

2021 NECHE Accreditation Self-Study



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Institutional Characteristics Form Revised September 2009

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

Date February 5, 2021

1. Corporate name of institution: Springfield Technical Community College
2. Date institution was chartered or authorized: 1967
3. Date institution enrolled first students in degree programs: 1967
4. Date institution awarded first degrees: 1968
5. Type of control:

Public

- State
- City
- Other
(Specify) _____

Private

- Independent, not-for-profit
- Religious Group
(Name of Church) _____
- Proprietary
- Other: (Specify) _____

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

Massachusetts Board of Higher Education

Associate in Arts

Associate in Science

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

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

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

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

9. The calendar system at the institution is:

- Semester Quarter Trimester Other _____

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

- a) Undergraduate 15 credit hours
 b) Graduate credit hours
 c) Professional credit hours

11. Student population:

- a) Degree-seeking students: 2020 Fall – 3,921

2020 Fall	Undergraduate	Graduate	Total
Full-time student headcount	1,688		1,688
Part-time student headcount	2,233		2,233
FTE	2,626.8		2,626.8

- b) Number of students (headcount) in non-credit, short-term courses: 1,236

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

<u>Program</u>	<u>Agency</u>	<u>Accredited since</u>	<u>Last Reviewed</u>	<u>Next Review</u>
<u>Dental Assisting</u>	<u>ADA Commission on Dental Accreditation</u>	<u>1980</u>	<u>2019</u>	<u>2027</u>
<u>Dental Hygiene</u>	<u>ADA Commission on Dental Accreditation</u>	<u>1980</u>	<u>2019</u>	<u>2027</u>
<u>Diagnostic Medical Sonography</u>	<u>(JRCDMS) (CAAHEP)</u>	<u>1997</u>	<u>2016</u>	<u>2026</u>

<u>Health Information Technology</u>	CAHIIM	<u>2016</u>	<u>2016</u>	<u>2026-2027</u>
<u>Medical Assistant Certificate</u>	<u>MAERB</u> <u>CAAHEP</u>	<u>1985</u>	<u>2017</u>	<u>2025</u>
<u>Medical Laboratory Technician</u>	<u>(NAACLS)</u>		<u>2015</u>	<u>2021</u>
<u>Occupational Therapy Assistant</u>	<u>ACOTE of the AOTA</u>	<u>1983</u>	<u>2020</u>	<u>2030</u>
<u>Physical Therapist Assistant</u>	<u>APTA/CAPTE</u>	<u>1983</u>	<u>2020</u>	<u>2027</u>
<u>Radiologic Technology</u>	<u>JRCERT</u>	<u>1984</u>	<u>2017</u>	<u>2025</u>
<u>Respiratory Care</u>	<u>COARC</u>	<u>1981</u>	<u>2016</u>	<u>2026</u>
<u>Surgical Technology</u>	<u>ARC-STSA and CAAHEP</u>	<u>1987</u>	<u>2015</u>	<u>2025</u>
<u>Nursing</u>	<u>ACEN© Accrediting Commission for Education in Nursing, Inc.</u>	<u>1977</u>	<u>2014</u>	<u>2022</u>

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

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

14. **International Locations:** For each overseas instructional location, indicate the name of the program, the location, and the headcount of students enrolled for the most recent year. An overseas instructional location is defined as “any overseas location of an institution, other than the main campus, at which the institution matriculates students to whom it offers any portion of a degree program or offers on-site instruction or instructional support for students enrolled in a predominantly or totally on-line program.” **Do not include study abroad locations.**

Name of program(s)	Location	Headcount
none		

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

Name of program	Degree-level	% on-line	FTE
Child Development - CDA.COC	Certificate	50-99%	15.4
Programmer (Certificate) - PROG.COC	Certificate	50-99%	4.1
Accounting - ACCT.AS	Associate's	50-99%	16.2
Architecture and Building Tech - ARBT.AS	Associate's	50-99%	38.6
Biology Transfer - BIOL.AS	Associate's	50-99%	55.8
Building Construction Mgmt - PMGT.AS	Associate's	50-99%	27.9
Chemistry Transfer - CHEM.AS	Associate's	50-99%	6.3
Communication and Digital Media Transfer - CDMT.AS	Associate's	50-99%	17.8
Computer and IT Security - CITS.AS	Associate's	50-99%	102.7
Computer Science Transfer - CSCI.AS	Associate's	50-99%	50.8
Criminal Justice AS - LECJ.AS	Associate's	50-99%	106.5
Criminal Justice Transfer - CRJT.AS	Associate's	50-99%	82.2
Early Childhood Education Transfer - ECTR.AS	Associate's	50-99%	31.7
Engineering Transfer - ENGR.AS	Associate's	50-99%	87.1
Health Science - HLTH.AS	Associate's	50-99%	103.6
Human Services/Social Work Transfer - HSSW.AA	Associate's	50-99%	83.9
Liberal Arts Transfer - LTTR.AA	Associate's	50-99%	15.9
Liberal Arts/General Studies Transfer - LTGS.AA	Associate's	50-99%	730.6
Management - MANG.AS	Associate's	50-99%	17.0
Marketing - MRKT.AS	Associate's	50-99%	4.5
Math Transfer - MATH.AS	Associate's	50-99%	3.4
Medical Coding and Billing Specialist - MCBS.AS	Associate's	50-99%	26.8
Professional Office Administrative Assistant - POAA.AS	Associate's	50-99%	7.2
Programmer (Assc) - PROG.AS	Associate's	50-99%	27.1
University without Walls - UWWL.AA	Associate's	50-99%	0.3
Urban Studies - URBN.AA	Associate's	50-99%	2.2
Business Administration - BUSN.AS	Associate's	100%	61.9
Business Administration - BTCM.AS	Associate's	100%	157.0

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

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

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

1964: Springfield Technical Institute established by the city of Springfield.

1967: Springfield Technical Institute moved to the former Springfield Armory site and reopened under the jurisdiction of the Massachusetts Board of Regional Community Colleges.

1968: The Springfield Armory officially closes and Springfield Technical Institute changes its name to Springfield Technical Community College.

1968: The U.S. government cedes part of the Armory grounds to the Commonwealth of Massachusetts; National Park Service shares site with the community college.

1972: The first academic buildings are constructed on the site (Building 13, Deliso Hall and Building 17, Putnam Hall).

1996: The former Digital Equipment Corporation facility is purchased in order to create the Springfield Technical Community College (STCC) Assistance Corporation (“Technology Park”), a partnership between the city of Springfield and Commonwealth of Massachusetts.

1998: Shared governance was instituted at STCC replacing the All College Council

1999: Springfield Enterprise Center opens (including business incubator and Entrepreneurial Institute)

2000: Verizon awards STCC \$8 Million New England Next Step grant for telecommunications

2005: College vacates top two floors of Building 20

2007: Expansion of Mechanical Engineering Technology program (Technology Park)

2011: Comprehensive NECHE self-study

2014: Major Infrastructure Emergency; Boiler Explosion/Building 17

2015: MA BHE Approves Strategic Plan: STCC 2015-2020 Student Success Plan: A Strategic View

2015: US Department of Education Title III Grant (Culturally-responsive institution)

2015: STCC, with 25% Hispanic student population, reaches threshold for federal HSI designation

2016: STCC Names Sixth President, Dr. John B. Cook

2016: US Department of Education Hispanic-Serving Institution (HSI) STEM Grant

2016: Groundbreaking for Building 19/\$50 million renovation and restoration

2016: First fully-online degree offerings available to students

2017: STCC celebrates 50th Anniversary

2018: STCC Master Plan endorsed by Trustees

2018: Ribbon-cutting for Rubenzahl Student Learning Commons/Building 19

2019: Creation of first School of STEM

2020: COVID-19 pandemic leads to college operating mostly remote and online

2020: Launch of Antiracism & Inclusion Alliance (AIA@STCC)

CHIEF INSTITUTIONAL OFFICERS

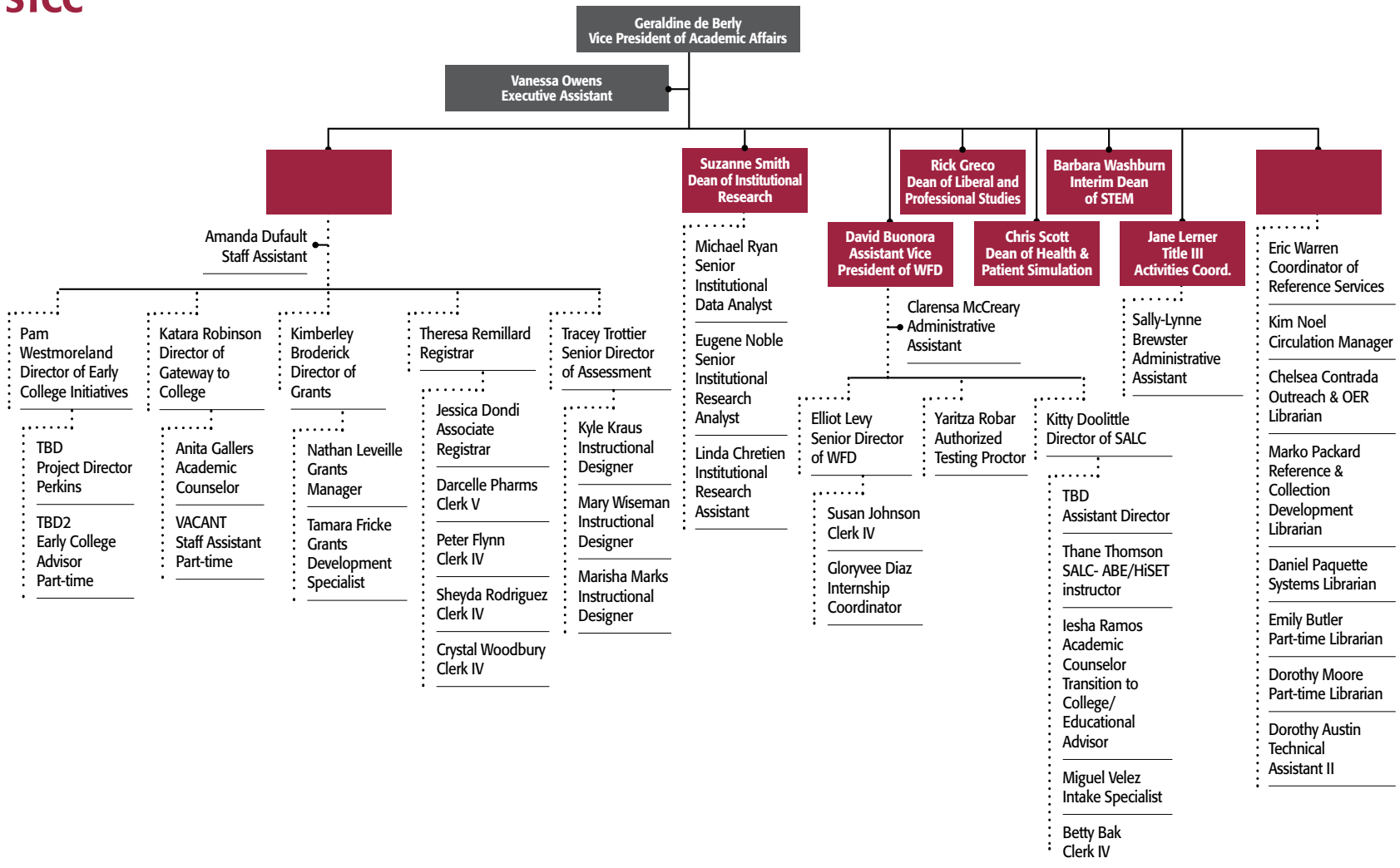
Function or Office	Name	Exact Title	Year of Appointment
Chair Board of Trustees	Marikate Murren	Chair	2019
President/CEO	Dr. John B. Cook	President	2016
Chief Academic Officer	Dr. Geraldine de Berly	Vice President of Academic Affairs	2018
Deans of Schools and Colleges	Rick Greco	Dean of Liberal and Professional Studies	2019 (interim 2018)
Deans of Schools and Colleges	Barbara Washburn	Interim Dean of Science, Technology, Engineering, Math	2018
Deans of Schools and Colleges	Chris Scott	Dean of Health & Patient Simulation	2017 (interim 2016)
Chief Financial Officer	Andrea Nathanson	Vice President of Administration / Chief Financial Officer	2021
Academic Initiatives	Matt Gravel	Dean of Academic Initiatives	2018
Chief Student Services Officer	Darcey L. Kemp, MBA	Vice President of Student Affairs	2020
Institutional Research	Suzanne Smith	Dean of Institutional Research	2017
Assessment	Dr. Tracey Trottier	Senior Director of Assessment	2017
Development	Denise Hurst	Vice President of Advancement & External Affairs	2018
Library	Erica Eynouf	Dean of the Library	2018
Chief Information Officer	Mary Kaselouskas	AVP/Chief Information Officer	2020
Grants/Research	Kimberley Broderick	Director of Grants Development and Administration	2015
Admissions	Louisa Davis-Freeman	Dean of Admissions	2006
Registrar	Theresa Remillard	Registrar	2012
Financial Aid	Jeremy Greenhouse	Dean of Student Financial Services	2016
Public Relations	Keith Paul	Director of Marketing and Communications	2018
Alumni Association	Kelly Galanis	Director of Operations & Donor Relations	2018



Organizational Chart

2/5/21

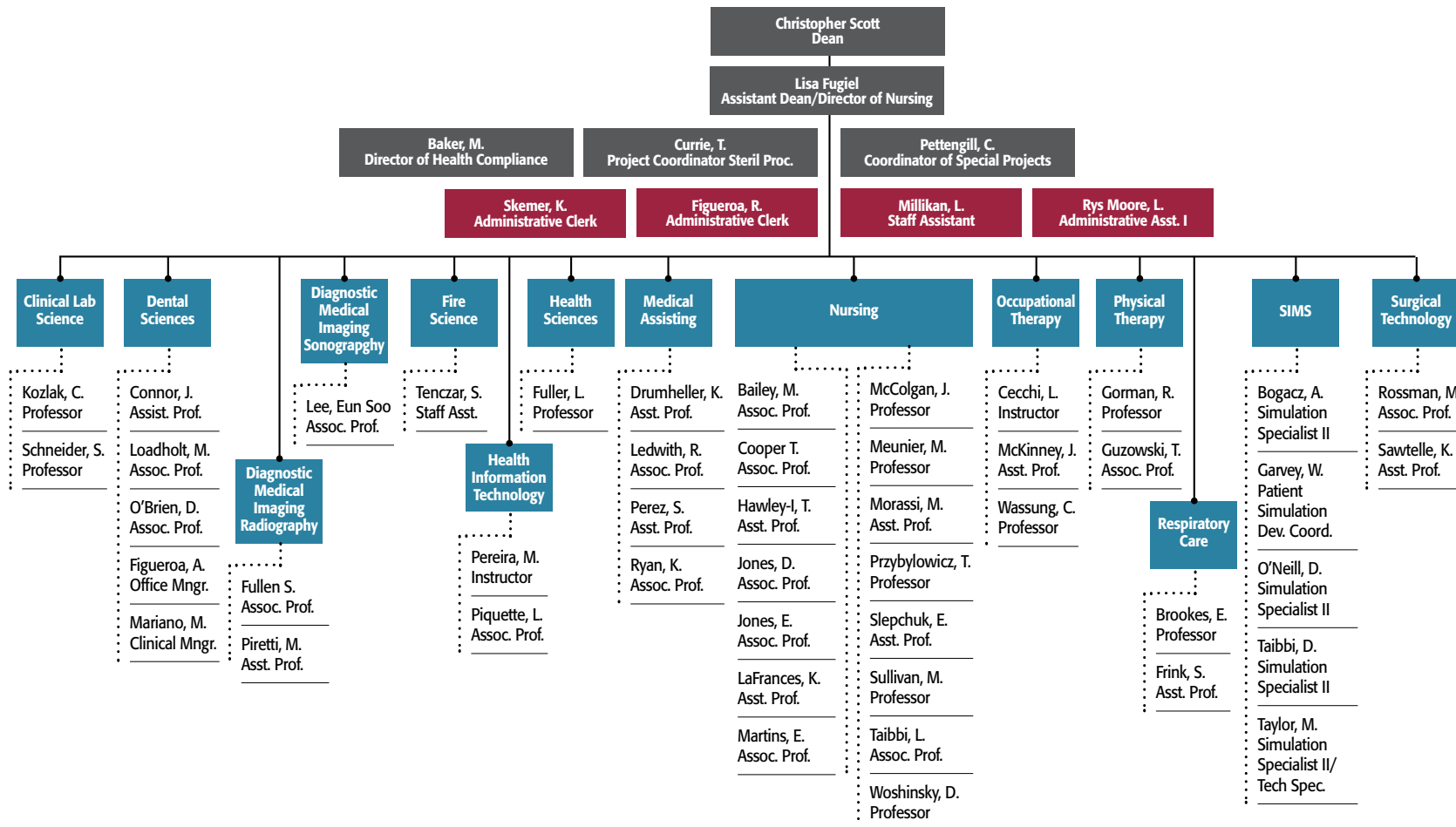


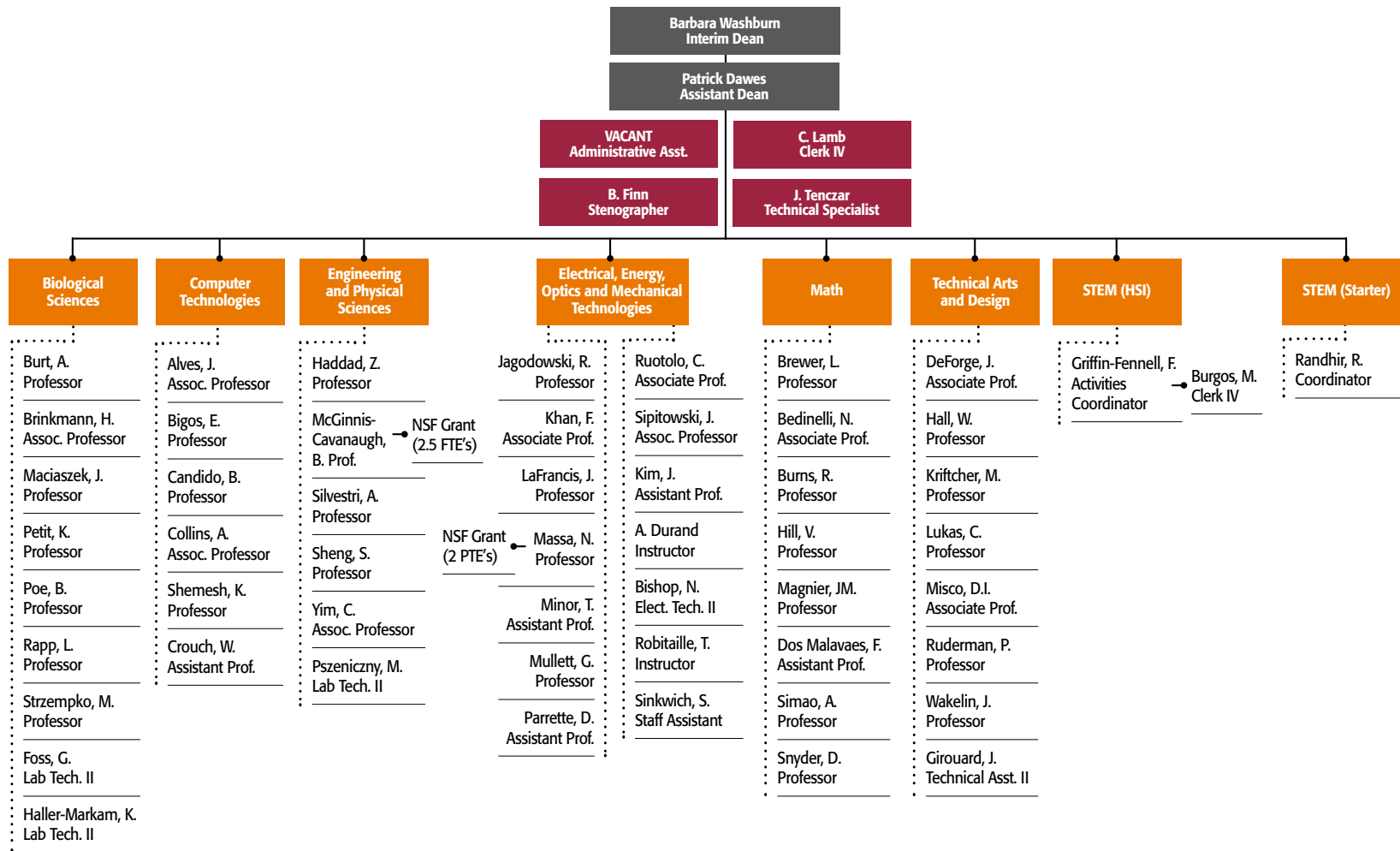




School of Health and Patient Simulation

2/5/21

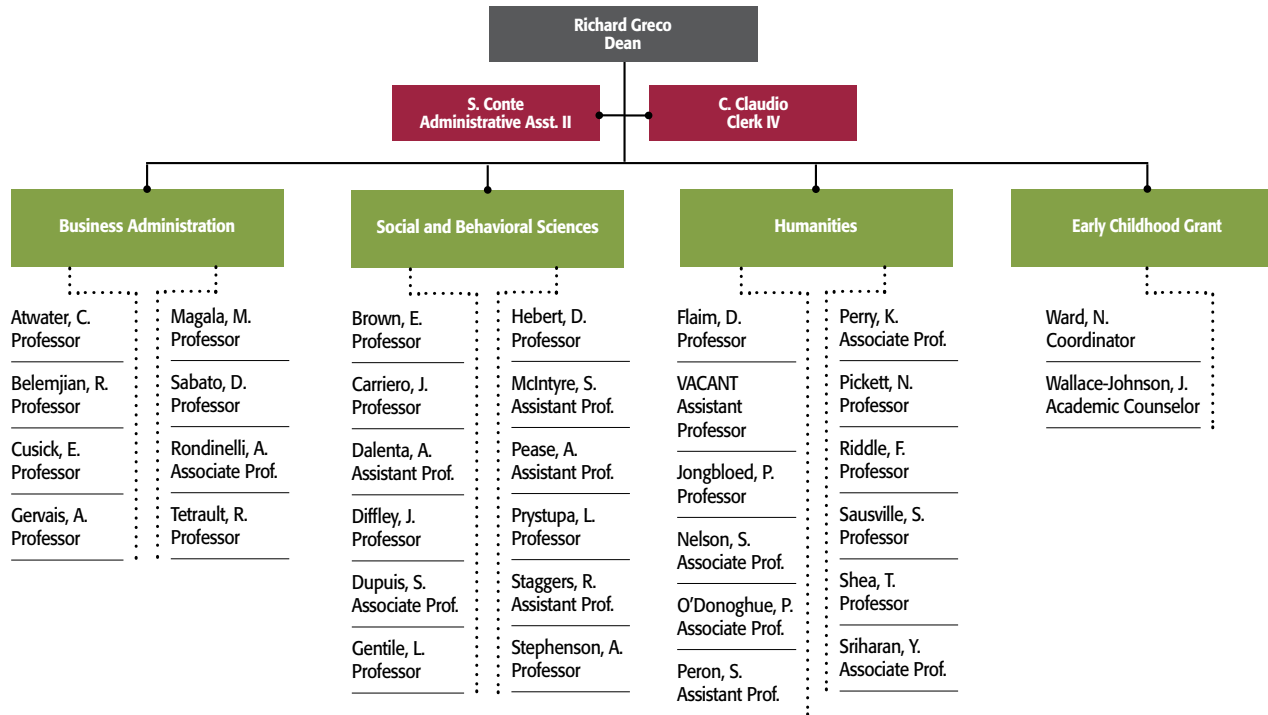


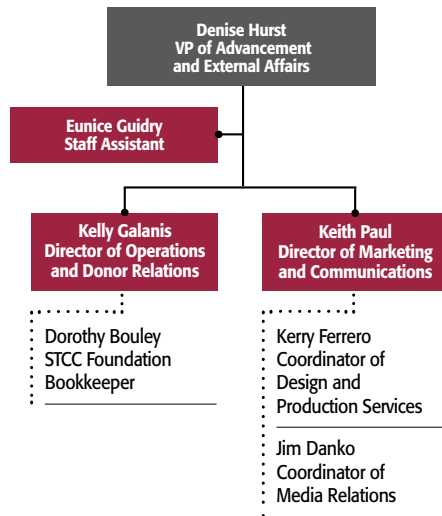




Liberal and Professional Studies

2/5/21

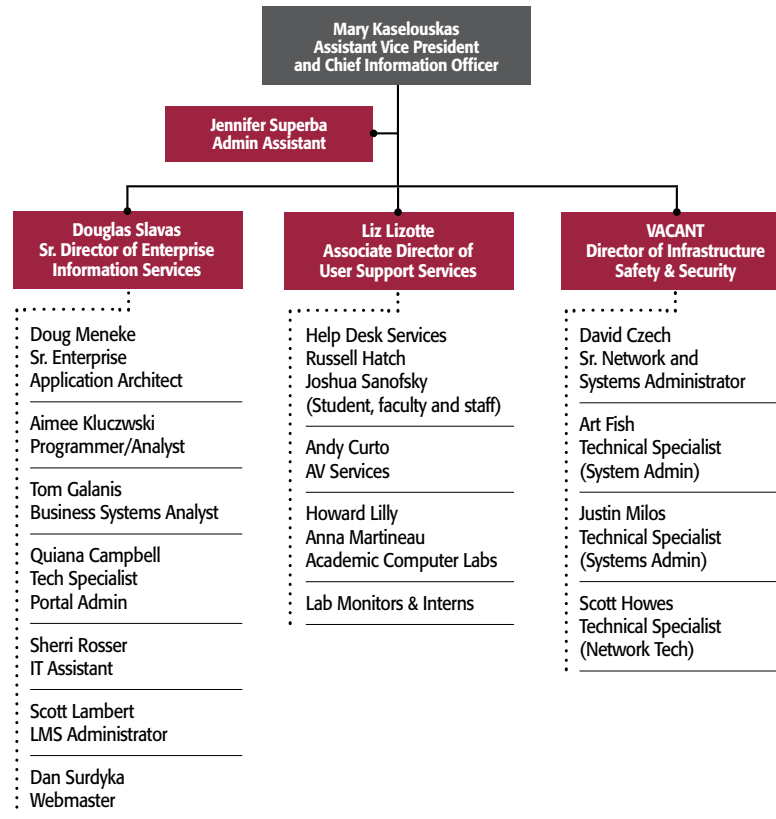


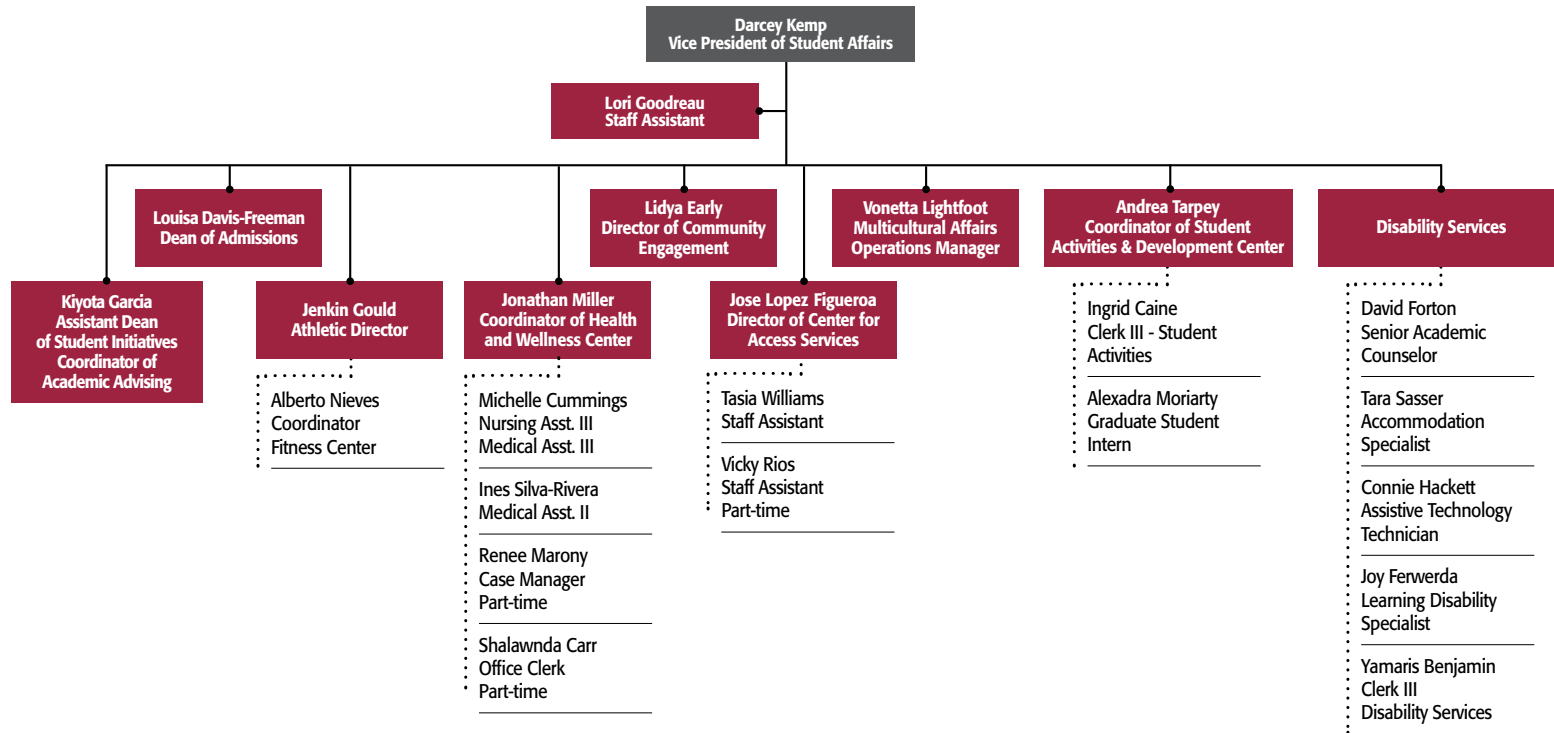




Information Technology

2/5/21

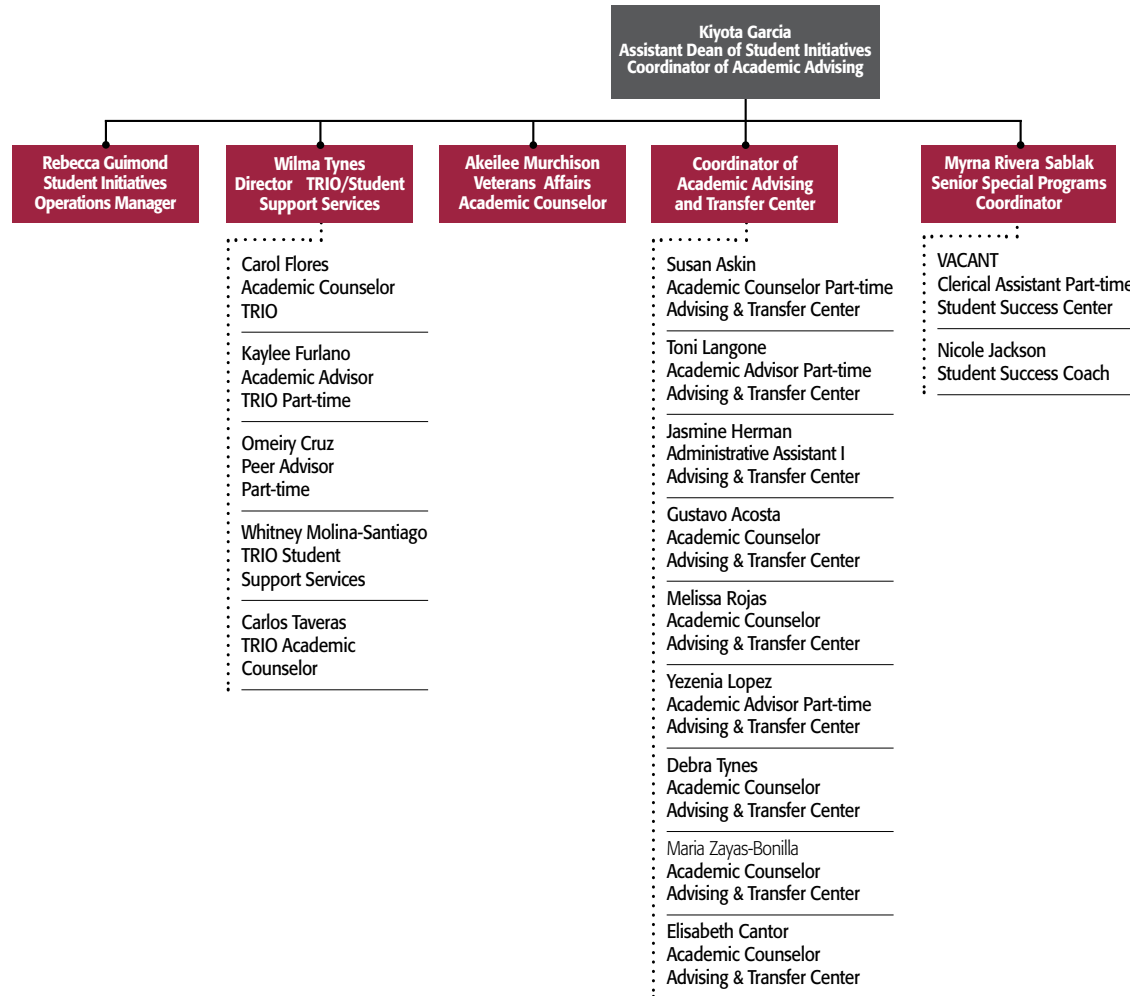


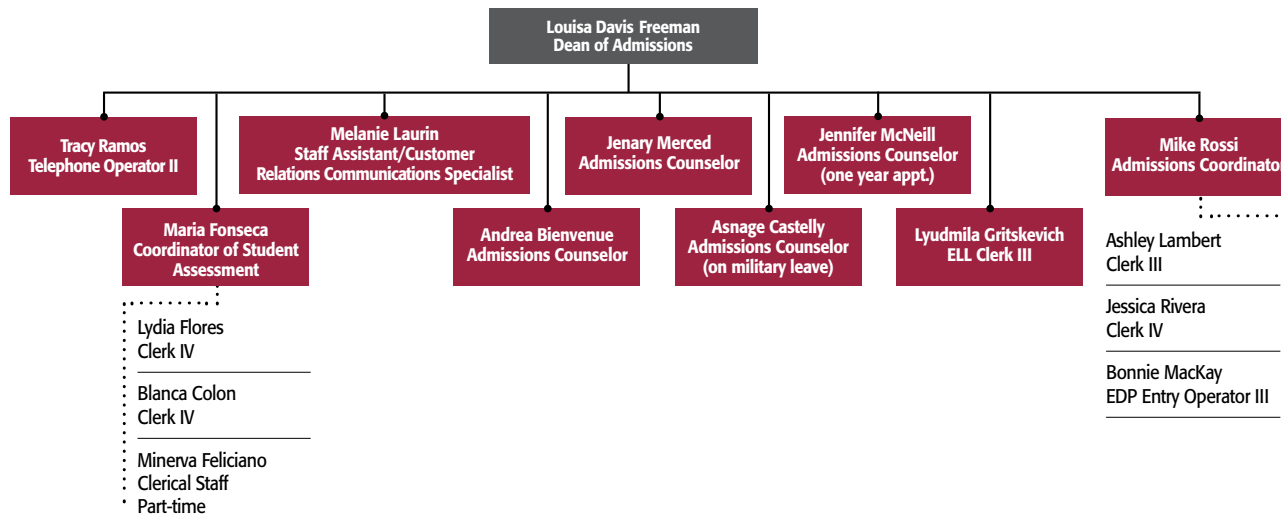




Student Success

2/5/21

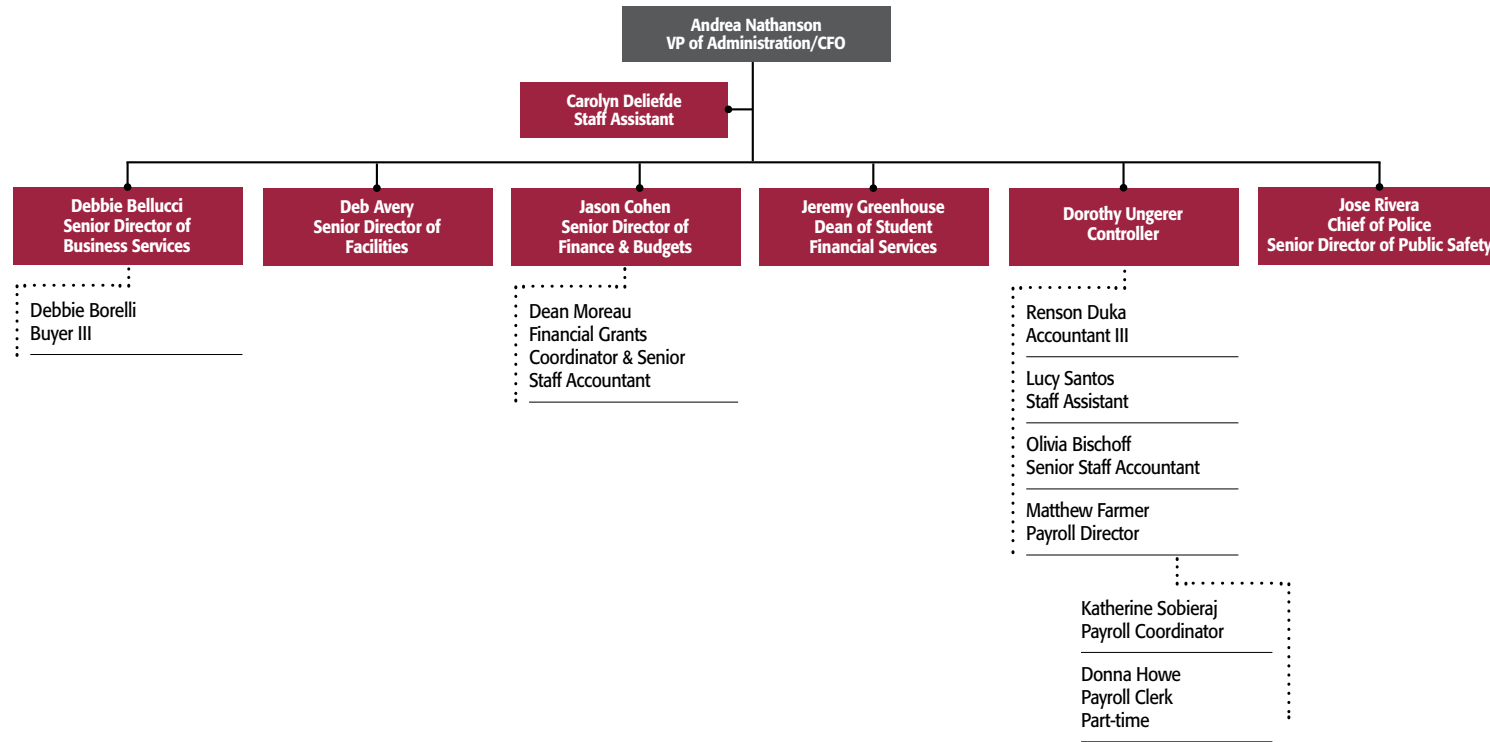


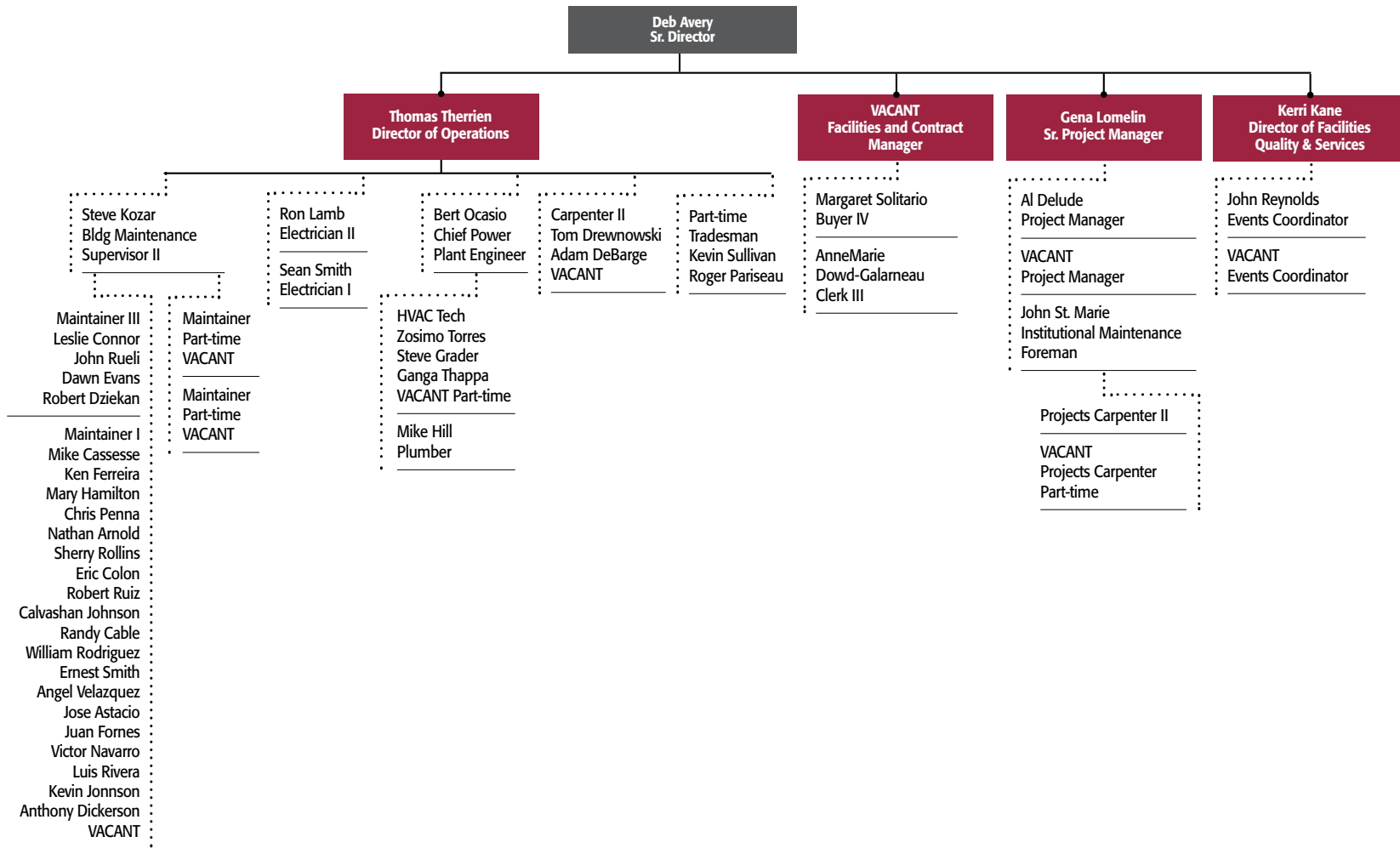




Business Office

2/5/21

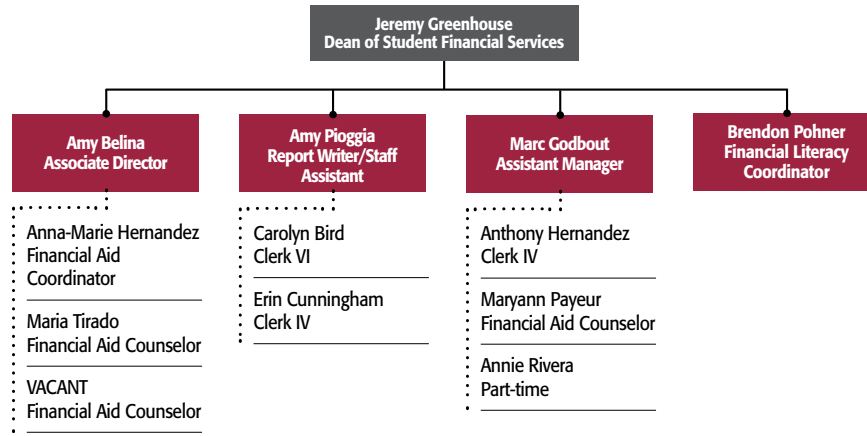


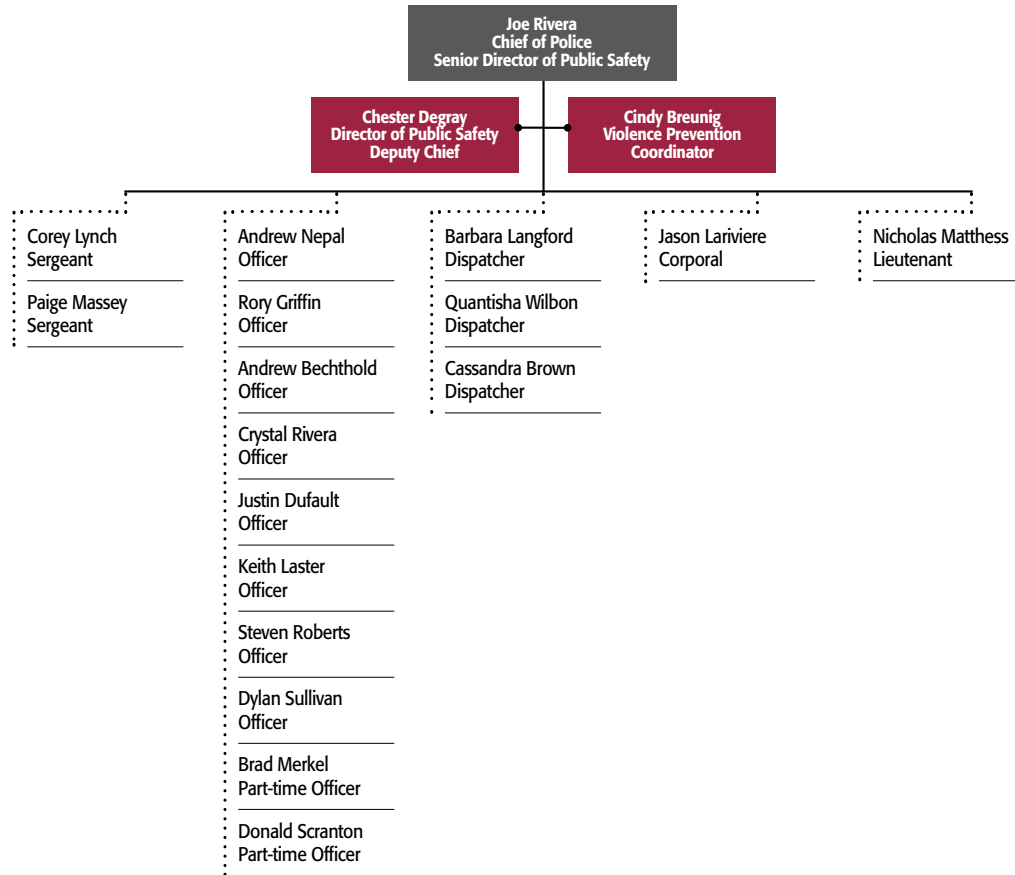




Student Financial Services

2/5/21

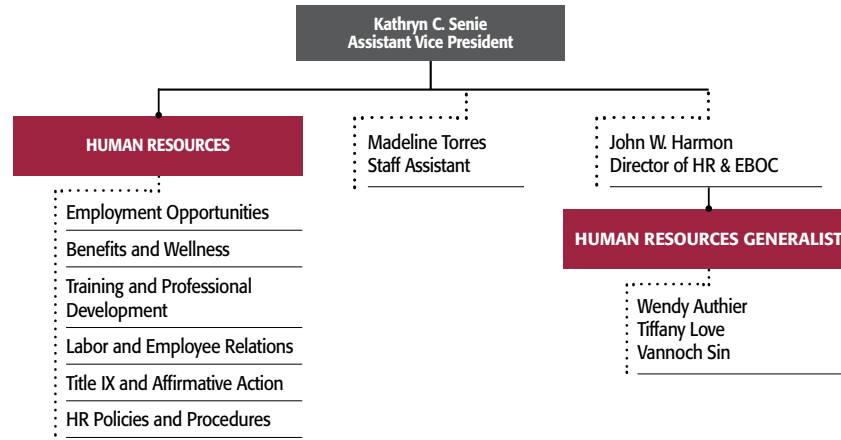


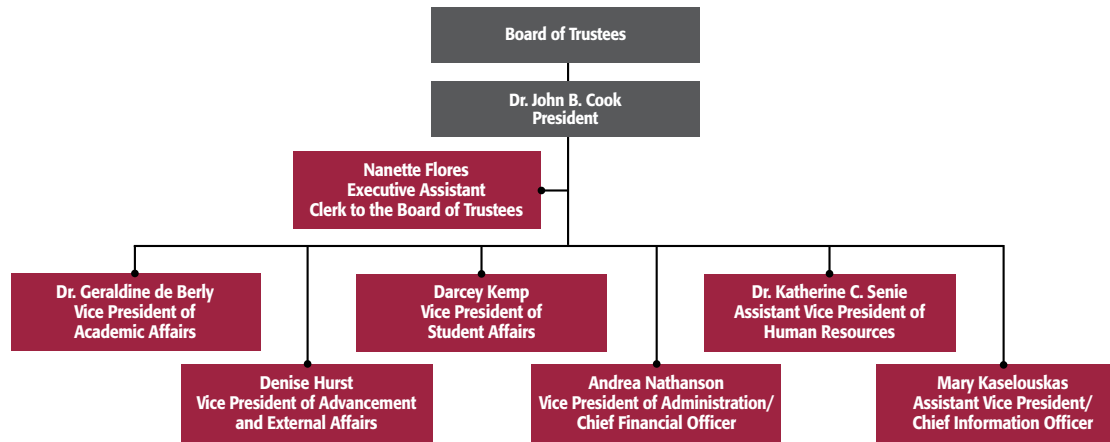




Human Resources

2/5/21





MASSACHUSETTS BOARD
 OF HIGHER EDUCATION
 MASSACHUSETTS DEPARTMENT
 OF HIGHER EDUCATION

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

Date of Commission Letter	Detailed Actions, Items of Special Attention, or Concerns	NECHE Standards Cited in Letter	Self-Study Page Number
2016-07-06	Acceptance of 5 th Year Interim Report, Confirmation of Comprehensive Evaluation for spring 2021. Areas of Emphasis: <ul style="list-style-type: none"> • Refining and implementing Student Success Plan • Addressing goals for diversifying faculty and staff • Achieving retention and graduation goals with emphasis on academic pathways with developmental initiatives • Implementing facilities plans with emphasis on completing planned renovations and reducing deferred maintenance backlog 	2.4, 5.4, 6.5, 8.4	2.4: 15, 22, 23, 66-67, 111, 115 5.4: 12, 74, 81 6.5: 59-61, 66-67, 78-79, 119-121 8.4: 16-18, 64, 94, 98-100
2016-12-23	Acceptance of 2016 Substantive Change Report on Distance Education and decision that proposed full online <i>Business Administration</i> and <i>Business Transfer</i> programs be included in institution’s accreditation	2.5, 4.46	2.5: see addendum, 40, 78 4.46: see addendum, 40, 80
2018-10-25	Acceptance of 2018 Distance Education Report	6.2	6.2: see addendum, 17, 64, 78-79
2020-01-15	Acceptance of 2019 Distance Education Report. Comprehensive evaluation should also give emphasis to: <ul style="list-style-type: none"> • Success in evaluating the effectiveness of online programs, including assessment of student learning outcomes 	2.7, 8.3, 8.6	2.7: 22-24, 113-119 8.3: 113-118 8.6: 113-124

Introduction

Springfield Technical Community College's (STCC's) self-study co-chairs (Suzanne Smith, Dean of Institutional Research and Christina Atwater, faculty member of Business Administration in the School of Liberal and Professional Studies) began their work for the 2021 site visit in May 2019. Initial conversations with President Dr. John B. Cook focused on the importance of not only demonstrating the College's observance of standards for NECHE accreditation with a candid self-study as the *product* of our efforts, but also on ensuring that the process was based in transparency and inclusiveness at its heart. The President and the co-chairs wanted to ensure that the story of the institution would be told in a thoughtful and meaningful way to represent its historical setting, dedicated faculty, supportive staff and administration, unique student body, and its position in the Greater Springfield community.

The co-chairs spent the summer of 2019 meeting weekly and preparing a project chart that outlined a two-year plan for achieving the goals of product and process. To ensure inclusivity, co-chairs (a faculty member and an administrator for all but Standard 8, where a recent faculty member-turned-administrator was paired with a current administrator) were selected to lead committees that would focus on each of the nine NECHE standards. Although many institutions might choose co-chairs based on their oversight of a particular functional area, STCC used an "internal audit" approach, placing individuals who were the beneficiaries of, or the resources for, individual areas, as the chairperson of that committee (for example, instead of appointing the CFO to be co-chair of Standard 7, with its focus on financial resources, the self-study co-chairs assigned him to co-chair Standard 2, since planning clearly informs the financial decision-making process). The goal was twofold: to ensure an auditing environment, and to help committee members understand their interconnected roles within the organization.

Initial plans to prescribe and "recruit" members for each committee were abandoned in favor of a process by which volunteers could self-select based on their area of interest. This process was in place for the opening session at the College's September 2019 Professional Day, when the campus was welcomed into the journey of accreditation with a keynote address from Patricia M. O'Brien, SND, who highlighted the reasons for—and outcomes of—this essential process. During this Professional Day, self-study co-chairs met with Standard Committee co-chairs (SCCCs) to share the schedule for the upcoming academic year. Additionally, SCCCs were "stationed" at individual tables during lunch so that the campus community could engage with them and discuss the standards for which they were responsible. Campus community members were asked to volunteer for individual Standard Committee participation and to rate their first and second choices. This was done to ensure that a broad selection of constituents would comprise each committee and changes could be made, if necessary. Very few changes (specifically, additions to ensure representation by union membership) were made to these selections. At the end of September, the College had approximately 10 members per committee, rounding out to approximately 100 campus community members directly involved in the process. This has since expanded to far more campus members (over 150) who participated, providing data, feedback, and support.

To focus on product, a "storied" approach was used to help the Standard Committees engage with the standard and fully understand the nature of its requirements. The self-study co-chairs created questions from each standard and substandard to help guide the process. For example, in response to Standard 1's "The institution's mission and purposes are appropriate to higher education," a question was developed asking, "How is STCC's mission appropriate to higher education?" The goal was that these questions would help committee members generate short/bulleted responses that would make the initial research more productive, and ultimately make the writing of the self-study more efficient when the salient data points could be incorporated into a narrative. This approach assisted the process for some standards and proved cumbersome for others. Standard Committee members were asked to focus on description in the first months and then move towards appraisal when the Spring 2020 semester began.

The self-study co-chairs met on a weekly basis together and provided open office hours throughout the Fall 2019 semester. These meetings were an opportunity to discuss questions, assist with obstacles, and to review the project timing. In October 2019, a contingent of 17 individuals attended the *NECHE Self-Study Workshop* in Southbridge, MA, including the self-study co-chairs, the SCCCs, and the President of the College. During that workshop, the attendees met in the evening to discuss possible challenges and progress updates. Another update meeting was held in mid-November to share progress reports and report obstacles.

Overall, progress was being made in the Fall semester of 2019 to understand the NECHE standards and relate them to the College's activities. Standard committees used the Blackboard learning management system to communicate virtually with their team and allow everyone access to post comments. These course shells were open to the campus community and procedures for accessing them were distributed to the entire campus. This enhanced the transparency and inclusivity of the project. It also provided an accessible reference to understand the progress each committee was making in completing their standard. Data First Forms were completed in several iterations during the Fall 2019 and Spring 2020 semester, by the Office of Institutional Research and, in at least one case (Standard 6), the standard committee itself. After attending the NECHE Data First Form training in January 2020, the self-study co-chairs felt that a renewed focus on appraisal would be helpful for each committee. Appraisal questions were prepared for each standard and shared with the committee members. These questions were specific to STCC and the story that would need to be shared to demonstrate the College's adherence to NECHE standards. Weekly meetings and office hours were continually held through March 2020 and many SCCCs attended these (or other scheduled meetings) to discuss pitfalls, obstacles, and methods to understand what was needed. These months leading to March proved to be very productive.

Before COVID-19 sent the campus community to remote work, the plan was for Standard Committees to complete preliminary projections before the end of Spring 2020 semester. This would allow leadership on campus time to review the committee's projections during the summer and reinforce the commitment for those projections with financial and strategic decision-making. This would also schedule the report-writing into the summer to become a productive time of product completion. However, upon realizing the broad impact of the pandemic on campus operations, especially on faculty members who had to shift to emergency remote instruction (as well as staff and administrators whose focus was on student support services and college operations), the self-study co-chairs decided to relieve the Standard Committees of the task of developing projections. This decision proved especially beneficial to the process, since the impacts of COVID-19 in the year leading to the site visit would impact the scope of the projections in ways that could not have been anticipated in Spring 2020. During the time leading up to the pandemic, the President of the College communicated and met frequently with the self-study co-chairs, ensuring that their leadership of the process kept the self-study at the forefront of campus operations. Self-study discussions were woven into Town Hall meetings for the entire campus community, Professional days, and other meetings with Cabinet members, Trustees, and department chairpersons. The President continued to elevate the importance of the self-study during the COVID-19 outbreak in Spring 2020 and supported the necessary changes to the Projection portion of the self-study.

In summer 2020 a team of three authors (the self-study co-chairs and the Dean of Academic Initiatives) wrote an initial draft of the self-study report, with the understanding that the report would be a living document with many iterations. Each author was responsible for three standards and a cyclical process of authoring, team review, and editing was completed for each standard over a six-week period. This draft was compiled in a Google Drive and released to a group of "First Readers" who were chosen because of their role in leading standard committees and/or compiling the data and content of this first draft. Their role was to check the draft for factual accuracy and to ensure that each committee's work was accurately represented in the document; feedback provided by these readers was subsequently incorporated into the drafts by the authors of each standard.

September's Professional Day included a keynote that provided a renewed focus on the self-study project for the 2020-2021 academic year, as well as interactive polling that utilized excerpts from the NECHE standards to remind the campus community of the self-study report content while asking questions that related to each. The day continued with breakout discussions, by standard, to help share and further hone aspects of appraisal. While the self-study co-chairs hoped to release a draft to the campus community in time for the Professional Day, campus leadership felt that there were gaps in the report that would either misrepresent campus issues and/or fail to highlight specific achievements that the campus had accomplished. The President, with the help of the Dean of Academic Initiatives, took two weeks in late September to incorporate some of this information into the report. In October 2020, the campus community and the Board of Trustees received a draft of the self-study report to read, as well as an invitation to provide feedback, in the form of a Qualtrics survey. Additionally, the self-study co-chairpersons met individually with Department Chairpersons and the Board of Trustees to walk through the process of developing and finalizing projections for the report. A college-wide Town Hall was dedicated to the review of the self-study report and included details of the final phase of the project: the adoption of projections.

In November and December 2020, a cross-functional self-study advisory group (consisting of Cabinet members, Deans, faculty, and staff) completed a purposeful review of each standard's description (with a focus on fact-checking and identifying any blind spots), appraisal (to ensure a candid and honest portrayal of strength and weakness), and projection. The committee developed projections for each standard that incorporated existing plans and other specific areas of commitment for improvement. The committee reviewed these in group meetings together and then split into sub-groups to synthesize the projections.

Self-Study co-chairs met with the Board of Trustees to assist in developing projections that would improve their communication on campus, as well as address recent additions to Standard 3 that had been put in place by NECHE regarding the Governing Board's need for self-evaluation on a regular basis. Board members, during a November meeting, voted to revisit the specific projections and provide them in January 2021.

Final one-voice editing was completed in January 2021 and a draft was submitted to the campus community with ample time for feedback. The NECHE co-chairs subsequently attended meetings of the Board of Trustees' *Internal/External Affairs* and *Ways & Means* committees to reignite conversations surrounding projections by the Board of Trustees. Projections were completed and endorsement of the self-study report was received from the Board of Trustees during their January 25, 2021 full Board meeting. Final edits resulted in a completed product in the beginning of February 2021.

Notice of the Comprehensive Evaluation and Invitation for Public Comments was posted on the STCC website in September. Invitations for Public Comment will be placed in print publications in February and March.

Institutional Overview

Springfield Technical Community College (STCC) was founded in September 1967 with the mission of providing technical education to the Greater Springfield, Massachusetts community. Its precursor, the Springfield Technical Institute (run by the city of Springfield), was envisioned by founder Edmond P. Garvey as a post-high school institute that would prepare graduates of Springfield's High School of Trade (now Roger L. Putnam Vocational High School) for gainful employment in technical professions. The College was sited at the Springfield Armory (the country's first federal armory), which was decommissioned in April 1968 by the US Department of Defense under Secretary Robert McNamara. As former Massachusetts Secretary of Education Matthew Malone noted in his [commencement address](#) to the Class of 2014, the Springfield Armory was "a global symbol of American strength and ingenuity, of power and of effort, a place where steel and wood was forged into accurate perfection." How fitting, he said, that it would go on to house an institution that exemplifies the truth that a "21st century education must be both college and career" whose founders recognized a "bold vision" that "when you blend the best in industrial technical training with the best in the arts and sciences, you get a marketable, competent and highly skilled citizen, one who possesses strong core values, treats the world with respect, and understands the importance of being mission-driven."

STCC is one of 15 public community colleges in the Commonwealth of Massachusetts, and the only one with a distinctly technical focus. In its first year, the College offered 6 technology programs and 6 allied health programs, and in quick succession added transfer programs in engineering and sciences (in 1968) and liberal arts (in 1969). Throughout its 53-year history, the College has offered the community a portfolio of academic offerings that are largely technical in nature, with an expanding profile of healthcare programs (employing state-of-the-art patient simulation technology), as well as career-based programs in business, education, criminal justice, and human services; and a strong liberal arts foundation. Today STCC is most accurately described as a comprehensive community college. The philosophy statement noted in the [College's first printed catalog](#) continues to guide the College and inform its mission: "One of the primary responsibilities of a democracy is to provide for the education of the individual citizen to his maximum ability. Because the local community is the center of American life, the community must always have a direct concern for the self-realization of each of its citizens. The accomplishment of this objective is a major concern of the community college. Therefore, to maximize their chances of success, Springfield Technical Community College maintains an open door to all citizens of the community which it serves who indicate any likelihood of academic success at the college level. To further this overall opportunity for self-advancement, the College functions as a cultural center for the community and thus provides a source of enrichment for its citizens and a stimulus for raising their levels of aspiration and accomplishment." A primary objective of STCC, also noted in its first catalog, was –and continues to be— "to provide high-quality, low-cost education for high school graduates who wish to complete two years of college on a commuting basis."

As the Greater Springfield community has changed significantly since 1967, the College has similarly changed. Springfield is the third largest city in Massachusetts, with a population of 153,606 people (US Census Bureau, 2019) that is becoming increasingly diverse. While Springfield is 21% Black and 45% Latinx, the high-school student population in the city is 20% Black and 65% Latinx. In 2015, STCC was designated a Hispanic Serving Institution (HSI) by the US Department of Education; as of this writing STCC is one of only five Massachusetts community colleges with an HSI designation.

The College's "two middle names" help us to continually focus on the technical nature of our mission, as well as the community connectedness of our institution. The College enhances that nomenclature with the understanding of the transferability of many of our programs and ultimately the comprehensive nature of the programs on our campus. A strong focus in helping the community understand these defining names, terms, and ultimately our

mission has prompted a dedicated marketing plan to ensure that our voice is heard with integrity and transparency, regarding the many offerings and opportunities that our programs provide. Standards 1 and 9 detail these areas and help to inform our forthcoming strategic planning process for the next five years.

Planning and informed decision-making has proliferated on campus to ensure that solid data and connections to outcomes exists at all levels. Standard 2 details the many advancements in planning including in the areas of capital, physical infrastructure, marketing, finances and academics (including a new academic program review process that evaluates the college's degree and certificate programs to ensure their quality, currency and demand). Significantly, the College's success in implementing its 2015-20 Student Success Plan (**one of five areas of emphasis**), is also discussed and appraised in Standard 2.

STCC has undergone many organizational changes (detailed in Standard 3) since the 2015 interim report was completed. In 2016, STCC's Board of Trustees named John B. Cook, Ph.D. as the sixth president of the College, replacing retiring President Ira H. Rubenzahl. Additionally, changes in the Board of Trustees' leadership occurred in 2019, with the current chairperson, Marikate Murren, replacing outgoing chairperson Christopher Johnson. The College continues to gain footing in an effective shared governance system that has a clear conduit of representation and voice throughout the decision-making process. The All-Unit Congress (or AUC) is the largest body on campus and includes standing committees for academic matters (including curriculum), and matters pertaining to staff, facilities, and safety. Other bodies on campus include chapters of the two employee unions (*Massachusetts Community College Council*, or MCCC; and the *American Federation of State, County and Municipal Employees*, or AFSCME). Students are represented through The Student Government Association.

The College marked a significant milestone—its 50th anniversary—in 2017, with campus events, a gala, and celebratory comments at Commencement. Throughout the year, the renovation of Building 19 was a highlight of rejuvenation on campus. In December 2018, the *Ira H. Rubenzahl Student Learning Commons* opened to provide an integrated hub of student services and activities on campus. This unique structure, built in the 19th century, was renovated to include state-of-the art offices, library, bookstore, and meeting facilities. Its impact to the delivery of student services, as well as continued efforts to simplify the student enrollment process, are described in Standard 5. Details of a Board of Trustees-initiated effort to identify efficiencies and cost-savings through a “value stream mapping” of the College's enrollment process for new students are also considered in Standard 5.

The historical nature of many of the campus's buildings was a constant source of challenge between 2015 through 2020: emergency repairs and utilization issues have plagued the campus and negatively impacted the financial budget. The campus's designation on the National Register of Historic Places brings with it a special attention to, and scrutiny of, modern updates to historic buildings. STCC, the Commonwealth of Massachusetts, and the National Park Service jointly manage the physical assets of the historical site as governed by a Memorandum of Understanding, renewed in 2018. To respond to these many needs, the Campus Master Plan was adopted by the BOT in 2017 as a strategic plan for campus facilities, reshaping priorities based on current and projected building conditions (a 2017 report commissioned by the Massachusetts Division of Capital Asset Management estimated campus deferred maintenance costs at over \$316 million), as well as academic programming requirements. This plan is described in Standard 2, and the College's success in implementing the plan (**another area of emphasis**) is detailed in Standard 7.

Academic programming, as detailed in Standard 4, continually shifts to respond to community need and financial resource constraints. Since 2011, new Associate in Science programs have been developed in architecture and building technology, biomedical engineering technology, health information technology and health science. However, in the summer of 2020, 6 degree programs and 7 certificate programs were discontinued due to concerns over sustainability in light of enrollment trends and programmatic costs. These discontinuations were hastened by financial challenges related to the COVID-19 pandemic and an uncertain fiscal future, especially regarding the

College's state appropriation for fiscal year 2021. The development of an academic plan in Fall 2020, described in Standard 2, provides a roadmap forward by identifying and prioritizing strategic goals, including addressing equity and inclusion, expanding and strengthening the College's online program offerings, and revising general education, among others. Expedited by COVID-19 and remote operations, the College's plan for an equitable alternative to placement tests that disproportionately place students of color in developmental courses was implemented in Summer 2020. The English department decided to use high school GPA or a holistically-evaluated writing sample (when a GPA was not available), while the Math department created an internal assessment that students would complete at home. Efforts to strengthen retention and graduation through the development of academic pathways that incorporate successful developmental initiatives, another **area of emphasis**, are summarized in Standard 8.

The recent implementation of two fully online program offerings in Business Administration have set the stage for more online programming to be launched, pending Commission approval. At the onset of the COVID-19 pandemic, STCC stood at the ready with many online courses fully developed with best online practices and pedagogy. In Fall 2020, with a renewed focus on accessibility and universal design, instructional designers worked with over 100 faculty to ensure that their online courses offered equitable accessibility to all students, including students for whom English is not their primary language. The Commission identified as an **area of emphasis** the College's success in evaluating the effectiveness of its online programs including the assessment of student learning outcomes. Progress in these areas is detailed in Standard 4 and Standard 8. A separate section at the end of this report summarizes evidence of the College's readiness to be considered by the Commission for general approval for distance education.

Our faculty's commitment to teaching and learning is highlighted in Standard 6. Our faculty provide unique programs and valuable connections to industry as well as further education. They continue to focus on creative teaching pedagogy and furthering the use of technology for their students, leveraging labs and other forms of experiential learning to augment the classroom experience. Understanding that community college students often have many competing obligations, including work and family, our faculty are committed to delivering courses in flexible modalities to ensure greater access to students. Efforts to diversify the faculty and staff to more closely mirror the diversity of the student body, another **area of emphasis**, are addressed in Standard 6. Such efforts include the establishment of employment affinity groups to welcome diverse candidates and increase community belongingness, and the development of the [Antiracism and Inclusion Alliance](#) (AIA@STCC) in 2020 to provide a more integrated approach across the college in addressing issues of diversity, equity, inclusion, and antiracism.

Supporting the work of the College is the Springfield Technical Community College Assistance Corporation ("STCCAC"), a discrete component unit of the College for financial statement purposes and a legally separate tax-exempt not-for-profit Massachusetts corporation that was created in 1996 under the Commonwealth general law, Chapter 273, Section 125, Act of 1994. STCCAC was created to provide the physical and financial resources necessary for the acquisition and development of the site located east of the College and to further fulfill the educational mission of the College (the STCCAC's [Springfield Technology Park](#) currently hosts the College's Mechanical Engineering Technology program, and plans to relocate the College's health programs to this site are underway). STCCAC acquired the site and began full operations during fiscal year 1997.

The [STCC Foundation, Inc.](#) is also a discrete component unit of the College for financial statement purposes. It is a legally separate tax-exempt not-for-profit organization under Section 501 (c) (3) of the Internal Revenue Code. The Foundation acts primarily as a fundraising organization to supplement the resources that are available to the College in support of its programs. The Foundation primarily provides the College with scholarship funds for students as well as funding to supplement capital projects. The Foundation accepts tax-deductible gifts and

bequests of cash, real estate, equipment, securities, life insurance, and other property. All gifts are used to enhance the high quality of education offered at STCC. The Foundation Board is comprised of community leaders from the region served by the College.

The COVID-19 pandemic has, of course, challenged (and changed) the College in a multitude of ways. Significantly, the sudden move to remote learning in March 2020, and the subsequent transition of most all lecture-style classes to online for the summer and Fall 2020 terms, has placed tremendous pressure on our faculty and those who are tasked with preparing faculty for online learning. Fortunately, staff of the recently-created new *Center for Online and Digital Learning* were well positioned to respond to this challenge, offering “on-demand” training throughout the year to support faculty. Because of these efforts, not a single Spring class was cancelled, and in Fall 2020, 80% of the College’s course sections were taught online (by contrast, only 13% of class sections were taught online in Fall 2019). In Fall 2020, 150 course sections, primarily labs in the health and technical areas, were held on campus, serving just under 900 students, and in Spring 2021, the College welcomed over 600 students on campus in a similar, “low density” approach, and offered COVID-19 testing to students and employees. This was possible because of the extensive planning conducted by a campus wide Campus Repopulation Workgroup, a group commissioned by the President in May 2020, and which resulted in a [Campus Repopulation Plan](#). Specific instances of campus responses to the pandemic can be found throughout the self-study report: in Standard 5, details of student service changes that have brought most student service offices to “virtual operation” mode with contingencies in place to ensure they continue to support students; in Standards 3, 4, and 7, discussion of the factors that led to program eliminations, and the repercussions of those decisions; in Standard 6, expansion of online and digital learning professional development; in Standard 7, the College’s effort to respond to technical support needs of students while addressing the “digital divide;” and in Standard 9, efforts to keep the campus community properly informed about the pandemic and the rapidly changing developments associated with it.

STCC continues to closely monitor COVID-19 developments and is in constant contact with local and state public health authorities. The College is also following guidelines issued by the Centers for Disease Control and Prevention. Through the CARES (Coronavirus Aid, Relief and Economic Security) Act, the College has provided eligible students with grant support to help cover expenses incurred due to campus disruption. The college maintains a [Coronavirus webpage](#) that provides resources for students and faculty, as well as campus updates.

With underrepresented students of color our primary focus as we fulfill our mission as a community-serving institution, we seek to elevate the voices of students both within and outside our campus walls. The reinvigoration of the *Black Lives Matter* movement, following the unjust and untimely death of George Floyd, has injected a new urgency to move forward intentional efforts that address our own equity gaps and measure our success at addressing systemic racism. An email from our Campus Police Chief to the Campus Community in July 2020 addressed the growing resurgence of questions about the ways in which law enforcement has played a part in the system of racism. The message was clear in that the actions of police officers in Minneapolis were repugnant and that they did not represent the values of the STCC Police force (among them, compassion, empathy, and honesty). The email ended with a pledge toward high standards and a supporting mechanism to anti-racist efforts. Equity goals in retention and completion remain a key focus to fulfill our mission; job placement, transfer rates, and increasing our impact in the community bring more accountability and action to these initiatives. Standard 8 details the current measures and successes in these areas and provides room for discussion on improvement and enhancement. Additional focus can be found in Standard 5 related to retention through Supplemental Instruction and the expansion of financial literacy resources for students, as well as new measures being used to determine students’ college readiness when they enter our doors.

The College's core values are dynamic, and the list begins with our commitments to dedication, integrity, caring, and respect. The list of values then focuses on our place in the community and our efforts at inclusiveness. The point of convergence for these values is our student-centric campus environment where we "support students as they transform their lives." By ensuring that students remain the focal point of all decision-making, we continue to ensure progress, innovation, and a vibrant college enriched by its diversity.

**DATA FIRST FORMS
GENERAL INFORMATION**

Institution Name:

OPE ID:

Financial Results for Year Ending:		Annual Audit	
		Certified: Yes/No	Qualified Unqualified
Most Recent Year	2020	Yes	Unqualified
1 Year Prior	2019	Yes	Unqualified
2 Years Prior	2018	Yes	Unqualified

Fiscal Year Ends on: (month/day)

Budget / Plans

Current Year	2021
Next Year	2022

Contact Person:

Title:

Telephone No:

E-mail address:

Standard 1: Mission and Purposes

Description

As an institution of the Massachusetts public higher education system, and one of 15 *Governor Foster Furcolo Community Colleges* in the Commonwealth, STCC is guided first by the [systemwide mission](#) for the community colleges, originally adopted by the Massachusetts Board of Higher Education (BHE) in 1999. That mission statement reads:

The fifteen Community Colleges (also known as the [Governor Foster Furcolo Community Colleges](#)) offer open access to high quality, affordable academic programs, including associate degree and certificate programs. They are committed to excellence in teaching and learning and provide academic preparation for transfer to four-year institutions, career preparation for entry into high demand occupational fields, developmental coursework, and lifelong learning opportunities.

Community colleges have a special responsibility for workforce development and through partnerships with business and industry, provide job training, retraining, certification, and skills improvement. In addition, they assume primary responsibility, in the public system, for offering developmental courses, programs, and other educational services for individuals who seek to develop the skills needed to pursue college-level study or enter the workforce.

Rooted in their communities, the colleges serve as community leaders, identifying opportunities and solutions to community problems and contributing to the region's intellectual, cultural, and economic development. They collaborate with elementary and secondary education and work to ensure a smooth transition from secondary to post-secondary education. Through partnerships with baccalaureate institutions, they help to promote an efficient system of public higher education.

The community colleges offer an environment where the ideas and contributions of all students are respected. Academic and personal support services are provided to ensure that all students have an opportunity to achieve academic and career success. No eligible student shall be deprived of the opportunity for a community college education in Massachusetts because of an inability to pay tuition and fees.

The regular cycle for reviewing STCC's mission statement has historically taken place during the strategic planning process to ensure its alignment with strategic goals of the institution; it was most recently revised in 2015. In the 2014-15 school year, a 10-member [strategic planning steering committee](#) was tasked with designing and overseeing a strategic planning process that would include significant stakeholder participation; and drafting a new strategic plan ([STCC 2015-2020 Student Success Plan: A Strategic View](#)) for review by the college community. The committee tasked with the plan sought to develop a mission statement that was short and memorable, and which reflected the themes and phrases they heard in interviews they conducted with students, faculty and staff about student success. The predominant theme was one of support, and the mission statement offered by the committee was "*Springfield Technical Community College supports students as they transform their lives.*"

The STCC Board of Trustees approved the mission statement embedded in the Student Success Plan on May 18, 2015, and the Massachusetts Board of Higher Education approved it on June 16, 2015. As reported to the BHE, the College's revised mission statement intentionally removed former mission statement references to technology and instructional innovation because findings from planning activities suggested that the College had a need for improvement in those areas. However, these specific findings pertained to shortcomings in the college's implementation of technology to address service issues (such as the lack of an electronic transcript ordering process, the lack of an online scheduling system for advisors, or deficiencies in the college's website) rather than weaknesses in the technical education the College offers.

The mission statement is included in many college publications, including the College letterhead, the President's annual reports, most print ads, STCC Foundation materials, marketing collateral, and some signage and banners across campus. On marketing materials, including the college website, the mission statement sometimes appears in a truncated form ("Supporting Students. Transforming Lives."). The mission statement has also appeared in digital ads, as well as on radio advertisements. Some of these examples include the STCC Foundation campaigns, and the President's Annual Report.

In addition to statements on mission, the college utilizes other statements to help explain their mission, what the college values, and ultimately the vision for the college. A [list of Core Values](#) (originally developed for the College's 2010-2014 Strategic Plan) includes:

- **Dedication:** We believe that with pride and determination among our faculty, staff and students we can create a community of truly inspired individuals.
- **Integrity:** We are committed to fostering an environment that promotes truth and the development of individual character.
- **Respect:** We nurture mutual respect among faculty, staff and students. With respect, we embrace differences to create an inclusive environment for all.
- **Community:** As a community within the community at large, we improve lives and strengthen the region through accessible and affordable higher education.
- **Student-Centered:** We encourage our students to be the best that they can be. We provide a diverse educational experience that promotes personal and professional growth.
- **Caring & Commitment:** As a community of dedicated faculty and staff who care about student success, we produce graduates who will contribute to the well-being of the region and to the Commonwealth.

The College's [Vision Statement](#) reads: "Springfield Technical Community College will be a dynamic, multicultural learning community where students grow in character, intellect and self-confidence." Additionally, student success goals can be found in Standard 8.

The unofficial purpose of STCC, as articulated by the Standard One committee, with feedback and input from the President of the College, is to provide a pathway for area residents with a high school diploma or its equivalency to get an affordable postsecondary education. STCC creates opportunities for students who may be unable to afford or may not have been accepted into a four-year institution. Students who choose STCC can pursue associate degrees, certificates or short-term workforce development training that address the needs of regional employers. A graduate of STCC will have an option to transfer to a four-year institution or enter the workforce and compete for career positions that may be out of reach for candidates without any postsecondary education. The College's purpose is largely defined by its two middle names: technical and community.

- **Technical:** The College creates opportunities for members of the community to receive high value technical training that is aligned with the workforce and labor needs of the Pioneer Valley. As the only "technical"

community college in Massachusetts, STCC offers STEM programs (including an array of health programs) unmatched in the Commonwealth, alongside programming in liberal arts, and transfer options in business, arts and social sciences.

- **Community:** The College, a Hispanic Serving Institution, recognizes the need to close achievement gaps among students who have traditionally faced the most significant barriers to success while improving outcomes for all students. The College seeks to benefit the community it serves by providing opportunities for intellectual, cultural and economic engagement, and preparing students to become thoughtful, committed and socially responsible graduates.

Appraisal

STCC remains a unique and essential institution with an extensive offering of programs that speak to the needs of families, communities, and employers. The College continues to be a leader in workforce sectors that include allied health, advanced manufacturing, engineering, and information technology. To meet its mission, however, the College must remain affordable and accessible, while effectively addressing issues of educational quality, equity and systemic racism. In this sense, our mission remains a work in progress. As the College responds to our communities' need for educational access and affordability, we must continue pushing at barriers that impact retention and graduation rates for our students of color and pulling down walls that limit Black and Latinx student participation in our unique and valuable Health and STEM programs. At the same time, the College is challenged with financial constraints associated with declining enrollments and exacerbated by the specter of possible midyear funding cuts from the Commonwealth of Massachusetts related to the COVID-19 pandemic.

The College's mission statement, while perhaps capturing a common theme in students' experiences with the College, does not capture the distinctive nature of our College. While the mission statement may be inspirational, the lack of reference to the technical nature of the College, or its identity as a Hispanic Serving Institution, is problematic, because it does not assist the institution in determining resource allocation decisions. Nor does it allow us to evaluate our progress towards these prioritized areas that we can find defined in this statement.

While some members of the campus community feel that the College's purposes are obvious and we work towards common goals effectively, others believe the core purposes of the College remain unclear. The absence of an official institutional statement of purposes exacerbates this challenge. Furthermore, in order to measure how or if we are achieving our purposes, we must have published purposes that have been developed collaboratively by the college community against which to measure our effectiveness in fulfilling our mission.

We remain committed, as a college, to providing services to students that assist them in growth and transformation. This includes the many co-curricular activities on campus, the professional development of faculty to respond to online educational needs, the many extra-curricular activities that respond to the needs of our diverse student body, and the educational programs that seek to provide pathways towards career or continued education. Especially during COVID-19, our commitment to our mission is evident; we have responded to the changing needs of our campus community by enhancing online student support communication, virtualizing New Student Orientation, distributing Internet "Hot Spots" and Chromebooks to students who would otherwise be unable to access online classes, and using best practices to deliver online instruction.

In keeping with the Massachusetts Board of Higher Education's [Equity Agenda](#), STCC is committed to peeling back and studying its practices and policies to ensure they are antiracist. Only through doing this can we thoroughly examine our position and progress on diversity, equity, and inclusion. The [Anti-Racism and Inclusion Alliance](#) (AIA@STCC) will support true policy reform and move forward with an agenda to address our own equity gap and continue to evaluate and measure our success. The process begins with an equity audit completed by the Equity

and Anti-Racism Project Team, which includes Pamela Felder Small, Ph.D. Primary Research Consultant and Primary Contact, Sydney Freeman, Ph.D., Research Consultant, and Tia Brown McNair, Ph.D., Adviser. Results of the audit will be immediately employed to advance the Alliance’s work.

