

# Roxbury Community College

## NECHE Focused Evaluation Report

Focused Evaluation Visit:

October 15 – 17 2023

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## INTRODUCTION

In February of 2022, Roxbury Community College (RCC) underwent a significant leadership transition, with the resignation of former President Valerie Roberson and the appointment of an interim senior administration by the Board of Trustees led by Interim President Jackie Jenkins Scott. Shortly after the interim administration began their work, the 2022 New England Commission of Higher Education (NECHE) Progress Report was assigned to the new Interim Executive Vice President of Academic and Student Affairs, Dr. Joyce Taylor Gibson. Although RCC celebrated major achievements and addressed Critical Areas of Concern from the 2015 NECHE Comprehensive Evaluation in the 2016 Strategic Plan, challenges arose from past academic years, including the pandemic, staff turnover, payroll issues, and limited student assessment evidence.

This Focused Evaluation Report addresses how the current administration has successfully cultivated a “culture of assessment,” including the integration of the prior administration's earlier work, and especially the campus-wide contributions in Spring 2023. Significant activities over the last 18 months include:

- Holding campus-wide listening sessions with faculty and staff to discern major interests and concerns—to help determine strategic initiatives of the Interim Administration (Spring 2022)
- Bi-annual President’s Cabinet retreats with an emphasis on assessment (Summer 2022 - ongoing)
- Sending a full-time and part-time faculty team to the American Association of Colleges and Universities (AAC&U) 2022 Institute on General Education and Assessment (Summer 2022)
- Establishing NECHE document archives in the library, containing all official reports and public announcements, with clear availability of information (March 2023)
- Participating in [Advancing a Massachusetts Culture of Assessment](#) (AMCOA) team (April 2023)
- Establishing the Assessment Committee (A-Team) in Spring 2023 as part of the College’s governance structure (Fall 2022 to Spring 2023)
- Developing Institutional Learning Outcomes (ILOs) (Spring 2023)
- Inviting Mass DHE Assistant Commissioner of Academic Effectiveness DHE Dr. Robert Awkward to a campus workshop on Assessment (Spring 2023)
- Appointing a Dean of Institutional Assessment (Spring 2023) and the establishment of the [Office of Assessment](#) (Summer 2023)
- Appointment of a current full-time staff member as the Institutional Researcher (Summer 2023)
- Establishing a partnership with Achieve The Dream (ATD) for College-wide assessment to support Community College Student Achievement (Fall 2022 to Spring 2023)
- Holding Community Listening Sessions in the Arts, Early Childhood Education, Religion, and Black, Indigenous, People of Color (BIPOC) Issues (Fall 2022-Spring 2023)
- Holding regular cycles of summer assessment workshops were designed to educate faculty and staff about assessment practices, beginning in 2021 and continuing through the summer 2023
- Purchasing assessment resources for all faculty and staff through e-books and hard copies (Spring 2023)
- Establishing an ongoing program review schedule commencing in Summer 2023
- Developing a [Comprehensive Assessment Plan](#) in Summer 2023

Two charts have been created to allow quick references to how RCC responded to institutional concerns highlighted in the March 10 letter from NECHE. These can be found [here](#) (for Standard 7) and [here](#) (For Standard 8). These charts are also located in the Appendix.

## **Institutional Overview**

Roxbury Community College (RCC) is an urban community college in the Commonwealth of Massachusetts, located in the heart of Roxbury, MA. The College serves as the sole predominantly minority-serving institution within the Massachusetts Community College System and the only Predominantly Black Institution in New England. Its mission is to foster an inclusive environment for the education of all community members, irrespective of their prior educational backgrounds and experiences. The College takes pride in preparing its diverse learners for success in both local and global economies. Founded in 1973, RCC consistently enrolls 1200-2000 students from over 50 countries. Notably, nearly a third of RCC students classified as English Speakers of Other Languages (ESOL) and 48% percent qualified for Pell grants in the 2022-2023 academic year, indicating linguistic and economic barriers. Through innovative academic programs and thoughtful curriculum redevelopment, along with highly responsive integration of comprehensive student support services, the college empowers its students to overcome these obstacles. As a result they persist and succeed in their courses and transfer to four-year colleges.

Presently offering 25 academic degree programs in arts, humanities, social sciences, science and engineering, education, and health sciences, the College had 34 full-time faculty members at the start of the 2017-2018 academic year. Twenty-four were tenured faculty, with the remaining 17 on tenure track. About 75 percent of RCC's faculty members served in a part-time capacity. The College received recognition from *Diverse: Issues in Higher Education*, as one of the Top 100 Producers of associate degrees, 2018, in the following disciplines: biological and biomedical sciences; English language and literature; accounting; health professions and related programs; social sciences; education; registered nursing; and homeland, law enforcement, firefighting, and related protective services. RCC was named a Top Producer of Fulbright Scholars in 2017 and designated the Most Affordable Community College in the Commonwealth of Massachusetts by *Readers Digest*, 2019.

## **Areas of Focus**

This report addresses the two key areas identified by the NECHE Commission letter dated March 10, 2023: the College's financial stability in allocating resources to personnel for ensuring educational effectiveness, as well as the College's capability to sustain these efforts (Standard 7: Institutional Resources). Additionally, the report centers on RCC's advancement in achieving Standard 8: Educational Effectiveness, a goal initially set forth by the previous administration, but successfully realized by the current administration.

## **STANDARD 7: INSTITUTIONAL RESOURCES**

### **Financial Resources**

The College had a robust cash management process for many years before the COVID-19 pandemic in 2020, and it continues to have a strong cash management process to this day.

As of June 30, 2020, the College had twenty-five days of Cash on Hand; as of June 30 2021, 42 days Cash on Hand; as of June 30, 2022 Cash on Hand was 55 days. Cash on Hand for Fiscal year 2023 and Fiscal Year 2024 is expected to be 58 and 62 days respectively. With the college reopening in December 2021 the cash position as compared to Fiscal Year 2020 improved by 83% in Fiscal Year 2021 to \$4,127,481 and as compared to Fiscal Year 2021 by 49% in 2022 to \$6,140,156. The expected cash position for the Fiscal Year 2023 and 2024 are between \$6.2 to \$6.3 million.

The College received the remaining 86% of the Higher Education Emergency Relief Fund (HEERF) in May of 2022; therefore, the Cash on Hand reflected through June 30, 2021 was based on the College’s ability to generate revenue and maintain a healthy cash flow. The HEERF funding expired as of June 30, 2023; however, the college was able to use \$2 million (or 1/3 of the institutional HEERF funding) to improve the IT network infrastructure and place the College in a position where RCC can continue to compete in the online/distance education space.

In addition to the IT upgrades, the College spent approximately \$2 million (another 1/3 of the institutional HEERF funding) to reduce receivables of our students who had outstanding balances. Students who are now relieved of the debt burden can re-enroll at RCC, continue their education, and complete their degree.

Other grants will also be utilized to substitute funding formerly allocated through the CARES Act listed below in Figure 1. The College has nineteen grant sources for FY 2023-2024, totaling expected revenue of \$3.4 million dollars which is almost equal to the CARES Act funding. More grant allocations are expected through the fiscal year as well.

<b>Grant</b>	<b>Purpose</b>
State American Rescue Plan Act (ARPA) Tech	Infrastructure
Boston Foundation	Student Support
Predominantly Black Institution	Capacity/Infrastructure
Grad Last Mile	Student Support
Workforce Training	Capacity/Infrastructure
ARPA Hunger	Student Support
Early College Incubator	Student Support
Early Childhood	Capacity/Infrastructure/Student Support
Eversource Workforce Development	Capacity
The Economic Development and Industrial Corporation	Capacity
Mass Rehabilitation Commission	Student Support
Trustees of Boston University	Capacity
Dual Enrollment	Student Support
Perkins Post-Secondary	Student Support
PowerCorp	Capacity
Rowland Foundation	Student Support
SUCCESS	Capacity/Infrastructure
High School Equivalency Test Centers	Student Support
Strengthening Community Colleges Training Grants	Student Support

*Figure 1 – Grant sources for FY 2023-2024.*

The FY 2023 audit is scheduled for September 18th to September 28th. The College will begin audit preparation during the week of June 26th. Previous audits are linked below and included in the appendix. The previous audits highlight the importance of planning a contingency budget to cover emergency spending and other unforeseen but necessary spending.

The College had been on Heightened Cash Management (HCM) for years, but that status was removed in the Fall of 2020. Former CFO Kevin Hepner worked hard to create balanced budgets and keep expenses

to revenue relatively flat. Figures 2 and 3 below demonstrate RCC’s flat budgeting cycles in recent years. Although these figures are older, budgets and contingencies have improved in recent years.

Figure 1.2: RCC expenses by function, FY 2018-19

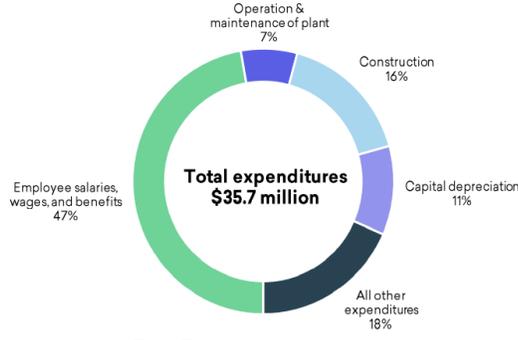


Figure 2 – Taken from 2020 EMSI Report.

Figure 1.1: RCC revenues by source, FY 2018-19

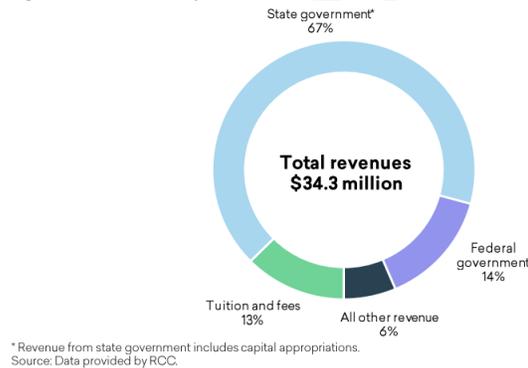


Figure 3 – Taken from 2020 EMSI Report.

According to the [latest available fiscal audit from 2022](#), the total net position of RCC showed a deficit of \$2,397,665 as compared to a deficit of \$5,086,886 for fiscal year 2021. The improvement from [FY 2020 and 2021](#) to FY 2022 was largely due to the College receiving Higher Education Emergency Relief Fund (HEERF) funding that had previously been allocated but not received. Looking forward to FY 2023 and 2024, the net position is expected to increase by \$2.12 million and \$3.06 million respectively. This projected improvement in net position is largely due to an improvement in the enrollment numbers. Fall 2022 headcount was about 1% higher than Fall 2021; however, credit hours were 7% higher. Spring 2023 headcount was about 22% higher than Spring 2022; however, credit hours were 27% higher. As these trends continue to improve, we are projecting a 15% increase in enrolled credit hours for the 2023-2024 academic year, and another 15% increase for the 2024-2025 academic year.

As of June 30, 2022, 2021, and 2020, total assets and deferred outflows of RCC were \$77,235,033, \$79,662,951, and \$82,075,370, respectively. Of these total assets, 90%, 91%, and 93%, consisted of the net book value of capital assets as of June 30, 2022, 2021, and 2020, respectively. For the periods June 30, 2022, 2021, and 2020, respectively, its total liabilities and deferred inflows of resources were \$16,948,327, \$16,978,580, and \$14,304,113, and its net position was \$60,286,706, \$62,684,371, and \$67,771,257, respectively.

The change in net position was before capital appropriations increased in 2022 by \$1,516,056 over the previous fiscal year and is expected to increase by another \$3.36m in FY 2023 and \$1.32m in 2024.

The following summary in Figure 4 of the previous three audited years demonstrates the growth of assets and net position of the college financially.

<b>Summary Schedule of Net Position</b>			
	<b>2022</b>	<b>2021</b>	<b>2020</b>
Current Assets	7,422,667	\$ 6,024,204	\$ 5,525,573
Non-Current Assets	69,191,535	72,817,755	76,443,876
Deferred Outflows of Resources	620,831	820,992	105,921
<b>Total Assets and Deferred Outflows</b>	<b>77,235,033</b>	<b>\$ 79,662,951</b>	<b>\$ 82,075,370</b>
Current Liabilities	7,489,535	6,711,375	4,551,986
Non-Current Liabilities	8,669,982	10,067,600	9,402,705
<b>Total Liabilities</b>	<b>16,159,517</b>	<b>16,778,975</b>	<b>13,954,691</b>
Deferred Inflows of Resources	788,810	199,605	349,422
Investment in Capital Assets	60,661,476	63,907,135	67,163,779
Restricted: Expendable	790,369	790,369	790,369
Unrestricted	(1,165,139)	(2,013,133)	(182,891)
<b>Net Position</b>	<b>60,286,706</b>	<b>62,684,371</b>	<b>67,771,257</b>
<b>Total Liabilities, Deferred Inflows and Net Position</b>	<b>77,235,033</b>	<b>\$ 79,662,951</b>	<b>\$ 82,075,370</b>

Figure 4 – Financial Statement Report from 2022 Audit, [available here](#).

### Capital Improvements

The College has made capital investments in fiscal 2022 and 2023 of \$5 million dollars, including replacing the fume hoods in our science labs, repairing the roof in multiple college buildings, improvements in security, and creating a new space for the Academic Success Coaches to advise students. The College plans to invest an additional ~\$6.8 million in fiscal years 2024 through 2028 for further improvements and deferred maintenance in the college buildings.

RCC has also received \$4 million from the United States Department of Housing and Urban Development (HUD) to renovate the historic Dudley House, to be renamed the Center for Economic and Social Justice (CESJ), which will [become the home of the College’s new Civic Engagement Center](#). The CESJ will also house the Business Innovation Center. The Business Innovation center is currently being built in the former bookstore space in Building 3. It will be funded by the PBI Grant and is being built along with a new international student lounge. The college is also discussing the possibility of converting Parking Lot 3 into a multi-purpose sports venue to be used by the college and local community.

## Enrollment and Recruitment

In Spring of 2022, the College hired a consultant (James Murphy) to run a critical assessment on its enrollment process and [submit a report on the results](#). The report included the following recommendation, which led to the creation of RCC's Enrollment Committee:

*A comprehensive plan is crucial to the success of a college's enrollment and admissions. Each department involved in enrollment functions, as well as academic deans, faculty, and finance, should be included in the plan's development. The plan itself covers all aspects of the admission cycle from recruitment through application, acceptance, orientation, advisement and registration. It must be communicated too and receive buy-in from faculty and staff.*

The committee featured [a cross-section of RCC staff, faculty, and administrators](#) with the combined effort of creating an enrollment plan and increasing enrollment and retention. The previous enrollment office's work was siloed from the rest of the College, but the committee allowed many employees to work together and find solutions to aspects of the process that were preventing students from successfully enrolling or remaining at the College.

In addition to raising enrollment and retention, the primary aims for the committee are to retain students defined by graduation, have students achieve their goals (if graduation is not the goal), and have students experience satisfaction with the College.

RCC's enrollment office is undergoing several changes that impact the enrollment experience and process for students. The enrollment office has been able to make various adjustments to support the increased enrollment and retention at Roxbury Community College. In June of 2022, senior administration hired an Associate Dean of Admissions. Recognizing the need for additional staff, the enrollment office has increased from four employees to ten to properly support the admissions and recruitment needs of the college.

As a result of this increase in staff, the enrollment office has hosted a total of five Accepted Students Days (ASD). ASD's were implemented with the primary objective to increase the application-to-conversion rates at RCC. The six offices involved in the enrollment office are currently piloting five ASD days, with two held in person in May and a third event on June 7th conducted virtually. The in-person event had eighteen participating students, with four registering/matriculating. On June 7th, twenty-five students attended the virtual event, and five students registered for the assessment test, with nine others matriculating. The final two ASD sessions were scheduled for July and August. Students who did not matriculate were able to access the necessary information from the financial aid office, advising and testing offices. One observation of the College's ASD days so far is that more students prefer virtual attendance for its convenience, and students appreciate having more options for one-on-one services offered through ASD. The College intends to continue running these events regularly throughout the year.

Within the past year, the Dual Enrollment program has flourished to account for 10% of student enrollment at RCC. In addition, the enrollment team initiated a year-long stop-out campaign to reach students who previously attended RCC. Moreover, the enrollment office is in the process of revising the admissions application to create a more seamless admissions process. The Admissions Office is working to streamline messaging and branding that are aligned with existing admissions best practices in higher education.

Further, the College application is being updated, as there are outdated or unnecessary fields that make the process take longer, discourage students, and lengthen the completion time.

As the enrollment office progresses, efforts to fully implement the existing Client Relationship Manager (CRM) system will be front and center in our enrollment work. This will be an additional opportunity to streamline the enrollment process for RCC students. In early summer 2023, the institution also hired an Assistant Vice President of Enrollment to assist with steering future enrollment efforts.

After reviewing the steps students need to take to matriculate into the College, it was determined that admitted students at RCC experience a lack of communication and contact from the offices responsible for facilitating enrollment/matriculation. Once a student is admitted, RCC relies solely on sending acceptance letters to students via email, outlining the next steps in the enrollment process. The student demographics at RCC’s trend towards being older, multilingual, and less technologically savvy.

These factors, when combined with the absence of effective communication between the enrollment offices responsible for guiding students through a lengthy enrollment process, have resulted in significant gaps in the College’s matriculation of students, considering the number of applications processed by the admissions office. Despite having a high number of leads and applications, RCC’s application-to-conversion rates remain low at 18.5%.

At the President’s request, the College generated enrollment predictions based on past trends, using a spreadsheet provided by enrollment consultant James Murphy. The data demonstrated that the category of returning students encompassed both those retained and those who re-enrolled. The dual categorization necessitated enhanced clarity in the enrollment process which helps elucidate why the percentage of returning students exceeds 100%.

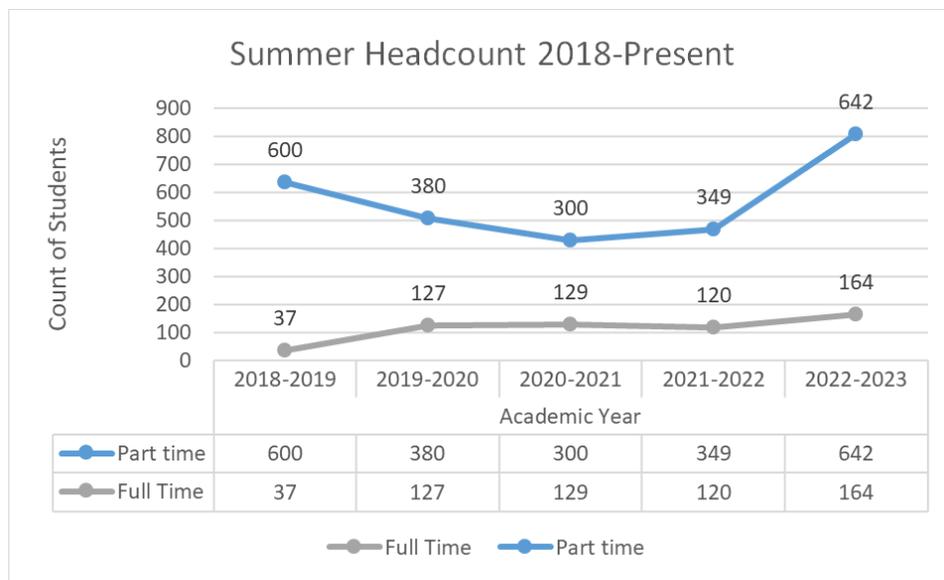
Considering this, the Enrollment Committee exercised caution when estimating returning students figures for forthcoming semesters. These conservation estimates are notably lower than previous percentages. Moreover, the committee projected an increase in new students enrollments, attributed to new leadership within the enrollment committee, improved college-wide communication, RCC’s enhanced reputation in the community under the interim administration, and the tuition-free incentives offered by the City of Boston and the Commonwealth of Massachusetts.

Additionally, the prospect of enhancing conversion rates through the enrollment team’s CRM prompted the Enrollment Committee to project an 8% increase in the total number of students over the next four years (roughly 2% per academic year). Refer to Figure 4 for an excerpt of the expected increase based on data from previous years.

Students	Fall 19	Spring 20	Fall 20	Spring 21	Fall 21	Spring 22	Fall 22	Spring 23	Fall 23	Spring 24	Fall 24	Spring 25	Fall 25
Returning	0	0	977	955	881	900	963	1034	1059	739	493	647	455
New Freshmen	1058	528	211	76	231	84	207	84	221	250	600	300	750
Transfers	471	146	14	10	21	39	43	39	50	70	125	70	150
<b>Total</b>	<b>1529</b>	<b>674</b>	<b>1202</b>	<b>1041</b>	<b>1133</b>	<b>1023</b>	<b>1213</b>	<b>1176</b>	<b>1330</b>	<b>1059</b>	<b>1218</b>	<b>1017</b>	<b>1355</b>
Withdrawals	258	139	177	172	224	139	211	139	300	300	300	300	300
Graduates	107	109	37	86	39	84	20	84	45	100	55	110	60
Academic Dismissal	0	0	0	0	0	0	0	0	0	1	0	1	0
Eligible to Return	1164	426	988	783	870	800	982	953	985	658	863	606	995
<b>Percents</b>		<b>0.0%</b>	<b>229.3%</b>	<b>96.7%</b>	<b>112.5%</b>	<b>120.4%</b>	<b>105.3%</b>	<b>129.4%</b>	<b>89.0%</b>	<b>75.0%</b>	<b>75.0%</b>	<b>75.0%</b>	<b>75.0%</b>
Credits	Fall 19	Spring 20	Fall 20	Spring 21	Fall 21	Spring 22	Fall 22	Spring 23	Fall 23	Spring 24	Fall 24	Spring 25	Fall 25
Returning	0.0	0.0	8304.5	8117.5	7488.5	7650.0	8185.5	8789.0	9001.5	6279.4	4193.2	5503.6	3866.3
New Freshmen	8993.0	4488.0	1793.5	646.0	1963.5	714.0	1759.5	714.0	1878.5	2125.0	5100.0	2550.0	6375.0
Transfers	4003.5	1241.0	119.0	85.0	178.5	331.5	365.5	331.5	425.0	595.0	1062.5	595.0	1275.0
<b>Total</b>	<b>12996.5</b>	<b>5729.0</b>	<b>10217.0</b>	<b>8848.5</b>	<b>9630.5</b>	<b>8695.5</b>	<b>10310.5</b>	<b>9996.0</b>	<b>11305.0</b>	<b>8999.4</b>	<b>10355.7</b>	<b>8648.6</b>	<b>11516.3</b>

Figure 5 – Taken from Enrollment Projection Chart. Template by James Murphy, filled out by members of the Enrollment Committee [linked here](#).

While the College acknowledges this is a sharp increase, RCC remains optimistic due to its [dramatic change in public perception thanks to the interim administration](#) as well as tuition-free community college programs from the [City of Boston](#) and the [Commonwealth of Massachusetts](#). And while the fact that overall college admissions are falling throughout the country might be reason for concern, the areas where it is projected to increase in the Boston area are within the populations and geographical areas RCC serves. In fact, the College is already noticing a considerable bounce back in enrollment. Figure 6 illustrates that [Summer enrollment](#) for 2023 was 23% higher than enrollment in the Summer of 2019, the last academic year prior to COVID-19 pandemic. Full-time student enrollment is 124% higher in 2023 compared to 2019, suggesting students are taking more summer courses than previously.



*Figure 6 – A screenshot from RCC’s summer enrollment comparison, 2018-2023. [More information linked here.](#)*

The offices of Academic and Student Affairs also collaborated to promote Summer and Fall 2023 registration starting in April, when the Fall and Summer schedules were posted online for students to review earlier than in previous years. The College communicated the benefits of enrolling early via email and print publications, and the Advising Office created open registration events routinely scheduled in a computer lab in the RCC Library with a purpose of teaching students about the registration process.

While the College ran successful partnership programs that boosted summer enrollments this year, including a partnership with Digital Ready, and a Learn and Earn program with the City of Boston, the number of full-time students and the total number of credit hours suggests that enrollment is higher due to RCC students taking more courses. This trend is illustrated in Figure 7, which displays that the overall credit hours for 2023 were up 48% compared to Summer 2022 and up 37% compared to Summer 2019.

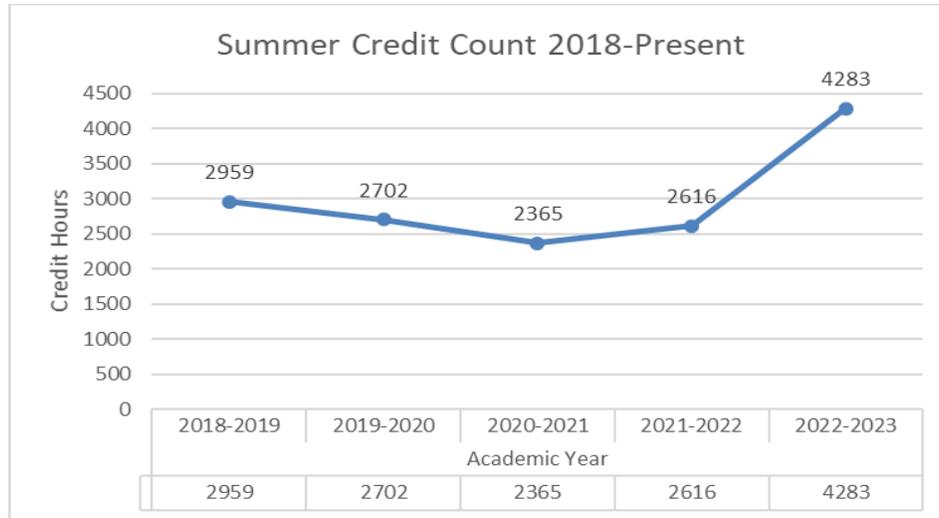


Figure 7 – A line chart detailing the number of credit hours from Summer 2019 to Summer 2023.

Fall enrollment numbers are also showing an upward trend compared to the past few years. The current trends are nearly double what they were during the 2021 and 2022 enrollment cycles, and the total headcount is surpassing the enrollment figures from 2019. These trends suggest that the upcoming Fall semester is likely to experience higher enrollment than in the Pre-COVID era. In fact, the College has nearly matched its projected enrollment goals for Fall 2023, with 202 new Freshman and over 900 returning students. Given that RCC students historically enroll later in the enrollment period, the College is in a good position to surpass its projections for Fall 2023.

Students are registering for more courses as well. The number of registered Fall 2023 credit hours is 7853 as of August 11, an 81% increase from this same date last year (3343 credit hours). Due to the College’s collaborative outreach and improved communication, more students are signing up for more courses at a far earlier rate (see Figure 8). After the enrollment team completes the integration of the Customer Relationship Manager (CRM), the College aims to exceed its future enrollment predictions.

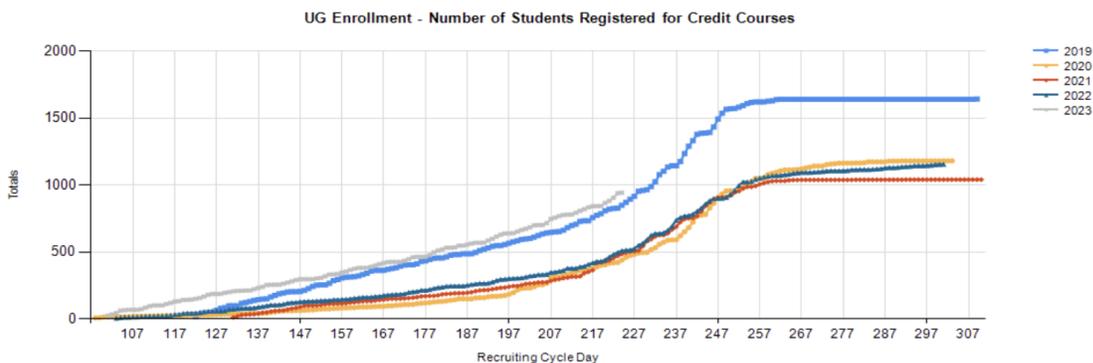


Figure 8 – Screenshot of enrollment trends showing the total number of credit hours registered compared to previous academic years as of August 11, 2023.

