CAPE COD COMMUNITY COLLEGE

Powerful Futures Start Here

NEASC 2018
Accreditation Self-Study

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Powerful Futures Start Here

NEASC 2018
Accreditation Self-Study

Submitted February 2018

Prepared for a Comprehensive Evaluation of the College by the Commission on Institutions of Higher Education, New England Association of Schools and Colleges.

Cape Cod Community College
2240 Iyannough Rd. • West Barnstable, MA 02668
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INSTITUTIONAL CHARACTERISTICS

Institutional Characteristics Form Revised September 2009

Date January 8, 2018

1. Corporate name of institution: Cape Cod Community College
2. Date institution was chartered or authorized: 1960
3. Date institution enrolled first students in degree programs: 1961
4. Date institution awarded first degrees: 1963
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?

Agency: Massachusetts Department of Higher Education

Degrees: Associate in Arts, Associate in Science, Associate in Applied Science

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

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

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

- ☒ Occupational training at the crafts/clerical level (certificate or diploma)
- ☒ Occupational training at the technical or semi-professional level (degree)
- ☒ Two-year programs designed for full transfer to a baccalaureate degree
- ☒ Liberal arts and general
- ☐ Teacher preparatory
- ☐ Professional
- ☐ Other_____

9. The calendar system at the institution is:

☒ Semester ☐ Quarter ☐ Trimester ☐ Other _____

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

a) Undergraduate 15 credit hours

b) Graduate _____ credit hours

c) Professional _____ credit hours

11. Student population:

a) Degree-seeking students: Fall 2017

	Undergraduate	Graduate	Total
Full time student headcount	945		945
Part-time student headcount	1755		1755
FTE	1646.9		1646.9

b) Number of students (headcount) in non-credit, short-term courses: For Fall 2017

- 521 non degree seeking students enrolled in credit courses
- 414 students enrolled in specialized non-credit programs (ACCCESS and Project Forward)
- 594 students participated in Center for Corporate and Professional Education non-credit programs

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

Program	Agency	Accredited since	Last Reviewed	Next Review
Aviation Maintenance Technology	U.S. Department of Transportation-Federal Aviation Administration (FAA)	Airframe Certified August 2016; Powerplant Certified April 2017	New program 2016-17	FAA conducts annual inspections

Criminal Justice	Massachusetts Department of Higher Education	2005	2015-2016	2018-19
Dental Hygiene	Commission on Dental Accreditation	1976	2013-14	2018-19
Early Childhood Education	National Association for the Education of Young Children	February 2007	2013-14	2019-20
Nursing	Accreditation Commission for Education in Nursing	May 1970	2016-17	Spring 2025
Medical Assisting Certificate	Commission on Accreditation of Allied Health Education Programs	2006	2015-16	Fall 2024

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			
Aviation Maintenance Hangar	Powerplant Certificate Airframe certificate AAS in Aviation Maintenance Technology	Full Degree	16.1
Martha's Vineyard Regional High School	AA in Early Childhood Education	Full Degree	2.2
B. Out-of-state Locations			
None			

14. International 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 As of 2/28/17	FTE
Biology	AA	44%	17.19
Chemistry	AA	44%	3.06
Communication	AA	70%	5.46
Computer Science	AA	46%	21.19
Education	AA	100%	9.66
Elementary Education	AA	80%	5.06
English Literature	AA	48%	2.19
English Writing/Rhetoric	AA	48%	4.79
Environmental	AA	55%	8.99
General Studies	AA	100%	80.99
Graphic Design	AA	56%	8.79
Health Education/Exercise Science/Rec	AA	63%	2.26
Health Sciences	AA	62%	115.53
History	AA	95%	3.59
Human Services	AA	56%	15.99
Liberal Arts	AA	100%	81.06
Mathematics	AA	45%	1.86
Media Studies	AA	80%	3.66
Modern Languages	AA	37%	0.00
Performing Arts	AA	63%	5.39
Philosophy	AA	47%	.86
Physics	AA	48%	1.79
Political Science	AA	90%	2.99
Psychology	AA	90%	28.93
Science, Mathematics, Pre-Engineering	AA	66%	7.26
Sociology/Anthropology	AA	91%	2.59
Visual Arts	AA	63%	9.19

Business Administration-Accounting	AS	76%	7.93
- Hospitality Mgmt	AS	61%	9.26
- Management	AS	100%	8.26
- Marketing	AS	85%	3.99
Business Transfer	AS	100%	40.86
Criminal Justice	AS	80%	30.53
Dental Hygiene	AS	34%	22.06
Early Childhood- Career Option	AS	63%	7.99
Early Childhood- Transfer Option	AS	74%	4.79
Environmental Technology	AS	55%	4.33
Fire Science	AS	34%	12.06
Fire Science/Emergency Medical	AS	34%	6.79
Information Technology- Admin Asst.	AS	66%	3.39
Information Technology- General	AS	67%	1.33
Information Technology- Graphic Design	AS	57%	retired
Nursing	AS	29%	112.91
Aviation- Maintenance Technology	AS	26%	16.13
Engineering & Advanced Manufacturing	AS	19%	15.99
Homeland Security	Certificate	100%	.20
Law Enforcement Certificate	Certificate	100%	2.20

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
Emergency Medical Teaching Services, Inc.	On Campus, West Barnstable, MA	Paramedic Program	Certificate	18

CHIEF INSTITUTIONAL OFFICERS

Function or Office	Name	Exact Title	Year of Appointment
Chair Board of Trustees	Dave Bushy	Interim Chair	2018
President/CEO	John Cox	President	2012
Executive Vice President			

Chief Academic Officer	Susan Miller	Vice President of Academic and Student Affairs	2010
Deans of Schools and Colleges	Patrick Preston	Dean, Health Sciences, Social and Behavioral Sciences, Human Services, Business, and Advanced Studies	2017
	Jeanmarie Fraser	Dean, Teaching & Learning Resources & Technology	2015
	David Ziemba	Dean, Learning Resources and Student Success	2006
	Christine McCarey	Dean, Enrollment Management & Advising Services	2014
	Kathleen Vranos	Dean, Arts and Humanities	2018
	Yvette Raven	Associate Dean, Online and Blended Learning	2016
Chief Financial Officer	Lisa Kopecky	Vice President, Finance and Operations	2017
Chief Student Services Officer			
Planning	Maureen O'Shea	Director, Institutional Research and Planning	2013
Institutional Research	Maureen O'Shea	Director, Institutional Research and Planning	2013
Assessment	Maureen O'Shea	Director, Institutional Research and Planning	2013
Development			
Library			
Chief Information Officer	Richard Wixsom	Chief Information and Technology Officer	2017
Continuing Education			
Grants/Research	Georgia Carvalho	Grants Director	2007
Admissions	Matthew Cormier	Director of Admissions	2012
Registrar	Lucina Holmes	Registrar	2015
Financial Aid	Sherry Andersen	Director of Financial Aid and VA Certifying Official	1997
Public Relations	Michael Gross	Director of Communications	1995
Alumni Association			
Other	Paul Alexander	Associate Vice President Human Resources	2016

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

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

1961 College opened with 166 students, 5 full time and several part-time faculty under Director Dr. Irving Bartlett who later became college's first President. Temporary campus located in Hyannis, MA. College offered one transfer program, with a heavy emphasis on liberal arts, and a number of two year programs.

1963 E. Carleton Nickerson is appointed Cape Cod's second President.

1963 College graduates first class of 75 students.

1965 Town of Barnstable gave 70 acres of land for a campus.

1967 Accreditation (ten year) granted by New England Association of Schools and Colleges.

1970 Moved to new 7 building campus in West Barnstable, MA which served over one thousand students.

1970 The Nursing Program receives accreditation through the Accreditation Commission for Education in Nursing

1972 Dr. James F. Hall is appointed Cape Cod's third President. Offered Associates in Science degree for all career programs. Institution of non-selective admissions.

1973 College opens Tilden Arts Center.

1976 Dental Hygiene Program receives accreditation through the Commission on Dental Accreditation

1977 Accreditation (ten year) granted by New England Association of Schools and Colleges.

1981 Establishment of first local board of trustees of Cape Cod Community College.

1982 Board of Trustees created the College Foundation for the purpose of raising funds to support the educational, literary and scientific activities, including courses, programs and goals of the College.

1987 Dr. Philip R. Day Jr. is appointed Cape Cod's fourth President.

1987 Accreditation (ten year) granted by New England Association of Schools and Colleges.

1990 Dr. Vernon Beuke, Administrative Dean, served as interim President.

1991 Dr. Richard A. Kraus is appointed Cape Cod's fifth President.

1998 College receives deferred accreditation by New England Association of Schools and Colleges.

1998 Dr. Kathleen Schatzberg is appointed Cape Cod's sixth President

1999 College submits focused report to New England Association of Schools and Colleges to address deferred accreditation.

2000 College receives continued accreditation (ten years) by New England Association of Schools and Colleges.

2002 College earns U.S. EPA Environmental Merit Award, first ever given to a community college, honored for its outstanding efforts in environmental education, energy and water conservation.

2005 The Criminal Justice Program is approved for participation in the Police Career Incentive Pay Program (PCIPP) by Massachusetts Department of Higher Education

2006 College is honored by the Community College Futures Assembly as a "Bellweather" institution for its leadership and commitment to a sustainable future through its academic programs, environmental stewardship and sustainable management practices.

2006 Lyndon P. Lorusso Applied Technology Building opens. This is the Commonwealth's first LEED (Leadership in Energy and Environmental Design) certified "green" building.

2006 Commission on Accreditation of Allied Health Education Programs grants initial accreditation to the Certificate Program in Medical Assisting through 2009.

2007 The National Association for the Education of Young Children (NAEYC) awards the Early Childhood Education Program at Cape Cod Community College full seven-year accreditation, the first such award in the state of Massachusetts and among the very first associate degree programs in the entire country to receive such recognition

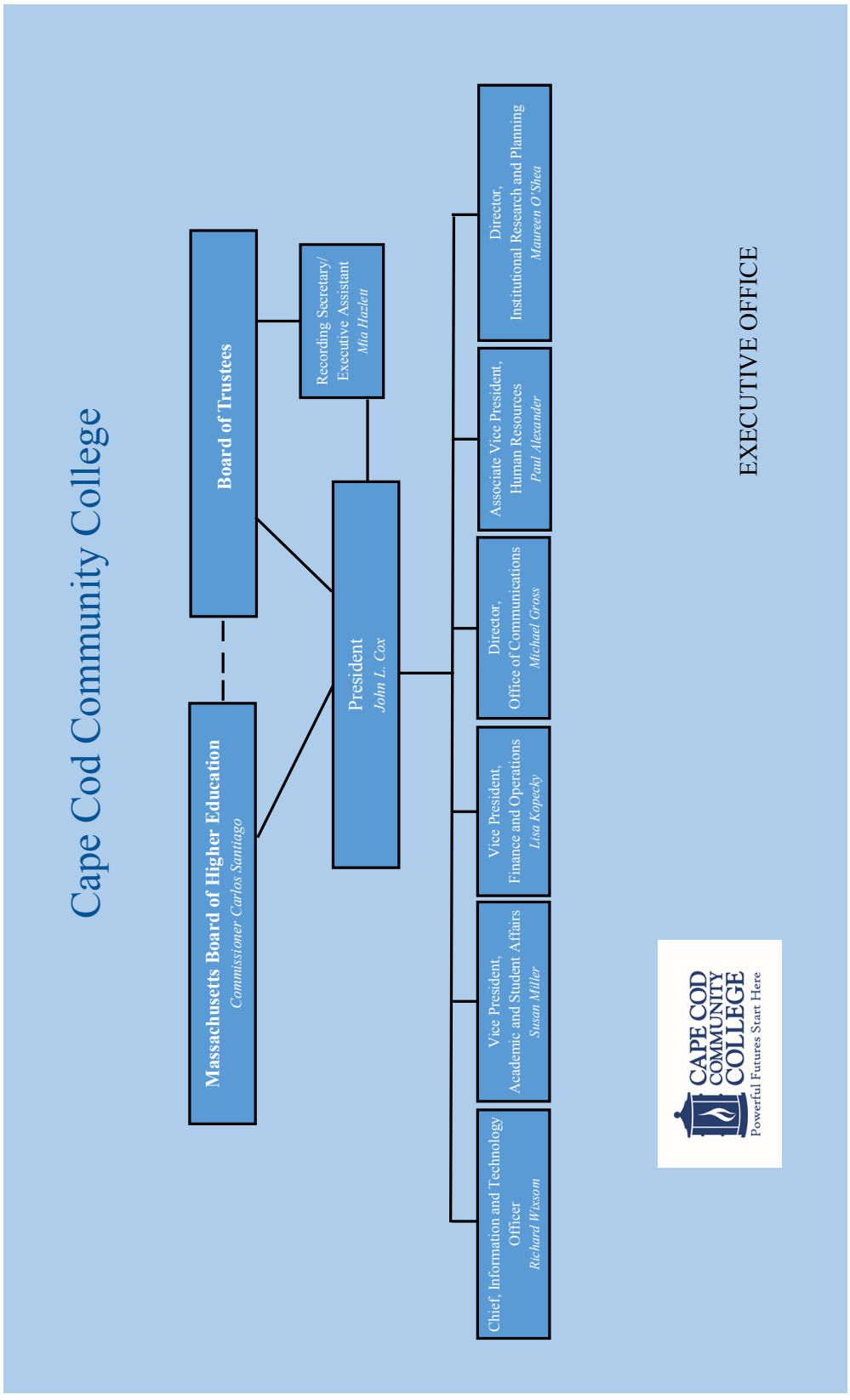
2008 College receives continued accreditation (ten years) by New England Association of Schools and Colleges.

2012 College completes Interim Accreditation Report and New England Association of Schools and Colleges reaffirms accreditation

2012 Dr. John L. Cox is appointed Cape Cod's seventh President

2015 An alternative instructional location is approved on Martha's Vineyard

2017 U.S. Department of Transportation- Federal Aviation Administration certifies the Aviation Program and Plymouth Municipal Airport is approved as an alternate instructional location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Massachusetts Board of Higher Education
Commissioner Carlos Santiago
Board of Trustees
Recording Secretary/
Executive Assistant
Mia Hazlett
President
John L. Cox
Chief, Information and Technology
Officer
Richard Wixson
Vice President,
Academic and Student Affairs
Susan Miller
Vice President,
Finance and Operations
Lisa Kopecky
Director,
Office of Communications
Michael Gross
Associate Vice President,
Human Resources
Paul Alexander
Director,
Institutional Research and Planning
Maureen O'Shea
EXECUTIVE OFFICE
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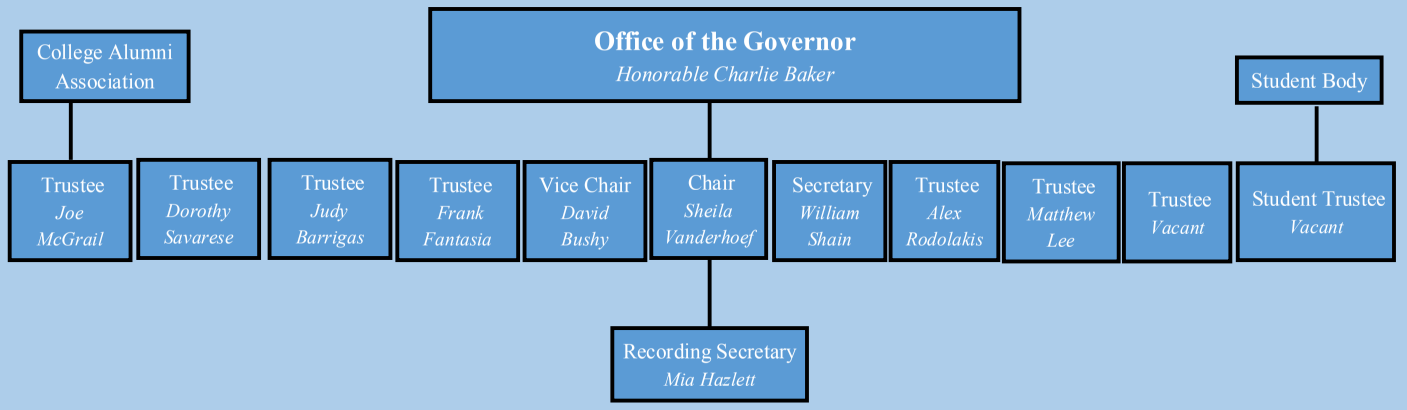

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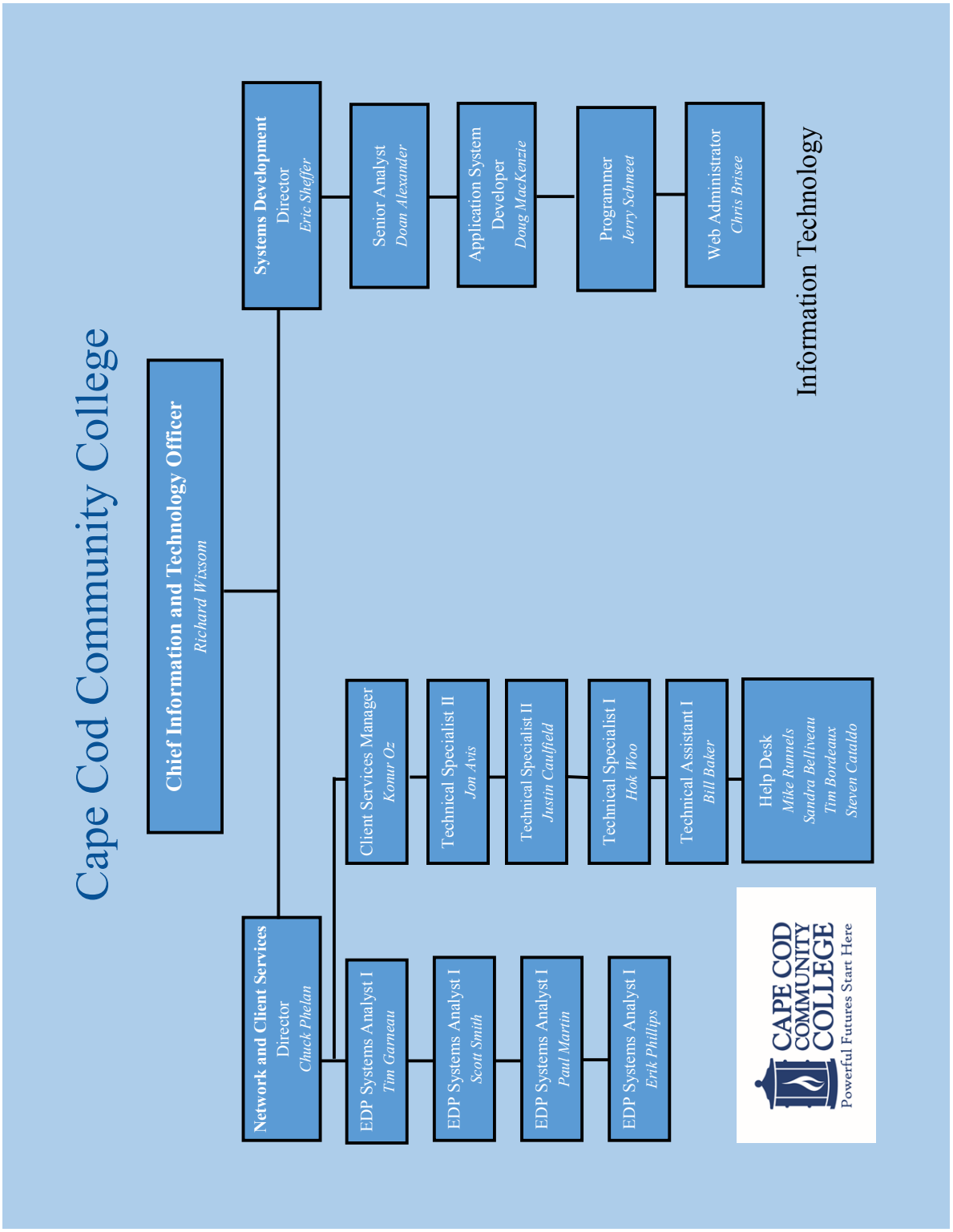
BOARD OF TRUSTEES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Information Technology
Chief Information and Technology Officer
Richard Wixsom
Network and Client Services
Director
Chuck Phelan
Systems Development
Director
Eric Sheffer
EDP Systems Analyst I
Tim Garneau
EDP Systems Analyst I
Scott Smith
EDP Systems Analyst I
Paul Martin
EDP Systems Analyst I
Erik Phillips
Client Services Manager
Konur Oz
Technical Specialist II
Jon Avis
Technical Specialist II
Justin Caulfield
Technical Specialist I
Hok Woo
Technical Assistant I
Bill Baker
Help Desk
Mike Runnels
Sandra Belliveau
Tim Bordeaux
Steven Cataldo
Senior Analyst
Doan Alexander
Application System Developer
Doug MacKenzie
Programmer
Jerry Schmeet
Web Administrator
Chris Brisee
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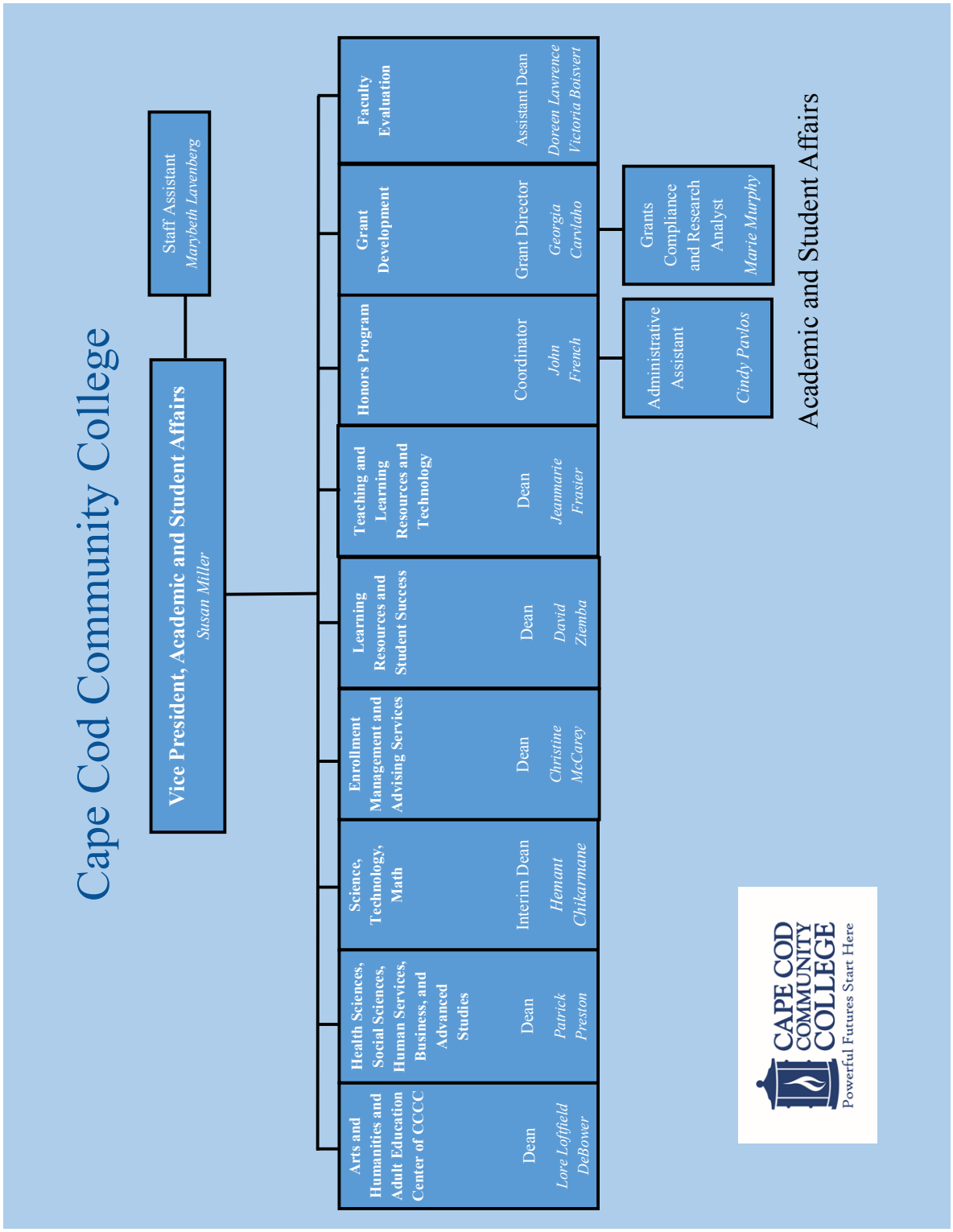
Cape Cod Community College
Vice President, Academic and Student Affairs
Susan Miller
Staff Assistant
Marybeth Lavenberg
Arts and Humanities and Adult Education Center of CCCC
Dean
Lore Loftfield DeBower
Health Sciences, Social Sciences, Human Services, Business, and Advanced Studies
Dean
Patrick Preston
Science, Technology, Math
Interim Dean
Hemant Chikarmane
Enrollment Management and Advising Services
Dean
Christine McCarey
Learning Resources and Student Success
Dean
David Ziemba
Teaching and Learning Resources and Technology
Dean
Jeanmarie Frasier
Honors Program
Coordinator
John French
Grant Development
Grant Director
Georgia Carvlaho
Faculty Evaluation
Assistant Dean
Doreen Lawrence
Victoria Boisvert
Administrative Assistant
Cindy Pavlos
Grants Compliance and Research Analyst
Marie Murphy
Academic and Student Affairs
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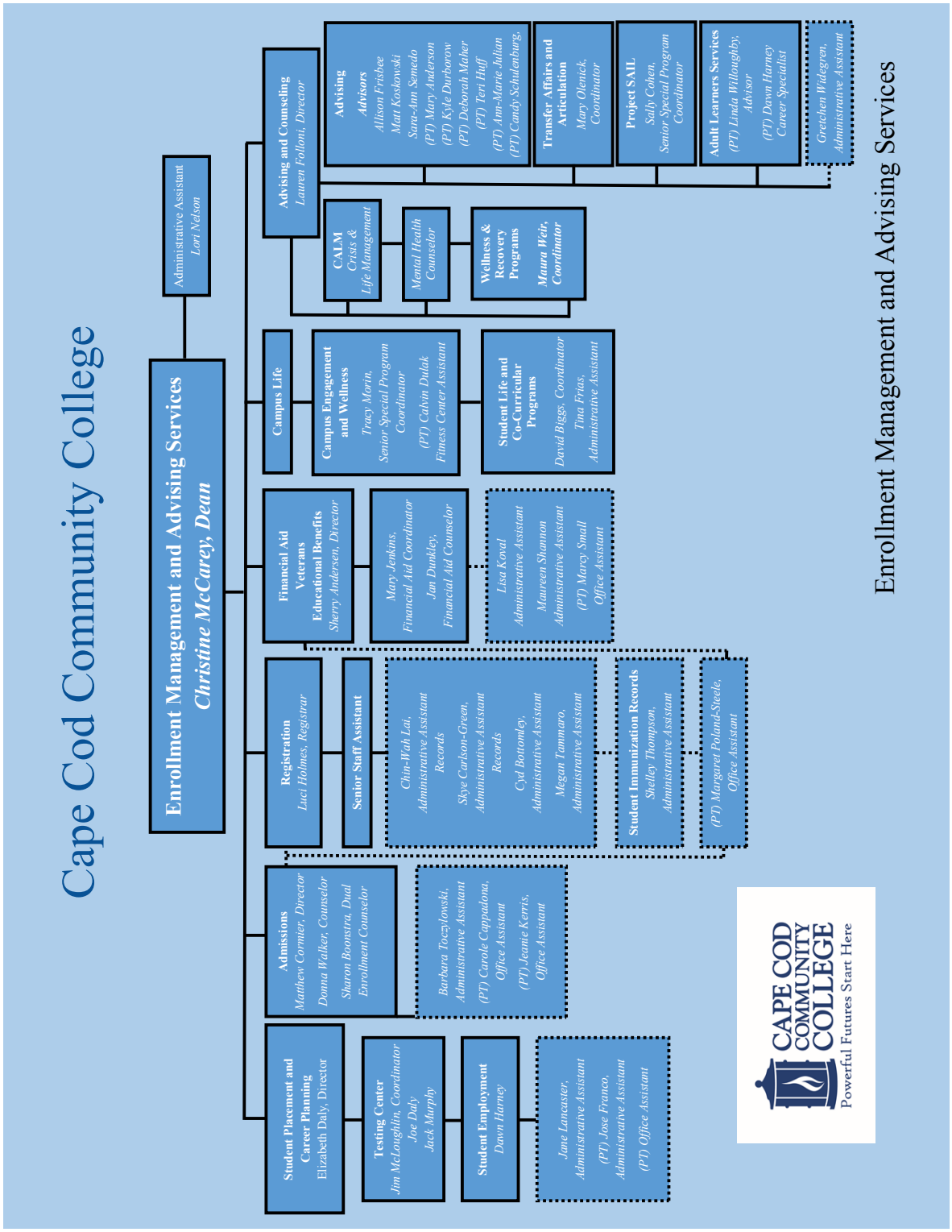
Cape Cod Community College
Enrollment Management and Advising Services
Christine McCarey, Dean
Administrative Assistant
Lori Nelson
Student Placement and Career Planning
Elizabeth Daly, Director
Testing Center
Jim McLoughlin, Coordinator
Joe Daly
Jack Murphy
Student Employment
Dawn Harney
Jane Lancaster, Administrative Assistant
(PT) Jose Franco, Administrative Assistant
(PT) Office Assistant
Admissions
Matthew Cormier, Director
Donna Walker, Counselor
Sharon Boonstra, Dual Enrollment Counselor
Barbara Toczylowski, Administrative Assistant
(PT) Carole Cappadona, Office Assistant
(PT) Jeanie Kerris, Office Assistant
Registration
Luci Holmes, Registrar
Senior Staff Assistant
Chin-Wah Lai, Administrative Assistant Records
Skye Carlson-Green, Administrative Assistant Records
Cyd Bottomley, Administrative Assistant
Megan Tammaro, Administrative Assistant
Student Immunization Records
Shelley Thompson, Administrative Assistant
(PT) Margaret Poland-Steele, Office Assistant
Financial Aid Veterans Educational Benefits
Sherry Andersen, Director
Mary Jenkins, Financial Aid Coordinator
Jan Dunkley, Financial Aid Counselor
Campus Life
Campus Engagement and Wellness
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(PT) Calvin Dulak Fitness Center Assistant
Student Life and Co-Curricular Programs
David Biggs, Coordinator
Tina Frias, Administrative Assistant
Lisa Koval Administrative Assistant
Maureen Shannon Administrative Assistant
(PT) Marcy Small Office Assistant
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Lauren Folloni, Director
CALM
Crisis & Life Management
Mental Health Counselor
Wellness & Recovery Programs
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Advisors
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Project SAIL
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(PT) Dawn Harney Career Specialist
Gretchen Widegren, Administrative Assistant
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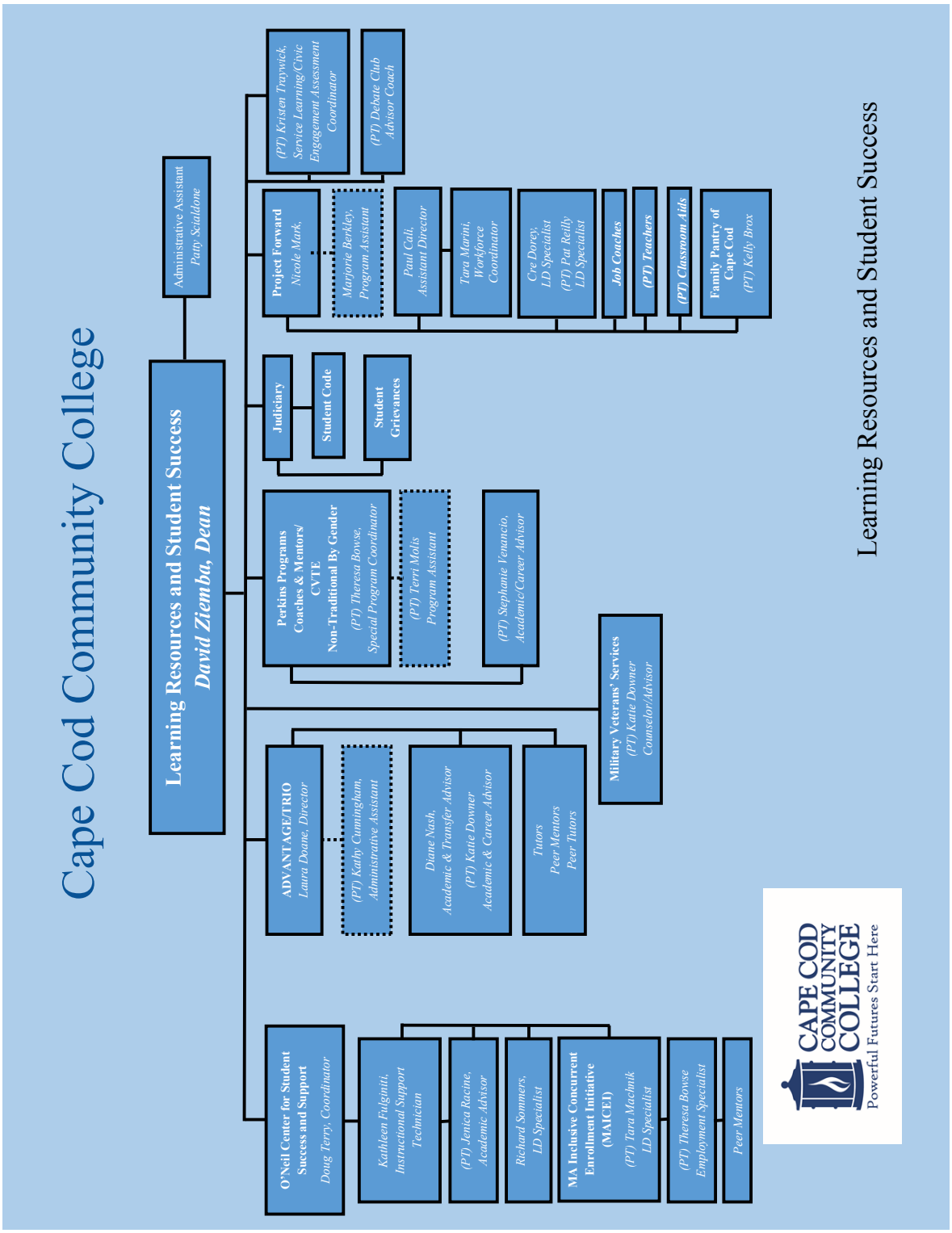
Enrollment Management and Advising Services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Learning Resources and Student Success
David Ziemba, Dean
Administrative Assistant
Patty Scaldone
Judiciary
Student Code
Student Grievances
Project Forward
Nicole Mark,
(PT) Kristen Traywick, Service Learning/Civic Engagement Assessment Coordinator
Marjorie Berkley, Program Assistant
(PT) Debate Club Advisor Coach
Paul Cali, Assistant Director
Tara Martini, Workforce Coordinator
Cre Dorey, LD Specialist
(PT) Pat Reilly LD Specialist
Job Coaches
(PT) Teachers
(PT) Classroom Aids
Family Pantry of Cape Cod
(PT) Kelly Brox
Perkins Programs
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CVTE
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(PT) Terri Molis Program Assistant
(PT) Stephanie Venancio, Academic/Career Advisor
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ADVANTAGE/TRIO
Laura Doane, Director
(PT) Kathy Cunningham, Administrative Assistant
Diane Nash, Academic & Transfer Advisor
(PT) Katie Downer Academic & Career Advisor
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Peer Mentors
Peer Tutors
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Kathleen Fulginiti, Instructional Support Technician
(PT) Jenica Racine, Academic Advisor
Richard Sommers, LD Specialist
MA Inclusive Concurrent Enrollment Initiative (MAICEI)
(PT) Tara Machnik LD Specialist
(PT) Theresa Bowse Employment Specialist
Peer Mentors
Learning Resources and Student Success
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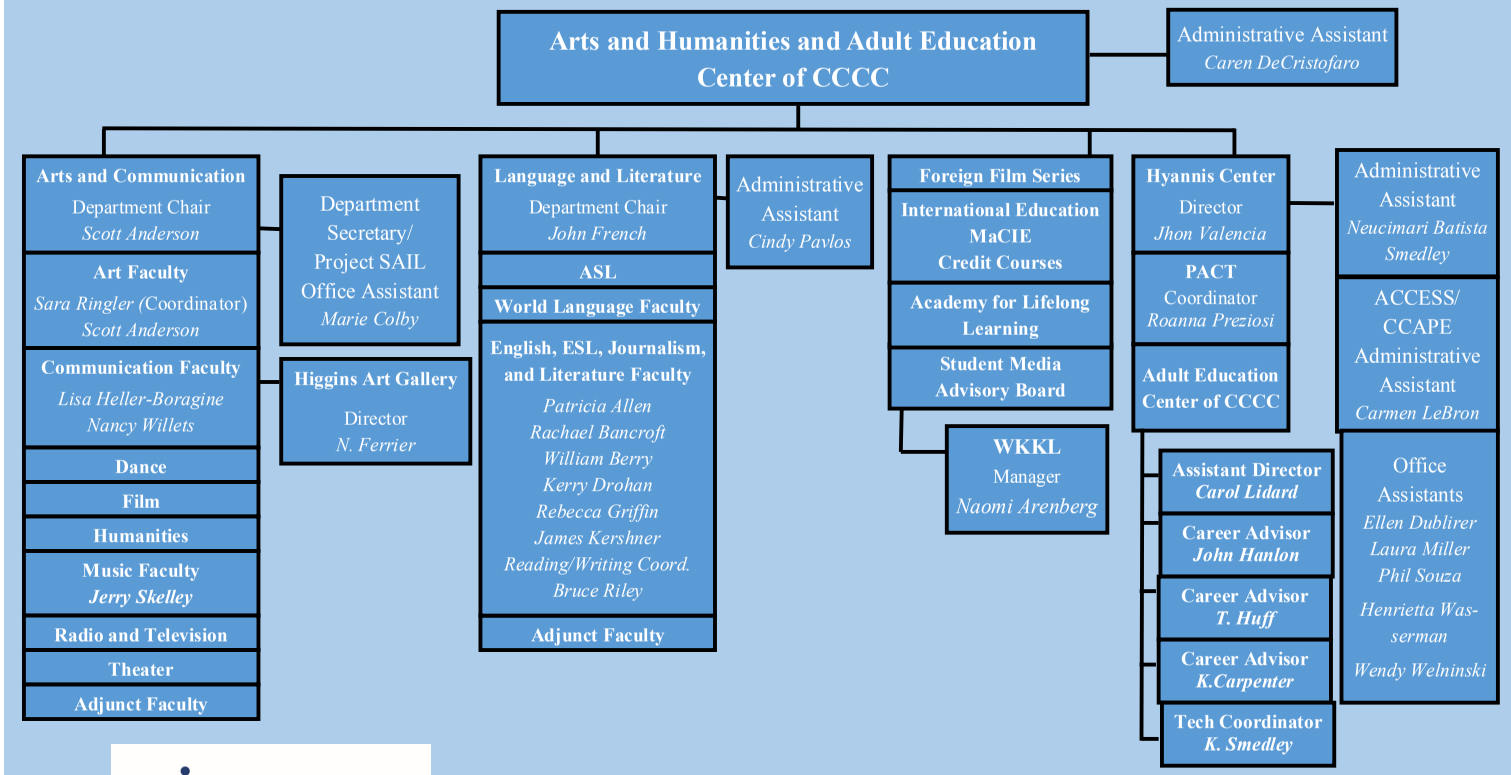

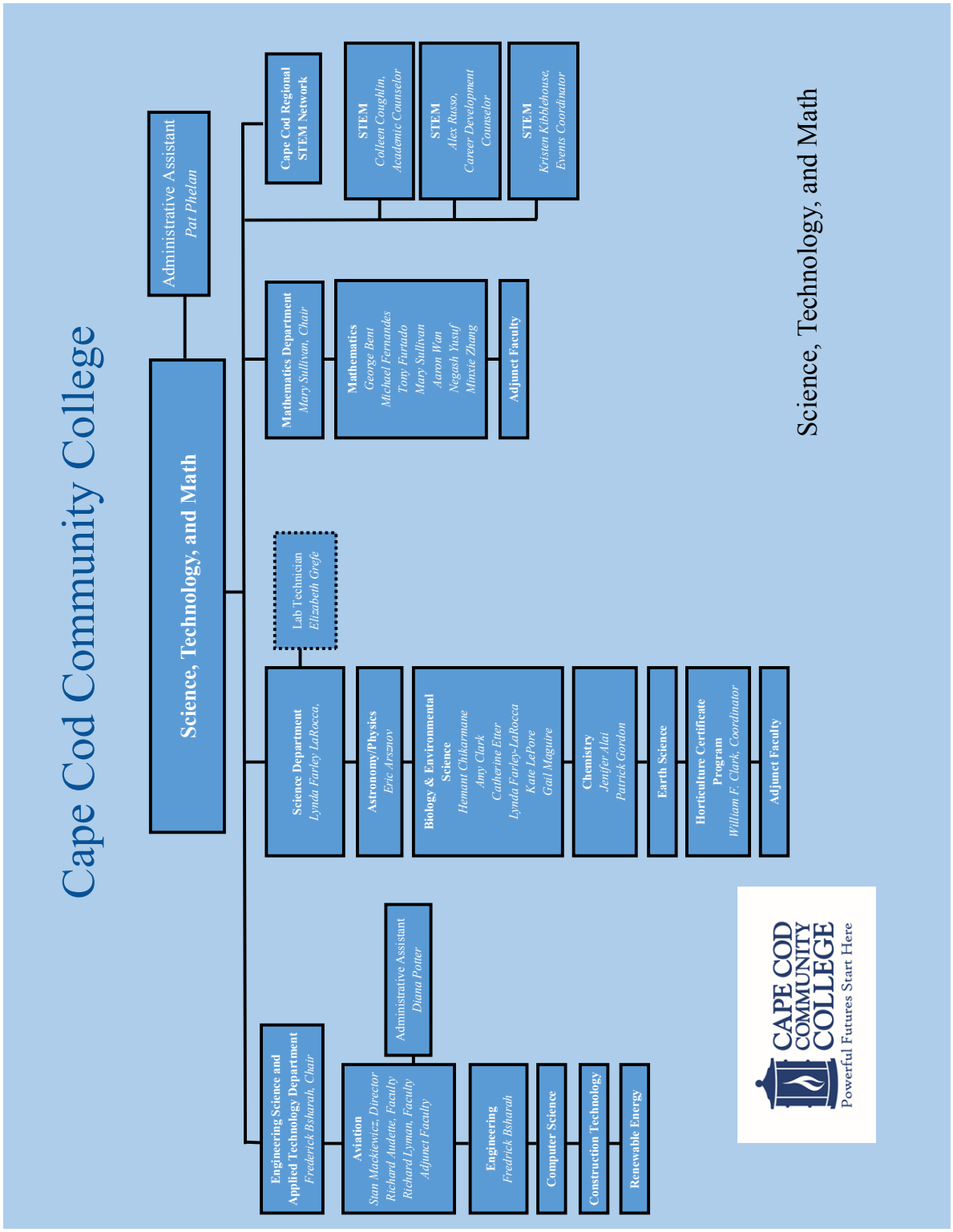
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Administrative Assistant
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Cape Cod Regional STEM Network
STEM
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STEM
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STEM
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Mary Sullivan
Aaron Wan
Negash Yusuf
Minxie Zhang
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Lab Technician
Elizabeth Grefe
Astronomy/Physics
Eric Avsenov
Biology & Environmental Science
Hemant Chikarmane
Amy Clark
Catherine Etter
Lynda Farley-LaRocca
Kate LePore
Gail Maguire
Chemistry
Jenifer Alai
Patrick Gordon
Earth Science
Horticulture Certificate Program
William F. Clark, Coordinator
Adjunct Faculty
Engineering Science and Applied Technology Department
Frederick Bsharah, Chair
Aviation
Stan Mackiewicz, Director
Richard Audette, Faculty
Richard Lyman, Faculty
Adjunct Faculty
Administrative Assistant
Diana Potter
Engineering
Fredrick Bsharah
Computer Science
Construction Technology
Renewable Energy
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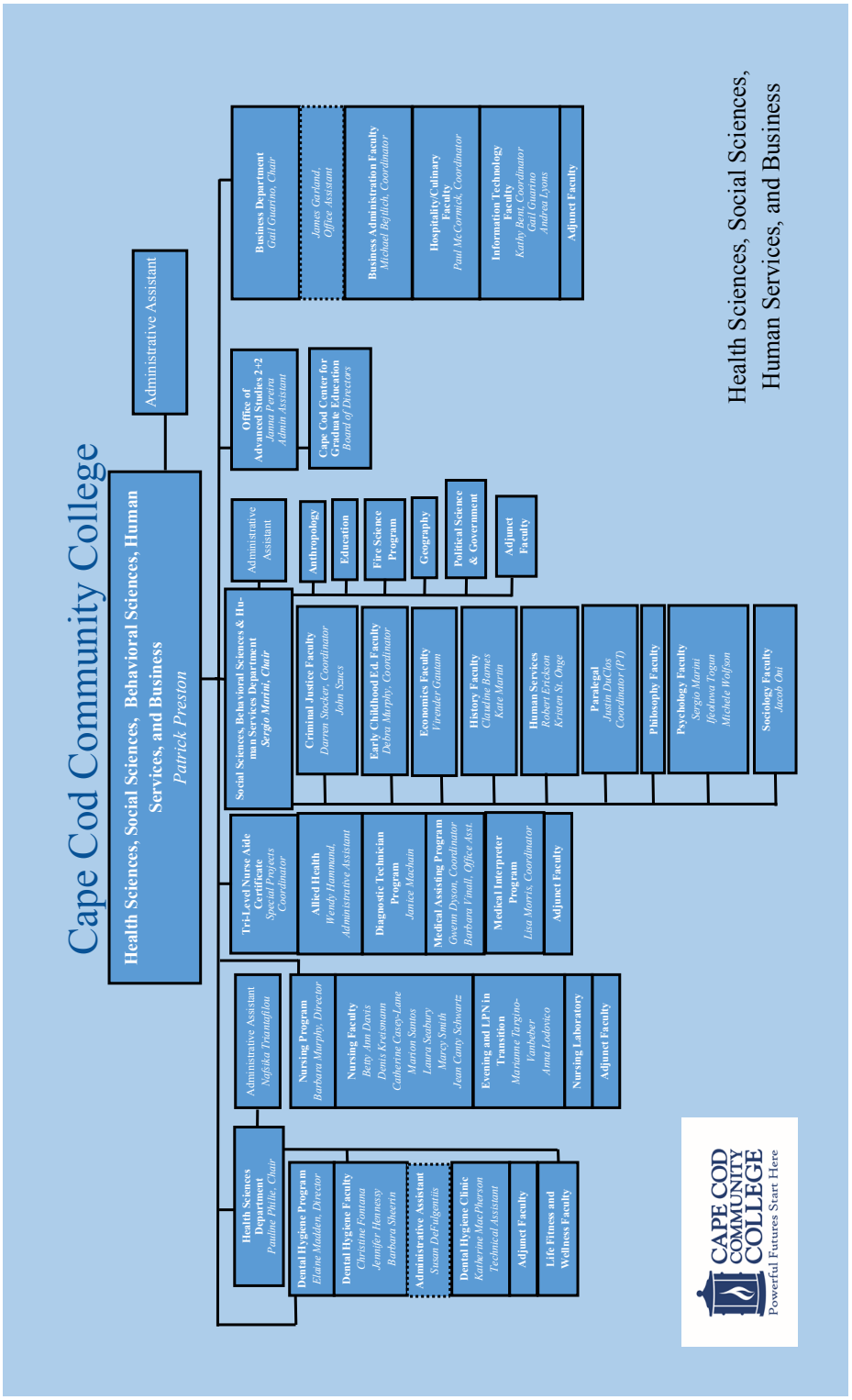
Science, Technology, and Math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Health Sciences, Social Sciences, Behavioral Sciences, Human Services, and Business
Patrick Preston
Administrative Assistant
Health Sciences, Social Sciences, Human Services, and Business
Health Sciences Department
Pauline Philie, Chair
Administrative Assistant
Nafsika Triantafilou
Dental Hygiene Program
Elaine Madden, Director
Dental Hygiene Faculty
Christine Fontana
Jennifer Hennessy
Barbara Shearin
Administrative Assistant
Susan DeFulgentis
Dental Hygiene Clinic
Katherine MacPherson
Technical Assistant
Adjunct Faculty
Life Fitness and Wellness Faculty
Nursing Program
Barbara Murphy, Director
Nursing Faculty
Betty Ann Davis
Doris Kreismann
Catherine Casey-Lane
Marion Santos
Laura Seabury
Marcy Smith
Jean Canty Schwartz
Evening and LPN to RN Transition
Marianne Targino-Vanbeber
Anna Lodovico
Nursing Laboratory
Adjunct Faculty
Tri-Level Nurse Aide Certificate
Special Projects Coordinator
Allied Health
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Diagnostic Technician Program
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Gwenn Dyson, Coordinator
Barbara Vinall, Office Asst.
Medical Interpreter Program
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Adjunct Faculty
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Sergio Marini, Chair
Administrative Assistant
Criminal Justice Faculty
Darren Stocker, Coordinator
John Sacs
Early Childhood Ed. Faculty
Debra Murphy, Coordinator
Economics Faculty
Virender Gautam
History Faculty
Claudine Barnes
Kate Martin
Human Services
Robert Erickson
Kristen St. Onge
Paralegal
Justin DeLeo
Coordinator(PT)
Philosophy Faculty
Psychology Faculty
Sergio Marini
Ifeakwa Togun
Michele Wolfson
Sociology Faculty
Jacob Ori
Anthropology
Education
Fire Science Program
Geography
Political Science & Government
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Business Department
Gail Guarino, Chair
James Garland, Office Assistant
Business Administration Faculty
Michael Bjelich, Coordinator
Hospitality/Culinary Faculty
Paul McCormick, Coordinator
Information Technology Faculty
Kathy Benz, Coordinator
Gail Guarino
Andrea Lyons
Adjunct Faculty
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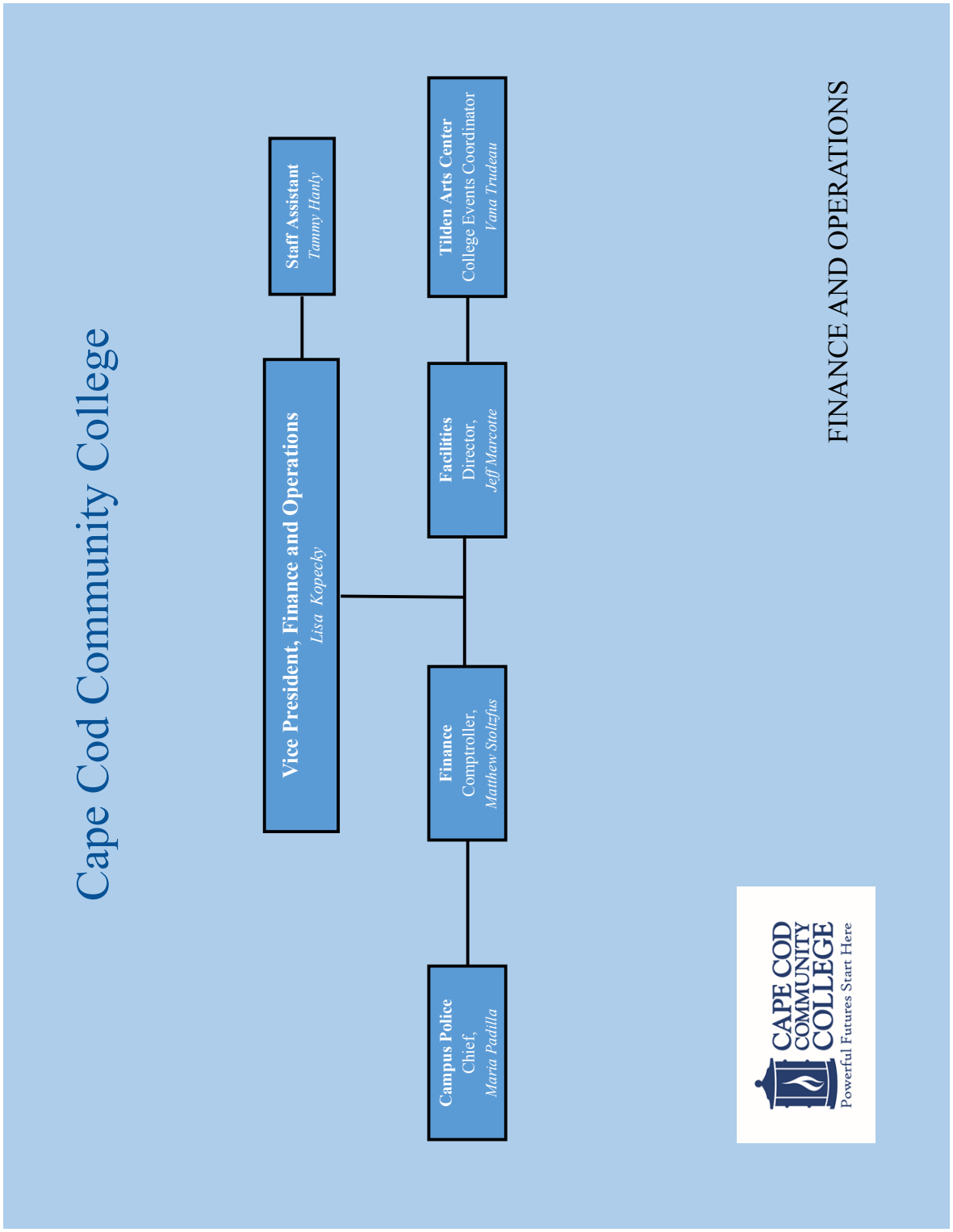
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Vice President, Finance and Operations
Lisa Kopecky
Staff Assistant
Tammy Hanly
Finance
Comptroller,
Matthew Stoltzfus
Facilities
Director,
Jeff Marcotte
Tilden Arts Center
College Events Coordinator
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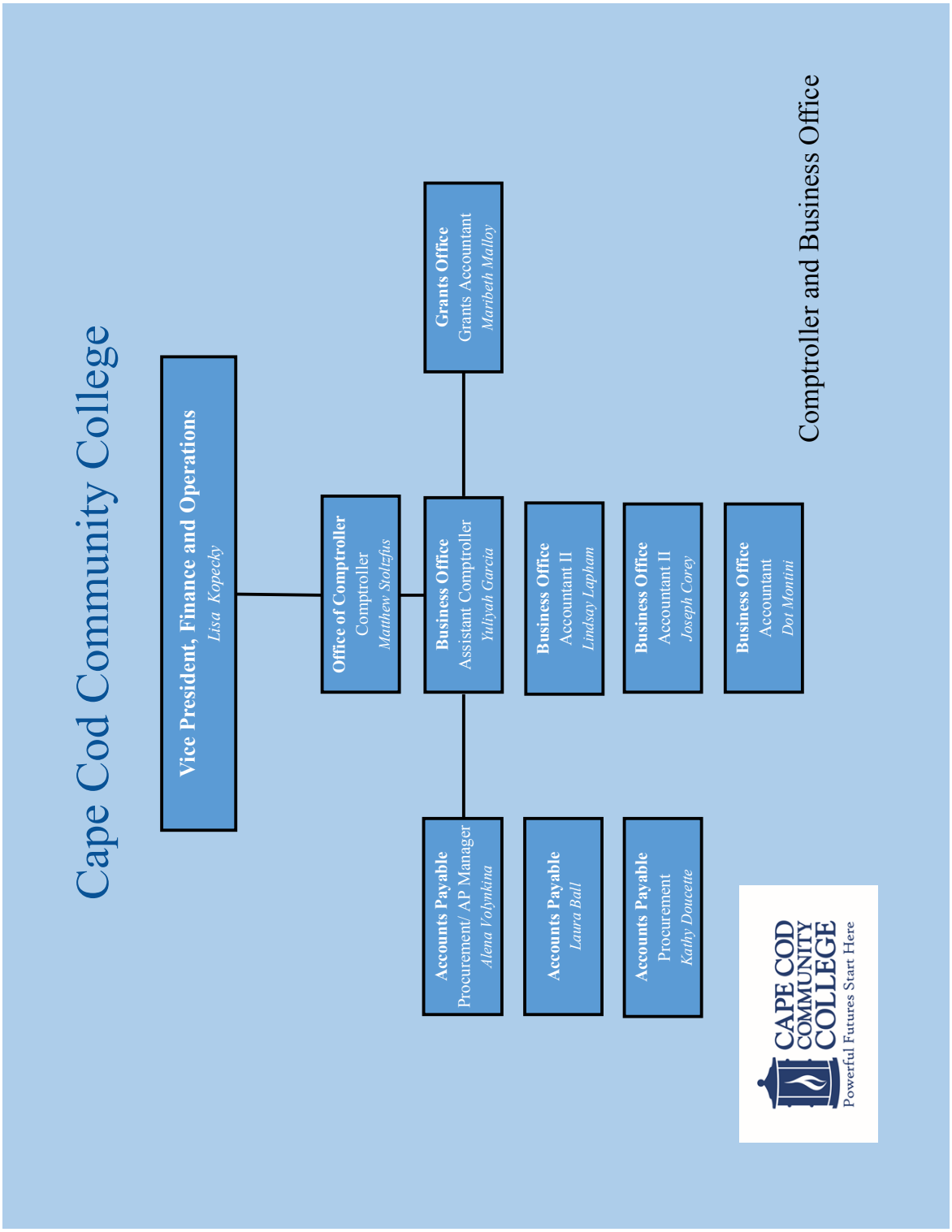
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Office of Comptroller
Comptroller
Matthew Stolzfus
Business Office
Assistant Comptroller
Yuliyah Garcia
Grants Office
Grants Accountant
Maribeth Malloy
Accounts Payable
Procurement/ AP Manager
Alena Volynkina
Accounts Payable
Laura Ball
Accounts Payable
Procurement
Kathy Doucette
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Accountant II
Lindsay Lapham
Business Office
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Accountant
Dot Montini
Comptroller and Business Office
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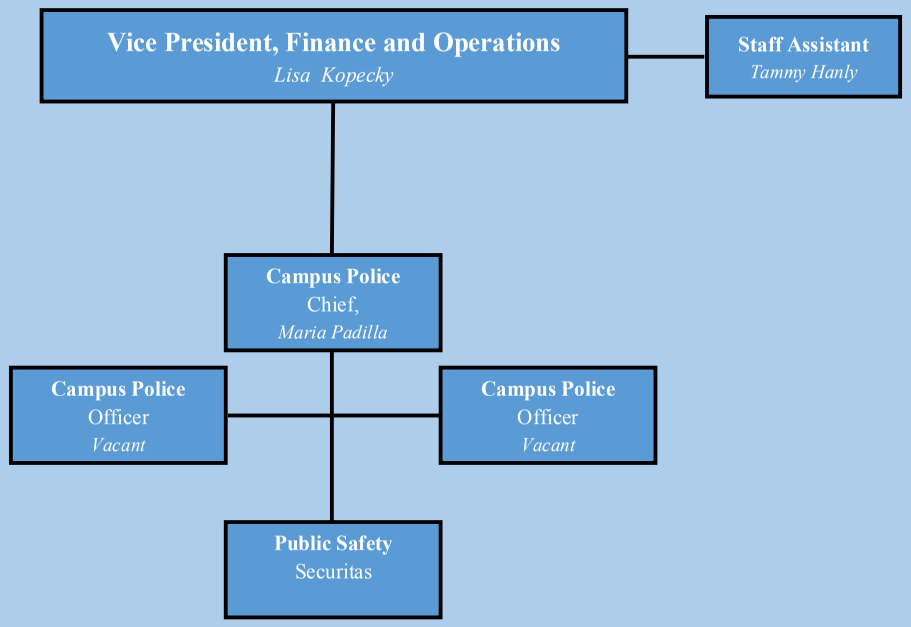

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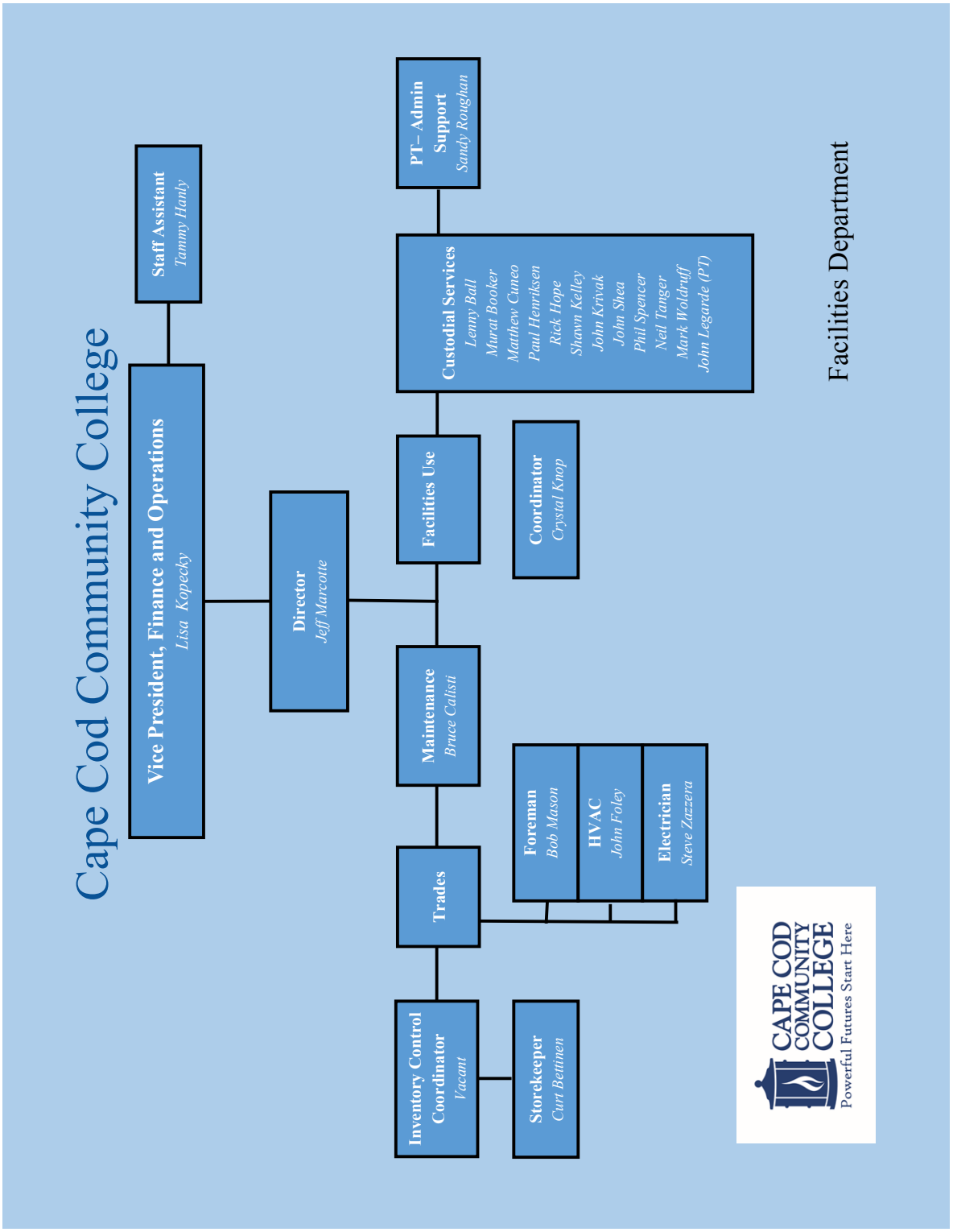
Campus Police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Mark Woldruff
John Legarde (PT)
PT– Admin Support
Sandy Roughan
Coordinator
Crystal Knop
Maintenance
Bruce Calisti
Trades
Foreman
Bob Mason
HVAC
John Foley
Electrician
Steve Zazzera
Inventory Control Coordinator
Vacant
Storekeeper
Curt Bettinen
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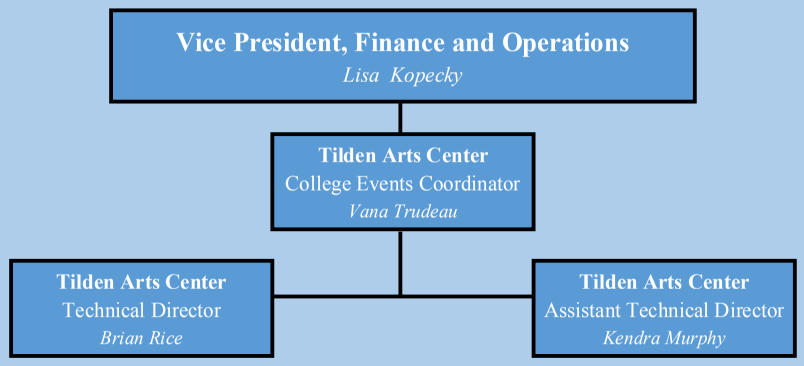
Facilities Department

Cape Cod Community College



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Tilden Arts Center

TABLE OF ACTIONS/ATTENTION/CONCERN

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

	CIHE Actions, Items of Special Attention, or Concerns		CIHE Standards Cited in Letter	Self-Study Page Number(s)
Date of CIHE Letter	Summary	Detailed		
6/24/13	Acceptance of 5th year report	"self-study…give emphasis to the institution's success in developing and implementing its new strategic plan"	St.2.1 St.2.8	St.2 p. 17 to 27
		" … the Commission understands that CCCC is developing a new strategic plan that will include a revised mission statement'	St. 1.5	St. 1 p. 12 to 16
11/16/15	Acceptance of Martha's Vineyard additional instructional location and inclusion of the site within the institution's accreditation be confirmed	" … the Spring 2018 self-study provide an update on the Martha's Vineyard location with particular emphasis on the College's success in 1) achieving its enrollment and revenue goals to sustain the programs offered at the Martha's Vineyard location 2) developing long term planning and promotion for a schedule of course offerings on Martha's Vineyard and Woods Hole."	St. 2.4 St. 4.10 St. 4.31 St. 6.1	p. 33, 55, 66 p. 105 p. 55 p. 45, 58
1/2/18	Acceptance of Plymouth Airport additional instructional location and inclusion of the site within the institution's accreditation be confirmed	" … the Spring 2018 self-study provide an update on the Plymouth location, with particular emphasis on the College's success in achieving its enrollment goals for the location and in implementing its plan to enhance the "synergy" between the main campus and the Plymouth location.".	St. 2.5 St. 5 St. 5.9	p. 6, 19, 21, 24, 31, 33, 48, 83, 89, 97, 101, 88, 105, 120 p. 10, 66, 69, 137, 140 p. 45, 69, 71

INTRODUCTION

Cape Cod Community College students, faculty, and staff engaged in an intentionally inclusive and iterative process to conduct the New England Association of Schools and Colleges (NEASC) Self-Study in preparation for reaccreditation. The College's goals for this self-study included:

- To ensure that the College meets NEASC standards and to identify areas for improvement
- To assess the effectiveness of the College systematically
- To engage all constituents of the College in the self-assessment
- To build capacity and a base of information leading into the planning process for the 2019-2024 Strategic Plan

The process began in Fall of 2016 as the President identified the NEASC Self-study Steering Committee Co-chairs; Maureen O'Shea, Director of Institutional Research and Planning and Kate Martin, Professor of History. The co-chairs, along with President and Vice President of Academic and Student Affairs, then built a team of standards chairs that balanced faculty and staff across areas of expertise. These identified potential standards chairs were approached to gauge their interest in heading the self-study effort. Once the standards chairs were in place, the Steering Committee co-chairs convened meetings to discuss the needs of the self-study, explain NEASC expectations (as outlined at the Self-Study Workshop held in October 2016), detail the timeline for completion, and field any questions that standards chairs might have about the process. The President then sent out a call for committee member volunteers; those who volunteered were supplemented by other faculty and staff whose expertise would be needed for individual standards. Committee membership was designed to ensure all constituencies at the College would have a voice in the self-study. In addition, a faculty member and a staff member from the Department of Languages and Literature were asked to serve as editors of the draft.