Projection

Responsibility	Projection Detail	Est. Time of Completion
Strategic Planning Committee	During the strategic planning process the College will review the mission, vision, core values and potential statements of success for our students ensuring that we are meeting the State Equity agenda	2022/23 Academic Year
College, AIA	The results of the Equity Audit will be utilized by the College, championed by the AIA to examine hiring practices, campus policies, activities, teaching and learning opportunities, etc. to ensure that the campus culture is welcoming to students, faculty and staff of color, and moves towards an antiracist institution	2021 and Ongoing

Standard 1: Mission and Purposes

Attach a copy of the current mission statement.

Document	Website location	Date Approved by the Governing Board
Institutional Mission Statement	https://www.stcc.edu/about-stcc/	06/16/2015

Mission Statement published	Website location	Print Publication
Student Handbook	https://www.stcc.edu/media/departments/publications/Student-Handbook.pdf	
Institutional Catalog	https://catalog.stcc.edu/	
STCC 2015 – 2020 Student Success Plan: A Strategic View	https://www.stcc.edu/about-stcc/communications-and-marketing/publications/successplan/	
STCC 2020 – 2021 Student Handbook	https://www.stcc.edu/media/departments/publications/Student-Handbook.pdf	

Related statements	Website location	Print Publication
Vision Statement	https://www.stcc.edu/about-stcc/	
Core Values	https://www.stcc.edu/about-stcc/	
MA BHE Mission Statement for the Community Colleges	https://drive.google.com/file/d/1afMmJzulRWLZjM3j6ChyxlpOp7BIBJQ/view?usp=sharing	

Please enter any explanatory notes in the box below

Standard 2: Planning and Evaluation

Description

In the years since the NEASC 5th year interim report, formal planning at STCC has rapidly expanded, with examples that include an adopted campus master plan, financial forecasting with enrollment projections, the implementation of comprehensive academic program review, an academic plan, and information technology master planning. Planning has also included early efforts to develop a student retention and enrollment management plan, and cost-containment/ efficiency efforts that include value stream mapping. Additional planning includes formalization of a marketing plan, and, in conjunction with the STCC Foundation, the launch of the first major gifts campaign in a decade. The outcomes of these efforts are discussed in the planning section of this standard.

STCC's broad-based planning utilizes the results of data analysis and evaluation, as well as internal and external input. Once plans are implemented, outcomes are evaluated to determine the College's success in carrying out objectives and reaching goals. Assessment is used for continuous improvement and the re-evaluation of efforts or goals resulting from changing internal and external circumstances. The College invests in an infrastructure that supports institutional research through staffing, licensing and data sources, and collaboration with the information technology department. This investment allows for the continuous use of data for decision-making and evaluation. While planning and evaluation are separate activities, STCC is keenly aware of the feedback mechanism between the two: evaluation methods, where possible, are built into planning, and evaluation of existing plans informs future planning.

Planning:

In its 5th-Year Interim Report to NEASC in March of 2016, the College reported on the creation and adoption of its strategic plan, [STCC 2015-2020 Student Success Plan: A Strategic View](#) (SSP). This plan, created with input from across the College, was approved as the college's strategic plan by the Massachusetts Board of Higher Education (BHE) in June of 2015, along with a new mission statement, STCC supports students as they transform their lives. The plan's six broad goals, aligned with the Commonwealth of Massachusetts' Vision Project, have guided many of the college's long-term and operational plans and objectives for the past five years. These six goals are as follows: Equity, College Readiness & Enrollment, Student Learning, Community Engagement & Citizenship, College Completion, and Career & Transfer Readiness. To operationalize these goals, an implementation plan was created, prioritizing the top five issues identified within the plan, along with action steps to address each issue. The five issues, shown below, further guided objectives in the coming years:

- Lack of effective communication with students diminishes their ability to succeed.
- Need to decrease race/ethnicity inequity in STCC's 3-year graduation rates.
- Need for more understanding among new and prospective students about "how college works."
- Low graduation rate among those students with developmental placements.
- Need to increase the number of students who complete their courses successfully.

The [Student Retention Plan](#) (2018-2020), developed by the Division of Student Affairs, identified four priorities which are derived directly from the SSP: recruitment, enrollment, persistence, and completion. Objectives designed for the improvement of each priority were included.

Like other community colleges in Massachusetts and across New England and the nation, STCC has experienced declining enrollment since the latest peak in the fall of 2012, when the College enrolled over 7,000 students (by contrast, in Fall 2020, enrollment had dropped to just over 4,300 students, a 38% decrease). Consequently, attention has necessarily been focused on forecasting enrollment, marketing the college and programs, understanding the nature and characteristics of incoming students and the needs for educational and workforce opportunities for various age groups in the region, as well as navigating fiscal difficulties inherent with decreases in revenue to support operations. In response to these enrollment challenges, the Office of Communications and Marketing created a [Marketing Plan](#) for the 2020-2021 academic year, which highlights six major goals with a plan of action for each goal. These goals include increasing enrollment through reimagined recruitment strategies related to specific programs, affordability, high school students, and adults. Other goals are to expand awareness of the STCC value proposition/brand expansion and improve intra-campus communication.

Although the SSP was approved by the BHE as the college's strategic plan, the plan was focused solely on student success and did not address facilities or other resources. However, the Campus Master Plan, another major planning effort, complements and supports the goals and objectives of the SSP, and broadens the focus to the infrastructure of the campus. Having been last updated (but never formally adopted) in 2014, this plan was revisited upon the arrival of the College's current president in 2016. During this time, further study of the plan was initiated, in light of changing fiscal and infrastructure circumstances, to include internal input and perspectives. Among these were collection and analysis of classroom utilization and enrollment data; interviews with department chairpersons to garner input on the current space usage - and future space needs - of their programs and course offerings; and a prioritization exercise (via forum and surveys) with faculty and staff, the President's Cabinet, the Facilities Department, the Board of Trustees (BOT) and the campus community. In addition, the following groups provided external input: Paulien & Associates (which conducted a market analysis and space utilization study), Massachusetts Division of Capital Asset Management and Maintenance (DCAMM), and Goody Clancy (an architecture, planning, and preservation firm). After feedback was collected and data were analyzed, the following campus priorities were identified:

- Co-locating affiliated programs
- Creating and improving laboratory spaces for programs with nonexistent or outdated ones
- Exploring opportunities to better serve the local labor market through increased online, hybrid, and evening offerings, and certificates of highest employability
- Ensuring occupied facilities are safe, reliable, and put to their highest and best use

More specific objectives identified in the plan included:

- Relocating the programs and offices in Building 20 and planning for the building's future
- Continuing to co-locate student-serving offices on the north side of the campus
- Affiliating manufacturing-oriented programs

The review of the campus master plan resulted in an [Addendum to the Campus Master Plan](#) which was approved by the College's BOT in May of 2019. The *Addendum to the Campus Master Plan* identifies long-term needs and establishes plans for the college's infrastructure, space, and technology, modes of delivery, and program mix. In conjunction with the SSP, the *Addendum to the Campus Master Plan* has set the priorities for the college's operational plans. Both plans have served as important guiding tools around which operational and budgetary priorities and plans have been developed and implemented, written according to the priorities and plans outlined in one or both of those overarching documents.

A major infrastructure project that was the result of past planning efforts, the *Ira H. Rubenzahl Student Learning Commons* was completed in 2019. This \$50 million renovation, the first major campus infrastructure project in three decades, has organized upwards of 17 student service offices, the library, and approximately 150 staff, into 1 building. The co-location of these offices has positioned the college to more effectively and directly address two of the issues of focus in the Student Success Plan: “Lack of effective communication with students diminishes their ability to succeed,” and the “need for more understanding among new and prospective students about “how college works.” The physical space has facilitated the streamlining of student services, and the coordination of the student onboarding process from application through orientation, financial aid, advising, and registration. In addition to easing students’ onboarding process, it has also provided a place under one roof for students to gather, study, and dine. With the Student Learning Commons project complete, attention was turned to other critical and pressing infrastructure considerations, including a \$316 million in deferred maintenance backlog. STCC seeks to plan proactively for deferred facilities and IT maintenance. Sightlines, an entity that helps academic institutions better manage their facilities, performed a study funded by DCAMM in 2017. Sightlines recommended a benchmark for the budgeting of facilities projects, and the College has incorporated this into its deferred maintenance plan.

In the early summer of 2020, the vice president of academic affairs/CAO convened a 17-member academic planning committee to outline STCC’s overall academic goals and develop short-term (2-3 year) objectives in keeping with the institutional mission. The committee was broad-based, comprised of six faculty members (two from each School), the deans of each school, the assistant dean of STEM, deans of academic initiatives and library, the assistant dean of student initiatives, the senior director of assessment, the AVP of workforce development, an instructional designer, and the CAO. The resulting academic plan continues much of the work of the SSP as it focuses on two overarching priorities: strengthening academic programming, supports and delivery, and addressing equity disparities. The pursuit of excellence in teaching, learning, and application are overriding priorities in the Academic Plan with attention paid to equity, diversity, and inclusion, online programming, Early College, student supports, and program review outcomes and synergies. These priorities are embedded in the 12 areas covered by the plan, with each area delineating goals, subtasks, and action items:

Improving Diversity, Equity & Inclusion	Prior Learning Assessment
Early College Partnerships and Initiatives	Library Services
Online Courses/Programs	Student Support and Advising
Faculty Development	First-year Pathways
General Education and Civic Learning	Noncredit Pathways
College Readiness	Online Instruction

STCC’s *Comprehensive Emergency Response Plan* (CEMP), finalized in July 2018, presents plans for hazards and emergencies following best practices in risk assessment. The CEMP is administered by the President’s Emergency Operations Manager designee (the CIO), with significant contributions from the College’s chief of police. An Emergency Response Team, with representatives from faculty, staff, and administration, is tasked with implementing the CEMP and responding to emergencies as needed. Past examples have included campus power outages, weather-related emergencies, and campus facilities emergencies. With the effects of COVID-19 now altering emergency preparedness and response, the STCC President appointed a Campus Repopulation Work Group to more intentionally focus on COVID-19 planning, protocols, and safety measures needed for the college to operate safely. This body was announced May 19, 2020 and has met up to twice weekly over the summer and through fall 2020. STCC “went remote” the week of Spring Break (March 2020) and has operated predominately off-campus and virtually since that time.

The [*College's Information Technology Master Plan FY 2019 - 2023*](#) was developed by the CIO/assistant vice president of information technology. Like the *Academic Plan*, this plan is aligned with and supportive of the mission of the College. It addresses the needs and priorities of Academic Affairs, Student Affairs, Administrative Services, Workforce Development, Facilities, and the goals outlined in the *Addendum to the Campus Master Plan*. The plan provides a blueprint for leveraging reliable and emerging technologies and information resources, highlights important IT trends in higher education, presents a strategic analysis of current IT operations, and identifies key challenges and opportunities. This master plan will continue to guide the creation of the more granular operational plans of the IT department on an annual basis.

The College's budget process is systematic and ties the plans of major units together while supporting the priorities identified in the SSP and Master Plan. As an essential component of the college's management control systems, it provides a structure for planning, coordination, and control. An effective budget is typically realistic (well-reasoned, reflecting current market conditions), reflective of short- and long-term strategic goals, and flexible enough to address revenue shortfalls and unexpected expenses.

The College employs an incremental budgeting approach. The upcoming fiscal year's budget is first drafted in the context of the current fiscal year's budget and revenue and spending actuals, with adjustments based on facts and assumptions that include anticipated enrollment, expected state support, and collectively bargained increases in salary. Sources of funds (revenues) for FY20 were based on two major components: state appropriations (approximately 52% of budget), student tuition and fees (approximately 44% of budget). The other 4% is comprised of other trust funds, STCC Foundation support, and reserves. State appropriations, which are determined by the legislative process, are somewhat uncertain from year-to-year, but estimating student enrollment and the resulting tuition and fee revenues for the upcoming academic year is the most challenging component in predicting revenue. For example, in FY2020, for every 1% fluctuation in the enrollment projection, the net revenue effect was approximately \$241,000, based on the fee structure in place at that time. Because of these two uncertainties, when developing the budget, the college is very conservative in its assumptions. The benefit of this approach is that it allows the college the flexibility to address revenue shortfalls and any unanticipated expenses that may arise during the fiscal year.

The annual budget preparation allows all segments of the college to address financial needs and priorities based on the plans for their areas. Each year, college administrators begin preliminary budget conversations in February with the BOT for the subsequent fiscal year. Typically, the Vice President of Administration/CFO and Vice President of Academic Affairs/CAO along with members of the budget team meet with all budget managers, including school deans, who submit budget requests from their departments. Each budget manager is invited to review his/her department's/office's 5-year spending history. The Vice President of Administration/CFO also works with the Dean of Institutional Research to create an enrollment projection based on multiple factors including headcounts, retention trends, credits per student, and demographic trends, using a model now in existence for five years (enrollment projections, based on the best knowledge of trends and history and neither overly conservative nor overly ambitious, are an integral component of the budget planning process). Aiding the budget development process is the software package *BudgetPak*, which includes a planning tool (*ActionPak*) that allows budget managers to request additional funding for equipment and other prioritized needs. This makes management aware of the current and future needs of the departments. Although requests far outweigh the ability for the college to supply funding each year, needs are reviewed throughout the fiscal year if funds become available). There are also monthly reporting and forecasting tools available in *BudgetPak*, and users can review and evaluate historical spending trends.

The BOT, given its fiduciary responsibility, approves final college budgets. Administrators present to the BOT draft college budgets with draft assumptions at multiple monthly meetings, often seeking final approval in May, but allowing for a June meeting should the need arise (this was the case when the FY 2021 budget was being considered). Throughout the fiscal year, cash flow projections (presented monthly at BOT meetings) are updated

regularly based on changes in enrollment projections, new or expired grants, changes in salary/wage projections and any necessary emergency purchases. An *Investment Sub-Committee* of the BOT's *Ways & Means Committee* meets quarterly to examine investments and reserves/unrestricted net funds.

In the recent past, college administrators have, on occasion, made requests to the BOT for budget revisions, such as when a piece of critical infrastructure has failed and needed replacement without delay. This occurred in the summer of 2018, when an IT network "core switch" failed and required replacement at a cost of over \$400,000. The BOT approved the use of reserves to purchase a replacement, and the budget was adjusted accordingly. Other strategies to cover unanticipated costs have included keeping unfilled positions open to reduce operating expenses, and using revenue that exceeds the budget, if available.

With changes in leadership at the college in the last five years, and a priority placed on data-informed decision-making, the need for, use of, and education around data has increased dramatically. The College's Office of Institutional Research (OIR) supports high-level planning by providing data and analysis for strategic planning and accreditation, program-level accreditation, the program review system, grant proposals and annual performance reviews for major grants, and annual operational plans and initiatives. Since the last comprehensive evaluation, and as described in the 5th year interim report, OIR has continued to invest in personnel skilled at research, and in software such as *SPSS*, *Tableau*, and *Qualtrics* for collection and analysis of survey data. The college has also invested in the continual updating and maintenance of the Institutional Research Data Mart (IRDM) and the creation of automated dashboards to support the college with analysis for decision-making and strategy. In addition to the tools, staffing, and skills, OIR and the IT department have built a strong working relationship.

The IRDM was created 11 years ago to store "snapshot" census data, which enables OIR staff to track enrollment and retention over time and to conduct longitudinal studies of student progress. These include tracking students through developmental coursework and subsequent course-taking, measuring the effect of changes to prerequisites and corequisites, analyzing course completion rates by race, ethnicity and gender, and student outcomes such as graduation rates, transfer information, and subsequent employment. Along with other customized datasets, this database stores data that have been cleaned and validated before submission to the Massachusetts Department of Higher Education (DHE), and IPEDS. While there has been an increase in reporting requirements to state, federal and grant-making agencies, there is also a tangible benefit to the college in the collection of this data, since OIR retains and leverages those data to track and evaluate some of the metrics in the SSP and other academic and student affairs initiatives.

In addition to tracking student success metrics and outcomes, OIR has expanded its role in supporting enrollment management planning by producing enrollment projections and tracking registrations and enrollment throughout the registration cycle. The current tracking system now includes dashboards showing year over year daily registration headcount and credits at the college and program levels, weekly admissions funnel flows by program, and daily course fill rates. In addition, weekly analyses of new students by high school and other dimensions have been ramped up, informing admissions and marketing departments of progress on hitting targets and providing feedback on whether recent efforts to increase enrollment have borne fruit. Similarly, tracking of returning students' registration activity has helped the advising area understand how their outreach to returning students improved retention.

While many of the reporting requirements to the state have grown, state-level priorities are aligned with college priorities. This is particularly true regarding the prioritization of the [Equity Agenda](#), a new comprehensive plan to address racial equity. This initiative, announced by the Massachusetts Board of Higher Education in September of 2020, includes concrete outcome goals and such imperatives as equity audits of state and college-level policies and practices. As such, it is in alignment with the work outlined in the College's Academic Plan, as well as the Anti-

Racism and Inclusion Alliance established at the College in 2020. Equity is also a major focus of the DHE's newly-developed [Performance Measurement Reporting System](#) (PMRS).

Related to that measurement system, the DHE has also invested considerable resources in its adoption and use of *Tableau* software at the central office to create performance dashboards and to allow community and state colleges across the system to share knowledge, tools, tips, dashboards, a server, and data across the system. Because of this, the potential for collaboration and benchmarking has increased exponentially, and members of the OIR have signed on to training in that use. In addition, the dean of IR serves on the DHE's *Tableau Accelerated Adoption Steering Committee*, and previously served on the PMRS steering committee and Student Success Working group as it worked to define performance metrics for the community college system. As a whole, the OIR team has contributed to proofing, editing, and finalizing the PMRS, a good faith collaboration that benefits all constituents through shared understandings of definitions, metrics, and tools.

An additional and relatively new initiative of the OIR is the participation in the American Association of Community Colleges' Voluntary Framework of Accountability (VFA), a national system of accountability built specifically for community colleges. As a former Achieving the Dream (ATD) college, STCC had already dedicated considerable resources to data reporting and analysis related to equity. As an additional effort to align with the DHE's use of VFA metrics, the college has moved to that system, which was informed by lessons from the ATD model.

Evaluation:

Space utilization on campus is inextricably tied to the mix of programs, their modes of delivery and equipment needs, and any plans for future expansion and adaptation in light of external market factors. Examination of program quality, needs, and future space plans has been made possible with the development of a new system for [academic program review](#) (APR), introduced in the 2018/19 academic year. This system is focused primarily on programs in the Liberal Arts and Professional Studies and STEM schools, which, unlike most programs in the School of Health and Patient Simulation, are not accredited by outside bodies. APR places programs on a five-year cycle of review and is meant to inform space, budgetary, technological, and academic planning. To date, 47 programs have undergone the new system of program review, with 19 programs and certificates reviewed in 2018-2019, an additional 28 programs in 2019-2020, and 15 currently in review in 2020-2021.

The new system of program review is led by department chairs or curriculum coordinators in consultation with other faculty. To facilitate the reviews, the Office of Assessment works with departments on a review of their mission and student learning outcomes. OIR provides data and analysis on the following: applications, acceptances, and enrollment in programs, enrollment trends; cohort-based retention and completions rates; numbers of credits generated by course and program; percentage of new students with developmental placements; labor market demand analyses, job outlooks, and enrollment and completion in similar programs at other institutions in the region to determine the need for new programs and any competition for students. For market analysis, OIR uses data obtained from the National Center for Education and Statistics IPEDS Completions database, the Bureau of Labor Statistics Job Outlook reports, and the Massachusetts Department of Labor local outlooks. OIR also obtains and provides data on the transfer of students to four-year colleges from the National Student Clearinghouse, and job placement data obtained from the annual Perkins Employment Survey, which is sent to completers one year after graduation. In line with the goals of the SSP, and to shed light on progress in closing equity gaps, all data is disaggregated by race/ethnicity, gender, and age or Pell status when possible.

After examining this information, along with the mission of the department or program, resources, and other aspects of the program review, department chairs propose recommendations for enhancements, modifications, and other changes. The program review process culminates with reports and a spring presentation to the campus,

in which findings and next steps are shared. Examples of academic program changes or implementations resulting from APR include:

- Development of an *Internet of Things* certificate program.
- Restructuring and streamlining of the Business Department's six program options to two.
- The development of a *Child Development Associate Certificate* in response to changes in early childhood educator credentialing
- Changes to the General Studies curriculum to better align with MassTransfer requirements, and to ensure maximum flexibility for students in this program

Value Stream Mapping is a cost-containment/efficiency evaluation effort led by a cross-functional team, convened by the president in response to a BOT directive to identify cost savings. In the 2019-2020 academic year, this team followed a cohort of 20 students to learn more about the process of becoming a student, focusing attention on the onboarding process for new students as they navigate through admissions, financial aid, advising, testing, and registration. As bumps in this process and inefficiencies are uncovered, solutions are created and implemented to ease the process and streamline resources. Utilizing historical data provided by OIR on yield rates at each stage of the onboarding and enrollment process, the committee will better understand, at each stage of enrollment, where potential students are lost in the process, where inequities in the process result in additional barriers, and where to focus attention to remove stumbling blocks. These yield rates can then be used to measure whether improvements have been made, and with continuous improvement, increase future enrollment and retention.

Information on student engagement and satisfaction is regularly gathered via the *Community College Student Survey of Student Engagement* (CCSSE), designed to assess institutional practices and student behaviors that are highly correlated with student learning and student retention. The survey is administered every three years (the planned spring 2020 administration was postponed to 2021 due to COVID-19 developments). Feedback is also gathered via the Graduate Student Survey, which is administered each year at cap and gown pick up. This survey includes questions on employment status and plans, continuing education plans, perceived educational preparation, perceived educational barriers, and perceived educational supports. Students are also asked how long it took to complete their credentials (associates vs certificates), and to identify their academic program. The results are analyzed and posted on the [OIR webpage](#). While this survey typically has a high response rate (e.g., 94% in 2019), the 2020 administration—sent electronically to graduates due to COVID-19 and the subsequent cancellation of traditional commencement exercises—had an uncharacteristically low response rate of 28%. The employment status of graduates is collected annually through the Perkins Employment Survey sent by OIR to all graduates approximately 10-12 months after graduation. This survey is completed to meet the requirements of the college's Perkins grant with the timing dictated by the conditions of the grant.

Transfer information is gathered twice per year from the National Student Clearinghouse to identify which students (completers and non-completers alike) went on to study at four-year institutions (and, as of 2019-2020, the college has access to additional data showing the students' major program of study at the transfer institution). Additionally, the University of Massachusetts at Amherst provides all Massachusetts community colleges with a yearly report on transfers to UMass from such institutions and their aggregate performance during the first year.

The College's large, multi-year federal grants such as HSI-STEM, Title III, and TRIO are also results of planning. They include evaluation plans, and often a data analyst, built into the grant design. The college's two largest grants report metrics each year that align with those in the SSP, but for more day-to-day operational and continuous improvement assessment, data analysts on these grants collect and report data related to their activities, inputs,

and short-term outcomes so that program coordinators can make adjustments mid-stream. An example of this continuous improvement can be seen in the ongoing development of the Title III Supplemental Instruction (SI) program. Data collection at the local level (tracking attendance at SI sessions by race/ethnicity and intervening in real-time when disparities are noted, for example), allows for problem solving as needed, as opposed to a summative, macro-level retrospective analysis after the opportunity for intervention has passed.

This approach is a model for evaluation that is also practiced in Student Affairs. Registration data is monitored in real-time to assist students and remove barriers to registration (such as holds on accounts or deregistration for non-payment) for the next term, thus improving retention. The Value Stream Mapping project provides insight for improvement of new student services, as the tracking of student progress in the onboarding process by student affairs professionals supports new students, many of whom are first-generation. Monitoring the ongoing enrollment of new students by high school and city allows admissions staff to focus attention on areas of potential increases in enrollment.

Appraisal

Planning:

The College's SSP has guided the priorities of the college for the last five years, and the Campus Master Plan has guided the facilities planning. Progress on college-level student success outcomes is reported annually in the President's Annual Report and the Annual Performance Reviews of the major federal grants. Yet it is unclear the extent to which the constituents involved in implementing the plan are aware of these macro-level outcomes or review them annually to make adjustments to their work on these issues. The results of the governance survey referenced in Standard 3 indicate room for improvement in college stakeholders' engagement with the SSP. Indeed, the college would benefit from a mechanism for regular engagement built into the next strategic plan, along with a regular and ongoing review of activities and outcomes to inform mid-course adjustments, document and communicate progress, and be accountable to the longer-range plan. As the COVID-19 crisis and enrollment pressures on the budget have shown, staff shortages and limited resources can divert attention to short-term internal and external crises. Simply put, a regular and intentional mechanism for review, utilizing existing forums and structures such as the AUC General Assembly, All-College Town Halls, and program review, could increase engagement with the SSP and keep the plan on track.

Despite the challenges related to communication of strategic plan outcomes, the most recent public health crisis and the college's adaptation to the extraordinary challenges it presented are illustrative of how long-term planning allowed the college to quickly transition to remote instruction and remote operations. Hundreds of sections and countless offices and support services moved to remote operations in a matter of weeks. Communication during that time, as evidenced by emails and the COVID webpage, has been consistent and extensive. The planning required to make this adjustment drew upon resources that had been introduced in most recent years as a result of planning: a new CIO/assistant vice president position in 2018, three instructional designers, and a full-time webmaster. Organizational changes, such as the creation of a School of STEM, for example, affected senior administration's ability to organize, respond, and communicate with faculty in 2020 spring as instruction was moved to remote delivery.

The institution's financial resources are dedicated to the operations of the college, with a strong emphasis on academic and student support programs. The college has very little short-term debt or any other financial obligation that would impede the college from dedicating its financial resources to its operational needs. The one element of debt the College carries (approximately \$240K/year) is for the replacement of a boiler in Building 17. At no time in the past five years has STCC had a final audited financial statement with a net negative position.

Evaluation:

The College's shift to a culture of data-informed decision-making has increased ad hoc requests to OIR for data and analysis. This is a "good problem" to have as it points to a culture shift in the use of data, but the related challenge and growing pains involve the relative balance of responding to "just in time" needs for data versus focusing on automation and synergies that could turn repeated requests into regular reports. This kind of shift would support systematic, regular, and ongoing use of data.

While goals and foundational resources are in place, there have been challenges related to ensuring data accuracy in a student information system (Ellucian's *Colleague*) with customizations. After IT lost programming personnel in a tight labor market, the hard-to-fill vacancies meant a lapse in institutional memory of *Colleague* customizations and some of the STCC-specific "fixes" and that had been created over time. In the meantime, documentation was sparse. Thus, time and resources needed to reverse-engineer these customizations led to a reduction in time for running data analyses to support planning or tracking of student success metrics. As data accuracy and completeness is a foundation of any solid analysis, the additional time and/or use of various consultants was necessary but suboptimal. With the creation of a CIO position in 2017 and the subsequent development of the IT Master Plan, vulnerability to changes in personnel can be mitigated going forward. The experience, however, underscores the need to maintain a solid data governance system and build in time for documentation.

Academic program review, now in its third year, serves as a forum for faculty voice and leadership. Data provided to chairs and coordinators as well as faculty allows for a deep understanding of program enrollment, retention, and demographic trends (discussed further in standard eight), that had not been available at the program level before. Going forward, STCC will continue to grow and mature the Academic Program Review process. In order to satisfy the College's mission, it must continue to evaluate the quality of its programs and measure the efficacy of their contributions to the transformation of the lives of its students.

Implementation of Student Success Plan:

One signature accomplishment in the implementation of the SSP was the development of the Health Science AS program. This effort involved many of the goals of the SSP and served as a focal point for pulling many of the objectives together in one project. Data were analyzed and it was recognized that students who sought entrance to a health program but were not accepted due to lack of preparation or the competitiveness of the applicant pool, were often set adrift in a general studies program with little structure. Many students in the program had prerequisites or developmental work they needed to take, and there were a disproportionate number of students of color, especially compared to their underrepresentation in the competitive health programs. It was recognized that students needed different pathways to potential health careers, as well as stackable credentials so that students could begin working in the field earlier on their path to a degree or certificate (more detail about this program is offered in Standard 4).

Both Title III and the HSI-STEM grants took up many of the objectives of the SSP in their activities. The HSI-STEM grant was written to increase Hispanic and low-income representation in STEM, and the Title III grant addressed the need for pedagogical training around cultural competency to improve teaching and learning in order, ultimately, to help students of color succeed in college and beyond. Student outcomes charted in the [President's Annual Report](#) and the [STCC Factbook](#) show the following improvements thus far:

- An increase in graduation rates for students of color over the past five years (2013 to 2017 cohorts) from 13% to 17% for black students and 11% to 15% for Latinx students;
- an increase in the percentage of STEM grads who identify as students of color, from 20% to 25% between 2014 and 2018;

- an increase in graduation rates for students placing into developmental work, from 14.8% to 18.4% between 2014 and 2018;
- an increase in course pass rates for students of color between 2014 and 2017, from 70% to 77% of courses for black students and 68% to 76% of courses for Latinx students;
- an increase in participation in online learning between 2014 and 2018, from 16% to 25% for black students and from 17 to 25% for Latinx students.

Despite these improvements, gaps persist between students of color and students who identify as white in each of these other metrics, and there have been little to no gains in fall-to-fall retention rates for students of color from 2014 to 2018. Still, evaluation of the Supplemental Instruction program, explicated in more detail in Standard 5, showed positive results in improving pass rates and retention rates for students of color who participated versus those who did not, and expanding access to such services will become one of the elements of the next strategic plan.

Projection

Responsibility	Projection Detail	Est. Time of Completion
College Community	The college will formalize the process that leads to a new Strategic Plan. The next Strategic Plan will integrate academic, infrastructure, and student success needs and goals. To address the need for a broad-based forum for the evaluation of the next strategic plan, and increase engagement with the plan, the College will work through existing shared governance in both the planning and evaluation process. The administration will work with the All-Unit Congress, Student Government, and our two collective bargaining units (MCCC and AFSCME) on developing priorities, and the BOT for the funding sources for these priorities.	Commence Spring 2022, complete by Winter 2022
BOT President and Cabinet	The deferred maintenance plan, or “5-Year Facilities Plan,” will be integrated into the institution’s multi-year budget plan and implemented as funding allows. The college intends to proactively plan and budget for IT preventative maintenance.	Ongoing

Standard 2: Planning and Evaluation: 2.1

PLANNING		Year approved by governing board	Effective Dates	Website location
Strategic Plans				
Immediately prior Strategic Plan	2010	2010-2015	https://www.stcc.edu/media/departments/institutional-research/2010-2014-strategic-plan.pdf	
Current Strategic Plan - STUDENT SUCCESS PLAN	2015	2015-2020	https://www.stcc.edu/about-stcc/communications-and-marketing/publications/successplan/	
Next Strategic Plan			n/a	
Other institution-wide plans*				
Addendum to the Campus Master plan	2019	2019	https://www.stcc.edu/media/departments/publications/Addendum-Campus-Master-Plan-6-4-19.pdf	
Academic plan	2019	2020-2022	https://drive.google.com/file/d/1_OLJ69Gj3CQG4qqPCmMjqpkibLDZSZ1/view?usp=sharing	
Technology plan -	2019	2019-2023	https://drive.google.com/file/d/1g2MqC3To9jwT1Qpldcav0IZwmixLD5oJ/view?usp=sharing	
Plans for major units (e.g., departments, library)*				
Five Year Capital Plan (Facilities)	2019	2019-2023	https://drive.google.com/file/d/1p9qNufEyK8clr1GHdIAPeK38_hZDa0AF/view?usp=sharing	
Student Retention Plan			https://drive.google.com/file/d/1obBkWN_xlXYoOYibT-pWUirCEAeB_hb2J/view?usp=sharing	
Marketing Plan	2021	FY2021	https://www.stcc.edu/media/departments/communications-and-marketing/FY21-mktgplan.pdf	
EVALUATION		Website location		
Academic program review				
Program review system (colleges and departments). System last updated:		09/2018, with a revision 09/2019		
Program review schedule (e.g., every 5 years)		every 5 years		
Sample program review reports (name of unit or program)*				
Graphic Communications and Photography Department		https://drive.google.com/file/d/1aovkX1nMycOIOV9dq1ZrP01RDvfGLfX/view		
Computer Information Technologies		https://drive.google.com/file/d/1G0RStQwiiXVVYUQCTRjQOS5WJmGxnEgo/view		
Liberal Arts/General Studies		https://drive.google.com/file/d/1iwMCBOETI60HPXMdVfGRm7s6q4usUWle/view		
Link to All Program Reviews		https://sites.google.com/stcc.edu/stccprogramreview/home		
System to review other functions and units				
Program review schedule (every X years or website location of schedule)				
Other significant institutional studies (Name and web location)*		Date		
Facilities Condition Assessment - Sightlines		2017		
Allied Health Relocation (DCAMM)		2019		
ADA Parking Study (VHB)		2018		
Updated Space Utilization Study (Paulien)		2018		
*Insert additional rows, as appropriate.				
Please enter any explanatory notes in the box below				

Standard 3:

Organization and Governance

Description

Governing Board:

Because STCC is a public institution, the authority and structure of its governance is largely determined by Massachusetts General Laws (MGL). [In MGL Part I, Title II, Chapter 15A, Section 22](#), the powers and duties of the community college boards of trustees (BOTs) are enumerated (in Massachusetts, there are 15 public community colleges, and each institution has its own BOT). All but two members (the Student Trustee and the Alumni Trustee) of the 11-member volunteer BOT is selected by the Governor of the Commonwealth, and all members are formally appointed by the Governor, who also selects the Chair of the BOT. The board has a fiduciary duty to the institution, exercises fiscal autonomy, and enjoys authority over matters of governance, personnel, finances, and academics. Importantly, the BOT has authority to delegate to the President (the Chief Executive Officer) any of the powers and responsibilities enumerated in MGL. For example, on January 26, 2015, the BOT approved a motion to delegate personnel authority to the former President, with the provision that the President “report on any appointment with a description on qualifications and background of the individual.” On March 18, 2016, in preparation for the former President’s retirement, the BOT amended the original motion to replace the name of the former President with, simply, “President.” Such delegation authority enables the BOT to govern, while empowering the President to manage the day-to-day affairs of the College.

The STCC BOT governs under bylaws first adopted in May, 1981 (and last amended in March, 2013). The bylaws, publicly available [on the College’s website](#), delineate the selection and responsibilities of the BOT officers, specify logistics for meetings, describe the committees of the BOT (including two standing committees, on Internal and External Relations and Ways and Means), and prescribe the rules under which BOT business must be conducted.

Composition of the STCC BOT reflects broad representation from local industry, including health care, manufacturing, entertainment, banking, insurance, automotive repair and workforce education. Three of the BOT’s members are small business owners in industries for which STCC prepares workers. No member of the BOT has a personal financial interest in the College; nor is any member related to any senior administrator, staff or faculty. BOT members are expressly forbidden from receiving compensation for their Board services.

The Massachusetts Board of Higher Education (BHE) maintains a [website of Trustee Resources](#), including guidance on board operation, presidential searches and evaluation, strategic planning, and other matters related to governance (e.g., board self-assessment tools are provided). New members of the BOT are provided orientation materials, including an open meeting law guide, as well as required training materials that includes the “State Ethics Commission’s Conflict of Interest Law Online Training” program, which must be completed within 30 days of appointment. They are also invited to participate in a *New Trustee Orientation and Training* session run twice a year by the Massachusetts Department of Higher Education (DHE). Additionally, the BHE hosts an annual Trustees Conference to provide trustees a forum to examine and discuss topics such as enrollment trends, equity concerns, the state budget process, and campus climate issues, to name a few. In addition, BOT members attend training workshops and have available to them online workshops to provide further training.

In October 2020, in response to recently passed [legislation](#), the BHE established minimum trainings expectations and requirements for Trustees. The training program, developed by the BHE in consultation with the Office of the Attorney General and Office of the Inspector General, will cover at minimum the areas of Open Meeting law, public records law, conflict of interest law, state procurement laws, state finance provisions under [chapter 29](#), fraud prevention, and fiduciary responsibilities. All members of a board of a public higher education institution must complete the BHE instruction and training program at least once every 4 years, and board of trustee membership shall terminate, and the member's seat shall be deemed vacant, if the member fails to complete the training program within the BHE's established schedule. As of January 2021, 4 of the 11-member BOT had completed portions of this new training program.

The BOT members abide by their bylaws, and take signed oaths to discharge their duties "to the rules and regulations of the Constitution, and the laws of this [Massachusetts] Commonwealth." Trustees recognize they have a fiduciary responsibility to students and faculty, as well as a fiscal responsibility to the BHE. Two of the BOT's current members are STCC alumni with personal knowledge of the College.

All BOT meetings and subcommittee meetings adhere to open meetings laws, and the public is invited to attend (since the COVID-19 pandemic precluded in-person meetings, BOT meetings have been held virtually, first by telephone conference call and now via videoconferencing). Meeting minutes are recorded and published on the College website. BOT meetings are scheduled in advance (an annual meeting schedule for the upcoming academic year is typically published in May), advertised to the campus community, and posted on the College website, alongside meeting agendas (which are published at least two business days prior to each meeting). The full Board meets monthly (except, typically, in July and August), the *Ways and Means subcommittee* meets monthly, and the *Internal/External Affairs subcommittee* meets every other month. The former committee is charged with the fiscal oversight of the college, including reviewing and making recommendations for student fee increases, the college's spending plan and budget, and capital projects. In addition, the committee oversees the *Investment Subcommittee*, which reviews financial statements and annual financial audits, and makes recommendations to the BOT about the management of these funds. While the charge of the *Internal/External Affairs subcommittee* is not prescribed in the BOT bylaws, the BOT Chair indicates that its charge is to create and foster a cross-collaborative environment with internal and external constituents with the common goal of enhancing STCC's success. The committee focuses on programmatic and personnel considerations, including tenure recommendations. (Currently, its Chair is co-facilitating the [AIA@STCC](#) initiative.) At its subcommittee meetings, the BOT receives regular reports from the vice presidents or assistant vice presidents for academic affairs, advancement and external affairs, administrative services, human resources, information technology and student affairs. At the BOT's annual 1-day retreat in September, Board members participate in training and professional development on a variety of topics of relevance to them and the College, including goals the BHE has established for higher education in Massachusetts.

The President maintains regular communication with the BOT and makes members aware of any significant difficulties or opportunities that may be on the horizon (for example, potential program closures, physical facility challenges, or opportunities to lobby legislators for increased funding for the College). The President communicates with Trustees through presentations and extensive sharing of materials at BOT meetings, as well as emails and phone calls to Trustees.

Although the BOT delegates significant management authority to the President, wide-ranging institutional policies and initiatives are reviewed and approved by the BOT. Examples of actions requiring BOT approval include (but are not limited to): formal approval of annual operating budget; setting of student fee schedule; sabbatical requests and tenure recommendations; creation of new academic degree programs; endorsement of college plans (including strategic, capital, financial and academic plans); investment actions; naming of campus buildings; and

appointments to the STCC Assistance Corporation Board of Directors. When receiving updates from the President, the BOT often asks for rationales and sometimes requests additional information. In response to the summer 2020 decision of the president to close several academic programs, the BOT formulated an ad-hoc committee to study the reasons for the program closures to determine if the decisions should be revisited. Some campus initiatives are directed at the behest of the BOT. For example, in response to a conversation about anticipated budget challenges, the BOT requested a value stream assessment be made of some of the College's operations to identify potential areas for cost-savings. That assessment began in fall 2019 and concluded in spring 2020, resulting in a report on recommendations and next steps. Also, Trustees are involved in the appointment of Cabinet-level positions, including serving on search committees, and jointly interviewing finalists with the President.

Other ways in which the BOT maintains channels of communication with the campus community include an invitation to the All Unit Congress to present information to the BOT at its Internal/External subcommittee meeting, engaging with STCCPA leaders to hear the concerns and perspective of the MCCC membership (in particular, regarding the 2020 academic program closures), and noting in BOT meetings any communications sent to the BOT by campus governance units.

A key responsibility of the BOT is its oversight and annual review of the President's performance. This process is determined by [guidelines](#) provided to Trustees by the BHE. These guidelines require an annual review in two areas of presidential responsibility:

- Attainment of or progress towards achieving annual institutional goals and objectives, established by the local board of trustees, which include the following considerations:
 - Evaluation of institutional mission, goals and objectives, including the institution's strategic plan
 - Interrelation of institutional goals with system-level goals, provided annually to the BOT by the Commissioner of Higher Education
 - Institutional leadership and management skills
 - Personal attributes, including trust and integrity
 - Fundraising
 - Internal relationships/campus climate
 - External relationships/leadership in the community
- Participation in the BHE system-level goals and activities, the evaluation of which will consider and include institutional data linked to system-level goals and metrics

The evaluation must clearly state the process by which the BOT conducted the review, such as whether self-assessments, campus surveys or third party interviews were conducted, what documents or data were reviewed, and whether a committee process was used. The BOT is expected to discuss the evaluation with the president before it is submitted to the Commissioner of Higher Education, and all evaluations must be conducted in accordance with Massachusetts Open Meeting Law requirements.

In addition to the annual review, the BOT must conduct a more comprehensive review no less than three years from appointment of new Presidents, and no less than every five years thereafter, although more frequent comprehensive reviews may be conducted if a Board wishes to do so. The scope of a comprehensive review is intended to focus more on the President's ability to lead going forward, rather than focusing exclusively on achieving past objectives, and is intended to allow for broader input from people who come in contact with and are in a position to comment on the President's performance.

Internal Governance:

With the support of the BOT, the President maintains an administrative structure to support the college's purpose and objectives. The College is organized into six distinct units, each led by a Vice President or Assistant Vice President. The units include Academic Affairs, Administrative Services, Advancement and External Affairs, Human Resources, Information Technology and Student Affairs. The President's senior leadership team, his Cabinet, meets weekly as a group, and includes four Vice Presidents (of Academic Affairs, Administration, Advancement and External Affairs, and Student Affairs). Also included in the Cabinet are three Assistant Vice Presidents (of Human Services, Information Technology, and Workforce Development), two of whom report directly to the President. The President and his Cabinet manage and allocate resources in line with the strategic direction of the institution, and monitor outcomes which indicate the effectiveness of the institution and inform improvement processes.

The Vice President of Academic Affairs is the chief academic officer (CAO). She reports directly to the President and meets with him frequently beyond the regularly scheduled weekly meetings to discuss all matters pertinent to academic affairs which include personnel, facility issues that impact academic programs, curriculum, program review, budget, planning and academic strategy. The CAO also has standing meetings with the other members of the Cabinet, as well as the Director of Marketing and Communications and the Senior Director of Facilities.

The CAO, along with her academic leadership team, is responsible for advancing the academic mission of the college, and ensuring quality in all academic programming, including noncredit offerings and workforce development. This team (which meets biweekly as a group) includes the Assistant Vice President of Workforce Development, the Dean and Assistant Dean of each of the three academic schools (*Health and Patient Simulation, Liberal and Professional Studies, and Science, Technology, Engineering and Math*), as well as Deans of Academic Initiatives, Institutional Research, and Library. Additionally, the team includes the Senior Director of Assessment. The CAO has standing bi-weekly individual meetings with the Assistant Vice President and Deans on her leadership team. Additionally, the CAO works closely with department chairs, particularly in those departments that are undergoing program review and/or who have urgent curricular, equipment or facility needs. To see to departmental needs, the CAO works directly with professionals in the Grants Office (who report to Academic Affairs) to determine funding opportunities.

The Dean of each Academic School oversees and evaluates (with the assistance of the Assistant Dean) the faculty and staff in those schools (currently the *Liberal and Professional Studies* Assistant Dean position is vacant). Every academic department that comprises each school is led by a Department Chair, who is a member of the faculty. Some Department Chairs oversee service departments (for example, Mathematics) that offer courses but not programs, while others oversee departments (for example, Computer Technologies) that offer both courses and programs. In some cases, a Program or Curriculum Coordinator is assigned to oversee a particular program (for example, Human Services/Social Work), while a Department Chair assumes all other responsibilities related to the department. The responsibilities of the Department Chairs or Program/Curriculum Coordinators are enumerated in the MCCC DAY CBA (20.06).

All credit classes and programs (in all modalities) are overseen by the Deans of the three academic schools, and thus there is no differentiation of the protocols for oversight and evaluation. The content, quality and effectiveness of program curricula is evaluated on an ongoing basis by Deans, Department Chairs and Program and Curriculum Coordinators, who solicit input from various external stakeholders as part of the program review process (see Standards 2 and 4 for more details about program review). When modifications to programs and/or courses are indicated, or when demand for a new program or course has been determined, a department chair or program coordinator will typically initiate the curriculum change process, which requires planning with external and internal stakeholders (advisory boards, faculty colleagues, accreditation bodies, Dean of Academic Initiatives, transfer

institutions, etc.), approval of the School Dean, followed by a peer-review by the faculty Curriculum Committee and, pending recommendation of the Curriculum Committee, review and approval by the CAO. When determining whether to create new programs or courses, criteria to consider include, among other considerations, alignment with statewide transfer pathway guidelines (if applicable), demonstrated need/market demand, and readiness to implement (eg, qualified faculty have been identified to teach in the subject area; sufficient instructional resources are available). Some curriculum changes (eg, new program options, changes to degree names, new certificates) require further notifications to the DHE, while new degree programs (as well as Certificate programs with more than 30 credits) require the approval of the BOT, as well as the BHE.

The organizational structure is periodically reviewed and at times altered after considered evaluation. The College has restructured reporting lines when as a result of consideration of the scope of a particular unit, the audience that it serves and its function are determined to be more effectively supported by housing in a different unit. For example, Adult Basic Education reported to Student Affairs before a 2018 restructure placed it into Workforce Development under Academic Affairs given the noncredit instruction as well as the community outreach and career readiness aspects of the program which could better leverage the Workforce Development connection with regional employers. Also, a major restructuring of the Academic Affairs division was recently implemented in response to fiscal challenges and enrollment trends, as well as a need for greater organizational efficacy. In a two year period, a series of reorganizations and personnel changes have resulted in the consolidation of five academic schools into three, and a restructuring of academic departments from 40 to 20.

The importance of the roles of faculty and staff in college governance is recognized in the MCCC DAY CBA (4A.01): “The Employer recognizes the importance of the advisory role of unit members in matters of College governance, including the improvement and development of academic programs and resources.” An All Unit Congress (AUC), in existence since Fall 2013, provides a forum to “effectively represent the vast majority of those who work at Springfield Technical Community College. . . . [including] all full-time or part-time employees below the level of director, regardless of union status.” ([AUC Bylaws](#)) The AUC (comprised of 660 members as of fall 2020) is co-chaired by elected leaders, one from the faculty and one from the professional staff.

The AUC, whose bylaws indicate a “formal relationship” with the BOT, includes five standing committees (a Coordinating Committee, and committees on Academic Affairs, Facilities and Safety, Professional Staff, and Curriculum). The Coordinating Committee convenes a General Assembly at least twice every semester, and Standing Committees (chaired by elected individuals) generally meet monthly. The AUC also has the power to form subcommittees as needed, including in the areas of student support services, staff support and resources services, college activities, and communication and marketing (examples of subcommittees that have been convened include those on parking, copy center services, and classroom technologies) . Motions may be proposed, and voted upon, by the body of the General Assembly. If concerns emerge, “[t]hose authorized by the Congress will present these findings to the college’s President and the STCC Board of Trustees, making them aware of the problems and concerns of the All Unit Congress and to implement solutions.”

In addition to the AUC, members of the College’s two unions have formal opportunities to engage with administration over matters of concern. The AFSCME CBA (Article 33, Section 2) provides for a campus-level Labor/Management Committee “to discuss matters of mutual concern to the campus and local Union.” The Committee comprises 3 members of campus administration (selected by the President) and 3 members of the union (selected by the union), and meets 4 times a year “unless mutually agreed otherwise.” The MCCC DAY CBA (Article XXII) provisions a similar committee known as the Management Association Committee on Employee Relations (MACER). MACER comprises 3 members of campus administration (selected by the President) and 3 members of the Association (selected by the Chapter President), and meets at least once per month during the academic year unless the parties mutually agree that there is no need for a meeting.

While the AUC does not include significant student participation, it does provide a representative of Student Government special observer status so that the AUC can be made aware of concerns. However, the college makes provisions and provides opportunities for all interested students to contribute views and judgments formally and informally in all matters where they would have a direct and reasonable interest. First, the student-elected Student Trustee provides perspective and voice to all matters before the BOT, and holds weekly office hours for meeting with other students. Also, the Student Government Association (SGA) presents formal opportunities for the student body to make its collective voice heard. The SGA's purpose, defined in its Constitution, is "[t]o represent the student body in view and opinion of student and campus issues, without personal bias; to maintain channels of communication among the administration, faculty, staff, and students; to encourage participation in student activities and campus wide development; to ensure proper and continuous training of student representatives."

The SGA is led by a Steering Committee of 6 members, including the Student Trustee (non-voting member), Student Body President, Student Body Vice President (who serves as its Chair), the Campus Activities Board (CAB) Chair, a Treasurer and a Club Liaison. The first three positions are determined through a general election by students in April of each year, and eligibility includes 12 completed credits with a GPA of 2.8 or higher, as well as an enrollment status of $\frac{3}{4}$ time (9 credits) for the Student Body President and Vice President, and full time (12+ credits) for the Student Trustee. The Steering Committee convenes an open student forum each semester to provide an opportunity for students to voice opinions and ask questions. The forum takes multiple formats, including *Pizza with the [College] President and Coffee and Conversation with the SGA*, and complements other events hosted by SGA, such as a *Holidays Around the World* celebration of cultures. A *Student Issues* subcommittee of the SGA solicits and organizes student volunteers for participation on college-wide committees organized by administration or by the AUC. The Student Body President and the Student Trustee also represent the STCC student body through membership on the statewide [Student Advisory Council](#), whose mission is to "represent and advocate for the students of all public higher education institutions and their respective needs within the Commonwealth" (Student Advisory Council bylaws). The College President meets each semester with the SGA.

Appraisal

Governing Board:

The BOT, under leadership of Chair Marikate Murren, plays an increasingly active role in the governance of the College, and has made demonstrable efforts to invite perspectives from the campus community—especially those of the STCCPA—to be shared with the BOT. As evidenced by Chair Murren's commissioning of an ad hoc committee to review program closures, as well as the BOT's commitment to make reinstatement of programs fiscally feasible for the College, the BOT is responding to community concerns in a proactive way. The BOT, however, has not yet conducted a required comprehensive review of the President, and does not have a process in place for regularly evaluating its own effectiveness. Board members have also acknowledged the need for the BOT to review and update its bylaws (and, in the process, more clearly define charges of its committees).

Internal Governance:

Since the College's Interim Report was submitted to NEASC/CIHE in 2016, a new President was appointed, and recent years at STCC have been marked by significant changes in the College's administration. Over the past three years, in particular, personnel changes at the senior leadership level have been sweeping in scope. In this time, the College has had three Chief Academic Officers (including an interim appointment), three Chief Financial Officers (including two interim appointments), four Chief Student Affairs Officers (including two interim appointments), four Human Resources officers (including three interim appointments), three Assistant Vice Presidents for Technology/CIO (including one interim appointment); and three Assistant Vice Presidents of Workforce Development (including

one interim appointment). During this same time period, several Cabinet-level positions were created (namely, a VP of Institutional Effectiveness, Assistant VP of Student Affairs/Dean of Students, Assistant VP of Administration/Facilities, Assistant Vice President for Technology/CIO, and a VP of Advancement and External Affairs); however, the President chose not to replace three of these positions (which were created as promotions) after the incumbents left the College, retaining the Assistant Vice President for Technology/CIO and the VP of Advancement and External Affairs positions.

As a result of recent Academic Affairs restructuring (July 2018 to present), two Academic Schools were dissolved and their Deans' positions eliminated, and two new Deans (one currently interim, and one permanent) were appointed. An Assistant Academic Dean was appointed for each of the three schools, but one (in Liberal and Professional Studies) has since resigned her position to accept a CEO position in the Connecticut community college system, and her vacant position has not yet been filled due to pandemic-related budgetary constraints. In the Fall Semester of 2020 new interdisciplinary academic clusters within the School of Liberal and Professional Studies as well as the School of Science, Technology, Engineering and Math were instituted in an effort to develop more macro, disciplinary-related departments, rather than narrow and micro, academic departments (two exceptions to this change were Biological Sciences and Mathematics, which, because of their large size, warranted remaining as individual departments).

While organizational changes have been made by the President in an effort to streamline and better position the College, some employees have been apprehensive about changes in senior leadership. Continuity-of-service concerns (ie, disruptions in the implementation of initiatives), the loss of established working relationships and environments, and layoffs and reductions in workforce are among workers' fears when such changes occur. Faculty and staff have repeatedly questioned the migration of what appears to be an inordinate number of talented, respected and productive members of the administration and management workforce. In Spring 2019, the AUC unanimously approved a resolution authorizing the AUC leadership to "address the President, Board of Trustees, and NECHE regarding the impacts of division restructuring, and the lack of AUC or [MCCC] Professional Association opportunity to provide input on the potential negative impacts of reducing the number of Divisions to three." (AUC Minutes, March 27, 2019). Based on sentiments expressed by the AUC body, there is a sense that leadership changes, especially those at or above the level of dean, have resulted in a lack of trust, stability, transparency and communication. In response to questions about a perceived exodus of experienced employees, the President provided data ([Fulltime Employees - Retirements et al 2016-2019](#)) to the college community that showed that retirees accounted for about 1/3 of recent full-time employee departures, a trend in line with Baby Boomer retirements. The data also showed that 47% of full-time employees (i.e., 83) who departed the College in this approximately 4-year period had resigned their positions. Of those who resigned, 58% had worked at the College for fewer than 4 years.

While changes in senior leadership are not uncommon during times of transition in executive leadership, and while they are intended to move an organization toward its goal of streamlining operations or functioning more efficiently, they are often disruptive in the workplace and spur issues related to employee satisfaction, morale and turnover, all of which hinder the College's need for a positive, engaged workforce. The AUC has expressed a desire for leadership to more effectively communicate how and why decisions—especially those impacting the college's organization—are being made. Specific concerns expressed by AUC members regarding management personnel changes include the loss of institutional knowledge and loss of diversity in upper managerial positions. Many of these concerns formed the basis of an October 2017 MCCC and AUC "no confidence" vote in the President, and calls for the resignation of the former BOT chair.

Following the "no confidence" vote, the AUC membership expressed the desire to have more communication with the BOT over its concerns. AUC meeting minutes from December 10, 2018 indicated that the BOT, through its

then-Chair, expressed a willingness to listen to the concerns of the AUC through its representatives. However, AUC minutes dated May 1, 2019, highlighted the general assembly's ongoing concerns about a lack of communication between the AUC and BOT. AUC minutes dated October 21, 2019, and BOT minutes dated November 25, 2019 detail a marked improvement in communication with the current BOT chair, as she had recently met with AUC leadership, and AUC members, welcoming changes in BOT leadership, felt the BOT members were asking for more faculty input, and wanted more regular meetings that are inclusive. Additional AUC minutes dated December 9, 2019 explain how a meeting was held with the President, BOT chair, and AUC co-chairs to discuss the campus climate. In March 2020, the BOT's *Internal and External Relations Committee* received a report from the AUC's co-chairs, in which the co-chairs stressed the desire of the AUC to strengthen its relationship with the BOT, shared concerns of its membership related to consultation of faculty in decision-making, merging of academic schools, and the value stream mapping initiative. This demonstrates a recent improvement in the overall effectiveness of communication between the BOT and the AUC.

Additionally, at its August 24, 2020 meeting, following administrative announcements of several program closures and faculty retrenchments, the BOT heard directly from the STCC PA President about specific concerns the PA membership had regarding the rationale on which the decisions were made, the process by which the decisions were executed, and the extent to which the BOT exercised oversight in these decisions. After an ad-hoc committee of the BOT was subsequently established to study the closures of the programs, the STCC PA President was invited to present arguments (and supporting data) for their reinstatement.

Besides concerns about personnel changes, the AUC membership has also expressed a desire for input into decisions that immediately impact them, and their departments. In January 2019, members expressed concerns about administrative plans for relocating the academic programs in Building 20 when that building needs to be vacated due to ongoing infrastructure challenges. Specifically, members were concerned that faculty and staff would have no input into the process. Furthermore, meeting minutes from the Committee on Ways and Means dated October, 8, 2019, detailed how the President met with all program faculty currently located in building 20 to emphasize the importance of vacating the building.

While organizational changes and resource reallocations have undeniably created concerns among many employees, improvements resulting from a number of these changes have been recognized by the larger campus community. Such improvements include resources to better support faculty (ie, the hiring of three instructional designers), a new guided pathway and degree in health science, a formalized program review process, a campus master plan, an academic plan, an increase in funds allocated to marketing the College (including the hiring of a full-time webmaster), formalized early college initiatives, a renewed focus on enrollment management practices (including attempts to improve the admission funnel yield, and maximize efficiencies in course offerings), increase in the number of transfer agreements negotiated with 4-year institutions (more than 25 have been added since 2016), and the revival of a *College for Kids* summer program to enhance community relations.

An area of governance that has received a good deal of attention recently has involved the curriculum oversight process. Prior to Spring 2018, the Curriculum Committee functioned as a stand-alone committee, disconnected from the AUC. Its voting membership included faculty representatives from each academic school, appointed to the committee by the academic deans. The group operated without bylaws and consequently requirements for quorum, term limits, and process were undefined. In discussions regarding bylaws and membership, a proposal from an AUC member was made to include certain staff members as part of the voting membership, in recognition of the perspectives they may have to offer; however, AUC members ultimately chose to grant voting rights only to faculty, recognizing the importance of faculty oversight (see AUC Minutes of September 16, 2019). The AUC designated 4 non-voting advisory members below the rank of director (from the areas of admissions, advising,

library and the registrar), and designated the Dean of Academic Initiatives (or designee) as a permanent non-voting guest. Significantly, the bylaws exclude attendance of any non-unit professional “at or above the rank of Director . . . unless recognized as permanent guest under sections B.3 and B.4 or explicitly invited by the voting membership.” Strengths of the Curriculum Committee include its independence and broad representation of faculty from across the College, its consideration of perspectives from representatives of key enrollment and academic support areas, and its transparency (all pending curricular changes are made available to the campus community for at least two weeks in advance of Committee consideration, and recommendations of the Committee are also made public to the campus community). Weaknesses of the curriculum governance process include late proposal submissions (which inhibit thorough review by the Academic Dean and others), lack of consistency in the quality and breadth of supporting documentation, and a paper-driven process that requires routing and “wet” signatures, which creates opportunities for delays and lost documents.

Input from student leaders suggests that the student governance system is effective, and that administration is responsive to concerns raised by the student body through their elected representatives, often reaching out to student leaders to solicit their feedback. Recent examples included the use of common student areas by gamers, as well as other students who were concerned by the boisterous environment in which they often found themselves; as well as student concerns about changes to the student parking policy, which recently changed from a parking lot assignment model to a first-come, first-served model. Student leaders hold office hours in a prominent location in the new Learning Commons, and are very accessible to the student body through channels such as their forums, email accounts, and outreach to the entire student body each semester. One concern regards the need for ensuring that Student Government Association leaders remain accountable to each other. While mechanisms exist for removing leaders who violate the Student Code of Conduct, no formal mechanisms exist for assessing the effectiveness/participation of SGA leaders, and student leaders have expressed the desire to develop a peer-review process that would entail a midyear review of each other’s work.

A governance survey was distributed to all 789 College employees by the Standard 3 Committee in late October 2020. The purpose of the anonymous survey was to gather viewpoints regarding mission, trust, empowerment, communication and accountability. The 184 respondents were predominantly (71%) full-time employees and members of the two collective bargaining units (also 71%). The survey was adopted from one periodically administered at York County Community College titled the *Cornerstones of Governance Survey*. Key findings from the survey related to governance, detailed below, reveal a mixed picture of campus engagement, trust and communication, and suggest there is considerable room for improvement in the areas of governance and campus culture.

- Almost half of the respondents (48%) feel that administration, faculty and staff model respect, tolerance and civility towards each other and other members of the College community.
- A majority of respondents (58%) do not feel that communications among college constituents are open and carried out in good faith, in an atmosphere of trust, and 56% do not believe that the institutional culture supports the expression of dissenting views without reprisal.
- While most respondents (64%) feel that members of the College community are encouraged to participate in college initiatives, fewer than half (43%) feel personally motivated to participate.
- Almost half of the respondents (48%) reported that they are consulted about decisions that impact their area of responsibility, and 53% believe they have opportunities to give meaningful input on issues where they have an interest, but not primary responsibility
- While most respondents (53%) believe that committees, schools, departments and individuals have an appropriate degree of autonomy in their areas of responsibility, very few (24%) believe that recommendations from these constituent groups are consistently implemented

- While respondents were evenly divided on their opinions about whether college information is quickly and effectively communicated, only 37% felt that decisions were effectively communicated in a timely fashion.
- A majority of respondents (52%) don't feel that our institutional culture supports open channels for input and feedback throughout the decision-making process, and almost half (48%) don't feel that the culture makes effective use of the experience and expertise of the college community.
- Respondents were evenly divided on whether the College consistently follows its own published policies and procedures.
- Only 30% of the respondents feel that lines of accountability and responsibility are well understood, and even fewer (25%) believe these lines are documented. However, most respondents (67%) know who to go to with concerns, and 59% know who to go to with new initiatives and policy recommendations.

Concerns about communication are certainly not new to the College, and were reflected in past accreditation reports. Today, communication is hampered by many factors, including the organizational divide between administration and the AUC; the lack of formal opportunities in our governance system for input and participation from all campus constituents; the lack of systematic documentation and sharing of committee work (e.g., meeting minutes); a governance body (AUC) whose very existence is predicated on a "formal relationship with the Board of Trustees... fashioned and agreed upon by the Administration, the Congress, and the STCC Board of Trustees," but whose organization has neither a mechanism nor a commitment for such a relationship; and a need for faculty and staff to more frequently hear from—and be heard by—campus leaders, especially those at the Cabinet level.

Lack of engagement in college governance (also not a new problem at STCC) further compounds challenges in ensuring that the institution fully benefits from the strengths and talents in our organization. While certainly some may be "too busy" to participate in committees and initiatives, and some disinterested in doing so (and while most governance survey respondents acknowledge that members of the College community are encouraged to participate in college initiatives), others express concern that their time and effort spent in such work will be for naught (as evidenced by the few respondents who believe that recommendations arising from constituent groups are consistently implemented). Concerns expressed by employees in the survey about the freedom to express dissenting views also point to a lack of trust and good faith that further inhibits participation. These factors invariably lead to a system of governance that is inclusive in theory only, and one in which the viewpoints and concerns of the few may not truly represent those of the many.

Projection

Responsibility	Projection Detail	Est. Time of Completion
College administration, Board of Trustees (BOT) and Coordinating Committee of the All Unit Congress (AUC)	Review shared governance models and best practices for shared governance to ensure all campus stakeholders are represented in the most productive manner.	Academic Year 2021-22
BOT	Conduct periodic comprehensive review of the President	Academic Year 2021-22 and ongoing, per BHE guidelines
BOT	Conduct regular assessments of effectiveness, to include external perspectives	Academic Year 2021-22 and ongoing
BOT	Review BOT bylaws and update, as needed	Academic Year 2022-23
President	Review organizational structure and administrative functions annually with the BOT's Internal/External Committee.	Academic Year 2021-22 and ongoing
President and Cabinet	Re-evaluate the means by which Executive leadership formally communicates with the campus community to determine if other formats may be conducive to greater communication	Summer 2021
College administration	Administer a governance survey annually to the campus community, and share the results widely	Academic Year 2021-22 and ongoing
AUC	Develop and annually administer to its membership a survey of effectiveness	Academic Year 2021-22 and ongoing
Coordinating Committee of the AUC	Ensure that meeting minutes are recorded and shared in a publically-accessible repository	Academic Year 2021-22 and ongoing
Curriculum Committee Chair and Academic Affairs Office	Implement electronic curriculum change process	Fall 2021
Student Government Association (SGA) and Student Activities Office	Develop and implement an annual peer-review process for SGA officers, to include a midyear evaluation	Academic Year 2021-22

**Standard 3: Organization and Governance: 3.1
(Board and Internal Governance)**

Please attach to this form:

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

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

Name of the sponsoring entity	
Website location of documentation of relationship	

Governing Board

By-laws	https://www.stcc.edu/media/departments/bot/BoardOfTrusteesByLaws.pdf
Board members' names and affiliations	https://www.stcc.edu/about-stcc/trustees/

Board committees *	Website location or document name for meeting minutes
Board of Trustees	https://www.stcc.edu/about-stcc/trustees/
Committee on Internal/External Relations	https://www.stcc.edu/about-stcc/trustees/
Committee on Ways & Means	https://www.stcc.edu/about-stcc/trustees/
Audit Committee	https://www.stcc.edu/about-stcc/trustees/

groups*	Website location or document name for meeting minutes
Academic Standing Committee	https://libguides.stcc.edu/auc/committees
Professional Staff Standing Committee	https://libguides.stcc.edu/auc/committees
Safety & Facilities Standing Committee	https://libguides.stcc.edu/auc/committees

groups*	Website location or document name for meeting minutes
Student Government Association	https://www.stcc.edu/campus-life/studentactivities/sga/

groups*	Website location or document name for meeting minutes

*Insert additional rows as appropriate.

Please enter any explanatory notes in the box below

Org charts will be updated on an ongoing basis. The link to them are above under "other major committees or governances". Scroll down to the bottom of the page and look on the left side. AUC website does not currently have membership listed.

**Standard 3: Organization and Governance
(Locations and Modalities)**

form 3.2

Campuses, Branches and Locations Currently in Operation (See definitions in comment boxes)

(Insert additional rows as appropriate.)

	Location (City, State/Country)	Date Initiated	Enrollment*		
			2 years prior (FY2018)	1 year prior (FY 2019)	Current year (FY 2020)
Main campus	Springfield, MA	9/1/1968	7431**	6799**	6833**
Other principal campuses					
Branch campuses (US)					
Other instructional locations (US)					
Branch campuses (overseas)					
Other instructional locations (overseas)					

Educational modalities

	Number of programs	Date First Initiated	Enrollment*		
			2 years prior (FY2018)	1 year prior (FY 2019)	Current year (FY 2020)
Distance Learning Programs					
Programs 50-99% on-line		9/1/2000	2,447	2,560	3,203
Accounting - ACCT.AS			82	89	30
Architecture and Building Tech - ARBT.AS			68	58	68
Biology Transfer - BIOL.AS			72	66	102
Building Construction Mgmt - PMGT.AS			27	40	47
Chemistry Transfer - CHEM.AS			14	17	10
Child Development - CDA.COC			0	0	38
Communication and Digital Media Transfer - CDMT.AS			8	17	31
Computer and IT Security - CITS.AS			167	172	169
Computer Science Transfer - CSCLAS			75	70	80
Criminal Justice AS - LECJ.AS			328	267	210
Criminal Justice Transfer - CRJT.AS			40	98	132
Early Childhood Education Transfer - ECTR.AS			10	25	72
Engineering Transfer - ENGR.AS			138	136	129
Health Science - HLTH.AS			0	87	189
Human Services/Social Work Transfer - HSSW.AA			67	119	168
Liberal Arts Transfer - LTTR.AA			243	142	31
Liberal Arts/General Studies Transfer - LTGS.AA			843	931	1,525
Management - MANG.AS			80	78	30
Marketing - MRKT.AS			27	23	7
Math Transfer - MATH.AS			17	6	8
Medical Coding and Billing Specialist - MCBS.AS			64	52	50
Professional Office Administrative Assistant - POAA.AS			28	20	13
Programmer (Asse) - PROG.AS			39	34	49
Programmer (Certificate) - PROG.COC			1	5	10
University without Walls - UWWL.AA			9	7	1
Urban Studies - URBN.AA			0	1	4
Programs 100% on-line					
Business Administration - BUSN.AS			103	76	138
Business Administration - BTCM.AS			248	239	276
Correspondence Education					
Low-Residency Programs					
Competency-based Programs					
Dual Enrollment Programs		Spring 2009	497	463	314
Contractual Arrangements involving the award of credit					

*Enter the annual unduplicated headcount for each of the years specified below.

**undup credit headcount

Please enter any explanatory notes in the box below

Standard 4: The Academic Program

Description

STCC's associate degree offerings reflect the comprehensive nature of the institution, and accommodate the diverse needs of the College's students. STCC offers 26 Associate in Science degrees (encompassing 42 options) in the areas of STEM (science, engineering, technology and math), professional studies (business, early childhood, and criminal justice), and allied health. These programs, reflective of the College's technical mission, are designed to prepare students for immediate employment while, in some cases, preparing them specifically for transfer to baccalaureate programs. The College also offers 2 Associate in Arts degrees (encompassing 10 options) in the liberal arts and general studies areas which offer students the flexibility to pursue many transfer pathways established through the statewide MassTransfer program or through agreements with private institutions. To increase access, some programs (mostly in the liberal arts, business and education areas) are offered through multiple modalities. Specifically, 24 programs are offered at more than 50% online (with 2 of these offered 100% online), and many courses (particularly general education courses) can be completed in 7-week "flex terms," 5 or 10-week summer terms, or a 4-week winter intersession. In addition to associate degree programs, STCC also offers three types of credit certificates, which are designed to prepare students for immediate employment and, in most cases, subsequent pursuit of an Associate degree.

The College publishes the learning goals for each program in their respective program pages in the college catalog and on its website. On the website, a curriculum checklist is also provided for each program, which allows for a printable and coherent way that students may follow their own progress in the program. Additionally, the curriculum is available on each program's webpage, organized by semester, so that a student or prospective may see how progression looks if a full course load is achieved each semester; this includes clickable links to course descriptions and course-level objectives and competencies. Policies for admission for the college can be found [here](#). Where program prerequisites are required or specific programmatic admissions requirements are necessary, these are detailed on the program pages. Specific instructional methods and procedures at the course level are outlined on the syllabi.

Assuring Academic Quality:

The Vice President of Academic Affairs serves as the Chief Academic Officer (CAO), and exercises direct oversight and authority over the academic planning process, including curriculum, enrollment, budget, facilities issues, and technology concerns. The CAO meets with the President weekly to review matters such as hiring of faculty and professional staff, academic program issues, faculty support, enrollment goals, and addressing financial needs. Reporting to the CAO are the three School Deans, who work directly with faculty in programmatic and curricular decision-making. (Other responsibilities of the CAO are detailed in Standard 3.) The faculty of the College play a primary role in program revision and in the development of new programs. They identify the future direction of programs based on the needs of industry, transfer institutions, and accrediting bodies. With these external perspectives, faculty make curricular decisions at the department level and in collaboration with their Academic Dean; this work is usually led by the Department Chair or Curriculum Coordinator (if applicable). (More information about the curricular governance system can be found in Standard 3.)

Faculty have direct responsibility for program review. [Externally-accredited programs](#) in the School of Health and Patient Simulation undergo reviews in a scope and frequency determined by their accreditors (typically, these accreditation cycles are 7-10 years in length). Since 2018, all other programs at the College have been subject to

an Academic Program Review (APR) on a five-year cycle. The APR process is led by a Program Review Liaison (a member of the faculty who is typically serving as a department chair or curriculum coordinator), who, with other faculty as well as institutional research and assessment professionals, analyzes data on market demand, enrollment trends, student outcomes, demographics and program costs. The liaison prepares a self-study document, develops recommendations, submits the report and action plans to the Dean and the CAO, and presents findings to the campus community in a public forum. The goal of the program review is the articulation of agreed-upon action plans for further development of the academic program. (More detail on the program review process can be found in Standard 2.)

Program eliminations, where necessary, have been monitored at the Dean's level to ensure teach-out mechanisms are in place for students to complete their program requirements. Notification of teach-out arrangements for discontinued programs are a collaboration between Academic Affairs and Student Affairs. Students are formally notified of their program's discontinuance, and are contacted by an advisor to discuss a plan for completion. Students intending to complete their program are asked to sign an academic plan form indicating their understanding of the timeline and agreement to take courses in a particular sequence in order to complete their program. If transfer opportunities to other college programs are an option, students are advised of these. After the closures of multiple programs in summer 2020, the College was also required to submit reports to the Massachusetts Department of Higher Education (DHE) detailing the numbers of students requiring teachout, plans for teach-out (including faculty and timeline), and alternate options for students (for example, transfer agreements with local colleges) who are unable to complete their programs in the planned timeline. While these closures did not require the submission of a teach-out plan to the Commission per the Policy on Teach-Out Plans and Teach-Out Agreements, the CAO did in fact notify the Commission staff of the program closures immediately following their announcement in June 2020.

In 2016, the College received a substantive change approval from the Commission to offer both options of the Business Administration AS (career and transfer) 100% online. Since then, the program options were reviewed by the Business Administration department during the initial program review cycle. Changes were made to the career option to make it more relevant and responsive to some of the industry suggestions from the department's advisory board, including the addition of coursework in advanced spreadsheet applications, database applications, and oral communication. Because scheduling in the Business department is difficult due to low enrollment for both program options, cyclical scheduling is used to ensure that requirements and electives in both program options are offered in both modalities (online and on-campus) to ensure students have flexibility in scheduling and their needs are supported. The online business programs have enrolled students since 2018, and in the first year they saw an 86% increase (career option) and a 44% increase (transfer option), in headcount (Fall 2020 enrollments are 42 and 25 for the career and transfer options, respectively). While students applying to business programs are asked to identify their preferred modality (in-person or online), the enrollment patterns of those who identify as "online" students reveal that they take courses in both modalities (as reported in the College's July 2019 status report to NECHE on its online business programs, students in the online option completed 18% of their credits onsite in Academic Year 2018/19).

Undergraduate Degree Programs:

The majority of the undergraduate programs are structured so that in the first year, students take general education courses as well as programmatic requirements. Required coursework is clearly outlined on the website as well as on the academic plan developed for each student, which in essence serves as an advising checklist. Each program has a general education requirement as well as a major requirement. The curriculum is designed to ensure that students meet the program learning goals as well as develop the college's five core competencies (critical thinking, digital literacy, information literacy, quantitative reasoning, and written and oral communication). Assessment as to how well STCC students demonstrate core competencies is done through the [Core Competency Assessment](#) process, discussed in detail in Standard 8.

General Education:

The college's five core competencies form the basis of the general education program at the College. Students develop these competencies in courses identified as meeting general education requirements, and further develop them while pursuing coursework in the major. The college's classification of courses as "general education" is informed by the statewide Gen Ed Foundation, a component of the statewide MassTransfer Program (in which every public institution of higher education in the Commonwealth participates). The *Gen Ed Foundation* is a 34 credit block of courses that, once completed, is guaranteed to transfer as a portable block and to satisfy the general education requirements of the receiving institution. The distribution of the 34-credit block is as follows (note: a modified version of the *Gen Ed Foundation* for STEM programs consists of 28 credits, eliminating 3 credits each in the 1st and 2nd categories):

- Behavioral & Social Sciences 9 credits
- Humanities & Fine Arts 9 credits
- Natural & Physical Science 7 credits, includes one course with a lab
- English Comp/Writing 6 credits
- Mathematics/quantitative reasoning 3 credits

In implementing MassTransfer, every institution of public higher education in Massachusetts determines which of its courses align with the five categories above. General guidelines for course eligibility are provided in the MassTransfer Implementation Guidelines, and every course offered by the College that satisfies one of the MassTransfer Gen Ed categories is so designated in the college catalog and on the website. Students in any of the 19 associate degree programs that incorporate the MassTransfer *Gen Ed Foundation* (or its modified STEM version) are required to complete the entire block as a graduation requirement. The 33 other degree programs that do not incorporate the *Gen Ed Foundation*—exclusively AS programs—require a mix of general education credits that are determined by the needs of the individual departments, and that meet the minimum threshold of 20 credits. Besides courses that satisfy the MassTransfer *Gen Ed Foundation*, only *Computer Basics: Concepts and Applications* is considered a general education course at STCC, due to its direct alignment with the college's digital literacy core competency.

To ensure that all associate degree-seeking students demonstrate competence in written communication, every degree program requires *English Composition 1*. Programs differ in their choice for the next level of English skills depending on their needs: most programs incorporate *English Composition 2*, a course intended to further hone students' academic writing and critical thinking skills, while a small number of programs, mainly in technical and health areas, require a *Technical Writing or Fundamentals of Oral Communication* course.

The Major or Concentration:

All degree programs are designed in a 4-semester format in the degree audit system and the college catalog to indicate how a full-time student would progress through the curriculum, although most students at the College enroll in part-time status, requiring a modification to the recommended course sequence. Course co/prerequisites ensure that students complete programmatic coursework in the proper sequence. In the major, students build skills and develop mastery and discipline-specific knowledge as they proceed through the curriculum, which is designed to scaffold learning experiences and lead to the accomplishment of programmatic learning outcomes. For example, in the Health Information and Informatics Management program, students begin with courses in medical terminology and biology, which prepare them for three introductory coding courses in CPT, ICD-10-CM, and ICS-10-PCS. The students are then required to complete their studies with an Advanced Coding course, which exposes students to "real" medical record documentation from which to code, as well as an electronic coding system used by many area hospitals. Scaffolding the courses in this order helps the students learn the concepts and skills necessary for success in the coding profession. Another example of scaffolding can be found in the Early Childhood Education

program, in which students take two survey courses (*Introduction to Early Childhood Education* and *Child Growth and Development*) early in their education to learn basic theories needed to proceed into their advanced courses. Beginning in semester 2, students delve deeper into the areas surveyed in semester 1 in courses like *Sociology of the Family* and *Guiding Childhood Behavior*. In semester 3, students learn and demonstrate techniques in courses such as *Curriculum for Early Childhood Education* and *Infant and Toddler Methods and Techniques*; the skills developed in these courses are ultimately put to use in the 150-hour Early Childhood Practicum in semester 4. Throughout the program, examples of survey, theory, skill, and practice can be noted.

Transfer Credit:

Transfer credits are reviewed by the Admissions office subject to the College's [Transfer Credit Policy](#), which is consistent with the systemwide [Massachusetts Community College Transfer Principles](#). The Principles were developed as part of the BHE's statutory mandate from the Massachusetts legislature (M.G.L. c. 15A, § 9(v)) to "implement a transfer compact for the purpose of facilitating and fostering the transfer of students without the loss of academic credit or standing from one public institution to another," and ensure that each community college (as well as each state university) accepts transfer credit in a reasonable and transparent manner. Only college-level courses with grades of C- or higher from regionally accredited institutions are eligible for transfer. Courses for which the College has no equivalency are routinely accepted in transfer to fulfill elective credit requirements. While Admissions staff make most transfer determinations based on established course equivalencies (including those in the statewide public higher education [course equivalency database](#)), Department Chairs are consulted when their expertise is needed for making a transfer credit determination. If students are not satisfied with a transfer credit determination, they may submit an appeal to an Ombudsman (the Dean of Academic Initiatives) to request an appeal of the decision.

Integrity in the Award of Academic Credit:

STCC defines its credit hour in accordance with Commission policy. All courses are constructed to allow students to achieve the stated outcomes/objectives. Lecture courses meet for 50 minutes per credit hour (one contact hour) each week of a 14-week semester. A typical onsite 3-credit lecture course would meet for a total of 150 minutes per week, either as three 50-minute class sessions, two 75-minute class sessions, or another configuration adding up to 150 minutes. For each hour of classroom or direct faculty instruction, students should assume a minimum of two hours of additional work outside of class. For online courses (as well as hybrid classes, which combine online and face-to-face modalities), students are expected to devote the same amount of time as with onsite courses, and engage regularly with the instructor, such that course outcomes/objectives are achieved.

The College's two degrees, the Associate in Science and the Associate in Arts, comport with common higher education practices in their length (although, in fact, most STCC students are part-time and take longer than 2 years to complete these "two-year degree" programs), content and level. Generally speaking (and in contrast to AA programs), AS programs have a greater focus on the major, with only one third of the credits constituting general education (although 9 AS options are designed to incorporate statewide *MassTransfer Gen Ed Foundation* requirements, and are therefore more likely to incorporate a higher general education mix). Credit requirements for the 52 associate degree programs range from a minimum of 60 to 72. Ten programs require 60 credits, and about a half require 64 or more credits. Programs requiring 64 or more credits are predominantly in the technologies and engineering areas, and include 8 externally-accredited health programs. Some health programs have, among their admissions prerequisites, additional college-level courses, effectively pushing the credit count even higher (up to 79). Candidates for associate degrees must complete a minimum of 25% of the credits in their major in order to fulfill the College's [residency requirement](#). Candidates for certificates must complete a minimum of 12 credits in their major. Credits earned in developmental coursework are not counted towards the residency requirement, and are not calculated in a student's GPA.

Course offerings and schedules are posted 3-6 months in advance of each term start on the College's website. Class meeting details, as well as instructional modalities, are included on the schedule, as are notes about the offerings (for example, courses that use open educational resources are noted). In compliance with federal textbook disclosure requirements, required course materials are also posted on the website and are directly accessible from the schedule of classes. As part of the curriculum governance process (detailed in Standard 3), academic departments are required to develop and maintain course competencies and objectives for every course. These documents, accessible to the public via the "learning objectives" link in every course description on the college website, detail the objectives of the course and the specific skills that will be attained in the course.

The institution oversees all aspects of the credit-awarding process, and credit instruction is offered exclusively by employees of the college. The contractual use of checklists for course materials to be included on a syllabus ([MCCC DAY CBA](#), XIII-E2 for full-time and part-time faculty covered under the Day contract, and [MCCC DCE CBA](#), Form DCE-E1 for adjunct faculty) ensures that all course syllabi include the following items: the course description, course topics and assignments, teaching procedures, basis for grading, procedure and criteria for evaluating student performance, and a tentative schedule of assignments and tests. Department Chairpersons complete these checklists each term while reviewing the syllabi and provide the checklists to the school dean to be retained in the personnel record (per contract, syllabi are not retained by the institution). While credit is awarded at STCC for developmental work designed to prepare the student for college-level coursework, these credits are neither transferable nor applied toward graduation requirements.

The College awards credit-by-examination for [Advanced Placement](#), [CLEP](#) and departmental [challenge exams](#) (the latter are available to matriculated students for a nominal fee, developed by College faculty and administered by the College's Testing and Assessment Center, but credits earned are not counted towards a student's residency requirement). Valor Act Academic Credit is awarded at STCC and those credits are reviewed in the Admissions office. Other credit-for-prior-learning opportunities include the awarding of credit based on industry credentials that a student may have earned (e.g., CISCO certification in an IT field), or hands-on evaluations done during a meeting with the student where they exhibit their knowledge (e.g., Introduction to Computer Systems). Each of these credit-for-prior-learning opportunities are detailed on the statewide [My Experience Counts](#) website.