As mentioned previously, some factors contributing to the increasing enrollment trends are the free college tuition programs offered by the City of Boston and the State of Massachusetts. The College has already maximized the allotment of \$250,000 received from the city for the Tuition Free Program, which

was open to residents of Boston who have either filled out a FAFSA by July 1, 2023, or filled out a unique form for undocumented students who do not have access to financial aid.

The Massachusetts Community College Reconnect program from the Commonwealth has stricter guidelines; prospective students need to be over the age of 25, for example. Once the state officially rolls this program out, RCC's Financial Aid office plans to redistribute the Tuition Free city awards to maximize the eligible awards from both programs.

Lastly, the Early Childhood Education program is currently participating in the state Early Education and Care (EEC) Grant, which provides tuition coverage for full-time students. The College's Financial Aid office will consider students benefiting from this program when assessing their financial aid requirements. This approach ensures they are excluded from the city and state programs list, thereby optimizing the overall allocation of resources.

### **Human Resources**

Between the Fall of 2020 and the end of the Spring 2021 academic semesters, the College lost several key leadership positions due to an increase in turnover, including (but not limited to) the Vice President of Academic Affairs, the Associate Vice President of Student Affairs, the Chief Financial Officer, the Director of Human Resources, the Director of Facilities, the Athletics Director, the President's Assistant, the Payroll Manager, the Comptroller, and more. By early 2021, as RCC was trying to enroll students for the Spring semester, and shortly before the interim leadership team transitioned to the College, the Advising office was down to one fulltime Advisor, and that employee was out due to COVID-19.

Facing critical capacity loss, Human Resources (HR) was selected as an area to watch closely for the new interim administration, especially with reports of payroll inconsistencies, delayed (or missing) adjunct contracts, and misleading benefits information.

The result of the HR assessment led to staff changes and replacements, including the recruitment and hiring of RCC's new Executive Director of Human Resources, Reginald Nichols. When hired, Nichols had one full-time staff member to assist him, and he immediately began building a solid team of professionals to work through the backlog of human resource issues, including 32 union grievances that were overdue at the beginning of his appointment.

Since the Executive Director has been in place, the College has returned to normal functioning capacity. The College posted 85 positions from January 1 to July 18, 2023. Of those positions, 45 need to be reposted but 34 have led to offers or new positions.

The Human Resources Department also implemented a new more equitable hiring process with required training for everyone involved in hiring committees and mandatory representation from Division of Continuing Education (DCE) faculty. In response to feedback regarding unsuccessful job searches, the College made revisions under the Executive Director's guidance to edit job postings and initial outreach information to candidates to make RCC a more attractive work environment, highlighting the benefits of being employed at an institution that is changing lives, and the only Predominantly Black Institution in New England.

These changes have yielded positive results, with positions being accepted in a competitive environment, especially among full-time faculty. In fact, as of July 2023, all seven faculty open searches have been

filled, except one, which is expected to be filled shortly. This is a notable improvement to the previous academic year, during which five faculty positions remained unfilled.

The Human Resources Department has also worked to update their records, digitize employee files, amend issues with the faculty seniority list, and streamline the adjunct faculty contract process. The HR office is currently in the process of securing a new vendor to run background checks due to the time it takes for Criminal Offender Record Information (CORI) and Sex Offender Registry Information (SORI) results to return. Under new leadership, the office is now fully staffed, and the larger College is well on the way to becoming fully staffed, with new positions being created as necessary to increase capacity.

**STANDARD 8: EDUCATIONAL EFFECTIVENESS**

**Institutional Learning Outcomes**

The College has historically relied on conventional indicators such as retention rates, graduation rates, career placement, and transfer status to measure academic success. Additionally, the College has celebrated student success through impactful and life-changing student stories. However, the previous version of the College’s 2015-2020 Strategic Plan did not incorporate Institutional Learning Outcomes (ILOs). Instead, it used [Institutional Proficiencies](#), which were aligned to the College’s mission, values, and culture, but were difficult to assess, especially when tied to program and course-level learning outcomes. This methodology hindered the College’s ability to comprehensively and systemically evaluate and enhance academic effectiveness.

When Jackie Jenkins-Scott assumed the role of Interim President in early 2022, the College immediately established a set of objectives for the upcoming academic year. Listening sessions were scheduled with the college community, and several themed forums were planned throughout the year with [Roxbury community members](#) and organizations on a wide-range of important topics such as race, faith, arts, and youth development.

During the same period, based on feedback from faculty, staff, and community members, one priority that emerged was to evaluate and address the institutional culture of RCC. In response, the President’s Cabinet met for a retreat in the Summer of 2022 to discuss key action items, which included a re-evaluation of the College’s values. Based on that retreat and subsequent meetings involving the community, several of the Core Values were modified, some were retained, and others were revised. Throughout the academic year, the College actively promoted these values through events and advertisements, fostering a collective dialogue about their significance. The revised values can be found in Figure 9 below.



*Figure 9 – RCC’s Institutional Values, Revised Fall 2022.*

Once the College's values had been revised, there was renewed interest in revising the Institutional Proficiencies, tying them to the mission of the College and the values, and making them more measurable. Key members of Academic and Student Affairs looked at comparable colleges and drafted language that resonated with RCC'S mission and spirit. Drafts were shared with the entire college community for feedback, and two different but similar lists were shared with the President's Cabinet in the Spring of 2023. A draft of RCC's [Revised Institutional Learning Outcomes](#) (ILOs) was finalized shortly thereafter and shared with the community, with the understanding that these would be assessed yearly and revised as needed.

Ongoing drafts of the ILOs were provided to academic Department Chairs, allowing them to incorporate these objectives into their upcoming annual Assessment Reports and Academic Program Reviews. The College administration acknowledged the ever-evolving nature of assessment work and promptly offered academic departments flexibility to align their Program Learning Outcomes (PLOs) with the new ILOs. It was also recognized that certain programs might require more time for adjustments, possibly extending into the next academic year. The overarching goal was to ensure that the ILOs were seamlessly integrated into the assessment process, even if this necessitated a phased implementation for some departments.

### **RCC ILOs (Institutional Learning Outcomes)**

#### Question with Curiosity, Respect, and Intention

- Communicate effectively with all audiences
- Collaborate professionally in all contexts
- Inquire about the root of problems and seek solutions
- Build community through dialogue and engagement

#### Critique with Context

- Make informed, data-driven decisions
- Inquire about improving inequitable norms
- Communicate expectations of yourself and others
- Nurture a desire and curiosity for continuous learning

#### Lead with Informed Influence

- Develop leadership in social advocacy
- Practice civic engagement in local and global communities
- Address issues of equity that arise in multicultural, multilingual contexts
- Develop skills that lead to economic self-sufficiency

#### Effect Change with Applied Knowledge

- Become proficient in technology for personal and professional use
- Demonstrate excellence in applied and critical thinking skills
- Strive continuously to make improvements to yourself and your community
- Develop information literacy skills for lifelong learning

### **Measuring Success**

RCC understands its students, their challenges, their determination, and what it takes for them to achieve success. It is our intention to become the definitive model of assessment for a Predominantly Black Community College in New England. As such, RCC defines Academic Success using a broad measure of

metrics, including the attainment of new Institutional Learning Outcomes (ILOs) and Program Learning Outcomes (PLOs) that have been, or will soon be, revised to connect with the revised ILOs. All revised PLOs will be listed on RCC's website. The language of the ILOs will be assessed and reviewed annually using the [approved Comprehensive Assessment Plan and schedule](#).

In addition to academic assessment methods, the College will track the following metrics with data on an annual basis:

- Program- and course-learning outcome assessment results
- Graduation status (four-year measure and three-year measure)
- Retention (Fall-to-Spring and Spring-to-Fall)
- Core General Education course completion (English and Math)
- Students obtaining 30 credits or more
- Students graduating with an Associate's Degree
- Students transferring out of the College with an Associate's Degree
- General transfers to other institutions
- Re-enrolls (students who left and returned to RCC to complete their degree or begin a new one)
- Students who are still enrolled at the College to complete their degree
- Students who transfer from credit programs to non-credit workforce programs and are still enrolled or have completed certification
- [The Six-Year Success Metric as listed on the DHE data website](#)

This data will be collected and reviewed by the [Office of Institutional Assessment](#) on an annual basis and shared with the College. It will also be shared (where appropriate) with key stakeholders as well as with the public.

Student Services, the RCC Library, and other offices also factor into the Comprehensive Assessment Plan, with emphasis on keeping costs low (OER), adding to information literacy resources, and providing students with basic needs (Project Access, Accessibility Services, etc.).

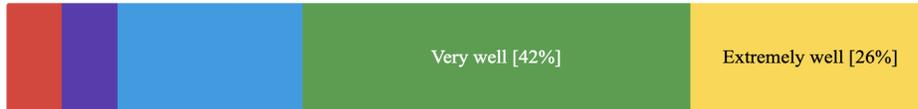
Another way academic success will be measured is through direct surveys of students. Following a summer 2023 survey of students regarding the new Institutional Learning Outcomes, results were promising. Through a [Qualtrics poll](#), students were surveyed about their perception of learning each of the four ILOs during their time at RCC. A significant majority of surveyed students responded either "very well" or "extremely well" to each question (69% combined for ILO 1, 68% combined for ILO 2, 62% combined for ILO 3, and 64% combined for ILO 4). Refer to Figure 10 below for a visualization of the survey results.

**ILO Student Survey - Conducted August, 2023**

Q1 - During your time at RCC, how well do you think you have learned or in the process of learning how to question (issues, problems, norms, tasks) with curiosity, respect, and intention?



Q2 - During your time at RCC, how well do you think you have learned or are in the process of learning how to critique (issues, problems, norms, tasks) with the proper context (knowing and appreciating the situation at hand?)



Q3 - During your time at RCC, how well do you think you have learned or are in the process of learning how to be a leader with informed influence?



ILO Survey Data - Conducted August 2023

Q4 - During your time at RCC, how well do you think you have learned or in the process of learning to effect change with applied knowledge?



*Figure 10 – Student survey self-assessment data on RCC's revised ILOs.*

The College intends to conduct similar surveys regularly for incoming students after the first semester and during the academic year. Additional surveys will be sent annually to recent graduates, as they should be closer to 100% post-graduation.

Early in the process, several faculty members expressed interest in aligning their Program-level Learning Outcomes to the new Institutional Learning Outcomes. However, they emphasized the necessity of

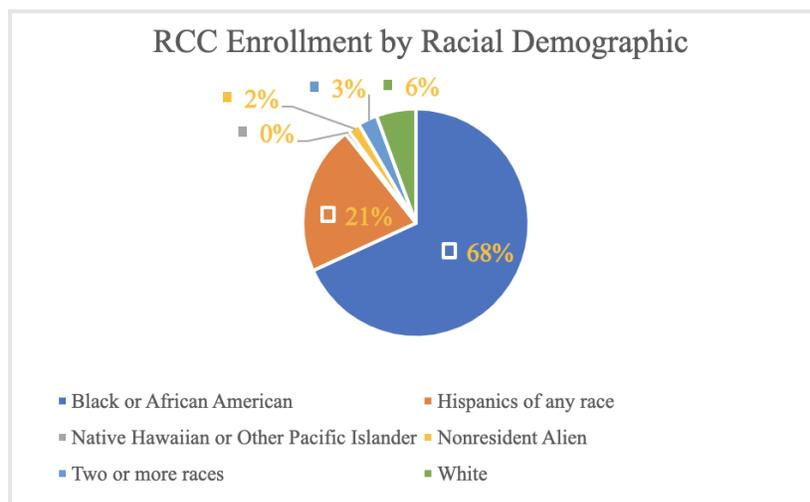
conducting an inclusive discussion within departments before implementing revisions. To facilitate a thorough and democratic process, the faculty collectively decided to undertake this work from May 2023 to August 2023. They acknowledged that many faculty do not participate in college-related activities during the summer months unless they have a DCE adjunct assignment contract with the College. However, by directly funding compensation for faculty to conduct the alignment work, the College ensured that all voices would be heard and considered, promoting a more collaborative and well-informed decision-making process regarding outcome alignment.

An example of revised outcomes from the English department is [linked here](#), with comments from program faculty about which outcomes are linked to the College’s new ILOs. Further, the Humanities and Art programs are revising their general program outcomes to be more specific and applicable to their concentrations, with [Visual Arts](#) faculty aligning them with RCC’s new ILOs while simultaneously reviewing transfer outcomes at MassArt and UMass Boston to see what skills are required in visual arts-based programs. Theatre Arts and Humanities are on a similar path, with faculty [revising outcomes and developing a tentative new course schedule to enhance learning and ensure better transferability](#).

With the College’s revised ILOs, there was also a need for a refreshed examination of what success looks like for RCC students. The College finds traditional methods of academic success (three-year graduation and retention percentages) generally lacking in relevancy for community colleges, and especially for RCC, as our students tend to take longer to persist in gaining credits, transferring, and graduating.

Part of the Commonwealth's budget model for State Institutions and Community Colleges includes extra finances reserved for those who perform higher in several important metrics: General Education courses completed, total number of credits completed, total graduation percentage over traditional community college time periods, and other relevant factors. However, none of these financial incentives take into account student demographics, making them inherently inequitable. When the College engaged in discussions with the state budget team, they agreed that demographic considerations were not factored into the design of the additional allocation system initially. However, they indicated that a review of this matter is slated to take place at some undetermined time in the future.

RCC takes pride in being the only Predominantly Black Institution in New England and recognizes the unique characteristics of its student body. In the 2022-2023 academic year, 91% of enrolled students were Black, Asian, or from other non-white racial backgrounds, as Figure 11 demonstrates.

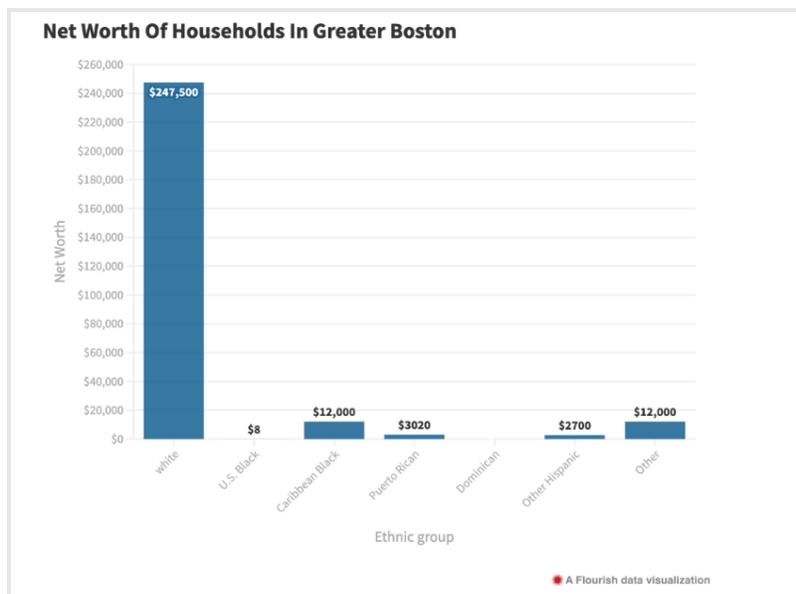


*Figure 11 – Breakdown of RCC’s enrollment demographics by race for the 2022-2023 academic year.*

Comparatively, Bunker Hill Community College (BHCC), Boston’s other community college, has a larger enrollment with 21% identifying as Black or African American, and 29% identifying as Hispanic or Latinx.

These factors highlight the importance of understanding and addressing the unique experiences that RCC students have, and the significance of ensuring an inclusive and supportive environment to promote their academic success.

The College also recognizes that RCC students encounter significant non-academic challenges rooted in systemic racism prevalent in various aspects of society in which they live. A 2017 study conducted by the Federal Reserve Bank of Boston and reported in *The Boston Globe* illustrated the stark wealth gap between white Bostonians compared to their Black and multi-racial counterparts, underscoring the pressing need for equity-focused initiatives and support for students in these communities (See Figure 12 below for a visual representation of this disparity).



*Figure 12 – A graph displaying income inequality from a survey conducted by the Federal Reserve Bank of Boston, linked [here](#).*

The College has a strong commitment to providing comprehensive support structures that ensure students’ success, acknowledging that each student may progress at their own pace. While developing co-curricular outcomes for departments in Student Affairs, a consultant working with RCC said, “we need to address Maslow’s hierarchy of needs before we begin looking at Bloom’s taxonomy.” As a college, RCC recognizes the importance of this statement, but it also works to serve both the basic needs of its students while assessing their academic success, which is what makes the College such a unique model.

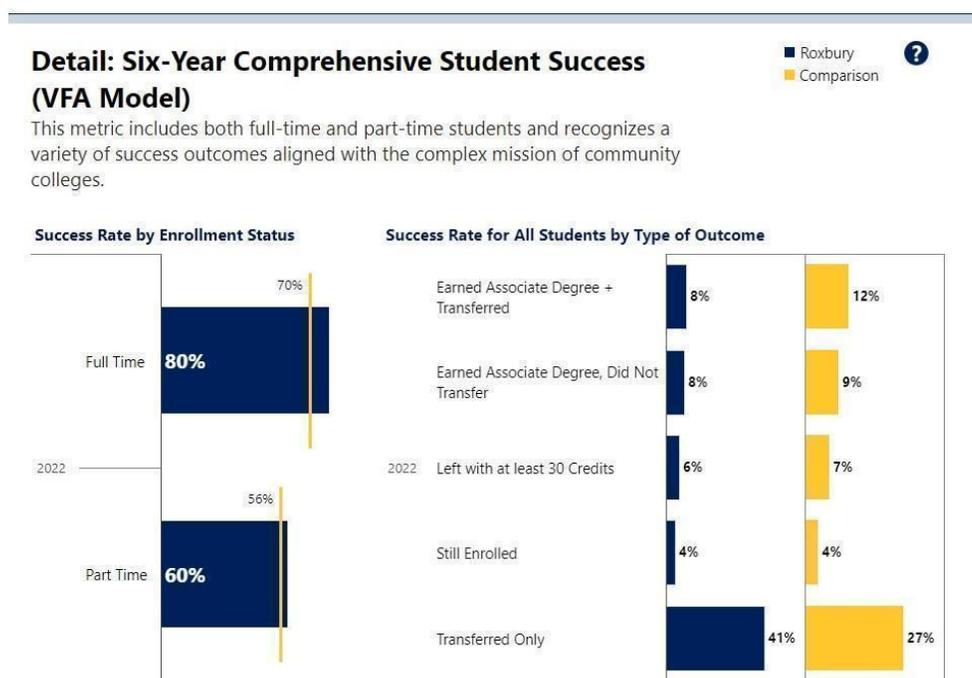
With this deep understanding of the challenges faced by its students, the College made thoughtful and deliberate revisions to its Institutional Learning Outcomes (ILOs). The sequencing of the new core outcomes aims to mirror a successful student's transformative journey. The ILOs were also designed to guide students through a meaningful learning process: asking critical questions to gain knowledge, challenging unfair norms, stepping into leadership roles, and working towards making impactful change for themselves and their communities. This approach reflects the College's commitment to empowering its students to become community change agents who can address societal inequities and effect positive

transformations in their lives and the lives of others. It also represents the dual focus on Maslow’s hierarchy in addition to Bloom's taxonomy as noted earlier.

Beyond measuring success through Institutional Learning Outcomes, the College still evaluates traditional success data to document student learning but uses a multi-layered approach to go beyond the more limiting metrics of collegiate success, such as standard retention and graduation rates. Sixty-percent of RCC students attend part-time, and many take longer than three years to graduate with an associate’s degree or to transfer to another institution, something they typically do with a substantial number of credits.

For this reason, the College uses the [Six-Year Comprehensive Student Success](#) metric to chart overall student success. This model is displayed on the Massachusetts Department of Higher Education (DHE) Data Center website, and it lists success rates by enrollment status over six years as well as other key indicators (earned associate degree and transfer, earned associate degree without a transfer, left college with at least 30 credits, still enrolled, or transferred).

Applying the Six-year Comprehensive Success Rate by Enrollment metric, RCC is 10% higher compared to other Massachusetts community colleges for full-time students, with an 80% total. The College is also 6% higher in the same category for part-time students (see Figure 13).



*Figure 13 – Screenshot from Mass DHE Data Center focusing on RCC compared to other community colleges using a Six-Year Comprehensive Student Success Model, [linked here](#).*

The College considers long-term enrollment a success because it demonstrates student perseverance and persistence, factors that are already present in RCC’s population considering the obstacles many students need to contend with in their lives. According to the DHE Data Center website again, of the 448 students who first enrolled at RCC in 2016, 298 (67%) have earned a credential, transferred, earned 30-plus credits, and/or have remained enrolled in 2022. This is 4% higher than the Massachusetts community college average for the same period, and the highest percentage in the commonwealth, shared only with Greenfield Community College.

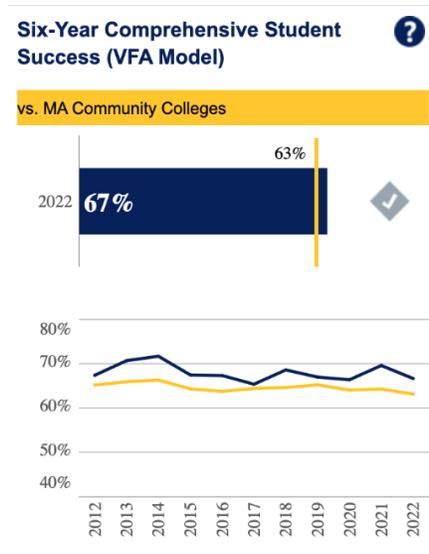


Figure 14 – Another screenshot from the Mass DHE Data Center, focusing on RCC compared to other community colleges.

**Retention Data**

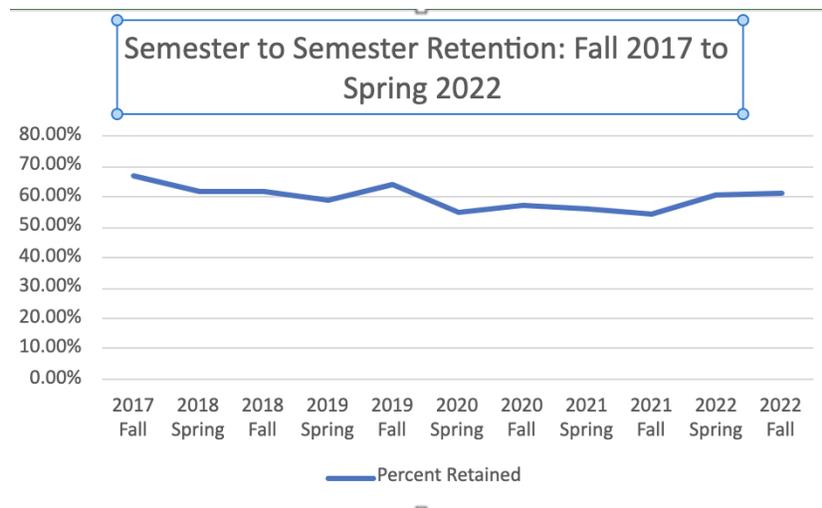
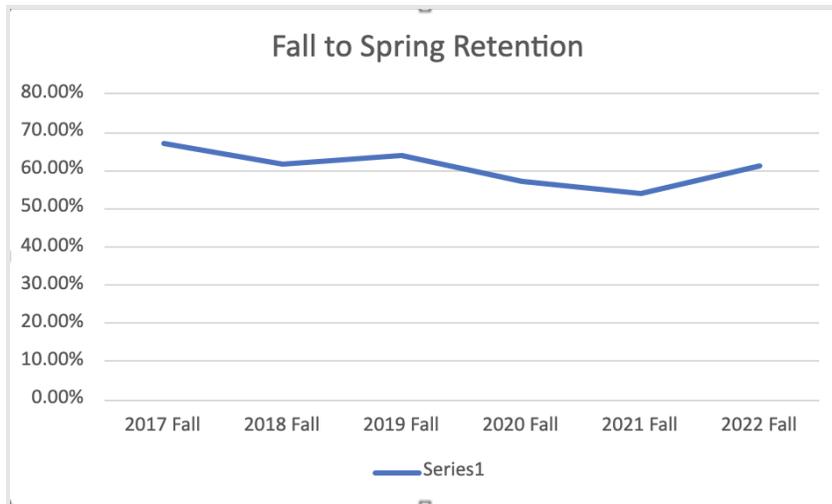


Figure 15 – Retention data: semester to semester, Fall 2017-Spring 2022.

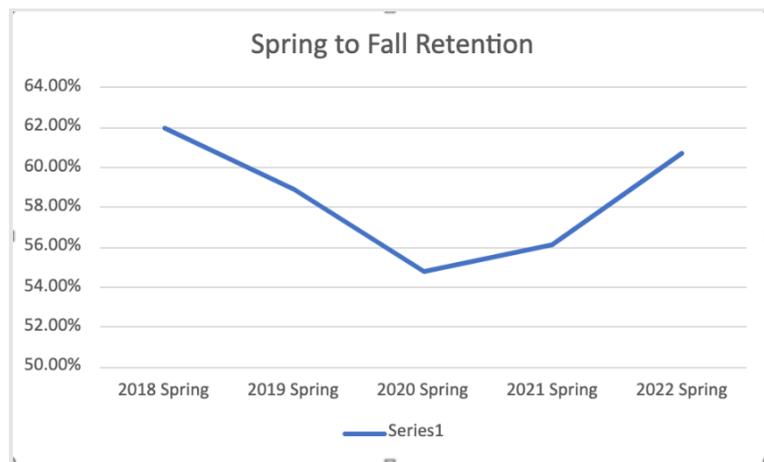
The College experiences a consistent pattern where the semester-by-semester retention rate remains higher for Fall-to-Spring transitions than for Spring-to-Fall transitions, as is common with most institutions. Over several years, Fall-to-Spring retention rates remained relatively stable (see Figure 15), fluctuating no more than 5.3% between Fall 2017- Spring 2018 and Fall 2019-Spring 2020. However, a significant decline in retention followed the Spring 2020 semester, likely attributed to the COVID-19 pandemic. After the Fall 2021 semester, retention fell 7% compared to Fall 2020, and this decline worsened the subsequent year (Fall 2021-Spring 2022) to 54.2% – a ten-point decrease from two years earlier. It is worth noting that the Fall to Spring 2021-2022 retention rate holds significance. RCC, along with other Community Colleges and State Universities in the Commonwealth, implemented a [COVID-19 vaccine mandate](#). This mandate deterred some unvaccinated students, who were not inclined towards online instruction, from enrolling.



*Figure 16 – Fall to Spring Retention rates: Fall 2017-Fall 2022.*

While Spring-to-Fall retention rates remain lower on average than Fall-to-Spring, the average percentages are only a difference of 2.5%, and are strikingly consistent aside from the notable exceptions of the semesters that occurred during the peak of the COVID-19 pandemic.

The most recent two trackable semesters have demonstrated positive trends in retention rates. As depicted in Figure 16, the transition from Spring-to-Fall 2022 was 60.7% surpassing the 60% mark for the first time since 2018. This also indicated a notable 7.8% increase from the preceding Spring-to-Fall retention rate of 56.1%. Similarly, the transition for the academic year 2022-2023 achieved a rate above 60% – another milestone last seen in Spring to Fall of 2018 – measuring 61% (see Figure 17). This also marked a 12.5% increase over the previous Spring-to-Fall conversion in 2021-2022 (54.2%).