Committees began meeting, planning and gathering information based on a resource guide in the Fall 2016 semester, utilizing a NEASC 2016-18 folder that contained separate folders for each standard, the NEASC self-study guidelines and workbook, sample self-study reports from New England community colleges that had earned reaccreditation, and institutional data that could prove useful to several standards. Data collection for the data first forms began. The co-chairs attended the NEASC Self-Study Workshop offered on October 13-14, 2016. Beginning in October, and continuing for two consecutive months, three standards chairs presented a brief overview of their standards at College Meeting to inform the College community what lay ahead in terms of requests for information and input. The Steering Committee co-chairs also held meetings each month for standards chairs to discuss progress made and obstacles encountered, with the aim of everyone brainstorming solutions. Additionally, the student newspaper, The Main Sheet, included an article about the effort to the entire college community. Each Thursday and Friday throughout the semester, the Steering Committee co-chairs also had open workspace in a computer lab for standards chairs and committee members to seek assistance. In December 2016, the Steering Committee co-chairs began reporting preliminary findings at College Meeting, the town hall setup that brings College members together for governance input, and detailed the timeline for draft completion, community input, and final review. Professional Day at the end of Fall 2016 semester was dedicated to NEASC. Pat O'Brien, NEASC senior vice president, gave the opening address on the NEASC processes and expectations. The Steering Committee co-chairs presented the work to

date. The co-chairs of each standard then led guided discussion sessions on each standard to gather input from all attendees on what was being covered well and what needed further attention.

On Opening Day of the Spring 2017 semester, the results of the December Professional Day session results were shared with the College community with a PowerPoint presentation to gauge if the self-study teams were on the right track and had not missed anything crucial, standard by standard. By the start of the Spring 2017 semester, it was apparent that the shared faculty drive folders were becoming unwieldy, so the College began to utilize its Learning Management System, Moodle, to allow for ease of sharing documents, first among committee members, and, to allow for online comments on drafts, among the College community as a whole. Standards chairs presented key findings in brief reports at College Meeting throughout the Spring 2017 semester, while their committees identified and began filling data gaps. One of the NEASC Co-Chairs attended the Data First Forms workshop on March 30, 2017 and data first forms were completed (pending Fall 17 updates). A faculty member who serves as the assessment coordinator began coordinating with academic programs to work on the E-forms. Faculty and staff were informed before classes ended that a June 30 deadline was instituted to have completed narratives submitted for each standard, which allowed for a two-month comment period on all standards. A presentation at the May college meeting summarized the draft to date. Additional outreach was aimed at ensuring that all College members who wanted to weigh in would have a chance to do so.

In July 2017, the CAO held a staff retreat, where her staff worked on prioritizing the projections that would appear in the finalized report. Strengths, challenges, and projections were summarized and discussed at Cabinet and Leadership meetings. One of the NEASC co-chairs attended the Self-Study II workshop held on August 1, and shared information with the standards chairs. A finalized draft narrative, including strengths and weaknesses and projections, was sent to NEASC Vice President Carol Anderson, who responded quickly with comments and suggestions for strengthening the report. The draft was also posted for an additional comment period for the College community. The Steering Committee co-chairs worked on addressing her feedback, and presented the results at Opening Day in August 2017 to the College. A NEASC presentation was made to the Board of Trustees at their September meeting and updates provided at the October and November meetings. Additional opportunities for input and feedback, including two open discussion forums and individual meetings with key departments, provided helpful clarifications. Further refining, including updating data and the status of initiatives, occurred before the report was presented for review to College Meeting in October 2017. College Meeting voted to accept the NEASC draft on November 13, 2017. The Board of Trustees voted to accept the NEASC draft on December 12, 2017.

Beginning January 2018, the College widely circulated notice of the opportunity for public comment on the NEASC reaccreditation of the College. A press release to local newspapers and other media outlets included the following primary outlets:

- Cape Cod Times: Sunday (most widely read paper in the College service area) 1/28, 2/25, 3/25
- Old Colony Memorial: (most widely read in Plymouth region) Friday weekly paper 2/9 and 3/16
- Cape Cod Broadcasting Company (four local radio stations and a news website) interviewed the Director of Communication, and broadcast news clips during the week of January 29th, 2018 about the accreditation process and the comment period, encouraging the public to go to the College website for more information.

The public notice of the NEASC comprehensive evaluation was posted on the College website on January 26, 2018 and posted on social media platforms, such as Facebook.

Accreditation Liaison
Susan Miller, Vice President of Academic and Student Affairs

Steering Committee Co-chairs
Kate Martin, Professor of History, Social and Behavioral Sciences and Human Services Department
Maureen O'Shea, Director of Institutional Research and Planning

NEASC Standards Committees

Standard	Chair(s)	Committee Members
Standard 1 Mission and Purpose	John French, Professor of English and Chair of the Language and Literature department	Faculty: Jennifer Alai and Patricia Allen Non-union Professional (NUP): Mia Hazlett and Matt Cormier Professional Staff: Patrick Logan and Sara-Ann Semedo Support Staff: Cathy Fraser
Standard 2 Planning and Evaluation	Lynda Farley-LaRocca, Professor of Biology and Chair of the Science department; Marie Murphy, Grant Compliance and Research Analyst	NUP: Walter Brooks, Robert Cody, and Michelle Houlihan Professional Staff: Marjorie Berkley and Liz Daly Support Staff: Kathleen Cunningham
Standard 3 Organization and Governance	Cate Casey-Lane, Professor of Nursing and Chair of the Faculty Professional Committee; Maryann Stacey, Admin. Assist. II and Chief Steward of the College AFSCME chapter	Faculty: Gail Guarino and Darren Stocker NUP: Paul Anderson and Lauren Folloni Professional Staff: Kathy Fulginetti Support Staff: Marie Colby and Shelley Thompson
Standard 4 Academic Program	Debra Murphy, Professor of Early Childhood Education (ECE) and Coordinator of the ECE Program; Mary Olenick, Coordinator of Transfer and Articulation	Faculty: Jean Canty Schwartz, Patrick Gordon, Lisa Heller Boragine, Andrea Lyons, Bruce Riley, and Aaron Wan NUP: Georgia Carvalho and Christine McCarey Professional Staff: Matt Koskowski Support Staff: Skye Greene
Standard 5 Students	Rachel Bancroft, Professor of English; Alison Frisbie, Advisor/Counselor of Advising and Counseling	Faculty: Ifeoluwa Togun, Nancy Willets, Regina Yaroch NUP: David Ziemba Professional Staff: Colleen Coughlin, Tracy Morin, and Susan Salyh Support Staff: Tina Frias Student: Joseph Antosca

Standard 6 Teaching, Learning and Scholarship	Amy Clark, Professor of Biology; Lisa O'Halloran, Coordinator of the Tutoring Center and Adjunct Faculty in Mathematics	Faculty: Gail McGuire and John Szucs NUP: Laura Doane Professional Staff: Sharon Boonstra and Tim Gerolami Support Staff: Jean LeBaron and Caren Pray
Standard 7: Institutional Resources	Scott Anderson, Professor of Art and Chair of the Arts and Communication Department; Yuliya Garcia, Assistant Comptroller in the Business Office	Faculty: Bill Berry and Rick Bsharah NUP: Chuck Phelan Professional Staff: Laura Ball, John Carloni, Mary Cavanaugh, and Mary Jenkins Support Staff: Lynn Johnson and Eileen Kearns Redfield
Standard 8: Educational Effectiveness	Krystin St.Onge, Professor of Psychology and Human Services; Doug Terry, Director of the O'Neill Center for Student Access and Support	Faculty: Catherine Etter and Michael Olendzenski NUP: Lori Crawley Professional Staff: Jessica Jordan and Miles Tranchina Support Staff: Wendy Hammond and Sarah Hanlon
Standard 9 Integrity, Transparency and Public Disclosure	Paul McCormick, Professor of Hospitality; Ralph Negron, Adjunct Faculty of History	Faculty: Claudine Barnes and Hemant Chikarmane NUP: Karen Ahern and Kathy McNamara Professional Staff: Rebekah Ambrose Dalton

INSTITUTIONAL OVERVIEW

Cape Cod Community College, founded in 1961, is one of the fifteen community colleges in the Commonwealth of Massachusetts, and the only open-access institution of higher learning on Cape Cod. When it opened, it filled one building in the center of Hyannis, and enrolled 166 students, who were taught by five full time and six part-time faculty. The College has grown substantially since then, moving to its current site of 116 wooded acres in West Barnstable in 1970. While many of its buildings have been in constant use since its 1970 opening, there have been some substantial additions, including the Lyndon P. Lorusso Applied Technology Building (built in 2006), a renovated Dental Hygiene Clinic (2012), and a state-of-the-art newly renovated Nursing Clinic (opened in Fall 2017). In 2016, the College renovated leased hangar and classroom space at the Plymouth Municipal Airport to create an advanced facility for the new aviation maintenance program.

The College, through its main campus in West Barnstable, its alternate sites in Hyannis, Martha's Vineyard, Plymouth, and online, offers credit and non-credit courses to meet the greater community's myriad needs. In FY 2017, Cape Cod Community College enrolled 4,934 students for credit, while 2,037 students were enrolled in non-credit courses. Fall 2017 credit enrollment is a total of 3,221 students; 990 enrolled full time and 2,231 enrolled part-time. Cape Cod Community College offers 39 associate degree programs in arts, sciences, and applied sciences as well as 49 career certificates. Classes are held during the day, evening, and weekend, through a standard semester system as well as through more concentrated Intersession, Summer, and Quick-terms that offer instruction in three- and eight-week options. The College has committed to developing its online course offerings, and the College strives to offer some programs fully online with full student support services. The College also provides opportunities to obtain non-credit workforce development certificates, adult basic education, and classes for personal enrichment.

The College takes seriously its responsibility to provide opportunities for learning, culture, and personal enrichment. Its renovated Tilden Auditorium hosts college programs as well as arts performances for all ages and audiences, many free or at discounted prices, as well as serving as meeting space for Town Hall gatherings. The adjacent Higgins Art Gallery encourages the public not only to view local art but also to interact with the artists. The College provides space for the Academy for Lifelong Learning, which has provided educational and social opportunities for thousands of senior citizens since 1987. The College also offers Project Forward, which provides a college experience for students with intellectual disabilities.

Shortly before the College submitted its Five-Year Interim Report (in March 2013), a new president, Dr. John Cox, took the helm and elaborated his vision for the College's direction:

- The College places greater emphasis on enrollment, retention, and completion to advance educational, economic, and social vitality
- The College provides effective pathways to upward mobility
- College marketing and advocacy reflect the current environment, mindful of our commitment to access and affordability
- The College uses the NEASC Five-Year Report and the results of a campus climate survey as a basis for our strategic planning process
- The College provides professional development for all faculty and staff
- The College reviews and renews processes with a focus on student success

Many of the achievements the College has made have aligned with those visions and with NEASC concerns. The College has been actively working towards creating systematic and shared practices across the campus, in line with the 2014 Strategic Plan. In addition, significant partnerships and collaborations have connected and extended the College's ability to provide opportunities for students. These include:

- Cape Cod Regional STEM Network: Since 2014, the Cape Cod Regional STEM Network has brought together educators, school districts, business and industry partners, and community members to promote STEM education through supporting PreK-12 educators and faculty. In 2016, the Cape Cod Regional STEM Network was one of 56 communities selected from across the United States to be part of the STEM Funders Network STEM Learning Ecosystems Initiative that forms a national community of practice with expert coaching and support from leaders such as superintendents, scientists, and industry partners.
- Nursing and Cape Cod Healthcare: In 2016, the College formed a strategic partnership to renovate nursing lab space, increase the number of nursing students, and increase student learning opportunities and jobs for graduates. The renovated nursing lab opened in Fall 2017, doubling the size of the nursing cohort. In Summer 2017, the College received a federal Title VIII Health Resources and Services Administration (HRSA) grant that includes tuition assistance through a 4-year degree to encourage a more diverse nursing student cohort.
- Aviation Program: In addition to their Program Advisory Committee, other industry partnerships (notably Cape Air, Pratt & Whitney, Southwest, Delta Tech Ops, and Safe Flight Instrumentation) have benefitted the Aviation Program through donations of equipment, curriculum input, internships, and job placement.
- MassTransfer Pathways: In 2015, the state began the work of the MassTransfer Pathways. The College faculty and staff worked on statewide committees and within the College to review curriculum sequence and content to offer students a seamless pathway to junior status in the state bachelor's institutions. The work continues to expand to include more programs.

Responses to NEASC concerns to previous self-study

The Commission of Institutions of Higher Education (CIHE) of NEASC noted in its renewal letter of January 2009 four areas of special emphasis:

- Assessment of student learning and success
- Faculty role in governance in academic concerns
- Increased retention rate of students
- Analysis of effects of lower endowment and fundraising success due to the 2008 economic downturn on operating and scholarship support

The College immediately began, and continues to focus on, making improvements and addressing those areas of concern. Some of this progress had been noted in the Five-Year Report and much of the work dovetails with other efforts, such as the College's 2014 Strategic Plan. The Commission's response to the Five Year Interim report in 2013 iterated an additional area of emphasis, the "institution's success in developing and implementing its new strategic plan." Work on the strategic plan began in 2013 and was approved by the Board of Higher Education in 2014. The focus of the 2014 Strategic Plan includes:

Goal 1: Empower student success by providing opportunities and pathways to achieve their goals

- Objective 1.1: Focus on improving student outcomes of retention, graduation and transfer

    - Objective 1.2: Incorporate the student learning outcomes of civic learning and civic engagement into the general education graduation requirements
- Goal 2: Integrate the College and community through partnerships that achieve shared objectives
    - Objective 2.1: Create additional community and college connections
    - Objective 2.2: Expand the opportunities for students to be involved with the community via volunteer, service learning, civic engagement and/or workforce experience
    - Objective 2.3: Increase college readiness through outreach and partnerships
- Goal 3: Create operational and academic excellence through continuous improvement
    - Objective 3.1: Achieve higher levels of student learning through development of a systematic process of assessment of student outcomes and more extensive use of assessment results
    - Objective 3.2: Develop and implement a systematic process for planning and institutional effectiveness for non-academic departments
    - Objective 3.3: Develop and implement a systematic process for long-term academic planning, including new programs and allocation of faculty lines
- Goal 4: Ensure the financial stability and long-term sustainability of the institution through a culture of innovation
    - Objective 4.1: Revise the college governance structure to foster collaborative and transparent methods of decision-making and resource allocation
    - Objective 4.2: Develop resources and infrastructure to meet future challenges
    - Objective 4.3: Develop and implement clear and accessible policies and procedures
    - Objective 4.4: Strengthen College-wide communications.

The implementation of the 2014 Strategic Plan is discussed throughout the Self-Study, and directly addressed in Standard 2, Planning and Evaluation.

Assessment of student learning and success. An Assessment Committee was formed in 2012 and charged with assessing student achievement of the Institutional Student Learning Outcomes (ISLOs). The Assessment Committee led the College's participation in the Advancing a Massachusetts Culture of Assessment (AMCOA) project. The Assessment Committee modeled the AMCOA pilot process locally to assess student work in the Communication and Creative and Critical Thinking ISLOs in 2013-14. These results were used to validate the effectiveness of curriculum and refine ISLO definitions. The College participated in the AMCOA project for 2014-15 to assess the ISLOs of quantitative reasoning, critical thinking, and communication across the curriculum. The College rubric scores for the outcomes of critical thinking and communication were above the national average of the AMCOA institutions. However, for the outcome of quantitative reasoning the College rubric scores were below the national average. This is being addressed in several ways, including workshops on assignment design. The College will participate in the AMCOA project in 2017-18 to assess the same three ISLOs. In addition, the College is reevaluating ISLO definitions with the aim of integrating them into the Degree Qualifications Profile (DQP) of the National Institute for Learning Outcomes Assessment.

The College received a three-year Massachusetts Department of Higher Education (DHE) Performance Incentive Fund (PIF) Grant in 2014 to establish a new assessment of student learning outcomes process. The primary assessment activities supported by the grant include the adoption of the WEAVE assessment management system and the Faculty Assessment Institutes. The Assessment Institutes were created to provide time and space for faculty outside of the main academic semesters to reflect on, assess, and plan how to improve their teaching and learning process, and document assessment work in

WEAVE. Over half of full time faculty have attended one or more Assessment Institutes, are involved in systematic assessment of student learning outcomes, and share their expertise with their departments. The work within the institutes has led to curriculum revision, assignments better aligned with student learning outcomes, more systematic assessments across course sections, and adoption of more active teaching and learning strategies.

As a result of the PIF grant, assessment activities were institutionalized into the functioning of the College, and will continue to be partially funded through 2020 through the Title III grant, Project SAIL (Success through Advising and Interactive Learning). As of Spring 2017, supported by Project SAIL, two part-time faculty positions were created to coordinate assessment across the College, a step closer to the goal of a faculty-led and -driven assessment process. An assessment plan has been developed to continue current assessment activities and add more outreach and support.

There are systems and processes in place to share assessment outcomes and data, including opportunities for discussion and feedback. Significant progress has been made on the assessment of student learning outcomes. There is still more work to be done to facilitate faculty engagement and create opportunities for discussions and collaboration. Assessment is discussed more fully in Standard 8, Educational Effectiveness.

Ensuring that faculty have an appropriate governance role in academic matters. While the faculty have a clear voice in the classroom, their voice in decision-making on academic concerns is equally important. Toward that end, College Meeting Steering Committee and the Faculty Professional Committee proposed the formation of two new standing committees on academic matters – College Readiness and Success, and Assessment – and disbandment of three other standing committees – Cultural Events, Library, and International Education. As serving on standing committees is part of faculty members' college service expectation, this move was meant to increase faculty voice.

Continuing this emphasis on including a faculty voice, the format of College Meeting agendas has been changed since the College's previous self-study to feature discussion on motions at the beginning of each meeting, to allow for the maximum amount of time on such dialogue, with administrative reports moved to the end of the agenda and limited in time.

Additionally, a member of the faculty has been reappointed to a seat at the Leadership Team, convened by the President to discuss how we as a College serve our community. Currently, the chair of the Faculty Professional Committee holds the faculty seat.

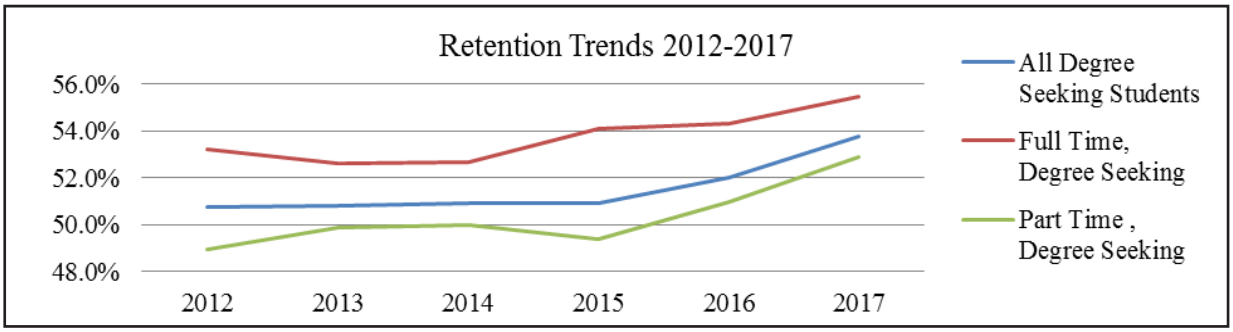
The review of governance continues to strive to find an efficient and fair process. The President has appointed a Governance Taskforce and the Taskforce will reconvene in 2017-18 to continue the review of governance processes. This issue is discussed more fully in Standard 3, Organization and Governance.

Increasing the retention rate. This NEASC concern dovetails with the President's vision for the College. The top priority of the College in terms of mission, and the most urgent issue, continues to focus on student success, in particular, increasing the student retention rate. This is reflected in the 2014 Strategic Plan as well as throughout initiatives across the College. The Retention Taskforce, convened in 2014, helped prioritize and implement strategies across campus to increase retention, from creating student lounge areas to creating a single sign on process for College accounts. The College was awarded a U.S. Department of Education Title III Grant in 2015 designed to include the Retention Task Force recommendations and operationalize the 2014 Strategic Plan objectives related to educational

effectiveness. The overall goal of Project SAIL is to develop institutional capacity and increase success for all students, rather than targeting sub-groups of students. The grant is designed to implement the Complete College America "Game Changers" strategies to make research-based fundamental changes to increase and accelerate student success. One of the primary objectives is to increase the retention rate through three areas of grant activities:

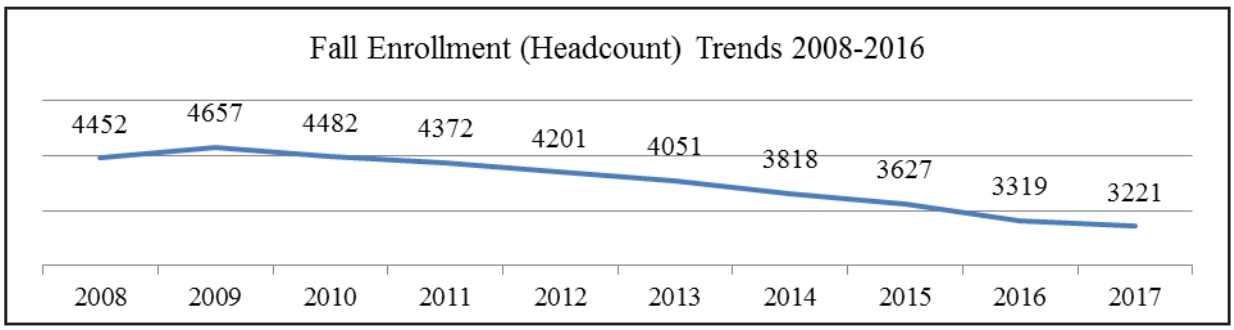
- **Strengthening Student Services**: (See Standard 5) Highlights include creating a proactive advising model with increased use of technology and training. A process mapping exercise is continuing to identify areas to improve the student onboarding experience.
- **Strengthening Academic Programs**: (See Standard 4) Academic Focus Areas were created to simplify students' pathways. Developmental education curriculum and placement is being addressed to accelerate progress.
- **Faculty and Staff Development in Learning Strategies and Targeted Student Services**: (See Standard 6) Increased cross-training, technology training and professional development on active and collaborative learning is helping to create a community of teaching and learning to better support student success.

After a period of decline and stagnation, retention rates for all full time degree-seeking, part-time and full time students from 2012-2017 are increasing. For Fall 17, the retention rate for all degree-seeking students was 53.8%, a 1.8% increase over the previous year. The 2019 Strategic Plan goal is 58% and the 2020 Project SAIL goal for this population is 60%. This may be an early indicator of the impact of the strategic initiatives.



Retention, and efforts to increase retention, are discussed throughout the Self-Study and summarized in Standard 8, Educational Effectiveness.

Analysis of adverse effects on operating and scholarship support. The economic downturn of 2008, although a concern, increased enrollment and revenue from student tuition and fees, and thus did not have the anticipated negative impact. However, subsequent to the downturn as the economy recovered, the College experienced a downward trend of a 31% decrease in enrollment from 2009 to 2017.



In Fall 2017, enrollment declined only 3% and the number of enrolled credits has stabilized for the first time since 2009. This may be an early indicator that the College efforts on enrollment and retention may be having an impact.

This has affected funds available for operating costs, which have also been hit by a decrease in state funding. Careful management of expenditures has ensured that the College sustains a sound fiscal position, as described in Standard 7, Financial Resources section. Financial considerations play a significant role in student recruitment and assuring access. The College continues to pursue all possible avenues to reduce financial barriers to College attendance. The College awarded $8,445,413 in financial aid to 2,212 students in 2016-17. Additional College sources of financial aid include GAP Funds, based on need and primarily awarded to students who do not qualify for financial aid.

The College continues to participate and explore programs with financial incentives for timely degree completion, such as the Cape Scholars Program (2016) and the Commonwealth Commitment Program (2016). The College offers the Cape Scholars Program that provides financial incentives (tuition and fees, books, a transportation allowance) to new students to complete the associate's degree in 2-3 years, while the statewide Commonwealth Commitment Program assists students in keeping education costs low by obtaining an associate's degree at a community college within 2 ½ years then transferring to a bachelor's program at one of the state colleges or the University of Massachusetts and completing that program within 2 years.

The Cape Cod Community College Educational Foundation consistently awards over $225,000 in scholarships to more than 150 students annually, and has not been substantially affected by the economic conditions. The Foundation has also completed major capital campaigns to renovate the Nickerson Archives, renovate the Dental Hygiene labs and most recently, to renovate the Nursing lab space. The College has also aggressively pursued grant opportunities that can offset student tuition costs, such as Department of Labor TAACT grants for the Aviation Maintenance Program and the Health Resources & Services Administration (HRSA) grant awarded in 2017 that will provide tuition for nursing students.

DATA FIRST FORMS
GENERAL INFORMATION

Institution Name:	Cape Cod Community College		
OPE ID:	002168		
		Annual Audit	
		Certified:	Qualified
Financial Results for Year Ending:	06/30	Yes	Unqualified
Most Recent Year	2017	Yes	Unqualified
1 Year Prior	2016	Yes	Unqualified
2 Years Prior	2015	Yes	Unqualified
Fiscal Year Ends on:	06/30	(month/day)	
Budget / Plans			
Current Year	2018		
Next Year	2019		
Contact Person:	Maureen O'Shea		
Title:	Director of Institutional Research and Planning		
Telephone No:	508-362-2131 ext. 4574		
E-mail address	moshea@capecod.edu		

Standard 1

Institutional Mission and Purposes

DESCRIPTION

Mission Statement: Student success is the first priority at Cape Cod Community College. As a teaching and learning community, we provide opportunities and pathways that encourage students to achieve their goals. We enrich our unique region through our work, partnerships and students' achievements.

Vision Statement: Cape Cod Community College will be an innovative center for academic excellence and community enrichment that champions student success.

Cape Cod Community College, founded in 1961, delivers educational programs and services to meet the diverse needs of the residents of Cape Cod, Martha's Vineyard, Nantucket, Plymouth county and adjacent areas of Southeastern Massachusetts. The College is the only open-access higher education institution on Cape Cod. In addition to the main campus in West Barnstable, courses are offered online, at the Hyannis Center, Martha's Vineyard, and Plymouth Municipal Airport.

The mission of the College reflects the commitment to serve the needs of a wide variety of student populations, including recent high school graduates, first-generation college students, GED holders, veterans returning to school, adults and senior citizens seeking career retraining, and immigrants seeking career pathways. Many of our students are overcoming educational risk factors, such as learning disabilities, behavioral and physical health challenges, substance abuse recovery, and family instability. Many of our students are faced with time constraints, family responsibilities, and financial concerns, including balancing multiple part-time jobs with family and personal demands, homelessness, food insecurity, and lack of reliable transportation. The College has a strong tradition of supporting the success of all students. There is a deep respect for the diverse talents and struggles of students, and a pride in celebrating each success.

The mission statement was reviewed and updated in 2004, 2009, and 2014. The most recent revision was developed as part of the 2014 strategic planning process. In Spring 2013, the College began the strategic plan update, including a revised mission statement, to define the direction and priorities for the College for the next five years and beyond. A vision statement was developed for the first time to frame aspirational goals for the future of the College.

The process of developing the strategic plan, including the mission/vision, was designed to be open and inclusive, encouraging broad college participation. The refinement of the mission and vision statement was targeted in Fall 2013. An open-ended faculty and staff mission survey helped refine the overall concepts that should be addressed. A member of the College Board of Trustees led a college-wide workshop to discuss the mission/vision on November 20, 2013 with over 30 attendees. The strategic plan steering committee voted on the final statements.

The mission and vision statements were developed to be consistent with the Massachusetts Community Colleges (MACC) Mission/Vision Statement. The missions, guiding principles, value statements, and visions of the other 14 community colleges in comparison to the MACC mission/vision were reviewed to lay the foundation for aligning the College's revised statements. Consistent with the MACC mission, the College's approved mission and vision statements address the principles of access, opportunity, and success as well as the values of excellence, innovation, service, and community that are embedded in the MACC statement.

The current mission statement was approved by College Meeting on March 24, 2014 as part of the 2014 Strategic Plan. The Board of Trustees were part of the ongoing discussion beginning in December 2013 and approved the mission and vision statement revision as part of the 2014 Strategic Plan on April 15, 2014. The mission statement and the strategic plan were submitted to the Massachusetts Department of Higher Education as required. The mission and vision statements are published electronically on the College website, catalog and the Academic Policy and Procedures Manual.

The 2014 Strategic Plan goals operationalize the mission statement and lay the foundation for working toward the vision. The 2014 Strategic Plan goals are:

1. Empower student success by providing opportunities and pathways to achieve their goal
2. Integrate the College and community through partnerships that achieve shared objectives
3. Create operational and academic excellence through continuous improvement
4. Ensure the financial stability and long-term sustainability of the institution through a culture of innovation

Initiatives and innovations across the College are planned in connection to one or more of the 2014 Strategic Plan goals. These initiatives are described in more detail across the self-study, particularly in Standard 2. For example, the College was awarded a Title III grant, Project SAIL, to help implement activities to work toward 2014 Strategic Plan goals 1, 3, and 4. The activities of Project SAIL are designed to strengthen student services (Standard 5), academic programs (Standard 4), and professional development (Standard 6) in order to increase student retention, completion, and success. The partnership with Cape Cod Healthcare to help renovate existing facilities to expand the enrollment of the nursing program exemplifies meeting Goal 2. Successful progress toward these goals advances the College mission and vision. Through the strategic plan goals, the College mission aligns with the Massachusetts Department of Higher Education Vision Project:

Strategic Plan Goal	**Vision Project Outcomes**					
	College Participation	College Completion	Student Learning	Workforce Alignment	Preparing Citizens	Closing Gaps
1. Student success						
2. Community						
3. Excellence						
4. Financial stability						

In addition, the goals of the strategic plan align directly with The New England Association of Schools and Colleges (NEASC) Standards:

CCCC Strategic Goal	NEASC Standards								
	1	2	3	4	5	6	7	8	9
1. Student success	■			■	■	■	■	■	
2. Community	■			■	■	■	■		■
3. Excellence		■		■	■	■	■	■	■
4. Financial stability			■		■		■		

APPRAISAL

The revised mission statement of the College reflects continuity with the prior mission, and focuses more clearly on the essential elements of the work of the College. Respecting past traditions is an important value on campus, and it is important to recognize the ongoing commitment to student success as the College plans for the future. The process of developing the mission and vision allowed ample opportunity for discussion and incorporated new perspectives.

The mission of student success provides a sense of unity and purpose for everyone on campus. The college community is acutely aware of the impact of every decision, every action on students. There are differences across campus about the best way to support students, and those differences can be real and are collegially debated. However, what unites the College as a community is the shared personal and professional commitment to the mission and to student success.

The mission and vision statement does not feature as prominently on campus publications as it should. While on the website with the college catalog and academic policy manual links, the mission statement is not as visible as it could be. In addition, the mission and vision could be made more prominent from the student's perspective, for example appearing on the landing page for student services on the College website.

Strengths and Challenges

Strengths

- There have been periodic reviews of the mission statement, culminating in an inclusive process that led to the current mission statement
- There is a strong commitment of faculty and staff to student success as the heart of our mission
- The vision statement sets aspirational goals for the College
- The strategic plan operationalizes the mission statement into College activities and initiatives

Challenges

- There could be increased student awareness and electronic visibility of the mission and vision statements
- As an institution, there is a challenge to remain faithful to our mission and vision statement in the face of declining enrollment trends and restrained state funding.

PROJECTIONS

- Fall 2018: The Strategic Planning Committee will review the mission and vision statement within the planning process for the 2019-24 Strategic Plan. This process will recognize the increased need for strategies to address decreased state funding.
- Fall 2018: The Strategic Planning Committee will explore the development of a values statement in conjunction with the planning process for the 2019-24 Strategic Plan.
- Beginning in Spring 2018: The Office of College Communication will increase the posting of the mission and vision statements on College webpages, and incorporate the statements into student-oriented publications, as appropriate.
- Fall 2017 and beyond: The President and the Board of Trustees continue to advocate on behalf of the College, Community Colleges and higher education. The President submitted a revised proposal for a new science building in November 2017.

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	http://www.capecod.edu/web/about-us/mission-statement	March 25, 2014

Mission Statement published	Website location	Print Publication
College Catalog	http://www.capecod.edu/catalog/2016-2017/about/mission.html	
Strategic Plan	http://www.capecod.edu/web/irp/strategic-plan	
Student Handbook	http://www.capecod.edu/web/student-handbook/policies	

Related statements	Website location	Print Publication
Vision Statement	http://www.capecod.edu/web/about-us/mission-statement	

Please enter any explanatory notes in the box below

Standard 2

Planning and Evaluation

PLANNING

DESCRIPTION

In the June 2013 NEASC Commission response to the 2012 interim self-study document, the Commission noted that it "looks forward to learning, through the self-study prepared for the comprehensive evaluation in Spring 2018, about the College's success in developing and implementing its new strategic plan."

In Spring 2013, a process to develop a new 2014 Strategic Plan (2014 SP) began, including revision of the mission statement and a vision statement, to define the direction and priorities to guide the College's strategic decisions and academic and operational planning through 2019. Following conversations with community and College stakeholders and an assessment of best practices, educational trends, accreditation standards, and with state guidance, the 2014 SP was formally adopted following Board of Trustees approval in April 2014 and submission to the Massachusetts BHE.

The 2014 SP framework consists of four College-wide goals that focus on student success, integration of community and College partnerships, creation of academic and operational excellence, and ensuring long-term financial stability and sustainability of the institution. As outlined in Standard 1, the goals operationalize the College mission and align with the Massachusetts Department of Higher Education Vision Project goals, demonstrating the College's commitment to statewide planning.

Each goal has objectives with College-wide metrics to track progress. The Strategic Plan is designed to be a broad framework to align the goals and objectives of each area of the College and to be a living document, adaptive and flexible, to ensure continued relevance.

- The 2014 SP is operationalized through both Academic & Student Affairs and Finance & Operations, then disseminated through individual departments and divisional areas.
- Each area is responsible for developing, implementing, and monitoring strategies to align their actions with the College-wide goals and objectives.
- As necessary, College-wide task forces are formed to help define best practices and act as a resource in key target areas related to the 2014 SP goals and objectives.
- Work conducted through the College committee structure represents another venue for the review and implementation of 2014 SP goals and objectives. Decisions that require action are shared at College Meeting and are then recommended to the President who brings them to the Board of Trustees as necessary.

The Office of Institutional Research and Planning (IRP) provides data and support for planning purposes through standard data sets and special data requests and tracks the implementation of the 2014

SP annually. Data and updates are sent via email, provided on common drives, and presented to the College community during College-wide gatherings (e.g., College Meeting, Convocation) and other venues. Presentations to the Board of Trustees are made on a regular basis.

APPRAISAL

Nearly two-thirds (64%) of the College faculty and staff surveyed in April 2017 agreed that they were aware of the 2014 SP goals and objectives, with about 60% agreeing that those goals and objectives are relevant to their job duties. Agreement in both areas is strongest among full time faculty members and weakest among the adjunct faculty.

Although 2014 SP awareness is evident among a majority of those surveyed, considering that the activities of the College are designed to meet one or more of the 2014 SP goals and objectives, there is room for improvement. More consistent development of annual objectives across departments would help to link the 2014 SP goals to department activities and individual job duties in a more actionable way.

IRP produced the 2015 and 2016 updates of the 2014 SP. These documents provide a comprehensive summary of activity by each 2014 SP goal, allowing assessment of progress and identification of areas requiring more effort.
Listed below is each goal of the strategic plan with examples of progress made as well as a review of areas that need further attention.

Goal 1: Empower student success by providing opportunities and pathways to achieve their goals
During the 2014 SP implementation, improving retention has been a primary focus of College-wide activities. There have been three major planning initiatives focused on retention and student success: 1) Retention Task Force, 2) Complete College America, and 3) Title III Grant implementation.

President Cox convened the Retention Task Force in 2014; it was charged with finding ways to keep students enrolled. The task force distributed their recommendations to relevant departments to use in planning their objectives, and the recommendations were incorporated into the Title III Grant planning process.

Since 2014, the College and the Commonwealth committed to the Complete College America (CCA) strategies of evidence-based practices to streamline student success. This has become a planning framework to guide College initiatives.

Beginning in 2014, the Title III planning process was a comprehensive effort involving representation from across the College over an 8-month period. Planning involved the use of the CCA framework, quantitative and qualitative data from IRP, the 2014 SP, and NEASC five-year self-study (2013). The Title III planning process proved successful with the award of a five-year U.S. Department of Education Title III grant in October 2015, Project SAIL (Success through Advising and Interactive Learning). Project SAIL addresses three of the College's four 2014 SP goals.

Goal 2: Integrate the College and community through partnerships that achieve shared objectives

The College continues to maintain community involvement and establish strategic partnerships with organizations and industry that involve faculty, staff, and students with the goal of achieving shared objectives. Highlights include:

- Cape Cod Healthcare: In 2016, the College formed a strategic partnership to renovate nursing lab space, increase the number of nursing students, and increase student learning opportunities and jobs for graduates.
- Cape Cod Conservatory: In 2015, the College entered into a shared resource collaboration with the conservatory that benefits both student populations.
- Program Advisory Committees (PACs) represent another substantial opportunity to engage the business and professional communities to ensure that programs are meeting their needs and to provide opportunities for students. For example, based on industry input, two new engineering certificates are under development. This will serve the needs of local manufacturers and students who want to enter the local workforce.
- Aviation Program: In addition to their PAC, other industry partnerships (notably Cape Air, Pratt & Whitney, Southwest, Delta Tech Ops, and Safe Flight Instrumentation) have benefitted the Aviation Program through donations of equipment, curriculum input, internships, and job placement.
- Community Events: In 2016, the College hired a full time Tilden Arts Center and College Events coordinator to increase the number of campus events and serve as a center of community enrichment. Events include the ongoing Cape Cod Arts and Culture Expo, political forums, lecture and film series, and performances.

The College participates in numerous initiatives aimed at reaching out to the local community to support enrollment and engagement in post-secondary education.

- The Pathways Program works with high school students to provide personalized guidance through the College enrollment process
- The STEM Starter Academy Summer Bridge Program and Project SAIL-funded workshops provide Summer opportunities for students to accelerate completion of their math sequence
- Since 2014, the Cape Cod Regional STEM Network has brought together educators, school districts, business and industry partners, and community members to promote STEM education through supporting PreK-12 educators and faculty.
- In 2016, the Cape Cod Regional STEM Network was one of 56 communities selected from across the United States to be part of the STEM Funders Network STEM Learning Ecosystems Initiative that forms a national community of practice with expert coaching and support from leaders such as superintendents, scientists, industry partners, and others.

The College continues to develop additional opportunities for students to be involved with the community via volunteer, service learning, internships, civic engagement, and workforce experience, and through academic programs and courses. Significant ongoing commitments include:

- The Nursing and Dental Hygiene clubs have several health outreach projects, including a dental hygiene clinic and free immunizations.
- The Family Pantry at Cape Cod Community College, established in 2013, is a student- assisted food pantry managed in partnership with the Family Pantry of Cape Cod.

Goal 3: Create operational and academic excellence through continuous improvement
The departments and divisional areas organized under Academic & Student Affairs utilize practices and systems that lead to comprehensive, systematic, and integrated planning efforts. Long-term academic planning efforts include the development of a new academic program planning "stage and gate" process based on the MA DHE planning policy. The College contracted with the consulting firm, Gray Associates, to conduct a review of existing and potential programs to form the beginning of a program-based master academic plan. This work continues in Fall 2017 (see Standard 4 for details). This approach of program-level planning, including market analyses, will form the basis of the next strategic plan in 2019, as required by the new Mass DHE Revised Strategic Planning Guidelines and Procedures (2016-17).

Planning efforts in the departments and divisional areas organized under Finance & Operations support day-to-day operations as well as long-term strategic initiatives. In the area of financial planning, the VP of Finance & Operations develops the overall annual operating budget with input from the President's Cabinet based on proposals submitted by budget managers. The Board of Trustees approves the annual operating budget as well as investment in strategic initiatives. Recent new hires, including a VP of Finance & Operations hired in July 2017, will provide additional capacity for planning and resource allocation (See Standard 7 for more details).

A Chief Information and Technology Officer (CITO) hired in August 2017 fills a new position. Until November 2014, the College had a Chief Information Officer. Information and technology planning has been guided by the VP of Finance & Operations with input from upper-level IT staff and committees. An IT strategic plan prioritized numerous advancements and updates, focused on improving the student experience and modernizing technology. While resources for IT infrastructure remain a challenge, new leadership will help the College prioritize needs and maximize resources (See Standard 7 for more details).

Facilities
The Director of Facilities Management & Stability recommends prioritization of maintenance, local and capital infrastructure projects based on several key factors, among them accessibility concerns and health-related issues, including climate control. The College and Massachusetts Division of Capital Asset Management and Maintenance (DCAMM) have been working with Sightlines, a consulting company, to evaluate and prioritize facility needs to inform DCAMM's strategic framework on funding capital projects. As documented in the 2017 Sightlines Report, 92% of the College's buildings are in the high-risk profile (25-50 years of age) creating major capital needs and operational strain on facilities.

As part of the new Mass DHE Strategic Framework, the College submitted a proposal to DCAMM in Fall 2017 for a new science building that will serve as a regional higher education center. The science building had been approved, then funding was revoked in 2015. The disinvestment of Massachusetts public higher education, particularly community colleges, creates a short-sighted backlog of deferred maintenance and prevents the College from moving forward with major initiatives that would benefit students and the Commonwealth.

Goal 4: Ensure the financial stability and long-term sustainability of the institution through a culture of innovation

In the context of reduced state support and declining enrollment, the College is exploring alternative sources of revenue, assessing opportunities to develop collaborations, and restructuring operations to function more efficiently. (See Standard 7 for a fuller discussion).

Over the past five years, the College has secured over $12 million in state, federal, and private grant awards that have helped develop new academic programs, expand existing programs, provide additional student resources, and improve infrastructure. Grant funding played a significant role in the creation of two new programs, Aviation Maintenance Technology and Engineering & Advance Manufacturing, including the creation of a dedicated space for each program and the procurement of industry-specific equipment. The Title III grant, Project SAIL, strengthens the institution through advising, interactive learning, professional development, and improved institutional processes. A Title VIII grant, awarded in Summer 2017, will provide support to underrepresented nursing students to help create a more diverse healthcare workforce. While grants provide resources for the College to develop and enhance infrastructure, innovation, and services, the College continues to plan for the challenge of sustaining successful grant initiatives beyond the funding period.

Other significant contributions to faculty innovation grants, professional development, student scholarships, and improvements to infrastructure are planned in collaboration with the Cape Cod Community College Educational Foundation. The Foundation is a separate non-profit organization that raised and distributed over $800,000 in funds to the College in FY 2016. Since 2014, the Educational Foundation has spearheaded significant fundraising campaigns to help enable the renovation of the Nickerson Archives, as well as the on-campus Dental and Nursing lab space, and to permit investment in equipment to support the College's Life Science Programs.

The College has also worked to further long-term sustainability of the institution through the development and implementation of clear and accessible policies and procedures. In 2015, the College created and staffed a Grant Compliance position to meet grant objectives and reporting requirements, including clear policies and procedures to address state and federal guidelines communicated in part through a new grant office internal webpage. Additional efforts to operate more efficiently include implementation of the recommendations of the President's Right-Sizing Task Force to align staff with the reduced enrollment of the College.

The College's next strategic planning process will begin in 2018 to prepare the 2019-2024 Strategic Plan. The NEASC Reaccreditation Self-study process will provide the foundation for that process, coordinating the complementary self-assessment and planning processes. The next strategic plan, building on the work accomplished in the past 5 years, will be able to provide a more detailed, program-level strategy to guide the long-term direction of the College, consistent with Mass DHE Revised Strategic Planning Guidelines and Procedures (2016-17).

Strengths and Challenges

Strengths

- The 2014 SP provides a solid framework to guide College initiatives that reflects community needs, state priorities, and national best practices.
- IRP provides oversight and coordination of planning efforts across the College.
- The College continues to build effective collaborations and partnerships with shared objectives; this is increasingly important in a time of limited resources.
- Through planning and efficient use of resources, successful grant development, and innovative thinking, the College has been able to expand and improve programs and facilities with modest investments.
- The development of the 2019-2024 strategic plan will build on the 2016-18 NEASC self-study process.

Challenges

- Strategic planning at the department levels could be operationalized more systematically.
- There is an opportunity to provide professional development across the College on strategic planning.

EVALUATION

DESCRIPTION

Cape Cod Community College strives to create a culture of continuous improvement to ensure ongoing assessment of institutional effectiveness that leads to decisions and actions designed to increase student success. The processes include:

- Planning at the College, division, and department levels
- Identification and measurement of outcomes across all institutional units
  - Assessment of Student Learning Outcomes
  - Evaluation of departments and academic programs
- Use of data and assessment/evaluation results to inform decision-making and planning

The 2014 Strategic Plan (2014 SP) provides the framework for institutional effectiveness across the College. The goals focus on ensuring student success through institutional and educational effectiveness. The Institutional Effectiveness Plan, maintained by the Office of Institutional Research & Planning (IRP), documents an inventory of processes and data resources that are utilized to monitor progress toward 2014 SP goals. The inventory of processes includes surveys from students and graduates, as well as input from external constituencies, such as Program Advisory Committees, external analyses of program reviews, and benchmarking data.

Each 2014 SP objective has metrics to assess progress toward the objectives and goals. In addition, there are interim measures that provide information on progress. For example, to help understand progress toward the 2014 SP goal of increasing retention, student course-success rates are tracked, and the Community College Survey of Student Engagement (CCSSE) is administered regularly. (Standard 8 pro-

vides additional information on educational effectiveness.) An annual update of activities and metrics related to the 2014 SP is compiled to assess progress and refine strategies and metrics.

Individual departments/divisional areas are responsible for monitoring their own effectiveness with data and support from IRP. IRP maintains an annual calendar of reports that provides data for monitoring 2014 SP progress, as well as meeting state and federal requirements. The College submits data to Mass DHE through the statewide HEIRS system and benchmarked comparisons are provided back to the College on progress toward meeting Vision Project Goals, Complete College America targets, and other initiatives External consultants and evaluations are utilized for specific topics of concern. Examples of consultation include: Eduventures for the development of online programs, Sightlines for facilities, Campus Security Evaluation, Mass DHE ADA Compliance, and Gray Associates for academic planning. The information from these studies provides expertise and information that is used by leadership and departments to define strategies and guide priorities. The most recent reports can be found at Eduventures, Sightlines, and Gray Associates.

WEAVE System

Since 2015, the College has utilized a strategic planning and assessment management system, WEAVE, to document and aggregate institutional effectiveness activities. Each activity (goals, objectives, outcomes, action plans) is mapped to College-level metrics for both academic assessment outcomes and strategic plan outcomes. For example,

- Student learning outcomes at the course level are mapped to program and Institutional Student Learning Outcomes (ISLOs).
- Department-level objectives are mapped to strategic plan goals and objectives.
- The unit-level information in the system can then be aggregated through reports to summarize information for College-level goals and outcomes and track progress. The benefits of the WEAVE system approach include:
- A shared systematic framework and language for continuous improvement across the College
- The ability to capture the inventory of educational effectiveness processes within one assessment and outcomes management system
- Annual cycles of assessment creating institutional history of improvements, including the supporting data and an evaluation of the impact
- Alignment of the common goals of assessment, strategic planning and institutional effectiveness
- Multiple sources of data triangulate ways of looking at success and increase confidence in the validity of the conclusions

Dissemination

IRP disseminates the data and evidence gathered through the inventory of institutional effectiveness practices in multiple ways, so that the information can be utilized for planning and decision-making. These methods include:

- Campus-wide and targeted emails
- Internal IRP reports posts to a shared drive, and external reports are available on the IRP website.
- Presentations at multiple venues: Board of Trustees meetings, College Meeting, Convocations, Professional Day Workshops, department meetings, or upon request. IRP has proactively requested time to present to the College community in multiple ways.
- Data inquiries and requests for special studies

The responsibility for monitoring progress toward SP 2014 goals is shared across the College and drives the agenda of the meetings and committees. The following groups meet on a regular basis to provide multidisciplinary venues for discussion:

- College Governance Meetings (see Standard 3)
  - College Meeting: Monthly meetings
  - Standing Business Committees: Monthly meetings
  - Ad hoc Committees (e.g., ISLO review, Title III Grant): as needed
  - President's Task Forces: Special Topics (ex., Retention, Right-Sizing Task Force, Governance Task Force): as needed
- Organizational Meetings
  - President's Leadership Council: Biweekly meetings
  - President's Cabinet: Biweekly meetings
  - Academic & Student Affairs: Biweekly meetings
  - Academic & Student Affairs: Division Annual Planning Retreat
  - Division meetings: Once or twice per term
  - Academic and Non-Academic Department meetings: Biweekly or Monthly meetings
  - Project SAIL- Title III Grant committees: Monthly meetings
  - Board of Trustees Meetings: Monthly meetings during the academic year

The data and evidence gathered through the inventory of institutional effectiveness processes are utilized for planning and decision making in the following ways:

- Feedback loops of sharing information across College governance committees. The committees make recommendations to College Meeting for approval that are then referred to the President to review and approve.
- Improve learning opportunities and student outcomes, such as adding internships and revising assignments to address outcomes
- Improve programs and services and inform funding decisions, such as using the successful strategies of the First Year Success Program as a resource for the Title III grant application activities
- Streamline and clarify processes, such as improving the enrollment and testing process for students, and revising the cycle of dropping students for non-payment
- Modify policies and procedures to facilitate student success, such as adding requirements for students to enroll in Math in their first year and to attend orientation
- Identify issues that need more in-depth study to better address potential causes, such as low developmental math completion rates
- Convene ad hoc task forces to focus on issues that would lead to improved educational effectiveness and student success (e.g., Retention Task Force, Ad Hoc ISLO Review, Governance Task Force
- Identify issues that need more resources, such as improving wireless capability and developing online programs
- Identify areas for potential grant opportunities, including the development of an Aviation Program and funding for STEM programming

APPRAISAL

IRP guides the coordination, analysis, and systematic reporting of academic program and campus-based data. IRP is integral in ensuring accurate state, federal, and institutional reporting. Over the past five years, IRP has grown substantially in reporting responsibilities, in the volume and complexity of federal and state reporting, and the need for internal information. As the number and complexity of grant-funded initiatives has increased, additional demands have been placed on IRP to help develop and maintain custom outcome reporting requirements. The IRP staff work collaboratively across the College to anticipate analyses and to support strategic planning efforts. To assist with the increased reporting demands, particularly from grant-based initiatives, another full time staff assistant was hired in 2015 to work half time in IRP and half time in grants compliance. IRP is working toward a more efficient report writing process and an internal website for enhanced information sharing.

The College has made significant progress toward the 2014 SP objectives. Highlights include:

- Goal 1: Retention rates for all degree seeking students are slowly and steadily increasing from 50.8% in 2013 (baseline) to 53.8% in 2017. The 2019 goal is 58%.
- Goal 2: Solid partnerships with the broader community are increasing and leading to a better use of shared resources and new opportunities for students. Student volunteer hours have increased from 14,332 hours in 2013-14 to 23,415 hours in 2014-15, although this is partly due to new ways to capture the information.
- Goal 3: A renewed look at systems and procedures, such as Enrollment Management's process mapping, is leading to improvements, small and large, across academic and non-academic areas. Based on survey data, student satisfaction with the enrollment process increased in every category and, overall, an average of 5% from 2015 to 2017.
- Goal 4: In the context of reduced state funding and decreasing enrollment, the College has a successful grant development and management program, and is exploring alternative sources of revenue (see Standard 7).

Many of the organized, systematic evaluation efforts focus on academic programs and outcomes. This is appropriate considering the core mission of the College, however a more robust use of data among non-academic departments would be a valuable feedback loop to promote improved planning and resource allocation that would also tie into student success and retention.

Additional metrics should be developed or refined to more fully capture progress toward objectives. For example, methods of gathering consistent information to quantify community connections need to be standardized, and methods of evaluating the functioning of College committees have not yet been addressed. This work on metrics is in progress. The Institutional Research and Planning Committee will conduct a survey of faculty and staff in Spring 2018 to document professional volunteer contributions to the broader community.

While the overall measurement of progress toward the 2014 SP goals is captured by the metrics, isolating the impact of discrete strategies remains challenging. To assess if a particular strategy is working, it is sometimes difficult to establish a causal relationship independent of other efforts, particularly in a time of rapid change across the College. Applied research methods are used, including before and after comparisons, qualitative feedback and converging evidence. However, caution in interpretation is often warranted.

Significant data are collected through IRP and reported out through numerous venues, however, there is somewhat limited awareness of the amount and type of information available and this may be restricting the capacity of the broader campus to effectively utilize data. There is a need for professional development on strategic planning, including the use of metrics. The WEAVE System has been in use at the College since 2015, and the implementation process is ongoing. As the WEAVE system is utilized more fully, the documentation of institutional effectiveness within one system will be more complete and access to information more readily available.

Examples of Utilizing Results for Planning

Specific examples of educational effectiveness are discussed in more detail in Standard 8, and academic program planning in Standard 4. Examples of how results are used for planning within the student services and non-academic divisions include the following:

Behavioral Health Needs and Support: Results from the Spring 2015 Campus Climate Survey and the 2015 National College Health Assessment Survey coupled with increased numbers of Code of Conduct violations highlighted behavioral health vulnerabilities among students. This led to a number of initiatives aimed at maintaining or improving student behavioral health:

- Hired a Special Projects Coordinator for Wellness and Recovery Services
- Developed a Crisis and Life Management (CALM) team to respond to students in need
- Obtained a grant from the American Foundation for Suicide Prevention to develop an interactive web-based screening program for students in distress

Enrollment Management: Results from the Student Registration Satisfaction Survey and the Enrollment Management process mapping work identified points where students are "lost" in the pipeline and where the process could be streamlined. Review of this information led to numerous improvements including:

- Placement test scheduling was simplified through admissions.
- Student ID is now provided with the acceptance letter for online access to resources.
- Outreach for Fall enrollment begins in March instead of Summer.
- Communication with students is coordinated across admissions, registration, financial aid, testing, and advising.

Internal Website: The 2014 SP Objective 4.4, "Strengthen College-wide communications", was developed in response to feedback in strategic planning surveys and meetings during the strategic planning process in 2013-14. Despite progress, the theme of communication emerged again during NEASC self-study workshops and surveys. In addition, the Board of Trustees also noted the need for increased internal communication in Spring 2017. In response, the College has committed to developing an internal website to provide a repository for information on the status of initiatives and changes across the College. This will be partially funded through Project SAIL.

Strengths and Challenges

Strengths

- The College utilizes the 2014 SP as a guide for developing strategies and is making consistent progress toward goals
- IRP provides targeted and timely information and support for strategic planning

Challenges

- The implementation and priority of the 2014 SP in terms of creating non-academic department-level objectives and metrics and the tracking and documentation of progress could be more systematic and planning efforts could be improved
- There are 2014 SP metrics that need to be further defined or refined
- Although IRP provides system data on metrics, programs, and initiatives, the information could be more usable and readily accessible. The information is not utilized as effectively across campus as it could be.

PROJECTIONS

- Spring 2018: IRP will utilize the pending Intranet to present data, materials, and information in a more usable format.
- Beginning with FY18, the President will require annual reporting for academic and non-academic areas. IRP will coordinate and assist with implementation and documentation in the WEAVE system.
- Fall 2018-Spring 2019: The President and the Vice President of Finance and Operations will require that budget requests are connected to the annual department strategic plans.
- Spring 2018: Institutional Research & Planning Committee (IRPC) will coordinate work on 2014 SP metrics that still need definition or refinement.
- Spring 2018- Fall 2019: Institutional Research & Planning Committee (IRPC) will plan and deliver professional development on strategic planning for the College community to help with implementation at the department level. This may require some outside expertise that can be supported with Title III funds.
- Fall 2018- Spring 2019: The 2019-2024 Strategic Planning Committee will develop specific strategies to become less dependent on state funding and student tuition. The planning process will develop structural opportunities to collaborate, develop alternative sources of revenue, and reduce costs.

Standard 2: Planning and Evaluation

PLANNING	Year approved by governing board	Effective Dates	Website location
Strategic Plans			
Immediately prior Strategic Plan	9/16/2008	2008-2013	https://www.capecod.edu/c/document_library/get_file?uuid=05446bf0-5f3f-4bdd-b572-0d9fe68a6170&groupId=5839660
Current Strategic Plan	3/24/2014	2014-2019	http://www.capecod.edu/web/irp/strategic-plan
Next Strategic Plan		2020-2025	
	Year completed	**Effective Dates**	**Website location**
Other institution-wide plans*			
Master plan			
Academic plan			
Financial plan			
Technology plan	3/25/2016	2016-2018	https://www.capecod.edu/c/document_library/get_file?uuid=5ffece8b-0ff0-45d4-b0a3-245c6f470456&groupId=5839660
Enrollment plan			
Development plan			
Plans for major units (e.g., departments, library)*			

EVALUATION			Website location
Academic program review			
Program review system (colleges and departments). System last updated:			2014
Program review schedule (e.g., every 5 years)			https://www.capecod.edu/c/document_library/get_file?uuid=701a24e0-dc7b-449c-b7f1-2ee-67564337a&groupId=5839660
Sample program review reports (name of unit or program)*			
Social Sciences Discipline Review			https://www.capecod.edu/c/document_library/get_file?uuid=39e1e3ba-fd1c-4a73-8590-6f12c-3d005ae&groupId=5839660
System to review other functions and units			
Program review schedule (every X years or website location of schedule)			https://www.capecod.edu/c/document_library/get_file?uuid=06dc09bc-afe8-4619-bf39-38757137abec&groupId=5839660
Sample program review reports (name of unit or program)*			
Admissions Department			https://www.capecod.edu/c/document_library/get_file?uuid=e4fffe97-d86e-4edf-9d9d-747b2a2eef35&groupId=5839660
Other significant institutional studies (Name and web location)*			**Date**
Example: Advising: www.notrealcollege.edu/advising			

*Insert additional rows, as appropriate.

Please enter any explanatory notes in the box below

Standard 3

Organization and Governance

GOVERNING BOARD

DESCRIPTION

Cape Cod Community College, one of 15 public community colleges in the Commonwealth, operates under the jurisdiction of the Massachusetts Board. of Higher Education (BHE). Cape Cod Community College is a single campus with off-site instructional locations organized under a single governing board. The main campus is located in West Barnstable. Off-site locations include the Hyannis Center, Martha's Vineyard Regional High School, Woods Hole Marine Biological Laboratory (inactive since Fall 2016), and the Plymouth Municipal Airport.

