply a percentage cut to every cost center after the College learns that there will be a shortfall towards the end of a fiscal year, or when final appropriations from the state are less than expected.

The College is routinely subject to several audits, including audits by the office of the Comptroller of the Commonwealth, State Single Audit, Federal Program Review, General Purpose Financial Statement

Audit, and Massachusetts Student Financial Assistance Audit. The College engages the independent public accounting firm O'Connor & Drew to complete the General Purpose Financial Statement Audit and Massachusetts Student Financial Assistance Audit on an annual basis. Audits are conducted in accordance with generally accepted auditing standards for colleges and universities as adopted by the American Institute of Certified Public Accountants. O'Connor & Drew report any findings and recommendations in a Management Letter to the College and the Board of Trustees. The College responds to each finding in writing and takes corrective action as needed. The auditors follow up on each finding to ensure that the issue has been resolved; they report on the status of each finding in the following year's audit report.

APPRAISAL

Achievements

The College has been successful in maintaining its commitment to educational quality despite challenges managing cash flow. The expiration of Stimulus funds in 2011 was a turning point; Stimulus funds had provided nearly $4 million over three years. The College was aware that some of the positions created with these funds had a direct relation to student outcomes and was loath to eliminate them. The Board of Trustees approved a $20/credit fee increase in 2011, an unprecedented increase of 18.6%. This was expected to generate an additional $1.1 million dollars of revenue. Despite the fee increase, RCC remained competitive with neighboring colleges. (In fall 2013 per credit fees at RCC were $153; at our closest competitors Bunker Hill and Mass Bay CC's they are $141 and $174, respectively.)   There were no tuition or fee changes made for FY 2015.

The total budget is enhanced by several sources in the area of development. The Grant and Advancement offices share a commitment to research and secure new funding sources.

Efforts to balance the budget have been ongoing. In 2012 RCC imposed a 5.4% budget cut for FY 2013 to help absorb the gap left by Stimulus funds. The aforementioned rise in fees was another such response. The College implemented a zero-based budget model for FY 2015. This model requires each type of expense to be substantiated, allowing cost center managers and their major budget unit heads to gain deeper understanding of their cost drivers and to identify potential savings. Due to the recent history of extraordinary expenses, such as consultant fees to oversee financial aid transaction processing, RCC anticipates significant cost savings in FY 15 once these issues are resolved.

The initial implementation of the zero-based budgeting model in FY 15 is the beginning of a cultural change at the College. Going forward, the underlying intent of the process will be an on-going review and justification of all activities. Each department manager will in essence prepare a business plan, identifying strengths, weaknesses, threats and opportunities in the community upon which RCC can capitalize as well as identifying local competition. These individuals will have a stronger sense of program ownership when responsible for a "revenue" center rather than simply managing costs to a department.

Once fully operational in FY 16, this budget mechanism can help establish needed contingencies and deliver cash reserves to meet fluctuations in enrollment and state funding. The development of business plans will directly support creation of multi-year financial plans; the two processes are well integrated. The various components of the rolling multi-year financial planning will be used as

benchmarks to assess performance, and act as a guide to re-direct resources to ensure the sustainability of the college. For example, student to faculty benchmarks by program will assist in determining financially sustainable levels of full time versus adjunct faculty. When courses show consistently low enrollment, this will lead to a determination of whether the course truly meets the mission of the college as expressed by the president and board. A sample of programmatic changes directly impacting revenues for RCC may include accelerated courses of study with flexible start times, a stronger on-line presence, dual enrollment programs with local high schools and 4 year colleges, bridge programs with local high schools to expose at risk student populations to college settings, corporate education, certificate programs meeting the current needs of local employers as well as variable pricing by program. Prior to implementation of any of the above ideas, research will be done supporting or disproving the merits with an emphasis on the bottom line as well as community need.

In another strategy to alleviate cash flow issues, since 2006 RCC has participated in the Massachusetts Department of Revenue's Income Tax Intercept Program; this continues to be a valuable source of cash flow whereby students with outstanding balances have had their tax return refund re-directed to the college.

A state legislative funding mandate calls for "performance based funding" to determine state appropriations to each community college, commencing in FY 2015. It is still unknown whether this model will result in increased state funding for the College. This being said, the state appropriation specific to RCC did increase from FY 2014 to FY 2015, from $10,351,177 to $10,814,484. Ultimately, enrollment and especially retention are the most significant drivers of revenue for RCC as tuition & fee revenue plus the state appropriation are directly related to these factors.

During the first half of FY 2015 the College will complete staffing with requisite skills in the Business and Financial Aid Offices to ensure competency of each staff member. This staffing is critical in ensuring that issues of compliance will no longer endanger the college's access to federal & state funding. In addition, during FY 2015, the College will complete the revision of its internal control manual with enhanced focus on business operations to reduce or eliminate audit findings. For example, the Business Office has already implemented enhancements to its daily cash receipts processing, enabling more timely monthly reconciliation of all bank accounts as well as the timely preparation of financial reports. The fiscal policies handbook is also being revised; see Standard Eleven for details.

Areas of Concern

Roxbury Community College was the subject of several investigations in 2012 and thus received negative media attention, resulting in the early retirement of the president in June 2012. Most of the trustees were also replaced, including the chairperson, and then her successor chair. The unforeseen costs of responding to investigations (legal counsel and media relations consultants) and conducting a presidential search exceeded our contingency plans. A negative public image may be one cause of lower enrollment in fall 2012 and again in 2013. Even small adjustments in enrollment affect cash flows in a significant manner.

Budget planning has been difficult since spring 2012. In 2012 the United States Department of Education (DOE) completed its investigation of potential violation of the Jeanne Clery Act. We have still not received the final determination of the investigation. Our external auditor believes that a monetary penalty, possibly substantial, may be imposed. We are unaware when a response is expected.

In 2013 DOE also completed a review of RCC's disbursement of Title IV funds to students, including Pell and SEOG grants. In June 2013, we received a determination letter from DOE placing the College's Title IV funds under a provision called Heightened Cash Management or HCM2. This was a result of our failure to correct disbursement errors for multiple years. HCM2 created a new challenge to the College. The normal financial aid cash flow allows each participating college to request funds in advance of disbursing them to students. Under HCM2 the College must disburse the funds first, then provide the required documents showing compliance with the regulations. RCC receives the funds only if the submission is confirmed to satisfy the regulations. Six successful submissions to DOE are required before DOE will consider releasing the College from this special provision. In order to navigate these challenges, consultants with expertise in these areas were employed. As explained with more texture in Standard Six, due to continued findings stemming from the FY 2013 & 2014 A-133 audits, only in fall 2015 will we begin to address the matter of being removed from HCM2 status.

Institutional Effectiveness

The College has in place appropriate regular internal and external mechanisms to evaluate its fiscal condition and financial management and to maintain their integrity. Examples include preparation of financial statements for internal & external parties and the initial implementation of the zero-based budgeting model for FY 2015 with particular focus on sustainability. These include external funds such as DCAMM funded re-investment in long term physical needs of the College, including deferred maintenance, energy efficiency and academic space for growing programs.