Other forms of credit awarded by the college include *Learn and Earn* internships and directed studies, which are certified by faculty after determination that learning objectives have been met. Internships are initiated by special arrangement through a faculty member in concert with the Department Chairperson. Staff in the Career Services office assist students in locating internship opportunities, while they work with a faculty advisor to ensure specific learning objectives (negotiated by the faculty advisor and student in advance) are met, and that academic integrity is maintained (see *Learn and Earn Internship Agreement*). Credit is awarded upon successful completion of the tasks, assignments, or learning objectives as detailed within the student's agreement, and the grade is assigned by the faculty advisor. Directed study arrangements are subject to a contract that is developed between the faculty member and the student, and usually involve an advanced area of study not currently covered by an existing course offered at the College. The contract specifies the number of credits to be awarded, the scope of the study, scheduled meetings with instructor, learning outcomes, and criteria for evaluation. At the conclusion of the directed study, the faculty member assigns a grade.

The College maintains only one instructional location (encompassing the STCC campus and the adjacent [Springfield Technology Park](#)), but typically offers some courses at other community locations, including courses for incarcerated individuals at the Hampden County Correctional Center, courses for dual enrollment students at West Springfield High School, and courses for Early Childhood educators at local childcare centers. These courses utilize course descriptions and other course materials as provided through STCC curriculum and are taught by our adjunct faculty. At none of these locations may a student complete 50% or more of an academic program.

Articulation agreements are established with institutions that students have previously attended (high school) and with receiving institutions for baccalaureate programs. [Statewide articulation agreements](#) with technical high schools and the MA community colleges exist for 14 different subject areas, many of which are applicable to students entering STCC. College faculty have also worked locally to craft articulation agreements in specific fields like Mechanical Engineering Technology, Technical Arts and Design, Energy Systems, etc. Details regarding articulation agreements with STCC as the receiving institution can be found [here](#).

In addition to the College's active participation in the statewide MassTransfer program (which includes the portable GenEd Foundation, statewide transfer pathways, and completion incentives such as the [Commonwealth Commitment](#)), STCC has partnered with many public and private colleges and universities to offer seamless transfer pathways for specific academic programs, in addition to joint admission opportunities with other Greater Springfield-area campuses. Details regarding these programs can be found on the [transfer agreements webpage](#).

The [Academic Standing Policy](#) defines the minimum requirements for students to maintain good academic status. Any student who has not earned the minimum sufficient GPA is placed on academic warning. Students who receive academic warning will be suspended if, after a subsequent semester, they fail to meet the minimum cumulative GPA requirements as defined in the policy. Students may appeal their suspensions by meeting with an Academic Review Board (comprised of student affairs professional and faculty) and negotiating conditions (e.g., repeating failed classes or reducing their credit load) necessary for improving their academic performance. The Academic Review Board also ensures that students get connected to the many support services available to them (as detailed in Standard 5).

For authentication purposes, all students are issued a STCC username and password, which is needed for access to multiple systems, including the Blackboard Learning Management System (LMS). Students access online courses with these credentials, and activity logs embedded in the courses track the amount of time students spend in each area of every course. Communication takes place through Discussion Boards, Announcements, and through connection of the college email system. For further verification, instructors can create passwords for exams and quizzes that are unique for each student. Additionally, the use of *SafeAssign* plagiarism software is assistive for those who utilize LMS course shells to administer their examinations, to help prevent plagiarism.

Appraisal

Through its wide array of academic programs, STCC is committed to addressing regional workforce needs. In line with the [Pioneer Valley Labor Market Blueprint 2018-2022](#) and the College's [Student Success Plan 2015-2020](#), the College has placed a particular focus on diversifying the local labor pool in the areas of health care and advanced manufacturing. The Mechanical Engineering Technology, Nursing, and Dental Hygiene programs and have seen significant increases in minority enrollment between 2015-19, as well as a significant increase in minority students graduating with associate degrees in Nursing and Mechanical Engineering Technology. In 2019, STCC conferred more than double the amount of Nursing and Mechanical Engineering degrees completed by minority students in comparison to 2015. Also, in response to a Student Success Plan goal to attract more students to Health programs, improve race/ethnicity and gender equity in enrollment of these programs, as well as improve race/ethnicity and gender equity in completion of health programs, the College recently (2019) launched a new AS program in Health Sciences to address the need for a clearer pathway for students who are interested in a health career but perhaps undecided or unprepared to enter a competitive-admissions program directly. For years, students who had indicated an interest in studying allied health at the College ("pre-health" students) were the single largest group of matriculated students at the College, and a diverse one (when the Health Science program was launched, 18% of pre-health students were Black, and 33% were Hispanic). The College developed the Health Science program to enhance the talent pool and increase the diversity among the student body in the College's health programs (at the time, students of color were very much underrepresented in the College's health programs, with only 7% Black and 15% Hispanic students). By offering the Health Science degree, the College is reaching a wider group of prospective

students within its ethnically and racially diverse community, and in so doing will enhance the diversity of the local healthcare workforce. The curriculum embeds patient simulation experiences, marketable certifications, and math and science requirements common to most health programs, and provides a guided pathway to a meaningful career in healthcare. After the first year of study, students are prepared to provide care in one of the following healthcare fields: Emergency Medical Technician, Patient Care Technician, Phlebotomy Technician, or Sterile Processing Technician. Upon completion of the program, graduates are prepared to enter into more advanced and competitive allied healthcare programs (such as nursing, dental hygiene and diagnostic medical sonography) for further career advancement. By Fall 2020, the Health Science program had grown to an enrollment of 146. Current demographics in the College's health programs, which still reveal underrepresentation of students of color, show a slight improvement since Health Science was launched: In Fall 2020, Black students represented 9% of students in health programs, and Hispanic students represented 24% of this population.

While the array of academic programs and pathways at the College, especially those in the areas of liberal arts and professional studies, affords students ample options, it also makes the process of deciding on a major more complicated, especially for first-generation students. Institutional data indicates that many students (more than 20% of first-time STCC students who return for a second year of studies) change their majors within one year, suggesting a need for the College to better support students in exploring career options, as well as to scaffold the first-year experience to minimize the chances that students will "lose" credits when they switch from one major to another. By developing a common semester across multiple programs, with embedded career exploration coursework such as the *First Year Experience* course, as well as math coursework appropriate to the discipline, the College could better scaffold the first-year experience and position students for academic success.

Assuring Academic Quality:

The new APR process initiated in 2018 ensures that every program at the College will be reviewed and assessed on a regular basis, and that faculty will have a substantive voice in that process. A strong emphasis on follow-through with student learning outcomes and assessment (both direct and indirect) will keep the institution's focus on action steps that will result in student success. Additionally (and as detailed further in Standard 2), a regular review of the process itself will help to more closely align the product and process with not only the expectations of the Commission but also with the unique needs of our institution. However, while the APR process has been an integral tool in supporting the college's mission and providing actionable items for continuous improvement, some faculty, citing the subsequent closures of 5 of the 14 program areas that have undergone APR (due to reasons related to enrollment and/or operational costs), have expressed concern that the results of an APR process may be used to support the closing of their programs. Clearly, program review will be successful only to the extent that it is done in an atmosphere of "good faith," trust and a common understanding that its primary (or sole) goal is the systematic improvement of the academic enterprise.

General Education:

While the College observes general education requirements as set forth in the Commission's Policy on Credits and Degrees, the College has not established a working definition of an educated person that can inform a common understanding across all programs (such a definition would also support efforts by the College to assess the effectiveness of its general education program). Courses defined by the College as "general education" are primarily those that meet MassTransfer *Gen Ed Foundation* requirements. While the *Gen Ed Foundation* courses satisfy general education requirements for students transferring to another Massachusetts institution of higher education, these courses have not been mapped to general education competencies referenced in 4.15 (e.g., scientific, historical, and social phenomena; aesthetic and ethical dimensions of humankind, etc.), but only to the broad MassTransfer categories of humanities, English composition and writing, behavioral and social sciences, physical and natural sciences, and math and quantitative reasoning. Thus even in the case of the 19 programs that incorporate the 34-credit *Gen Ed Foundation*, the College cannot ensure that graduates have been exposed to an "adequate breadth"

of general education, since the distribution of coursework, while substantive, is not necessarily coherent (the intentional flexibility built into the curriculum of most of these programs, to support the needs of the intended transfer institution, further confounds this challenge). This is exacerbated further in career-based programs that require only the minimum number of credits per Commission policy. Many of these programs, in the health and technical areas, have determined their general education requirements to the extent that they support the learning outcomes of their programs, but not necessarily in a way that ensures breadth (for example, these programs tend to preference social science courses rather than humanities in their general education mix). By adopting a common definition of an educated person and reflecting on the general education competencies reflected in the College's core competencies, as well as the "primary domains of knowledge" noted in 4.17, the College community could better ensure that its general education program is, in fact, both substantive and coherent. In so doing, the College would introduce more intentionality into the subsequent design of general education courses, as well as the distribution of the general education requirements in each program. Conducting this exercise will also give the College an opportunity to reassess its core competencies, and determine if others (for example, civic learning) should be added. The College recently incorporated this focused work on general education into its Academic Plan.

Transfer Credit:

The College's transfer credit policy benefited from the BHE's statewide transfer reforms. When the [Massachusetts Community College Transfer Principles](#) were in development, a survey of transfer practices across the entire system of public higher education revealed that most community colleges in the Commonwealth had stricter minimum grade requirements for transfer than did the Universities, including the UMass system. In response, the College's All Unit Congress recommended the College change its minimum required grade for transfer from a C to a C-. This change was implemented in 2014, as was the incorporation of language in the College transfer policy about the right of students to appeal transfer determinations with which they disagreed. (In academic year 2019/20, 1,494 students transferred coursework to the College, averaging 5 courses in transfer with a median grade of B at their previous institution. As many as 17% of these students earned transfer credit for courses in which they had earned a C- grade.) The College's generous residency requirement (the minimum prescribed by the Commission) allows for the transfer of up to 75% of a student's credits, allowing students to receive as much credit as possible. Transfer credit is accepted only for coursework that satisfies a student's programmatic requirements (for example, some programs such as Nursing have a higher minimum grade requirement than a C-), ensuring that the student's [Satisfactory Academic Progress](#) (SAP) will not be threatened by extraneous credits considered in the calculation of their SAP status.

Integrity in the Award of Academic Credit:

The implementation of statewide MassTransfer A2B Pathways in over 15 subject areas has proven helpful to faculty in determining the curricular scope of transfer programs, as well as reducing the number of credits required in these programs. In some cases, programs that in the past required more than 70 credits (Biology Transfer and Chemistry Transfer) were reduced to 60 credits as a result of the statewide agreements. However, the preponderance of degree programs requiring more than 60 credits is an issue of which the College needs to be watchful. In some cases, external accreditors dictate curricular requirements, but in many cases, particularly in technical programs in the STEM areas, requirements should be closely examined to determine if credits can be reduced without impacting the essential programmatic learning goals. Particular emphasis should be placed on programs that require more than 60 credits yet include elective requirements that do not fulfill a general education purpose.

In a recent (fiscal year 2018) statewide study of credit-for-prior-learning activity at each of the 15 Massachusetts Community Colleges, data revealed that STCC was in "the middle of the pack" with respect to the numbers of students (208) to whom it awarded credit for prior learning. In FY 2018, Advanced Placement credits represented

37% of STCC's 1,134 credit-for-prior-learning credits, followed by Departmental Challenge Exams (21%) and credits articulated from vocational high schools (18%). The comparative data showed that some sister colleges were doing remarkable work with other forms of prior learning assessment, including local evaluation of student learning outcomes, portfolio assessments, etc.. While 13% of STCC's 2018 graduating class had earned some credit-for-prior-learning during their time at the College, most other institutions had broader PLA impact among their graduates (in some cases, as high as 23%, even at institutions larger than STCC). Particularly in light of the fact that STCC is the only technical community college in the state system (and technical programs are concerned with just the sorts of competencies and skills that lend themselves well to prior learning assessment), it is clear that the College needs to expand its capacity in this area by developing both policy and process, as well as identifying courses for which portfolio or demonstration assessments can be conducted, training advisors who can assist students through the process of seeking credit-for-prior-learning, and engaging faculty in developing rubrics that can be applied consistently across evaluators. (Recent changes to the MCCC DAY CBA acknowledge the burgeoning need for these forms of PLA by providing compensation parameters for faculty who evaluate portfolios for prior learning assessment.)

Projection

Responsibility	Projection Detail	Est. Time of Completion
General Education Task Force	Formulate—and recommend to the campus community—a definition of an educated person that can be considered and adopted by the college. The Task Force will also make recommendations on any other general education components (such as civic learning, for example) that should be considered for adoption by the College.	Fall 2022
Program Review Liaisons, Department Chairs and Academic Deans	In APR process and programmatic accreditation review, ensure that the general education requirements of all programs ensure adequate breadth for all degree-seeking students, utilizing information mapping general education competencies to courses	Ongoing
Deans of STEM and Liberal and Professional Studies, along with their respective Department Chairs; <i>First-Year Experience</i> Coordinator	Incorporate academic pathways into more transfer programs, embedding a common first semester (either a “liberal arts core” or a “STEM core”) with a math course appropriate to the pathway, and either a first-year experience course for new students, or an exploratory course for transfer students covering areas such as project design, transfer readiness, and career readiness.	Academic Year 2021/22
Math Department	Revise STEM and Business math pathways to improve transferability of courses and enhance student preparation for Calculus.	Academic Year 2021/22
Faculty Portfolio Committee Academic Deans and Department Chairs	Create guidelines and a process for assessing portfolios of student work for the purpose of awarding course credit. Identify those courses for which prior learning credit may be awarded.	Fall 2022
Program Review Liaisons, Department Chairs and Academic Deans	Through the APR process and programmatic accreditation review, all academic programs that require more than 60 credits will be reviewed to ensure that all coursework is critical to the learning outcomes associated with each program. Where possible, credits will be reduced to bring the programs closer to 60 credits.	Ongoing

Standard 4: The Academic Program
(Summary - Degree-Seeking Enrollment and Degrees: 4.1)

Fall Enrollment* by location and modality, as of Census Date

Degree Level/ Location & Modality	Associate's	Bachelor's	Master's	Clinical doctorates (e.g., Pharm.D., DPT, DNP)	Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.)	M.D., J.D., DDS	Ph.D.	Total Degree-Seeking
Main Campus FT	531							531
Main Campus PT	512							512
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 (exclusively)	1049							1049
Distance education PT (exclusively)	1565							1565
Correspondence FT								0
Correspondence PT								0
Low-Residency FT								0
Low-Residency PT								0
Unduplicated Headcount Total	3657	0	0	0	0	0	0	3657
Total FTE	2,456							2456
Enter FTE definition:	Springfield Technical Community College's FTE calculation is based on the sum of registered credits by all students at the undergraduate level, divided by the number of credits defined as a full-time courseload: FTE for undergraduate students is based on 15 credits.							
Degrees Awarded, Most Recent Year	778							778

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

Total enrollment for Distance Education students (FT/PT) refers to students whose courseload during 2020FA is 100% distance learning. STCC experienced a drastic increase in distance learners 2020FA mostly due to a shift from in-person to online learning in light of the COVID-19 pandemic. There were ten students who were awarded more than one degree/certificate during the 2020 academic year.

Standard 4: The Academic Program
 (Summary - Non-degree seeking Enrollment and Awards: 4.2)

Fall Enrollment* by location and modality, as of Census Date

Degree Level/ Location & Modality	Title IV-Eligible Certificates: Students Seeking Certificates	Non-Matriculated Students	Visiting Students	Total Non-degree-Seeking	Total degree-seeking (from previous page)	Grand total
Main Campus FT	86	3		89	531	620
Main Campus PT	81	116		197	512	709
Other Principal Campus FT						
Other Principal Campus PT						
Branch campuses FT						
Branch campuses PT						
Other Locations FT						
Other Locations PT						
Overseas Locations FT						
Overseas Locations PT						
Distance education FT (exclusively)	22	8		30	1,049	1,079
Distance education PT (exclusively)	75	279		354	1,565	1,919
Correspondence FT						-
Correspondence PT						-
Low-Residency FT						-
Low-Residency PT						-
Unduplicated Headcount Total	264	406	-	670	3,657	4,327
Total FTE	170	121	-	291	2,456	2,747
Enter FTE definition:	Springfield Technical Community College's FTE calculation is based on the sum of registered credits by all students at the undergraduate level, divided by the number of credits defined as a full-time courseload: FTE for undergraduate students is based on 15 credits.					
Certificates Awarded, Most Recent Year	125					

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

Total enrollment for Distance Education students (FT/PT) refers to students whose courseload during 2020FA is 100% distance learning. STCC experienced a drastic increase in distance learners 2020FA mostly due to a shift from in-person to online learning in light of the COVID-19 pandemic. There were ten students who were awarded more than one degree/certificate during the 2020 academic year.

**Standard 4 The Academic Program
(Headcount by UNDERGRADUATE Major 4.3)**

For Fall Term, as of Census Date	Number	3 Years	2 Years	1 Year	Current	Next Year
	of credits*	Prior Fall 2017	Prior Fall 2018	Prior Fall 2019	Year Fall 2020	Forward goal Fall 2021
Certificate add more rows as needed)						
Architecture Cert- ARCH.COC)	25	2	2	2	7	7
Automotive Tech Cert- AUTO.COC)	29	25	23	22	-	-
Bilingual GS- BLNG.GS)	-	-	-	-	-	-
Biotechnology Cert- BMFG.COC)	27-28	2	-	-	-	-
Building Construction Mgmt Cert- BCMT.COC)	25	-	4	5	4	4
CAD Cert- CCAD.COC)	-	4	2	-	-	-
CAD/CAM Cert - CADM.COC)	26	7	6	8	3	3
CAM Cert- CCAM.COC)	-	1	1	-	-	-
Child Development Associate Plus- CDA.COC)	17	-	-	1	66	63
Civil Construc Mgmt Cert- CNST.COC)	28	7	2	1	1	1
Civil Eng Tech Cert- CIVL.COC)	28-29	-	-	1	-	-
Clean Water Tech Cert- CWTC.COC)	-	-	-	-	-	-
Clerical Office Asst Cert- CLER.CRT)	30	7	11	8	5	5
Clinical Lab Cert- CLLS.COC)	-	-	-	-	-	-
CNC Opps Cert- CNCO.COC)	26-27	23	26	29	21	20
Comp Systems Engr Teh Cert- CSET.COC)	27	8	5	3	2	2
Computer IT Security Certificate- CITS.COC)	27	2	12	5	8	8
Cosmetology Cert- COSM.CRT)	30	35	35	33	-	-
Criminal Justice Cert- LECJ.COC)	27	9	3	8	3	3
Customer Service Essentials Cert- CSAC.COC)	-	3	3	-	-	-
Dental Asst Cert DAST.CRT)	39-40	16	18	15	2	2
Diagnostic Computed Tomography - DCT.AC)	12	-	-	-	11	10
Dig Photo Cert- DPHO.COC)	26	5	7	5	6	6
Dig Publishing Cert- DPUB.COC)	29	1	2	3	3	3
Digital Media Multimedia Cert- ACMM.COC)	27	1	4	2	1	1
Elec Robotics Tech Cert- EROB.COC)	24	5	2	1	3	3
Elec Sys Tech Cert- ESET.COC)	27	1	3	2	-	-
Energy Sys Tech/HVAC Cert- ENGY.COC)	29	43	36	45	38	36
Fast Track Computer IT Security Certificate- (CITSF.COC)	-	16	-	-	-	-
Fire Sci Tech Cert- FIRE.COC)	28	6	2	5	3	3
Social Media Strategy and Design- SMDS.COC)	-	-	-	-	4	4
Graphic Arts Cert- GRPH.COC)	-	-	-	-	-	-
Graphic Arts Entrepreneur Cert- GREN.COC)	-	1	2	-	-	-
Internet of Things- IOT.COC)	25	-	-	-	1	1
Landscape Design Mgmt Tech Cert- LAND.COC)	26-27	4	5	5	2	2
Magnetic Resonance Imaging - MRI.AC)	12	-	-	-	-	-
Massage Therapy for Licensed Health Care Pros Cert- INHC.COC)	-	-	-	-	-	-
Medical Assistant Cert- MEDA.COC)	29	18	22	19	16	15
Medical Coding Billing Spclst Cert- (MEDC.COC)	27	22	15	23	22	21
Medical Office Admin Cert- MOAA.COC)	26	14	6	14	17	16
Microcomputer Specialist Cert- MCRC.COC)	26	1	3	3	2	2
Microsoft Office Cert- MOUS.COC)	-	-	2	1	-	-
Optics and Photonics Cert- LEOT.COC)	29	4	3	2	6	6
Pre-Health Cert- HTHC.COC)	-	-	-	-	-	-
Programmer Cert- PROG.COC)	26	1	2	7	6	6
Tech Engr Cert- TECH.COC)	-	-	-	-	-	-
TV Production Tech Cert- ACTP.COC)	27	1	-	3	1	1
Virtual Assistant Cert- VIRT.COC)	-	-	-	-	-	-
Total		295	269	281	264	251

	Number of credits*	3 Years Prior Fall 2017	2 Years Prior Fall 2018	1 Year Prior Fall 2019	Current Year Fall 2020	Next Year Forward goal) Fall 2021
Associate add more rows as needed)						
Accounting AS- ACCT.AS)	-	65	65	27	8	8
Applied Psychology- APSY.AA)	62	-	-	71	88	84
Architecture and Building Tech AS- ARBT.AS)	67-68	58	46	51	59	56
Art AA- FINA.AA)	61	18	24	39	40	38
Automotive Tech AS- AUTM.AS)	62	9	16	7	4	4
Biology Transfer AS- BIOL.AS)	61	52	48	68	79	75
Biomedical Equipment Tech AS- BMET.AS)	70	-	9	13	7	7
Biomedical Manufacturing Technology- BIMT.AS)	66	-	-	1	1	1
Biotechnology Transfer AS- BIOT.AS)	65-68	17	17	12	7	7
Building Automation- ESBA.AS)	68	-	-	-	3	3
Building Construction Mgmt AS- PMGT.AS)	66-67	18	30	32	34	32
Business AS - Online Option- BUSNO.AS)	63	-	7	12	40	38
Business AS- BUSN.AS)	63	82	41	81	86	82
Business Transfer AS - Online Option- (BTCMO.AS)	62	-	9	14	26	25
Business Transfer AS- BTCM.AS)	62	169	160	196	144	137
CAD AS- CCAD.AS)	-	-	-	-	-	-
Chemistry Transfer AS- CHEM.AS)	60	6	13	9	7	7
Civil Construc Mgmt AS- CNST.AS)	68-70	12	12	3	3	3
Civil Eng Tech AS- CIVL.AS)	70-71	26	20	16	7	7
Communication Digital Media Transfer AS- CDMT.AS)	61-62	6	12	24	20	19
Comp IT Security AS- CITS.AS)	61-64	125	140	135	134	127
Comp Systems Engr Tech AS- CSET.AS)	63-65	60	52	57	47	45
Computer Science Transfer AS- CSCL.AS)	60-61	58	52	63	66	63
Computer Software Applications AS- CSAS.AS)	-	-	-	-	-	-
Continuous Improvement Quality Ctrol AS- (QENT.AS)	-	-	-	-	-	-
Criminal Justice AS- LECJ.AS)	60	281	215	166	116	110
Criminal Justice Transfer AS- CRJT.AS)	61	22	75	103	92	87
Dental Hygiene AS- DHYG.AS)	71-72	39	41	37	40	38
Diagnostic Medical Sonography AS- DMIS.AS)	61	18	20	20	18	17
Dig Audio Broadcasting AS- DAUD.AS)	61-62	13	14	14	7	7
Dig Photo AS- DPHO.AS)	66	33	27	27	17	16
Early Child and Elementary Ed Licensure AA- (EDUC.AA)	-	1	-	-	-	-
Early Child Ed AS- CHLD.AS)	64-65	75	55	45	6	6
Early Childhood Education Transfer AS- ECTR.AS)	60-61	2	15	61	36	34
Elec Engr Tech AS- ELEC.AS)	68	53	63	54	59	56
Elec Sys Engr AS- ESET.AS)	61	8	10	10	3	3
Elementary Ed Transfer AA- EDELA.AA)	62	36	27	28	27	26
Energy Sys Tech/HVAC AS- ENGY.AS)	63	37	24	32	26	25
Engineering Transfer AS- ENGR.AS)	68-71	109	112	100	90	86
Entrepreneur AS- ENTMA.S)	-	36	26	10	2	2
Executive Office AS- EXEC.AS)	-	-	-	-	-	-
Finance AS- FINC.AS)	-	1	-	-	-	-
Fire Sci Tech AS- FIRE.AS)	62	38	45	56	42	40
General Studies AA- LTGS.AA)	60	629	558	1,137	1,030	979
Graphic Design AS- CART.AS)	69	57	51	50	35	33
Health Info Tech AS- HIIM.AS)	63	10	13	16	12	11
Health Science AS- HLTH.AS)	60-62	-	36	146	146	139
Human Services/ Social Work Transfer AA- (HSSW.AA)	62	33	77	127	122	116
Interactive Media/Animation Design Tech AS- (MLTD.AS)	62-63	18	13	20	20	19
Landscape Design Mgmt Tech AS- LAND.AS)	64.00-65.00	15.00	15.00	13.00	6.00	
Landscape Design Mgmt Tech Transfer AS- (LANT.AS)	64.00-65.00	6.00	1.00	-	-	-
Liberal Arts Transfer AA- LTTR.AA)	-	189.00	132.00	27.00	6.00	6
Management AS- MANG.AS)	-	61.00	60.00	28.00	9.00	
Marketing AS- MRKT.AS)	-	23.00	20.00	6.00	2.00	2

	Number	3 Years	2 Years	1 Year	Current	Next Year
	of credits*	Prior Fall 2017	Prior Fall 2018	Prior Fall 2019	Year Fall 2020	Forward goal) Fall 2021
Massage Therapy AS- INHM.AS)	-	-	-	-	-	-
Math Transfer AS- MATH.AS)	60	11	5	5	6	6
Mechanical Engr Tech AS- MECH.AS)	67-69	125	113	105	101	96
Mechanical Engineering Technology AS- (METT.AS)	-	-	7	14	2	2
Medical Assistant AS- MAST.AS)	60	6	2	5	5	5
Medical Coding Billing Splst AS- MCBS.AS)	61	53	46	38	40	38
Medical Lab Technician AS- CLLS.AS)	68	25	26	24	25	24
Medical Office Admin AS- MOAA.AS)	-	35	22	15	10	10
Microcomputer AS- MCR.C.AS)	-	1	-	-	-	-
Nuclear Med AS- NMDT.AS)	-	-	-	-	-	-
Nursing AS- NURS.AS)	70	193	211	191	187	178
Occupational Therapy Asst AS- OCCP.AS)	66	24	22	22	26	25
OAAP.AS)	63-64	-	-	14	21	20
Optics and Photonics AS- LEOT.AS)	64	21	15	17	19	18
Physical Therapist Asst AS- PTAS.AS)	66	29	34	32	32	30
Physics Transfer AS- PHYS.AS)	69-71	7	5	5	-	-
Pre Med/Dent/Vet Transfer AS- MDVT.AS)	-	67	47	6	1	1
Pre-Eng/Sci Transfer AA- ENGR.AA)	-	79	54	56	32	30
Pre-Health AA- HTHC.AA)	-	1,031	819	249	79	75
Professional Office Admin AS- POAA.AS)	-	21	17	13	7	7
Programmer AS- PROG.AS)	64-68	32	26	37	31	29
Radiologic Technology AS- DMIR.AS)	64-68	27	28	34	34	32
Real Estate Sustain Devt AS- RPD.T.AS)	-	3	2	-	-	-
Respiratory Care AS- RSPC.AS)	66	30	26	32	34	32
Secondary Ed Transfer AA- EDSE.AA)	62	35	35	28	25	24
Sports Entertainment Mgmt AS- SEMT.AS)	-	1	-	-	-	-
Surgical Tech AS- SURG.AS)	65	34	35	37	42	40
Tech Engr Transfer AS- TECH.AS)	72-75	-	-	-	-	-
Telecomm AAS- TCOM.AAS)	-	2	-	-	-	-
TV Production Tech AS- TRPD.AS)	61-63	19	12	24	13	12
Uni W/O Walls AA- UWWL.AA)	-	4	7	1	-	-
Urban Studies- URBN.AA)	63	-	-	3	4	4
Virtual Assistant AS- VIRT.AS)	-	-	-	-	-	-
Web Ad Design AS- WEB.AS)	69	3	4	3	2	2
Website Programmer AS- WEBP.AS)	-	-	-	-	-	-
Undeclared/Non-Matric add more rows as needed)						
Gateway to College- UNDC.GC)	-	39	30	25	56	53
Undeclared- UNDC.NM)	-	467	484	486	350	333
Total		5,048	4,652	4,785	4,063	3,846
Baccalaureate add more rows as needed)						
Undeclared						
Total						

Total Undergraduate 5,343 4,921 5,066 4,327 4,096

Please enter any explanatory notes in the box below

*The number of credits needed to complete each program varies by year. Some programs have been added, combined, or discontinued to meet the curriculum standards of Springfield Technical Community College. Credits are reported for programs actively enrolling students as of Fall 2020.
 **Advanced certificate programs e.g. DCT.AC, MRI.AC) require 12 credits to complete.

Please enter any explanatory notes in the box below

*The grand total refers to the sum of all credits at the department level.
 **Refers to total FY academic credits including those generated by an unspecified program at the time of freeze; students who were enrolled in more than one program during 2020 summer semester(s) at the time of freeze due to transitions in program major. In such cases, these students' credits were not assigned to a program, and are reflected in the second balance. In addition, credits generated per program are based on census date data on date of freeze (point-in-time). Total credits reported to MA DHE are based on a full year's credits. Any credits not picked up in census date files are picked up in the annual file.)
 ***Data for Information Literacy Sessions refers to the number of students taught during the academic year. In addition to information literacy sessions, Since August 2018, the STCC Reference Librarians have created over 60 Digital Learning Objects, or DLOs. These educational videos provide step-by-step instruction on an array of research skills.

**Standard 4 The Academic Program
(Credit Hours Generated and Information Literacy 4.5)**

Credit Hours Generated By Department or Comparable Academic Unit

Note: Credit totals were calculated using the sum of credits generated by students enrolled in a specific program during the academic year. This number is different from the number of credits generated by departmental course offerings. For example, Biological Science has two programs, listed here; however that department offers courses to students in other majors. Those credits are not represented by this table.

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward goal
Undergraduate add more rows as needed)	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
Architecture Building Tech	1,912	1,900	1,978	2,135	2,028
Architecture and Building Tech AS- ARBT.AS)	1,508	1,248	1,118	1,533	1,456
Architecture Cert- ARCH.COC)	16	43	41	31	29
Building Construction Mgmt- BCMT.COC)	-	15	77	113	107
Building Construction Mgmt AS- PMGT.AS)	345	543	727	458	435
Real Estate Sustain Devt AS- RPDT.AS)	43	51	15	-	-
Automotive Technology	986	807	984	972	923
Automotive Tech AS-(AUTM.AS)	405	222	411	242	230
Automotive Tech Cert- AUTO.COC)	581	585	573	730	694
Biomedical Engineering Technology	-	-	202	338	321
Biomedical Equipment Tech- BMET.AS)	-	-	202	318	302
Biomedical Manufacturing Technology- BMIT.AS)	-	-	-	20	19
Biological Science	460	450	372	422	401
Biotechnology Cert- BMFG.COC)	8	38	-	46	44
Biotechnology Transfer AS- BIOT.AS)	452	412	372	376	357
Business Administration	9,874	9,166	8,227	9,182	8,723
Accounting AS-(ACCT.AS)	1,467	1,279	1,276	1,059	1,006
Business AS- BUSN.AS)	1,499	1,462	863	1,699	1,614
Business AS - Online Option- BUSNO.AS)	-	21	112	270	257
Business Transfer AS- BTCM.AS)	4,272	4,071	3,741	5,034	4,782
Business Transfer AS - Online Option- BTCMO.AS)	-	23	110	332	315
Customer Service Essentials Cert- CSVC.COC)	214	73	37	27	26
Entrepreneur AS- ENTM.AS)	621	687	572	253	240
Finance AS- FINC.AS)	-	6	-	10	10
Graphic Arts Entrepreneur Cert- GREN.COC)	-	20	18	-	-
Management AS- MANG.AS)	1,154	1,109	1,220	364	346
Marketing AS- MRKT.AS)	585	401	275	134	127
Sports Entertainment Mgmt AS- SEMT.AS)	62	14	3	-	-
Civil Engineering	1,131	940	581	743	706
Civil Construc Mgmt AS- CNST.AS)	434	301	183	180	171
Civil Construc Mgmt Cert- CNST.COC)	66	117	28	24	23
Civil Eng Tech AS- CIVL.AS)	631	522	370	520	494
Civil Eng Tech Cert- CIVL.COC)	-	-	-	19	18
Computer Information Technology	3,850	4,087	3,913	4,474	4,250
Comp IT Security AS- CITS.AS)	2,962	2,907	3,152	3,543	3,366
Computer IT Security Certificate- CITS.COC)	-	70	159	162	154
Fast Track Computer IT Security Certificate- CITSF.COC)	-	342	-	38	36
Microcomputer AS- MCRC.AS)	12	9	-	12	11
Microcomputer Specialist Cert- MCRC.COC)	18	16	46	45	43
Programmer AS- PROG.AS)	775	733	514	576	547
Programmer Cert- PROG.COC)	83	10	42	98	93
Computer Systems Eng Tech	1,865	1,458	1,259	1,547	1,470
Comp Systems Engr Tch Cert- CSET.COC)	232	116	91	62	59
Comp Systems Engr Tech AS- CSET.AS)	1,633	1,342	1,168	1,485	1,411
Cosmetology	654	820	915	854	811
Cosmetology Cert- COSM.CRT)	654	820	915	854	811
Criminal Justice	7,125	6,026	5,891	5,856	5,563
Criminal Justice AS- LECJ.AS)	7,001	5,300	4,110	3,123	2,967
Criminal Justice Cert- LECJ.COC)	118	115	45	90	86
Criminal Justice Transfer AS- CRJT.AS)	6	611	1,736	2,643	2,511
Dental Assistant	350	367	453	521	495
Dental Asst Cert- DAST.CRT)	350	367	453	521	495
Dental Hygiene	874	861	922	917	871
Dental Hygiene AS- DHYG.AS)	874	861	922	917	871

	3 Years Prior FY 2017	2 Years Prior FY 2018	1 Year Prior FY 2019	Current Year FY 2020	Next Year Forward goal) FY 2021
Diagnostic Medical Imaging	1,002	970	1,072	1,408	1,338
Diagnostic Medical Sonography AS- DMIS.AS)	374	377	434	498	473
Radiologic Technology AS- DMIR.AS)	628	593	638	910	865
Diagnostic Computed Tomography - DCT.AC)	-	-	-	-	-
Magnetic Resonance Imaging - MRI.AC)	-	-	-	-	-
Digital Media Production	1,674	1,384	1,343	1,605	1,525
Communication Digital Media Transfer AS- CDMT.AS)	-	204	289	570	542
Dig Audio Broadcasting AS- DAUD.AS)	582	306	333	313	297
Digital Media Multimedia Cert- ACMM.COC)	50	34	58	96	91
Interactive Media/Animation Design Tech AS- MLTD.AS)	391	326	370	321	305
TV Production Tech AS- TRPD.AS)	606	493	293	271	257
TV Production Tech Cert- ACTP.COC)	45	21	-	34	32
Electrical Engineering Tech	1,495	1,286	1,487	1,606	1,526
Elec Engr Tech AS- ELEC.AS)	1,432	1,205	1,475	1,577	1,498
Elec Robotics Tech Cert- EROB.COC)	63	81	12	29	28
Internet of Things- IOT.COC)	-	-	-	-	-
Electronic Systems Eng Tech	239	199	224	213	202
Elec Sys Engr AS- ESET.AS)	239	171	191	186	177
Elec Sys Tech Cert- ESET.COC)	-	28	33	27	26
Energy Systems Tech	1,717	1,747	1,393	1,617	1,536
Energy Sys Tech/HVAC AS- ENGY.AS)	965	759	552	700	665
Energy Sys Tech/HVAC Cert- ENGY.COC)	752	988	841	917	871
Building Automation- ESBA.AS)	-	-	-	-	-
Engineering Science Transfer	6,695	7,462	6,655	6,825	6,484
Biology Transfer AS- BIOL.AS)	1,024	1,250	1,094	2,473	2,349
Chemistry Transfer AS- CHEM.AS)	231	173	223	186	177
Computer Science Transfer AS- CSC.LAS)	1,204	1,429	1,272	1,639	1,557
Engineering Transfer AS- ENGR.AS)	2,577	2,716	2,817	2,288	2,174
Technical Engineering Transfer AS- TECH.AS)	-	-	-	-	-
Math Transfer AS- MATH.AS)	122	216	123	83	79
Physics Transfer AS- PHYS.AS)	217	218	86	41	39
Pre Med/Dent/Vet Transfer AS- MDVT.AS)	1,320	1,460	1,040	115	109
Fire Protection and Safety	947	882	991	1,199	1,139
Fire Sci Tech AS- FIRE.AS)	756	780	982	1,136	1,079
Fire Sci Tech Cert- FIRE.COC)	191	102	9	63	60
Graphic Comm and Photography	1,874	2,099	1,830	2,030	1,929
Dig Photo AS- DPHO.AS)	590	637	499	662	629
Dig Photo Cert- DPHO.COC)	139	87	110	84	80
Dig Publishing Cert- DPUB.COC)	-	17	33	24	23
Graphic Design AS- CART.AS)	1,130	1,287	1,095	1,260	1,197
Web Ad Design AS- WEBA.AS)	15	71	93	-	-
Health Information Technology	1,433	1,418	1,194	935	888
Medical Coding Billing Spclst AS- MCBS.AS)	1,039	995	890	581	552
Medical Coding Billing Spclst Cert- MEDC.COC)	394	423	304	354	336
Health Science	109	286	1,457	3,825	3,634
Health Info Tech AS- HLTH.AS)	-	-	1,099	3,465	3,292
Health Info Tech AS- HIMM.AS)	109	286	358	360	342
Information Technology	6	-	-	27	26
Executive Office AS- EXEC.AS)	6	-	-	27	26
Landscape Design Management	641	458	403	366	348
Landscape Design Mgmt Tech AS- LAND.AS)	500	290	347	341	324
Landscape Design Mgmt Tech Cert- LAND.COC)	35	53	23	25	24
Landscape Design Mgmt Tech Transfer AS- LANT.AS)	106	115	33	-	-
Liberal Arts Transfer	5,596	4,875	4,726	3,755	3,567
Art AA- FINE.AA)	542	452	575	837	795
Early Child and Elementary Ed Licensure AA- EDUC.AA)	-	19	-	-	-
Human Services/ Social Work Transfer AA- HSSW.AA)	3	796	1,763	2,361	2,243
Liberal Arts Transfer AA- LITR.AA)	5,051	3,608	2,388	557	529

	3 Years Prior FY 2017	2 Years Prior FY 2018	1 Year Prior FY 2019	Current Year FY 2020	Next Year Forward goal) FY 2021
Liberal Arts/General Studies	41,954	41,079	35,313	32,737	31,100
Gateway to College- UNDC.GC)	1,043	907	667	396	376
General Studies AA- LTGS.AA)	11,680	12,065	12,534	18,066	17,163
Applied Psychology-(APSY.AA)	-	-	172	2,052	1,949
Pre-Eng/Sci Transfer AA- ENGC.AA)	1,958	1,537	1,123	1,163	1,105
Pre-Health AA- HTHC.AA)	20,250	19,473	13,565	5,374	5,105
Urban Studies- URBN.AA)	-	-	7	-	-
Undeclared Non Matric- UNDC.NM)	6,918	6,968	7,156	5,676	5,392
Uni W/O Walls AA- UWWL.AA)	105	129	89	10	10
Mechanical Engineering Tech	3,073	3,239	3,162	2,836	2,694
CAD AS- CCAD.AS)	9	-	-	-	-
CAD Cert- CCAD.COC)	3	88	27	31	29
CAD/CAM Cert- CADM.COC)	71	146	93	143	136
CAM Cert- CCAM.COC)	-	3	13	-	-
CNC Opps Cert CNCO.COC)	429	358	429	778	739
Mechanical Engineering Technology Cert- METT.COC)	-	22	-	51	48
Mechanical Engr Tech AS- MECH.AS)	2,561	2,622	2,600	1,833	1,741
Medical Assistant	659	560	591	149	142
Medical Assistant AS- MAST.AS)	35	60	14	29	28
Medical Assistant Cert- MEDA.COC)	624	500	577	120	114
Medical Lab Technician	547	564	604	599	569
Medical Lab Technician AS- CLIS.AS)	547	564	604	599	569
Nursing	3,982	3,940	4,128	3,798	3,608
Nursing AS- NURS.AS)	3,982	3,940	4,128	3,798	3,608
Office Information Technology	1,755	1,326	1,003	964	916
Clerical Office Asst Cert- CLER.CRT)	190	155	134	194	184
Medical Office Admin AS- MOAA.AS)	686	572	439	305	290
Medical Office Admin Cert- MOAA.COC)	312	210	139	232	220
Microsoft Office Cert- MOUS.COC)	47	6	15	-	-
Professional Office Admin AS- POAA.AS)	520	383	273	105	100
Office Administrative Assistant Professional- OAAP.AS)	-	-	3	128	122
Optics and Photonics	606	601	392	502	477
Optics and Photonics AS- LEOT.AS)	507	498	338	456	433
Optics and Photonics Cert- LEOT.COC)	99	103	54	46	44
Rehabilitation Therapies	1,147	1,259	1,319	1,267	1,204
Occupational Therapy Asst AS- OCCP.AS)	436	584	536	513	487
Physical Therapist Asst AS- PTAS.AS)	711	675	783	754	716
Respiratory Care	793	718	704	786	747
Respiratory Care AS- RSPC.AS)	793	718	704	786	747
Surgical Technology	795	723	737	713	677
Surgical Tech AS- SURG.AS)	795	723	737	713	677
Teacher Education	2,978	3,019	2,801	3,957	3,759
Early Child Ed AS- CHLD.AS)	1,451	1,307	982	1,302	1,237
Early Childhood Education Transfer AS- ECTR.AS)	-	85	429	639	607
Elementary Ed Transfer AA- EDEL.AS)	795	768	593	569	541
Secondary Ed Transfer AA- EDSE.AS)	732	859	797	704	669
Child Development Associate Plus- CDA.COC)	-	-	-	743	706
Telecommunications Technology	36	9	-	-	-
Telecomm AAS- TCOM.AS)	36	9	-	-	-
Workforce Development	-	6	-	-	-
Workforce Training Adult Basic Education- WABE.WT)	-	6	-	-	-
*Total	110,834	106,991	99,226	101,680	96,596
Including Academic Credits Generated in Unspecified Program **Total	111,952	108,017	99,506	101,680	96,596

Graduate add more rows as needed)					
Total	-	-	-	-	-

***Information Literacy Sessions Students Taught)					
Main campus					
Sessions embedded in a class	n/a	2,050	1,736	104	
Free-standing sessions					
Branch/other locations					
Sessions embedded in a class	n/a	n/a	n/a	n/a	
Free-standing sessions					
Online sessions	n/a	n/a	400	1,700	
URL of Information Literacy Reports					

Please enter any explanatory notes in the box below

*The grand total refers to the sum of all credits at the department level.
**Refers to total FY academic credits including those generated by an unspecified program at the time of freeze; students who were enrolled in more than one program during 2020 summer semester(s) at the time of freeze due to transitions in program major. In such cases, these students' credits were not assigned to a program, and are reflected in the second balance. In addition, credits generated per program are based on census date data on date of freeze point-in-time). Total credits reported to MA DHE are based on a full year's credits. Any credits not picked up in census date files are picked up in the annual file.)
***Data for Information Literacy Sessions refers to the number of students taught during the academic year. In addition to information literacy sessions, Since August 2018, the STCC Reference Librarians have created over 60 Digital Learning Objects, or DLOs. These educational videos provide step-by-step instruction on an array of research skills.

Standard 5: Students

Description

STCC, an open access institution, attracts people with varying backgrounds. Walking into a classroom, it is not uncommon to find a teenaged dual enrollment student sitting next to someone taking advantage of the senior citizen tuition waiver. It is also likely as one walks through the cafeteria to hear a handful of different languages being spoken. While STCC prides itself on its diverse student body we recognize the work to be done to create an inclusive and equitable institution.

Admissions:

STCC's student population is reflective of the population of its surrounding community as noted in the recent United States Census Bureau information ([US Census](#)), where White and Latinx students hold the largest majority, followed by Black students. As the Springfield area continues to become more culturally and ethnically diverse, STCC has seen a steady rise in the number of students who self-identify as a member of one or more ethnic or racial minority groups. In 2015, STCC was designated a Hispanic Serving Institute (HSI) and was awarded a Federal HSI-STEM grant, allowing the College to provide additional academic and other enrichment programs for students who identify as Hispanic. (Enrollment data is available on the [Institutional Research](#) page.)

The institution recognizes that the "traditional student" population (those students enrolling in college directly out of high school) is generally in decline in Massachusetts, and actively welcomes nontraditional students. The STCC [website](#) provides prospective students with the guidance and information to "Get Started" in a way that is "customized" to the group to which they identify. Specific tuition waivers or action steps reside under each category to assist the student in finding the resources they need. Categories include:

High School Graduate/GED/HiSET	Undocumented/DACA
Incoming Transfer Student	Former Student (non-graduate)
College Now/Dual Enrollment	Returning STCC graduate
International Student	Guest Student (non-degree-seeking)
Senior Citizen	Parent/Guardian
Student Veterans and Service Members	

In keeping with the [statewide mission of Massachusetts community colleges](#), STCC is an open access admissions institution, which provides any high school graduate or GED/HiSET diploma holder the opportunity to enroll in any academic program at the College, although some programs (generally in the allied health area) have more stringent admission requirements. Open access allows the Admissions team to recruit students from area high schools, community-based agencies and the public at large. The focus of recruitment events is to engage individuals who reside in the Greater Springfield area, as they are the population the College primarily seeks to serve. Recruitment activities are numerous and varied. Admissions staff create many avenues for prospective students to engage with the college and learn more about our programs, including regional college fairs, high school college nights, meetings with students of all levels on an ongoing basis in local schools, presentations promoting college awareness at local community-based organizations, panel discussions about college opportunities, consultations with employees at area businesses who are interested in returning to school, "Instant Acceptance" events, biannual

Open House programs, and individual meetings with prospective students about the College's 78 different associate degrees and certificate options.

STCC's [admissions policy](#) is clear and follows the Commonwealth of Massachusetts' policy on affirmative action, equal opportunity and diversity. Admissions policies are frequently reviewed to make sure they are fair, clear, and consistent with the mission of the institution and meet all Federal and state requirements. For admissions into selective programs (those for which the number of applicants exceed the number of seats in the program), applicants are reviewed based on established admission criteria which are developed by each selective academic department to ensure a fair and equitable process. Criteria may consist of satisfactory completion of prerequisite courses, documented professional observations (for example, job shadowing), or program-specific admission tests. Each selective program has different criteria which are developed with recommendations from their program advisory committees and their accrediting bodies. Each application is reviewed, and points are awarded based on the established admission criteria for the program desired. Applicants with the higher scores are offered admissions until all available spots are filled after which a wait list is developed using the same criteria. Admissions standards for selective programs are reviewed annually by each selective program Department Chair, in concert with their Academic Dean, to ensure fairness and equity. If changes are needed, the Department Chair follows the curriculum change process to implement them (for example, in September 2019 the Occupational Therapy Assistant department initiated changes in its admissions prerequisites. A review of challenge exams and CLEP options were considered as avenues by which students could satisfy these prerequisites, and efforts were made to ensure the prerequisites were in line with requirements of other health programs).

STCC adheres to Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008 which states that "no qualified individual with a disability shall, solely on the basis of their disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity in higher education." STCC is committed to the success of all students, and ensures full access to its programs and services to students with disabilities. The Office of Disability Services (ODS) provides accommodations, services and auxiliary aids to students with disabilities. ODS works closely with faculty to ensure that the academic integrity of each course remains intact, while preserving equal access to course content and materials for qualified students at the same time.

Entering students are required to complete the entrance assessment before registering for classes; students may be exempt from taking this assessment based on [certain criteria](#). Students whose performance on the entrance assessment indicates a need for support to succeed at the college level, are directed to developmental courses in the areas of reading, writing, math, and keyboarding skills. These courses are intended to support student success and the overall retention rate of the College. In line with the College's mission to "support students as they transform their lives," the admission policy provides students with the opportunity to enroll in college while they develop the skills necessary to succeed and a "second chance" to many students who may have struggled academically at the high-school level or who have been out of the education system for a significant amount of time.

Retention and graduation of students remains a fundamental goal of STCC. Admissions and Advising staff work closely with various academic programs, Academic Deans, and grant-funded programs to better assess where additional student support may be required. Enrollment and graduation data provides valuable information for many of our enrollment and marketing-related efforts. Two such reports, Enrollment Management Perspective 21SP Updates and Insights along with Enrollment Management Perspective 21SP FORCAST, are excellent examples of data collection and forecasting that assist many enrollment-related offices, along with marketing, to clearly project various enrollment scenarios based on key data points. This information along with historic data related to enrollment, retention, and graduation helps to provide clear guidance to the institution as we plan for the future. Forecast modeling is done through a historical lens to garner data for the semester to come.

The goals and strategies embedded in the 2018 [Student Retention Plan](#) provide guidance to student affairs staff in supporting retention goals, with a particular focus on the information that is provided to students through the college's website. Additionally, the focus of New Student Orientation (NSO) to improve the prospective student's navigation of the enrollment process, is a key element. The NSO was originally an in-person event, but was converted to an online presentation after COVID-19 prevented campus visits. As of the start of Fall semester 2020, 1191 (or 48% of those invited) incoming first time freshmen had participated in the online NSO. In contrast, only 36% of invitees participated in the in-person NSO held in Spring and Summer of 2019.

A one-credit First Year Experience (FYE) course, redesigned from the College Success Seminar previously offered, was developed by a cross functional group during the 2018-2019 academic year. The course's goal is to support students' acculturation and sense of belongingness, in service of increasing their retention. The curriculum, with a focus on preparing students to successfully navigate college, assists students with self-exploration, career exploration, and understanding STCC's many services and departments. Since its initial offering in Fall 2019, the FYE course has been embedded as a requirement in several programs, and its impact on student retention and completion rates is being evaluated.

STCC's other recent initiatives and programs align with the student retention goals and ultimately with the mission of College, including:

- Supplemental Instruction (SI) program – Launched in 2016, SI is an academic support program in which peers, or SI leaders, assist students both in and outside of the classroom in many subject areas including science, technology, engineering and mathematics (STEM). These peer support programs are effective because students can be assisted with one-to-one support that allows them to engage with the material differently and clarify the knowledge they have already gained. In Spring 2021, SI is being employed in 50 (roughly 5%) of the College's course sections.
- HSI-STEM – In 2016, STCC received a 5-year HSI-STEM grant to increase the number of Hispanic and low-income students to enter, persist, complete and transfer in STEM fields. The focus was to redesign how STEM courses are delivered, and how support services are provided for students. For instance, a new teaching strategy called Process Oriented Guided Inquiry Learning (POGIL) in which students work in self-managed teams of four has been implemented. Its focus is to increase students' critical thinking skills. Also, two full-time academic advisors with specific focus on STEM academic programs were added to the College's advising staff in 2017. These staffers provide STEM students counsel on course options and career paths. In 2019, the STEM Center became operational, providing students with tutoring in STEM courses, access to a computer lab with STEM software, and space for individual and group study, along with classrooms allocated to teaching, proctoring, and presentations.
- Massachusetts Department of Early Education and Care Career Pathways Grant for the Early Childhood Education program. This grant provides a range of supports for students in the program, including a new Early Childhood Education liaison. The role of the liaison is to work closely with early childhood students and provide bilingual support in both English and Spanish.

Student Services and Co-curricular Experiences:

STCC offers many programs and a systemic approach designed to provide assistance in helping students achieve their educational goals. The STCC website provides resources to help students understand these educational [services](#). These offices and departments include:

- [Academic Advising & Transfer Center](#), which provides continuous academic support, career exploration, educational planning and transfer options.

- [Student Success Center](#), provides one-on-one tutoring, study skill techniques, success planning and additional support services for students that are at risk of failing.
- [TRIO Student Support Services](#), is geared to support first-generation college students and economically disadvantaged students.
- [Office of Disability Services](#), provides guidance and support for students with disabilities that seek necessary accommodations and accessibility.
- [The Office of Veterans' Affairs](#), provides assistance to all veterans seeking a college education.
- [Career Development Office](#), works closely with area and regional employers to assist them in finding students/ graduates to fill their job openings.
- [Writing Center](#)-Support for all types of writing; essays, research papers, etc.
- [English Language Learner Services \(ELL\)](#)- Serves students for whom English is a second language

The characteristics of the students informs the institution in a variety of ways, including admissions activities, academic program offerings and student support services. Student Support Services encompasses multiple departments, programs, initiatives, grants and personnel that provide holistic student support. Programs and departments include:

- [Center for Access Services](#) (CAS), provides a broad range of non-academic supports, including housing assistance and campus and community resource access.
- [Armory Square Child Care](#), To support the needs of the students and their families, STCC hosts an on-campus day care center.
- [Health & Wellness Center](#), Partnership that allows for students to receive professional health and counseling services.

Other programs and departments that assist students are in alignment with STCC Core Values, and focused on student success. They include the [IT Help Desk](#), [Online Learning](#), [Library](#), [STEM Center](#), and the [Testing and Assessment Center](#)

STCC provides its students with increased access to mental health services via [mental health support](#). River Valley Counseling has an office in the *Ira H. Rubenzahl Student Learning Commons*. To be eligible, students must carry health insurance. Students identifying a need or desire for personal counseling can be seen by a licensed professional therapist.

STCC offers *College Now*, a dual enrollment program that allows high school and home school students to enroll in one free STCC credit course per semester if they meet the eligibility requirements (they must be a Junior or Senior in high school with a minimum high school GPA of 2.0 and they must maintain a 2.0 GPA for any College Now courses). This on-campus college experience (except during the pandemic, when *College Now* offerings were online, solely) allows high school students to take college-level courses to fulfill high school graduation requirements and/or to pursue an academic interest. This program, almost fully subsidized by the College, has a direct impact on equity to access in higher education within the Greater Springfield community (during STCC's 2018-2019 academic year, more than 555 course registrations were offered through the College Now program; Springfield residents represented 55% percent of the *College Now* population).

In Fiscal Years 2020 and 2021, the College secured Commonwealth Dual Enrollment Partnership grants in collaboration with West Springfield Public Schools to advance a long-standing partnership between the institutions that supports dual enrollment pathways in advanced manufacturing and health care, among other areas. Another partnership, with The Springfield Empowerment Zone Partnership and the Springfield High School of Commerce, brought to life an Early College program for Commerce students, beginning in Grade 10. This program affords Commerce students access to college courses, noncredit training opportunities, and support services. Six credit pathways (Computer & IT Security, Human Services, Business, Multimedia Design, Health Science, and Criminal Justice) are offered, in addition to an “applied career” pathway offered through the Workforce Development office. Students may earn up to 20 college credits in the program while still enrolled at Commerce.

STCC seeks to fulfill its access mission by ensuring that no student is denied an education because of financial need. The college website has detailed information about financial aid, eligibility, the application process, what types of aid STCC participates in, as well as links to the [online application](#) to apply for aid. Individual financial information is accessible to students through their student portal account, which reminds them to both file for aid and gives tips and links to apply for aid, completing their file including having access to financial aid forms, and answers questions once students are awarded. The student portal also provides direct access for students to view their individual accounts related to both financial aid and their student bill. The Office of Student Financial Services (SFS) assists students with financing their college education. Staff assist students throughout the application process and provide current information on various types of aid programs and options, some of which include grants/waivers, federal work-study programs and loans. Additional SFS services include working closely with the Educational Opportunity Center, allowing representatives to be available, by appointment, throughout the year to complete the FAFSA with students and parents. SFS also sends both electronic mail and standard mail reminders about applying for aid. This outreach continues throughout the academic year, with SFS contacting students who have incomplete financial aid files via mail, e-mail, and phone calls on a regular basis throughout the academic year. SFS also conducts a “FAFSA Day” event annually on campus.

SFS staff ensure that students fully understand the implications of incurring student debt. Student borrowers are required to complete an in-person entrance counseling session, where they are informed of their rights and responsibilities as student loan borrowers. Continued financial counseling is required for each academic year that a loan is secured. Certain types of loans, such as a living expense loan, will require the student to complete a budget worksheet that directs students to the National Student Loan Data System to view their existing loan indebtedness. Students are directed to various calculators—as well as the Bureau of Labor Statistics—to determine potential annual salary based on their future occupation. They then figure what their anticipated monthly payment will be including the loan that they are currently asking for as part of the borrowing process. A Financial Literacy Coordinator, who promotes financial literacy for both the college and members of the community, meets with students one-on-one for financial counseling, hosts workshops, and refines any tools that are prepared for students’ use to support their financial well-being.

STCC offers an abundance of activities outside of the classroom. As of 2019, there were 27 [active clubs and organizations](#) sponsored by the Student Activities and Development Office falling into two co-curricular categories: academic program-based (e.g., the Business Club which hosts events like local industry leaders) or special interests-based (e.g., the Anime Club). In addition, several clubs and organizations provide support and representation to a variety of student populations (e.g., the Black Student Association, LGBTQ Pride Club, the Black & Hispanic Women’s Association, the International Club, Muslim Student Association, and Veterans Club). The Student Activities & Development Office assists students who wish to establish a new club or organization. This office organizes various trips to events and locations throughout the northeast, and is responsible for Student Government (see Standard 3), the Campus Activities Board (CAB), and the [Student Ambassador program](#). CAB plans and organizes various types of events on campus (the CAB Chair, Treasurer and Club Liaison are student body-appointed positions that play

important roles in encouraging students to participate in campus life and providing resources and information to our clubs and organizations). Student Ambassadors act as peer role models and advocate for new and continuing students, provide information and resources, represent the student community at internal and external events, and encourage student involvement in co-curricular life at STCC, all while developing their own communication and leadership skills. STCC also has a dedicated Office of Multicultural Affairs which provides diverse educational programming experiences for students, faculty, and staff.

Supporting student engagement has been especially critical during the pandemic, when opportunities for physical gatherings are extremely limited. Through the Offices of Community Engagement, Multicultural Affairs, and Student Activities & Development, the College has focused on opportunities for students to engage with each other and the campus community in virtual, but meaningful, ways. Student Activities & Development converted the in-person Student Government elections to an electronic process and in doing so, saw an increase in participation compared to previous years. All student clubs and organizations have new spaces in Blackboard, the [15th Annual Diversity Speaker and Performance Series](#) was hosted virtually and STCC launched its inaugural chapter of [The National Society of Leadership and Success](#). Additional leadership and mentoring opportunities including [LEAD Empowerment Program](#), and the [MILE - Male Initiative for Leadership and Education](#) have provided engagement opportunities in the virtual space.

STCC offers, controls, and maintains recreational and [athletic programming](#) for all enrolled students. Its recreational program consists of the fitness center, which offers students, faculty and staff the ability to train, sculpt and explore a healthy lifestyle. The center itself is equipped with cardio, strength training and universal exercising equipment. It additionally provides a diverse group of staff members who are trained and prepared to serve the campus community. The College's athletic programming consists of intercollegiate basketball, soccer and wrestling (past programming included track & field, cross-country, volleyball and golf, but these have been placed on suspension, pending budgetary concerns). STCC participates in the Massachusetts Community College Athletic Conference (MCCAC) and adheres to the athletic standard guidelines of the National Junior College Athletic Association (NJCAA). To be eligible to play in any of the athletic programs per the NJCAA guidelines, students must be full-time and maintain a minimum GPA of 2.0 or above (although the College's STCC's academic performance requirements ask that students maintain a minimum GPA of 2.5).

STCC has qualified staff members in student services who maintain confidentiality and use high standards of integrity when dealing with students and their information; in Standard 7, this is detailed in the Human Resources section. As employees of a state institution, staff must follow Conflict of Interest Law as well as complete Conflict of Interest training offered by the Commonwealth. Further, staff are expected to abide by provisions of the Family Educational Rights and Privacy Act (FERPA); in addition, the Student Financial Services office has adopted the [National Association of Student Financial Aid Administrators \(NASFAA\) and BHE Statements of Ethical Principles, the BHE Code of Conduct, and components of the NASFAA Code of Conduct, to ensure the highest ethical behavior and professional practices](#). For students, the Student Code of Conduct, Student Grievance Procedures, and other academic and non-academic policies and regulations are outlined in the [Student Handbook](#) available on the STCC website. Also listed in the Student Handbook is the Policy in Support of Pluralism.

The College's Student Information Privacy policy complies with FERPA and ensures that students' rights to privacy with respect to their educational records are protected. Training on FERPA is offered regularly (at least once a year) to College staff and a member of the administration is identified as the College's FERPA officer, whose responsibility is to stay abreast of changes to FERPA regulations, and provide training and guidance to the campus community. The College retains education records in accordance with [guidelines](#) set by the Commonwealth of Massachusetts. In the unlikely event STCC were to discontinue operations, arrangements would be made with the [Massachusetts Department of Higher Education](#) for the filing and maintenance of academic records. STCC would take reasonable steps to notify current and former students about the arrangements for the filing and maintenance of academic

records. In addition, the Commission would be notified about the filing and maintenance of academic records in the event the College were to discontinue operations. STCC, while a public college, would also comply with the DHE's [Notice of Closure Guidelines for Independent Institutions](#).

Student record information is managed in several secure systems, including the main student information system software (*Ellucian Colleague*), an electronic form system (*Dynamic Forms*), a document imaging system (*ImageNow*), a data reporting tool (*SAP Business Objects*) and other ancillary systems, all of which are maintained by the college (or under the direct control of the College), and which require appropriate credentials for access to student records. A paper shredding service is used for document destruction when disposal of paper student records is required. Student records are secured either electronically or within physical barriers (locked office/locking file cabinet) and measures are taken within the student service offices to verify identifying information from students requesting support remotely (phone, email, live chat, etc.).

Appraisal

Admissions:

The "STCC Shuffle" is an internal term used to reference the sometimes-cumbersome process students experience as they complete the steps for enrolling at the College. In our previous physical space on campus, this required students to move to multiple locations and buildings to complete the task. To help remedy this, the new *Ira Rubenzahl Learning Commons* was designed to facilitate a more streamlined administrative process for students by intentionally co-locating offices to provide a more expedient flow for students and the public. As a result of a value stream mapping initiative throughout the 2019-2020 academic year, a [new student checklist](#) was created to assist new students through the onboarding process. Once students have completed NSO, they are contacted by email and phone for one-on-one outreach and support. The teams in the Academic Advising & Transfer and Testing & Assessment Centers schedule individual appointments to guide students through "next-steps" towards fall semester enrollment. A survey, focusing on the onboarding process and how it could be improved, was sent to new incoming students for the Fall 2020 semester. While respondents indicated a strong sense of confidence in their decision to attend STCC, many students felt unprepared for college. Students rated the onboarding experience as a good overall experience with personal difficulties in all areas including navigating the offices in an online capacity, technology issues, and wait times. They also indicated that the New Student Orientation was effective in providing students with information necessary to navigate the offices.

In its present virtual environment, the College has made even more concerted efforts to help students navigate the enrollment process. Chat Now, an online tool that has been used by the Academic Advising & Transfer Center since 2011, has been adopted by Admissions, Student Financial Services (Financial Aid), Information Technology Help Desk, Library, Health & Wellness Center and the Testing & Assessment Center. There is also a Chat Now operator for general information. From March 5 through April 5, 2020, at the outset of the campus curtailment, the number of unique engagements in Chat Now was 170. The highest month of activity to date took place August 5 through September 5, 2020 with 3,841 unique engagements.

Another major effort, emphasized with COVID-19, is the recent (2020) implementation of an electronic form (e-form) system, which allows students to quickly, conveniently and securely submit required information. E-forms have been deployed by Student Financial Services, Admissions, Center for Access Services, Registrar, and Disability Services. Many paper-based forms were converted to electronic forms, while new forms were created to address business needs. Examples of e-forms that have been deployed include the request for [Debt Appeal](#), [Share-A-Concern reporting](#) for the Behavioral Intervention Team/CARE team, [Medical Re-Entry Process](#), [Student Emergency Fund request](#), Emergency CARES Act Application, and all forms related to financial aid file completion. The use of e-forms and e-signatures has shortened the timeframe for students to access and complete documents.

In 2019-2020, the timeframe for Student Financial Services to complete financial aid files was approximately 4-5 weeks. With the implementation of e-forms and e-signatures this has been reduced to 1-2 weeks. The Registrar's Office has also deployed e-forms which have allowed for quicker access and processing of requests for students and alumni alike.

The Enrollment Management team successfully converted to remote operations by implementing targeted recruitment campaigns through email, phone calls and a series of live social media events. Further, the Testing & Assessment Center partnered with faculty in English and Mathematics to convert placement testing to an online format. The transition took approximately 3 weeks during which time placement testing was not available to new students. Even with the time to convert the placement tests, the percentage of students completing the test was down less than 1 percentage point when compared to fall 2019. Similar proactive engagement strategies include targeted call campaigns and virtual advising appointments. Student Affairs has teamed up with Academic Affairs, Student Financial Services and Marketing to host *STCC to Your Plan* virtual registration days for new and returning students. Students have the opportunity to attend sessions hosted by admissions, advising, testing & assessment and student financial services. STCC's team of advisors are available on *Chat Now* and for one-on-one appointments via phone or *Google Meet*.

Recognizing the need for students and families to gain earlier financial aid awareness, SFS has incorporated new marketing materials with a link on the New Student checklist that directs the student to the SFS webpage. Along with this, a comprehensive brochure that details *How to Complete the FAFSA in 6 Simple Steps* is now available to students. Early awareness should encourage students and families to apply and complete documentation sooner, resulting in awards being made closer to the time of billing. The desired outcome is to educate as many students on financial literacy/awareness leading to more successful financial outcomes leading to more academic success.

Student Services and Co-Curricular Experiences:

During COVID-19, STCC recognizes that our students continue to face challenges. The Center for Access Services (CAS) provides students with a broad range of non-academic support. Information was placed [online](#) to ensure accessibility and the CAS team communicated with students by phone or email. A *Student Emergency Fund*, designed to assist students who encounter an unexpected, short-term financial emergency that would prevent them from continuing their education, was developed and its application for funding is available [online](#). STCC's goal remains mission-focused; to assist students so that they may continue their studies and successfully complete their coursework. Of the \$3.7 Million in initial CARES funding received by the College, \$1.4 Million has been sent (as of December 2020) directly to students based on the Federal eligibility guidelines.

Based on individual discussions with students of color, informal group discussions and formal group discussions, students want to see themselves reflected and represented in the faculty/staff. STCC recognizes that hiring faculty of color is not a panacea - an African American faculty will not necessarily be able to relate to an African American student better or more naturally than a faculty member of a different race since other identifiers like, class, gender, etc. also matter. However, it is well documented that if students see themselves reflected and represented in the faculty/staff, it matters in regard to expanding notions of what is possible and contributes to student success. This is an ongoing conversation on equity at STCC. The [Anti-Racism and Inclusion Alliance](#) (AIA @ STCC) was formed in October 2020. AIA @ STCC's charge is to continue to move forward with actions that address our own equity gaps and measure our success at addressing systemic racism. This Alliance will work to promote an integrated and systemic approach across the college-specific to diversity, inclusion, and equity, with the stated outcome of ensuring STCC serves as an antiracist institution.

The desire to eliminate barriers for students spurred a recent review of the College's longstanding practice of deregistering student schedules due to nonpayment of a tuition/fee bill. In June 2020, Student Affairs staff were

cross-trained by SFS to access and interpret financial aid information from Colleague. Student Affairs assisted SFS in making 100% personalized calls to students, alerting students to their status in the financial aid and payment process and to encourage next steps. The coordinated approach included contacting students by letter, email and by phone. If a Student Affairs professional had a connection/rapport with particular students, they would make contact with them. The result of this collaboration and personalized outreach was a reduction in the number of students unenrolled as a result of deregistration (166 students compared with 206, year-to-year). Although these numbers represent only a 20% reduction, the new process impacted the fall semester dramatically, thus reducing obstacles to persistence. In 2019, 1,327 student schedules were deregistered for the Fall term; in 2020, 665 schedules were deregistered, a decrease of 50%. Deregistrations can happen multiple times to the same student; in 2020 only 52 students were dropped more than once compared with 246 students in 2019, meaning 79% fewer students were dropped repeatedly. The new approach is more equitable and allows for a proactive and personalized approach that is educational rather than punitive. Deregistration data also reveals that Black students are disproportionately affected by this practice. Changing this practice in just one year yielded a marked decrease in the percentage of students who were deregistered, from 19% to 12% overall, and from 28% to 17% for Black students.

As referenced in Standard 3, frequent leadership changes at the institution have slowed progress of some initiatives. This concern has been expressed by some student service staff, who have served under 4 Chief Student Affairs Officers (including 2 interim appointments) in the past 1½ years. In some cases, a specific initiative that would have typically only taken one semester to implement may have taken longer, as each new VP either sought to table the process until they became more acclimated within their new role, or they sought to make changes to it. While this isn't wholly unexpected during times of leadership change, during each transition there has been a sense of instability for staff, which led to blind spots in student support. However, with a renewed focus on Student Affairs leadership in the past nine months, fully 80% of the projected initiatives of the Student Retention Plan are either in process or completed. Specific steps to provide transparency to all Student Affairs employees, by the Vice President of Student Affairs, has been an integral focus of activities in that division. Communication opportunities, collaborative discussions, and sharing of campus-wide information are principles at the core of this proactive measure.

The use of POGIL is showing promising results in STEM courses based on outcome comparisons of non-program to program results. Students were less likely to withdraw from—and more likely to earn grades of A through B+ in—chemistry courses implementing the POGIL model (2% withdrawal, 77% A through B+) than from classes with the same professor prior to implementation (6% withdrawal, 51% A through B+). In addition, participation in POGIL has appeared to produce lasting effects for students' future academic performance: students who passed General Chemistry I with POGIL were more than twice as likely to successfully complete the next course in the sequence (General Chemistry II, taught by a different professor) within one term (40% vs. 11-18% in previous cohorts). Students reported positive experiences with the POGIL model, with 93% reporting they enjoyed the teamwork aspect of the class and 81% reporting they would take another science class in the POGIL format.

Since the inception of the SI program in 2016, the program has grown to support over 2,021 students. Of these students, 53% identified as students of color, while the remaining 47% identified as white. During the same time period, the data has shown that participation in the program has had a positive impact on student success and completion. Outcomes for students who were enrolled in sections supported by SI leaders revealed that students who utilized the program were more likely to receive a grade of C- or better each semester (81.7%) than students who did not utilize the program (68%). In addition, regardless of race and ethnic backgrounds, analysis showed that students who participated in SI review sessions were far less likely to withdraw each semester (6.34%) than students who did not participate (12.66%). While the number of courses offering SI fluctuates semester to semester, at its peak, the program supported students from 26 unique courses constituting 55 lecture sections and 17 lab sections.

These quantitative outcomes combined with qualitative study have made it clear that students are not only eager to take advantage of the review sessions that SI Leaders offer but are finding the additional support to be instrumental in their college success. In addition to the successful impact the program has had on the students it serves, the program has shown to be extremely beneficial in promoting success among the SI Leaders themselves. Of the 107 SI leaders who have worked within the program, 91% have either been retained, graduated and/or transferred to another college or University. Interviews with the SI Leaders about their experiences have identified their group work as having a significant positive impact on their college experiences. By being intentional in creating a diverse cohort group, coupled by mandatory weekly group and individual training meetings, SI staff have been able to foster a sense of belonging and connectedness amongst the students.

The involvement of SI faculty is another critical component that has contributed to the success of the SI program. Faculty play a substantial role, identifying the students with whom they hope to work and providing their names to program staff for interviews. Upon their hire, faculty agree to meet with their SI leaders on a weekly basis, acting as mentors and providing feedback regarding activities, materials, and strategies for review sessions. Additionally, SI leaders utilize their faculty when they have questions surrounding their work with students. There is a collaborative relationship between the faculty, SI leader, and program staff that has had a positive impact on program implementation and sustainability.

Projection

Responsibility	Projection Detail	Est. Time of Completion
Student Affairs	Increase student engagement through online platforms and improved electronic processes	Academic Year 2021-2022
Enrollment Management	Develop and improve the onboarding process from exploration through registration by: <ul style="list-style-type: none"> • Providing information to potential students regarding enrollment processes and virtual registration • Improving NSO and continue offerings in dual modalities • Onboard with technology training 	Academic Year 2021 and ongoing
Academic Advising & Transfer Center	1. Assess and improve the advising experience for students to ensure a more universal experience	2022 and ongoing
Several Departments	Centralize tutoring services with student, faculty, and staff input.	In place, start of Academic Year 2022

Standard 5: Students
(Admissions, Fall Term)
(form 5.1)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

Credit Seeking Students Only - Including Continuing Education

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Goal (specify year)
	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Freshmen - Undergraduate					
Completed Applications	2,676	2,470	2,637	2,300	2,185
Applications Accepted	2,641	2,433	2,600	2,297	2,182
Applicants Enrolled	1,165	1,028	1,171	1,123	1,067
% Accepted of Applied	98.7%	98.5%	98.6%	99.9%	99.9%
% Enrolled of Accepted	44.1%	42.3%	45.0%	48.9%	48.9%
Percent Change Year over Year					
Completed Applications	na	-7.7%	6.8%	-12.8%	-5.0%
Applications Accepted	na	-7.9%	6.9%	-11.7%	-5.0%
Applicants Enrolled	na	-11.8%	13.9%	-4.1%	-5.0%
Average of statistical indicator of aptitude of enrollees: (define below)					
Transfers - Undergraduate					
Completed Applications	636	645	669	666	633
Applications Accepted	601	603	653	663	630
Applications Enrolled	319	324	331	277	263
% Accepted of Applied	94.5%	93.5%	97.6%	99.5%	99.5%
% Enrolled of Accepted	53.1%	53.7%	50.7%	41.8%	41.8%
Master's Degree					
Completed Applications					
Applications Accepted					
Applications Enrolled					
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-
First Professional Degree					
Completed Applications					
Applications Accepted					
Applications Enrolled					
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-
Doctoral Degree					
Completed Applications					
Applications Accepted					
Applications Enrolled					
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-

Please enter any explanatory notes in the box below

**Standard 5: Students
(Enrollment, 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 Prior (Fall 2017)	2 Years Prior (Fall 2018)	1 Year Prior (Fall 2019)	Current Year (Fall 2020)	Goal (specify year) (Fall 2021)
UNDERGRADUATE						
First Year	Full-Time Headcount	1,634	1,540	1,502	1,141	1,084
	Part-Time Headcount	2,118	1,897	1,823	1,796	1,706
	Total Headcount	3,752	3,437	3,325	2,937	2,790
	Total FTE	2,380	2,198	2,154	1,836	1,744
Second Year	Full-Time Headcount	653	572	674	558	530
	Part-Time Headcount	938	912	1,030	832	790
	Total Headcount	1,591	1,484	1,704	1,390	1,320
	Total FTE	1,053	971	1,101	911	865
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	2,287	2,112	2,176	1,699	1,614
	Part-Time Headcount	3,056	2,809	2,853	2,628	2,496
	Total Headcount	5,343	4,921	5,029	4,327	4,110
	Total FTE	3,433	3,169	3,255	2,747	2,609
	% Change FTE Undergraduate	na	-7.7%	2.7%	-15.6%	-5.0%
GRADUATE						
	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	0	0	0	0	0
	Total FTE					
	% Change FTE Graduate	na	-	-	-	-
GRAND TOTAL						
	Grand Total Headcount	5,343	4,921	5,029	4,327	4,110
	Grand Total FTE	3,433	3,169	3,255	2,747	2,609
	% Change Grand Total FTE	na	-7.7%	2.7%	-15.6%	-5.0%

Please enter any explanatory notes in the box below

First year students defined as students with cumulative credits 0-29 at start of term. Second year students have 30 or more credits at start of term. FTE is total credits divided by 15.

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward goal)
	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
Liberal Arts/General Studies	41,954	41,079	35,313	32,737	31,100
Gateway to College- UNDC.GC)	1,043	907	667	396	376
General Studies AA- LTGS.AA)	11,680	12,065	12,534	18,066	17,163
Applied Psychology-(APSY.AA)	-	-	172	2,052	1,949
Pre-Eng/Sci Transfer AA- ENGC.AA)	1,958	1,537	1,123	1,163	1,105
Pre-Health AA- HTHC.AA)	20,250	19,473	13,565	5,374	5,105
Urban Studies- URBN.AA)	-	-	7	-	-
Undeclared Non Matric- UNDC.NM)	6,918	6,968	7,156	5,676	5,392
Uni W/O Walls AA- UWWL.AA)	105	129	89	10	10
Mechanical Engineering Tech	3,073	3,239	3,162	2,836	2,694
CAD AS- CCAD.AS)	9	-	-	-	-
CAD Cert- CCAD.COC)	3	88	27	31	29
CAD/CAM Cert- CADM.COC)	71	146	93	143	136
CAM Cert- CCAM.COC)	-	3	13	-	-
CNC Opps Cert CNCO.COC)	429	358	429	778	739
Mechanical Engineering Technology Cert- METT.COC)	-	22	-	51	48
Mechanical Engr Tech AS- MECH.AS)	2,561	2,622	2,600	1,833	1,741
Medical Assistant	659	560	591	149	142
Medical Assistant AS- MAST.AS)	35	60	14	29	28
Medical Assistant Cert- MEDA.COC)	624	500	577	120	114
Medical Lab Technician	547	564	604	599	569
Medical Lab Technician AS- CLLS.AS)	547	564	604	599	569
Nursing	3,982	3,940	4,128	3,798	3,608
Nursing AS- NURS.AS)	3,982	3,940	4,128	3,798	3,608
Office Information Technology	1,755	1,326	1,003	964	916
Clerical Office Asst Cert- CLER.CRT)	190	155	134	194	184
Medical Office Admin AS- MOAA.AS)	686	572	439	305	290
Medical Office Admin Cert- MOAA.COC)	312	210	139	232	220
Microsoft Office Cert- MOUS.COC)	47	6	15	-	-
Professional Office Admin AS- POAA.AS)	520	383	273	105	100
Office Administrative Assistant Professional- OAAP.AS)	-	-	3	128	122
Optics and Photonics	606	601	392	502	477
Optics and Photonics AS- LEOT.AS)	507	498	338	456	433
Optics and Photonics Cert- LEOT.COC)	99	103	54	46	44
Rehabilitation Therapies	1,147	1,259	1,319	1,267	1,204
Occupational Therapy Asst AS- OCCP.AS)	436	584	536	513	487
Physical Therapist Asst AS- PTAS.AS)	711	675	783	754	716
Respiratory Care	793	718	704	786	747
Respiratory Care AS- RSPC.AS)	793	718	704	786	747
Surgical Technology	795	723	737	713	677
Surgical Tech AS- SURG.AS)	795	723	737	713	677
Teacher Education	2,978	3,019	2,801	3,957	3,759
Early Child Ed AS- CHLD.AS)	1,451	1,307	982	1,302	1,237
Early Childhood Education Transfer AS- ECTR.AS)	-	85	429	639	607
Elementary Ed Transfer AA- EDEL.AS)	795	768	593	569	541
Secondary Ed Transfer AA- EDSE.AS)	732	859	797	704	669
Child Development Associate Plus- CDA.COC)	-	-	-	743	706
Telecommunications Technology	36	9	-	-	-
Telecomm AAS- TCOM.AS)	36	9	-	-	-
Workforce Development	-	6	-	-	-
Workforce Training Adult Basic Education- WABE.WT)	-	6	-	-	-
*Total	110,834	106,991	99,226	101,680	96,596
Including Academic Credits Generated in Unspecified Program **Total	111,952	108,017	99,506	101,680	96,596

Graduate add more rows as needed)

Standard 5: Students (Student Diversity)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)
(Form 5.4)

For each type of diversity important to your institution (e.g., gender, race/ethnicity, first generation status, Pell eligibility), provide information on student admissions and enrollment below. Use current year data.

Undergraduate Admissions information (Fall 2020)	Completed Applications	Applicants Accepted	Applicants Enrolled			
Category of Students (e.g., male/female); add more rows as needed						
Female	1,776	1,849	666			
Male	1,156	1,371	454			
Unknown	34	33	3			
White	954	953	452			
Hispanic	1,057	1,062	361			
Black	339	333	124			
Other	178	175	93			
Unknown	438	437	93			
Graduate Admissions information						
Completed Applications						
Applicants Accepted						
Applicants Enrolled						
Category of Students (e.g., male/female); add more rows as needed						
Undergraduate Enrollment information						
		Full-time Students	Part-time Students	Total Headcount	FTE	Headcount Goal (specify year) Fall 2021
Category of Students (e.g., male/female); add more rows as needed						
Female		990	1,666	2,656	1653	2,524
Male		705	951	1,656	1088	1,573
Unknown		4	11	15	6	14
White		738	1,070	1,808	1170	1,718
Hispanic		513	791	1,304	824	1,239
Black		182	398	580	324	551
Other		172	229	401	264	381
Unknown		94	140	234	165	222
		1,699	2,628	4,327	3254	4,111
Graduate Enrollment information		Full-time Students	Part-time Students	Total Headcount	FTE	Headcount Goal (specify year)
Category of Students (e.g., male/female); add more rows as needed						

Please enter any explanatory notes in the box below

FTE is total credits divided by 15. Completed applications include First-time freshman, Transfers.