The Board of Trustees (BOT) is the legally constituted body ultimately responsible for the institution's quality and integrity. Massachusetts General Laws Chapter 15A defines both the powers and duties of the Board in Section 22. Trustees have a fiduciary responsibility and exercise this authority through approval of the finance reports at the monthly BOT meetings and through the approval of the budget and student fees.

The BOT has ten members appointed by the Governor; one student is elected annually by the student body. Of the ten appointed members, one member is elected by the Alumni Association of the College and one additional appointed member must be an alumnus. All appointments, except for the student representative, are subject to five-year terms, renewable for one additional term. In the past, when vacancies occurred, the President, Chair, and Vice Chair submitted a minimum of two nominations to the Governor's office and the Public Education Nominating Council (PENC) for each appointment. Most recently, there have not been requests to provide names for eligible appointments.

Board representation strives to reflect areas of competence and diversity, and demonstrates independence, as the community's representatives to ensure it can act in the College's best interests. The trustees are not compensated, except for travel expenses for attendance at a conference, and none of the trustees has any financial interests in the College. Board members are subject to Massachusetts conflict of interest laws and State Ethics Commission policies and regulation.

The Evaluation Committee meets in June to review the performance of the President annually, in accordance with the Compensation and Evaluation Guidelines and Procedures for State University and Community College Presidents set by the Massachusetts Board of Higher Education (BHE). The BOT completes its evaluation and forwards it to the Commissioner. The BOT has voted with unanimous approval to accept the committee's evaluation of the President each year since his tenure at the College began in 2012.

Members of the Board were involved in the formulation of the College's Strategic Plan in 2014, forming a subcommittee to assist with the development of the plan. The Board ratified the plan on April 15, 2014. The 2014 Strategic Plan (2014 SP) outlined key priorities for planning and implementation through four goals:

- Empower student success
- Integrate the College and community
- Create operational and academic excellence
- Ensure financial stability and long-term sustainability

The BOT delegates the authority for the regular operation of the College to the President and his administration. The President, Dr. John Cox, is the chief executive officer of the College. While the responsibility for the regular operation of the College rests with the President, the Trustees provide advice and oversight. The President is responsible for operation of the College and management of the institution, compatible with the BOT intentions and mission of the College. The BOT operates within the guidelines established by Chapter 15A of the Massachusetts General Laws and its own bylaws as contained in the Board Policy Manual.

During the academic semesters, BOT meetings and Finance and Personnel subcommittee meetings are held monthly. The Board has an annual Summer retreat. The Audit Subcommittee, Capital Planning, Evaluation Subcommittee, CCCC Educational Foundation Committee (one trustee voting member), Nominating Committee, and Strategic Planning Committee convene during the year based on specific topics and policy considerations. Examples of Board meeting votes for action include:

Excerpt Board Meeting Minutes Vote Summary

Date	# attendees	Type of action	Agenda Item
10/18/16	9	Expenditures Approved	Student Housing Study Update $24,800, plus travel equally shared with Total Athletics Cape Cod
10/18/16	9	Expenditures Approved	Design and construction plans for expansion of Nursing Facilities (Architect) $183,730

The BOT meetings and subcommittee meetings are subject to the state's Open Meeting Law (M.G.L. c.30A). The BOT hears reports from the President, the two Vice Presidents, and the Student Trustee, along with other reports of interest. The Board discusses issues and offers advice to the President, and approves or disapproves recommendations made by the President regarding College policies, personnel matters, and budget. Board of Trustees agendas and minutes are posted to the College website and are accessible to internal and external constituencies.

The annual BOT retreat is a time for the board to engage in self-evaluation and reflection. The BOT Self-Assessment Survey has required board members to evaluate the Board's effectiveness as a whole, as well as their individual strengths and weaknesses. The BOT uses their discussions during the annual retreat to consider their overall functioning, examine what works, and what needs to be changed. General Counsel attends the retreat as needed.

APPRAISAL

The 2008 Self-Study noted a need for updated organizational charts and Administrative policies and procedures as well as providing access to these documents in public folders within the College's document drives system and/or website. These issues have been addressed. Documents are readily available in public folders as well as the College website (as appropriate) and are updated on a regular basis. Please see the Academic Policies and Procedure Manual and the Procurement webpage as examples. In addition, the College will be developing an intranet platform to increase communication and ease of access.

When considering the appointment of trustees by the Governor, the College recognizes the Governor's authority. While there have not been specific requests to provide potential nominees to the Governor or the PENC, the College continues to provide the names of qualified appointees following vetting between the Board Chair, Vice Chair, and President. The College is hopeful all recommended candidates receive serious consideration for appointment. There will be six board of trustee positions open for reappointment in 2017-18, and the President will ensure a smooth transition through extending terms and implementing a more formal orientation process.

Regular phone conversations and meetings are held between the Board Chair, Vice Chair, and the President to establish the meeting agenda. The President reaches out to the Trustees when needed, particularly for any public safety issues or other major issues.

The College continues to ensure that all academic programming is administered through the same organizational and governance structure. Off-campus, distance learning, evening classes, and weekend programs are integrated into the College's policy formation, as is academic oversight, and the overall evaluation system of the institution. There is a strong working relationship between the trustees and the administration. The BOT reviews and approves institutional policies.

The BOT has a clear understanding of the institution's distinct mission and exercises the authority to ensure the realization of the institutional mission and purpose. This is evident by approval of the budget for new initiatives such as the Aviation Maintenance Technology Program at the Plymouth Municipal Airport, as well as the expansion of the Nursing Programs.

The role of the trustee as advocate is demonstrated by the recent attendance of three Trustees with the President at the Community College National Legislative Summit. This is a conference presented by the Association of Community College Trustees (ACCT) in collaboration with the American Association of Community Colleges (AACC). Trustees can attend different breakout sessions as well as network with other trustees and the legislative representatives.

On June 23, 2016 there was a special BOT meeting called at the request of a group of faculty and staff to address a petition with the administration. This open meeting allowed for concerns about transparency and communication, as well as support of the President, to be voiced by faculty and staff. Minutes from this meeting are available in Public Folders. Further discussion of the outcome of this meeting

can be found in Standard 9. The meeting resulted in the reappointment of a faculty representative on the Leadership Council, administrative meetings with department chairs and program coordinators, and increased communication with the College community.

Strengths and Challenges

Strengths

- The Board of Trustees represents Cape Cod constituencies and includes student and alumni representation
- The Board provides oversight of the administration and the College informs the BOT about College functioning and initiatives at the appropriate level
- There is strong collaboration between the President and the Board of Trustees

Challenges

- There could be improved communication of Board decisions to the greater College community
- There are 6 Board positions scheduled for reappointment in 2017-18

INTERNAL GOVERNANCE

DESCRIPTION

The President administers the College through the two main divisions of Academic and Student Affairs and Finance and Operations. Each is overseen by a vice president. The President has a Cabinet that includes: the Vice President of Academic and Student Affairs, Vice President of Finance and Operations, Associate Vice President of Human Resources and Administration, Director of the Office of College Communications, Dean of Enrollment Management and Advising Services, and the Staff Associate to the President. The newly appointed Chief Information Technology Officer joined the Cabinet in September 2017. The Cabinet meets biweekly to discuss and recommend to the President matters of proposed policy, policy implementation, institutional rules and regulations, personnel actions, budget items, and other matters of common interest.

The President meets biweekly with the Leadership Council to discuss matters of interest and make recommendations concerning the operation of the College. Agenda items are submitted by members of the Council from all constituencies of the College. The Leadership Council consists of the Cabinet members, academic deans, the Director of Institutional Research and Planning, and a representative from the Faculty Professional Committee (FPC). The members report to the President or either of the two Vice Presidents (except for the faculty representative). The discussions and recommendations, as well as budget and policy recommendations at the Cabinet and Leadership Council meetings, assist in formulating presentations, action items, and policy recommendations by the President to the BOT for approval.

The Vice President of Finance and Operations is charged with leading and managing Finance, Facilities, and Public Safety. Five staff members report directly to the Vice President of Finance and Operations.

The Vice President of Academic and Student Affairs is charged with leading and managing Arts & Communication, Engineering & Applied Technology, Adult Education Center, Health Sciences, Behavioral and Social Sciences & Human Services, Advanced Studies, Science, Technology, Math, Business, Enrollment Management and Advising Services, Learning Resources and Student Success, Teaching and Learning Resources and Technology, Online and Blended Learning, as well as the Honors Program and Grants Office.

Each division is overseen by a dean and is divided into academic departments headed by a chairperson and program coordinators, when required. Two directors oversee the Dental Hygiene and Nursing Programs. The deans review faculty course material, prepare course schedules, and evaluate faculty in accordance with the collective bargaining agreements.

The Vice President's staff consists of the deans and directors. The group meets bi-weekly to discuss academic and student affairs as well as to identify short-term and long-range goals. The minutes are posted in public folders and distributed via the College's email system. In addition, the Vice President meets periodically with department chairs and coordinators, and attends department and division meetings by invitation.

Credit courses are held on the main campus, Hyannis Center, Plymouth Municipal Airport, online, and on Martha's Vineyard. All courses and programs, regardless of their site location, follow the institutional policies for review, delivery, and evaluation, including:

- Review by Curriculum & Programs Committee
- Use of College-wide course syllabus template
- Review of individual instructors' syllabi by the relevant dean

The College's Mission Statement provides for broad participation and collaboration through a shared process of governance. The functioning of College governance is regularly reviewed; the most recent survey was conducted in 2015.

The College follows two statewide collective bargaining agreements with the Massachusetts Community College Council/Massachusetts Teachers Association (MCCC). The MCCC Day Contract applies to full time and part-time day faculty and professional staff. The MCCC Division of Continuing Education (DCE) Contract applies to adjunct faculty. Members of MCCC are represented on campus by the Cape Cod Community Council Association (CCCCA) chapter. The Management/Association Committee for Employee Relations (MACER) consists of an equal number of administrators and CCCCA unit members. The Chapter President appoints two unit members to serve on the committee, which works to resolve any contractual problems that may arise before escalating to a formal process.

Clerical, technical, facilities, and public safety staff are represented by the American Federation of State, County, and Municipal Employees (AFSCME). Policies for full time AFSCME staff are prescribed by the collective bargaining agreement between the Mass DHE and AFSCME Local 1067. The AFSCME Labor/Management committee consists of six members; three representing the campus ad-

ministration and three representing the local union. The purpose of this committee is to discuss matters of mutual concern to the campus and local union and to resolve contractual problems before resorting to the formal grievance process.

Another element of internal governance is the College Meeting. College Meeting is a Town Meeting form of gathering that follows parliamentary procedures to recommend educational policies. Voting membership includes:

- Full time faculty
- Full time professional and administrative staff
- Five executive officers of the Student Senate
- One student from each College Meeting Standing Committee
- Three executive officers of the Support Staff Association (SSA)
- One support staff member from each College Meeting Standing Committee
- Two members at large from the part-time faculty and staff
- One part-time faculty or staff member for each College Meeting Standing Committee

College Meeting convenes monthly during the academic year. A chair is elected annually. Academic matters are discussed, formulated, and recommendations are made to the President.
The President has final authority in all matters of operations. College Meeting minutes are disseminated and placed on the faculty drive.

Twelve standing committees are formed by College Meeting to carry out business. There are two categories of standing committees that make recommendations to College Meeting:

- Business – reviews and recommends policy and procedures (reports monthly)
- Advisory – act in an advisory capacity with specific, limited charges (reports as needed)
- Committee meeting reports are electronically distributed prior to College Meeting and are available on the faculty drive.

A special vote at Faculty Meeting, a subset of the College Meeting body, approves the lists of graduating students submitted by the Registrar three times a year:

- In May, the certification of May graduates and potential August graduates as submitted by the Registrar
- In September, the faculty accepts August graduates
- In December, faculty approves prospective January graduates

Faculty play a strong role in assuring the academic integrity of the College's educational programs through participation in College-wide meetings, department and divisional meetings, and through representation on various committees. The Curriculum and Program Committee (C&P) and the Academic Policy and Standards Committee (AP&S) provide forums for the faculty voice to be heard.

The Curriculum & Programs Committee approves and recommends course and program additions and deletions, or changes in existing programs to College Meeting and the President, in accordance with the College governance process. The committee is comprised of faculty and staff representatives from across the College, including the Vice President of Academic and Student Affairs.

The Academic Policy and Standards Committee is responsible for evaluating matters related to educational philosophy, academic policy and academic standards, and for making reports and recommendations for action. The committee is comprised of faculty and staff representatives from across the College, including the Vice President of Academic and Student Affairs.

The Faculty Professional Committee (FPC) ensures that the faculty voice is heard regarding institutional policy and academic programming. FPC has three major functions: the appointment of full time faculty to College Meeting Standing Committees, enlisting volunteers from the adjunct faculty to the standing committees, and scheduling College or faculty forums. These forums allow faculty and professional staff to discuss and debate academic issues. In addition, FPC also attends monthly BOT meetings, participates in Leadership Council meetings, recommends emeritus appointments, oversees selection of the Excellence in Teaching Award recipient, and promotes faculty professional growth and improvement in teaching and effectiveness. Five full time faculty serve staggered three-year terms on FPC.

Any member of College Meeting or a standing committee may move the establishment of an ad hoc committee. The motion must include a statement of purpose for the committee, length of time the committee will exist, schedule for and method of reporting to College Meeting, evidence that the ad hoc committee will be different from or complementary to the purpose and work of any standing committee, and the number of committee members to be appointed.

The Student Senate is elected annually by the student body and overseen by the Co-Coordinators of Student Life and Co-Curricular Programs. The primary purpose of the Student Senate is to represent the needs and best interests of the students, and to encourage and provide for the participation of all students in considering the issues and policies that affect their rights and responsibilities. The Student Trustee also attends and participates in Student Senate meetings.

While the College provides most of the course material offered on campus, it does have a contractual arrangement with Emergency Medical Teaching Services, Inc. for teaching Paramedic and EMT classes. The current contract will end on June 30, 2018, with a one-year memorandum of understanding as part of the transition and teach-out plan that allows enrolled paramedic students to complete clinical learning and practicum hours. This will ensure current students will be eligible to take the National Registry exam until June 30, 2019. Options are under review to enable the College to continue to offer Paramedic and EMT Programs in the future. (See Standard 4 for a fuller discussion.)

APPRAISAL

President Cox communicates directly via email to faculty and staff about issues of campus-wide concern. He also makes use of Twitter and the College's Facebook account. As the College has experienced heavy turnover in the past two years, with the resignation of the Vice President of Finance and Operations, the Associate Vice President for Human Resources, and two Academic Deans, increased communication of these changes as well as plans to address key administrative vacancies is critical. Vice President Susan Miller instituted a monthly distribution of meeting minutes from the office of Academic and Student Affairs in 2015 to keep the campus up-to-date with not only decisions, but also the reasoning behind decisions.

The College has responded to the increased online presence and continued reliance on adjunct faculty by creating Associate and Assistant Dean positions. In 2014, the College created a new full time position, Associate Dean of Online and Blended Learning, to oversee development of online and hybrid courses and programs. This Associate Dean supervises the process of implementing a Moodle template to be used by all course sections. In 2015, the College created two part-time positions, Assistant Deans of Academic and Student Affairs, to work with the Divisional Deans to administer the evaluation section of the Division of Continuing Education (DCE) collective bargaining agreement, specifically classroom observations and summary evaluations for adjunct faculty teaching face-to-face, online, and hybrid courses.

While there are opportunities for the faculty to have a voice in governance, there have been difficulties as well. From November 2015 to March 2016, due to work-to-rule, the College Meeting governance system was not fully operational. From the end of work-to-rule to the Fall 2017 semester, the Curriculum and Programs committee was chaired by an academic dean and a member of the support staff, rather than a member of the faculty, limiting any leadership role on that committee. The FPC is tasked with holding forums when issues of academic concern are raised. However, when those forums are held, faculty participation is low; the forums are held rarely. In September of 2016 the FPC chair was named to the Leadership Council, and has therefore gained an opportunity for a faculty voice to be heard. Meetings between the President and FPC members were established during the 2016-2017 academic year. Two members (including the current chair) stepped down in October 2017 and were replaced through faculty nominations.

There has been a move to increase data-driven decision making. In Spring 2015, the President convened a Right-Sizing Task Force to provide an initial analysis and recommendations to help align resources to best serve students. The task force carried out the analysis based on national and state data, and adopted the College mission and strategic goals as the framework for the analysis. Several areas had been identified where the College has higher staffing levels than comparable institutions, along with areas of lower staffing. Both represent possible opportunities to increase efficiency and improve the core mission. The Task Force recommended that any action taken in relation to the report be in alignment with the College's strategic goals. Integration of the 2014 SP with the task force recommendations is outlined in the report.

Enrollment, retention, and completion data are kept in compliance with federal and Commonwealth standards to satisfy grant reporting and are tied to performance-based state funding (See Standard 8). The College engages in a systematic process of program review. Gray Associates has been contracted to evaluate existing and potential programs to refine the College's program offerings. (See Standard 4 for more on that evaluation)

The College uses the Center for Community College Student Engagement (CCSSE in 2014) and the Noel Levitz Survey in 2016 and 2012 to gauge student priorities and feedback. Students engage in academic governance through participation in College Meeting, standing committees, ad hoc committees, and through membership on the BOT. The Student Trustee is elected by the student body and is a full voting member of the BOT. The Student Trustee is also a full voting member of the Student Senate and is expected to maintain communication between the two groups.

Although policies and procedures allow for effective communication, faculty and staff have at times voiced requests for better overall communication and more opportunity for faculty input on academic matters. The 2015 College Governance survey indicates some ambivalence about the effectiveness of College governance. In questions concerning College Meeting and Standing Committees, many respondents seemed to value the opportunity for input, while a noticeable minority did not. Under the current structure, faculty, professionals, non-unit professionals, and AFSCME members who serve on the committees attend College Meeting. However, some have expressed concern that the composition of College Meeting dilutes the faculty voice in academic matters. Objective 4.1 of the 2014 SP outlines the goal to "Revise the collegial governance structure to foster collaborative and transparent methods of decision making and resource allocation". To work toward that objective, the President established a College Governance Task Force, which met from Spring 2015 to Spring 2016. However, the Task Force did not disseminate findings due to staff turnover. The Taskforce will be reconvened in Fall 2017.

In December 2012, the Personal Assessment of the College Environment (PACE) survey was administered to 567 employees at the College. Of those 567 employees, 312 (55 percent) completed and returned the instrument for analysis. The purpose of the survey was to obtain the perception of personnel concerning the College climate and to provide data to assist the College in promoting more open and constructive communication among faculty, staff, and administrators. Researchers at the National Initiative for Leadership and Institutional Effectiveness (NILIE) and representatives of the College collaborated to administer the survey to capture the opinions of personnel throughout the College. PACE survey respondents noted the student focus across the board at the College as one of the top strengths, but also saw a need for increased communication and cooperation across all segments of the College community. The PACE survey will be conducted again in Spring 2018.

Strengths and Challenges

Strengths

- There are established mechanisms and opportunities for all members of the College community to have their voices heard
- The President recently reestablished meetings with the department chairs and coordinators and the Faculty Professional Committee (FPC) and appointed the FPC chair to Leadership Council to increase the opportunities for faculty feedback

Challenges

- Task force results were not always clearly shared with interested constituencies
- Improved communication of decision-making and rationale is needed
- As the composition of the FPC changes, there is a need to continue regularly scheduled sessions with the President

PROJECTIONS

- Fall 2017 and beyond: The President's office will continue to update the College on the reports received at the regular board meetings, including the utilization of the pending intranet (2017-18) when available.
- Fall 2017 and beyond: The President will add updates on the College website for faculty, staff, students, as well as the community. The President's updates and Leadership Council meeting notes will be posted on the pending intranet.
- Fall 2017-Spring 2018: The President will ensure a smooth transition of board member positions through providing a more formal orientation process for the cohort of new board members.
- Fall 2017-Spring 2018: The President has committed to reconvening the Governance Task Force to continue its work on the recommendations.

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

Please attach to this form:

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

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

Name of the sponsoring entity	Commonwealth of Mass/Dept. of Higher Education
Website location of documentation of relationship	http://www.mass.edu/system/aboutsystem.asp
Organizational Charts	https://www.capecod.edu/c/document_library/get_file?uuid=2ec98eac-cf10-4b1a-bd3c-4cd5dd103ad-f&groupId=5839660

Governing Board	**Website location**
By-laws	https://malegislature.gov/Laws/GeneralLaws/PartI/TitleII/Chapter15A
Degree Granting Authority , Section 9	https://malegislature.gov/Laws/GeneralLaws/PartI/TitleII/Chapter15A/Section9
Statement of Commitment and Responsibilities for Mass Public College and University Board of Trustees	https://www.capecod.edu/c/document_library/get_file?uuid=e-498aec2-3dff-4d84-ad68-cdf61be23522&groupId=5839660
Board of Trustees Orientation	http://www.mass.edu/foradmin/trustees/orientation.asp
Board of Trustees Recruitment	http://www.mass.edu/foradmin/trustees/recruit.asp
Criteria for President's evaluation	http://www.mass.edu/foradmin/trustees/preseval.asp
Board members' names and affiliations	https://www.capecod.edu/president/trustees.html

Board committees *	**Website location or document name for meeting minutes**
Board of Trustees	https://www.capecod.edu/president/minutes-archive.html
Board of Trustees: Vote Summary 2014-16	https://www.capecod.edu/c/document_library/get_file?uuid=983d1ca4-065d-4648-a88f-ec-c89936a0c9&groupId=5839660
Audit Committee	https://www.capecod.edu/president/minutes-archive.html
Finance and Personnel Committee	https://www.capecod.edu/president/minutes-archive.html
Capital Planning Committee	*
Evaluation Committee	*
Nominating Committee	*
Strategic Planning Review Committee	Meets during strategic plan development. *

Major institutional faculty committees or governance groups*	**Website location or document name for meeting minutes**
College Meeting	https://www.capecod.edu/neasc/college-meeting/
Faculty Professional Committee	http://www.capecod.edu/web/academic-polilicies/college-governance#FPC
Support Staff Association	https://www.capecod.edu/web/ssa/ssa-documents

Major institutional student committees or governance groups*	**Website location or document name for meeting minutes**
Student Governance/Student Senate	https://www.capecod.edu/campuslife/senate.html

Other major institutional committees or governance groups*	**Website location or document name for meeting minutes**

Please enter any explanatory notes in the box below

* Board Committees provide reports to Board of Trustees, which are reflected in the Board of Trustees minutes.

Standard 3: Organization and Governance
(Locations and Modalities)

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 (FY2015)	1 year prior (FY 2016)	Current year (FY 2017)
Main campus	West Barnstable, MA	1970	5,353	5,201	4,934
Other principal campuses					
Branch campuses (US)					
Other instructional locations (US)	*Plymouth, MA	2016	n/a	n/a	39
Other instructional locations (US)	*Martha's Vineyard High School	2014	58	37	30
Branch campuses (overseas)					
Other instructional locations (overseas)					

	Number of programs	Date First Initiated	Enrollment* 2 years prior (FY2015)	1 year prior (FY 2016)	Current year (FY 2017)
Distance Learning Programs**					
Programs 50-99% on-line	39 associates	2006	1,952	1,958	2,115
Programs 100% on-line	5 associates				
Correspondence Education					
Low-Residency Programs					
Competency-based Programs					
Dual Enrollment Programs	1	1994	249	178	157
Contractual Arrangements involving the award of credit	1	2004	110	135	87

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

Please enter any explanatory notes in the box below

*These enrollments are included in the Main Campus Enrollment as they are not a separate campus, but other instructional locations.

** Students do not enroll in online degree programs. All students enrolled in the College may take online courses. Enrollment reflects any student who enrolled in an online course (unduplicated), and most students are also enrolled in face to face courses within their program.

Standard 4

The Academic Program

DESCRIPTION

Cape Cod Community College currently offers 24 concentrations within an Associate in Arts (AA) degree, 14 Associate in Science (AS) degrees, one Associate in Applied Science (AAS) degree, and 49 certificates in a variety of program areas (2017-18 College Catalog). The AA degree prepares students to transfer to a baccalaureate (four-year) institution for the completion of a Bachelor of Arts or Science (BA or BS). The Associate in Science programs primarily provide students with general education coursework and professional skills to enter the workforce in their chosen profession, or transfer. The AAS degree provides students with a curriculum that prepares graduates to seek careers in highly technical fields immediately upon graduation. Certificates are awarded for the completion of a curriculum that is less than two years in length and offers students opportunities to refresh, develop, or master a subject or skill to prepare for a specific job or aspect of a job. In some cases, credits earned for a certificate may be applied towards an associate degree.

The College is committed to providing programs that meet students' needs for transfer to four-year institutions and career preparation. The published learning outcomes and requirements for each program ensure coherence and quality standards (discussed below). In addition, as a framework for the entire academic program, the College has participated in several national and statewide initiatives to ensure that programs are systematically aligned with academic and career pathways and national best practices.

Since 2014, the College has been committed to working at the state and local level to implement the Complete College America (CCA) "Game Changers," strategies that simplify and clarify students' pathways with evidence-based practices that increase chances of success. These "Game Changers" include Math Pathways, Co-requisite Remediation, Full time is 15, Structured Schedules, and Guided Pathways to Success (GPS). The College's strategies related to the structure of academic programs include:

- Academic Focus Areas: An Academic Focus Area is a group of similar programs with common first and second semester coursework. Students can begin their academic career within a broader area and then narrow their concentration by their second year. Beginning in Fall 2017, undecided students can enroll in one of eight focus areas that encompass all of the College degrees and concentrations: Behavioral/Social Sciences, Business, Education, Fine and Performing Arts, Health Science, Humanities, Public Safety, and STEM.
- Prescribed AA Curricula: In 2014, the College adopted prescribed AA concentration maps in order to define required coursework in sequential order and reduce excess credits. By 2016-17, all AA concentrations were reviewed and 17/25 reduced requirements to 60 credits for completion. The other concentrations require 61-62 credits.

- Academic Maps: Academic maps for each program (history is provided as an example) have been developed as a visual 'mapping" tool for students and advisors. Each academic map is published in a 15+ credit semester format indicating the appropriate sequence for the courses based on prerequisite requirements and/or based on the particular semester a course is offered. The maps are easily accessed through the program descriptions on the College website and catalog.

Concurrent with the CCA strategies, in 2015, the state began the work of the MassTransfer Pathways. Faculty and staff worked on statewide committees and within the College to review curriculum sequence and content to offer students a seamless pathway to junior status in the state bachelor's institutions. The following concentrations or programs have been created or revised: Biology, Business, Chemistry, Communication, Computer Science, Criminal Justice, English, History, Mathematics, Media Studies, Political Science, Psychology, and Sociology. Students also have web access to the new statewide MassTransfer course equivalency database. In addition to the MassTransfer system, the College maintains 38 articulation agreements to facilitate transfer in cases where MassTransfer does not apply, such as transfer to private institutions.

APPRAISAL

A team of over 35 faculty and staff led the program-level work on CCA strategies and MassTransfer Pathways simultaneously. Each program was carefully reviewed and changes were made to clarify, streamline, strengthen, and align the curriculum. These program improvements were approved through the College Governance process and documented in WEAVE, the assessment management software system. Communication with advisors and students and new webpages ensured that updated information was clearly understood.

The CCA strategies that were already in progress helped the College secure a Title III grant in 2015. The CCA implementation will continue under the grant, specifically strengthening advising and professional development.

The next step in the CCA implementation is the development of structured schedules so that students can plan their academic program. The College has been working toward a simplified annual schedule process, with additional quick term offerings to meet student demand.

The next step within the MassTransfer Pathways is the revision of a General Education Foundation for STEM students. This was approved by BHE and will be approved through the College governance process in Fall 2017 for adoption in Fall 2018. The intent is to distribute the required STEM general education coursework over four years, giving the STEM transfer student a better chance for success and completion of the program.

Strengths and Challenges

Strengths

- Participation and ongoing commitment of faculty and staff to working with colleagues on transfer pathways has built statewide collaboration across institutions and sectors.

- Curriculum changes needed for MassTransfer Pathways, prescribed curriculum and academic focus areas, have aligned and strengthened programs.
- Embracing and implementing best practices connects the College to the broader education community and demonstrates active commitment to our students.
- The additional resources of the Title III grant help ensure that the best practices are institutionalized as standard practice.
- Academic maps provide a useful advising tool for degree planning and provide the framework for an electronic degree audit system (pending 2017-18).

Challenges

- The ongoing implementation and impact of curriculum changes on students, including transfer pathways, the student's transition from academic focus area to a concentration, and usefulness of academic maps will require conversations across academic departments, enrollment management and advising to revise strategies as needed (Challenge 1- keyed to Projections)
- The development of a structured, annual schedule requires the increased use of analytical tools to predict enrollment and a revised process for faculty involvement in building the schedule (Challenge 2- keyed to Projections)

ASSURING ACADEMIC QUALITY

DESCRIPTION

There is a multi-layered system of academic oversight, planning and resource management organized within the division of Academic and Student Affairs as demonstrated by the organizational chart. Biweekly staff meetings provide an opportunity for coordination, updates, and planning. Support for strategic planning, program evaluation, and assessment is provided by the Office of Institutional Research & Planning. Regularly scheduled meetings within academic departments and divisions include faculty, department chairs, and program coordinators. The Vice President of Academic and Student Affairs represents the division's interests on the President's Cabinet. Academic department budgets are submitted to the deans and needs across programs are discussed. The budget decision-making process continues in the President's Cabinet, with final budgets based on College needs and approved by the Board of Trustees.

Academic departments introduce and approve all course and program changes, including new and discontinued courses or programs. The changes undergo a series of approvals through the College Governance system: Deans, College Curriculum and Programs Committee, and by College Meeting as a recommendation to the President, in accordance with Massachusetts Department of Higher Education regulations codified in Massachusetts General Laws, Chapter 15A. In addition to following the Mass DHE procedure on notification of discontinued programs, teach-out plans have been developed for students in retired programs to finish or move to other programs. Students are notified as early as possible and meet with advisors to develop a plan for degree completion, as evidenced by the Emergency Medical Technician Program teach-out plan.

The 2014 Strategic Plan highlighted the need for the academic program planning process to be more responsive to market demands. In response, a new program development procedure for associate degree programs was approved in Spring 2016 that implements the Massachusetts DHE new program approval procedure. The procedure begins with a market analysis of workforce and community needs to determine feasibility. A series of internal approvals, including the department, deans, Curriculum and Programs committee, College Meeting, the President and Cabinet, and the Board of Trustees, is required to authorize investment in developing the program content and curriculum. After the College approval process, the proposed program is submitted to the Massachusetts DHE for approval. The new process has not yet been utilized.

Faculty hold primary responsibility for assessing the effectiveness of courses and programs, through the assessment of student learning outcomes, examination of course completion and program enrollment, retention and graduation data, the program review process, and departmental discussions (see Standard 8 for details). The Office of Institutional Research and Planning provides support for these efforts.

The College has an established program and discipline review process where programs in Academic and Student Affairs go through a process of assessment of student success and program effectiveness, and reflection and analysis of program coherence in terms of learning goals, structure, and content. Reviews are conducted by faculty, staff, and administrators in each discipline/degree/certificate program and are evaluated by an outside reviewer. The review results in a detailed analysis, including updated curriculum maps, program strengths and areas for improvements, and an assessment plan. Program reviews are scheduled on a five- or six-year cycle. The overarching purpose of the program review is to assure relevant programs with consistent quality.

Several programs are accredited by external organizations that have rigorous standards for demonstration of program integrity and student achievement of program objectives. Program faculty provide annual reports and lead cyclical reaccreditation efforts. These include:

- Dental Hygiene: American Dental Association
- Early Childhood Education: National Association for the Education of Young Children (NAEYC)
- Medical Assisting: Commission on Accreditation of Allied Health Education (CAAHEP) and the Medical Assisting Education Review Board (MAERB)
- Nursing: Accrediting Commission for Education in Nursing (ACEN) and approved by the Board of Registration in Nursing of the Commonwealth of Massachusetts
- Criminal Justice: Massachusetts DHE
- Aviation Maintenance Technology: U.S. Department of Transportation – Federal Aviation Administration (FAA) for Airframe and Power Plant
- Alcohol and Substance Abuse Assistant and Counselor II Certificates: Massachusetts Department of Public Health's Bureau of Substance Abuse Services (MADPH BSAS)
- The Nurse Aid course: Massachusetts Department of Public Health

Associate of Science programs convene Program Advisory Committee to provide an external perspective on how programs are meeting the needs of business and industry. A Program Advisory Committee Handbook has been developed with suggestions for a broader committee role, including curriculum review, recommendations, and student learning outcomes, as well as a rubric for evaluation.

APPRAISAL

The College has undertaken several substantive changes in the past five years. In each case, the College communicated the potential for the change in advance to NEASC through the Commission on Institutions of Higher Education (CIHE) Annual Reports, and provided updates. The process of communication and approvals are summarized below:

Substantive Change Approval Requests	Initial Report Accepted	Request Submitted	Site Visit	Approval
Establishment of an additional instructional location on Martha's Vineyard to offer the Associate of Science Degree in Early Childhood Education	3/7/2014	1/15/2014	4/28/2015	9/25/2015
Establishment of an alternate instructional location at Plymouth Airport for the new Aviation Maintenance Technology Certificates and degree Program	11/3/2015	Updated report 3/8/2015	4/10-11/2017	11/16/2017

Weekly supervision visits from the Coordinator of the Early Childhood Education Program and an onsite program liaison offer support for faculty and staff on Martha's Vineyard. The program utilizes space and services at Marth's Vineyard High School, and is accredited by the National Association for the Education of Young Children (NAEYC), and meets high standards for program and participant goals. Faculty and students in the renovated and leased hanger and classroom space at Plymouth Airport are supported by a dedicated advisor and onsite support from Enrollment Management staff as needed. A full program of professional development has focused on developing teaching skills of the technical faculty. Sixteen students, the first aviation program class, graduated in November 2017. As a federally funded grant program, extensive reporting requirements, including an external evaluation, is in progress.

The College has offered the paramedic program utilizing the services of a contracted partner. As noted in a letter to NEASC dated 2/22/17, the College learned on 2/16/17 that the consortium partnership developed with Emergency Medical Teaching Services, Inc. (EMTS) to offer the EMT and paramedic certificate is not in compliance with the Committee on Accreditation of Educational Programs for Emergency Medical Services Professionals. Therefore, the current contract will end on June 30, 2018. The College and EMTS developed a one-year MOU that states the EMTS/CCCC Consortium Agreement will remain in effect until June 19, 2019. This allows currently enrolled students to complete the program, and then the partnership will be dissolved. The teach-out plan offers current students and new students the opportunity to enroll and complete all courses required for the Paramedic Certificate Program one final time during the 2017-2018 academic year. This includes one additional year for students to complete all clinical and field hours required for students to qualify for the National Registry examination by June 30, 2019. The College is developing a Program Advisory Committee and plans to resume offering an accredited Paramedic Certificate Program with College faculty, equipment, and resources in 2019-20.

There is a five-year schedule for Program/Discipline Reviews and the deans assign reviews to faculty to complete. In some areas, faculty have had difficulty in completing the reviews on time. As of Fall 2017, ten program or discipline areas have completed reviews within the past five years, five program reviews are in progress with substantial work completed (including curriculum revision in Developmental Math, Developmental English and Reading, and Human Services) and nine programs are overdue. Of the nine overdue programs, six have completed substantial curriculum review and alignment work as part of the MassTransfer Pathways work. The MassTransfer Pathways work provides a solid foundation that will be incorporated into more formal program reviews. There has not been a review of the Liberal Arts or the General Studies programs, however, the liberal arts degree was reviewed as part of the MassTransfer Pathways statewide alignment work. All outstanding program reviews will be completed by September 2018, and external evaluations completed by December 2018.

There have been efforts to make the program review process more relevant. A simplified program review guide was developed in 2014. The College began an annual review of activities, outcomes and program data by program faculty in Spring 2017 to prepare for the reflection and planning process during the 5th year review. The annual review process will continue, with time allocated during the contractual Assessment Day for faculty to review their programs.

To follow up with academic program planning, the College has contracted with Gray Associates, an external consultant, to identity potential new programs, programs to discontinue, and programs to modify/merge. In Summer 2017, academic chairs/coordinators and administration participated in work sessions with Gray Associates. Presentations and discussion with the College community continue in Fall 2017 and it is anticipated that program decisions will be made by January 2018. The Gray Associates data will inform pending program reviews, in some cases combining reviews for small programs and adding a review of sustainability or merging of programs. In addition, the Institutional Research and Planning Committee will lead the development of a simplified program planning process for certificates under 30 credits in academic year 2017-2018.

Recent program reviews have documented work on gateway course revision, intentional work connecting assignments to student learning outcomes, including shared "activity banks" of assignments (Psychology/Sociology), a need for additional full time faculty, financial support for assessment activities, and the need to increase student service learning/volunteer opportunities. For example, curriculum alignment work with MassTransfer Pathways highlighted the need for an increased focus on Media Studies, and the communication faculty vacancy was filled with an individual with a Media Studies specialization. Curriculum revision in the developmental programs has focused on contextualize curriculum, with more hands-on activities and assignments intentionally linked to learning outcomes. All program reviews, such as the Behavioral Sciences as well as the Social Sciences program reviews, include an assessment plan to measure the impact of changes in assignment design and curriculum alignment.

Many programs have engaged Program Advisory Committees. As of Fall 2017, there were 193 Program Advisory Committee members for 18 programs. As identified in the 2014 Strategic Plan, there is a need to strengthen community connections among other program areas.

Strengths and Challenges

Strengths

- The regular meetings within the Division of Academic and Student Affairs function well to monitor change management, address issues, and develop plans and strategies for continuous improvement
- The Curriculum and Programs committee coordinates all curriculum changes through the governance process and handles a large workload efficiently
- Mechanisms and resources, such as the Faculty Assessment Institutes, other faculty stipends and reassigned time, and mandated professional days have been developed that can be applied to support the program review process

Challenges

- Increased faculty engagement and accountability in the program review process are needed to improve completion of program reviews more consistently across the College. (Challenge 3-keyed to Projections)
- Academic program planning, informed by the Gray Associates' report, will need to address the best mix of programs to meet students' needs and address declining enrollment. (Challenge 4-keyed to Projections)

UNDERGRADUATE DEGREE PROGRAMS MAJOR AND CONCENTRATION

DESCRIPTION

As noted earlier, the College currently offers 39 concentrations within three degree programs, and 49 certificates in a variety of areas as of the 2017-18 College Catalog. Program requirements vary by type of degree and individual program requirements. Up-to-date information on the degree and certificate programs can be found through the online catalog, with links to:

- Degree requirements for the AA, AAS, and AS degrees specify minimum GPA, credit hours, credit hours earned at the College, and the general education course distribution
- Academic Focus Areas group similar programs together so that students can take a set of common first year courses within a general area before specifying a concentration
- Degrees and certificates provides links to individual programs
- General Education Courses lists courses that satisfy general education degree requirements

Program coherence is assured by the development and review of curriculum maps of student learning. The maps identify how the course level student learning outcomes are developed and reinforced across the program curriculum. These maps (as shown with the Behavioral Science example) are updated during program reviews or revised as needed, for example, to align the curriculum with the MassTransfer Pathways.

All AS, AAS, and certificate programs have published program outcomes. The concentrations offered within the AA degree do not have specific student learning outcomes, but define program outcomes by the institutional student learning outcomes, (ISLOs). The degree requirements for general education courses ensure that students have an opportunity to achieve the ISLOs. The Liberal Arts and General Studies concentrations provide options to complete a degree without a more specific academic goal. Most associate's degrees require 60-63 credits for completion, distributed across general education, program/concentration specific requirements, and elective courses. Exceptions are primarily due to requirements of external program accreditation or technical content, such as Dental Hygiene (75 credits) and Aviation Maintenance Technology (71 credits). The Environmental Technology Program (67 credits) is scheduled for revision and the credits may be reduced.

Internships or cooperative work experience courses are included in the program requirements for six of the 15 AS degree programs and 24 of the 49 certificate programs. Internships are required to have student learning outcomes that clarify the relationships between curricular content/competencies and effective practice in the field.

In an effort to improve Developmental Math completion rates and to better align developmental course content with students' goals, in 2014 the Math department created separate developmental pathways for STEM and non-STEM students. The revised curriculum combined developmental courses into five-hour/week math courses with lab time. In addition, the cut score for gateway college-level math was lowered and those courses have an extra contact hour for just-in-time remediation. The department is continuing to seek ways to improve completion rates in the math sequence and plans to bring in a consultant in Spring 2018 to review ways in which the existing program might be improved. Some possible directions include modifications of course curricula, (including strengthening of non-cognitive skills) and multiple measures for placement. The department also plans to develop a quantitative reasoning course for Fall 2018 that can serve as a more appropriate math requirement for several programs.

Other efforts to improve two-year math completion rates include:

- Offering the opportunity for developmental students who receive a grade of R (retake) to take the Accuplacer again to potentially advance in the mathematics sequence.
- Participation in the Mass DHE math pilot that utilizes high school GPA, rather than Accuplacer test scores, to place recent high school graduates into Math
- Changing College policy and modifying academic maps for most concentrations to ensure students enroll in Math their first semester
- Implementing related Project SAIL grant activities such as creating Summer intensive programs and increasing the number of peer supplemental instructors

The Languages and Literature department's revision of the developmental pathway in 2014-16 eliminated most of the Developmental English courses and created a co-requisite model for remediation of English, writing, and reading skills. Beginning Fall 2017, students who test one level below college-level English take a co-requisite course focused on critical reading and thinking, along with an English composition course for credit. The faculty also developed a new course to accelerate remediation for students who test two levels below college-level English. Faculty across disciplines were consulted,

and changes were made to prerequisites in 112 courses across the curriculum, and approved through the College Governance process, managed by the Curriculum and Programs (C&P) Committee.

Massachusetts is the only state in the country to offer an integrated network of honors programs throughout the public higher education system. The College has an accredited Commonwealth Honors Program. A Commonwealth Honors graduate is guaranteed acceptance to the Commonwealth Honors Program at any of the state public institutions upon transfer.

The College has offered Project Forward, a postsecondary program for students with intellectual disabilities, for the last 25 years. Each year, Project Forward offers 130-180 students with intellectual disabilities a comprehensive postsecondary college experience while focusing on career, technical, and independent living skills. The program does not offer college credit. Students may enroll in college-level courses if prerequisites are met. Project Forward completed a Student Affairs Program Review in 2010-11. The program has been nationally recognized, most recently as a finalist for the 2015 Bellwether Awards in the category of workforce development.

In October 2013, the College applied to the Department of Education for Title IV approval of Project Forward as a Comprehensive Transition and Postsecondary Program (CTP). CTP approval gives students with intellectual disabilities enrolled in specialized postsecondary education programs the opportunity to apply for federal student aid. As required, NEASC was notified in October 2013 and received a copy of the application. In their response, the Commission indicated they would expect an update on the Project Forward Program in the College's comprehensive evaluation in Spring 2018. Currently, due to an error in the submission process, the College is preparing paperwork to resubmit the CTP application to the Department of Education. The College continues to pursue financial aid eligibility for Project Forward students.

The Hyannis Center primarily offers non-credit programs that meet the needs of the community. The Adult Education Center (AEC) offers Adult Basic Education, GED and HiSET preparation and ESOL classes. Through the Program for Adult College Transition (PACT) grant, individuals also can receive career planning and placement services, transition education/assistance from adult basic education study to college-level classes, as well as workforce and career training programs. All AEC classes and books are free. The Center for Corporate and Professional Education (CCPE) offers workforce training and community education. CCPE serves as a training resource for businesses and organizations and can quickly customize programs to meet industry needs, and test the market potential for credit offerings. For example, an insurance certificate was recently developed and may articulate to a College credit program.

APPRAISAL

The College closely tracks student progress in Developmental Math as an outcome of several initiatives, including statewide CCA tracking and Project SAIL objectives. The common metric is the percentage of students who progress from Developmental Math to college-level math within two years. This rate increased from 8% in 2014 to 20% in 2016, demonstrating a positive impact of the reduced number of developmental courses needed in the revised curriculum. However, the 2016 rate for all Massachusetts Community Colleges was 24%, indicating that there is a need for improvement. Over

the same timeframe, the percentage of new degree-seeking students who place into Developmental Math has decreased slightly from 41% to 36%. Of the students that place, the percentage that enroll in Developmental Math has decreased from 58% to 46%, despite a change in policy that requires math enrollment in the first semester. This is confirmed by a 30% decline in Developmental Math enrollment. One concern is that the additional Developmental Math contact hours are a deterrent to student enrollment. Strategies to address this issue include advising training, clarification of math requirements by program, and increased opportunities for students to take workshops and re-test at no cost.

The Mass DHE Math Placement Pilot for recent high school graduates began in Fall 2015. Each semester, about one-third of new students meet the criteria based on their high school grade point average to be included in the placement pilot. For Fall 2016, of the 395 eligible students with transcripts, 176 were placed in college-level math by GPA. However, only 80 (45%) elected to take a college-level math course; 19 elected to stay in Developmental Math and 77 did not enroll in any math class. The success rate of the students placed in college-level math by GPA (63%) is comparable to the overall course success rate of 64%. However, the low number of students who enroll in college-level math limits the evaluation of the GPA pilot.

Through Project SAIL funding, students who placed in Developmental Math were offered Summer opportunities to enroll in math workshops and short, intensive "courses" and then retest. For Summer 2016, 31 students enrolled in the intensive course, 11 (35%) were able to move to college-level math, and 8 (25%) students moved up a developmental level. The intensive course will continue to be offered. In order to more fully evaluate the success of the pilot and the math pathways over subsequent semesters, the College is working on 1) strategies to ensure that all students enroll and complete their required math sequence (see Standard 5); 2) fine-tuning the support offered to math students through the use of supplemental instructors and tutoring; and 3) engaging a consultant to review math curriculum and placement (Spring 2018).

Strengths and Challenges

Strengths

- The College delivers specialized programs that fulfill the mission by meeting community needs and serve a wide range of students, such as the Honors Program and Project Forward.
- The revised Developmental English curriculum was based on a thorough analysis, incorporates best practices, and was developed in consultation with faculty and staff across the College.
- The work on MassTransfer Pathways has aligned and strengthened programs.
- The Title III grant has provided funding for faculty stipends to work on curriculum redesign.

Challenges

- The impact of incomplete program reviews can result in a lack of review of program coherence and relevance. (Challenge 5- keyed to Projections)
- The negative impact of Developmental Math on enrollment, retention, and completion needs to be addressed with more immediate strategies, including improved methods of placement, encouraging students to persist, promotion of student support (e.g. tutoring), increased awareness of post-testing opportunities for students and their advisors, and continued revision of the Developmental Math curriculum. (Challenge 6- keyed to Projections)

GENERAL EDUCATION

DESCRIPTION

General Education credits are a significant component of the 60-63 credits required for completion of an associate's degree. The College requires 20 credits of General Education course work for an Associate in Applied Science degree, 21-23 credits for an Associate in Science degree, and 35 credits for an Associate in Arts degree. Certificate programs do not have a general education requirement, but do require students to meet basic skills as demonstrated by placement test scores.

The distribution of general education courses encompasses broad areas of knowledge: humanities and fine arts, the natural and physical sciences, behavioral and social sciences, and mathematics /quantitative reasoning. This distribution ensures that students have an opportunity to understand scientific, historical, and social phenomena and an appreciation of aesthetics.

General Education Degree Requirements	**Associate of Art Degree**	**Associate in Science Degree**	**Associate in Applied Science Degree**
English Composition I	3 credits	3 credits	3 credits
English Composition II	3 credits		
Humanities and Fine Arts	9 credits	3 credits	3 credits
Behavioral & Social Science	9 credits	6 credits	3 credits
Natural or Physical Science	8 credits		
Mathematics/Quantitative Reasoning	3 credits	6 - 8 credits	3 - 4 credits
General Education Elective		3 credits	7 - 8 credits
Total General Education Credits	**35 credits**	**21 - 23 credits**	**20 credits**

The AA degree general education coursework aligns with the MassTransfer General Education Foundation, so that all AA degree concentrations are MassTransfer eligible. A few AS degrees are also MassTransfer eligible.

In March 2007, the College adopted six Institutional Student Learning Outcomes (ISLOs) that define objectives for the skills, knowledge, and values acquired by its graduates. In order for a course to meet General Education criteria, four of the six ISLOs must be addressed by the course outcomes. The General Education requirement assures that students completing an associate's degree at the College have an opportunity to learn all six ISLOs. The College created an Assessment Committee in 2012, charged with assessing the effectiveness of the ISLOs (see Standard 8). The ISLOs correspond to the NEASC competencies as outlined in Standard 4.15:

College ISLO	NEASC competency/knowledge area
Communication skills	Written and oral communication in English
Quantitative & computational skills	Scientific and quantitative reasoning
Critical and creative thinking skills	Critical analysis and logical thinking
Technological literacy	Capacity for continued learning, incl. information literacy
Ethical and civic engagement practices	Ethical dimensions
Multicultural and global awareness	Ethical dimensions

English Composition is the only general education course required by all degrees. The student learning outcomes of English Composition ensure that students demonstrate competence in written and oral communication and acquire the skills of information literacy. In addition, library staff deliver information literacy workshops to students as part of the co-curricular activities, upon request (See Standard 7 and Standard 8).

Courses proposed for general education status are approved through the College Governance process, managed by the Curriculum and Programs (C&P) Committee. In 2012, at the time of the NEASC Interim Report, there were 139 courses on the general education list. As of Fall 2017, there are 161 approved courses on this list . There are plans for review of the general education designation and curriculum, beginning in Fall 2017.

APPRAISAL

The assessment of the College ISLOs raised concerns about the definitions, curriculum integration, and building a more effective assessment process. Beginning in 2015, a series of working groups with broad representation have led a detailed review of the ISLOs. The recommendations approved by College Meeting in Spring 2017 include:

- Integrate the College ISLOs with the Degree Qualification Profile (DQP) definition of intellectual skills, effectively aligning the College with national best practices
- Separate general education requirements from ISLOs
- Establish new criteria for defining courses as “general education”
- Assign responsibility for ISLO assessment to programs

In 2017-18, the ISLO committee will continue to work on the recommendations, including mapping ISLOs with program outcomes, and refining the general education curriculum.

An additional issue for the general education curriculum to consider is a plan to address the student learning outcomes of civic learning and civic engagement- also a Mass DHE Vision Project goal and a 2014 Strategic Plan objective.

As noted in the MassTransfer discussion above, the revised General Education Foundation for STEM students was approved by Massachusetts BHE and will be moving through College governance in Fall 2017 for adoption in Fall 2018.

Strengths and Challenges

Strengths

- Linking the College ISLOs to the DQP aligns outcomes with national best practices, sets up a framework for program outcomes and provides substantial relevant resources
- Responsibility for ISLO assessment at the program level would connect the ISLOs more closely to program outcomes and faculty ownership

Challenge

- Mapping program outcomes to ISLOs and redefining criteria for general education courses will require substantial faculty review and collaboration (Challenge 7- keyed to Projections)

INTEGRITY OF AWARDING CREDIT

DESCRIPTION

The Office of the Vice President of Academic & Student Affairs reviews and maintains the Academic Policy & Procedures Manual. The chart below lists the academic policies and procedures in relationship to NEASC Standards.

Cape Cod Community College Academic Policies and Procedures Crosswalk Related to Academic Integrity	
Academic Standing Defines Good Standing, Probation, Dismissal, and Readmission	4.42
Student Rights and Responsibilities (academic honesty) Includes the Student Code of Conduct	4.44
Graduation Requirements Defines requirements for graduation	4.29, 4.43
Integrity of Credit Describes Integrity of Credit Policy	4.5, 4.32-4.34, 4.44
Degrees Outlines requirements for degree completion	4.1-4.4, 4.13-4.19, 4.29
Academic Program Review Process Describes the Academic Program Review process	4.3-4.7, 4.13, 4.32
Department of Higher Education Requirements: The College adheres to all DHE regulations	
• State Degree Standards	4.29
• No graduation credit for remedial courses	4.34
Local General Education Describes criteria for General Education courses	4.38

Highlights of policies and practices that demonstrate that the College ensures integrity in the award of academic credit include the following:

- The College definition of a credit hour is listed in the online catalog and the Academic Policy and Procedures Manual
- No credit toward graduation is awarded for remedial work designed to prepare students for collegiate work, as specified by Mass DHE regulations.
- The College has a clearly stated policy on academic standing, including an appeal process. Its Fresh Start Program offers students an opportunity to begin again.
    - The Nursing Program has separate policies for termination and re-admittance to those programs, due to the outside accreditation requirements.
- Graduation requirements are clearly stated within the Academic Policy Manual.
- The College has an academic residency requirement of a minimum of 24 credits for an associate degree. Graduation audits are completed for each student who applies to graduate and the 24-credit academic residency policy is part of the audit.
- Academic Dishonesty: The College subscribes to the Massachusetts Community College System Student Code of Conduct. The policy is summarized in the Academic Policy Manual under Student Rights and Responsibilities. The link to the full document is located within the Student Handbook. Disciplinary offenses within the code include acts of academic dishonesty.
    - The Dean of Learning Resources and Student Success serves as the Code of Conduct administrator, overseeing student violations and the disciplinary process
    - Plagiarism is reviewed as part of the information literacy training that students receive as part of their English Composition course. All students in Health Sciences programs or certificates are required to complete Indiana University's 'How to Recognize Plagiarism: Tutorials and Tests'

The College offers courses in a number of different modalities in order to respond to student needs and to accommodate different groups of students. In addition to online and hybrid courses (discussed below) the following course modality options are offered:

- Quick (Q) terms and Summer courses: Short 7-8 week courses with content equivalent to a 15-week course. Enrolled credits in Fall Q terms has increased 122% from 2014 to 2017, and presents an opportunity for more intentional use of this option.
- Intersession courses: Intensive three-week courses offered in January with content equivalent to a 15-week course.
- Alternative locations: Courses are offered at alternative instructional locations, including Aviation Programs at the Plymouth Municipal Airport, as well as prerequisite nursing courses and Early Childhood Education Programs on Martha's Vineyard.
- Dual Enrollment: High school students enroll in college courses on campus with College faculty. In Fall 2017, 104 Dual Enrollment students are enrolled. Over the past four years, 81% of dual enrollment students successfully completed their courses.
- Simultaneous remote instruction: In AY2016-17, two software engineering courses were streamed to six area high schools, allowing dual enrolled students to simultaneously take the course with traditional college students without being on campus. Facilitators employed by the College were available onsite for support. This grant-funded experiment models a new method of remote course delivery.

The College plans to continue focus on increased innovation in terms of modalities of course offerings with a clear commitment to the foundation of academic integrity.

For all modalities, the College works to ensure academic integrity of courses and programs. The College is responsible for hiring and oversight of all full time and adjunct faculty (See Standard 6 for a fuller discussion). All departmental course syllabi define student learning outcomes that have been reviewed and approved through the College Governance process managed by the Curriculum and Programs Committee. Faculty develop individual instructor course outlines based on the approved department syllabus for the course. Academic Deans provide oversight of academic integrity with the following procedures:

- Review faculty instructor course outlines under the Day Contract and DCE Contract at the beginning of each term.
- Classroom observations of adjunct and full time faculty according to contract guidelines
- Review of course grades and completion rates for individual faculty
- Review of the student evaluation of instructor with the faculty member

The course level assessment of student learning outcomes, and the department level discussions among faculty provide another avenue of ensuring consistency of requirements and outcomes across sections and within programs (see Standard 8).

The College contracted with Eduventure in 2014 to complete a study of online learning, and committed to increasing online offerings. The College hired an Associate Dean for Online and Blended Learning to implement the report recommendations. The Associate Dean works with the Distance Education Committee to create processes and coordinate online course offerings. The Associate Dean works with faculty to offer a consistent format in Moodle and ensure that all students receive an Interaction Plan to outline expectations for the course. The Associate Dean and an Assistant Dean conduct course evaluations for online and hybrid courses as outlined in the MCCC faculty contract addendum, Memorandum of Agreement Distance Education Evaluation. With the recent offering of fully online science lab courses, students can now complete an associate's degree fully online. With a service area that includes two islands, this broadens the reach of the College. The College employs a part-time advisor on Martha's Vineyard to complement the online academic offerings. Additional support services for online students include access to:

- The learning management system, Moodle, and technology support
- Tutoring online through Brainfuse and Khan Academy
- Wilkens Library and staff, including nights and weekends when school is in session
- Online New Student Orientation: the first phase launched in April 2017 and phase 2 will be completed by the end of Fall 2017.

The College abides by the Federal Higher Education Opportunity Act that requires the verification of student identity in distance or correspondence education. Student identity is currently verified using an individual, secure login and password issued by the College, and by face-to-face proctored exams.

The College semester course offerings can be searched from the College home page and current students can access course availability by logging into the campus portal. Every effort is made to offer the required courses and electives on a rotating basis so that students can complete a program. Decisions to cancel courses for low enrollment consider the impact on student program completion. If a student needs a required course that is not offered or is cancelled, the deans, academic departments and faculty

work with the student to offer a substitution or a directed study. Students in the AA degree have an option of graduating within a less prescriptive Liberal Arts or General Studies concentration.

The College awards credit for work not earned at a college under a variety of circumstances. Credit for prior learning may be awarded with evidence that is clearly demonstrated through validated mechanisms. The primary options include:

- Exams such as Advanced Placement (AP), International Baccalaureate (IB), College Level Exam Program (CLEP), DANTES, Excelsior tests, IT Certificate Equivalencies, challenge exams.
- Prior Learning Assessment: The Council for Adult Experiential Learning (CAEL) is utilized to determine if learning acquired outside the classroom equates to college credits.
- Valor Act- Academic Credit Evaluation Policy (ACE): The College uses the ACE guide to evaluate military experience for the award of academic credit.
- Career Vocational Technical Education (CVTE/Tech Prep): Under state policy, a student can earn college credit for articulated courses.
- Transfer credit from any accredited college or university or a college that is a candidate for accreditation, in keeping with the Massachusetts Community College Transfer Principles .
- MassTransfer credit blocks apply to the general education requirements.

APPRAISAL

Integrity of credit is of the utmost concern at the College. The system of course development, academic oversight and assessment of student learning outcomes within the College provides an assurance of academic integrity that respects academic freedom. Discussions with colleagues across the state, through such avenues as the CONNECT partnership and the MassTransfer gatherings, ensure that course content has been peer-reviewed and accepted. The adoption of the Degree Qualifications Profile as the ISLO framework also ensures appropriate outcomes for the degree level and alignment with national best practices.

One challenge to the integrity of credit across the institution is the assurance of consistent student learning outcomes across multiple sections of a course, regardless of modality, location, and instructor type. Across the College, efforts to address this concern include the dean's general oversight of course integrity, and faculty engagement in the assessment of learning outcomes (See Standard 8). Faculty discuss course expectations and outcomes at departmental meetings, in addition to sharing ideas for assignments and resources. Project SAIL funding provides stipends to encourage adjunct faculty to attend when possible. Classroom activities developed through Project SAIL "Great Ideas for Teaching Students" mini-grant awards are collected to build a toolkit for faculty and reinforce the intentional connection between activities, assignments and student learning outcomes (See Standard 6).

Individual programs have directly addressed integrity of credit in their program reviews, as shown in the Social Sciences Discipline Review, and continue to work on specific strategies for assuring coherence. These strategies have included assigning more specific responsibility to department chairs and coordinators within contractual guidelines, conducting surveys to understand how outcomes are addressed in individual sections, funding curriculum review meetings, and working toward departmental agreement on suggested final exam questions.

The College continually reviews its practices related to the acceptance of credits earned outside of the institution. Specific examples include reviewing Advanced Placement credit awards, as well as updating policies on CLEP and challenge exams. The College participates in the Massachusetts's Community College's coordination of prior learning assessment, including planning for faculty professional development and the development of a credit for prior learning website for students; a new student-focused website.

The College will begin to track the success indicators of students who transfer credits in, or who are awarded credit for prior learning as separate groups of students. (See Standard 8) Preliminary analyses for Fall 2016 indicate that the course success rate of transfer-in students (86%) is higher than the average College course success rate (77%). This is a measure of assurance that the work represented by the accepted credits has adequately prepared students to be successful at the College. In FY 2016-17, there were 109 students who had a total of 535 credits who were awarded credit for prior learning.

The College continues to develop online courses and programs to offer flexible options for students. As of Fall 2016, online registrations account for 13% of College registrations. The majority of online students are also enrolled in face-to-face courses. A total of 229 students were taking courses exclusively online, representing 7% of all students. Course success rates for online students (74%) lag slightly behind face-to-face rates (77%). It is anticipated that additional support for online faculty and professional development for all faculty will increase course success rates. Continued efforts led by the Associate Dean and the Distance Education Committee include 1) the compilation of online procedures into a faculty handbook for teaching online courses and programs, and 2) the development of a coordinated academic plan for online course and program development, including faculty professional development, beginning in Fall 2017.

Given that the College recently approved offering full online programs, there is a need to more fully develop support services for exclusively online students, especially advising mechanisms. In Spring 2018, the College will pilot test OmniJoin, a program that will allow for identity verification via webcam technology and remote proctoring. The new website Massachusetts Colleges Online will provide a single point of access for Commonwealth students seeking an online course.

Decreasing College enrollment presents a challenge in ensuring course availability, especially upper level courses, because courses may not be offered as frequently or because low enrollment necessitates canceled classes. The College is addressing this issue through the development of an annual course schedule, with predictable rotation of upper level courses over multiple years. This will provide the upper level classes required for MassTransfer Pathways and enable students to plan ahead for courses that are not offered every semester or every year. The College continues to experiment with flexible course modalities, such as online and hybrid courses, simultaneous remote instruction, and Quick Terms to meet student demand and increase the pool of potential students.

Strengths and Challenges

Strengths

- Academic policies and procedures are clear and provide comprehensive guidance on ensuring integrity of credit.
- The College pursues innovative strategies to provide courses in different modalities to meet student need and increase enrollment.
- The Academic Deans work closely with faculty to provide oversight on consistent standards, while respecting academic freedom.
- Procedures for credit for prior learning and credits transferred in are clear and accessible; with positive student outcomes.