*Figure 17 – Spring to Fall retention, Spring 2018-Spring 2022.*

Part of this success is due to the advising team hosting an aggressive registration campaign starting with midterm of Spring 2023. The Summer and Fall 2023 schedules were also posted earlier in a planned attempt to increase registrations. So far, 47.5% of students who were registered and did not graduate in the Spring 2023 semester have registered for a Summer or Fall course. Given that most RCC students register for the Fall semester later than peer institutions, the College is optimistic that the Spring-to-Fall 2023 retention rate will be our highest in several years. Further retention data can be found [here](#).

Finally, the DHE Data Center uses a vastly different method of displaying retention at RCC, especially compared to other community colleges (see Figure 18). This metric uses yearly Fall-to-Fall retention for incoming freshmen, and the College’s retention rate has been as high as 55.4% in cohort year 2015 to as low as 32% in cohort year 2020, where the COVID-19 pandemic once again had a significant impact.

Institution	Number and Percentages	Cohort Year 2012	Cohort Year 2013	Cohort Year 2014	Cohort Year 2015	Cohort Year 2016	Cohort Year 2017	Cohort Year 2018	Cohort Year 2019	Cohort Year 2020	Cohort Year 2021
Roxbury Community College	Full-time First-Time Degree-Seeking Students	281	225	178	92	74	99	200	212	100	86
	# Retained at Institution	136	123	83	51	36	37	74	85	32	32
	% Retained at Institution	48.4%	54.7%	46.6%	55.4%	48.6%	37.4%	37.0%	40.1%	32.0%	37.2%
	Retained Anywhere	169	154	103	55	46	50	98	99	44	41
	% Retained Anywhere	60.1%	68.4%	57.9%	59.8%	62.2%	50.5%	49.0%	46.7%	44.0%	47.7%

Figure 18 – Screenshot of RCC first-year retention data as gathered on the Mass DHE Data Center website.

As previously noted, RCC stands out due to the fact that our students heavily rely on the College’s guidance to achieve academic success. This reliance underscores the critical role RCC plays in students’ journeys and distinguishes our circumstances from similar challenges faced by institutions across the Commonwealth in a way that is in line with other Predominately Black Colleges. While the Fall-to-Fall retention rates for First-time Degree-seeking students may be disappointing, it is important to note that this group constitutes a small percentage of the total RCC student population. Many of these students are returning after significant periods away. In fact, when compared to retention numbers from 2017 onward, the percentage of First-time Degree-Seeking students ranges from 3.18% (lowest in the 2017 cohort) to 10.67% (highest in the 2019 cohort, which was undoubtedly affected by COVID-19).

By calculating the difference between the students who were not retained above and subtracting this number from the total count of students retained by the College, we discover that the overall Fall-to-Fall retention rates are notably higher than what is reported on the DHE website. This is illustrated in Figure 19. Such findings may imply that the College's initiatives aimed at supporting and retaining students have yielded positive outcomes, resulting in higher retention rates than those reflected in the publicly accessible data. These insights further underscore the College's unwavering commitment to fostering an environment of curricular and co-curricular support as well as inclusivity in programs for all learners.

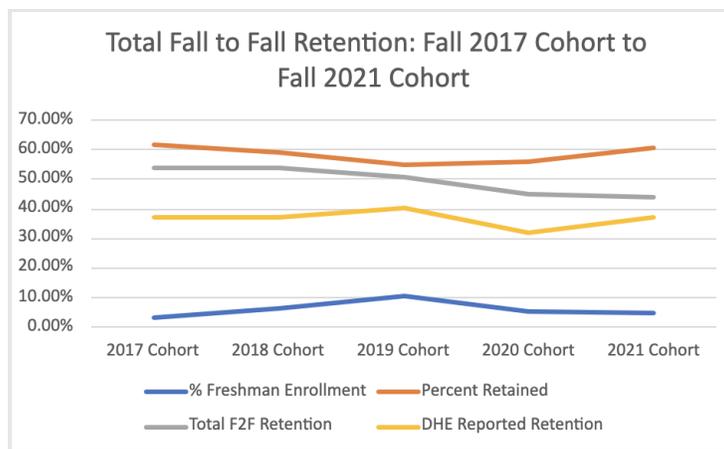


Figure 19 – First year retention compared to overall retention Fall to Fall and Spring to Fall, 2018 to 2021.

Figure 19 also displays the percentage of students reported in the DHE First-Time Degree Seeking Students Fall-to-Fall compared to the overall number of students enrolled and retained at the College. The total number of students, and the total number of students retained, are both significantly higher. The yellow line represents what is reported on the DHE website, while the gray line is a percentage of retention based on an exercise involving subtracting the total number of DHE reported students who did not retain Fall-to-Fall from the total population of retained RCC students. Finally, the top line in red shows the overall Fall-to-Fall retention rate.

Nevertheless, RCC remains committed to enhancing first-year student retention. To achieve this, a dedicated team of five Success Coaches will focus their efforts on a substantial portion of new students within their case management caseload for the 2023-2024 academic year. Additionally, the College is poised to change from using TigerPaw to Navigate by EAB as its early alert system, starting with a pilot in Fall 2023 and rolling out more extensively in Spring 2024. This shift will provide academic advisors and faculty with a more holistic student dashboard and seamlessly integrates with the College’s new Learning Management System (LMS) Canvas. These proactive measures further reflect RCC’s ongoing commitment to refining its support systems and fostering a conducive environment for student success.

### Transfer Data

The College reported a sizable number of transfer students from 2018-2023 according to [data from the National Student Clearinghouse](#) and demonstrated in Figure 20. Nearly 63% of RCC attendees have either transferred to another institution (57%) or are still currently enrolled at the College (6%). These percentages will also increase as we get closer to the start of the Fall 2023 semester, as our students have historically registered and transferred later than at some institutions.



*Figure 20 – Student transfer data from 2018 to 2023.*

It is also important to note that 25% of RCC students who transferred attended less than part-time, with an average of three courses in one academic year, and one average course transferred. These students are likely attending RCC in pursuit of degree completion elsewhere, and so the College considers this a success despite the lack of degree completion or limited credits completed at RCC.

That said, only 2% of students graduated from RCC prior to transferring, as demonstrated in Figure 21. While the College considers transferring students one measure of success, RCC must do a better job of retaining students to completion before transferring. With a new LMS, a new student support tracking

system, and success coaches with larger caseloads, the College expects to grow this percentage. The College is also in the process of researching methods to correlate credit hour retention with graduation metrics, aiming to enhance the existing methods for measuring academic success.

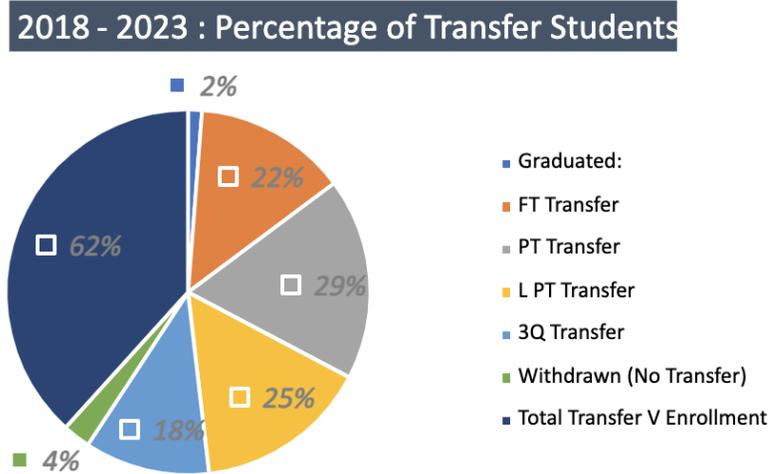


Figure 21 – A chart displaying transfer data and student status showing only 2% of RCC students transferred after graduation.

### Graduation Data

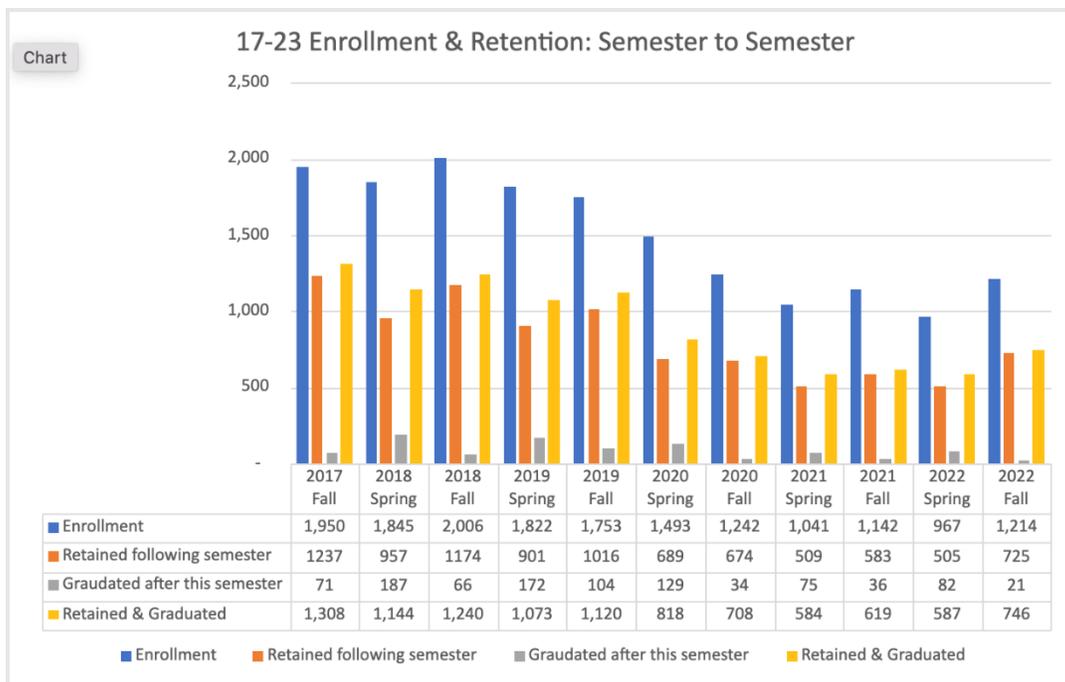
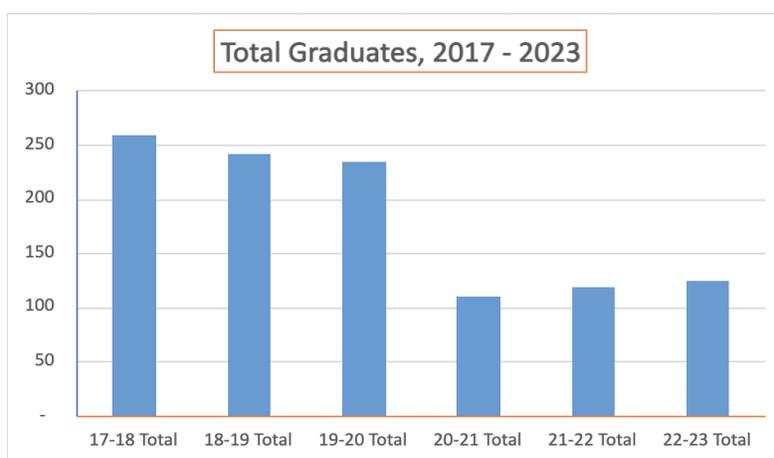


Figure 22 – Chart displaying retention and graduation from Fall 2017 to Fall 2022.

As shown in Figure 22, the total enrollment in Fall 2017 was 1950 credit students. However, by Fall 2019 total enrollment had decreased to 1753 students, marking a decline of 10.6%. In contrast, the enrollment

dropped further from 1753 students in Fall 2019 to 1242 in Fall 2020, representing a 34% decrease within a single year (equivalent to a 44% decline when compared to the Fall 2017 semester). Further data on graduation and retention is linked [here](#).

This significant decline in enrollment correspondingly resulted in a decrease in completions, as depicted in Figure 23. Notably, the College managed to sustain relatively consistent numbers throughout the entire 2019-2020 academic year with a total of 234 completions. This marked a decrease of less than 3% compared to the previous year, even during the COVID-19 pandemic.



*Figure 23 – Total Graduates, 2017-2023.*

Again, while retention percentages experienced a decline due to COVID-19, this drop was not as severe as the decrease observed in the enrollment and graduation rates. This indicates that students were enrolling in fewer classes, moving to part-time status, and progressing through their academic journey at a slower pace. Many RCC students reported fulfilling essential roles as front-line workers during the pandemic, with some faculty members noting that students were attending online classes while at work. Despite the challenges, the College remained committed to supporting students during these unprecedented times. Faculty members acknowledged the unique circumstances faced by their students and adapted their teaching methods to accommodate work schedules and other commitments, including shifting to new modalities of instruction. This student-centered strategy was aimed at ensuring that students could persist with their education and continue to make progress toward their academic aspirations despite the various external obstacles caused by the pandemic. As conditions progressively improve and the pandemic's impact recede, the College continues to prioritize a supportive and inclusive learning environment that helps students thrive and succeed even in the face of daunting challenges.

RCC will continue to monitor its success rate by enrollment status, as well as in other categories, with goals to increase each metric to the point where they match or surpass our community college peer institution averages.

### **Economic Impact**

One of the clearest indicators of the College's institutional success can be measured with the positive impact an RCC education has on students and the surrounding communities. According to a March 2021 study titled "[The Economic Value of Roxbury Community College](#)" by the labor data analysis firm EMSI (which has since merged with Burning Glass to become Lightcast), students see a high rate of return for their investment in the College and gain \$8.40 for every \$1 invested, as demonstrated in Figure 24. Massachusetts taxpayers additionally gain \$21.3 million in added tax revenues and public sector savings, further demonstrating RCC's positive impact on its local communities.

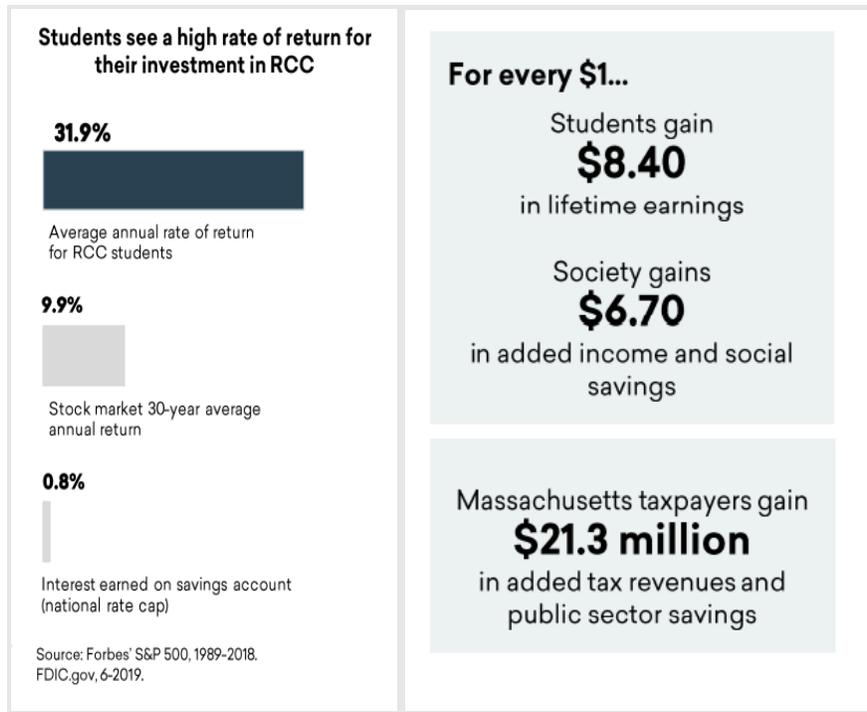


Figure 24 – Statistics from EMSI report titled “The Economic Value of Roxbury Community College.”

According to the same report, EMSI’s impact model shows the total present financial benefit of the College to society is \$241.6 million, with the total made up of \$35 million in social savings and \$238.1 million in added income, referenced in Figure 25 below for emphasis.

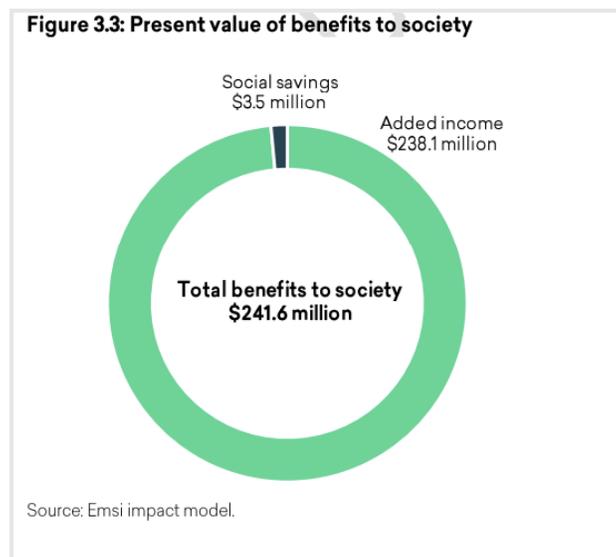


Figure 25 – From EMSI Report on Economic Value of Community College, [linked here](#).

### Progress on Building a Culture of Institutional Assessment

In demonstrating the College’s educational effectiveness, one significant obstacle has been that RCC lacked a clear plan for institutional assessment until recently. A major limitation to systematic assessment was due to misunderstanding its purpose. Department chairs and faculty completed the NECHE E-Series

forms during Program Review, including for [English and Humanities](#), [Information Systems Technology](#), [Science](#), [Mathematics](#), [Early Childhood Education](#), and [Social Science](#), but had trouble connecting the work of assessment to the Program Review. However, as [this chart](#) demonstrates, there has been notable growth and progress in assessment over the last three years. There is also now a clearer alignment between Program Review and ongoing assessment work at the institution and course-level.

During this period, Interim Executive Vice President (EVP) of Academic and Student Affairs Joyce Taylor Gibson immediately began to emphasize developing a culture of academic assessment from previous efforts drawing the connection between annual assessment reporting and Program Review. This focus led to a more robust Program Review process centered on using academic assessment by the end of the Spring 2022 semester, including program reviews from the [Humanities and English](#), [Mathematics](#), and the [Social Sciences](#). As a result, faculty began submitting more course-level assessment work on a regular basis, and [although the format was mixed](#), faculty participation was visibly increasing. While other examples of assessment were [not always tied to Program Learning Outcomes](#), a more robust culture of assessment was indeed forming.

Dr. Taylor Gibson continued to add guidance in this area and requested an assessment workshop presentation by Dean Jeff Van Dreason followed by more summer workshops where faculty could voluntarily participate in course and program outcome assessment work with compensation at the union summer rates (\$50 for Department Chairs and coordinators, and \$40 for other faculty). The first of these had eighteen faculty members in attendance (mostly full-time). There was also a fair turnout for an optional workshop in the summer months when faculty are not required to perform this work. Participation held relatively steady as the workshops continued for the next two consecutive meetings.

During his summative assessment workshop presentation in August of 2022 ([RCC & Outcome Assessment: Building a Culture of Assessment at RCC](#)), Dean Van Dreason emphasized the paramount importance of assessment primarily as a tool for improving student learning, but also as a tool to improve the delivery of academic programs as a measure of institutional effectiveness. At the conclusion of the workshop, a survey called "[The RCC Assessment Evaluation](#)" was conducted using Google Forms, with eleven faculty in attendance participating. The survey consisted of six questions, including one ranking question, three multiple answers, and two open-ended questions. In response to the question, "What is the importance of academic learning assessment?" 100% of the faculty attendees answered that the purpose of assessment work was "To improve student learning, to help know when to intervene when students are lost, and to evaluate institutional effectiveness."

Additionally, all faculty in attendance confirmed they were going to pick an assessment goal for AY 2023 (showing sustained commitment to assessment) and 82% of faculty rated the workshop with a 5 out of 5 rating, with the other 18% rating it 4 out of 5.

When asked about obstacles of participating in assessment work, faculty answered with the following statements:

- *The usual obstacle for me is time. I'd also say that it would be great to have an assessment tool in our LMS. This can help make outcome assessment happen when the assignments are being graded and helps to map outcomes to multiple measures/modes.*
- *Not sure where to begin.*
- *General fear on the part of faculty concerning negative repercussions from administration - this crops up in conversation often. There seems to be specific precedent at the institution for that and perhaps it would be worthwhile to address, and to specify the ramifications of assessment work.*

- *Time and more guidance.*

This survey aimed to gauge the faculty's perception of academic assessment and its significance as a tool for learning. It also sought to assess their readiness to incorporate more assessment into their courses and curriculum and to identify any obstacles hindering the process. Dean Van Dreason's presentation and the subsequent survey responses reinforce the College's commitment to fostering a culture of assessment to benefit student learning and institutional effectiveness. But the open-ended responses also highlight the ongoing faculty concern of possible repercussions from administration related to assessment. While these sentiments echo similar concerns faced by other institutions nationally, the College took them seriously as they continued to address these concerns by appointing a team of faculty leaders to help champion the work of assessment at the ground level.

In August of 2022 interim EVP Taylor Gibson led a diverse group of adjunct and full-time faculty to an American Association of Colleges and Universities (AAC&U) Institute of General Education Assessment (IGEA). EVP Taylor Gibson believed in engaging and involving everyone in academic affairs assessment, regardless of faculty status, aligning with the inclusive culture at RCC and the unified college goal of student success. This group grew to include additional faculty and RCC staff, later forming an informal Assessment Committee that met regularly throughout the Fall of 2022. By the Spring of 2023 and using what they had learned at the IGEA, the group requested to become an official ACUERDO committee, an integral part of RCC's shared governance system. The RCC ACUERDO Board and Interim President approved the proposal, leading to the eventual rebranding as "The A-Team."

Further focusing on the importance of assessment, EVP Taylor Gibson provided course-releases to two full-time faculty members to work on assessment data collection throughout the 2022-2023 academic year, Professors Dena Feldman (Math) and Sharlene Malcolm (Business) specifically. These faculty members worked closely with RCC's Institutional Researcher Scott Zhang to aid faculty and Department Chairs with the data needed to write stronger Program Reviews.

Building upon the valuable feedback received from faculty concerning the demands of assessment work mentioned prior, RCC administrators started to explore effective assessment practices working well at other neighboring institutions as a model for the College. With a wealth of previous assessment workshops, data discussions, and visits from numerous assessment experts, the College was eager to further its understanding in this area. In October of 2022, the College invited Professor Mark Popeney, a full-time music faculty member and Chair of Performing Arts at Bunker Hill Community College (BHCC), to share his insights about their [Student Learning Outcomes Assessment Program \(SLOAP\)](#) committee. The primary goal for this invitation was to learn from BHCC's faculty-led assessment effort and evaluate using it as an opening to enhance RCC's own assessment practices.

Following [Professor Popeney's presentation](#), the [Assessment Committee/A-Team](#) decided to adopt a similar structure at RCC and began creating stipend request forms for faculty interested in completing assessment work. These drafts were circulated in late Spring of 2023 to further expand the number of faculty involved in the assessment process.

The College continued to refine its assessment efforts and implemented its own version of the SLOAP model from BHCC. To support this initiative, senior administrators agreed that a representative from each academic department would receive one course release during every Spring semester to assist the rest of the department with assessment work. This decision aimed to ensure that faculty administrative work did not burden program chairs or coordinators and allowed the College to have designated members in each program supporting assessment efforts linked with the college-wide A-Team.

Since the implementation of this approach, there has been a noticeable increase in the awareness of learning outcomes assessment, along with a significant rise in the number of assessments produced, especially in a more standardized format. And though rare for most institutions in the system, at RCC adjunct faculty members have also actively participated, and even taken the lead at times, in regular assessment work (more than 60% of summer course outcome assessment work over the Summer of 2023 was completed by adjunct instructors), making valuable contributions to the establishment of a more robust assessment culture at the college.

Concurrently, the College has been engaged with Achieving the Dream (ATD) as part of [Massachusetts SUCCESS](#) grant funding. ATD worked with community colleges throughout the Commonwealth to run the [Institutional Capacity and Assessment Tool \(ICAT\) survey](#). The survey measures capacity in key areas of the College: equity, data, technology, teaching, learning, leadership, vision, strategy, planning, engagement and communication. Representatives from ATD worked with Dean Van Dreason and others at the College to set up the survey throughout the academic year, with a plan to implement it in the Spring, gather results, and share it during a Capacity Café meeting presentation. The Capacity Café broke down the results of the ICAT to the entire campus, highlighting strengths, weaknesses, and opportunities for growth for the years to come. Results from this survey and the feedback session that followed led to strategic planning sessions in the President’s Council that would be put in place for at least the remainder of the interim senior administration's time at RCC.

The ICAT survey from April 2023 had 93 respondents, about 15% of the employee population of RCC, and there was a representative distribution between adjunct faculty, full-time faculty, staff, and administrators: 33% staff, 22% administrators, 21% full-time faculty, and 19% adjunct faculty.

The results of the survey emphasized that College employees believe RCC was heading in the right direction, especially under the leadership of the interim administration, but still had significant work to do to improve capacity in key areas. Overall, RCC scored lower in all metrics than the average Community College participating in the ICAT survey, as Figure 26 demonstrates.

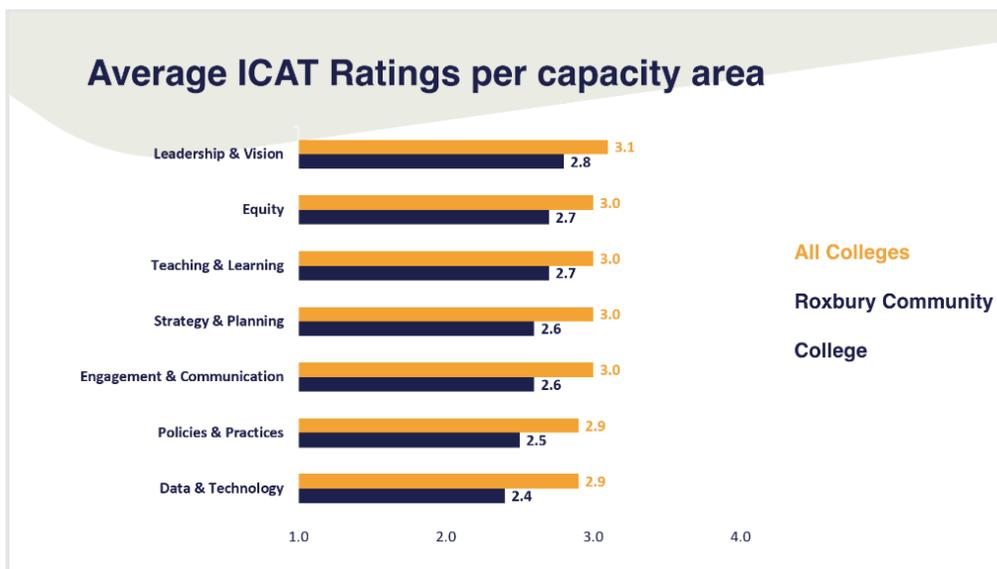


Figure 26 – A slide from the Capacity Café Presentation on RCC’s ICAT Survey Results from April 2023.

Strengths identified in the ICAT included that the President and College Governance worked hard to support student success, that the College considered equity in the development and review of policies and

procedures, that student technologies were aligned with strategic goals, and that faculty and staff input were routinely collected to improve student success. Suggestions for improvement included leadership celebrating early wins to motivate faculty and staff more often, the creation of a formal equity process, a routine review of student success initiatives, suggestions for collecting and presenting data, and better use of technology (see Figure 27 for a visual from the Capacity Café survey).