Standard 6: Teaching, Learning, and Scholarship

Description

Faculty and Academic Staff:

Faculty are the lifeblood of the College and remain the primary connection to its past while delivering on the promise of its mission today and in the future (while only 4 of the 37 administrators who served on self-study committees during the College's last comprehensive evaluation in 2011 still serve the institution, 24 of their 58 fellow faculty committee members continue to educate today's STCC students). Faculty categories at STCC are defined by the two Massachusetts Community College Council collective bargaining agreements. The "Full-time and Part-time Day Faculty and Professional Staff" agreement (Day CBA) defines full-time faculty as "unit members occupying full-time positions as instructor, assistant professor, associate professor or professor," and part-time faculty as unit members "whose responsibilities may include teaching credit courses during any part of the academic year. Absent exceptional circumstances, no part-time faculty member shall be assigned more than three three-credit courses or their equivalent during any single semester." (1.02) The "Agreement for Division of Continuing Education" (DCE CBA) outlines the scope and workload of adjunct faculty (though it does not employ the use of the term "adjunct faculty"). Faculty covered under this CBA are generally those employees "teaching credit courses in the Community Colleges' Divisions of Continuing Education" (1.01). In Massachusetts, "Division of Continuing Education" courses are not state-supported, and therefore must be run at the expense of the college, at no direct cost to the Commonwealth.

Faculty are integrated into their academic departments primarily through participation in department meetings (held three times per semester). The meetings, chaired by Department Chairpersons and mandatory for full-time and part-time faculty, provide a forum for discussion and planning regarding curriculum, scheduling, and student performance. Adjunct faculty, while not required to attend department meetings, are invited to participate.

From FY 2017 to FY 2020, the College's student enrollment dropped 9% in annual FTE, from 3,731 to 3,392. Data First form 6.1 shows that, in this same time period, the number of full-time faculty was reduced by 10% and the number of adjunct faculty was reduced by 3%. However, clinical faculty were increased by 18% and academic advisors by 45%. The number of librarians (4) remains unchanged, while 2 instructional designers were hired in FY 2019 to support faculty in design of online classes, with a third hired in FY 2021 to address the sudden need for online learning. In response to financial exigencies related to the COVID-19 pandemic, the College announced in June 2020 the discontinuance of degree and certificate programs in 8 academic departments, and the associated retrenchments of 11 full-time faculty members. This, in addition to retirements among the faculty, brought the full-time faculty count to 118 (and an additional 6 full-time faculty vacancies as the College began the 2020/21 academic year), when the College's Fall enrollment dropped another 16% FTE from the previous Fall. An additional 139 adjunct faculty taught courses in Fall 2020 (18 of these individuals are also employed in other capacities at the College).

The workload of full-time faculty, defined in the DAY CBA (12.03), consists of two categories: 29-35 hours per week of instructional workload (teaching, preparation, and assessment of student performance); and 11 hours per week of non-instructional workload (student advising, 4 weekly office hours, college service including academic planning and governance participation, college-recognized community service, and professional development activities). The

workload of adjunct faculty, defined in the DCE CBA (13.01), includes instruction “in traditional and non-traditional learning modes;” preparation, assessment of student performance, an obligation to be “available to students by appointment when mutually convenient;” and participation in “not more than one faculty meeting per session.”

Academic staff such as advisors, librarians and instructional designers are considered Professional Staff under the DAY CBA, and their workloads are defined in the DAY CBA (12.04). Besides the specific duties outlined in their letters of appointment and position description (which is annually re-evaluated in consultation with their supervisors), Professional Staff workload includes student advisement (if assigned—neither librarians nor instructional designers are assigned advising responsibilities), college service (including academic planning and governance participation, and professional development activities), college-recognized community service (for example, serving on the board of a community-based organization), assigned instructional responsibilities and related preparation (“provided that customarily professional staff members shall not be assigned traditional academic discipline responsibilities”), and “other duties as assigned,” provided that they are related to the duties of the position as defined in the position description.

Preparation and qualifications for faculty and academic staff are aligned with the standards set by the CBAs, as well as the unique needs of each discipline. For teaching positions in the School of Health and Patient Simulation’s 11 programmatically accredited degree/certificate programs, qualifications are determined by the governing and accreditation bodies that oversee the programs. The process for recruiting and appointing full-time faculty is initiated by a request from the Dean of one of the College’s three academic schools. The Chief Academic Officer, in concert with the President and Chief Financial Officer, prioritizes requests on an annual basis and authorizes Deans to proceed with the search process when funding from the state appropriation is available. Priorities are given to positions that are critical to the offering of academic programs and necessary given the current (and anticipated) enrollment. Faculty job descriptions and postings follow a standard format, including a general statement of duties, title, salary range, qualifications, and anticipated effective date, per the DAY CBA (16.01). Most faculty positions are posted as “Instructor/Assistant Professor,” which allows the College flexibility to hire a faculty member (at the Instructor level) with only an Associate degree (provided the candidate has at least 4 years of directly related experience). Faculty positions are typically posted for 14 calendar days. To ensure a broad search, positions are posted on local websites such as MassLive.com, as well as national databases such as *HigherEd Jobs*, *Chronicle Jobs*, *Indeed.com*, *The Affirmative Action Register*, *Diversity.com*, *Latpro.com.*, *Black Issues in Higher Education*, *Hispanic Outlook*, and *The Spanish American Union*. Also, local newspapers and professional associations are targeted. Prior to turning over applications to a search committee, HR screens applicant pools to determine if qualified minority candidates are among the applicants.

In consultation with the Chief Academic Officer, the Academic Dean assembles a search committee, including a combination of faculty, staff, and administrators. Guidelines for committee membership selection are provided in the Human Resources Hiring Manager Guide (HMG) and include a committee of between 4 and 12 members who “should work directly with the position and/or should be customers of the department” (HMG, p.2). The search committee “should represent diversity of experience, age, physical ability, race, ethnicity, gender, religion, color, creed, nationality or origin, sexual orientation, etc.” (HMG, p.2). The Human Resources Office reviews the suggested member list and may offer suggestions before approving the list. Before viewing applications, search committee members are required to read and consent to “Search Committee Ground Rules” which address issues of fairness, confidentiality and participation. Academic Deans or their designees typically chair faculty searches, and must follow standard procedures outlined in the Hiring Manager Guide provided by Human Resources. After a thorough review of each applicant’s resume and supporting materials, the Committee chooses candidates to interview. The Committee also agrees on a set of questions to ask each candidate, as well as the format and subject of a teaching demonstration to be performed by the candidate. Interviews are typically conducted in-person (unless circumstances—such as COVID-19 or transportation challenges of the candidate—necessitate a video conference),

and each search committee member is asked to complete and submit to the Chair an “Interview Evaluation Form.” For evaluation of the teaching demonstration, committee members are encouraged to use a rubric provided by Human Resources. In Fiscal Years 2019 and 2020, searches for 17 full-time faculty were conducted, and faculty were included in each search committee, with between 2 and 4 faculty serving on each committee. Faculty comprised 44% of the membership of these search committees.

By law, STCC must follow the [Commonwealth of MA Board of Higher Education Policy on Affirmative Action, Equal Opportunity and Diversity](#). This policy is noted in the STCC Employee Policies publication (p. 22), which is shared with all new employees upon their hire, and is sent to all employees annually for review and acknowledgement. All new faculty and academic staff hires covered under the DAY CBA receive a letter of appointment that includes the position title, department, date and length of appointment, annual rate of salary, and source of funding (e.g., state appropriation, grant, etc.). Adjunct faculty covered under the DCE CBA are provided contracts each term that includes the course assignment(s), date and length of appointment, salary step (see below), and compensation.

In an effort to support and retain professionals of color, the College supports three employee resource groups (ERGs). ERGs (also known as affinity groups or business network groups) are groups of employees who join together in their workplace based on shared characteristics or life experiences. ERGs provide support, enhance career development, and contribute to personal development in the work environment. In November 2012, the Black Professionals Group was launched with a mission “to create an avenue for sharing, socializing and networking, for seeking out talent and developing strengths. This group will foster a sense of community amongst the Black faculty and staff on campus, to positively benefit the college and the local community.” The Black Professionals Group helped create the Hispanic Association in Higher Education (HAHE) in 2013. HAHE’s mission is “to promote a greater knowledge and appreciation of the diverse array of Hispanic cultures. Our organization welcomes participation by individuals of any ethnicity. HAHE also seeks to enhance the social and economic status of our community- on campus and throughout Western Mass- by helping to create pathways for greater professional advancement. We intend to accomplish these goals through concerted efforts at recruitment, promotion and retention.” In November 2020, a Lesbian, Gay, Bisexual, Transgender, Queer and/or Questioning, Intersex, and Asexual and/or Ally (LGBTQIA+) ERG was launched with a mission to create a safe space and build community for LGBTQIA+ employees at the College, contribute to efforts to create a more inclusive campus, engage in campus initiatives focused on equity and inclusion, and build opportunities for the College to engage in local, state and national advocacy for the LGBTQIA+ community.

Salaries and benefits for faculty and academic staff are collectively bargained, and parameters for compensation of full-time employees are determined by a classification system that was first implemented in 1999 (DAY CBA, Appendix B). The system was updated in 2017 to a salary grid system that provides for salary increases based on changes in rank (for faculty) or grade (staff), length of service, attainment of new academic credentials, receipt of tenure, and satisfactory post-tenure reviews. New faculty and professional staff are offered a starting salary based on the calculation of a data form (MOO2 for faculty; MOO4 for staff) in which experience, education, and other factors are converted to points to determine a salary figure. New employees are provided an opportunity to challenge the results of this calculation if they believe the calculation was made in error. In instances in which a candidate believes an error was made in calculating points, he or she must file a *Point Calculation Request for Review* to Human Resources within 60 days, and the College must review and respond with its decision within 14 days. The candidate then has the right to appeal the decision by submitting a *Classification Appeal Form* to the MCCC no later than ten days of receipt of the Human Resource office decision. Ultimately, a statewide 8-member Classification Appeals Committee, which includes representatives from the Board of Higher Education, MCCC and the Council of Presidents, determines a final and binding decision on the appeal (DAY CBA, Article XXI).

Compensation and benefits for adjunct faculty are detailed in the DCE CBA (Article XIV). Salary is determined on a

per-credit basis, with a separate ratio for labs. Faculty are compensated based on their “step” classification (there are a total of 4 steps, and faculty move to higher step classifications based on the number of courses taught, as well as seniority). While most faculty begin at Step 1, the college may hire a faculty member at step 2 or 3, depending on his/her degrees, experience and qualifications. New full-time faculty members attend an orientation the week before the fall semester starts. This required three-day orientation covers best practices for teaching and learning, and introduces new faculty to the services available to students at the College, such as the Center for Access Services and the Office of Disability Services, to assist them in dealing with any potential barriers to their success.

The responsibilities of faculty and other members of the instructional team are defined within the CBAs (DAY CBA, 12.03 and 12.04; DCE CBA Article XIII). While the faculty recruitment process is determined by each community college in the Massachusetts system, the CBAs outline criteria for appointment (DAY CBA, 11.01; DCE CBA Article X), retention (DAY CBA, 11.02; DCE CBA Article X), evaluation (DAY CBA, 13.02 and 13.03; DCE CBA Article XI), promotion (DAY CBA, Article XIV; DCE CBA 14.05), tenure (DAY CBA, 11.03), and resolution of grievances (DAY CBA, Article X; DCE CBA Article VII). A statement of expectations to ensure that faculty act responsibly and ethically, observe the established conditions of their employment, and otherwise function in a manner consistent with the mission and purposes of the institution is included in the Code of Conduct section of the STCC Employee Policies publication (p. 24). As employees of the Commonwealth of Massachusetts, all STCC employees are subject to the Conflict of Interest Law (MA General Laws Chapter 268A). A summary of the law is also included in the STCC Employee Policies publication (p.4), as well as on the STCCNet portal, and STCC employees are annually required to acknowledge receipt of the summary of this law, as well as their intent to read and comply with it.

Academic freedom is defined and promulgated in both CBAs (DAY CBA, 7.01; DCE CBA, 6.01) as “the right of scholars in institutions of higher education freely to study, discuss, investigate, teach, exhibit, perform and publish...[and] in its teaching aspect is fundamental for the protection of the rights of the teacher and of the student to freedom in learning.” When asked in a November 2019 *Standard Six Survey* of all college faculty (SSSF) “to what extent do you feel your academic freedom is protected at STCC?” 73% of the 88 respondents responded affirmatively; 12% were neutral; and 15% responded that there was limited, or no, protection. Among those concerned about academic freedom protections, the following items were cited as concerns: departmental efforts to adopt common textbooks and grading policies; perceived pressure to teach in a particular modality (eg, flipped classroom); or fear that online learning platforms would subject faculty to unauthorized access to their classrooms by administration.

The CBAs detail how faculty are to be evaluated to ensure that they are effectively carrying out their assigned responsibilities. There is a distinct procedure for each area of faculty workload. These responsibilities include the areas of classroom instruction, academic advising, and college service. Department Chairs review course syllabi, while Assistant Deans and Deans observe faculty in classrooms as well as review mandatory forms documenting college service and advising. Evaluation of faculty includes requiring documentation of college service completed each semester. The Human Resources Office is responsible for timely and accurate distribution and use of all faculty related evaluation tools. They also maintain each employee file where completed employment related documents and evaluations are housed.

The Academic Deans regularly reappraise faculty assignments and workloads, which are determined anew each semester. Faculty covered under the DAY CBA provide an advisory notice to their Dean each term, including the courses they seek to teach, as well as the faculty member’s preferred schedule. The Dean subsequently notifies faculty members in writing of their tentative class schedule (DAY CBA, 12.02). In some cases (especially in departments with one or two faculty, and/or in departments that hold external accreditation which dictates the specific licenses and credentials that must be held by faculty teaching specific courses), assignments remain fairly static. However, especially in service departments, efforts are made to rotate faculty in upper-level courses once the demand for particular courses has been established by the Dean.

Professional development (PD) opportunities for faculty and academic staff are abundant at STCC. Primary funding for these activities has been provided through Federal Department of Education grants such as Title III *Strengthening the Institution* (\$112,000 in Grant Year 2019, ending September 2019) and *HSI-STEM* (\$46,000 in Grant Year 2019, ending September 2019). In Fiscal Year 2019, \$24,000 was allocated to PD activities through the Academic Affairs budget, and an additional \$20,000 earmarked in the School of Health and Patient Simulation budget for PD required for continued licensing and credentialing of faculty and staff in allied health disciplines.

When asked, in the SSSF, how they remain current in the theories, knowledge, skills and pedagogy of their disciplines, most faculty respondents reported that they regularly read journals and professional literature. Many faculty reported that they also work in industry, which helps them stay current in their fields. Many others travel to professional conferences and seminars, and participate in professional organizations. In addition to these faculty-initiated activities, the College offers PD programming to faculty and staff. Recent programming has revolved around several themes: **cultural competence** (culturally responsive teaching and learning; community-building; anti-racism and unconscious bias; participatory action research; equity and inclusion; cross-generational communication); **pedagogy and course design** (flipped classrooms; universal design for learning; backward design; online course design; best practices in group work; designing course activities; working effectively with a wide range of student skills and abilities); and **advising** (FERPA; best practices in advising; transfer opportunities for students). As of December 2020, 83% of the 257 faculty (full-time and adjunct) teaching Fall 2020 classes had participated in College-sponsored PD activities in the past 2 years. Of particular note are extended experiences such as the ESCALA HSI Summer Institute, for faculty of HSI institutions. Following the Institute, 20 (of 27) STCC faculty have pursued a Certificate of College Teaching & Learning in HSIs, a 27- hour program designed by ESCALA that includes not only the Summer Institute but also the design of a teaching research project (course redesign), individualized coaching support in the fall, and “teach back” presentations.

In Spring of 2020, a group of faculty created the *Faculty Pedagogy Group*, whose mission is to “promote the collaboration and sharing of educational ideas, teaching philosophies, learning styles and course pedagogy among all tenured and tenure-track faculty members who teach in a ‘live’ classroom environment, regardless of academic discipline.” As part of a “*voluntary...body* dedicated to the meaningful exchange of scholarly information and practices within a friendly and open atmosphere,” the participating faculty “hope to enhance our own teaching abilities within the classroom while continuing to deliver on our institutional mission of ‘supporting students and transforming lives.’” In the midst of the COVID-19 crisis, this group became a particularly important support group for the members as it moved to virtual meetings, which focused primarily on the challenges and success stories of various faculty members as they navigated their courses from ‘live’ to ‘remote’ formats, as well as a host of technical training tips from the instructional designers, as well as the learning management system administrator.

On the SSSF, 85% of responding faculty reported that they use a wide variety of new and/or experimental methods in their classrooms. Faculty noted implementing a mixture of digital tools and technology for students to engage in collaboration, polling, researching, presenting, gaming, writing, sharing, problem-solving, flipping classrooms, and small and large group and hands-on activities. As examples, these included open educational resources, web conferencing tools, and other subject-specific computerized technologies (e.g., dentistry). Faculty report using an array of curriculum and approaches to delivery of content presenting materials in literature, case studies, workshops, interactive lectures, and textbook materials introducing and changing the classroom dynamics, of lecture, to being more interactive.

Teaching and Learning:

In the SSSF, when asked “Have your instructional techniques and modalities evolved to more effectively serve your students?” 98% of respondents answered affirmatively. When describing how instructional techniques and methods have evolved, faculty responses were themed into concepts of methodologies, tools and techniques, professional

development, and implementing a variety of activities to better serve students. Drilling down further faculty reported how they adapt to meet student needs, employing cultural competencies and scaffolding material to better integrate conceptual links between disparate topics. The campus learning management system is the primary structure many faculty employ to deliver learning content, accept assignments and grade student work. Faculty mentioned attending professional development opportunities both on campus and off that allowed them to be more confident in what they do and bring their learning into the classroom. Faculty also described a multitude of activities they bring into their teaching including field trips, guest speakers, simulations, employing technology and digital tools, and incorporating current events and media into the classroom curriculum.

On the SSSF, 80% of responding faculty reported that they measure the effectiveness of their instructional techniques and modalities in helping students achieve the learning goals that have been set for their classes. These faculty employ a wide number of instructional techniques and modalities in the classroom, including Process Oriented Guided Inquiry Learning (POGIL); Supplemental Instruction (SI); multimodal learning approaches; scaffolding low-stake activities and homework prior to higher stakes assessments; supporting intentional reflection through journal assignments, rubrics, and peer and faculty feedback; measuring progress in multiple ways to allow students maximum latitude in demonstrating mastery; and providing regular practice and opportunities for reinforcing critical thinking skills. In lab and clinical instruction, our faculty cite kinetic “learn, do, teach” approaches as particularly effective in helping students master skills and demonstrate competency.

When asked if faculty were encouraged within their departments or schools to experiment with new teaching techniques, 86% of the faculty respondents answered affirmatively, suggesting campus-wide support. 85% of the respondents indicated that they had in fact implemented new teaching techniques in their courses, citing “flipped” classrooms, Open Educational Resources (OER), problem-based learning, collaboration with other academic disciplines, and case-studies. Technology-based techniques are particularly prevalent among experimenting faculty, especially the incorporation of video, collaboration tools such as Blackboard, document cameras, “pickers” (smartphone-based polling tools), simulation software, screencasting, and academic software.

In Academic Year 2018/19, courses were offered in 45 academic departments. In 42 of the departments, a combination of factors (such as student enrollment, faculty/student ratios, and the offering of courses in summer, winter, evenings, weekends and/or online) necessitated the offering of DCE courses. In almost all of these departments, full-time faculty were hired to teach DCE courses. More than half of the departments employed full-time faculty to teach more 50% or more of the DCE offerings. In a number of departments, full-time faculty exclusively taught the DCE sections. These departments were in STEM and Health areas, and included Automotive Technology, Biomedical Engineering Technology, Cosmetology, Dental Hygiene, Diagnostic Medical Imaging, Engineering, Health Information Technology, Landscape Design and Management Technology, Respiratory Care, and Surgical Technology. A number of academic departments, especially in general education disciplines, offer courses specifically as service courses to academic programs. These departments tend to offer a large number of course sections, and rely more on an adjunct pool for their DCE offerings. For example, the English department offered 395 sections of DCE courses in fiscal years 2019 and 2020, but only 18% of the sections were taught by its full-time faculty. The Biology Department employed full-time faculty to teach 29% of its 408 DCE sections. And the Math Department, which relies more heavily on full-time faculty (including some outside of their department) to teach DCE sections, assigned full-timers to 62% of its 291 DCE sections.

Student learning outcomes (SLOs) are determined by each faculty member, and are a contractually-required component of the syllabus for faculty covered in the DAY CBA (13.02B2). However, as affirmed in the contractual “Principles Statement on Student Learning Outcomes and Assessment” (DAY CBA, Appendix A), SLOs are “faculty-driven” and the faculty have academic freedom in determining the scope and content of their SLOs. As such, learning outcomes are not necessarily consistent across multiple sections of the same course. Faculty in some academic departments (Math and Business, for example) have collaboratively developed—and adopted—common

SLOs to support scaffolding of learning in their programs, as well as to facilitate learning outcome assessment measures. In the School of Health and Patient Simulation, SLOs are common across all sections of every course, as the SLOs are in most cases determined by accrediting bodies. (This challenge is further discussed in Standard 8.)

As a community college, STCC is primarily a teaching institution. However, a number of our faculty are engaged in scholarly study and research to maintain currency and expertise in their disciplines, as well as in effective educational practices. Similarly, our faculty design opportunities for students to engage in research and creative work as part of their academic work. In the SSSF, 77% of the responding faculty who requested resources to support such activities within the past three years reported that they received adequate resources. The activities cited by faculty constituted field trips, conferences, programmatic accreditation training, museum visits, visits to student clubs and classrooms by industry professionals, and classroom-based research on the effectiveness of instructional strategies. Additionally, in the same three-year period, 2 sabbaticals were provided to faculty to conduct study in development of OER resources for digital media students, as well as the study of fuel cell technology to be incorporated into a *Physics of Green Energy* course. Faculty in the physics, engineering and information technologies disciplines are involved with several National Science Foundation research programs, including opportunities for students to participate in research (through the *Research Experiences for Undergraduates* program) at UMASS Amherst in wind energy and autonomous materials physics; a Collaborative Research project that uses cutting-edge pedagogy—*Imaginative Education* and transmedia—to create story-based design learning environments that motivate children to learn, apply, and integrate engineering concepts; an *Advanced Technological Education* project to develop (and bring to the classroom) real-world advanced photonics manufacturing industry problems; an *Advanced Technical Education* project to develop and disseminate to STEM educators learning materials about the “Internet of Things;” and a Collaborative Research project that provides undergraduate IT students hands-on data science experiences by working on teams deployed to community organizations to help them “wrangle, analyze, and visualize” their data, while developing the capacity of community college faculty to teach data science at their institutions.

Academic advising is made available to all students at the College. The DAY CBA includes advising as part of a full-time faculty member’s workload, specifying a caseload of 18 advisees per semester. Additionally, advising is provided by professional staff employed in Student Affairs’ Advising and Transfer Center or TRIO Student Support Services office. Students who are matriculated into degree and certificate programs and who are enrolled in at least one daytime onsite class are assigned to either a faculty or professional staff member (during the COVID-19 pandemic, the onsite class criteria is being waived, and being reconsidered altogether). In the School of Liberal Arts and Professional Studies, all first-time freshmen are assigned to professional staff for their first year, after which the students are transitioned to faculty. In the Schools of Health and Patient Simulation and STEM, faculty serve as advisors to all day students in their programs from their first semester through completion. All efforts are made to ensure that students are assigned to advisors who have knowledge and expertise in the academic discipline of their advisees. Until very recently (Fall 2020), nonmatriculated students, as well as those who attended exclusively during the evening, weekends, or online, were not assigned to individual advisors, but were made aware of advising services available to them in the Advising and Transfer Center. This approach has been altered due to the COVID-19 pandemic, which required most students to enroll in online instruction. Students are encouraged to make appointments to see an advisor, but online Chat options are also available for these students. When registering for a subsequent term, all students assigned to an advisor must meet or confer with their advisor before being granted permission to register. Students who are not assigned to an advisor are not subject to this requirement.

Students in the College’s two 100% online programs (Business Administration and Business Transfer) are assigned to a Business Department professor as their advisor. The professor uses a two-pronged approach to communicate with, and assist, her advisees. This approach included the development/updating of each student’s educational plan on *WebAdvisor*, as well as opportunities for the students to make phone or videoconference advising appointments.

Through these communication tools, the advisor attempts to replicate the interactions of a face-to-face advising appointment, and in so doing facilitates each student's sense of connection to the college community. Whether via email, telephone or video, the advisor engages the student in thoughtful conversation, discussing the whole student – past, present and future. When a student expresses distress with course work, she discusses options and strategies for success. The advisor attempts to anticipate the student's needs with exchanges about work and family obligations, etc., developing a positive relationship and instilling confidence that she is competent and able to deal with any issues the student may have.

Supporting the work of the faculty are professional staff (covered under the DAY CBA) who serve as instructional designers, librarians and academic advisors. In Fall 2018, two instructional designers were hired to support faculty in the development of online classes (prior to this, the College had offered only sporadic support to faculty in this area); in Fall 2020, in response to the College's greater demand for online classes brought about by the COVID-19 pandemic, a third instructional designer was hired. The instructional designers staff the [Center for Online and Digital Learning](#) (CODL), whose mission is to create a culture of knowledgeable, ethical, competent and literate digital learners. CODL staff help faculty improve their pedagogical approach and increase their fluency with a variety of digital tools and resources that will improve their teaching, and their students' learning. CODL staff support a number of initiatives, including: a comprehensive online course development program (which is required of faculty who wish to convert an onsite class to the online domain); screen capture and lecture technology; augmented and virtual reality technology; a Mobile Technologies Community Collaboration Project; bookclubs; shareouts; and one-on-one consultations with faculty.

All of the College's professional librarians all hold Masters Degrees in Library Science, and the four full-time librarians each have an area of specialization (reference and information literacy; OER and health sciences; collection development; and systems). In addition to four full-time librarians, the college also employs two part-time librarians. The librarians are supported by paraprofessional staff (covered under the AFSCME CBA), including an Access Services Manager, a Library Assistant, and a Copy Cataloger, who are responsible for all duties related to access services, technical services, and cataloguing. Prior to COVID-19, the library also employed three non-union affiliated lab monitors who assisted students with printing, document formatting, and the use of Microsoft Documents and Google tools. The library is open from Monday through Friday, 7:30am-7:00pm (during the COVID-19 pandemic, library services have moved online but remain available during normal hours of operation). In addition to providing access to resources and collections, the librarians offer regular information literacy sessions (approximately 80 per semester), citation workshops for APA and MLA citation styles, and TechTalks with information about using Google Docs. Faculty can bring their students in for classes that are designed specifically for their classes. Librarians also travel to classrooms to provide library instruction in addition to offering drop-in and scheduled one on one information literacy sessions. They also create custom "playlists" of video tutorials for faculty to provide to their classes, as well as custom research guides and pathfinders for faculty to help with individual classes and/or assignments. Library staff also have a Digital Learning Object (DLO) working group that creates short video tutorials for all aspects of research, citation styles, printing, and paper formatting. These tutorials are available 24/7 on the library's YouTube channel. The DLO team works closely with CODL staff and the Office of Disability Services to ensure that the tutorials are accessible to the entire campus community.

Academic advisors comprise the staff of the College's Advising and Transfer Center (ATC), which is under the auspices of Student Affairs. The mission of the ATC is to provide continuous support to strengthen, nurture, empower, and assist students in making informed decisions that will guide their educational experience at STCC. The academic advisors work with students to design educational plans that will lead students to accomplishing their personal, career, and academic goals, whether that entails transferring to a four year college or University, or completing a program of study that leads directly to employment in a career. Each member of the advising staff supports a caseload of advisees, while also assisting students who seek assistance on a drop-in (or virtual) basis. The

advisors also conduct career exploration and goal clarification activities with students, liaison with faculty to remain current in their understanding of the College's academic programs, and develop and facilitate workshops for faculty on a wide range of advising topics to ensure consistency and quality in advising practices.

Appraisal

Faculty and Academic Staff:

There is perhaps no more telling illustration of the commitment, skill and flexibility of STCC's faculty and academic staff than their response to the COVID-19 pandemic. The rapid onslaught of the pandemic in March 2020 required the College's faculty to quickly bring all instruction into a remote learning modality, with only two weeks' notice (an extended Spring Break). During this time, two instructional designers, assisted by IT and library staff, led efforts to plan and provide emergency training (both in-person and remotely, as well as synchronously and asynchronously) in remote teaching tools such as Blackboard, Google Suite, Zoom, Jamboard and ScreencastOmatic. Over 90 faculty participated in these trainings, and in quick order, 262 faculty converted 901 sections (or 86%) of in-process onsite Spring classes to a remote learning format and taught their courses to completion by the scheduled end of term. Courses which were unable to convert to remote learning (mostly clinicals and labs, and all in the allied health disciplines) were put "on hold" until they could be resumed in summer and fall. As a result of the dedication and actions of the faculty, not a single course was cancelled because of the pandemic. In preparation for a Fall 2020 term in which all classes would be taught online except for a limited number of hands-on labs in the technologies and health science areas, 165 faculty completed training in online course development. Half of the faculty who taught online courses in the Fall did so for the first time at STCC. To prepare for this transition, they underwent a formal online development training program (ODP) led by instructional designers from the recently-created CODL. The ODP was instituted in 2018, and completion of the program became an administrative requirement in 2020 for all faculty who wished to teach a course online for the first time. In the ODP, faculty learn best practices for online instruction (including the importance of online discussions to promote student engagement), complete a guided, facilitated self-paced course (which is taught online), and develop a course with regular assistance from a designated instructional designer. However, many faculty (those who taught online *prior to Fall 2020*) were "grandfathered" from this requirement and therefore have been expected to keep their online courses technologically and pedagogically current without the benefit of CODL support in the form of structured training program. Building a culture of "course refresh," as well as developing a contractual agreement about how course refresh work can be compensated, will ensure that the quality of online courses offered by the College will be as strong in Fall 2025 as it is in Fall 2020.

While professional development opportunities are abundant at STCC and individuals are free to identify areas of interest and activities/workshops they wish to pursue and seek funding from their Dean, the College is heavily reliant on grant funds to pay for these activities. While the hiring of instructional designers has addressed a long-standing need for online education support (and the support of these staff was critical for most all faculty during the COVID-19 crisis), many faculty express a desire for more support for face-to-face instruction. Also, a lack of consistency in how professional development funds are requested and prioritized throughout the College can be a deterrent for faculty and academic staff who wish to avail themselves of opportunities (there is currently no college wide-process in place for faculty to request funding for, or participation in, professional development opportunities). Also, the impact of professional development activities isn't always clear; and the broader impact of an individual's professional development is limited when opportunities for sharing with colleagues what was learned at a conference or training aren't offered in a formal way. Responses to a question about professional development in the SSSF reveal that many faculty see the College's Professional Days (provisioned in the DAY CBA, 12.03.D.6), as wasted opportunities to focus on professional development. In the SSSF, faculty expressed a strong wish that faculty be involved in setting the agenda for Professional days, including the selection of a keynote speaker, workshop topics, etc.

While attempts to balance diversity in the representation of faculty have been ongoing, no sizable outcomes have been evident since the Commission noted this institutional challenge in the College's last comprehensive review. It has been a challenge for STCC to recruit diverse faculty, particularly those in technical and professional programs, such as STEM and healthcare, given the salary parameters of the DAY CBA. While HR screens applicant pools for qualified minority candidates, the lack of qualified candidates in the pool does not necessarily result in a reposting of the position due to staffing needs (although postings are frequently extended beyond the contractual minimum 14 day period when few qualified candidates are in the pool). While the DAY CBA prescribes salary ranges within which the College has little flexibility, the College could be more intentional about the ways in which it attempts to meet its goals for diversifying its academic staff. For example, job ads could be written more inclusively to better convey the College's value for diversity and its equity mission. Recruitment approaches could be enhanced by what the EAB refers to as "Upstream Recruitment" initiatives (*Instilling Equity and Inclusion in Departmental Practices, 2017*).

While a Hiring Manager Guide provides guidance for search committees, the basis by which job candidates are screened in the pre-interview phase is not standardized and may be subject to bias (for example, some Chairs work with committees to develop/implement rubrics, while some do not). Some committees conduct abbreviated (15 minute) phone interviews with only a Chair asking questions, while other committees conduct 45+ minute interviews with 15-20 interview questions asked by all members of the committee. These inconsistencies may have a negative impact on the College's efforts to thoroughly screen (and effectively attract) potential candidates. The College could provide more support for preparing search committee members to conduct effective searches. Very recently (January 2021), the College implemented search committee member orientation videos, which cover implicit bias, debiasing, and heuristics. Additional measures being considered by the [AIA@STCC](#) Human Resources ad hoc committee include a full review of "length of experience" qualifications to ensure that the minimum experience is posted for positions, redaction of names so that no signal of ethnicity is exposed to committee members, and others. These processes are just a first step that will assist in the selection process. An upcoming equity audit from the AIA@STCC consultants, to take place in early 2021, will help to reveal more actionable items that can lead to increased representation.

Teaching and Learning:

The College's full-time faculty currently (Fall 2020) teach 47% of the College's course sections as part of their contractual workload. The College also relies heavily on its full-time faculty to teach the remaining course sections (in an adjunct role as covered under the provisions of the DCE CBA), assigning them to 39% of those sections in Fall 2020. As noted above, in some instances, full-time faculty cover all adjunct sections in smaller departments, and considerable numbers of them in some larger departments. While it could be argued that students potentially have greater access to their instructors if their instructors are full-time faculty whose main work commitment is to STCC and who hold office hours contractually required under the DAY CBA, the overreliance on full-time faculty to teach beyond their full-time workloads makes the College particularly vulnerable when faculty members become ill or if they are unable or unwilling to take on additional classes in a particular term. The further development of a qualified adjunct pool would help to remedy this challenge, while ensuring that students have exposure to different academic strengths and viewpoints.

In the College's most recent administration (in 2017) of the *Community College Survey of Student Engagement (CCSSE)*, most student respondents considered academic advising/planning to be "very important" to them, and 91% of respondents said they were either "somewhat satisfied" or "very satisfied" with the academic advising/planning services that were available here at STCC. 86% of all STCC students surveyed indicated that they had met (either in person or online) with an academic advisor before registering for some or all of their classes each term. Lastly, when compared to other community colleges across the US, and in the opinions of STCC students as compared to the opinions of other community college students at that time, STCC fared better than other community

colleges overall in terms of students meeting with the same academic advisor, on a regular basis, and with plans for subsequent advising sessions. That said, due to workload requirements and faculty and staff/ratios, the College has not until recently (Fall 2020) assigned an individual advisor to each matriculated student. Students enrolled exclusively in evening, weekend and/or online classes (with the exception of students in the online Business programs) have been provided advising services by the ATC. Thus, these students may meet with different staff throughout their educational journey and may not develop the same working relationship that they might with an assigned advisor. A review of recent (April 2020) enrollment data revealed that the unassigned evening/online students were less likely (by 20 percentage points) than students with assigned advisors to register for classes during the priority registration period for returning students. During COVID-19, the ATC has increased their caseloads to accommodate all students and assign each student an academic advisor; however, the lack of educational planning tools, combined with the virtual environment in which advisors needed to operate, presented challenges for the advisors in meeting with each of their advisees. Technological solutions can and should be implemented and leveraged to help address academic advising challenges going forward.

While COVID-19 created numerous access challenges, student, faculty, and staff use of the library remained heavy and consistent both during the transition to remote learning and later in the library's more sustained online approach. Since the library transitioned to a remote delivery of services model, web traffic for library resources is up 40%. Additionally, the library migrated from the Central and Western Massachusetts Resource Sharing library network to the Higher Education Libraries of Massachusetts library network in Spring of 2020, increasing academic resources available to students considerably while removing the burden of "public library" consortial sharing from the college.

Projection

Responsibility	Projection Detail	Est. Time of Completion
Center for Online and Digital Learning (CODL) and Distance Education Committee	Develop a “course refresh” training program based on best practices that will guide faculty in updating their online and hybrid courses to promote quality instruction by ensuring currency, intentionality and effectiveness in design and in pedagogical approaches.	Summer 2021
CODL and faculty	Conduct Course Refresh training, supported by faculty incentives negotiated by College administration and the STCCPA.	Ongoing, beginning in Academic Year 2021-22
Faculty Professional Development Coordinator (to be appointed)	Coordinate professional development (PD) opportunities, and plan programming (including for adjunct faculty) in concert with a faculty PD committee.	Academic Year 2022/23
Human Resources, Academic Affairs and Student Affairs	Develop a standard process for requesting funds for professional development	Summer 2022
Human Resources Antiracism & Inclusion Alliance	Leverage the results of a 2021 campus wide equity audit to ensure recruitment and hiring practices are effective, consistent, equitable and serve to enhance the diversity of staff and faculty.	Academic Year 2021/22
Human Resources CAO and Academic Deans	Increase the pool of adjuncts through concerted recruitment efforts.	Academic Year 2021/22 and ongoing
Academic Affairs, Student Affairs and Information Technology	Implement a student educational planning software solution	Academic Year 2021/22

**Standard 6: Teaching, Learning, and Scholarship
(Faculty by Category and Rank; Academic Staff by Category, Fall Term)
(form 6.1)**

3 years Prior	2 Years Prior	1 Year Prior	Current Year*
Fall 2017	Fall 2018	Fall 2019	Fall 2020

Number of Faculty by category

Full-time	139	137	131	117
Part-time	0	0	0	0
Adjunct	171	218	225	225
Clinical	55	57	60	60
Research				
Visiting				
Other; specify below:				
Total	365	412	416	402

Percentage of Courses taught by full-time faculty

64%	65%	66%	not yet available
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Number of Faculty by rank, if applicable

Professor	77	82	74	62
Associate	26	27	26	28
Assistant	26	24	28	22
Instructor	10	4	3	5
Other; specify below:				
Total	139	137	131	117

Number of Academic Staff by category

Librarians	5	4	4	4
Advisors	17	24	21	21
Instructional Designers	0	0	2	2
Other; specify below:				
Total	22	28	27	27

**Standard 6: Teaching, Learning, and Scholarship
(Highest Degrees, Fall Term)
(form 6.2)**

		3 Years Prior Fall 2017	2 Years Prior Fall 2018	1 Year Prior Fall 2019	Current Year Fall 2020
Highest Degree Earned: Doctorate					
Faculty	Professor				8
	Associate				2
	Assistant				1
	Instructor				0
	No rank				0
	Other				0
	Total	0	0	0	11
Academic Staff					
	Librarians				0
	Advisors				1
	Inst. Designers				
	Other; specify*				
Highest Degree Earned: Master's					
Faculty	Professor				45
	Associate				19
	Assistant				13
	Instructor				0
	No rank				0
	Other				9
	Total	0	0	0	86
Academic Staff					
	Librarians				2
	Advisors				6
	Inst. Designers				
	Other; specify*				
Highest Degree Earned: Bachelor's					
Faculty	Professor				8
	Associate				6
	Assistant				8
	Instructor				2
	No rank				0
	Other				2
	Total	0	0	0	26
Academic Staff					
	Librarians				1
	Advisors				2
	Inst. Designers				
	Other; specify*				
Highest Degree Earned: Professional License					
Faculty	Professor				1
	Associate				1
	Assistant				0
	Instructor				2
	No rank				0
	Other				1
	Total	0	0	0	5
Academic Staff					
	Librarians				0
	Advisors				0
	Inst. Designers				
	Other; specify*				

* Please insert additional rows as needed

**Standard 6: Teaching, Learning, and Scholarship
(Appointments, Tenure, Departures, Retirements, Teaching Load Full Academic Year)**

3 Years Prior (FY 2017)		2 Years Prior (FY 2018)		1 Year Prior (FY 2019)		Current Year (FY 2020)	
FT	PT	FT	PT	FT	PT	FT	PT

Number of Faculty Appointed

Professor							
Associate	4						
Assistant	3	5		6		7	
Instructor	1	1		1			
No rank							
Other							
Total	8	0	6	0	7	0	7

Number of Faculty in Tenured Positions

Professor	84	77		82		65	
Associate	6	7		7		16	
Assistant						3	
Instructor						2	
No rank							
Other							
Total	90	0	84	0	89	0	86

Number of Faculty Departing

Professor				1			
Associate		3		1		1	
Assistant				3			
Instructor							
No rank							
Other							
Total	0	0	3	0	5	0	1

Number of Faculty Retiring

Professor	7	6		8		9	
Associate							
Assistant							
Instructor							
No rank							
Other							
Total	7	0	6	0	8	0	9

Fall Teaching Load, in credit hours

Professor	Maximum						
	Median						
Associate	Maximum						
	Median						
Assistant	Maximum						
	Median						
Instructor	Maximum						
	Median						
No rank	Maximum						
	Median						
Other	Maximum						
	Median						

Explanation of teaching load if not measured in credit hours

** Teaching load is determined by the Collective Bargaining Agreement: please see MCCC Day Agreement Article XII Workload, Work Assignment and Working Conditions 12.03 & 12.05

Standard 6: Teaching, Learning, and Scholarship
(Number of Faculty by Department or Comparable Unit, Fall Term)

3 Years Prior		2 Years Prior		1 Year Prior		Current Year	
(FY 2017)		(FY 2018)		(FY 2019)		(FY 2020)	
FT	PT	FT	PT	FT	PT	FT	PT

Number of Faculty by Department (or comparable academic unit); insert additional rows as needed

Architecture & Building Technology	2		2		2		2	
Automotive Technology	2		2		2		2	
Biological Science	8		9		9		8	
Biomedical Engineering Technology							1	
Business Administration	7		7		7		6	
Chemistry	3		2		2		2	
Civil Engineering Technology	2		2		1		2	
Computer and Electronic Systems En	4		4		4		3	
Computer Information Technology	5		5		5		4	
Cosmetology	3		2		2		2	
Criminal Justice	2		2		2		2	
Dental Assistant	2		2		2		2	
Dental Hygiene	3		3		3		3	
Diagnostic Medical Imaging	2		2		3		3	
Digital Media Production	3		3		3		2	
Electrical Engineering Technology	2		2		2		2	
Energy Systems Technology	2		2		2		2	
Engineering & Science Transfer	3		3		3		3	
English	15		12		11		11	
English As a Second Language	1							
Graphic Comm and Photography	3		3		3		3	
Health Information Technology	3		3		2		2	
Health Science					2		2	
Interdisciplinary Health Studies	2		1					
Landscape Design & Management	2		2		2		2	
Mathematics	11		10		8		8	
Mechanical Engineering Technology	6		6		7		5	
Medical Assistant	3		4		4		4	
Medical Lab Technician	2		2		2		2	
Nursing	14		15		14		15	
Office Information Technology	4		4		3		2	
Optics and Photonics	2		1		1		1	
Physics	3		3		3		1	
Rehabilitation Therapies	4		5		5		5	
Respiratory Care	2		2		2		2	
Social Sciences	9		6		6		7	
Surgical Technology	2		2		2		2	
Teacher Education	1		1		1		2	
Visual and Performing Arts	3		4		4		3	
World Languages	1		1		1		0	
Total	148	0	141	0	137	0	130	0

Please enter any explanatory notes in the box below

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

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

Faculty	Full-time	Part-time	Total Headcount	Headcount Goal (specify year)
Category of Faculty (e.g., male/female, ethnicity categories); add more rows as needed				
Male	49	0	50	
Female	80	0	80	
			130	
American Indian	1	0	1	
Asian	5	0	5	
Black	3	0	3	
Hispanic	1	0	1	
Not Specified	4	0	4	
Native Hawaiian/Other Pacific Islander	0	0	0	
White	115	0	116	
			130	
Academic Staff	Full-time	Part-time	Total Headcount	Headcount Goal (specify year)
Category of Academic Staff (e.g., male/female, ethnicity categories); add more rows as needed				
Male	4	0	4	
Female	13	2	15	
Total			19	
American Indian	0	0	0	
Asian	0	0	0	
Black	3	0	3	
Hispanic	4	0	4	
Not Specified	0	0	0	
Native Hawaiian/Other Pacific Islander	0	0	0	
White	10	2	12	
			19	

Please enter any explanatory notes in the box below

Academic Staff includes librarians, academic advisors and instructional designers.

Standard 7: Institutional Resources

Description

STCC draws on significant resources to fulfill its mission as an accessible and affordable technical community college. Despite challenging headwinds pre-COVID-19, including substantial enrollment declines, the institution has substantial human, financial, IT, physical, and equipment/technological resources upon which to draw in order to ensure strong support for teaching, learning, and students. Further examination of financial resources is discussed in this chapter, including state support from the Commonwealth of Massachusetts, as are the areas of human capital, physical and technological resources. In each of these areas, STCC demonstrates a sufficiency, albeit there are constraints to be considered.

Human Resources:

As of September 2020, STCC had approximately 741 active employees across the organization, consisting of about 240 full-time staff, approximately 118 full-time faculty, 262 part-time staff, and approximately 121 part-time adjunct faculty. All new employees are provided with college policies and benefit information by way of onboarding through the Office of Human Resources/Employee Benefits & Operations Center (HR/EBOC). Those hired into unions—STCC has three collective bargaining agreements (CBAs) with chapters of two unions—are given access to the CBAs relative to their employment (Massachusetts Community College Council MCCC Day or DCE contract; or an American Federation of State, County, and Municipal Employees [contract](#)). Exempt employees, referred to as “non-unit professionals” (or NUPs) are provided the statewide [Non-Unit Professional Personnel Policies Handbook](#). Each of these resources include information about terms of employment and procedures for evaluation and promotion specific to their respective positions.

HR/EBOC coordinates employee recruitment, affirmative action, onboarding, Workers’ Compensation, workplace accommodations, benefit enrollment and changes, retirement information, compensation, the Human Resources Compensation Management System (HRCMS) for time reporting, Title IX coordination, and other general human resource activities. The office is led by an assistant vice president of human resources, a position that was created in 2020 to replace a senior director-level position, and which reports directly to the president. A grant-supported position, funded by a federal Violence Against Women Campus Safety Grant, supports employee training and professional development.

As part of the hiring process, job descriptions are prepared, or existing job descriptions with appropriate classification specifications are used, to detail the qualifications necessary for each position. Faculty and staff play important roles specific to the recruitment process and participate in the search process for new employees. The hiring process is standardized, in that job qualifications for each position are examined; a broadly representative committee is formed (primarily for full-time positions), and an interview component is included. Finalists for senior administrator positions are typically asked to participate in additional forums, which include stakeholders, as part of the vetting process (specific examples of this include the most recent Fall 2020 hiring of a CFO, and the Spring 2020 hiring of a Vice President of Student Affairs prior to that).

More than 120 employees fill the varying positions in the following departments: HR, IT, Facilities, and Student

Support Services (Summer 2020). A list of job titles for non-management staff can be found in the workroom along with the position descriptions for those positions at management level or above. The College’s hiring processes ensure that it has sufficiently qualified staff, who meet the minimum educational requirements of each position and possess the experience necessary to carry out the responsibilities as reflected in the job description (hiring practices for faculty are described in greater detail in Standard 6). Compensation for unionized employees is bargained at the statewide level and prescribed in the CBAs, while local efforts to provide systemic review of NUP salaries (as well as equity adjustments when indicated) have been made over the past three years to support administrator retention, as well as market competitiveness. Employees hired into grant-funded positions are sent annual letters notifying them that their ongoing employment is contingent upon continued grant funding. Ongoing and annual evaluation is dictated by the individual CBAs for each union member, and by the BHE’s [Non-Unit Professional Personnel Policies Handbook](#) for all NUPs.

Learning and professional development opportunities are available to faculty and staff through many avenues. Professional days, held twice each year, focus on opportunities for learning or promotion of college initiatives (for example, assessment, cultural competency, or accreditation). Departments may build specific training or development opportunities into their budgets which relate to their area of expertise. The Center for Online and Digital Learning (CODL) provides opportunities for online pedagogy-focused learning that may include webinars, book clubs, and one-on-one training. (See Standard 6 for more information about professional development for faculty.)

Financial Resources:

The institution’s financial resources carry a strong emphasis on academic and student support efforts, in addition to a compelling need to focus on facilities and infrastructure. The chart below represents the dollars and percentage (by fiscal year) of total expenses related to instruction and academic support; the second entry couples those expenses with Student Services expenses and Scholarships to represent total spending for academic and student support.

	FY2018	FY2019	FY2020
Instruction & Academic Support	\$30,951K (44%)	\$31,784K (44%)	\$31,529K (45%)
Instruction, Academic Support, Student Services and Scholarship	\$46,406K (67%)	\$46,922K (65%)	\$46,269K (66%)

Approximately 64% of the FY2021 operating budget is dedicated to personnel. Specific to capacity and resources, annually STCC has allocated \$3.1 million in operating funds to campus facilities/deferred maintenance projects. This is over and above monies from the Commonwealth’s Division of Capital Asset, Management & Maintenance (DCAMM), which will be discussed further. The college spends in excess of \$1 million on police and dispatch services and campus safety annually; and, in combination with funding provided by the STCC Foundation, STCC annually distributes approximately \$1 million in institutional aid to students over and above federal and state financial aid sources.

Fiscal year 2020 revenues exceeded expenses by \$3,112,409. This was related to revenues exceeding budgeted

amounts in the areas of state funding, Trust Fund revenues, and Miscellaneous revenues. Expenses lower than budgeted also impacted this net position largely due to Operations and Utilities budget impacted by remote operations (-\$1,074M) and deferred facilities projects (-\$1,062M). The FY 2021 budget is \$55M and includes both revenues and expenses in the amount of \$3.09M due to CARES Act funding. Net of the \$3.09M, the budget is down \$1.64M from the FY 20 budget which is attributed to a decline in enrollment. 51% of the STCC budget is supported by state appropriation in the amount of \$28M. As of the 1/31/21 forecast, actuals are projected to be approximately \$53.2M, due to the decline in enrollment, which is a decrease of \$1.8M from budget.

As discussed in greater detail in Standard 2, the Board of Trustees (BOT), given its fiduciary responsibility, approves final college budgets. Administrators present to the BOT draft budgets and assumptions at multiple monthly meetings, often seeking final approval in May, but allowing for a June meeting should the need arise (this was the case when the FY 2021 budget was being considered). Throughout the fiscal year, revenue and spending reports (presented monthly at meetings of the BOT's *Ways & Means subcommittee*) are updated regularly based on changes in enrollment projections, new or expired grants, changes in salary/wage projections as well as any emergency purchases that need to be made. An *Investment Subcommittee* of the *Ways & Means Subcommittee* also meets quarterly to examine investments and reserves/unrestricted net funds.

The College's Administration and Finance department includes the positions of CFO/Vice President, Controller, Assistant Controller, and Senior Director of Finance and Budgets. These full-time staff bring to their positions approximately 70 years of financial experience in Higher Education. This created a solid foundation of knowledge of STCC financial matters at the ground level on which to build and further their respective financial careers. In addition to formal education, the financial staff have a diverse span of experience, including in the areas of government audits, risk management, finance, banking and real estate. This diversity adds to the richness of the collective financial background of the staff. (Also reporting to the CFO—and significantly involved with institutional resource allocation planning efforts—are the Senior Director of Facilities, Chief of Police, Senior Director of Business Services, and Dean of Student Financial Services).

The college is audited annually for the federal financial aid funds that it receives, and every three years for the state financial aid funds that it receives; all audit results and findings are presented to the BOT. Internally, the college continues to ensure appropriate control mechanisms for all financial transactions including procurement and payroll expenditures. These control mechanisms involve appropriate signatures of department chairs, deans, vice presidents, and the president (purchases charged to "Procards," or college credit cards, are an exception, but a reconciliation process is in place and is overseen by the business office). All expenditures are processed against the college's internal budget system. These internal control mechanisms are also reviewed on an annual basis by O'Connor and Drew, P.C., the college's auditors, as well as the Massachusetts Office of the State Auditor. These established processes have enabled the college to undertake overall sound financial decision-making, which has for years resulted in a stable financial standing.

More internal safeguards at STCC to ensure the ethical and prudent management of its finances, budget process, and timely financial process include the following:

- Internal Control Document that outlines the internal control objectives, the policy and the procedures of the main areas of Administrative Services: Revenue and Receipts, Billing & Receivables, Purchasing, Expenditures, Travel, Accounts Payable, and Payroll. Internal controls are in place to ensure the integrity of the accounting information and to assist in the prevention of fraud.
- Limited number of authorized signers who must be approved by the president of the college. A record is kept of the list of designated signers and is updated at the beginning of every fiscal year as of July 1.

- Limited number of individuals who have administrative rights to bank accounts.
- Offices and confidential information are kept securely locked when left unattended.
- Separation of duties to prevent fraud and error: e.g., a supervisor reviews the accounts payable warrant before checks are cut; the employee who prepares deposits & cuts checks does not reconcile the bank account.
- Extensive budgeting process whereby financial resources are allocated to align with STCC's mission and goals. Financial goals are communicated among departments, Vice Presidents and Administrative Services during the preparation of the budget. Budget-to-actual reports are prepared to track progress.
- Financial information is presented to the BOT on a regular basis.
- Employee policies on fraud prevention, ProCard program, purchasing, contracts, and travel are made available on STCCNet

Every year, a draft fee schedule is reviewed by college administrators with the BOT, which has the sole authority to set student fees, as well as tuition rates for non-state supported courses (i.e., those covered under the MCCC DCE Collective Bargaining Agreement). Careful consideration is given to the impact on students, particularly Pell-eligible students, and the goal is to keep any fee increase under the "Pell Threshold" so that a full-time student receiving a maximum Pell award would not have unmet need. Other fees are examined and considered, particularly in light of the need for fee revenue with respect to managing the college's fiscal health with declining enrollments. When, for example, the College launched a Health Science program in 2018, the administration recommended to the BOT that Health Science students not be required to pay a program-specific "health programs" fee, since their coursework involved far fewer clinical experiences, and was thus less expensive to run than clinical health programs such as nursing or dental hygiene. Rather, administration suggested that students in this program should be charged a course-specific fee only for those courses that required use of the patient simulation center. Similarly, in 2019, a course-specific fee was added to a psychology field practicum course to cover the added costs (including drug testing, etc.) of administering this course. Both of these course-specific fees were approved by the BOT, and the fees are reassessed annually to ensure they are fair and sufficient.

The college has a quasi-endowment, referred to colloquially as "reserves" by administrators and trustees. This unrestricted net position has been available for emergencies, special projects and unique campus needs. Examples of BOT approval of use of reserves include: \$3 million in 2016 for the \$50 million Rubenzahl Student Learning Commons building project; \$420,000 in 2018 for a failed network core switch; and \$50,000 in 2019 to hire a value stream mapping consultant (although funds for the latter were ultimately not withdrawn because the college had adequate resources to fund the consultancy). As of June 2020, the unrestricted net position was at \$10.2 million and these funds, along with investments, are overseen by the BOT. The BOT has approved an investment policy, and an independent investment advisor (DiMeo Schneider dba Fiduciary Investment Advisors) is responsible for day-to-day oversight of the college's investments. On a regular basis, a BOT Investment Subcommittee convenes to review investments, portfolio performance, cash flow considerations related to long-term and short-term allocations, and how Trust Fund Guidelines promulgated by the Massachusetts Comptroller's Office are being applied. Fiduciary Investment Advisors, LLC, began working with the college in 2015 as the investment manager; currently DiMeo Schneider took over management of the account, which was valued at \$15.9 Million as of June 30, 2020.

Grant funds are also a key source of support, including federal grants from Title III, HSI-STEM and TRIO programs, as well as others from federal, state and private sources. The table below shows the total grant funds in the past three fiscal years; these funds have supported initiatives that range from faculty training to supplemental instruction/peer tutoring and culturally-responsive initiatives. Additional grants were requested with significant capital investment to programs include funding towards the Robotics program (\$250,000), School of Health and Patient Simulation (\$250,000), and Mechanical Engineering Technology (\$250,000).

Fiscal Year	Total Grant Funds
FY2018	\$3,874,915
FY2019	\$4,418,470
FY2020	\$7,491,516 (includes \$1.02M from CARES Act funds)

The STCC Foundation exists with the express intent of supporting the college and STCC students. A 501-(c)-3 non-profit organization, the Foundation has \$3.9M under investment, with an annual dispersal of scholarships direct to students. The STCC Foundation also provides the college with an annual allocation to aid facilities/infrastructure (typically \$100,000), as well as student scholarships that are bundled with college-specific aid (typically STCC supplies \$750,000 annually, with the STCC Foundation supplying an amount in relation to their gifting). The two entities also partnered in 2018 to launch the first major gifts campaign in over a decade. As of Fall 2020, just over \$2 million had been raised toward the goal of \$3 million. This includes three bequests with a combined total of over \$1M, 48 major donors with gifts over \$500, and 338 other donors with various gift amounts.

Information, Physical and Technological Resources:

Information technology (IT) is critical for the mission and its successful operations, and technology is needed to support the college goals and objectives. The [STCC IT Master Plan](#) provides a blueprint for achieving the vision of leveraging reliable and emerging technologies and information resources to support the mission of the college. The IT Master Plan focuses on four goals, their respective objectives, and key strategies. The IT Security Plan describes safeguards to protect the confidentiality, integrity, and availability of information technology resources.

Several infrastructure upgrades were completed during the past three years. Physical servers were migrated to a completely virtual environment on a VxRail platform which hosts 68 virtual servers and failover capability to a secondary rack across campus. File storage capacity has been expanded to accommodate increased usage and space requirements. The College network operates on Cisco technology, including switches, wireless, firewalls, VoIP, and messaging collaboration products. A new Cisco Core switch in the data center provides connectivity to 200 Cisco switches, 2 Cisco Wireless controllers, and 300+ wireless access points throughout campus. The main firewall is a new Cisco Firepower NGFW, which handles VPN connection for remote logins. Along with the more secure features, the campus is now able to support double the internet bandwidth than in the past. A gigabit fiber optic network provided by the UMass network extends to all buildings on campus with 1Gbps wired connectivity to offices and classrooms, and a second 1Gbps public network is from Comcast.

Together with integrated firewall capabilities, security and network vulnerability is monitored on multiple levels including *Tenable* software and ESET enterprise anti-virus protection, which is centrally managed and distributed

and to all computers. Independent security audits are periodically performed to assess threats and risks. The college has added and updated many security policies and procedures during the past two years, and staff and faculty are required to formally agree to the acceptable use policy. In 2018, a PCI risk assessment was performed by Compass IT Compliance, LLC.

The College offers full-time faculty a Windows laptop or MacBook, and staff are provided with either a laptop or desktop computer. There are over 100 computer labs and classroom across campus, with an inventory of over 1800 devices. All computers are equipped with Microsoft Office, enterprise applications, or specialty software for the academic departments. Faculty and staff have remote access to the network, files shares, and enterprise applications via Cisco AnyConnect VPN. The College uses several cloud-based services including Google GSuite for Education, Blackboard Learning Management system, and an enterprise Zoom license. IT User Support Services provides technical services for students, faculty, and staff including account management, troubleshooting, computer upgrades and replacements, software imaging, peripherals, audio visual, and classroom support.

Enterprise applications include Ellucian's *Colleague* student information system, *Enrollment Rx*, *SharePoint* portal, *SAP Business Objects*, and *Tableau*. Multifunction printing devices and "follow-me" printing capabilities are available in all buildings on campus, as well as connection to the *ImageNow* document imaging system. During the past year, STCC has upgraded portions of *Colleague* system's web-based interface from *WebAdvisor* to *Self-Service*, including financial aid and online budgets and requisitions.

In order to better prepare, prevent, mitigate, respond to and recover from complex emergencies, the College has developed a Comprehensive Emergency Management Plan (CEMP). The CEMP serves as a centralized guide to STCC for the development and implementation of a Campus-Wide Emergency Management Program. The CEMP describes the overall framework required for the integration and coordination of emergency management activities across all STCC operations in accordance with industry best practices and standards. The full CEMP is a secure document under Massachusetts General Law Chapter 4, Section 7 (26) (n).

STCC's campus contains 23 structures, and over one million square feet of infrastructure, much of it historic. As such, the college must continually balance the demands of historic preservation with the sometimes-competing needs of its educational enterprise. For example, until 2017 the Campus Green was used for seasonal parking, leading to regular degradation of the topsoil, and concerns from the College's National Park neighbors. STCC was able, in 2017, through a Memorandum of Understanding with the Armory National Historic Site to build out additional on-campus parking (for the first time in decades). At a cost of \$1.5 million, "K Lot," proximate to the Pearl Street Campus Gate, has been a welcome addition with upwards of 130 new parking spaces, and has eliminated the need for parking on the Campus Green.

As discussed in Standard 2, a good deal of effort has been made in recent years to align planning with resource allocation. This is particularly evident as it relates to campus facilities/infrastructure and the \$316 million in deferred maintenance needs. The table below shows the deferred maintenance needs (over a 10-year period, from 2017-2027) on the twenty-three campus structures. To illustrate the complexity of a historic campus, and resource allocation, consider Building 10, which has remained vacant for many years, but is proximate to the newly renovated Building 19, which now houses nearly all student supports and services. As the north of campus is now much more active, and intentionally planned as the focus of use, it places Building 10 at 5,700 square feet, in an even more

precarious position. For this building, no study of its needs has been done, it runs the risk of further degradation, and it is likely that priorities will not allow for a costly restoration even though it is prominent, and its historic nature means demolition is untenable.

Building Data and Deferred Maintenance (DM) Needs Over the Next 10 Years

Building Name	Year Built	Gross Square Feet (GSF)	10 year DM Needs \$Million
Building 2	1987	178,000	\$28.5
Building 5/6	1880	11,700	
Building 7	1833	2,800	\$0.8
Building 8	1836	4,100	\$0.8
Building 9	1836	4,100	\$0.9
Building 10	1836	5,700	
Building 11	1807/1863	14,600	\$0.4
Building 12	1880	3,300	\$1.8
Building 13	1973	56,500	\$14.2
Building 14	1830	27,500	\$6.9
Building 15	1836	31,900	\$13.2
Building 16	1817	74,000	\$38.2
Building 17	1974	197,600	\$41.9
Building 19	1863	101,200	
Building 20	1941/1972	187,300	\$68.4
Building 21	1940	4,800	\$0.7
Building 25	1942	24,400	\$6
Building 27	1863	61,100	\$35.8
Building 28	1919	48,600	\$15.4
Building 29	NA	840	NA
Building 31	NA	175	NA
Building 32	1941	24,400	\$8.5
Building 35	1940	8,000	\$1.6
TOTAL		1,072,615 SF	\$316 Million

Building name, Gross Square Footage and Year Built data from "STCC Facilities: Campus Buildings Data" provided by DCAMM. Source 15 July 1991 Deferred Maintenance Report by Chrissman & Solomon Architects. Deferred Maintenance Data © 2017 Sightlines, LLC. All Rights Reserved.

A signature investment, derived from years of planning and advocacy, the Ira H. Rubenzahl Student Learning Commons/Building 19 project is a key example of investment in students, and student-facing services. Students can now access, under one roof, admissions, advising, financial aid, the registrar, tutoring, testing, the bookstore, and library resources. The library in partnership with IT has the ability to distribute in excess of 300 Chromebooks, 230 internet hotspots, and is open close to 60 hours a week including evenings and Saturdays (during the pandemic, all services are offered remotely). Professional librarians provide reference assistance during all operating hours, by phone, email, or face-to-face (qualifications and responsibilities of the library staff are described in Standard 6). Support for faculty and staff is provided through 120 LibGuides, developed and maintained by library staff in collaboration with faculty. The library staff play a key role in supporting students' development of information

literacy, including teaching sessions in information literacy for various courses. These sessions prepare students to find, evaluate, and use information appropriately. Components include navigating library databases, conducting internet searches, evaluating information for bias, currency, relevance, etc., and proper citation standards. Courses that partook in these library sessions include those in English, Adult Basic Education, Psychology, and Health Sciences. Since the pandemic, demand for remote reference services has increased significantly, and library staff have generated a number of student-assist videos on a range of subjects.

Other significant recent capital and equipment investments have included:

- \$250,000: via state grant, SIMS Medical Center (patient simulators and associated technology)
- \$56,000: upgrade to campus greenhouse
- \$250,000: via state grant, new equipment/technology for Electrical Engineering Technology Program
- \$250,000: via state grant, new equipment/technology for Mechanical Engineering Technology Program

Appraisal

Human Resources:

Despite the enrollment challenges and uncertainty of the COVID-19 crisis, the College continues to make significant employee investments to ensure it can fulfill its mission. In Fall 2020, faculty members were hired in Occupational Therapy, Computer Information Technology, Mechanical Engineering Technology, Energy Systems Technology, and Health Information Technology. Additionally, an Assistant Dean for the school of STEM was hired earlier in the year. Simultaneously, some faculty positions were retrenched due to budgetary pressures and discontinuation of programs that include Cosmetology, Automotive Technology, and Landscape Design and Management. The college continues to balance the needs of high demand programs along with other needs across the college. Other recent campus hires include a Vice President of Advancement and External Affairs, as well as a full-time Webmaster. Also, significant training investments were made in 2020, to prepare faculty for online teaching when most onsite instruction was curtailed due to the pandemic. During this time, 173 faculty were involved in training through our Center for Online and Digital Learning with total stipends exceeding \$472K.

COVID-19 has created some unique struggles with our human capital, as it has for many employees during this pandemic. Burdens and pressures, coupled with the isolation of remote work can add to the stressors that impact employees and their productivity. To support employees during this time, the College could take a more intentional focus on well-being that takes a holistic approach including emotional and spiritual support, financial support, and health improvements.

FY2010	
Direct Unrestricted State Appropriation	\$20,617,024
9C Reduction	(51,603,101)
Net Appropriation	\$19,013,923
Total STCC Budget	\$43,006,200
% of STCC Budget Supported by State Appropriation	44%
FY2015	
Direct Unrestricted State Appropriation	\$24,524,647
9C Reduction	(5,354,977)
Net Appropriation	\$24,169,670
Total STCC Budget	\$49,850,391
% of STCC Budget Supported by State Appropriation	48%
FY2020	
Direct Unrestricted State Appropriation	\$27,965,178
Total STCC Budget	\$53,529,601
% of STCC Budget Supported by State Appropriation	52%

Financial Resources:

A significant challenge for any public institution like STCC is the heavy reliance on state support (appropriation); this challenge is exacerbated by years of enrollment declines that result in decreased tuition/fee revenue. While the portion of the STCC budget supported by state appropriation has been relatively stable over the past ten years (at approximately 50%), appropriation is the result of a legislative and political process, and economic challenges and uncertainty associated with COVID-19. In FY 2021, and as of Fall 2020, a budget had not yet been approved by Massachusetts, and STCC was provided guidelines to use a figure that was 4% lower than the prior year, a cut of \$1.13 million. In prior years, funding was appropriated for retroactive collective bargaining salary increases, but institutional resources are pressured because of the disproportionate facilities expenses and needs that remain outstanding.

Although STCC is financially stable, as reflected in the financial statements and relative to other Massachusetts community colleges, it enters unprecedented territory with the COVID-19 pandemic, and stability has required difficult decisions in terms of program and personnel support. As part of cost-cutting, and necessary budget savings during the early days of the pandemic, a number of measures were implemented including retrenchments of part-time employees, the implementation of a retirement incentive, a hiring freeze for most open positions, and postponement of deferred maintenance projects. In Summer 2020, administrators announced the discontinuation of seven smaller programs, representing 10 full-time faculty. The rationale for these choices, including the prediction of a larger-than-expected decline in Fall enrollment (the College had originally anticipated a 5% drop in Fall enrollment; the actual decline would be 16%) was [presented](#) to the BOT in July, with impact bargaining with the

MCCC occurring over the summer. In terms of resources, it was clear that a \$1 million relocation of the Cosmetology program out of Building 20 needed to be paused, and as part of program discontinuation, is currently being discussed with the BOT. Similar is the discontinuation of the Automotive program, which did not have a vehicle in its fleet newer than 2011 on which to teach students, and was located in Building 25, a structure with approximately \$6 million in deferred maintenance needs. (Ongoing discussions are available in the Ways & Means and full Board of Trustees meetings throughout Fall semester 2020 and the attachments from those meetings to support these financial decisions are available in the workroom. They include FY18 and FY 19 Program Margins, as well as BOT, *Ways and Means* and *Ad Hoc* committee meeting presentations from the CFO, CAO, and President.)

The financial position is highlighted through the ratios utilized to prove financial solvency for community colleges; these ratios are reported both with and without the College's proportionate share of the net pension liability and net OPEB liability (the numbers that follow are with those liabilities incorporated). The Primary Reserve ratio which measures the financial strength of the institution by comparing expendable net assets to total operating expenses is targeted for success at 25-40%. STCC showed an increase in this ratio in FY2020 from approximately 14% (2019) to now approximately 19%. This ranks in the top 3 of the 15 Massachusetts community colleges. The Viability Ratio measures the availability of expendable net assets to cover debt should the institution need to settle its obligations. The target rate for Viability Ratio is greater than 1; STCC remains in a standing greater than 1 for FY2020. STCC has realized an increase in the final two ratios, Net Operating Revenue and Return on Net Position. The Return on Net Position is above the target range of 2-4% at 8.8%. Ultimately, the Composite Financial Index, which measures the combination of all four of these ratios into a single score, shows that STCC is currently scoring higher in 2020 compared to 2019, when reporting with the liabilities as well as without. Although STCC is financially stable as reflected in the financial statements and as compared to the other Massachusetts community colleges, it has entered unprecedented territory with the COVID-19 pandemic. There are many unknowns as it pertains to funding from the State as well as enrollment, however, STCC is well positioned to meet these headwinds and has aligned operational and personnel reductions to help offset potential reductions.

Information Technology and Physical Resources:

The College recently purchased an institutional license to the web-conferencing tool, Zoom, to provide faculty, staff, and students a virtual way to communicate asynchronously or synchronously for their courses, meetings, office hours, and events. This license will allow better communication to take place remotely. Faculty can record a synchronous session and provide links to students who could not attend live. They will also be able to store unlimited recordings of their classes and meetings so they can be available for review at a later time.

A new online support program was launched in the spring 2021 semester. The IT department, with funding from the CARES Act, hired a team of 12 online student support representatives from the computer science program and tutoring center. The student workers monitor Chat Now and provide real-time support for students with Blackboard and other online learning tools. In addition, more frequent training sessions, outreach programs, and reporting initiatives are planned to further identify and support online students.

STCC has sought to modernize its IT infrastructure, including the server environment. The Colleague servers have been moved to a new platform, and approximately 100 virtual servers have been migrated to the new environment. The move to virtual servers provides three main advantages for students and the campus; 1) it secures the environment, as the old equipment and operating system had reached end of support, 2) it allows faster response times and capacity for all systems, and 3) it provides better reliability and uptime for critical systems used to process registrations and financial aid. This also prepares the infrastructure to support future upgrades and new software, such as the planned implementation of the student planning and advising software and a new CRM enrollment management system.

In 2019-2020 the college upgraded the Firewall to a state-of-the-art Cisco Firepower technology. Along with the more secure features, the campus is now able to support double the internet bandwidth than in the past. Security Awareness is still an ongoing area for improvement as it relates to training for staff and faculty. The IT department continues to work with the Human Resource department to solidify this training. Professional Days in 2020 and 2019 included sessions on security awareness and materials are posted on campus and periodically sent to campus community members.

The College has invested in major infrastructure projects during the past three years including \$408,000 for the new CORE switch, \$410,000 VxRail servers, \$200,000 for the Cisco switch refresh, and \$218,000 toward the Firewall replacement. In addition, over \$3.8M was allocated for new computers and laptops for faculty, staff, and computer labs through a lease program with Dell and Apple. Unfortunately, many of these were unplanned investments due to system failure and ongoing utilization of end-of-life equipment. This is primarily related to a lack of sustained funding for IT capital investments. The main wireless controller and most access points on campus, with the exception of building 19, have reached end of life. The Cisco VoIP system will require a major software upgrade next year, and approximately 30% of the switches on campus are end-of-life and are no longer updated. A 5-year IT capital plan is in development that will detail the unfunded budget needs (\$8.2M) and provide a clear path to addressing both equipment maintenance and enhancement.

For redundancy and disaster recovery planning, IT is currently replacing the older SAN architecture with a fully redundant data protection system utilizing flash and cloud storage. The addition of virtual desktop infrastructure (VDI) and increased internet bandwidth is planned for Spring 2021 to accommodate remote and online learning for students, faculty, and staff. Currently, the College does not have a formal disaster recovery/business continuity plan in place, but one is currently under development by the CIO. Once a formal plan is in place, it will be reviewed and updated annually and/or when there is a significant change to the infrastructure/computing environment. External assessments and penetration testing will be completed annually, and preferably before the plan is updated.

Infrastructure security is a key priority. While significant progress has been made, the network, servers, applications, and computers remain vulnerable to some risks associated with security and reliability. Over 100 computers still have Windows 7, which reached end-of-support in January 2020 (IT is currently working on a replacement plan which has been accelerated by recent laptop purchases to accommodate remote work due to the pandemic). An internal and external vulnerability assessment was performed in May 2019 by *Compass IT Compliance*, an independent audit, compliance, and security firm. The assessment included an analysis of security vulnerabilities on workstations, servers, network printers, and other network-attached devices. Several vulnerabilities were identified in the report including severity ratings from 5-1, with a total of 3,092 vulnerabilities. The high risk rating category (5) included unpatched and end of life/support servers, network equipment, apache and tomcat services, SQL servers, and Windows operating systems. Since the report was issued, several updates, patches, and equipment upgrades have occurred that have resolved many of these issues. These include the replacement of all physical servers with virtual environment on a VxRail platform, replacement of several end-of-life Cisco switches, installation of a new Cisco Firepower NGFW firewall appliance, upgrading and patching of several internal applications, and disabling or restricting of server and network settings to better control access to both on and off campus systems. The college also has a regular update/maintenance window to install and apply patches to various systems and hardware. Internally, the IT team implemented security and network vulnerability monitoring tools including Tenable software and ESET enterprise antivirus protection. As systems are upgraded and replaced, security and best practices are applied to better secure the STCC computing environment. In 2021 the college will hire a new Director of Infrastructure and Security to manage and monitor internal and external security and develop a robust security strategy. In addition, the college is actively seeking to engage with a vendor to perform a new vulnerability assessment.

IT is developing a risk management process with formal controls to monitor and improve the security posture. Information security awareness is an ongoing area for improvement as it relates to training for staff and faculty. A review of IT policies and procedures is necessary to address remote and online learning environments, along with a formal onboarding process in conjunction with Human Resources.

Dominating physical infrastructure concerns, and as highlighted in the Campus Master Plan noted in Standard 2, Building 20, which dates to 1941, is particularly problematic and represents over 20% of the campus's total deferred maintenance needs. This building, at nearly 190,000 square feet, houses upwards of 15 allied health programs, including nursing as well as the *SIMS Medical Center*, a patient simulation hospital. Approximately 700 health students use the facility along with 100 faculty and staff. The building, however, is fraught with structural, mechanical, air-handling, water, and environmental challenges. In fiscal years 2017-2019, approximately \$2.8 million in emergency repairs were needed, and multiple flooding events took place. The building carries a Facilities Condition Index of 1.0, which indicates the structure is not viable to rehabilitate or repair. The deferred maintenance (per a 2017 study) approaches \$70 million, and the top two floors have been unusable since 2005 because of asbestos mitigation needs. Although the top three floors were added in the 1970s, the building is deemed historic by the Armory National Site, rendering demolition unlikely, even as vacating is clearly needed. A major capital proposal was submitted to the Commonwealth of Massachusetts in late 2019 to vacate the structure and relocate the School of Health and Patient Simulation across the street to the STCC Assistance Corporation's Technology Park at a cost likely to exceed \$35 million. Funding remains uncertain: as of this writing, the Massachusetts legislature included in its economic development bill \$5 million for this project, but there may be need to see support from the BOT via use of reserves, as has been done previously (most recently in 2016, with \$3 million to help finance the Building 19/Student Learning Commons major capital project). Additionally, the vacating of Building 20 does not preclude its need for maintenance estimated at nearly \$70 million (as an asset of the Commonwealth, the building will still eventually require those needs be met).

Projection

Responsibility	Projection Detail	Est. Time of Completion
IT	Actively align the IT budget with the replacement of critical systems and plans for new growth pursuant to the 5-year IT capital management plan	FY2022 and ongoing
Facilities	Work with DCAMM, the BOT and administration to strategically plan deferred maintenance capital spending	Ongoing
Facilities/Admin.	Continue to move efforts forward with DCAMM and the BOT to planfully relocate operations out of Building 20	2021 and ongoing
IT	Secure & strengthen the IT environment to ensure the confidentiality, integrity, and availability of information resources across the college; creation of disaster recovery and business continuity plan	2021 and ongoing
Human Resources	Improve the health and well-being of all employees at the College by providing networking, education, tools and other resources that cultivate and sustain a positive commitment to a culture of health and wellness.	2021 and ongoing

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

(form 7.1)

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

	3 Years Prior			2 Years Prior			1 Year Prior			Current Year		
	FY 2017)			FY 2018)			FY 2019)			FY 2020)		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Instructional Staff	146	220	366	139	226	365	137	275	412			0
Research Staff			0			0			0			0
Public Service Staff			0			0			0			0
Librarians	4	3	7	5	1	6	4	1	5			0
Library Technicians	2	1	3	2	1	3	2	2	4			0
Archivists, Curators, Museum staff			0			0	0	0	0			0
Student and Academic Affairs	22	64	86	17	57	74	24	55	79			0
Management Occupations	48	2	50	45	2	47	54	2	56			0
Business and Financial Operations	23	2	25	28	3	31	20	3	23			0
Computer, Engineering and Science	14	13	27	12	8	20	18	5	23			0
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media	11	18	29	13	17	30	16	12	28			0
Healthcare Practitioners and Technical	3	0	3	2	0	2	2	0	2			0
Service Occupations	34	4	38	35	4	39	41	4	45			0
Sales and Related Occupations		0	0		0	0			0			0
Office and Administrative Support	51	48	99	55	46	101	66	32	98			0
Natural Resources, Construction, Maintenance	10	3	13	10	3	13	13	1	14			0
Production, Transportation, Material Moving	2	33	35	1	39	40	1	38	39			0
Total	370	411	781	364	407	771	398	430	828	0	0	0

Please enter any explanatory notes in the box below

Standard 7: Institutional Resources: 7.2
(Statement of Financial Position/Statement of Net Assets)

Fiscal Year ends - month & day: (06 / 30)	2 Years Prior (FY 2018)	1 Year Prior (FY 2019)	Most Recent Year (FY 2020)	Percent Change	
				2 yrs-1 yr prior	1 yr-most recent
ASSETS (in 000s)					
Cash and Short Term Investments	\$3,383	\$2,402	\$5,159	-29.0%	114.8%
Cash held by State Treasurer	\$2,344	\$2,921	\$2,840	24.6%	-2.8%
Deposits held by State Treasurer	\$3,000	\$385	\$0	-87.2%	-100.0%
Accounts Receivable, Net	\$2,801	\$2,716	\$3,505	-3.0%	29.0%
Contributions Receivable, Net	\$0	\$0	\$0	-	-
Inventory and Prepaid Expenses	\$0	\$0	\$0	-	-
Long-Term Investments	\$14,726	\$14,382	\$14,391	-2.3%	0.1%
Loans to Students	\$0	\$0	\$0	-	-
Funds held under bond agreement	\$0	\$0	\$0	-	-
Property, plants, and equipment, net	\$65,412	\$75,745	\$78,429	15.8%	3.5%
Other Assets	\$1,534	\$2,237	\$2,164	45.9%	-3.3%
Total Assets & Deferred Outflows of Resources	\$93,199	\$100,789	\$106,487	8.1%	5.7%
LIABILITIES (in 000s)					
Accounts payable and accrued liabilities	\$10,603	\$10,605	\$9,701	0.0%	-8.5%
Deferred revenue & refundable advances	\$671	\$896	\$1,009	33.4%	12.6%
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 **	\$9	\$10	\$0	12.8%	-100.0%
Long-term debt	\$2,563	\$2,436	\$2,304	-5.0%	-5.4%
Refundable government advances	\$0	\$0	\$0	-	-
Other long-term liabilities	\$5,678	\$6,937	\$6,857	22.2%	-1.2%
Total Liabilities & Deferred Inflows of Resources	\$19,524	\$20,885	\$19,871	7.0%	-4.9%
NET ASSETS (in 000s)					
Unrestricted net assets					
Institutional	\$73,385	\$79,626	\$86,375	8.5%	8.5%
Foundation	\$0	\$0	\$0	-	-
Total	\$73,385	\$79,626	\$86,375	8.5%	8.5%
Temporarily restricted net assets					
Institutional	\$290	\$279	\$242	-3.8%	-13.2%
Foundation	\$0	\$0	\$0	-	-
Total	\$290	\$279	\$242	-3.8%	-13.2%
Permanently restricted net assets					
Institutional	\$0	\$0	\$0	-	-
Foundation	\$0	\$0	\$0	-	-
Total	\$0	\$0	\$0	-	-
Total Net Assets	\$73,675	\$79,904	\$86,617	8.5%	8.4%
TOTAL LIABILITIES, D/I and NET ASSETS	\$93,199	\$100,789	\$106,487	8.1%	5.7%

Please enter any explanatory notes in the box below

*This Data First Form includes the assets, liabilities, and net assets of STCC only. STCC's two component units, STCC Foundation and STCCAC, are not included in this Data First Form. Please see the Combining Statements of Net Position of Major Component Units in the FY20 Financial Statements for the assets, liabilities, and net assets of the component units. **"Funds held for others" was its own category on the FY19 financial statements, combined with "Accounts payable and accrued liabilities" in FY20

**Standard 7: Institutional Resources:7.3
(Statement of Revenues and Expenses)**

Fiscal Year ends - month& day: (06 /30)	3 Years Prior (FY2017)	2 Years Prior (FY 2018)	Most Recently Completed Year (FY 2019)	Current Year (FY 2020)	Next Year Forward (FY 2021)
OPERATING REVENUES (in 000s)					
Tuition and fees	\$22,545	\$23,119	\$22,166	\$23,701	TBD
Room and board	\$0	\$0	\$0	\$0	TBD
Less: Financial aid	-\$10,661	-\$11,796	-\$11,573	-\$13,235	TBD
Net student fees	\$11,884	\$11,323	\$10,593	\$10,465	TBD
Government grants and contracts	\$17,196	\$18,286	\$17,796	\$20,536	TBD
Private gifts, grants and contracts	\$0	\$0	\$0	\$0	TBD
Other auxiliary enterprises	\$1,095	\$1,053	\$919	\$899	TBD
Endowment income used in operations	\$0	\$0	\$0	\$0	TBD
Other revenue (specify): Other sources	\$853	\$946	\$1,482	\$869	TBD
Other revenue (specify): Contribution Foundation	\$0	\$0	\$0	\$0	TBD
Net assets released from restrictions	\$0	\$0	\$0	\$0	TBD
Total Operating Revenues	\$31,029	\$31,608	\$30,790	\$32,569	TBD
OPERATING EXPENSES (in 000s)					
Instruction	\$22,728	\$23,175	\$23,674	\$22,202	TBD
Research	\$0	\$0	\$0	\$0	TBD
Public Service	\$0	\$0	\$0	\$0	TBD
Academic Support	\$7,548	\$7,776	\$8,110	\$9,327	TBD
Student Services	\$10,023	\$10,782	\$11,009	\$10,944	TBD
Institutional Support	\$7,622	\$7,804	\$6,538	\$7,269	TBD
Fundraising and alumni relations	\$0	\$0	\$0	\$0	TBD
Operation, maintenance of plant (if not allocated)	\$8,956	\$8,383	\$9,785	\$7,741	TBD
Scholarships and fellowships (cash refunded by public institution)	\$5,182	\$4,672	\$4,129	\$3,796	TBD
Auxiliary enterprises	\$1,344	\$1,529	\$1,421	\$1,449	TBD
Depreciation (if not allocated)	\$5,008	\$5,520	\$7,768	\$7,433	TBD
Other expenses (specify):	\$0	\$0	\$0	\$0	TBD
Other expenses (specify):	\$0	\$0	\$0	\$0	TBD
Total operating expenditures	\$68,411	\$69,642	\$72,434	\$70,161	TBD
Change in net assets from operations	-\$37,382	-\$38,034	-\$41,644	-\$37,592	TBD
NON OPERATING REVENUES (in 000s)					
State appropriations (net)	\$33,060	\$33,636	\$35,064	\$36,322	TBD
Investment return	\$1,333	\$795	\$545	\$207	TBD
Interest expense (public institutions)	-\$115	-\$110	-\$105	-\$100	TBD
Gifts, bequests and contributions not used in operations	\$0	\$0	\$0	\$0	TBD
Other (specify): Payments between the College and component units	\$71	\$0	\$0	\$0	TBD
Other (specify): Federal Grants	\$0	\$0	\$0	\$991	TBD
Other (specify):	\$0	\$0	\$0	\$0	TBD
Net non-operating revenues	\$34,349	\$34,320	\$35,503	\$37,421	TBD
Income before other revenues, expenses, gains, or losses	-\$3,033	-\$3,714	-\$6,141	-\$171	TBD
Capital appropriations (public institutions)	\$14,704	\$26,645	\$12,370	\$6,883	TBD
Other (specify):	\$0	\$0	\$0	\$0	TBD
TOTAL INCREASE/DECREASE IN NET ASSETS	\$11,671	\$22,931	\$6,230	\$6,712	TBD

Notes:

This Data First Form includes the revenues and expenses of STCC only. STCC's two component units, STCC Foundation and STCCAC, are not included in this Data First Form. Please see the Combining Statements of Revenues and Expenses of Major Component Units in the FY20 Financial Statements for the revenues and expenses of the component units.