Challenges

- Increased participation of faculty in assessment work and program reviews would help assure integrity of credit, especially across multiple course sections and modalities. (Challenge 8- keyed to Projections)
- Developing an annual and multiyear schedule would clarify course availability for students, decrease course cancellations, and increase the efficiency of the process. (Challenge 9- keyed to Projections)
- The College has increased resources to support online and blended learning and needs to continue to develop student resources and pursue growth in this area, and other areas of flexible course modalities, as an option for students and revenue growth. (Challenge 10- keyed to Projections)
- Declining enrollment and reduced state funding create challenges for program sustainability and a need to identify and develop new programs and markets. (Challenge 11- keyed to Projections)

PROJECTIONS

- Fall 2017-Spring 2018: The registrar and deans will continue to develop a more structured annual schedule through the increased use of analytic tools. (Addresses Challenges 2, 9)
- Fall 2017 and beyond: Several initiatives are designed to increase completion of the program reviews. The VP of Academic and Student Affairs, Deans and Academic Department Chairs and Coordinators will lead these efforts.
    - By December 2018: All outstanding five-year program reviews will be completed. (Addresses Challenges 3, 5, 8)
    - Spring 2018 and beyond: Faculty will meet within their departments to conduct annual program/discipline reviews during Assessment Day each Spring. (Addresses Challenges 3, 5, 8)
    - Spring 2018 and beyond: The Faculty Assessment Coordinators will offer additional professional development on how to conduct program reviews, utilize the reviews to ask meaningful questions, and benefit the department and students. (Addresses Challenges 3, 5, 8)
    - Spring 2018: The Assessment Committee will develop a plan to review the Liberal Arts and General Studies programs. The plan will include timelines and responsibilities and will be executed by 2018-19. (Addresses Challenges 3, 5, 7, 8)

- Spring 2018-Fall 2018: The Math faculty will work with an outside curriculum consultant to review Developmental Math curriculum and placement, as well as develop a quantitative reasoning pathway to meet the needs of several programs on campus. Two grants can provide funding for this consultation. (Addresses Challenge 6)
- Fall 2017- Spring 2018: The ISLO committee will continue to work on the approved recommendations on mapping and integrating ISLOs into the program outcomes and refining the general education curriculum. (Addresses Challenge 7)
- Fall 2017 and beyond: The ongoing implementation and impact of curriculum changes will be monitored by the division of Academic and Student Affairs and by the Advising and Counseling Committee, which includes faculty representation. Advising liaisons to the academic programs within each focus area will provide a link to Enrollment Management to address concerns. Faculty advising training began in 2017-18 (See Standard 5 & Standard 6). (Addresses Challenge 1)
- Spring 2018-Fall 2018: Academic planning will incorporate the Gray Associates data on academic programs and student demand for flexible course modalities to develop an academic master plan with sustainable programs and all appropriate support services. This planning will be incorporated into the 2019-2024 Strategic Plan. The VP of Academic and Student affairs will complete this plan by Fall 2018. (Addresses Challenges 4, 10, 11)

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

2017 Fall Enrollment* by location and modality, as of Census Date

Degree Level/ Location & Modality	Certificates	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	34	864							898
Main Campus PT	180	1,420							1,600
Other Principal Campus FT		n/a							0
Other Principal Campus PT		n/a							0
Branch campuses FT		n/a							0
Branch campuses PT		n/a							0
Other Locations only FT, not attending principal campus	0	37							37
Other Locations only PT, not attending principal campus		0							0
Overseas Locations FT		n/a							0
Overseas Locations FT		n/a							0
Distance education FT, exclusively online	1	16							17
Distance education PT, exclusively online	6	142							148
Correspondence FT		n/a							0
Correspondence PT		n/a							0
Low-Residency FT		n/a							0
Low-Residency PT		n/a							0
Unduplicated Headcount Total	221	2,479							2,700
Total FTE	98.4	1,547.1							1,645.5
Enter FTE definition:									CreditsHrs/15
Degrees Awarded, Most Recent Year	114	450							564

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

All students enrolled at Martha's Vineyard are also taking courses at the principal campus

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

2017 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	** Students enrolled in certificate programs are included as degree- seeking students. Please refer to Data First Form 4.1 and 4.3	45	n/a	45	890	935
Main Campus PT		412	n/a	412	1,608	2,020
Other Principal Campus FT		n/a	n/a	0		0
Other Principal Campus PT		n/a	n/a	0		0
Branch campuses FT		n/a	n/a	0		0
Branch campuses PT		n/a	n/a	0		0
Other Locations FT		n/a	n/a	0	38	38
Other Locations PT		n/a	n/a	0	0	0
Overseas Locations FT		n/a	n/a	0		0
Overseas Locations FT		n/a	n/a	0		0
Distance education FT		0	n/a	0	17	17
Distance education PT		64	n/a	64	147	211
Correspondence FT		n/a	n/a	0		0
Correspondence PT		n/a	n/a	0		0
Low-Residency FT		n/a	n/a	0		0
Low-Residency PT		n/a	n/a	0		0
Unduplicated Headcount Total		521	0	521	2,700	3,221
Total FTE		192.0		192.0	1,645.5	1,837.0
Enter FTE definition:						CreditsHrs/15
Certificates Awarded, Most Recent Year						

Notes:

1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.

2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."

3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

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

Please enter any explanatory notes in the box below

* This does not include 414 students enrolled in non-credit programs (ACCCESS and Project Forward) and 594 students enrolled in the non-credit Center for Corporate and Professional Education in Fall 2017.

** Of the 221 students enrolled in certificate degree programs in Fall 2017, 3 are enrolled in non- Title IV eligible programs. Of the 114 certificates awarded in FY2017,107 were in Title IV eligible programs and 7 were awarded in non-Title IV eligible programs.

Standard 4: The Academic Program
(Headcount by UNDERGRADUATE Major)

For Fall Term, as of Census Date	Number of credits*	3 Years Prior (Fall 2014)	2 Years Prior (Fall 2015)	1 Year Prior (Fall 2016)	Current Year (Fall 2017)	Next Year (+ 1%) (Fall 2018)
Certificates						
CTADA-Alcohol/Substance Abuse Counselor I	16	19	18	10	11	11.1
CTADC-Alcholo/Substance Abuse Counselor II	26	0	1	3	1	1.0
CTAMA-Aviation Maintenance Tech.-Airframe	39	n/a	n/a	0	0	0.0
CTAMP-Aviation Maintenance Tech.-Powerplant	39	n/a	n/a	0	0	0.0
CTBKC-Bookkeeping Clerk	18	5	2	2	4	4.0
CTCAO-Culinary Arts I	28	22	19	13	16	16.2
CTCOR-Corrections	22	n/a	n/a	2	1	1.0
CTCPA-Computerized Accouting	27	17	3	8	9	9.1
CTCSV-Customer Service	18 or 19	1	1	0	1	1.0
CTCTH-Construction Technology	23	1	4	6	8	8.1
** CTCZM-Envrionmental Tech. Coastal Zone	13 or 16	6	6	3	1	1.0
CTDTE-Diagnostic Technician	16	9	9	12	17	17.2
CTECI-Early Childhood Ed. Infant and Toddler	21	3	6	4	5	5.1
CTECP-Early Childhood Ed Preschool	24	22	13	8	2	2.0
CTEIE-Engineering Innovation & Entrepreneurship	21	n/a	n/a	n/a	1	1.0
** CTENS-Envrionmental Technology Site Assessment	14 or 17	0	0	3	1	1.0
CTENT-Engineering Technology	19	n/a	1	2	7	7.1
** CTEPT-Envrionmental Photovoltaic	12 or 15	0	1	0	0	0.0
** CTEST-Envrionmental Solar Thermal	12 or 15	1	1	1	0	0.0
** CTESW-Envrionmental Small Wind	12 or 15	0	0	0	0	0.0
CTFOD-Fire Science Fire Officer Development	24	0	0	1	1	1.0
CTGDC-Graphic Design	27	10	4	3	2	2.0
** CTGIS-Envronmental Tech Geographic Info. Systen	13	2	1	0	0	0.0
** CTHLS-Homeland Security	15	n/a	1	2	1	1.0
CTHOR-Horticulture	28	21	11	12	12	12.1
CTHRT-Horticulture Technician	17	1	0	1	2	2.0
CTHUS-Human Services	22	8	11	10	6	6.1
CTITA-IT/Administrative Assistant - General Office	27	3	1	4	3	3.0
CTITM-IT/Administrative Assistant - Medical Office	27	8	6	8	6	6.1
CTITW-IT/Web Site Design and Development	27 to 29	0	6	5	2	2.0
CTLAW-Law Enforcement	27	6	7	4	11	11.1
CTLCT-Horticulture Landscape Contruction Tech	17	0	1	1	4	4.0
CTLMT-Horticulture Landscape Maintenance Tech	17	0	1	1	2	2.0
CTMCB-Medical Coding and Billing	29	32	23	37	28	28.3
CTMEA-Medical Assisting	29	36	25	18	24	24.2
CTMER-Medical Receptionist	18	9	5	4	1	1.0
CTMIN-Medical Interpreter	16	2	5	4	1	1.0
CTNET-IT/Networking	24 or 25	6	5	9	2	2.0
CTPAR-Paralegal	28 or 29	25	28	15	17	17.2
CTPCS-Programming for Computer Science	22	1	1	1	1	1.0
CTPME-Paramedic	18	13	14	15	6	6.1
CTPST-IT/Pc Service Tech	18 or 19	3	3	2	2	2.0
CTSPT-IT/Security Pentration Testin	27	n/a	n/a	n/a	1	1.0
CTRMA-Robotics and Manufacturing	19	n/a	n/a	1	1	1.0
Total		292	244	235	221	223.2

Standard 4: The Academic Program
(Headcount by UNDERGRADUATE Major)

For Fall Term, as of Census Date	Number of credits*	3 Years Prior (Fall 2014)	2 Years Prior (Fall 2015)	1 Year Prior (Fall 2016)	Current Year (Fall 2017)	Next Year (+ 1%) (Fall 2018)
Associates						
AAART-Visual Arts	60	45	41	31	36	36.4
AABIO-Biology	61 or 62	n/a	n/a	15	43	43.4
AABUS-Business Transfer	62 or 63	18	3	2	-	0.0
AACHM-Chemistry	62	n/a	n/a	1	10	10.1
AACOM-Communication	60	46	37	26	22	22.2
AACSC-Computer Science	65 or 66	52	66	57	62	62.6
AAECE-Early Childhood Education	60	3	n/a	n/a	n/a	n/a
AAEDU-Education	60 or 62	46	51	35	39	39.4
AAEED-Elementary Ed Transfer Compact	60	32	28	18	22	22.2
AAENG-English	60	n/a	n/a	n/a	1	1.0
AAENL-English Literature	61 or 62	10	9	6	7	7.1
AAENV-Envrionmental Studies	64	45	26	27	23	23.2
AAGBS-Global Studies	60	9	7	9	4	4.0
AAGEN-General Studies	60	85	284	276	267	269.7
AAGPD-Graphic Design	60	42	33	23	32	32.3
AAHER-Health Ed/Exercise Science/Recreation	61	23	23	23	8	8.1
AAHIS-History	60 or 62	16	12	6	-	0.0
AAHMS-Human Services	60	69	75	60	62	62.6
AAHSC-Health Science	60	528	449	370	344	347.4
AAHST-History	60	n/a	n/a	n/a	11	11.1
AALIB-Liberal Arts	60	451	322	318	263	265.6
AAMAT-Mathematics	60	n/a	n/a	5	5	5.1
AAMCO-Mass Communication	60	11	9	5	2	2.0
AAMED-Media Studies	60	3	6	12	14	14.1
AAMLG-Modern Language	62 or 63	5	3	1	-	0.0
AAMUS-Music	60	28	19	9	3	3.0
AAPFM-Performing Arts	60 or 61	n/a	1	12	20	20.2
AAPHI-Philosophy	60 or 62	6	6	3	3	3.0
AAPHY-Physics	60	n/a	n/a	1	5	5.1
AAPSC-Political Science	60 or 62	6	14	13	11	11.1
AAPSY-Psychology	60 or 62	154	126	123	112	113.1
AAPUB-Public Relations	60	3	4	1	1	1.0
AASMP-Science/Math/Pre-Engineering	60	134	130	55	19	19.2
AASOC-Sociology/Antrhropology	60 or 62	16	11	6	10	10.1
AATHD-Theater/Dance	60	15	12	5	3	3.0
AAWRT-English Writing/Rhetoric	61 or 62	23	19	17	17	17.2
ASACC-Business Administration Accouting	60 or 62	44	48	44	34	34.3
ASAMT-Aviation Maintenance Tech	70 or 71	n/a	n/a	25	37	37.4
ASBTS-Business Administration	60 or 62	151	165	171	149	150.5
ASCRJ-Criminal Justice	61 or 62	144	156	145	114	115.1
ASDHY-Dental Hygiene	75	42	43	42	47	47.5
ASEAM-Engineering in Advanced Manufacturing	60 or 62	n/a	9	42	42	42.4
ASECE-Early Childhood Ed Career Option	60	52	45	38	35	35.4
ASETC-Early Childhood Ed Transfer Option	63	34	29	19	16	16.2
ASEVT-Environmental Tech	67	26	28	26	14	14.1
ASFEM-Fire Science Emergency Medical Services	61	61	55	46	18	18.2
ASFSC-Fire Science Option	61 or 62	16	18	11	36	36.4

Standard 4: The Academic Program
(Headcount by UNDERGRADUATE Major)

For Fall Term, as of Census Date	Number of credits*	3 Years Prior (Fall 2014)	2 Years Prior (Fall 2015)	1 Year Prior (Fall 2016)	Current Year (Fall 2017)	Next Year (+ 1%) (Fall 2018)
Associate Degrees (continued)						
ASGPD-Graphic Design	61 or 62	12	9	2	-	0.0
ASHMC-Hospitality Management	61 or 63	51	50	30	29	29.3
ASINT-Information Technology	60 or 61	57	44	30	32	32.3
ASITA-IT/Administrative Assistant - General	60 or 62	9	9	5	5	5.1
ASITM-IT/Administrative Assistant - Medical	61 or 62	19	17	20	13	13.1
ASMGT-Business Administration Management	60 or 62	108	88	76	36	36.4
ASMKT-Business Administration Marketing	60 or 62	25	22	22	16	16.2
ASNLP-Nursing LPN to RN	8	8	9	11	23	23.2
ASNUE-Nursing Evening	63	29	19	32	20	20.2
ASNUR-Nursing	63	121	117	119	131	132.3
ASSFD-IT Software Development	60	1	n/a	n/a	n/a	n/a
ASSPC-Security Penetration Testing	60	n/a	n/a	n/a	13	13.1
* FABNF-Business Focus Area	n/a				48	48.5
* FABSF-Behavioral/Social Science Focus Area	n/a				11	11.1
* FAEDF-Education Focus Area	n/a				10	10.1
* FAFPF-Fine and Performing Arts Focus Area	n/a				5	5.1
* FAHMF-Humanities Focus Area	n/a				4	4.0
* FAHSF-Health Sciences Focus Area	n/a				56	56.6
* FAPSF-Public Safety Focus Area	n/a				1	1.0
* FASTF-STEM Focus Area	n/a				3	3.0
Total		2,934	2,806	2,527	2,479	2,504
Non-matriculated students		581	571	555	521	526
Total Undergraduates		3,807	3,621	3,317	3,221	3,253

Please enter any explanatory notes in the box below

* Beginning in Fall 2017, students can enroll in an academic focus area to begin their studies in a general area, and choose a more focused concentration by their second year.

** This certificate is not eligible for Title IV funding. Of the 221 students enrolled in certificate programs in Fall 2017, 3 are enrolled in non- Title IV eligible programs. Of the 114 certificates awared in FY2017, 7 were in non-Title IV eligible programs.

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

Credit Hours Generated By Department or Comparable Academic Unit

	3 Years Prior (Fall 2014)	2 Years Prior (Fall 2015)	1 Year Prior (Fall 2016)	Current Year (Fall 2017)	Next Year 2017 +1%) (Fall 2018)
Undergraduate (add more rows as needed)					
Arts & Communication	2,012	1,659	1,235	1,426	1,440
Interdisciplinary	4,838	5,507	5,401	4,861	4,910
Language Arts	404	287	233	277	280
Business	4,043	3,990	3,624	3,309	3,342
Engineering Science & Technology	2,152	2,104	2,319	2,491	2,516
Information Technology	1,523	1,519	1,233	1,353	1,367
Health Sciences	6,957	5,932	5,287	5,797	5,855
Social Sciences	6,661	6,400	5,273	5,174	5,226
Non-Degree Seeking	2,928	3,074	2,801	2,867	2,896
Total	31,518	30,472	27,406	27,555	27,831
Graduate (add more rows as needed)					
	Not applicable				
Total	0	0	0	0	0

Information Literacy Sessions

Main campus					
Sessions embedded in a class	163	149	140	150	160
Free-standing sessions	1	5	7	10	10
Branch/other locations					
Sessions embedded in a class	0	0	0	5	5
Free-standing sessions	0	0	0	0	0
Online sessions	0	0	0	0	0
URL of Information Literacy Reports:					

Please enter any explanatory notes in the box below

Standard 5

Students

ADMISSIONS

DESCRIPTION

In Fall 2017, a total of 3,321 credit students enrolled at Cape Cod Community College. Consistent with prior years, about 70% of students attend part-time, about 85% are matriculated into a degree program, and about 33% require developmental math. The student population is approximately 60% female and 40% male. In Fall 2017, 24% of students self-identified as a member of an ethnic or racial minority; this percentage has increased steadily from 13% in 2008. A little more than half of the students (57% in 2017) are age 24 and under, and the remaining students are nontraditional students in terms of age. The students are primarily residents of Cape Cod (85%) with the balance traveling mostly from Plymouth County.

The College offers programs to students in a number of different modalities and locations. For Fall 17, there were 104 dual enrollment high school students enrolled and 229 students were exclusively enrolled in online courses. There were 11 students enrolled at Martha's Vineyard and 38 students enrolled in the Aviation program at Plymouth Municipal Airport.

Admission to Cape Cod Community College is based on the commitment to open access, as outlined in the Massachusetts Department of Higher Education Community College Mission Statement and in line with the mission statement of providing opportunities and pathways for students to achieve their goals. The Office of Admissions has clearly stated admissions requirements and application procedures, including an application packet for international students. An online application was developed in 2015, simplifying the admissions process.

The College has several programs with selective admissions requirements. The Nursing and Dental Hygiene programs have a competitive admissions process. The programs of Diagnostic Technology, Medical Assisting, Medical Interpreter, Tri-Level Nursing, and Paramedic certificates require attendance at an Allied Health information session. A limited number of applicants are accepted to the new Aviation Maintenance Technology program on a first-come basis. The College offers high school students the opportunity to earn college credit on campus through the Dual Enrollment program. Beginning in Fall 2015, the Bourne Early College Experience Program allows eligible students from Bourne High School to complete their final two years of high school at the College, earning both high school and college credits.

The College utilizes a variety of recruitment strategies including Open House events, advertisements in print and radio, sign boards, social media, and direct email. Many recruitment materials are available in digital format as well as in print, including a course guide for each semester. The Admissions Office staff visits high schools and recruits in communities on Cape Cod and the Islands as well as Plymouth

County. The Admissions Office works with area high schools to provide the Pathways Program, an educational and recruiting initiative that offers guidance through the enrollment process. The Admissions Office has also increased recruitment of non-traditionally aged students including outreach to local businesses and nonprofits, and partnerships with the Workforce Development Board and career centers.

Financial considerations play a significant role in student recruitment and assuring access. The College encourages all students to apply for financial aid, and has linked the online application to the financial aid application. The Financial Aid Office provides information sessions and assistance in completing the financial application, and added a counselor position in 2016 to increase outreach and follow-up with students. Forms and information on how to apply are available through the College website including the types of awards and eligibility criteria. When building financial aid packages, the College does not build student loans into initial financial aid letters, but includes information on loan options and borrowing procedures. Borrowers must complete online entrance counseling before the financial aid office can include a loan on the student's account. Continued financial counseling is required for each academic year that a loan is secured. The office procedures include quality control reviews to ensure accurate award information and equitable treatment for all applicants.

The College continues to participate in and explore programs with financial incentives for timely degree completion, such as the Cape Scholars Program (2016) and the Commonwealth Commitment program (2016). The College offers the Cape Scholars program that provides financial incentives (tuition and fees, books, a transportation allowance) to new students to complete the associate's degree in 2-3 years. The statewide Commonwealth Commitment program assists students in keeping education costs low by obtaining an associate's degree at a community college then transferring to a bachelor's program at one of the state colleges or the University of Massachusetts.

The Testing Center administers the Accuplacer College Placement Tests (CPT) to all new students to ensure that they are prepared for college-level work. The College participates in a statewide Math placement pilot that utilizes high school GPA as a placement tool for recent high school graduates. CPT preparation is offered through online sessions and refresher workshops. Students may retest to improve scores and placement. Students with documented disabilities may work with the O'Neill Center for Student Access and Support to arrange for testing accommodations. For students who enter the College under-prepared, developmental course work is offered in Math and in English (See Standard 4 for more detail).

APPRAISAL

The Admissions Office provides a comprehensive approach to recruitment and access for prospective students throughout the service area. A program review was completed in 2016 and reaffirmed the office's commitment to more active and targeted recruitment of high school and non-traditional students. The College utilizes social media, developed an online admissions application (2015) and redesigned the admissions website (April 2017) for easier navigation for prospective students. A marketing firm has been retained, beginning in 2015, to develop a coordinated strategy, branded materials, and advertising in order to increase enrollment. Improvements were made in the application process for the Allied Health programs to promote a seamless process for prospective students and current students opting to enter one of these programs. In Summer 2017, the College was awarded a federal Title VIII Health Resources and Services Administration (HRSA) grant that includes implementing a holistic

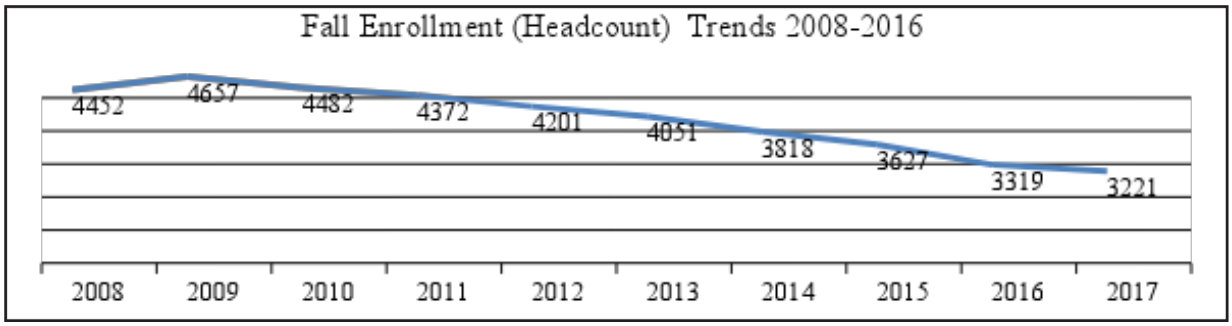
review admissions process, with technical assistance from the American Association of Colleges of Nursing, to admit students into the nursing program. This process will allow more diverse students, especially those with lower socio-economic status and students who reside in rural areas, to enroll in the program by revising the existing pre-requisites and academic requirements for enrollment.

The College continues to pursue all possible avenues to reduce financial barriers to attendance. The Financial Aid Office reports on several funding sources. The College awarded $8,445,413 in financial aid to 2212 students in 2016-17. For the past two fiscal years, 55% of matriculated students completed the financial aid process and 48% received aid: 35% received Pell funding. As the federal financial aid form added complexity, the Financial Aid office has added staff and has strategies in place to encourage completion of the financial aid form. The Cape Cod Community College Educational Foundation awards over $225,000 in scholarships to more than 150 students annually. For Dual Enrolled students, the College has limited funds from the Commonwealth Dual Enrollment Partnership (CDEP) and from the Cape Cod Community College Whitehouse fund that can be used to help eligible students with the cost of one course. Additional College sources of financial aid include GAP Funds, based on need and primarily awarded to students who do not qualify for financial aid. The College is tracking the impact of local financial incentives, such as Cape Scholars. Of the first Fall 2016 cohort of 23 participants, 12 students will continue as full time students in Fall 2017. The second cohort, to begin Fall 2017, contains 12 applicants. Students who receive any financial aid at the College have a consistently higher Fall-to-Fall retention rate (58.5% compared to 53.8% in Fall 2017).

Initiatives to improve test performance and readiness for college study include online instruction programs and face-to-face refresher workshops. From Fall 2012 to Fall 2016, 194 students participated in the Pearson Foundation Lab, an online refresher course. Results show that 48% of students in the lab retested and 80% of those who retested improved scores. Beginning in June 2017, with Project SAIL funding, workshops were added for algebra review and three-day "math jumpstart workshops" were created to provide an intensive learning experience. For these students, 77% retested and of those who retested, 80% improved scores: 46% were able to move to College level math and 33% of students moved up a developmental level. The jumpstart workshops will continue.

As a result of an Enrollment Management process mapping exercise, students are now tracked from point of first contact to enrollment, identifying points where students are lost so that outreach can be improved. In addition, changes were made across Enrollment Management, most significantly to streamline Testing Center operations. Beginning in January 2015, the connections from admissions to testing to advising were simplified, year-round testing was implemented, and testing dates and times were increased. Beginning in June 2017, students have the opportunity to retest without additional fees. Based on survey data, student satisfaction with the enrollment process increased in every category and, overall, an average of 5% from 2015 to 2017.

Enrollment has been declining since the peak enrollment in 2009. From Fall 2009 to Fall 2017, enrollment has decreased 31%. While these enrollment trends reflect national and state trends and are strongly impacted by the overall economy, the College is intensely focused on reviewing all its operations to stabilize enrollment and meet students' needs.



In Fall 2017, enrollment declined only 3% and the number of enrolled credits has stabilized for the first time since 2009. This may be an early indicator that the College efforts on enrollment and retention are having an impact. Recruitment and enrollment in the Aviation certificate programs at the Plymouth airport are a critical focus as the program is fully operationalized. This issue was noted in the Department of Labor TAACCCT Grant Monitoring Report and the College response (2017) details plans to fully implement the programs.

Strengths and Challenges

Strengths

- Admissions recruits and enrolls a diverse student population in a fair process that is clearly communicated.
- The College is responsive to needs of all students in all modalities for college readiness testing to maximize student performance.
- Enrollment Management reviewed and simplified the testing center process.

Challenges

- Ongoing communication with students who begin the application process can be improved to increase the percentage yield of students who enroll in the College
- The percentage of students who apply for financial aid needs to be increased to ensure access, increase enrollment, and improve retention.

STUDENT SERVICES AND CO-CURRICULAR EXPERIENCES

DESCRIPTION

Beginning in 2014-16, Complete College America (CCA) strategies have transformed the structure and delivery of student services. These strategies support the CCA academic and curricular initiatives discussed in Standard 4. The 2015 award of a Title III Grant, Success through Advising and Interactive Learning (Project SAIL), will support implementing the CCA strategies and help build institutional capacity to update and streamline its admissions, student services, and academic advising processes.

In Spring 2015 the Advising and Counseling Center moved to a proactive case management model, based not only on the CCA strategies, but also the success of the College's First Year Success program. Proactive advising focuses on deliberate communication, tailored interventions, and "just-in-time" advising so that advisors are intentionally and strategically connecting with a specific caseload of students. As of Fall 2016, all new matriculated students are assigned to a professional advisor or to a faculty member within select disciplines. Students are required to meet with their assigned advisor prior to registering for classes. Advisors rely on the Starfish platform to monitor early alert notices from faculty who have "flagged" a student who may be struggling. Moreover, faculty, advisors and other academic staff can coordinate efforts to meet the needs of individual students. An advisor handbook has been developed to help provide consistent advising across professional and faculty advisors. The next step to be implemented is to transition students to a faculty advisor within their program area when they reach 30 credits. Additional changes in advising practice include:

- Lead Academic Advisor Training: Comprehensive advisor training sessions for all advisors began in Spring and Summer 2017. As of October 2017, there are 52 Lead Advisors trained, including 27 of the 68 faculty who also serve as academic advisors. Additional faculty outreach and training sessions continue.
- "15 to Finish/ 30 in a Year Campaign" is designed to educate students on course load planning and the advantages of degree-completion in two years. Students are encouraged to register for 15 credits per term, or meet the goal of 30 credits per year through Summer and Intersession terms.
- Developmental Math advising: Advising policies and procedures were changed to ensure that students in Developmental Math take math in their first semester and continue taking developmental math courses until they complete the developmental sequence.
- Academic Focus Areas: Undecided students can enroll in broad focus areas for their first year, with a common set of coursework. Advisors for each focus area have been created, and serve as liaisons to the academic departments within the focus area. Career outlook information is provided through occupational profiles provided by Occupational Information Network (O*NET), an occupational information database developed under sponsorship of the U.S. Department of Labor/Employment and Training Administration.
- Group Advising: The advising center continues to develop this strategy, replicating the First Year Success strategy that provides professional and peer support on common information so that individual appointments can be more focused on individual needs.

The College offers additional support for transfer and career counseling to augment the exploratory transfer and career advising provided by all professional advisors. The College has one Transfer and Articulation Coordinator who provides students and the College with information regarding transfer pathways. Transfer services include assisting with MassTransfer, college exploration, and the application process, as well as coordinating transfer fairs. The transfer coordinator oversees the development of articulation with other colleges. Career Placement works with students to align academic programs with career and transfer options. Career Counseling and Aptitude Testing Services are provided to individuals and groups.

Specialized advisors include the following:

- Through the federal Guided Pathways (GPSTEM) grant, the College offers a STEM academic advisor.

- The Plymouth Aviation Maintenance Technology program has a dedicated advisor on-site who is cross-trained to offer additional services beyond academic advising.
- A part-time advisor and tutor are available to students on Martha's Vineyard.

Additional support services for eligible groups of students include:

- The College is an approved institution for veterans and veterans' beneficiaries training, and provides a Military and Veterans Service Advisor. In November, 2014, the College opened the Veterans Center to provide a relaxing environment for veterans to study and network.
- Federally-funded Perkins Coaches & Mentors Program. The goal of the program is to improve student success and retention of selected at-risk students in CVTE (Career Vocation Technical Education) programs through proactive case management, career planning and college navigation support through establishing strong personal connections with students.
- The Advantage (TRIO SSS) Program is funded by the U.S. Department of Education to serve 175 students annually who are first-generation college students and/or meet low-income guidelines or have a documented physical, psychological, or learning disability. The program focuses on intrusive advising, and offers tutoring and preparation for transfer.
- The Massachusetts Inclusive Concurrent Enrollment Initiative (MAICEI) provides an opportunity for public high school students with significant intellectual disabilities to participate in the college experience while still in high school. Student enrollment has increased from five students in the Spring of 2016 to 14 students in Spring 2017. School district participation has increased from one initial district to seven.

The O'Neill Center for Student Access and Support provides accommodations to 300-400 students with documented disabilities, and works with faculty and other campus resources to provide a wide range of support services. These include academic and testing accommodations, faculty notification, assistance with adaptive computer technology, accessibility issues, academic advising, student support groups, and personalized academic coaching. O'Neill Center student retention is consistently higher than the general student population (61% versus 54% in Fall 17) reflecting student determination and the effectiveness of the College's support.

Academic Support Services offers three centers; The Tutoring Center, Reading and Writing Resource Center, and the Math Learning Center with one-on-one support in academic subjects. The centers are staffed with Professional Tutors, Learning Specialists, and more than 40 peer tutors. Academic Support Services completed a program review in 2015 and is certified by the College Reading and Learning Association. Tutoring services are offered at no cost to students enrolled in credit courses. Tutoring is on campus Monday through Friday, and at off-campus locations and on Saturdays on request. The center adopted Brainfuse, an online tutoring service, in Fall 2015 to provide on-demand access to live tutoring. Wilkens Library also provides student research assistance face-to-face and online.

In Spring of 2015, through the GPSTEM grant, the College implemented a supplemental instruction program in STEM courses to improve course completion rates and increase student retention. Academic support services hires students based on faculty recommendation and trains students to serve as supplemental instructors. In Fall 2016, a part-time coordinator for Supplemental Instruction was hired using GPSTEM grant funds. The coordinator continues to develop 20 students per semester to work in milestone courses across the disciplines, funded by GPSTEM and Project SAIL.

The Crisis and Life Management Team (CALM) serves as the campus behavioral intervention team. CALM is the contact for emergency response to students in distress or for students who self-report. A Crisis Intervention Procedures Manual was produced in November 2016 in addition to a "red folder" that provides quick access to specific instructions in an emergency, introduced in August 2016. Both documents were distributed to all faculty and staff and serve as guides for supporting students in distress, and making referrals to CALM.

Referrals to healthcare and behavioral health services and appointments for behavioral health counseling are available on campus through the Advising & Counseling Center. In October 2016, the College hired a part-time Senior Special Programs Coordinator for Recovery and Wellness to meet increased needs for behavioral health services and organize campus initiatives.

The Office of Student Life & Co-Curricular Programs offers opportunities to participate in student clubs, the Student Senate, the Presidential Student Ambassador Program, leadership opportunities, field trips, and cultural events. Funding is distributed through the Student Senate. All student clubs are required to incorporate a civic engagement/service learning component to strengthen the relationship between student learning outcomes and the co-curricular experience for students involved with student organizations/clubs. This service learning component must be documented in order for the club to qualify for funding. Governance opportunities are available to students who wish to participate in College Meetings, standing committees, and task force committees.

In February 2016, the Life Fitness Center was renovated and a full time Campus Engagement and Wellness Programs Coordinator was hired. The College has started to offer wellness and fitness programming, as well as intramural and club sports.

The needs of low-income members of the College community are addressed on campus through The Family Pantry at Cape Cod Community College, a College-run food pantry that is operated in partnership with the Family Pantry of Cape Cod. During the 2016-2017 academic year, 325 visits were recorded, with 346 bags of food dispensed to 147 individuals. These figures are a 100% increase from the prior academic year. Additional support is provided by a coat drive, transportation and meal vouchers, and an emergency loan program.

In 2013, following a NEASC recommendation, the College made new student orientation mandatory. As agendas demonstrate, students participating in orientation receive information on academic programs, academic support services, extra-curricular activities, financial aid, business services, library services, and technology resources. An online orientation, funded by Project SAIL, was launched in July 2017 to serve the College's population of online students and complement the face-to-face orientation for all students.

The Office of the Registrar maintains student educational records and adheres to the policies set forth by the Commonwealth's Office of Public Records, Health Insurance Portability and Accountability Act (HIPAA), and Family Education Rights and Privacy Act (FERPA) guidelines. Under these guidelines, student emails were removed from the directory. Electronic storage of information is the standard, with current student access to their records available through an online student system with self-created password protection. Students wishing to have educational records released by the College must complete a signed release.

All student service departments are required to complete program reviews on a five-year cycle. The College also utilizes the Community College Student Engagement Survey (CCCSE) and the Noel Levitz Survey to assess satisfaction with student services. Program directors and counselors meet the professional qualifications for their positions. Peer tutors are required to complete College Reading and Learning Association (CRLA) certified training, and complete a minimum of 40 hours of tutoring experience to be certified as a peer tutor.

Policies on student rights and responsibilities, including the Student Code of Conduct and grievance procedures, are clearly stated, well-publicized, and readily available in the Student Handbook online. The Dean of Learning Resources and Student Success serves as the Code of Conduct Administrator.

The staff from the Learning Resources and Student Success (LRSS) and Enrollment Management and Advising Services (EMAS) created a philosophy for academic and student affairs in April 2017, "To promote student success, 4Cs believes in providing a student experience that fosters holistic growth and development through services that are inclusive, supportive, and timely. CCCC believes in empowering students to be responsible, independent, and self-advocates in their educational journey." This statement can provide the basis for creating ethical standards for student services. In addition, all student service areas adhere to the ethical standards of the professional organizations to which they subscribe. For example, Advising and Counseling, Financial Aid, Campus Life and the Tutoring Center adhere to The Council for the Advancement of Standards in Higher Education (CAS) Statement of Shared Ethical Principles.

APPRAISAL

Retention rates for all degree-seeking students have increased from 50.7% to 53.8% from 2012-2017. The rate has increased an average of 6% for all subgroups of students. The largest percentage increases were in the categories of new students (13%), male students (13%), students in the age group of <20 (12%), students in the age group of 20-24 (15)%, and students receiving financial aid (12%). In light of several campus initiatives designed to improve student services, the trend may be an encouraging initial indicator of effectiveness and impacts.

There are implementation challenges that are being addressed as the proactive advising model is put into practice. These challenges include a manual system for making advisor assignments, ensuring faculty preferences for advising all students in their programs can be met, ratios of faculty to students in certain programs, and smooth transitions. The advising model will continue to be assessed and reviewed regularly to make necessary adjustments.

Despite a policy mandating the students enroll in developmental math in their first semester, the percentage of new students enrolled in math decreased from 2015 to 2016 (from 58% to 37%). There are some programs that do not require math and there are curriculum issues discussed in Standard 4. There may also be an opportunity to ensure that advisors are placing students in the appropriate math pathway.

Project SAIL identified improved technology as a critical need. New Jenzabar EXi advising technology and training will be implemented in 2018-19, including academic plan/degree audit and improved on-

line registration. The effectiveness of on-line information accessibility for students, advisors, and staff will continue to be evaluated.

Faculty and staff participation in LEAD advising training and EXi training is a critical part of the success of advising across campus. This training will help ensure consistent, high quality advising across programs and reporting lines. In order to encourage faculty participation, Project SAIL will provide stipends for faculty advisor training. These efforts will be scaled up, beginning in Fall 2017.

There have been significant improvements in the coordination of behavioral health referral services and staff has been increased. The College continues to see an increase in the number of students needing behavioral interventions. Faculty focus groups held in Fall 2016 identified physical and behavioral health service concerns as a priority. The hours for the part-time Wellness and Recovery Coordinator have increased from 18 hours per week when she was hired in Spring 2016 to 24 hours per week in Fall 2017.

The CALM team distributed "red folders" in Fall 2016 to all members of the faculty/staff that instructs how to respond in a crisis, how to speak to a student in distress, and additional resources available on and off campus. Members of CALM attended three trainings in 2015-2016 on suicide prevention training, behavioral health, and first aid training as well as training by the Duffy Health Center, a local behavioral health provider. Suicide prevention training was also offered to faculty, staff, and students in 2016, with 28 students attending. The College is more successfully identifying students in need and connecting them to services, as demonstrated by the increase in reports submitted to the CALM team:

CALM Reports AY 2014-2015	35
CALM Reports AY 2015-2016	53
CALM Reports AY 2016-2017	133

The College continually ranks high in the Community College Survey of Student Engagement (CCSSE) on providing support for learners. For example in the 2014 CCSSE survey, 74.9% of respondents noted that Student Services provided the support needed to succeed. Tutoring services average 6,000 appointments a semester between the Tutoring Center, Math Learning Center, and Reading and Writing Resource Center, serving an estimated 1,000 students per year. The 2013 move of the Tutoring Center to a more centralized location on campus increased appointments by 19% in Fall 2013 and 23% in Spring 2014. Based on student demand and evaluation surveys, tutoring hours were increased and expanded to include evenings, group tutoring sessions were offered, and additional Brainfuse sessions were purchased. Tutors are hired when demand increases, including off-campus locations.

Computer stations were added to the Writing Center when student utilization reports and student satisfaction surveys indicated that the center was turning students away during peak hours. Usage of the Writing Center and the online Brainfuse tutoring option continues to be tracked, including the most recent data from Fall 2016 and Spring 2017, and affects decisions about tutoring opportunities for students on campus and online. The average GPA of students who utilize the Tutoring Center has been higher than average for the past three years, with the exception of Fall 2016 for the Math Center.

Average GPA			
	Fall 2014	Fall 2015	Fall 2016
Math Center	2.6298	2.7143	2.5403
Tutoring Center	2.6304	2.6317	2.7781
Writing Center	2.6830	2.7353	2.9200
All Credit Students	2.5543	2.5765	2.6001

In Spring 2017, there were 306 students enrolled in 15 courses with Supplemental Instruction. Twelve of the 15 courses were math or science courses and the students' course success rate in the sections with Supplemental Instruction is higher (83%) than the average course success rate for the College (77%). Qualitative survey results indicate a high level of satisfaction with the program.

As federal funded grants, both Advantage (TRIO SSS) and Perkins Coaches & Mentors are required to complete extensive annual reports on student participation and outcomes. The programs meet or exceed their objectives each year, and exceed the average success rates for the College. For example, 69% of the 2016-17 Coaches and Mentors participants met the success metric of graduated, transferred, or retained. In the TRIO SSS program, at least 32% of TRIO SSS program participants will earn an associate's degree within four years. Analyses of outcomes by participation are used to assess and adjust program services.

A Veterans Service Advisor was hired in November 2014 and there was a 5% increase in the veteran retention rate. When the position became vacant in 2015, the Fall 2016 veteran retention rate decreased by10%. The position of Military and Veteran's Services Advisor was filled in November 2016 and retention increased 13% in Fall 2017, from 37% to 50%.

The Office of Student Life is responsible for coordinating new student orientation. Although it is mandatory, there is no measure to enforce attendance, resulting in an attendance rate below 40%. To increase the percentage of students participating in orientation and meet the needs of online students, a robust online version of the new student orientation program was launched beginning in July 2017. The online orientation is designed to augment, not replace, the in-person new student orientation experience. The online orientation modules will also serve as a student resource. The goal is to increase student participation to 100 percent.

The creation of a Campus Engagement & Wellness Programs Coordinator broadened the scope and vision of the Life Fitness Center (LFC). The LFC is envisioned to serve as a hub for wellness and social, physical, and emotional growth. The fitness center was renovated and a variety of sports equipment was purchased. Since Fall 2016, the College has supported an "open gym" for students. Beginning in January 2017, the College sponsored a recreation program that included co-ed intramural sports leagues, and a full schedule of fitness and wellness programs. Since opening, the center gets over 30 users per day and hired a part-time fitness center assistant. In July 2017, the Office of Student Life and Campus Engagement & Wellness Programs merged under a newly created department called Campus Life.

Communication with students, including informing students of available services and programs, remains challenging. A consistent campus-wide approach to providing information on services and programs could be more fully implemented, including the ability to text students. The revised website targeting current students and internal campus web tabs that function as a student handbook are promising efforts.

Office locations for student support services and programs are located across the campus. The previous NEASC report as well as the Student Retention Task Force recommended grouping student services so that they would be more accessible. While there is signage it can still be difficult for students to locate services. To address that, the campus PTK Honor Society designed a support services map with locations and hours, and provided that to Student Life for distribution. There have been some improvements in increasing accessible space for students, including relocating the student newspaper and PTK/Honors to accessible locations, creating an accessible Veterans Center, and renovating the main theater. Some office space for some student services are not ADA compliant. Accessibility issues, including ADA compliance, are addressed in more detail in Standard 7.

A review of student support programs and services takes place on a five-year schedule to ensure regular examination of effectiveness, and relevance to institutional mission and goals. Program reviews are not always evaluated in conjunction with enrollment initiatives, strategic plan goals, and student interest.

Strengths and Challenges

Strengths:

- The College offers strong Student Support Services in keeping with its mission, the 2014 SP, and student-identified needs. The College has been responsive to the behavioral health needs of students and student interest in wellness and fitness.
- The adoption of CCA "game changing" strategies with the support of Title III funding will continue to improve support services and build capacity that will continue beyond grant funding.
- The process mapping exercise conducted by Enrollment Management is a useful tool for continuing to streamline and improve processes for students.
- The recent trend of a slight increase in retention is a positive indication that the collective efforts are having an impact.

Challenges

- The need for widespread proactive advising and EXi software training for advisors in all departments will be challenging to implement given competing campus priorities.
- The full array of support services needs to be more fully developed for online and off-campus students.
- Additional strategies to address decreasing enrollment need to be developed.

PROJECTIONS

- By Fall 2018: The VP of Academic and Student Affairs, in collaboration with deans, will ensure that all advisors are fully trained on the advising and the EXi software for full implementation of the proactive advising model.
- Spring 2018-Fall 2018: To plan for improvement, administrators of student service areas will participate in professional development on strategic planning, aligning objectives with professional standards, such as the Council for the Advancement of Standards in Higher Education (CAS) or the National Association for Developmental Education (NADE). The Dean of Enrollment Management will coordinate with Institutional Research and Planning to develop objectives for the 2018-19 academic year and beyond.
- By Spring 2018: The staff from the Enrollment Management and Advising Services (EMAS) and Learning Resources and Student Support (LRSS) divisions will coordinate a comprehensive set of policies and ethical standards for all student service areas that will be published on the College website.
- Fall 2018-Spring 2019: The Dean of Enrollment Management will work with the Associate Dean of Online and Blended Learning to more fully develop student services, especially advising, to meet the needs of exclusively online students.
- Fall 2018-Spring 2019: The Dean of Enrollment Management will work with Information Technology to develop a method of communicating with students, beginning with the admissions and financial aid process, through text messaging in academic year 2018-2019.

Standard 5: Students

(Admissions, Fall Term)

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

Credit Seeking Students Only - Including Continuing Education

	3 Years Prior (Fall 2014)	2 Years Prior (Fall 2015)	1 Year Prior (Fall 2016)	Current Year (Fall 2017)	Goal (specify year) (Fall 2018)
Freshmen - Undergraduate					
Completed Applications	1,553	1,401	1,188	1,194	1,206
Applications Accepted	1,344	1,237	1,074	1,026	1,036
Applicants Enrolled	722	695	556	569	575
% Accepted of Applied	86.5%	88.3%	90.4%	85.9%	85.9%
% Enrolled of Accepted	53.7%	56.2%	51.8%	55.5%	55.5%
Percent Change Year over Year					
Completed Applications	n/a	-9.8%	-15.2%	0.5%	1.0%
Applications Accepted	n/a	-8.0%	-13.2%	-4.5%	1.0%
Applicants Enrolled	n/a	-3.7%	-20.0%	2.3%	1.0%
Average of statistical indicator of aptitude of enrollees: (define below)					
Open Admissions*					
Transfers - Undergraduate					
Completed Applications	525	439	523	603	609
Applications Accepted	460	371	401	477	482
Applications Enrolled	259	206	214	248	250
% Accepted of Applied	87.6%	84.5%	76.7%	79.1%	79.1%
% Enrolled of Accepted	56.3%	55.5%	53.4%	52.0%	52.0%
Readmits - Undergraduate					
Completed Applications	638	505	619	645	651
Applications Accepted	528	422	501	508	513
Applications Enrolled	365	301	330	327	330
% Accepted of Applied	82.8%	83.6%	80.9%	78.8%	78.8%
% Enrolled of Accepted	69.1%	71.3%	65.9%	64.4%	64.4%
Master's Degree					
Completed Applications	Not applicable				
Applications Accepted					
Applications Enrolled					
First Professional Degree					
Completed Applications	Not applicable				
Applications Accepted					
Applications Enrolled					
Doctoral Degree					
Completed Applications	Not applicable				
Applications Accepted					
Applications Enrolled					

Please enter any explanatory notes in the box below

* The College is committed to open admissions. Acceptance rates are less than 100% primarily due to incomplete applications.

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 2014)	2 Years Prior (Fall 2015)	1 Year Prior (Fall 2016)	Current Year (Fall 2017)	Goal (specify year) (Fall 2018)
UNDERGRADUATE						
First Year	Full-Time Headcount	1,105	1,114	968	990	1,000
	Part-Time Headcount	2,713	2,513	2,351	2,231	2,253
	Total Headcount	3,818	3,627	3,319	3,221	3,253
	Total FTE	2,101	2,031	1,827	1,837	1,855
Second Year	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	0	0	0	0	0
	Total FTE					
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	1,105	1,114	968	990	1,000
	Part-Time Headcount	2,713	2,513	2,351	2,231	2,253
	Total Headcount	3,818	3,627	3,319	3,221	3,253
	Total FTE	2,101	2,031	1,827	1,837	1,855
% Change FTE Undergraduate		na	-3.3%	-10.1%	0.5%	1.0%
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		3,818	3,627	3,319	3,221	3,253
Grand Total FTE		2,101	2,031	1,827	1,837	1,855
% Change Grand Total FTE		na	-3.3%	-10.1%	0.5%	1.0%

Please enter any explanatory notes in the box below

Standard 5: Students
(Financial Aid, Debt, Developmental Courses)

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

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

https://www.capecod.edu/web/finaid/home

	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014
Three-year Cohort Default Rate	12.2	13.5	17.3	14.3	14.5
Three-year Loan repayment rate (from College Scorecard)				**49%	

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Goal (specify year)
	(AY 13-14)	(AY 14-15)	(AY 15-16)	(AY 16-17)	(AY 17-18)
Student Financial Aid					
Total Federal Aid	$7,842,200	$6,887,977	$6,419,121	$5,990,772	$6,050,680
Grants	$5,193,991	$4,568,999	$4,095,338	$3,809,353	$3,847,447
Loans	$2,594,089	$2,271,456	$2,260,216	$2,135,230	$2,156,582
Work Study	$54,120	$47,522	$63,567	$46,189	$46,651
Total State Aid	$1,367,508	$1,236,747	$1,111,824	$1,024,378	$1,034,622
Total Institutional Aid	$926,017	$745,406	$694,348	$773,790	$781,528
Grants	$926,017	$745,406	$694,348	$773,790	$781,528
Loans	$0	$0	$0	$0	n/a
Total Private Aid	$227,389	$334,746	$397,164	* $612,409	$401,136
Grants	$182,442	$257,248	$310,990	* $612,409	$314,100
Loans	$44,947	$77,498	$86,174	$44,657	$45,104
Student Debt					
Percent of students graduating with debt (include all students who graduated in this calculation)					
Undergraduates	24%	21%	21%	24%	24%
Graduates					
First professional students					
For students with debt:					
Average amount of debt for students leaving the institution with a degree					
Undergraduates	$5,728	$7,008	$6,932	$7,107	$7,178
Graduates					
First professional students					
Average amount of debt for students leaving the institution without a degree					
Undergraduates	$5,115	$4,885	$5,078	$5,096	$5,147
Graduate Students					
First professional students					

	(FY 2014)	(FY 2015)	(FY 2016)	(FY 2017)	(FY 2018)
***** Percent of First-year students in Developmental Courses (no credit toward a degree is granted)**					
English as a Second/Other Language	2%	2%	2%	2%	2%
English (reading, writing, communication skills)	6%	6%	5%	5%	4%
Math	16%	16%	15%	15%	13%
Other - Students who have placed into					
English (reading, writing, communication skills)					
Math					

Please enter any explanatory notes in the box below

** Rate is from College Scorecard effective as of March 2017
* Substantial student support was provided by the NASA Aviation Grant in AY 16/17
*** Cohort is defined as " First Time Students"

Standard 5: Students - Fall 2017
(Student Diversity)

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

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	Completed Applications	Applicants Accepted	* Applicants Enrolled
Category of Students (e.g., male/female); add more rows as needed			
Female	1,538	1,219	696
Male	858	775	463
Unknown	15	11	3
Minority	120	100	61
Non-Minority	2,251	1,877	1,084
Unknown	40	28	17
Graduate Admissions information	**Completed Applications**	**Applicants Accepted**	**Applicants Enrolled**
Category of Students (e.g., male/female); add more rows as needed			
N/A	N/A	N/A	N/A

Undergraduate Enrollment information	Full-time Students	Part-time Students	Total Headcount	FTE	Headcount Goal (2017 + 1%)
Category of Students (e.g., male/female); add more rows as needed					
Female	499	1,456	1,955	1,071.0	1,975
Male	488	760	1,248	786.6	1,260
Unknown	3	15	18	8.9	18
				0.0	0
Minority	238	481	719	427.0	726
Non-Minority	725	1,553	2,278	1,335.1	2,301
Unknown	27	197	224	104.4	226
<20 yrs old	463	270	733	569.1	740
20-24 yrs old	359	743	1,102	650.9	1,113
25-34 yrs old	119	647	766	373.2	774
35-54 yrs old	42	467	509	225.5	514
55+ yrs old	7	97	104	45.1	105
Unknown	0	7	7	2.7	7
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					
N/A	N/A	N/A	0	N/A	N/A
			0		
			0		

Please enter any explanatory notes in the box below

Applicants enrolled reflects new students and is a subset of the undergraduate enrollment

Standard 6

Teaching, Learning And Scholarship

FACULTY AND ACADEMIC STAFF

DESCRIPTION

Cape Cod Community College is a teaching and learning community. Faculty and academic staff deliver the front-line services to students that provide the foundation for student success. The College employs over 300 full time faculty, adjunct faculty, and academic staff. As of Fall 2017, there were 68 full time faculty, with 31 at the rank of professor, 29 at the associate/assistant professor rank, and 8 instructors. There were 217 part-time and adjunct faculty, including 33 clinical instructors who support the Nursing and Allied Health programs. Academic staff included 4 full time and 3 part-time librarians, and 32 part-time professional tutors. The relative percentages of full time faculty, adjunct faculty, and academic staff have remained stable. Both academic staff and faculty have reporting relationships to the Vice President of Academic and Student Affairs. Planning, resource allocation, and the composition of the faculty and academic staff are reviewed annually as part of the division planning process.

The College follows two statewide bargaining agreements with the Massachusetts Community College Council/Massachusetts Teachers Association (MCCC). The MCCC Day Contract applies to full time and part-time day faculty and professional staff. The MCCC Division of Continuing Education (DCE) Contract applies to adjunct faculty.

The hiring process for full time faculty and academic staff includes a requisition request that is approved by the Vice President of Academic and Student Affairs, a budget approval from the Vice President of Finance and Operations, a review by the Associate Vice President of Human Resources, and an approval by the President. All vacancies, including part-time and full time, are shared with MCCC, posted on the College Human Resources webpage and widely distributed via email and electronic postings on websites, including paid diversity sites. The wide range of distribution is intended to attract a qualified and diverse candidate pool. (See Standard 7 for more detail).

Search committees for full time faculty and academic staff are appointed by the Vice President of Academic and Student Affairs and consist of full time (FT) faculty, professional staff, an academic dean and a member of the Affirmative Action Committee, appointed by Human Resources. The Associate Vice President of Human Resources oversees the search and meets with each search committee to explain the process, including adherence to the Massachusetts policy and procedures on affirmative action. The academic deans are responsible for hiring of adjunct faculty; department chairs and full time faculty may assist the process by reviewing curriculum vitae, interviewing, and making recommendations.

In order to ensure well-qualified faculty and academic staff, minimum and preferred qualifications are listed in job postings. In general, faculty hold advanced degrees, with 29.8% of full time faculty holding doctoral degrees and 62.7% holding master's degrees in their fields. Among adjunct faculty, 26.5%

hold doctoral degrees and 75.4% master's degrees. Within technical programs, such as AMT (Aviation Maintenance Technician), several faculty hold a bachelor's degree.

Within the MCCC Day contract, faculty salary is determined by New Hire Table 1 and academic staff salary is determined by New Hire Table 2. Due to market forces within specific fields of study, or to increase diversity, the College may compensate at rates above the salary grid. The Nursing, Dental Hygiene, Security Penetration Testing, and the Aviation Maintenance program serve as examples. Standard faculty contracts specify the terms of employment. Salary increases are specified according to Article XXI of the MCCC agreement. Adjunct salaries are determined according to step as listed in Article XIV of the DCE Agreement.

Once hired, new faculty and academic staff attend orientation and are directed to the online version of the MCCC Agreement. Hard copies are available through the union office on campus. College resources explained include the library, tutoring resources, Moodle, Human Resources, advising, safety and security, email, campus web access, and the O'Neill Center for Disability Services. New faculty are exempt from committee assignments and advising responsibilities and are mentored by a designated member of the faculty for the first year.

The MCCC Day and DCE contracts provide specific guidance on faculty responsibilities and conditions of employment. In the Day contract, Article XI regulates appointments, reappointments, promotion, tenure, and termination processes. The DCE contract describes adjunct faculty appointment in Article X and dismissal policies in Article XII.

Full time faculty responsibilities include instructional and non-instructional workloads as defined by Article XII of the MCCC Day contract. The instructional workload expectations include teaching, instructional preparation, and assessment of student performance. Non-instructional workload expectations involve student assistance/advisement, office hours, college/community service, and professional development. Faculty responsibilities within the MCCC Day contract guidelines are also specified in the Academic Policy & Procedures Manual. Under the guidance of the VP of Academic and Student Affairs, faculty release time is negotiated for additional responsibilities or for work on significant College initiatives. The position responsibilities for academic staff are outlined in a Professional Staff Position Description that is updated annually.

Adjunct faculty responsibilities under Article XIII of the MCCC DCE agreement include the instructional workload. Adjunct faculty are required to participate in at least four hours of continuing education focused on teaching each year. While adjunct faculty are not required to attend department meetings, College Meeting, or Professional Days, or serve on committees, as an integral part of the teaching faculty, they are welcome to participate. Participation in meetings and professional development has been grant-funded in the past few years to encourage participation.

As described in Article I of the MCCC Day agreement, absent exceptional circumstances, no part-time faculty member shall be assigned more than three 3-credit courses or their equivalent during any semester, without being eligible for benefits. Article XIII of the MCCC DCE Agreement further explains adjunct member workload. The College maintains a prioritized hiring list, based on adjunct faculty teaching experience at the College. Course assignments are offered to adjunct faculty based on the prioritized hiring list.

College Governance provides a mechanism to share and collectively review the experiences and data gathered by faculty, academic, and other professional staff to improve the academic programs and services for students (see Standard 3 for more detail). Full time faculty and academic staff serve on College Meeting Standing Committees with monthly reports to College Meeting. A faculty-led College Governance Steering Committee and Faculty Professional Committee (FPC) provide leadership to the governance process. As of Fall 2016, an FPC representative vacancy on the College Leadership Council was filled. Adjunct faculty may also participate in College Meeting and are eligible for additional compensation when grant funding is available.

The College supports professional development for faculty and academic staff through a number of opportunities. Faculty and staff stay current in their fields through continuing education, updated certification, and licensure. The Professional Development Committee (PDC) approves financial support for relevant academic conference travel and has recently approved criteria for awarding funding. The Cape Cod Community College Educational Foundation supports faculty projects with over $5,000 annually in innovation grants. The Virginia and Irving Bartlett Fund for the Improvement of Scholarship and Teaching also awards $5,000 annually.

Article XII of the MCCC Day Contract designates up to seven professional days per academic year, including five days focused on professional development. The College has two designated Professional Days, two Convocation Days (that may include some professional development), and one Assessment Day per year as part of these contractual responsibilities. Additional opportunities for professional development, including grant funding focused on teaching and learning, are also available and are discussed in the Teaching and Learning section below.

The Academic Policy & Procedures Manual, including the Faculty Mission Statement, has a statement of expectations and processes to ensure that faculty understand accepted practice, act responsibly and ethically, observe the established conditions of their employment, and function in a manner consistent with the mission and purposes of the institution. The Manual links to the Student Code of Conduct to provide guidance on consistent expectations for student behavior. Student services, including advising, library, and tutoring, follow the ethical principles of their professional organizations and are working to develop a common statement of ethics (see Standard 5).

Article VII of the MCCC Day contract and Article VI of the MCCC DCE contract protect academic freedom. The agreement outlines expectations for general behavior as professionals, including guarantee of and relative limits to academic freedom. The College takes academic freedom quite seriously, and it plays a role in discussions about academic integrity and participation in College initiatives, as well as assessment processes (see Standard 4 for a fuller discussion). According to the MCCC representative, no grievances pertaining to academic freedom have been filed since 2009.

Ensuring the quality of instruction is a key institutional concern. The academic deans evaluate faculty members based on the relevant collective bargaining agreements for full time faculty and adjunct faculty. The documents reviewed include the student evaluations of instructor, a checklist for course materials, and classroom/instructional evaluation. The evaluation for full time faculty also includes the student advisement log and college service evaluation. Required annual evaluations for professional staff are based on satisfactory performance of responsibilities outlined in the annual MCCC Day contract E7 position description.

Two part-time assistant deans were hired in the Fall of 2015 to assist the academic deans in performing classroom observations and summary evaluations of part-time instructors. The Associate Dean of Online and Blended Learning evaluates the format and faculty-student interaction plans for fully online and hybrid courses (see Standard 4 for more detail).

APPRAISAL

The quality of interaction among students and faculty is confirmed by consistently high scores on the Community College Survey of Student Engagement (CCSSE). As of the 2014 CCSSE, the College scored above peer institutions on the benchmark of student-faculty interaction. Full engagement of faculty with College initiatives is less consistent. There could be increased communication about the importance of faculty leadership in the development of initiatives to better align College and faculty priorities. Without full engagement, all faculty voices are not heard, there is a gap in the time and talent of faculty contributions, and an unfair burden falls on the faculty who do engage.

In addition, the College seeks to increase adjunct involvement in departmental and College-wide activities to help create a community of teaching and learning. Grant funding for professional development includes adjunct compensation not only for professional development, but also for department meetings. Additional outreach and mechanisms for adjuncts to participate, such as online discussions and more easily accessed departmental information, could increase participation.

Wilkens Library conducted a program review during 2014-2017 based on the ACRL Standards for Libraries in Higher Education. Library staff support faculty and students with a wide range of services, including workshops and class activities on information literacy. Tutoring program services completed a program review in 2015 and is certified by the College Reading and Learning Association.

The College is committed to maintain full time faculty positions and increase the percentage of sections taught by full time faculty. Objective 3.3 of the 2014 Strategic Plan includes this commitment as a metric:

Objective 3.3: Develop and implement a systematic process for long-term academic planning, including new programs and allocation of faculty lines

Metric	FY 13	FY 14	FY 15	FY 16	FY 17
Increase the percentage of course sections taught by full time faculty	49%	47%	48%	48%	49%
Number of sections	1287	1242	1117	1118	1101

The percentage of sections taught by full time faculty has been maintained from FY13 to FY17, despite a 14% decrease in the total number of sections offered. In addition, the number of full time faculty positions has also been maintained, despite a 20% decline in enrollment since 2013.

	2013	2014	2015	2016	2017
Full Time Faculty	69	68	65	67	68
Fall Enrollment	4051	3818	3627	3319	3221
Ratio: Students: Faculty	58.7	56.1	55.8	49.5	47.4

Faculty departures (see Data First Forms) provide an opportunity to realign faculty positions to address changing programs. Faculty lines may not be continued in the same department where the vacancy occurs. For example, of the nine faculty that departed in 2015, eight positions were filled. The faculty position in the Languages and Literature department was reallocated to the new Engineering program. A review of existing and potential academic programs by an outside consultant, Gray Associates, will continue in Fall 2017, and may affect the distribution of faculty across programs (see Standard 4 for a fuller discussion).

In terms of other academic staff, the number of full time and part-time librarians has been maintained at the same level to ensure day, evening, and weekend coverage, in person and by telephone. This allows for students on and off campus to access support. The number of professional tutors varies from semester to semester due to student need, and the College has added peer tutors as supplemental instructors. The challenge of meeting student need for increased hours and services requires juggling academic staff and utilizing part-time positions for additional flexibility.

The PDC provides financial support for faculty, academic staff, and professional staff to attend conferences: $12,000 in Spring 2015 (24 grants), $12,300 in Fall 2015 (24 grants); $10,500 in Spring 2016 (15 grants); $11,500 in Fall 2016 (21 grants); $13,319 in Spring 17 (14 grants) and $14,459.38 in Fall 17 (21 grants). Funds had been distributed on a first-come, first-served basis, however, the PDC revised its policies and application in 2016-17 to include a rubric and the expectation of deliverables. This new procedure should increase the equitable distribution of funds, ensure the appropriateness of conferences, and share the resources across the College community. The President's Office allocates funding for sabbaticals, however, none has been granted since Spring 2014 due to budget constraints.

The College administration respects academic freedom and has been careful to work with union representatives to prevent contract violations. For example, the adoption of new technology across the College, such as the learning management system, Moodle, and the student referral system, Starfish, is encouraged by administration, but faculty use is voluntary. Faculty are free to develop their own instructional methods based on the official course syllabi. However, there is some concern that students in various sections of the same course may not all come away with the same foundation of knowledge. Programs are proactively addressing this concern with a range of strategies, including suggested common final exam questions and an increased focus on the assessment of student learning outcomes across sections. This issue of academic integrity is discussed in more detail in Standard 4.

Strengths and Challenges

Strengths

- The faculty are well-credentialed and committed to teaching all students.
- Student-faculty interactions are strong.
- Professional development is strongly encouraged and additional grant funding provides more resources and opportunities.
- Strong academic advising staff are committed to implementing a case management advising model.
- Despite declining enrollment, the College remains committed to maintaining the percentage of sections taught by full time faculty.

Challenges

- Full faculty engagement in College governance and initiatives could be increased.
- Uncertainty in enrollment trends creates a need for additional planning and flexibility in full time and adjunct faculty teaching loads.