*Figure 27 – A slide from the Capacity Café Presentation on RCC’s ICAT Survey Results from April 2023.*

These findings, combined with requests from college staff for more robust data, in part prompted the senior administration to implement several significant changes. These changes included creating a new position for a part-time data analyst to support Student Affairs and the Massachusetts SUCCESS grant as well as hiring a reimagined Institutional Researcher (IR). RCC’s current IR director lacks higher education experience and works as a contracted employee rather than full-time. The new Director of IR is slated to start at the beginning of the Fall 2023 with a planned overlap with the contracted position to facilitate training.

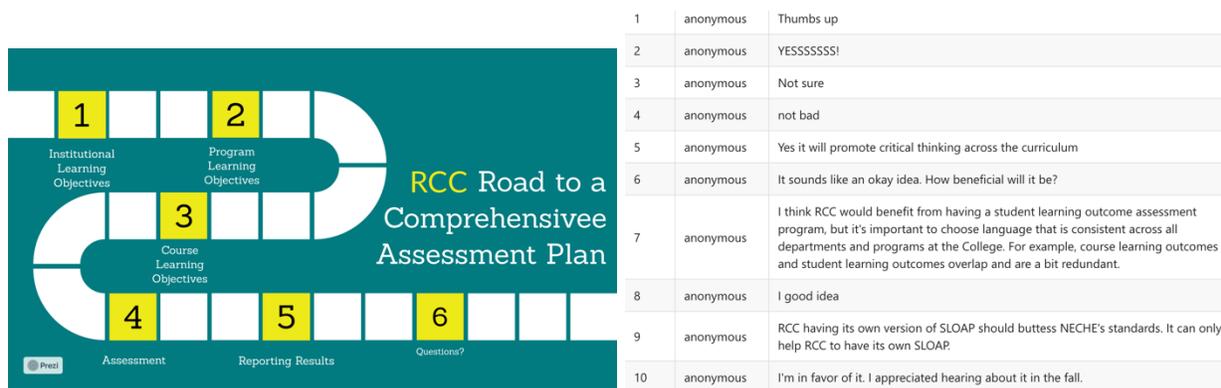
Furthermore, college leadership established a new role to oversee assessment efforts paralleling other institutions in the Commonwealth. The position of Dean of Institutional Assessment was created in May of 2023, and officially commenced on July 1, 2023, with former Dean of Liberal Arts and Health Careers, Van Dreason assuming the role. Prior to the official start date, Van Dreason initiated collaboration with faculty and other key stakeholders to develop a more robust academic assessment process.

Finally, senior administration reviewed ICAT findings at a scheduled retreat in August of 2023 and used the data to make further plans for the next academic year as well as the transition from the current interim administration to the next permanent administration.

### **Office of Institutional Assessment**

In response to the March 10, 2023 letter from the NECHE Commission that prompted this Focused Visit

report, RCC leadership communicated with the College community about next steps. Dean Van Dreason met with faculty in late March of 2023 to present our status with NECHE and what was required of faculty and academic programs at the College moving forward. During this meeting, the Dean presented a brief update on [what the notice of concern meant, and which areas NECHE had cited](#). Dean Van Dreason also presented what it would take to create and implement a [comprehensive assessment plan moving forward](#).



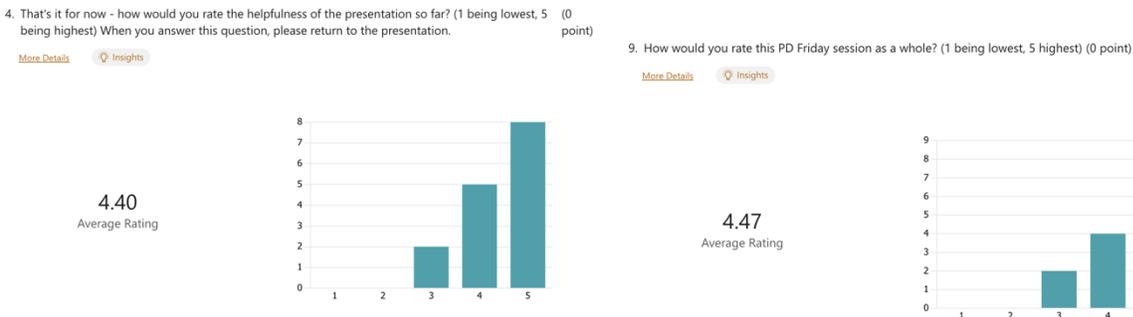
*Figure 28 – Screenshot of an opening presentation slide about the RCC Comprehensive Assessment Plan, along with corresponding presentation assessment results from faculty in attendance.*

As Figure 28 displays, faculty were highly responsive to these presentations led by Dean Van Dreason. During the first presentation which aimed to explain the College's accreditation and status with NECHE, fifteen faculty members in attendance rated its helpfulness 4.4 out of 5.0. Furthermore, during the same presentation, faculty were once again asked about the possibility of RCC adopting the BHCC SLOAP framework. After further learning about NECHE's concerns regarding the College's assessment status, faculty members displayed a heightened eagerness to adopt the method. At the end of both presentations, faculty were asked to provide feedback on the session's effectiveness. Faculty ratings increased from previous perceptions of assessment, averaging 4.7 out of 5.0 (see Figure 29 for visualized results).

Dean Van Dreason highlighted this as a demonstration of assessment in action, demonstrating the value of such approaches. Finally, in a post-presentation open-ended evaluation, faculty members were encouraged to share their plans regarding the assessment work they attended to address. This feedback was collected anonymously, allowing faculty to express their thoughts openly and honestly:

- *Clear, concise, transparent, and ongoing.*
- *Not sure.*
- *Through peer review.*
- *Progress assessment for quantitative reasoning--ability to interpret and solve a word problem in chemistry applying known equations.*
- *Oral assessments.*
- *I have completed and submitted assessment reports at several of the other institutions of higher learning that I have worked at, and I have submitted one assessment report to a previous chair of my academic department. I can submit a similar report for my ongoing courses at the end of the semester.*
- *Depending on course subject matter, students should be able to demonstrate proficiency in subject matter in the ways listed above.*
- *Need some guidance. I feel like I'm working in a vacuum. I don't know where to begin.*

- *I was thinking more about a program or 'departmental' level, assessing student learning of a central skill over multiple courses.*
- *Presentation of outcomes.*
- *Practical applications of concepts.*



*Figure 29 – Results from assessment surveys where faculty rated two presentations upon completion.*

Based on the presentation feedback, while faculty optics of the importance of assessment were coming into view, it was still apparent that additional professional development is needed. It was also noted that faculty skepticism of doing assessment was waning compared to previous surveys.

Consequently, as the Spring 2023 Semester ended, Executive Vice President of Academic and Student Affairs Taylor Gibson, Dean Van Dreason, and others made the following decisions to further establish a culture of assessment and elevate the College's commitment to student success:

- Post institutional and academic program learning outcomes on the College and program webpages to increase transparency of learning outcomes.
- Have faculty submit timesheets with assessment proposals to the A-Team and Dean Van Dreason for approval and stipend payment to further incentivize faculty engagement in assessment work.
- Organize compensated assessment workshops in the summer months to encourage faculty participation, recognize valuable contributions, and reinforce RCC's commitment to professional development and continuous improvement.
- Organize an [A-Team Newsletter](#) to inform faculty and staff about assessment activities at the college
- Request departments to conduct Program Review with external evaluation focused on assessment.
- Designate one full-time faculty member per academic department (other than the chair or coordinator) as an assessment mentor, coordinating with the A-Team, and provide a course release for compensation.
- Enhance professional development opportunities for faculty and staff, including four faculty and two staff members planning to attend the [2023 IUPUI Assessment Institute](#) in Indianapolis, Indiana from October 29-31.
- Engage and retain assessment experts to support the Dean of Institutional Assessment, faculty, and staff in cultivating the emerging assessment culture across the College.

Working collaboratively with faculty and incorporating feedback, Dean Van Dreason developed a new [Annual Report template](#) as well as an annual [Assessment Progress Report](#). The report features an analytic assessment rubric, enabling Department Chairs or Coordinators to gauge their departments' progress in assessment efforts and easily plan for the next steps in the upcoming academic year.

Below, Figure 30 shows an Annual Report example from the English Department, which credits professor Jeffrey Breitenfeldt for his valuable contributions to the template (and an example of faculty willingness to participate in assessment work). Highlighted sections of the rubric indicate where the English department currently is with their overall assessment goals and plans. This is done to organize what the department needs to prioritize within the next academic year. The rubric also contains links to Program Learning Outcomes, departmental Course Learning Outcomes, and several specific Course Learning Outcome assessments conducted throughout the academic year – all focused on one Program Learning Outcome.

**Program:** English

**Academic Year:** 2022-2023

This progress report has two parts: a **Self-Assessment Rubric** and an **Assessment Cycle Grid**. The rubric's purpose is to allow your department or program to discuss its strengths and weaknesses in its ability to develop a solid foundation for sustainable assessment practice. The purpose of the assessment cycle grid is to document the departments or program's recent assessment practice according to the four stages of the assessment cycle: (1) identify outcomes, (2) map to assessments, (3) assess data, and (4) use assessment findings to close the loop to improve teaching and learning.

*Assessment is about improvement over time. Assessment results must be tested and reviewed annually for annual reports and every 3-5 years for program reviews. Several course outcomes should be reviewed annually so there are enough for the program review every 3-5 years.*

**Self-Assessment Rubric:** Mark one category per row and include evidence for each element referenced (highlighted in yellow for the English Department).

<b>Capacity Criteria</b>	<b>Developed</b>	<b>Emerging</b>	<b>Needs Work</b>	<b>Notes/ Attachments</b>
<b>Course Learning Outcomes</b> in place	<input type="checkbox"/> All courses within the department or program include course learning outcomes that are student-centered, observable and aligned with assignments.	<input type="checkbox"/> All courses within the department or program include course learning outcomes, but they are not yet student-centered, observable and aligned with assignments.	<input type="checkbox"/> The department or program includes some courses without course learning outcomes.	<a href="#">English Course Learning Outcomes</a> prior to revision in Summer of 2023.
<b>Department or Program Learning Outcomes</b> in place	<input type="checkbox"/> The department or program has learning outcomes that are student-centered, observable and aligned with courses.	<input type="checkbox"/> The department or program has learning outcomes, but they are not yet student-centered, observable and aligned with courses.	<input type="checkbox"/> The department or program does not yet have overall learning outcomes.	<a href="#">English Program Learning Outcomes</a> prior to revision in Summer of 2023.
<b>Curriculum Map</b> in place	<input type="checkbox"/> The program clearly aligns curricular offerings to specific learning outcomes.	<input type="checkbox"/> The department or program ties curricular offerings to levels of learning, but not yet to specific learning outcomes.	<input type="checkbox"/> The department or program does not yet explicitly tie curricular offerings to learning.	To be created in AY23-24

<b>Capacity Criteria</b>	<b>Developed</b>	<b>Emerging</b>	<b>Needs Work</b>	<b>Notes/ Attachments</b>
<b>Assessment Methods</b> in place	<input type="checkbox"/> The program has developed assessment methods that effectively convey information about student learning outcomes.	<input type="checkbox"/> The department or program has developed assessment methods, but they do not yet follow best practices.	<input type="checkbox"/> The department or program has not yet developed methods to assess itself.	Ongoing CLO self-assessment by individual faculty; future CLO assessment work should be collaborative and anonymized.
<b>Level of participation</b> in department or program assessment activities	<input type="checkbox"/> Participation in assessment activities is widespread in the program through coordinated efforts.	<input type="checkbox"/> Some members of the department or program are participating in assessment activities, some are not; coordinated efforts are somewhat piecemeal.	<input type="checkbox"/> Only a few members of the department or program are participating in assessment activities; there is no coordinated effort yet.	All currently active full-time faculty are fully participating; more work needs to be done to involve DCE faculty and to synchronize assessment cycle by course and outcome.
<b>Level of engagement</b> with RCC's assessment community, including the Office of Assessment, ACERT, the Assessment Advisory Board, relevant Senate Committees	<input type="checkbox"/> The program includes and supports members who regularly engage with and/or hold leadership roles on assessment groups on campus.	<input type="checkbox"/> The department or program includes some members who are moderately engaged and others who are not engaged with assessment groups.	<input type="checkbox"/> The department or program demonstrates little to no engagement with assessment groups on campus, participating only when required.	Professor Breitenfeldt is a member of the RCC Assessment Committee and the DHE Advancing a Massachusetts Culture of Assessment (AMCOA) group.
<b>Assessment supports</b> in place, including leadership, committees, dedicated faculty, funding	<input type="checkbox"/> The department or program has resources in place to effectively support assessment practice.	<input type="checkbox"/> The department or program has some resources, but they are not yet sufficient to support assessment sustainably.	<input type="checkbox"/> The department or program does not yet have resources in place to support assessment.	Assessment is provided by the college at an hourly rate. Limited support is provided to manage time/workload limitations.
<b>Immediate future</b> of assessment practice	<input type="checkbox"/> The department or program has concrete plans for next steps with goals, roles, and timelines.	<input type="checkbox"/> The department or program has plans for next steps, but they are not yet clear or feasible.	<input type="checkbox"/> The department or program does not yet have plans for next steps or plans are stalled.	Next steps include increasing faculty coordination, curriculum mapping, and sharing results in AY23-24.

**Assessment Cycle Grid:**

(1) Outcome Assessed (Year)	(2) Assessment Method	(3) Assessment Findings	(4) Use of Findings	Notes / Attachments
Professor Breitenfeldt assessed ENG 099 CLO 2, ENG 101 CLO 2, ENG 099 CLO 3, and ENG 102 CLO 2 in AY22-23.	Direct assessment using 2-3 randomly selected roster numbers per course and rubric measuring attainment of outcome for artifact.	See attached Learning Outcome Assessment Reports.	See attached Learning Outcome Assessment Reports.	<a href="#">ENG 099 CLO 2</a> <a href="#">ENG 101 CLO 2</a> <a href="#">ENG 099 CLO 3</a> <a href="#">ENG 102 CLO 2</a>
Professor Kehoe assessed ENG 101 CLO 1, ENG 101 CLO 3, ENG 102 CLO 3 in AY22-23.	ENG 101: direct assessment using assignment score; indirect assessment using self-evaluation. ENG 102 direct assessment using assignment rubric and completion rate/grade.	See attached Learning Outcome Assessment Reports.	See attached Learning Outcome Assessment Reports.	<a href="#">ENG 101 CLO 1/CLO 3</a> <a href="#">ENG 102 CLO 3</a>

**Overall Comments (please keep these brief):**

More work needs to be done to coordinate which courses and outcomes are being assessed each semester; this can also contribute to a larger assessment plan that ensures each course and outcome is assessed on a regular rotation. More can also be done to improve collaboration during assessment, including a move toward anonymized peer assessment using shared methods.

*Figure 30 – Academic Year 2022-2023 Annual Report for the English Department provided by professor Jeffrey Breitenfeldt.*

Additionally, with the intention to bring both regular assessment and Program Review in alignment, a new [Program Review template](#) was developed, and several academic departments agreed to support their assessment efforts by completing Program Review. To facilitate this process, the revised documents were shared with the department faculty, who were asked to complete the reviews during the Summer of 2023. As an acknowledgment of their dedication to the assessment process, faculty members received a stipend for their contributions. The following departments are currently completing their reviews, including, as required, [external evaluations](#) from an academic colleague or an expert working in a related field:

- [Business – Business Management and Business Administration](#)
- [Early Childhood Education](#)
- [English](#)
- [Humanities – Music](#)
- [Information Systems Technology](#)
- [Mathematics](#)

RCC also deeply values the relationship of the co-curricular programs and state learning outcomes. To ensure the co-curricular departments were receiving the same assessment focus, Dean of Students Robyn Shahid-Bellot created an [assessment plan for the division](#). Dean Shahid-Bellot demonstrated diligent effort in integrating the new ILOs within the division and skillfully crafted outcomes that align directly with the broader institutional assessment metrics (see Figure 31).

**Alignment with Institutional Learning Outcomes (ILOs):**

- **Question with Curiosity, Respect, and Intention:** We encourage students to approach their education and personal growth with curiosity, respect for diverse perspectives, and intentional inquiry to deepen their understanding and broaden their horizons.
- **Communicate effectively with all audiences:** We emphasize effective communication skills to ensure students can express themselves confidently and engage in meaningful dialogue with diverse audiences.
- **Collaborate professionally in all contexts:** We foster a collaborative mindset, preparing students to work effectively in teams and engage in professional partnerships to address complex challenges.
- **Inquire about the root of problems and seek solutions:** We promote critical thinking and problem-solving skills, encouraging students to investigate underlying issues and develop innovative solutions.
- **Build community through dialogue and engagement:** We cultivate a sense of belonging and community by fostering dialogue, engagement, and active participation in campus and external communities.

*Figure 31 – Excerpt from Dean Shahid-Bellot’s assessment plan for the Division of Student Affairs, 2023-2028.*

During the summer of 2023, Dean Shahid-Bellot and her staff collaborated with consultant Dr. Danielle Licitra, an assessment specialist in student affairs from Bristol Community College, and Dean Van Dreason, to create or revise mission statements, develop or refine department goals, and work on formatting measurable outcomes for assessment during 2024-2025 academic year, with the objective to run routine annual assessments every academic year after. The departments also [aligned their goals, missions, and routine activities with divisional outcomes](#), and agreed to meet regularly with a focus on gaining a greater understanding of how to assess their outcomes throughout the 2023-2024 academic year.

In the upcoming academic year, while preparing for the comprehensive self-study scheduled for 2025, the College will prioritize the development and assessment of Program Learning Outcomes for General Education courses. Both academic and co-curricular departments will be responsible for creating assessment plans that align with broader institutional objectives. During this period, there will be a thorough review and revision of Program Learning Outcomes and Course Learning Outcomes. The newly established General Education Program Learning Outcomes will also be evaluated at the end of the academic year. Subsequently, the Office of Institutional Assessment will analyze the results during the summer and make recommendations for continuous improvement for the following academic year. Figure 32 below outlines the timetable, methods and process, parties responsible, and metrics for the upcoming academic year.

2023-2024				
Institutional Objectives	Timeline	Methods and Process	Party Responsible	Metrics
Begin preparation for NECHE Self-Study Narrative (Spring 2025).	Fall 2023	Completion of Data First Forms, NECHE E-Series Forms, and early reporting and data collection for all standards.	A-Team, Deans, Program Chairs, Dean of Institutional Assessment, IR, and other institutional offices with the requisite data needed to complete forms for	Completed data to begin the formation of draft Standard reports and eventually the first draft of the comprehensive assessment.

			the self-study narrative.	
Revise academic PLOs to align with new ILOs.	Fall 2023-Spring 2024	Academic Departments collaborate to revise PLOs and align CLOs accordingly.	A-Team, IA, IR, Academic Programs, Academic Technology (to help with Qualtrics assessment, LMS assessments, and support transparency).	Updated PLOs on the website directly tied into the ILOs and stem from CLOs. PLOs will be measurable and realistic.
Solidify general education program outcomes and comprehensive assessment plan.	Fall 2023-Spring 2024	Multidisciplinary Gen Ed Assessment Committee creates Gen Ed Program PLOs.	MA-Team, Mass Transfer, AAC&U, Dean of Institutional Assessment, Office of IR, Writing Coordinator	List of General Education PLOs that are tied to several courses and departments, and the ILOs.
Create Program (and Department) outcomes for the Office of Student Affairs.	Fall 2023-Spring 2024	Hold regular meetings with SA department heads and staff. Host regular workshops and training sessions for SA staff.	Outside SA consultants, Dean of Institutional Assessment, IR	List of measurable outcomes (and goals / mission statements) for each department, plus assessed outcomes.
Annual review of ILOs and program-level assessment activity.	Spring 2024	Collection of program-level annual assessment reports (due May 30) and targeted Gen Ed outcomes.	A-Team, Program Chairs, Dean of Institutional Assessment, Dean of Students, Office of IR, Faculty and Staff	Annual reports for academic programs and co-curricular departments tracking all assessment work.

*Figure 32 – Table of institutional objectives, timeline, methods and process, parties responsible, and metrics for academic year.*

In the following years, the College will adopt a targeted approach, focusing on specific Institutional Learning Outcomes (ILOs) each year. Tables 3 and 4 in the Appendix can offer more information concerning academic years beyond 2023-2024.

### **Examples of Course Learning Outcomes, Academic Year 2023**

The following list is a sample of course learning outcome work submitted by RCC faculty in AY23 as further evidence that the faculty and College are focused on improving in documenting its educational effectiveness. Some faculty are still completing their assessment projects and some data represents work in progress. Other Course Learning Outcome assessments were completed for Program Reviews linked earlier in this report.

- [Anatomy & Physiology](#)
- [Acting I](#)
- [Biology I Molecular lab](#)
- [English 099 / English 101 / English 102](#)

- [Introduction to Business](#)
- [Introduction to Criminal Justice](#)
- [Introduction to Sociology](#)
- [Introduction to Speech](#)
- [Introduction to Statistics](#)
- [Latin American Art](#)
- [Microbiology](#)
- [Modern Dance I](#)
- [Principles of Chemistry II](#)

### Examples of Institutional Assessment

The following examples represent evidence of RCC’s commitment to Institutional Assessment. [A full report of these examples can be found at this link](#). We have attempted to display only the data, evidence, and concluding next steps in this report.

### Transition into new Learning Management System and Advising Software

When the College transitioned into teaching mostly online out of necessity during the COVID-19 pandemic, many faculty and students expressed frustration with the Learning Management System (LMS). As Figure 33 demonstrates, even as the number of online courses increased, the usage percentage of the courses declined during the pandemic, never reaching higher than 62% in the main Fall and Spring semesters during the most isolating parts of the pandemic.

YR_CDE	TRM_CDE	Courses_Utilizing_LMS	Total_Courses_Offered	Percent_Utilization
2020	FA	174	281	62
2020	JA	2	8	25
2020	SM	33	74	45
2020	SP	143	272	53
2021	FA	167	283	60
2021	JA	9	11	82
2021	SP	150	278	54

*Figure 33 – Table depicting number of courses offered on LMS, despite high online course requirement during regular semester pandemic courses, and showing that Fall and Spring semesters were never higher than 62% utilization.*

Further, while the College pivoted to far more online course offerings during the worst of the COVID-19 pandemic and after, the fail rate of online courses remains higher than in-person offerings.

As demonstrated on Figure 34, data collected on fail rates for online courses compared to in-person courses shows an alarming disparity for most academic programs (although there are some exceptions, like Early Childhood Education).

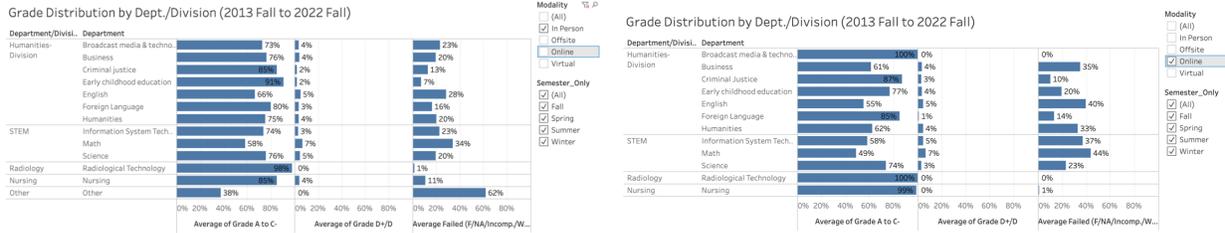


Figure 34 – Screenshots of grade disruptions and percentage of failing grades for in-person courses compared to online courses from Fall 2013-Fall 2022.

When [asked about their satisfaction with MyRCC](#), 45% of students answered they were Somewhat Dissatisfied or Very Dissatisfied with using it. 45% of students surveyed said that doing tasks in the MyRCC LMS increased their interest in what they were studying, and 40% confirmed that it was not a user-friendly LMS (see Figure 35).

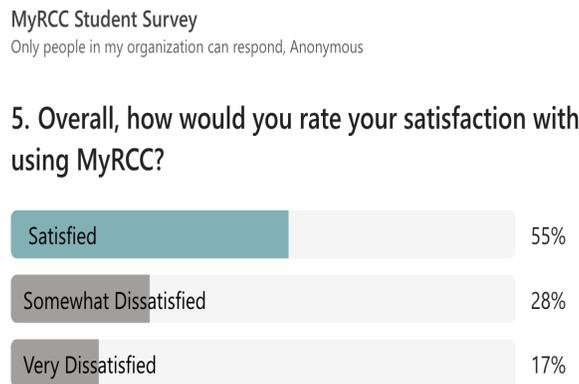


Figure 35 – Screenshot from a student survey on the previous LMS - MyRCC / Jenzabar.

Using this data, the College consulted with Instructure, the parent company of Canvas, and secured licenses that will allow the College to implement its use over the next couple of years.

The pivot to a more robust and accessible LMS is already paying off, as students polled find it much easier to use in every measurable area compared to the MyRCC / Jenzabar LMS. In a [survey](#) sent to students who took a course using Canvas over the Summer 2023 semester, 95% confirmed they had used the MyRCC LMS in previous semesters, 82% said they found Canvas more easier to navigate than MyRCC, 91% said they received a C or better in their Canvas course, and 68% said using Canvas as their LMS was a better experience than what they’ve used before, with 18% claiming the experience was about the same (see Figure 36).

If yes, was the course you took this Summer using Canvas a better experience or a worse experience than what you've used before? 22

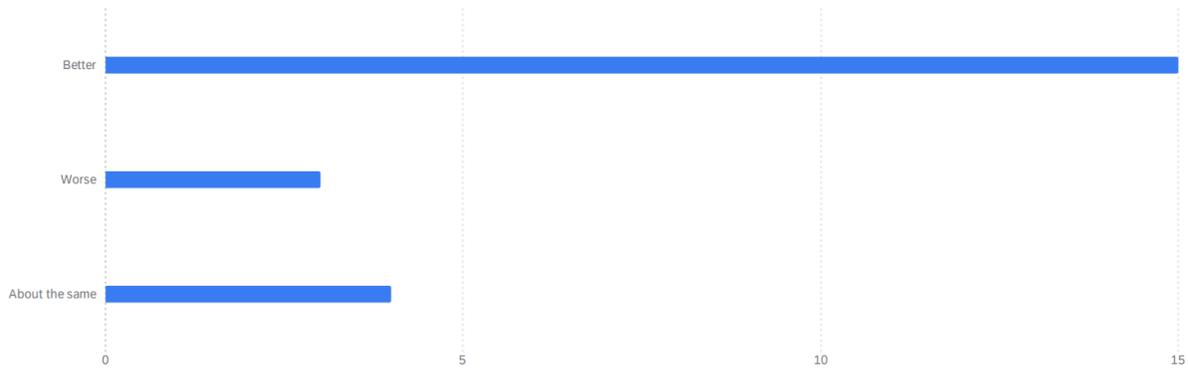


Figure 36 – Screenshot of a survey sent to summer Canvas users, displaying their preference for the new LMS.

### Behavioral Health and Food Insecurity

As noted previously in the report, RCC strives to ensure students' needs are met in order for them to learn and grow in a supportive environment. In a [behavioral health survey](#) conducted in the 2022-2023 academic year by RCC [Project Access](#), 56% of 52 students surveyed said they attended part-time, 66% were 30 years old or over, 73% were Black or African American, 71% were currently employed, 37% were working full-time, 73% were married, 54% and 71% had not received behavioral health counseling.

Despite the students lack of counseling, 48% rated their overall mental health a 3 or below out of 5, and 32% they had faced emotional problems with work, school, or daily life in the past month due to an emotional problem such as feeling depressed, sad, or anxious. 60% of students surveyed said they would benefit from further mental health resources, and 46% said they'd like to have access to individual therapy, as displayed in Figure 37. Further, several students surveyed identified emotionally tough situations they were dealing with, as Figure 38 demonstrates, such as domestic violence, homelessness, grief, and issues with family.