All financial data for FY17 – FY20 is consistent with STCC's audited financial statements.

Projections for FY21 are not yet available due to the fact that they would be very difficult to predict with sufficient accuracy at this time. Factors impacting confidence in a potential projection include the continued impact of COVID on enrollment-related revenue and operating expenses, and the yet-to-be determined allocation of federal covid-related funding. We will be able to speak to year-end financial projections with a higher level of confidence as it gets closer to the end of the fiscal year.

**Standard 7: Institutional Resources:7.4
(Statement of Debt)**

FISCAL YEAR ENDS month & day (06/30)		3 Years Prior (FY2017)	2 Years Prior (FY2018)	Most Recently Completed Year (FY2019)	Current Year (FY2020)	Next Year Forward (FY2021)
Long-term Debt						
	Beginning balance	\$2,802,562	\$2,685,310	\$2,563,251	\$2,436,188	\$2,303,915
	Additions	\$0	\$0	\$0	\$0	\$0
	Reductions	(\$117,252)	(\$122,059)	(\$127,063)	(\$132,273)	(\$137,696)
	Ending balance	\$2,685,310	\$2,563,251	\$2,436,188	\$2,303,915	\$2,166,219
	Interest paid during fiscal year	(\$114,905)	(\$110,098)	(\$105,093)	(\$99,884)	(\$94,460)
	Current Portion	\$122,059	\$127,063	\$132,273	\$137,696	\$143,342
Bond Rating		N/A	N/A	N/A	N/A	N/A
Debt Service Coverage Operating Income / (Annual Interest + Current Portion of Debt)		43.81	93.80	24.39	23.63	TBD
Debt to Net Assets Ratio Long-tem Debt / Total Net Assets		0.05	0.03	0.03	0.03	TBD
Debt to Assets Ratio Long-term Debt / Total Assets		0.04	0.03	0.02	0.02	TBD

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.

Please refer to attached Audit of Financial Statements. Only information for STCC is presented and does not include component units (STCC Assistance Corporation and STCC Foundation).

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

None.

Future borrowing plans (please describe) .

None.

Notes: For debt service coverage, all state appropriations were included in the calculation even though it is technically part of operating income. This is per a call with Laura Gambino of NECHE on 1/27/2021.

All financial data for FY17 – FY20 is consistent with STCC’s audited financial statements.

Projections for FY21 are not yet available due to the fact that they would be very difficult to predict with sufficient accuracy at this time. Factors impacting confidence in a potential projection include the continued impact of COVID on enrollment-related revenue and operating expenses, and the yet-to-be determined allocation of federal covid-related funding. We will be able to speak to year-end financial projections with a higher level of confidence as it gets closer to the end of the fiscal year.

**Standard 7: Institutional Resources:7.5a
(Liquidity)**

FISCAL YEAR ENDS month & day (06 /30)	3 Years Prior (FY2017)	2 Years Prior (FY2018)	Most Recently Completed Year (FY 2019)	Current Year (FY 2020)	Next Year Forward (FY 2021)
CASH FLOW					
Cash and Cash Equivalents beginning of year	\$4,932,214	\$8,595,788	\$8,726,700	\$5,708,195	TBD
Cash Flow from Operating Activities	(\$23,475,545)	(\$23,322,680)	(\$24,461,743)	(\$22,808,040)	TBD
Cash Flow from Investing Activities	\$4,170,073	\$190,610	\$887,763	\$198,665	TBD
Cash Flow from Financing Activities	\$22,969,046	\$23,262,982	\$20,555,475	\$24,899,524	TBD
Cash and Cash Equivalents end of year	\$8,595,788	\$8,726,700	\$5,708,195	\$7,998,344	\$0
LIQUIDITY RATIOS					
Current Assets	\$15,125,280	\$11,766,534	\$8,658,425	\$11,983,919	TBD
Current Liabilities	\$9,183,597	\$9,533,460	\$9,930,628	\$9,429,067	TBD
Current Ratio	1.65	1.23	0.87	1.27	TBD
Days Cash on Hand ((Cash and Cash Equivalents / [Operating Expenses + Depreciation and other noncash expenses]) / 365)	56.96	57.72	37.49	54.53	TBD
Please enter any explanatory notes in the box below that may impact the institution's cash flow.					
Only information for STCC is presented. Component units STCCAC and STCC Foundation are not presented.					
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 stat's authority.					
On occasion, the college has needed to divest funds from FIA to temporarily cover operations until the next Federal Financial Aid call down. In general, this has happened at most twice a year, with the funds being returned to FIA as soon as the Federal funds are called down. As of 1/27/2021 there have been no divestments in FY2021. In December 2018, there was a permanent divestment of \$420,000 to replace a core switch. All divestments and uses of reserves are approved by the Board of Trustees.					
Please enter any explanatory notes in the box below.					
All financial data for FY17 – FY20 is consistent with STCC's audited financial statements.					
Projections for FY21 are not yet available due to the fact that they would be very difficult to predict with sufficient accuracy at this time. Factors impacting confidence in a potential projection include the continued impact of COVID on enrollment-related revenue and operating expenses, and the yet-to-be determined allocation of federal covid-related funding. We will be able to speak to year-end financial projections with a higher level of confidence as it gets closer to the end of the fiscal year.					

Standard 7: Institutional Resources:7.5 (Supplemental Data)						
FISCAL YEAR ENDS month & day (06 / 30)	3 Years Prior (FY2017)	2 Years Prior (FY2018)	Most Recently Completed Year (FY 2019)	Current Year (FY 2020)	Next Year Forward (FY 2021)	
NET ASSETS						
Net assets beginning of year	\$41,814,356	\$50,743,893	\$73,674,797	\$79,904,493	TBD	
Total increase/decrease in net assets	\$8,929,537	\$22,930,904	\$6,229,696	\$6,712,122	TBD	
Net assets end of year	\$50,743,893	\$73,674,797	\$79,904,493	\$86,616,615		
FINANCIAL AID						
Source of funds						
Unrestricted institutional	\$1,027,491	\$1,084,815	\$1,118,716	\$1,017,548	TBD	
Federal, state and private grants	\$13,542,836	\$13,989,245	\$13,253,657	\$13,756,936	TBD	
Restricted funds	\$0	\$0	\$0	\$0		
Total	\$14,570,327	\$15,074,060	\$14,372,373	\$14,774,484	\$0	
% Discount of tuition and fees	64.6%	65.2%	64.8%	62.3%	TBD	
% Unrestricted discount	4.6%	4.7%	5.0%	4.3%	TBD	
Net Tuition Revenue per FTE	\$2,447	\$2,466	\$2,388	\$3,088	TBD	
FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE	exempt (public institution)	exempt (public institution)	exempt (public institution)	exempt (public institution)	exempt (public institution)	
Please indicate your institution's endowment spending policy:						
See STCC Foundatoin spending policy in the workbook.						
Please enter any explanatory notes in the box below.						
<p>Only information for STCC is presented. Component unit information is not presented (STCCAC and STCC Foundation). Total increase/decrease in net assets for FY2017 includes \$11,671,471 from the FY2017 Statement of Revenues and Expenses and \$(2,741,934) Prior period adjustment (Implementation of a newly effective accounting standard: GASB Statement Number 75, Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions) from the FY2018 Statement of Changes in Net Position.</p> <p>For Financial Aid, per our 1/27/2021 call with Laura Gambino, do not include CARES funds that went directly to the students. Waivers and refunds were also not considered in the calculation, just the aid that was applied to the student account.</p> <p>Total increase/decrease in net assets for FY2019 includes \$6,375,461 from the FY2019 Statement of Revenues and Expenses and \$(145,765) Prior Period Adjustment (Error in the calculation of OPEB) from the FY2020 Statement of Changes in Net Position.</p>						
All financial data for FY17 – FY20 is consistent with STCC’s audited financial statements.						
<p>Projections for FY21 are not yet available due to the fact that they would be very difficult to predict with sufficient accuracy at this time. Factors impacting confidence in a potential projection include the continued impact of COVID on enrollment-related revenue and operating expenses, and the yet-to-be determined allocation of federal covid-related funding. We will be able to speak to year-end financial projections with a higher level of confidence as it gets closer to the end of the fiscal year.</p>						

**Standard 7: Institutional Resources: 7.6
(Information Resources)**

3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Next Year Forward (goal)
(FY 2018)	(FY 2019)	(FY 2020)	(FY 2021)	(FY 2022)

Total Expenditures

Materials	\$103,316	\$140,975	\$129,185	\$130,000	\$130,000
Salaries & wages (permanent staff)	\$776,032	\$771,343	\$521,773	\$533,505	\$544,175
Salaries & wages (student employees)	\$8,144	\$5,357	\$6,725	\$0	\$7,000
Other operating expenses	\$37,772	\$13,473	\$106,183	\$81,554	\$116,554

Expenditures/FTE student

Materials	\$29	\$43	\$38	\$46	\$49
Salaries & wages (permanent staff)	\$216	\$235	\$154	\$190	\$204
Salaries & wages (student employees)	\$2	\$2	\$2	\$0	\$3
Other operating expenses	\$10	\$4	\$31	\$29	\$44

Collections

Percent available physically	7.5%	6.3%	6.6%	6.4%	6.4%
Percent available electronically	92.5%	93.7%	93.4%	93.6%	93.6%
Number of digital repositories	85	83	81	86	86

Personnel (FTE)

Librarians - main campus	4	4	4	4	4
Librarians - branch /other locations					
Other library personnel - main campus	3	3	3	3	3
Other library personnel - branch/other locations					

Availability/attendance

Hours of operation/week main campus	57	57	57	57	57
Hours of operation/week branch/other locations					

Consortia/Partnerships

CWMARS, Fenway Library Organization (FLO) Higher Education Libraries of MA (HELM)
WALDO (http://www.waldolib.org/), MA Library Association, MA Board of Library Commissioners,
MCCLPHEI (https://lib.westfield.ma.edu/MCCLPHEI)

URL of most recent library annual report:

Please enter any explanatory notes in the box below

See Form 4.5 for data about Information Literacy

**Standard 7: Institutional Resources: 7.7
(Technological Resources)**

3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Next Year Forward (goal)
(FY 2018)	(FY 2019)	(FY 2020)	(FY 2021)	(FY 2022)

Course management system

Blackboard				
Number of classes using the system			2,166	2,200

Bandwidth

On-campus network	100 MB	100 MB	100 MB	100 MB	100 MB
Off-campus access					
commodity internet (Mbps)	256 MB	256 MB	256 MB	1 GB	2 GB
high-performance networks (Mbps)	N/A	N/A	N/A	N/A	N/A
Wireless protocol(s)	802.11 g/n	802.11 g/n	802.11 g/n	802.11 g/n	802.11 a/g/n

Typical classroom technology

Main campus	Projector or TV, network computer or BYOD, some document cameras
Branch/other locations	Not Applicable

Software systems and versions

Students	Microsoft Office 2016, Ellucian WebAdvisor 3.x, some Adobe CC, some Mathematica, Some CAD, Revit, Mastercam, Solidworks, AWS AppStream
Finances	Ellucian Colleague R18, Microsoft Office 2016, some HRCMS
Human Resources	Ellucian Colleague R18, Microsoft Office 2016, some HRCMS
Advancement	Raisers Edge-Blackbaud
Library	Ellucian Colleague R18, Microsoft Office 2016, Libguides, CWMARS
Website Management	Terminal4 CMS
Portfolio Management	N/A
Interactive Video Conferencing	Zoom, Google Hangouts
Digital Object Management	Image Now, Adobe, DocuSign

Website locations of technology policies/plans

Integrity and security of data	https://www.stcc.edu/media/departments/student-consumer-information/Fraud-Prevention-Policy.pdf
Privacy of individuals	https://www.stcc.edu/pay-for-college/financial-aid/policies--compliance/student-information-privacy-policy-ferpa/
Appropriate use	https://stcc.edu/media/departments/publications/Student-Handbook.pdf
Disaster and recovery plan	https://stcc.edu/media/departments/policex2fparking/Executive-STCC-CEMP_07302018-v2.pdf
Technology replacement	

Please enter any explanatory notes in the box below

Standard 7: Institutional Resources
(Physical Resources)

Campus location	Serviceable Buildings	Assignable Square
		Feet (000)
Main campus	23	932,432
Other U.S. locations	0	
International locations	0	

	3 Years	2 Years	1 Year	Current	Next Year
	Prior	Prior	Prior	Year	Forward
	(FY 2017)	(FY 2018)	(FY 2019)	(FY 2020)	(FY 2021)
Revenue (\$000)					
Capital appropriations (public institutions)	\$14,704	\$26,645	\$12,370	\$6,883	
Operating budget	\$13,833	\$13,322	\$12,994	\$12,233	
Gifts and grants	\$17,196	\$18,286	\$17,796	\$20,336	
Debt	\$0	\$0	\$0	\$0	\$0
Total	\$45,733	\$58,253	\$43,160	\$39,452	\$0
Expenditures (\$000)					
New Construction	\$0	\$0	\$0	\$0	
Renovations, maintenance and equipment	\$25,363	\$36,523	\$28,100	\$17,857	
Technology	\$2,570	\$2,824	\$3,505	\$3,643	\$3,000
Total	\$27,933	\$39,347	\$31,605	\$21,500	\$3,000

Assignable square feet (000)	Main campus	Off-campus	Total
	Classroom	79,319	
Laboratory	160,009		160,009
Office	95,707		95,707
Study	18,254		18,254
Special	9,337		9,337
General	34,283		34,283
Support	118,664		118,664
Residential	0		0
Other	205,000		205,000

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

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

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

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

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

The list below includes renovations costing 300,000 or more

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
Building 19, Ira Rubenzahl Student Learning Commons	Student Services	91,080.00	\$53,000,000	2018
Building 8 Gateway	Gateway to College	3,485.00	\$307,165	2020
Building 7 Thrive and CAS	Student Services	2,380.00	\$407,668	2020

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

The list below includes renovations costing 280,000 or more

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
Allied Health License Agreement with Tech Park	Move Allied Health out of B20	60,000.00	\$36,316,280	TBD
Robotics and Engineering moves/renovations	Move Robotics and Engineering out of B20	TBD	\$722,936	FY21 and FY22
B27 WFD and ABE renovations	Build space for WFD and ABE	TBD	\$936,025	FY21 and FY22
WTCC Radio Station Renovation	Code compliance	TBD	\$284,940	FY21
B32 HVAC Renovations	Program updates, space renovations	20740 TBD	\$4,000,000	FY2023-2025

Please enter any explanatory notes in the box below

Rows 11-13 are from the Financial Statements. State appropriations - unrestricted is part of non-operating income and is not shown here, but is itemized on the financial statements. The college does not issue debt, therefore there is no associated debt revenue. Renovations, maintenance and equipment comes from the capital assets section of the notes to the financial statements plus the Operating Expense section of the financial statements. STCC's Higher Education Funding request to DCAMM is predicated on getting Allied Health programs out of a failing building. They would move to Tech Park and STCC would renovate to suit and arrange a license agreement for the space (as the college does with the MET program).

Standard 8: Educational Effectiveness

Description

In accordance with its mission, STCC views the student as central to the plans and operations of the college and sees the quality of the educational experience and the achievement of educational goals as paramount. The College also recognizes that its students begin their educational pathways with different levels of preparation and life experience, and have a diversity of paths to reaching their educational goals.

The College community recognizes and embraces the diversity of its student population. The mission statement, “STCC Supports Students as They Transform Their Lives” was developed through the college’s most recent strategic planning process. It encompasses the diversity of our students in all of their characteristics, experiences, backgrounds, goals, and needs. As such, STCC has one campus, which incorporates the [Springfield Technology Park](#), adjacent to the STCC property. While some classes are taught at remote locations (such as a local prison, high school or childcare facility), these do not satisfy the NECHE criteria of an additional instructional location. Similarly, locations for clinical experiences and practicums do not qualify as separate instructional locations. Moreover, because the college is an open-access and open enrollment institution, the college does not target specific populations for recruitment efforts outside of its aim to serve the population of the greater Springfield area. Therefore, STCC views its student body as one, in all of its diversity.

Although the student body is singular, the college recognizes its varied makeup and therefore collects and analyzes data at multiple points in time and for different purposes. Upon entry into the college, demographics data and other student attributes are collected. These include age, gender, race and ethnicity, veteran status, city of residence, Pell eligibility, and first-generation status. A student’s course load characterizes their status as full-time or part-time, and students are “flagged” with their status as a first-time first-year, transfer, readmitted, returning graduate, or continuing student.

As students progress through their first term and beyond, the Office of Institutional Research (OIR) compiles student success data in its Institutional Research Data Mart (IRDM), so that longitudinal analyses of retention rates, course completion rates, graduation rates, transfer rates, and employment outcomes can be tracked. Licensure pass rates are maintained by academic departments; Student Debt and the Student Loan Default Rate reports are kept by the Student Financial Services office. Quantitative information related to the student experience is also gathered at regular intervals through various instruments. These include the Community College Survey of Student Engagement (CCSSE) every three years, the annual Graduating Student Survey, and the annual Perkins Employment Survey. Wherever possible and appropriate, information is disaggregated by demographic characteristics, student load, or type of student (first-time, transfer, readmitted, etc.). As a former Achieving the Dream (ATD) College for over ten years, the institution is accustomed to disaggregating success metrics, most typically by race/ethnicity and gender, age, city, and Pell status, and where needed, by first-generation status.

STCC’s [2015-2020 Student Success Plan](#) began with an analysis of success measures for the student body, and these were combined with other qualitative and quantitative data so the college could understand where students struggle to meet expectations, where barriers prevent them from progressing, and where opportunity or learning

gaps exist between students with different racial/ethnic and gender identities. These analyses informed the goals of the plan, and continue to inform new initiatives. Recent examples include:

- The development of a First-Year Experience program, which includes orientation, a first-year experience course, professional academic advising during the first 30 credits, and implementation of an improved Early Warning System to improve retention in the first year and beyond. This system was revisited in 2019.
- The implementation of culturally-responsive professional development workshops, retreats, and discussion series to improve pedagogical approaches toward minoritized students
- Student experience measures, particularly the graduation surveys and CCSSE, to provide data that the College can use to be more student-centric in its course offerings. Examples of changes that were driven, in part, by this feedback include:
 - An increase in online and hybrid offerings in response to demand indicated by filled sections
 - The introduction of seven-week “Flex Terms” in response to students’ need for greater flexibility in course scheduling
 - The expansion of Winter Intersession to accommodate non-matriculating students seeking additional general education courses

While students come to STCC with various goals, the college holds expectations for what it believes all degree-seeking students should gain as a result of their education. These expectations are defined at the institution-level for associate’s degree students and at the program and course levels for all students.

Institution-Level goals:

Statements of “what students are expected to gain” are found in the [2015-2020 Student Success Plan](#), where the goals for student learning are explicitly stated as “strong core competency skills in five areas: written and oral communication; critical thinking; quantitative reasoning; information literacy; and digital literacy regardless of the program from which they graduate.” There are success metrics associated with these goals: that by 2020 at least 75% of students will say that skills in these have improved “a lot or tremendously” on the CCSSE survey of 2020. The target goals are markedly above their 2014 baseline levels.

In addition, the following statement is found on the front page of the [Assessment Office’s STCCNet page](#):

Core Competencies: when students complete an associate-level degree program at STCC, in addition to having acquired and demonstrated program-related skills and competencies, students will also have the following general education skills and competencies:

- **Critical Thinking:** Students will be able to develop a disciplined, self-directed, systematic framework for thinking and problem solving appropriate to the situation.
- **Written and Oral Communication:** Students will be writers, readers, speakers, and listeners who use the English language effectively and appropriately.
- **Quantitative Reasoning:** Students will be able to develop a mathematical and logical mode of thinking.
- **Digital Literacy:** Students will develop familiarity with technology that will improve their creativity, productivity, and communication skills while also developing the skills necessary for research and information management.
- **Information Literacy:** Students will be able to recognize information needs and locate, analyze, evaluate and use information regardless of format.

Program-Level goals:

The college does not have overarching, general goals for its associate degree programs. Instead, each program has outlined its own student learning and educational goals on its webpage, found in the “Program Goals” section of the landing page. For example, see the [Architecture and Building Technology Associate’s Degree Program](#) page. There, interested students will find a list of the competencies they are expected to master by the time they graduate. Faculty members, with the assistance of the Assessment Office, developed most of these goals as part of the [Student Outcomes Annual Reflection](#) (SOAR) process. Using this process, faculty members reviewed and set program-specific learning goals for their students. While most of the goals developed were subject-specific, faculty also focused on aligning some of the learning goals with the five general institution-level core competencies discussed above.

The SOAR process was utilized from 2014 until 2017. Starting in 2018, the process was replaced with a five-year cycle Academic Program Review (APR) process to bring a more comprehensive review for academic programs. The development of program-level student learning goals are now part of the APR process. Another declaration of learning goals at the associate degree level is more implicit, but is reflected in the General Education requirements detailed in Standard 4. The common theme among all degree programs is a required but varying number of liberal arts education credits offered in each associate degree program (a minimum of 20 credits in general education, per Commission policy).

For certificate programs, the college does not have general goals. Instead, each program outlines its specific goals on its webpage. In contrast to the associate degree level, the common theme among certificate programs is the concentration on career/technical courses to emphasize career readiness.

For both associate and certificate programs, the program goals serve the larger academic community by preparing students for careers and further study based on alignment with labor market and transfer requirements. Indeed, prior to the development of new degree options, OIR completes a market analysis to determine the market demand for graduates of the program, along with the pay scale, and the average return on investment. This was done, for example, for proposed program options in Human Services/Social Work, Urban Studies, and Data Analysis, as well as proposed degrees in Health Science and Mortuary Science. Additional information about changes in the career field is gathered from program advisory boards (advisory board input helps to ensure program goals align with career trends), regional labor demands as articulated in the [Pioneer Valley Labor Market Blueprint](#), and an understanding of general social needs, such as skilled health care workers who come from the community they serve.

For transfer programs, transfer partners sit on advisory boards for programs such as General Studies and Business Administration to ensure programs are aligned with common receiving institution practices and that students receive the most credit for work completed prior to transfer. For example, when the Business program recently realigned its curriculum and consolidated several programs, courses needed to be chosen to fill the spot of old electives, and input was provided by the advisory board, which included private college partners. Another example came with the creation of programs in Urban Studies (which incorporates a statewide MassTransfer transfer pathway in Sociology) and Applied Psychology (which incorporates a statewide MassTransfer transfer pathway in Psychology). Curricula were aligned to ensure that all students graduating from those program options would qualify for the MassTransfer agreements with public institutions, while also having transfer opportunities at private institutions. Alignments with four-year colleges are otherwise typically created when the college is approached by private institutions requesting transfer agreements. For example, the Human Services/Social Work program option was built to articulate with the Our Lady of the Elms BSW program that is offered (prior to the pandemic) on the STCC campus on Saturdays.

Course-level:

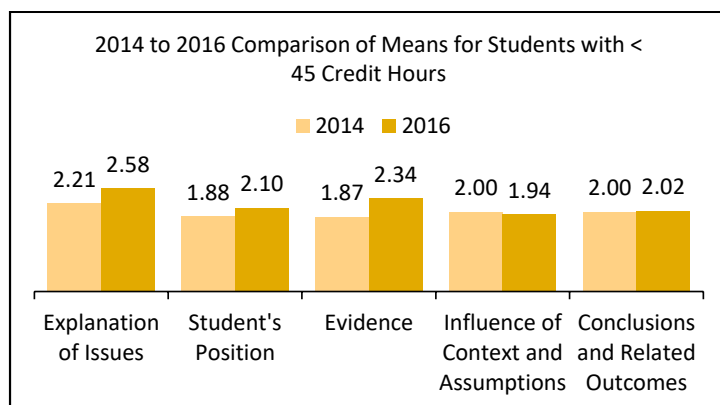
Statements about what students are expected to learn, know, and do by the end of the course are found in the “Learning Objectives” document, which is prominently displayed in the electronic course catalog and on the STCC website at the top of each course description page. The form lists each course objective along with its associated competencies (see, for example, [Accounting 101](#)). Faculty members include student learning outcomes on their course syllabi. A sampling of course syllabi, provided voluntarily by faculty members, can be found in the workroom and is illustrative of this practice.

Assessment of Student Learning:

The Division of Academic Affairs supports the assessment of student learning at the college, program, and course level through its structure and allocation of resources. The Senior Director of Assessment oversees and supports the college’s Core Competency Assessment Team (CCAT), the APR system, and professional development opportunities meant to enhance the faculty’s capacity to conduct assessment for continuous improvement of student learning. To help further this end, a [statement](#) about the college’s Assessment of Student Learning system is included in the online catalog, alerting students to this system and the ways in which their coursework might be referenced or feedback might be called upon to support teaching and learning improvement efforts.

Each year since 2013, the CCAT team, a multi-disciplinary group of faculty, have gathered in the summer to review and assess anonymized student work to determine mastery of STCC’s core competencies. The team focuses on one core competency per year, and student samples are collected from across the disciplines. Information on student demographics and cumulative credits are joined with student work, after which identifying information is redacted. Students are divided into two groups: those who have earned 45 credits or more, and those who have earned fewer than 45 credits. The team of faculty members develops and calibrates rubrics used to analyze and score student work. The CCAT team uses the *Valid Assessment of Learning in Undergraduate Education* (VALUE) rubrics developed by the American Association of Colleges and Universities (AAC&U) to operationally define performance criteria. Since 2016, the results have been disaggregated by student subgroups and written into data reports that are shared on the college’s portal and over email. These reports are presented to faculty at early fall contractually-required Professional Days and are used to inform faculty of areas of strength and challenge. Thus far, as of summer 2020, the CCAT team has assessed Quantitative Reasoning, Information Literacy, Digital Literacy, and two iterations of both Written Communication and Critical Thinking. In response to CCAT findings in the area of Critical Thinking, the CCAT Team and the Assessment Office placed a special focus on the skill of “using evidence” by making it the basis for a Professional Day in August of 2015 and by holding a series of workshops throughout 2015 that focused examples and tasks around “using evidence.” CCAT results shown below show a marked improvement from 2014 to 2016 in this skill, along with related skills in “student’s position” and “explanation of issues.” As more faculty started to make the skill a demonstrable requirement of assignments, the percentage of assignments that were received the following year in which faculty had explicitly required demonstration of that skill increased dramatically. In 2014,

only 59% of all assignments explicitly required demonstration of a critical thinking skill; in 2016, this percentage had increased to 83%. The expectation is that if faculty continued to ask students to explicitly demonstrate these skills that student performance in these skills would continue to rise.



CCAT results are also used to develop training, workshops, and other professional development opportunities to assist faculty. These workshops are offered on an ongoing and repeated schedule throughout the academic year, and at workshops on Professional Days. From 2015 through 2019, 387 unique faculty and staff members participated in hundreds of workshops and trainings, including 93 individuals in Assessment and 172 in Online Pedagogy. Some examples of workshop titles are as follows: *Inclusive Teaching and Student Services*; *Quantitative Reasoning: It's Not Just What You Think It Is!*; *Backward Design*; *SLOs from Course to College*; and *Online Course Design*. In turn, a number of faculty who have participated in these workshops have shared their own learning and best practices with colleagues at Professional Days.

Since the last comprehensive evaluation in 2011, STCC has continued to track and review student outcomes, with an emphasis on disaggregating student success metrics by race and ethnicity, gender, age, and Pell status. Student outcome information, including Federal Student Right-to-Know graduation and transfer rates, is published on the [OIR website](#). This information includes IPEDS retention, graduation, and transfer rates, as well as institution-level employment statistics produced from the Perkins Employment Survey results. For programs that prepare students for licensure, licensure pass rates are published in the Outcomes section of the academic program page. See, for example, the [Diagnostic Medical Sonography](#) program page. The table in the Appendix shows an inventory of such licensure exams and the results found on the program webpage.

In addition to the standard IPEDS success measures, the college also collects, produces, and reviews other measures of student progress and success. Understanding that many STCC students vary their course loads, stop-out and restart, or attend other colleges before enrolling at STCC, OIR has found the ATD metrics, introduced to the college in 2007, to be helpful in tracking students longitudinally. These metrics include part-time students as well as transfer students in their cohort definition and cover a greater percentage of the student body than the IPEDS measures. The ATD cohorts include all degree-seeking students new to STCC in a given fall term. From the point of entry, IR tracks their course pass rates, participation in distance learning, fall-to-spring and fall-to-fall retention rates at the college and within programs, graduation rates, transfer rates, and overall persistence rates. The college also tracks job placement rates at the college-level on an annual basis through the Perkins Graduate Survey.

The resulting success outcomes are published annually in the [President's Annual Report](#), which provides an overview of initiatives and progress at STCC during the year, and uses a considerable amount of assessment and success data to chart progress toward the goals laid out in the Student Success Plan. Findings include encouraging improvements in student success metrics for students of color, such as:

- an increase in graduation rates for students of color over the past five years (2013 to 2017 cohorts) from 13% to 17% for Black students and 11% to 15% for Hispanic students;
- an increase in the percentage of STEM grads who identify as students of color, from 20% to 25% between 2014 and 2018;
- an increase in graduation rates for students placing into developmental work, from 14.8% to 18.4% between 2014 and 2018;
- an increase in course pass rates for students of color between 2014 and 2017, from 70% to 77% of courses for Black students and 68% to 76% of courses for Hispanic students;
- an increase in participation in online learning between 2014 and 2018, from 16% to 25% for Black students and from 17 to 25% for Hispanic students.

Despite these improvements, gaps persist between students of color and students who identify as white in each of these metrics, and there have been little to no gains in fall-to-fall retention rates for students of color from 2014 to 2018. Thus, equity work related to student outcomes remains of paramount importance in the next strategic plan, and the [priority of this work at the state level](#), announced in this past year, will lend support to such efforts.

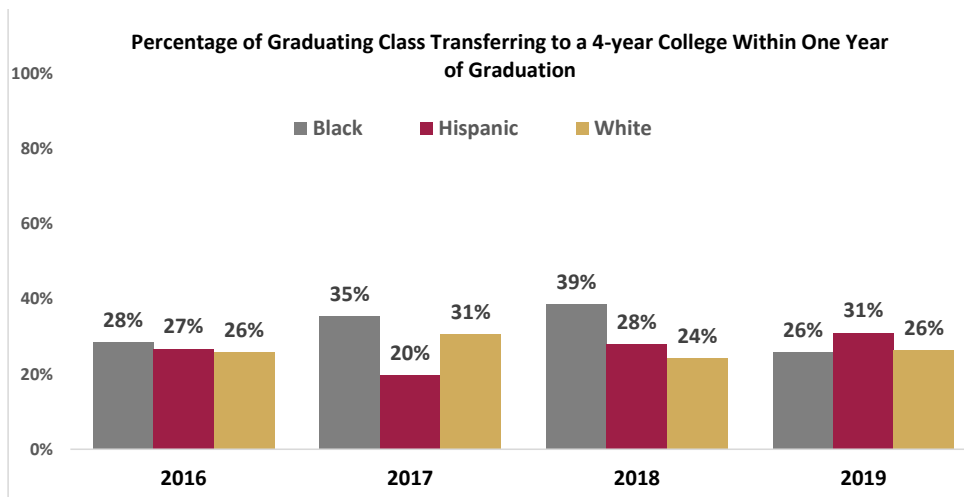
The college also tracks more short- and intermediate-term student success measures, which are the building blocks of retention and graduation, as well as success after college. In an effort to understand and remedy the noted disparities in student outcomes (e.g. underrepresentation of students of color in STEM and Health programs, and women in STEM), and to identify and remove barriers to entry and success, these metrics are also disaggregated by race, ethnicity, and gender. Some examples of these include reviews of applications by program; yield rates of applicants; FAFSA completion rates; placement into developmental coursework; and program enrollment and completion. At the course level, for faculty members attending the ESCALA workshops each summer (see Standard 6), student outcomes in their courses are disaggregated by race/ethnicity, gender, Pell status, and first-generation status, and faculty learn techniques and best practices to improve course outcomes for all students who have been underserved. While these studies and tracking measures are unpublished, they are used extensively, often created and delivered on an ad hoc or “just-in-time” basis.

Reviewing the participation and outcomes and noting disparities between groups has led the college to review inputs, such as the utilization of academic and student support services (e.g., supplemental instruction (SI), TRIO, the Student Success Center, professional advising, and tutoring). Other examples of intermediate student success measures include participation rates in corequisite support experiences, the First-Year Experience (FYE), and STEM Starter Academy, all disaggregated by subgroup.

The measures above reflect the college’s mission to “support students as they transform their lives.” As an HSI, we are committed to understanding the disparate impacts that our policies, practices, and the larger society may have on our students’ likelihood of success, and we continue our commitment to intervene on an ongoing basis to remedy those impacts and remove barriers to success, first by using data to inform ourselves. Because of this, we believe the college’s measures of student success are appropriate to its population. One area that is being analyzed currently, for example, is the use of Accuplacer to place students into developmental coursework. We know from the data that students of color are more likely to be placed at lower levels of placement using this method, increasing their time to college-level work and a degree. Using corequisite models of skill instruction, or multiple placement

measures (including high school GPA) instead has shown that a majority of those students who would have been placed in developmental coursework are able to start college-level work, sometimes with support, much sooner than they would have otherwise.

To understand the extent to which students further their education after attending STCC, OIR tracks graduates through the National Student Clearinghouse (additional information on further education is gathered via the Perkins Employment Survey and aggregated at the institution level, and via alumni surveys administered to graduates of the School of Health and Patient Simulation programs). These data show that roughly 28% of STCC graduates transfer to 4-year institutions within the first year of graduating. The data are further analyzed by program of study, race/ethnicity, gender, and receiving institution. This information is reported to the Academic Advising and Transfer Center each November, and is included in APR data for transfer programs. The table below shows recent transfer trends by race and ethnicity.



While transfer surveys of receiving colleges are not undertaken, the college receives information via two reports: The University of Massachusetts at Amherst sends an annual report, “Selected Admissions, Enrollment and Retention Statistics Massachusetts Community College Transfer Students,” which provides aggregate information on the performance outcomes of former STCC students attending UMass Amherst. In addition, Achieving the Dream, using data from the National Student Clearinghouse, sends a report each year showing the persistence of students by cohort. From this report, we learn the percentage of students who leave STCC without graduating, but go on to other colleges and graduate. The Massachusetts Department of Higher Education (DHE) also reports these measures using a similar methodology, based on data the college submits for each term. Both of these reports are useful as they are benchmarked against other community colleges.

Transfer data for specific populations is regularly provided to internal audiences. For example, transfer information on TRIO participants is reported to the Director of TRIO Student Support Services each November, and OIR also fulfills many additional ad hoc requests for “just in time” information on transfers to area public and private 4-year colleges or for particular programs. Examples of program-specific inquiries include a recent request from the Business Department to understand how many graduates transferred, where they were most often transferring to, and from which programs they graduated. This helped the department better understand outcomes for each of its programs, and was part of the data examined when considering the department’s programmatic changes detailed in Standard 4.

Data on employment after college is gathered via both direct and indirect sources. These include the Graduating Student Survey (see below); the Perkins Employment Survey; departmental alumni surveys (from the School of

Health and Patient Simulation); purchased supplemental Alumni Outcomes© data from Emsi; and occasional reports from the DHE. Due to the data limitations of each of these sources, the OIR attempts to triangulate the information in order to paint a comprehensive picture of how our graduates fare after leaving STCC. The college is able to know, for example, that 87% of job-seeking respondents in the 2017 graduating class were employed at the time of the survey, and 75% were employed in a field related to their program of study. At the program level, department chairs track internships, clinical placements, and subsequent employment of students in their programs. However, due to both low response rates and a decentralized approach, this is an area of challenge for the college and will be addressed more fully in the appraisal section.

Each year in May, at cap and gown distribution, graduating students are invited to take the STCC Graduating Student Survey, which asks about the educational barriers and supports they have experienced along their path to graduation. There are also questions about plans for work, further education, military service, and preparation for continued education. Participation has been strong: Of the 553 students at cap & gown pick up in 2019, 519 participated in this survey for a 94% response rate. This is out of 996 students receiving degrees or certificates that year. (Due to the COVID-19 crisis in the spring of 2020, the Graduating Student Survey was administered virtually in the summer of 2020, resulting in an uncharacteristically low response rate of 28%.)

In addition, the OIR administers the Perkins Employment Survey to each graduating class ten months after graduation. Since 2015, response rates on these surveys have remained steady at about 20%. In 2015, the office added an electronic survey option to the traditional mailing in an effort to improve this but saw no improvement in response rates as a result. Consequently, the overall response rate of the Perkins survey is too low to offer insightful feedback about job placement at the program level (and while salary information is included in the Perkins Employment data, it is not regularly considered at the program level due to low numbers for any particular program). However, some programs administer their own surveys. For example, the 12 accredited programs in the School of Health and Patient Simulation have sent a survey annually for the past five years. For programs in the Schools of Liberal and Professional Studies and STEM, which do not have outside accreditation, the gathering of employment outcomes is uneven across programs. When data is collected, it is not kept centrally at the college but is stored at the department level.

Surveys are also sent to employers annually to assess how STCC graduates perform once employed. This is done primarily in the School of Health and Patient Simulation departments as part of accreditation. (More detail is provided in the e1b forms, and sample surveys can be found in the workroom.)

Most of the aforementioned student outcomes reports and data are considered on an ongoing basis. Success data (graduation/transfer rates, student feedback) are used to focus resources on specific transfer pathways and articulation agreements. Effectiveness data (employer and student feedback) is used for the development of professional development activities. Employment statistics are reviewed to establish and strengthen community relations – to guide advisory board members and promote internship programs. Student experience feedback is used to adjust student support services, offerings, and processes. An annual review of the Graduating Student Survey is considered in order to tailor professional development activities to address areas students identify as barriers to completion.

While the college has recently begun to report courses with a civic learning component to the Commonwealth, information on civic participation beyond STCC has not been collected in a systematic or ongoing manner. However, inclusion of civic learning in the College's general education program will be considered in the future, described in Standard 4.

STCC's research and assessment activities are grounded in staff expertise, continuing education, and membership in professional organizations, as well as initiatives at the state and federal levels. The methodologies and definitions

employed are consistent with NCES, the DHE, and professional organizations such as the American Association of Community Colleges, the Northeast Association for Institutional Research (NEAIR), and the National Association for Institutional Research (AIR). These organizations are made up of practitioners and researchers in the area of community college evaluation and research.

As mentioned above, the college's CCAT uses the VALUE rubrics created by the AAC&U to assess institution-level objectives and outcomes. Developed by a national body, AAC&U rubrics are assumed valid because they incorporate a variety of perspectives and experiences in their creation. The STCC rubrics are normed for application at STCC to assess our students' work and experiences more authentically. There is a possibility, however slight, that this may compromise the objective validity of the measures; however, the potential marginal loss of validity is outweighed by a significant improvement in the applicability and usefulness of the data for STCC's particular purposes. The Senior Director of Assessment and a faculty representative participate regularly in statewide Advancing a Massachusetts Culture of Assessment ([AMCOA](#)) meetings, regional events, and conferences.

STCC was an active participant in the development of the [DHE performance metrics](#), as the Dean of Institutional Research sat on the steering committee as well as the Student Success Working Group. This effort was meant, in part, to inform the public and the legislature as well as our own BOT and campus about the success of students at our community colleges. It was also meant to be a mechanism to promote continuous improvement and close equity gaps.

Measures of success are benchmarked wherever possible. Comparison of STCC results and state/nation-wide outcomes occur with both IPEDS and ATD metrics, and the DHE's Performance Metrics (CCSSE results are also benchmarked.) CCAT results are not yet benchmarked to other colleges, due to its developing nature. However, as it has progressed, a much larger sampling of student work has been assessed, making CCAT results more valid. A review has shown the generalized scores were aligned with the results of the Multi-State Collaborative. Now that the AAC&U has taken over this initiative as part of the [VALUE Institute](#) there are continual opportunities for STCC's involvement in benchmarking to national metrics (see projections).

STCC also understands the importance of its assessment information for the public's need for information about the success of its enterprise and its students. Experience with US DOE Gainful Employment regulations has brought attention to the importance of our students being informed about their potential outcomes before committing time and resources, as well as lifetime-limited Pell grants, to an STCC education. The college is vigilant about making sure that public "Right-to-Know" data is published on the [consumer information](#) page in accordance with HEA requirements. This information is reviewed and updated annually each August (this page also contains links to student outcome data, job search information, and the net price calculator).

Job placement rates and licensure pass rates are included on most School of Health and Patient Simulation program webpages. The job placement rates come from surveys of graduates, and the licensure data are reported from the licensing boards. For both accredited and non-accredited programs, each program webpage contains a "Job and Salary" link, which takes prospective students to an Emsi Career Coach tool that provides information on career pathways in the subject, along with salary data and educational requirements for the field of study from O*NET OnLine®, a product of the U.S. Department of Labor, Employment and Training Administration (USDOL/ETA). This tool also includes links to institutions to which the student could transfer in the chosen field. (More discussion of this tool is found in Standard 9.)

For those School of Health and Patient Simulation programs with specialized accreditation or that culminate in licensure, pass rates are gathered annually by department chairs. Overall, these pass rates have exceeded goals. Indeed, for the 10 current programs with licensure exams, pass rates for 13 out of 14 exams administered have exceeded the goals required by accrediting agencies in each of the past three years of administration. With the

one exception (in Medical Assisting), remedial efforts were promptly taken with good results the following year. These pass rates demonstrate the College's effectiveness in preparing students for the specialized and high demand occupations in Allied Health and Nursing.

CCSSE and graduation survey data, available on the OIR webpage, have been used to develop new programs, and informed the development of new student orientation. For example, information on children living in students' homes was used to formulate a proposal for a new childcare initiative, and information about students' employment demands was used to understand student needs during the development of the student retention plan.

Assessment findings are provided to department chairs during program review. They are also provided at departmental meetings. These findings have been used to make changes to program requirements. For example, after a review of CCSSE and Graduating Student Survey data on student engagement, a First Year Experience course was developed in order to promote student engagement, retention and success. Program-specific data is used by advisory boards in conjunction with their knowledge of current local and industrial trends to help the college make programmatic decisions to meet emerging needs. (CCAT results are used as a means of identifying areas for focus and development.) Another such change was the offering of professional development to incorporate more use of evidence and critical thinking in core courses.

Assessment findings are also used to make changes to developmental coursework. Over the past five years, corequisite course offerings and new pathways were created and implemented in Math and English. In English, the corequisite "Open English" model was developed, whereby students who placed into developmental writing could take that course alongside the college-level English Composition course as a cohort, with the same instructor. The model has been honed over the year to meet the needs of students. The current model offers two different choices. The second of these allows some students to earn 6 college-level credits while fulfilling a humanities elective along with the English Composition requirement. In Math, the prerequisite for Statistics was changed from Algebra 2 to Algebra 1, allowing students to progress to college-level mathematics more quickly. A Pre-Statistics course was created to provide a more direct pathway for lowest-placements on Accuplacer, reducing the pathway by one semester/2 credits.

Appraisal

The Standard 8 committee reviewed statements about what students are expected to learn and know at the institution, program, and course-level; identifying strengths and areas in need of improvement in both the articulation and communication of these statements. For institutional level SLOs, the committee noted these statements and expectations (specifically, about core competencies) are inward-facing to faculty and staff only, but not available to students. Indeed, a search of the website and student handbook revealed nothing readily available to students. The committee reviewed evidence, in the form of retention, graduation, and transfer rates, of student achievement at the college and found it to be at or above levels appropriate to comprehensive community colleges. However, it noted that gaps remain between students of different racial, ethnic, and gender identities, despite the improvement on key measures such as graduation rates, course completion rates, and participation in online coursework. Addressing these gaps requires continued work and attention, and remains a priority of the college through its equity and anti-racism initiatives. While assessment activities are taking place at all levels of the college, especially in the arena of program review, the college has work to do in creating a culture of assessment and supporting that culture with continuing professional development for faculty and staff. Documentation of results of assessment, to aid in the use of results to inform planning, would benefit from a centralized approach, and the collection of job placement information for graduates needs improvement. Moreover, some of the structures in place to support assessment, such as the existence of standardized SLOs at the course level, remain a work in progress in the coming years.

For programs with outside accreditation reporting requirements, the college has a consistent record of reporting and disclosing licensure and pass rates to prospective students on its website. However, other programs do not have this type of information readily available to students. This is because the college relies on the Perkins Employment Survey, which has a low response rate (20%), and, as noted, when disaggregated at the program level, it provides little useful data for students or for departments to make decisions about programmatic changes. Department chairs may request information from OIR, but it is not proactively provided on a regular schedule.

Transfer information is readily available through the OIR page link to the [IPEDS Graduation & Transfer Rates page](#), and disaggregated data is provided to the Advising and Transfer Center and TRIO departments for review. It is also provided for program review. As the college focuses much of its messaging on being “technical,” employment information is of the utmost importance to career-focused students. In line with the mission of a comprehensive community college, transfer is a central need for students in the liberal arts and those in other programs who plan to pursue higher education at four-year institutions. While transfer data is available, it is not public-facing, nor is it program-specific or easily available to prospective students. Anecdotal evidence about employer satisfaction is provided by advisory boards, but this is neither systematic nor centralized in any way.

Overall, the college recognizes shortcomings in post-graduation employment data and the need for an increased focus on collecting post-graduation employment data, storing it in a centralized location, and proactively making the information available and accessible to all. Data should be disaggregated at the program level, when possible. When sample sizes are too small, it should be grouped into discipline-specific categories (e.g., manufacturing; landscape, architecture, and construction; early-childhood, elementary, and secondary education).

The health programs that share their student success data on their webpages in fulfillment of accreditation requirements could serve as a model for non-accredited programs to share their data with the public; however, the former single-page information sheets were a much more user-friendly version of data distribution. Clear language to identify and direct prospective students to the information is still necessary.

To address the area of emphasis regarding learning outcomes for students in online courses and programs, the standard committee was asked to appraise the following questions: *Do students in distance programs, or who attend exclusively distance courses, achieve success at the same level as students enrolled in on-campus programs? How do we know?* It was found that the college does not currently track students taking exclusively online courses, with the exception of those enrolled in the NECHE-approved fully online Business programs (Business Administration and Business Transfer). Longitudinal success data is not yet available because of the recent implementation of these two online programs; however, completion data has been examined, and longer-term graduation and retention trends will become available as the initial cohort (from Fall 2018) reaches graduation. Fully online offerings allow for greater flexibility in enrollment, and this benefit extends beyond the online-only students by offering scheduling alternatives for students enrolled in Business Administration and Business Transfer. Comparisons of course outcomes between in-person and online versions of the same course have been studied. An overall gap in pass rates between online and in-person pass rates has ranged from between 2-5 percentage points over the past since 2015 is mirrored in an [analysis of 2019FA pass rates](#) for high enrolled online courses with an in-person counterpart, the most recent prior to COVID-19. That study showed a much wider range at the course level, from as much as a 14 percentage point gap favoring in-person courses, to (*Anatomy and Physiology 1*) to a 9% advantage for online sections (*Medical Terminology*). Further disaggregation is needed to understand this range, but one notable finding is that online developmental courses are more likely to have lower pass rates than their in-person counterparts.

Results of the [Graduating Student Survey](#) reveal that, in each of the past four years, over 90% of STCC students felt prepared to continue their education. When considering specific areas of their own development, students consistently ranked their ability to “think critically,” “get along with many different kind of people,” and “research

a problem and assess information to address it” in the highest categories, and their ability to “write clearly” in the lowest. Students also scored their “ability to use math to address day-to-day issues” relatively low.

In order to reduce barriers and increase the number of students completing their math requirement, [prerequisite changes](#) were made in 2015 fall to Statistics (MAT-115), the Colleges highest-enrolled math course, from Algebra 2 to Algebra 1. Prior to the change, course pass rates had been falling, from a high of 73.8% in 2013 spring, to a low of 61.3% in 2015 spring. After the prerequisite change, pass rates immediately rose again to 70.6%, and stayed in the 68% to 71% range over the next three terms. It was also found that after the change, more students were being served by this course as a percentage of total enrollment. That rate increased from 3.8% in 2013 spring to 7.7% in 2016FA. The lesson learned was that student grade outcomes post-change were similar to pre-change outcomes, while access to the course was expanded and barriers were indeed reduced.

Beginning in fall 2019, the college waived developmental education entirely for incoming students with at least a 2.7 high school GPA, per the Massachusetts Board of Higher Education’s 2019 [Common Assessment Policy](#). The first set of outcomes for the 2019 Fall term was analyzed and showed that course outcomes were consistent between students exempted from developmental education based on their high school GPA and students placed into college-level work by Accuplacer. So far, it appears that this change has made the college-level courses more accessible to students and has not negatively affected student performance or success. The college will continue to track this information.

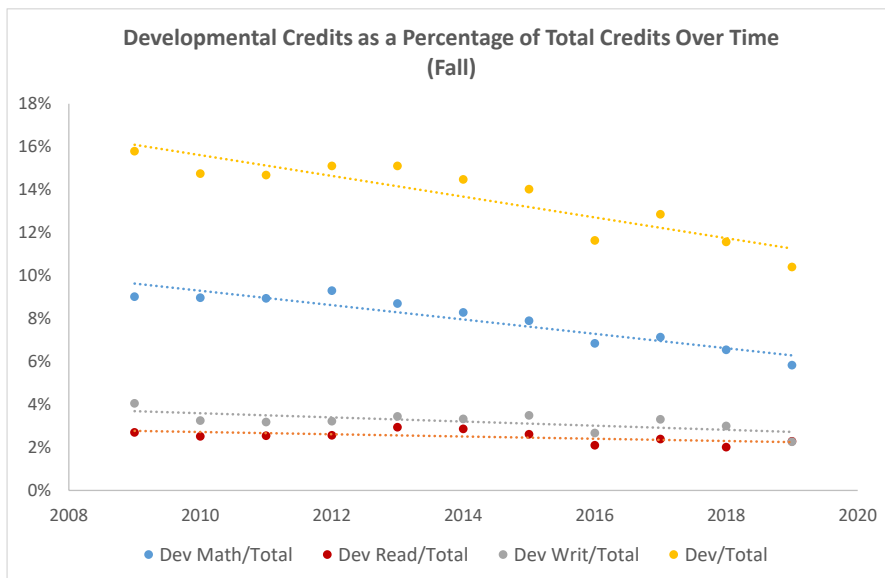
To determine English placement for students who have not met the 2.7 GPA waiver criteria, the College began using the WritePlacer exam in Fall 2019. Students were placed into one of the following levels based on their score.

WritePlacer Score	Course Placement	Level
0-2	Review for College Writing	Standalone Developmental
3	English Comp 1/ Review for College Writing	Corequisite: 3 college credits
4	English Comp 1/Critical Thinking	Corequisite: 6 college credits
5-6	English Comp 1	Standalone College: 3 college credits
7-8	Honors English Comp 1	Standalone College/Honors: 3 college credits

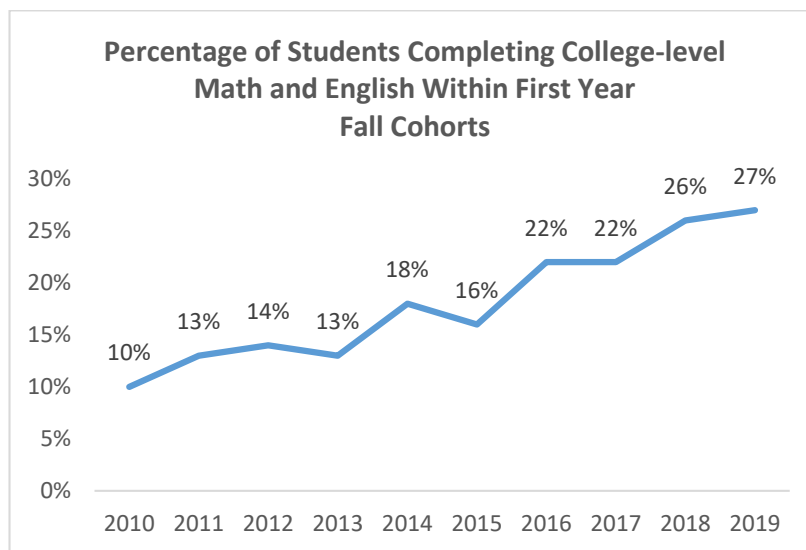
Review for College Writing is the sole level of developmental writing. The course focuses on grammar, mechanics, and paragraph and essay development. Critical Thinking focuses on connecting evidence to assertions and defending arguments. Each of these is combined with English Comp 1 in the corequisite course pairings. While success rates are consistent across standalone English Comp 1 and the two corequisite options, achievement gaps exist between white students and their Hispanic and Black classmates. In English Comp 1, the total success rate (C- or better) since 2017 fall has been 72%, but White students perform markedly better (79%) than both Black (66%) and Hispanic (64%) students. In the English Comp 1/ Review for College Writing corequisite model, the total success rate of the credit-bearing English Comp 1 is slightly lower (69%), but the success rate for White students remains the same as the standalone version of the course (79%). While Black and Hispanic students perform equally well in the course (66% success rate), they underperform their White counterparts. This achievement gap is compounded further by the fact that a large percentage of students enrolled in this corequisite option are Hispanic (42%) and

Black (19%). In the newly implemented English Comp 1/Critical Thinking corequisite model, the total success rate is slightly higher than standalone writing at (74%), and the success rate for White students is significantly better than other models (87%). Success rates for Black (63%) and Hispanic (65%) students remain on par with other models. This model targeted higher-placing developmental students, and the consistent success rates, along with the benefit of additional college-level credits, prompt further study to see whether this program could be expanded. The English department is considering expanding the range of eligible placements to include more students within the targeted population. This effort would offer students with placements traditionally in the English Comp 1/ Review for College Writing range the opportunity to earn six college credits (including a general Humanities elective) while developing critical thinking skills readily applicable to other college-level coursework. Developmental reading courses are also currently under review for future changes.

Overall, the changes to developmental pathways have resulted in a reduction in the percentage of credits spent in noncredit developmental coursework, most notably in developmental math.



Moreover, [DHE data](#) shows an ever-increasing percentage of first-time, full-time degree-seeking STCC students who complete a college-level math and a college-level English course by the end of their first academic year. That percentage rose from 10% in 2010 (2009 cohort) to 27% in 2019 (2018 cohort).



Source: MA DHE State Data Center PMRS, accessed online 02/04/2021

Assessment:

While there is information available on assessment on the [Faculty Resources](#) page through the STCCNet Portal, there is little application of the strategies or techniques outlined. The attempt to create a culture of assessment has waned in recent years. Classroom assessment techniques, including rubrics, are underutilized across the campus. Many faculty, particularly those in the humanities, rely on holistic grading techniques to gauge student performance in largely subjective terms. This lack of concrete, objective goals can make it difficult for students to succeed, and it creates inconsistency across sections of the same course. The variation that exists between assessments in multiple sections of the same course is such that assessing student success in a given course is difficult. Part of this is due to the STCC Professional Association's reading of the contract's language on student learning outcomes ([DAY CBA, Appendix A](#)), which has been interpreted to mean that individual faculty are solely responsible for creating and assessing outcomes.

Union leadership and administration have not yet found a way to negotiate a reasonable compromise between academic freedom and accountability to students. While other institutions, such as Cape Cod Community College and North Shore Community College, have posted agreed-upon SLOs for each course, many departments at STCC struggle to reach consensus on outcomes because of faculty insistence on total academic autonomy. Until consistent course-level outcomes and assessments are put in place, program-level assessments will suffer. While the college has instituted program review, APR focuses primarily on enrollment, curriculum, equity, and retention and graduation outcomes; thus, the collection and assessment of student artifacts have been weak. One proposed reason for this is the lack of administrative focus on the importance of assessment across the institution at all levels of student performance. While Professional Days often include workshops in assessment, there is little time focused on assessment itself, particularly outside of the limited scope of these annual events. However, there were workshops offered on the [TILT](#) model in spring 2019, which were slated to continue but were interrupted in 2020 spring by the pandemic.

Despite the difficulties at the course level, the college has some systems in place to assess its core competencies on an institutional level. Each summer, CCAT focuses on one or two of the college's core competencies and distributes the results to the campus via email. While this ensures immediate access to individuals, the results are not readily (or easily, as the writers were unable to find them) available in a static location. Results of CCAT work show that

students are performing adequately and appropriately, given the nature of STCC's two-year programs. While the AAC&U LEAP rubrics used by CCAT are intended to measure success over a four-year program, most of STCC's core competencies are developed and reinforced during the first two years of a collegiate progression. When comparing results from previous years, we do see evidence of improvement over time. However, because the college assesses a different area each year, there are not enough data points to draw meaningful conclusions about sustained improvements at this time.

The most successful program-level assessment is driven by outside accrediting bodies, and this is evidenced by the development of shared assessments and rubrics in the allied health programs. The uniformity and collaboration in these programs should be a model for the rest of the campus as it begins to develop consistent SLOs and assessment practices. A strong administrative focus on the need to develop these attitudes and practices should include opportunities for faculty to work within and across departments to establish shared expectations and measures of success and mastery. The faculty may also benefit from a stronger administrative stance for the implementation of common SLOs, and promisingly, faculty and administration have recently begun to discuss implementation of common SLOs for gateway courses.

Projection

Responsibility	Projection Detail	Est. Time of Completion
Academic Affairs (Academic Leadership Team) Faculty	Develop, schedule and implement a series of workshops and training sessions that will allow departments to develop common SLOs. Faculty will develop a process for assessing these common SLOs at the department level and will demonstrably use that assessment data to guide curricular changes. This process of common SLO adoption and assessment will apply to traditional face-to-face courses, hybrid courses, and fully online courses as STCC recognizes that it has one student body using the SOAR model.	Fall 2021 through Summer 2022
Student Affairs, Academic Affairs, Assessment Office	Each office that impacts a student's co-curricular learning will develop its own Student Learning Outcomes SLOs. Offices such as the Multicultural Affairs, Student Success Center, the Writing Center, and STEM Center will develop the SLOs and then determine a process to ensure that they are being met. With the guidance of each area's Vice President and the Senior Director of Assessment, the first round of assessment will begin in the Spring of 2022.	Fall 2021 First round of Assessment begins Spring of 2022.
Program Chairs	Departments will determine whether a capstone or internship should be added to their program as a means for students to integrate and demonstrate their learning, specifically as related to program learning outcomes. Specific SLOs and assessment plans would be prepared for these courses.	During each Academic Program Review, starting in Academic Year 2021/22
OIR, Assessment	As we have identified Program Review as being a strength for the institution, our faculty and other stakeholders need data to guide their decisions. CCAT, CCSSE, the Graduation Survey, and Department Program Reviews will be available to all through the development of an interface that will allow access to this data. Information regarding enrollment, graduation completion, demographics, will be built into a Tableau report accessible to stakeholders. OIR will work with key stakeholders to develop reports for each area of the college.	Begin Spring 2021, complete by Fall 2022
Dean of LAPS/Dean of STEM	STCC will continue to investigate outside models and assess current internal models of developmental education that directly impact matters of equity and continue to offer co-requisite models of education in developmental coursework. Changes will be overseen by the respective Deans with the support of the Dean of Academic Initiatives. This process has already begun and will be ongoing.	Ongoing
Academic Affairs, Program Chairs	Following Academic Program Review, Academic Programs will begin collecting artifact to be used for the assessment of program-level outcomes. This process will be conducted in year 2 and year 4 following the initial Academic Program Review.	Fall 2021

Standard 8: Educational Effectiveness: 8.1
(Undergraduate Retention and Graduation Rates)

Student Success Measures/ Prior Performance and Goals	3 Years Prior (FY 2017)	2 Years Prior (FY2018)	1 Year Prior (FY 2019)	Current Year (FY 2020)	Next Year Forward (goal) (FY 2021)
IPEDS Retention Data (Fall to Fall)					
Full-time, first-time degree/certificate-seeking	60%	59%	61%	64%	64%
Part-time, first-time degree/certificate-seeking	43%	47%	39%	47%	47%
IPEDS Graduation Data (150% of time)					
2013 Cohort	2014 Cohort	2015 Cohort	2016 Cohort	2017 (actual)	
First-time, full-time degree/certificate seeking	21%	21%	22%	22%	24%
Recipients of Pell Grant (w/in entering year)	21%	17%	19%	19%	20%
Recipients of Direct Subsidized Loan (w/in entering yr) that did not receive a Pell Grant	32%	35%	43%	31%	34%
Did not receive Pell or Direct Subsidized Loan (w/in entering yr)	31%	29%	24%	28%	32%
Hispanic (full-time, first-time)	14%	10%	15%	14%	19%
Black (full-time, first-time)	13%	18%	17%	13%	16%
White (first-time, full-time)	29%	29%	30%	30%	34%
IPEDS Outcomes Measures Data	*IPEDS changed reporting to a full-year cohort starting with the 2017-18 collection (July 1 - June 30)				
First-time, full time students	Cohort 2008FA	Cohort 2010-2011	Cohort 2011-2012	Cohort 2012-2013	Cohort 2013-2014
Awarded a degree/certificate within six years	35%	32%	36%	34%	34%
Awarded a degree/certificate within eight years	38%	34%	38%	36%	36%
Not awarded within eight years but still enrolled @ STCC	3%	2%	3%	2%	2%
First-time, part-time students					
Awarded a degree/certificate within six years	18%	12%	11%	13%	13%
Awarded a degree/certificate within eight years	20%	15%	13%	15%	15%
Not awarded within eight years but still enrolled @ STCC	4%	3%	2%	1%	1%
Non-first-time, full-time students					
Awarded a degree/certificate within six years	47%	45%	50%	47%	47%
Awarded a degree/certificate within eight years	48%	48%	52%	50%	50%
Not awarded within eight years but still enrolled @ STCC	4%	2%	2%	1%	1%
Non-first-time, part-time students					
Awarded a degree/certificate within six years	37%	35%	35%	33%	33%
Awarded a degree/certificate within eight years	41%	37%	36%	34%	34%
Not awarded within eight years but still enrolled @ STCC	3%	3%	2%	3%	3%
Other Undergraduate Retention/Persistence Rates (Add definitions/methodology in #1 below)					
Fall to Spring Retention Rate	2015 adj. cohort	2016 adj. cohort	2017 adj. cohort	2018 adj. cohort	2019 adj. cohort
# in Cohort	1542	1273	1403	1252	1434
All New Students (first-time freshman and transfers-in, full-time and part-time)	76%	73%	80%	78%	76%
Female	78%	74%	80%	79%	77%
Male	74%	73%	81%	78%	76%
Black	71%	70%	81%	78%	72%
Hispanic	73%	65%	73%	72%	70%
Other	78%	81%	82%	79%	80%
Unknown	60%	50%	82%	83%	78%
White	80%	80%	84%	83%	82%
FT	82%	76%	84%	83%	83%
PT	67%	70%	73%	69%	64%
19 or younger	80%	73%	83%	82%	80%
20 to 24 years old	71%	70%	76%	74%	70%
25 to 29 years old	77%	81%	74%	81%	82%
30 or older	72%	76%	81%	72%	70%
Fall to Fall Retention Rate	2015 adj. cohort*	2016 adj. cohort	2017 adj. cohort	2018 adj. cohort	2019 adj. cohort
# in cohort	1497	1229	1329	1197	1365
All New Students (first-time freshman and transfers-in, full-time and part-time)	54%	54%	54%	60%	50%
Female	53%	54%	55%	63%	53%
Male	56%	53%	52%	57%	46%
Black	47%	54%	50%	56%	47%
Hispanic	48%	44%	45%	52%	41%
Other	57%	69%	53%	65%	54%
Unknown	47%	50%	58%	62%	48%
White	61%	59%	62%	67%	62%
FT	58%	56%	58%	64%	56%
PT	47%	50%	47%	53%	40%
19 or younger	60%	54%	60%	62%	54%
20 to 24 years old	50%	51%	42%	57%	47%
25 to 29 years old	51%	54%	50%	60%	50%
30 or older	47%	56%	54%	59%	40%
Other Undergraduate Graduation Rates (Add definitions/methodology in # 2 below)	2013 Cohort	2014 Cohort	2015 Cohort	2016 Cohort	2017 Cohort
All New Students (first-time freshman and transfers-in, full-time and part-time)**	21%	21%	21%	23%	24%
Black or African American	14%	14%	17%	16%	15%
Hispanic or Latino (of any race)	12%	13%	12%	16%	15%
Other	18%	16%	21%	22%	36%
White	29%	29%	28%	31%	33%
Definition and Methodology Explanations					
*Cohort includes all first-time freshman and transfers-in during the given fall term, and includes both full-time and part-time students. Adjusted cohorts subtract graduates from original cohort for fa to sp and fa to fa retention rates.					
**Cohort includes all first-time freshman and transfers-in during the given fall term, and includes both full-time and part-time students. Graduation rate is % of cohort graduated within 150% time (5 years for associates degrees, 1.5 years for certificates).					

(form 8.2)

Standard 8: Educational Effectiveness
(Student Success and Progress Rates and Other Measures of Student Success)

Category of Student/Outcome Measure	Bachelor Cohort Entering		Associate Cohort Entering	
	4 years ago	6 years ago	2012	2014
			4 years ago	6 years ago
First-time, Full-time Students	Cohort = 855		918	
Degree from original institution			34%	29%
Not graduated, still enrolled at original institution			7%	21%
Degree from a different institution *			8%	3%
Transferred to a different institution *			23%	19%
Not graduated, never transferred, no longer enrolled			28%	28%
First-time, Part-time Students	Cohort = 477		386	
Degree from original institution			15%	14%
Not graduated, still enrolled at original institution			6%	22%
Degree from a different institution *			2%	2%
Transferred to a different institution *			15%	16%
Not graduated, never transferred, no longer enrolled			62%	46%
Non-first-time, Full-time Students	Cohort = 1745		1704	
Degree from original institution			65%	62%
Not graduated, still enrolled at original institution			3%	7%
Degree from a different institution *			6%	3%
Transferred to a different institution *			13%	11%
Not graduated, never transferred, no longer enrolled			13%	17%
Non-first-time, Part-time Students	Cohort = 2351		2141	
Degree from original institution			45%	46%
Not graduated, still enrolled at original institution			4%	9%
Degree from a different institution *			7%	4%
Transferred to a different institution *			17%	14%
Not graduated, never transferred, no longer enrolled			27%	27%

* not including STCC Graduates

Measures of Student Achievement and Success/Institutional Performance and Goals					
	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FY 2)	(FY2)	(FY 2)	(FY 2)	(FY 2)

Success of students pursuing higher degrees (add more rows as needed; add definitions/methodology in #1 below)

1					
2					
3					
4					

Other measures of student success and achievement, including success of graduates in pursuing mission-related paths (e.g., Peace Corps, public service, global citizenship, leadership, spiritual formation) and success of graduates in fields for which they were not explicitly prepared (add more rows as needed; add definitions/methodology in #2 below)

1					
2					
3					
4					

Definition and Methodology Explanations

1	
2	

**Standard 8: Educational Effectiveness: 8.3
(Licensure Passage and Job Placement Rates and
Completion and Placement Rates for Short-Term Vocational Training Programs)**

	3-Years Prior	2 Years Prior	1 Year Prior	Most Recent Year
	2017	2018	2019	2020

State Licensure Examination Passage Rates								
Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed

National Licensure Passage Rates								
Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
National Council Licensure Exam for Nursing (NCLEX)		84%		88%		81%		
National Certification Exam for Occupational Therapy Assistants		83%		90%		100%		
National Physical Therapy Examination for PTAs		92%		90%	12	100%		
National Board for Respiratory Care TMC Exam	17	100%	12	100%	13	100%	13	92%
American Registry of Radiologic Technologists (ARRT)		80%		90%		90%		
National Medical Laboratory Technician Certification Exam	7	86%	13	100%	13	100%	10	100%
Registered Medical Assistant (American Medical Technologists)	1	100%	2	100%	1	100%		
Certified Medical Assistant (American Association of Medical Assistants)	18	83%	12	50%	13	93%		
ARDMS Sonographic Principles & Instrumentation (American Registry for Diagnostic Medical Sonography)	10	100%	8	100%	9	100%	8	100%
ARDMS Abdomen Registry	10	100%	8	100%	9	100%	8	100%
ARDMS OB/GYN Registry	8	100%	8	100%	7	100%	7	100%
National Board Dental Hygiene Examination ADEX patient treatment exam	20	100%	18	100%	20	95%	15	95%
National Board Dental Hygiene Examination Local Anesthesia "L" permit exam	20	100%	18	100%	20	100%	16	100%
Dental Assisting National Board general chairside								
Dental Assisting National Board infection control								
Dental Assisting National Board radiology health & safety								
Association of Surgical Technologists Exam		82%		85%		62%		83%

Job Placement Rates								
Major/time period	# of 2015 grads who responded to survey	# (of those who responded) with jobs	# of 2016 grads who responded to survey	# (of those who responded) with jobs	# of 2017 grads who responded to survey	# (of those who responded) with jobs	# of 2018 grads who responded to survey	# (of those who responded) with jobs
Graduate Placement Survey conducted 10-12 months after graduation	193	123	264	179	121	75	220	141
Radiologic Technology		1		1		1		
Diagnostic Medical Sonography				90%		100%		89%
Nursing				87%		88%		92%
Physical Therapist Assistant				100%		92%		80%

* Check this box if the program reported is subject to "gainful employment" requirements.

Web location of gainful employment report (if applicable)

Completion and Placement Rates for Short-Term Vocational Training Programs for which students are eligible for Federal Financial Aid

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	2015FA Cohort	2016FA Cohort	2017FA Cohort	2018FA Cohort	(FY 2021)
Completion Rates**					
ACMM.COC - Multimedia Technology	*	*	100%	*	
ARCH.COC - Architectural Technology		50%	*	*	
AUTO.COC - Automotive Technology		100%	57%	70%	31%
BCMT.COC - Building Construction Management	*	*	*	*	33%
CADM.COC - CAD/CAM		0%	0%	*	*
CTIS.COC - Computer & IT Security	*	*	*	*	0%
CTISF.COC - Computer & IT Security Fast Track	*	*	*	57%	*
CLER.CRT - Clerical Office Assistant	*		33%	100%	*
CNCO.COC - CNC Operations		9%	50%	80%	67%
CNST.COC - Construction Management		100%	*	*	0%
COSM.CRT - Cosmetology		61%	50%	55%	76%
CSET.COC - Computer Systems Engineering Technology		0%	0%	*	0%
CSVC.COC - Customer Service Essentials	*	*		0%	*
DAST.CRT - Dental Assistant		0%	0%	0%	25%
DPHO.COC - Digital Photography	*		0%	*	50%
ENGY.COC - Heating, Ventilation, Air Conditioning		50%	50%	82%	67%
EROB.COC - Electrical/Robotics Technology	*	*		100%	*
ESET.COC - Electronic Systems Engineering Technology		100%	*	0%	0%
FIRE.COC - Fire Science Technology		0%	0%	*	*
GREN.COC - Graphic Arts Entrepreneurial	*	*		0%	*
LECI.COC - Criminal Justice		0%	0%	0%	0%
LEOT.COC - Optics & Photonics	*	*		100%	0%
MEDC.COC - Medical Assistant		67%	25%	33%	*
MOAA.COC - Medical Office Administrative Assistant		0%	0%	25%	*
MOUS.COC - Microsoft Office		0%	*	*	*

Placement Rates

Please enter any explanatory notes in the box below

*n less than 10 suppressed due to privacy

IPEDS (Full-time, first-time) Completion rates at 150% time. (many n's are less than 5)

(form 8.4)

**Standard 8: Educational Effectiveness
(Graduate Programs, Distance Education, Off-Campus Locations)**

Student Success Measures/Prior Performance and Goals	3 Years Prior (FY 2017)	2 Years Prior (FY2018)	1 Year Prior (FY 2019)	Current Year (FY 2020)	Next Year Forward (goal) (FY 2021)
Retention rates first-to-second year					
Graduation rates @ 150% time					
Average time to degree					
Other measures, specify:					
Doctoral Programs (Add definitions/methodology in #2 below)					
Retention rates first-to-second year					
Graduation rates @ 150% time					
Average time to degree					
Other measures, specify:					
First Professional Programs (Add definitions/methodology in #3 below)					
Retention rates first-to-second year					
Graduation rates @ 150% time					
Average time to degree					
Other measures, specify:					
Distance Education (Add definitions/methodology in #4 below)					
College-level Course completion rates	74%	75%	76%	77%	
Developmental-level Course completion rates	68%	69%	67%	67%	
Retention rates	n/a	n/a	n/a	n/a	
Graduation rates	n/a	n/a	n/a	n/a	
Other measures, specify:					
Off-Campus Locations (Add definitions/methodology in #5 below)					
Course completion rates					
Retention rates					
Graduation rates					
Other measures, specify:					
Definition and Methodology Explanations					
1					
2					
3					
4	Students taking one or more online courses was used for these calculations. The course completion/pass rate measure is a grade of C- or better. Retention and graduation rates can not be determined, as students' course-taking each semester generally includes a combination of fully online, hybrid and face-to-face.				
5					

Standard 9: Integrity, Transparency, and Public Disclosure

Description

Integrity:

Operationally, evidence that STCC manages its academic, research, and service programs, administrative operations, responsibilities to students, and interactions with prospective students with honesty and integrity is demonstrated in various ways throughout the college. The College's commitment to operating with integrity in all of its activities and relationships with its various constituents and stakeholders is reflected in the institution's core values, set forth and prominently displayed on its webpages and in print materials. These core values encompass Dedication, Integrity, Respect, Community, Student-Centeredness, and Care & Commitment. The statement on integrity in this list of core values underscores the expectations that board members, administration, faculty, staff, and students behave with integrity and truthfulness. Other statements of behavioral expectations can be found in the Student Code of Conduct, the MA Board of Higher Education (BHE) Non-unit Professionals Personnel Policies Handbook, and in the collective bargaining agreements for union staff and faculty. In addition, State and Federal laws, by which STCC is authorized to operate, stipulate ethical and behavioral rules and standards.

STCC derives its general degree-granting authority from the BHE. As an agency of the Commonwealth, the college must comply with Degree-Granting Regulations for the BHE outlined in Chapter 15A of Massachusetts General Laws Part I Title II. In addition to the general authority to grant degrees and accreditation of the Commission, 11 of the degree- and certificate-granting programs in the School of Health and Patient Simulation have specialized accreditation, as detailed on the college's accreditation page (which is easily found from a link on the "About STCC" section of the website). STCC communicates information about its [accreditation](#) status to the public via its website, and statements about accreditation are accurately and explicitly worded.

Other entities from which STCC derives authority to operate, grant degrees, accept students, and provide assistance are articulated on the college's Accreditation page as follows: *The College is approved by the Board of Collegiate Authority, Massachusetts Department of Education; by the Massachusetts Rehabilitation Commission; by the United States Office of Education for listing in the Directory of Higher Education; for the National Defense Student Loan Program; for federal assistance from any unit of the Department of Health, Education, and Welfare; by the United States Veterans Administration for the admission of veterans and war orphans; by the United States Department of Justice as a place of study for non-immigrant students; and by the United States Internal Revenue Service as a non-profit organization.*

All STCC Board of Trustee (BOT) members and employees must comply with the rules and regulations of the State Commission on Ethics. The BOT powers and duties are detailed in [Section 22](#) of these laws. To promote adherence, the Massachusetts Department of Higher Education (DHE) provides resources, including conflict of interest and open meeting law training, to BOT members. Further training is taken up at the annual BOT retreats. See, for example, the September 27, 2019 BOT Meeting [Minutes](#), describing a presentation on Open Meeting Law and other topics regarding duties of members of the BOT, given by Esq. Kenneth Tashjy, General Counsel of Massachusetts Community Colleges. The Clerk of the BOT is responsible for compliance with open meeting laws, including the posting of meeting announcements and all meeting minutes. These are easily found on the webpages for the BOT. The [BOT](#) conducts its business in open session and announces any executive sessions with the stated purpose and proper notice. (More detail on the BOT can be found in Standard 3.)

All administration, faculty, and staff members must abide by the Commonwealth of Massachusetts State Ethics Commission's Conflict of Interest Laws. The Human Resources/EBOC department requires training of all staff and faculty during onboarding and periodically refreshes training on conflict of interest law, alcohol and drug-free workplace policies, and sexual harassment. In addition to state regulations, some employees must also adhere to the codes of ethics of their professional organizations, adding another layer of checks and balances. One example is the [NASFAA Statement of Ethical Principles](#), the Code of Conduct for Financial Aid Professionals, which is found on the Office of Financial Services webpage. In another example, the [Association for Institutional Research's Statement of Ethical Principles](#) is posted on the IR webpage, distributed to all new IR staff, and reviewed at least annually.

For students, the Student Code of Conduct can be found in the course catalog along with statements on Civility in the Classroom, Drug and Alcohol Policy, Hazing Law, and the Student Grievance Procedure. The Student Code of Conduct is discussed at length in the Student Handbook, which is found on the student resources page and distributed at New Student Orientation, where admissions personnel review the content with incoming students (the information is also shared in the New Student Orientation video). The [Student Handbook](#) is available on the STCC website and covers everything from academic policies to student grievance procedures.

The [Student Consumer Information](#) pages provide a standardized way for prospective and current students to gather information about the institution, student rights and responsibilities, student outcomes such as graduation and retention rates, and financial aid policies. In compliance with the Higher Education Act, the "About STCC" section of the college's website contains a link to this page. It is also linked in the global footer found on all webpages. The Division of Student Affairs ensures that the links and information on these pages are reviewed and updated annually each August, and sends an email to students at the beginning of each term directing them to the consumer information page.

Information regarding the free pursuit and dissemination of knowledge is included in core documents and contracts. For students, it is located under rights and responsibilities in the [student code of conduct](#) of the [2020-2021 Student Handbook](#). For faculty, this commitment is covered under articles related to Academic Freedom and Academic Responsibility in Article VII of the [MCCC Day contract](#), and Article VI of the [DCE contract](#).

In a larger sense, STCC's commitment to faculty and students' freedom to teach and study is demonstrated by its adherence to the policies outlined in [The Commonwealth of Massachusetts' Community Colleges' Policy on Affirmative Action, Equal Opportunity & Diversity](#), which was approved for implementation by the Colleges and the Board of Higher Education, effective December 2015. STCC follows the applicable laws and guidelines related to Affirmative Action and Title IX, and these can be found on its website addressing [Affirmative Action and Title IX](#) as well as in the [STCC 2018 Clery Annual Security Report](#), published in 2019 on the Campus Police webpage.

Additionally, statements regarding affirmative action, equal opportunity, and non-discrimination that are derived from the Massachusetts Community Colleges' Policy on Affirmative Action, Equal Opportunity & Diversity can be found in the Student Handbook under Section 4: Discrimination, Sexual Harassment, and Sexual Violence, which states: *Claims of discrimination, sexual harassment and sexual violence, including Title IX offenses, such as rape, sexual assault, domestic and dating violence and stalking, shall be addressed under the College's Policy on Affirmative Action, Equal Opportunity and Diversity by the College's Affirmative Action Official and/or Title IX Coordinator. For more information, please contact the College's Affirmative Action Official and/or Title IX Coordinator.*

On the [Employment at STCC](#) webpage, which is linked from the About STCC page, prospective employees will find information regarding STCC's employment policies and procedures, including the following statement on Equal Opportunity:

STCC's personnel and academic decisions, programs and policies are formulated and conducted in a manner which will ensure equal access for all people and prevent discrimination. As part of this effort, the College will ensure that employment and academic decisions, programs and policies will be based solely on the individual eligibility, merit, or fitness of applicants, employees, and students without regard to race, color, creed, religion, national origin, age, disability, sex, marital status, military service, gender identity, genetic information, sexual orientation, or political or union affiliation. All inquiries concerning application of the above policies should be directed to Affirmative Action Officer and Title IX Officer, Kathryn Senie, Assistant Vice President of Human Resources at kcsenie@stcc.edu.