PROJECTIONS

Actions	Responsible Persons
2015-2016 - Implementation and refinement of the zero based budgeting model to drive fiscal policy	CFO
Spring 2016 - Establish fundraising and grant goals which dovetail with the multi-year planning noted above. Establish timelines and identify funding sources.	VP for Institutional Advancement and Community Engagement
2016 - Assess effectiveness of interactions among fiscal administrators, the Fiscal Affairs committees of Acuerdo, and the Board Committee for Finance and Administration	College President, CFO, Secretary of Acuerdo, Chair of Board Committee for Finance and Administration
See also Standard Eleven projection on development of fiscal policies handbook.	

Standard Ten: Public Disclosure

DATA FIRST FORM

Standard 10: Public Disclosure

	Information	Web Addresses	?	Print Publications
	How can inquiries be made about the institution? Where can questions be addressed?	http://www.rcc.mass.edu/future-students/how-to-apply/steps-to-apply		Information in multiple publications such as the catalog, student handbook and course schedule.
	Notice of availability of publications and of audited financial statement or fair summary	http://www.rcc.mass.edu/about-us/marketing-and-communications/publications		President Annual Report
	Institutional catalog	http://www.rcc.mass.edu/current-students/student-academic-services/college-catalog		RCC Catalog
	Obligations and responsibilities of students and the institution	http://www.rcc.mass.edu/images/pdf/studenthandbook/StudentGuide2013_2014.pdf http://www.rcc.mass.edu/images/pdf/studenthandbook/StudentGuide2013_2014.pdf		RCC Catalog, Student Handbook
	Information on admission and attendance	http://www.rcc.mass.edu/future-students/how-to-apply/steps-to-apply http://www.rcc.mass.edu/images/pdf/studenthandbook/StudentGuide2013_2014.pdf		RCC Catalog, Student Handbook
	Institutional mission and objectives	http://www.rcc.mass.edu/about-us/mission		RCC Catalog, Student Handbook
	Expected educational outcomes	http://fx.rcc.mass.edu/new/Guests/Outcomes/Course.aspx		Syllabus and Catalog
	Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	http://www.rcc.mass.edu/about-us/about-rcc		
	Requirements, procedures and policies re: admissions	http://www.rcc.mass.edu/future-students/how-to-apply/steps-to-apply		RCC Catalog, Student Handbook,
	Requirements, procedures and policies re: transfer credit	http://www.rcc.mass.edu/current-students/transfer-services/transfer-programs		Catalog
	A list of institutions with which the institution has an articulation agreement	http://www.rcc.mass.edu/current-students/transfer-services/articulation-agreements		Catalog, Student Handbook

Continued on the next page

	Student fees, charges and refund policies	http://www.rcc.mass.edu/future-students/tuition-fees http://www.rcc.mass.edu/future-students/business-office http://www.rcc.mass.edu/future-students/business-office/refund-policy	- - -	Catalog, Student Handbook
	Rules and regulations for student conduct	http://www.rcc.mass.edu/images/pdf/studenthandbook/StudentGuide2013_2014.pdf	- -	Catalog, Student Handbook
	Procedures for student appeals and complaints	http://www.rcc.mass.edu/images/pdf/studenthandbook/StudentGuide2013_2014.pdf	-	Catalog, Student Handbook
	Other information re: attending or withdrawing from the institution	http://www.rcc.mass.edu/current-students/enrollment-center-services http://www.rcc.mass.edu/future-students/business-office/refund-policy	- -	Catalog, Student Handbook
	Academic programs	http://www.rcc.mass.edu/future-students/programs-of-study	- - -	Catalog, Student Handbook
	Courses currently offered	http://www.rcc.mass.edu/images/pdf/courseschedule/CourseScheduleSpring111813_web.pdf https://myrcc.rcc.mass.edu/ICS/Registrar/Courses_and_Information.jnz?portlet=Course_Schedules&screen=Advanced+Course+Search&screenType=next	- -	Course Schedule
	Other available educational opportunities	http://www.rcc.mass.edu/workforce-development/continuing-education/non-credit-courses	- - -	DCE Course Schedule, Brochures
	Other academic policies and procedures	http://www.rcc.mass.edu/images/pdf/studenthandbook/StudentGuide2013_2014.pdf	- -	Catalog, Student Handbook
	List of current faculty, indicating department or program affiliation, distinguishing between full- and part-time, showing degrees held and institutions granting them	http://www.rcc.mass.edu/directory	- -	Catalog, Student Handbook
	Names and positions of administrative officers	http://www.rcc.mass.edu/about-us/president-s-cabinet	- -	
	Names and principal affiliations of members of the governing board	http://www.rcc.mass.edu/about-us/board-of-trustees	- - -	Catalog, Student Handbook
	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	N/A		N/A

Continued on the next page

Programs, courses, services, and personnel not available in any given academic year.	http://www.rcc.mass.edu/images/pdf/courseschedule/CourseScheduleSpring111813_web.pdf	- -	Catalog, Course Schedule
Size and characteristics of the student body	http://www.rcc.mass.edu/images/pdf/FactSheet10302013.pdf	- -	College Fact Sheet
Description of the campus setting	http://www.rcc.mass.edu/images/pdf/FactSheet10302013.pdf http://www.rcc.mass.edu/images/pdf/studenthandbook/StudentGuide2013_2014.pdf	- -	Catalog, Student Handbook, College Fact Sheet
Availability of academic and other support services	http://www.rcc.mass.edu/current-students/student-support-services/advising http://www.rcc.mass.edu/images/pdf/studenthandbook/StudentGuide2013_2014.pdf	- - -	Catalog, Student Handbook
Range of co-curricular and non-academic opportunities available to students	http://www.rcc.mass.edu/images/pdf/studenthandbook/StudentGuide2013_2014.pdf	- -	Catalog, Student Handbook
Institutional learning and physical resources from which a student can reasonably be expected to benefit	http://www.rcc.mass.edu/current-students/student-life-student-engagement http://www.rcc.mass.edu/images/pdf/studenthandbook/StudentGuide2013_2014.pdf	- - -	Catalog, Student Handbook
Institutional goals for students' education	http://www.rcc.mass.edu/images/pdf/studenthandbook/StudentGuide2013_2014.pdf http://www.rcc.mass.edu/images/stories/aboutus/Strategic%20Plan%20strategicplanbrief_2010_2015.pdf	- - -	Catalog, Student Handbook, Strategic Plan
Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate	http://www.rcc.mass.edu/images/pdf/annualreport/Annual%20Report2011.pdf	- -	Annual Report
Total cost of education, including availability of financial aid and typical length of study	http://www.rcc.mass.edu/future-students/financial-aid/cost-of-attendance http://www.rcc.mass.edu/future-students/tuition-fees	- -	Catalog, Student Handbook
Expected amount of student debt upon graduation	http://www.rcc.mass.edu/future-students/financial-aid/cost-of-attendance		
Statement about accreditation			

Strengths	Challenges
• Focus on easily updated website as primary means of information • Centralized marketing and communications • Emerging use of social media to communicate internally and externally	• Course Schedules with incorrect faculty information • Insufficient student information on typical length of education • Inconsistent reporting on student success and achievement

Roxbury Community College uses various methods to communicate essential information to students, staff and the community, enabling both current and prospective students to make informed academic decisions. This is achieved through both traditional (print) and electronic methods. Public disclosure is aligned with the college's core values of accountability, honesty and integrity.