These surveys pushed RCC to embrace a mental health plan for students with behavioral health specialists soon to be staffed within Project Access to provide immediate support to students.

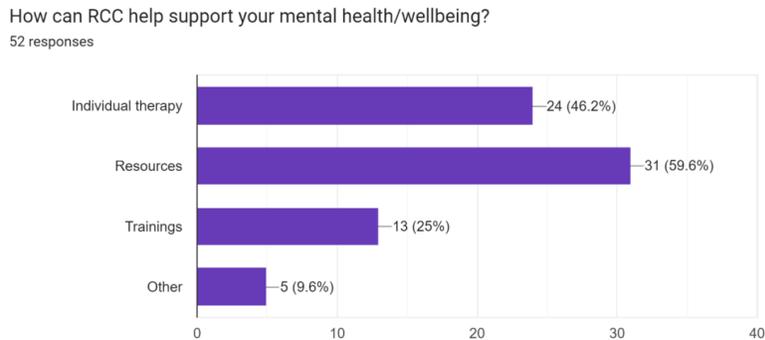


Figure 37 – From a Project Access survey gathering behavioral health data, conducted in the 2022-2023 academic year.

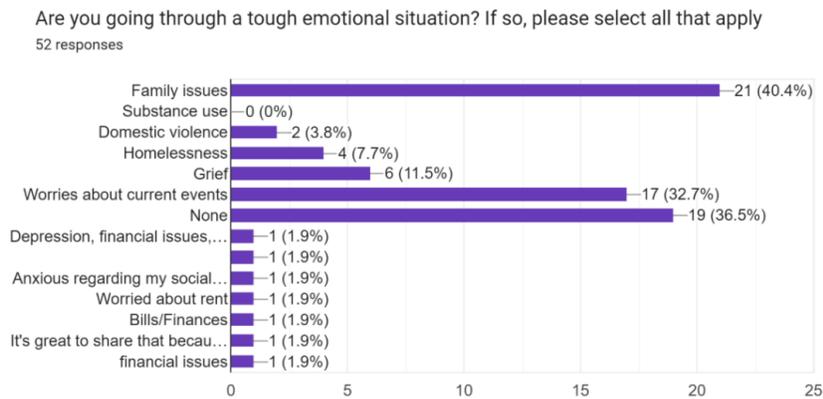


Figure 38 – Survey data from 52 students responding to a Project Access survey from the 2022-23 academic year.

Project Access also surveyed RCC students in 2022 and 2033 about food insecurity. In the [2023 food insecurity survey](#), 77% of students surveyed (123 responses) expressed having some type of food insecurity, with 20% indicating they do not currently have enough to eat, as illustrated in Figure 39. As a result of this survey, Project Access was able to secure funds for a food pantry scheduled to open in time for the Fall 2023 semester.

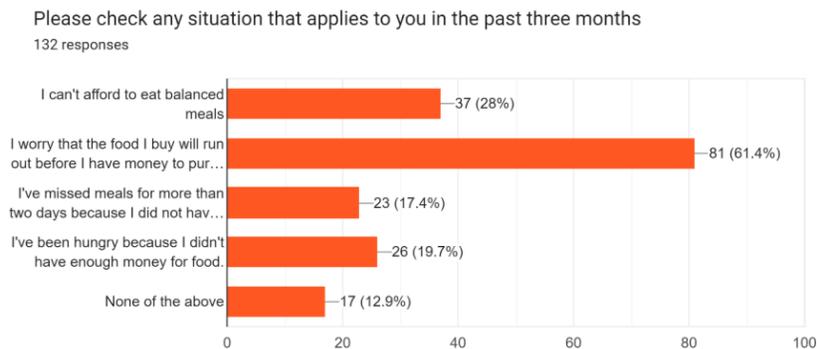


Figure 39 – From 2023 Project Access survey about food insecurity.

### Learning Community Pilot

As another effort to increase student success and retention, during the Spring of 2023 the College implemented a Learning Community pilot lead by Una DeChellis, Director of Learning Communities. professor Jeffrey Breitenfeldt taught the ENG 101: English Composition I portion of the Learning Community pilot, and professor Jennie Thrash taught the ACS 102: College Success first-year seminar portion. Both courses have been identified as “gatekeeper” courses, defined as courses that many students struggle to complete which can prevent them from completing a program of study.

As a measure of effectiveness for the Learning Community pilot, professor Breitenfeldt provided a comparison of ENG 101 LC (his learning community course), the average student success rate from his other sections of ENG 101, and the College’s average success rate of students in ENG 101, offering the following preliminary data:

- ENG 101 LC: 75% earned a C- or better; 2 students earned an F; 1 student received a WA (n= 9 students)
- Breitenfeldt ENG 101 average success rate (C- or better) for ENG 101: 68% (n=25 sections)
- RCC Average success rate (C- or better) for ENG 101: 53.66% for the period from Fall 2018-Spring 2022 (n= 1815 students)

This suggests that the Learning Community contributed to a +7% success rate for students over Professor Breitenfeldt’s average, and +21% over the average college-wide success rate, though the sample size is admittedly small.

Students were also very positive about the collaborative nature of Learning Community courses. Both professor Breitenfeldt and professor Thrash surveyed students about the course collaboration, and the results were very positive:

[ENG 101 LC Survey](#)

[ACS 102 LC Survey](#)

### Remedial Math and English Changes

The college has taken significant steps in the past years to become a regional leader in the acceleration of developmental math and English courses. These initiatives both have the stated objective to increase time to degree completion as well as retention while maintaining student success rates comparable to previous models of remediation.

As an example, using data from the Registrar’s office, the success rate for ENG 095 (defined as students earning an A to C-) was an average of 59.6% across 13 sections (high = 64.3%; low = 52.9%: see Figure 40 below for more). This is a difference of –1.9% compared to the average for the College’s previous developmental course sequence, ENG 090 and ENG 091, from Fall 2017 to Spring 2020; however, it is an increase of +2.5% when compared with just ENG 091 suggesting that overall more students move out of the lowest placement courses in the developmental English composition sequence, and they do it one semester sooner, following the remediation acceleration in Fall of 2021.

	ENG 095	ENG 090	ENG 091	ENG 090/ENG 091
<b>Success Rate (A to C-)</b>	59.6%	65.8%	57.1%	61.5%
<b>Withdraw Rate (W, WA)</b>	9.7%	8.2%	10.7%	9.5%
<b>Number</b>	13 sections	13 sections	30 sections	43 sections

*Figure 40 – Comparison of course success rates (A – C-) for English remediation acceleration (ENG095) compared to the previous developmental course sequence (ENG 090, ENG 091).*

Another measure of effectiveness for ENG 095 beyond course success rates is the pass-through rate. This is the success rate for a specific cohort of students who took ENG 095 and then enrolled in the next level course, in this case either ENG 101 or ENG 101/099. Using data provided by Scott Zhang in Institutional Research and disaggregated by ESOL Learning Specialist Anna Bondarenko, 63.1% of students who completed ENG 095 were successful (A to C-) in a subsequent semester for college-level composition.

Because ENG 095 has only been taught by a full-time faculty member one time, and because adjunct faculty were not compensated or trained for Course Learning Outcome (CLO) assessment work prior to the Spring of 2023, evidence of educational effectiveness by that measure is limited.

In Spring of 2022, Professor Kamila Kehoe assessed CLO #1: “Identify main points and supporting details in a variety of assigned reading.” The assessment artifact included an in-class active reading exercise focused on annotation and note taking. According to Professor Kehoe’s [Assessment Report](#), 75% of the students who completed the assignment were successful meeting the Course Learning Outcome. Students indirectly reported finding the assignment useful, including the additional experience with features in Microsoft Word and exposure to new note-taking strategies. Multilingual learners specifically indicated that instruction focused on writing plain-language definitions for unfamiliar words was more effective than repeating dictionary definitions.

Beginning in the Fall of 2023, a faculty member in the new position of Writing Coordinator will direct assessment for ENG 095. This will involve working with faculty who are teaching ENG 095 to select one or more Course Learning Outcome that will be assessed (ideally aligned with a departmental assessment cycle), to identify a relevant assessment artifact from student coursework, to establish a method for individual or collaborative direct assessment, and to assist in collecting results using the College’s Assessment Report and Annual Report templates. The Writing Coordinator will also continue monitoring course success rates, pass-through success, and placement data.

Another example of remediation acceleration at the college is the ENG 101/099 corequisite. RCC has worked over the last several years to dramatically decrease the number of remedial and developmental courses required for students to take credit bearing courses and advance towards their degree. For the English department, the acceleration model used to develop ENG 101/099 is Peter Adam’s [Accelerated Learning Program](#) (ALP) framework from the Community College of Baltimore County that has been widely used and studied across the country since 2007. The Accelerated Learning Program uses two three-credit courses (one developmental and one college-level) with five total hours of contact time per week specifically designed for students placing one level below college-level. The two courses are taught back-to-back by the same professor in the same classroom with a 15-minute break between courses.

Using data collected by Professor Jeffrey Breitenfeldt for 11 sections of ENG 101/99 offered from Fall 2018 to Spring 2023, and data from Professor Kamila Kehoe for 1 section taught in Fall of 2022 (together 85.7% of all sections taught), the success rate for ENG 101/099 (defined as students earning an A to C-) was an average of 67.3% across 12 sections (high = 85.7%; low = 41.6%). This is a difference of +13.7% compared to a campus-wide average for all ENG 101 courses from Fall 2018 to Spring 2022 and only -2.4% compared to an average of ENG 101 courses taught by the same professor (see Figure 41 for additional detail).

	<b>ENG 101/099</b>	<b>ENG 101 Taught by Same Professor</b>	<b>ENG 101 Average at RCC (F18-S22)</b>
<b>Success Rate (A – C-)</b>	67.3%	69.7%	53.7%
<b>Number</b>	12 sections	10 sections	121 sections

*Figure 41 – Course success rates (A – C-) for the ENG 101/099 corequisite compared to ENG 101 taught by the same professor and the ENG 101 average success rate at RCC.*

As part of the Massachusetts Department of Higher Education Higher Education Innovation Fund Community of Practice in the Spring/Summer of 2023, one section of ENG 101/099 was evaluated by Professor Jeffrey Breitenfeldt with a focus on success rates disambiguated by student racial and linguistic background. As a result of this assessment, more attention is being devoted to [best practices for teaching in the Accelerated Learning Program for linguistically diverse classrooms](#) in order to meet the needs of students with English as their first language who were identified as having lower-than-average success rates in the course.

Based on data provided by Scott Zhang in Institutional Research, the pass-through success rate for ENG 101/099, in this case defined as the cohort of students who successfully completed the course and later enrolled in ENG 102, was 81%. This is a difference of +11% compared to students who did not take ENG 101/099 suggesting that ENG 101/099 is effective as preparation for the next course in the English composition sequence.

ENG 101 and ENG 099 are part of the department’s regular assessment cycle, and since the Fall of 2021 the following sections and Course Learning Outcomes have been assessed:

Semester and Year	Course	Section	CLO	Outcome Success Rate	Course Success Rate
Fall 2021	ENG 099	L2	1	33%	57.1%
Fall 2022	ENG 099	L4	2	50%	84.6%
Spring 2023	ENG 099	L2	3	50%	86.6%
Fall 2021	ENG 101	L2	1	33%	42.9%
Fall 2022	ENG 101	L5	1	76%	71.4%
Fall 2022	ENG 101	L5	3	76%	71.4%

*Figure 42 – Course Learning Outcome success rates and course success rate (A – C-) for the ENG 101/099 corequisite based on assessment from Fall 2021 to Fall 2022.*

### SUCCESS Grant Findings

The SUCCESS Fund (Supporting Urgent Community College Equity through Student Services) was created in fiscal year (FY) 2021 specifically for Massachusetts community colleges to invest in wraparound supports and services using models proven to strengthen outcomes for students facing systemic barriers.

Based on [data analyzed by RCC’s Student SUCCESS Director linked here](#), the average GPA of SUCCESS students before Fall 2022 was 1.62, compared to an average GPA of 1.94 currently. Put differently, students attending prior to Fall 2022 who were then added into the SUCCESS cohort in academic year Fall 2022-Spring 2023 not only received outreach and connections from the SUCCESS team, their GPA also improved an average of .32 of a point in a single semester.

Further, if a student in a SUCCESS cohort met with the SUCCESS team at all this year, their average GPA was 1.96. If they met with SUCCESS more than once, their average GPA was a 2.10.

## **SUMMARY APPRAISALS AND PLANS**

RCC as a college has embraced a renewed commitment in increasing its assessment integrity, making ambitious plans to maximize the College's accountability. This leadership along with the dedication of RCC's faculty and staff has taken a renewed interest in learning how to improve for the future, so it is not surprising to find RCC's assessment work has increased exponentially. The sentiment expressed by the faculty member could not be more accurate: "We have made remarkable progress in a relatively brief span of time."

### **STRENGTHS:**

- RCC's new structure in the Office of Institutional Assessment which will bring together a campus-wide committee to review our annual plans.
- Continued education of campus leaders; RCC focused this spring and summer on building the capacity for assessment work of Department Chairs and Deans.
- Implementing a new Comprehensive Assessment Plan cycling through every academic department to work on our areas of growth.
- The College's unwavering commitment to the community as it strives to fulfill its mission.

RCC will grow its Office of Development and reassess future budgets thanks to growing enrollment, increased fundraising, and additional grant opportunities. The College will also continue to strengthen policies and practices to increase and enhance cycles of improvement further. This includes investing in staffing, technology (via Qualtrics, Canvas, Mentimeter, EAB Navigate) and providing faculty stipends for more course and program outcome assessments. The College is confident that this assessment plan will guide RCC into a positive direction to enhance the 2025 Comprehensive Evaluation Visit, revealing a model for assessment that could be useful for neighboring community colleges, and especially for small, urban, Predominantly Black Institutions.

The College is now at a more critical juncture for sustaining a culture assessment given the creation of the ILOs, the shared understanding of the need for institution-wide assessment, the Comprehensive Assessment Plan, the establishment of the Office Institutional Assessment, and a Board of Trustees Committee organized to address assessment and educational effectiveness priorities. In preparation for the 2025 Comprehensive Self-Study, RCC is sending a team of faculty and staff to the IUPUI Assessment Institute in Indiana and the NECHE Self-Study Workshop in Southbridge, Massachusetts; both in October. As RCC prepares for the Comprehensive Self-Study, the campus-wide experience of preparing this Focused Evaluation has offered valuable lessons and insights for that next step in the College's journey.

# APPENDIX

**Appendix A - Focus Visit Standard Reference Chart - Standards 7 & 8**

Standard Number	Definition	Visible Evidence of the Standard in the Narrative	Projections of Future Improvement in the Narrative	Person/Office Responsible	Reference Page Number in Narrative
7.1	The institution employs sufficient and qualified personnel to fulfill its mission. It addresses its own goals for the achievement of diversity, equity, and inclusion among its personnel and assesses the effectiveness of its efforts to achieve those goals.	The institution has a new Human Resources team which has created a revised hiring process focusing on diversity and inclusion. The college is expanding its employment capacity as it grows and is allocating resources to ensure it succeeds in its mission.	The college will continue to refine the onboarding process to draw the best candidates, representing a diverse pool of employees to match the student population.	Human Resources, Senior Administration, Deans	p. #12-13
7.4	The institution preserves and enhances available financial resources sufficient to support its mission. It manages its financial resources and allocates them in a way that reflects its mission and purposes. It demonstrates the ability to respond to financial emergencies and unforeseen circumstances.	The institution has solidified its financial status while also expanding resources and capacity college wide in keeping with its mission.	The institution will continue to balance its budget and invest in its mission, keeping a healthy reserve for necessary initiatives.	CFO, Business Office, Senior Administration	p. #5-12
7.6	7.6 The institution’s multi-year financial planning is realistic and reflects the capacity of the institution to depend on identified sources of revenue and ensure the advancement of educational quality and services for students.	The institution plans its resources carefully and is prepared in the event of an emergency to use contingency funding.	The institution depends on enrollment growth to increase revenue and make further investments in student success. The Business Office and the Enrollment Office will collaborate to maximize a plan to enhance enrollment at RCC, including the potential to branch into online education.	CFO, Business Office, Senior Administration, Enrollment Office	p. #5-12

7.14	7.14 The institution's financial planning, including contingency planning, is integrated with overall planning and evaluation processes. The institution demonstrates its ability to analyze its financial condition and understand the opportunities and constraints that will influence its financial condition and acts accordingly. It reallocates resources as necessary to achieve its purposes and objectives. The institution implements a realistic plan for addressing issues raised by the existence of any operating deficit.	The institution is in good position to expand resources and capacity to fulfill its mission and purpose.	The institution will continue to improve its assessment of co-curricular learning by using more rigorous methods and by involving more stakeholders in the assessment process.	CFO, Business Office, Senior Administration	p.# 5-12
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Standard Number	Definition	Visible Evidence of the Standard in the Narrative	Projections of Future Improvement in the Narrative	Person/Office Responsible	Reference Page Number in Narrative
8.1	The institution enrolling multiple student bodies, by degree level, location, modality, or other variables, develops and uses the data, evidence, and information below for each student body.	The institution collects data on student achievement, retention, graduation rates, and other measures of success.	The institution will use this data to identify areas for improvement and to target resources to those areas.	IR, OA, Registrar	p. #15-27
8.2	The institution provides clear public statements about what students are expected to gain from their education, academically and, as appropriate to the institution's mission, along other dimensions (e.g., civic engagement, religious formation, global awareness). Goals for students' education reflect the institution's mission, the level and range of degrees and	Most programs provide program learning outcomes on its extranet webpage. Examples include: <a href="https://www.rcc.mass.edu/learn/find-your-program/workforce-development/professional-education-programs/business-communications.html">https://www.rcc.mass.edu/learn/find-your-program/workforce-development/professional-education-programs/business-communications.html</a> and <a 112="" 503="" 896="" 915"="" data-label="Page-Footer" href="https://www.rcc.mass.edu/learn/find-you&lt;/a&gt;&lt;/td&gt; &lt;td&gt;The institution will make sure all program learning outcomes are publically available by Fall 2023 and collect and use evidence of these learning outcomes to guide its curriculum, instruction, and assessment.&lt;/td&gt; &lt;td&gt;Program chairs and College Deans&lt;/td&gt; &lt;td&gt;p. #14-15, 17, 36 (links to Program Reviews)&lt;/td&gt; &lt;/tr&gt; &lt;/tbody&gt; &lt;/table&gt; &lt;/div&gt; &lt;div data-bbox="> <p>APPENDIX - 2023 RCC NECHE Focus Visit Report</p> </a>			

	certificates offered, and the general expectations of the larger academic community.	<a href="#">r-program/associate-in-arts/social-sciences.html</a>			
8.3	Assessment of learning is based on verifiable statements of what students are expected to gain, achieve, demonstrate, or know by the time they complete their academic program. The process of understanding what and how students are learning focuses on the course, competency, program, and institutional level. Assessment has the support of the institution's academic and institutional leadership and the systematic involvement of faculty and appropriate staff.	The institution uses a variety of methods to assess student learning, including exams, papers, projects, and portfolios.	The institution will continue to improve its assessment practices by using more rigorous methods and by involving more stakeholders in the assessment process.	OA and A-Team, Deans, Senior Administration	p. #31-33, 38, 42-45
8.4	The institution with stated goals for students' co-curricular learning systematically assesses their achievement. (See also 5.8, 5.20)	The institution assesses student learning in co-curricular activities, such as internships, service learning, and student organizations.	The institution will continue to improve its assessment of co-curricular learning by using more rigorous methods and by involving more stakeholders in the assessment process.	OA, A-Team, Dean of Students, and Student Affairs Staff and Department Leaders	p.# 36-37
8.5	The institution uses a variety of quantitative and qualitative methods and direct and indirect measures to understand the experiences and learning outcomes of its students, employing external perspectives including, as	The institution uses a variety of data sources to understand student experiences and learning outcomes. External evaluations are a part of its Program Review process.	The institution will continue to improve its understanding of student experiences and learning outcomes by using more data sources and by engaging in more rigorous analysis.	OA, A-Team, Academic Deans, Department Chairs	p.# 16-27, 36, 38-45,

	appropriate, benchmarks and peer comparisons.				
8.6	The institution defines measures of student success and levels of achievement appropriate to its mission, modalities and locations of instruction, and student body, including any specifically recruited populations. These measures include rates of progression, retention, transfer, and graduation; default and loan repayment rates; licensure passage rates; and employment. The institution ensures that information about student success is easily accessible on its website. (See also 2.2, 5.6, 9.22)	The institution has defined measures of student success that are appropriate to its mission and student body.	The institution will continue to improve its measures of student success by making them more rigorous and by ensuring that they are aligned with its mission.	OA, A-Team, Academic Deans, Department Chairs	p.# 14-15
8.7	The institution uses additional quantitative measures of success, such as further education, civic participation, religious formation, and others, as appropriate to its mission, to understand the success of its recent graduates. Information from students and former students is regularly considered. (See also 2.2, 9.22)	The institution uses additional quantitative measures of success to understand the success of its recent graduates.	The institution will continue to improve its understanding of the success of its recent graduates by using more rigorous measures and by collecting more data from students and former students.	OA, A-Team, Academic Deans, Department Chairs	p. #16-17
8.8	The results of assessment and quantitative measures of student success are a demonstrable factor in the institution's efforts to improve the curriculum	The institution uses the results of assessment and quantitative measures of student success to improve its curriculum and	The institution will continue to improve its use of assessment data by making it more accessible to faculty and staff and by providing more	OA, A-Team, Academic Deans, Department Chairs	p.# 4, 29, 31, 52-53,

	and learning opportunities and results for students.	learning opportunities.	training on how to use the data.		
8.9	The institution devotes appropriate attention to ensuring that its methods of understanding student learning and student success are valid and useful to improve programs and services for students and to inform the public. Information is transparent.	The institution uses valid and reliable methods to assess student learning and student success.	The institution will continue to improve the validity and reliability of its assessment methods by using more rigorous research methods and by involving more stakeholders in the development of assessment instruments.	OA, A-Team, Academic Deans, Department Chairs, Senior Administration	p. #16, 33, 36, 47-49, 53,
8.10	The institution integrates the findings of its assessment process and measures of student success into its institutional and program evaluation activities and uses the findings to inform its planning and resource allocation and to establish claims the institution makes to students and prospective students	The Institutions Comprehensive Assessment Plan incorporates routine assessment findings from program evaluations and annual reports to make further plans to broaden student success. <a href="https://docs.google.com/document/d/1DjUWfsZ4_BsZXVvq8_DUYS97FhZlnfO/edit?usp=drive_link&amp;ouid=102598288600825129848&amp;rtopof=true&amp;sd=true">https://docs.google.com/document/d/1DjUWfsZ4_BsZXVvq8_DUYS97FhZlnfO/edit?usp=drive_link&amp;ouid=102598288600825129848&amp;rtopof=true&amp;sd=true</a>	The institution will continue to invest in assessment based on the needs of the college's mission; including more assessment stipends for faculty, surveying software like Qualtrics, Mentimeter, a better LMS and student engagement software (Canvas and EAB Navigate, respectively).	OA, A-Team, IT, Academic Deans, Department Chairs, Business office, Senior Leadership	p. #16, 32, 26, 45, 48-56,

## Appendix B -Assessment Timelines - Fall 2024 - Spring 2028

Courses, programs, and departments will select relevant assignments and evidence that align with the designated ILO. The assessment process will follow a consistent structure, where the Office of Institutional Assessment will use the summer months to analyze the outcome work completed throughout the academic year. This analysis will encompass information gathered from course learning assessments, department assessments, annual assessment reports, and periodic program reviews. Based on this comprehensive assessment, the Office of Assessment will evaluate the assessment efforts of each department and provide constructive feedback. This timely feedback will enable programs and departments to make necessary adjustments and implement continuous improvement measures in the next academic year. The following table (Table 3) outlines the timetable, methods and process, parties responsible, and metrics for years 2024-2028.

**Table 3**

2024-2028				
Institutional Objectives	Timeline	Methods and Process	Party Responsible	Metrics
Continue program outcome alignment work as needed.	Fall 2024-Spring 2025	Academic Departments collaborate to revise PLOs and align CLOs accordingly.	A-TEAM, Dean of Institutional Assessment, Program Chairs, Office of IR, Academic Technology	A tired set of outcomes; ILOs, PLOs, CLOs, all connected, as well as the outcomes from Co-Curricular offices
Improve the general education program using evidence from prior years' assessments.	Fall 2024-Spring 2025	Multidisciplinary Gen Ed Assessment Committee work together to create Gen Ed Program PLOs.	Mass Transfer, AAC&U, Dean of Institutional Assessment, Office of IR, Writing Coordinator	List of recommendations based on first year of general education assessments.
Assess Student Affairs outcomes.	Fall 2024-Spring 2025	Regular meetings with department heads and staff. Workshops, training, consultants.	A-TEAM, Outside consultants, Dean of Institutional Assessment, Office of IR	List of data driven recommendations for Student Affairs offices to advance services / continual improvement.
Prepare narrative for the NECHE decennial review and campus visit of the Peer Review Team.	Fall 2024-Spring 2025	Collect reports and written pieces from Standard Co-Chairs, finalize data assessments, rewrite and revise to ensure "one voice."	Entire campus	Completed report and a comprehensive understanding of the college's strengths and areas needed for improvement by most in the community.
Oversee annual ILO assessment collection, annual program-level assessment reports, and program reviews.	Fall 2025-Spring 2028	Collection of program-level annual assessment reports (due May 30) and targeted Gen Ed outcomes.	Dean of Institutional Assessment, Office of IR, Program Chairs and Department Heads, A-TEAM	Recommendations for continuous improvement from all participating programs and offices

Academic programs will engage in a periodic program review, with reviews due every five years for academic programs, following the outlined structure below. Expectations are that subsequent annual reports will track the development of assessment initiatives identified in the program reviews, and that the program reviews will be a collection of work completed over the following five years, tracking assessment progress and continual improvement. See Table 4 below.

**Table 4**

Academic Programs and Co-curricular Departments	Academic Year	Criteria	Due Date:
Business – Accounting, Early Childhood Education, English, Humanities – Music, Information Systems Technology	2022-2023	Program Reviews, Revised Mission Statements and Goals, Updated CLOs and PLOs, Completed Annual Reports, CLO assessments related to every Program Level Outcome, External Evaluation	May 2023
General Education, Broadcast Media Technology, Criminal Justice, Engineering, Social Science, Advising, Student Engagement	2023-2024	Program Reviews, Revised Mission Statements and Goals, Updated CLOs and PLOs, Completed Annual Reports, CLO assessments related to every Program Level Outcome, External Evaluation	May 2024
Biological Science, Radiologic Technology, Accessibility Services, Accounting Certificate, Biology (Lab Animal Care)	2024-2025	Program Reviews, Revised Mission Statements and Goals, Updated CLOs and PLOs, Completed Annual Reports, CLO assessments related to every Program Level Outcome, External Evaluation	May 2025
Nursing, Health Careers, Biotechnology, Project Access, Athletics	2025-2026	Program Reviews, Revised Mission Statements and Goals, Updated CLOs and PLOs, Completed Annual Reports, CLO assessments related to every Program Level Outcome, External Evaluation	May 2026

Physical Science, Network Administration (Cert), BMT (Cert) IST (Cert), Business Management	2026-2027	Program Reviews, Revised Mission Statements and Goals, Updated CLOs and PLOs, Completed Annual Reports, CLO assessments related to every Program Level Outcome, External Evaluation	May 2027
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Each academic program (and student affairs) will submit annual reports at the conclusion of the Spring semester. These reports will provide updates on the progress of their assessment work and provide examples of required course learning outcomes that are either aligned with the Program Learning Outcomes (PLOs), Institutional Learning Outcomes (ILOs). The College does not want to get in the way of an assessment project that may fall outside of the proposed schedule; if a faculty or staff member is excited to test out an assessment initiative to improve student success, RCC will encourage their efforts, even if it is not relevant to a specific initiative in an academic year.