[MCCC Collective bargaining contracts](#) define policies, practices, and grievance procedures for day and evening faculty. [The Non-Unit Professional Handbook](#) outlines guidelines for Non-Unit Staff and Administrators. Effective February 2020, [STCC's policies](#) for employees have all been moved to the internally-facing STCCNet portal, where a comprehensive list of human resources, IT, state and federal, and academic policies can be found. Upon starting employment, all faculty and staff are required to acknowledge, through digital signature, that they have reviewed the policies. Employees are provided with materials and training to ensure they comply with the policies.

To ensure the integrity of its academic programs, each program holds annual advisory board meetings to ensure academic programs are aligned with current industry demands. The [curriculum committee](#) reviews all curriculum changes before they are applied to ensure they will benefit the program and updates the appropriate documents. To ensure communication, all of STCC's degree and certificate program outcomes are posted on the [STCC website](#). Course descriptions include links to prerequisites, and the "learning objectives" section details what is expected from student learning. Deans and Department Chairs ensure that all content related to their academic programs is technically accurate. Each academic program produces one-page flyers to inform prospective students of course content and available careers and transfer opportunities. The department head approves the flyers, and the formatting is standardized by the [Office of Communications and Marketing](#) which ensures that all materials distributed by STCC use professional language and consistent logos. [Student services](#) and [college costs](#) are also posted on the website.

While STCC is not a research institution, faculty and staff-sponsored research is conducted on a limited basis. To ensure ethical treatment of research subjects, the college has an [Institutional Review Board](#) for any research that involves human subjects, with provisions for informed consent and assent for protected populations.

Annual Reports to the Commission contain information about plans for substantive changes, and any new programs for which 50% or more of credits can be earned online. They also contain the outcomes of any audits. Before submission, the report is circulated to the CFO, the CAO, the President, and any other administrative staff who are responsible for its content before submission to ensure accuracy and forthrightness. As demonstrated during the 2020 fiscal year, the college reached out to the Commission to describe its curtailment activities related to COVID-19 and informed the Commission of its intention to apply for general approval for the online delivery of programs. The college maintains a cooperative and productive relationship with NECHE staff and looks to them for guidance before making any changes that could be considered substantive. This guidance has included the reading of draft reports to ensure that the college understands its duties and the parameters for any such change.

Transparency:

The STCC website is the main source of information for prospective and current students. Students considering attending STCC will find clear and prominent information about STCC's [programs of study](#), including degrees and

certificates, as well as [course descriptions](#) and [schedules](#). On the home page in the top navigation bar, prospective students will also find information about how to apply to the college, with step-by-step instructions under “Apply to STCC.” Visitors to this page can also follow the “Get Started” link, which provides pathways and resources for many different types of students, including recent high school graduates, senior citizens, DACA students, veterans, and transfer students. The “Apply to STCC” section also includes a link to the Admission Policies found in the college catalog and a description and FAQs about STCC’s open access policy. There is also important information about [placement assessments](#) for entering students, and prospective students can learn how to take a tour or find information sessions. Also prominently displayed on the top navigation bar, the “[Pay for College](#)” section contains information about how to pay for college, with links to Financial Aid and FAFSA information, along with student debt information. STCC also offers a multitude of testimonials, information on programs, financing opportunities, and student resources so prospective students can make informed decisions about their education.

There are easily found areas on the institution’s website listing information about the college’s processes for grading, assessment, student discipline, and the consideration of complaints and appeals. Information on grading and assessments is available in the [Student Handbook](#), which is also linked in the student resources section. Student discipline policies and procedures are spelled out in the Student Handbook under the Student Code of Conduct section.

Also on the public-facing website, information for prospective employees can be found in the “[Employment at STCC](#)” section of the About STCC page. This covers current job openings, which are regularly updated, information on Affirmative Action and Title IX, employee benefits, and the STCC Annual Clery Report.

STCC is responsive to reasonable requests for information about itself and informs the public about how inquiries can be addressed. For Public Records request, the college complies with Massachusetts Public Records Law (M.G.L. Chapter 66 & Chapter 4, Section 7(26)). Any member of the public can access guidelines for making requests, and contact information for Public Records officers. This information is found on the link to the [public records page](#) can be accessed from the “About STCC” page and a search of “public records” in the search bar turns up the page on the top of the list. Examples of public records requests in the past have included directory information for all registered students, a listing of fiscal year grant awards, and annual budgets and spending plans.

The college has a process for ensuring that academic and program information posted to the college website is current and up to date. The information is reviewed and maintained by the Dean of Academic Initiatives and the Webmaster, who ensure consistency with the academic catalog. Individual program goals are listed on most program webpages. Accredited programs publish outcomes such as job placement, completion, and exam pass rates on their program webpages. Additionally, each program page on the STCC website includes a link to the US Department of Labor’s Bureau of Labor Statistics, where prospective students can find data and information about careers and salary trends related to the program of study. STCC utilizes the [Acalog™ Academic Catalog Management System™ \(ACMS™\)](#) to host current and archived academic catalogs from 2013 to the present. Digital scanned versions of academic catalogs going back to the college’s opening in 1967 are available on the [STCC Library LibGuides website](#). A set of the original course catalogs are held in the STCC Library Archives and are available by appointment or during the Library’s opening hours. The Office of Communications and Marketing oversees all print publications and ensures accuracy and consistency.

Documentation regarding student success, learning outcomes, program excellence, and graduate success can be readily found on the college’s website in the Student Outcomes section of the [Student Consumer Information webpage](#) as well as the [Institutional Research webpage](#). Relevant documents include the [Student Right to Know Graduation Rate](#) and [Graduate Placement in Employment](#). The Student Success Plan is found under Marketing and Communications/ Publications on the About STCC page.

STCC utilizes the college website as its primary means of communication with the public. The Webmaster, academic administrators, and content owners maintain the site and review content. Content updates are communicated to the Webmaster by email and checked for accuracy and logical order by the Webmaster. Content updates comply with W3C Web Accessibility Standards, and tools such as the WAVE Web Accessibility Evaluation Tool, PowerMapper Accessibility and Validator, and Adobe Acrobat Pro DC Accessibility Tools are used to ensure ADA compliance. A statement of [web accessibility](#) provides an avenue for users to report accessibility issues as well as request alternatives to web functions or information.

Two Town Hall meetings are held each semester and all staff and faculty are welcome. Questions are encouraged during the meeting and the minutes are sent out to the campus community within a week of the meeting in pursuit of transparency.

Public Disclosure:

The [STCC catalog](#) describes STCC’s mission consistent with other communications and sources. The STCC catalog documents [all institution and student policies](#) including academic policies, non-academic policies, student codes of conduct, and statements and disclosures. STCC also dedicates a section of its public-facing [website](#) to its mission, vision, core values, and diverse population. In the “About STCC” section, STCC publishes a description of the size and characteristics of its student body, detailing the most recent fall enrollment by gender, race, ethnicity, and average age. The page also includes a breakdown of credentials awarded by level and the number of alumni. The STCC home page is student-centered, in keeping with the college’s mission and core values.

[Campus life information](#) is featured in the top navigation bar of the home page. In that section, there are nine links encompassing details about the college’s diverse campus, such as arts and culture; the bookstore; campus police and emergency preparedness; athletics; food service, transportation, and parking; and multicultural services. The [Student Consumer Page](#) includes general institutional information that students need to know, such as facts about transfer credits, articulation agreements, academic programs, student fees, charges, refund policies, the student code of conduct, complaint process, and withdrawal information. Information about the process of applying to STCC is found in the top navigation bar of the home page, under “Apply to STCC.” In this section, prospective students will find the [admission policy](#) links directly to the course catalog, where the policy outlines requirements and procedures for admissions and forms of academic recognition.

Another prominent home page access point on the top navigation bar, “Explore Programs and Classes,” encourages students to explore a list of programs, courses offered, and other educational opportunities. This page is kept current, and any discontinued programs are removed from the website and print materials as soon as they stop accepting new students. A description for each course is listed in the [course catalog](#) and on the [college website](#). Every spring semester, the Academic Deans review a report of all courses currently appearing in the catalog that have not been offered in the past two years. The Deans determine which courses are unlikely to be offered in the upcoming year, and those courses are removed from the catalog by the Academic Affairs office. (Inactivated courses are subsequently reinstated in the Catalog if the college offers the course again.)

Academic and support services are found under [“Student Resources”](#) on the top navigation bar of the home page. This includes information on academic advising, the registrar’s office, wellness center, and career services. Athletics, multicultural affairs, and student activities and clubs are found under Campus Life on the top navigation bar. Consistent with its mission, the wealth of support services on this page demonstrates STCC’s dedication to supporting students on their educational journey.

As discussed in Standard 8, goals for students’ education and the success of students in achieving those goals can be found on the website. The institution has a robust [Student Success Plan](#) that identifies a comprehensive plan

for student success, including goals for academic success (e.g., retention and graduation rates). The objectives and deliverables are clear and there is a timeframe for when these goals should be accomplished. There are also responsible parties listed in the document to highlight shared responsibility and collaboration in fulfilling the overall mission of this plan. There is also an opportunity to learn about the information by utilizing the search engines to find information that is produced and published by the Office of Institutional Research.

In the *Pay for College* section of the website, under the [Policies and Compliance section](#), students will find a link to the Net Price Calculator. The College Cost section includes information on tuition and fees and other expenses, and an affordability disclosure statement that provides the annual cost information for the “average” student as a way of showing the typical subsidy provided by state appropriations to subsidize the cost of attendance. They will also find information about available financial aid. Information regarding costs can also be found on the site by accessing Student Financial Aid Services.

All STCC BOT members are listed on the [Board of Trustees page](#) of the public site, in the “About STCC” section of the home page. Included are their positions on the board, principal affiliations, and corresponding positions held, and committee memberships. A list of all full-time faculty members, their departments, degrees held, granting institutions, office locations, office phone numbers, and STCC email addresses can be found on the [Faculty Directory](#) page of the public website. Administrative leaders are listed on the Office Directory page of the public site, which includes names, positions, office locations, office numbers, and STCC email addresses. There is also an [office directory](#) that lists key administrative officers; however there is not a systematic process for maintaining its currency. The STCC Foundation Board of Directors is listed on the [Foundation Board of Directors page](#) of the public site. Included are the positions of the board members, principal affiliations, positions at principal affiliations, and the membership of committees. A listing of the Foundation’s Corporators with their information is listed on the Foundation Corporators page of the public site.

For faculty and staff, the [Human Resources](#) page in the employee portal includes organizational charts listing Administrative Officers by title, but not by name. Other organizational charts for divisions of the college similarly list titles and reporting lines but do not include the names of the persons occupying the positions.

Appraisal

Integrity:

STCC is a vibrant community college that invites and encourages all members of the community to learn and work in its facilities. It is expected that the faculty, staff, and administrators are to act with integrity, responsibility, and ethics, as outlined in the various documents on the college website. Indeed, when searching “ethical behavior” in the search box of the STCC website, the top links available on page one cover areas such as financial obligations, student behavior, sexual harassment, and domestic violence. The coverage over such a broad range of topics is evidence that ethical considerations are embedded in policies across the college.

The Standard 9 committee concluded that STCC’s “pursuit of responsible and ethical behavior by members of its community” was present and accessible. However, the committee thought that this message should be underscored in the [President’s Message](#) given the Commission’s expectation that “[i]nstitutional leadership fosters an atmosphere where issues of integrity can be openly considered, and members of the institutional community understand and assume their responsibilities in the pursuit of integrity.” Additionally, the committee thought that statements about truthfulness, clarity, and fairness should be located throughout the website so that external constituents would be more likely to access them. Examples would include the Community Engagement page, President’s Message, the Trustee and Foundation pages, and Institutional Research.

Transparency and Public Disclosure:

Information related to academic honesty and intellectual property rights was clear and understandable once located but would be easier to access if it was located in a more prominent space on the public website. Information for all members of the campus community regarding their freedom to education and study is found on the public site. However, the committee thought that the employment section might not be the first stop for people looking for such information. Information regarding non-discriminatory policies and practices in recruitment, admissions, employment, etc., is displayed on the public site and is easy to navigate. The information conveys a spirit of inclusiveness of people of diverse characteristics and backgrounds. The committee found that information regarding authority to operate was not easily accessible, other than in the student handbook, and that it might be helpful for information to be accessed via the main site or under the HR section of the website.

Some employment policies are accessible to the public through the STCC website. Internally, the STCCNet portal is well organized and includes every employment policy, but it is accessible only to College staff, faculty, and students, not the public. This is appropriate as some policies, such as the MCCC contract, apply only to current employees. On the other hand, committee members reported that it is frustrating to be a faculty member looking for a policy and not able to find it because some are stored on the main website while others are stored on STCCNet. It was suggested that it would make sense to move all policies that apply to the public to the main STCC website where it does not require a login to see them and add a link to "Additional Policies" that would take visitors to the [policies](#) page on the STCC website, prompting a login to STCCNet where the full complement of policies is stored. This page could have a message stating "these policies are available only with an STCC login." STCCNet, in turn, would have links to policies that are available on the main website. This would ensure that no policies are posted in multiple locations, which creates problems for version control. Rather, every policy would be accessible from one spot, and only the people who need to see them could access them.

Despite the issue of navigating between the portal and the website, there is an indication of overall comfort with both amongst employees. On the Communications section of the Governance Survey discussed in Standard 3, most respondents (78%) said that they are comfortable using the portal, the college website, and e-mail as communication tools. On the other hand, on the accountability section of the same survey, respondents were evenly divided on whether the college consistently follows its own published policies and procedures, and only 30% of respondents felt that lines of accountability and responsibility are well understood, and even fewer (25%) believe these lines are documented. However, most respondents (67%) said they know who to go to with concerns. These results suggest that a deeper understanding of this issue is warranted.

The Standard 9 committee utilized the data first forms in this section to test the availability, accessibility, and ease of discovery of information for students and prospective students to make informed decisions about attending STCC, financing their education, and availing themselves of the policies, procedures, and resources to succeed once they become students. As the main vehicle for the college to communicate with prospective students, the STCC website was examined, as were the pertinent documents contained therein. The committee found that STCC's catalog is well organized and comprehensive, with easy access to archived catalogs as well as the current one. The committee found the following information easily on the website: the mission, expected educational outcomes; requirements and procedures and policies related to admissions and the transfer of credit; a list of institutions with which it has articulation agreements; student fees, charges, and refund policies; rules and regulations for student conduct; procedures for student appeals and complaints; other items related to attending or withdrawing from the institution; academic programs, courses currently offered, and other available educational opportunities; academic policies and procedures; and the requirements for degrees or other forms of academic recognition.

The [Faculty Directory](#) is found by following a link on the Contact Information/Directories page. Faculty names are displayed in a table sorted alphabetically by the last name. The Office Directory is set up in alpha order by

department and displays all offices and the head of each office, allowing easy navigation. A search sorting feature could be added to make navigation of the table even easier. Documentation of faculty achievements is missing or hard to find on the public website, and it was recognized that a uniform method and criteria for including this would need to be developed if the college wanted to rectify this. All BOT members are clearly displayed with thumbnail photos of each member, and the STCC Foundation page lists corporators and all pertinent information.

The [Student Success Plan](#) was rather difficult to find on the STCC website. In addition, the committee questioned whether, in general, people at the college were familiar with the Student Success Plan, and thought it should be posted more widely.

Additional needed areas for website improvement were identified:

- While full of information, the “explore programs” page might be difficult to navigate for students, and through subsequent research, it was found that there has not been an assessment or focus group of students on this function of the website since one was done during the last website redesign in 2016.
- The amount of student debt upon graduation and loan payment rates were not found on the website.
- On the college [Public Records](#) page, there is some slightly outdated record information.
- The committee found that it is unclear how the college ensures that print materials are consistent with the online catalog and thought that a process should be created to ensure that printed copies of the academic catalog are available for distribution to the public upon request.
- The current process for reviewing non-academic web content is on an as-needed basis. A more systematic process is being developed, where content owners would receive regular email reminders to review and update content.

STCC is diligent about keeping the website information current and accurate. A member of IT, the webmaster and the office of communications and marketing have a standing weekly meeting to discuss issues related to the website. To ensure the accuracy and currency of information presented about academic programs on the website and in the catalog, the CAO asks the Deans and Department Chairs to annually review this information. Periodically, IT sends a notice for each employee to review their directory information and provide updated information. The information on the Student Resources was thorough and complete, but the committee thought it would benefit from additional information and links for the Wellness Center and Mental Health Counseling sections. These were added as a result of the committee review.

One strength in the area of transparency was that the Office of Communication and Marketing reaches out to prospective students through social media by posting updates of campus news, recruiting events, and other information on Facebook, Twitter, and Instagram.

At present, there is no description of how the college handles matters related to standard 9.24 which states that “the institution ensures that when students, prospective students, or members of the public are interacting with an individual acting on behalf of the institution through a contractual or other written agreement, the relationship of that individual to the institution is clear.” It was expected that this information would be readily accessible and located within the Student Affairs section of the website, however, it appeared that there is likely no policy or procedure, but rather a practice that has yet to be codified and documented.

Projection

Responsibility	Projection Detail	Est. Time of Completion
IT	Conduct an assessment on external website use vs. internal portal use for information—and develop a policy and strategy for education/training on how to use and find information in each space.	Implemented by Spring, 2022
Marketing, Academic Affairs	Conduct a focus group of new and prospective students to consider the effectiveness of the “explore programs” section of the website as well as the academic program pages themselves. Include a diverse/equitable lens.	Implement resulting changes by Spring, 2022
Webmaster, Page authors	Post statements of ethical behavior, truthfulness, and clarity prominently on stcc.edu pages of high traffic and leadership (the Community Engagement page, President’s Message, the Trustee and Foundation pages, and Institutional Research).; Make academic honesty policy more prominent	Summer 2021
Marketing, IT	Create guidelines for website content authors for consistency of messaging, language, accessibility of language for first-gen/ELL students.	Spring-Fall, 2022
STCC	With current Student Success Plan and the next strategic plan: Commit to posting links to the document and all updates and refreshes in several places throughout the website and portal where students, faculty, staff, and administration frequently navigate.	Fall, 2022 and Ongoing
STCC, HR	To ensure adherence to non-discriminatory policies, STCC will use the results of the Equity Audit and the Governance Survey to align practices in recruitment, admissions, employment, evaluation, disciplinary action, and advancement. The results of the Equity Audit will also be utilized by the College to examine hiring practices, activities, and teaching and learning opportunities to ensure that the campus culture is welcoming to students, faculty, and staff of color.	Fall, 2022 and ongoing
STCC, HR	Develop and post policy about clear representation of STCC employees when interacting with the public pursuant to standard 9.24.	Fall, 2021

Standard 9: Integrity, Transparency, and Public Disclosure: 9.1			
(Integrity)			
Policies	Last Updated	Website location where policy is posted	Responsible Office or Committee
Academic Honesty	08/2019	https://www.stcc.edu/media/departments/publications/Student-Handbook.pdf	Student Affairs
Intellectual property rights	2019?	https://catalog.stcc.edu/content.php?catoid=21&navoid=3904#Copyright_Policy	Academic Affairs
Conflict of interest	Policy-specific	https://stccnet.stcc.edu/faculty_staff_services/HREBOC/Policies/ConflictOfInterestLaw.pdf	HR/ EBOC
Privacy rights	Policy-specific	https://www.stcc.edu/pay-for-college/financial-aid/policies--compliance/student-information-privacy-policy-ferpa/	FERPA/ HR
Fairness for students	Sept. 2019	https://www.stcc.edu/media/departments/publications/Student-Handbook.pdf	Student Affairs
Fairness for faculty	Policy-specific	https://www.stcc.edu/about-stcc/employment/	HR/ EBOC
Fairness for staff	Policy-specific	https://www.stcc.edu/about-stcc/employment/	HR/ EBOC
Academic Freedom	6/30/2018	https://mccc-union.org/wp-content/uploads/sites/69/2018/12/MCCCDAYPrintedContract2015-2018.pdf	HR
Research	Policy-specific	https://www.stcc.edu/about-stcc/institutional-review-board/	Grants
Title IX	Policy-specific	https://stccnet.stcc.edu/faculty_staff_services/HREBOC/titleIX/Pages/default.aspx	Title IX Coordinator
Other; specify	N/A	N/A	N/A
General Institutional Information	Policy-specific	https://www.stcc.edu/about-stcc/consumerinfo/	Policy-specific
Non-discrimination policies	Last Updated	Website location where policy is posted	Responsible Office or Committee
Recruitment and admissions	12/2014	https://www.stcc.edu/media/departments/human-resources/Accessible-Policy-on-Affirmative-Action-Equal-Opportunity-Diversity.pdf	Human Resources
Employment	12/2014	https://www.stcc.edu/media/departments/human-resources/Accessible-Policy-on-Affirmative-Action-Equal-Opportunity-Diversity.pdf	Human Resources
Evaluation	12/2014	https://www.stcc.edu/media/departments/human-resources/Accessible-Policy-on-Affirmative-Action-Equal-Opportunity-Diversity.pdf	Human Resources
Disciplinary action	12/2014	https://www.stcc.edu/media/departments/human-resources/Accessible-Policy-on-Affirmative-Action-Equal-Opportunity-Diversity.pdf	Human Resources
Advancement	12/2014	https://www.stcc.edu/media/departments/human-resources/Accessible-Policy-on-Affirmative-Action-Equal-Opportunity-Diversity.pdf	Human Resources
Other; specify	N/A	N/A	N/A
Resolution of grievances	Last Updated	Website location where policy is posted	Responsible Office or Committee
Students	2013	https://www.stcc.edu/about-stcc/consumerinfo/student-complaints/	Student Affairs
Faculty	1/26/2017	https://stccnet.stcc.edu/faculty_staff_services/HREBOC/Pages/default.aspx	Human Resources
Staff	1/26/2017	https://stccnet.stcc.edu/faculty_staff_services/HREBOC/Pages/default.aspx	Human Resources
Other	Last Updated	Website location where policy is posted	Responsible Office or Committee

Standard 9: Integrity, Transparency, and Public Disclosure (9.2) (Transparency)	
Information	Website location and/or Relevant Publication(s)
How can inquiries be made about the institution? Where can questions be addressed?	https://www.stcc.edu/contact/
Notice of availability of publications and of audited financial statement or fair summary	https://www.stcc.edu/publicrecords/
Processes for admissions	https://www.stcc.edu/apply/
Processes for employment	https://www.stcc.edu/about-stcc/employment/
Processes for grading	https://www.stcc.edu/pay-for-college/financial-aid/policies-compliance-satisfactory-academic-progress/
Processes for grading	Academic Information - Springfield Technical Community College - Acalog ACMS™ (stcc.edu)
Processes for assessment	https://www.stcc.edu/testing/
Processes for student discipline	https://www.stcc.edu/media/departments/publications/Student-Handbook.pdf
Processes for consideration of complaints and appeals	https://www.stcc.edu/media/departments/human-resources/How-To-File-Title-IX-Complaint.pdf
List below the statements or promises made regarding program excellence, learning outcomes, success in placement, and achievements of graduates or faculty and indicate where valid documentation can be found.	
Statement/Promise	Website location and/or publication where valid documentation can be found
Degrees & Certificates STCC - Includes links to programs. Accredited Programs have job Placement, licensure pass rates, and graduation rates	https://www.stcc.edu/explore/programs/
Example: Accreditation and Program Outcomes STCC - Example - Physical Therapy - page includes link to accrediting agency.	https://www.stcc.edu/explore/programs/plas.as/accreditation-and-program-outcomes/
Career Coach - Browse Programs - includes Salary and Job Outlook information for each	https://stcc.emsic.com/browse-programs?region=Hampden%20County&radius=25%20miles
STCC Factbook - Chapter 2 includes student outcomes - grad rates	https://www.stcc.edu/media/departments/publications/Fact-Book-2019-2020.pdf
Date of last review of:	
Print publications	February, 2020
Digital publications*	Ongoing (last 301 redirect review December, 2020)** HEA disclosures/consumer info reviewed August, 2020
Please enter any explanatory notes in the box below.	
*For all web content, Marketing and the Webmaster review new requests (both from inside, and outside, marketing) and edits in their weekly standing meeting. ** 301 reviewed on quarterly basis.	

Standard 9: Integrity, Transparency, and Public Disclosure	
(Public Disclosure)	
Information	Website Location
Institutional Catalog	https://catalog.stcc.edu/index.php?catoid=22
Obligations and responsibilities of students and the institution	https://catalog.stcc.edu/content.php?catoid=22&navoid=4162
Information on admission and attendance	https://catalog.stcc.edu/content.php?catoid=22&navoid=4041#Admission_Policy
Institutional mission and objectives	https://www.stcc.edu/about-stcc/
Expected educational outcomes	https://catalog.stcc.edu/
States as public or independent institution; status as not-for-profit or for-profit; religious affiliation	https://www.stcc.edu/about-stcc/
Requirements, procedure and policies re: admissions	https://catalog.stcc.edu/content.php?catoid=21&navoid=3910#Admission_Policy
Requirements, procedure s and policies re: transfer credit	https://catalog.stcc.edu/content.php?catoid=22&navoid=4041#Transfer_Credit_Policy
A list of institutions with which the institution has an articulation agreement	https://catalog.stcc.edu/content.php?catoid=22&navoid=4041#Transfer_Credit_Policy
Student fees, charges and refund policies	https://www.stcc.edu/pay-for-college/costs/tuition-and-fees/
Rules and regulations for student conduct	https://catalog.stcc.edu/content.php?catoid=22&navoid=4042
Procedures for student appeals and complaints	https://www.stcc.edu/media/departments/publications/Student-Handbook.pdf
Procedures for student appeals and complaints	https://catalog.stcc.edu/content.php?catoid=22&navoid=4042#Student_Grievance_Procedures_-_Massachusetts_Community_Colleges
Procedures for student appeals and complaints	https://www.stcc.edu/resources/student-affairs/reporting-options/
Other information re: attending or withdrawing from the institution	https://www.stcc.edu/pay-for-college/costs/billing-information/withdrawing-and-refund-policies/
Academic programs	https://www.stcc.edu/explore/programs/
Courses currently offered	https://www.stcc.edu/explore/descriptions/
Other available educational opportunities	https://www.stcc.edu/explore/communityed/adult-basic-education/
Other available educational opportunities	https://www.stcc.edu/clep/
Other available educational opportunities	https://www.stcc.edu/explore/communityed/gateway-to-college/
Other available educational opportunities	https://www.stcc.edu/testing/hiset/
Other available educational opportunities	https://www.stcc.edu/explore/summer-programs/
Other available educational opportunities	https://www.stcc.edu/wdc/
Other available educational opportunities	https://www.stcc.edu/explore/stem/
Other available educational opportunities	https://www.stcc.edu/explore/online-learning/
Other available educational opportunities	https://www.stcc.edu/explore/honors/
Other available educational opportunities	https://www.stcc.edu/explore/communityed/ell/
Other academic policies and procedures	https://catalog.stcc.edu/content.php?catoid=22&navoid=4041#Admission_Policy
Other academic policies and procedures	https://www.stcc.edu/resources/academic-support/student-records/
Other academic policies and procedures	https://www.stcc.edu/about-stcc/consumerinfo/

Information	Website Location
Requirements for degrees and other forms of academic recognition	https://catalog.stcc.edu/content.php?catoid=21&navoid=3910#Academic_Achievement
Requirements for degrees and other forms of academic recognition	https://catalog.stcc.edu/content.php?catoid=21&navoid=3910#Graduation_Policies
List of continuing faculty, indicating department or program affiliation, degrees held, and institutions granting them	https://www.stcc.edu/about-stcc/faculty/
Names and positions of administrative officers	https://www.stcc.edu/about-stcc/office-directory/
Names, principal affiliations of governing board members	https://www.stcc.edu/publicrecords/https://www.stcc.edu/about-stcc/trustees/
Locations and programs available at branch campuses, other instructional locations, and overseas operations at which students can enroll for a degree, along with a description of programs and services available at each location	
Programs, courses, services, and personnel not available in any given academic year	
Size and characteristics of the student body	https://www.stcc.edu/about-stcc/
Description of the campus setting	https://www.stcc.edu/campus-life/
Availability of academic and other support services	https://www.stcc.edu/resources/academic-support/
Range of co-curricular and non-academic opportunities available to students	https://www.stcc.edu/explore/descriptions/thr-211
Range of co-curricular and non-academic opportunities available to students	https://www.stcc.edu/.../stcc-announces-new-leadership-positions.html
Institutional learning and physical resources from which a student can reasonably be expected to benefit	
Institutional goals for students' education	https://www.stcc.edu/about-stcc/communications-and-.../successplan/
Institutional goals for students' education	https://www.stcc.edu/media/.../STCCStudentSuccessPlan.pdf
Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate.	https://www.stcc.edu/.../institutional.../STCC-NEASC-Interim-Study-March-2016.pdf
Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate.	https://www.stcc.edu/media/.../STCCStudentSuccessPlan.pdf
Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate.	https://www.stcc.edu/explore/.../accreditation-and-program-outcomes/
Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate.	https://www.stcc.edu/explore/programs/nurs.as/licensing/
Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate.	https://www.stcc.edu/...as/program-requirements-and-advanceme
Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate.	https://www.stcc.edu/explore/programs/dhyq.as/
Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate.	https://www.stcc.edu/explore/.../accreditation-and-program-outcomes/
Total cost of education and net price, including availability of financial aid and typical length of study	https://www.stcc.edu/pay-for-college/costs/tuition-and-fees
Expected amount of student debt upon graduation and loan payment rates	
Statement about accreditation	https://www.stcc.edu/media/departments/.../Student-Handbook.pdf (page 71)

Areas of Emphasis

Request for General Approval for Distance Education

In response to the Commission's invitation to use this comprehensive evaluation as an opportunity to request general approval for distance education, the College offers the following evidence of its readiness. Specifically, this evidence demonstrates **student demand** for greater distance education opportunities, sufficient **institutional capacity and support** for quality online teaching and learning (much of this capacity developed in response to the challenges presented by the COVID-19 pandemic), and plans for **expanding and improving** the distance education programming at the College.

In the last decade the College has witnessed a significant increase in student demand for online courses. In Fall 2009, 969 students (14.3% of the student body) enrolled in an online course at STCC. However, this percentage steadily increased over the following decade. In Fall 2019, 1,760 students (or 34.7% of the student body) enrolled in at least one online course. This 20-percentage point increase, over just the last decade, suggests a need for the College to offer more online courses and degree options. Additionally, anecdotal evidence, along with college surveys, indicates a growing population of non-traditional students who are not able to attend on-campus courses due to family obligations, work obligations, or a variety of other barriers. Online degree programs offer flexibility and access to college for this growing population of students.

Because of the concerted work of our faculty and staff over the last couple of years, and with the lessons learned and challenges overcome because of the COVID-19 pandemic, the College is poised to offer students an equitable experience online. Since March 2020, STCC has moved the majority of its course offerings to fully online as detailed above in this report's Institutional Overview section. To accomplish this move, the institution drew upon the work started with the creation of the Center for Online and Digital Learning (CODL) in 2018. Today, all faculty at STCC—adjunct, part-time and full-time—who wish to teach a particular course online for the first time must participate in an extensive Online Development Program (ODP) training program to ensure that they are qualified and prepared to deliver quality instruction in the online modality. Since the College has made the ODP a mandatory requirement, the majority of our faculty have completed it. To date, more than 85% of full-time faculty have taken the training at least once. In addition, about 40% have been through it more than once, and subsequent trainings provide faculty with more advanced skills.

To accomplish the work of the CODL, the College has three instructional designers (a 1:40 ratio for full-time faculty), each with advanced degrees and considerable experience in the area of online learning (more details about their work can be found in Standard 6). The instructional designers were previously employed at Universities (UMass Amherst and Bay Path University) with well-established and highly-respected online learning programs. The newest hire specializes in accessibility and inclusion in online teaching and has been advancing this agenda, including supporting the integration of *Blackboard Ally*, a tool which assesses the extent to which online courses are accessible, into all online courses. In addition to these three instructional designers, a learning management system (LMS) administrator was hired in 2018 to work with faculty and students and to handle the technical issues of our LMS, *Blackboard*, as part of the CODL (an additional half-time LMS administrator support was added in April 2020).

Additionally, STCC has invested in software to improve the functionality of its online experience for students and faculty. In 2018, STCC contracted with Ellucian to provide an Intelligent Learning Platform, which enables the College to auto-enroll students in online courses and to seamlessly import grades into our Student Information System from *Blackboard* (all of the College's online students utilize Blackboard). The work of integration began during the spring of 2019 with an initial roll-out of the product for our Summer II term. This was a collaborative project between Academic Affairs, the CODL, and the College's Information Technology department. Since our fall 2019 term, students in online, hybrid, and web-assisted courses have been enrolled through this integration.

Even though STCC had some infrastructure to support online students previously, this past spring and fall has significantly strengthened our ability to support students online. Prior to COVID-19, the College had little infrastructure for online academic support services beyond a 24/7 online tutoring service. Before COVID-19, most other support services were available on a walk-in basis, but services offered through certain offices (for example, the STEM Center, Student Success Center, and the Writing Center) required appointments. During the pandemic, these offices expanded their access to online students by offering virtual "walk-in" services. The Writing Center used web conferencing technology (Zoom) to create a standard waiting room with a host. Students seeking assistance were then paired with writing tutors as they became available. Soon after, the STEM Center followed this model. The TRIO Office now services students through online appointments. These changes will become a part of each service indefinitely to support our online students.

When offices on campus, such as Admissions, Financial Aid, and the IT Helpdesk went remote due to COVID-19, they were no longer able to respond to students' needs in the manner to which they were accustomed. Prior to COVID-19, Academic Advising, and to a lesser extent, the Health and Wellness Center, had been using a "Chat Now!" feature as a way to communicate with students. Other departments adopted this technology, allowing students to interact "real-time" with these offices and have their questions, concerns, and issues addressed. Additionally, the College contracted with an e-forms vendor to provide students and the public access to forms that can be completed, signed and submitted digitally.

The college has also been developing additional supports for the students who were challenged by the unexpected move to online learning. STCC has offered Blackboard orientations to students every semester. Until the summer of 2020 these orientations had been conducted in-person. In Summer 2020, STCC piloted an online asynchronous Blackboard orientation for students. This online orientation to Blackboard was developed by one of our instructional designers in collaboration with a work-study student to be able to have a student perspective. To continue to support students, in addition to the initial online webinar, all students are now automatically included in the Blackboard Orientation Course and have access to it throughout the semester to help with any questions they might have about online learning or Blackboard tools. Further, starting in spring 2021, students are able to receive on-demand support for Blackboard. Student workers are available on "Chat Now" to assist students with their issues.

As part of our reflection on the success of sustainable online programs, the College included several action steps for online learning in its Academic Plan. Notably, two of these action items support success of students in distance education, as they address the quality of course offerings at STCC. One, developing a culture of "course refresh" at the College is necessary to ensure that faculty continually reflect upon the current best practices of online learning and receive ongoing professional development on updating and improving their courses periodically. The second action item, building ADA compliance and accessibility checks into our online courses, is well underway, leveraging one instructional designer's expertise in accessibility. During fall 2020, faculty alumni of the ODP also took part in professional development on accessibility and inclusion in their online courses. Building ADA compliance and accessibility into online courses will ensure more equitable outcomes for all students, not just those with disabilities, in online courses.

Currently, STCC offers 2 fully online programs (in its Business department), and 22 degree/certificate programs that can be completed 50% or more online. With the move to the majority of courses being fully online due to COVID-19 (in line with the Commission's approval of the College's distance education expedited review report), many of these twenty-two programs could easily be transitioned to 100% online if general approval was granted. To support this point, in preparation for the academic terms from Summer 2020 to Spring 2021, the instructional designers have assisted roughly 200 full and part time faculty in developing approximately 650 lab and lecture courses for the College. Due to the pandemic, the complete 2020-2021 Academic Year has been offered in mostly online modality. As such, the courses for many programs will have been offered online at least once by the time the Commission considers this request.

The College has been considering ways to determine the efficacy of its online courses and its online programs. Prior to COVID-19, the outcomes for courses taught in-person were similar to those taught online. In the fall of 2019, the ABC (C- or higher) rate for in-person courses was 80%, while the ABC rate for distance courses was 76%.

In addition, we are planning to expand the current institutional assessment of our core competencies to allow us to disaggregate by course modality since we have more online offerings and, therefore, more students taking online courses. This increase in online students will allow us to acquire more student artifacts from this modality and determine if there are differences in outcomes for students based on course modality. For example, the table below presents data from 2018, in which we assessed written communication. The number of artifacts from students who were in a distance course was small and so the results are not generalizable, but it does show similar outcomes for student who are in a distance course versus those who are not. With more courses being taught through distance modalities, the College will be able to further unpack its student learning outcome data to improve the quality of the online learning experience.

Written Communication Skills (LEAP Rubric from AAC&U)	Students Not In A Distance Course n = 242	Students in a Distance Course n = 37	Grand Total n = 279
Context of and Purpose for Writing	2.62	2.68	2.62
Content Development	2.48	2.41	2.47
Genre and Disciplinary Conventions	2.33	2.26	2.33
Sources and Evidence	2.22	2.11	2.20
Control of Syntax and Mechanics	2.39	2.41	2.39

Furthermore, to ensure equity of outcomes among all learning modalities, the College will continue to review additional data, such as data gleaned from our Graduating Student Survey and the Community College Survey of Student Engagement (CCSSE), to ensure that students in online programs have similar outcomes for success. This data-driven approach will ensure that the achievement of students in distance courses is comparable to that of students in onsite classes.

Springfield Technical Community College is the only technical community college in the state of Massachusetts, and its mission is the cornerstone for all decisions and changes made as we continue to meet the needs of our students and the larger community. Given its technical nature, the College aspires to remain on the cutting edge of online learning, broaden teaching modalities to reach the local community, as well as students from across the Commonwealth and across state lines. The College will be positioned to provide even more transformative educational opportunities, to wider audiences, if given the authority to offer more online programming. These include students with disabilities, transportation barriers, full-time jobs, or countless other responsibilities that impede their ability to achieve a college degree in the traditional way. STCC can eliminate some of these barriers by offering more online degree programs and certificates in a methodical and carefully-planned fashion.

Appendices

Appendix A:
Affirmation of Compliance with federal
requirements of Title IV

Appendix B:
E-Series forms on Student Achievement
and Success

Appendix C:
Most recent audited financial statements
and Auditor's management letter

Appendix D:
List of supporting documents available
in the workroom or provided electronically

Appendix E:
Updated/Additional Data First Forms

Appendix A

Affirmation of Compliance with federal
requirements of Title IV



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

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

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

URL	https://catalog.stcc.edu/content.php?catoid=22&navoid=4041#Transfer_Credit_Policy
Print Publications	none
Self-study/Fifth-year Report Page Reference	42, 46, 134, 141

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

URL	https://www.stcc.edu/about-stcc/consumerinfo/student-complaints/
Print Publications	none
Self-study/Fifth-year Report Page Reference	133, 134, 136, 139, 140, 141

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

Method(s) used for verification	Password protected learning management system; SafeAssign
Self-study/Fifth-year Report Page Reference	44,64

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

URL	https://www.stcc.edu/about-stcc/accreditation/
Print Publications	Springfield Republican, El Pueblo Latino, BusinessWest, The Reminder, West Springfield Record, Westfield News, Chicopee Register.
Self-study Page Reference	3

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

Chief Executive Officer: John B. Cook

Date: February 11, 2021

Appendix B

E-Series forms on Student Achievement and Success

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
At the institutional level:	https://www.stcc.edu/about-stcc/	Each summer a committee of faculty looks at one, sometimes more than one, core competency of the college. This Core Competencies Assessment Team (CCAT) scores student artifacts from across the college using a LEAP rubric.	College faculty on the CCAT interprets findings and suggests actions to work on during the academic year.	Last year the CCAT faculty recommended that an emphasis be placed on increasing our student's ability to use evidence and data to support their ideas. This became the basis for the fall's faculty professional development day and for a series of workshops to assist faculty as they try to increase the practice of this skill within their classes.	2019, COVID-19 prevented 2020 assessment
For general education if an undergraduate institution:	https://www.stcc.edu/about-stcc/	Each summer a committee of faculty looks at one, sometimes more than one, core competency of the college. This Core Competencies Assessment Team (CCAT) scores student artifacts from across the college using a LEAP rubric.	College faculty on the CCAT interprets findings and suggests actions to work on during the academic year.	Last year the CCAT faculty recommended that an emphasis be placed on increasing our student's ability to use evidence and data to support their ideas. This became the basis for the fall's faculty professional development day and for a series of workshops to assist faculty as they try to increase the practice of this skill within their classes.	2019, COVID-19 prevented 2020 assessment
List each degree program:					
Applied Psychology - APSY.AA	Catalog Department Annual Report Curriculum Sheets	1. Transfer rates; 2. Success in the Practicum; i.e. feed-back from the receiving agencies; 3. Since this is a program that utilizes both fulltime and adjunct faculty from an interdisciplinary approach, I must rely on their grading systems. I encourage each student to receive a C or better in all courses. I am concerned whenever they receive a C- or below.	Since this is the first academic year the program has been implemented, the plan is for annual evaluations by program chair (Eric S. Brown) and practicum coordinator (Sarah McIntyre) to ensure the student's needs are being met and that s/he is following the program's matrix. We do our best to capture each student as s/he enters the program to plan an individual course path that is aligned with the student interests as well as future aspirations.	This is a very new program and, as such, no-one has yet to graduate from it. Once students have begun to receive their degrees, we will evaluate and calculate if changes need to occur. We will take into consideration exit interviews as well as feedback from various agencies in which students were placed.	Due to complete 2022-2023
Architectural Design - ARCH.COC	Course Syllabi	Students who show success of the ARCH.COC certificate outcomes look like; students who produce architectural drawings with precise accuracy using design software built into the curriculum. Students demonstrates an understanding of building forms, passive solar energy and environmental concerns using semester projects with architectural drawings and building models. Public speaking is achieved through project review and peer review.	Students who show success of the ARCH.COC certificate outcomes look like; students who produce architectural drawings with precise accuracy using design software built into the curriculum. Students demonstrates an understanding of building forms, passive solar energy and environmental concerns using semester projects with architectural drawings and building models. Public speaking is achieved through project review and peer review.	Changes to the ARCH.COC certificate curriculum have taken place through weekly lessons to bring the most current technical knowledge to the students while preserving the course outcomes. Meetings with advisory boards and transfer universities are used to bring new courses to the architectural study to prepare students for further education in architecture.	2020-2021
Architecture and Building Technology - ARBT.AS	Course Syllabi https://www.stcc.edu/explore/programs/arbt.as/program-goals/	Students who show success of the ARBT.AS degree outcomes look like; students who produce architectural drawings with precise accuracy using design software built into the curriculum.	Those interpreting the objectives being meet are; faculty on staff who hold; Mass Architect license, Mass Construction supervisor, architectural	Changes to the ARBT.AS degree curriculum have taken place through weekly lessons to bring the most current technical knowledge to the students while preserving the course outcomes. Meetings	2020-2021

		Students demonstrates an understanding of building forms, passive solar energy and environmental concerns using semester projects with architectural drawings and building models. Portfolio review is used for transfer students going into architectural related degrees, with acceptance. Public speaking is achieved through project review and peer review.	designers. Presentations are viewed by staff and outside guest from the industry.	with advisory boards and transfer universities are used to bring new courses to the architectural study to prepare students for further education in architecture.	
Art - FINE.AA	Catalog Curriculum Sheets Program Brochure https://www.stcc.edu/explore/programs/fine.aa/program-objectives/	Assignments, assessment of work in the student show each semester	Annual review of student artwork by department chair, in program review	Curriculum changes (ongoing based on program review and MassTransfer meetings) Program learning outcomes revised (based on program review) Assignment Changes at the course level (based on all data collected)	2018-2019
Biology Transfer - BIOL.AS	Catalog Program Brochure https://www.stcc.edu/explore/programs/biol.as/program-goals/	Transfer Rate. Most of the students who graduated from the program had transferred to a 4-year colleges/universities.	Currently, there is no plan to track those students who transferred to a 4-year colleges/university. We are hoping to come up with a plan to track those students.	No changes have been made as the result of the data. That does not mean that our program did not change. We are constantly tweaking our program. These changes are the results of changes made at the 4-year colleges and universities especially UMASS. Last year, we changed our program to match the Commonwealth Commitment guidelines.	Due to complete 2021-2022
Building Automation - ESBA.AS	Catalog Course Syllabi Program Brochure	All students take one or two professional licensing tests while here, though Building Automation does not (yet) have its own specific test. One is in development.	We discuss the progressand hirings...at the department meetings	Both the labs for EST 200/201 and the labs for EST 102 and 103 are adjusted based on both industry needs and developments, as well as current group strengths and weaknesses. More wiring is the watchword this year. And EST 207 has added new controllers and networked them in that lab (and covered the new equipment in class).	Due to complete 2021-2022
Building Construction Management - BCMT.COC	Course Syllabi	Students who show success after completion of the BCMT.COC certificate outcomes look like; students who produce accurate construction estimates through semester projects, this student understands building codes by producing architectural drawings and written documents through courses. Public speaking is achieved through project review and peer review. Advancement in career through training of management courses.	Those interpreting the objectives being meet are; faculty on staff who hold; Mass Architect license, Mass Construction supervisor, architectural designers. Presentations are viewed by staff and outside guest from the industry.	Changes to the BCMT.COC certificate curriculum have taken place through weekly lessons to bring the most current technical knowledge to the students while preserving the course outcomes. Meetings with advisory boards are used to bring new content to existing course materials.	2020-2021
Building Construction Management - PMGT.AS	Course Syllabi	Students who show success after completion of the PMGT.AS degree outcomes look like; students who produce architectural drawings with precise accuracy using design software built into the curriculum, students who produce accurate construction estimates through semester projects, this student understands building codes by producing architectural drawings and written documents through courses. Students demonstrates an understanding of building forms, passive solar energy and environmental concerns using semester projects with architectural drawings and building models. Public speaking is	Those interpreting the objectives being meet are; faculty on staff who hold; Mass Architect license, Mass Construction supervisor, architectural designers. Presentations are viewed by staff and outside guest from the industry.	Changes to the PMGT.AS degree curriculum have taken place through weekly lessons to bring the most current technical knowledge to the students while preserving the course outcomes and new Capstone building construction management course through curriculum committee to focus on a sustainable development of residential houses through the design phase, estimating, scheduling and managing a construction project. Meetings with advisory boards are used to bring new content to existing course materials.	2020-2021

		achieved through project review and peer review. Advancement in career through training of management courses.			
Business - BUSN.AS	Curriculum Sheets Self-Study Reports https://www.stcc.edu/explore/programs/business.as/program-goals/	Assessment for this program are only beginning in Fall 2020 for the Spring 2020 semester. Rubrics are in the early stages of development. As of this date of writing it has not been determined the methods (direct or indirect) nor has the detail (assignments, survey, exams etc.) been determined. ABC rates, Transfer rates, graduate exit survey will all be anecdotal.	Business department faculty will interpret the evidence. As of this writing the process has not been determined.	As of this writing there have not been changes or adjustments to curricula, courses, assignments, alignments with core competencies, or revisions to learning outcomes as the business department is in the beginning stages of this process.	2018-2019
Business Transfer - BTCM.AS	Curriculum Sheets Self-Study Reports https://www.stcc.edu/explore/programs/btcm.as/program-goals/	Assessment for this program are only beginning in Fall 2020 for the Spring 2020 semester. Rubrics are in the early stages of development. As of this date of writing it has not been determined the methods (direct or indirect) nor has the detail (assignments, survey, exams etc.) been determined. ABC rates, Transfer rates, graduate exit survey will all be anecdotal.	Business department faculty will interpret the evidence. As of this writing the process has not been determined.	As of this writing there have not been changes or adjustments to curricula, courses, assignments, alignments with core competencies, or revisions to learning outcomes as the business department is in the beginning stages of this process.	2018-2019
CAD/CAM - CADM.COC	Catalog Course Syllabi Program Brochure	Within the department test, rubrics, term papers, exams, internship responses from employers are used.	The faculty interprets the evidence	Course content is revised based on student results or if another matrix is discovered to check that competency. Other times methods of delivering that that competency are changed.	2020-2021
Chemistry Transfer - CHEM.AS	Catalog Program Brochure https://www.stcc.edu/explore/programs/chem.as/program-goals/	Transfer Rate. Most of the students who graduated from the program had transferred to a 4-year colleges/universities.	Currently, there is no plan to track those students who transferred to a 4-year colleges/university. We are hoping to come up with a plan to track those students.	No changes have been made as the result of the data. That does not mean that our program did not change. We are constantly tweaking our program. These changes are the results of changes made at the 4-year colleges and universities especially UMASS. Last year, we changed our program to match the Commonwealth Commitment guidelines.	Due to complete 2021-2022
Child Development Associate Plus - CDA.COC	Catalog Course Syllabi	Practicum, portfolio review, CDA exam success rate	Program faculty; Council for Professional Recognition	Course revisions were made to reflect the expectations of the CDA	Due to complete 2023-2024
Clerical Office Assistant - CLER.CRT	Course Syllabi Curriculum Sheets Program Brochure https://www.stcc.edu/explore/programs/cler.crt/program-goals/	The Learning Outcomes are determined by the course content, course assignments, projects, and tests. Some course include a course portfolio where students maintain artifacts of their work throughout the course. Many OIT courses are designed to reflect the realistic workplace documents and procedures conducted in an office environment. The Advisor Board assists in providing up-to-date workplace skills needed to be successful. They also offer course adjustments, recommendations, and tweaking.	The course professors request the appropriate material to be included as evidence and interprets what will collected and archived for future review. The evidence is cleared of any original owner and is reviewed as samples, evidence, and related to how the office is evolving and changing over time.	Based on the Advisory Boards recommendations and suggestions as well as the evidence the students have submitted through the courses, the curriculum is adjusted, adapted, and modified to meet the needs of current employers in the community. The OIT-140 Career Preparation and Soft Skills was originally a one credit course, but after many conversations with the Advisory Board and the student work completion time allowed in the course, it has been changed to a three credit course. The students are able to enhance their soft skills, share more discussion time, and create concrete personal CV documents. The outcomes will be more advantageous for both the students and the prospective employers.	2019-2020

CNC Operations - CNCO.COC	Course Syllabi Curriculum Sheets	Within the department test, rubrics, term papers, exams, internship responses from employers are used.	The faculty interprets the evidence	Course content is revised based on student results or if another matrix is discovered to check that competency. Other times methods of delivering that that competency are changed.	2020-2021
Communication and Digital Media Transfer - CDMT.AS	Catalog Course Syllabi Curriculum Sheets Self-Study Reports Program Brochure	This degree is in its third year and we are just now getting data. It is a transfer degree and therefore measuring on students enrolling at a participating A2B college.	Discussed as a department in meetings.	None to date	2019-2020
Computer & IT Security - CITS.AS	Catalog Course Syllabi Self-Study Reports https://www.stcc.edu/explore/programs/cits.as/program-goals/	Besides GPA and Degree/Program completion we can find data/evidence that are graduates have met the outcomes by any or all of these elements: procuring an IT job, earning a recognized IT Industry certifications or transferring to a 4 years institution of higher learning. Internships for current students such at companies such as Big Y and Massachusetts Green High Performance Computing Center, MGHPCC, and Tech Foundry are indicative of student progress towards meeting the learning outcomes. In this major a final Penetration Test report is compiled in the CIT-252 Advanced Security Topics course.	CIT interprets the evidence by feedback from graduates that is gathered either from email, Linked In connections and/or the CIT Departmental Facebook group comprised of existing students and graduates. Any findings are shared with the CIT Team Members during Departmental Meetings as well at the annual Advisory Board Meetings. For current student the Internship evaluation forms can be used.	Several changes have been made over the three years to keep this major current. This includes: -Changing CIT-110/110L C# Programming from the required coding class to CIT-115/115L Programming class. We found through research of emerging trends and from our Advisory Panel that Python was a better fit to teach coding concepts to Security Majors than C#. -We added the CIT-201/201L Database and Security class as an elective to this major to expose the students to the concept of data asset protection. -We are planning for the 2020-2021 Academic year to rename the three Networking classes to match industry trends: CIT-160 Networking Foundations, CIT-161 Networking Infrastructure and CIT-162 Routing and Switching. -We are planning to merge CIT-121 Windows 2 with a focus on Window's Active Directory into the CIT-161 Networking Infrastructure class and making it a 4 credit class.	2019-2020
Computer and IT Security - CITS.COC	Catalog Course Syllabi Self-Study Reports	Besides GPA and Degree/Program completion we can find data/evidence that are graduates have met the outcomes by any or all of these elements: procuring an IT job, earning a recognized IT Industry certifications or transferring to a 4 years institution of higher learning. Internships for current students such at companies such as Big Y and Massachusetts Green High Performance Computing Center, MGHPCC, and Tech Foundry are indicative of student progress towards meeting the learning outcomes. In this major a final Penetration Test report is compiled in the CIT-252 Advanced Security Topics course.	CIT interprets the evidence by feedback from graduates that is gathered either from email, Linked In connections and/or the CIT Departmental Facebook group comprised of existing students and graduates. Any findings are shared with the CIT Team Members during Departmental Meetings as well at the annual Advisory Board Meetings. For current student the Internship evaluation forms can be used. Any findings are shared with the CIT Team Members during Departmental Meetings as well at the annual Advisory Board Meetings.	Several changes have been made over the three years to keep this major current. This includes: -We added the CIT-201/201L Database and Security class as an elective to this major to expose the students to the concept of data asset protection. -We are planning for the 2020-2021 Academic year to rename the three Networking classes to match industry trends: CIT-160 Networking Foundations, CIT-161 Networking Infrastructure and CIT-162 Routing and Switching. -We are planning to merge CIT-121 Windows 2 with a focus on Window's Active Directory into the CIT-161 Networking Infrastructure class and making it a 4 credit class.	2019-2020

Computer Science Transfer - CSCI.AS	Catalog Program Brochure https://www.stcc.edu/explore/programs/csci.as/program-goals/	Transfer Rate. Most of the students who graduated from the program had transferred to a 4-year colleges/universities.	Currently, there is no plan to track those students who transferred to a 4-year colleges/university. We are hoping to come up with a plan to track those students.	No changes have been made as the result of the data. That does not mean that our program did not change. We are constantly tweaking our program. These changes are the results of changes made at the 4-year colleges and universities especially UMASS. Last year, we changed our program to match the Commonwealth Commitment guidelines.	Due to complete 2021-2022
Computer Systems Engineering Tech - CSET.AS	Catalog https://www.stcc.edu/explore/programs/cset.as/program-goals/ https://cset.stcc.edu/cset-slo.html	The Computer Systems Engineering Technology (CSET) Associates degree and Certificate programs have courses that closely align to industry certifications. We make it a point to keep the program up to date and to make it easier for students to earn a degree and to pursue industry certifications at the same time. Although we cannot require the students to take the certification exams a fair number take and pass the certification exams. We use electronics courseware which often includes practice certification exams. Many students perform well on these exams.	The members of the department review the skill sets graduates should have with the industrial advisory board. Additionally, we make it a point to follow up with graduates to interview them on their education and professional journey. The faculty review the annual salary surveys to determine the suitability of the curriculum to prepare students to enter the workforce. We are also members of the Cisco Networking Academy, the VMWare IT Academy, the Red Hat Linux Academy, the EMC Academic Alliance, and the AWS Academic program. Each of these industry leaders provide resources to determine the direction of the industry.	We use a rolling update policy to incrementally improve the curriculum by increasing technologies that are in demand while at the same time depreciating technologies that are less in demand. This keeps the program relevant to the skills that are in demand by industry.	2018-2019
Computer Systems Engineering Tech - CSET.COC	https://cset.stcc.edu/cset-slo.html	The Computer Systems Engineering Technology (CSET) Associates degree and Certificate programs have courses that closely align to industry certifications. We make it a point to keep the program up to date and to make it easier for students to earn a degree and to pursue industry certifications at the same time. Although we cannot require the students to take the certification exams a fair number take and pass the certification exams. We use electronics courseware which often includes practice certification exams. Many students perform well on these exams.	The members of the department review the skill sets graduates should have with the industrial advisory board. Additionally, we make it a point to follow up with graduates to interview them on their education and professional journey. The faculty review the annual salary surveys to determine the suitability of the curriculum to prepare students to enter the workforce. We are also members of the Cisco Networking Academy, the VMWare IT Academy, the Red Hat Linux Academy, the EMC Academic Alliance, and the AWS Academic program. Each of these industry leaders provide resources to determine the direction of the industry.	We use a rolling update policy to incrementally improve the curriculum by increasing technologies that are in demand while at the same time depreciating technologies that are less in demand. This keeps the program relevant to the skills that are in demand by industry.	2018-2019
Criminal Justice - LECJ.AS	Catalog Course Syllabi https://www.stcc.edu/explore/programs/lecj.as/program-goals/	Assignments and exams	Faculty at Department Meetings	Scheduling of classes	2020-2021
Criminal Justice - LECJ.COC	Course Syllabi	Assignments and exams.	Faculty meet often to discuss how students are achieving in their classes.	Maybe a different text will be considered. But no other changes.	2020-2021
Criminal Justice Transfer - CRJT.AS	Course Syllabi	Assignments and exams.	Department faculty meet often to discuss how students are doing in general with a particular class.	We may use a different textbook, supplemental materials. We have not changed curricula nor course revisions.	2020-2021
Digital Photography - DPHO.AS	Curriculum Sheets	We have found that our current curriculum is generally effective as it enables our students to be successful in their careers. We were told by employers that they find our students to be well-	Program faculty conduct reviews by first ensuring that students are meeting the course objectives, as required by employers in the industry. At each department meeting, feedback is given on student	In our industry, we keep current with industry trends. This forces us to re-evaluate our courses and curriculum to ensure that we are addressing those needs. As such, we have dropped courses	2019-2020

		<p>trained and current in their field. Former students that have gone on to 4-year colleges have told us that many of our courses are more advanced than their 4-year college's courses.</p> <p>Based upon information from key advisory board members and local employers, we believe that our curriculum covers everything needed to make students successful in their careers and to transfer to 4-year degree institutions. GAT faculty has been discussing assessment methodology. A capstone course with a portfolio review is currently under serious consideration in both graphic design and photography areas. This would ensure that our students are meeting the program objectives prior to graduation, with assessment conducted on a yearly basis. If it is found that they are not meeting the SLOs, an investigation shall be conducted to determine whether isolated incidents have occurred or whether there are systemic issues in the programs.</p>	<p>performance and the demonstration of that knowledge in both written and practical testing. Feedback is also obtained through our Advisory Board meetings, as well as by contact with former students that are presently working in the field.</p>	<p>(GAT-220, GAT-222, and GAT-261) from the program, and instituted new ones (GAT-140, GAT-141, and a GAT/DMP elective) in their place. In addition, the photography program has moved to include a new Social Media Strategy and Design Certificate of Completion (COC) in its offerings (will be going before the Curriculum Committee for review during March 2020). Two new courses that were written for the new COC will now be required in the Photography degree option. Two of the new COC courses will also be coming from the Digital Media Production department (DMP-110 and DMP-252) as well as adding a marketing course (MKT-101). The reason for this new program and curriculum changes for the photography program are due to the way professional photographers work, as many are working as freelancers and must market their business. The job market is very strong for students with a social media, photography, and graphic design background.</p>	
Digital Photography - DPHO.COC	Curriculum Sheets	<p>We have found that our current curriculum is generally effective as it enables our students to be successful in their careers. We were told by employers that they find our students to be well-trained and current in their field. Former students that have gone on to 4-year colleges have told us that many of our courses are more advanced than their 4-year college's courses.</p> <p>Based upon information from key advisory board members and local employers, we believe that our curriculum covers everything needed to make students successful in their careers and to transfer to 4-year degree institutions. GAT faculty has been discussing assessment methodology. A capstone course with a portfolio review is currently under serious consideration in both graphic design and photography areas. This would ensure that our students are meeting the program objectives prior to graduation, with assessment conducted on a yearly basis. If it is found that they are not meeting the SLOs, an investigation shall be conducted to determine whether isolated incidents have occurred or whether there are systemic issues in the programs.</p>	<p>Program faculty conduct reviews by first ensuring that students are meeting the course objectives, as required by employers in the industry. At each department meeting, feedback is given on student performance and the demonstration of that knowledge in both written and practical testing. Feedback is also obtained through our Advisory Board meetings, as well as by contact with former students that are presently working in the field.</p>	<p>The Digital Photography COC is very strong. The one-year program contains all the photography shooting courses as well as the digital imaging courses found in the Digital Photography degree option. The only change in the works is to remove DMP-102 (Internet Multimedia) and replace it with a GAT elective that will give our COC students an option to take any GAT course in the department.</p>	2019-2020
Early Childhood Education Transfer - ECTR.AS	Catalog Course Syllabi Department Annual Report Self-Study Reports https://www.stec.edu/explore/programs/ectr.as/program-goals/	Student teaching Practicum	Program faculty	Curriculum changes have been made during the past several months to better reflect the expectations in the field, as well as streamline the student experience in the program.	2018-2019

<p>Electrical Engineering Technology - ELEC.AS</p>	<p>https://www.stcc.edu/explore/programs/elect.as/educational-program-objectives/ https://cset.stcc.edu/elec-slo.html</p>	<p>There is a capstone course in the A.S. degree program, EET-265 Advanced Automation which consists of a one hour (per week) lecture and six hours (per week) lab. The students work on a team project (or projects depending upon the semester) and are required to use any of the skills taught in the curriculum and often have to do additional research to implement components and/or technology that was not fully covered in our curriculum. They have to collaborate to write a team report as well as work as a team to put on a presentation of their project to the E.E.T. Advisory Board, with each student explaining their tasks in the completion of the project.</p> <p>But the best verification that graduates possess the skills needed is exhibited in one of two ways. First, when an employer who previously hired one of our students comes back looking for more a year, two or more later, that confirms that our students have the skills needed. Second, is by talking with recent graduates to learn which skills they use in their job and which “new” skills might we wish to include in our curriculum.</p>	<p>Per the recommendations of our Advisory Board, as Department Chairman, I did most of the review in the process, but the overall process and ultimate implementations & changes have always been done with the input and recommendations of full-time and adjunct faculty in our department.</p>	<p>Recently, there have been very few changes because, quite frankly, our content is about as good as it can get under the constraints of keeping total degree credits under 70. Since I’ve been Department Chair of the EET department (Fall of 2011), I have implemented several changes as a result of the input from our Advisory Board members.</p> <p>One addition was including a course in fourth semester, EET-255 Advanced Topics in E.E.T./Automation, which allows the discussion and study of topics which aren’t covered, or aren’t covered in as much detail as we’d like in other courses due to time constraints. This course allows the department to give our students a fundamental knowledge to technology that is on the forefront of modern automation (such as Industry 4.0, IIoT (Industrial Internet of Things), LEAN/ Six Sigma, Industrial Networking).</p> <p>Another change was to add a second PLC course into the curriculum as Advisory Board input indicated that more experience with PLCs, as well as incorporating HMI (Human-machine interfaces, basically touch-screens) displays in PLC control systems.</p> <p>One more change was the addition of three one-credit module courses: EET-104 Safety & Health in Industry, EET-105 Technical Diagrams for Automation, and EET-106 Developing Troubleshooting skills. These were a direct result of recommendations that our students be skilled in basic Safety issues, more exposure of schematic diagrams, and the skills needed to develop troubleshooting skills.</p> <p>There have been a few other minor tweaks suggested by our Advisory Board such as English course recommendations and GenEd suggestions, which have also been implemented.</p> <p>There have not been any recent curriculum suggestions by our Advisory Board, which indicates that our ELEC.AS curriculum is meeting their needs. Comments by recent employed grads invited to the Advisory Board meetings also echo that the broad scope of material presented by our ELEC.AS curriculum prepared them for a wide variety of potential careers in Electrical Engineering Technology.</p>	<p>2020-2021</p>
<p>Electrical/ Robotics Technology – EROB.COC</p>	<p>https://cset.stcc.edu/elec-slo.html</p>	<p>Certificate students don’t have the advantage of a capstone course. Truthfully, the majority of students who earn the Certificate of Completion continue with their studies in our ELEC.AS program. Several of the EROB.COC graduates have sought and achieved employment in the field, but they are generally hired in lower-skilled jobs (such as assembler) then a technician who earned their Associate Degree. The main focus</p>	<p>Per the recommendations of our Advisory Board, as Department Chairman, I did most of the review in the process, but the overall process and ultimate implementations & changes have always been done with the input and recommendations of full-time and adjunct faculty in our department.</p>	<p>As a result of suggestions of the E.E.T. Advisory Board, the EET-104/5/6 courses on Safety, Technical Diagrams and Troubleshooting, were developed and implemented. As a result of adding a second PLCs course to the ELEC.AS program required that the first PLC course be brought into the second semester from the third semester. In this manner, EROB.COC students now had exposure to PLC programming and</p>	<p>2020-2021</p>

		of the Advisory Board meeting on curriculum is on that of the Associate Degree. However, changes in the .AS degree also led to corresponding changes in the .COC program. As mentioned, the majority of EROB.COC student continue on to their A.S. degree, but of those who do not the usual reason is lack of time or money to commit to an A.S. degree at this time. I have had some students return to complete their ELEC.AS degree a few years after earning the EROB.COC.		concepts. We also removed English and Math from the EROB.COC so that the Certificate students could maximize their studies in technical content.	
Energy Systems Technology - ENGY.AS	Catalog Course Syllabi Program Brochure https://www.stcc.edu/explore/programs/engy.as/program-goals/	All students attempt 1-2 professional license exams while here. Last year, for example 30 of 31 achieved EPA 608 Refrigerant Handling Universal Certification. Mass Oil Certification is scattered throughout the year, but on a quick check, the last 7 students have passed that.	Department meetings	In both the EST 100/101 and the EST 102/103, new codes and test questions have been covered. In EST 200/201, the EPA revised the code (and test) extensively last year....those changes are covered in great detail.	Due to complete 2021-2022
Engineering Transfer - ENGR.AS	Catalog Program Brochure https://www.stcc.edu/explore/programs/engr.as/program-goals/	Transfer Rate. Most of the students who graduated from the program had transferred to a 4-year colleges/universities.	Currently, there is no plan to track those students who transferred to a 4-year colleges/university. We are hoping to come up with a plan to track those students.	No changes have been made as the result of the data. That does not mean that our program did not change. We are constantly tweaking our program. These changes are the results of changes made at the 4-year colleges and universities especially UMASS. Currently, we are awaiting the decision on the Commonwealth Commitment agreement which has been in the work for the past 2 years.	Due to complete 2021-2022
English Communication and Professional Writing Transfer - ENGL.AA	Catalog https://www.stcc.edu/explore/programs/engl.aa/	We do not have any non-grade metrics for program outcomes. As a general studies option, the program is not intended to offer specialized training to the degree that a capstone would be necessary or practical. Coursework focuses on each of the outcomes in separate courses; however, they are not assessed as an aggregate skillset.	Each year, the department selects a learning outcome and collect artifacts to complete an analysis. Those findings would inform further curriculum development and refinement.	N/A since new program.	Due to complete 2022-2023
Fire Investigation Transfer - FITR.AS	Catalog Course Syllabi	In each of the Fire courses students are required to pass the final exam and in most of the fire classes also do a project at the end of the semester. The program is FESHE (Fire Emergency Services Higher Education) approved. All the courses share student learning outcomes, catalog descriptions, outlines and text recommendations that provide a national core of knowledge and competencies. These course outlines share common content through FESHE's partnership with textbook publishers who write textbooks and faculty supplements that support them.	The department has annual advisory board meetings and also the faculty have departmental meetings on a regular basis. We have regular meetings with University of New Haven's Fire program to review how transfer students are progressing. The department is FESHE approved program which is required to abide by a national curriculum of Fire and EMS courses.	N/A since new program.	Due to complete 2022-2023

Fire Protection and Safety Technology - FIRE.AS	Catalog Course Syllabi	In each of the Fire courses students are required to pass the final exam and in most of the fire classes also do a project at the end of the semester.	The department has annual advisory board meetings and also the faculty have departmental meetings on a regular basis. The department is in the process of being reviewed by FEMA to have the program be FESHE certified.	We have added an Advanced Fire Investigation class, we are in the process of changing the curriculum to reflect the FESHE competencies,	Due to complete 2022-2023
Fire Science Technology - FIRE.COC	Catalog Course Syllabi	In all of the Fire classes students must pass the final exam and in most of the classes also submit a final student project.	The program is currently undergoing the process to have the curriculum FESHE certified.	The curriculum is being changed to reflect the FESHE standards.	Due to complete 2022-2023
General Studies - LTGS.AA	Curriculum Sheets https://www.stcc.edu/explore/programs/ltgs.aa/program-goals/	In the past, we have relied on graduation numbers, graduate exit surveys (which are not mandatory) to determine if the program goals have been met. Because LTGS at STCC includes a number of MassTransfer pathways and classes from virtually all parts of the campus, it has proven difficult to create a capstone, portfolio or similar. It is also proving difficult to assess program artifacts using a rubric as LTGS spans the entire campus, cutting across all schools and departments. However, individual courses and faculty are housed within distinct schools and departments. Technically, no faculty report to the LTGS Program Chair (for example, English faculty report to English chair, Math to Math Chair, etc.).	During my tenure as LTGS chair, we conducted the first (to my knowledge) Program Review of LTGS. The Dean and others gave input on our graduation rates and similar topics. However, issues that impacted many general education core classes (for example: classes that would count toward the MassTransfer GenEd Block) were discussed in both School Meetings (LAPS formerly AHSS) and within various discipline departments. Chairs from respective programs then met together and compared notes/data and, with Dean input, we reviewed common issues.	During my tenure as LTGS chair, we conducted the first (to my knowledge) Program Review of LTGS. The Dean and others gave input on our graduation rates and similar topics. However, issues that impacted many general education core classes (for example: classes that would count toward the MassTransfer GenEd Block) were discussed in both School Meetings (LAPS formerly AHSS) and within various discipline departments. Chairs from respective programs then met together and compared notes/data and, with Dean input, we reviewed common issues. As a result of these collaborations, and even before the Program Review was started, numerous changes to the program were implemented such as: 1. Aligning LTGS grad requirements more closely to MassTransfer - especially with the goal of matching the GenEd Foundation requirements of MassTransfer (https://www.mass.edu/masstransfer/gened/home.asp) 2. Added and/or redefined pre- and co-requisites to many of the intro level courses 3. Creation of a First Year Experience (FYE) course to better help students adjust to college life and work. FYE is a required course within LTGS. 4. Created a separate degree path/program eval for students interested in going into Health Fields. This new program option is called Health Sciences: https://www.stcc.edu/explore/programs/hlth.as/ While this new Health Sciences option is still part of LTGS, students in this option are paired with advisor in the health fields (in the past, for example, "pre-health" students were paired with faculty from history, English, and foreign languages to name just a few). This new program allows students to be advised by faculty and staff in the health programs.	2018-2019

Graphic Design - CART.AS	Curriculum Sheets	<p>We have found that our current curriculum is generally effective as it enables our students to be successful in their careers. We were told by employers that they find our students to be well-trained and current in their field. Former students that have gone on to 4-year colleges have told us that many of our courses are more advanced than their 4-year college's courses.</p> <p>Based upon information from key advisory board members and local employers, we believe that our curriculum covers everything needed to make students successful in their careers and to transfer to 4-year degree institutions. GAT faculty has been discussing assessment methodology. A capstone course with a portfolio review is currently under serious consideration in both graphic design and photography areas. This would ensure that our students are meeting the program objectives prior to graduation, with assessment conducted on a yearly basis. If it is found that they are not meeting the SLOs, an investigation shall be conducted to determine whether isolated incidents have occurred or whether there are systemic issues in the programs.</p>	<p>Program faculty conduct reviews by first ensuring that students are meeting the course objectives, as required by employers in the industry. At each department meeting, feedback is given on student performance and the demonstration of that knowledge in both written and practical testing. Feedback is also obtained through our Advisory Board meetings, as well as by contact with former students that are presently working in the field.</p>	<p>In our industry, we keep current with industry trends. This requires us to re-evaluate our courses and curriculum to ensure that we are addressing those needs. As such, we have combined two courses (GAT-122 Digital Workflow and GAT-131 Graphic Communications) from the program, and created a new 4-credit course (GAT-132 Production Techniques) in their place. This allows us to drop two credits from our total credit load. In addition, to address the latest printing technologies in the industry, we offered, for the first time this Spring semester, GAT-231 Screen Printing and Vinyl Printing. Other changes have also been made to strengthen our programs and reduce the number of credits in our programs.</p> <p>We are also seeking funding (\$1800) for a five-year certification in six specific areas in our Graphic Design program and Digital Publishing COC program (we were previously certified but it lapsed when the college decided not to renew it). We would become the only community college in New England to achieve this, and the certification comes with course content and objectives from the major accrediting body in the industry, ensuring that we will always be on the leading edge in our Graphic Design and Digital Publishing programs.</p>	2019-2020
Graphic Design - DPUB.COC	Curriculum Sheets	<p>We have found that our current curriculum is generally effective as it enables our students to be successful in their careers. We were told by employers that they find our students to be well-trained and current in their field. Former students that have gone on to 4-year colleges have told us that many of our courses are more advanced than their 4-year college's courses.</p> <p>Based upon information from key advisory board members and local employers, we believe that our curriculum covers everything needed to make students successful in their careers and to transfer to 4-year degree institutions. GAT faculty has been discussing assessment methodology. A capstone course with a portfolio review is currently under serious consideration in both graphic design and photography areas. This would ensure that our students are meeting the program objectives prior to graduation, with assessment conducted on a yearly basis. If it is found that they are not meeting the SLOs, an investigation shall be conducted to determine whether isolated incidents have occurred or whether there are systemic issues in the programs.</p>	<p>Program faculty conduct reviews by first ensuring that students are meeting the course objectives, as required by employers in the industry. At each department meeting, feedback is given on student performance and the demonstration of that knowledge in both written and practical testing. Feedback is also obtained through our Advisory Board meetings, as well as by contact with former students that are presently working in the field.</p>	<p>In our industry, we keep current with industry trends. This requires us to re-evaluate our courses and curriculum to ensure that we are addressing those needs. As such, we have combined two courses (GAT-122 Digital Workflow and GAT-131 Graphic Communications) from the program, and created a new 4-credit course (GAT-132 Production Techniques) in their place. This allows us to drop two credits from our total credit load.</p> <p>In addition, we are removing GAT-150 Intro to Professional Photography and GAT-151 Digital Photography Studio Module, as we are better defining the programs within the department, and providing greater separation between the programs. We are replacing the 5-credit reduction with a single 3-credit GAT department elective, with a net reduction of 2 credits.</p> <p>We are also seeking funding (\$1800) for a five-year certification in six specific areas in our Graphic Design program and Digital Publishing COC program (we were previously certified but it lapsed when the college decided not to renew it). We would become the only community college in New England to achieve this, and the certification comes with course content and objectives from</p>	2019-2020

				the major accrediting body in the industry, ensuring that we will always be on the leading edge in our Graphic Design and Digital Publishing programs.	
Health Science - HLTH.AS	Course Syllabi Curriculum Sheets	Assignments, exams, CPR and First Aid Certification	Program faculty, Department meetings as needed.	There has been minimal changes to the curriculum, an additional Professional Certification (Phlebotomy) has been added as an option. This is a new program, just in year 2.	Due to complete 2022-2023
Heating/Ventilation/Air Conditioning - ENGY.COC	Catalog Course Syllabi Program Brochure	Professional certifications are attempted by all students, with good results	Discussed both at department meetings and informally	As mentioned, new codes and new tests are covered extensively....EST 100/101....EST 102/103.....200/201 all have updated in response to those changes. Industry and National Science Foundation have guided changes to EST 206/207....especially input from the "BEST center", who will be responsible for a certification in controls when it happens.	Due to complete 2021-2022
Human Services/Social Work - HSSW.AA	Catalog Curriculum Sheets Self-Study Reports Program Brochure https://www.stcc.edu/explore/programs/human-services/social-work---hsswaa/program-goals/	1. Transfer rates; 2. Since this program has a two-fold purpose (transfer to a four-year college social work program or to enter the workforce, hiring rates will be used as an indicator of success; 2. Success in the Practicum; i.e. feed-back from the receiving agencies; 3. Since this is a program that utilizes both fulltime and adjunct faculty from an interdisciplinary approach, I must rely on their grading systems. I encourage each student to receive a C or better in all courses. I am concerned whenever they receive a C- or below	Program chair (Eric S. Brown) and/or practicum coordinator (Sarah McIntyre) evaluate the student's progress on an annual basis to ensure the student's needs are being met and that s/he is following the program's matrix. We do our best to capture each student as s/he enters the program to plan an individual course path that is aligned with the student interests as well as future aspirations.	So far, one individual has graduated from the program. Based on the feed-back from her, the agency in which she performed her internship and regular meetings with area colleges and universities, we are proposing the following changes: 1. Semester 2: HIS-110 - Survey of U.S. History and Government. Proposed Change: HIS-110-Survey of U.S. History and Government or The History of Springfield, MA Rationale: One of the main objectives of the HSSW program is to encourage students from Springfield, Ma. to continue to live in and serve Springfield after they have received their degree in Social Work. I felt that the recipients of Social Services would be better served, because the workers would have a deeper understanding their needs. In this vein, a knowledge of the History of the City from which they are from would give an appreciation of their ancestry. I have read the syllabus and have talked with Prof. Diffley. I am confident that the student would receive an excellent knowledge of the basic tenements of U.S. History but through the eyes of historical figures germane to Springfield. 2. Semester 3: PHL-110 - World Religions Change: PHL-110-World Religions (Elms Students); General Humanities/Social Worker Elective (non-Elms Students). Rationale: When I first devised the program, I worked closely with Elms College. They have a required Religion component. In negotiations, the decision was made that World Religions would meet their requirements. However, this component is not a requirement at other colleges.	Due to complete 2022-2023

				<p>If a student has decided not to attend the Elms program, s/he ought to have the choice to take a course of his/her interest.</p> <p>3. Semester 4: PSY-260 - Field Practicum Change: PSY-260 - Field Practicum (with permission from Prof. McIntyre) Rationale: The reason the Field Practicum component was scheduled for the last semester is that this is an accumulation of the previous first three semesters. It has come to our attention that advisors are signing students much earlier, sometimes in the second semester. This is totally inappropriate. To avoid this from happening, advisors need to have the student contact Sarah to review if s/he is ready to complete the Field Practicum requirement.</p>	
Interactive Media and Animation Design Technology - MLTD.AS	Catalog Course Syllabi Dept. Annual Report Curriculum Sheets Self-Study Reports Program Brochure https://www.stcc.edu/explore/programs/mltd.as/program-goals/	We measure using project based learning and a capstone portfolio course with presentations and rubric.	Instructor for portfolio course.	Using feedback from department meetings and advisory boards we have done both course description changes and offerings.	2019-2020
Internet of Things - IOT.COC	https://cset.stcc.edu/cset-slo.html	<p>The Computer Systems Engineering Technology (CSET) Associates degree and Certificate programs have courses that closely align to industry certifications. We make it a point to keep the program up to date and to make it easier for students to earn a degree and to pursue industry certifications at the same time.</p> <p>Although we cannot require the students to take the certification exams a fair number take and pass the certification exams.</p> <p>We use electronics courseware which often includes practice certification exams. Many students perform well on these exams.</p>	<p>The members of the department review the skill sets graduates should have with the industrial advisory board. Additionally, we make it a point to follow up with graduates to interview them on their education and professional journey.</p> <p>The faculty review the annual salary surveys to determine the suitability of the curriculum to prepare students to enter the workforce. We are also members of the Cisco Networking Academy, the VMWare IT Academy, the Red Hat Linux Academy, the EMC Academic Alliance, and the AWS Academic program. Each of these industry leaders provide resources to determine the direction of the industry.</p>	We use a rolling update policy to incrementally improve the curriculum by increasing technologies that are in demand while at the same time depreciating technologies that are less in demand. This keeps the program relevant to the skills that are in demand by industry.	Due to complete 2023-2024
Mathematics Transfer - MATH.AS	Catalog Program Brochure https://www.stcc.edu/explore/programs/math.as/program-goals/	Transfer Rate. Most of the students who graduated from the program had transferred to a 4-year colleges/universities.	Currently, there is no plan to track those students who transferred to a 4-year colleges/university. We are hoping to come up with a plan to track those students.	No changes have been made as the result of the data. That does not mean that our program did not change. We are constantly tweaking our program. These changes are the results of changes made at the 4-year colleges and universities especially UMASS. Last year, we changed our program to match the Commonwealth Commitment guidelines.	Due to complete 2021-2022
Mechanical Engineering Technology - MECH.AS	Catalog Course Syllabi Curriculum Sheets	We use exams, homework assignments, projects, and research papers. Many classes use rubrics. We offer internships with feedback from employers. We have a capstone course that if	The faculty interpret the evidence for a specific class that they are teaching. The process is by using the stated outcomes outlined for each	Changes to the curriculum are based on new equipment coming into the department or more importantly feedback from students. That feedback is based on the assessments set forth by	2020-2021

	https://www.stcc.edu/explore/programs/mch.as/program-outcomes/	students are not on an internship they would be in this class. Another method is the use of practical exams for many courses. Some of our courses are project based where they manufacture an assembly that must fit together. If it does not fit together then it is evaluated on why it does not go together.	course to develop methods to best capture the evidence.	the course outcomes. Some outcomes take longer than other so a change may be to change the exercise to shorten the time to achieve the stated outcome being evaluated.	
Medical Coding and Billing Specialist - MCBS.AS	Catalog Course Syllabi https://www.stcc.edu/explore/programs/mchs.as/program-goals/	Students can sit for 2 entry-level national coding exams, this is voluntary. AHIMA.org CCA exam AAPC.com CPC exam HIT dept. reviews ABC reports	Evidence is discussed at applicable dept. meeting and at advisory meeting	Textbook changes in some classes to provide current resources to student more us of publisher LMS to reinforce coursework	Due to complete 2021-2022
Medical Coding and Billing Specialist - MEDC.COC	Catalog Course Syllabi	None specifically, however, the certificate has the same classes as the AS program, so the review would be similar.	Evidence is discussed at applicable dept. meeting and at advisory meeting	Textbook changes in some classes to provide current resources to student more us of publisher LMS to reinforce coursework	Due to complete 2021-2022
Medical Office Administrative Assistant - MOAA.COC	Catalog Course Syllabi Curriculum Sheets Program Brochure https://www.stcc.edu/explore/programs/medical-office-administrative-assistant---moaacoc/program-goals/	The Learning Outcomes are determined by the course content, course assignments, projects, and tests. Some course include a course portfolio where students maintain artifacts of their work throughout the course. Many OIT courses are designed to reflect the realistic workplace documents and procedures conducted in an office environment. The Advisor Board assists in providing up-to-date workplace skills needed to be successful. They also offer course adjustments, recommendations, and tweaking.	The course professors request the appropriate material to be included as evidence and interprets what will collected and archived for future review. The evidence is cleared of any original owner and is reviewed as samples, evidence, and related to how the office is evolving and changing over time.	Based on the Advisory Boards recommendations and suggestions as well as the evidence the students have submitted through the courses, the curriculum is adjusted, adapted, and modified to meet the needs of current employers in the community. The OIT-140 Career Preparation and Soft Skills was originally a one credit course, but after many conversations with the Advisory Board and the student work completion time allowed in the course, it has been changed to a three credit course. The students are able to enhance their soft skills, share more discussion time, and create concrete personal CV documents. The outcomes will be more advantageous for both the students and the prospective employers.	2019-2020
Microcomputer Specialist - MCRC.COC	Catalog Course Syllabi Self-Study Reports	Besides GPA and Degree/Program completion we can find data/evidence that are graduates have met the outcomes by any or all of these elements: procuring an IT job, earning the recognized CompTIA A+ Industry certifications or continuing on to the CITS.AS degree here at STCC. Internships for current students such at companies such as Big Y and Massachusetts Green High Performance Computing Center, MGHPCC, and Tech Foundry are indicative of student progress towards meeting the learning outcomes.	CIT interprets the evidence by feedback from graduates that is gathered either from email, Linked In connections and/or the CIT Departmental Facebook group comprised of existing students and graduates. Any findings are shared with the CIT Team Members during Departmental Meetings as well at the annual Advisory Board Meetings. For current student the Internship evaluation forms can be used. Any findings are shared with the CIT Team Members during Departmental Meetings as well at the annual Advisory Board Meetings.	Several changes have been made over the three years to keep this major current. This includes: -Changing CIT-110/110L C# Programming from the required coding class to CIT-115/115L Programming class. We found through research of emerging trends and from our Advisory Panel that Python was a better fit to teach coding concepts to Security Majors than C#. -We are planning for the 2020-2021 Academic year to rename the required Networking class to match industry trends: CIT-160 Networking Foundations.	2019-2020
Multimedia Technology - ACMM.COC	Catalog Course Syllabi Curriculum Sheets Self-Study Reports Program Brochure	We measure using project based learning and a capstone portfolio course with presentations and rubric.	Instructor for portfolio course.	There has been no changes to this Certificate Program	2019-2020