DESCRIPTION

RCC's website was redesigned in December 2013 and undergoes continuous refinement. In October 2014 another new version was launched as this report was being written. The new website provides ease of navigation with pull-down menus and highlights the College's programs; it has interactive tours of the College and incorporates the Reggie Lewis Center and Media Arts programming as part of the College. Most college publications are hosted on the website. The website embraces all of our programs and is the most significant point of information and disclosure. For prospective and current students the website provides links to documents such as the Catalog and course schedules, and the Student Handbook.   The website has a list of degrees and programs offered, facilitates the application process, and provides registration and assessment information. It includes tuition and fees, program requirements and outcomes, as well as financial aid and work-study information.

The Catalog is the official central document of the College, available in paper and online. References in this self-study are to the 2012-2014 Catalog; a 2014-2015 Catalog was in process as we finalized the study, but catalogs in two year cycles are projected going forward. The Catalog includes the academic calendar, admission information, programs of study, tuition and fees, transfer information, course descriptions, program requirements, academic policies, and much more. Catalog content is currently managed by the Interim Vice President for Academic and Student Affairs.

Our website provides the public with an overview of the College, including the mission statement, an "About Us" page with student demographic and College governance information, and a printable fact sheet with links to demographic data on the same page. Public information such as annual reports and security reports is also available. Public outreach is also achieved with banners hung in the neighborhood of the campus, on our electronic marquee (at a busy intersection), through press releases, and in occasional or periodic publications such as Career Focus magazine. At the end of each semester the library archive retrieves from the marketing office an electronic copy of everything that was published.

The Fact Sheet provides information on the College's accreditation status. A complete list of the types of college information available has been compiled in the Table of Available Information for RCC, with links to electronic formats and a list of print publications.

We develop print and electronic credit and non-credit course schedules one to three times each year. A selection of academic and administrative policies (e.g. payment and refund policies) as well as procedural advice are included to guide students through the process of registration. The Student Handbook is published in the fall of each academic year, though not in fall 2014 because key staff in that area were all new. It includes some of the same information as the Catalog, with a focus on things which are useful to continuing students. Student e-mail and MyRCC (student records portal) enable student and college-initiated communication in support of student success. MyRCC Go is an app version.

The Vice President for Institutional Advancement and Communication responds to all external requests for information, and through the Marketing and Communications Department is responsible for disseminating information to the public through all media, and for maintaining the college's website and social media. The Office of Administration and Finance makes available audited financial statements upon request. The College also publishes on the website its Annual Security Report, as required by The Clery Act. We publish both in print and on the website the names and positions of the administrative officers and the names and affiliations of the Board of Trustees. The library publishes faculty achievements in a wiki, updated whenever a faculty or staff member publishes an article, book or video. The library also maintains a Libguide which chronicles RCC in the news with active links.

The Office of Institutional Effectiveness and Data Management collects and manages comprehensive data on graduation rates, retention, enrollment, outcomes, course completion rates, job placement, transfer rates, success in placement, student evaluations of courses, CCSSE results, and a host of other data. All of this information is stored in this office, with much of it accessible to faculty and staff on the FX platform and/or upon request. Some of this is published for the general public (e.g. student demographics), but much (CCSSE results) are maintained internally. Success in learning outcomes, student placement rates, and program excellence are kept in internal reports and statistics.

Since 2011 the College has increasingly used social media to communicate with current and potential students. Today the College has a Facebook page and a Twitter account to inform the public of dates and events at the school. Departments and faculty can request to have announcements sent via Facebook or Twitter. The library also has its own Facebook and Flickr page to keep the public informed; postings are dictated by the library's social media policy.

Social media has become another method to reach students and the general public, especially with time sensitive information.

APPRAISAL

Achievements

Efforts are being made to bring clarity, accuracy, completeness, and uniformity to the messages RCC conveys. Since spring 2012, and long before, the public trust in the College had been compromised, so these efforts go beyond sound management of day-to-day operations: they are essential to positioning, marketing, funding, and ultimately to the school's success. Here is one example: in 2012 we failed to report campus crime statistics in compliance with regulations, which led to the *false* assumption (appearing in several op ed pieces in local media) that our campus is unsafe; in reality the campus is a safe place, but our failure to communicate that appropriately had an opposite, negative effect in the public imagination. Our commitment to a comprehensive approach is evident in the creation of a Marketing and Communication Department in 2014. Prior to this various parties had communicated with inconsistent information. College publications are now reviewed through this office to ensure consistent content and branding, a one-voice approach. A process of giving all brochures and other marketing materials cohesion and complementary purposes is underway. The College had, in the past, only sporadically conveyed student and program successes. We have started to address this by regularly highlighting alumni and students on the website.

The College is committed to following the principle of transparency; an example of this was the fall 2013 website release of the Budd Report, which was posted electronically while the issue was current. An internal example is posting on FX of a consultant's report on poor coordination of work among several offices.

The website has become the primary tool for delivering information, and we have worked to provide user-friendly, accurate and timely information so students can make informed decisions. Accuracy on the website is now ensured by a process of content validation with relevant administrative areas. Prior to December 2013 the website was difficult to navigate. (The previous website has been archived for comparison.) As a result of the 2013 and October 2014 redesigns, today it is easier to find information quickly. The Catalog is only two links away, and course outcomes are logically under Academics. As we write this that piece is being realigned to the two new academic divisions. The current design is more for the end-user (student and external), less from an administrative perspective (internal). Numerous programs have FAQ pages, and the home page provides updated news feeds to highlight events. The website now features a universal (standard) design for a consistent experience. The directory is searchable by several criteria, principal offices' pages have contact information, and a cost-of-attendance calculator has been added to the financial aid page, including indirect costs. Furthermore, we have started to use social media effectively. RCC has over 1,600 followers on its Facebook page and over 1,200 followers on its Twitter page.

We recently adopted a policy of one-year cycles for policy and course changes, rather than adopting them on a rolling basis. This means that, for a given academic year, most policies in publications are truly up to date; except where unavoidable, policy changes agreed to throughout a year will take effect in the following academic year, ensuring better alignment of actual policy with publications, and rationalizing the process of updating publications.

Areas of Concern

Class schedules on the website often lack faculty assignments and classroom information, and cancelled classes remain on the list. More pro-active faculty scheduling and "real time" updates to the website from the enrollment management database would reduce frustration. There should also be a clear statement that the electronic schedule is the definitive version as it contains updates not in the tentative print version. Students in certain majors need to plan strategically as some courses are offered only in alternating semesters; the Catalog does not provide this information, and some courses are listed that have not been taught in the past three years. Updates to programs of study and course descriptions and prerequisites have not consistently found their way into earlier Catalogs; the next Catalog is expected to be an improvement since considerable attention is being given to providing current information consistent with the website.