**Appendix C - \*Comprehensive Assessment Plan: 2023-2028** \*Please note that this is an abridged version of the full plan, which includes assessment definitions and appendices. For the sake of increased brevity, the plan presented below has been edited. [The full plan can be found here.](#)



# Roxbury Community College

## *Comprehensive Assessment Plan: 2023-2028*

### **Rationale for a Comprehensive Assessment**

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Roxbury Community College (RCC) is committed to achieving its mission of providing a nurturing environment where all community members are welcome, regardless of past education. In alignment with its mission, RCC sets and achieves realistic goals to enroll students who reflect the diversity of the population it serves. Emphasizing the importance of diversity, equity, and inclusion, the College activity works towards recognizing these goals.

RCC strives to create a safe environment that fosters the intellectual and personal development of its students, ensuring their success. The Division of Student Affairs employs Maslow's Hierarchy of Needs, fostering a conducive atmosphere for academic achievement. Academic departments use Bloom's Taxonomy to assess students' academic progress. The institution offers a comprehensive range of resources and services that facilitate students in attaining the educational goals outlined in institutional publications..

In all interactions with students and prospective students, RCC upholds integrity and equity, emphasizing fair and ethical practices. Furthermore, RCC maintains its commitment to actively foster transparency and educational effectiveness through a well-defined assessment plan that promotes student success. The College tailors its instructional approaches to accommodate diverse learning needs and continuously enhance its programs to better serve the community, all while staying true to its dedication to diversity, equity, and inclusion.

The following comprehensive plan is a roadmap that guides both academic programs and RCC's general education program.

## Institutional Success Metrics – ILOs and Success Data

<input type="checkbox"/>	<p>RCC defines Academic Success using a broad measure of metrics, including new Institutional Learning Outcomes (ILOs).</p>
<input type="checkbox"/>	<p>The language of the ILOs will be assessed and reviewed annually.</p> <ul style="list-style-type: none"> <li>● Question with Curiosity, Respect, and Intention</li> <li>● Critique with Context</li> <li>● Lead with Informed Influence</li> <li>● Effect Change with Applied knowledge</li> </ul>
<input type="checkbox"/>	<p>In addition to academic assessment methods, the College will track the following institutional data on an annual basis:</p> <ul style="list-style-type: none"> <li>● Graduation status (four-year measure and three-year measure)</li> <li>● Retention (Fall-to-Spring and Spring-to-Fall)</li> <li>● Core Gen Ed course completion (English and Math)</li> <li>● Students obtaining 30 credits or more</li> <li>● Students graduating with an Associates Degree</li> <li>● Students transferring out of the College with Associates Degree</li> <li>● General transfers to another institutional</li> <li>● Re-enrolls (students who left and have returned to RCC to complete their degree or begin a new one)</li> <li>● Students who are still enrolled at the College to complete their degree</li> <li>● Students who transfer from credit programs to non-credit workforce programs and are still enrolled or have completed certification</li> <li>● The Six-Year Success Metric as listed on the <a href="#">DHE data website</a></li> </ul> <p>This data will be collected and reviewed by the Office of Institutional Assessment on an annual basis and shared with the College, and (where appropriate) key stakeholders and the public.</p>
<input type="checkbox"/>	<p>Student Services, the Library, and other offices will factor into the Institutional Assessment Plan, with emphasis on keeping costs low (OER), adding to information literacy resources, and providing students with basic needs (Project Access, Accessibility Services, etc.).</p>

## Institutional Assessment Goals and Schedule: AY 23-28

□	<p>The College will choose one main ILO to review and assess each year, providing guidance to departments to select outcomes relevant to that specific ILO.</p> <p>For the first year of our new assessment process, we will focus on general education, co-curricular assessment, and preparation for our upcoming New England Commission on Higher Education (NECHE) decennial review in Spring 2025.</p>				
2023-2024					
Institutional Objectives	Timeline	Methods and Process	Party Responsible	Metrics	
Begin preparation for NECHE Self-Study Narrative (Spring 2025).	Fall 2023	Completion of Data First Forms, NECHE E-Series Forms, and early reporting and data collection for all standards.	Deans, Chairs, Dean of Institutional Assessment, IR, and other institutional offices with the requisite data needed to complete forms for the self-study narrative.	Completed data to begin the formation of draft Standard reports and eventually the first draft of the comprehensive assessment.	
Revise academic PLOs to align with new ILOs.	Fall 2023- Spring 2024	Academic Departments collaborate to revise PLOs and align CLOs accordingly.	IA, IR, Academic Programs, Academic Technology (to help with Qualtrics assessment, LMS assessments, and support transparency).	Updated PLOs on the website that are directly tied into the ILOs and stem from CLOs as well. PLOs will be measurable and realistic.	
Solidify general education program outcomes and comprehensive assessment plan.	Fall 2023- Spring 2024	Multidisciplinary Gen Ed Assessment Committee creates Gen Ed Program PLOs.	Mass Transfer, AAC&U, Dean of Institutional Assessment, Office of IR, Writing Coordinator	List of General Education PLOs that are tied to several courses and departments, and the ILOs.	
Create Program (and Department) outcomes for the Office of Student Affairs.	Fall 2023- Spring 2024	Hold regular meetings with SA department heads and staff. Host regular workshops and training sessions for SA staff.	Outside SA consultants, Dean of Institutional Assessment, IR	List of measurable outcomes (and goals / mission statements) for each department, plus accessed outcomes.	
Annual review of ILOs and program-level assessment activity.	Spring 2024	Collection of program-level annual assessment reports (due May 30) and targeted Gen Ed outcomes.	Program chairs, Dean of Institutional Assessment, Dean of Students, Office of IR, Faculty and Staff	Annual reports for academic programs and co-curricular departments tracking all assessment work.	

2024-2028				
Institutional Objectives	Timeline	Methods and Process	Party Responsible	Metrics
Continue program outcome alignment work as needed.	Fall 2024- Spring 2025	Academic Departments collaborate to revise PLOs and align CLOs accordingly.	Dean of Institutional Assessment, Office of IR, Academic Technology	A tired set of outcomes; ILOs, PLOs, CLOs, all connected, as well as the outcomes from Co-Curricular offices
Improve the general education program using evidence from prior years' assessments.	Fall 2024- Spring 2025	Multidisciplinary Gen Ed Assessment Committee work together to create Gen Ed Program PLOs.	Mass Transfer, AAC&U, Dean of Institutional Assessment, Office of IR, Writing Coordinator	List of recommendations based on first year of general education assessments.
Assess targeted Student Affairs outcomes.	Fall 2024- Spring 2025	Regular meetings with department heads and staff. Workshops, training, consultants.	Outside consultants, Dean of Institutional Assessment, Office of IR	List of data driven recommendations for Student Affairs offices to advance services / continual improvement.
Prepare narrative for the NECHE decennial review and campus visit of the Peer Review Team.	Fall 2024- Spring 2025	Collect reports and written pieces from Standard Co-Chairs, finalize data assessments, rewrite and revise to ensure "one voice."	Entire campus	Completed report and a comprehensive understanding of the College's strengths and areas needed for improvement by most in the community.
Oversee annual ILO assessment collection, annual program-level assessment reports, and program reviews.	Fall 2025- Spring 2028	Collection of program-level annual assessment reports (due May 30) and targeted Gen Ed outcomes.	Dean of Institutional Assessment, Office of IR, Program Chairs and Department Heads	Recommendations for continuous improvement from all participating programs and offices
<input type="checkbox"/>	<p>General Education assessments will be reviewed over the Summer of 2024 by the Office of Institutional Assessment, analyzing Annual Assessment Reports and Academic Program Reviews, with course- and program-level outcome assessments tied specifically to ILOs. This will involve the submission of reports from several academic departments that contain General Education courses, including:</p> <ul style="list-style-type: none"> <li>● English</li> <li>● Math</li> <li>● Social Science</li> <li>● Science</li> </ul>			

	<ul style="list-style-type: none"> <li>• Humanities</li> <li>• Information System Technology</li> </ul>
<input type="checkbox"/>	<p>Student Affairs department reports with new program outcomes will be submitted and reviewed annually.</p> <ul style="list-style-type: none"> <li>• Student Affairs departments are currently working with the Dean of Institutional Assessment and an assessment consultant to refine or create mission statements and goals in a series of summer workshops.</li> <li>• The Division of Student Affairs has a drafted mission statement, goals, and outcomes, which will be reviewed by all department heads and the Dean of Students following the Council of Academic Standards (CAS) guidelines.</li> <li>• Once goals are established for the division and departments, department measurable learning outcomes will be completed by Summer 2023.</li> <li>• Outcomes assessment for Student Affairs departments will be conducted throughout the 2023-2024 academic year, with a cyclical review of all outcomes annually.</li> <li>• The Office of Institutional Assessment will review outcome data over the summer of 2024, and every year thereafter, evaluating the effectiveness of assessment efforts.</li> </ul>
<input type="checkbox"/>	<p>ILO data will focus on general education metrics to discuss methods of improvement: how quickly and successfully are students moving through required Math and English courses? Where are there roadblocks preventing student success? How can the College develop more resources to help?</p>
<input type="checkbox"/>	<p>Assessment recommendations will be conducted by the end of Summer 2024 and reported to the following stakeholders:</p>
<input type="checkbox"/>	Senior Administration/President's Cabinet
<input type="checkbox"/>	Faculty and staff
<input type="checkbox"/>	The public
<input type="checkbox"/>	<p>General Education will be assessed again in AY29. The Office of Institutional Assessment will collect data highlighting systemic improvements in this area during this five-year cycle.</p>

**Five-Year Institutional Assessment Cycle**

<input type="checkbox"/>	<p>In addition to department, program, and institutional goals highlighted by the assessment process, the Office of Institutional Assessment will choose one ILO to focus on annually, with the schedule as follows:</p> <p>During AY 23-24 will be spent creating and accessing Gen Ed Outcomes.</p> <ul style="list-style-type: none"> <li>• AY 24-25: Question with Curiosity, Respect, and Intention</li> <li>• AY 25-26: Critique with Context</li> </ul>
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	<ul style="list-style-type: none"> <li>• AY 26-27: Lead with Informed Influence</li> <li>• AY 27-28: Effect Change with Applied Knowledge</li> </ul> <p>The Cycle will then repeat with General Education:</p> <ul style="list-style-type: none"> <li>• AY 28-29: General Education</li> </ul>
<input type="checkbox"/>	Academic programs and co-curricular departments will be asked to focus on Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) tied to these specific Institutional Learning Outcomes (ILOs) in each of these academic years. They will submit artifacts and assessments to analyze and report on academic effectiveness at the end of the academic year.
<input type="checkbox"/>	<p>The Dean of Institutional Assessment and Institutional Research will hold workshops and meetings to assist with this work, reminding Department Chairs and Division Heads about due dates for data collection and reporting.</p> <p>Departments will split resources in two ways:</p> <ul style="list-style-type: none"> <li>• Continuous improvement plan based on previous academic year recommendations.</li> <li>• Course- and program-level assessment based on focus of the current academic year.</li> </ul>

## Academic and Co-Curricular Program Reviews

<input type="checkbox"/>	Department Chairs and Coordinators (Academic and Co-curricular) will submit annual reports focusing on assessment metrics tied to the goals of each academic year (listed above).
<input type="checkbox"/>	A program review will compile assessment data for each program over a 3-5-year cycle, depending on the program, with important emphasis on documenting improvements using evidence from the assessment process.
<input type="checkbox"/>	An external evaluation will be mandatory for all program reviews. A stipend will be paid to any external evaluator (\$500-\$1000 depending on the scope of work). The evaluator must be someone external to the College—an IRB member, former employee, or faculty/staff members at comparable institutions are all acceptable.
<input type="checkbox"/>	Course Learning Outcomes (CLOs) will be revised and tied to revised Program Learning Outcome (PLOs) in time with the focus of each new Institutional Learning Outcome (ILO) in subsequent academic years (see schedule above).
<input type="checkbox"/>	CLOs and PLOs will be assessed for effectiveness annually with annual reports, with the entire program being assessed with PLO data in time for this review.
<input type="checkbox"/>	In addition to assessment data, academic departments should assess the following program data, desegregated by race and gender:
	<ul style="list-style-type: none"> <li>• Student enrollment</li> <li>• Graduation</li> </ul>

	<ul style="list-style-type: none"> <li>● Retention</li> <li>● Course Completion</li> <li>● Transfer Status</li> <li>● Modality</li> </ul>																																																																																				
<input type="checkbox"/>	<p>Program Reviews (tentative schedule):</p> <table border="1"> <thead> <tr> <th>Academic Program</th> <th>Academic Year</th> <th>Academic Program</th> <th>Academic Year</th> </tr> </thead> <tbody> <tr> <td>English</td> <td>AY 22-23</td> <td>Nursing</td> <td>AY 25-26</td> </tr> <tr> <td>Humanities (Music, Visual Arts, Theatre)</td> <td></td> <td>Health Careers</td> <td></td> </tr> <tr> <td>Early Childhood Education</td> <td></td> <td>Biotechnology</td> <td></td> </tr> <tr> <td>Business &amp; Business Management</td> <td></td> <td>Project Access</td> <td></td> </tr> <tr> <td>Information Systems Technology</td> <td></td> <td></td> <td></td> </tr> <tr> <td colspan="4" style="background-color: #cccccc;"></td> </tr> <tr> <td>General Education (new)</td> <td>AY 23-24</td> <td>Phsycial Science</td> <td>AY 26-27</td> </tr> <tr> <td>Broadcast Media Technology</td> <td></td> <td>Network Administration (Cert)</td> <td></td> </tr> <tr> <td>Criminal Justice</td> <td></td> <td>Biotechnology / Biomanufacturing (Cert)</td> <td></td> </tr> <tr> <td>Engineering</td> <td></td> <td>BMT (Cert)</td> <td></td> </tr> <tr> <td>Academic Advising</td> <td></td> <td>IST (Cert)</td> <td></td> </tr> <tr> <td>Student Engagement</td> <td></td> <td>Math</td> <td></td> </tr> <tr> <td></td> <td></td> <td>Bio - Lab Animal Care</td> <td></td> </tr> <tr> <td colspan="4" style="background-color: #cccccc;"></td> </tr> <tr> <td>Social Science</td> <td>AY 24-25</td> <td>English</td> <td>AY 26-27</td> </tr> <tr> <td>Arts and Humanities (non-specific)</td> <td></td> <td>Humanities (Music, Visual Arts, Theatre)</td> <td></td> </tr> <tr> <td>Biological Sciences</td> <td></td> <td>Early Childhood Education</td> <td></td> </tr> <tr> <td>Radiologic Technology</td> <td></td> <td>Business Management</td> <td></td> </tr> <tr> <td>Accessibility Services</td> <td></td> <td>Information Systems Technology</td> <td></td> </tr> <tr> <td>Accounting (Cert)</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Academic Program	Academic Year	Academic Program	Academic Year	English	AY 22-23	Nursing	AY 25-26	Humanities (Music, Visual Arts, Theatre)		Health Careers		Early Childhood Education		Biotechnology		Business & Business Management		Project Access		Information Systems Technology								General Education (new)	AY 23-24	Phsycial Science	AY 26-27	Broadcast Media Technology		Network Administration (Cert)		Criminal Justice		Biotechnology / Biomanufacturing (Cert)		Engineering		BMT (Cert)		Academic Advising		IST (Cert)		Student Engagement		Math				Bio - Lab Animal Care						Social Science	AY 24-25	English	AY 26-27	Arts and Humanities (non-specific)		Humanities (Music, Visual Arts, Theatre)		Biological Sciences		Early Childhood Education		Radiologic Technology		Business Management		Accessibility Services		Information Systems Technology		Accounting (Cert)			
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<input type="checkbox"/>	<ul style="list-style-type: none"> <li>● Once the schedule is finalized, it will be communicated to programs and departments with adequate time to prepare.</li> <li>● Departments or programs who fail to submit a program review in time will need to meet with senior administration to discuss resources required to complete it as quickly as possible.</li> </ul>																																																																																				

## Course Learning Outcomes

<input type="checkbox"/>	Course Learning Outcomes (CLOs) will be accessed by faculty and staff in keeping with the schedule above.
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<input type="checkbox"/>	While CLOs relevant to the institutional and program assessment plan will be prioritized, faculty and staff will be encouraged to assess outcomes outside of those focus areas, as relevant to their interest.
<input type="checkbox"/>	A pilot program for full-time faculty will begin in the 2023-2024 AY, allowing one faculty member per department to reduce their course load from 5/5 to 5/4. This one course release will give each department time to focus on assessment work, plan course assessment for the academic year, and help submit the results to their Chairs and Coordinators to facilitate annual reports and program reviews.
<input type="checkbox"/>	Division of Continuous Education (DCE) adjunct faculty working on assessment projects outside of contracted time will submit requests for hours (Summer) using the Assessment Stipend Request form, documenting the scope of work and estimated hours. The full process will follow this format:
<input type="checkbox"/>	Faculty review of assessment project.
<input type="checkbox"/>	Filling out Stipend Request Form, estimating the number of hours and detailing the scope of work. Submission of assessment stipend request form to A-Team (Assessment Acuerdo Group) and Dean of Institutional Assessment.
<input type="checkbox"/>	Dean and A-Team Review submission request form.
<input type="checkbox"/>	If approved, adjunct faculty begin assessment work.
<input type="checkbox"/>	If denied, adjunct faculty revise assessment stipend request form for re-submission.
<input type="checkbox"/>	Once assessment work is completed, faculty re-submit the form with actual work hours documented, and evidence of work completed submitted to Department Chairs and A-Team.  A-Team reviews work completion and authorizes payment.  Stipend is approved and sent to payroll by the Dean of Institutional Assessment.

## Assessment Plans

<input type="checkbox"/>	With the assistance of the Dean of Institutional Assessment, academic programs and student facing departments will create assessments with annual goals that will be accessed every year.
<input type="checkbox"/>	Academic departments will be asked to mirror their outcome goals with the College's comprehensive assessment plan, but also incorporate other goals in measurable and achievable ways.
<input type="checkbox"/>	Each department or program plan will be due annually on May 30, and should include the following: <ul style="list-style-type: none"> <li>● Mission Statement</li> <li>● Goals</li> </ul>

	<ul style="list-style-type: none"> <li>● Outcomes</li> <li>● Assessment cycle, including specific learning outcomes assessment planning and a due date for the next program review</li> </ul>
<input type="checkbox"/>	<ul style="list-style-type: none"> <li>● Examples of work assessment plans can focus on include: <ul style="list-style-type: none"> <li>● Revising course or program outcomes</li> <li>● Aligning course outcomes to program outcomes</li> <li>● Aligning PLOs to ILOs</li> <li>● Annual report work</li> <li>● Program review planning and reporting</li> <li>● The creation or revision of mission statements, goals, and outcomes</li> </ul> </li> </ul>

## Continuous Improvement

<input type="checkbox"/>	With the assistance of the Dean of Institutional Assessment, plans for continuous improvement will be drafted by the institution, academic programs, and student affairs departments annually, guiding faculty and staff on their goals for the next academic year.
<input type="checkbox"/>	The College will continue to invest in professional development for all employees to advance our understanding of assessment best practices and build a culture of assessment.
<input type="checkbox"/>	The Dean of Institutional Assessment will lead efforts on all NECHE reports and visits, communicating results to the college community.
<input type="checkbox"/>	The College will continue to explore best practices in collecting and using data to inform our assessment practices.

## Appendix D - Academic Program Review

*\*The following is an excerpt from RCC's Business Program Review from 2023, written by Sharlene Malcolm. The full report can be [found at this link](#).*

**Academic Program Review  
Roxbury Community College  
*Business Management and Business Administration*  
Academic Program Review  
August, 2023**

### Notes:

*The preparation of this Academic Program Review is the responsibility of the entire Department.*

*Legend - Indicates required questions to be answered, indicates special attention suggested.*

### I. GOALS and OBJECTIVES

*A. State the educational goals and objectives of the Program. Also state if they have changed since the last Program Review and if they are expected to change in the next three to five years.*

*B. Place the Program within the institutional context. Explain how the Program Outcomes tie into the Institutional Learning Outcomes.*

#### A. Goals

#### B. Objectives

These educational goals and objectives for the Business Management and Business Administration programs at Roxbury Community College aim to equip students with the necessary knowledge, skills, and attributes to pursue entry-level positions in business and lay a foundation for further education in the field. They provide a well-rounded education that combines theoretical knowledge with practical skills to meet the needs of the business industry.

Goals	Status	ILO Alignment
<b>Business Knowledge and Understanding:</b> To provide students with a comprehensive understanding of fundamental business concepts, theories, and practices across various business disciplines, including marketing, finance, management, and entrepreneurship.	Ongoing / Review Annually	ILO's 1, 3 and 4

<b>Practical Skill Development:</b> To equip students with practical skills relevant to the business world, such as data analysis, decision-making, communication, problem-solving, leadership, and teamwork.	Ongoing / Review Annually	ILO's 3 and 4
<b>Ethical Awareness and Social Responsibility:</b> To foster ethical awareness and a sense of social responsibility among students, emphasizing the importance of ethical decision-making and corporate citizenship in business.	Ongoing / Review Annually	ILO's 3 and 4
<b>Technology Proficiency:</b> To enhance students' proficiency in utilizing business technologies, software applications, and data analytics tools commonly used in the business environment.	Ongoing / Review Annually	ILO's 3 and 4
<b>Critical Thinking and Problem-Solving:</b> To develop students' critical thinking abilities, enabling them to analyze complex business challenges, identify opportunities, and propose effective solutions.	Ongoing / Review Annually	ILO's 1 and 2
<b>Effective Communication Skills:</b> To improve students' communication skills, both written and oral, to effectively convey ideas, collaborate with team members, and interact with diverse stakeholders in a professional manner.	Ongoing / Review Annually	ILO 2
<b>Entrepreneurial Mindset:</b> To foster an entrepreneurial mindset, encouraging students to explore innovative ideas, take calculated risks, and identify opportunities for business ventures.	Ongoing / Review Annually	ILO's 1, 3 and 4
<b>Global Business Perspective:</b> To provide students with a global perspective of business, including an understanding of international trade, cultural diversity, and global economic trends.	Ongoing / Review Annually	ILO's 3 and 4
<b>Career Readiness:</b> To prepare students for entry-level positions in business and management roles or for further education in higher-level business programs.	Ongoing / Review	ILO's 1, 3 and 4
<b>Transferability:</b> To offer students a curriculum that can be easily transferred to four-year universities, enabling them to continue their education and pursue higher-level degrees if desired.	Ongoing / Review	ILO 4
<b>Real-World Experience:</b> To offer students opportunities for hands-on experience through internships, cooperative education, or business-related projects, enhancing their practical knowledge and professional network.	Ongoing / Review Annually	ILO's 3 and 4
<b>Continuous Improvement:</b> To encourage a culture of continuous improvement in the program by regularly assessing student learning outcomes, soliciting feedback from stakeholders, and making data-driven enhancements.	Ongoing / Review	ILO 4

By achieving these educational goals, the Business Management and Business Administration program at the Community College aims to produce graduates who are well-prepared, ethically responsible, and equipped with the necessary skills to thrive in the diverse and dynamic world of business.

### ***Potential Career Path***

RCC graduates with an associate degree in Business Administration can immediately gain employment in a variety of roles. Recent graduates have obtained employment as financial managers, financial advisors, business analysts, project managers, operations managers, and more. Graduates of the program are also positioned to successfully launch their own businesses, or pursue a four-year degree in business administration or business management.

Students acquire skills that can be applied in a wide variety of businesses in positions such as management trainee, assistant manager, administrative assistant, or sales trainee. Many graduates enhance their career outlook by transferring to a four-year school to earn a bachelor's degree. In addition to the opportunities provided through MassTransfer, RCC graduates benefit from articulation agreements with private universities and colleges in Boston.

### ***Transfer Opportunities***

Through the MassTransfer program, your business administration degree from RCC transfers as two years of completed work towards a Bachelor's degree at most state colleges and universities.

Through the MassTransfer program, your business management degree from RCC transfers as two years of completed work towards a Bachelor's degree at most state colleges and universities.

### ***Key Curriculum Changes made in the past 3-5 academic years***

There have been no key curriculum changes made to the Business Administration and Business Management programs in the past 3-5 academic years.

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There have been no key curriculum changes made to the Business Administration and Business Management programs in the past 3-5 academic years.

***\* For both Business Administration and Business Management - Programmatic Changes made in the last 3-5 years.***

There have been no programmatic changes made to the Business Administration and Business Management programs in the past 3-5 academic years.

***Programmatic changes that will be proposed in the future due to Program Review.***

### **Curriculum Enhancement**

- Continue to update course content to align with emerging industry trends and advancements in the business field.
- Introduce new courses or modify existing ones to cover topics such as (not limited to) digital marketing, data analytics, sustainability, and entrepreneurship.

- Incorporate more experiential learning opportunities, case studies, and real-world projects to enhance practical skills.

**Program Structure and Pathways:**

- Revise program prerequisites and core requirements to ensure a smooth progression for students from foundational to advanced courses.
- Introduce advanced courses to both the Business Administration and Business Management programs.

**Technology Integration:**

- Integrate technology-focused courses to equip students with essential digital skills required in modern business environments.
- Incorporate hands-on experience with business software, data analytics tools, and virtual collaboration platforms.

**Industry Partnerships:**

- Continue to strengthen ties with local businesses, industry associations, and professional organizations to offer internships, guest speaker sessions, and real-world projects.
- Establish advisory boards comprising industry experts who can provide insights on curriculum relevance.

**Professional Development:**

- Offer opportunities for students to gain industry-recognized certifications alongside their degree, enhancing their employability - work closer with RCC's workforce development to ensure opportunities are available.
- Continue to provide workshops and seminars on soft skills such as communication, leadership, and teamwork.

**Assessment and Learning Outcomes:**

- Continue to review and refine learning outcomes to ensure they align with program goals and industry expectations.
- Implement ongoing assessment measures to track student performance and program effectiveness.

**Engagement with Alumni:**

- Create networking events and mentorship programs that connect current students with successful program graduates.
- Alumni can provide valuable insights into career pathways and industry trends.

It's important to involve faculty, students, industry partners, and other stakeholders in these proposed programmatic changes to ensure their input and buy-in. The proposed changes will be tailored to address the specific needs and goals of the Business Administration and Business Management programs at Roxbury Community College.

**II. ASSESSMENT - Major Programs**

*A. List the Program Learning Outcomes students should acquire when completing the program successfully.*

**A. Program Learning Outcomes - Business Management**

After earning / receiving an Associate Degree in Business Management, students will be able to:

- Utilize foundational knowledge and skills in accounting, marketing, management, and finance to understand the basics of business operations.
- Effectively collaborate with team members and stakeholders by utilizing effective communication and interpersonal skills.
- Demonstrate critical thinking, problem solving, and ethical decision-making skills by identifying and analyzing issues and the potential impact of those decisions on business outcomes.
- Develop an understanding of the global business environment, including international trade, cultural differences, and legal frameworks.
- Demonstrate proficiency in the use of technology to support business operations and management.
- Develop an understanding of leadership and management principles, techniques, and practices, including motivation, delegation, and performance evaluation, in order to effectively apply those attributes to business projects.
- Identify and evaluate business opportunities in order to develop a business plan while demonstrating an understanding of the legal/regulatory framework including contracts, intellectual property, and employment law.