TEACHING AND LEARNING

DESCRIPTION

As a teaching and learning community, the College structures its processes and initiatives to support faculty and academic staff as the core of our mission to student success. The College utilizes the lessons learned from national best practices and research-based evidence to provide a framework to support faculty and academic staff. Since 2014, the College has committed to implementing the Complete College America "Game Changer" strategies that increase students' chances of success. With faculty leadership at the College and state level, these strategies have transformed academic programs (see Standard 4) and student services (see Standard 5). For example, faculty have revised developmental English curriculum to a co-requisite model. Academic staff and faculty collaborated to develop Academic Focus Areas and Academic Maps to simplify and clarify students' pathways.

The Institutional Student Learning Outcomes (ISLOs) represent a shared commitment to the learning outcomes that all students should be able to demonstrate upon completion of an associate's degree. Beginning in 2015, a series of working groups have led a detailed review of the ISLOs. One of the outcomes of the committee work is a decision to integrate the College ISLOs with the Degree Qualification Profile definition of intellectual skills, effectively aligning the College with national best practices (see Standard 4 for more detail). The ISLO committee work will continue in 2017-2018.

The College mission, as a community college with open access, is to serve a wide range of students through programs that are matched with students' capabilities and needs. A Computer Literacy Statement indicates the level of skill required to take full advantage of the educational experience at the College, and how to find help if required. Student placement testing prior to registration provides a mechanism to ensure that students are prepared for college-level work, or to offer appropriate developmental coursework in Math and English/reading. Students interested in online courses can assess their readiness to take an online course through an interactive Online Course Readiness Quiz.

The College offers courses and programs across a number of modalities to accommodate students, including online courses (See Standard 4 for more details). As of Spring 2017, there are 43 faculty members teaching online courses. The Associate Dean of Online and Blended Learning works with faculty to offer online students a consistent format in Moodle. There is an Online Learning Help: Faculty support page that gathers resources for faculty teaching online. The Associate Dean is compiling online procedures into a faculty handbook for teaching online courses and programs in Fall 2017. In addition, an academic plan for the development of online courses and programs, including faculty professional development, is under development, with the first steps to be implemented in 2017-18.

Faculty and academic staff continue to explore innovative teaching methods, student experiences, and resources. Examples include:

- Open Educational Resources (OER): Librarians and faculty are collaborating on a number of initiatives to bring OER to the classroom.
- Simultaneous remote instruction: In 2016-17, two software engineering courses were streamed to six area high schools, allowing dual enrolled students to simultaneous take the course with traditional college students.
- Utilizing technology such as 3-D printing and the Arduino prototyping platform as an educational tool
- Supporting tools for art such as the Higgins Art Gallery, student performances, and printmaking
- Trips to the Edward M. Kennedy Institute for the US Senate and the Massachusetts Statehouse to meet with legislators to promote civic engagement, a 2014 Strategic Plan and Vision Project goal
- International Studies, recently to Cuba and India, and Costa Rica is planned for Spring 2018
- Service learning, volunteer work and internships: Increasing community connections for students is an objective of the 2014 Strategic Plan.

The College strives to offer an appropriate range of courses that meet core discipline and program requirements. Students have many options for general education courses. Adjunct faculty allow for more courses, and more sections of courses, to be offered in varying modalities. In terms of the courses offered, students enrolled in smaller concentrations may have limited options of instructional methods.

In 2012, the College created the Teaching and Learning Center (TLC) to provide in-house professional training and support for faculty. The TLC is staffed by a senior faculty member with five course-releases per year. The TLC offers workshops, mentoring, and drop-in sessions to increase instructors' skill sets on a variety of topics such as Moodle, hybrid course design, LGBT-inclusive instruction, crafting student learning outcomes, managing multi-media, and assessment basics. The TLC also develops and delivers four hours of required professional development annually to all adjunct faculty.

The 2014 CCSSE results indicated that the College scores below peer institutions on the benchmarks of active and collaborative learning, student effort, and academic challenge. Based on these results and other indicators, such as trends of low student retention and success (see Standard 8), the College has developed grants to prioritize faculty professional development, particularly on the assessment of student learning outcomes and on instructional techniques for active and collaborative learning. These activities augment and extend the resources of the TLC and the PDC.

A Massachusetts Performance Incentive Fund (PIF) Grant on the Assessment of Student Learning Outcomes (2014-2016) provided faculty stipends for attending week-long assessment institutes on the assessment of student learning outcomes. As of July 2017, 59% of full time faculty and an enthusiastic group of part-time faculty have attended one or more faculty institutes. Faculty stipends are now funded through 2020 by the Title III grant, Project SAIL. A tradition of sharing best practices in assessment in various formats has begun, such as Evenings of Expertise, Assessment Days, and Professional Day workshops (see Standard 8 for impact on assessment).

Recent grants that have focused on targeting faculty within specific programs for professional development on improving pedagogy and instructional strategies include:

- National Science Foundation: Targeting Aviation faculty with interactive learning, professional modelling, and team coordination with additional support from Project SAIL

- National Science Foundation: WIDER (Widening Implementation & Demonstration of Evidence Based Reforms) Grant: Targeting STEM faculty
- U.S. Department of Labor: GPStem (Guided Pathways for Success): Targeting STEM faculty
- In addition, the College was awarded a U.S. Dept. of Education: Title III Grant in 2015: Project SAIL (Success through Advising and Interactive Learning). Activities include the development of faculty and advising staff training to support the incorporation of "high impact" strategies, including active and collaborative learning and training to utilize technology more effectively.

Through Project SAIL, a Professional Development Coordinator was hired to work closely with the Professional Development Committee and the TLC to develop strategies for professional development across the campus and to engage faculty and staff in exploring best practices for improving teaching and learning. A college-wide survey was conducted in Fall 2016 to identify needs. These strategies include:

- GIFTS (Great Ideas for Teaching Students) mini-grants allow faculty to pilot interactive teaching approaches with an assessment component. Faculty members share their GIFTS at an "Evening of Expertise" and the GIFTS are gathered into a database to create a "toolkit" for faculty. As of Fall 2017, 28 adjunct and full time faculty members have participated.
- Reading Apprenticeship Program, a seven-week course designed to introduce the Reading Apprenticeship framework, including immediate classroom exercises. As of Fall 2017, 19 faculty members have participated.
- First Fridays: Beginning Summer 2017, this is a monthly, curriculum-based professional development for all faculty and staff. First Fridays consists of four themes, each with three corresponding sessions, based on the results of the Professional Development survey. As of October 2017, 106 unique faculty and staff have attended one or more sessions.
- Coffee (and Tea!) with Colleagues: Monthly, which began in Fall 2017, peer-led discussions on topics related to student success.

Faculty are awarded stipends for attending Professional Development activities. Through developing institutional capacity, College-wide resources and train-the-trainer models, the College plans to sustain the focus on interactive learning beyond the grant period.

Faculty are the main drivers in assessing the effectiveness of courses and programs, through the assessment of student learning outcomes, examination of course completion and program enrollment, retention and graduation data, the program review process, and collegial discussions. Standard 4 describes the program review process and Standard 8 describes the assessment of student learning outcomes process in more detail.

Faculty advisors and professional advisors support the system of academic advising. As described in Standard 5, the College is in the process of implementing a proactive, case management advising model, consistent with the Complete College America "Game Changer" strategies. Comprehensive advisor training sessions, Lead Academic Advisor Training, for all professional advisors began in Spring 2017. As of October 2017, 27/68 full time faculty have been trained in the new advising model. In addition, faculty and academic advisors will be trained on the new Jenzabar EXi Advising Module, including a Degree Audit Tool. Project SAIL is supporting faculty stipends for LEAD and Jenzabar training.

As a two-year institution focused on teaching, faculty are not expected to do research. Students are encouraged to pursue research projects through the Honors Program, its contracts, and colloquia, as well as in standard courses. The Institutional Research Board (IRB) provides oversight for any research involving human subjects on campus. A simplified process for students conducting research for a course has been developed, including human subjects training for students.

APPRAISAL

The College faculty, academic staff, and leadership are embedded in national and state efforts to implement best practices in higher education, most notably the Complete College America Strategies. Successful grant development based on the needs of the College has yielded considerable resources to support these initiatives. Academic staff are committed to work toward implementing strategies as part of their job responsibilities, and there are committed and engaged full time faculty. While faculty participation in professional development, College initiatives, assessment of student learning outcomes and technology adoption remains voluntary under the MCCC Day contract, the College aspires to full faculty engagement, as leaders and colleagues, to maximize the success of the current initiatives and to sustain activities beyond the grant funding. However, increasing the engagement of faculty remains challenging.

The requirement of four hours of professional development annually for adjunct faculty presents an opportunity to increase active and collaborative learning in all courses. The inclusion of adjunct faculty to a greater degree needs to be more fully addressed.

Assessment of student learning outcomes is discussed more fully in Standard 8 and academic program review in Standard 4. Based on faculty attendance at the Assessment Faculty Institutes funded by the PIF grant, about half of the full time faculty are engaged in the systematic assessment of student learning outcomes. This is a large increase from prior to the grant period and there has been a cultural shift toward understanding the usefulness of assessment as part of teaching practice. The College has recently provided a faculty member with course-release time to coordinate assessment as faculty-led and driven, and to create a more systematic and sustainable process. As detailed in Standard 4, there are program reviews that have not been completed on a timely basis, and there are strategies in place to increase completion of the reviews.

Across the College, there is a drive for improvement and experimentation to increase student success. Faculty innovation in teaching strategies reflects dedication to their area of expertise and the passion for student success. The College is developing additional mechanisms to share and highlight effective strategies, including Coffee (and Tea!) with Colleagues and the pending intranet. Faculty and academic staff served in leadership roles in the statewide transition to MassTransfer Pathways and the College-wide adoption of academic focus areas. The alignment of the College ISLOs with the Degree Qualifications Profile (DQP) framework ensures that College ISLOs are consistent with national best practices. Faculty and academic staff are creative in developing resources and opportunities for students within and outside the classroom. The additional resources and capacity provided through grant funding present an opportunity to ensure that these efforts are more systematic and shared, and lead to increased student success.

Strengths and Challenges

Strengths

- Academic freedom is highly valued by faculty and respected by administration.
- A cooperative relationship between faculty and professional advisors benefits students.
- Faculty focus on teaching excellence and are committed to student success.
- Face-to-face, hybrid, and online course offerings provide flexible options for all students.
- Professional development options have been strengthened through the development of the TLC and grant funding.

Challenges

- There could be more systematic engagement of all full time faculty in professional development opportunities, including professional development on the new advising process and software (FY 2017-18) to ensure the successful implementation of proactive case management advising.
- There could be more systematic engagement of adjunct faculty in program activities, including assessment.
- Strategies to sustain professional development activities beyond the end of grant funding, particularly Project SAIL, need to be developed.

PROJECTIONS

- By Spring 2018: Define the responsibilities of the existing Faculty Professional Committee to provide a better mechanism for faculty leadership in College initiatives and to coordinate communication of College initiatives with faculty. The VP of Academic and Student Affairs and the Academic Deans will propose revisions.
- By Fall 2018: As specified in Standard 4, academic master planning and the development of an annual schedule will provide additional predictability to faculty teaching loads. This effort is led by the VP of Academic and Student Affairs.
- Beginning Spring 2018: The Deans and Academic Chairs and Coordinators will develop strategies to ensure greater integration of adjunct faculty into departmental and College activities. The strategies will be developed in connection with program reviews.
- By Fall 2020: A plan to sustain grant-funded professional development activities beyond Project SAIL will be developed by grant staff and the TLC prior to the end of the grant period.
- Spring 2019: The TLC and Project SAIL will utilize the planned intranet system to highlight and share innovative faculty instructional techniques in a format that is searchable by student learning outcome.
- Fall 2018-Spring 2019: As specified in Standard 8, the VP of Academic and Student Affairs and the FPC will develop a plan to more formally recognize and encourage faculty leadership as part of College service.

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

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year
	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Number of Faculty by category				
Full-time	68	65	67	68
Part-time	n/a	n/a	3	6
Adjunct	185	173	171	155
Clinical	33	30	31	33
Research				
Visiting				
Other; specify below:				
Non Credit Faculty	29	28	29	23
Total	315	296	301	285
Percentage of Courses taught by full-time faculty (This data is by Fiscal Year)				
	47.00%	48.00%	48.00%	49.00%
Number of Faculty by rank, if applicable				
Professor	46	38	34	31
Associate	15	13	13	22
Assistant	7	13	16	7
Instructor		1	4	8
Other; specify below:				
Total	68	65	67	68
Number of Academic Staff by category				
Librarians	4	3	4	4
Advisors				
Instructional Designers				
Other; specify below:				
Part-time Professional Tutors/Advisors	31	30	28	32
Part-time Librarians	4	4	4	3
Total	39	37	36	39

Please enter any explanatory notes in the box below

Faculty Rank is Full Time Faculty Only. Professional Tutors are for part-time only and include advisors according to IPEDS

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

		3 Years Prior	2 Years Prior	1 Year Prior	Current Year
		Fall 2014	Fall 2015	Fall 2016	Fall 2017
Highest Degree Earned:	**Doctorate**				
Faculty	Professor	19	16	17	14
	Associate	2	1	0	4
	Assistant	0	4	3	1
	Instructor	0	0	0	
	No rank				
	Adjunct/Clinical	41	40	35	33
	Total	62	61	55	52
Academic Staff	Librarians				
	Advisors				
	Inst. Designers				
Highest Degree Earned:	**Master's**				
Faculty	Professor	27	22	19	17
	Associate	13	12	14	17
	Assistant	5	6	7	6
	Instructor	0	1	2	6
	No rank				
	Adjunct/Clinical	119	113	115	106
	Total	164	154	157	152
Academic Staff	Librarians				6
	Advisors				
	Inst. Designers				
Highest Degree Earned:	**Bachelor's**				
Faculty	Professor	0	0	0	
	Associate	0	0	2	1
	Assistant	2	3	1	
	Instructor	0	0	2	1
	No rank				
	Adjunct/Clinical	48	43	47	47
	Total	50	46	52	49
Academic Staff	Librarians				2
	Advisors				
	Inst. Designers				
Highest Degree Earned:	**Professional License**				
Faculty	Professor				
	Associate	3	4	4	
	Assistant				
	Instructor				1
	No rank				
	Adjunct/Clinical	7	2	2	4
	Total	10	6	6	5
Academic Staff	Librarians				
	Advisors				
	Inst. Designers				

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

	3 Years Prior		2 Years Prior		1 Year Prior		Current Year	
	Fall 2014		Fall 2015		Fall 2016		Fall 2017	
	FT	PT	FT	PT	FT	PT	FT	PT
Number of Faculty Appointed								
Professor							1	
Associate	1							
Assistant	1		5		4		1	
Instructor			1		2		5	
No rank								
Other								
Total	2	0	6	0	6	0	7	0
Number of Faculty in Tenured Positions								
Professor	46		38		34		29	
Associate	10		10		11		10	
Assistant								
Instructor								
No rank								
Other								
Total	56	0	48	0	45	0	39	0
Number of Faculty Departing								
Professor					1			
Associate	1							
Assistant			2				1	
Instructor								
No rank								
Other								
Total	1	0	2	0	1	0	1	0
Number of Faculty Retiring								
Professor	8		5		5		2	
Associate	1							
Assistant								
Instructor								
No rank								
Other								
Total	9	0	5	0	5	0	2	0
Fall Teaching Load, in credit hours. * See Explanation Box								
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

* Article XII Workload, Work assignmentt & Working Conditions 12.03 & 12.05 MCCC Agreement

Number of Faculty Departing and Retiring the information is not included in the IPEDS Report so the fiscal year was used.
Fall 2014 (FY15) is for employees hired between 7/1/14 and 10/31/14
Fall 2015 (FY16) is for employees hired between 7/1/15 and 10/31/16
Fall 2016 (FY17) is between 11/1/15 and 10/31/16

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	
	Fall 2014		Fall 2015		Fall 2016		Fall 2017	
Number of Faculty by Department (or comparable academic unit); insert additional rows as needed	**FT**	**PT**	**FT**	**PT**	**FT**	**PT**	**FT**	**PT**
Arts & Communication	7	27	7	20	6	22	6	25
Business	7	31	6	23	5	26	7	20
Engineering					0	3		2
Health	14	17	14	14	14	15	16	15
Language & Literaature	11	22	9	28	10	23	8	23
Math	9	12	9	12	9	10	8	14
Science	9	28	8	25	9	26	8	20
Social Science	11	42	12	46	12	43	12	31
Interdisciplinary	0	6	0	5	0	3		5
Aviation					2	3	3	6
Part-Time Clinical Instructors		33		30		31		33
Non Credit Faculty		29		28		29		23
Total	68	247	65	231	67	234	68	217

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				
White, male	20	62	82	*
White, female	35	120	155	*
Black, male	3		3	*
Black, female	1	2	3	*
Asian, male	4		4	*
Asian, female	0		0	*
Hispanic, male	2	2		*
Hispanic, female	1	6		*
American Indian, male	0	1		*
American Indian, female	1	1	2	*
				*
Total	67	194		*
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				
Female librarians, White	3		3	*
Male Librarians, White	1		1	
Female Part-time Professional Tutors/Advisors, White		21	21	
Female Part-time Librarians, White		3	3	
Male Part-time Professional Tutors/Advisors, White		11	11	
Male Part-time Librarians, White		0	0	
			0	
			0	

Please enter any explanatory notes in the box below

* We don't anticipate vacancies in the following year so there is no opportunity at this time to change our composition.

Standard 7

Institutional Resources

HUMAN RESOURCES

DESCRIPTION

As of November 1, 2017, Cape Cod Community College employed a total of 517 part and full time employees, of which 219 are full time, including 68 faculty, 27 academic support professionals, and 124 management and operational support staff. Of the 298 part-time employees, 217 are faculty. There are a total of 285 full and part-time faculty, representing 55% of total employees at the College. A total of 426 full and part-time employees are unionized, while 55 full time (primarily management) and 36 part-time (support staff) employees are non-union.

The College follows two statewide bargaining agreements with the Massachusetts Community College Council/Massachusetts Teachers Association (MCCC). The MCCC Day Contract applies to full time and part-time day faculty and professional staff. The MCCC Division of Continuing Education (DCE) Contract applies to adjunct faculty. An additional contract with the American Federation of State, County and Municipal Employees (AFSCME) applies to support staff. Procedures for non-union professionals (NUP) are outlined in the Massachusetts Board of Higher Education NUP Handbook.

In recent years, the College experienced a steady decline in student enrollment. Recognizing the need to decrease operating expenses, President Cox established a Right Sizing Task Force in 2015 to conduct analysis and make recommendations to help align resources with the College mission and 2014 Strategic Plan. The Task Force carried out analysis based on national and state data, and concluded, among other things, that the College had significantly higher levels of administrative support than comparable institutions. As a result, the College eliminated five administrative support positions. Despite a decline in the number of students, the College remains committed to retaining as many full time faculty as possible in order to sustain student success (see Standard 6 for more details).

As a state institution, salary guidelines are set by the Commonwealth of Massachusetts. The College faces challenges in terms of recruiting to fill positions in highly technical fields where compensation must be determined by market conditions (i.e., Information Technology, Aviation and Nursing). The geographic location of Cape Cod Community College adds to the recruitment challenges. While the College attracts highly experienced educators, the high cost of living and limited housing market have an impact on the size and diversity of the candidate pools. The College follows clearly defined processes for recruitment and hiring, and strives to achieve a staff as diverse as our student population. Vacancies for positions are developed within the parameters of the applicable classification specifications and collective bargaining agreements. In addition, the College is committed to creating opportunities for candidates to meet minimum requirements in alternative and equivalent ways to allow for increased numbers of diverse candidates.

Human Resources has established protocols for hiring employees including issuance of appointment letters that address terms of employment, provision of applicable collective bargaining agreements and communication of College policies, review of evaluation processes and schedules, as well as opportunities for professional development in the new employee orientation process.

APPRAISAL

Recognizing room for improvement in timely completion of employee performance reviews, Human Resources has implemented an evaluation tracking system. In addition to annual completion of the evaluation document required of full time non-unit personnel system-wide, Human Resources requires annual identification and review of goals in line with the College Strategic Plan objectives for these employees. Although the college has made progress in performance evaluation completion rates, approximately 30% of full time employees are either not thoroughly reviewed or are not reviewed in a timely manner. This is an opportunity for improvement requiring management training on the importance of employee evaluations and the handling of challenging employee issues. The College is experiencing significant turnover resulting from the retirement of long-time employees at the management and faculty level. In order to maintain operational effectiveness the College must focus on the consistent implementation of policies and procedures as well as training for managers on compliance matters, employee management issues and on the understanding and implementation of collective bargaining agreements.

Professional development for employees is supported by a variety of sources. All full time (benefited) employees who have completed at least six months of service are eligible for Massachusetts system-wide tuition remission benefits. Professional development funds are managed primarily by the Professional Development Committee, which for FY 2016-2017 granted a total of $27,000 in Professional Development funds to employees. Some departments may exercise the option to fund specific training needs at the local level.

The College subscribes to the Massachusetts Community Colleges Affirmative Action Policy and Human Resources will continue to support diversity in our employee population. From September 1, 2014 through August 31, 2015 the College had 28 new full time hires, of whom 8 were diverse candidates (28.6%). In the following one-year period, the College hired 36 new full time employees, 8 of whom were diverse candidates (22.2%). From September 1, 2016 through August 23, 2017 the College hired 21 new full time employees, 6 of whom were diverse (28.6%). Traditional and non-traditional recruitment resources are utilized to enhance diversity in our staffing. The College has re-engaged with the National Coalition Building Institute through the Affirmative Action Committee, including participation in the Leadership and Diversity Institute in August, 2017. Based on this training, diversity awareness and other workshops are planned for 2017-18.

Recognizing the need for enhancement in the areas of compliance training and professional development on personnel related issues, Human Resources will begin offering regular programs and seminars on critical topics such as:

- Performance feedback and corrective action
- Collective bargaining agreement compliance for managers
- Transgender Awareness

- Title IX and Sexual Harassment
- Ethics Awareness and compliance
- Personally Identifiable Information compliance

In line with 2014 Strategic Plan goals to increase communication, Human Resources is in the process of creating a newsletter, with the goal of communicating training and professional development opportunities, important benefits, and other employment-related information, and soliciting employee questions and feedback on related topics.

Strengths and Challenges

Strengths

- Human resources policies and procedures are clear and consistent.
- Human resources consistently fills vacant positions with qualified applicants well ahead of the Best Practices Standard of 12 weeks.

Challenges

- The College needs to develop a more systematic employee compliance training program.
- There is a challenge in continuing to provide adequate resources for professional development in a time of increased fiscal constraints.
- Performance appraisals could be more systematic and useful as a tool for improvement.

FINANCIAL RESOURCES

DESCRIPTION

The Cape Cod Community College Board of Trustees, the College's governing body, holds responsibility for the College's mission, vision, and strategic goals and for policies and plans related to their implementation, within compliance of Massachusetts General Law. With regard to fiscal oversight and responsibility, governance by the Board specifies policy relating to debt, fee structure, investment, trust fund management and regulation, scholarship, tuition, and the establishment of a College Foundation, charged with all fundraising in support of education programs and goals of the College. The Board has oversight with regard to fiscal spending, approving the College's annual operating budget, approving single expenditures in excess of prescribed threshold, currently at $25,000, and acceptance of the College's annual audited financial statements.

Additionally, the Chair of the College's Board of Trustees appoints a Finance and Personnel Committee, which is responsible for the review of all matters relating to financial management, budget transfers, capital spending and investment, and ultimately in making recommendations to the Board. A separate Audit Committee is also appointed by the Chairman of the Board, charged with the review of all reporting and correspondence relating to state, federal or independent audit of the College. The Audit Committee is responsible for oversight of the annual independent audit engagement planning, and reviews the final annual audit report and audited financial statements before making recommendations to the Board.

In accordance with Massachusetts General Laws Chapter 647 of the Acts of 1989, the College has an Internal Control and Enterprise Risk Management Plan (ICP) in place. The Plan presents Management's view of risks inherent to the organization, as well as controls established in order to mitigate such risks. With a performance audit by the Massachusetts Office of the State Auditor (report dated July 2016 based on FY15), there were findings on the subjects of the College's internal control plan, risk assessment, and capital asset inventory. The College worked closely with the Office of the State Comptroller to address the issues. Process documentation within the College's Internal Control plan was modified and a more systematic inventory control system was initiated. The College appreciates the opportunity that audits provide to measure adherence to external requirements, policies/guidelines and controls, and continues to seek improvements and to respond to changing or evolving requirements. The Vice President of Finance and Operations has and will continue to work with the Business Office team to evaluate processes and controls to ensure compliance and to strengthen business processes where need/opportunities exist.

The finance office of the College is adequately staffed with experienced and innovative leadership and staff. Within the past five years, the finance team has undergone significant transition due to attrition. In 2016, a comprehensive evaluation was made of all operational workflow processes critical to the College and the finance team was realigned for more efficient operations. The Comptroller and Assistant Comptroller were both hired in 2016, and together bring in-depth accounting, financial reporting, analysis and management experience, from both the private and public sectors. The new Vice President for Finance and Operations brings to campus more than 25 years of educational operations, finance, facilities and program admissions experience plus time spent in the public finance arena.

The College, trustees and finance team are committed to accountability, transparency and communication with regard to its fiscal practices and reporting of performance. The College employs an independent audit firm in order to express an opinion on financial controls and prepared financial statements, in accordance with Government Auditing Standards. The fiscal management of the College routinely reports independently audited financial statements, numerous ad hoc requested data and analysis, the College annual operating budget, and ongoing monthly budget performance reports. Further, the finance team supplies the Department of Higher Education through the HEIRS reporting system with annual budget formula data, independently audited financial statements, capital adaptation and renewal data, and submits IPEDS reporting at the federal level.

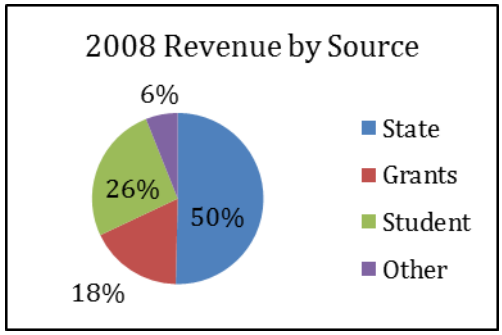
The College has a clear and comprehensive budget policy outlined in its Internal Control Policy. The Vice President of Finance and Operation controls all fund allocations associated with the operating budget, approves all cost center budgets, and develops the overall operating budget based upon dean and budget manager requests. While the Vice President of Finance and Operations is ultimately responsible for creating the operating budget and for projecting associated revenue, the process is collaborative, with regular review and modification. Throughout the budget process, which usually begins during the Spring semester, College deans, budget managers, the leadership team, and the President's cabinet are involved. Once the operating budget has been prepared and approved by the President, the Vice President of Finance and Operations presents the budget to the Finance Committee and the Board of Trustees for approval.

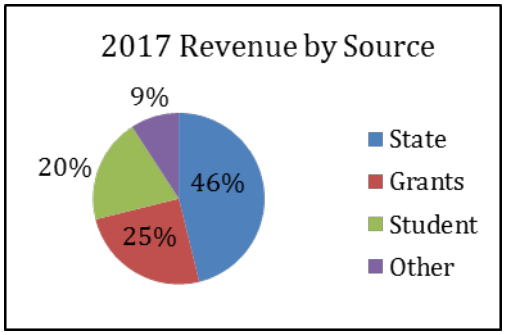
The College aligns its utilization of financial resources with its mission and the 2014 Strategic Plan. While increases in total operating expenses have averaged 2% over the past seven years, spending attributable specifically to Instruction and Student Services averaged an increase of 5% over the past seven years, largely due to the impact of grant awards. Over the past eight years the College mission was strategically executed, with approximately 84% of total spending supporting Instruction, Academic Support, Student Services, Scholarship and Institutional Support and 16% allocated to Operations, Maintenance, and Depreciation.

Through a combination of state capital appropriation, federal and local grants, private gifts and fundraising and use of its reserves, the College continues to strategically invest in programs, services or infrastructure critical to its core mission. The years 2012-2014 saw an expenditure of $2,500,000 for extensive renovation of the Dental Hygiene Clinic. In 2015 and 2016, investment was made in a study to determine costs and feasibility of constructing a new science building ($526,000). In the Fall of 2016, the College launched a new Aviation Maintenance Technology program. Combined fiscal spending on this endeavor exceeded $6,000,000 primarily through grant funding. Through partnership with Cape Cod Healthcare, in FY 2017, the College launched an aggressive effort to expand its Nursing Program and Allied Health Program through renovated and expanded nursing learning laboratory space with a project cost of $3,500,000, primarily contributed through a Cape Cod Community College Educational Foundation capital campaign.

APPRAISAL

Not unlike other community colleges, declining enrollments and uncertainty with regard to state funding presents fiscal challenges. The College remains committed to efforts to afford access to the greatest number of students possible, by minimally increasing student fees over the past several years. The approved budget for FY 2018 included a $9 per credit hour increase, bringing the total tuition and fee cost per credit hour to $189, still well below the FY 2017 average for all Massachusetts community colleges of $196. To support investments in College programs, student success and the infrastructure, the College aggressively pursues sources of revenue beyond state appropriation and student tuition and fees as is evident by the shifting composition of total revenue.

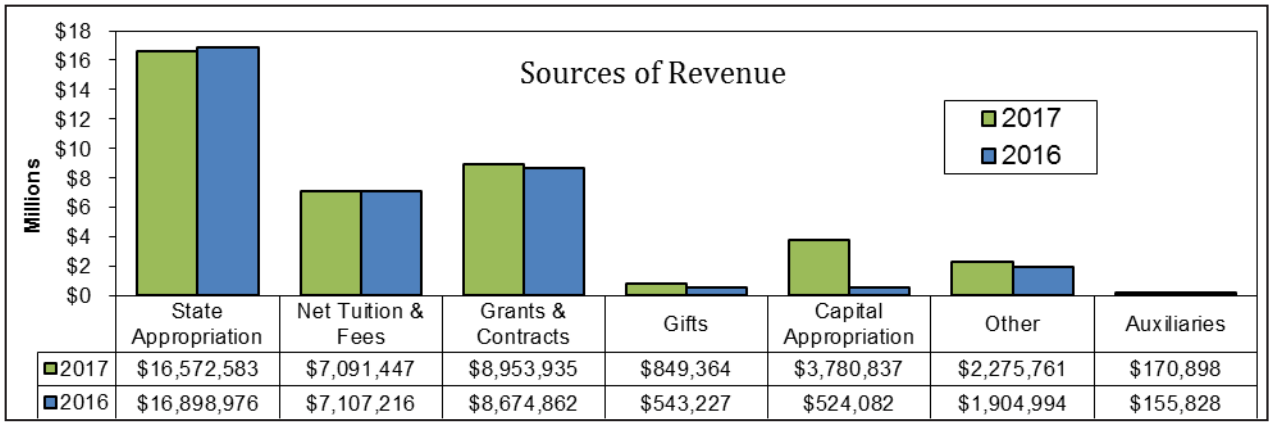




In order to supplement level/declining income from student fees and declining state appropriation, and ultimately to mitigate financial risk, the College continues to grow grant and the "other" segment of revenue. The College has increased reliance on revenue received through federal and state grants, with an average annual increase of 10% over the past seven years.

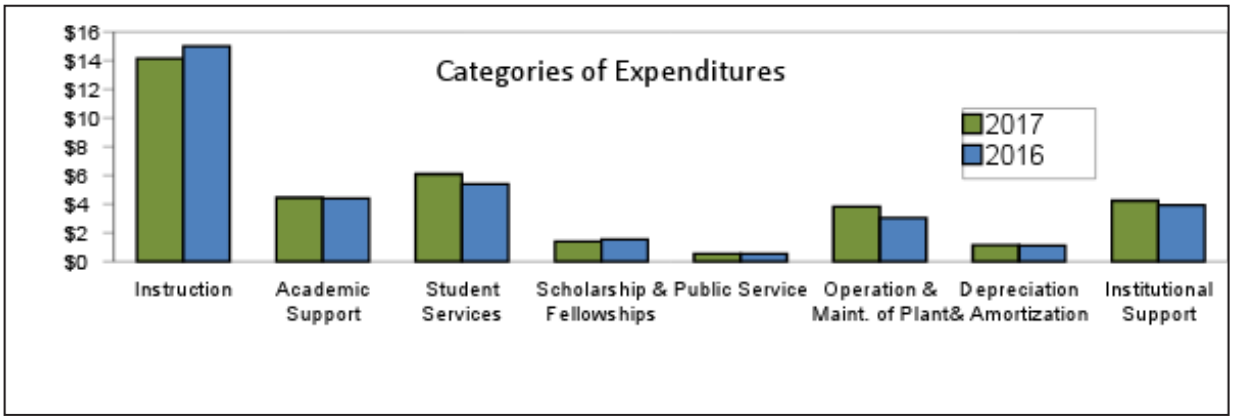
Several significant federal grants contribute over $5 million annually to the budget. The "other" segment includes funding from facilities use, Cape Cod Community College Educational Foundation fundraising, commissions from bookstore and cafeteria operations, non-credit revenue, and revenue from educational partners. The College continues to explore options to grow this segment.

As outlined in the 2017 Financial Statements, comparison of the 2016 and 2017 sources of revenue is presented in the chart below. Total revenue for 2017 was $39,694,825, an 11% increase from 2016 revenue of $35,809,185. The increase in capital appropriations is primarily due to a campus-wide wastewater upgrade.

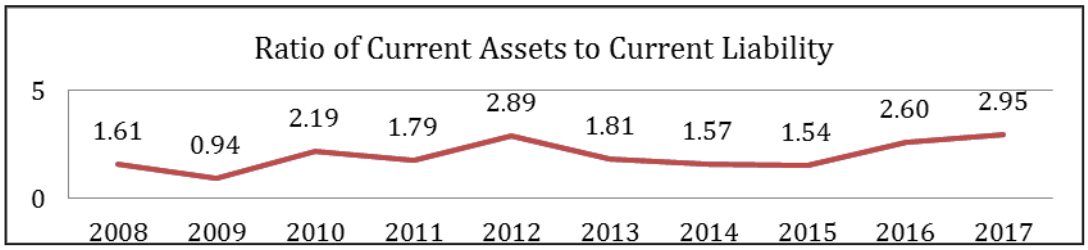


	State Appropriation	Net Tuition & Fees	Grants & Contracts	Gifts	Capital Appropriation	Other	Auxiliaries
2017	$16,572,583	$7,091,447	$8,953,935	$849,364	$3,780,837	$2,275,761	$170,898
2016	$16,898,976	$7,107,216	$8,674,862	$543,227	$524,082	$1,904,994	$155,828

A comparison of the 2016 and 2017 categories of expenditures is presented in the chart below. Total expenditures for 2017 were $ 35,863,416, a 2.5% increase from 2016 expenditures of $34,983,055. There was a 3% increase in expenditures on instruction, and a 2% decrease in spending in both student services and operation and plant maintenance.



Historical balance sheet data suggest that the College is in a sound fiscal position. At the close of the 2017 and 2016 fiscal years, the College's assets exceeded liabilities by $21,355,058 and $18,049,322 respectively. The College has a more than adequate level of current assets, which include accounts receivable, prepaid assets and cash and cash equivalents, in order to pay its current liabilities. Typically, a higher ratio of current assets to short-term liabilities indicates an organization with sufficient operating cash to meet short-term demands. Ideally, an organization should retain a level of current assets to current liabilities greater than "1." For 9 of the past 10 years, the College has exceeded that standard.



Following the Government Accounting Standards Board GASB 68 Pronouncement, the state initiated a mandate in FY 2014 that higher education institutions begin to carry pension liability and to expense a certain amount in associated costs each year. Despite this liability, since the last self-study date in 2008, the College's unrestricted net position has increased by 91%, to $5,138,580 in FY 2017, and in all but one of the past nine years, the College's Statement of Revenue and Expenses has reflected a positive impact to its net position.

The following financial measurements are standards used in determining sound fiscal health, and are accepted by the Massachusetts Board of Higher Education. For FY 2016, for each of the three key financial indicators, the College is at or better than the prescribed target.

- The Primary Reserve Ratio measures financial strength by comparing expendable net assets to total expense. The ratio indicates how long the institution could function using its expendable reserves, without relying on additional assets generated by operations. Without factoring in the impact of GASB 68, the College ratio is 30%, with a target rate of between 25 – 40%.
- The Viability Ratio measures expendable net assets available to satisfy debt, should the institution need to settle immediate obligations. The target is a number greater than 1. The College, without net impact of GASB 68, is at 12.
- The Return on Net Assets Ratio measures whether an institution is financially better off than in previous years, by calculating total economic return, taking the change in total net assets divided by net assets at the beginning of the year. The target rate is between 2-4%. For FY 2016, the College is at 3%.

While a formal process and policy exists with regard to budget planning and development and the College began making this a more transparent process in 2014, there are opportunities for improvement in the mechanics of workflow and implementation, as well as improvement in campus-wide "buy in" from budget managers. Most recently, due to Enterprise Resource Planning (ERP) systems upgrades, compatibility between the Campus Web budget portlet and its ERP general ledger system required repair. Consequently, in FY 2017 the budget module package available with the College's current ERP system was purchased with grant funding.

Strengths and Challenges

Strengths

- The College has attained a stable financial position, despite the constrained public funding, in part due to a College-wide awareness of the situation.
- There is a strong internal control policy in place that is reviewed annually.
- There is increased communication related to fiscal processes and requirements and greater budget information access has been provided.

- Policies and procedures have been revised to meet Uniform Guidance principles for federal grants.

Challenges

- Constrained and/or uncertain State appropriations leave unfunded obligations.
- The College is committed to maintaining stable tuition/fee revenue at or below the Massachusetts community college average for tuition and fees.
- Significant systems training is needed to update new and existing staff.
- Processes should be streamlined and information access expanded.
- Planning related to achieving strategic outcomes and support for operations needs to be improved.

INFORMATION, PHYSICAL, AND TECHNOLOGICAL RESOURCES

DESCRIPTION

Information Resources

The Wilkens Library at Cape Cod Community College provides students with a physical space for study, work, and research. It provides information resources and instruction in finding, evaluating, and using information.

The library maintains a collection of books, audio-visual materials, and equipment. The library supplements its physical collections with electronic collections that currently represent 84% of materials by title. The College has access to 49 research databases, including eBooks, reference material, periodicals, and streaming video, as well as the online collections of the Massachusetts Board of Library Commissioners, Boston Public Library, Cape Library Automated Material Sharing (CLAMS) consortium and the Commonwealth Catalog. Students have access to most resources from off campus, available through the website and links in My4Cs and Moodle. The library created an Online and Satellite Student Services LibGuide to explain services, resources, and how to access them.

The library maintains sufficient operating hours year round, including weeknights and weekends, and increases hours during final exam periods. During operating hours, a librarian is on duty to guide students in person, on the phone, or over email. The library is investigating options for adding chat text and live-chat channels for inquiries.

The primary ways that library staff support faculty are through the development of LibGuides for assignments, and through delivering information literacy sessions as part of English composition courses, Dental Hygiene and Nursing programs, and upon request. Library staff are developing a rubric to assess the outcome of information literacy to be piloted in Fall 2017.

APPRAISAL

The library conducted a program review process during 2014-2017 that was based on the ACRL Standards for Libraries in Higher Education. The library's performance was measured using evidence-based performance indicators and outcome statements.

The library staff need to develop a method to assess the student learning outcomes of the information literacy sessions delivered within courses and through co-curricular workshops. This will be part of the plan to assess co-curricular student learning outcomes, to begin in Fall 2017 (see Standard 8).

Strengths and Challenges

Strengths

- The expertise and availability of professional librarians and staff serves the needs of faculty and students.
- Hours and access to the library are sufficient and flexible. Usage is monitored to adjust to student demand.

Challenges

- The library facility is outdated and does not adapt well to an ever-increasing electronic library database environment. Interactive learning spaces and group study spaces are limited.
- Meeting the demand for a wide range of databases presents a budget challenge.
- Methods for the assessment of the student learning outcome of information literacy need to be developed.

Physical Resources

DESCRIPTION

Cape Cod Community College is located on 116 acres in West Barnstable, Massachusetts. The original seven-building campus was constructed in 1970. The Tilden Arts Center was constructed in 1973, and the Lyndon P. Lorusso Applied Technology Center opened in Fall 2006. A leased satellite center is maintained in Hyannis, housing primarily non-credit courses. In 2016, the College entered into a lease agreement for an airport hangar and classroom space at the Plymouth Municipal Airport for the Aviation Maintenance Technology program. The programs offered on Martha's Vineyard utilize space and services at Martha's Vineyard High School through a signed MOU. The Facilities Department is responsible for the construction, repair, maintenance, and operation of the campus. Facilities coordinates with state and local agencies and other appropriate organizations with regard to utility services, regulatory compliance, and sustainability issues.

The College continues to follow the Facilities Master Plan, which was produced with the Commonwealth of Massachusetts Division of Capital Asset Management and Maintenance (DCAMM) and Board of Higher Education (BHE). In addition, the College and DCAMM work with Sightlines, a consulting company, to perform an annual evaluation and prioritization of facility needs to inform DCAMM's decision-making on funding capital projects. The most recent evaluation of the College's facilities identified needs of $53.1 million of which $26.1 million is categorized as critical and should be addressed within 3 years.

In October 2013, then Governor Deval Patrick announced that the state would provide $36 million to the College for the construction of a new STEM building, which included a renovation to the existing science building. The College had completed a substantial planning and design phase with an invest-

ment of $526,000 when funding was revoked in 2015. As part of the new Mass DHE Strategic Framework, the College submitted a Fall 2017 proposal to DCAMM in November 2017 for a new science building that will serve as a regional higher education center.

Sightlines also prioritizes ADA compliance issues with campus space. Since the last report, several improvements have been made (see chart below) and the College has been creative in relocating student services and centers to accessible office space. It is anticipated that funding will be approved by DCAMM in 2017-18 to address accessible walkways and ramps on campus.

On October 26, 2016, Cape Cod Healthcare (CCHC) invested $1 million to enhance the Nursing program. The investment by CCHC will be increased by additional fund raising and will allow the College to modernize and double the teaching space. The project was completed in August 2017 for the beginning of the Fall 2017 term.

Examples of other major projects approved and/or supported, in part, by DCAMM include:

Date	Project	Concerns Addressed
2012	Dental Hygiene lab and clinic construction	Specialize academic program needs
2012	Installation of LED lighting on campus road and parking lots	Safety & ecological concerns
2014-16	Replacement of the main water boosting pump station	Safety & healthy environment
2015-16	Plymouth Hangar renovation	Specialize academic program needs
2016-17	Tie-in to the Town of Barnstable's wastewater treatment plant.	Environmental regulations & ecological concerns
2016	Wilkins Library elevator modernization	Safety & ADA compliance
2016	Tilden elevator emergency repairs	Safety & ADA compliance
Planned	Lorusso emergency building repairs	Safety & healthy environment
Planned	Wilkins Library ceiling tile replacement	Safety & healthy environment: environmental regulations
Planned	Walkways updated	Safety & ADA compliance
Planned	Update remaining campus lighting	Safety & ecological concerns
Priority List	Repairs to building envelopes to stop chronic leaks and control moisture	Healthy environment & ecological concerns
Priority List	HVAC improvements to improve air quality and control humidity	Healthy environment & ecological concerns

Cape Cod Community College takes security and safety on campus very seriously. The College employs campus police officers and contract security officers to provide Public Safety services at all times. Additionally, there are professional working agreements with the Barnstable Police Department the Massachusetts State Police, and West Barnstable Fire Department. All agencies work together to provide safety and emergency response to the campus.

APPRAISAL

The College needs the backlog of deferred maintenance and repairs to be addressed through additional funding allocation at the state level. The Commonwealth has not consistently funded the needs of the state's community colleges, choosing to rear-load much of the colleges' funding in the 2008 Higher Education Bond Bill. Of the $2.3 billion authorized, approximately 12% of total funding has supported community colleges while UMass campuses and the state universities received a high portion of the overall funding. With the three-year delay of the science building, the College faces increased costs and the prospect of even less public funding. In addition to the critical need for the science building, the College needs additional capital investment to increase and improve its facilities. Despite aging infrastructure, the facilities staff maintains the campus well, with priority given to address issues of health and safety.

Strengths and Challenges

Strengths

- The College has a strong history of addressing its needs for smaller-scaled projects, such as Dental Hygiene, Nursing, and Aviation Maintenance Technology

Challenges

- The lack of the Commonwealth's priority to adequately fund deferred investment and refresh our infrastructure has hampered the College's ability to remain a competitive regional higher education institution.
- The increasing pressure to self-fund much of the facility needs may ultimately require increased student fees, pricing more students out of higher education and further eroding the Commonwealth's commitment to public higher education.

Technological Resources

DESCRIPTION

Cape Cod Community College offers a top quality technology infrastructure for the campus community. The existing data network and all related IT infrastructure systems are continuously evaluated for capacity and capability, in order to ensure maximum availability and uptime, as well as provide reliable support for the campus. A standing governance committee, The Academic Technology Committee, provides a faculty voice in the prioritization of technology needs across campus.

The assessment of technology resources, including staffing and organizational duties, includes appropriations for both daily operations and long-term planning for major projects and system enhancements. The College has also participated in statewide planning and evaluation efforts to identify common needs and collaborate on efficient use of resources through the Partnership Advancing Collaboration and Efficiency Council (PACE). PACE commissioned a needs and opportunity assessment in 2013 and a security risk assessment in 2014. Any statewide actions from these studies are pending, and additional financial resources to implement may not accompany initiatives. However, the College has used the information to develop the IT strategic plan (2016-18).

The IT Department maintains IT campus webpage to help faculty, staff and students access technology resources, including how to contact the Help Desk. All students are provided network storage and backup, e-mail accounts, online registration and bill payment, and Learning Management System (Moodle) online access.

The IT website links to policies on Information Technology Resources Use and Web Privacy. The IT Department responds appropriately in response to any reported violations of the Technology Resources Use Policy in order to protect college data. The IT department maintains additional policies on:

- Written Information Security Policy that is mandated by the state
- Personally Identifiable Information Policy is under development to comply with "Standards for the Protection of Personal Information of Residents of the Commonwealth"

The IT Department has documentation for the "Emergency Procedures and Disaster Recovery Plan," which provides for recovery of data systems and information. This documentation was last updated in early 2014.

APPRAISAL

The IT department maintains systems across the campus with minimal service interruption and excellent customer service. The team is dedicated to problem solving and ensuring support of the day-to-day operations of the College. There have been several significant upgrades and enhancements in technology infrastructure, and a campus web portal has been developed. Despite small-scale improvements, the wireless capability on campus is still insufficient to support additional instructional needs.

Information Technology policies, including security, need to be reviewed, updated and implemented. There is a statewide Chief Information Officer Affinity Group initiative to collaborate on policy development.

The department has been without a Chief Information Officer since 2014, and this has affected more systematic planning and balancing of priorities. The College has combined aspects of Academic Technology and Information Technology and to create a Chief Information and Technology Officer (CITO) position, beginning Summer 2017. The additional capacity of this position presents an opportunity to review the IT strategic plan and prioritize initiatives across campus.

Strengths and Challenges

Strengths

- The College has an active Academic Technology Committee and an investment in refreshing technology
- Renewing the leadership of the information and technology functions with a CITO will provide additional planning and resources

Challenges

- Wireless capabilities need to be enhanced, in part, to support innovative classroom technology for students, faculty, and staff

PROJECTIONS

- Beginning Spring 2018: Human Resources will develop and track compliance training.
- Spring 2018 and beyond: Human Resources will develop and distribute a regular newsletter.
- FY 2018: Human Resources will increase the percentage of completed performance reviews from 70% to 80% and through professional development, increase recommendations for specific actions to address areas of further development.
- FY 2018-19: Finance and Operations will establish training program for new budget managers along with mechanisms for communicating budgetary changes, sources and uses of funds as well as strategic investment outcomes.
- By December 2018: Finance and Operations will train core finance and operations staff on the Jenzabar budget module.
- FY 2017-18: Finance and Operations will collaborate with Enrollment Management to expand the process map to include Business Operations for improved outreach and retention.
- FY 2018-19: Finance and Operations will participate in focused efforts related to program review, growth, improvement and development to bolster enrollment revenue, and continue to identify and pursue opportunities for expansion.
- FY 2018-19: Finance and Operations will identify and initiate an action plan to address manual processes that would benefit from conversion to online process and/or workflow.
- November 2017: Facilities and Finance coordinate efforts to submit a science building funding proposal as part of new Massachusetts DHE Strategic Framework.
- By Fall 2018: IT will focus on the enhancement of wireless capacity and classroom spaces will be fully supported.

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

For each of the occupational categories below, enter the data reported on the IPEDS Human Resources Survey (Parts B and D1) for each of the years listed.
If your institution does not submit IPEDS, visit this link for information about how to complete this form:
https://surveys.nces.ed.gov/IPEDS/Downloads/Forms/package_1_43.pdf

	3 Years Prior (FY 2014)			2 Years Prior (FY 2015)			1 Year Prior (FY 2016)			Current Year (FY 2017)		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Instructional Staff	68	247	315	65	231	296	67	234	301	68	217	285
Research Staff	0	0	0	0	0	0			0			0
Public Service Staff	0	0	0	0	0	0			0			0
Librarians	1	7	8	1	9	10	2	3	5	2	3	5
Library Technicians	3	1	4	2	1	3	2	1	3	2	1	3
Archivists, Curators, Museum staff	0	0	0	0	0	0	0		0			0
Student and Academic Affairs	24	31	55	20	30	50	22	28	50	22	38	60
Management Occupations	26	1	27	27	1	28	30		30	32		32
Business and Financial Operations	4	0	4	4	0	4	5		5	5		5
Computer, Engineering and Science	11	6	17	13	3	16	12	4	16	15	4	19
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media	16	1	17	17	2	19	21	1	22	18	1	19
Healthcare Practitioners and Technical	0	0	0	0	0	0			0			0
Service Occupations	15	2	17	16	1	17	15	2	17	14	3	17
Sales and Related Occupations	0	0	0	0	0	0	0		0			0
Office and Administrative Support	36	40	76	34	31	65	35	31	66	37	31	68
Natural Resources, Construction, Maintenance	2	0	2	2	0	2	4		4	4		4
Production, Transportation, Material Moving	0	0	0	0	0	0	0		0			0
Total	206	336	542	201	309	510	215	304	519	219	298	517

Please enter any explanatory notes in the box below

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

Fiscal Year ends - month & day: (06 / 30)	2 Years Prior (FY 2015)	1 Year Prior (FY 2016)	Most Recent Year FY 2017	Percent Change 2 yrs-1 yr prior	Percent Change 1 yr-most recent
ASSETS (in 000s)					
Cash and Short Term Investments	$4,431	$6,605	$11,296	**49.1%**	**71.0%**
Cash held by State Treasurer	$1,303	$647	$334	**-50.3%**	**-48.4%**
Deposits held by State Treasurer	$0	$0	$0	-	-
Accounts Receivable, Net	$1,259	$1,997	$2,391	**58.7%**	**19.7%**
Contributions Receivable, Net	$0	$0	$0	-	-
Inventory and Prepaid Expenses	$143	$120	$290	**-15.7%**	**140.5%**
Investments (a	$4,113	$4,138	$0	**0.6%**	**-100.0%**
Loans to Students	$0	$0	$0	-	-
Funds held under bond agreement	$0	$0	$0	-	-
Capital assets, net of accumulated depreciation	$14,296	$13,974	$16,241	**-2.2%**	**16.2%**
Other Assets	$20	$20	$20	**0.0%**	**0.0%**
Deferred outflow of resources	$811	$1,687	$1,406	**108.1%**	**-16.7%**
Total Assets	**$26,375**	**$29,190**	**$31,976**	**10.7%**	**9.5%**
LIABILITIES (in 000s)					
Accounts payable and accrued liabilities (b)	$4,921	$5,367	$4,966	**9.1%**	**-7.5%**
Deferred revenue & refundable advances	$0	$0	$0	-	-
Due to state	$0	$0	$0	-	-
Due to affiliates	$0	$0	$0	-	-
Annuity and life income obligations	$0	$0	$0	-	-
Amounts held on behalf of others (c)	$642	$725	$864	**12.9%**	**19.1%**
Long-term and short-term investments (d)	$0	$59	$44	-	**-25.0%**
Refundable government advances	$0	$0	$0	-	-
Other long-term liabilities (e)	$2,977	$4,846	$3,281	**62.8%**	**-32.3%**
Deferred inflow or resources	$612	$143	$1,466		
Total Liabilities	**$9,152**	**$11,140**	**$10,621**	**21.7%**	**-4.7%**
NET ASSETS (in 000s)					
Unrestricted net assets					
Institutional	$2,908	$4,114	**$5,139**	**41.5%**	**24.9%**
Foundation	$0	$0	**$0**	-	-
Total	**$2,908**	**$4,114**	**$5,139**	**41.5%**	**24.9%**
Temporarily restricted net assets					
Institutional (f	$14,296	$13,915	**$16,196**	**-2.7%**	**16.4%**
Foundation	$20	$20	**$20**	**0.0%**	**0.0%**
Total	**$14,316**	**$13,935**	**$16,216**	**-2.7%**	**16.4%**
Permanently restricted net assets					
Institutional	$0	$0	**$0**	-	-
Foundation	$0	$0	**$0**	-	-
Total	**$0**	**$0**	**$0**	-	-
Total Net Assets	**$17,223**	**$18,049**	**$21,355**	**4.8%**	**18.3%**
TOTAL LIABILITIES and NET ASSETS	**$26,375**	**$29,190**	**$31,976**	**10.7%**	**9.5%**

Please enter any explanatory notes in the box below

(a) Certificates of deposit
(b) Accrued PR, workers' comp, comp absence
(c) Student deposits and unearned revenues
(d) Capital lease
(e) Pension liabilities
(f) Investment in capital assets, net

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

Fiscal Year ends - month& day: (06 / 30)	3 Years Prior (FY2014)	2 Years Prior (FY2015)	Most Recently Completed Year (FY 2016)	Current Year (FY 2017)	Forward (FY 2018 = +1%)
OPERATING REVENUES (in 000s)					
Total Operating Revenues	**$16,246**	**$16,515**	**$17,816**	**$18,458**	**$18,642**
OPERATING EXPENSES (in 000s)					
Instruction	$13,457	$13,974	$15,015	$14,149	$14,290.94
Research		$0	$0	$0	$0.00
Public Service	$465	$505	$545	$554	$559.83
Academic Support	$3,042	$3,514	$4,401	$4,455	$4,499.61
Student Services	$5,289	$5,434	$5,387	$6,094	$6,155.00
Institutional Support	$3,581	$3,696	$3,944	$4,237	$4,279.29
Fundraising and alumni relations	$0	$0	$0	$0	$0.00
Operation, maintenance of plant (if not allocated)	$2,871	$2,758	$3,037	$3,815	$3,852.82
Scholarships and fellowships (cash refunded by public institution)	$1,835	$1,575	$1,544	$1,398	$1,412.05
Auxiliary enterprises	$0	$0	$0	$0	$0.00
Depreciation (if not allocated) (a)	$1,197	$1,116	$1,112	$1,161	$1,172.50
Other expenses (specify):					$0.00
Other expenses (specify):					$0.00
Total operating expenditures	**$31,738**	**$32,571**	**$34,984**	**$35,863**	**$36,222**
Change in net assets from operations	**-$15,492**	**-$16,056**	**-$17,167**	**-$17,406**	**-$17,580**
NON OPERATING REVENUES (in 000s)					
State appropriations (net) (b)	$13,743	$15,005	$16,899	$16,573	**$16,738**
Investment return	$33	$28	$27	$34	**$35**
Interest expense (public institutions)	$0	$0	$0	$0	**$0**
Gifts, bequests and contributions not used in operations	$0	$0	$0	$0	**$0**
Other: Transfers to the college from Foundation	**$808**	**$221**	$543	$849	**$858**
Other: Write-off of construction in process	$0	$0	$0	-$526	**-$531**
	$0	$0	$0	**$0**	**$0**
Net non-operating revenues	**$14,584**	**$15,253**	**$17,469**	**$16,930**	**$17,100**
Income before other revenues, expenses, gains, or losses	**-$908**	**-$803**	**$301**	**-$475**	**-$480**
Capital appropriations (public institutions)	$220	$990	$524	$3,781	**$3,819**
Other (specify):	**$0**	**$0**	**$0**	**$0**	**$0**
TOTAL INCREASE/DECREASE IN NET ASSETS	**-$689**	**$187**	**$826**	**$3,306**	**$3,339**

Please enter any explanatory notes in the box below

(a) Depreciation and amortization

(b) Restricted+unrestricted

Standard 7: Institutional Resources
(Statement of Debt)

FISCAL YEAR ENDS month & day (/)	3 Years Prior (FY2015)	2 Years Prior (FY2016)	Most Recently Completed Year (FY 2017)	Current Year (FY 2018)	Next Year Forward (FY 2019)
Debt	N/A	N/A	N/A	N/A	N/A
Beginning balance					
Additions					
Reductions					
Ending balance	**$0**	**$0**	**$0**	**$0**	**$0**
Interest paid during fiscal year					
Current Portion					
Bond Rating					

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

At this time, the College has no debt to report.

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

Future borrowing plans (please describe)

Please enter any explanatory notes in the box below

Standard 7: Institutional Resources
(Supplemental Data)

FISCAL YEAR ENDS month & day (6/30)	3 Years Prior (FY201)	2 Years Prior (FY2015)	Most Recently Completed Year (FY 2016)	Current Year (FY 2017)	Next Year Forward (FY 2018 + 1%)
NET ASSETS					
Net assets beginning of year	$20,436	$17,037	$17,223	$18,049	$18,229.82
Total increase/decrease in net assets	($689)	$186	$826	$3,306	$3,338.79
Net assets end of year	**$19,747**	**$17,223**	**$18,049**	**$21,355**	**$21,569**
FINANCIAL AID					
Source of funds					
Unrestricted institutional	**$0**	**$0**	**$0**	$0	$0
Federal, state and private grants	**$7,631**	**$6,740**	**$6,200**	**$6,102**	**$6,163**
Restricted funds	**$0**	**$0**	**$0**	**$0**	**$0**
Total	**$7,631**	**$6,740**	**$6,176**	**$6,102**	**$6,163**
% Discount of tuition and fees					
% Unrestricted discount					
FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE					N/A

Please indicate your institution's endowment spending policy:

The Cape Cod Community CollegeEducational Foundation is a separate 501©3 organization with a separate board. The Foundation board approves the allocation of funds.

Please enter any explanatory notes in the box below

Standard 7: Institutional Resources

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Next Year Forward (goal + 1%)
	(FY2014)	(FY2015)	(FY 2016)	(FY 2017)	(FY 2018)
Total Expenditures					
Materials	$154,009	$146,796	$99,151	$99,000	$99,990
Salaries & wages (permanent staff)	$486,653	$501,704	$471,826	$482,005	$486,825
Salaries & wages (student employees)	$0	$0	$0	$0	$0
Other operating expenses	$8,717	$26,867	$27,393	$27,850	$28,129
Expenditures/FTE student					
Materials	N/A	N/A	N/A	N/A	N/A
Salaries & wages (permanent staff)	N/A	N/A	N/A	N/A	N/A
Salaries & wages (student employees)	N/A	N/A	N/A	N/A	N/A
Other operating expenses	N/A	N/A	N/A	N/A	N/A
Collections					
Percent available physically	15%	17%	16%	16%	15%
Percent available electronically	85%	83%	84%	84%	85%
Number of digital repositories	59	53	48	50	50
Personnel (FTE)					
Librarians - main campus	4	4	4	5	5
Librarians - branch /other locations	NA	NA	NA	NA	NA
Other library personnel - main campus	5	5	4	4	4
Other library personnel - branch/other locations	NA	NA	NA	NA	NA
Availability/attendance					
Hours of operation/week main campus	70	70	62	62	62
Hours of operation/week branch/other locations	NA	NA	NA	NA	NA

Consortia/Partnerships

MLS, WALDO, MCCLPHEI, CLAMS, SEMCO, Cape and Islands Historical Association

URL of most recent library annual report: NA

Library Program Review 2017

Please enter any explanatory notes in the box below

Materials budget was reduced in FY16 due to college budget constraints. Librarian FTE does not include the Dean who holds an MLS and performs some library duties. Collections percentage does not include resources provided by the Commonwealth though the MLS and MBLC which would increase the percentage of digital resources available.

See Form 4.5 for data about Information Literacy

Standard 7: Institutional Resources (Technological Resources)

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Next Year Forward (goal)
	(FY2014)	(FY 2015)	(FY 2016)	(FY 2017)	(FY 2018)
Course management system	Moodle Learning Management System version 3.1				
Number of classes using the system	**	**	**	**	**
Bandwidth					
On-campus network	100Mb	100Mb	100Mb	100Mb	100Mb
Off-campus access					
commodity internet (Mbps)	500Mb	500Mb	500Mb	500Mb	500Mb
high-performance networks (Mbps)	N/A	N/A	N/A	N/A	N/A
Wireless protocol(s)	802.11ac	802.11ac	802.11ac	802.11ac	802.11AC
Typical classroom technology					
Main campus	Desktop computers(Windows) Projector, Document camera				
Branch/other locations	same				
Software systems and versions					
Students	Moodle, Microsoft Office 365, Microsoft Windows 7 OS, Adobe CC				
Finances	Jenzabar EX ver 6.5.1.44				
Human Resources	Microsoft Office 10, Jenzebar EX4, Hirezon/Interview Exchange (online), Junos Pulse.Ink, Oracle HR/CMS Peoplesoft, MMARS/AMS Advantage and MAGIC				
Advancement					
Library					
Website Management	Liferay				
Portfolio Management					
Interactive Video Conferencing	Skype , WebEx				
Digital Object Management					
Website locations of technology policies/plans					
Integrity and security of data	https://www.capecod.edu/c/document_library/get_file?uuid=46dba9e3-d3ab-4867-a020-9cc3502ef16f&groupId=5839660				
Privacy of individuals	https://www.capecod.edu/c/document_library/get_file?uuid=f0307499-d53f-47da-93ee-d420e369b27b&groupId=5839660				
Appropriate use	https://www.capecod.edu/c/document_library/get_file?uuid=d413031d-51ae-4588-8b03-81404292a617&groupId=5839660				
Disaster and recovery plan	https://www.capecod.edu/c/document_library/get_file?uuid=3940939e-32c2-40f3-bd0a-bb376b201316&groupId=5839660				
Technology replacement	In Progress				

Please enter any explanatory notes in the box below

SoftwareSystems and Versions - Human Resources all Commonwealth of Mass licensed programs utilized for payroll and benefit administration we are unable to access information on versions.
**Moodle System - It is strongly suggested that every course offered have a minimal use of posting a syllabus, course announcements, and using it to communicate with the students.

Standard 8

Educational Effectiveness

DESCRIPTION

Cape Cod Community College strives to create a culture of continuous improvement and has made significant progress in that direction over the last five years. Ongoing assessment of educational effectiveness leads to decisions and actions designed to increase student success.

Public statements about academic policies, student learning outcomes, and expectations are posted on the College website, as are statements about student rights and responsibilities. Public reporting regarding Educational Effectiveness and Student Success is available on the Institutional Research and Planning (IRP) site (see also Standard 9). In addition, in compliance with the Student Right to Know Act and Campus Security Act (Federal Public Law 101-542), the College discloses graduation and transfer-out rates to current and prospective students. The College also tracks and posts Integrated Postsecondary Education Data System (IPEDS) information for all first-time, full time, degree seeking (FTFTDS) students.