The online faculty and staff directory is a useful tool, but it contains inaccuracies and lacunae. There is no automatic update mechanism; a systematic approach to ensure accurate information should be applied. The Catalog lists all full-time faculty with degrees and granting institutions, but does not provide this information for adjunct faculty.

We provide information about costs and financial aid, and we actively help students to access aid. Because we do not facilitate student debt, we provide no information on the expected amount of student debt from enrollment to graduation. Program descriptions show the ideal expected length of study to complete a degree, but the financial planning sections of our information do not explicitly address *typical* (much longer for our students) length of study; although we address this in initial advising sessions, we do not provide written advice up front about student total time commitment.

We provide anecdotal information on student success, but information concerning student success in programs, learning outcomes, or achievements of graduates is not consistently accessible to the public. Individual programs may share this information publicly, but the College does not do so systematically.

Institutional Effectiveness

There are ongoing efforts to review all of the College's publications and electronic communications forums, and to ensure that they are accurate and up to date. The Marketing & Communications Department has this responsibility and works with content areas across the College to achieve this. Effectiveness can be measured by increases in enrollment, event attendance, grant application success, and website traffic. As we write in fall 2014 the Vice President for Institutional Advancement and Communication is exploring a systematic review process.

PROJECTIONS

Actions	Persons Responsible
Fall 2015 - Set periodic review schedule, or establish internal mechanism, to ensure currency and accuracy in online staff directory.	Director of Marketing and Communications
Fall 2016 - Establish regular production schedule for periodic publications.	Vice President for Institutional Advancement and Communication
By 2017 - Maintain accessible records with aggregate data on full-time and adjunct faculty to include: Publicly accessible: departmental affiliation, degrees held and granting institutions Accessible at least on campus: seniority, ethnicity, languages spoken	Interim Director of Human Resources and Affirmative Action

Standard Eleven: Integrity

DATA FIRST FORM

**Standard 11: Integrity**
?	**Policies**	**Last Updated**	**?**	**URL Where Policy is Posted**		**Responsible Office or Committee**
	Academic honesty	fall 2014		http://www.rcc.mass.edu/images/stories/policies/Code_of_Conduct_and_Disciplinary_Procedures.pdf		Judicial Board
	Intellectual property rights	2013		http://www.mccc-union.org/daycontract.htm		CFO, Copy Center
	Conflict of interest					Human Resources
	Privacy rights	unknown		http://www.rcc.mass.edu/current-students/enrollment-center-services		Enrollment Center
	Fairness for students	unknown		http://www.rcc.mass.edu/images/pdf/studenthandbook/StudentGuide2013_2014.pdf		Dean of Student Life
	Fairness for faculty	2013		http://www.mccc-union.org/daycontract.htm		Human Resources
	Fairness for staff	unknown		http://www.rcc.mass.edu/about-us/human-resources/employment-policies		Human Resources
	Academic freedom	2013		http://www.mccc-union.org/daycontract.htm		CAO
	Other					
	Other					
	Non-discrimination policies					
	Recruitment and admissions					Enrollment Center
	Employment	2013		http://www.rcc.mass.edu/images/pdf/hr/AFFIRMATIVE%20ACTION%20PLAN-2013.doc		Human Resources
	Evaluation	2013		http://www.rcc.mass.edu/images/pdf/hr/AFFIRMATIVE%20ACTION%20PLAN-2013.doc		Human Resources
	Disciplinary action	2013		http://www.rcc.mass.edu/images/pdf/hr/AFFIRMATIVE%20ACTION%20PLAN-2013.doc		Human Resources
	Advancement	2013		http://www.rcc.mass.edu/images/pdf/hr/AFFIRMATIVE%20ACTION%20PLAN-2013.doc		Human Resources
	Other					

Continued on the next page

	Resolution of grievances							
	Students	fall 2014		http://www.rcc.mass.edu/images/stories/policies/Code_of_Conduct_and_Disciplinary_Procedures.pdf			Judicial Board	
	Faculty	2013		http://www.mccc-union.org/daycontract.htm			CAO, Human Res.	
	Staff	unknown		http://www.rcc.mass.edu/about-us/human-resources/employment-policies			Human Resources	
	Other							

	Other	Last Updated		Relevant URL or Publication			Responsible Office or Committee	
?	anti sexual harassment	unknown		http://www.rcc.mass.edu/about-us/policies-procedures			Human Resources	
	drug and alcohol	2012		http://www.rcc.mass.edu/about-us/policies-procedures			Dean of Student Life	
	fraud prevention	2012		http://www.rcc.mass.edu/about-us/policies-procedures			CFO	
	technology use	unknown		http://www.rcc.mass.edu/about-us/policies-procedures			CIO	
	reporting a crime	unknown		http://www.rcc.mass.edu/about-us/policies-procedures			CFO	

Strengths	Challenges
• Commitment to Acuerdo • Institutional culture embraces academic freedom • RCC values diversity	• Lack of Policy Repository • Recent audit findings • Imperfect communication among various stakeholders

Roxbury Community College is guided by a widely understood set of core values: **honesty, integrity, educational excellence, respect, accountability, and inclusiveness.** RCC recognizes the need for policies, procedures, programs, and activities that promote and monitor ethical standards among its institutional constituencies: students, faculty, administration, staff, trustees, and the community. We will focus here on one value, integrity, defined as "the firm adherence to a code of especially moral…values: incorruptibility." (Merriam-Webster online)

DESCRIPTION

RCC strives for truthfulness, clarity, and fairness in our dealings and communications with internal and external constituencies. A collection of written Policies in Support of Integrity is in the document room; there are numerous less formal mechanisms in institutional culture which support this as well.

The Board of Trustees has clearly outlined responsibilities; each trustee signs a statement of commitment which ensures full knowledge of the parameters of the job. The Board of Trustees has also set communication, strategic vision, and team building as goals for the president for the academic year 2014-2015. Communication is an important aspect of integrity.

Fact-based discussions (see Standard Two) and communication are key elements of an ethical working and learning environment. Standard Ten has explored our efforts to ensure that complete and truthful information is shared with the public. As employees and students at the College conduct their business, regular avenues of communication include but are not limited to:

> a) meetings of the trustees, president's cabinet, the five assemblies and eleven standing committees of the Acuerdo (participatory governance structure, which includes students), and various other task-specific working groups; meetings of deans and directors among themselves, with vice presidents, and with faculty and staff in their areas, staff meetings within departments; a twice-yearly All College Day and Faculty Institute, and periodic ad-hoc meetings of the College at large with administrators in response to specific issues; union meetings, and community meetings sponsored by the College or other parties.

> b) electronic communication via e-mail, wikis, Moodle, and other discussion forums; online forms such as virtual time sheets for many employees, and the student application.

> c) surveys and focus groups overseen by the office of Institutional Effectiveness and Data Management.