Office Administrative Assistant Professional - OAAP.AS	Course Syllabi Curriculum Sheets Program Brochure https://www.stcc.edu/explore/programs/oaap.as/program-goals/	The Learning Outcomes are determined by the course content, course assignments, projects, and tests. Some course include a course portfolio where students maintain artifacts of their work throughout the course. Many OIT courses are designed to reflect the realistic workplace documents and procedures conducted in an office environment. The Advisor Board assists in providing up-to-date workplace skills needed to be successful. They also offer course adjustments, recommendations, and tweaking.	The course professors request the appropriate material to be included as evidence and interprets what will be collected and archived for future review. The evidence is cleared of any original owner and is reviewed as samples, evidence, and Related to how the office is evolving and changing over time.	Based on the Advisory Boards recommendations and suggestions as well as the evidence the students have submitted through the courses, the curriculum is adjusted, adapted, and modified to meet the needs of current employers in the community. The OIT-140 Career Preparation and Soft Skills was originally a one credit course, but after many conversations with the Advisory Board and the student work completion time allowed in the course, it has been changed to a three credit course. The students are able to enhance their soft skills, share more discussion time, and create concrete personal CV documents. The outcomes will be more advantageous for both the students and the prospective employers.	2019-2020
Optics and Photonics - LEOT.AS	Catalog Course Syllabi, Department Annual Report https://www.stcc.edu/explore/programs/leot.as/program-objectives/	Capstone course, program artifacts assessed using a rubric, employer survey, assignments, exams, project and problem-based learning assessments.	The capstone course, exams, assignments, project and problem-based learning activities are interpreted by the faculty teaching the courses. Employer surveys are evaluated by the department chair and department faculty.	The Optics and Photonics Technology department enjoys a very close working relationship with the industry that hires our graduates. Our curriculum is constantly adapting to satisfy the ever changing needs of industry. One example is the problem solving and critical thinking skills of our graduates. In 2005, industry assessment of our graduates indicated that while technically knowledgeable, problem solving and critical thinking skills among our graduates needed to improve. "When presented with a new problem, graduates often get that 'Deer in the headlights' look." Since 2006, we have received 4 National Science Foundation grants to create a comprehensive series of PBL modules designed to bring real-world industry problems into the classroom. Since then, according to research conducted on the projects, the problem-solving and critical thinking skills of our grads have dramatically improved. In 2016, we also received funding from the Mass Skills program (\$500k) to purchase new state of the art laser materials processing lab equipment to address curriculum deficiencies identified by our industrial advisory board. In short, the Optics and Photonics Technology program, both LEOT.COC and LEOT.AS, has evolved from a teacher-centered to a learner-centered program with dramatically improved hands-on learning opportunities for students, a shift to a problem-and project-based curriculum, augmented by increased student internships, and continues to evolve as a result of a close working relationship with industry.	2020-2021
Optics and Photonics - LEOT.COC	Catalog Course Syllabi Department Annual Report https://www.stcc.edu/explore/programs/leot.as/program-objectives/	Capstone course, program artifacts assessed using a rubric, employer survey, assignments, exams, project and problem-based learning assessments.	The capstone course, exams, assignments, project and problem-based learning activities are interpreted by the faculty teaching the courses. Employer surveys are evaluated by the department chair and department faculty.	The Optics and Photonics Technology department enjoys a very close working relationship with the industry that hires our graduates. Our curriculum is constantly adapting to satisfy the ever changing needs of industry. One example is the problem solving and critical thinking skills of our	2020-2021

	ot.coc/program-objectives/			graduates. In 2005, industry assessment of our graduates indicated that while technically knowledgeable, problem solving and critical thinking skills among our graduates needed to improve. "When presented with a new problem, graduates often get that 'Deer in the headlights' look." Since 2006, we have received 4 National Science Foundation grants to create a comprehensive series of PBL modules designed to bring real-world industry problems into the classroom. Since then, according to research conducted on the projects, the problem-solving and critical thinking skills of our grads have dramatically improved. In 2016, we also received funding from the Mass Skills program (\$500k) to purchase new state of the art laser materials processing lab equipment to address curriculum deficiencies identified by our industrial advisory board. In short, the Optics and Photonics Technology program, both LEOT.COC and LEOT.AS, has evolved from a teacher-centered to a learner-centered program with dramatically improved hands-on learning opportunities for students, a shift to a problem-and project-based curriculum, augmented by increased student internships, and continues to evolve as a result of a close working relationship with industry.	
Physics Transfer - PHYS.AS	Catalog Program Brochure https://www.stcc.edu/explore/programs/phys.as/program-goals/	Transfer Rate. Most of the students who graduated from the program had transferred to a 4-year colleges/universities.	Currently, there is no plan to track those students who transferred to a 4-year colleges/university. We are hoping to come up with a plan to track those students.	No changes have been made as the result of the data. That does not mean that our program did not change. We are constantly tweaking our program. These changes are the results of changes made at the 4-year colleges and universities especially UMASS. Last year, we changed our program based on the recommendations of the Board of Higher Education.	Due to complete 2021-2022
Programmer - PROG.AS	Catalog Course Syllabi Self-Study Reports https://www.stcc.edu/explore/programs/prog.as/program-goals/	Besides GPA and Degree/Program completion we can find data/evidence that are graduates have met the outcomes by any or all of these elements: procuring an IT job or transferring to a 4 years institution of higher learning. Internships for current students such at companies such as Big Y and Massachusetts Green High Performance Computing Center, MGHPC, and Tech Foundry are indicative of student progress towards meeting the learning outcomes.	CIT interprets the evidence by feedback from graduates that is gathered either from email, Linked In connections and/or the CIT Departmental Facebook group comprised of existing students and graduates. Any findings are shared with the CIT Team Members during Departmental Meetings as well at the annual Advisory Board Meetings For current student the Internship evaluation forms can be used. Any findings are shared with the CIT Team Members during Departmental Meetings as well at the annual Advisory Board Meetings.	Several changes have been made over the three years to keep this major current. This includes: -Changing CIT-110/110L C# Programming from the required coding class to CIT-115/115L Programming class. We found through research of emerging trends and from our Advisory Panel that Python was a better fit to teach coding concepts to Security Majors than C#. -Removing CIT-220/220L VB.net coding due to it becoming obsolete. -Merging CIT-141/141L Web Authoring 2 and a Web Scripting class into one class and adding a CIT elective to the curriculum to allow more choices in the students' arc of knowledge. For example a Programmer major can also take a sequence of Networking or Operating Systems classes.	2019-2020

				-Eliminating the CIT-205/205L XML and adding a CIT elective to the curriculum to allow more choices in the students' arc of knowledge. For example a Programmer major can also take a sequence of Networking or Operating Systems classes.	
Programmer - PROG.COC	Course Syllabi Curriculum Sheet Self-Study Reports	Besides GPA and Degree/Program completion we can find data/evidence that are graduates have met the outcomes by any or all of these elements: procuring an IT job or continuing on to the CITS.AS degree here at STCC. Internships for current students such at companies such as Big Y and Massachusetts Green High Performance Computing Center, MGHPCC, and Tech Foundry are indicative of student progress towards meeting the learning outcomes.	CIT interprets the evidence by feedback from graduates that is gathered either from email, Linked In connections and/or the CIT Departmental Facebook group comprised of existing students and graduates. For current student the Internship evaluation forms can be used. Any findings are shared with the CIT Team Members during Departmental Meetings as well at the annual Advisory Board Meetings.	Several changes have been made over the three years to keep this major current. This includes: -Changing CIT-110/110L C# Programming from the required coding class to CIT-115/115L Programming class. We found through research of emerging trends and from our Advisory Panel that Python was a better fit to teach coding concepts to Security Majors than C#. -Removing CIT-220/220L VB.net coding due to it becoming obsolete and adding a CIT Elective to the curriculum.	2019-2020
Social Media Strategy and Design - SMSD.COC	Course Syllabi	Students engage in activities that require discussion and review of peer work. Upper level courses have portfolio presentations and reviews.	There is an annual advisory board meeting made of industry professionals and alumni that review the program and make recommendations. These are discussed at department meetings and if changes are warranted they are presented to the curriculum committee.	N/A since new program.	Due to complete 2024 - 2025
Social Sciences Transfer - SOSC.AA	https://www.stcc.edu/explore/programs/sosc.aa/	Transfer rates	The evidence will be reviewed by the Department Chair in consultation with the Dean of LAPS.	N/A since new program.	Due to complete 2022 - 2023
Teacher Education Transfer - Elementary - EDEL.AA	Catalog Course Syllabi Self-Study Reports	Assignments, HW, quizzes, discussions, internship, MTEL literacy exam	Only one in the department is the chair, unlike at sister community colleges so the job falls to me. Department was broken apart a couple years ago without explanation.	In the Foundations of Education and the Introduction to Special Needs, courses are annually updated. The addition of mandatory tutoring hours is a new addition.	2019-2020
Teacher Education Transfer - Secondary - EDSE.AA	Catalog Course Syllabi Self-Study Reports	Assignments, homework, quizzes, internship, MTEL literacy exam	Since there is only one staff member - outside of others in math and reading who teach methodology, the chair interprets the results. In addition, she is involved in state and local groups of Educator prep practitioners.	In Foundations of Education and Introduction to Special Needs, the curricula are updated annually. The addition of mandatory internship hours is the newest addition.	2019-2020
Technical Engineering Transfer - TECH.AS	Catalog Program Brochure https://www.stcc.edu/explore/programs/engr.as/program-goals/	Transfer Rate. Most of the students who graduated from the program had transferred to a 4-year colleges/universities.	Currently, there is no plan to track those students who transferred to a 4-year colleges/university. We are hoping to come up with a plan to track those students.	No changes have been made as the result of the data. That does not mean that our program did not change. We are constantly tweaking our program. These changes are the results of changes made at the 4-year colleges and universities especially UMASS. Currently, we are awaiting the decision on the Commonwealth Commitment agreement which has been in the work for the past 2 years.	Due to complete 2021-2022
TV Production Technology - ACTP.COC	Catalog Course Syllabi Curriculum Sheets Self-Study Reports Program Brochure	We measure using project based learning and a capstone portfolio course with presentations and rubric.	Instructor for portfolio course.	There has been no changes to this Certificate Program	2019-2020

TV Production Technology - TPRD.AS	Catalog Course Syllabi Department Annual Report Curriculum Sheets Self-Study Reports Program Brochure https://www.stcc.edu/explore/programs/tp rd.as/program-goals/	We measure using project based learning and a capstone portfolio course with presentations and rubric.	Instructor for portfolio course.	Using feedback from department meetings and advisory boards we have done both course description changes and offerings.	2019-2020
Urban Studies - URBN.AA	Catalog https://www.stcc.edu/explore/programs/urban.aa/program-outcomes/	Urban Studies is a new program option in Liberal Arts/General Studies. As such, we have not had the opportunity to collect data on graduates. However, the program will: 1. Require that students complete a capstone course. 2. Review transfer rates. The program currently has two articulation agreements - with Worcester State University and Westfield State University - and it will be important to assess whether graduates are utilizing the agreements. General transfer rates will also be assessed. 3. Utilize a graduate exit survey.	Evidence of student's achievement of stated outcomes will be assessed by the Program Director in consultation with the Dean of LAPS. The data collected will be analyzed annually.	N/A	Due to complete 2022-2023

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT

OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
Program: Dental Hygiene American Dental Association (ADA) Commission on Dental Accreditation	Oct-19	Recommendation for additional clerical support for faculty	Clinical Board Pass Rates, National Board Pass Rates, Completion Rates	2026
Program: Diagnostic Medical Sonography Commission on Accreditation of Allied Health Education Programs (CAAHEP) via the Joint Review Committee on Education in Diagnostic Medical Sonography (JRCDEMS)	9/16/2016	There were minor issues that were easily corrected. 1. There is no public member on the advisory committee. - We added a public member. 2. Program does not have the goals statement verbatim in program documents. - We did have them, but not with the exact wording of what they want. We changed them. 3. The DMS Course of study curriculum model differs from program admissions requirements. - The prerequisite courses were removed from the sonography curriculum and listed under the DMS prerequisite courses.	Licensure: RDMS (in OB/GYN and Abdomen) are minimum requirements for director, Clinical Coordinators, and Clinical Instructors Board: Students must pass SPI (Sonography Principles & Instrumentation), RDMS in AB (Abdomen) and/or RDMS in OB/GYN Bar pass rate must be above 60%. Graduation rate must be above 70%. Graduation and employment rate should be above 75%	before 2026
Program: Health Information Technology Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM)	Period 8/1/17-7/31/18, was approved by CAHIIM	the satisfactory success rate on the RHIT exam addressing competencies and goals set forth on the Annual Program Assessment Review (APAR) Having 2 FT RHIT or RHIA credentialed staff dedicated to the program	RHIT exam is not mandatory but is highly encouraged by faculty It is not a license to practice, only a credential	currently working on APAR for period 8/1/18-7/31/19
Program: Medical Assistant Commission on Accreditation of Allied Health Education programs (CAAHEP) upon recommendation of the Medical Assisting Education Review Board (MAERB).	In compliance and awarded continuing accreditation on January 19, 2017	In compliance with the nationally established accreditation Standards.	Retention (>=60%) Graduate Participation in one of five national exams (>=30%) AND Exam Passage (>=60%) Graduate Survey Participation (>=30%) and Graduate Satisfaction (>=80%) Job Placement (>=60%) Employer Survey Participation (>=30%) and Employer Satisfaction (>=80%)	The next comprehensive review will occur no later than spring 2025. This includes a self-study and a site visit from MAERB.
Program: Medical Laboratory Technician National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)	04/15/2015 Full accreditation for 7 years	No issues were cited.	Graduation rates Certification rates Placement (Employment) rates	Accredited until 4/30/2022- Next Self Study due 4/01/2021 & Site Visit Fall 2021
Program: Nursing ACEN© Accrediting Commission for Education in Nursing, Inc.	2014	Ensure the credentials of nursing faculty are current. Ensure the required contact time of students is reflected in the credit hours Increased evaluation of student outcomes with measurable student achievement and SEP has 3 years of data for each component in the plan.	Licensure pass rate (NCLEX), employment rates, course completion rates	2022 will be the next review
Program: Occupational Therapy Assistant Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA)	April 16, 2011 was the last full accreditation review	There was 1 area of noncompliance during the last accreditation cycle that was fully corrected: Documentation that active Level I and II fieldwork sites have current memorandums of understanding that are signed by both parties and are reviewed every 5 years.	80% pass rate on National Board Examination	Report of Self Study due July 28, 2020 and On Site Accreditation Visit tentatively scheduled for October 26-28, 2020.

Program: Physical Therapist Assistant Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association (APTA/CAPTE)	2017	Over semester allotment with credits-rectified with approval of BIO pre-reds for Anatomy Needed to make public our admission criteria	First time pass rates, Ultimate pass rates, Employment: full time vs part and per diem	Annual Review; full self-study and site visit for 2027
Program: Radiological Technology Joint Review Committee on Education in Radiologic Technology (JRCERT) Two new advanced certificate options Diagnostic Computed Tomography and Magnetic Resonance Imaging fall under this accredited program.	Jul-17	The program must modify the student handbook (page i) to include the correct JRCERT postal code and email address. Updated prior to final report Please provide copies of dosimeter reports. Updated prior to final report It is noted the dose limits in the student handbook (page 43) and the Radiation Dosimetry Report (student handbook page 82) differ. Please ensure all dose limits are consistent. Updated prior to final report Provide a copy of the program's current assessment plan. updated prior to final report It is noted in the 2015 Program Annual Report, received September 8, 2016, and in JRCERT correspondence of November 18, 2016, the program has reported a five year average credentialing examination pass rate at first attempt for examinations taken within six months of graduation as 74% (39/53), which is below the 75% minimum. Action plan made and included prior to final report. The program effectiveness data does not reflect the most recent data. Updated prior to final report. Describe how the program analyzes student learning outcome and program effectiveness data to identify areas for program improvement. Meeting minutes included prior to final report. Provide documentation that the plan is evaluated at least once every two years. Meeting minutes included prior to final report.	Program completion rate, credential examination pass rate, job placement rate	Jul-25
Program: Respiratory Care Commission on Accreditation for Respiratory Care (COARC)	6/25/2016	None	Retention, Job placement, CRT, RRT, TMC exam score, Employer & Grad. Satisfaction survey results, on time graduation.	Jun-26
Program: Surgical Technology Commission on Accreditation of Allied Health Education Programs (CAAHEP) via the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC/STSA)	15-May-15	*The program must continue accreditation in order for our graduating students to sit for the NBSTSA certification exam and earn the credential Certified Surgical Technologist.	The ARC/STSA requires a 70% pass rate on the certification exam and 80% for graduate placement.	2024; routine site visit

Appendix C

Most recent audited financial statements
and Auditor's management letter

**SPRINGFIELD TECHNICAL
COMMUNITY COLLEGE**
(an agency of the Commonwealth of Massachusetts)

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

JUNE 30, 2020

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Financial Statements

June 30, 2020 and 2019

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INDEPENDENT AUDITORS' REPORT

To the Board of Trustees of
Springfield Technical Community College
Springfield, Massachusetts

Report on the Financial Statements

We have audited the accompanying financial statements of the business-type activities of Springfield Technical Community College (an agency of the Commonwealth of Massachusetts) (the "College"), and Springfield Technical Community College Foundation (the "Foundation"), a component unit, as of and for the years ending June 30, 2020 and 2019, and the related notes to the financial statements, which collectively comprise the College's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

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

Auditor Responsibility

Our responsibility is to express opinions on these financial statements based on our audits. We did not audit the financial statements of one of the component units, the Springfield Technical Community College Assistance Corporation ("STCCAC"), as of June 30, 2020 and 2019 as discussed in Note 1 to the financial statements. Those statements were audited by other auditors whose report has been furnished to us, and our opinion, insofar as it relates to the amounts included for STCCAC, is based solely on the report of the other auditors. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audits to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on our judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditors consider internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinion

In our opinion, based on our audits and the reports of the other auditors, the financial statements referred to above present fairly, in all material respects, the net position of Springfield Technical Community College as of June 30, 2020 and 2019, and the respective changes in net position, its cash flows, and combining statements of net position of major component units and combining statements of revenues, expenses and changes in net position of major component units for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Emphasis of Matter

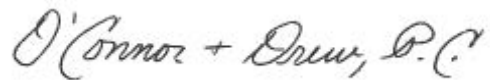
As discussed in Note 2 to the financial statements, the College restated prior balances with regards to the College's Other Post-Employment Benefits liability and the related deferred inflows and outflows. Our opinion is not modified with respect to this matter.

Required Supplementary Information

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

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 13, 2020, on our consideration of Springfield Technical Community College's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the College's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Springfield Technical Community College's internal control over financial reporting and compliance.

A handwritten signature in cursive script that reads "O'Connor + Drew, P.C.".

**Certified Public Accountants
Braintree, Massachusetts**

October 13, 2020

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Management's Discussion and Analysis (Unaudited)

June 30, 2020 and 2019

The following discussion and analysis provides an overview of the financial position of Springfield Technical Community College (an agency of the Commonwealth of Massachusetts) (the "College") as of June 30, 2020, 2019 and 2018, and the results of its operations for the years then ended. This analysis should be read in conjunction with the College's financial statements and notes thereto, which are also presented in this report. This analysis was prepared by the College's management.

The College is a public institution of higher education serving over 6,800 students annually, with approximately 328 full-time and adjunct faculty and 502 full and part-time staff members. The campus is located in Springfield, Massachusetts and offers 50 associate degree programs and additional options for majors, and 26 credit certificate programs.

In support of the College are two discrete component units: Springfield Technical Community College Assistance Corporation ("STCCAC"), and Springfield Technical Community College Foundation, Inc. (the "Foundation"). STCCAC is a not-for-profit Massachusetts corporation that was created in 1996 under the Commonwealth of Massachusetts general laws, Chapter 273, Section 125, Acts of 1994, to provide the physical and financial resources necessary for the acquisition and development of a technology park that is housed directly across the street from the College and to further fulfill the educational mission of the College. The Foundation is a not-for-profit organization exempt from income tax under Section 501(c)(3) of the Internal Revenue Code. The Foundation was formed to help the College meet its goals and commitment to provide superior educational opportunities in the community. The Foundation accomplishes its mission through fundraising and promoting the College as a community resource and by securing and managing private resources, planned gifts, and donations to support special projects.

In accordance with Governmental Accounting Standards Board ("GASB"), we have prepared financial statements for the College that shows STCCAC and the Foundation as discrete component units.

Management's Discussion and Analysis is required to focus on the College, not its component units.

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2020 and 2019

Financial Highlights

- At June 30, 2020, the College's assets of \$104,803,771 and deferred outflows of \$1,683,365 exceeded liabilities of \$18,148,977 and deferred inflows of \$1,721,544. Net position, which represents the equity of the College, increased \$6,712,122 from \$79,904,493 to \$86,616,615. The resulting net position is summarized into the following categories:

	2020	(Restated) 2019	2018
Net investment in capital assets	\$ 76,124,874	\$ 73,308,767	\$ 62,848,303
Restricted, expendable	241,932	278,664	289,795
Unrestricted	10,249,809	6,317,062	10,536,699
Total net position	\$ 86,616,615	\$ 79,904,493	\$ 73,674,797

- The College's Board of Trustees may use the unrestricted net position to meet ongoing obligations to their stakeholders. Additionally, the restricted, expendable net position may also be expended, but only for the purposes for which the donor or grantor intended.
- The College's Board of Trustees have designated certain unrestricted net position for a number of purposes, including capital repair funds, new program funds, and long-term investment funds.
- The \$6,712,122 increase in net position from fiscal 2019 to fiscal 2020 is the result of Division of Capital Asset Management and Maintenance ("DCAMM") capital initiatives, and timing on the spending of previously approved facilities projects, which was partially reduced by a decrease in enrollment.

Overview of the Financial Statements

The College's financial statements comprise two primary components: 1) the financial statements and 2) the notes to the financial statements.

The Financial Statements

The financial statements are designed to provide readers with a broad overview of the College's finances and are comprised of three basic statements.

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2020 and 2019

Overview of the Financial Statements -Continued

The *Statements of Net Position* present information on all of the College's assets, deferred outflows of resources, liabilities and deferred inflows of resources, with the difference being reported as net position. Over time, increases or decreases in net position may serve as a useful indicator of whether the financial position of the College is improving or deteriorating.

The *Statements of Revenues and Expenses* present information showing how the College's net position changed during the most recent fiscal years. All changes in net position are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of related cash flows. Thus, revenues and expenses are reported in this statement for some items that will only result in cash flows in future fiscal periods (e.g., the payment for accrued compensated absences or the receipt of amounts due from students and others for services rendered).

The *Statements of Cash Flows* is reported on the direct method. The direct method of cash flow reporting portrays net cash flows from operations as major classes of operating receipts (e.g., tuition and fees) and disbursements (e.g., cash paid to employees for services). GASB Statements Nos. 34 and 35 require this method to be used. In accordance with GASB 39, STCCAC and the Foundation are not required to present the statement of cash flows.

The financial statements can be found on pages 21 through 26 of this report.

The College reports its activities as business-type activities using the economic resources measurement focus and accrual basis of accounting. The College is an agency of the Commonwealth of Massachusetts. Therefore, the results of the College's operations, its net position, and cash flows are also included in the Commonwealth's Comprehensive Annual Financial Report in its government-wide financial statements.

Notes to the Financial Statements

The notes provide additional information that is essential to a full understanding of the data provided in the financial statements. The notes provide information regarding the accounting policies and procedures the College, STCCAC, and the Foundation have adopted, as well as additional detail of certain amounts contained in the financial statements. The notes to the financial statements can be found on pages 27 through 67 of this report.

Financial Analysis

As noted earlier, net position may serve over time as a useful indicator of the College's financial position.

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2020 and 2019

Financial Analysis - Continued

In the case of the College, assets and deferred outflows exceeded liabilities and deferred inflows by \$86,616,615, \$79,904,493, and \$73,674,797 as of June 30, 2020, 2019 and 2018, respectively.

Condensed Net Position Information

	June 30		
	2020	(Restated) 2019	2018
Current assets	\$ 11,983,919	\$ 8,658,425	\$ 11,766,534
Non current assets	92,819,852	90,127,420	80,137,060
Total assets	<u>104,803,771</u>	<u>98,785,845</u>	<u>91,903,594</u>
Deferred outflows of resources	1,683,365	2,003,423	1,295,022
Total assets and deferred outflows of resources	<u>106,487,136</u>	<u>100,789,268</u>	<u>93,198,616</u>
Current liabilities	9,429,067	9,930,628	9,533,460
Non current liabilities	8,719,910	10,249,221	9,232,957
Total liabilities	<u>18,148,977</u>	<u>20,179,849</u>	<u>18,766,417</u>
Deferred inflows of resources	1,721,544	704,926	757,402
Total liabilities and deferred inflows of resources	<u>19,870,521</u>	<u>20,884,775</u>	<u>19,523,819</u>
Net position:			
Net investment in capital assets	76,124,874	73,308,767	62,848,303
Restricted, expendable	241,932	278,664	289,795
Unrestricted	<u>10,249,809</u>	<u>6,317,062</u>	<u>10,536,699</u>
Total net position	<u>86,616,615</u>	<u>79,904,493</u>	<u>73,674,797</u>
Total liabilities, deferred inflows of resources and net position	<u>\$ 106,487,136</u>	<u>\$ 100,789,268</u>	<u>\$ 93,198,616</u>

The largest portion of the College's net position (88%) reflects its investment in capital assets (e.g. land, buildings, machinery, and equipment), less any related debt, including capital lease obligations, used to acquire those assets that is still outstanding. From fiscal 2019 to fiscal 2020, net investment in capital assets increased by \$2,816,107 or 4%.

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2020 and 2019

Financial Analysis - Continued

This was largely due to DCAMM funded initiatives to renovate Building 19 and improve the College's main switchgear and electrical infrastructure. From fiscal 2018 to fiscal 2019, net investment in capital assets increased by \$10,460,464 or 17%. This was largely due to the DCAMM funded initiative to renovate Building 19.

The College starts to depreciate capital renovations upon completion of an entire project. The College uses these capital assets to provide services to students, faculty and administration; consequently, these assets are not available for future spending. Although the College's investment in its capital assets is reported net of related debt, it should be noted that the resources needed to repay this debt must be provided from other sources, since the capital assets themselves cannot be used to liquidate these liabilities.

An additional portion of the College's net position (less than 1% at June 30, 2020, 2019 and 2018) represents resources that are subject to external restrictions on how they must be used. These are comprised primarily of scholarships. The remaining balance of unrestricted net position (12% at June 30, 2020, 8% at June 30, 2019 and 14% at June 30, 2018) may be used to meet the College's ongoing obligations to its stakeholders. The fiscal 2020 balance reflected a 62% increase from fiscal 2019 which can be attributed to increases in both operating and non-operating revenue as well as decreased operating expenses. The fiscal 2019 balance reflected a 40% decrease from fiscal 2018 which can be attributed to multiple IT infrastructure issues including a lightning strike, the renovation of Building 19, and an increase in the pension and OPEB liabilities.

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2020 and 2019

Financial Analysis - Continued

Condensed Statements of Revenues and Expenses Information

	Years Ended June 30,		
	2020	(Restated) 2019	2018
Operating revenues:			
Tuition and fees, net of scholarships	\$ 10,465,312	\$ 10,592,911	\$ 11,323,257
Other operating sources	22,104,070	20,197,305	20,284,861
Total operating revenues	32,569,382	30,790,216	31,608,118
Operating expenses	70,160,924	72,433,899	69,642,436
Net operating loss	(37,591,542)	(41,643,683)	(38,034,318)
Non-operating revenues:			
State appropriations	36,322,359	35,063,522	33,635,550
Other non-operating revenues/expenses	1,098,472	439,629	684,784
Total non-operating revenues	37,420,831	35,503,151	34,320,334
Net decrease in net position before capital appropriations	(170,711)	(6,140,532)	(3,713,984)
Capital appropriations	6,882,833	12,370,228	26,644,888
Net increase in net position	\$ 6,712,122	\$ 6,229,696	\$ 22,930,904

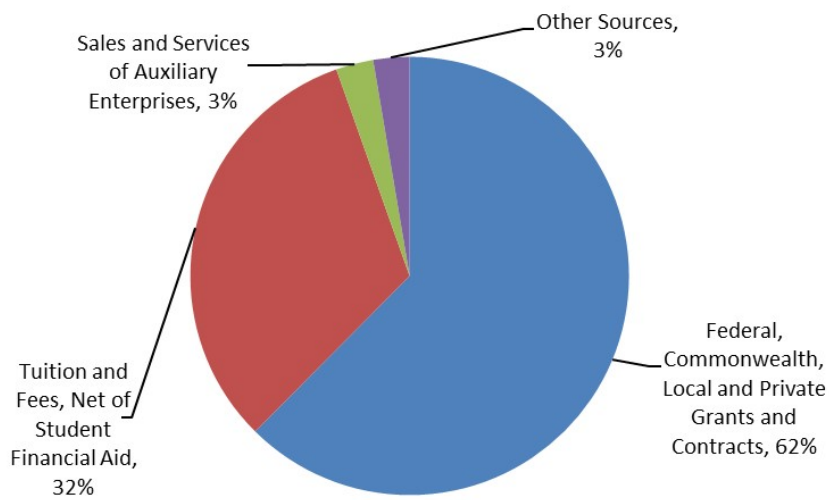
SPRINGFIELD TECHNICAL COMMUNITY COLLEGE (an agency of the Commonwealth of Massachusetts)

Management's Discussion and Analysis (Unaudited) - Continued

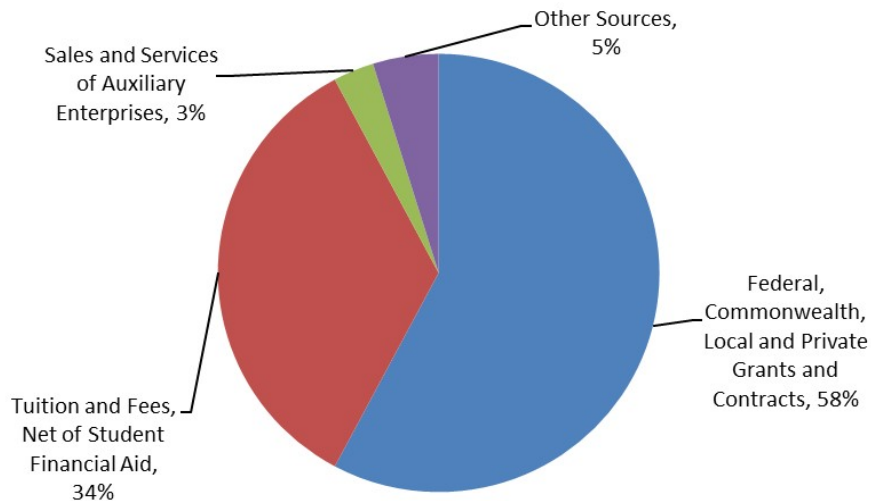
June 30, 2020 and 2019

Financial Analysis - Continued

Operating Revenues by Source
2020



Operating Revenues by Source
2019



SPRINGFIELD TECHNICAL COMMUNITY COLLEGE

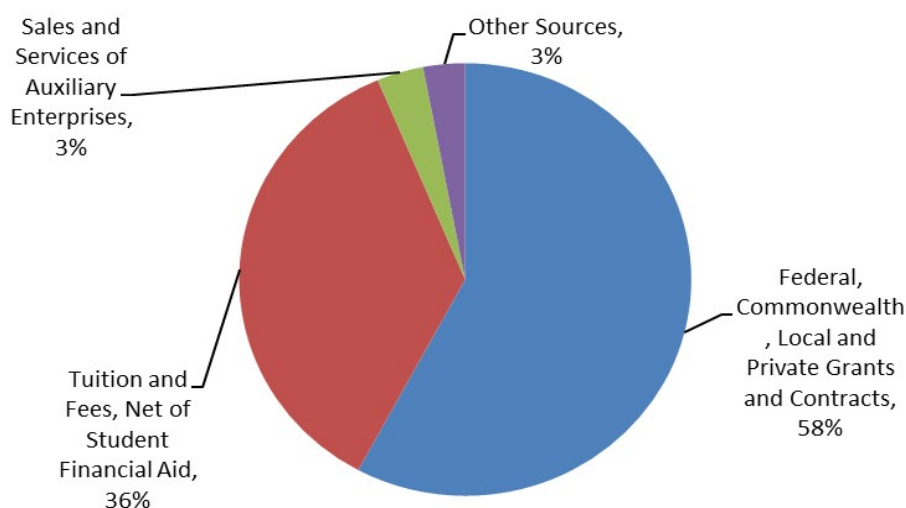
(an agency of the Commonwealth of Massachusetts)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2020 and 2019

Financial Analysis - Continued

**Operating Revenues by Source
2018**



Tuition and fees billed by the College include the following (includes state and non-state supported tuition and fees):

	Years Ended June 30,		
	2020	2019	2018
Tuition - state supported	\$ 929,881	\$ 943,829	\$ 973,320
Tuition - non state supported	1,718,545	1,616,112	1,814,453
Tuition - out-of-state retained	239,614	199,758	211,116
General education fees	20,444,667	19,038,073	19,713,413
Student service fees	367,983	368,511	406,593
Subtotal	23,700,690	22,166,283	23,118,895
Less: tuition remitted to the Commonwealth	(355,825)	(358,583)	(386,403)
Tuition and fees net of tuition remitted	\$ 23,344,865	\$ 21,807,700	\$ 22,732,492

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2020 and 2019

Financial Analysis - Continued

Tuition and fee revenues increased from fiscal 2019 to 2020 by \$1,534,407 or 7% due to an increase in the general education and health programs fees. Tuition and fee revenues decreased from fiscal 2018 to 2019 by \$952,612 or 4% due to a decline in enrollment.

Major grants and contracts administered at the College during fiscals 2020 and 2019 included the following:

- The Community Adult Learning Center Grant, funded by the Massachusetts Department of Elementary and Secondary Education, will provide funding over four years concluding in FY 2022. The grant funds help support Adult Basic Education as well as ESOL instruction and has enabled the College to maintain ABE services including stand-alone sessions of math/writing and supplemental computer literacy classes. Grant partners include Holyoke Community College and the Springfield Housing Authority. The College recognized revenue from this grant in the amount of \$805,884 in fiscal 2020 and \$669,941 in fiscal 2019.
- The Certification and Agreement Emergency Financial Aid Grants to Students under the Coronavirus Aid, Relief, and Economic Security (CARES) Act, funded by the U.S. Department of Education, will provide funding to address the pressing financial need of students due to the disruption of campus operations from coronavirus, and pursuant to the authority duly delegated to the Secretary under the CARES Act and associated with the coronavirus emergency. The College recognized revenue on this grant in the amount of \$1,008,976 in fiscal 2020, which includes approximately \$18,000 in an accrual for fiscal 2020 activity.
- The H.S.I. STEM Grant, funded by the U.S. Department of Education over five years, will allow the College to focus on increasing the percentage of Hispanic and low-income students entering, progressing, completing and transferring in STEM disciplines. Goals of the grant include increasing the number of Hispanic/Low-Income students in STEM disciplines, increasing the pass and retention rates by redesigning developmental and gateway STEM coursework, providing student supports throughout the degree program to encourage progression and completion and providing high-quality professional development to support STEM faculty pedagogy. The College will receive \$3,378,487 in funding over five years and recognized \$651,592 and \$681,569 in fiscal 2020 and 2019, respectively.

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE (an agency of the Commonwealth of Massachusetts)

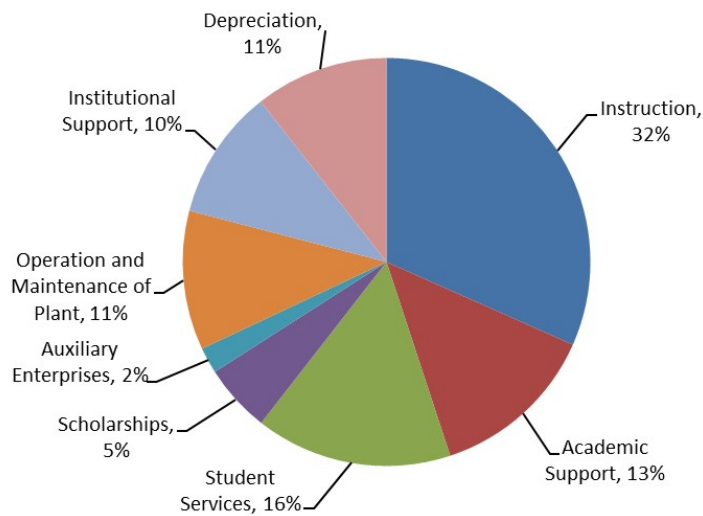
Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2020 and 2019

Financial Analysis - Continued

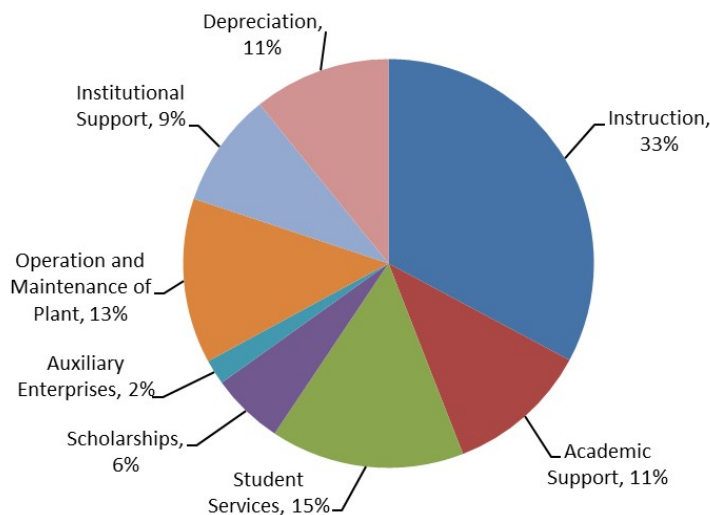
Operating Expenses by Source

2020



Operating Expenses by Source

2019



SPRINGFIELD TECHNICAL COMMUNITY COLLEGE (an agency of the Commonwealth of Massachusetts)

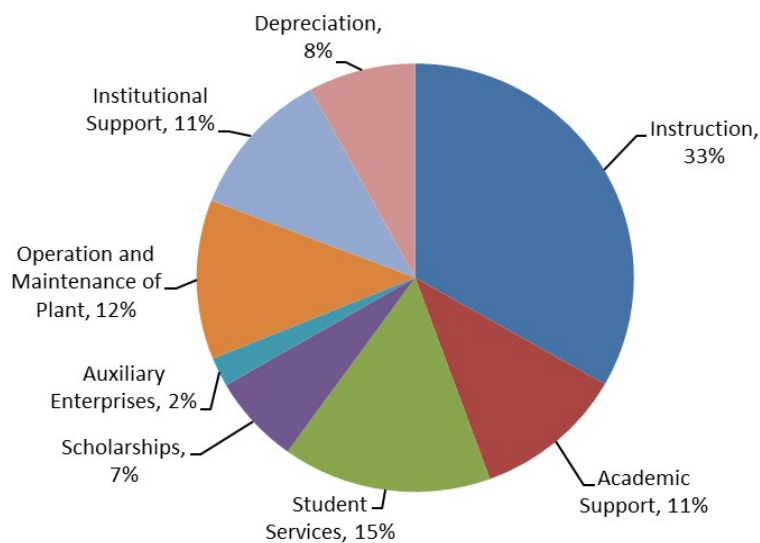
Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2020 and 2019

Financial Analysis - Continued

Operating Expenses by Source

2018



Operating expenses for fiscal 2020 are shown by functional category with instruction totaling the largest at 32% followed by student services at 16%, academic support at 13%, operation and maintenance of plant and depreciation, both at 11%, and institutional support at 10%. Operating expenses decreased from fiscal 2019 to fiscal 2020 by \$2,272,975 and can be attributed primarily to a decrease in spending in operation and maintenance of plant. Operating expenses increased from fiscal 2018 to fiscal 2019 by \$2,791,463 and can be attributed primarily to depreciation and operation and maintenance of plant.

Non-Operating Revenues and Expenses

Non-operating revenues and expenses for fiscal 2020 were comprised of net state appropriations of \$43,205,192 which included \$6,882,833 in capital appropriations from the state; \$207,263 in investment income; \$991,093 of HEERF funding related to the CARES Act; offset by \$99,884 of interest expense. Non-operating revenues and expenses for fiscal 2019 were comprised of net state appropriations of \$47,433,750 which included \$12,370,228 in capital appropriations from the state; \$544,722 in investment income and offset by \$105,093 of interest expense.

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2020 and 2019

Loss from Operations and Changes in Net Position

The following schedule presents summarized information about the losses incurred from operations reconciled to changes in net position by the College for the fiscal years ended June 30, 2020, 2019 and 2018:

	Years Ended June 30,		
	2020	(Restated) 2019	2018
Tuition and fees revenue	\$ 10,465,312	\$ 10,592,911	\$ 11,323,257
Other revenues	22,104,070	20,197,305	20,284,861
Operating expenses	<u>(70,160,924)</u>	<u>(72,433,899)</u>	<u>(69,642,436)</u>
Operating loss	<u>(37,591,542)</u>	<u>(41,643,683)</u>	<u>(38,034,318)</u>
State direct appropriations	27,729,994	26,876,988	25,372,057
Fringe benefits for benefited employees on the Commonwealth's payroll	8,948,190	8,545,117	8,649,896
Tuition remitted to the Commonwealth	(355,825)	(358,583)	(386,403)
Capital appropriations	<u>6,882,833</u>	<u>12,370,228</u>	<u>26,644,888</u>
Net State appropriations	43,205,192	47,433,750	60,280,438
Other revenues (expenses), net	<u>1,098,472</u>	<u>439,629</u>	<u>684,784</u>
Net increase in net position	<u>\$ 6,712,122</u>	<u>\$ 6,229,696</u>	<u>\$ 22,930,904</u>

Due to the nature of public higher education, institutions incur a loss from operations. The Commonwealth's Board of Higher Education presets tuition. The College sets fees and other charges. State appropriations to the College made up the loss from operations that were not made up by tuition and fees. The College, with the purpose of balancing educational and operational needs with tuition and fees revenue, approves budgets to mitigate losses after state appropriations.

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2020 and 2019

Capital Assets and Long-Term Liabilities

Capital Assets

The College's net investment in capital assets as of June 30, 2020 amounts to \$76,124,874. This investment in capital assets includes land, buildings (including improvements), furnishings and equipment, and books. Capital additions for the year were \$10,116,414 and depreciation expense amounted to \$7,432,580. Year over year the College's investment in capital assets increased by 4% or \$2,816,107. This was largely due to DCAMM funded initiative to renovate Building 19, the Ira Rubenzahl Learning Commons and to improve the College's main switchgear and electrical infrastructure.

Building improvements and equipment were purchased in fiscal 2020. Major purchases were as follows:

- DCAMM funding in the amount of \$7,244,619 benefited the College: \$3,528,301 towards improving main switchgear and electrical infrastructure; \$1,653,024 towards Building 19 renovations; \$602,284 towards masonry for Building 13; \$539,783 for masonry for Building 17; \$347,713 towards a roof replacement for Building 2; \$270,233 towards masonry and roof for Building 27; \$195,840 for snow guards for Building 19; \$56,700 towards the arc flash; and \$50,741 towards Building 28 accessibility.
- Trust fund and general state appropriation purchases in the amount of \$2,040,816 was distributed over the following projects: \$419,935 towards parking lot cameras and automation; \$348,675 for Building 7 renovations; \$317,496 for Building 8 renovations; \$283,385 for a switch upgrade; \$221,473 for Building 28 accessibility; \$134,970 for the SIMS server; \$111,645 for health/SIMS relocation; \$64,110 for the UBS rebuild; \$57,530 for greenhouse glazing; \$27,349 for the radio station; \$25,000 for SIMS simulator equipment; \$17,459 for a robotics move; and \$11,789 for Building 27 renovations.
- Grant funding in the amount of \$830,981 benefited the college in the following projects: \$469,830 towards MET equipment; \$201,999 towards SIMS simulator equipment; \$153,109 towards the STEM center and \$6,043 towards the switch upgrade.

The College's net investment in capital assets as of June 30, 2019 amounts to \$73,308,767. This investment in capital assets includes land, buildings (including improvements), furnishings and equipment, and books. Capital additions for the year were \$18,314,912 and depreciation expense amounted to \$7,767,601. Year over year the College's investment in capital assets increased by 17% or \$10,460,464. This was largely due to a DCAMM funded initiative to renovate Building 19, the Ira Rubenzahl Learning Commons.

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2020 and 2019

Capital Assets and Long-Term Liabilities - Continued

Capital Assets - Continued

Building improvements and equipment were purchased in fiscal 2019. Major purchases were as follows:

- DCAMM funding in the amount of \$15,375,582 benefited the College: \$12,065,274 towards Building 19 renovations; \$813,164 towards a roof replacement for Building 2; \$738,817 towards exterior structural masonry repairs for Building 17; \$526,033 towards the main switchgear and electrical infrastructure; \$409,670 toward campus servers; \$205,425 towards Building 28 accessibility; \$189,410 towards Building 19 cameras and access control; \$181,166 towards the Building 20 HVAC unit ventilators; \$150,032 towards switches and phones associated with the lightning strike; and \$96,591 towards masonry and roof for Building 27.
- Trust fund purchases in the amount of \$2,866,167 was distributed toward the following projects: \$1,685,031 towards K-lot parking renovations; \$357,701 towards Building 19 switches and controllers; \$149,028 towards patient simulators; \$134,970 towards a Flex Essential server; \$130,640 towards HVAC upgrades; \$122,395 towards student buses; \$104,184 towards Health/SIMS relocation; \$99,999 towards a MedStation; \$72,216 towards the roof replacement for Building 2, and \$10,003 towards a firewall.
- Grant funding in the amount of \$73,163 benefited the College towards the STEM center in Building 17.

The College's net investment in capital assets as of June 30, 2018 amounts to \$62,848,303. This investment in capital assets includes land, buildings (including improvements), furnishings and equipment, and books. Capital additions for the year were \$28,140,072 and depreciation expense amounted to \$5,519,924. Year over year the College's investment in capital assets increased by 57% or \$22,742,207. This was largely due to a DCAMM funded initiative to renovate Building 19, the Ira Rubenzahl Learning Commons.

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2020 and 2019

Capital Assets and Long-Term Liabilities - Continued

Capital Assets - Continued

Building improvements and equipment were purchased in fiscal 2018. Major purchases were as follows:

- DCAMM funding in the amount of \$26,423,764 benefited the College \$21,549,633 towards Building 19 renovations; \$1,897,157 towards a generator for Buildings 13 & 17; \$1,263,921 towards the Building 20 HVAC unit ventilators; \$623,431 towards Building 13 installation of new acoustical ceiling tiles and LED lights; \$745,173 towards Building 19 switches and controllers; \$274,624 towards Building 19 cameras; and \$69,825 towards the exit road traffic circulation.
- Trust fund purchases in the amount of \$1,625,806 was distributed toward the following projects: \$821,674 towards the exit road traffic circulation; \$217,297 towards K-lot parking renovations; \$210,085 towards Building 13 installation of new acoustical ceiling tiles and LED lights; \$193,525 towards the Building 19 firewall; \$68,970 towards a generator for Buildings 13 & 17; \$63,236 towards replacing and updating fire sprinklers; and \$51,019 towards the Building 20 expansion joint.

Long-Term Liabilities

The College's long-term debt consists of accruals for compensated absences, workers' compensation, the long-term portion of the note payable, the net pension liability, and the other post-retirement benefits (OPEB) liability. The accrual for compensated absences consists of the long-term portion of sick and vacation pay relating to employees on the College payroll.

Economic Factors and Next Year's Tuition and Student Fee Rates

The seasonally adjusted unemployment rate for the Commonwealth within which the College primarily draws students increased from 2.9% in June of 2019 to 17.7% in June of 2020 according to the United States Department of Labor, Bureau of Labor Statistics. This compares to the national level, also according to the United States Department of Labor, Bureau of Labor Statistics, which increased from 3.7% in June of 2019 to 11.1% in June of 2020. It is difficult for the College to predict the extent to which enrollment may vary in the current environment, however, historical trends indicate that as unemployment rates rise there is a correlating rise in enrollment.

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2020 and 2019

Economic Factors and Next Year's Tuition and Student Fee Rates - Continued

The College recognized its eighth consecutive year of declining enrollment. The College experienced approximately a 2% decrease in enrollment for the fall 2019 semester (fiscal 2020) as compared to the fall 2018 semester (fiscal 2019). The following chart illustrates the College's recent enrollment figures:

	Billed Headcount	Billed Credits
Fiscal 2009	14,259	126,166
Fiscal 2010	15,487	137,052
Fiscal 2011	15,451	139,293
Fiscal 2012	15,480	140,645
Fiscal 2013	15,489	141,815
Fiscal 2014	15,313	139,839
Fiscal 2015	14,574	133,010
Fiscal 2016	14,068	124,226
Fiscal 2017	12,525	111,819
Fiscal 2018	12,321	107,830
Fiscal 2019	11,167	99,257
Fiscal 2020	11,151	101,677
Fiscal 2021 (projected)	10,300	92,607

College management continues to implement new and innovative marketing strategies to attract new students as well as retain its current student population. The College's Board of Trustees has previously approved a \$6 per credit general education fee increase for the fall 2018 semester (fiscal 2019), a \$6 per credit general education fee increase for the fall 2019 semester (fiscal 2020) and an \$8 per credit general education fee increase for the fall 2020 semester (fiscal 2021). The College's Board of Trustees also previously approved a \$2 per credit capital improvement fee increase for the fall 2018 semester (fiscal 2019) and a \$4 per credit capital improvement fee increase for the fall 2019 semester (fiscal 2020). The capital improvement fee is to assist with the maintenance of the physical plant and the ability to address important and necessary life, health, and safety issues.

The Massachusetts Department of Higher Education and the General Court of Massachusetts adopted a formula based budget model in the allocation of the State appropriation to Institutions of Higher Learning in fiscal year 2006.

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2020 and 2019

Economic Factors and Next Year's Tuition and Student Fee Rates - Continued

On March 11, 2020 the World Health Organization declared the global outbreak of the novel corona virus (COVID-19) as a pandemic. On March 12, 2020, the College transitioned students to a distance learning environment for the completion of the 2020 spring semester and the 2020 summer semester was taught online.

On March 27, 2020, the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) became law. As part of the law, the CARES Act created the Higher Education Emergency Relief Fund (HEERF). The College was awarded approximately \$3,845,000 of which 50% (or half) is required to be distributed to students affected by the COVID-19 crisis as emergency grants and the other half is eligible for the College to cover costs associated with changes in operations due to the COVID-19 crisis. Additionally, the College was awarded approximately \$239,000 of CARES Title III funds.

Requests for Information

This financial report is designed to provide a general overview of the College's finances for all those with an interest in such. Questions concerning any of the information provided in this report or requests for additional financial information should be addressed to the Vice President of Administration/CFO, Springfield Technical Community College, One Armory Square, STE 1, P.O. Box 9000, Springfield, Massachusetts, 01102-9000.

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Statements of Net Position

June 30, 2020 and 2019

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Statements of Net Position

June 30, 2020 and 2019

Assets and Deferred Outflows of Resources

	Primary Government		Component Units	
	2020	(Restated) 2019	2020	2019
	<u>College</u>	<u>College</u>	<u>Combined</u>	<u>Combined</u>
Current Assets:				
Cash and equivalents	\$ 5,158,603	\$ 2,401,987	\$ 1,686,199	\$ 275,284
Cash held by the State Treasurer	2,839,741	2,921,252	-	-
Deposits held by DCAMM	-	384,956	-	-
Construction escrow	-	-	97,836	97,787
Commercial escrow	-	-	94,943	-
Accounts receivable, net	3,505,241	2,716,476	270,867	2,221,396
Other current assets	<u>480,334</u>	<u>233,754</u>	<u>45,982</u>	<u>54,332</u>
Total Current Assets	<u>11,983,919</u>	<u>8,658,425</u>	<u>2,195,827</u>	<u>2,648,799</u>
Non-Current Assets:				
Investments	14,391,063	14,382,465	3,856,469	4,465,348
Capital assets, net	78,428,789	75,744,955	11,400,272	10,698,681
Beneficial interest in charitable trust	<u>-</u>	<u>-</u>	<u>566,723</u>	<u>592,592</u>
Total Non-Current Assets	<u>92,819,852</u>	<u>90,127,420</u>	<u>15,823,464</u>	<u>15,756,621</u>
Total Assets	<u>104,803,771</u>	<u>98,785,845</u>	<u>18,019,291</u>	<u>18,405,420</u>
Deferred Outflows of Resources:				
Deferred outflows of resources related to pension	558,371	694,277	-	-
Deferred outflows of resources related to OPEB	<u>1,124,994</u>	<u>1,309,146</u>	<u>-</u>	<u>-</u>
Total Deferred Outflows of Resources	<u>1,683,365</u>	<u>2,003,423</u>	<u>-</u>	<u>-</u>
 Total Assets and Deferred Outflows of Resources	 <u>\$ 106,487,136</u>	 <u>\$ 100,789,268</u>	 <u>\$ 18,019,291</u>	 <u>\$ 18,405,420</u>

See accompanying notes to the financial statements.

Liabilities, Deferred Inflows of Resources, and Net Position

	Primary Government		Component Units	
	2020	(Restated) 2019	2020	2019
	<u>College</u>	<u>College</u>	<u>Combined</u>	<u>Combined</u>
Current Liabilities:				
Accounts payable and accrued liabilities	\$ 3,210,357	\$ 4,155,432	\$ 1,816,279	\$ 2,555,689
Accrued payroll	2,460,065	2,132,620	-	-
Accrued compensated absences	2,540,713	2,492,564	-	-
Accrued workers' compensation	71,168	121,787	-	-
Student deposits and unearned revenues	1,009,068	895,952	-	-
Current portion of note payable	<u>137,696</u>	<u>132,273</u>	<u>281,709</u>	<u>338,690</u>
Total Current Liabilities	<u>9,429,067</u>	<u>9,930,628</u>	<u>2,097,988</u>	<u>2,894,379</u>
Non-Current Liabilities:				
Accrued compensated absences	1,098,594	1,273,302	-	-
Accrued workers' compensation	319,863	439,443	-	-
Note payable	2,166,219	2,303,915	5,741,270	6,393,358
Net pension liability	1,779,868	1,954,892	-	-
Net OPEB liability	<u>3,355,366</u>	<u>4,277,669</u>	<u>-</u>	<u>-</u>
Total Non-Current Liabilities	<u>8,719,910</u>	<u>10,249,221</u>	<u>5,741,270</u>	<u>6,393,358</u>
Total Liabilities	<u>18,148,977</u>	<u>20,179,849</u>	<u>7,839,258</u>	<u>9,287,737</u>
Deferred Inflows of Resources:				
Service concession arrangement	7,500	10,000	2,976	38,691
Deferred inflows of resources related to pension	429,432	318,157	-	-
Deferred inflows of resources related to OPEB	<u>1,284,612</u>	<u>376,769</u>	<u>-</u>	<u>-</u>
Total Deferred Inflows of Resources	<u>1,721,544</u>	<u>704,926</u>	<u>2,976</u>	<u>38,691</u>
Net Position:				
Net investment in capital assets	76,124,874	73,308,767	5,377,293	3,966,633
Restricted:				
Nonexpendable	-	-	674,175	639,551
Expendable	241,932	278,664	4,490,741	4,848,757
Unrestricted	<u>10,249,809</u>	<u>6,317,062</u>	<u>(365,152)</u>	<u>(375,949)</u>
Total Net Position	<u>86,616,615</u>	<u>79,904,493</u>	<u>10,177,057</u>	<u>9,078,992</u>
Total Liabilities, Deferred Inflows of Resources and Net Position	<u>\$ 106,487,136</u>	<u>\$ 100,789,268</u>	<u>\$ 18,019,291</u>	<u>\$ 18,405,420</u>

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Statements of Revenues and Expenses

For the Years Ended June 30, 2020 and 2019

	Primary Government		Component Units	
	(Restated)			
	2020	2019	2020	2019
	<u>College</u>	<u>College</u>	<u>Combined</u>	<u>Combined</u>
Operating Revenues:				
Tuition and fees	\$ 23,700,690	\$ 22,166,283	\$ -	\$ -
Less: scholarships and fellowships	<u>(13,235,378)</u>	<u>(11,573,372)</u>	-	-
Net tuition and fees	10,465,312	10,592,911	-	-
Federal, state, local, and private grants and contracts	20,336,066	17,795,839	-	-
Auxiliary enterprises	899,272	919,044	5,215,815	4,947,406
Other sources	868,732	1,482,422	31,362	76,763
Contributions	<u>-</u>	<u>-</u>	<u>285,851</u>	<u>251,349</u>
Total Operating Revenues	<u>32,569,382</u>	<u>30,790,216</u>	<u>5,533,028</u>	<u>5,275,518</u>
Operating Expenses:				
Instruction	22,201,880	23,673,913	-	-
Academic support	9,326,739	8,109,962	-	-
Student services	10,944,293	11,008,869	-	-
Scholarships and fellowships	3,796,061	4,128,777	-	-
Auxiliary enterprises	1,449,331	1,420,854	4,246,849	4,427,892
Operation and maintenance of plant	7,740,970	9,785,458	-	-
Institutional support	7,269,070	6,538,465	880,458	1,389,556
Depreciation	<u>7,432,580</u>	<u>7,767,601</u>	<u>626,915</u>	<u>580,300</u>
Total Operating Expenses	<u>70,160,924</u>	<u>72,433,899</u>	<u>5,754,222</u>	<u>6,397,748</u>
Net Operating Loss	<u>(37,591,542)</u>	<u>(41,643,683)</u>	<u>(221,194)</u>	<u>(1,122,230)</u>
Non-Operating Revenues (Expenses):				
State appropriations - unrestricted	36,322,359	35,063,522	1,499,053	83,613
Federal grants	991,093	-	-	-
Investment income	207,263	544,722	67,511	153,024
Interest expense	(99,884)	(105,093)	(277,305)	(278,919)
Grant revenue	<u>-</u>	<u>-</u>	<u>30,000</u>	<u>-</u>
Total Non-Operating Revenues (Expenses)	<u>37,420,831</u>	<u>35,503,151</u>	<u>1,319,259</u>	<u>(42,282)</u>
Net Decrease in Net Position Before Capital Appropriations	(170,711)	(6,140,532)	1,098,065	(1,164,512)
Capital Appropriations	<u>6,882,833</u>	<u>12,370,228</u>	<u>-</u>	<u>-</u>
Net Increase (Decrease) in Net Position	\$ 6,712,122	\$ 6,229,696	\$ 1,098,065	\$ (1,164,512)

See accompanying notes to the financial statements.

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Statements of Changes in Net Position

For the Years Ended June 30, 2020 and 2019

	<u>College</u>				
	<u>Net investment in Capital Assets</u>	<u>Restricted Nonexpendable</u>	<u>Restricted Expendable</u>	<u>Unrestricted</u>	<u>Total</u>
Balance, June 30, 2018	\$ 62,848,303	\$ -	\$ 289,795	\$ 10,536,699	\$ 73,674,797
Changes in net position, as previously reported	<u>10,460,464</u>	<u>-</u>	<u>(11,131)</u>	<u>(4,073,872)</u>	<u>6,375,461</u>
Balance, June 30, 2019, as previously reported	73,308,767	-	278,664	6,462,827	80,050,258
Prior period adjustment - see Note 2	<u>-</u>	<u>-</u>	<u>-</u>	<u>(145,765)</u>	<u>(145,765)</u>
Balance, June 30, 2019, as restated	73,308,767	-	278,664	6,317,062	79,904,493
Changes in net position	<u>2,816,107</u>	<u>-</u>	<u>(36,732)</u>	<u>3,932,747</u>	<u>6,712,122</u>
Balance, June 30, 2020	<u>\$ 76,124,874</u>	<u>\$ -</u>	<u>\$ 241,932</u>	<u>\$ 10,249,809</u>	<u>\$ 86,616,615</u>
	<u>Component Units</u>				
	<u>Net investment in Capital Assets</u>	<u>Restricted Nonexpendable</u>	<u>Restricted Expendable</u>	<u>Unrestricted</u>	<u>Total</u>
Balance, June 30, 2018	\$ 3,981,034	\$ 640,534	\$ 5,657,524	\$ (35,588)	\$ 10,243,504
Changes in net position	<u>(14,401)</u>	<u>(983)</u>	<u>(808,767)</u>	<u>(340,361)</u>	<u>(1,164,512)</u>
Balance, June 30, 2019	3,966,633	639,551	4,848,757	(375,949)	9,078,992
Changes in net position	<u>1,410,660</u>	<u>34,624</u>	<u>(358,016)</u>	<u>10,797</u>	<u>1,098,065</u>
Balance, June 30, 2020	<u>\$ 5,377,293</u>	<u>\$ 674,175</u>	<u>\$ 4,490,741</u>	<u>\$ (365,152)</u>	<u>\$ 10,177,057</u>

See accompanying notes to the financial statements.

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Statements of Cash Flows

For the Years Ended June 30, 2020 and 2019

	2020 <u>College</u>	Primary Government (Restated) 2019 <u>College</u>
Cash Flows from Operating Activities:		
Tuition and fees	\$ 10,446,774	\$ 10,634,740
Grants and contracts	19,611,795	18,027,458
Payments to suppliers and vendors	(14,140,009)	(14,311,893)
Payments to employees	(36,780,339)	(37,129,924)
Payments to students	(3,781,425)	(4,119,470)
Other cash receipts	<u>1,835,164</u>	<u>2,437,346</u>
Net Cash Applied to Operating Activities	<u>(22,808,040)</u>	<u>(24,461,743)</u>
Cash Flows from Non-Capital Financing Activities:		
Direct unrestricted State appropriations	27,729,994	26,876,988
Day school tuition remitted to the Commonwealth	(355,825)	(358,583)
Federal grants	<u>991,093</u>	<u>-</u>
Net Cash Provided by Non-Capital Financing Activities	<u>28,365,262</u>	<u>26,518,405</u>
Cash Flows from Capital Financing Activities:		
Capital appropriations	2,471,420	2,393,965
Purchases of capital assets	(5,705,001)	(8,124,739)
Principal paid on note payable	(132,273)	(127,063)
Interest paid on note payable	<u>(99,884)</u>	<u>(105,093)</u>
Net Cash Applied to Capital Financing Activities	<u>(3,465,738)</u>	<u>(5,962,930)</u>
Cash Flows from Investing Activities:		
Proceeds from investments	198,638	887,731
Interest and dividends	<u>27</u>	<u>32</u>
Net Cash Provided by Investing Activities	<u>198,665</u>	<u>887,763</u>
Net Increase (Decrease) in Cash and Equivalents	2,290,149	(3,018,505)
Cash and Equivalents, Beginning of Year	<u>5,708,195</u>	<u>8,726,700</u>
Cash and Equivalents, End of Year	\$ 7,998,344	\$ 5,708,195
Reconciliation of Net Operating Loss to Net Cash Applied to Operating Activities:		
Net operating loss	\$ (37,591,542)	\$ (41,643,683)
Adjustments to reconcile net operating loss to net cash applied to operating activities:		
Depreciation	7,432,580	7,767,601
Amortization of service concession arrangement	(2,500)	(2,500)
Fringe benefits provided by the Commonwealth	8,948,190	8,545,117
Recovery of bad debts	(102,372)	(159,991)
Net pension activity	72,157	158,806
Net OPEB activity	169,692	395,050
Changes in assets and liabilities:		
Accounts receivable	(686,393)	244,774
Other current assets	(246,580)	4,821
Accounts payable and accrued liabilities	(945,075)	279,917
Accrued payroll, compensated absences, and workers' compensation	30,687	(276,200)
Student deposits and unearned revenues	<u>113,116</u>	<u>224,545</u>
Net Cash Applied to Operating Activities	<u>\$ (22,808,040)</u>	<u>\$ (24,461,743)</u>
Non-Cash Transactions:		
Fringe benefits provided by the Commonwealth	<u>\$ 8,948,190</u>	<u>\$ 8,545,117</u>
Capital appropriations paid by DCAMM	<u>\$ 4,411,413</u>	<u>\$ 9,976,263</u>
Unrealized gain on investments	<u>\$ 207,236</u>	<u>\$ 544,690</u>

See accompanying notes to the financial statements.

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Combining Statements of Net Position of Major Component Units

June 30, 2020 and 2019

Assets

	2020	2020	2020	2019	2019	2019
	<u>Foundation</u>	<u>STCCAC</u>	<u>Combined</u>	<u>Foundation</u>	<u>STCCAC</u>	<u>Combined</u>
Current Assets:						
Cash and equivalents	\$ 167,295	\$ 1,518,904	\$ 1,686,199	\$ 102,114	\$ 173,170	\$ 275,284
Construction escrow	-	97,836	97,836	-	97,787	97,787
Commercial escrow	-	94,943	94,943	-	-	-
Accounts receivable, net	14,700	256,167	270,867	-	2,221,396	2,221,396
Other current assets	<u>20,371</u>	<u>25,611</u>	<u>45,982</u>	<u>20,393</u>	<u>33,939</u>	<u>54,332</u>
Total Current Assets	<u>202,366</u>	<u>1,993,461</u>	<u>2,195,827</u>	<u>122,507</u>	<u>2,526,292</u>	<u>2,648,799</u>
Non-Current Assets:						
Investments	3,856,469	-	3,856,469	4,465,348	-	4,465,348
Capital assets, net	980,747	10,419,525	11,400,272	980,747	9,717,934	10,698,681
Beneficial interest in charitable trust	<u>566,723</u>	<u>-</u>	<u>566,723</u>	<u>592,592</u>	<u>-</u>	<u>592,592</u>
Total Non-Current Assets	<u>5,403,939</u>	<u>10,419,525</u>	<u>15,823,464</u>	<u>6,038,687</u>	<u>9,717,934</u>	<u>15,756,621</u>
Total Assets	<u>\$ 5,606,305</u>	<u>\$ 12,412,986</u>	<u>\$ 18,019,291</u>	<u>\$ 6,161,194</u>	<u>\$ 12,244,226</u>	<u>\$ 18,405,420</u>

Liabilities, Deferred Inflow of Resources, and Net Position

Current Liabilities:						
Accounts payable and accrued liabilities	\$ 2,213	\$ 1,814,066	\$ 1,816,279	\$ 14,554	\$ 2,541,135	\$ 2,555,689
Current portion of note payable	<u>-</u>	<u>281,709</u>	<u>281,709</u>	<u>-</u>	<u>338,690</u>	<u>338,690</u>
Total Current Liabilities	<u>2,213</u>	<u>2,095,775</u>	<u>2,097,988</u>	<u>14,554</u>	<u>2,879,825</u>	<u>2,894,379</u>
Non-Current Liability:						
Note payable	<u>-</u>	<u>5,741,270</u>	<u>5,741,270</u>	<u>-</u>	<u>6,393,358</u>	<u>6,393,358</u>
Total Non-Current Liabilities	<u>-</u>	<u>5,741,270</u>	<u>5,741,270</u>	<u>-</u>	<u>6,393,358</u>	<u>6,393,358</u>
Total Liabilities	<u>2,213</u>	<u>7,837,045</u>	<u>7,839,258</u>	<u>14,554</u>	<u>9,273,183</u>	<u>9,287,737</u>
Deferred Inflow of Resources:						
Service concession arrangement	<u>2,976</u>	<u>-</u>	<u>2,976</u>	<u>38,691</u>	<u>-</u>	<u>38,691</u>
Total Deferred Inflows of Resources	<u>2,976</u>	<u>-</u>	<u>2,976</u>	<u>38,691</u>	<u>-</u>	<u>38,691</u>
Net Position:						
Net investment in capital assets	980,747	4,396,546	5,377,293	980,747	2,985,886	3,966,633
Restricted:						
Nonexpendable	674,175	-	674,175	639,551	-	639,551
Expendable	4,490,741	-	4,490,741	4,848,757	-	4,848,757
Unrestricted	<u>(544,547)</u>	<u>179,395</u>	<u>(365,152)</u>	<u>(361,106)</u>	<u>(14,843)</u>	<u>(375,949)</u>
Total Net Position	<u>5,601,116</u>	<u>4,575,941</u>	<u>10,177,057</u>	<u>6,107,949</u>	<u>2,971,043</u>	<u>9,078,992</u>
Total Liabilities, Deferred Inflow of Resources and Net Position	<u>\$ 5,606,305</u>	<u>\$ 12,412,986</u>	<u>\$ 18,019,291</u>	<u>\$ 6,161,194</u>	<u>\$ 12,244,226</u>	<u>\$ 18,405,420</u>

See accompanying notes to the financial statements.

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Combining Statements of Revenues and Expenses of Major Component Units

For the Years Ended June 30, 2020 and 2019

	<u>2020</u> <u>Foundation</u>	<u>2020</u> <u>STCCAC</u>	<u>2020</u> <u>Combined</u>	<u>2019</u> <u>Foundation</u>	<u>2019</u> <u>STCCAC</u>	<u>2019</u> <u>Combined</u>
Operating Revenues:						
Auxiliary enterprises	\$ -	\$ 5,215,815	\$ 5,215,815	\$ -	\$ 4,947,406	\$ 4,947,406
Other sources	31,362	-	31,362	76,763	-	76,763
Contributions	<u>285,851</u>	<u>-</u>	<u>285,851</u>	<u>251,349</u>	<u>-</u>	<u>251,349</u>
Total Operating Revenues	<u>317,213</u>	<u>5,215,815</u>	<u>5,533,028</u>	<u>328,112</u>	<u>4,947,406</u>	<u>5,275,518</u>
Operating Expenses:						
Auxiliary enterprises	-	4,246,849	4,246,849	-	4,427,892	4,427,892
Institutional support	880,458	-	880,458	1,389,556	-	1,389,556
Depreciation	<u>-</u>	<u>626,915</u>	<u>626,915</u>	<u>-</u>	<u>580,300</u>	<u>580,300</u>
Total Operating Expenses	<u>880,458</u>	<u>4,873,764</u>	<u>5,754,222</u>	<u>1,389,556</u>	<u>5,008,192</u>	<u>6,397,748</u>
Net Operating Income (Loss)	<u>(563,245)</u>	<u>342,051</u>	<u>(221,194)</u>	<u>(1,061,444)</u>	<u>(60,786)</u>	<u>(1,122,230)</u>
Non-Operating Revenues (Expenses):						
State appropriations - unrestricted	-	1,499,053	1,499,053	-	83,613	83,613
Investment income	56,412	11,099	67,511	152,711	313	153,024
Interest expense	-	(277,305)	(277,305)	-	(278,919)	(278,919)
Grant revenue	<u>-</u>	<u>30,000</u>	<u>30,000</u>	<u>-</u>	<u>-</u>	<u>-</u>
Total Non-Operating Revenues (Expenses)	<u>56,412</u>	<u>1,262,847</u>	<u>1,319,259</u>	<u>152,711</u>	<u>(194,993)</u>	<u>(42,282)</u>
Net Increase (Decrease) in Net Position	<u>\$ (506,833)</u>	<u>\$ 1,604,898</u>	<u>\$ 1,098,065</u>	<u>\$ (908,733)</u>	<u>\$ (255,779)</u>	<u>\$ (1,164,512)</u>

See accompanying notes to the financial statements.

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements

June 30, 2020 and 2019

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

Organization

Springfield Technical Community College (the “College”) is a state-supported comprehensive two-year community college that offers a quality education leading to associate degrees in the arts and sciences, as well as one-year certificate programs. With its primary campus located in Springfield, Massachusetts, the College provides instruction and training in a variety of liberal arts, allied health, engineering technologies, and business fields of study. The College also offers, credit and noncredit courses, as well as community service programs. The College is accredited by the New England Commission of Higher Education.

On March 11, 2020, the World Health Organization declared the global outbreak of the novel coronavirus (COVID-19) as a pandemic. On March 12, 2020, the College transitioned students to a distance learning environment for the completion of the 2020 spring semester, and the 2020 summer semester was taught online.

On March 27, 2020, the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) became law. As part of the law, the CARES Act created the Higher Education Emergency Relief Fund (HEERF). The College was awarded approximately \$3,845,000 of which 50% (or half) is required to be distributed to students affected by the COVID-19 crisis as emergency grants and the other half is eligible for the College to cover costs associated with changes in operations due to the COVID-19 crisis. According to the terms of HEERF, an institution can only spend costs associated with changes in operations due to the COVID-19 crisis up to the amount provided to students as emergency grants.

As of June 30, 2020, the College expended approximately \$991,000 for emergency grants to students. None of the HEERF funds have been used for institutional costs as of June 30, 2020. In conjunction with CARES Act regulations, the College must spend these funds by early April 2021. Additionally, the College was awarded approximately \$239,000 of CARES Title III funds, none of which has been spent as of June 30, 2020.

Basis of Presentation and Accounting

The accompanying financial statements have been prepared using the economic resources measurement focus and the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America, as prescribed by the Governmental Accounting Standards Board (“GASB”).

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2020 and 2019

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

Basis of Presentation and Accounting - continued

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

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

The College's policy for defining operating activities in the statements of revenues and expenses are those that generally result from exchange transactions such as the payment received for services and payment made for the purchase of goods and services. Certain other transactions are reported as non-operating activities. These non-operating activities include the College's operating and capital appropriations from the Commonwealth of Massachusetts (the "Commonwealth"), net investment income, and interest expense.

Springfield Technical Community College Assistance Corporation ("STCCAC"), a discrete component unit of the College, is a legally separate tax-exempt not-for-profit Massachusetts corporation that was created in 1996 under the Commonwealth general law, Chapter 273, Section 125, Act of 1994. STCCAC was created to provide the physical and financial resources necessary for the acquisition and development of the site located east of the College and to further fulfill the educational mission of the College. STCCAC acquired the site and began full operations during fiscal 1997. STCCAC has been included in the financial statements of the College because of the nature and significance of its relationship with the College.

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2020 and 2019

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

Basis of Presentation and Accounting - continued

Complete financial statements of the STCCAC can be obtained from the STCCAC's administrative offices in Holyoke, Massachusetts.

Springfield Technical Community College Foundation, Inc. (the "Foundation"), a discrete component unit of the College, is a legally separate tax-exempt not-for-profit organization under Section 501(c)(3) of the Internal Revenue Code. The Foundation acts primarily as a fundraising organization to supplement the resources that are available to the College in support of its programs.

The Board of Directors of the Foundation is self-perpetuating and primarily consists of graduates and friends of the College. Although the College does not control the timing or the amount of the receipts from the Foundation, the majority of resources, received or held by the Foundation, are restricted to the activities of the College by the respective donors. The Foundation has been included in the financial statements of the College because of the nature and significance of its relationship with the College. Complete financial statements of the Foundation can be obtained from the Foundation's administrative offices in Springfield, Massachusetts.

The College's discrete component units have been aggregated into a single combined column within the College's statements of net position and statements of revenues and expenses.

Net Position

Resources are classified for accounting purposes into the following four net position categories:

Net investment in capital assets: Capital assets, net of accumulated depreciation, reduced by the outstanding principal balances of borrowings attributable to the acquisition, construction, repair, or improvement of those assets.

Restricted - nonexpendable: Net position subject to externally imposed conditions that the College must maintain in perpetuity.

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

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2020 and 2019

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

Net Position - continued

Unrestricted: All other categories of net position. Unrestricted net position may be designated by actions of the College's Board of Trustees.

The College has adopted a policy of generally utilizing restricted - expendable funds, when available, prior to unrestricted funds.

Trust Funds

In accordance with the requirements of the Commonwealth, the College's operations are accounted for in several trust funds. All of these trust funds have been consolidated and are included in these financial statements.

Cash and Equivalents

The College considers cash held by state agencies on behalf of the College (e.g. State Treasurer) and all highly liquid debt instruments purchased with an original maturity date of three months or less to be cash equivalents.

Allowance for Doubtful Accounts

Provisions for losses on receivables are determined on the basis of loss experience, known and inherent risks, and current economic conditions.

Investments

Investments in marketable securities are stated at fair market value. Dividends, interest, and net gains or losses on investments of endowments and similar funds are reported in the statements of revenues and expenses. Any net earnings not expended are included in net position categories as follows:

- (i) As increases in restricted - nonexpendable net position if the terms of the gift require that they be added to the principal of a permanent endowment fund;
- (ii) As increases in restricted - expendable net position if the terms of the gift or the College's interpretation of relevant state law impose restrictions on the current use of the income or net gains. The College has relied upon the Attorney General's interpretation of state law that unappropriated endowment gains should generally be classified as restricted - expendable; and
- (iii) As increases in unrestricted net position in all other cases.

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2020 and 2019

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

Fair Value Hierarchy

The fair value hierarchy categorizes inputs to valuation techniques used to measure fair value into three levels. Level 1 inputs are quoted market prices for identical assets or liabilities in active markets that a government can access at the measurement date. Level 2 inputs are inputs other than quoted market prices included within Level 1 that are observable for an asset or liability, directly or indirectly. Level 3 inputs are unobservable inputs. The highest priority is assigned to Level 1 inputs and the lowest priority to Level 3 inputs. If the fair value is measured using inputs from more than one Level of the hierarchy, the measurement is considered to be on the lowest priority input that is significant to the entire measurement.

Capital Assets

Real estate assets, including improvements, are generally stated at cost. Furnishings and equipment are stated at cost at date of acquisition or, in the case of gifts, at fair market value at the date of donation. In accordance with the Commonwealth's capitalization policy, only those items with a unit cost of more than \$50,000 are capitalized. Interest costs on debt related to capital assets are capitalized during the construction period, if material. College capital assets, with the exception of land and construction in progress, are depreciated on a straight-line basis over their estimated useful lives, which range from 5 to 40 years. The costs of normal maintenance and repairs that do not add to the value of the asset or materially extend assets' lives are not capitalized. The College does not hold collections of historical treasures, works of art, or other items that are inexhaustible by their nature and are of immeasurable intrinsic value, thus not requiring capitalization or depreciation in accordance with GASB guidelines.

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

Pensions

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

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2020 and 2019

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

Post-employment Benefits Other Than Pensions ("OPEB")

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

Compensated Absences

Employees earn the right to be compensated during absences for vacation leave and sick leave. Accrued vacation is the amount earned by all eligible employees through June 30, 2020 and 2019. The accrued sick leave balance represents 20% of amounts earned by those employees with ten or more years of Commonwealth service at June 30, 2020 and 2019. Upon retirement, these employees are entitled to receive payment for this accrued balance.

Student Deposits and Unearned Revenues

Deposits and advance payments received for tuition and fees related to certain summer programs and tuition received for the following academic year are recorded as the related services are provided. Certain funds advanced from various federal, state, local, and private grants and contracts are recorded as revenues when earned.

Tuition and Fees

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

Tax Status

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

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2020 and 2019

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

Use of Estimates

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

Adoption of New Governmental Accounting Pronouncements

The College adopted GASB Statement 84 – *Fiduciary Activities*. The objective of this Statement is to establish the criteria for identifying and reporting fiduciary activities. The implementation of this Statement did not have a material effect on the financial statements.

New Governmental Accounting Pronouncements

GASB Statement 87 – *Leases* is effective for periods beginning after June 15, 2021. Implementation of this Statement will require lessees to recognize on their statement of net position the rights and obligations resulting from leases categorized as operating leases as assets, liabilities, or deferred inflows/outflows of resources. It provides for an election on leases with terms of less than twelve months to be excluded from this Statement.