Academic programs and the website have recently been reorganized in terms of academic focus areas to help incoming students identify a general area of study. For each focus area, there are links to information about possible careers and transfer pathways for students to continue their education at public four-year institutions through transfer agreements and MassTransfer.

The College Mission Statement and the 2014 Strategic Plan (2014 SP) provide the framework for ensuring student success through institutional and educational effectiveness. The implementation of the 2014 SP is discussed in Standard 2. The College follows an institutional effectiveness plan with an inventory of processes to monitor and understand the progress towards each 2014 SP goal. Two 2014 SP objectives directly related to educational effectiveness will be discussed in this standard:

- Objective 1.1 Focus on improving student outcomes of retention, graduation, and transfer
- Objective 3.1 Achieve higher levels of student learning through development of a systematic process of assessment of student outcomes and more extensive use of assessment results

Strategic Plan Objective 1.1 Focus on improving student outcomes of retention, graduation and transfer

Within the institutional effectiveness plan, the College utilizes a range of metrics to monitor and understand progress towards improving student success. The metrics provide information on short- term and long-term outcomes, and lead to interventions and strategies at multiple points. The Office of Institutional Research and Planning (IRP) follows a calendar of scheduled reports including regular reports on student success metrics.

These analyses are disaggregated, where possible, by student demographics (race/ethnicity, age, and gender), type of student (degree-seeking, full time/part-time, new) and risk factors, such as students who are Pell recipients, first-generation college students or veterans. Many of the student success indicators are also disaggregated by academic program and are available on a common drive for annual and five-year program reviews by faculty. Some indicators are not disaggregated due to small numbers or because the information at that level would not be actionable.

Student Success Indicators	Disaggregated by:		
	Demographics/ Student Type	Risk Factors	Academic Program
Course completion rates			
Course Modality			
Enrollment	X	X	X
Online enrollment			X
Retention	X	X	X
Graduation profile	X	X	X
Graduation Rates			
Transfer to 4-year institution of higher education			X
Achieving the Dream (ATD) definition of student success (Graduation, transfer or still enrolled)	X		X
Graduate employment			X
Financial Aid Tracking			
Licensure pass rates (if applicable)			X

Qualitative perspectives on student success are gathered by a "Student Success Stories" initiative shared with the college community via email.

Benchmarking data from external sources provides context and identifies aspirational goals for the student success metrics. The College utilizes appropriate comparisons through IPEDS, and the Massachusetts Department of Higher Education Data Center, Massachusetts DHE Vision Project Dashboard, and the Complete College America benchmarks.

Benchmarking metrics on student satisfaction and engagement with student services, academic support, and faculty are gathered through participation in Community College of Student Engagement (CCSSE) and the Noel Levitz Student Satisfaction Inventory conducted on a regular basis (see also Standard 5 and Standard 6).

IRP conducts other studies upon request to evaluate the impact of curriculum changes and address concerns of faculty and administration. In the past three years, examples include:

- Tracking student course progression through the developmental math and English pipelines
- Evaluating the impact of the Mass DHE Math GPA-based placement pilot
- Producing data on new student enrollment by program and math requirement for planning
- Tracking success in subsequent courses of students who completed a "College 101" course
- Evaluating the impact of an increased credit load on success

- Creating a profile of the online student population
- Investigating the impact of GAP financial aid on student outcomes
- Conducting student surveys on course scheduling, campus climate, health and wellness, registration satisfaction, fitness center, strategic planning
- Conducting student surveys for program reviews
- Board of Trustees presentations, such as on the Vision Project Metrics

The College was awarded a U.S. Department of Education Title III Grant in 2015 designed to operationalize the 2014 SP objectives related to educational effectiveness. The overall goal of Project SAIL (Success through Advising and Interactive Learning) is to develop institutional capacity and increase success for all students, rather than targeting sub-groups of students. Student success is defined and monitored by the following performance outcomes using the 2014 baseline data:

- Increase the retention rate for first-time and all students by 20%
- Increase the degree completion rate by 20%
- Increase the transfer rate to four-year colleges and universities by 20%
- Increase the Developmental Math to college-level math progression rate by 50%

A five-year plan of three interrelated areas of activities focuses on building institutional capacity that can be sustained beyond the grant period.

- **Strengthening Student Services**: (see Standard 5) Activities include adopting a case management advising approach focused on academic plans, including a Group Advising Lab, and incorporating technology (degree auditing capacity, electronic academic planning, early warning and referral system and scheduling software).
- **Strengthening Academic Programs**: (see Standard 4) Activities include implementing Guided Pathways to Success (GPS), Complete College America strategies, with academic focus areas and block scheduling, improving capacity to communicate with students, and multiple pathways to completing developmental coursework.
- **Faculty and Staff Development in Learning Strategies and Targeted Student Services**: (see Standard 6) Activities include the development of faculty and advising staff training programs to support the incorporation of "high impact" strategies employed, including active and collaborative learning and training to utilize technology more effectively.

An internal Steering Committee monitors the implementation of grant activities, prioritizes additional needs, and provides reporting oversight.

Grant-Funded Project Evaluations

The College had a grant portfolio of 24 grants of over $5 million during FY2017 that includes multi-year federal grants with extensive reporting and monitoring requirements, including independent external evaluations. The grant evaluations provide an external perspective on the implementation process, including resources on best practices, as well as an outcome evaluation. Federal grant reporting for FY2017 was required for the following grants:

- National Science Foundation: Aviation Maintenance Technology
- National Science Foundation: Widening Implementation & Demonstration of Evidence-Based Reforms (WIDER) (No external evaluation)
- U.S. Department of Labor: Guided Pathways for Success: GPSTEM
- U.S. Department of Labor: Aviation Maintenance Technology

- U.S. Department of Education: Title III- Project SAIL
- U.S. Department of Education: TRIO SSS Annual Reports (External evaluation FY19)
- MA Department of ESE (Federal pass through): Perkins CTE: Annual Reports (no external evaluation)

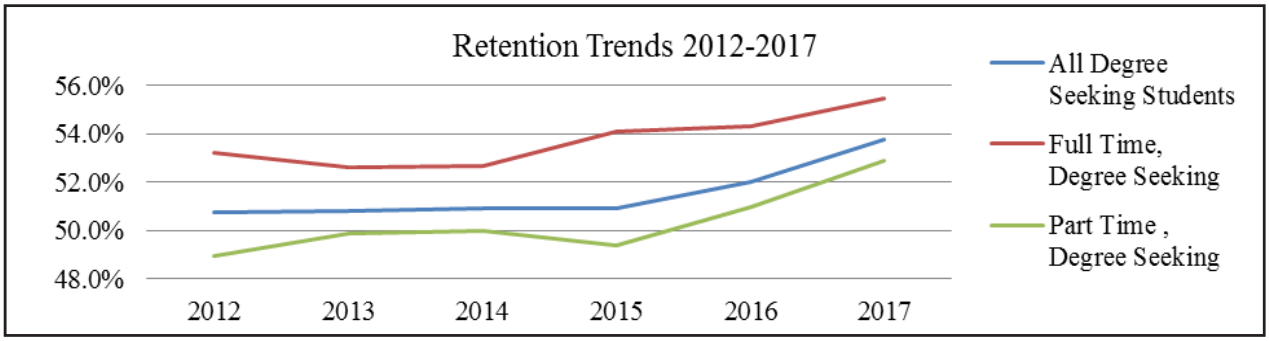
Student Support Services and College Initiatives

Student success metrics of retention and course success are calculated for the students who utilize academic support services, such as orientation, tutoring, Starfish, Veteran's Center and resource centers. In addition, the success of students who participate in College initiatives, such as the First Year Success program, Dual Enrollment, Pathways (high school to college program), are tracked in order to guide decisions on whether to continue the initiative.

Enrollment Management began a process-mapping method in 2014 to follow students through the enrollment process, from first contact with admissions through the first day of class. Data collection points were developed to track the attrition points of students in the process of enrolling. This ongoing analysis has resulted in several changes that simplify application, placement tests, and meetings with an advisor and registration. Surveys are utilized each term demonstrating an increase in student satisfaction with the registration and enrollment process.

Student Success Trends

The top priority of the College in terms of mission and the most urgent issue, continues to focus on student success, in particular, increasing the retention rate. This is reflected in the 2014 SP as well as in the Project SAIL objectives. Retention rates for all full time degree-seeking, part-time, and full time students from 2012-2017 are increasing. For Fall 2017, the retention rate for all degree-seeking students was 53.8%, a 1.8% increase over the prior year. The 2019 strategic plan goal is 58% and the 2020 Project SAIL goal for this population is 60%. This may be an early indicator of the impact of the strategic initiatives.



Strategic Plan Objective 3.1 Achieve higher levels of student learning through development of a systematic process of assessment of student outcomes and more extensive use of assessment results

Based on the 2008 self-study, NEASC identified developing a comprehensive approach to assessment of student learning and success as an area of special emphasis for the College. Throughout the College, the assessment process has become an integral part of teaching, extending and formalizing the normal

reflection on teaching practice. This expands the vision of student success and learning beyond individual classrooms through defining expectations of student success through course, program, and institutional student learning outcomes.

Student learning outcomes have been developed and approved for all courses. The student learning outcomes are stated on the departmental syllabi of each course, which are published on the College website. Individual instructors include the departmental student learning outcomes into their instructor course outlines. Program-level student learning outcomes are defined for Associate of Science degree programs and for certificate programs. The Associate of Arts concentrations are awarded a liberal arts degree and are not required to have separate program outcomes.

Institutional Student Learning Outcomes Assessment

In March 2007, the College adopted six Institutional Student Learning Outcomes (ISLOs) to define aspirations for the skills, knowledge, and values acquired by its graduates: Communication Skills, Critical and Creative Thinking Skills, Ethical and Civic Engagement Practices, Multicultural and Global Awareness, Quantitative and Computational Skills, and Technological Literacy.

An Assessment Committee was formed in 2012 and charged with assessing student achievement of the ISLOs. Since then, the committee has reviewed models of assessment, adapted rubrics, offered training sessions on assessment and assignment design, reported on pilots for Communication and Critical Thinking skills rubrics, and has supported faculty who wish to integrate learning outcomes more explicitly in their courses.

The Assessment Committee led the College's participation in the Advancing a Massachusetts Culture of Assessment (AMCOA) project. Beginning in June 2012, the AMCOA project has brought 22 public campuses together in collaboration with the Massachusetts Department of Higher Education to develop a statewide plan for learning outcomes assessment that avoids the use of standardized testing. The AMCOA project is based on the assessment of authentic student work using selected LEAP Essential Learning Outcomes and Value rubrics developed under the auspices of the Association of American Colleges and Universities (AAC&U). The Assessment Committee modeled the AMCOA pilot process locally to assess student work for the Creative and Critical Thinking ISLO in 2012 and the Communication ISLO in 2013-14. The College participated in the AMCOA project for 2014-15 to assess the ISLOs of quantitative reasoning, critical thinking, and communication across the curriculum. The College rubric scores for the outcomes of critical thinking and communication were above the national average of the AMCOA institutions. However, for the outcome of quantitative reasoning, the College rubric scores were below the national average. To address these results, a series of workshops on designing assignments that align with the quantitative reasoning LEAP rubric was held in 2015-16, and in Fall 2017. The Convocation speaker for Fall 2017 addressed quantitative reasoning across the curriculum. The College will participate in the AMCOA project in Spring 2018 to assess the same three ISLOs. In addition, the College is reevaluating ISLO definitions and the relationship to general education requirements (see Standard 4 for a fuller discussion of ISLO review).

Bottom up Assessment: Focus on Course/Program Student Learning Outcomes

Based on the 2012 five-year accreditation reporting process, strategic planning process, the work of the Assessment Committee and participation in the AMCOA discussion, the College identified assessment of course and program learning outcomes as an area of critical need on campus. The College

received a three-year Mass DHE Performance Incentive Fund (PIF) Grant in 2014 to establish a new process of student learning outcomes assessment. The primary assessment activities supported by the grant include the adoption of the WEAVE assessment management system and the Faculty Assessment Institutes.

Assessment of Student Learning Outcomes: WEAVE System

The College utilizes WEAVE, a strategic planning and assessment management system, to document assessment activities (see Standard 2 for a fuller description of WEAVE). Course-level student learning outcomes are assessed through the cycle of defining outcomes, measures, targets, findings, and action plans. The action plans define strategies to improve the student learning outcomes and set the next year's targets. The course outcomes can be mapped to program outcomes and institutional student learning outcomes, so that assessment information can be summarized across courses to provide an overview of each program and institutional outcome. Progress toward program and department-level objectives beyond learning outcomes, such as increasing retention or course completion, can also be documented in WEAVE. Reports can be generated to summarize the assessment of student learning outcomes in various ways. For example, one WEAVE report lists all course student learning outcomes connected to each institutional student learning outcome.

WEAVE has been utilized since 2015, and the implementation process is ongoing. Documentation of assessment activities is a Strategic Plan metric, and the 2020 goal has already been exceeded. As of Fall 2017, 271 courses have student learning outcomes entered into WEAVE, a substantial increase from the 137 courses in 2015. For each cycle, the number of courses with findings and action plans increased from 8 in 2013-14 to 33 in 2017 as documented by WEAVE utilization reports. As WEAVE is utilized more fully, the documentation of completed assessment cycles will be more systematic.

The Assessment Institutes were created to provide time and space for faculty outside of the main academic semesters to reflect, assess, and plan on how to improve their teaching and learning process, and document assessment work in WEAVE (see Standard 6). Over half of full time faculty have attended one or more assessment institutes, are involved in systematic assessment of student learning outcomes, and share their expertise with their departments. The work within the institutes has led to curriculum revision, assignments better aligned with student learning outcomes, more systematic assessments across course sections, and adoption of more active teaching strategies in order to achieve more complex student learning outcomes.

Program Review

The College program and discipline review process results in a detailed analysis, including updated curriculum maps, program strengths and areas for improvements, and an outcomes assessment plan. Program reviews are completed on a five- or six-year cycle. The results of student learning outcomes assessment is integrated into the program review, and guides decisions about improvements needed. (See Standard 4 for a fuller discussion)

Program reviews are now required to include a systematic plan of assessment to define annual assessment activities for the department. In addition, the College began an annual review process for all programs in Spring 2017. A summary of progress toward annual objectives, measures, findings, and actions plans for each program can be documented in WEAVE. Reports for the Business Transfer Concentration and English discipline demonstrate how course outcomes build toward program outcomes.

Co-curricular Student Learning Outcomes

The College is just beginning the process of assessing student learning outcomes for co-curricular activities. A Co-Curricular Learning Outcomes Committee met in Spring 2017 to develop a definition for co-curricular learning: *Co-curricular learning at Cape Cod Community College complements the academic curricula through activities, experiences, and opportunities for self-reflection and personal growth.* Staff leading co-curricular activities attended the Summer Assessment Institute in Summer 2017 and created co-curricular outcomes for Office of Campus Life based upon the Council for the Advancement of Standards in Higher Education (CAS) standards for co-curricular student learning outcomes. The assessment plan is based upon defining program outcomes as part of program proposals, including a method of assessing the outcomes and discussing how well the program met the outcomes in staff meetings; a template for co-curricular program proposals has been developed. This process began in Fall 2017.

External Perspectives

The College participates fully within the professional community of higher education and as an active member of its service region. External perspectives from a variety of sources provide critical context and feedback on our effectiveness for students. As mentioned above, benchmarking data provide peer comparison on success indicators and through participation in CCSSE and Noel Levitz. Academic and student service program reviews include the perspective of an external evaluator. Feedback from internship and clinical site supervisors is regularly collected by the program coordinators and utilized to improve the student experience. Many federal grants require an external evaluation of program implementation and outcomes.

One of the 2014 SP goals is to increase community connections through developing collaborations and revitalizing program advisory committees. The College has 18 established Program Advisory Committees, primarily for Associate of Science programs or programs with outside accreditation, and provided guidelines for each committee or board. These committees consist of experts in their program discipline, as well as key stakeholders from the region, including business and industry. Their role is to provide feedback and updates, as well as identify and share program and training needs, gaps, and trends in their respective service/program disciplines. Additional collaborations, notably the Cape Cod Regional STEM Network and the partnership with Cape Cod Health Care for Nursing, ensure engagement by critical stakeholders on the educational effectiveness of the College.

Faculty and staff stay current on best practices in higher education and their disciplines through participation and leadership roles on state and national committees, affinity groups, and discipline-specific associations. An example of this participation is demonstrated by utilizing the research-based high impact practices and game changers of Complete College America to develop the Title III grant strategies. In addition, the College maintains a membership with the Educational Advisory Board (EAB) to provide summaries and analyses of best practices in higher education to faculty and staff.

Sharing and Using Information

The College has added more structured opportunities to share data and assessment results with colleagues. The mechanisms include:

- Institutional Research and Planning Data are available on the public website (as appropriate) and internal drive.

- WEAVE Assessment and Strategic Planning Management System: WEAVE provides a means of documenting work on the cycle of assessment for courses and programs and continuous improvement for nonacademic departments. All WEAVE users have read-only access to all information entered into WEAVE, including the ability to generate reports.
- Assessment Resources are gathered on the Learning Management System for faculty access on and off campus.
- Data presentations on enrollment, retention, and other success indicators are regularly made at College Meeting, Convocation, and Professional Day.
- Annual Assessment Day: Required for faculty as a professional development day since 2016, faculty teams discussed their work on the assessment of student learning outcomes, and how the results were utilized to make changes in pedagogy and curriculum.
- Evenings of Expertise: After each Assessment Institute, faculty members share their assessment projects in an evening social setting.
- Required Professional Development Days: Each Fall and Spring term, the Assessment Committee holds workshops on assessment topics and IRP facilitates data workshops.
- Required Adjunct Faculty Training: Assessment is a topic in the annual four hours of professional development required of adjunct faculty.
- New Faculty Orientation: Since 2015, assessment is included in the orientation process.

The data and evidence gathered through the inventory of institutional effectiveness practices are utilized for planning and decision-making across the College. Within the framework of planning and evaluation discussed in Standard 2, the primary focus of planning and continuous improvement across the College is the academic program.

- Faculty and administration discussions about how to improve teaching and learning continue in regularly scheduled College governance, department, and committee meetings. At each level, the data and evidence gathered through the inventory of institutional effectiveness practices are utilized for planning and decision-making to improve programs and curriculum, and to streamline processes for students.
- The continuous improvement of academic programs is documented by changes to courses and programs that are approved by the Curriculum and Programs Committee (C&P). C&P then recommends changes for approval for a College Meeting vote. All College Meeting votes are recommendations to the President.
- The Vice President of Academic and Student Affairs holds an annual planning retreat (2016 and 2017) for the deans of academic and student services to review the past year and set objectives for the next. The review includes student success indicators as well as qualitative insights from the deans. Planning objectives include identifying needs for resources, as well as areas for potential grant opportunities
- Beginning in Spring 2017, Professional Day includes time for each academic and non-academic department to meet for a guided review of department prior year objectives and to set objectives for the next year.

APPRAISAL

Progress has been made toward the two Strategic Plan objectives related to educational effectiveness.

Objective 1.1: Focus on improving student outcomes of retention, graduation, and transfer

The Office of IRP provides actionable data to the College community to monitor progress and develop strategies on student success. Data are provided in a number of ways- disaggregated, trended, benchmarked- to provide detail and different perspectives to refine strategies. Grant evaluations and evaluations of the impact of College initiatives provide further evidence on strategies that are working. The office is responsive to additional data needs and adapts to changing needs by adding reports and analyses. The cycle of developing data and information, analysis, planning, implementation, and evaluation at the College-wide level can be demonstrated by the process that led to the successful Title III grant proposal. However, within departments, creating awareness of the availability of information and professional development on the appropriate use of data for decision-making can be improved. The capacity of IRP for department outreach and to develop additional reporting is limited and priorities are considered carefully. A half-time position (shared with grant compliance) was added to IRP in 2015. More efficient report writing processes and tools are critical and are under consideration.

Objective 3.1: Achieve higher levels of student learning through development of a systematic process of assessment of student learning outcomes and more extensive use of assessment results.

The AMCOA project has had a positive impact on building a culture of assessment on campus in other ways than through participation in the pilot project. The initiatives created significant opportunities for professional development on assessment for faculty at statewide and regional conferences and campus-based workshops. In addition, progress has been made in establishing a common language related to assessment, and agreement on the development of rubrics to assess the ISLOs for graduating students. The AMCOA project has the potential to redefine the accurate assessment of student learning and success based on authentic student work.

The AMCOA project assessment results are more summative and evaluate the achievement of ISLOs at the end of students' education at the College. This work is balanced by the more formative course and program assessment work done primarily during the Faculty Institutes, and documented in the WEAVE assessment management system.

Over half of the full time faculty and an enthusiastic group of part-time faculty have attended one or more Faculty Institutes and there is a positive change regarding assessment as part of the teaching and learning process on campus. There is improved intentionality across sections, curricula, and departments. As the assessment of student learning outcomes improves, the results will be more useful for decision-making at the course and program level.

Framing the assessment process as part of the teaching and learning conversation has been critical to faculty participation. Faculty conversations, and building a community of teaching practice, are the heart of the process. There is continuous improvement based on this formative process, and this is the main goal of the College assessment process, rather than summary statements on student attainment

of a learning outcome. This may be at odds with external calls for accountability, and it will remain a challenge to reframe the assessment process as an internal discussion and continuous improvement process, rather than as a tool for external proof of the value of a degree.

As a result of the PIF grant, assessment activities were institutionalized into the functioning of the College, and will continue to be partially funded through 2020 through the Title III grant, Project SAIL. The 2014 SP includes metrics on assessment: increasing faculty participating in assessment activities and the number of academic programs that have begun and implemented an assessment plan. The following assessment processes will continue: 1) use of the WEAVE System 2) Assessment Institutes 3) annual program reviews to build up to the five-year review.

As of Spring 2017, supported by Project SAIL, two part-time faculty positions were created to coordinate assessment across the College, a step closer to the goal of a faculty-led and driven assessment process. An assessment plan has been developed to continue current assessment activities and add more outreach and support.

More systematic adoption of assessment and WEAVE by the faculty remains a challenge. WEAVE reporting on program and institutional outcomes is limited without more course-level information. As of Fall 2017, 59% of full time faculty are participating in ongoing assessment, however, continued documentation of annual cycles of assessment activity is not consistent. The MCCC Day Contract (Appendix A) has a principles statement on assessment that recognizes the role of faculty in the assessment of student learning outcomes within the framework of the collective bargaining agreement. A process to include assessment in faculty teaching practice and College service needs to be developed to acknowledge the time commitment and sustain assessment work beyond the grant funding.

There are systems and processes in place to share assessment outcomes and data, including opportunities for discussion and feedback. However, engagement of faculty and prioritization of data discussions could be improved. There could also be additional processes and opportunities created to communicate the results of discussions and systematic collaboration.

Assessment data has resulted in updating and refining student learning outcomes and teaching strategies within a section or course, as evidenced by the E-forms. Decisions to change or update curriculum and programs are still primarily based on factors other than the results of the assessment of student learning outcomes. These factors have included

- Curriculum alignment for transfer pathways
- Prerequisite changes based on the English curriculum revision
- Creating more teamwork- and project-based learning outcomes on the advice of the Business Program Advisory Committee
- Updating student learning outcomes to meet new professional standards (Psychology)
- Nursing program changed the definition of a passing grade to C+ based on performance on licensing exams

Strengths and Challenges

Strengths

- The College has robust data to utilize for planning purposes.
- Grant support has been secured to implement institutional priorities and to work towards a more effective institution.
- Faculty Assessment Institutes and participation in AMCOA have led to improved assessment.
- The implementation of WEAVE software allows course and program assessment efforts across the College to be gathered and organized in terms of student learning outcomes.
- The College has committed to a faculty-led assessment process that is integrated into teaching practice.

Challenges

- More efficient report writing processes and tools are critical and are under consideration.
- The College needs to continue assessment activities and ensure additional faculty engage in assessment activities at the course, program, and institution level, including sharing and utilizing results for improvement.
- The College needs to create a realistic assessment strategy that can maintain faculty participation beyond the grant funding, particularly for stipends for the Faculty Assessment Institutes.

PROJECTIONS

- By Fall 2018: IRP and Finance and Operations will collaborate to define and implement more efficient report writing software.
- By Fall 2018: IRP will develop additional areas of data reporting:
  - Analyses by transfer-in and transfer-out students, including success at transfer institution.
  - Analyses of online students as they become a distinct population.
  - Analyses of student success indicators by Academic Focus Areas.
- The Assessment Coordinator, the TLC, and IRP will continue to develop a systematic assessment process led and driven by faculty.
  - By Spring 2019: The College will develop a plan to prioritize assessment activities as a faculty activity that would fulfill the requirement for college service within faculty contract guidelines. This will include collaboration with the VP of Academic and Student Affairs and the Faculty Professional Committee.
  - Beginning Spring 2018: Program assessment and an annual program review process will be incorporated as a working session in the annual Assessment Day,
- Beginning in Fall 2017: Enrollment Management will develop and begin to implement a plan for the assessment of co-curricular learning outcomes.
- Beginning Spring 2019: College Meeting will have a standing agenda item for educational effectiveness and/or strategic planning for departments and programs to share information in a College-wide forum.

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

Student Success Measures/ Prior Performance and Goals	3 Years Prior (FY2014)	2 Years Prior (FY2015)	1 Year Prior (FY 2016)	Current Year (FY 2017)	Next Year Forward (+ 1 %) (FY2018)
IPEDS Retention Data					
Associate degree students - First Time Full Time	55%	55%	55%	55%	56%
Associate degree students - First Time Part Time	43%	41%	44%	44%	44%
Bachelors degree students	n/a	n/a	n/a	n/a	n/a
IPEDS Graduation Data (150% of time)					
Associate degree students		16%	20%	22%	22%
Bachelors degree students	n/a	n/a	n/a	n/a	n/a
IPEDS Outcomes Measures Data					
First-time, full time students					
Awarded a degree within six years	n/a	n/a	26%	23%	23%
Awarded a degree within eight years	n/a	n/a	27%	25%	25%
Not awarded within eight years but still enrolled	n/a	n/a	33%	26%	26%
First-time, part-time students					
Awarded a degree within six years	n/a	n/a	23%	18%	18%
Awarded a degree within eight years	n/a	n/a	23%	19%	19%
Not awarded within eight years but still enrolled	n/a	n/a	25%	18%	18%
Non-first-time, full-time students					
Awarded a degree within six years	n/a	n/a	n/a	n/a	n/a
Awarded a degree within eight years	n/a	n/a	n/a	n/a	n/a
Not awarded within eight years but still enrolled	n/a	n/a	n/a	n/a	n/a
Non-first-time, part-time students					
Awarded a degree within six years	n/a	n/a	n/a	n/a	n/a
Awarded a degree within eight years	n/a	n/a	n/a	n/a	n/a
Not awarded within eight years but still enrolled	n/a	n/a	n/a	n/a	n/a
Other Undergraduate Retention/Persistence Rates (Add definitions/methodology in #1 below)					
1 All Degree Seeking Students	51%	51%	51%	52%	53%
2 Full Time, Degree Seeking Students	53%	53%	54%	54%	55%
3 Part Time, Degree Seeking Students	50%	50%	49%	51%	52%
4 New, Degree Seeking, Full Time Students	52%	54%	54%	55%	56%
5 New, Degree Seeking, Part Time Students	48%	45%	47%	50%	51%
6 Continuing, Degree Seeking, Full Time Students	53%	52%	54%	54%	55%
7 Continuing, Degree Seeking, Part Time Students	51%	53%	50%	52%	53%
8 Minority, Degree Seeking Students	52%	52%	51%	52%	53%
9 Non-Minority, Degree Seeking Students	51%	51%	51%	52%	53%
10 Female, Degree Seeking Students	53%	54%	54%	54%	55%
11 Male, Degree Seeking Students	47%	46%	46%	49%	49%
12 PELL Recipients, Degree Seeking Students	55%	54%	52%	54%	55%
13 Developmental Math, Degree Seeking Students	52%	53%	52%	51%	52%
14 Disabilities, Degree Seeking Students	61%	59%	57%	63%	64%
15 Veterans, Degree Seeking Students	47%	44%	47%	37%	37%
Other Undergraduate Graduation Rates (Add definitions/methodology in # 2 below)					
N/A	N/A		N/A		N/A

Definition and Methodology Explanations

Outcome Measures - The reporting years FY2016, FY2017/ for 2007and 2008 cohorts, students were only categorized as new or continuing. First time and non-first time students are captured as new and were recorded IPEDS as "first time entering" so there is no data in the non-first time categories.

Retention rates are fall to fall, based on freeze dates, with graduates excluded.

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

Category of Student/Outcome	Bachelor Cohort Entering 6 years ago	Bachelor Cohort Entering 4 years ago	Associate Cohort Entering 6 years ago	Associate Cohort Entering 3 years ago
First-time, Full-time Students			**Cohort F 2009**	**Cohort F 2012**
Degree from original institution	n/a	n/a	25%	23%
Not graduated, still enrolled at original institution	n/a	n/a	3%	11%
Degree from a different institution	n/a	n/a	n/a	n/a
Transferred to a different institution	n/a	n/a	20%	16%
Not graduated, never transferred, no longer enrolled	n/a	n/a	53%	49%
First-time, Part-time Students				
Degree from original institution	n/a	n/a	14%	23%
Not graduated, still enrolled at original institution	n/a	n/a	3%	14%
Degree from a different institution	n/a	n/a	n/a	n/a
Transferred to a different institution	n/a	n/a	9%	8%
Not graduated, never transferred, no longer enrolled	n/a	n/a	74%	40%
Non-first-time, Full-time Students				
Degree from original institution	n/a	n/a	44%	51%
Not graduated, still enrolled at original institution	n/a	n/a	3%	5%
Degree from a different institution	n/a	n/a	n/a	n/a
Transferred to a different institution	n/a	n/a	17%	13%
Not graduated, never transferred, no longer enrolled	n/a	n/a	38%	36%
Non-first-time, Part-time Students				
Degree from original institution	n/a	n/a	45%	42%
Not graduated, still enrolled at original institution	n/a	n/a	7%	13%
Degree from a different institution	n/a	n/a	n/a	n/a
Transferred to a different institution	n/a	n/a	10%	7%
Not graduated, never transferred, no longer enrolled	n/a	n/a	42%	45%

Measures of Student Achievement and Success/Institutional Performance and Goals

	3 Years Prior (FY 2014)	2 Years Prior (FY2015)	1 Year Prior (FY 2016)	Current Year (FY 2017)	Next Year Forward (goal + 1%) (FY 2018)
Success of students pursuing higher degrees (add more rows as needed; add definitions/methodology in #1 below)					
1	N/A	N/A	N/A	N/A	N/A
2					
3					
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	N/A	N/A	N/A	N/A	N/A
2					
3					

Definition and Methodology Explanations

1	

Standard 8: Educational Effectiveness
(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	
	FY 2014		FY 2015		FY 2016		FY 2017	
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
Medical Assisting AAMA, CMA or CCMA	12	12	17	15	20	19	19	18
Medical Assisting - 2nd attempt	0	0	2	2	1	1	1	0
Nursing NCLEX Performance			61	57	76	60		
Dental Hygiene NBDHE	18	17	19	13	20	17	20	17
NBDHE - 2nd attempt	1	1	6	5	3	1	3	1
American Board of Dental Examiners (ADEX)			19	17	20	16		
ADEX - 2nd attempt			2	1	4	4		
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
FAA Airframe Certification							15	12
FAA Powerplant Certification							11	8

	Job Placement Rates									
	Major/time period	*	# respondents to grad survey	# with jobs	# respondents to grad survey	# with jobs	# of grads	# with jobs	# of grads	# with jobs
1	All graduates who responded to the Graduatr Survey		174	148	192	170	n/a		n/a	
3	Survey is conducted one year after graduation : 2016 is not available									
	Web location of gainful employment report (if applicable)		https://www.capecod.edu/web/academics/programs/gainful-employment							

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)
	FY 2014	FY2015	FY 2016	FY 2017	FY 2018
Completion Rates *					
CTBKC-Bookkeeping Clerk	100%				
CTCOR-Corrections				50%	51%
CTCPA-Computerized Accouting	100%	20%			
CTDTE-Diagnostic Technician	100%		100%	50%	51%
CTGDC-Graphic Design	33%				
CTMAS- Massage Therapy	22%				
CTMCB-Medical Coding and Billing	25%	25%		25%	25%
CTMEA-Medical Assisting	17%				
CTMER-Medical Receptionist	100%				
CTPME-Paramedic	20%				
CTPST-IT/Pc Service Tech	33%				

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

Student Success Measures/ Prior Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal - +1%)
	(Fall 2014)	(Fall 2015)	(Fall 2016)	(Fall 2017)	(Fall 2018)
Master's Programs (Add definitions/methodology in #1 below)					
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)					
Course completion rates	71%	77%	74%	73%	74%
Retention rates	n/a	n/a	n/a	n/a	n/a
Graduation rates	n/a	n/a	n/a	n/a	n/a
Other measures, specify:					
Branch Campus and Instructional Locations (Add definitions/methodology in #5 below)					
Course completion rates					
Retention rates					
Graduation rates					
Other measures, specify:					
Aviation Program - Plymouth Hangar				*	
Early Childhood Program - Martha's Vineyard				**	

Definition and Methodology Explanations

1. Distance Education - This includes online courses ONLY and does not include Hybrid. Distance Education students are currently not a separate population; semester to semester they enroll in a mixture of online and face-to-face courses therefore retention and graduation rates cannot be calculated.
2. * Aviation Certificates and Degree Program began in Fall 2016. There are no Associate Degree graduates to date.
3. ** Early Childhood Program - Numbers are too small to calculate rates.

Standard 9

Integrity, Transparency And Public Disclosure

INTEGRITY

DESCRIPTION

Cape Cod Community College provides extensive information on standards of integrity for all members of the campus community via print and electronic publications, and on campus orientations and trainings. Processes for resolving conflicts are made clear through union contracts, policy manuals, and handbooks.

The College operates under the authority of the Commonwealth of Massachusetts. Under the Massachusetts General Laws, Chapter 15A, the Board of Higher Education (BHE) is responsible for authorizing all programs and degrees in the public system. The BHE authorizes the College to grant all the degrees it awards. Information on degree standards and general education requirements as outlined by BHE is available on the College website.

The College is accredited by the New England Association of Schools and Colleges (NEASC) through its Commission on Institutions of Higher Education (CIHE). Information on accreditation is featured prominently on the College website. The College submits annual reports to CIHE documenting planned and actual program changes, complies with its standards and responsibilities, and the College administration advises CIHE of anticipated issues of substance. These reports document that there have been no adverse events in the past 10 years.

Members of the Board of Trustees are appointed by the Governor. Their responsibilities are outlined under Chapter 15, Section 22 of the Mass. General Laws (See Standard 3). The Board of Trustees Manual includes policies relating to ethical behavior.

The College tracks compliance with HEA Institutional Disclosure Requirements for Financial Aid, Registration and Admissions, Academic Affairs, Student Services, and Institutional Research via a spreadsheet that lists all requirements, the office responsible for compliance, the means of disclosing the information, and evidence of compliance. The spreadsheet is maintained by the Office of Institutional Research and Planning (IRP).

The Human Resources Department (HR) assures compliance with required state and federal laws and acts related to employee ethics. HR distributes required information to students and faculty online, through the Faculty Handbook, and via email, and provides an overview of issues during New Student Orientation. HR administers the online state ethics training and coordinates training on other issues with campus experts. Please see chart below:

Regulation Compliance Activities

Required Policy	Training or other	Link	Campus Experts
Massachusetts Conflict of Interest Law	Required online training for newly hired faculty and staff. Repeated biannually. Summary distributed annually	https://www.capecod.edu/c/document_library/get_file?uuid=ba0c-dc69-1c97-46f9-bf67-4a3f7116f-4d8&groupId=10711	HR tracks compliance
Campus IT Policies	New faculty/staff orientation	https://www.capecod.edu/web/it	VP Finance & Operations
Drug and Alcohol Policy	New faculty/staff orientation	https://www.capecod.edu/c/document_library/get_file?uuid=b322a7bf-c3b0-4fee-af8f-59201dbe39c6&groupId=10711	Dean of Learning Resources & Student Success
CORI	Background Check for New Hires	https://www.capecod.edu/web/hr/cori-sori	HR
SORI	Background Check for New Hires	https://www.capecod.edu/web/hr/cori-sori	HR
Affirmative Action Policies	New faculty/staff orientation	https://www.capecod.edu/web/hr/affirmative-action	HR
FERPA	New faculty/staff orientation	https://www.capecod.edu/web/registrar/ferpa	Registrar
Personally Identifiable Information	New policy; training pending	Pending final approval	HR
Sexual Harassment	New faculty/staff orientation	https://www.capecod.edu/web/hr/sexual-harassment	Title IX Officers

College employees' rights and responsibilities are outlined by contracts and the Academic Policy & Procedures Manual. The Human Resources section of the webpage includes links to the employee contracts and handbooks. The union contracts and employee handbooks define the rights and responsibilities of the employer and employee, procedures for resolution of grievances, discipline, appointments, termination, and tenure, evaluation and promotion, workload, and working conditions. The College follows the statewide Affirmative Action Policy adopted by the 15 community colleges. The faculty contracts include sections on Academic Freedom and Responsibility. The MCCC Day Contract emphasizes that instructors have the freedom to discuss controversial topics in the classroom, and to choose classroom materials they deem appropriate to foster an understanding of their course content. A copyright and intellectual property policy describes fair use and intellectual property rights for College employees.

The Academic Policy & Procedures Manual includes a description of faculty responsibilities, the College mission and vision statement, an outline of College governance, the faculty mission statement, academic policies, and student rights and responsibilities. An Adjunct Faculty Handbook provides answers to frequently asked questions regarding College policies and procedures from an adjunct perspective. Both manuals are updated annually.

The Student Code of Conduct is available on the website and in the online student handbook. The Code of Conduct outlines expectations for academic integrity and procedures to address grievances. Both the online and the on-campus orientations for students emphasize that students are responsible for understanding and following the code.

The student grievance procedure is available on the web page and in the online student handbook. This document includes a glossary, a description of the differences between the formal and informal grievance procedure, the procedure for grade appeals and a Student Grievance Procedure checklist. The website also includes guidelines for the student grievance committee and the name and contact information of the student grievance officer.

The catalog and website include information on the open admissions policy and links to programs with specialized admittance procedures. The website includes a full alphabetical listing, with links, of all academic policies and institutional policies, including Affirmative Action, Sexual Harassment and Sexual Violence/Policy Concerning Sexual Harassment, and the Information Technology Resources Use Policy.

College programming fosters an inclusive atmosphere and reinforces the policies listed above regarding non-discrimination. HR tracks and reports affirmative action complaints, other grievances and their status to the Board of Trustees on a quarterly basis. There have been no decisions against the College through the Massachusetts Commission Against Discrimination (MCAD) since the last NEASC self-study in 2008. There are two campus Title IX investigators who are certified, and have both undergone Trauma Informed Training. All students are required to undergo Haven Sexual Assault Prevention Training, and faculty and staff are encouraged to participate. The Affirmative Action Committee organizes activities to promote diversity on campus, including The Cape Cod Arts and Culture Expo. A member of the Affirmative Action Committee sits on each search committee for open benefitted positions as part of the hiring process. The College admissions department also has an annual "Diversity Day" designed to "promote inclusiveness, racial harmony, and diversity, as well as to assist students in pursing their educational and career goals."

APPRAISAL

According to an April 2017 survey with 118 responses (a 23% response rate overall, with a 49% response rate for full time faculty), 98% of faculty and employees at the College agree that they "understand and assume responsibility for acting responsibly, ethically, and with integrity." The survey found that 81% of the faculty and staff agree that the College fosters an inclusive and respectful atmosphere that supports and welcomes diversity. The survey results also suggest areas of improvement related to Standard 9:

- 42% of faculty and staff agree that institutional leadership fosters an atmosphere where issues of integrity can be openly considered.
- 49% of faculty and staff agree that institution-wide policies are openly shared and easily accessible.
- 51% agree that the College promotes transparency, integrity, and honesty.
- 64% agree that meeting schedules, agendas, minutes, and procedures are openly shared and easily accessible to faculty, staff, and students.

Given this data, faculty and staff perceive the campus culture to be stronger in the areas of inclusivity and personal responsibility, but weaker in the areas of shared information and open communication.

In June 2016, a group of the faculty and staff presented a petition to the Board of Trustees, citing concerns with some actions of President Cox and members of the administration. The concerns raised in the petition were heard at a special Board meeting on June 23, 2016. Concerns centered on financial resources, personnel management, decision-making, priorities, and campus climate. The petitioners emphasized the need for:

1. Integrity, ownership, and engagement from leadership
2. Consistency and transparency in processes and decisions
3. Clear and consistent communication

Other faculty and staff expressed their disagreement with the statements made in the petition, as well as with the process utilized to collect signatures. Several board members read prepared statements and the President stated that he was committed to building better communication pathways.

Partially in response to the faculty and staff concerns, the following actions have been taken:

- The President has reaffirmed his "Open Door Policy for the College community"
- The President has reestablished a faculty representative on the Leadership Council, which meets biweekly
- The President holds biweekly breakfast meetings with faculty, administration, and staff to discuss and share information.
- The President and senior administration have met more frequently with academic chairs and coordinators. The working sessions led by Gray Associates to review College programs (see Standard 4) serve as an example of this inclusion
- The College has committed to creating an internal website (2018-19) to share information

The MCCC continues to discuss progress and work with the President to address faculty and staff concerns. The need for improved open and honest communication has been an issue under prior presidents and was documented in both the 2008 and 2013 NEASC Reports. Strengthening College-wide communication is a 2014 Strategic Plan goal. The April 2017 survey results suggest that easier access to website information would help to alleviate a perception that information is unavailable. The planned intranet is designed as a step toward increasing internal communication. Ongoing efforts to address communication issues should be continued and increased.

The College embraces the academic freedom policies governing the MCCC contract. There have not been issues related to academic freedom that needed to be resolved with MCCC since 2009.

The majority of student complaints/grievances are resolved internally following the established student grievance procedure. See Standard 5 for more details.

Strengths and Challenges

Strengths

- The College offers an atmosphere of academic freedom for faculty, staff, and students
- The College fosters an inclusive, non-discriminatory climate
- The College maintains clear policies and procedures on issues of integrity, and issues are resolved within an effective internal framework

Challenges

- The existing methods of sharing information between members of the College community are not effective, nor easily accessed; additional strategies are needed to address this long-standing issue
- There is a need for more systematic and documented compliance training

TRANSPARENCY

DESCRIPTION

The College's website, supplemented by print publications, is its primary means of communicating with the public. A webmaster assumes technical responsibility for maintaining the website and the "content owners" of the webpage assume responsibility for information accuracy. Information Technology staff use an online tool called WAVE: Web Accessibility Evaluation Tool to evaluate the College website to ensure that it is compliant with the Americans with Disabilities Act (ADA) and compatible with mobile devices.

The College Catalog continues to be the College's primary publication for up-to-date information. There is a link to the catalog on the College website landing page under "Resources." The catalog includes the Mission and Vision statements in a prominently displayed "About CCCC" section. Print admissions bulletins are distributed to high schools, public service agencies, and libraries.

The College archives include a complete run of catalogs in print until 2012. Catalogs from 2006 to the present are available via the website catalog archives. This is essential, as the active catalog when a student matriculates governs the degree/program requirements that student must meet. Course content and offerings are compatible in both print and digital forms.

The College provides different perspectives on what a student could accomplish by attending the College but does not make specific promises. The only statement that could be taken as a claim regards the Aviation Maintenance Technology program, which states "Earn a Powerful Paycheck in just 15 months." The statement is based on national data and career outlook information, as well as employer demand, however, the program's first cohort graduated in November 2017 and employment data is not yet available. Once student data from the program are available, the information will be updated. Other information about what students could achieve includes:

- The College posts the results of licensure exams such as Nursing, Certified Nurse Assistant and Dental Hygiene exams.
- Information required by the Gainful Employment Regulations is posted.

- The Institutional Research and Planning web page posts data on student success, including The Student Right to Know Disclosure with standard calculations on:
  - Transfer and graduation rates
  - Data on gender, ethnicity, and financial aid status
- The graduate survey results provide a profile of graduates one year after completion
- The College's website includes a series of Alumni Profiles, highlighting the achievements of a variety of alumni who graduated between 1997 and 2015.
- Career outlook notations are included in the course catalog for degree concentrations, along with program overviews and outcomes. The College also publishes its Institutional Student Learning Outcomes (ISLOs). Information on transfer pathways is also available.

The Academic Policy and Procedures Manual includes sections on:

- Admissions
- Registration
- Academic standing
- Grades
- Graduation
- Certificates and degrees
- Student rights and responsibilities

The Office of Admissions maintains a website with detailed information about the College and how to apply. The Student Handbook includes information about processes for:

- Student code of conduct
- Student grievance procedure
- Student services
- Academic information (programs, standards)
- Institutional policies and procedures
- Student involvement
- Academic resources (support services)
- Academic policies and regulations (grades, academic standing, degree requirements)

Information specific to each semester is available on the website each term. This includes the academic calendar and registration deadlines specific to the semester. It lists the learning opportunities available, including classes offered through the Adult Education Center in Hyannis, the Center for Corporate and Professional Education, professional development courses, distance learning opportunities, weekend learner courses, Quick Terms, information on College 101 sections, the Honors Program, and international study opportunities.

APPRAISAL

The College process to ensure ADA compliance needs to be more systematic. As a recent complaint (December 29, 2017) by the Department of Education alleges, "certain pages on the College's website are not accessible to persons with disabilities including but not limited to vision impairments." The College is proceeding with a voluntary resolution process to ensure compliance with the regulations under Federal policy that puts compliance improvements on an expedient timeline. The College will bring the website into ADA compliance on a tight time horizon, and develop a plan to address ongoing quality control and compliance training issues for staff uploading to the website to maintain compliance.

The public's search for information has improved with the revised website offerings; two to three clicks provide enough detail for prospective students and their families to explore what is offered and what is required. An A-Z Index to the website provides a simple means of locating information by subject, and a search box provides for keyword searching.

According to the April 2017 College-wide survey, 53% of faculty and staff agree with the statement that "The College's print and digital publications are accurate, agree with each other, and always provide current information". Updating and maintaining website information is viewed as a high priority and an ongoing challenge. The College has not yet developed a process to 1) check accuracy and ensure information is up to date on each webpage by someone who did not develop the webpage; 2) monitor the structure and links among web pages; or 3) ensure that information online and in print are consistent.

There is a process to ensure that the College's catalog and directories are up-to-date; drafts are reviewed before publication yearly. Faculty and staff review their programs in the Course Catalog to ensure that courses listed are provided. Courses that have not been offered for more than two years are examined, and the department determines whether to retire, update, or rotate the courses depending on course relevance.

The Strategic Plan and the Board of Trustees have both identified a need to enhance internal communication and external communication to spread the College's message more effectively. College Communications now utilize Rave alerts, Twitter, Facebook, Pinterest, and Instagram to communicate with current and future students and their families. Social media posts include photographs, news stories, and information about life on campus including events, student activities, academic programs, and more.

Strengths and Challenges

Strengths

- The College effectively disseminates academic information to students.
- Relevant information about the College is available online and is easily accessible to the public.
- A common campus calendar has streamlined and improved the dissemination of information on campus events.

Challenges

- The College needs to improve communication delivery.
- There is a need for a systematic approach to ensure that all information is consistent and regularly updated.
- The College needs to ensure that the website is ADA compliant and develop a plan for ongoing compliance
- All faculty and staff, full and part-time, need more knowledge and awareness of policies and procedures.

PUBLIC DISCLOSURE

DESCRIPTION

The obligations and responsibilities of both students and the institution as a whole are described in the College Catalog and on the website. A Public Information section of the website has been developed to assist persons requesting access to public records in the custody of the College in order to comply with Massachusetts public records law [M.G.L. Chapter 66 and Chapter 4, Section 7(26)]. This page includes information on:

- A summary of the Public Records Law
- Contact information for the College's Public Records Officer
- Accreditation and Academic Policies
- Board of Trustees and Finances
  - Audited financial statements for the last three years
  - The College's 2017 Internal Control and Risk Management Plan
- Campus security reports, Information Technology and Institutional Policies
- Institutional Research and Planning, including the 2014 Strategic Plan
- Procurement bids (current requests and awarded)
- Student Code of Conduct and Grievance Procedure
- Student Right to Know Disclosure of Transfer and Graduation Rates

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

- The Mission and Vision Statements and the College's accreditation status are available in the College catalog and the About Us section of the web page.
- Educational and Learning Outcomes, Degree and Academic Program Requirements, General Education Requirements, courses currently offered, and Academic Policies and Procedures are available in the Academic Information section of the website and/or in the College Catalog.
- Information on tuition and fees is available through the Academic Information and the business office section of the web site and in the catalog under financial information.
- Information for students is available through the Academic Policy and Procedures Manual and the Student Handbook.
- Additional information for students related to student success, retention, graduation rates, and licensure pass rates is available from the About Us section of the web site, and individual program pages.
- Listings of College Faculty, Administration, and Board Members are available via the President's Office and the Office of Human Resources
- Information related to admissions policies, transfer of credits, and educational partnerships is available in the College catalog and through the Admissions Office
- Information on locations and programs at instructional locations is available in the About Us section of the website.
- Information on the campus setting and the size and composition of the student body is available through the IRP section and the About Us section of the web page
- Information related to support provided for students is available on the Academic Support Services section of the website.

A Computer Literacy Statement indicates the level of skill required to take full advantage of the educational experience at the College and where to find help on campus to achieve that level if needed. There is a link from the main page under Academic Departments and Programs to a section of the website for Online and Blended Learning with FAQ's and resources, including an Online Course Readiness Quiz that helps students assess their academic and computer skills. This section also includes an alphabetical listing of online courses.

The Office of Admissions maintains a webpage with detailed information about the College and how to apply. Information on competitive admissions standards for the Dental Hygiene Program and the Nursing Program is available on their individual program pages. The Nursing Program also provides a Nursing Student Handbook. For some programs, including Nursing and Aviation, on-campus information sessions are strongly encouraged for all prospective students. Other programs, such as Dental Hygiene, Diagnostic Technician, Medical Assisting, Medical Interpreter, and the Tri-Level Nursing Assistant/Home Health Aide (CNA) programs require attendance at an information session before applying.

The Office of Institutional Research and Planning (IRP) provides information related to three interconnected areas: a) institutional research, b) strategic planning, and c) assessment and accreditation. The IRP section of the website includes a statement on its activities and responsibilities, including ensuring compliance with reporting to federal and state agencies, participation in external benchmarking surveys and studies, and ensuring that institutional data is collected and maintained. The IRP is also responsible for strategic planning and assessment. The IRP webpage includes links to benchmarking reports including IPEDS data, information about NEASC Accreditation, and links to all of the Program Accreditation Statements. There is also a link to both the executive summary of the College's 2014 Strategic Plan and the full text of the plan. The Office of IRP provides the results of graduate surveys conducted one year after graduation that include demographics, number of degrees awarded, information on graduate employment status and employers, and institutions of higher education attended. Graduate survey results are available on the web site, and are updated annually.

The College collects data on program completion and passage rates for licensure examinations for Dental Hygiene, Nursing, Medical Assisting, CNA, and Diagnostic Technicians. Information for the Nursing program and the Dental Hygiene program is posted on the website. Information for the Nursing department includes job placement statistics. This information is updated annually.

Contractual arrangements related to partnerships, collaborations, and academic agreements can only be signed by the College President. Contracts related to procurement can be signed by the Vice President of Finance & Operations up to preset levels and may require Board of Trustees approval.

APPRAISAL

Recent changes to the College website have improved access to information. However, a review of the website indicated some inconsistencies regarding when the information was last updated and the authorship of many documents. Because the website has grown organically with many different authors, some information and pathways could be more systematic. For example, there are three different menus on the main page. In some cases, documents reside in a general documents library, which makes

it difficult to trace their origin to a particular webpage or office. URL's and the names of web pages in documents are often inconsistent. In addition, the search function sometimes brings up out-of-date information. The A-Z index and the option of doing keyword searches are very helpful, but it is not easy to determine how difficult it is for students and their families to locate information without using these options, or if they are even aware of them.

Strengths and Challenges

Strengths

- The College's website has been revised and is easier to use, allowing prospective and current students to find necessary information about programs, classes, and expectations
- All the information prospective and current students need to access is available on the website

Challenges

- While the necessary information is available, it is not always easily found
- Maintaining the website's many pages, including links and navigation, remains a challenge

PROJECTIONS

- Beginning in Spring 2018: Human Resources will take the lead on identifying and utilizing campus expertise to establish regular compliance training for faculty and staff.
- Spring 2018-Fall 2019: An intranet site will be developed for internal communication. Information Technology and Project SAIL will coordinate the project.
- Beginning in Spring 2018, The College will bring the website into ADA compliance on a tight time horizon, and develop a plan to address ongoing quality control and compliance training issues for staff uploading to the website to maintain compliance. This plan will include purchasing a more comprehensive tool to more quickly identify and resolve non-compliance issues on the website.
- By the end of Spring 2018: The Chief Information Technology Officer will establish a College-wide committee with participation from content owners and students, to create a schedule for updating web pages and establish a process for auditing the website on a regular basis. This review of the College digital footprint would include purging old documents, ensuring updated and consistent content, eliminating duplication, and evaluating the functioning of links across pages.

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

Policies	Last Updated	Website location where policy is posted	Responsible Office or Committee
Academic honesty	04/12/16	https://www.capecod.edu/student-handbook/code-of-conduct.html	Student Life
Intellectual property rights	11/24/09	http://www.capecod.edu/files/policies/copyright-policy.pdf	
Conflict of interest			
Conflict of Interest Form for State Employees		https://www.capecod.edu/c/document_library/get_file?uuid=9e089d86-aeaf-4b48-ba7f-d7896531ce08&groupId=5839660	Human Resources
Procurement - Conflict of Interest and Disclosure	5/2017	https://www.capecod.edu/c/document_library/get_file?uuid=74b64a22-d6a9-4206-bb4a-082f5e9c9870&groupId=5839660	Procurement
Procurement - Disclosure by Non-Elected State Employee	8/2015	https://www.capecod.edu/c/document_library/get_file?uuid=4fa5b0d2-c96f-4b8a-bfd8-f1d02ec0a25c&groupId=5839660	Procurement
Procurement - Discloser of Financial Interest	2/2012	https://www.capecod.edu/c/document_library/get_file?uuid=bd9a6671-04d5-46b5-be94-5da41b02d8e8&groupId=5839660	Procurement
Ethical Principles - Financial Aid	03/2014	https://www.capecod.edu/web/finaid/ethical-principles	Financial Aid
Privacy rights			
Web Privacy Statement		https://www.capecod.edu/catalog/2016-2017/policies/index.html	IT
FERPA Information	9/05/2017	http://www.capecod.edu/web/registrar/ferpa	Registrar
Request to Withhold Directory			
Fairness for students	8/2017	http://www.capecod.edu/web/academic-policies/student-rights	N/A
Fairness for faculty			
Faculty Responsibilities	8/2017	http://www.capecod.edu/web/academic-policies/faculty-responsibilities	Academic and Student Affairs
Faculty Mission Statement	8/2017	http://www.capecod.edu/web/academic-policies/faculty-responsibilities#-Faculty_Mission_Statement	Academic and Student Affairs
Faculty Resources	8/2017	http://www.capecod.edu/web/faculty	Academic and Student Affairs
Adjunct Faculty Handbook	1/2018	http://www.capecod.edu/web/adjunct/welcome	Academic and Student Affairs
Fairness for staff			
Academic Freedom	8/2017	http://www.capecod.edu/web/academic-policies/	Academic and Student Affairs
Academic Freedom - Affirmative Action Policy	12/09/14	https://www.capecod.edu/c/document_library/get_file?uuid=69be23f9-a2f0-4c8e-a2f9-8a2a9e89c1b5&groupId=5839660	Human Resources
Research			
Student Course Research and Independent Study	11/14/17	http://www.capecod.edu/web/irb/students-research	IR andP
IRB	11/14/17	http://www.capecod.edu/web/irb	IR and P
Title IX			
What Students Should Know: Sexual Harassment		http://www.capecod.edu/web/sexual-harassment	Human Resources
Sexual Violence: Victim's Rights and Information	11/10/14	https://www.capecod.edu/c/document_library/get_file?uuid=cf733adb-6adf-4c5e-afe5-4be8362ca86d&groupId=5839660	Human Resources
Policy Concerning Sexual Harassment		http://www.capecod.edu/web/hr/sexual-harassment	Human Resources
Other; specify			

Non-discrimination policies

Recruitment and admissions			
Admissions Information		http://www.capecod.edu/catalog/2016-2017/admissions/index.html	Admissions
Admissions Requirements		http://www.capecod.edu/web/academic-policies/admissions#require-ments	Admissions
Employment			
Affirmative Action Policy	7/24/2017	https://www.capecod.edu/web/hr/affirmative-action	Human Resources
Employment Opportunities	continously	https://capecod.interviewexchange.com/static/clients/470CCM1/index.jsp;jsessionid=5BAFAAC5484884D1FCEBF59C8EBA781B	Human Resources
Evaluation		https://www.capecod.edu/web/hr/employee-contracts	Human Resources
Disciplinary action		https://www.capecod.edu/web/hr/employee-contracts	Human Resources
Advancement		https://www.capecod.edu/web/hr/employee-contracts	Human Resources
Other; specify			
Sexual Harassment Policy	10/23/1996	http://www.capecod.edu/web/hr/sexual-harassment	Human Resources

Resolution of grievances

Students			
Student Grievance Procedure	2013	https://www.capecod.edu/student-handbook/grievance.html	Student Life
Student Grievance Procedure Check List		https://www.capecod.edu/student-handbook/grievance.html	Student Life
Student Grievance Procedure Massachusetts Community Colleges		https://www.capecod.edu/student-handbook/grievance.html	Student Life
Faculty			
Faculty Resources	8/2017	http://www.capecod.edu/web/faculty	Academic and Student Affairs
DCE Adjunct Faculty Information	8/29/2017	http://www.capecod.edu/web/hr/adjunct	Human Resources
Adjunct Faculty Handbook	1/2018	http://www.capecod.edu/web/adjunct/welcome	Academic and Student Affairs
Support Staff Association		https://www.capecod.edu/web/ssa	Support Staff Association
Support Staff Association Documents		https://www.capecod.edu/web/ssa/ssa-documents	Support Staff Association

Other	Last Updated	Website location or Publication	Responsible Office or Committee
Please enter any explanatory notes in the box below			

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

Information	Website location and/or Relevant Publication(s)
How can inquiries be made about the institution? Where can questions be addressed?	
College Web Site	https://www.capecod.edu/index.html
Public Information	https://www.capecod.edu/public-information/index.html
Notice of availability of publications and of audited financial statement or fair summary	https://www.capecod.edu/public-information/index.html
Processes for admissions	http://www.capecod.edu/web/admissions
Processes for employment	https://capecod.interviewexchange.com/static/clients/470C-CM1/index.jsp;jsessionid=CB1020771FCCA038E9D6C-C90F9E4EBF4
Processes for grading	http://www.capecod.edu/web/academic-policies/grades
Processes for assessment	https://www.capecod.edu/web/accreditation
Institutional Research and Planning	http://www.capecod.edu/web/irp
Institutional Student Learning Outcomes and their Assessment	https://www.capecod.edu/web/academic-policies/degrees
Processes for student discipline	
Student Code of Conduct	https://www.capecod.edu/student-handbook/code-of-conduct.html
Academic Policies and Procedures Manual	https://www.capecod.edu/catalog/2017-2018/academics/policies.html
Processes for consideration of complaints and appeals	
Grade Appeals Policy	https://www.capecod.edu/web/academic-policies/grades#appeals
Student Grievance Procedure	https://www.capecod.edu/student-handbook/grievance.html
Department of Higher Education Complaints	www.capecod.edu/student-handbook/grievance.html

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

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**
Alumni/Admissions	https://www.capecod.edu/alumni/index.html
Overview of College	http://www.capecod.edu/web/about-us
Message from President	http://www.capecod.edu/web/president/
Catalog	http://www.capecod.edu/catalog/2016-2017/index.html
Admissions and Attendance	http://www.capecod.edu/web/admissions
Institutional Mission and Objectives	http://www.capecod.edu/web/about-us/mission-statement
Educational Outcomes	
Degrees	http://www.capecod.edu/web/academic-policies/degrees
General Education	http://www.capecod.edu/web/academics/requirements/general-education
Syllabi with Learning Outcomes	http://www.capecod.edu/web/academics/syllabi
Institutional Student Learning Outcomes	http://www.capecod.edu/web/academic-policies/degrees#islo
Status as public or independent institution, status as not-for-profit or for profit, religious affiliation	http://www.capecod.edu/web/about-us
Requirements, procedures and policies re: admissions	http://www.capecod.edu/web/admissions
Requirements, procedures and policies re: transfer credit	http://www.capecod.edu/web/admissions/transfer
Earning Certificates or Degrees and/or transferring to another institution	http://www.capecod.edu/web/student-success/degree-transfer
Mass Transfer	http://www.capecod.edu/web/transfer/application-process
Transfer Advising	http://www.capecod.edu/web/transfer
Advanced Degree Partners	https://www.capecod.edu/web/academics/advstudy
A list of institutions with which the institution has an articulation agreement	
Educational Partnerships	http://www.capecod.edu/web/about-us/educational-partnerships
Advanced Degree Partnerships	https://www.capecod.edu/web/academics/advstudy
Rules and regulations for student conduct	
Student Code of Conduct	https://www.capecod.edu/student-handbook/code-of-conduct.html
Student Handbook	http://www.capecod.edu/web/student-handbook
Student Rights and Responsibilities	http://www.capecod.edu/web/academic-policies/student-rights
Procedures for student appeals and complaints	
Student Grievance Procedure	https://www.capecod.edu/student-handbook/grievance.html
Academic Review, Program and Dismissal Definitions	https://www.capecod.edu/web/academic-policies/academic-standing
Academic Standing	http://www.capecod.edu/web/academic-policies/academic-standing
Date of last review of:	
Print publications	Annual catalog production
Digital publications	Continuous
Please enter any explanatory notes in the box below	

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

Information	Website location
Institutional catalog	https://www.capecod.edu/catalog/2016-2017/index.html
Obligations and responsibilities of students and the institution	http://www.capecod.edu/web/academic-policies/student-rights
Information on admission and attendance	http://www.capecod.edu/web/admissions
Requirements, procedures and policies re: transfer credit	http://www.capecod.edu/web/admissions/transfer
Earning Certificates or Degrees and/or transferring to another institution	http://www.capecod.edu/web/student-success/degree-transfer
Mass Transfer	http://www.capecod.edu/web/transfer/application-process
Transfer Advising	http://www.capecod.edu/web/transfer
Institutional mission and objectives	http://www.capecod.edu/web/about-us/mission-statement
Educational Outcomes	
Degrees	http://www.capecod.edu/web/academic-policies/degrees
General Education	http://www.capecod.edu/web/academics/requirements/general-education
Syllabi with Learning Outcomes	http://www.capecod.edu/web/academics/syllabi
Institutional Student Learning Outcomes	http://www.capecod.edu/web/academic-policies/degrees#islo
Student fees, charges and refund policies	
Tuition and Fees	http://www.capecod.edu/web/academics/tuition
Tuition Refund Policy	http://www.capecod.edu/web/busoff
Rules and regulations for student conduct	
Student Code of Conduct	https://www.capecod.edu/student-handbook/code-of-conduct.html
Student Handbook	http://www.capecod.edu/web/student-handbook
Student Rights and Responsibilities	http://www.capecod.edu/web/academic-policies/student-rights
Procedures for student appeals and complaints	
Student Grievance Procedure	https://www.capecod.edu/student-handbook/grievance.html
Other information re: attending or withdrawing from the institution	http://www.capecod.edu/web/finaid/withdrawal-policy
Academic programs	
Academic Programs and Certificates	http://www.capecod.edu/web/academics/programs
Overview of Academic Programs	http://www.capecod.edu/web/academic-organization/overview
Courses currently offered	https://campusweb.capecod.edu/ICS/Course_Search.jnz?portlet=Course_Search&screen=Advanced+Course+Search&screenType=next
Other available educational opportunities	https://www.capecod.edu/web/about-us/educational-partnerships
Other academic policies and procedures	http://www.capecod.edu/web/academic-policies/
Requirements for degrees and other forms of academic recognition	
Degree Requirements	http://www.capecod.edu/web/academics/requirements
Honors Program	http://www.capecod.edu/web/academics/honors-program
List of continuing faculty, indicating department or program affiliation, degrees held, and institutions granting them	http://www.capecod.edu/web/hr/personnel-listing
Names and positions of administrative officers	http://www.capecod.edu/web/president/senior-administration
Names, principal affiliations of governing board members	http://www.capecod.edu/web/president/board-of-trustees

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

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	
Hyannis Center	https://www.capecod.edu/web/about-us/locations/hyannis-center
Adult Education Center	https://www.capecod.edu/web/aec
Center for Corporate and Professional Education	https://www.capecod.edu/web/ccpe
Martha's Vineyard	https://www.capecod.edu/mv/index.html
Plymouth Hangar - Aviation	https://www.capecod.edu/engineering/aviation.html
Programs, courses, services, and personnel not available in any given academic year.	https://www.capecod.edu/web/semester-information/guide
Size and characteristics of the student body	https://www.capecod.edu/web/irp/information
Description of the campus setting	https://www.capecod.edu/web/about-us
Availability of academic and other support services	https://www.capecod.edu/web/tutoring
Range of co-curricular and non-academic opportunities available to students	https://www.capecod.edu/campuslife/index.html
Institutional learning and physical resources from which a student can reasonably be expected to benefit - Information is distributed across the college website	https://www.capecod.edu/index.html#
Institutional goals for students' education	https://www.capecod.edu/web/academics/requirements/general-education
General Education Requirements	http://www.capecod.edu/web/academics/requirements/general-education
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	
Student Right to Know Disclosure	https://www.capecod.edu/web/about-us/right-to-know
Student Right to Know Disclosure: Transfer and Graduation Rates	http://www.capecod.edu/web/about-us/right-to-know
Gainful Employment Program	http://www.capecod.edu/web/academics/programs/gainful-employment
Career Resources	http://www.capecod.edu/web/career/home
Total cost of education and net price, including availability of financial aid and typical length of study	http://www.capecod.edu/web/finaid/net-price-calculator
Expected amount of student debt upon graduation and loan payment rates	https://www.capecod.edu/web/finaid/net-price-calculator
Net Price Calculator	http://www.capecod.edu/web/finaid/net-price-calculator
Finacial Aid	http://www.capecod.edu/web/finaid
Types o Financiall Aid	http://www.capecod.edu/web/finaid/types
Statement about accreditation	http://www.capecod.edu/catalog/2016-2017/about/accreditation.html
Program Accreditation	http://www.capecod.edu/web/accreditation/program-accreditations

APPENDICES

APPENDIX A 148
Affirmation of Compliance with Federal Requirements of Title IV

APPENDIX B 149
E-Series Forms on Student Achievement and Success

APPENDIX C 164
Most Recent Audited Financial Statements

APPENDIX D 220
Auditor's Management Letter

APPENDIX E 221
List of Supporting Documents

APPENDIX A - Affirmation of Compliance with Federal Requirements of Title IV

COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION
NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES
3 Burlington Woods, Suite 100, Burlington, MA 01803-4514
Voice: (781) 425 7785 Fax: (781) 425 1001 Web: https://cihe.neasc.org

AFFIRMATION OF COMPLIANCE WITH FEDERAL REGULATIONS RELATING TO TITLE IV

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

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

URL	https://www.capecod.edu/web/academic-policies/degrees#Integrity_of_Credit
Print Publications	
Self-study/Interim Report Page Reference	Page 54

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

URL	https://www.capecod.edu/admissions/transfer.html
Print Publications	
Self-study/Interim Report Page Reference	Page 56

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

URL	https://www.capecod.edu/student-handbook/grievance.html
Print Publications	
Self-study/Interim Report Page Reference	Page 73, 134, 135, 139

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

Method(s) used for verification	Individual secure log-in issued by the College Face-to-face proctored exams Testing Omnijoin webcam technology and remote proctoring
Self-study/Interim Report Page Reference	Page 56, 57

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

URL	Public Notice Press Release; CCBC News Website
Print Publications	Cape Cod Times, Old Colony Memorial
Self-study Page Reference	Page 2-3 (will be renumbered)

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

Chief Executive Officer: _____ Date: 5 FEB 2018

APPENDIX B - E-Series Forms on Student Achievement and Success

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

	(1) Where are the learning outcomes for this level/program 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 (for general education and each degree program)
At the institutional level: For general education if an undergraduate institution:	Institutional Student Learning Outcomes (ISLOs) are embedded in the general education curriculum. https://www.capecod.edu/web/academics/requirements/general https://www.capecod.edu/web/academics/requirements/general-education **https://tinyurl.com/y86ygetd**	Scoring student work with LEAP Value rubrics Participation in the AMCOA process Course level assessment of ISLOs is aggregated in the WEAVE system	Assessment Committee Academic Departments Reports at College Meeting	Quantitative reasoning scores were lower than the national average and faculty discussed how to be more intentional about teaching this ISLO and how to frame assignments to assess the ISLO Assignment design workshops have helped faculty create assignments that are connected to the ISLOs, especially for quantitative reasoning. Ongoing ISLO and general education revision resulted in alignment of ISLO definitions with the Degree Qualifications Profile (DCP) Faculty applied results of AMCOA process in their classrooms, especially connecting course student learning outcomes to ISLOs and utilizing more rubrics.	2015-17 Ad hoc ISLO review committees have revised ISLOs 2017-18 General Education Committee is currently working on a proposed revision of the general education curriculum. This includes a revised assessment process.