> d) website and print media vehicles such as handbooks, brochures, Catalog, contract language (e.g. scope of service); regular paperwork, where forms require clarity, openness, and oversight. (There is a trend to move forms online.)

The College is required to comply with state and federal laws and requirements of all state agencies. The operations of the Financial Aid Office, the Business Office and our budget undergo regular audits by state, federal and independent auditors. The integrity of the college's financial reporting is ensured by

various oversight activities mandated by the Office of the State Comptroller, the State Auditor, and the state Department of Higher Education.   The Statement of Financial Disclosure ensures accountability and includes the names of employees responsible for major policy decisions. Since the College receives federal funding, we are required to comply with the Education Department General Administrative Regulations (EDGAR) in addition to Title IX, the Americans with Disabilities Act, and other standard federal regulations. RCC is committed to following the rules of the State Ethics Commission. The Conflict of Interest (COI) law is referenced in internal contract and W-2 forms, and The Office of Human Resources and Affirmative Action (HR or Human Resources) informs all employees of revisions to the regulations; all employees must sign a COI form periodically. The COI Law is linked to the HR homepage on the website. Individual areas of the College have standards and policies that reinforce these mandates. Enrollment management and student services programs are guided by licensure and certification requirements from outside organizations, such as the National Junior College Athletic Association. RCC responds promptly and honestly to information requests from the Commission on Institutions of Higher Education (CIHE), MA Department of Higher Education (DHE), and other state and local agencies. A designated vice president is tasked with these responses.

In the March 2013 Budd Report RCC was investigated for, among other things, lapses in external communications. The investigation involved RCC's violation of the Clery Act by failing to report alleged sexual assaults and failure to prevent or take corrective action to stop an employee from having an illegal sexual relationship. While most of the specific allegations were shown to be based on misinformation, the report did nevertheless indicate deficiencies in the College's "procedures, control, and oversight" which left us "ill equipped to respond" to this type of event. RCC faculty and staff expect academic honesty, as discussed in Standard Four. An academic honesty policy is in the Catalog (p. 75), Student Handbook, and usually in the course schedule; many syllabi address the topic and refer to the policy. The policy addresses all conduct that compromises the integrity of grades and credits. Student dishonesty may be dealt with in a variety of ways, including warning, probation, and suspension. The Student Handbook approaches academic honesty with advice and referral to resources. The College respects and protects intellectual property rights; nuances in the application of this principle are discussed in Standard Five.   The faculty contract is a sufficiently effective assurance of academic freedom; the few grievances that arise are employment/management issues, not fundamental disagreements in the marketplace of ideas and values.

RCC applies its educational and administrative policies equitably to all students. Policies on student grading and every other aspect of college life can be found online and in the Catalog. Procedures are in place to ensure compliance and are widely understood among the faculty and by academic leadership. The College recognizes that students have a voice in their academic pursuits, including the right to grieve unfair practices or grades; the Student Code of Conduct and Student Grievance Procedure are outlined in the Catalog and Student Handbook.

RCC strives to treat college employees fairly. The collective bargaining agreements for AFSCME employees and MCCC faculty and staff set procedures for the resolution of grievances. Non-Unit Professionals also have a complaint procedure contained in the Board of Higher Education Community College Non-Unit Professional Personnel Policies Handbook. Statements on privacy rights are also unequivocal. (See FERPA, and HR handbook.)

Human Resources promotes diversity in our workforce. New hires reflect wide ethnic diversity:

2013 Benefits Eligible Hires						
% Black	% White	% Hispanic	% Other	% Female	% Male	Total Hires
61%	22%	13%	4%	57%	43%	23

The College follows the Massachusetts policy on non-discrimination, found in our HR Handbook, job postings, Catalog, and on the HR web page. Standard Five provides more detail related to faculty hiring. The Affirmative Action Officer (Interim Executive Director of Human Resources) is responsible for the implementation of the Affirmative Action Plan developed at the state level. Issues arising might be defined by law, by College policy, or by union contracts – whatever the source of ethical authority, HR has an obligation to conduct investigations in an impartial manner and correct injustices. In 2013, HR was involved in the resolution of 43 grievances involving both unions; this included 28 AFSCME Grievances – 11 MCCC grievances & 4 Grievances from DCE. 42 of the grievances were resolved in house and one DCE Grievance was resolved by outside mediation.

Conferences and other public events held on campus are consistent with the College's mission, enrich the intellectual environment, cultivate our relationship with the community, and enhance our public image. Internal and affiliated groups such as the Roxbury Repertory Theater have established relationships and agendas; those without this sort of relationship may rent space only after review by the Scheduling Committee. A few examples of campus events include an April 2014 talk by the lone survivor of the 1963 KKK bombing of the 16th Street Baptist Church in Birmingham, Alabama, and Callie Crossley's (host of WGBH's "Under the Radar with Callie Crossley" talk show) interview with author Valerie Rainford in September 2014.

APPRAISAL

In a February 2014 survey faculty and staff were asked to respond to the question: Do you agree that the institution carries out its fundamental functions with integrity? 43% agreed or strongly agreed and 31% disagreed or strongly disagreed.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
10.94%	32.81%	25%	23.44%	7.81%

This must be taken seriously, but any interpretation should be approached cautiously for such general opinion data which is linked to no measurable specifics. We are encouraged that these results are weighted on the positive side, but aware they should be overwhelmingly so. As already discussed, decisions taken by senior administration with little broad discussion had left some on campus feeling unsure of future directions. This uncertainty and a lack of communication, plus the fact that engagement with the full Acuerdo process was only beginning, probably led to some doubt about the consistent adherence to principles of integrity. Furthermore, issues discussed elsewhere in this study such as lack of attention to prerequisites, unclear policies among offices, and responses to student behavioral issues indicate that there are problems to address. We do not see a consistent pattern of questionable actions, but there are too many individual exceptions to policy, enough to warrant attention. Since this survey in spring 2014 Acuerdo has continued to be fully implemented and interventions on a number of these issues have been initiated. We have taken action, yet this is a sobering statistic which should continue to drive our work.

Achievements

Communication is a necessary condition for ethical behavior; the current administration has taken steps to strengthen the Acuerdo system of assemblies and committees which ensure communication among campus groups. In fall 2014 all five assemblies have been active, and the revised Acuerdo document was approved by all five and gained final approval from the Board of Trustees in December, ensuring that policy and practice would be well aligned going forward. The Board of Trustees has clarified its willingness to provide internal and external constituents the opportunity to address them by

announcing parameters for Public Comment time at every meeting. The president now informs the campus of major board actions after each meeting of the trustees.

HR representatives speak truthfully to employees and follow the rules and regulations related to all aspects of employee relations. Although RCC's public image was tarnished by bad press in recent years, external communication channels are being repaired. Recent press items have been positive.

In fall 2014 the Dean of Student Life assumed the role of Code of Conduct Officer, reviewed implementation of student disciplinary procedures, assembled a Judicial Board, engaged them in an ongoing program of training, and initiated full implementation of the procedures in the Catalog and Student Handbook.