#### **A. Program Learning Outcomes - Business Administration**

After earning / receiving an Associate Degree in Business Administration, students will be able to:

- **Think Critically:** Graduates of business administration programs should be able to analyze complex problems and develop creative solutions.
- **Communicate Effectively:** Graduates should be able to communicate clearly and persuasively in a variety of settings, including written reports, oral presentations, and interpersonal interactions with various stakeholders including clients, colleagues, and investors.
- **Exhibit Leadership:** Graduates should be able to demonstrate the ability to effectively lead and manage teams and resources in various business contexts to achieve organizational goals.
- **Utilize ethical decision-making processes:** Graduates should be able to identify, understand, and make ethical/social responsible decisions and know the potential impact those decisions have in the business context.
- **Embrace a global perspective:** Graduates should have an understanding of the global business environment, including international trade, cross-cultural communication, and global market trends.
- **Promote an entrepreneurial mindset:** Graduates should have the skills and mindset to identify, evaluate, and pursue new business opportunities to innovate and create value in a variety of settings, including starting and running their own businesses.

- Utilize strategic thinking: Graduates should be able to analyze complex business problems and develop innovative solutions using critical thinking and strategic planning skills.
- Understand the importance of financial management: Graduates should be able to manage financial resources, including budgeting, forecasting, and analyzing financial statements.
- Employ marketing knowledge: Graduates should be familiar with marketing principles and be able to develop marketing strategies for businesses.
- Apply learned information technology skills: Graduates should be familiar with information technology systems and be able to use technology to improve business operations.

*B. Describe how the program assesses its instructional effectiveness and student growth relative to each of the program outcomes. Look at total enrollments, completions, transfer rates, scholarships, retention, etc.*

**B. Student Enrollment:**

- Fall 2022 - There were 226 Students Enrolled in the Business Degree Paths
- Winter 2022 - There were 23 Students Enrolled in the Business Degree Paths Spring 2023 - There were 207 Students Enrolled in the Business Degree Paths

Fall 2022	Winter 2022	Spring 2023
226 Students	23 Students	207 Students

**B. Student Graduation:**

**Business Administration**

- Business Administration, 2022 - Graduated 5 Students
- Business Administration, 2023 - Graduated 9 Students

**Business Management**

- Business Management, 2022 - Graduated 3 Students
- Business Management, 2023 - Graduated 4 Students

Business Administration	Business Management
2022 - Graduated 5 Students	2022 - Graduated 3 Students
2023 - Graduated 9 Students	2023 - Graduated 4 Students

**B. Department Pass / Fail**

Department/Divisi..	Department	
Humanities-	Broadcast media & techno..	1.0
Division	Business	3.4
	College Experience	3.2
	College Expe...	3.5

C. List the success measures that determine how successful the program is in meeting educational objectives. Include Course Learning Outcome assessment (Annual Reports and Annual Assessment Reports should provide most of this information. – see attached template).

As highlighted above (III. ASSESSMENT / Section B.), the enrollment rates reflect a positive trend amongst the Business Administration and Business Management programs.

**Assessment Highlight: BUS 101 (01) Principles of Accounting - Spring 2023**

Course Description: The fundamental principles of accounting theory are the focus of this course. Emphasis is placed on understanding the accounting cycle, journals, ledgers, adjusting and closing entries, working papers, and financial statements.

The objective of this course is to introduce students to the principles of financial reporting that are essential to understanding how decision makers use accounting information. The primary objective is to help students learn how to prepare, analyze and interpret accounting information.

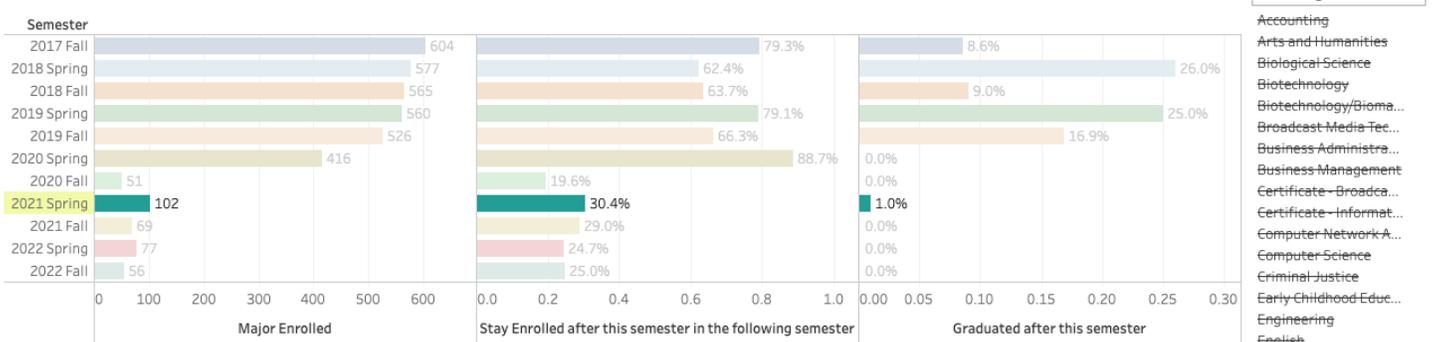
PREREQUISITE: Eligibility for ENG 101 and Eligibility for MAT 099.

Course Outcomes:

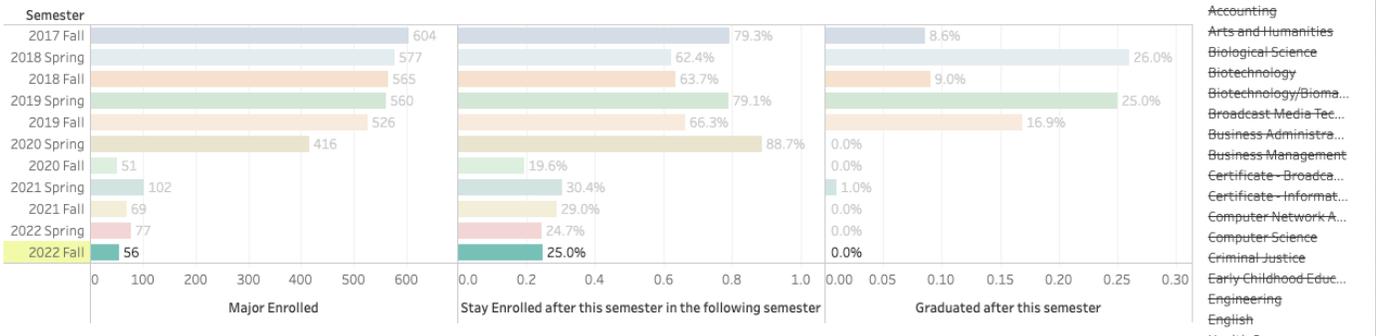
Upon Completion students will be able to:

- Understand the role of accounting in society.
- Become familiar with concepts and principles of accounting and financial reporting.
- Analyze business transactions and financial reports.
- Identify assets, liabilities and owners equity accounts.
- Prepare financial statements: Income Statement, Balance Sheet and Statement of Cash Flows.
- Demonstrate the use of financial analysis techniques.

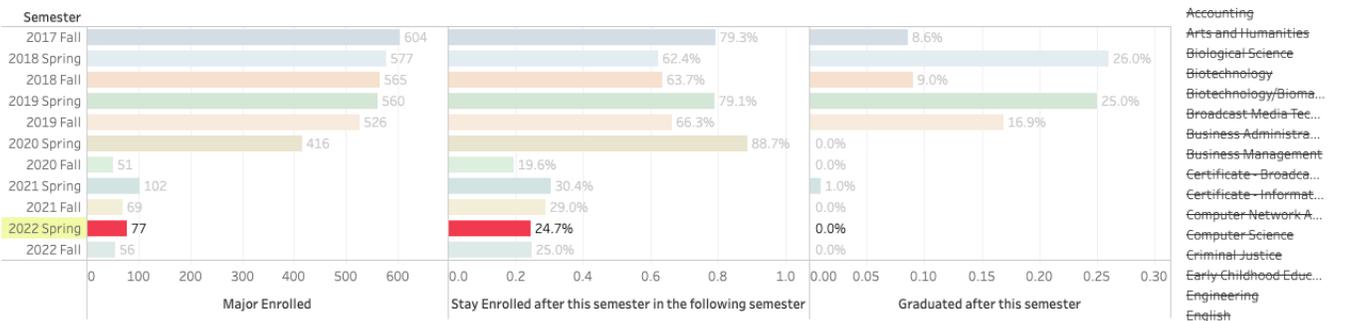
Student Retention Rate



## Student Retention Rate



## Student Retention Rate



*\* Fall, 2022 (ongoing) - Eight students earned and were awarded and actively employed at off campus, local, International Accounting firms as Interns working in various accounting departments at these firms. Six students were ultimately offered full-time permanent positions at these firms.*

## Evidence of Student Learning

Evidence of student learning in the Business Management and Business Administration programs at Roxbury Community College is gathered through various assessment methods and measures. These assessments are designed to evaluate students' knowledge, skills, and competencies related to the program's learning outcomes. Here are some forms of evidence of student learning - observed through the external program review:

**Course Grades:** Student performance in individual courses provides evidence of their understanding and mastery of course content and concepts. Course grades serve as an indication of how well students have absorbed the material and met specific learning objectives.

**Examinations / Quizzes:** Objective exams, quizzes, and tests assess students' understanding of theoretical concepts, principles, and theories in business management and administration.

**Classroom Assessments:** Classroom activities, such as discussions, presentations, case studies, group projects, and pre class, mid class and end of class check in questions provide insight into students' ability

to apply business concepts to real-world scenarios and demonstrate critical thinking and problem-solving skills.

**Internship and Work Performance Evaluations:** Utilizing internships or work-study opportunities, evaluations from supervisors provide feedback on students' performance in real business settings.

**Retention and Graduation Rates:** Tracking student retention and graduation rates provides an indication of program effectiveness in supporting students' progress and success.

*Collecting and analyzing this evidence of student learning allows the programs at Roxbury Community College to continuously assess the effectiveness of its Business Management and Business Administration program and make data-driven decisions to improve curriculum, instruction, and overall program quality.*

*D. Explain any major changes in the last six years as a result of the assessment process.*

There have not been any major changes in the last six years within the Business Management and Business Administration Programs.

**III. PROGRAM VIABILITY**

*A. Describe current and projected program demand and enrollment patterns. Include discussion of your ability to maintain optimal class sizes in the program.*

**A. Current and Projected Program Demand**

Economic Conditions: The state of the economy within the community that we serve in Roxbury Massachusetts can impact demand for business-related programs. During economic growth, there might be increased interest in business programs due to opportunities for job placement and career advancement.

**Roxbury, MA - Demographics**

Education Levels	National
Masters Degree or Higher - 11%	13%
Bachelor's Degree - 17%	21%
Some College or Associates Degree - 24%	29%

**Gender**

Female	55%
Male	45%

### Age

18 - 24 years	16%
25 - 34 years	16%
35 - 44 years	11%
45 - 54 years	11%

### Median Household Income in Roxbury, MA is \$44,454

#### Household Income Brackets

<25k	38%
\$25k - \$44k	16%
\$45k - \$74k	17%
\$75k - \$149k	19%

*NICHE.com (2023) Roxbury Residents - <https://www.niche.com/places-to-live/n/roxbury-boston-ma/residents/>*

Maintaining optimal class sizes is crucial to providing an effective learning experience in the Business Administration and Business Management programs at Roxbury Community College. The ability to balance class sizes while ensuring quality education requires a thoughtful approach that considers both student needs and resource constraints. Here's how we will address this challenge:

#### **Accurate Enrollment Projections:**

- Utilizing historical data and enrollment trends to make accurate projections for each semester or academic year.
- Collaborating with enrollment management teams to align class offerings with anticipated student demand.

#### **Flexible Scheduling:**

- Offering a mix of course formats, including in-person, hybrid, and online classes, to accommodate different learning preferences and diverse schedules.
- Ensuring that students have the flexibility to choose courses that best fit their availability.

#### **Early Registration and Advising:**

- Encouraging students to register for courses early, allowing the College to gauge demand and plan class sizes accordingly.
- Providing robust academic advising to help students select appropriate courses and create efficient academic plans.

**Data-Driven Decision Making:**

- Regularly analyzing enrollment data and monitoring class fill rates to identify courses with high demand.
- Using this data to allocate resources appropriately and adjust class sizes as needed.

**Effective Use of Technology:**

- Leveraging online learning platforms to scale class sizes when appropriate, while maintaining interactive engagement.
- Utilizing virtual classrooms and collaboration tools to create meaningful learning experiences for larger groups.

**Continuous Communication:**

- Maintaining open lines of communication with faculty and students to address concerns related to class sizes.
- Seeking feedback from faculty regarding optimal class sizes that balance effective instruction and personal attention.
- Skill building / enhancing communication with colleagues.

**Balancing Quality and Quantity:**

- Recognizing that while larger class sizes may be necessary to accommodate demand, efforts are made to ensure the quality of education remains high.
- Implementing innovative teaching methodologies that engage students and encourage active participation.

Ultimately, our approach to maintaining optimal class sizes in the Business Administration and Business Management programs will center on data-driven decision-making, flexibility, and a commitment to providing a high-quality learning experience. By staying responsive to student needs and resource availability, we aim to create a learning environment that fosters student success while also considering the constraints of class sizes.

*B. Explain how the program’s retention statistics, or a similar measure, compare to other college programs.*

**Retention Statistics**

***B. Enrollment Trends***

<b>Business Administration</b>	<b>Business Management</b>
2020 - 48 Students Enrolled	2020 - 65 Students Enrolled
2021 - 55 Students Enrolled	2021 - 75 Students Enrolled
2022 - 73 Students Enrolled	2022 - 88 Students Enrolled

- ***Business Administration*** - the average enrollment increase percentage over the three-year period is approximately 52.08%.

- **Business Management** - the average enrollment increase percentage over the three-year period is approximately 35.38%.

**Compared to:**

<b>Arts and Humanities</b>	<b>Social Science</b>
2020 - 11 Students Enrolled	2020 - 41 Students Enrolled
2021 - 8 Students Enrolled	2021 - 53 Students Enrolled
2022 - 11 Students Enrolled	2022 - 54 Students Enrolled

- **Arts and Humanities** - in this case, there was no average enrollment increase over the three-year period as the enrollment numbers remained the same.
- **Social Science** - the average enrollment increase percentage over the three-year period is approximately 31.71%

*C. Provide information on resources (office space, classrooms, laboratory space and equipment, computers/technology, library/media impact program viability) and list additional any additional requests that would advance your program.*

Resources play a critical role in advancing the Business Administration and Business Management programs at Roxbury Community College. Adequate access to office space, classrooms, laboratories, technology, and library resources is essential for delivering a high-quality education that prepares students for success in the business world. Here's a breakdown of the key resources and potential additional requests that would enhance the viability of the programs:

**Classrooms:**

- Well-equipped classrooms with modern technology, projectors, and audiovisual tools for effective teaching.
- Flexibility in room layouts to accommodate group discussions, collaborative activities, and lectures.

**Computers/Technology:**

- Access to a computer lab with the latest software applications relevant to business and management (Accounting Software, Business and Financial Management Software systems).
- Integration of technology into classrooms to enhance instruction and encourage interactive learning.

**IV. STUDENTS**

*A. Provide a narrative breakdown of programmatic student success and retention for students based on the following criteria (this will be provided by HR).*

- *Race*
- *Gender identity*
- *Modality*

Gender						
	2020	2021	2022			
Male	388	352	371			
Female	790	685	777			
Unknown	2	3	7			
<b>Total</b>	<b>1,180</b>	<b>1,040</b>	<b>1,155</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
				6	2	4
				23	23	19
				720	608	566
<b>Total</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	253	194	175
Male	33%	34%	32%	3	3	5
Female	67%	66%	67%	14	11	14
Unknown	0%	0%	1%	29	21	23
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>87</b>	<b>50</b>	<b>47</b>
Unknown				45	128	302
<b>Total</b>				<b>1,180</b>	<b>1,040</b>	<b>1,155</b>

**A. Total College Population  
(data for individual programs  
not currently available):**

	2020	2021	2022
American Indian or Alaska Native	1%	0%	0%
Asian	2%	2%	2%
Black or African American	61%	58%	49%
Hispanics of any race	21%	19%	15%
Native Hawaiian or Other Pacific Islander	0%	0%	0%
Nonresident Alien	1%	1%	1%
Two or more races	2%	2%	2%
White	7%	5%	4%
Unknown	4%	12%	26%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Age			
	2020	2021	2022
Under 18 years	2	5	12
18-22 years	152	242	322
23-29 years	426	349	338
30-39 years	331	255	264
40-49 years	164	115	140
50-59 years	85	62	65
60 years plus	20	12	14
<b>Total</b>	<b>1,180</b>	<b>1,040</b>	<b>1,155</b>

	2020	2021	2022	
Under 18 years	0%	0%	1%	
18-22 years	13%	23%	28%	increased
23-29 years	36%	34%	29%	decreased
30-39 years	28%	25%	23%	decreased
40-49 years	14%	11%	12%	
50-59 years	7%	6%	6%	
60 years plus	2%	1%	1%	
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	

*\*Note: Students shift to younger*

## V. SUMMARY

*A. Summarize how successful the Program is in achieving its objectives, as identified by assessment and this Program Review.*

The Business Administration and Business Management Programs at Roxbury Community College have demonstrated a commendable level of success in achieving their objectives, as evidenced by the assessment findings from this Program Review. The assessment process has revealed several key areas of achievement that highlight the programs' effectiveness in fulfilling their intended outcomes (including but not limited to):

**Employability and Career Readiness:** The programs have shown success in preparing graduates for the workforce. A substantial portion of students who completed the programs have successfully secured employment in relevant fields or have progressed to higher education institutions for further studies. This outcome underscores the practical relevance of the curriculum and the alignment of program content with industry demands.

*B. State the major problems identified by assessment and this Program Review. Include:*

- *What can be done to solve the problem without additional resources?*
- *What additional resources might be needed to solve this problem?*
- *What is the proposed time-frame for considering the problem and finding the solutions if these solutions cannot be provided now*

### **Major Problems Identified by Assessment and Program Review:**

#### **Low Retention Rates than desired:**

- The programs are experiencing lower-than-desired student retention rates, which can impact program completion and student success.

#### **Solution without Additional Resources:**

- Strengthen academic advising by providing clearer academic pathways and regular check-ins.
- Offer workshops on study skills, time management, and stress management to help students overcome common challenges

#### **Limited Industry Engagement:**

- The programs aspire to strengthen the connections with local businesses and industry professionals, limiting opportunities for internships and guest lectures.

#### **Solution without Additional Resources:**

- Leverage alumni networks to facilitate guest speaker sessions and mentorship opportunities.
- Continue to build partnerships with community organizations to create internship pipelines. Deepen existing relationships.

By addressing these major problems through a combination of resource optimization, strategic planning, and targeted investments, the Business Management and Business Administration programs can work towards continuous improvement and enhanced student experiences.

*C. Provide a succinct conclusion and clearly defined recommendation for the Program reviewed.*

In conclusion, the Program Review of the Business Administration and Business Management programs at Roxbury Community College have provided valuable insights into the strengths, challenges, and opportunities within these programs.

Through a comprehensive assessment, we have gained a deeper understanding of our students' achievements, faculty dedication, and areas that require enhancement.

This review has underscored the importance of maintaining a responsive, student-centered approach to education, aligning with industry demands, and fostering a culture of continuous improvement.

**Appendix E - DATA FIRST FORMS**

[Link here for MS Excel and Google Sheets version of the forms.](#)

FINANCE & ENROLLMENT (F&E) FORMS			
GENERAL INFORMATION			
Institution Name:	Roxbury Community College		
OPE ID:	?		
		<b>Annual Audit</b>	
		Certified:	Qualified
Financial Results for Year Ending:	?	Yes/No	Unqualified
Most Recent Year	?	Yes	Unqualified
1 Year Prior		Yes	Unqualified
2 Years Prior		Yes	Unqualified
Fiscal Year Ends on:	0		(month/day )
Budget / Plans			
Current Year		2023	
Next Year		2024	
Contact Person:	?		
Title:	Andy Vidal		
Title:	Chief Financial Officer		
Telephone No:	8577011258		
E-mail address	avidal@rcc.mass.edu		

**Standard 7: Institutional Resources**  
**(Headcount of Employees by Occupational Category)**

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

If your institution does not submit IPEDS, visit this link for information about how to complete this form:  
[https://surveys.nces.ed.gov/IPEDS/Downloads/Forms/package\\_1\\_43.pdf](https://surveys.nces.ed.gov/IPEDS/Downloads/Forms/package_1_43.pdf)

	3 Years			2 Years			1 Year			Current Year		
	Prior			Prior			Prior			Current Year		
	(FY 21)			(FY 22)			(FY 23)			(FY )		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Instructional Staff	39	76	115	34	66	100	34	66	100			0
Research Staff	0	0	0	1	0	1	0	0	0			0
Public Service Staff	0	0	0	0	0	0	0	0	0			0
Librarians	5	0	5	3	0	3	3	0	3			0
Library Technicians	1	0	1	3	0	3	2	0	2			0
Archivists, Curators, Museum staff	0	0	0	0	0	0	0	0	0			0
Student and Academic Affairs	20	93	113	15	89	104	15	89	104			0
Management Occupations	39	0	39	40	0	40	40	0	40			0
Business and Financial Operations	8	0	8	5	0	5	5	0	5			0
Computer, Engineering and Science	8	1	9	6	0	6	6	0	6			0
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media	0	8	8	1	0	1	1	0	1			0
Healthcare Practitioners and Technical	1	0	1	2	0	2	2	0	2			0
Service Occupations	19	0	19	13	0	13	14	0	14			0
Sales and Related Occupations	0	0	0	0	0	0	0	0	0			0
Office and Administrative Support	19	1	20	15	1	16	16	0	16			0
Natural Resources, Construction, Maintenance	4	0	4	5	0	5	5	0	5			0
Production, Transportation, Material Moving	1	0	1	1	0	1	1	0	1			0
<b>Total</b>	<b>164</b>	<b>179</b>	<b>343</b>	<b>144</b>	<b>156</b>	<b>300</b>	<b>144</b>	<b>155</b>	<b>299</b>	<b>0</b>	<b>0</b>	<b>0</b>

Standard 7: Institutional Resources					
(Statement of Financial Position/Statement of Net Assets)					
Fiscal Year ends - month & day: (/)	2 Years Prior (FY 2020)	1 Year Prior (FY 2021)	Most Recent Year 2022	Percent Change 2 yrs-1 yr prior 1 yr-most recent	
<b>ASSETS (in 000s)</b>					
? Cash and Short Term Investments	\$916,872	\$2,032,811	\$2,713,607	121.7%	33.5%
? Cash held by State Treasurer	\$480,659	\$1,021,783	\$709,509	112.6%	-30.6%
? Deposits held by State Treasurer	\$854,869	\$1,072,887	\$2,717,040	25.5%	153.2%
? Accounts Receivable, Net	\$2,873,800	\$1,878,955	\$1,019,049	-34.6%	-45.8%
? Contributions Receivable, Net	\$399,373	\$17,768	\$17,768	-95.6%	0.0%
? Inventory and Prepaid Expenses	\$0	\$0	\$245,694	-	-
? Long-Term Investments				-	-
? Loans to Students				-	-
? Funds held under bond agreement				-	-
? Property, plants, and equipment, net	\$76,443,876	\$72,817,755	\$69,191,535	-4.7%	-5.0%
? Other Assets	\$105,921	\$820,992	\$620,831	675.1%	-24.4%
<b>Total Assets</b>	<b>\$82,075,370</b>	<b>\$79,662,951</b>	<b>\$77,235,033</b>	-2.9%	-3.0%
<b>LIABILITIES (in 000s)</b>					
? Accounts payable and accrued liabilities	\$4,551,986	\$6,711,375	\$7,489,535	47.4%	11.6%
? Deferred revenue & refundable advances	\$0	\$0	\$0	-	-
? Due to state	\$0	\$0	\$0	-	-
? Due to affiliates	\$0	\$0	\$0	-	-
? Annuity and life income obligations	\$0	\$0	\$0	-	-
? Amounts held on behalf of others	\$0	\$0	\$0	-	-
? Long-term investments	\$0	\$0	\$0	-	-
? Refundable government advances	\$0	\$0	\$0	-	-
? Other long-term liabilities	\$9,752,127	\$10,267,205	\$9,458,792	5.3%	-7.9%
<b>Total Liabilities</b>	<b>\$14,304,113</b>	<b>\$16,978,580</b>	<b>\$16,948,327</b>	18.7%	-0.2%
<b>NET ASSETS (in 000s)</b>					
Unrestricted net assets	\$67,771,257	\$62,684,371	\$60,286,706		
Institutional	(\$182,891)	(\$2,013,133)	(\$1,165,139)	1000.7%	-42.1%
? Foundation				-	-
<b>Total</b>	<b>(\$182,891)</b>	<b>(\$2,013,133)</b>	<b>(\$1,165,139)</b>	1000.7%	-42.1%

Temporarily restricted net assets						
Fiscal Year ends - month & day: (/)		2 Years Prior (FY 2020)	1 Year Prior (FY 2021)	Most Recent Year 2022	Percent Change 2 yrs-1 yr prior 1 yr-most recent	
	Institutional	\$790,369	\$790,369	\$790,369	0.0%	0.0%
?	Foundation				-	-
	<b>Total</b>	<b>\$790,369</b>	<b>\$790,369</b>	<b>\$790,369</b>	<b>0.0%</b>	<b>0.0%</b>
Permanently restricted net assets						
	Institutional	\$67,163,779	\$63,907,135	\$60,661,476	-4.8%	-5.1%
?	Foundation				-	-
	<b>Total</b>	<b>\$67,163,779</b>	<b>\$63,907,135</b>	<b>\$60,661,476</b>	<b>-4.8%</b>	<b>-5.1%</b>
?	<b>Total Net Assets</b>	<b>\$67,771,257</b>	<b>\$62,684,371</b>	<b>\$60,286,706</b>	<b>-7.5%</b>	<b>-3.8%</b>
	<b>TOTAL LIABILITIES and NET ASSETS</b>	<b>\$82,075,370</b>	<b>\$79,662,951</b>	<b>\$77,235,033</b>	<b>-2.9%</b>	<b>-3.0%</b>

**Standard 7: Institutional Resources**

**(Statement of Revenues and Expenses)**

Fiscal Year ends - month& day: (/)		3 Years Prior (FY2 020 )	2 Years Prior (FY2021 )	Most Recently Completed Year (FY 2 022 )	Current Year (FY 2023 ) ESTIMATED	Next Year Forward (FY 2024 ) PROJECTED
<b>OPERATING REVENUES (in 000s)</b>						
?	Tuition and fees	\$7,663,081	\$6,025,927	\$6,472,341	\$6,532,485	\$6,680,261
?	Room and board					
?	Less: Financial aid	-\$4,887,373	-\$3,539,825	-\$4,035,679	-\$4,874,987	-\$4,080,328
	Net student fees	\$2,775,708	\$2,486,102	\$2,436,662	\$1,657,498	\$2,599,933
?	Government grants and contracts	\$6,713,412	\$4,745,670	\$4,638,290	\$7,367,290	\$7,538,814
?	Private gifts, grants and contracts	\$398,442	\$337,934	\$156,541	\$227,011	\$2,031,006
?	Other auxiliary enterprises	\$0	\$0	\$0		\$0
	Endowment income used in operations	\$0	\$0	\$0		\$0
?	Other revenue (specify): Reggie Lewis Athletic Centre	\$349,322	\$770,185	\$82,908	\$343,800	\$410,000
	Other revenue (specify): Others	\$271,247	\$141,070	\$423,845	\$460,070	\$1,034,216
	Net assets released from restrictions					
	<b>Total Operating Revenues</b>	<b>\$10,508,131</b>	<b>\$8,480,961</b>	<b>\$7,738,246</b>	<b>\$10,055,668</b>	<b>\$13,613,969</b>
<b>OPERATING EXPENSES (in 000s)</b>						
?	Instruction	\$8,090,164	\$7,050,022	\$7,311,173	\$8,104,826	\$8,230,000
?	Research					
?	Public Service	\$1,791,371	\$2,008,990	\$1,868,183	\$2,323,903	\$2,510,000
?	Academic Support	\$4,051,556	\$4,968,712	\$4,729,308	\$5,511,444	\$5,358,187
?	Student Services	\$3,301,516	\$3,036,914	\$3,357,571	\$4,659,668	\$4,855,187
?	Institutional Support	\$4,139,498	\$6,442,982	\$6,124,089	\$6,430,371	\$6,520,000
	Fundraising and alumni relations					
?	Operation, maintenance of plant (if not allocated)	\$2,679,534	\$2,383,506	\$3,072,229	\$2,094,549	\$2,412,065
?	Scholarships and fellowships (cash refunded by public institution)	\$1,592,283	\$89,954	\$5,873,715	\$882,295	\$100,000
?	Auxiliary enterprises					
?	Depreciation (if not allocated)	\$3,842,762	\$3,960,075	\$4,086,566	\$4,400,000	\$4,500,000
?	Other expenses (specify):Provision for legal contingency	\$0	\$2,062,318	\$0	\$0	-\$2,062,318
	Other expenses (specify):					