At Program Level :					
Mathematics & Developmental Math	https://www.capecod.edu/catalog/2016-2017/programs/aa-mathematics.html https://www.capecod.edu/web/academics/requirements/general-education	Homework Projects Quizzes Tests/Exams	Each semester an item analysis is performed on recommended departmental common finals exams. Faculty members review data and make recommendations regarding outcomes, test questions, and teaching methods.	1) Department reviewed the Institutional and Programmatic Student Learning Outcomes in each required mathematics course and insured that they relate to course and programmatic student learning outcomes. _____ 2) Exams made common and the data was collected from each individual question to determine if there were weak areas in the curriculum that needed to be approached with a different teaching method, or moved within the progression of concepts. _____ 3) A Scantron was purchased that allows the faculty to collect data on exam questions more effectively. This allows for the continued review of the concepts included in each course and whether the concepts are learned when the students are completing their final exams. _____ 4) In MAT 035 project is now assigned to insure that students comprehend and are ready for the quantitative needs of other disciplines, and develop quantitative reasoning skills for citizenship and workplace. Currently, as part of the assessment process, the math department assigns the capstone project either as an individual assignment or as a team project. The data collected from the results will determine the best method of insuring the students are competent in quantitative literacy. _____ 5) Language within the courses changed to reflect the concepts students need to carry into their academic careers. For example, in MAT 025 the use of algebraic language and equations is emphasized	The mathematics program review was completed in 2008 except for the final step of scheduling an external evaluator. The developmental mathematics program review was completed in 2015 except for the final step of scheduling an external evaluator. 2017-18 Revision and completion of Program Review in process

				6) Final Exams made common and the data was collected from each individual question to determine if there were weak areas in the curriculum that needed to be approached with a different teaching method, or the progression and emphasis of concepts will need revision. _____ 7) In 2014 the department created two pathways –a STEM pathway leading to calculus and a non-STEM pathway leading to Statistics, Survey of Mathematics, and Finite Mathematics. The pre requisite placement test scores for both STEM and non-STEM pathways were reduced to allow upper level developmental students to enroll in them. An extra contact hour was added to these gateway courses for "just in time" remediation. _____ 8) For the majority of non-STEM students who need to refresh their algebra skills, a one semester course covering selected topics from elementary and intermediate algebra was created to accelerate students to college level math. Course topics were strategically aligned to the core skills required for students to complete college level non-STEM gateway courses as well as to the pre requisite math skills for other disciplines. In this course, there is a focus on solving word problems and applying technology.	
Performing Arts	https://www.capecod.edu/catalog/2017-2018/programs/aa-performing-arts.html https://www.capecod.edu/web/academics/requirements/general-education	Exams Performances	Faculty review exams, assignments, and performances.	With each semester the material is reviewed and changes are made based on overall trends seen by the faculty. All of the courses in this program are entry level for the field, so faculty critique with an eye to making sure students have developed the foundational skills necessary. _____ Students are also expected to perform for the public or the college community. There is feedback given related to the	Full program review was completed in 2014.

				performance by both faculty and fellow students. In 2014 upon completion of the program review, the various concentrations in music and theater were combined into one program – Performing Arts.	
Business Administration	https://www.capecod.edu/web/catalog-2017-2018/as-business-administration https://www.capecod.edu/web/academics/requirements/general-education	Internship Evaluations & Internship Final Reports from both the student and the Employer Management Case Study project – both Individual and Team	Faculty Program Advisory Committee	The required hours for the Business Administration externships were changed from 300 hours to 150 hours to more closely reflect the business and student need. A management case project was developed Case project grading rubrics were developed and implemented. Curriculum is reviewed and changed on a regular basis to accommodate the needs of the community businesses.	2010-2011 MassTransfer review in 2015-16 2017-18 Program Review in process
Information Technology	https://www.capecod.edu/catalog/2016-2017/programs/as-information-technology.html	Cooperative Work Experience Capstone Course	Program Coordinator or designated Faculty Supervisor	Curriculum changes are made to keep course and program current and pertinent.	MassTransfer review in 2015-16 2017-18 Program Review in process
Information Technology-Administrative Assistant, General	https://www.capecod.edu/catalog/2016.../as-admin-general.html	Cooperative Work Experience Capstone Course	Program Coordinator or designated Faculty Supervisor	Curriculum changes are made to keep course and program current and pertinent.	2017-18 Program Review in process
Information Technology-Administrative Assistant-, Medical	https://www.capecod.edu/catalog/2016-2017/programs/as-admin-medical.html	Cooperative work Experience Capstone Course	Program Coordinator or designated Faculty Supervisor	Curriculum changes are made to keep course and program current and pertinent.	2017-18 Program Review in process
Information Technology – Security Penetration Testing	https://www.capecod.edu/catalog/2017-2018/programs/as-security.html	Awarded Security Certifications through Exam Homework Quizzes	Program Coordinator	New Program. Curriculum and exam requirements will be regularly reviewed to keep content and learning outcomes current and pertinent.	2017-18 Program Review in process

Hospitality Management	https://www.capecod.edu/catalog/2017-2018/programs/as-hospitality.html	Homework Projects Internship	Program Coordinator Faculty Program Advisory Committee	Rubrics to grade necessary criteria developed and utilized. Curriculum reviewed and expanded to include broader scope of Hospitality field.	2017-18 Program Review in process - will be included in Business Administration program review
Visual Arts	https://www.capecod.edu/catalog/2016-2017/programs/aa-visual-arts.html	Portfolio Review Art Displays Feedback	Faculty	Rubrics are implemented and more continue to be developed to specify grading criteria. Developing a tool to evaluate the capstone project that will be reviewed by a committee of faculty, rather than an individual.	2011-2012
Graphic Design	https://www.capecod.edu/catalog/2016-2017/programs/aa-graphic-design.html https://www.capecod.edu/web/academics/requirements/general-education	Portfolio Review	Faculty	Currently individual faculty grade student work. Rubrics are being implemented and reviewed for improvement. A common rubric is currently under discussion at the department level to determine viability.	2011-2012
Psychology	https://www.capecod.edu/catalog/2016-2017/programs/aa-psychology.html https://www.capecod.edu/web/academics/requirements/general-education	Projects Quizzes Papers Transfer students to four year institutions	Faculty Program Coordinator	Modified Psychology Concentration Map to conform to the requirements of Mass. Transfer Developed new course in line with Mass. Transfer covering Research Methods Modified the criteria for student learning based on the APA revised guidelines. Revised the capstone project research paper. The assignment was revised and broken down into smaller components to increase student understanding and completion. APA is emphasized in the revised assignment. The final exam schedule was changed from a common exam day and time to one that matches the schedule of the individual class. This facilitates the students completing the exam.	2016

Sociology	https://www.capecod.edu/catalog/2016-2017/programs/aa-sociology.html https://www.capecod.edu/web/academics/requirements/general-education	Quizzes Papers Exams	Faculty	Modified the Sociology Concentration Map to accommodate Mass. Transfer requirements. A new course was developed to meet those standards and three courses were retired as they were no longer current or pertinent to the concentration.	2016
Anthropology	https://www.capecod.edu/catalog/2016-2017/programs/aa-sociology.html https://www.capecod.edu/web/academics/requirements/general-education	Exams Papers	Faculty	Curriculum is reviewed every semester as are assignments to insure the material is current.	2016
History	https://www.capecod.edu/web/academics/requirements/general-education https://www.capecod.edu/catalog/2017-2018/programs/aa-history.html	Quizzes Papers Exams	As part of the program review, the curriculum was reviewed by full time and adjunct faculty and found to have met the expectation for gateway courses.	Some plotting of course evaluation tools with student learning outcomes was accomplished, and faculty agreed to consider creating a suggested common question to examine higher level learning. Given the nature of academic freedom, such common questions need to be voluntarily adopted, however.	2015-16 MassTransfer review in 2014-15
Human Services AA	https://www.capecod.edu/catalog/2017-2018/programs/aa-human-services.html https://www.capecod.edu/web/academics/requirements/general-education	Capstone Course with minimum grade requirement Practicum Internship Portfolio	Program Coordinator Faculty Advisory Board	Curriculum has been modified to reflect the most current standards. Writing is graded with a rubric and student is given specific feedback about their strengths and weaknesses. Formative assessments implemented to insure that students are on track with their projects.	2017-18 Program Review in process
Human Services Certificate	https://www.capecod.edu/catalog/2017-2018/programs/certificate-human-services.html	Practicum Portfolio	Program Coordinator Faculty Advisory Board	Reduced the hour requirement for the practicum related to credit hour accepted. Increased field visits from 1 to 2 per semester.	Curriculum revision completed in 2015-16. 2017-18 Program Review in process

Alcohol & Substance Abuse Counselor Assistant – Certificate	https://www.capecod.edu/catalog/2016-2017/programs/certificate-counselor-assistant.html	Practicum Portfolio	Program Coordinator Faculty Advisory Board	Changed hourly requirement for practicum to align with state requirements	2017-18 Program Review in process
Alcohol & Substance Abuse Counselor Certificate	https://www.capecod.edu/catalog/2016-2017/programs/certificate-counselor.html	Exams Practicum Project State Exam	Program Coordinator Faculty Advisory Board	Changed hourly requirement to align with state requirements Changed hourly requirement to align with state requirements	2017-18 Program Review in progress
Environmental and Earth Sciences	https://www.capecod.edu/catalog/2016-2017/programs/aa-environmental-studies.html https://www.capecod.edu/web/academics/requirements/general-education	Lab Skills Exams Projects Papers	Program Coordinator Faculty	Modify curriculum to reflect current industry standards Incorporate addition STEM skills in the curriculum. Added resources such as websites to make the application of material more pertinent.	2017-18 Program Review in process This will include a sustainability review for certificates
Chemistry	https://www.capecod.edu/catalog/2016-2017/programs/aa-chemistry.html https://www.capecod.edu/web/academics/requirements/general-education	Assignments Quizzes Tests Laboratory Work	Faculty	Curriculum has been modified to align ~~with Mass. Transfer~~ Final exams are reviewed by the department as a whole. Curriculum is modified to emphasize areas where data indicates weaknesses in student learning. Conceptual links between laboratory work and the lecture content have been given ~~greater emphasis.~~ More class time has been devoted to working with word problems. An additional focus area of Chemistry under the STEM focus area was developed.	2017-18 Program Review in process Consideration is being given to developing broad Departmental SLO's to better track student outcomes.
Biology	https://www.capecod.edu/catalog/2016-2017/programs/aa-biology.html https://www.capecod.edu/web/academics/requirements/general-education	Lab work Lab Assignments Lab Exams Exams Papers Quizzes	Faculty Biology CONNECT for Southeastern MA (professional organization)	In 2015 Biology concentration was developed under the STEM focus area and implemented in the 2016 catalog. Science Dept meets regularly to align courses with Mass. Transfer Pathway Additional pathways developed within the Biology concentration including Ecology and Molecular Genetics. Increasing number of courses being offered in hybrid format to increase accessibility.	2017-18 Program Review in process

				Block scheduling developed within STEM focus area to prevent scheduling conflicts. Faculty regularly meets with Biology CONNECT team to review curriculum and courses needed to transfer to four colleges and universities. Faculty meets with the New England Biology Association of Two Year Colleges to review and revise curriculum and courses.	
Physics	https://www.capecod.edu/catalog/2017-2018/programs/aa-physics.html https://www.capecod.edu/web/academics/requirements/general-education	Projects Papers Exams	Faculty	The Physics concentration was developed in 2015 under the STEM focus area and implemented in the 2016 College catalog. Courses and curriculum has been changed to align with Mass. Transfer. The course University Physics was redesigned in 2016 to conform to the transfer requirements of Mass Transfer for Physics.	2017-18 Program Review in process
Engineering Technology and Advanced Manufacturing	https://www.capecod.edu/catalog/2017-2018/programs/as-engineering.html https://www.capecod.edu/engineering/technology.html	Students take 3D solid modeling certification exam (external certification). Advisory Board reviews. Internship and job placement surveys. Mass DHE Engineering Pathways discussions.	Engineering Sciences and Applied Technology faculty, Industry Advisory Board, Bachelor of Science Articulation discussions with Umass Engineering Departments (Umass Dartmouth, Lowell, Amherst)	The following courses have been added to the curriculum: ENR106 3D Design and Analysis I, ENR107 3D Design and Analysis II, ENR202 Dynamics, ENR204 Circuit Theory I, ENR205 Circuit Theory II, ENR207 Materials Science, ENR208 Thermodynamics, ENR209 Strength of Materials. Math requirements have been revised to include three semesters of calculus and one semester of differential equations. Two new certificates are being planned for 2018 for students not seeking to transfer.	New Program in 2014-15. Program Review is scheduled for 2018-19. Review conducted in 2015-16 as part of MassTransfer Pathways initiative.
Computer Science	https://www.capecod.edu/engineering/computer-science.html	Advisory Board reviews. Internship and job placement surveys. Mass DHE Engineering Pathways discussions.	Engineering Sciences and Applied Technology faculty, Industry Advisory Board, Bachelor of Science Articulation discussions with Umass CS Departments (Umass Dartmouth, Lowell, Boston, Amherst)	Course learning outcomes and descriptions were updated and CSC105 Computer Programming I: Python was added.	Review conducted in 2015-16 as part of MassTransfer Pathways initiative. Program Review is scheduled for 2018-19. Moving from Math to Engineering

Construction Technology	https://www.capecod.edu/engineering/construction.html	Advisory Board reviews. Internship and job placement surveys. Students may take Massachusetts Restricted – One and Two Family Dwelling Construction Supervisors Exam and the Massachusetts Unrestricted Construction Supervisors Exam (external certifications).	Engineering Sciences and Applied Technology faculty, Industry Advisory Board	Course learning outcomes and descriptions were revised for the following CON100 Quantitative Skills for Construction CON101 Introduction to Construction Documents, CON105 Methods & Materials of Construction, CON110 Construction Technology, CON115 Construction Estimating, CON121 MA State Building Code – Residential, CON122 MA State Building Code – Unrestricted, CON130 Computer Aided Drafting I, CON135 Computer Aided Drafting II, CON200 Architectural Drafting I, CON201 Architectural Drafting II.	No formal CCCC review, but program review has been performed as part of the advisory Board discussions.
English	https://www.capecod.edu/catalog/2017-2018/programs/aa-english.html https://www.capecod.edu/catalog/2017-2018/programs/aa-english-writing.html https://www.capecod.edu/web/academics/requirements/general-education	Research Papers Projects Assessment of random student writing samples from specific courses mapped to student learning outcomes. Common assignments for some courses started in Fall 2017 College wide ISLO assessment and the relation to the English courses. Review of course enrollment to determine the number of students in each program to develop academic focus areas and viability of programs.	Individually at the course level by instructors attending WEAVE workshops. Department members at the end of each semester through an assessment of student writing using rubrics at the summer and winter assessment institutes. Department members grading session for common assignments at assessment Institute (Winter 2018). Faculty has participated in the Committee for Academic Focus Areas.	Changes to the student learning outcomes for ENL 101- Comp 1 now include close reading and utilizing technology as specific outcomes. Changes to the course description, pre-requisite and student learning outcomes for ENL 102. Professional development in close reading strategies, incorporating technology in the writing process, and assessment workshops. Plan to develop common assignments to move assessment recorded in WEAVE to the course level rather than the instructor level. Revision of student learning outcomes for ENL 201, 202, 203, 204,205, and 206 to make outcomes more accessible. English Literature and Writing Concentration were retired and replaced with English Concentration. Developed a common assignment for the co-requisite courses to collect more uniform data. Reviewed Departmental SLO's and made a recommendation to revise them. Revised the Departmental Mission Statement.	2010-2011. Currently 2017-2018 is in progress and will be completed in Spring 2018. New Program review will consolidate the following programs: -English -ESOL -Developmental Education
English for Speakers of Other Languages (ESOL)	N/A	Exams Quizzes Papers Review of SLO's at the course level and Institutional Level	Faculty Program Coordinator	Revision of course description and student learning outcomes for ESL 010, 102, 201. Introduction of new academic speaking and listening class – ESL 100. Professional development related to Close reading and assessment to improve SLO achievement.	2013 2017-18 Entire English program is currently conducting a combined program review

Developmental Education (Reading and Writing)	N/A	Course Completion Analysis Examination of course completions rates for co-requisite models vs stand- alone courses. Course completion rates for paired courses and tracking completion rates for students placing into the developmental level to track future success in ENL 102.	Reading and Writing Coordinator Faculty Participants in the Faculty institute for Summer 2016 - Mapping of student learning outcomes from developmental courses to ENL 101. Winter Institute 2018- department faculty reviewed WEAVE data.	Introduction of co-requisite model Spring 2013. New pathways were developed for Developmental Education. Informed by ALP, CAP, and Complete College America the developmental education pathway reduced the potential developmental course offerings from four to one which includes one combined reading and writing course paired w/ COL 101. Students placing into developmental course work will take ENL 101 paired with the credit bearing level ENL 108- Reading and Critical Thinking. Piloted in Spring 2017, scale Fall of 2017.	2017-18 Entire English program is currently conducting a combined program review
Modern Languages	N/A	Review of course enrollment to look at the number of students in each program to develop academic focus areas.	Departmental review	Concentration was retired in Fall 2017.	2010-2011
Communication Studies	https://www.capecod.edu/catalog/2017-2018/programs/aa-communication.html https://www.capecod.edu/web/academics/requirements/general-education	PRSA pre and post assessment of student communication apprehension scores: direct evidence of written work, scores on essay exams, research projects.	Faculty Program Coordinator	Group communication assignments were revised to better reflect the course SLO's. Tied specific assignments to particular course SLO's to better collect data on student learning.	2013-2014
Media Studies	https://www.capecod.edu/catalog/2016-2017/programs/aa-media-studies.html https://www.capecod.edu/web/academics/requirements/general-education	Written Assignments Essay exams Research projects	Faculty Program Coordinator	Separate Media and Society concentration was developed.	2013-2014

Institutions selecting E1a should also include E1b.

Note: Please see the Statement on Student Achievement and Success Data Forms (available on the CIHE website: https://cihe.neasc.org) for more information about completing these forms.

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.
Accreditation Commission for Education in Nursing (ACEN) (Nursing)	2017	The ACEN letter dated 8/14/2017 granting continued accreditation to the associates nursing program identified the following: Areas Needing Development: Standard 6 Outcomes, Criterion 6.3 Review and revise the expected level of achievement for program completion to be congruent with the ACEN guideline of 150% or less of the program length.	The ACEN self-study report is based on six standards that detail 49 criteria. The self-study outlines how the six standards are met: •Mission and Administration Capacity, •Faculty and Staff •Students •Curriculum •Resources •Outcomes Program assessment is continually reviewed and solicits external feedback from students, clinical instructors and sites to make program improvements. Outcomes included performance on licensure exam, program completion, program satisfaction, and job placement.	Spring 2025
Commission on Accreditation of Allied Health Education Programs (CAAHEP) (Medical Assisting Certificate)	2015-16	The CAAHEP letter dated 2/21/2016 granting continued accreditation to the medical assisting certificate program cited details within the following standards as items for resolution: •III.B.2.b Resources- Faculty and/or Instructional Staff Qualifications •III.C.1 Resources- Curriculum •III.C.2 Resources- Curriculum •VI.C Administrative Functions-Cognitive •IX.C Procedural and Diagnostic Coding-Cognitive •X.C Legal Implications-Cognitive	The Medical Assisting Self-Study Report documents how the program meets the standards and guidelines for accreditation programs in medical assisting, as adopted by the Medical Assisting Educational Review Board and CAAHEP. The 5 standards include substantial subheadings and guidelines: •Sponsorship •Program Goals •Resources •Student and Graduate Evaluation / Assessment •Fair Practices Outcomes assessments must include, but are not limited to: national credentialing examination(s)	Annual Reports Next Comprehensive Evaluation and site visit is scheduled for Fall 2024

		•XII.P Protective Practices-Psychomotor •VIII.A Third Party Reimbursement-Affective •IX.A Legal Implications-Affective •XI.A Ethical Considerations-Affective •V.A.2 Fair Practices- Publications and Disclosure A progress plan with requested documentation was submitted on January 27, 2017.	performance, programmatic retention/attrition, graduate satisfaction, employer satisfaction, job (positive) placement, and programmatic summative measures. The College program utilizes the American Association of Medical Assistants (AAMA) exam as the national credentialing examination.	
Commission on Dental Accreditation (CODA) (Dental Hygiene)	2014	In 2014, Commission on Dental Accreditation granted the program the accreditation status of "approval without reporting requirements".	The Dental Hygiene CODA Self-Study Report demonstrates how the program meets criteria for 6 standards of the CODA: •Institutional Effectiveness •Educational Program •Administration, Faculty and Staff •Educational Support Services •Health and Safety Provisions •Patient Care Services Outcome measures include performance on the Dental Hygiene National Board Examination, patient satisfaction survey results, employer satisfaction survey results, student graduation survey results. These results are utilized for program improvement.	2018-19 The next site visit is scheduled for 2020.
Massachusetts Department of Higher Education- Approval for the Policy Career Incentive Pay Program (PCIPP) (Criminal Justice)	2015-16	No regular feedback is provided.	The Annual PCIPP Report includes an update on enrollment, faculty, degrees awarded, online courses and evidence of how the program meets 15 criteria of quality standards	Reporting suspended for 2017-18. 2018-19
Commission on Dental Accreditation (CODA) (Dental Hygiene)	2014	In 2014, Commission on Dental Accreditation granted the program the accreditation status of "approval without reporting requirements".	The Dental Hygiene CODA Self-Study Report demonstrates how the program meets criteria for 6 standards of the CODA: •Institutional Effectiveness •Educational Program •Administration, Faculty and Staff •Educational Support Services •Health and Safety Provisions •Patient Care Services	2018-19 The next site visit is scheduled for 2020.

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			Outcome measures include performance on the Dental Hygiene National Board Examination, patient satisfaction survey results, employer satisfaction survey results, student graduation survey results. These results are utilized for program improvement.	
Massachusetts Department of Higher Education- Approval for the Policy Career Incentive Pay Program (PCIPP) (Criminal Justice)	2015-16	No regular feedback is provided.	The Annual PCIPP Report includes an update on enrollment, faculty, degrees awarded, online courses and evidence of how the program meets 15 criteria of quality standards	Reporting suspended for 2017-18. 2018-19
National Association for the Education of Young Children (NAEYC) (Early Childhood Education)	2007	NAEYC Certificate of Accreditation 2015-2021 There were no conditions on approval to be addressed	The NAEYC Self-Study Report details how the program satisfies 12 criteria for program context, Information on the program content and outcomes includes evidence of how students address 6 standards and 5 supportive skills through five key assessments that are developed across students' courses: Child Observation Portfolio Activities Catalog Lesson Plan Student Teacher Final Competency Evaluation. All faculty participate in the development, collection and review of the key assessments to ensure continuous improvement of program quality.	2019-2021

U.S. Department of Transportation- Federal Aviation Administration (FAA) (Airframe & Powerplant Certificates)	New program 2016-17	The Airframe and Powerplant Certificate was issued to the College upon finding that its organization complies in all respects with the requirements of the Federal Aviation Regulations relating to the establishment of an Air Agency, and is empowered to operate Aviation Maintenance Tech School with the following ratings: Airframe Powerplant Airframe & Powerplant	The two new certificates were approved through an FAA formal certification process with five required phases: •Pre-application phase •Formal application phase •Document Compliance phase •Demonstration and inspection phase •Certification phase The certified program maintains a part 147 Air Agency Certification file to be kept at the Flight Standards District Office (FSDO) for documented future review of completed certification process. The file must contain at least the following: •Copy of the Pre-Application Statement of Intent (PASI) •Completed FAA Form 8310-6 •Letter of Compliance •Applicant's schedule of events •Copy of the signed FAA Form 8000-4, Air Agency Certificate issued; •Copy of the OpSpecs issued to AMTS •Copy of approved curriculum •List of instructors, their qualifications, and courses they will be teaching •Facility layout •Procedures for updating the technical data library •Summary of all discrepancies encountered during certification. Outcomes included performance on written, oral, and practical FAA certification exams, program completion, program satisfaction, and job placement.	The certificate, unless cancelled, suspended, or revoked, shall continue in effect indefinitely. The FAA conducts regular annual inspections. Additional site inspections may be conducted at any time.

*Record results of key performance indicators in form 8.3 of the Data First Forms.
Institutions selecting E1b should also include E1a.

APPENDIX C - Most Recent Audited Financial Statements

CAPE COD COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

FINANCIAL STATEMENTS AND MANAGEMENT'S DISCUSSION AND ANALYSIS

June 30, 2017 and 2016

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O'Connor & Drew P.C.
Certified Public Accountants

INDEPENDENT AUDITORS' REPORT

To the Board of Trustees of
Cape Cod Community College
West Barnstable, Massachusetts

Report on the Financial Statements
We have audited the accompanying financial statements of Cape Cod Community College (an agency of the Commonwealth of Massachusetts) (the "College"), which comprise the statements of net position as of June 30, 2017 and 2016, the related statements of revenues and expenses, changes in net position and cash flows for the years then ended, and the related notes to the financial statements. We have also audited the statements of financial position of Cape Cod Community College Educational Foundation, Inc. (the "Foundation") as of June 30, 2017 and 2016, and the related statements of revenues, expenses and changes in net position and cash flows for the years then ended. These financials statements are the responsibility of the Foundation's management. Our responsibility is to express an opinion on these financial statements based on our audits.

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

Auditors' Responsibility
Our responsibility is to express an opinion on these financial statements based on our audits. 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 of America. 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 the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the 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 opinion.

Opinion
In our opinion, the financial statements referred to above present fairly, in all material respects, the net position of Cape Cod Community College as of June 30, 2017 and 2016, and the respective changes in net position and its cash flows for the years then ended, in accordance with accounting principles generally accepted in the United States of America.

Required Supplementary Information
Accounting principles generally accepted in the United States of America require that management's discussion and analysis on pages 3-15, the schedule of proportionate share of the net pension liability on page 51, the schedule of contributions on page 52 and the notes to the required supplementary information on page 53 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 11, 2017, on our consideration of Cape Cod 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 to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Cape Cod Community College's internal control over financial reporting and compliance.

O'Connor and Drew, P.C.

Certified Public Accountants
Braintree, Massachusetts

October 11, 2017

CAPE COD COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Management's Discussion and Analysis (Unaudited)

June 30, 2017 and 2016

The following discussion and analysis provides management's view of the financial position of Cape Cod Community College (the "College") as of June 30, 2017 and 2016 and the results of operations for the years then ended. This analysis should be read in conjunction with the College's financial statements and notes that are presented in this document.

The College is a public institution of higher education in Massachusetts serving approximately 4,900 credit seeking students, with 68 full-time faculty and 159 full-time staff members. The main campus is located in West Barnstable, with a satellite in Plymouth for its Aviation program, and a center located in downtown Hyannis. The College also offers courses at Joint Base Cape Cod, Martha's Vineyard & Woods Hole, and Plymouth North High School. The College currently offers an Associate of Arts degree with 26 concentrations, 17 Associate in Science degree programs, an Applied Associate in Science Degree for Aviation Maintenance Technology, and, 56 career-building academic certificates in a variety of program. In addition, the College has a number of partnerships with several public and private institutions that offer Bachelor's and Master's degree programs on the main campus.

Financial Highlights

The fiscal year 2017 state unrestricted appropriation of $16,518,436 reflects a $1,202,047 increase over last year's appropriation of $15,316,389. The net increase is primarily due to several factors: an increase in state funded fringe benefit costs of $957,716, a decrease of $600,289 in performance funding, an increase of $908,283 in the annual state maintenance appropriation, and a decrease of $63,000 in non-resident tuition state remittance.

State restricted appropriation for fiscal year 2017 was $54,147, which is $1,528,440 less than last year's appropriation of $1,582,587. The decrease was primarily due to the fact that fiscal year 2016 included $1,433,293 in funding for the Aviation program, which was not received for fiscal year 2017. Additionally, the Vision program funding ended at end of fiscal 2016, resulting in a decrease of $111,103. Funding for the Center for Corporate and Professional Education increased by $12,761 for fiscal 2017, and additional funding for a Sightlines study and DHE stipend was provided in fiscal year 2017, in the amounts of $8,625 and $7,624, respectively.

Capital appropriation increased by $3,256,755, from $524,082 in 2016 to $3,780,837 in 2017, due to the change in amount or additions of several special appropriations from the Division of Capital Asset Management & Maintenance (DCAMM). Included in the fiscal year 2017 capital appropriation is $2,103,610, representing capitalized expenditures as Construction in Process, and consequently recognized as revenue, for the waste water upgrade. Also included is $892,807 in funding received to complete work on the library chiller, $47,500 for waterproofing, $50,000 to replace library ceiling tiles, $49,514 for elevator repair, $113,380 for campus lighting repair and net rollover of funding for ongoing projects.

CAPE COD COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2017 and 2016

Financial Highlights – Continued

During fiscal year 2017, major capital improvement net changes totaled $3,427,425, which includes $673,348 in completed roofing projects for the gym and the administration buildings, and $2,754,077, representing Construction in Process. Construction in Process includes funding for the library elevator upgrade in the amount of $142,082, $568,853 for the library chiller project, $38,059 for the Lorusso envelope project, $427,139 for the nursing lab renovation, $2,103,610 for the campus wide sewage upgrade, and a reduction of $525,666 related to prior year construction in progress balances for the proposed new science building. This $525,666 reduction is the result of the abandonment of construction in progress funds previously spent on feasibility studies and plans for the proposed new science building, that have since become unusable and would need to be recompleted if the project were to continue.

General tuition and fee rates were increased by $4.50 per credit hour in fiscal year 2017.

The Board continues to recognize that some students may have difficulty paying their tuition and fees, and therefore had designated $351,500 in the fiscal year 2017 operating budget for need based student financial aid awards.

At June 30, 2017 and 2016, the College's total assets and deferred outflows of $31,976,309 and $29,189,733 exceeded its total liabilities and deferred inflows of $10,621,251 and $11,140,411 by the amounts shown below. The resulting net assets are summarized into the following categories:

	2017	2016	2015
Net investment in capital assets	**$ 16,196,478**	$ **13,915,222**	$ **14,295,551**
Restricted, nonexpendable	**20,000**	**20,000**	**20,000**
Unrestricted	**5,138,580**	**4,114,100**	**2,907,640**
Total net assets	**$ 21,355,058**	$ **18,049,322**	$ **17,223,191**

Unrestricted net assets increased in fiscal year 2017 by $1,024,480 primarily as a result of the net of the following operating gains and losses relative to budget: a $153,253 loss on tuition revenue, a $1,157,084 gain on salary and benefits, a $272,807 loss on supplies and materials, a $174,284 gain on furniture and equipment, a $89,321 loss on contracted services, a $91,485 gain on professional development and training, and other, less material gains and losses relative to the budget.

CAPE COD COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2017 and 2016

Financial Highlights – Continued

Unrestricted net assets increased in fiscal year 2016 by $1,147,553 primarily as a result of higher than projected revenues of $148,234, due to a net of larger indirect and administrative allowances from our grants and a contribution from our Foundation and less revenue received from Corporate and Community Programs and tuition and fees. Additionally, expenses were less than projected by $1,053,776, due to reductions in salary and benefit costs because of expected and unexpected turnover and a larger savings in utilities.

Overview of the Financial Statements

The College's financial statements are comprised of two primary components: 1) the financial statements and 2) the notes to the financial statements. Additionally, the financial statements focus on the College as a whole, rather than upon individual funds or activities.

Total operating expenses for the years ended June 30, 2017 and 2016 amounted to $35,863,423 and $34,983,054, while operating revenues were $18,457,867 and $17,816,173 respectively. Operating losses of $17,405,556 and $17,166,881 were offset predominantly by state appropriations (considered non-operating revenues) of $16,572,583 and $16,898,976 respectively, and also by transfers from the Foundation, in the amounts of $849,364 and $543,227, respectively.

In May 2002, GASB issued Statement No. 39 of the Governmental Accounting Standards Board (GASB), *Determining Whether Certain Organizations are Component Units* (an amendment of GASB 14). GASB 39 establishes new criteria for evaluating the need to include component units of the College. The College adopted GASB 39 as of July 1, 2003.

Cape Cod Community College Educational Foundation (the Foundation) is a legally separate tax-exempt component unit of Cape Cod Community College. The Foundation acts primarily as a fund-raising 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 receipts from the Foundation, the majority of resources received or held by the Foundation are restricted to the activities of the College by the donors. Because these resources held by the Foundation can only be used for the benefit of the College, the Foundation is considered a component unit of the College and is discretely presented in the College's financial statements.

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

CAPE COD COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2017 and 2016

Overview of the Financial Statements- Continued

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:

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

The *Statements of Revenues, Expenses, and Changes in Net Position* present information showing how the College's net position changed during the most recent fiscal year. 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 of accrued for 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.) The Government Accounting Standards Board (GASB) Statements 34 and 35 require this method to be used. In accordance with GASB 39, the Foundation is not required to present the statement of cash flows.

The financial statements can be found on pages 16-20 of this report. The College reports its activity as a business-type activity using the full accrual measurement focus and 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 summarized 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 both the accounting policies and procedures the College has 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 21-50 of this report.

CAPE COD COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2017 and 2016

Overview of the Financial Statements- Continued

Financial Analysis

As noted previously, net position may serve over time as a useful indicator of the College's financial position. At the close of the fiscal years ended June 30, 2017 and 2016, the College's assets exceeded liabilities by $21,355,058 and $18,049,322 respectively. The increase in net position of $3,305,736 in fiscal year 2017 is principally due to significant capitalization of Commonwealth construction in process, conservative budgeting strategy and savings in salary and benefit expense.

Cape Cod Community College's Net Position

	June 30		
	2017	2016	2015
Current assets	**$ 14,310,003**	$ 13,508,461	$ 7,135,704
Noncurrent assets	**16,260,656**	13,994,126	18,428,509
Deferred Outflows of Resources	**1,405,650**	1,687,146	810,850
Total Assets and Deferred Outflows of Resources	**$ 31,976,309**	$ 29,189,733	$ 26,375,063
Current liabilities	**$ 4,845,975**	$ 5,198,340	$ 4,618,596
Noncurrent liabilities	**4,309,628**	5,799,097	3,921,291
Total Liabilities	**$ 9,155,603**	$ 10,997,437	$ 8,539,887
Total Deferred Inflows of Resources	**$ 1,465,648**	$ 142,974	$ 611,985
Net Position:			
Invested in capital assets, net of related debt	**$ 16,196,478**	$ 13,915,222	$ 14,295,551
Restricted, nonexpendable	**20,000**	20,000	20,000
Unrestricted	**5,138,580**	4,114,100	2,907,640
Total Net Position	**$ 21,355,058**	$ 18,049,322	$ 17,223,191

CAPE COD COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2017 and 2016

Overview of the Financial Statements- Continued

Financial Analysis – Continued

The largest portion of the College's net assets reflects its investment in capital assets (e.g., land, buildings, furnishings and equipment) including capital leases, less any related debt, used to acquire those assets that is still outstanding. The College uses these capital assets to provide services to students, faculty, and administration. Although the College's investment in 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. Also, in addition to the debt noted above, which is reflected in the College's financial statements, the Commonwealth of Massachusetts regularly provides financing for certain capital projects through the issuance of general obligation bonds. These borrowings by the Commonwealth, if any, are not included in the College's financial statements.

Cape Cod Community College's Changes in Net Position

	Fiscal years ended June 30		
	2017	2016	2015
Total operating revenues	**$ 18,457,867**	$ 17,816,173	$ 16,514,747
Total operating expenses	**35,863,423**	34,983,054	32,571,109
Net operating loss	**(17,405,556)**	(17,166,881)	(16,056,362)
Total net non-operating revenues	**16,930,455**	17,468,930	15,252,971
Net income (loss) before other revenues	**(475,101)**	302,049	(803,391)
Capital appropriation	**3,780,837**	524,082	989,882
Total increase in net position	**3,305,736**	826,131	186,491
Net Position, Beginning of Year	**18,049,322**	17,223,191	17,036,700
Net Position, End of Year	**$ 21,355,058**	$ 18,049,322	$ 17,223,191

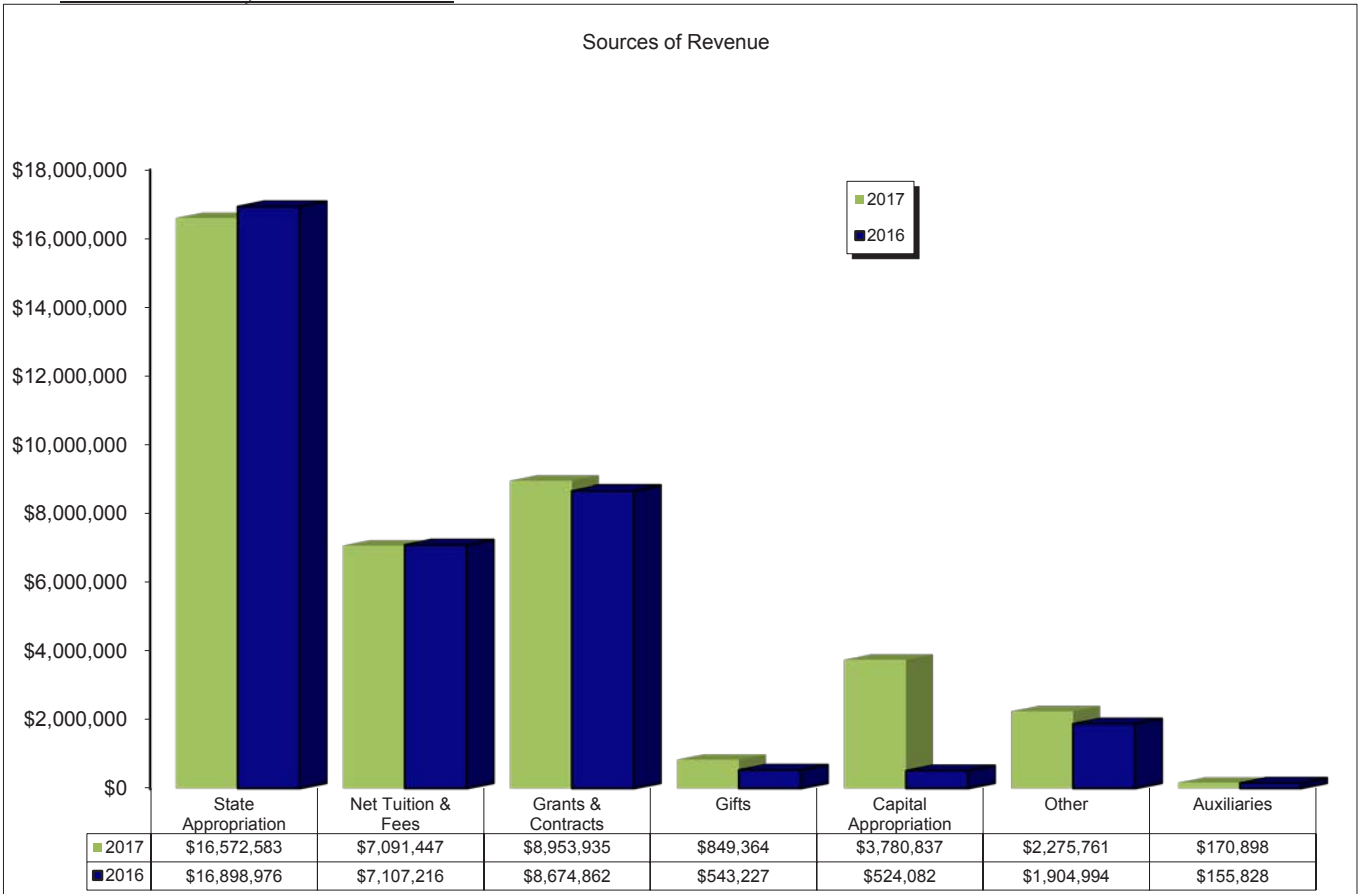
CAPE COD COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2017 and 2016

Overview of the Financial Statements – Continued

Financial Analysis – Continued



	State Appropriation	Net Tuition & Fees	Grants & Contracts	Gifts	Capital Appropriation	Other	Auxiliaries
2017	$16,572,583	$7,091,447	$8,953,935	$849,364	$3,780,837	$2,275,761	$170,898
2016	$16,898,976	$7,107,216	$8,674,862	$543,227	$524,082	$1,904,994	$155,828

Revenues and Expenses

The state appropriation of $16,572,583 for fiscal year 2017 reflects a $326,393 decrease, relative to fiscal year 2016. This is mostly attributed to increases in state funded fringe benefit costs, state maintenance funding, funding for CCPE, Sightlines and a DHE stipend, and offset by decreases in performance funding, decreases related to the aviation program, which was funded in fiscal 2016 but not in fiscal 2017, and the end of the Vision funding.

CAPE COD COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2017 and 2016

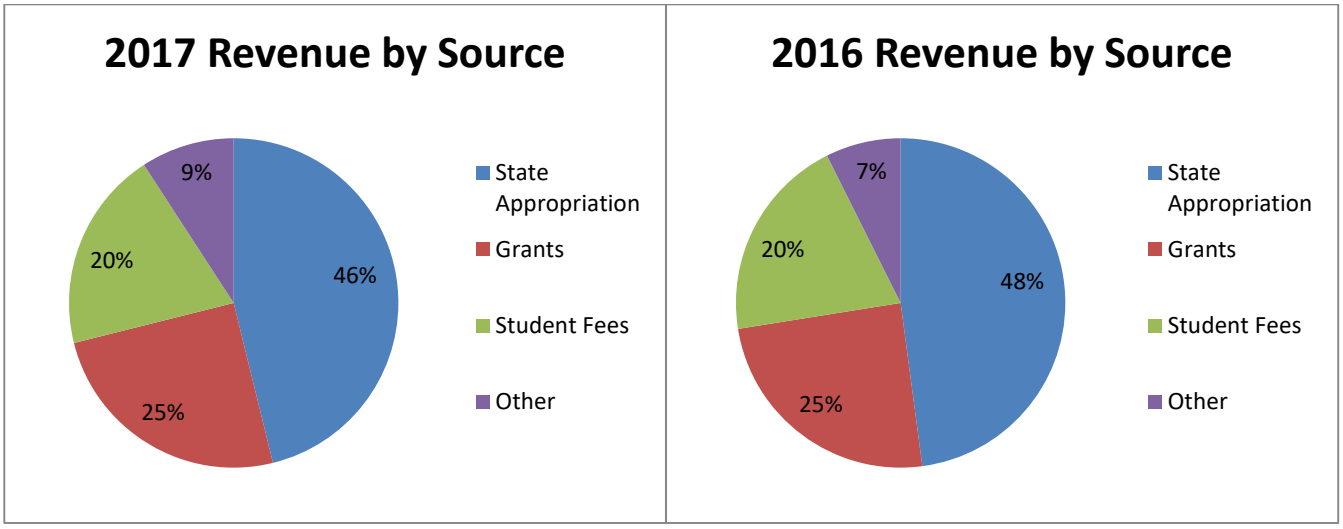
Overview of the Financial Statements – Continued

Revenues and Expenses – Continued

In fiscal year 2017, state appropriations accounted for 46% of total revenues while net tuition and fees amounted to 20%. In fiscal year 2016, state appropriations accounted for 48% and net tuition and fees 20%. The "other" revenue segment share grew by 2% in fiscal 2017.

In fiscal year 2017, gift revenues increased by $306,137 primarily due to the net of an increase in donations related to gifts for the nursing renovation, the receipt of no further gifts for the aviation program and the receipt of fewer remaining dental hygiene renovation pledge payments. Net tuition and fee revenue remained flat relative to prior year.

Capital appropriations increased by $3,256,755 in fiscal year 2017 and decreased by $465,800 in fiscal year 2016. The increase in fiscal year 2017 is primarily due to an increase in Commonwealth spending on the campus wide waste water upgrade, which continues to be construction in process, an increase in the net balance roll-forward of funds available for capital expenditure and an increase due to funds granted to complete the library chiller project.



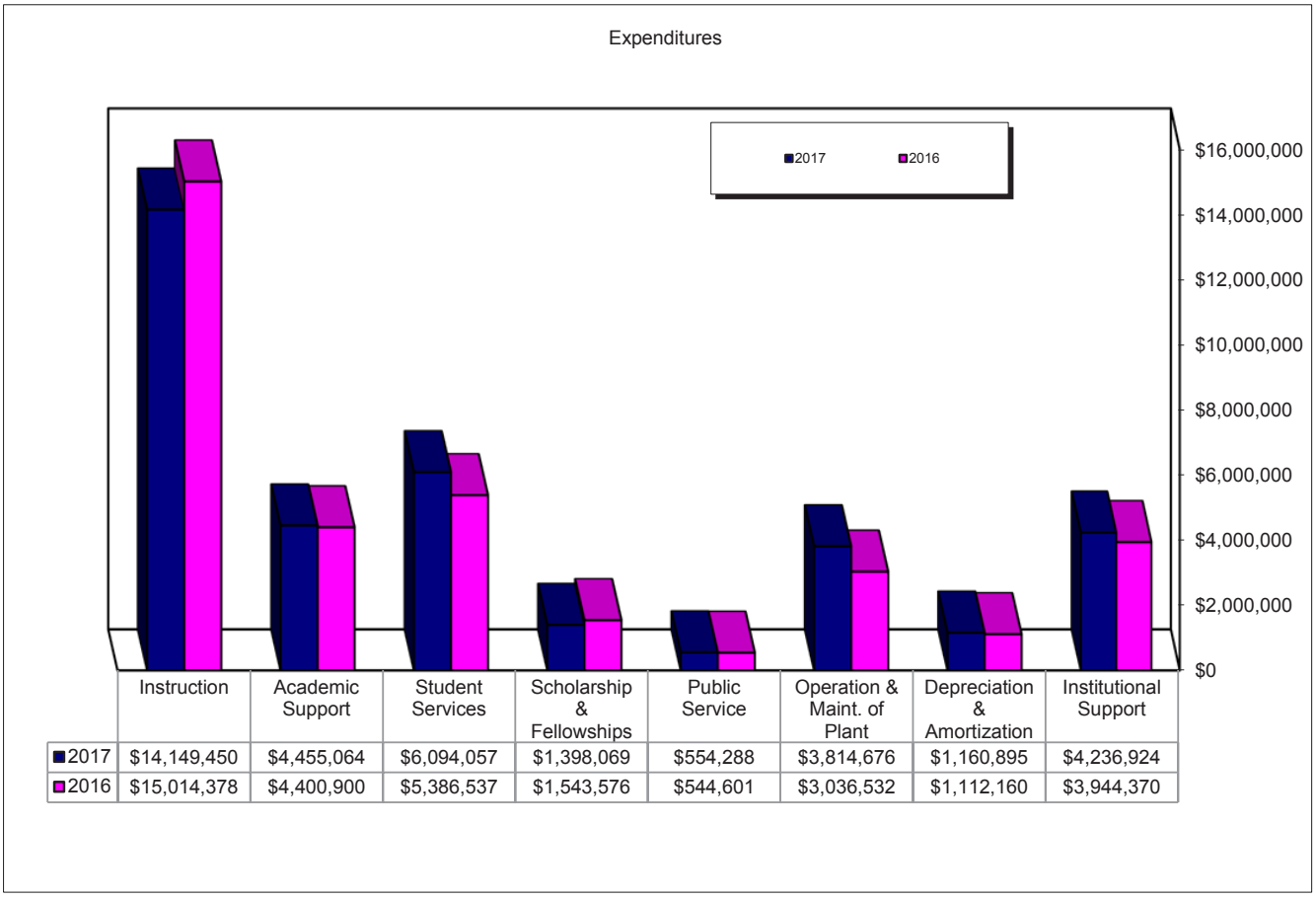
CAPE COD COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2017 and 2016

Overview of the Financial Statements - Continued

Changes in expenditure include a 25.63% increase in operations and maintenance costs, an increase in student services spending of 13.13%, a 7.42% increase in institutional support, a 5.76% decrease in instruction, a 9.43% decrease in institutional scholarship, and immaterial decreases in both academic support and public service. Relative to the operating budget, salary and benefits was 7.73% ($1,157,084) under budget, supplies and materials was 19.06% ($272,807) over budget, furniture and equipment was 20.70% ($174,284) under budget, and contracted services was over budget by 1.66% ($89,321). The College continues to spend over 70% of its operating budget on academic and student related expenditures.



	Instruction	Academic Support	Student Services	Scholarship & Fellowships	Public Service	Operation & Maint. of Plant	Depreciation & Amortization	Institutional Support
2017	$14,149,450	$4,455,064	$6,094,057	$1,398,069	$554,288	$3,814,676	$1,160,895	$4,236,924
2016	$15,014,378	$4,400,900	$5,386,537	$1,543,576	$544,601	$3,036,532	$1,112,160	$3,944,370

CAPE COD COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2017 and 2016

Overview of the Financial Statements - Continued

Revenues and Expenses – Continued
Major grants and contracts revenue received by the College for the years ended June 30, 2017 and 2016 included the following:

- **ACCCESS** (Adult Collaborative of Cape Cod for Education and Support Services) at the College amounted to $608,793 and $639,470 as of June 30, 2017 and 2016, respectively. ACCCESS offers small group instruction, individualized tutoring and computer-assisted learning opportunities for adults. Basic literacy and language instruction for beginning readers; preparation for GED (General Education Development Equivalency Diploma) examination and college and career advising are provided by experienced and sensitive staff. Non-native English speakers can enroll in beginning, intermediate, and advanced English language classes. Pronunciation and computer literacy classes are offered as needed. The program is funded by the Massachusetts Department of Elementary and Secondary Education.

- **TRIO Advantage Program** at the College amounted to $289,776 and $246,679 as of June 30, 2017 and 2016, respectively. The Advantage Program is a TRIO/Student Support Services program funded by the U.S. Department of Education. The funding cycle is for five years, pending annual appropriations by Congress. The College received approval for September 1, 2015 – August 31, 2020. Our Advantage Program serves approximately 181 participants, two-thirds of whom must be first-generation college and low income, or have a documented disability. One third of the documented disabled must be low income as well. The remaining is either first generation or low income. Services provided include proactive academic advising, career counseling, peer mentoring, individual tutoring, financial/economic literacy, transfer and personal counseling. Community services and cultural events are also part of the program. Off-campus enrichment has included trips to New York and Boston area sites.

- **Financial Aid** awards at the College amounted to $6,102,084 and $6,199,562 as of June 30, 2017 and 2016 respectively. The minimal reduction in financial aid is primarily due to fewer enrolled students. Financial aid awards are based upon a student's financial need and the cost of attendance. In fiscal year 2017, 2,211 students received financial aid, down from 2,329 in fiscal year 2016.

CAPE COD COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2017 and 2016

Overview of the Financial Statements - Continued

Revenues and Expenses – Continued

	2017	2016	2015
The sources of these awards:			
Federal Government	**$ 3,740,813**	$ 4,062,529	$ 4,537,276
Commonwealth of Massachusetts	**1,267,905**	1,259,919	1,434,523
Grants and private donations	**1,093,366**	853,232	768,258
	$ 6,102,084	$ 6,175,680	$ 6,740,057

Loss from Operations

Due to the nature of public higher education, institutions incur a loss from operations. The Massachusetts Department of Higher Education presets tuition rates. The College's Board of Trustees sets student fees and other charges. Commonwealth appropriations to the College funded the majority of the loss from operations not covered by tuition and fees. The College, for the purpose of balancing educational and operational needs with tuition and fee revenue, approves budgets to offset losses after Commonwealth appropriations.

Non-Operating Revenues and Expenses

The Commonwealth's total appropriation decreased by 1.93% or $326,393, to $16,572,583 in fiscal year 2017. The unrestricted portion of state appropriation increased by $1,252,047, and is the result of an increase in the state maintenance appropriation and fringe allocation funding, offset by a decrease in performance funding and an increase in state tuition remitted. The restricted portion of this total decrease amounted to a decrease of $1,528,440, and is driven by the fact that in fiscal year 2016, the College received $1,433,923 in funds earmarked to the aviation program, which were not received in fiscal year 2017. Additionally, the change in restricted appropriation is the result of a reduction in funding for the Vision program and small increases for Sightlines funding and for the CCAPE and DHE funding.

Transfers from the Foundation increased by $306,137 for fiscal year 2017, as a result of fundraising efforts for the nursing expansion and renovation project. Lastly, the College abandoned $525,666 in construction in process related to feasibility studies and architectural plans for the proposed new science building, that if the project were to continue would need to be redone.

CAPE COD COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2017 and 2016

Overview of the Financial Statements - Continued

Non-Operating Revenues and Expenses – Continued

For comparison, the Commonwealth's appropriation increased by 12.6% or $1,894,368, to $16,898,976 in fiscal year 2016. The increase was the result of an increase in state funded fringe benefit costs, an increase in performance funding, and an increase in the annual state maintenance appropriation. Additionally, a lowered non-resident tuition state remittance contributed to the fiscal year 2016 increase, by $98,000. The restricted portion of this total increase amounted to $760,572, and was the result of receiving an additional $916,586 in funds for the Aviation program, offset by decreased funding for the Vision Project and for CCAPE.

Capital Assets and Noncurrent Liabilities of the College

Capital Assets
The College's investment in capital assets, net of accumulated depreciation as of June 30, 2017 and 2016 amounts to $16,240,656 and $13,974,126, respectively. This investment in capital assets includes land, building (including improvements), furnishings and equipment (including the cost of capital leases).

The following capital investments were made during fiscal years 2017 and 2016:

	2016	2016	2015
Building improvements	**$ 673,348**	$ 150,580	$ 1,280
Construction in progress	**3,279,743**	630,474	1,368,158
Furnishings and equipment	**14,726**	14,726	69,605
	$ 3,967,817	$ 795,780	$ 1,439,043

Capital spending for building improvements, completed in fiscal year 2017 includes $276,574 spent on replacement of the Administration building roof, and $396,774 spent to replace the roof on the College gymnasium. Construction in process additions of $3,279,743 relate to increases in spending for the library elevator repair for $142,082, the library chiller repair for $568,853, the nursing renovation project for $427,139 and a significant spend of $2,103,610 for the campus wide sewage upgrade. Spending on furnishings and equipment in fiscal year 2017 represents the second payment on a five-year "lease to purchase" agreement for facilities machinery.

CAPE COD COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2017 and 2016

Overview of the Financial Statements - Continued

Capital Assets and Noncurrent Liabilities of the College - Continued

Fiscal year 2016 spending on building improvements was comprised solely of investment in the Pumphouse project. Construction in progress spending in fiscal year 2016 was comprised of expenditures relating to the Aviation program, the library elevator project, roof replacement of both the gym and the administration building, study related to a new science building and energy and water upgrades. Spending on furnishings and equipment in fiscal year 2016 represents the first payment on a five-year "lease to purchase" agreement for facilities machinery.

Noncurrent Liabilities
The College's long-term liabilities consist of accruals for compensated absences and workers' compensation, and the long-term portions of capital lease obligations for facilities machinery. The accrual for compensated absences consists of the long-term portion of compensatory time, sick and vacation pay relating to employees on the Commonwealth's payroll, and amounts to $729,994 for fiscal year 2017. For fiscal year 2017, the College's liability related to worker's compensation amounts to $268,729. At the end of fiscal year 2017, the long-term portion of capital lease obligations amounts to $29,452.

Additional Information

For fiscal year 2017, enrollment was projected to be down by 4.70% relative to fiscal year 2016. Actual enrollment performance for fiscal year 2017 was a decrease from fiscal year 2016 of 5.70%.

The College's enrollment management team continues to examine its efforts to improve the student intake process and to identify, recruit and retain recent and prospective students. The College has also re-engaged Davis Advertising to continue implementing a marketing strategy and brand with an intensive push to reach key prospective students and their networks. Improving enrollment, retention, and completion will continue to be critical given the increasing focus on the state's performance-based funding model.

Request for Information

This financial report is designed to provide a general overview of the College's finances for all those with an interest in the College. Questions concerning any of the information provided in this report or requests for additional information should be addressed to Vice President of Finance and Operations, Cape Cod Community College, 2240 Iyannough Road, West Barnstable, Massachusetts 02668-1599.