A 2010-2012 state audit pointed to a lack of consistent policy in determining fees for use of space in the RLTAC. In response several presidents in turn, including President Roberson, have charged the Scheduling Committee to review all written applications for paid and donated space usage and to make recommendations for cabinet approval. A cabinet member now sits on that Committee. A standard schedule of rental fees was approved by the trustees in September 2014, and the rental policies have been updated as well. These policies govern the use of all campus space, including the Reggie Lewis Center. Standard rental agreements are always executed.

Areas of Concern

Communication challenges include the alignment of print and electronic materials and the need, over time, to nurture the institutional culture of Acuerdo for groups newly participating. The absence of one repository for data and documentation regarding student placement rates, program excellence, faculty and student achievement, learning outcomes, and other essential data sometimes makes it difficult to respond to requests for information.

In the February 2014 survey phrases such as *unfair treatment*, and *poor customer service* were mentioned by 15% of respondents in relation to the treatment of students. Solutions might include a campus wide initiative focusing on respect, one of our core values. The cross-office meetings now held prior to each registration are a positive step. Recent audit findings and concerns of the federal DOE have been a matter of concern, but they are being addressed. The professionalism of the institution has been called into question, which leads to questions in public perception about our integrity. These in turn affect enrollment, relationships, and our ability to be successful.

The current fiscal policies handbook is outdated. In early 2015 the CFO has initiated an operations analysis: updating written policies, articulating any that are missing, and developing a flow chart of all procedures. In late 2015 the fiscal team will re-evaluate how that works, and create a new handbook that is up-to-date and goes beyond stating rules to truly *guiding* people through the necessary procedures.

Institutional Effectiveness

College operations must comply with the mandated requirements of external regulatory bodies; adhering to the letter and the spirit of these parameters ensures *explicit* ongoing attention to matters of integrity. For such a far reaching standard there are many ways to ensure that ethical behavior remains embedded in institutional culture. Governance routinely invites review of policies and raises concerns when implementation is not fair or consistent. The Vice President for Administration and Finance (hired summer 2014) has a clear mandate to address compliance and thus integrity issues. Unions serve a policing function for employees.

PROJECTIONS

Actions	Responsible Persons
By 2016 – Assess effectiveness of communication instruments and forums among all stakeholders.	College President, Vice President for Institutional Advancement and Communication
By 2016 – Ensure consistency among all policy and procedure manuals 1) Completion of fiscal policies handbook 2) Repository for all policy manuals 3) Assess consistency among them	College President, CFO, other officers as appropriate

APPENDICES

S-Series

PART II: DOCUMENTING STUDENT SUCCESS (THE S-SERIES)

Form S1. RETENTION AND GRADUATION RATES					
Student Success Measures/ Prior Performance and Goals	2 Years Prior	1 Year Prior	Most Recent Year	Goal Next Year	Goal 2 Years Forward
IPEDS <u>Retention</u> Data					
Associate degree students (1)	49%	46%	48%	50%	51%
Bachelors degree students					
IPEDS <u>Graduation</u> Data (2)					
Associate degree students	10%	9%	12%	13%	14%
Bachelors degree students					
Other Undergraduate Retention Rates (3)					
a Retention of all first-time student degree-seekers	41%	43%	47%	49%	51%
b					
c					
Other Undergraduate Graduation Rates (4)					
a Five-year graduation or transfer rate	35%	35%	36%	38%	40%
b					
c					
Graduate programs *					
Distance Education We have no online degree programs					
Course completion rates (5)	63%	74%	64%	68%	70%
Graduation rates					
Branch Campus and Instructional Locations					
Course completion rate (8)					
Retention rates (9)					
Graduation rates (10)					
Definition and Methodology Explanations					
1 Most recent year is fall 2013 entering cohort of full-time, first-time, degree-seeking students. Retention rate is fall to fall.					
2 Most recent year is the fall 2010 entering cohort of full-time, first-time, degree-seekers. The IPEDS graduation rate is a three-year rate.					
3 Most recent year is fall 2013 entering cohort of all degree-seeking students. Retention rate is fall to fall.					
4 Most recent year is five-year graduation rate of 2009 cohort of all students.					
5 Most recent year is course completion rates in fall 2014.					
6					
7					
8					
9					
10					

* An institution offering graduate degrees must complete this portion.

Form S3. LICENSURE PASSAGE AND JOB PLACEMENT RATES					
	2 Years Prior	1 Year Prior	Most Recent Year	Goal Next Year	Goal 2 Years Forward
State Licensure Passage Rates *					
1					
2					
3					
4					
5					
National Licensure Passage Rates *					
1 NCLEX-RN (2013 is most recent year)	93% (41)	89% (27)	85% (40)	90%	90%
2 NCLEX-PN (2013 is most recent year)	86% (21)	54% (13)	69% (16)	85%	85%
3					
4					
5					
Job Placement Rates **					
This is from the Massachusetts Department of Career Service wage tracking data. Employment data are for 6 months to 1 year after graduation.					
Broadcast Media Technology	71%	65%	75%	65%	70%
Criminal Justice	90%		60%	65%	70%
Early Childhood Education	85%	89%		65%	70%
Nursing	77%	71%	68%	65%	70%
Practical Nursing	92%	100%	100%	65%	70%
Radiologic Technology	100%	75%	100%	65%	70%

* For each licensure exam, give the name of the exam above along with the number of students for whom scores are available and the total number of students eligible to take the examination (e.g. National Podiatric Examination, 12/14). In following columns, report the passage rates for students for whom scores are available, along with the institution's goals for succeeding years.

** For each major for which the institution tracks job placement rates, list the degree and major, and the time period following graduation for which the institution is reporting placement success (e.g., Mechanical Engineer, B.S., six months). In the following columns, report the percent of graduates who have jobs in their fields within the specified time.

Job Placement Rates ** - continued

This is from 2011-2013 surveys of graduates. Employment information is for 6 months to 1 year after graduation. Percentages reflect employment in their major. Number of survey responses is in parentheses.

		2 Years Prior	1 Year Prior	Most Recent Year	Goal Next Year	Goal 2 Years Forward
	Accounting			100% (4)	65%	70%
	Administrative Information Technology			50% (2)	65%	70%
	Biological Science			40% (5)	65%	70%
	Broadcast Media Technology			33% (3)	65%	70%
	Business Administration			71% (7)	65%	70%
	Business Management			67% (6)	65%	70%
	Criminal Justice			20% (5)	65%	70%
	Early Childhood Education			57% (14)	65%	70%
	Health Careers			64% (25)	65%	70%
	Liberal Arts			24% (17)	65%	70%
	Nursing			84% (32)	65%	70%
	Social Science			25% (8)	65%	70%

** For each major for which the institution tracks job placement rates, list the degree and major, and the time period following graduation for which the institution is reporting placement success (e.g., Mechanical Engineer, B.S., six months). In the following columns, report the percent of graduates who have jobs in their fields within the specified time.