	<b>Total operating expenditures</b>	<b>\$29,488,684</b>	<b>\$32,003,473</b>	<b>\$36,422,834</b>	<b>\$34,407,056</b>	<b>\$32,423,121</b>
	<b>Fiscal Year ends - month&amp; day: (/)</b>	<b>3 Years Prior (FY2 020)</b>	<b>2 Years Prior (FY2021)</b>	<b>Most Recently Completed Year (FY 2 022)</b>	<b>Current Year (FY 2023) ESTIMATED</b>	<b>Next Year Forward (FY 2024) PROJECTED</b>
	<b>Change in net assets from operations</b>	<b>-\$18,980,553</b>	<b>-\$23,522,512</b>	<b>-\$28,684,588</b>	<b>-\$24,351,387</b>	<b>-\$18,809,152</b>
	<b>NON OPERATING REVENUES (in 000s)</b>					
?	State appropriations (net)	\$16,470,695	\$17,085,544	\$17,619,835	\$19,186,645	\$19,218,768
?	Investment return	\$300	\$200	\$200	\$200	\$200
?	Interest expense (public institutions)	-\$289,164	-\$278,403	-\$267,319	-\$255,902	-\$244,142
	Gifts, bequests and contributions not used in operations					
?	Other (specify): CARES Act Funds	\$838,572	\$691,166	\$6,867,561	\$4,276,125	\$0
	Other (specify):	\$302,466	\$278,891	\$235,253	\$280,010	\$300,000
	Other (specify):					
	<b>Net non-operating revenues</b>	<b>\$17,322,869</b>	<b>\$17,777,398</b>	<b>\$24,455,530</b>	<b>\$23,487,078</b>	<b>\$19,274,826</b>
	<b>Income before other revenues, expenses, gains, or losses</b>	<b>-\$1,657,684</b>	<b>-\$5,745,114</b>	<b>-\$4,229,058</b>	<b>-\$864,309</b>	<b>\$465,674</b>
?	Capital appropriations (public institutions)	\$4,599,948	\$658,228	\$1,831,393	\$2,984,872	\$2,600,000
?	Other (specify):					
	<b>TOTAL INCREASE/DECREASE IN NET ASSETS</b>	<b>\$2,942,264</b>	<b>-\$5,086,886</b>	<b>-\$2,397,665</b>	<b>\$2,120,563</b>	<b>\$3,065,674</b>

**Standard 7: Institutional Resources**

**(Statement of Debt)**

FISCAL YEAR ENDS month & day (/)		3 Years Prior (FY2020)	2 Years Prior (FY2021)	Most Recently Completed Year (FY 2 022)	Current Year (FY 2023)	Next Year Forward (FY 2 024)
<b>Long-term Debt Note Payable</b>						
	Beginning balance	\$9,638,812	\$9,280,097	\$8,910,620	\$8,530,059	\$8,138,081
	Additions					
	Reductions	(\$358,715)	(\$369,477)	(\$380,561)	(\$391,978)	(\$403,737)
	Ending balance	<b>\$9,280,097</b>	<b>\$8,910,620</b>	<b>\$8,530,059</b>	<b>\$8,138,081</b>	<b>\$7,734,344</b>
	Interest paid during fiscal year	\$289,164	\$278,403	\$267,319	\$255,902	\$244,142
	Current Portion	\$369,477	\$380,561	\$391,978	\$403,737	\$415,849
		\$658,641	\$658,964	\$659,297	\$659,639	\$659,991
	<b>Bond Rating</b>					
	<b>Debt Service Coverage</b> Operating Income / (Annual Interest + Current Portion of Debt)	28.82	35.70	43.51	36.92	28.50
	<b>Debt to Net Assets Ratio</b> Long-tem Debt / Total Net Assets	14%	14%	14%	13%	12%
	<b>Debt to Assets Ratio</b> Long-term Debt / Total Assets	11%	11%	11%	10%	9%

**Debt Covenants: (1) Describe interest rate, schedule, and structure of payments; and (2) indicate whether the debt covenants are being met. If not being met, describe the specific covenant violation (i.e., requirement of the lender vs. actual achieved by the institution). Also, indicate whether a waiver has been secured from the lender and/or if covenants were modified.**

In 2015 the College installed a 1 gigawatt solar canopy over parking lot #1. The estimated annual savings from the installation was \$837,417.62. As of FY2022 the combined savings was approximately \$600,000 (Incentives from the State, and Credits from the utility company) The Institution began repayment on a 20-year bond that was issued by the State of Massachusetts in 2020. The total annual payment is \$647,879.57 at a 3% interest rate. Debt covenants was not established; however, the College has never missed a payment - payments are due within the fiscal year.

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

The institution does not have a LOC>

**Future borrowing plans (please describe).**

The institution has no plans to issue debt or borrow for planned capital projects. The primary means to funding capital projects will be through capital campaign fundraising. Secondary to capital campaign fundraising will be legislative appropriations from the State and Federal government.



<b>Standard 7: Institutional Resources</b>						
<b>(Supplemental Data)</b>						
<b>FISCAL YEAR ENDS month &amp; day (/)</b>	<b>3 Years Prior (FY2 020 )</b>	<b>2 Years Prior (FY2021 )</b>	<b>Most Recently Completed Year (FY 2 022 )</b>	<b>Current Year (FY 2023 )ESTIMATED</b>	<b>Next Year Forward (FY 2 024 ) PROJECTED</b>	
<b>NET ASSETS</b>						
Net assets beginning of year	\$64,828,993	\$67,771,257	\$62,684,371	\$60,286,706	\$62,407,269	
Total increase/decrease in net assets	\$2,942,264	(\$5,086,886)	(\$2,397,665)	\$2,120,563	\$3,065,674	
Net assets end of year	<b>\$67,771,257</b>	<b>\$62,684,371</b>	<b>\$60,286,706</b>	<b>\$62,407,269</b>	<b>\$65,472,943</b>	
<b>FINANCIAL AID</b>						
Source of funds						
Unrestricted institutional	(\$182,891)	(\$2,013,133)	(\$1,165,139)	(\$665,139)	(\$165,139)	
Federal, state and private grants	\$7,111,854	\$5,083,604	\$4,794,831	\$7,594,300	\$9,569,820	
Restricted funds	\$790,369	\$790,369	\$790,369	\$790,369	\$790,369	
Total	<b>\$7,719,332</b>	<b>\$3,860,840</b>	<b>\$4,420,061</b>	<b>\$7,719,530</b>	<b>\$10,195,050</b>	
% Discount of tuition and fees						
? % Unrestricted discount						
Net Tuition Revenue per FTE						
<b>? FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE</b>						
<b>Please indicate your institution's endowment spending policy:</b>						
<p>On an annual basis, preferably in the spring for the upcoming academic year, the Foundation's accountant will calculate the available funds for endowed and temp restricted based on the last available quarter.</p> <p>This will be calculated as follows - 5% of the principal and earnings on a trailing 12 quarters as of the end of the last quarter. This practice ensures that there are funds available to be disbursed during years when earnings are low or negative, and that the corpus does not go underwater.</p> <p>This calculated amount will be committed to the College for the following fiscal year and be used as a budget by the Financial Aid Office.</p>						

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

Massachusetts state colleges and community colleges are permitted to have an endowment through a Foundation. Endowments are managed by the Institution's Foundation.

Standard 7: Institutional Resources					
(Liquidity)					
FISCAL YEAR ENDS month & day (/)	3 Years Prior (FY2020)	2 Years Prior (FY2021)	Most Recently Completed Year (FY 2022)	Current Year (FY 2023)	Next Year Forward (FY 2024)
<b>CASH FLOW</b>					
Cash and Cash Equivalents beginning of year	\$642,025	\$2,252,300	\$4,127,381	\$4,200,000	\$4,300,000
Cash Flow from Operating Activities	(\$12,065,713)	(\$11,951,560)	(\$19,450,975)	(\$21,000,000)	(\$22,000,000)
Cash Flow from Investing Activities	\$200	\$200	\$200	\$200	\$200
Cash Flow from Financing Activities	\$13,675,788	\$13,826,441	\$21,463,450	\$23,000,000	\$24,000,000
Cash and Cash Equivalents end of year	<b>\$2,252,300</b>	<b>\$4,127,381</b>	<b>\$6,140,056</b>	<b>\$6,200,200</b>	<b>\$6,300,200</b>
<b>LIQUIDITY RATIOS</b>					
Current Assets	\$5,525,573	\$6,024,204	\$7,422,667	\$7,500,000	\$7,600,000
Current Liabilities	\$4,551,986	\$6,711,375	\$7,489,535	\$7,600,000	\$7,700,000
Current Ratio	<b>1.21</b>	<b>0.90</b>	<b>0.99</b>	<b>0.99</b>	<b>0.99</b>
Days Cash on Hand (((Cash and Cash Equivalents / [Operating Expenses + Depreciation and other noncash expenses]) / 365)	<b>24.66</b>	<b>41.89</b>	<b>55.32</b>	<b>58.32</b>	<b>62.28</b>
<b>Please enter any explanatory notes in the box below that may impact the institution's cash flow</b>					
The HEERF funding that had been allocated to the College in fiscal years 2022 and 2023 had a positive impact on the College's cash flow. In the absence of the HEERF funds there has been an influx of grant funding and appropriation from the State and City of Boston that will continue to show a positive for the College. Programs such as SUCCESS, Tuition Free Community College (TFCC), and MassReconnect are all intended to bridge the financial gap that many of our students face.					
<b>Has the institution needed to access its restricted net assets or liquidate other financial assets to fund operations? If so, please describe and indicate when approvals (if required) were obtained from the state's authority.</b>					
The College has not needed to liquidate assets or access restricted net assets.					

Standard 5: Students						
(Admissions, Fall Term)						
Complete this form for each distinct student body identified by the institution (see Standard 5.1)						
						?
Credit Seeking Students Only - Including Continuing Education						
	3 Years	2 Years	1 Year	Current	Goal	
	Prior	Prior	Prior	Year	(specify year)	
	(FY 20 )	(FY 21 )	(FY 22 )	(FY 23 )	(FY 2 )	
<b>Freshmen - Undergraduate</b>	?					
Completed Applications	1,183	1,100	1,091	1,000		
Applications Accepted	1,183	1,100	1,091	1,000		
Applicants Enrolled	559	311	423	255		
% Accepted of Applied	100.0%	100.0%	100.0%	100.0%		-
% Enrolled of Accepted	47.3%	28.3%	38.8%	25.5%		-
Percent Change Year over Year						
Completed Applications	na	-7.0%	-0.8%	-8.3%		-100.0%
Applications Accepted	na	-7.0%	-0.8%	-8.3%		-100.0%
Applicants Enrolled	na	-44.4%	36.0%	-39.7%		-100.0%
Average of statistical indicator of aptitude of enrollees: (define below)	?					
<b>Transfers - Undergraduate</b>	?					
Completed Applications	247	152	145	155		
Applications Accepted	247	152	145	155		
Applications Enrolled	162	57	30	34		
% Accepted of Applied	100.0%	100.0%	100.0%	100.0%		-
% Enrolled of Accepted	65.6%	37.5%	20.7%	21.9%		-
<b>Master's Degree</b>	?					
Completed Applications						
Applications Accepted						
Applications Enrolled						
% Accepted of Applied	-	-	-	-		-
% Enrolled of Accepted	-	-	-	-		-
<b>First Professional Degree</b>	?					
Completed Applications						
Applications Accepted						
Applications Enrolled						
% Accepted of Applied	-	-	-	-		-
% Enrolled of Accepted	-	-	-	-		-
<b>Doctoral Degree</b>	?					
Completed Applications						
Applications Accepted						
Applications Enrolled						
% Accepted of Applied	-	-	-	-		-

% Enrolled of Accepted	-	-	-	-	-
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Standard 4: The Academic Program								
(Summary - Degree-Seeking Enrollment and Degrees)								
Fall Enrollment* by location and modality, as of Census Date								
Degree Level/ Location & Modality	Associate's	Bachelor's	Master's	Clinical doctorates (e.g., Pharm.D., DPT, DNP)	Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.)	M.D., J.D., DDS	Ph.D.	1 Degree-See
Main Campus FT	328							328
Main Campus PT	886							886
Other Principal Campus FT								0
Other Principal Campus PT								0
Branch campuses FT								0
Branch campuses PT								0
Other Locations FT								0
Other Locations PT								0
Overseas Locations FT								0
Overseas Locations PT								0
Distance education FT								0
Distance education PT								0
Correspondence FT								0
Correspondence PT								0
Low-Residency FT								0
Low-Residency PT								0
Unduplicated Headcount Total	1,214	0	0	0	0	0	0	1,214
Total FTE								0.00
Enter FTE definition:	Total Credit Hours / 12 = 10,024 / 12 = 835							
Degrees Awarded, Most Recent Year	152 Unique Students							0

Notes:								
1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.								
2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."								
3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.								
* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.								
Please enter any explanatory notes in the box below								

<b>Standard 4: The Academic Program</b>						
<b>(Summary - Non-degree seeking Enrollment and Awards)</b>						
<b>Fall Enrollment* by location and modality, as of Census Date</b>						
<b>Degree Level/ Location &amp; Modality</b>	<b>Title IV-Eligible Certificates: Students Seeking Certificates</b>	<b>Non-Matriculated Students</b>	<b>Visiting Students</b>	<b>Total Non-degree-Seeking</b>	<b>Total degree-seeking (from previous page)</b>	<b>Grand total</b>
Main Campus FT				0		0
Main Campus PT				0		0
Other Principal Campus FT				0		0
Other Principal Campus PT				0		0
Branch campuses FT				0		0
Branch campuses PT				0		0
Other Locations FT				0		0
Other Locations PT				0		0
Overseas Locations FT				0		0
Overseas Locations PT				0		0
Distance education FT				0		0
Distance education PT				0		0
Correspondence FT				0		0
Correspondence PT				0		0
Low-Residency FT				0		0
Low-Residency PT				0		0
Unduplicated Headcount Total	0	0	0	0		0
Total FTE				0		0.00
Enter FTE definition:						
Certificates Awarded, Most Recent Year						

Notes:						
1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.						
2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."						
3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.						
* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.						
Please enter any explanatory notes in the box below						

Standard 5: Students				
(Financial Aid, Debt, Retention, and Graduation)				
Complete this form for each distinct student body identified by the institution (see Standard 5.1)				
	(FY 2 )	(FY 2 )		
? Three-year Cohort Default Rate				
? Three-year Loan repayment rate (from College Scorecard)				
	2 Years Prior	Most Recently Completed Year	Current Year	Goal (specify year)
	(FY 2 )	(FY 2 )	(FY 2 )	(FY 2 )
? <b>Student Financial Aid</b>				
Total Federal Aid	\$2,864,752	\$3,029,323	\$3,735,044	
Grants	\$2,846,184	\$2,989,237	\$3,634,829	
Loans	\$0	\$0	\$0	
Work Study	\$18,568	\$40,086	\$100,215	
Total State Aid	\$861,906	\$826,536	\$959,207	
Total Institutional Aid			\$118,220	
Grants			\$118,220	
Loans	\$0	\$0	\$0	
Total Private Aid	\$76,500	\$80,119	\$143,254	
Grants	\$36,350	\$63,019	\$96,666	
Loans	\$40,150	\$17,100	\$46,588	
<b>Student Debt</b>				
Percent of students graduating with debt (include all students who graduated in this calculation)				
Undergraduates				
Graduates				
First professional students				
For students with debt:				
Average amount of debt for students leaving the institution with a degree				
Undergraduates				
Graduates				
First professional students				
Average amount of debt for students leaving the institution without a degree				
Undergraduates				
Graduate Students				
First professional students				

Student Persistence and Graduation	2 Years Prior	1 Year Prior	Current Year	Goal; specify year
	(FY21 )	(FY 22 )	(FY 23 )	(FY 2 )
<b>IPEDS Retention Data</b>				
Full-time Associate degree students	69%	34%	37%	
Part-time Associate degree students	45%	24%	30%	
Full-time Bachelor's degree students				
Part-time Bachelors degree students				
<b>? IPEDS Graduation Data (150% of time)</b>				
Associate degree students	50%	28%	14%	
Bachelors degree students				
Please enter any explanatory notes in the box below				
The Retention is based on First Time students and Graduation Rate (150%) from IPEDS is based on First Time Full Time degree seeking students				

<b>Standard 5: Students</b>						
<b>(Enrollment, Fall Term)</b>						
Complete this form for each distinct student body identified by the institution (see Standard 5.1)						
					?	
Credit-Seeking Students Only - Including Continuing Education						
		3 Years	2 Years	1 Year	Current	Goal
		Prior	Prior	Prior	Year	(specify year)
		(FY 20 )	(FY 21 )	(FY 22 )	(FY 23 )	(FY 2 )
<b>UNDERGRADUATE</b>	?					
First Year Full-Time Headcount	?		144	146	152	
Part-Time Headcount	?		266	298	263	
Total Headcount		0	410	444	415	0
Total FTE	?		306	319	306	
Second Year Full-Time Headcount			193	132	176	
Part-Time Headcount			599	557	623	
Total Headcount		0	792	689	799	0
Total FTE			548	433	529	
Third Year Full-Time Headcount						
Part-Time Headcount						
Total Headcount		0	0	0	0	0
Total FTE						
Fourth Year Full-Time Headcount						
Part-Time Headcount						
Total Headcount		0	0	0	0	0
Total FTE						
Unclassified Full-Time Headcount	?					
Part-Time Headcount						
Total Headcount		0	0	0	0	0
Total FTE						
Total Undergraduate Students						
Full-Time Headcount		0	337	278	328	0
Part-Time Headcount		0	865	855	886	0
Total Headcount		0	1,202	1,133	1,214	0
Total FTE		0	854	752	835	0
% Change FTE Undergraduate		na	-	-11.9%	11.0%	-100.0%
<b>GRADUATE</b>	?					
Full-Time Headcount	?					
Part-Time Headcount	?					
Total Headcount		0	0	0	0	0
Total FTE	?					
% Change FTE Graduate		na	-	-	-	-
<b>GRAND TOTAL</b>						
Grand Total Headcount		0	1,202	1,133	1,214	0
Grand Total FTE		0	854	752	835	0

% Change Grand Total FTE		na	-	-11.9%	11.0%	-100.0%
Please enter any explanatory notes in the box below						

<b>Standard 4: The Academic Program</b>						
<b>(Headcount by UNDERGRADUATE Major)</b>						
<b>?</b>	<b>Number</b>	<b>3 Years</b>	<b>2 Years</b>	<b>1 Year</b>	<b>Current</b>	<b>Next Year</b>
	<b>of</b>	<b>Prior</b>	<b>Prior</b>	<b>Prior</b>	<b>Year</b>	<b>Forward (goal)</b>
	<b>credits*</b>	<b>(Fall 20 )</b>	<b>(Fall 21 )</b>	<b>(Fall 22 )</b>	<b>(Fall 23 )</b>	<b>(Fall 2 )</b>
<b>Certificate (add more rows as needed)</b>						
<b>?</b> Accounting	27.00	6.00	3.00	3.00	5.00	
Biotechnology/Biomufacturing	29.00	7.00	2.00	-	2.00	
Broadcast Media Technology	27.00	1.00	-	-	2.00	
Information System Technology	31.00	7.00	4.00	5.00	9.00	
Network Administration	32.00	1.00	4.00	1.00	3.00	
Total		22	13	9	21	0
<b>Associate (add more rows as needed)</b>						
<b>?</b> Accounting	64	30	20	20	23	
Arts and Humanities	62	15	11	12	15	
Biological Science	64	68	40	49	57	
Biological Science - Lab Animal Care	64	9	5	5	14	
Biotechnology	66	13	13	11	14	
Broadcast Media Technology	65	28	17	18	15	
Business Administration	65	89	72	67	72	
Business Management	64	92	77	91	95	
Criminal Justice	61	92	79	69	62	
Early Childhood Education	64	71	71	69	68	
Engineering	58	41	33	30	33	
English	65	19	13	15	14	
Health Careers	64	521	396	331	386	
Information System Technology	63	89	83	69	68	
Liberal Arts	62	142	96	64	60	
Mathematics	62	10	7	5	5	
Musical Arts	62	6	5	4	4	
Nursing	68-71	9	-	10	18	

Physical Science	67	5	5	4	1	
	<b>Number</b>	<b>3 Years</b>	<b>2 Years</b>	<b>1 Year</b>	<b>Current</b>	<b>Next Year</b>
	<b>of</b>	<b>Prior</b>	<b>Prior</b>	<b>Prior</b>	<b>Year</b>	<b>Forward (goal)</b>
<b>For Fall Term, as of Census Date</b>	<b>credits*</b>	<b>(Fall 20)</b>	<b>(Fall 21)</b>	<b>(Fall 22)</b>	<b>(Fall 23)</b>	<b>(Fall 2)</b>
Radiologic Technology	60	23	15	9	15	
Social Science	62	50	42	61	53	
Theater Arts	62	8	3	4	3	
Visual Arts	62	8	6	6	13	
Web Technologies	64	8	4	5	5	
<b>?</b> Undeclared						
Total		1,446	1,113	1,028	1,113	0
<b>Baccalaureate (add more rows as needed)</b>						
<b>?</b>						
Undeclared						
	Total	0	0	0	0	0
Total Undergraduate		1,468	1,126	1,037	1,134	0
* Enter here the number of credits students must complete in order to earn the credential (e.g., 69 credits in an A.S. in Nursing)						
Please enter any explanatory notes in the box below						

Standard 4: The Academic Program							
(Headcount by UNDERGRADUATE Major)							
		Number	3 Years	2 Years	1 Year	Current	Next Year
		of	Prior	Prior	Prior	Year	Forward (goal)
	For Fall Term, as of Census Date	credits*	(Fall 20 )	(Fall 21 )	(Fall 22 )	(Fall 23 )	(Fall 2 )
<b>Certificate (add more rows as needed)</b>							
?	Accounting Certificate			15	18	24	
	Certificate - Information System Technology			22	32	65	
	Certificate - Broadcast Media Technology			-	-	12	
	Total		0	37	50	101	0
<b>Associate (add more rows as needed)</b>							
?	Accounting			152	170	212	
	Arts and Humanities			63	85	124	
	Biological Science			396	401	537	
	Biological Science - Lab Animal Care			54	41	145	
	Biotechnology			112	90	141	
	Biotechnology/Biomanufacturing			13	-	20	
	Broadcast Media Technology			151	162	120	
	Business Administration			608	546	656	
	Business Management			791	746	869	
	Computer Network Administration			9	6	20	
	Criminal Justice			764	568	542	
	Early Childhood Education			552	571	493	
	Engineering			381	297	332	
	English			97	105	98	
	Health Careers			3,284	2,506	2,889	
	Information System Technology			757	652	788	
	Liberal Arts			739	541	483	
	Mathematics			63	34	46	

	Number of Credits	3 Years prior	2 Years prior	1 year prior	Current Year	New Year Forward (Goal)
		Fall 2020	Fall 2021	Fall-22	Fall -23	
Musical Arts			51	22	33	
Network Administration			25	-	-	
Nursing			-	91	173	
Physical Science			46	31	7	
Radiologic Technology			174	116	189	
Social Science			431	469	473	
Theater Arts			30	27	27	
Visual Arts			50	52	105	
Web Technologies			32	46	39	
Others			384	600	362	
? Undeclared						
Total		0	10,209	8,975	9,923	0
<b>Baccalaureate (add more rows as needed)</b>						
? Undeclared						
Total		0	0	0	0	0
Total Undergraduate		0	10,246	9,025	10,024	0
* Enter here the number of credits students must complete in order to earn the credential (e.g., 69 credits in an A.S. in Nursing)						
Please enter any explanatory notes in the box below						

**Standard 6: Teaching, Learning, and Scholarship**

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

	3 Years		2 Years		1 Year		Current Year	
	Prior		Prior		Prior			
	(FY 2021 )		(FY 2022 )		(FY 2023 )		(FY 2023 )	
	FT	PT	FT	PT	FT	PT	FT	PT
<b>Number of Faculty by Department (or comparable academic unit); insert additional rows as needed</b>								
? Broadcast Media Technology	1	0	1	0	1	0	1	0
Humanities	2	10	2	10	2	10	2	10
Business	3	10	3	10	3	10	3	10
Information System Technology	3	7	3	7	3	7	2	7
English	5	15	4	13	3	13	4	12
Math	4	7	4	8	4	8	4	11
Science	7	22	6	22	6	22	7	22
Engineering	1	0	1	1	1	1	1	1
Early Childhood Education	2	5	2	5	2	5	2	5
Language	2	4	1	4	1	4	1	4
Social Science	5	11	5	11	4	11	5	11
Nursing	1	0	1	2	2	2	2	2
<b>Total</b>	<b>36</b>	<b>91</b>	<b>33</b>	<b>93</b>	<b>32</b>	<b>93</b>	<b>34</b>	<b>95</b>
Please enter any explanatory notes in the box below								

Standard 6: Teaching, Learning, and Scholarship									
(Appointments, Tenure, Departures, and Retirements)									
		3 Years		2 Years		1 Year		Current Year	
		Prior		Prior		Prior			
		(FY 21 )		(FY 22 )		(FY 23 )		(FY 24 )	
		FT	PT	FT	PT	FT	PT	FT	PT
<b>?</b>	<b>Number of Faculty Appointed</b>								
	Professor								
	Associate								
	Assistant	7		1		3			
	Instructor								
	No rank								
	Other								
	Total	7	0	1	0	3	0	0	0
<b>?</b>	<b>Number of Faculty in Tenured Positions</b>								
	Professor								
	Associate			2					
	Assistant								
	Instructor								
	No rank								
	Other								
	Total	0	0	2	0	0	0	0	0
<b>?</b>	<b>Number of Faculty Departing</b>								
	Professor			2					
	Associate	1				1			
	Assistant	2		2					
	Instructor								
	No rank								
	Other								
	Total	3	0	4	0	1	0	0	0
<b>?</b>	<b>Number of Faculty Retiring</b>								

Professor		1		1					
		<b>3 Years</b>		<b>2 Years</b>		<b>1 Year</b>		<b>Current Year</b>	
		<b>Prior</b>		<b>Prior</b>		<b>Prior</b>			
		<b>(FY 21)</b>		<b>(FY 22)</b>		<b>(FY 23)</b>		<b>(FY 24)</b>	
		<b>FT</b>	<b>PT</b>	<b>FT</b>	<b>PT</b>	<b>FT</b>	<b>PT</b>	<b>FT</b>	<b>PT</b>
Associate				1					
Assistant									
Instructor									
No rank									
Other									
Total		1	0	2	0	0	0	0	0
Please enter any explanatory notes in the box below									