GASB Statement 89 – *Accounting for Interest Costs Incurred before the End of a Construction Period* is effective for reporting periods beginning after December 15, 2020. The objectives of this Statement are (1) to enhance the relevance and comparability of information about capital assets and the cost of borrowing for a reporting period and (2) to simplify accounting for interest cost incurred before the end of a construction period.

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2020 and 2019

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

New Governmental Accounting Pronouncements - continued

GASB Statement 90 – *Majority Equity Interests, an amendment of GASB Statements 14 and 61* is effective for reporting periods beginning after December 15, 2019. The objective of this Statement is to improve the consistency of reporting a government’s majority equity interest in a legally separate organization. A majority equity interest should be recognized using the equity method if the government’s holding of the equity interest represents an investment.

GASB Statement 91 – *Conduit Debt Obligations* is effective for reporting periods beginning after December 15, 2021. The objective of this Statement is to improve the consistency of reporting conduit debt. This Statement requires government entities that issue conduit debt, but are not the obligors, not to recognize the liability unless it is more likely than not that the government issuer will service the debt.

GASB Statement 92 – *Omnibus 2020* is effective for reporting periods beginning after June 15, 2021. The objective of this Statement is to improve comparability in financial reporting for leases, pensions, OPEB, and asset retirement obligations.

GASB Statement 93 – *Replacement of Interbank Offered Rates* is effective for reporting periods beginning after June 15, 2021. The objective of this Statement is to provide government entities relief with replacing or amending financial instruments for the purpose of replacing LIBOR, which is expected to cease to exist in December 2021. Before the implementation of this Statement, hedge accounting terminates if material terms are amended.

GASB Statement 94 – *Public-Private and Public-Public Partnerships and Availability Payment Arrangements* is effective for reporting periods beginning after June 15, 2022. The objective of this Statement is to provide accounting and financial reporting guidance for arrangements in which the governmental entity (the transferor) contracts with an operator to provide public services by conveying control of the right to operate or use a nonfinancial asset.

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2020 and 2019

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

New Governmental Accounting Pronouncements - continued

GASB Statement 96 – *Subscription-Based Information technology Arrangements (SBITA)* is effective for reporting periods beginning after June 15, 2022. The objective of this Statement is to provide accounting and financial reporting guidance for transactions in which a governmental entity contracts with another party for the right to use their software. A right-to-use asset and a corresponding liability would be recognized for SBITAs.

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

Reclassification

Certain amounts in the 2019 financial statements have been reclassified to conform to the 2020 presentation, however, there was no change to the net position.

Note 2 - **Prior Period Adjustment**

Management of the College was notified of an error in the calculation of OPEB for the year ended June 30, 2019. The error did not have an effect on the calculation of OPEB as of June 30, 2018.

The table below presents the effects of the corrections made to the previously issued financial statements:

	As Previously Reported <u>at June 30, 2019</u>	Correction of <u>the Error</u>	As Restated <u>at June 30, 2019</u>
Statement of Net Position:			
Deferred outflows related to OPEB	\$ 1,305,049	\$ 4,097	\$ 1,309,146
Net OPEB liability	3,433,695	843,974	4,277,669
Deferred inflows related to OPEB	1,070,881	(694,112)	376,769
Unrestricted net position	6,462,827	(145,765)	6,317,062
Statement of Revenues and Expenses:			
Operating expenses	72,288,134	145,765	72,433,899

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE
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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 3 - **Cash and Equivalents and Investments**

Custodial Credit Risk

Custodial credit risk is associated with the failure of a depository financial institution. In the event of a depository financial institution's failure, the depositor would not be able to recover its balances in excess of amounts insured by the Federal Deposit Insurance Corporation ("FDIC"). The College's deposit policy for custodial credit risk requires the depository institution to purchase additional insurance to cover deposits in excess of the FDIC insured amount. As of June 30, 2020 and 2019, approximately \$3.6 million and \$1.5 million, respectively, of the College's bank balance of approximately \$4.0 million and \$1.7 million, respectively, was exposed to custodial credit risk as follows:

	<u>2020</u>	<u>2019</u>
Uninsured and uncollateralized	\$ -	\$ -
Uninsured but collateralized	<u>3,600,000</u>	<u>1,450,000</u>
Total	<u>\$ 3,600,000</u>	<u>\$ 1,450,000</u>

Deposits and Investments

Deposits and investments of the College consist of the following at June 30,:

	<u>2020</u>	<u>2019</u>
Cash on deposit	\$ 3,694,026	\$ 1,133,591
Massachusetts Municipal Depository Trust	<u>1,464,577</u>	<u>1,268,396</u>
Total cash and equivalents	<u>5,158,603</u>	<u>2,401,987</u>
Bond mutual funds	6,362,850	6,337,005
Equity mutual funds	<u>8,028,213</u>	<u>8,045,460</u>
Total investments	<u>14,391,063</u>	<u>14,382,465</u>
	<u>\$ 19,549,666</u>	<u>\$ 16,784,452</u>

The Treasurer of the Commonwealth of Massachusetts oversees the financial management of the Massachusetts Municipal Depository Trust ("MMDT"), an external investment pool for cities, towns, and other state and local agencies within the Commonwealth. MMDT operates as a qualifying external investment pool and is valued by MMDT's management on amortized cost where the net asset value is \$1 per share.

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE
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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 3 - **Cash and Equivalents and Investments - Continued**

Investment Policy

In general, the primary purpose of the investment policy is to provide a source of liquidity, income, and capital appreciation for the College. The College currently retains one investment advisor (separate and independent from the College) that is responsible for the day-to-day oversight for the College’s investment program. The investment advisor’s responsibilities include maintaining appropriate allocations within the investment policy, its objectives, and its return evaluation framework. The College also retains one investment custodian, which is responsible for the safekeeping and custody of the assets.

Investment and Maturities Inferring Risk

All investments of the College are stated at fair market value at June 30, 2020 and 2019.

Investment Fair Value Hierarchy

Following is a description of the valuation methodologies used for assets measured at fair value. There have been no changes in the methodologies used to measure fair value.

Bond and Equity Mutual Funds: Valued at the net asset value (“NAV”) of the shares held at fiscal year-end requiring 90-day notice with redemption periods up to 90 days.

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

The following tables set forth, by level, the College’s investments at June 30:

	NAV per share	<u>2020</u>			Total
		Level 1	Level 2	Level 3	
Recurring fair value measurements:					
Bond mutual funds	\$ 6,362,850	\$ -	\$ -	\$ -	\$ 6,362,850
Equity mutual funds	<u>8,028,213</u>	-	-	-	<u>8,028,213</u>
Total investments at fair value	<u>\$ 14,391,063</u>	\$ -	\$ -	\$ -	<u>\$ 14,391,063</u>

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE
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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 3 - **Cash and Equivalents and Investments - Continued**

	NAV per share	<u>2019</u>			Total
		Level 1	Level 2	Level 3	
Recurring fair value measurements:					
Bond mutual funds	\$ 6,337,005	\$ -	\$ -	\$ -	\$ 6,337,005
Equity mutual funds	<u>8,045,460</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>8,045,460</u>
 Total investments at fair value	 <u>\$ 14,382,465</u>	 <u>\$ -</u>	 <u>\$ -</u>	 <u>\$ -</u>	 <u>\$ 14,382,465</u>

Foundation Investments

	<u>2020</u>	<u>2019</u>
Money market	\$ 287,766	\$ 68,308
Common stocks	1,173	354,686
Certificate of deposit	262,899	261,110
Mutual funds and ETF's	<u>3,304,631</u>	<u>3,781,244</u>
	 <u>\$ 3,856,469</u>	 <u>\$ 4,465,348</u>

Promulgations of the Financial Accounting Standards Board have established a framework for measuring fair value of the investments, which provides a hierarchy that prioritizes the inputs to valuation techniques used to measure fair value. Please refer to the financial statements of the Foundation for more information.

Note 4 - **Cash Held by the State Treasurer**

Accounts payable and accrued payroll to be funded from state-appropriated funds totaled \$2,962,764 and \$2,921,252 at June 30, 2020 and 2019, respectively. The College has recorded a comparable dollar amount of cash held by the State Treasurer for the benefit of the College, which was subsequently utilized to pay for such liabilities.

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE
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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 5 - **Accounts Receivable**

Accounts receivable of the College are comprised of the following at June 30,:

	<u>2020</u>	<u>2019</u>
Student accounts receivable	\$ 3,414,305	\$ 3,385,023
Grants receivable	1,322,235	597,964
Other receivables	<u>247,152</u>	<u>314,312</u>
	4,983,692	4,297,299
Less: allowance for doubtful accounts	<u>(1,478,451)</u>	<u>(1,580,823)</u>
	<u>\$ 3,505,241</u>	<u>\$ 2,716,476</u>

Note 6 - **Capital Assets**

College

Capital assets of the College consist of the following at June 30, 2020:

	Estimated Lives (In Years)	Beginning Balance	Additions	Retirements	Reclassifications	Ending Balance
Non-depreciable:						
Construction in progress		\$ 2,629,594	\$ 4,379,029	\$ -	\$ (2,103,561)	\$ 4,905,062
Land		<u>1,890,128</u>	-	-	-	<u>1,890,128</u>
Total non-depreciable		<u>4,519,722</u>	<u>4,379,029</u>	-	<u>(2,103,561)</u>	<u>6,795,190</u>
Depreciable:						
Buildings and improvements	20-40	147,737,412	4,552,050	-	2,103,561	154,393,023
Furnishings and equipment (including costs of capital leases)	5-10	35,836,975	1,185,335	-	-	37,022,310
Books	5	<u>1,364,637</u>	-	-	-	<u>1,364,637</u>
Total depreciable		<u>184,939,024</u>	<u>5,737,385</u>	-	<u>2,103,561</u>	<u>192,779,970</u>
Less: accumulated depreciation:						
Buildings and improvements		81,291,898	5,579,773	-	-	86,871,671
Furnishings and equipment		31,057,256	1,852,807	-	-	32,910,063
Books		<u>1,364,637</u>	-	-	-	<u>1,364,637</u>
Total accumulated depreciation		<u>113,713,791</u>	<u>7,432,580</u>	-	-	<u>121,146,371</u>
Capital assets, net		<u>\$ 75,744,955</u>	<u>\$ 2,683,834</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 78,428,789</u>

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE
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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 6 - **Capital Assets - Continued**

College - continued

Capital assets of the College consist of the following at June 30, 2019:

	Estimated Lives <u>(In Years)</u>	Beginning <u>Balance</u>	<u>Additions</u>	<u>Retirements</u>	<u>Reclassifications</u>	Ending <u>Balance</u>
Non-depreciable:						
Construction in progress		\$ 39,024,877	\$ 2,629,593	\$ (213,910)	\$ (38,810,966)	\$ 2,629,594
Land		<u>1,890,128</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>1,890,128</u>
Total non-depreciable		<u>40,915,005</u>	<u>2,629,593</u>	<u>(213,910)</u>	<u>(38,810,966)</u>	<u>4,519,722</u>
Depreciable:						
Buildings and improvements	20-40	96,077,658	14,062,110	-	37,597,644	147,737,412
Furnishings and equipment (including costs of capital leases)	5-10	33,000,444	1,623,209	-	1,213,322	35,836,975
Books	5	<u>1,364,637</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>1,364,637</u>
Total depreciable		<u>130,442,739</u>	<u>15,685,319</u>	<u>-</u>	<u>38,810,966</u>	<u>184,939,024</u>
Less: accumulated depreciation:						
Buildings and improvements		75,467,664	5,824,234	-	-	81,291,898
Furnishings and equipment		29,113,889	1,943,367	-	-	31,057,256
Books		<u>1,364,637</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>1,364,637</u>
Total accumulated depreciation		<u>105,946,190</u>	<u>7,767,601</u>	<u>-</u>	<u>-</u>	<u>113,713,791</u>
Capital assets, net		<u>\$ 65,411,554</u>	<u>\$ 10,547,311</u>	<u>\$ (213,910)</u>	<u>\$ -</u>	<u>\$ 75,744,955</u>

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE
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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 6 - **Capital Assets - Continued**

Component Units

A summary of the combined capital assets of the component units at June 30,:

	<u>2020</u>	<u>2019</u>
Land	\$ 2,332,671	\$ 2,332,671
Construction in progress	<u>1,627,918</u>	<u>1,043,518</u>
	<u>3,960,589</u>	<u>3,376,189</u>
Land improvements	2,962,327	2,466,550
Buildings and improvements	16,575,169	16,326,840
Furnishings and equipment	<u>215,393</u>	<u>215,393</u>
	<u>19,752,889</u>	<u>19,008,783</u>
Less: accumulated depreciation	<u>(12,313,206)</u>	<u>(11,686,291)</u>
	<u>\$ 11,400,272</u>	<u>\$ 10,698,681</u>

STCCAC is a lessor of commercial space under long-term operating leases expiring in various years through 2035. At June 30, 2020, minimum future rentals to be received on these noncancelable leases for the next five years and thereafter, excluding renewal options and expense reimbursements, are as follows:

Fiscal Years	
<u>Ending June 30,</u>	
2021	\$ 3,367,351
2022	2,360,640
2023	2,358,341
2024	2,280,177
2025	2,105,130
Thereafter	<u>8,607,074</u>
	<u>\$ 21,078,713</u>

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE
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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 7 - **Long-Term Liabilities**

College

Long-term liabilities of the College at June 30, 2020 are as follows:

	Beginning Balance	Additions	Reductions	Ending Balance	Current Portion	Non-Current Portion
Note payable	\$ 2,436,188	\$ -	\$ (132,273)	\$ 2,303,915	\$ 137,696	\$ 2,166,219
Other long-term liabilities:						
Compensated absences	3,765,866	-	(126,559)	3,639,307	2,540,713	1,098,594
Workers' compensation	561,230	-	(170,199)	391,031	71,168	319,863
Net pension liability	1,954,892	-	(175,024)	1,779,868	-	1,779,868
Net OPEB liability	<u>4,277,669</u>	<u>-</u>	<u>(922,303)</u>	<u>3,355,366</u>	<u>-</u>	<u>3,355,366</u>
	<u>\$ 12,995,845</u>	<u>\$ -</u>	<u>\$ (1,526,358)</u>	<u>\$ 11,469,487</u>	<u>\$ 2,749,577</u>	<u>\$ 8,719,910</u>

Long-term liabilities of the College at June 30, 2019 are as follows:

	Beginning Balance	Additions	Reductions	(Restated) Ending Balance	Current Portion	Non-Current Portion
Note payable	\$ 2,563,251	\$ -	\$ (127,063)	\$ 2,436,188	\$ 132,273	\$ 2,303,915
Other long-term liabilities:						
Compensated absences	3,847,904	-	(82,038)	3,765,866	2,492,564	1,273,302
Workers' compensation	602,538	-	(41,308)	561,230	121,787	439,443
Net pension liability	1,670,737	284,155	-	1,954,892	-	1,954,892
Net OPEB liability	<u>3,249,591</u>	<u>1,028,078</u>	<u>-</u>	<u>4,277,669</u>	<u>-</u>	<u>4,277,669</u>
	<u>\$ 11,934,021</u>	<u>\$ 1,312,233</u>	<u>\$ (250,409)</u>	<u>\$ 12,995,845</u>	<u>\$ 2,746,624</u>	<u>\$ 10,249,221</u>

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE
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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 7 - **Long-Term Liabilities - Continued**

Note Payable

The College entered into an agreement for \$3,127,328 with the Massachusetts Division of Capital Asset Management and Maintenance (“DCAMM”) to help finance energy efficient building improvements. DCAMM managed the project and handled payments to vendors directly. The agreement requires annual payments of principal and interest of \$232,157 with interest charged at 4.1%.

Maturities of principal and interest subsequent to June 30, 2020 are as follows:

<u>Fiscal Years</u> <u>Ending June 30,</u>	<u>Principal</u>	<u>Interest</u>
2021	\$ 137,696	\$ 94,461
2022	143,342	88,815
2023	149,219	82,938
2024	155,337	76,820
2025	161,705	70,451
2026 - 2030	913,582	247,201
2031 - 2033	<u>643,034</u>	<u>53,435</u>
	<u>\$ 2,303,915</u>	<u>\$ 714,121</u>

STCCAC

Note Payable

On August 21, 2014, STCCAC refinanced its outstanding TD Bank term loan with Peoples Bank. The refinanced amount on the primary term loan totaled \$2,700,000. The note amortizes over a 20-year period at an interest rate of 4.78% fixed for seven years with principal and interest payments commencing on September 21, 2014 through August 21, 2034. At the end of the initial seven-year period, the interest rate will be adjusted to a rate that is 2.25% above the then prevailing Federal Home Loan Bank of Boston rate for five, seven, or ten years at the selection of STCCAC. Net cash proceeds in the amount of \$631,437 were used to fund various capital and tenant improvements.

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE
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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 7 - **Long-Term Liabilities - Continued**

Note Payable - continued

On May 12, 2020, STCCAC entered into a Note Forbearance and Modification Agreement to suspend principal payments for a period of six-months ending October 2020. During this Forbearance Period, interest-only payments are due and monthly deposits are required to the commercial escrow. The outstanding balance of this loan at June 30, 2020 and 2019 was \$2,178,202 and \$2,264,024, respectively.

In addition, the refinancing included a term loan in the amount of \$3,100,000 where Peoples Bank serves as the trustee under a tax-exempt bond issue through the Massachusetts Development Finance Agency. The note required interest-only payments through February 21, 2015, then amortized over a 20-year period at an interest rate of 3.54% fixed for 10 years with principal and interest payments commencing on March 21, 2015 through August 21, 2034. At the end of the initial 10-year period, the interest rate will be adjusted to a rate that is .67 times the sum of the then prevailing Federal Home Loan Bank of Boston rate for 10 years plus 2.25%. The proceeds were used to complete renovations to a building under a 20-year lease to a charter school. The outstanding balance of this loan at June 30, 2020 and 2019 was \$2,476,722 and \$2,602,591, respectively.

The refinancing also included a capital asset line in the amount of \$975,000 with a draw-down period through December 31, 2015, for other capital and tenant improvement requirements. Advances under this capital asset line required interest-only payments at 50 basis points above the Prime Rate with a minimum rate of 3.75% through December 31, 2015, at which time the loan amortized over a 19-year period at an interest rate of 4.44% for five years with principal and interest payments commencing on February 1, 2016 through August 21, 2034. At the end of the initial five-year period, the interest rate will be adjusted to a rate that is 2.25% above the then prevailing Federal Home Loan Bank of Boston rate for five, seven, or ten years at the selection of STCCAC. A total of \$300,000 was advanced under this capital asset line through December 31, 2015. On May 12, 2020, STCCAC entered into a Note Forbearance and Modification Agreement to suspend principal payments for a period of six-months ending November 2020. During this Forbearance Period, interest-only payments are due and monthly deposits are required to the commercial escrow. On June 17, 2020 the remaining balance of \$252,169 was repaid. The outstanding balance of this loan at June 30, 2019 was \$263,067.

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE
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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 7 - **Long-Term Liabilities - Continued**

Note Payable - continued

The capital asset line draw period was extended through July 1, 2017 and on June 30, 2017 STCCAC entered into a separate term loan agreement in the amount of \$125,000 with Peoples Bank. The note amortizes over a 10-year period at an interest rate of 4.82% with principal and interest payments commencing on July 30, 2017 through June 30, 2027. The proceeds were used to complete tenant improvements for the expansion of a major tenant. On May 12, 2020, STCCAC entered into a Note Forbearance and Modification Agreement to suspend principal payments for a period of six-months ending October 2020. During this Forbearance Period, interest-only payments are due and monthly deposits are required to the commercial escrow. On June 17, 2020 the remaining balance of \$95,153 was repaid. The outstanding balance of this loan at June 30, 2019 was \$104,253.

The capital asset line draw period was extended through December 31, 2019 and on June 18, 2019 STCCAC entered into a separate term loan agreement in the amount of \$200,000 with Peoples Bank. The note amortizes over a five-year period at an interest rate of 4.41% with principal and interest payments commencing on July 18, 2019 through June 18, 2024. The proceeds were used to complete tenant improvement for two major tenants. On May 12, 2020, STCCAC entered into a Note Forbearance and Modification Agreement to suspend principal payments for a period of six-months ending October 2020. During this Forbearance Period, interest-only payments are due and monthly deposits are required to the commercial escrow. The outstanding balance of this loan at June 30, 2020 and 2019 was \$169,636 and \$200,000, respectively.

The loans are secured by a first mortgage and security interest on the property and an assignment of leases and rents. The total outstanding balance of these loans at June 30, 2020 and 2019 was \$4,824,560 and \$5,433,935 at weighted average interest rates of 4.13% and 4.16%, respectively. Interest incurred on these loans for the years ended June 30, 2020 and 2019 totaled \$223,371 and \$225,368, respectively. In accordance with the notes, STCCAC is required to meet a debt service coverage ratio of 1.25 annually.

On October 9, 2015, STCCAC entered into a term loan agreement with the Massachusetts Development Finance Agency (the Agency) for a real estate improvement loan in the amount of \$1,000,000. The loan is secured by a mortgage interest and lien on the property. The note requires interest-only payments until the earlier of October 9, 2017 or a lease commences on vacant space for which a portion of the loan will be used to complete improvements.

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE
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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 7 - **Long-Term Liabilities - Continued**

Note Payable - continued

Principal and interest payments will commence at the end of the interest-only period through October 9, 2025 based on a 20-year amortization period with the balance due at maturity. The interest rate on the note is fixed at 4.0% for five years through October 9, 2020, at which time the rate will be adjusted to the greater of 4.0% or the lowest five-year fixed rate then available from the Agency. A portion of the proceeds from this note were used to fund cost overruns for the charter school building improvements and the balance of the funds are being used to improve vacant space. The remaining funds were deposited to an escrow account held by Peoples Bank and are being advanced based on improvements made to the vacant space. The balance in this escrow at June 30, 2020 and 2019 was \$97,836 and \$97,787, respectively. The outstanding balance of this loan at June 30, 2020 and 2019 was \$902,935 and \$938,151, respectively, and interest incurred for the years ended June 30, 2020 and 2019 totaled \$37,578 and \$38,645, respectively. In accordance with the note, STCCAC is required to meet a debt service coverage ratio of 1.25 annually.

On August 16, 2016, STCCAC entered into a term loan agreement with Appleton Corporation, the management company, for \$186,000 in exchange for extraordinary project management services provided under the management agreement through June 30, 2016 for oversight and monitoring of the capital projects and assistance in securing funding. The interest rate on the note is fixed at 3.0% and the note matures on December 16, 2019. On October 3, 2019, STCCAC entered into a Loan Extension Agreement to extend the maturity date to December 15, 2021. Periodic principal and interest payments can be made on the note prior to maturity at the discretion of STCCAC. The loan is subordinate to the Peoples Bank loans and any payments made on the note require the prior approval of the Bank. The outstanding balance of this loan at June 30, 2020 and 2019 was \$121,000 and \$171,000, respectively, and interest incurred for the years ended June 30, 2020 and 2019 totaled \$4,150 and \$5,155, respectively.

On May 30, 2018, STCCAC entered into a separate term loan agreement with Siemens Financial Services, Inc., in the amount of \$200,000. The note amortizes over a five-year period at an interest rate of 6.11% with principal and interest payments commencing on October 9, 2018 through September 9, 2023. The proceeds were used to replace major equipment. The loan is secured by a security interest in the equipment.

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE
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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 7 - **Long-Term Liabilities - Continued**

Note Payable - continued

The outstanding balance of this loan at June 30, 2020 and 2019 was \$174,484 and \$188,962, respectively, and interest incurred for the years ended June 30, 2020 and 2019 totaled \$12,206 and \$9,751, respectively.

Principal and interest payments on the notes payable for the next five years and thereafter are as follows as of June 30, 2020:

Fiscal Years <u>Ending June 30,</u>	<u>Principal</u>	<u>Interest</u>
2021	\$ 281,709	\$ 243,650
2022	463,317	230,509
2023	357,278	215,547
2024	394,475	200,385
2025	344,568	183,824
Thereafter	<u>4,181,632</u>	<u>757,968</u>
	<u>\$ 6,022,979</u>	<u>\$ 1,831,883</u>

Note 8 - **Pensions**

Defined Benefit Plan Description

Certain employees of the College participate in a cost-sharing multiple-employer defined benefit-pension plan – the Massachusetts State Employees’ Retirement System (“SERS”) – administered by the Massachusetts State Board of Retirement (the “Board”), which is a public employee retirement system (“PERS”). Under a cost-sharing plan, pension obligations for employees of all employers are pooled and plan assets are available to pay the benefits through the plan, regardless of the status of the employers’ payment of its pension obligations to the plan. The plan provides retirement and disability benefits and death benefits to plan members and beneficiaries.

The Massachusetts State Employees’ Retirement System does not issue a stand-alone financial statement. Additional information regarding the plan is contained in the Commonwealth's financial statements, which is available online from the Office of the State Comptroller's website.

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE
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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 8 - **Pensions - Continued**

Benefit Provisions

SERS provides retirement, disability, survivor and death benefits to members and their beneficiaries. Massachusetts General Laws ("MGL") establishes uniform benefit and contribution requirements for all contributory PERS. These requirements provide for superannuation retirement allowance benefits up to a maximum of 80% of a member's highest three-year average annual rate of regular compensation. For employees hired after April 1, 2012, retirement allowances are calculated based on the last five years or any five consecutive years, whichever is greater in terms of compensation. Benefit payments are based upon a member's age, length of creditable service, group creditable service, and group classification. The authority for amending these provisions rests with the Massachusetts State Legislature (the "Legislature").

Members become vested after ten years of creditable service. A superannuation retirement allowance may be received upon the completion of twenty years of service or upon reaching the age of 55 with ten years of service. Normal retirement for most employees occurs at age 65; for certain hazardous duty and public safety positions, normal retirement is at age 55. Most employees who joined the system after April 1, 2012, are not eligible for retirement until they have reached age 60.

Contributions

The SERS' funding policies have been established by Chapter 32 of the MGL. The Legislature has the authority to amend these policies. The annuity portion of the SERS retirement allowance is funded by employees, who contribute a percentage of their regular compensation. Costs of administering the plan are funded out of plan assets. Member contributions for SERS vary depending on the most recent date of membership:

<u>Hire Date</u>	<u>Percent of Compensation</u>
Prior to 1975	5% of regular compensation
1975 - 1983	7% of regular compensation
1984 to 6/30/1996	8% of regular compensation
7/1/1996 to present	9% of regular compensation except for State Police which is 12% of regular compensation
1979 to present	An additional 2% of regular compensation in excess of \$30,000

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE

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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 8 - **Pensions - Continued**

Contributions - continued

The Commonwealth does not require the College to contribute funding from its local trust funds for employees paid by state appropriations. Pension funding for employees paid from state appropriations are made through a benefit charge assessed by the Commonwealth. Such pension contributions amounted to \$3,551,000, \$2,954,000 and \$2,923,000 for the years ended June 30, 2020, 2019 and 2018, respectively.

For employees covered by SERS but not paid from state appropriations, the College is required to contribute at an actuarially determined rate. The rate was 14.08%, 12.06% and 11.78% of annual covered payroll for the fiscal years ended June 30, 2020, 2019 and 2018, respectively. The College contributed \$161,373, \$121,115 and \$135,123 for the fiscal years ended June 30, 2020, 2019 and 2018, respectively, equal to 100% of the required contributions for the years.

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources

At June 30, 2020 and 2019, the College reported a liability of \$1,779,868 and \$1,954,892, respectively, for its proportionate share of the net pension liability related to its participation in SERS. The net pension liability as of June 30, 2020, the reporting date, was measured as of June 30, 2019, the measurement date, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of January 1, 2019 rolled forward to June 30, 2019. The net pension liability as of June 30, 2019, the reporting date, was measured as of June 30, 2018, the measurement date, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of January 1, 2018 rolled forward to June 30, 2018.

The College's proportion of the net pension liability was based on its share of the Commonwealth's collective pension amounts allocated on the basis of actual fringe benefit charges assessed to the College for the fiscal years 2020 and 2019, respectively. The College's proportionate share was based on actual employer contributions to the SERS for fiscal years 2020 and 2019 relative to total contributions of all participating employers for the fiscal years. At June 30, 2020 and 2019, the College's proportion was 0.012% and 0.015%, respectively.

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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 8 - **Pensions - Continued**

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources - continued

For the years ended June 30, 2020 and 2019, the College recognized pension expense of \$233,533 and \$279,923, respectively. The College reported deferred outflows of resources and deferred inflows of resources related to pension from the following sources at June 30,:

<u>Deferred Outflows of Resources Related to Pension</u>	<u>2020</u>	<u>2019</u>
Contributions subsequent to the measurement date	\$ 161,373	\$ 121,115
Differences between expected and actual experience	59,110	61,993
Changes in pension plan actuarial assumptions	131,932	198,116
Changes in proportion from Commonwealth	3,142	5,272
Changes in proportion due to internal allocation	<u>202,814</u>	<u>307,781</u>
Deferred Outflows of Resources Related to Pension	<u>\$ 558,371</u>	<u>\$ 694,277</u>
 <u>Deferred Inflows of Resources Related to Pension</u>		
Differences between expected and actual experience	\$ 23,148	\$ 39,841
Net differences between projected and actual investment earnings on pension plan investments	26,549	67,950
Changes in proportion from Commonwealth	90	372
Changes in proportion due to internal allocation	<u>379,645</u>	<u>209,994</u>
Deferred Inflows of Resources Related to Pension	<u>\$ 429,432</u>	<u>\$ 318,157</u>

The College's contributions of \$161,373 and \$121,115 made during the fiscal years ending 2020 and 2019, respectively, subsequent to the measurement date, will be recognized as a reduction of the net pension liability in each of the succeeding years. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pension will be recognized as increases (decreases) in pension expense as follows:

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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 8 - **Pensions - Continued**

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources - continued

Years Ending June 30,	
2021	\$ 32,096
2022	(37,374)
2023	(11,006)
2024	(7,476)
2025	<u>(8,674)</u>
	<u>\$ (32,434)</u>

Actuarial Assumptions

The total pension liability was determined using the following actuarial assumptions, applied to all periods included in the measurement:

	<u>2020</u>	<u>2019</u>
Measurement date	June 30, 2019	June 30, 2018
Inflation on the first \$13,000 of allowance	3.00%	3.00%
Salary increases	4.00% to 9.00%	4.00% to 9.00%
Investment rate of return	7.25%	7.35%
Interest rate credited to annuity savings fund	3.50%	3.50%

For measurement dates June 30, 2019 and 2018, mortality rates were based on:

- Pre-retirement - reflects RP-2014 Blue Collar Employees table projected generationally with Scale MP-2016 set forward 1 year for females.
- Post-retirement - reflects RP-2014 Blue Collar Healthy Annuitant table projected generationally with Scale MP-2016 set forward 1 year for females

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE

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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 8 - **Pensions - Continued**

Actuarial Assumptions - continued

- Disability - reflects RP-2014 Blue Collar Healthy Annuitant table projected generationally with Scale MP-2016 set forward 1 year

The 2020 pension liability for the June 30, 2019, measurement date was determined by an actuarial valuation as of January 1, 2019 and rolled forward to June 30, 2019. The 2019 pension liability for the June 30, 2018 measurement date was determined by an actuarial valuation as of January 1, 2018, and rolled forward to June 30, 2018.

Investment assets of SERS are with the Pension Reserves Investment Trust (“PRIT”) Fund. The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimate ranges of expected future rates of return are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future rates of return by the target asset allocation percentage. Best estimates of geometric rates of return for each major asset class included in the PRIT Fund’s target asset allocation as of June 30, are summarized in the following table:

Asset Class	<u>2020</u>		<u>2019</u>	
	Target Allocation	Long-term expected real rate of return	Target Allocation	Long-term expected real rate of return
Global Equity	39%	4.90%	39%	5.00%
Core Fixed Income	15%	1.30%	12%	0.90%
Private Equity	13%	8.20%	12%	6.60%
Portfolio Completion Strategies	11%	3.90%	13%	3.70%
Real Estate	10%	3.60%	10%	3.80%
Value Added Fixed Income	8%	4.70%	10%	3.80%
Timber/Natural Resources	<u>4%</u>	4.10%	<u>4%</u>	3.40%
	<u>100%</u>		<u>100%</u>	

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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 8 - **Pensions - Continued**

Discount Rate

The discount rate used to measure the total pension liability was 7.25% and 7.35% at June 30, 2020 and 2019, respectively. The projection of cash flows used to determine the discount rate assumed that plan member contributions will be made at the current contribution rates and the Commonwealth's contributions will be made at rates equal to the difference between actuarially determined contributions rates and the member rates. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the Net Pension Liability to Changes in the Discount Rate

The following table illustrates the sensitivity of the net pension liability calculated using the discount rate as well as what the net pension liability would be if it were calculated using a discount rate that is one-percentage-point lower or one-percentage-point higher than the current rate at June 30,:

<u>June 30, 2020</u>		
1.00% Decrease (6.25%)	Current Discount Rate (7.25%)	1.00% Increase (8.25%)
\$ 2,369,065	\$ 1,779,868	\$ 1,276,431
<u>June 30, 2019</u>		
1.00% Decrease (6.35%)	Current Discount Rate (7.35%)	1.00% Increase (8.35%)
\$ 2,634,868	\$ 1,954,892	\$ 1,373,879

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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 9 - **Other Post-Employment Benefits (“OPEB”) (Restated)**

Plan Description

As an agency of the Commonwealth, certain employees of the College participate in the Commonwealth's single-employer defined benefit-OPEB plan – the State Retirees' Benefit Trust ("SRBT"). Benefits are managed by the Group Insurance Commission ("GIC") and investments are managed by the Pension Reserves Investment Management ("PRIM") Board. The GIC has representation on the Board of Trustees of the State Retirees' Benefits Trust ("Trustees").

The SRBT is set up solely to pay for OPEB benefits and the cost to administer those benefits. It can only be revoked when all such health care and other non-pension benefits, current and future, have been paid or defeased. The GIC administers benefit payments, while the Trustees are responsible for investment decisions.

Management of the SRBT is vested with the Trustees, which consists of seven members including the Secretary of Administration and Finance (or their designee), the Executive Director of the GIC (or their designee), the Executive Director of PERAC (or their designee), the State Treasurer (or their designee), the Comptroller (or a designee), one person appointed by the Governor, and one person appointed by the State Treasurer. These members elect one person to serve as chair of the board.

The SRBT does not issue stand-alone audited financial statements but is reflected as a fiduciary fund in the Commonwealth's audited financial statements.

Benefits Provided

Under Chapter 32A of the Massachusetts General Laws, the Commonwealth is required to provide certain health care and life insurance benefits for retired employees of the Commonwealth, housing authorities, redevelopment authorities and certain other governmental agencies. Substantially all of the Commonwealth's employees may become eligible for these benefits if they reach retirement age while working for the Commonwealth. Eligible retirees are required to contribute a specified percentage of the health care / benefit costs, which are comparable to contributions required from employees. Dental and vision coverage may be purchased by these groups with no subsidy from the Commonwealth.

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE

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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 9 - **Other Post-Employment Benefits (“OPEB”) (Restated) - Continued**

Contributions

Employer and employee contribution rates are set by MGL. The Commonwealth recognizes its share of the costs on an actuarial basis. As of June 30, 2020 and 2019, and as of the valuation date (January 1, 2019 and 2018), participants contributed 10% to 20%, respectively, of premium costs, depending on the date of hire and whether the participant's status is active, retired, or survivor. As part of the fiscal year 2010 General Appropriation Act, all active employees pay an additional 5% of premium costs.

The Massachusetts General Laws governing employer contributions to SRBT determine whether entities are billed for OPEB costs. Consequently, SRBT developed an effective contribution methodology which allocates total actual contributions amongst the employers in a consistent manner (based on an employer's share of total covered payroll). The College is required to contribute based on Massachusetts General Laws; the rate was 7.29% and 8.79% of annual covered payroll for the fiscal years ended June 30, 2020 and 2019, respectively. The College contributed \$83,595 and \$88,317 for the fiscal years ended June 30, 2020 and 2019, respectively, equal to 100% of the required contribution for each year.

OPEB Liabilities, OPEB Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB

At June 30, 2020 and 2019, the College reported a liability of \$3,355,366 and \$4,277,669, respectively, for its proportionate share of the net OPEB liability related to its participation in SRBT. The net OPEB liability was measured as of June 30, 2019 and 2018, respectively, and the total OPEB liability used to calculate the net OPEB liability was determined by an actuarial valuation as of January 1, 2019 and 2018, respectively. The College's proportion of the net OPEB liability was based on its share of the Commonwealth's collective OPEB amounts allocated on the basis of an effective contribution methodology which allocates total actual contributions amongst the employers in a consistent manner based on the College's share of total covered payroll for the fiscal years 2019 and 2018. The College's proportionate share was based on the actual employer contributions to the SRBT for fiscal years 2019 and 2018 relative to total contributions of all participating employers for the fiscal year. At June 30, 2020 and 2019, the College's proportion was 0.0183% and 0.0230%, respectively.

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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 9 - **Other Post-Employment Benefits (“OPEB”) (Restated) - Continued**

OPEB Liabilities, OPEB Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB - continued

For the years ended June 30, 2020 and 2019, the College recognized OPEB expense of \$275,077 and \$505,836, respectively. The College reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources at June 30,:

	<u>2020</u>	(Restated) <u>2019</u>
<u>Deferred Outflows of Resources Related to OPEB</u>		
Contributions subsequent to the measurement date	\$ 83,595	\$ 88,317
Differences between expected and actual experience	134,566	41,705
Changes in proportion from Commonwealth	8,181	11,035
Changes in OPEB plan actuarial assumptions	2,582	4,097
Changes in proportion due to internal allocation	<u>896,070</u>	<u>1,163,992</u>
Total Deferred Outflows of Resources Related to OPEB	<u>\$ 1,124,994</u>	<u>\$ 1,309,146</u>
<u>Deferred Inflows of Resources Related to OPEB</u>		
Differences between expected and actual experience	\$ 4,297	\$ 7,329
Changes in OPEB plan actuarial assumptions	504,561	360,866
Changes in proportion due to internal allocation	774,211	-
Net differences between projected and actual earnings on OPEB plan investments	<u>1,543</u>	<u>8,574</u>
Total Deferred Inflows of Resources Related to OPEB	<u>\$ 1,284,612</u>	<u>\$ 376,769</u>

The College's contributions of \$83,595 and \$88,317 made during the fiscal years 2020 and 2019, respectively, subsequent to the measurement date, will be recognized as a reduction of the net OPEB liability in each of the succeeding years.

Other amounts reported as deferred outflows of resources and deferred inflows of resources related to OPEB will be recognized as increases (decreases) in OPEB expense as follows:

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE
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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 9 - **Other Post-Employment Benefits (“OPEB”) (Restated) - Continued**

OPEB Liabilities, OPEB Expense, and Deferred Outflows of Resources and
Deferred Inflows of Resources Related to OPEB - continued

Years Ending June 30,	
2021	\$ (79,834)
2022	(79,834)
2023	(62,120)
2024	(1,990)
2025	<u>(19,435)</u>
	<u>\$ (243,213)</u>

Actuarial Assumptions

The total OPEB liability for 2020 and 2019 was determined using the following actuarial assumptions, applied to all periods included in the measurement, unless otherwise specified:

Measurement date	June 30, 2019	June 30, 2018
Inflation	2.50%	3.00%
Salary increases	4.0% per year	4.0% per year
Investment rate of return	7.25%, net of OPEB plan investment expense, including inflation	7.35%, net of OPEB plan investment expense, including inflation
Health care cost trend rates	7.5%, decreasing by 0.5% each year to an ultimate rate of 5.5% in 2023 & 2024, then decreasing 0.5% each year to an ultimate rate of 4.5% in 2026 for medical; 5.0% for EGWP through 2025, then 4.5% in 2026; 4.5% for administrative costs	8.0%, decreasing by 0.5% each year to an ultimate rate of 5.5% in 2023, then decreasing 0.25% each year to an ultimate rate of 5.0% in 2025 for medical; 5.0% for EGWP; 5.0% for administrative costs

The mortality rate was in accordance with RP 2014 Blue Collar Mortality Table projected with scale MP-2016 from the central year, with females set forward one year for both measurement dates June 30, 2019 and 2018.

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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 9 - **Other Post-Employment Benefits (“OPEB”) (Restated) - Continued**

Actuarial Assumptions - continued

The participation rates are actuarially assumed as below:

- 100% of all retirees who currently have health care coverage will continue with the same coverage, except that retirees under age 65 with POS/PPO coverage switch to Indemnity at age 65 and those over 65 with POS/PPO coverage switch to HMO.
- All current retirees, other than those indicated on the census data as not being eligible by Medicare, have Medicare coverage upon attainment of age 65, as do their spouses. All future retirees are assumed to have Medicare coverage upon attainment of age 65.
- 80% and 85%, respectively, of current and future contingent eligible participants will elect health care benefits at age 55, or current age if later for measurement dates June 30, 2019 and 2018, respectively.
- Actives, upon retirement, take coverage, and are assumed to have the following coverage:

	Retirement Age		Retirement Age	
	2020		2019	
	Under 65	Age 65+	Under 65	Age 65+
Indemnity	25.0%	85.0%	40.0%	85.0%
POS/PPO	60.0%	0.0%	50.0%	0.0%
HMO	15.0%	15.0%	10.0%	15.0%

The actuarial assumptions used in the January 1, 2019 and 2018 valuations were based on the results of an actuarial experience study for the periods ranging July 1, 2017 and 2016 through December 31, 2018 and 2017, depending upon the criteria being evaluated.

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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 9 - **Other Post-Employment Benefits (“OPEB”) (Restated) - Continued**

Actuarial Assumptions - continued

As a result of this actuarial experience study, the mortality assumption was adjusted in the January 1, 2018 and 2017 actuarial valuations to more closely reflect actual experience as a result of the recent experience study completed by the Public Employee Retirement Administration Commission ("PERAC").

The long-term expected rate of return on OPEB plan investments was determined using a building-block method in which best-estimate ranges of expected future rates of return are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future rates of return by the target asset allocation percentage. The SRBT is required to invest in the PRIT Fund. Consequently, information about SRBT's target asset allocation and long-term expected real rate of return as of June 30, 2020 and 2019, are the same as discussed in the pension footnote.

Discount Rate

The discount rate used to measure the total OPEB liability for 2020 and 2019 was 3.63% and 3.92%, respectively. These rates were based on a blend of the Bond Buyer Index rate (3.51% and 3.87%) as of the measurement date and the expected rate of return. The OPEB plan's fiduciary net position was not projected to be available to make all projected future benefit payments for current plan members. The projected "depletion date" when projected benefits are not covered by projected assets is 2029 and 2025 for the fiscal years 2020 and 2019, respectively. Therefore, the long-term expected rate of return on OPEB plan investments of 7.25% and 7.35% per annum, respectively, was not applied to all periods of projected benefit payments to determine the total OPEB liability.

Sensitivity of the College's proportionate share of the net OPEB liability to changes in the discount rate

The following presents the College's proportionate share of the net OPEB liability, as well as what the College's proportionate share of the net OPEB liability would be if it were calculated using a discount rate that is 1-percentage-point lower or 1-percentage-point higher than the current discount rate:

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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 9 - **Other Post-Employment Benefits (“OPEB”) (Restated) - Continued**

Sensitivity of the College’s proportionate share of the net OPEB liability to changes in the discount rate - continued

<u>2020</u>			
Current			
	1.00% Decrease 2.63%	Discount Rate 3.63%	1.00% Increase 4.63%
Net OPEB liability	\$ 4,005,223	\$ 3,355,366	\$ 2,841,556

<u>2019 (Restated)</u>			
Current			
	1.00% Decrease 2.92%	Discount Rate 3.92%	1.00% Increase 4.92%
Net OPEB liability	\$ 5,084,789	\$ 4,277,669	\$ 3,637,380

Sensitivity of the College’s Proportionate Share of the Net OPEB Liability to Changes in the Healthcare Cost Trend Rates

The following presents the College’s proportionate share of the net OPEB liability, as well as what the College’s proportionate share of the net OPEB liability would be if it were calculated using healthcare cost trend rates that are 1-percentage-point lower or 1-percentage-point higher than the current healthcare cost trend rates:

<u>2020</u>			
Current Healthcare			
	1.00% Decrease (B)	Cost Trend Rate (A)	1.00% Increase (C)
Net OPEB liability	\$ 2,765,246	\$ 3,355,366	\$ 4,133,967

<u>2019 (Restated)</u>			
Current Healthcare			
	1.00% Decrease (B)	Cost Trend Rate (A)	1.00% Increase (C)
Net OPEB liability	\$ 3,618,542	\$ 4,277,669	\$ 5,110,915

(A) - Current healthcare cost trend rate, as disclosed on page 57

(B) - 1-percentage decrease in current healthcare cost trend rate, as disclosed on page 57

(C) - 1-percentage increase in current healthcare cost trend rate, as disclosed on page 57

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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 10 - **Service Concession Arrangements**

The College and Foundation have entered into agreements, categorized as service concession arrangements, per GASB 60 *Accounting and Reporting for Service Concession Arrangements*, expiring through June 2023 with certain vendors for the provision of beverages and management of the College's bookstore. As part of these arrangements, the vendors provided the Foundation with \$250,000, and the College with \$25,000 for the purpose of improvements and maintenance of the College's related facilities. In accordance with GASB 65, *Items Previously Reported as Assets and Liabilities*, the College has accounted for these monies as deferred inflows of resources and will amortize the amounts into revenue over the life of the agreements. If either arrangement is terminated prior to the scheduled contract date, the unamortized amounts are repayable to the respective vendor. In addition, the agreements provide for additional payments to the College to defray certain costs and as revenue sharing. During the fiscal years ended June 30, 2020 and 2019, such additional payments received by the College approximated \$265,000 and \$305,000, respectively.

Note 11 - **Restricted Net Position**

College

The College is the recipient of funds that are subject to various external constraints upon their use, either as to purpose or time. These restricted funds are comprised of restricted – expendable scholarships in the amount \$241,932 and \$278,664 at June 30, 2020 and 2019, respectively.

Foundation

The Foundation's restricted - nonexpendable and restricted - expendable net position is comprised of both nonexpendable and expendable funds to be used for scholarships and various departmental uses.

Note 12 - **Operating Leases**

The College leases various equipment under operating lease agreements. Rental expense associated with these operating leases amounted to approximately \$764,000 and \$595,000 for the years ended June 30, 2020 and 2019, respectively.

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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 12 - **Operating Leases - Continued**

Minimum future lease payments subsequent to June 30, 2020 are as follows:

Fiscal Years <u>Ending June 30,</u>	
2021	\$ 762,259
2022	757,965
2023	325,672
2024	<u>87,214</u>
	<u>\$ 1,933,110</u>

Note 13 - **Commitments and Contingencies**

Government Grants

The College receives significant financial assistance from federal and state agencies in the form of grants. Expenditures of funds under these programs require compliance with the grant agreements and are subject to audit. Any disallowed expenditures resulting from such audits become a liability of the College. In the opinion of management, such adjustments, if any, are not expected to materially affect the financial condition of the College.

Prepaid Tuition Program

The College participates in the Massachusetts College Savings Prepaid Tuition Program (the "Program"). The Program allows individuals to pay in advance for the future tuition at the cost of tuition at the time of election to participate, increased by changes in the Consumer Price Index plus 2.00%. The College is obligated to accept as payment of tuition the amount determined by the Program without regard to the standard tuition rate in effect at the time of the individual's enrollment at the College. The effect of the Program cannot be determined as it is contingent on future tuition increases and the number of Program participants who attend the College.

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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 13 - **Commitments and Contingencies - Continued**

Accounting and Financial Reporting for Pollution Remediation Obligations

The grounds of the College house the former Springfield Armory building, a gun and ammunition manufacturer for the United States Department of Defense. Based on past building use, there is a potential for lead contamination. During 2019, the College hired engineers to perform a study to identify if there was lead contamination on the central quad, which concluded that there is lead contamination in certain areas within the central quad. During 2020, the College evaluated the results of the study and worked on obtaining proposals regarding remediating the issue and evaluating possible costs as well as any federal or state aid available to offset the cost of the project. The next step for the College is to put the project out to bid to third parties.

Claims

The College is involved in various claims and lawsuits, mostly against the College, arising in the normal course of business. Management vigorously defends its cases and believes that any financial responsibility that may be incurred in settlements of such claims and lawsuits would not be material to the College's financial position.

The vast majority of higher educational institutions transitioned to distance learning during the 2020 spring semester due to the COVID-19 crisis. Many higher educational institutions have been served with a class action lawsuit due to this decision. The plaintiffs' claim that they have suffered academic harm after the 2020 spring semester transitioned to distance learning. Since the lawsuits are in the early stages, there have been no settlements or court decisions on this matter. The College has not been served with a lawsuit related to COVID-19. Management believes that any potential future adverse outcome is possible, but unlikely, and, would not be material to the College.

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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 14 - **Operating Expenses**

The College's operating expenses, on a natural classification basis, are comprised of the following for the year ended June 30,:

	<u>2020</u>	(Restated) <u>2019</u>
Compensation and benefits	\$ 46,001,065	\$ 45,952,697
Supplies and services	12,945,854	14,594,131
Depreciation	7,432,580	7,767,601
Scholarships and fellowships	<u>3,781,425</u>	<u>4,119,470</u>
	<u>\$ 70,160,924</u>	<u>\$ 72,433,899</u>

Note 15 - **Other Fringe Benefits**

The College participates in the Commonwealth's fringe benefit programs, including active employee and post-employment health insurance, unemployment, and workers' compensation benefits. Health insurance for active, fringe benefited employees and retirees is paid through a fringe benefit rate charged to the College by the Commonwealth.

Group Insurance Commission ("GIC")

The Commonwealth's Group Insurance Commission ("GIC") was established by the Legislature in 1955 to provide and administer health insurance and other benefits to the Commonwealth's employees and retirees, and their dependents and survivors. The GIC also covers housing and redevelopment authorities' personnel, certain authorities and other offline agencies, retired municipal teachers from certain cities and towns and a small number of municipalities as an agent multiple-employer program, accounted for as an agency fund activity of the Commonwealth, not the College.

The GIC administers a plan included within the State Retiree Benefits Trust Fund, an irrevocable trust. Any assets accumulated in excess of liabilities to pay premiums or benefits or administrative expenses are retained in that fund. The GIC's administrative costs are financed through appropriations by the Commonwealth and employee investment returns. The Legislature determines employees' and retirees' contribution rates.

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 15 - **Other Fringe Benefits - Continued**

The GIC is a quasi-independent state agency governed by a seventeen-member body (the “Commission”) appointed by the Governor. The GIC is located administratively within the Executive Office of Administration and Finance and is responsible for providing health insurance and other benefits to the Commonwealth’s employees and retirees and their survivors and dependents. During the years ended June 30, 2020 and 2019, the GIC provided health insurance for its members through indemnity, PPO, and HMO plans. The GIC also administers carve-outs for pharmacy, mental health, and substance abuse benefits for certain of its health plans. In addition to health insurance, the GIC sponsors life insurance, long-term disability insurance (for active employees only), dental and vision coverage (for employees not covered by collective bargaining), retiree discount vision and dental plans, and a pre-tax health care spending account and dependent care assistance program (for active employees only).

Note 16 - **Unrestricted Net Position**

The College’s Board of Trustees has designated unrestricted net position at June 30, as follows:

	<u>2020</u>	<u>2019</u>
Academic programs, equipment, materials	\$ 4,949,905	\$ 2,983,531
Technology improvements/upgrades	2,969,943	1,790,119
Student support services	1,979,961	1,193,412
Institutional financial aid	<u>350,000</u>	<u>350,000</u>
Total unrestricted net position	<u>\$ 10,249,809</u>	<u>\$ 6,317,062</u>

Note 17 - **Massachusetts Management Accounting and Reporting System**

Section 15C of Chapter 15A of the Massachusetts General Laws requires state colleges and universities to report activity of campus-based funds to the Comptroller of the Commonwealth on the State’s Statewide Accounting System, Massachusetts Management Accounting and Reporting System (“MMARS”), on the statutory basis of accounting. The statutory basis of accounting is a modified accrual basis of accounting and differs from the information included in these financial statements. Management believes the amounts reported on MMARS meet the guidelines of the Comptroller’s *Guide for Higher Education Audited Financial Statements*.

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 17 - **Massachusetts Management Accounting and Reporting System) - Continued**

The College's state appropriations are composed of the following for the years ended June 30,:

	<u>2020</u>	<u>2019</u>
Direct unrestricted appropriations	\$ 27,729,994	\$ 26,876,988
Add: Fringe benefits for benefited employees on the state payroll	8,948,190	8,545,117
Less: Day school tuition remitted to the state and included in tuition revenue	<u>(355,825)</u>	<u>(358,583)</u>
Total unrestricted appropriations	36,322,359	35,063,522
Capital appropriations	<u>6,882,833</u>	<u>12,370,228</u>
Total Appropriations	<u>\$ 43,205,192</u>	<u>\$ 47,433,750</u>

A reconciliation of revenue between the College and MMARS for the years ended June 30, is as follows (unaudited):

	<u>2020</u>	<u>2019</u>
Revenue per MMARS	\$ 47,003,116	\$ 42,908,310
Revenue per College	<u>47,003,116</u>	<u>42,908,310</u>
Difference	<u>\$ -</u>	<u>\$ -</u>

Note 18 - **Pass-Through Loans**

The College distributed approximately \$3,622,000 and \$3,148,000 during the years ended June 30, 2020 and 2019, respectively, for student loans through the United States Department of Education Federal Direct Lending Program. These distributions and related funding sources are not included as expenses and revenues or as cash disbursements and cash receipts in the accompanying financial statements.

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 19 - **Subsequent Events**

The COVID-19 crisis has created volatility in the financial markets and a significant decrease in the overall economy. The full adverse impact and duration of COVID-19 on the College finances and operations cannot be determined. Subsequent to June 30, 2020, the College announced that approximately 80% of its courses in the 2020 fall semester will be taught online.

**REQUIRED SUPPLEMENTARY
INFORMATION**

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Schedules of Proportionate Share of Net Pension Liability

Massachusetts State Employees' Retirement System

Year ended	June 30, 2020	June 30, 2019	June 30, 2018	June 30, 2017	June 30, 2016	June 30, 2015
Measurement date	June 30, 2019	June 30, 2018	June 30, 2017	June 30, 2016	June 30, 2015	June 30, 2014
Valuation date	January 1, 2019	January 1, 2018	January 1, 2017	January 1, 2016	January 1, 2015	January 1, 2014
Proportion of the collective net pension liability	0.012%	0.015%	0.013%	0.012%	0.016%	0.015%
Proportionate share of the collective net pension liability	\$ 1,779,868	\$ 1,954,892	\$ 1,670,737	\$ 1,587,065	\$ 1,869,738	\$ 1,147,357
College's covered payroll	\$ 1,004,270	\$ 1,147,054	\$ 1,023,618	\$ 874,582	\$ 989,751	\$ 1,146,368
College's proportionate share of the net pension liability as a percentage of its covered payroll	177.23%	170.43%	163.22%	181.47%	188.91%	100.09%
Plan fiduciary net position as a percentage of the total pension liability	66.28%	67.91%	67.21%	63.48%	67.87%	76.32%

Notes:

The GASB pronouncement requiring the presentation of the information on this schedule became effective for years beginning after June 15, 2014 and is intended to provide data for the most recent ten years.

See accompanying notes to the required supplementary information.

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE
 (an agency of the Commonwealth of Massachusetts)

Schedules of Contributions - Pension

Massachusetts State Employees' Retirement System

For the Years Ended June 30,

	<u>2020</u>	<u>2019</u>	<u>2018</u>	<u>2017</u>	<u>2016</u>	<u>2015</u>
Statutorily required contribution	\$ 161,373	\$ 121,115	\$ 135,123	\$ 101,850	\$ 82,648	\$ 102,835
Contributions in relation to the statutorily required contribution	<u>(161,373)</u>	<u>(121,115)</u>	<u>(135,123)</u>	<u>(101,850)</u>	<u>(82,648)</u>	<u>(102,835)</u>
Contribution excess	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
Covered payroll	\$ 1,146,115	\$ 1,004,270	\$ 1,147,054	\$ 1,023,618	\$ 874,582	\$ 989,751
Contribution as a percentage of covered payroll	14.08%	12.06%	11.78%	9.95%	9.45%	10.39%

Notes:

Employers participating in the Massachusetts State Employees' Retirement System are required by MA General Laws, Section 32, to contribute an actuarially determined contribution rate each year.

The GASB pronouncement requiring the presentation of the information on this schedule became effective for years beginning after June 15, 2014 and is intended to provide data for the most recent ten years.

See accompanying notes to the required supplementary information.

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Notes to the Required Supplementary Information - Pension

June 30, 2020

Note 1 - Change in Plan Actuarial and Assumptions

Measurement date – June 30, 2019

The investment rate of return changed from 7.35% to 7.25%. In conjunction with the investment rate of return changing, the discount rate was also changed to mirror the new investment rate of return.

Measurement date – June 30, 2018

The investment rate of return changed from 7.50% to 7.35%. In conjunction with the investment rate of return changing, the discount rate was also changed to mirror the new investment rate of return.

The mortality rate assumptions were changed as follows:

- Disabled members – the amount reflects the same assumptions as for superannuation retirees, but with an age set forward of one year

Measurement date – June 30, 2017

The mortality rates were changed as follows:

- Pre-retirement – was changed from RP-2000 Employees table projected generationally with Scale BB and a base year of 2009 (gender distinct) to RP-2014 Blue Collar Employees Table projected generationally with Scale MP-2016 and set forward 1 year for females
- Post-retirement – was changed from RP-2000 Healthy Annuitant table projected generationally with Scale BB and a base year of 2009 (gender distinct) to RP-2014 Blue Collar Healthy Annuitant Table projected generationally with Scale MP-2016 and set forward 1 year for females
- Disability – did not change

Measurement date – June 30, 2016

The assumption for salary increases changed from a range of 3.5% to 9.0% depending on group and length of service to a range of 4.0% to 9.0% depending on group and length of service.

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Notes to the Required Supplementary Information - Pension - Continued

June 30, 2020

Measurement date – June 30, 2016 - continued

Chapter 176 of the Acts of 2011 created a one-time election for eligible members of the Optional Retirement Plan (“ORP”) to transfer to the SERS and purchase service for the period while members of the ORP. As a result, the total pension liability of SERS increased by approximately 400 million as of June 30, 2016.

Measurement date – June 30, 2015

The discount rate to calculate the pension liability decreased from 8.0% to 7.5%

In May 2015, Chapter 19 of the Acts of 2015 created an Early Retirement Incentive (“ERI”) for certain members of SERS who upon election of the ERI retired effective June 30, 2015. As a result, the total pension liability of SERS increased by approximately \$230 million as of June 30, 2015.

The mortality rates were changed as follows:

- Pre-retirement – was changed from RP-2000 Employees table projected 20 years with Scale AA (gender distinct) to RP-2000 Employees table projected generationally with Scale BB and a base year of 2009 (gender distinct)
- Post-retirement – was changed from RP-2000 Healthy Annuitant table projected 15 years with Scale AA (gender distinct) to RP-2000 Healthy Annuitant table projected generationally with Scale BB and a base year of 2009 (gender distinct)
- Disability – was changed from RP-2000 table projected 5 years with Scale AA (gender distinct) set forward three years for males to RP-2000 Healthy Annuitant table projected generationally with Scale BB and a base year of 2015 (gender distinct)

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Schedules of Proportionate Share of Net OPEB Liability

State Retirees' Benefit Trust

	June 30, 2020	(Restated) June 30, 2019	June 30, 2018
Year ended	June 30, 2020	June 30, 2019	June 30, 2018
Measurement date	June 30, 2019	June 30, 2018	June 30, 2017
Valuation date	January 1, 2019	January 1, 2018	January 1, 2017
Proportion of the collective net OPEB liability	0.0183%	0.0230%	0.0186%
Proportionate share of the collective net OPEB liability	\$ 3,355,366	\$ 4,277,669	\$ 3,249,591
College's covered payroll	\$ 1,004,270	\$ 1,147,054	\$ 1,023,618
College's proportionate share of the net OPEB liability as a percentage of its covered payroll	334.11%	372.93%	317.46%
Plan fiduciary net position as a percentage of the total OPEB liability	6.96%	6.01%	5.39%

Notes:

The GASB pronouncement requiring the presentation of the information on this schedule became effective for years beginning after June 15, 2017 and is intended to provide data for the most recent ten years.

See accompanying notes to the required supplementary information.

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE
 (an agency of the Commonwealth of Massachusetts)

Schedules of Contributions - OPEB

State Retirees' Benefit Trust

For the Years Ended June 30,

	<u>2020</u>	<u>2019</u>	<u>2018</u>
Statutorily required contribution	\$ 83,595	\$ 88,317	\$ 102,304
Contributions in relation to the statutorily required contribution	<u>(83,595)</u>	<u>(88,317)</u>	<u>(102,304)</u>
Contribution (excess)/deficit	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
College's covered payroll	\$ 1,146,115	\$ 1,004,270	\$ 1,147,054
Contribution as a percentage of covered payroll	7.29%	8.79%	8.92%

Notes:

Employers participating in the State Retirees' Benefit Trust are required by MA General Laws, Section 32, to contribute an actuarially determined contribution rate each year.

The GASB pronouncement requiring the presentation of the information on this schedule became effective for years beginning after June 15, 2017 and is intended to provide data for the most recent ten years.

See accompanying notes to the required supplementary information.

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Required Supplementary Information – OPEB

June 30, 2020

Note 1 - **Change in Plan Assumptions**

Fiscal year June 30, 2020

Assumptions:

Change in Inflation

The inflation rate decreased from 3.0% to 2.5%.

Change in Salary Assumptions

Salary decreased from 4.5% to 4.0%.

Change in Investment Rate

The investment rate of return decreased from 7.35% to 7.25%.

Change in Trend on Future Costs

The original healthcare trend rate decreased from 8.0% to 7.5%, which affects the high-cost excise tax.

Change in Discount Rate

The discount rate was decreased to 3.63% (based upon a blend of the Bond Buyer Index rate (3.51%) as of the measurement date as required by GASB Statement 74.

Fiscal year June 30, 2019

Assumptions:

Change in Trend on Future Costs

The healthcare trend rate decreased from 8.5% to 8.0%, which impacts the high cost excise tax.

Change in Mortality Rates

The following mortality assumption changes were made in the January 1, 2018 Actuarial Valuation:

- Disabled members – would reflect the same assumptions as for superannuation retirees, but with an age set forward of one year

Change in Discount Rate

The discount rate was increased to 3.92% based upon a blend of the Bond Buyer Index rate (3.87%) as of the measurement date as required by GASB Statement 74.

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Required Supplementary Information – OPEB - Continued

June 30, 2020

Fiscal year June 30, 2018

Assumptions:

Change in Discount Rate

The discount rate was increased to 3.63% based upon a blend of the Bond Buyer Index rate (3.58%) as of the measurement date as required by GASB Statement 74. The June 30, 2016 discount rate was calculated to be 2.80%.

**INDEPENDENT AUDITORS' REPORT ON INTERNAL
CONTROL OVER FINANCIAL REPORTING AND ON
COMPLIANCE AND OTHER MATTERS BASED ON AN
AUDIT OF FINANCIAL STATEMENTS PERFORMED IN
ACCORDANCE WITH *GOVERNMENT AUDITING
STANDARDS***



INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

The Board of Trustees of
Springfield Technical Community College
Springfield, Massachusetts

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the business-type activities Springfield Technical Community College (the "College"), and one of its discretely presented major component units, the Springfield Technical Community College Foundation, as of and for the years ended June 30, 2020 and 2019, and the related notes to the financial statements, which collectively comprise the College's basic financial statements and have issued our report thereon dated October 13, 2020. Our report includes a reference to other auditors who audited the financial statements of Springfield Technical Community College Assistance Corporation, as described in our report on the College's financial statements. This report does not include the results of the other auditors' testing of internal control over financial reporting or compliance and other matters that are reported on separately by those auditors.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered the College's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the College's internal control. Accordingly, we do not express an opinion on the effectiveness of the College's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the College's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the College's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the College's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

A handwritten signature in cursive script that reads "O'Connor + Drew, P.C.".

**Certified Public Accountants
Braintree, Massachusetts**

October 13, 2020

Appendix D

List of supporting documents available in the
workroom or provided electronically

Springfield Technical Community College 2021 NECHE Self-Study

List of Supporting Documents Available in the Workroom

Ctrl + Click to access Link

Introduction/Institutional Overview

- Supporting Documents
 - [Matthew Malone Commencement Address to Class of 2014](#)
 - [Springfield Technical Community College Catalog 1970](#)
 - [Campus Re-population Plan July 2020](#)
 - [STCC Coronavirus Webpage](#)

Standard One: Mission and Purpose

- Massachusetts Community College System
 - [Foster Furcolo and Massachusetts Community Colleges](#)
 - [MA BHE Mission Statement for the Community Colleges](#)
 - [MA Department of Higher Education Equity Agenda](#)
- STCC Mission, Vision and Purpose
 - [Strategic Planning Steering Committee AY1415](#)
 - [STCC 2015 – 2020 Student Success Plan: A Strategic View](#)
 - [STCC Core Values](#)
 - [STCC Vision Statement](#)
 - [Request to BHE for new STCC Mission Statement Approval](#)
 - [BHE Motion to Accept STCC Mission Statement](#)
 - [Board of Trustees Motion to Accept STCC Mission Statement](#)

Standard Two: Planning and Evaluation

- Planning
 - [STCC 2015 – 2020 Student Success Plan: A Strategic View](#)
 - [STCC Strategic Plan 2010 - 2014](#)
 - [STCC Strategic Plan 2005 - 2010](#)
 - [Academic Plan 2020 - 2022](#)
 - [VP of Student Affairs 2019 – 2020 Workplan Draft](#)
 - [VP of Student Affairs Workplan Progress Report June 2019](#)
 - [STCC Comprehensive Emergency Management Plan](#)
 - [Student Retention Plan 2018 - 2020](#)
 - [Marketing Plan FY 2021](#)
 - [Addendum to the Campus Master Plan](#)
 - [Information Technology Master Plan FY 2019 - 2023](#)
 - [MA Department of Higher Education Equity Agenda](#)
 - [Health Science Program Application](#)
 - [DCAMM/STCC Fiscal Years 2019 - 2023 Approved Five-Year Deferred Maintenance Project Budget](#)

- Evaluation
 - [MA DHE Performance Measurement Reporting System](#)
 - [Academic Program Review](#)
 - [2019 Graduating Student Survey Results](#)
 - [Student Outcomes - President's Report 2018/19](#)
 - [Student Outcomes – STCC Factbook](#)

Standard Three: Organization and Governance

- Board of Trustees
 - [MA General Law – Board of Trustees of Community Colleges](#)
 - [PENC Criteria for selection of Trustee](#)
 - [Trustee Oath](#)
 - [New Trustees Suggested Orientation Tool](#)
 - [Guide for Members of Public Boards and Commissions](#)
 - [Massachusetts Community Colleges Board of Trustees Training](#)
 - [Approval of Trustee Training Implementation Guidelines](#)
 - [Governor's Office BOT Appointment Packet](#)
 - [Board of Trustees Bylaws](#)
 - [MA DHE Trustee Resources](#)
 - [MA Act to Support Improved Financial Stability in Higher Education](#)
 - [MA Title III Chapter 29: State Finance](#)
 - [Massachusetts Open Meeting Guide Law](#)
 - [Compensation and Evaluation Guidelines and Procedures for State University and Community College Presidents](#)
 - [Motions Regarding Delegation of Personnel Authority](#)
 - [Approval of Amendment to the Policy delegating Personnel Authority to College President](#)
 - [AGB Effective Remote Meeting 101](#)
 - [AGB Presidential Evaluation presentation for Trustees](#)
 - [MA BHE Guidelines for Presidential Evaluations](#)
 - [Board of Trustees Self-Study Feedback Form](#)
 - [Board of Trustees Self-Study Feedback](#)
 - [STCC Presidential Evaluation 2017](#)
 - [STCC Presidential Evaluation 2018](#)
 - [STCC Presidential Evaluation 2019](#)
- Internal Governance
 - [Curriculum Committee Bylaws](#)
 - [VP Administration Job Description](#)
 - [VP Advancement and External Affairs Job Description](#)
 - [VP Student Affairs Job Description](#)
- All Unit Congress/Student Government Association
 - [All Unit Congress Bylaws](#)
 - [AFSCME_2017-2020 CBA](#)
 - [Updated SGA Constitution 2019](#)
 - [Updated SGA Bylaws 2019](#)
- Other Supporting Documents

- [Dr. Cook Self-Assessment 2017](#)
- [Dr. Cook Self-Assessment 2018](#)
- [Dr. Cook Self-Assessment 2019](#)
- [Dr. Cook Self-Assessment 2020](#)
- [Full-time Employee Retirements et al 2016-2019](#)
- [Student Advisory Council Bylaws](#)

Standard Four: The Academic Program

- Supporting Documents
 - [Admissions Information and Policies](#)
- Assuring Academic Quality
 - [Academic Plan 2020 - 2022](#)
 - [Academic Program Review Template](#)
 - [Student Academic Plan for Discontinued Program](#)
 - [School of Health and Patient Simulation Externally Accredited Programs](#)
 - [ESET Closure Notification to Students](#)
 - [Residency Requirement](#)
 - [Syllabus Checklist MCCC Day CBA](#)
 - [Syllabus Checklist MCCC DCE CBA](#)
 - [Academic Standing Policy](#)
- MassTransfer Program/Transfer
 - [MA Transfer Policy and Implementation Guidelines](#)
 - [MA Public Higher Education Course Equivalency Database](#)
 - [STCC Transfer Credit Policy](#)
 - [MA Statewide Articulation Agreements](#)
 - [STCC Receiving Credit Articulation Agreements](#)
- Other Forms of Credit
 - [Advanced Placement](#)
 - [CLEP](#)
 - [Challenge Exams](#)
 - [Learn & Earn Internship Agreement](#)
 - [Directed Study](#)
 - [MA My Experience Counts Website](#)
 - [Statewide PLA Presentation 2018](#)
- Other Supporting Documents
 - [Pioneer Valley Labor Market Blueprint 2018 - 2022](#)
 - [STCC 2015 – 2020 Student Success Plan: A Strategic View](#)
 - [Satisfactory Academic Progress Policy](#)

Standard Five: Students

- Supporting Documents
 - [Surrounding Community Population/US Census](#)
 - [STCC Enrollment Data](#)
 - [“Get Started” at STCC](#)
 - [MA BHE Mission Statement for the Community Colleges](#)
 - [STCC Admission Policy](#)
- Student Affairs

- [Student Affairs Enrollment Management](#)
- [Students Affairs 2019-2020 Work Plan Draft](#)
- [Student Retention Plan 2018-2020](#)
- Student Services
 - [Academic Advising and Transfer Center](#)
 - [Student Success Center](#)
 - [TRIO](#)
 - [Office of Disability Services](#)
 - [The Office of Veterans' Affairs](#)
 - [Career Development Office](#)
 - [Writing Center](#)
 - [English Language Learner Services](#)
 - [Center for Access Services](#)
 - [Armory Square Child Care](#)
 - [Health & Wellness Center](#)
 - [IT Help Desk](#)
 - [Online Learning](#)
 - [STCC Library](#)
 - [STEM Center](#)
 - [Testing and Assessment Center](#)
 - [River Valley Counseling](#)
 - [Student Financial Services Helpful Links](#)
- Co-Curricular Experiences
 - [Active Clubs and Organizations](#)
 - [Student Activities and Development Office](#)
 - [Student Ambassador Program](#)
 - [Diversity Speaker and Performance Series](#)
 - [The National Society of Leadership and Success](#)
 - [LEAD Empowerment Program](#)
 - [MILE – Male Initiative for Leadership and Education](#)
 - [Athletic Programming](#)
- Example e-forms
 - [Debt Appeal](#)
 - [Share-A-Concern Reporting](#)
 - [Medical Re-entry Process](#)
 - [Student Emergency Fund Request](#)
- Other Supporting Documents
 - [NASFAA Statement of Ethical Principles](#)
 - [MA Statewide Records Schedule](#)
 - [MA DHE Notice of Closure Guidelines for Independent Institutions](#)
 - [New Student Checklist](#)
 - [Anti-Racism and Inclusion Alliance](#)
- Student Focus Groups April 2019
 - [Focus Group Notes April 26](#)
 - [Focus Group Notes April 29](#)
 - [Focus Group Notes April 30](#)

Standard Six: Teaching, Learning and Scholarship

- Faculty/Academic Staff
 - [*Commonwealth of MA Board of Higher Education Policy on Affirmative Action, Equal Opportunity and Diversity*](#)
 - [STCC Employee Policies Publication](#)
 - [STCC Hiring Manager Guide](#)
 - [Oral Presentation Rubric for Faculty Candidates](#)
 - [Faculty Search Committees 2018-2019](#)
 - [Faculty Search Committees 2019-2020](#)
 - [Faculty Workload Requirements](#)
 - [Sample MCCC Appointment Letter](#)
 - [Academic Counselor Position Description](#)
 - [Equity Inclusion Publication](#)
 - [Standard Six Faculty Survey](#)
- MCCC Collective Bargaining Agreements
 - [MCCC Day CBA 2018-2021](#)
 - [MCCC Day CBA Appendices 2018-2021](#)
 - [MCCC DCE CBA 2018-2020](#)
- Teaching & Learning
 - [Center for Online and Digital Learning](#)
 - [Center for Online and Digital Learning Handbook](#)
 - [Graduating Students Survey Results 2019](#)
 - [2017 CCSSE Key Findings Report](#)
 - [2017 CCSSE Data Brief – Academic Advising Planning](#)
 - [STCC Black Professionals Group](#)

Standard Seven: Institutional Resources

- Human Resources
 - [STCC Employee Policies Publication](#)
 - [AFSCME CBA](#)
 - [*Non-Unit Professional Personnel Policies Handbook*](#)
- Information Technology
 - [STCC IT Master Plan](#)
 - [PCI Risk Assessment Executive Report Nov 2018](#)
 - [STCC IT Internal Vulnerability Assessment May 2019](#)
 - [STCC IT Security Plan and Procedures Aug 2019](#)
- Physical Resources
 - [2017 Sightlines Deferred Maintenance at STCC](#)
 - [2019 Addendum to Campus Master Plan](#)
 - [President's Letter to DCAMM Aug 2020](#)
- Physical and Financial Resources as Related to Program Discontinuations
 - [BOT Ways & Means VP Presentation July 2020](#)
 - [FY18 and FY19 Program Margins](#)
 - [Committee on Ways and Means - 7/20/2020 - STCC Board of Trustees](#)
 - [Program Discontinuations Presentation to BOT Oct 2020](#)
 - [Response to BOT Ad Hoc Committee Request Nov 2020](#)

Standard Eight: Educational Effectiveness

- Supporting Documents
 - [STCC 2015 – 2020 Student Success Plan: A Strategic View](#)
 - [Core Competency Assessment](#)
 - [Assessment Office's STCCNet page](#)
 - [Associate Degrees Program Goals Example](#)
 - [Student Outcomes Annual Reflection \(SOAR\)](#)
 - [Pioneer Valley Labor Market Blueprint 2018 - 2022](#)
 - [Learning Objectives and Associated Competencies Example](#)
 - [Assessment of Student Learning Statement](#)
 - [Student Right-to-Know Graduation and Transfer Rates Statements](#)
 - [Program Outcomes Example](#)
 - [Success Outcomes – President's Annual Report](#)
 - [Student Outcomes – STCC Factbook](#)
 - [MA DHE Equity Agenda](#)
 - [Advancing a Massachusetts Culture of Assessment \(AMCOA\)](#)
 - [MA DHE Performance Metrics](#)
 - [VALUE Institute](#)
 - [STCC Consumer Information webpage](#)
 - [MA DHE Common Assessment Policy](#)
 - [Faculty Resources STCCNet page](#)
 - [TILT Model](#)
 - [Sample Survey Nursing Graduates](#)
 - [Statewide Strategic Framework for MA Public Higher Education](#)

Standard Nine: Integrity, Transparency and Public Disclosure

- Integrity
 - [STCC Accreditation webpage](#)
 - [MA General Law – Board of Trustees of Community Colleges](#)
 - [STCC Board of Trustees website](#)
 - [Employment at STCC webpage](#)
 - [MCCC Collective Bargaining Contracts](#)
 - [MA DHE Non-Unit Personnel Policies](#)
 - [Comprehensive STCC Policies](#)
 - [STCC 2020 – 2021 Student Handbook](#)
 - [Academic Honesty](#)
 - [Intellectual Property Rights](#)
 - [Conflict of Interest](#)
 - [Privacy Rights](#)
 - [Fairness for Students](#)
 - [Fairness for Faculty/Staff](#)
 - [Academic Freedom](#)
 - [Research](#)
 - [Title IX](#)
 - [Student Consumer Information](#)

- [BHE Policy on Affirmative Action, Equal Opportunity and Diversity](#)
- [Resolution of Grievances_ Students](#)
- [Resolution of Grievances_ Faculty](#)
- [Resolution of Grievances_ Staff](#)
- [Association for Institutional Research's *Statement of Ethical Principles*](#)
- [STCC 2019 Clery Annual Security Report](#)
- [Curriculum Committee](#)
- [Office of Communications and Marketing](#)
- [Institutional Review Board](#)
- Transparency
 - [Inquiries/Questions About the Institution](#)
 - [Public Records](#)
 - [Processes for Admissions](#)
 - [Processes for Employment](#)
 - [Processes for Grading](#)
 - [Processes for Assessment](#)
 - [Processes for Student Discipline](#)
 - [Processes for Consideration of Complaints and Appeals](#)
 - [STCC Programs of Study](#)
 - [STCC Course Descriptions](#)
 - [STCC Schedules](#)
 - [Placement Assessments](#)
 - ["Pay for College"](#)
 - [Current and Archived Academic Catalogs](#)
 - [STCC Library LibGuides website](#)
 - [STCC Institutional Research webpage](#)
 - [Graduate Placement in Employment](#)
 - [Student Right-to-Know Graduation and Transfer Rates Statements](#)
 - [Web Accessibility](#)
- Public Disclosure
 - [Institutional Catalog](#)
 - [About STCC webpage](#)
 - [Campus Life webpage](#)
 - [Faculty Directory webpage](#)
 - [Office Directory webpage](#)
 - [STCC Foundation Board of Directors webpage](#)
 - [Foundation Corporators webpage](#)
 - [STCC Institutional Organizational Chart](#)
 - [Obligations and Responsibilities of the Students and the Institution](#)
 - [Information on Admission and Attendance](#)
 - [STCC Mission and Objectives](#)
 - [Expected Educational Outcomes](#)
 - [Institution Type](#)
 - [Admission Requirements, Procedures and Policies](#)
 - [Transfer Credit Requirements, Procedures and Policies](#)
 - [Articulation Agreements](#)
 - [Student Fees and Charges](#)

- [Student Refund Policies](#)
- [Rules and Regulations for Student Conduct](#)
- [Student Grievance Procedure](#)
- [Academic Programs](#)
- [Course Offerings](#)
- [Adult Basic Education](#)
- [College Level Examination Program](#)
- [Gateway to College](#)
- [High School Equivalency Exam/GED](#)
- [College for Kids at STCC](#)
- [Workforce Development Center](#)
- [STEM at STCC](#)
- [Online Learning at STCC](#)
- [Honors Program at STCC](#)
- [ELL Services at STCC](#)
- [STCC Public Records webpage](#)
- Other Supporting Documents
 - [*STCC 2015 – 2020 Student Success Plan: A Strategic View*](#)

Appendix E

Updated/Additional Data First Forms

Self-Study Report 2021

**Standard 5: Students
(Financial Aid, Debt, Developmental Courses)
(form 5.3)**

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

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

<https://www.stcc.edu/apply/get-started/>

	2015	2016	2017
Three-year Cohort Default Rate	13	12.5	12.1
Three-year Loan repayment rate (from College Scorecard)		0.52	0.52

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Goal (specify year)
	(FY 2018)	(FY2019)	(FY 2020)	(FY 2021)	(FY 2022)*

Student Financial Aid

Total Federal Aid	\$15,935,927	\$14,473,757	\$15,485,544	\$5,749,389	\$12,775,573
Grants	\$11,976,492	\$10,975,752	\$11,560,669	\$4,230,121	\$9,537,552
Loans	\$3,564,548	\$3,180,638	\$3,666,911	\$1,511,844	\$3,025,202
Work Study	\$394,887	\$317,367	\$257,963	\$7,424	\$212,819
Total State Aid	\$2,773,526	\$2,969,254	\$2,862,671	\$1,291,740	\$2,361,703
Total Institutional Aid	\$1,065,097	\$1,100,000	\$976,229	\$100,432	\$805,389
Grants	\$1,065,097	\$1,100,000	\$976,229	\$100,432	\$805,389
Loans	\$0	\$0	\$0	\$0	\$0
Total Private Aid	\$621,183	\$632,578	\$1,039,214	\$194,984	\$857,352
Grants	\$489,406	\$446,267	\$800,917	\$126,360	\$660,756
Loans	\$131,777	\$186,311	\$238,298	\$68,624	\$196,596

Student Debt

Percent of students graduating with debt (include all students who graduated in this calculation)

Undergraduates	36%	39%	36%	35%	35%
Graduates	0%	0%	0%	0%	0%
First professional students	0%	0%	0%	0%	0%
	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Goal (specify year)
	(FY 2016)	(FY2017)	(FY 2018)	(FY2019)	(FY 2022)*

For students with debt:**

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

Undergraduates	\$5,500	\$5,408	\$5,500	\$5,727	\$5,727
Graduates			\$0	\$0	
First professional students			\$0	\$0	

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

Undergraduates	\$3,003	\$3,343	\$3,805	\$4,000	\$4,000
Graduate Students					
First professional students					

Percent of First-year students in Developmental Courses (courses for which no credit toward a degree is granted) during fall term.***

English as a Second/Other Language communication skills)	0.9%	0.9%	0.3%		
Math	18%	16%	15%		
Other	30%	28%	25%		

Please enter any explanatory notes in the box below

* FY 2022 goal assumes 21.6% decrease from FY2020 levels. ** "Average Debt" is median debt from College Scorecard
*** First Year defined as student with less than 30 credits. Percentages included fall-term courses only.



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