Institutional Notes of Explanation

A	Job placement rates by program vary a fair bit from year to year. Most of our programs have no more than a handful of graduates each year.
B	Job placement is as of 6 months to one year after graduation.
C	
D	
E	
F	

Form S4. COMPLETION AND PLACEMENT RATES FOR SHORT-TERM VOCATIONAL TRAINING PROGRAMS FOR WHICH STUDENTS ARE ELIGIBLE FOR FEDERAL FINANCIAL AID						
		2 Years Prior	1 Year Prior	Most Recent Year	Goal Next Year	Goal 2 Years Forward
Completion Rates * Cohort counts are in parentheses. Only for Practical Nursing are there more than 10 students in a cohort. Cohorts begin with the 2010 entering cohort and 2-year graduation rates are reported, except for Practical Nursing, which begins with the 2009 cohort and 3-year graduation rates are reported (since Practical Nursing is a longer certificate program). Only certificate programs with cohort members between 2010 and 2012 are reported.						
1	Accounting	0% (1)	0% (1)	0% (3)	50%	50%
2	Biotechnology/Biomanufacturing	0% (0)	0% (0)	0% (1)	50%	50%
3	Broadcast Media Technology	0% (1)	25% (4)	0% (0)	50%	50%
4	Network Administration	0% (2)	0% (1)	0% (0)	50%	50%
5	Paralegal Studies	0% (12)	0% (6)	10% (10)	50%	50%
6	Practical Nursing	79% (28)	71% (24)	76% (25)	80%	80%
7	Web Technologies	0% (1)	0% (2)	0% (0)	50%	50%
8						
9						
10						
11						
Placement Rates ** Most programs have fewer than 10 students. We only had sufficient responses for tabulation from Practical Nursing.						
1	Practical Nursing	92%	100%	100%	65%	70%
2						
3						
4						
5						
6						
7						
8						
9						
* List each short-term vocational training program separately. In the following columns indicate the annual weighted average completion rate for the most recent and two prior years. In the final two columns, list institutional goals for the next two years.						
** List each short-term vocational training program separately. In the following columns indicate the annual weighted job placement rate for the most recent and two prior years. In the final two columns, list the institutional goals for the next two years.						

Affirmation of Compliance

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES

COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

3 Burlington Woods, Suite 100, Burlington, MA 01803-4514
Voice: (781) 425 7785   Fax: (781) 425 1001   Web: http://cihe.neasc.org

AFFIRMATION OF COMPLIANCE WITH FEDERAL REGULATIONS RELATING TO TITLE IV

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

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

URL	http://www.rcc.mass.edu/academics/acedemic-catalog-academic
Print Publications	Upcoming Catalog
Self-study Page Reference	p. 43

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

URL	http://www.rcc.mass.edu/academics/acedemic-catalog-academic (p. 17)
Print Publications	Catalog
Self-study Page Reference	p. 41

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

URL	http://www.rcc.mass.edu/current-students/student-academic-services/student-handbook (pp. 66 ff)
Print Publications	Catalog, Student Handbook
Self-study Page Reference	p. 85

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

Method(s) used for verification	College-issued PIN, policy on misrepresentation
Self-study Page Reference	p. 42

Continued on next page…

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

URL	http://www.rcc.mass.edu/news/748-rcc-neas
Print Publications	Bay State Banner, Boston Globe
Self-study Page Reference	p. XVIII

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

Chief Executive Officer: _Valerie R. Roberson_ Date: _02/17/2015_

List of Supporting Documents in Work Room

FX is the virtual document room available to the visiting team and frequently accessed through active links in the self-study. Although an interest in sustainability kept us from printing out everything, anything on FX *can* be printed upon request.

Standard One　　　　　Mission and Purposes		
Item	FX	paper
Strategic Plan 2010-2015 (with Mission, Vision Statement, Core Values)	Y	
Missions for many areas of the College	Y	
ITEMS FROM OTHER STANDARDS CROSS-REFERENCED HERE		
Custom textbook for *The College Experience*		Y
Minutes and materials from Board of Trustees meetings	Y	Y
Minutes of Committees of the Board of Trustees	Y	Y

Standard Two　　　　　Planning and Evaluation		
Item	FX	paper
Fifth Year Interim Report (2010)	Y	
Progress Report on Assessment (2013)	Y	
Strategic Planning Reporting Process (2010-2013)	Y	
Strategic Plan 2010-2015	Y	Y
Key performance indicators	Y	
All-College planning activity January 2015	Y	
Strategic planning process (spring 2015) with environmental scan	Y	
Five-Year outcomes by student characteristic	Y	
SENSE results	Y	
CCSSE results	Y	
Faculty engagement survey (2011) results	Y	
Student Experience Survey (form)	Y	
List of Program Reviews 2010-2014	Y	
New (spring 2015) Program Review Process	Y	
SWOC Report 2009	Y	
ITEMS FROM OTHER STANDARDS CROSS-REFERENCED HERE		
Fact Sheet	Y	
RCC Institutional Proficiencies	Y	
Examples of Academic Program Reviews		Y

Standard Three	Organization and Governance		
Item		FX	paper
Minutes and materials from Board of Trustees meetings		Y	Y
Minutes of Committees of the Board of Trustees		Y	Y
Trustee membership and affiliation		Y	
Massachusetts laws regarding Board of Trustees			Y
Trustee commitment, responsibilities and by-laws		Y	
Confidential evaluation materials			Y
Union Contracts		Y	Y
State and institutional employee policies and procedures		Y	
Presidential evaluation materials		Y	
Participatory governance (**Acuerdo**) committee membership		Y	
Minutes of Acuerdo Board		Y	
Sample minutes of Standing Committees		Y	Y
History of Acuerdo		Y	
Recently approved Acuerdo document		Y	
Survey on governance structures		Y	
ITEMS FROM OTHER STANDARDS CROSS-REFERENCED HERE			
Strategic Plan 2010-2015		Y	

Standard Four	The Academic Program		
Item		FX	paper
List of Program Reviews 2010-2014		Y	
Examples of Academic Program Reviews			Y
New (spring 2015) Program Review Process		Y	
Student Handbook		Y	
Health Science programs handbooks		Y	
Analysis of information and technology literacy		Y	
Internship and Cooperative Education Handbook (Mass. Community Colleges)		Y	Y
Internship list		Y	Y
CCSSE results (2013)		Y	
Employment outcomes for RCC graduates		Y	
Spring 2015 Course Schedule		Y	Y
College Catalog		Y	Y
Academic and Grading policies		Y	
Grading policies: institutional and program-specific		Y	
Transfer credit policy		Y	
Identity / Misrepresentation policy extract from application		Y	
Institutional Proficiencies		Y	
Program and Course Outcomes: links to available outcomes		Y	
Student Products: Early Childhood Education			Y
Student Products: Social Sciences			Y
Integrity rubric for The College Experience course		Y	
Syllabus collection		Y	Y
Changes in program offerings (since last comprehensive evaluation)		Y	
Certificates and degrees by division		Y	
Stackable programs		Y	
ITEMS FROM OTHER STANDARDS CROSS-REFERENCED HERE			
Progress Report on Assessment (2013)		Y	
Acuerdo Committees – Minutes and Membership		Y	
Strategic Plan 2010-2015		Y	
Union contracts and personnel policies		Y	
Progress Report on Assessment (2013)		Y	

Standard Five	Faculty		
Item		FX	paper
Professional development materials (lists, examples, presentations)		Y	Y
Scholarship materials (inventory, examples)		Y	
Grant materials (student and faculty participation, research, presentations)		Y	Y
Moodle usage data		Y	Y
Survey results (internal surveys on engagement, grant activity, academic freedom)		Y	Y
Job postings		Y	Y
Hiring and recruiting procedures		Y	
Faculty lists		Y	Y
Faculty ethnicity data		Y	Y
Distance Education Committee – statement of goals		Y	
College Professional Development Committee materials (minutes, application)		Y	
Faculty Information CD (material given to faculty in fall 2014)			Y (CD)
List of smart classrooms		Y	
ITEMS FROM OTHER STANDARDS CROSS-REFERENCED HERE			
List of Program Reviews 2010-2014		Y	
New (spring 2015) Program Review Process		Y	
Student Handbook		Y	
Union contracts and personnel policies		Y	
Acuerdo Committees – Minutes and Membership		Y	
Strategic Plan 2010-2015		Y	

Standard Six	Students			FX	paper
Item				FX	paper
Student Handbook				Y	Y
Forms: registration, petition to graduate, etc.					Y
Custom textbook for *The College Experience*					Y
Campus Computing Project (study of student access to technology)				Y	Y
List of transfer activities (several years)				Y	Y
List of student life clubs and events 2013-2014				Y	Y
List of career events 2013-2014				Y	Y
HCM2 letter from federal Department of Education				Y	Y
CCSSE results (2013)				Y	
SENSE results				Y	
Five-Year outcomes by student characteristic				Y	
Employment outcomes for RCC graduates				Y	
New student orientation packet					Y
International student packet					Y
Orientation presentation (fall 2014)				Y	
Orientation survey (given to entering students)				Y	
Video orientation components				Y	
Placement Test Guide				Y	Y
Misc: various brochures					Y
Internship and Cooperative Education Handbook (Mass. Community Colleges)				Y	
Internship list				Y	
Affirmative action statement				Y	
Service Effectiveness Study				Y	
ITEMS FROM OTHER STANDARDS CROSS-REFERENCED HERE					
Spring 2015 Course Schedule				Y	Y
"Budd Report" (independent investigation from 2012)				Y	
Acuerdo Committees – Minutes and Membership				Y	
List of computers available to students				Y	
Student Experience Survey (form)				Y	
Career Focus Magazine				Y	Y

Standard Seven	Library and Other Information Resources	FX	paper
Item		FX	paper
Library reports to CAO and trustees		Y	
Library staff reports to director		Y	
Library budgets		Y	
Mass. Commonwealth Consortium – comparisons with peer institutions		Y	
Library projects FY 2015-2016		Y	
Collection development allocations 2010		Y	
Library and Learning Resources Committee – agendas and minutes		Y	
Academic Technology Committee – minutes		Y	
List of library databases and e-book vendors		Y	
Library social media policy		Y	
Schedules and guides for faculty and student training in library		Y	
Misc: Archives brochure			Y
Library polls and surveys (various 2004-2007)		Y	
Library survey results (2013)		Y	
Moodle Data - AY 2009 – 2013 (overall use)		Y	
Information literacy initiatives 2007-2008		Y	
Syllabi examined to assess information and technology literacy in the curriculum		Y	
Library Liaison Program flyer		Y	
ITEMS FROM OTHER STANDARDS CROSS-REFERENCED HERE			
CCSSE results (2013)		Y	
Strategic Information Technology Plan (2011)		Y	
List of computers available to students		Y	

Standard Eight	Physical and Technological Resources	FX	paper
Item		FX	paper
Use of campus space (fees and policies)		Y	
Rental income		Y	
Sightlines (facilities) reports		Y	
Teaching space inventory		Y	
DCAMM renovation / expansion study (bond fund initiative)		Y	Y
Lab support report FY 2013		Y	
Strategic Information Technology Plan (2011)		Y	
Technology security assessment report		Y	
IT Advisory Committee Report (2010)		Y	
HelpDesk statistics		Y	
List of computers available to students		Y	
Pharos (student printing) savings		Y	
ITEMS FROM OTHER STANDARDS CROSS-REFERENCED HERE			
"Budd Report" (independent investigation from 2012)		Y	
List of computers available to students		Y	

Standard Nine	Financial Resources	FX	paper
Item		FX	paper
Audited Financial Statement FY 2012		Y	
Auditor's Report Fiscal 2013 and Fiscal 2014		Y	
Internal Control Policies Manual (Enterprise Risk Management)		Y	
ITEMS FROM OTHER STANDARDS CROSS-REFERENCED HERE			
"Budd Report" (independent investigation from 2012)		Y	

Standard Ten	Public Disclosure	FX	paper
Item		FX	paper
Fact Sheets		Y	
College Mission		Y	
List of available information for RCC		Y	
Staff Directory link		Y	
Senior administrators		Y	
Board of Trustees		Y	
Annual security reports		Y	
RCC website		Y	
Previous website (archived)		Y	
Articulation agreements		Y	
Transfer Services		Y	
Career Focus Magazine		Y	Y
2013 Viewbook		Y	
Spring 2015 Course Schedule		Y	
College Catalog		Y	
Workforce Development brochure (spring / summer 2014)		Y	
Program Sheets (link to information on website)		Y	
Admissions web page		Y	
How to request information		Y	
Refund policy		Y	
Tuition and fees		Y	
Policies and procedures		Y	
President annual reports (2009-2011)		Y	
ITEMS FROM OTHER STANDARDS CROSS-REFERENCED HERE			
Academic and Grading Policies		Y	
Five-Year outcomes by student characteristic		Y	
Auditor's Report Fiscal 2013 and Fiscal 2014		Y	
Program and Course Outcomes: links to available outcomes		Y	
Library social media policy		Y	
"Budd Report" (independent investigation from 2012)		Y	
Student Handbook		Y	

Standard Eleven Integrity	FX	paper
List of policies in support of integrity	Y	
"Budd Report" (independent investigation from 2012)	Y	
Consent to release education records (FERPA)	Y	
Student Code of Conduct	Y	
Affirmative Action plan	Y	
Technology Use Policy	Y	
Drug and Alcohol Policy	Y	
CORI / SORI Policy	Y	
Anti-Sexual Harassment Policy	Y	
Reasonable Accommodation Policy	Y	
ITEMS FROM OTHER STANDARDS CROSS-REFERENCED HERE		
College Catalog	Y	
Academic and Grading Policies	Y	
Union contracts and personnel policies	Y	
Library social media policy	Y	
Trustee commitment, responsibilities and by-laws	Y	
Hiring and recruiting procedures	Y	
Student Handbook	Y	
Use of campus space (fees and policies)	Y	
Policies and procedures	Y	
Internal Control Policies Manual (Enterprise Risk Management)	Y	

Roxbury Community College

NEASC ACCREDITATION SELF-STUDY

2015

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