CAPE COD COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Statements of Net Position

June 30, 2017 and 2016

Assets and Deferred Outflows of Resources

	Primary Government		Component Unit	
	2017 College	2016 College	**2017 Foundation**	2016 Foundation
Current Assets:				
Cash and equivalents (Note 2)	**$ 11,295,500**	$ 6,604,983	**$ 1,887,264**	$ 623,350
Cash held by state treasurer (Note 3)	**334,123**	647,421	**-**	-
Certificate of deposit (Note 2)	**-**	4,138,152	**-**	-
Accounts receivable, net (Note 4)	**2,390,852**	1,997,495	**18,984**	20,202
Pledges receivable (Note 5)	**-**	-	**62,400**	5,100
Prepaid and other assets	**289,528**	120,410	**-**	-
Total Current Assets	**14,310,003**	13,508,461	**1,968,648**	648,652
Non-Current Assets:				
Long-term investments	**-**	-	**9,272,357**	8,571,495
Pledges receivable (Note 5)	**-**	-	**152,200**	3,600
Funds held by others	**20,000**	20,000	**-**	-
Capital assets, net of accumulated depreciation (Note 6)	**16,240,656**	13,974,126	**-**	-
Total Non-Current Assets	**16,260,656**	13,994,126	**9,424,557**	8,575,095
Total Assets	**30,570,659**	27,502,587	**11,393,205**	9,223,747
Deferred Outflows of Resources:				
Pension related, net	**1,405,650**	1,687,146	**-**	-
Total Assets and Deferred Outflows of Resources	**$ 31,976,309**	$ 29,189,733	**$ 11,393,205**	$ 9,223,747

Liabilities, Deferred Inflows of Resources and Net Position

Current Liabilities:				
Accounts payable and accrued liabilities	**$ 1,248,895**	$ 1,162,966	**$ 550,321**	$ 252,715
Accrued payroll	**1,079,917**	1,686,212	**-**	-
Compensated absences (Note 7)	**1,579,215**	1,548,922	**-**	-
Workers' compensation (Note 7)	**59,389**	60,235	**-**	-
Students' deposits and unearned revenues	**614,969**	492,460	**-**	-
Other unearned revenues	**248,864**	232,819	**-**	-
Current portion of capital lease (Note 7)	**14,726**	14,726	**-**	-
Total Current Liabilities	**4,845,975**	5,198,340	**550,321**	252,715
Non-Current Liabilities:				
Compensated absences (Note 7)	**729,994**	683,683	**-**	-
Workers' compensation (Note 7)	**268,729**	225,239	**-**	-
Funds held for others	**-**	-	**20,000**	20,000
Capital lease obligations (Note 7)	**29,452**	44,178	**-**	-
Net pension liability	**3,281,453**	4,845,997	**-**	-
Total Non-Current Liabilities	**4,309,628**	5,799,097	**20,000**	20,000
Total Liabilities	**9,155,603**	10,997,437	**570,321**	272,715
Deferred Inflows of Resources:				
Pension related, net	**1,465,648**	142,974	**-**	-
Net Position:				
Investment in capital assets, net	**16,196,478**	13,915,222	**-**	-
Restricted:				
Nonexpendable	**20,000**	20,000	**6,067,229**	5,780,128
Expendable	**-**	-	**4,372,060**	2,927,709
Unrestricted (Note 8)	**5,138,580**	4,114,100	**383,595**	243,195
Total Net Position	**21,355,058**	18,049,322	**10,822,884**	8,951,032
Total Liabilities, Deferred Inflows of Resources and Net Position	**$ 31,976,309**	$ 29,189,733	**$ 11,393,205**	$ 9,223,747

The accompanying notes are an integral part of the financial statements.

CAPE COD COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Statements of Revenues and Expenses

For the Years Ended June 30, 2017 and 2016

	Primary Government		Component Unit	
	2017 College	2016 College	**2017 Foundation**	2016 Foundation
Operating Revenues:				
Tuition and fees	**$ 11,795,462**	$ 11,763,202	**$ -**	$ -
Less: scholarship allowances	**(4,704,015)**	(4,655,986)	**-**	-
Net student fees	**7,091,447**	7,107,216	**-**	-
Federal, state, local, and private grants and contracts	**8,953,935**	8,674,862	**-**	-
Gifts and contributions	**-**	-	**2,463,618**	1,042,049
Auxiliary enterprises	**170,898**	155,828	**-**	-
Rental income	**-**	-	**200,200**	200,200
Other sources	**2,241,587**	1,878,267	**-**	-
Total Operating Revenues	**18,457,867**	17,816,173	**2,663,818**	1,242,249
Operating Expenses (Note 10):				
Instruction	**14,149,450**	15,014,378	**-**	-
Academic support	**4,455,064**	4,400,900	**-**	-
Student services	**6,094,057**	5,386,537	**-**	-
Scholarships and fellowships	**1,398,069**	1,543,576	**174,858**	174,687
Public service	**554,288**	544,601	**-**	-
Operation and maintenance of plant	**3,814,676**	3,036,532	**-**	-
Institutional support	**4,236,924**	3,944,370	**656,140**	631,697
Depreciation and amortization	**1,160,895**	1,112,160	**-**	-
Total Operating Expenses	**35,863,423**	34,983,054	**830,998**	806,384
Net Operating Income (Loss)	**(17,405,556)**	(17,166,881)	**1,832,820**	435,865
Non-Operating Revenues (Expenses):				
State appropriations - unrestricted (Note 11)	**16,518,436**	15,316,389	**-**	-
State appropriations - restricted (Note 11)	**54,147**	1,582,587	**-**	-
Transfers to the College from the Foundation	**849,364**	543,227	**(849,364)**	(543,227)
Abandonment of construction in process	**(525,666)**	-	**-**	-
Net investment income	**34,174**	26,727	**888,396**	255,303
Total Net Non-Operating Revenues (Expenses)	**16,930,455**	17,468,930	**39,032**	(287,924)
Net Income (Loss) Before Other Revenues	**(475,101)**	302,049	**1,871,852**	147,941
Capital appropriations (Note 11)	**3,780,837**	524,082	**-**	-
Total Increase in Net Position	**$ 3,305,736**	$ 826,131	**$ 1,871,852**	$ 147,941

The accompanying notes are an integral part of the financial statements.

CAPE COD COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Statements of Changes in Net Position

For the Years Ended June 30, 2017 and 2016

College

	Investment in Capital Assets, Net	Restricted Nonexpendable	Restricted Expendable	Unrestricted	Total
Balance, June 30, 2015	**$ 14,295,551**	**$ 20,000**	**$ -**	**$ 2,907,640**	**$ 17,223,191**
Change in net position for 2016	(380,329)	-	-	1,206,460	826,131
Balance, June 30, 2016	**13,915,222**	**20,000**	**-**	**4,114,100**	**18,049,322**
Change in net position for 2017	2,281,256	-	-	1,024,480	3,305,736
Balance, June 30, 2017	**$ 16,196,478**	**$ 20,000**	**$ -**	**$ 5,138,580**	**$ 21,355,058**

Foundation

	Investment in Capital Assets, Net	Restricted Nonexpendable	Restricted Expendable	Unrestricted	Total
Balance, June 30, 2015	**$ -**	**$ 5,547,814**	**$ 3,229,241**	**$ 26,036**	**$ 8,803,091**
Change in net position for 2016	-	232,314	(301,532)	217,159	147,941
Balance, June 30, 2016	**-**	**5,780,128**	**2,927,709**	**243,195**	**8,951,032**
Change in net position for 2017	-	287,101	1,444,351	140,400	1,871,852
Balance, June 30, 2017	**$ -**	**$ 6,067,229**	**$ 4,372,060**	**$ 383,595**	**$ 10,822,884**

See accompanying notes to the financial statements.

CAPE COD COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Statements of Cash Flows

For the Years Ended June 30, 2017 and 2016

	2017	2016
Cash Flows from Operating Activities:		
Tuition and student fees	**$ 6,890,007**	$ 6,977,146
Grants and contracts	**8,940,851**	8,331,786
Payments to suppliers	**(10,516,167)**	(8,357,402)
Payments to employees	**(18,802,225)**	(19,530,026)
Payments to students	**(1,398,069)**	(1,519,694)
Other cash receipts	**2,284,043**	1,851,601
Net Cash Applied to Operating Activities	**(12,601,560)**	(12,246,589)
Cash Flows from Non-Capital Financing Activities:		
State appropriations	**12,459,069**	13,728,178
Tuition remitted to state	**(315,000)**	(300,000)
Gifts and contributions	**849,364**	543,227
Net Cash Provided by Non-Capital Financing Activities	**12,993,433**	13,971,405
Cash Flows from Capital and Related Financing Activities:		
Purchase of capital assets	**(172,254)**	(193,022)
Payments on capital leases	**(14,726)**	(14,726)
Net Cash Applied to Capital and Related Financing Activities	**(186,980)**	(207,748)
Cash Flows from Investing Activity:		
Certificate of deposit maturation	**4,138,152**	-
Interest on investments	**34,174**	1,533
Net Cash Applied to Capital and Related Financing Activities	**4,172,326**	1,533
Net Increase in Cash and Equivalents	**4,377,219**	1,518,601
Cash and Equivalents, Beginning of Year	**7,252,404**	5,733,803
Cash and Equivalents, End of Year	**$ 11,629,623**	$ 7,252,404

CAPE COD COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Statements of Cash Flows - Continued

For the Years Ended June 30, 2017 and 2016

	2017	2016
Reconciliation of Net Operating Loss to Net Cash Applied to Operating Activities:		
Net operating loss	**$ (17,405,556)**	$ (17,166,881)
Adjustments to reconcile net loss to net cash applied to operating activities:		
Bad debt	**93,750**	-
Depreciation	**1,160,895**	1,112,160
Fringe benefits provided by the State	**4,428,514**	3,470,798
Net pension activity	**39,626**	524,034
Changes in assets and liabilities:		
Accounts receivable	**(487,107)**	(738,488)
Prepaid and other current assets	**(169,118)**	22,484
Accounts payable and accrued liabilities	**85,929**	449,039
Accrued employee compensation and benefits	**(487,047)**	(2,587)
Students' deposits and other unearned revenues	**138,554**	82,852
Net Cash Applied to Operating Activities	**$ (12,601,560)**	$ (12,246,589)
Reconciliation of Cash and Equivalents, End of Year:		
Cash and equivalents	**$ 11,295,500**	$ 6,604,983
Cash held by State Treasurer	**334,123**	647,421
Total	**$ 11,629,623**	$ 7,252,404
Non-Cash Transactions:		
Fringe benefits provided by the State	**$ 4,428,514**	$ 3,470,798
Capital appropriations	**$ 3,780,837**	$ 524,082
Financed capital asset acquisitions	**$ -**	$ 73,630
Reinvested interest on investments	**$ -**	$ 25,194

The accompanying notes are an integral part of the financial statements.

CAPE COD COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements

June 30, 2017 and 2016

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

Organization

Cape Cod Community College (the "College") is a state-supported comprehensive two-year college that offers an education leading to Associate degrees in the Arts and Sciences, as well as one-year certificate programs. From its primary campus located in West Barnstable, Massachusetts, along with other centers, the College provides instruction and training in a variety of liberal arts, allied health, engineering technologies and business fields of study. The College also offers, through the Division of Continuing Education, credit and noncredit courses, as well as community service programs. The College is accredited by the New England Association of Schools and Colleges.

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").

Revenues are recorded when earned, and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. Grants and similar items are recognized as revenue as soon as all eligibility requirements have been met. The accompanying statements of revenues and expenses and changes in net position demonstrate the degree to which the direct expenses of a given function are offset by program revenues. Direct expenses are those that are clearly identifiable within a specific function. Program revenues primarily include charges to students or others who enroll or directly benefit from services that are provided by a particular function. Items not meeting the definition of program revenues are instead reported as general revenues.

The College has determined that it functions as a business-type activity, as defined by GASB. The effect of inter-fund activity has been eliminated from these financial statements. The basic financial statements and required supplementary information for general-purpose governments consist of management's discussion and analysis, basic financial statements including the College's discretely presented component unit and required supplementary information. The College presents statements of net position, revenues and expenses, changes in net position and cash flows on a combined College-wide basis.

CAPE COD COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2017 and 2016

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

Basis of Presentation and Accounting - continued

The College's policies for defining operating activities in the statements of revenues, expenses and changes in net position are those that generally result from exchange transactions such as payments received for services and for the purchase of goods and services. Certain other transactions are reported as non-operating activities in accordance with GASB Statement No. 35. These non-operating activities include the College's operating and capital appropriations from the Commonwealth of Massachusetts, net investment income, gifts and interest expense.

The College's financial statements are prepared in accordance with generally accepted accounting principles ("GAAP"). The Governmental Accounting Standards Board is responsible for establishing GAAP for state and local governments through its pronouncements.

Cape Cod Community College Educational Foundation, Inc. (the "Foundation") is a legally separate tax-exempt component unit of Cape Cod Community College, established in November 1983. The Foundation was established to promote and support the furtherance of the educational and cultural mission of the College and acts primarily as a fund-raising organization to supplement the resources that are available to the College in support of its programs. The Board of the Foundation is self-perpetuating and primarily consists of graduates and friends of the College. Although the College does not control the timing or the amount of receipts from the Foundation, the majority of resources received or held by the Foundation are restricted to the activities of the College by the donors. Because these resources held by the Foundation can only be used by, or are for, the benefit of the College, the Foundation is considered a component unit of the College and is discretely presented in the College's financial statements.

In reliance on the guidance issued by the Massachusetts Department of Higher Education, the College and its discretely presented component unit have classified the prior matching contributions from the Commonwealth of Massachusetts to the Endowment Incentive Program, as well as the underlying gift from the donor, in accordance with either the donor's original intent or this previously issued guidance. Accordingly, these amounts may be classified as restricted nonexpendable, restricted expendable, or unrestricted.

CAPE COD COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2017 and 2016

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

Basis of Presentation and Accounting - continued
A complete copy of the financial statements for the Foundation can be obtained from the Executive Director of the Cape Cod Community College Educational Foundation, Inc. at 2240 Iyannough Road, West Barnstable, MA 02668-1599.

Net Position
Resources are classified for accounting purposes into the following four net position categories:

Investment in capital assets, net: Capital assets, net of accumulated depreciation and outstanding principal balances of debt attributable to the acquisition, construction, repair, or improvement of those assets.

Restricted - nonexpendable: Net position subject to externally imposed conditions requiring the College to maintain the funds in perpetuity.

Restricted - expendable: Net position that is subject to externally imposed stipulations that can be fulfilled by actions of the College pursuant to those stipulations or that expire by the passage of time.

Unrestricted: Net position that is not subject to externally imposed stipulations. Unrestricted net position may be designated for specific purposes by action of management or the Board of Trustees or may otherwise be limited by contractual agreements with outside parties. Substantially all unrestricted net position is designated for academic and capital programs and initiatives.

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 of Massachusetts, 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.

CAPE COD COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2017 and 2016

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

Cash and Equivalents
The College considers cash held by State Treasurer and all short-term debt securities purchased with maturity of three months or less to be cash equivalents.

Investments
Investments in marketable securities are stated at fair value. Dividends, interest and net gains or losses on investments of endowments and similar funds are reported in the statement of revenues, expenses and changes in net position. 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.

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

Capital Assets
Real estate assets, including improvements, are generally stated at cost. Furnishings, equipment, and collection items are stated at cost at date of acquisition or, in the case of gifts, at fair value at date of donation. In accordance with the state'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. 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 3 to 40 years. The costs of normal maintenance and repairs that do not add to the value of the assets or materially extend assets' lives are not capitalized.

CAPE COD COMMUNITY COLLEGE
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Notes to the Financial Statements - Continued

June 30, 2017 and 2016

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

Capital Assets - continued
The College does not have 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.

Students' Deposits and Unearned Revenue
Deposits and advance payments received for tuition and fees related to certain summer programs and tuition received for the following academic year are deferred and recorded as revenues as earned.

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.

Fringe Benefits
The College participates in the Commonwealth's Fringe Benefit programs, including health insurance, unemployment, pension, workers' compensation and certain post-retirement benefits. Health insurance, unemployment and pension costs are billed through a fringe benefit rate charged to the College. The Commonwealth provides workers' compensation coverage to its employers on a self-insured basis. The Commonwealth requires the College to record its portion of the workers' compensation in its records. Workers' compensation costs are actuarially determined based on the College's actual experience.

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Notes to the Financial Statements - Continued

June 30, 2017 and 2016

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

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, 2017 and 2016. The accrued sick leave balance represents 20% of amounts earned by those employees with 10 or more years of state service at June 30, 2017 and 2016. Upon retirement, these employees are entitled to receive payment for this accrued balance.

Grants

The College receives financial assistance from federal and state agencies in the form of grants and entitlements. Expenditures of funds under these programs require compliance with the grant agreements and are subject to audit by the granting agency.

Student Fees

Student tuition and fees are presented net of scholarships and fellowships applied to students' accounts. Certain other scholarship amounts are paid directly to, or refunded to students and are generally reflected as expenses.

Income 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.

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 liability.

CAPE COD COMMUNITY COLLEGE
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Notes to the Financial Statements - Continued

June 30, 2017 and 2016

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

New Governmental Accounting Pronouncements

GASB Statement 75 – *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions* is effective for periods beginning after June 15, 2017. This Statement replaces Statement 45, *Accounting and Financial Reporting by Employers for Postemployment Benefits Other Than Pension Plans* and Statement 57, *OPEB Measurements by Agent Employers and Agent Multiple-Employer Plans*. The objective of Statement 75 is to improve accounting and financial reporting by state and local governments for postemployment benefits other than pensions ("OPEB"). It also requires additional information by state and local governmental employers about financial support for OPEB that is provided by other entities. The Statement establishes standards for recognizing and measuring liabilities, deferred outflows and inflows of resources, and expense/expenditures. GASB 75 also identifies the assumptions and methods that are required to be used to project benefit payments, discount projected benefit payments to their actuarial present value and attribute that present value to periods of employee service for defined benefit OPEB. As discussed in Note 13, management anticipates that implementation of this standard will require the restatement of balances as of July 1, 2017.

GASB Statement 83 – *Certain Asset Retirement Obligations* ("AROs") is effective for periods beginning after June 15, 2018. An ARO is a legally enforceable liability associated with the retirement of a tangible capital asset. This Statement establishes criteria for determining the timing and pattern of recognition of a liability and a corresponding deferred outflow of resources for AROs and requires that recognition occur when the liability is both incurred and reasonably estimable. Management has not completed its review of the requirements of this Statement and its applicability.

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Notes to the Financial Statements - Continued

June 30, 2017 and 2016

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

New Governmental Accounting Pronouncements - continued

GASB Statement 84 – *Fiduciary Activities* is effective for periods beginning after December 15, 2018. The objective of this Statement is to establish criteria for identifying fiduciary activities. Activity meeting the established criteria would then be presented in a statement of net position and a statement of changes in net position. Pension and other employee benefit trust funds, investment trust funds, private-purpose trust funds and custodial funds would be reported, as applicable, according to this Statement. Information of component units of a primary government would be shown in the aggregate with the fiduciary funds of the primary government. Under this Statement, a liability could be recognized to the beneficiaries in a fiduciary fund if the government has been compelled to disburse fiduciary resources. Management has not yet evaluated the effects of the implementation of this Statement.

GASB Statement 85 – *Omnibus 2017* is effective for periods beginning after June 15, 2017. The objective of this Statement is to address practice issues that have been identified during implementation and application of certain GASB statements. This Statement addresses a variety of topics including issues related to blending component units, goodwill, fair value measurement and application, and postemployment benefits (pensions and other postemployment benefits). Management has not completed its review of the requirements of this Statement and its applicability.

GASB Statement 87 – *Leases* is effective for periods beginning after December 15, 2019. Implementation of this standard will require lessees to recognize on their statement of net position the rights and obligations resulting from leases categorized as operating leases as assets, liabilities, or deferred inflows / outflows of resources. It provides for an election on leases with terms of less than twelve months to be excluded from this Statement. Management is in the process of evaluating this Statement and has not yet determined its impact on the financial statements.

CAPE COD COMMUNITY COLLEGE
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Notes to the Financial Statements - Continued

June 30, 2017 and 2016

Note 2 - **Cash and Investments**

Deposits and Investments
Deposits and investments consist of the following at June 30,:

	2017	2016
Cash and Equivalents (including money market)	**$ 11,295,500**	$ 6,604,983
Certificate of Deposit	**-**	4,138,152
Total Cash, Equivalents, and Investments	**$ 11,295,500**	$ 10,743,135

Custodial Risk
Custodial credit risk is risk associated with the failure of a depository financial institution. In the event of a depository financial institution's failure, the College would not be able to recover its balance in excess of amounts insured by the federal Deposit Insurance Corporation ("FDIC"). Deposits in the banks in excess of the insured amount are uninsured and uncollateralized. The College has a formal deposit policy for custodial credit risk whereby deposits in the bank in excess of the insured amount are insured and collateralized by a third party to certain limits. Cash, equivalents and investments as of June 30, 2017 and 2016 were secured by irrevocable stand-by letters of credit with the Federal Home Loan Bank of Pittsburgh in the amounts of four million and ten million nine hundred thousand, respectively. The College's bank balances, including money market funds, as of June 30, 2017 and 2016 were $12,254,766 and $11,069,206, respectively. Of these balances, $7,689,766 as of June 30, 2017 was exposed to custodial credit risk as uninsured and uncollateralized.

Investment Policy
In accordance with Chapter 15A of the Massachusetts General Laws, the Board of Trustees has adopted an investment policy that applies to locally held funds that are not appropriated by the state legislature or derived from federal allocations. The principal objectives of the investment policy are: (1) preservation of capital and safety of principal, (2) minimizing price volatility, (3) liquidity, (4) return on investment, and (5) diversification. The Board of Trustees supports the investments of trust funds in a variety of vehicles, including bank instruments, equities, bonds, government and commercial paper of high quality and mutual funds holding in any or

CAPE COD COMMUNITY COLLEGE
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Notes to the Financial Statements - Continued

June 30, 2017 and 2016

Note 2 - **Cash and Investments - Continued**

Investment Policy - continued
all of the above. The Board of Trustees has established investment fund ceilings and broad asset allocation guidelines, but it delegates to the President or his designee the authority to determine exact dollar amounts to be invested within those established limits and guidelines.

Deposit and Investment Maturities
The College's investments and maturities consist of the following at June 30,:

2017

		Investment maturities (in years)			
Investment type	**Fair value**	**Less than 1**	**1 to 5**	**6 to 10**	**More than 10**
Money Market	**$ 4,461,179**	**$ 4,461,179**	**$ -**	**$ -**	**$ -**

2016

		Investment maturities (in years)			
Investment type	Fair value	Less than 1	1 to 5	6 to 10	More than 10
Money Market	$ 4,461,179	$ 4,461,179	$ -	$ -	$ -
Certificate of Deposit	4,138,152	4,138,152	-	-	-
	$ 8,599,331	$ 8,599,331	$ -	$ -	$ -

The College had a certificate of deposit ("CD") with TD Bank. The CD generated interest at 0.61% and had an original maturity of 36 months from the date of purchase. The CD matured on February 3, 2017 and the proceeds were transferred to the College's operating accounts.

Following is a description of the valuation methodologies used for assets measured at fair value. With the adoption of GASB Statement 72, there have been no changes in the methodologies used to measure fair value.

Money market funds: Valued at the current available closing price reported or based on values obtained on comparable funds.

Certificate of Deposit: Valued at the initial investment cost plus accrued interest.

CAPE COD COMMUNITY COLLEGE
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Notes to the Financial Statements - Continued

June 30, 2017 and 2016

Note 2 - **Cash and Investments - Continued**

Deposit and Investment Maturities - continued
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 if the fair value of certain financial instruments could result in a different fair value measurement at the reporting date.

As of June 30, 2017 and 2016, all of the College's investments are valued as level 1.

Concentration of Credit Risk
All of the above investments are at TD Bank, N.A.

Other Matters
The College does not have debt investments, foreign currency investments, securities lending transactions or derivative investments.

Cape Cod Community College Educational Foundation, Inc.
The Foundation's investments consist of the following at June 30,:

	2017		
	Cost	Market Value	Unrealized Gain/(Loss)
Equity mutual funds	$ 4,900,215	$ 6,063,482	$ 1,163,267
Bond mutual funds	3,223,493	3,208,875	(14,618)
Total investments	$ 8,123,708	$ 9,272,357	$ 1,148,649

CAPE COD COMMUNITY COLLEGE
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Notes to the Financial Statements - Continued

June 30, 2017 and 2016

Note 2 - **Cash and Investments - Continued**

Cape Cod Community College Educational Foundation, Inc. - continued

	2016		
	Cost	Market Value	Unrealized Gain/(Loss)
Equity mutual funds	$ 3,887,881	$ 5,752,725	$ 1,864,844
Bond mutual funds	2,802,006	2,818,770	16,764
Total investments	$ 6,689,887	$ 8,571,495	$ 1,881,608

The following schedule summarizes the investment return for the years ended June 30,:

	2017	2016
Interest and dividends	**$ 192,611**	$ 185,922
Realized gains	**1,483,256**	118,977
Unrealized gains (losses)	**(737,244)**	(1,525)
Investment fees	**(50,227)**	(48,071)
Total investment return	**$ 888,396**	$ 255,303

Note 3 - **Cash Held by State Treasurer**

Accounts payable and accrued salaries to be funded from state-appropriated funds totaled $334,123 and $647,421 at June 30, 2017 and 2016, 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.

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Notes to the Financial Statements - Continued

June 30, 2017 and 2016

Note 4 - **Accounts Receivable**

The College's accounts receivable include the following at June 30,:

	2017	2016
Student accounts receivable	**$ 1,708,260**	$ 1,386,068
Grants receivable	**693,061**	663,932
Other receivable	**458,281**	322,495
	2,859,602	2,372,495
Less: allowance for doubtful accounts	**(468,750)**	(375,000)
Total accounts receivable, net	**$ 2,390,852**	$ 1,997,495

Note 5 - **Pledges Receivable**

The Foundation has pledges receivable as of June 30, which are expected to be realized in the following time periods:

	2017	2016
Less than one year	**$ 62,400**	$ 5,100
Between one and five years	**152,200**	3,600
Pledges Receivable	**$ 214,600**	$ 8,700

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Notes to the Financial Statements - Continued

June 30, 2017 and 2016

Note 6 - **Capital Assets**

Capital assets of the College consist of the following at June 30, 2017:

	Estimated lives (in years)	Beginning Balance	Additions	Retirements	Reclassifications	Ending Balance
Capital assets not depreciated:						
Construction in progress	—	$ 1,601,731	$ 3,279,743	$ (525,666)	$ (702,557)	$ 3,653,251
Land	—	82,355	-	-	-	82,355
Total not depreciated		1,684,086	3,279,743	(525,666)	(702,557)	3,735,606
Capital assets depreciated:						
Building, including improvements	20-40	38,722,600	673,348	-	106,780	39,502,728
Furnishings and equipment	5-10	6,739,014	-	-	595,777	7,334,791
Total depreciated		45,461,614	673,348	-	702,557	46,837,519
Less: accumulated depreciation:						
Building, including improvements		(27,201,367)	(797,970)	-	-	(27,999,337)
Furnishings and equipment		(5,970,207)	(362,925)	-	-	(6,333,132)
Total accumulated depreciation		(33,171,574)	(1,160,895)	-	-	(34,332,469)
Capital assets, net		$ 13,974,126	$ 2,792,196	$ (525,666)	$ -	$ 16,240,656

CAPE COD COMMUNITY COLLEGE
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Notes to the Financial Statements - Continued

June 30, 2017 and 2016

Note 6 - **Capital Assets - Continued**

Capital assets of the College consist of the following at June 30, 2016:

	Estimated lives (in years)	Beginning Balance	Additions	Retirements	Reclassifications	Ending Balance
Capital assets not depreciated:						
Construction in progress	—	$ 1,500,686	$ 630,474	$ -	$ (529,429)	$ 1,601,731
Land	—	82,355	-	-	-	82,355
Total not depreciated		1,583,041	630,474	-	(529,429)	1,684,086
Capital assets depreciated:						
Building, including improvements	20-40	38,106,541	150,580	-	465,479	38,722,600
Furnishings and equipment	5-10	6,665,383	9,681	-	63,950	6,739,014
Total depreciated		44,771,924	160,261	-	529,429	45,461,614
Less: accumulated depreciation:						
Building, including improvements		(26,435,221)	(766,147)	-	-	(27,201,368)
Furnishings and equipment		(5,624,193)	(346,013)	-	-	(5,970,206)
Total accumulated depreciation		(32,059,414)	(1,112,160)	-	-	(33,171,574)
Capital assets, net		$ 14,295,551	$ (321,425)	$ -	$ -	$ 13,974,126

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Notes to the Financial Statements - Continued

June 30, 2017 and 2016

Note 7 - **Long-Term Liabilities**

Long-term liabilities at June 30, consist of the following:

	2017					
	Beginning Balance	**Additions**	**Reductions**	**Ending Balance**	**Current Portion**	**Long-term Portion**
Lease obligations	**$ 58,904**	**$ -**	**$ (14,726)**	**$ 44,178**	**$ 14,726**	**$ 29,452**
Other long-term liabilities:						
Compensated absences	**2,232,605**	**76,604**	**-**	**2,309,209**	**1,579,215**	**729,994**
Workers' compensation	**285,474**	**42,644**	**-**	**328,118**	**59,389**	**268,729**
Net pension liability	**4,845,997**	**-**	**(1,564,544)**	**3,281,453**	**-**	**3,281,453**
Total other long term liabilities	**7,364,076**	**119,248**	**(1,564,544)**	**5,918,780**	**1,638,604**	**4,280,176**
Total long-term liabilities	**$ 7,422,980**	**$ 119,248**	**$ (1,579,270)**	**$ 5,962,958**	**$ 1,653,330**	**$ 4,309,628**

	2016					
	Beginning Balance	Additions	Reductions	Ending Balance	Current Portion	Long-term Portion
Lease obligations	$ -	$ 73,630	$ (14,726)	$ 58,904	$ 14,726	$ 44,178
Other long-term liabilities:						
Compensated absences	2,390,906	-	(158,301)	2,232,605	1,548,922	683,683
Workers' compensation	290,470	-	(4,996)	285,474	60,235	225,239
Net pension liability	2,976,652	1,869,345	-	4,845,997	-	4,845,997
Total other long term liabilities	5,658,028	1,869,345	(163,297)	7,364,076	1,609,157	5,754,919
Total long-term liabilities	$ 5,658,028	$ 1,942,975	$ (178,023)	$ 7,422,980	$ 1,623,883	$ 5,799,097

CAPE COD COMMUNITY COLLEGE
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Notes to the Financial Statements - Continued

June 30, 2017 and 2016

Note 7 - **Long-Term Liabilities - Continued**

Capital Leases

During fiscal year ended 2016, the College entered into a capital lease for equipment for $73,630, requiring fixed annual payments of $16,623, including interest at 4.18% expiring June 2021.

The following is a summary of property held under capital lease as of June 30, 2017:

Equipment	$	73,630
Less: accumulated depreciation		(22,089)
	$	51,541

Operating Leases

The College subleases office and classroom space for its Hyannis campus center from the Foundation under an operating lease agreement expiring in August 2028. Rental expense for this lease was $200,200 for the years ended June 30, 2017 and 2016, respectively.

On January 11, 2016, the College, acting through the commissioner of the Division of Capital Asset Management and Maintenance, entered into an agreement with Bendrix Corporation to lease 2,941 square feet of classroom space and 14,400 square feet of hangar space for a term of ten years with annual payments ranging from $140,000 in the first year to $193,000 in the tenth year. The premises are used for classroom instruction. Rental expense for this lease was $140,000 and $70,000 for the years ended June 30, 2017 and 2016, respectively.

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Notes to the Financial Statements - Continued

June 30, 2017 and 2016

Note 7 - **Long-Term Liabilities – Continued**

Operating Leases - continued

The following schedule summarizes future minimum payments due under non-cancelable leases as of June 30, 2017:

Years Ending June 30,	Capital Leases	Operating Leases	Total
2018	$ 14,726	$ 340,200	$ 354,926
2019	14,726	361,883	376,609
2020	14,726	372,720	387,446
2021	-	378,720	378,720
2022	-	386,220	386,220
2023 - 2027	-	1,826,518	1,826,518
2028 - 2029	-	282,616	282,616
	$ 44,178	$ 3,948,877	$ 3,993,055

Note 8 - **Unrestricted Net Position**

The College's Board of Trustees has designated unrestricted net position at June 30, as follows:

	2017	2016
Deferred maintenance, adaptation and renewal	**$ 2,055,432**	$ 1,645,640
Instructional and information technology	**1,798,503**	1,439,935
Academic equipment and materials	**1,284,645**	1,028,525
Total unrestricted net position	**$ 5,138,580**	$ 4,114,100

CAPE COD COMMUNITY COLLEGE
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Notes to the Financial Statements - Continued

June 30, 2017 and 2016

Note 9 - **Commitments and Contingencies**

Federal, State, and Private Contracts and 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.

The College participates in the Massachusetts College Savings Prepaid Tuition Program (the "Program"). This Program allows individuals to pay in advance for future tuition at the cost of tuition at the time of election to participate, increased by changes in the Consumer Price Index plus 2%. The College is obligated to accept as payment of tuition the amount determined by this Program without regard to the standard tuition rate in effect at the time of the individual's enrollment at the College. The effect of this program cannot be determined as it is contingent on future tuition increases and the Program participants who attend the College.

Litigation
The College is periodically involved in legal actions arising in the ordinary course of business. Costs for all known claims not covered by insurance, if any, are recognized in the financial statements. Although the ultimate outcome of certain of these actions cannot be determined, management's opinion is that the College has adequate legal defense with respect to each of these actions, and that the amount of any additional liability would not have a material impact on the financial statements.

CAPE COD COMMUNITY COLLEGE
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Notes to the Financial Statements - Continued

June 30, 2017 and 2016

Note 10 - **Operating Expenses**

The College's operating expenses, on a natural classification basis, are composed of the following for the years ended June 30,:

	2017	2016
Compensation and benefits	**$ 25,549,641**	$ 24,896,243
Supplies and services	**7,754,820**	7,454,957
Depreciation and amortization	**1,160,893**	1,112,160
Scholarships and fellowships	**1,398,069**	1,519,694
	$ 35,863,423	$ 34,983,054

Note 11 - **State Appropriation**

The College's state appropriations are composed of the following at June 30,:

	2017	2016
Direct unrestricted appropriations	**$ 12,404,922**	$ 12,145,591
Add: fringe benefits for benefited employees on the state payroll	**4,428,514**	3,470,798
Less: 9C reduction	**-**	-
Less: day school tuition remitted to the state and included in tuition and fee revenue	**(315,000)**	(300,000)
Total unrestricted appropriations	**16,518,436**	15,316,389
Restricted appropriations	**54,147**	1,582,587
Capital appropriations	**3,780,837**	524,082
Total appropriations	**$ 20,353,420**	$ 17,423,058

Restricted appropriations were designated for specific College programs including WERC, VISION, and aviation programs.

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Notes to the Financial Statements - Continued

June 30, 2017 and 2016

Note 12 - **Pensions**

Defined Benefit Plan Description
The College makes contributions for employees paid by state appropriations through a benefit charge assessed by the Commonwealth. Such pension expense amounted to $1,364,670 and $1,324,792 for the years ended June 30, 2017 and 2016, respectively. Employees, who contribute a percentage of their regular compensation, fund the annuity portion of the Retirement System. Annual covered payroll was approximately 72% and 73% of annual total payroll for the College in 2017 and 2016, respectively.

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.

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, and group creditable service, and group classification. The authority for amending these provisions rests with the Massachusetts State Legislature (the "Legislature").

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Notes to the Financial Statements - Continued

June 30, 2017 and 2016

Note 12 - **Pensions - Continued**

Benefit Provisions - continued
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:

Hire Date	Percentage of Compensation
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

The College is required to contribute at an actuarially determined rate; the rate was 9.95% and 9.45% of annual covered payroll for the fiscal years ended June 30, 2017 and 2016, respectively. The College contributed $231,460 and $170,885 for the fiscal years ended June 30, 2017 and 2016, respectively, equal to 100% of the required contributions for each year.

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Notes to the Financial Statements - Continued

June 30, 2017 and 2016

Note 12 - **Pensions – Continued**

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources

At June 30, 2017 and 2016, the College reported a liability of $3,281,453 and $4,845,997, respectively, for its proportionate share of the net pension liability related to its participation in SERS. The net pension liability as of June 30, 2017, the reporting date, was measured as of June 30, 2016, 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, 2016 rolled forward to June 30, 2016. The net pension liability as of June 30, 2016, the reporting date, was measured as of June 30, 2015, 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, 2015 rolled forward to June 30, 2015.

The College's proportion of the net pension liability was based on its share of the Commonwealth of Massachusetts' collective pension amounts allocated on the basis of actual fringe benefit charges assessed to the College for the fiscal year 2016 and 2015, respectively. The College's proportionate share was based on actual employer contributions to the SERS for fiscal year 2016 and 2015 relative to total contributions of all participating employers for the fiscal year's. At June 30, 2016 and 2015, the College's proportion was 0.024% and 0.043%, respectively.

CAPE COD COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2017 and 2016

Note 12 - **Pensions – Continued**

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources - continued

For the years ended June 30, 2017 and 2016, the College recognized pension expense of $273,583 and $700,584, respectively. The College reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources at June 30,:

	2017	2016
Deferred Outflows of Resources		
Net differences between projected and actual earnings on plan investments	**$ 220,278**	$ -
Changes in plan actuarial assumptions	**363,891**	839,228
Changes in proportion from Commonwealth	**7,310**	-
Changes in proportion due to internal allocation	**426,851**	581,244
Differences between expected and actual experience	**155,860**	95,789
Contributions subsequent to the measurement date	**231,460**	170,885
Total	**$ 1,405,650**	$ 1,687,146
Deferred Inflows of Resources		
Net difference between projected and actual earnings on pension plan investments	**$ -**	$ 139,254
Changes in proportion from Commonwealth	**1,581**	3,720
Change in proportion due to internal allocation	**1,464,067**	-
Total	**$ 1,465,648**	$ 142,974

The College's contributions of $231,460 and $170,885 made during the fiscal years ending 2017 and 2016, respectively, subsequent to the measurement date will be recognized as a reduction of the net pension liability in each of the succeeding years.

CAPE COD COMMUNITY COLLEGE
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Notes to the Financial Statements - Continued

June 30, 2017 and 2016

Note 12 - **Pensions - Continued**

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources - continued

Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized as increases (decreases) in pension expense as follows:

Years Ending June 30,	
2018	$ (94,343)
2019	(94,343)
2020	(5,893)
2021	(112,990)
2022	16,111
Total	$ (291,458)

Actuarial Assumptions

The total pension liability was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Measurement date	June 30, 2016	June 30, 2015
Inflation	3.00%	3.00%
Salary increases	4.00% to 9.00%	3.50% to 9.00%
Investment rate of return	7.50%	7.50%
Investment rate credited to annuity savings fund	3.50%	3.50%

For measurement dates June 30, 2016 and 2015, mortality rates were based on:

- Pre-retirement - reflects RP-2000 Employees table projected generationally with Scale BB and a base year of 2009 (gender distinct)
- Post-retirement - reflects RP-2000 Healthy Annuitant table projected generationally with Scale BB and a base year of 2009 (gender distinct)
- Disability - the mortality rate is assumed to be in accordance with the RP-2000 Healthy Annuitant table projected generationally with Scale BB and a base year of 2009 (gender distinct)

The actuarial assumptions used in the January 1, 2016 valuation rolled forward to June 30, 2016 and the calculation of the total pension liability at June 30, 2016 were consistent with the results of actuarial experience study performed as of January 1, 2016.

CAPE COD COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2017 and 2016

Note 12 - **Pensions - Continued**

Actuarial Assumptions - continued

Investment assets of SERS are with the Pension Reserves Investment Trust ("PRIT") Fund. Th]e 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:

	2016		2015	
Asset Class	Target Allocation	Long-term expected real rate of return	Target Allocation	Long-term expected real rate of return
Global Equity	40%	6.90%	40%	6.90%
Core Fixed Income	13%	1.60%	13%	2.40%
Hedge Funds	9%	4.00%	9%	5.80%
Private Equity	10%	8.70%	10%	8.50%
Real Estate	10%	4.60%	10%	6.50%
Portfolio Completion Strategies	4%	3.60%	4%	5.50%
Value Added Fixed Income	10%	4.80%	10%	5.80%
Timber/Natural Resources	4%	5.40%	4%	6.60%
	100%		100%	

Discount Rate

The discount rate used to measure the total pension liability was 7.5% at June 30, 2016 and 2015. 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 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.

CAPE COD COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2017 and 2016

Note 12 - **Pensions - Continued**

Sensitivity of the Net Pension Liability to Changes in the Discount Rate
The following table illustrates the sensitivity of the net pension liability calculated using the discount rate of 7.5% as well as what the net pension liability would be if it were calculated using a discount rate that is one-percentage-point lower or one-percentage-point higher than the current rate.

1.00% Decrease (6.50%)	June 30, 2017 Current Discount Rate (7.50%)	1.00% Increase (8.50%)
$ 4,276,242	$ 3,281,453	$ 2,438,331

1.00% Decrease (6.50%)	June 30, 2016 Current Discount Rate (7.50%)	1.00% Increase (8.50%)
$ 6,587,308	$ 4,845,997	$ 3,344,103

Note 13 - **Fringe Benefits Provided by State**

Fringe Benefits
The College participates in the Commonwealth's Fringe Benefit programs, including active employee and postemployment health insurance, unemployment, pension and workers' compensation benefits. Health insurance for active employees and retirees is paid through a fringe benefit rate charged to the College by the Commonwealth and currently the liability is borne by the Commonwealth, as are any effects on net position and the results of current year operations, due to the adoption of GASB Statement No. 45, *Accounting and Financial Reporting by Employers for Post-Employment Benefits Other than Pensions*. As discussed previously, GASB 75 - *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions*, replaces GASB 45 and will require a restatement of balances at July 1, 2017.

CAPE COD COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2017 and 2016

Note 13 - **Fringe Benefits Provided by State - Continued**

Fringe Benefits - continued
In addition to providing pension benefits, 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 is comparable to contributions required from employees. The Commonwealth is reimbursed for the cost of benefits to retirees of the eligible authorities and non-state agencies.

Group Insurance Commission
The Commonwealth's Group Insurance Commission ("GIC") was established by the Legislature in 1955 to provide and administer health insurance and other benefits to the Commonwealth's employees and retirees, 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 amount 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 Retire 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 Commonwealth appropriations and employee investment returns. The Legislature determines employees' and retirees' contribution rates.

CAPE COD COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2017 and 2016

Note 13 - **Fringe Benefits Provided by State - Continued**

Group Insurance Commission - continued

The GIC is a quasi-independent state agency governed by an eleven-member body (the "Commission") appointed by the Governor. The GIC is located administratively within the Executive Office of Administration and Finance, and it is responsible for providing health insurance and other benefits to the Commonwealth's employees and retirees and their survivors and dependents. During the fiscal year ended June 30, 2017 and 2016, 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 14 - **Massachusetts Management Accounting and Reporting System**

Section 15C of Chapter 15A of the Massachusetts General Laws requires Commonwealth Colleges and Universities to report activity of campus based funds to the Comptroller of the Commonwealth on the Commonwealth's Statewide Accounting System, Massachusetts Management Accounting and Reporting System ("MMARS") on the statutory basis of accounting. The statutory basis of accounting is a modified accrual basis of accounting and differs from the information included in these financial statements. Management believes the amounts reported on MMARS meet the guidelines of the Comptroller's *Guide for Higher Education Audited Financial Statements*.

No timing differences occurred where the College had additional revenue that was reported to Massachusetts Management Accounting and Reporting System (MMARS) after June 30, 2017 and 2016.

CAPE COD COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2017 and 2016

Note 15 - **Pass-Through Grants**

The College distributed $2,092,093 and $2,232,837 during 2017 and 2016, respectively, for student loans through the U.S. 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.

REQUIRED SUPPLEMENTAL INFORMATION

CAPE COD COMMUNTY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Schedule of Proportionate Share of the Net Pension Liability (Unaudited)

Massachusetts State Employees' Retirement System

Year ended	June 30, 2017	June 30, 2016	June 30, 2015
Valuation date	January 1, 2016	January 1, 2015	January 1, 2014
Measurement date	June 30, 2016	June 30, 2015	June 30, 2014
Proportion of the collective net pension liability	0.024%	0.043%	0.040%
Proportionate share of the collective net pension liability	$ 3,281,453	$ 4,845,997	$ 2,976,652
College's covered-employee payroll	$ 1,808,307	$ 2,565,242	$ 2,974,086
College's proportionate share of the net pension liability as a percentage of its covered-employee payroll	181.47%	188.91%	100.09%
Plan fiduciary net position as a percentage of the total pension liability	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 supplemental information.

CAPE COD COMMUNTY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Schedule of Contributions (Unaudited)

Massachusetts State Employees' Retirement System

For the Years Ended June 30,

	2017	2016	2015
Statutorily required contribution	$ 231,460	$ 170,885	$ 266,529
Contributions in relation to the statutorily required contribution	(231,460)	(170,885)	(266,529)
Contribution excess	$ -	$ -	$ -
Covered-employee payroll	$ 2,326,231	$ 1,808,307	$ 2,565,242
Contribution as a percentage of covered-employee payroll	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 supplemental information.

CAPE COD COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Required Supplementary Information (unaudited)

For the Years Ended June 30, 2017 and 2016

Note 1 - **Change in Assumptions**

Changes in assumptions about the discount rate from 8.0% to 7.50%, using different scales within mortality tables, and other inputs resulted in additional plan wide pension expense of $2.33 billion dollars to be charged to income over an amortization period of 5.5 years beginning with the fiscal year ended June 30, 2016. Previously, changes in assumptions about future economic or demographic factors and inputs resulted in additional plan wide pension expense of $102 million dollars to be charged to income over an amortization period of 5.5 years beginning with the fiscal year ended June 30, 2015. The unamortized portion of the change is reported as a deferred outflow of resources in the statements of net position. The College's proportionate share of the net pension liability and the results of changes in assumptions is 0.024%, 0.043%, and 0.040%, respectively, as shown on the Schedules of Proportionate Share of Net Pension Liability, and represents the relationship of contributions made by the College to total contributions by all participating State Agencies.

The College's portion of these amounts is as follows:

	2017	2016	2015
Changes in assumptions	**$1,025,409**	$1,025,409	$ 40,897
Accumulated amortization	**661,518**	186,181	7,436
Changes in assumptions, net	**$ 363,891**	$ 839,228	$ 33,461

O'Connor & Drew P.C.
Certified Public Accountants

Independent Auditors' Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*

To the Board of Trustees of
Cape Cod Community College
West Barnstable, 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 Cape Cod Community College (the "College"), which comprise the statements of net position as of June 30, 2017 and 2016, the related statements of revenues and expenses, changes in net position and cash flows for the years then ended, and the related notes to the financial statements, which collectively comprise Cape Cod Community College's basic financial statements and have issued our report thereon dated October 11, 2017.

Internal Control Over Financial Reporting
In planning and performing our audit of the financial statements, we considered Cape Cod Community College's internal control over financial reporting ("internal control") to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our 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 Cape Cod Community College's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report
The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the College's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the College's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

O'Connor and Drew, P.C.

Certified Public Accountants
Braintree, Massachusetts

October 11, 2017

APPENDIX D - Auditor's Management Letter

Auditor's Management Letter on Financial Controls and Practices

The College's auditors' 2017 Financial Statements and Management's Discussion and Analysis specifically excludes an opinion on internal controls:

> An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the 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 opinion.

As an agency of the Commonwealth, the College maintains and updates an Internal Control Plan. The College provides an Internal Control Plan questionnaire annually to the office of the Comptroller (MGL Chapter 7A) that documents the College's procedures. As noted in Comptroller Memo #FY2017-19:

> This memo announces the FY2017 *Internal Control Questionnaire* (ICQ)…. Auditors, and staff from the Comptroller's Statewide Risk Management Team review ICQ responses and may contact departments to follow up on specific answers. Department management is responsible for implementing and maintaining effective internal controls based on prescribed statutes, regulations and policies. The ICQ's Certification Section confirms this for the Commonwealth.
>
> The ICQ is designed to provide an indication of the effectiveness of the Commonwealth's internal controls. During the Single Audit, auditors from KPMG, and Comptroller staff, will review the internal controls of several departments in more depth. They will also visit departments to follow-up on prior year findings, review compliance with federal and state regulations, test selected transactions, and review cash and encumbrances. The auditors use department Internal Control Plans and ICQ responses, along with other procedures, to render an opinion on the internal controls of the Commonwealth as a whole.
>
> The Office of the State Auditor often refers to ICQ responses and Internal Control Plans when conducting their audits of state agencies: Internal Control Guide

The College FY2017 *Internal Control Questionnaire* (ICQ) demonstrates how the College implemented and maintained effective internal controls.

APPENDIX E - List of Supporting Documents Available in the Workroom or Provided Electronically

NEASC Document Room

Introduction and Overview

Advancing a Massachusetts Culture of Assessment (AMCOA) website
Assessment Plan 2017
Cape Cod Community College Educational Foundation website
Cape Scholars
Commonwealth Commitment
Fall 2017 Convocation NEASC Presentation
Mainsheet Article: Decadal College Accreditation Approaches
MassTransfer Pathways website
May 2017 College Meeting NEASC Presentation
NEASC 5th Year Interim Report 2013
NEASC Acceptance of 5th Year Interim Report 2013
NEASC Letter on Continuing Accreditation 2009
NEASC Self-Study Committees 2016
NEASC Press Release January 2018
NEASC Projections Summary: Vice President Retreat 2017
NEASC Self-Study 2008
Resources for NEASC Chairs 2016
Self-Study Launch Meetings Fall 2016
STEM Funders Network STEM Learning Ecosystems Initiative
Spring 2017 Convocation NEASC Presentation
Strategic Plan 2014
Title VIII Health Resources and Services Administration (HRSA) Grant
WEAVE Assessment Management System presentation

Standard One: Mission and Purposes

Board of Trustees Vote Summary 2014
Cape Cod Healthcare Partnership Press Release
Massachusetts Community Colleges (MACC) Mission/Vision Statement
Mass DHE Vision Project
Mission/Vision Statement

Mission/Vision Survey Result 2013
New England Association of Schools and Colleges (NEASC) Standards
STEM Funders Network STEM Learning Ecosystems Initiative
Strategic Plan 2014
Title III Grant (Project SAIL) Press Release
Title III Grant (Project SAIL) Proposal Narrative
Title VIII health Resources and Services Administration (HRSA)

Standard Two: Planning and Evaluation

Planning

Academic Program Planning Procedures
Aviation Program
Cape Cod Community College Educational Foundation website
Cape Cod Community College Educational Foundation Annual Report 2017
Cape Cod Healthcare Partnership Press Release
Cape Cod Regional STEM Network website
Community Events: College webpages
Complete College America website
Engineering Certificates
Family Pantry of Cape Cod at CCCC
Gray Associates website
IT Strategic Plan 2016-18
Local Manufacturers example: Cape Cod Times Article 2017
Mass DHE Strategic Planning Guidelines & Procedures 2016-17
Mass DHE Vision Project Goals
NEASC Faculty and Staff Survey Summary 2017
Overview of Major Grant Awards 2016-18
Pathways Program webpages
Program Advisory Committees
Retention Task Force Recommendation 2014
Right Sizing Task Force Report 2015
Sightlines website
Sightlines Report 2017
STEM Funders Network: STEM Learning Ecosystems Initiative
Strategic Plan Process Update 2013
Strategic Plan 2014
Strategic Plan Update 2015
Strategic Plan Update 2016
Title III Grant (Project SAIL) Proposal Narrative
Vote Summary Board of Trustees 2014–2016

Evaluation

Board of Trustees President Evaluation 2017
Campus Climate Survey Results 2015
College Meeting Minutes 2014-2017
Complete College America website
Eduventures Report 2014
Eduventures website
Enrollment Management Process Map
First Year Success Program Final Report 2015
Gray Associates Report 2017
Gray Associates website
Institutional Effectiveness Plan
Institutional Research and Planning Reports Calendar
Institutional Research and Planning webpages
Mass DHE Vision Project Goals
National College Health Assessment Survey 2015
NEASC Workshop Feedback 2017
Overview of Major Grant Awards 2016-18
Program Advisory Committees
Registration Satisfaction Survey Summary 2015-17
Sightlines Report 2017
Sightlines website
Strategic Plan 2014
Strategic Plan Forum Results 2013
Weave Presentation
Weave Reports: Strategic Plan Associations 2018

Data First Forms

Standard 2.1

Academic Program Review Schedule
Admissions Department Review Sample
Information Technology Strategic Plan
Social Sciences Discipline Review Sample
Strategic Plan 2008–2013
Student Services Review Schedule

Standard Three: Organization and Governance

Governing Board

Board of Trustees Self-Assessment Survey
Board of Trustees Policy Manual
Board of Trustees Meeting Minutes and Archive
Board of Trustees Minutes June 23, 2016
Board of Trustees Vote Summary 2014-2016
Massachusetts General Law, Chapter 15A, Section 22 (Board of Trustees)
Organizational Charts 2017
Strategic Plan 2014

Internal Governance

AFSCME Collective Bargaining Agreement
CCSSE Results Executive Summary 2014
College Governance
College Governance Survey 2015 Results
Massachusetts Community College Council Contracts
NEASC Workshop Feedback January 2017
Noel Levitz Report 2012
Noel Levitz Report 2016
PACE Survey Results 2013
Right Sizing Task Force Study Report 2015
Student Senate

Academic and Student Affairs Meeting Minutes

2014–2015 Academic Year
2015–2016 Academic Year
2016–2017 Academic Year
2017–2018 Academic Year

College Meeting Minutes

Summary
College Meeting Motion Tracking 2002-2017

Data First Forms

Form 3.1
Board of Trustees Vote Summary 2014-2016
College Meeting Minutes
Organizational Charts 2017
Statement of Commitment & Responsibilities for MA Bd. of Trustees
Student Senate Minutes

Standard Four: The Academic Program

Academic Maps, History Concentration Example
Articulation Agreements
College Catalog 2017-2018
College Governance
Complete College America Website
Mass BHE Policy Amendment on general education for STEM pathways
MassTransfer Course Equivalencies Website
MassTransfer Pathways Website
MassTransfer Pathways CCCC Mapped Pathways
Title III (Project SAIL) Grant Proposal Narrative
Weave Presentation

Assuring Academic Quality

Aviation Maintenance Technology Professional Devt Needs Assessment
Academic Program Review Guidelines, Revised 2015
Agreement between CCCC and Martha's Vineyard Public Schools
Annual Program Review Guide
CIHE Annual Reports Summary
EMTS One-Year MOU for Paramedic Program 2017
Gray Associates Report
Mass DHE Procedures on Program Changes
New Program Planning Procedure March 2016
National Science Foundation: External Evaluation of Aviation Maintenance Technology
Organizational Chart, Academic & Student Affairs
Paramedic and EMS Teachout Plan 2017
Plymouth Airport Lease for Aviation Program
Program Advisory Committees, Committee Members by Program
Program Advisory Committee Handbook 2015
Program and Discipline Review Schedule Fall 2017
Strategic Plan 2014

Undergraduate Degree Programs/The Major or Concentration

Adult Education Center at CCCC
Center for Corporate and Professional Education (CCPE) at CCCC
College Catalog 2017-18
College Governance
Commonwealth Honors Program at CCCC
Curriculum Maps (Behavioral Science Example)
Developmental Math Placement Pilot Results

English Revised Developmental Education Pathway
Institutional Student Learning Outcomes
Mass DHE Community College Dashboard 2017
Mass DHE Developmental Math Initiatives
Project Forward Bellweather Nomination
Project Forward CTP Application
Project Forward Program Review

General Education

Degree Qualification Profile Website
English Composition: Departmental Syllabus
General Education Requirements and Institutional Student Learning Outcomes
List of General Education Courses Fall 2017
Mass DHE Vision Project

Integrity in the Award of Academic Credit

Academic Policies and Procedures Manual
CONNECT: A Southeastern Massachusetts Public Higher Education Partnership
Course Search form
Credit for Prior Learning
Curriculum & Programs Decisions
Dean's Checklist for Syllabi, Day Contract
Dean's Checklist for Syllabi, DCE Contract
Distance Education Evaluation: MCCC Contract Memorandum
Dual Enrollment
Eduventure Report: Online Course and Program Review 2014
Massachusetts Colleges Online Website
OmniJoin Website
Online Course Development Process
Online Learning Update October 2017
Online Student Interaction Plan
Online New Student Orientation Agenda
Cape Cod Foundation Grant for Streaming Courses
Plagiarism Tutorials
Student Handbook
Syllabi with Student Learning Outcomes

CIHE and NEASC Documents and Correspondence

CCCC letter to NEASC: Project Forward CTP Application 10/10/13
CCCC letter to NEASC: Paramedic Program 2/27/17
CIHE Annual Report 2015
CIHE Annual Report 2016

FAA Acceptance Letter 2/20/2016
NEASC Acceptance of 5th Year Interim Report 2013
NEASC Certificates Accreditation 12/14/2015
NEASC Certificates Accreditation 12/12/2016
NEASC Certificate Accreditation 12/7/2017
NEASC Evaluation 2018 Date Offering 2/22/2016
NEASC Evaluation 2018 Chair Confirmation
NEASC Evaluation 2018 Summary 12/5/2016
NEASC Evaluation 2018 Summary 11/8/2017
NEASC Graduation Rate Information Project 2/1/2017
NEASC Graduation Rate Information Project 7/31/2017
NEASC Martha's Vineyard Additional Location 1/15/2014
NEASC Martha's Vineyard Location Approval 11/16/2015
NEASC Five-Year Interim Report 2013
NEASC Policies and Procedures for Public Comment 8/22/21017
NEASC Plymouth Fall 2016 Evaluation Summary Sheet 3/4/2016
NEASC Plymouth Location Approval 1/2/2018
NEASC Plymouth Report Acceptance with Site Visit Scheduled 1/20/2016
NEASC Plymouth Site Visit Delay Acknowledgement 7/21/2016
NEASC Plymouth Site Visit Proposed Evaluator 9/26/2016
NEASC Self-Study 2008
NEASC Substantive Change Implementation 3/13/2015
Summary of CIHE Annual Reports 2013-2017

Academic Maps

Program Review and Accredited Programs

Behavioral Science Program Review 2015-16
Social Science Program Review 2016

Nursing Accreditation Letter from ACEN 2017
Criminal Justice Annual DHE Report 2016
Criminal Justice Notice of Annual Reporting Requirement Suspension AY17-18
Early Childhood Education NAEYC Self-Sudy Report 2013
Early Childhood Education NAEYC Certificate of Accreditation 2015-2021
Nursing ACEN Accreditation Self-Study Report 2017
Airframe and Powerplant FAA Certificate 2016
FAA Guidance on AMT Schools. AC 147
Dental Hygiene. CODA Notification of Accreditation Status. 2014
Dental Hygiene CODA Self-Study Report 2013
Medical Assisting CAAHEP Accreditation 2016
Medical Assisting Progress Plan 2017

Curriculum and Programs Committee Decisions

2014–2015 Academic Year
2015–2016 Academic Year
2016–2017 Academic Year
2017–2018 Academic Year

Instructor Course Outlines – Fall 2017/Spring 2018

Standard Five: Students

Admissions

Admissions Brochure
Admissions Program Review 2016
Aviation Program Enrollment Plan (TAACCCT grant monitoring)
CCCC Educational Foundation
Cape Scholars Data
Cape Scholars Program
Commonwealth Commitment program
CAS Statement of Shared Ethical Principles
Enrollment Management Process Map
Fall 2017 Semester Guide
Fall to Fall Retention Rates 2012-2016
Financial Aid Office Webpages
Financial Aid Reports
HRSA Grant Proposal: Recruitment & Retention of Disavantaged Nursing Students
Mass DHE Community College Mission Statement
Office of Admissions Webpages
O'Neill Center for Student Access and Support
Pathways Program
Registration Satisfaction Survey Summary
Testing Center at CCCC
Veterans Center at CCCC

Student Services and Co-curricular Experiences

Academic Support Services Webpages
Advising and Counseling Services Webpages
Advisor Handbook
Career Planning
CALM (Crisis and Life Management) Team
Campus Life Webpages

CCSSE Results Executive Summary 2014
Credentials Chart of Directors & Counselors
Crisis Intervention Manual
Current Students landing page
Enrollment & Retention Trends 2016
Faculty Focus Group Results Fall 2016
Family Pantry At CCCC
First Year Success Final Report
Math Learning Center Usage Fall 2016
New Student Online Orientation Agenda
Office of the Registrar
On-Campus Student Orientation Agendas
O*Net Online: Career Exploration Website
Online and On-Campus Tutoring Use Fall 2016
Online and On-Campus Tutoring Use Spring 2017
Perkins Coaches & Mentors May 2017 Report
Student Services Program Review Schedule 2017
Starfish Retention System
Student Handbook
Supplemental Instruction Data
Supplemental Instruction Pilot
Transfer Advising
TRIO SSS Program Trends
Perkins Coaches & Mentors Report 2017
Tutoring Center Program Review 2015
Tutoring Center Outcomes Spring 2017
Tutoring Services Student Surveys
Veterans Center at CCCC
Wilkens Library

Lead Advisor Materials

Advising Cycles
Advising Tools in CampusWeb
Starfish Instructions
Transfer Worksheets

Standard Six: Teaching, Learning, and Scholarship

Faculty and Academic Staff

Academic Policy and Procedures Manual
Bartlett Fund Awards 2012-2017
CCCC Educational Foundation website
College Governance
Human Resources webpages
Library Program Review 2017
Mass BHE Policy on Affirmative Action, Equal Opportunity & Diversity
MCCC Day Contract
MCCC DCE Contract (Adjunct faculty)
MCCC Professional Staff Responsibilities (E7 Form)
Peer Tutors
Professional Day Schedule 2017
Professional Development Funds Application 2017-18
Strategic Plan 2014
Student Code of Conduct
Tutoring Services Program Review 2015

Teaching and Learning

Academic Focus Areas
Academic Maps
Arduino Prototyping Platform Workshops Flyer
Cape Cod Foundation Grant for Course Streaming
CCSSE Executive Summary 2014
Community Engagement at CCCC
Complete College America website
Computer Literacy Statement
Course Syllabus: 3D Design and Analysis II
Degree Qualifications Profile website
Evening of Expertise Videos
Faculty Institute Agendas 2014-2018
Faculty Institutes Attendance 2014-2018
Higgins Art Gallery at CCCC
Institutional Student Learning Outcomes
Institutional Review Board at CCCC
International Studies at CCCC
Internships/Co-op Information at CCCC
Lead Advising Training
Online Course Development Process
Online Course Readiness Quiz

Online Learning Help: Faculty
Printmaking Workshop Flyer
Professional Development Schedule Fall 2017
Professional Development: Project SAIL strategies
Professional Development Survey
Teaching & Learning Center Workshops
Title III Grant (Project SAIL) Proposal Narrative

Standard Seven: Institutional Resources

Human Resources

AFSCME Collective Bargaining Agreement
Mass BHE Non-Unit Professionals Handbook
Mass BHE Policy on Affirmative Action, Equal Opportunity & Diversity
MCCC Day Contract
MCCC DCE Contract (Adjunct faculty)
Massachusetts State Auditor Report on CCCC Annual Internal Control Questionnaire 2016
National Coalition Building Institute website
Right Sizing Task Force Report 2015
Strategic Plan 2014

Financial Resources

Cape Cod Community College Educational Foundation
Financial Statement, 2017
GASP Pronouncement: Statement No.68 on Pension Liability
Grant Award Summary FY17
IPEDS Financial Report 2016-17
Internal Control Plan and Enterprise Risk Management
Internal Control Questionnaire FY 2017 (referenced in Appendix D)
Mass DHE HEIRS Reporting: FY2016
Massachusetts General Law, Chapter 15A, Section 22 (Board of Trustees)
Mass. Comptroller memo on Internal Control Questionnaire (Referenced in Appendix D)
Massachusetts State Auditor Report 2016
OMB Uniform Guidance 2014
Strategic Plan 2014

Information, Physical, and Technological Resources

CCCC Information Security Policy
CCCC Security Risk Assessment 2014
Emergency Procedures & Disaster Recovery Plan

IT Strategic Plan 2016-18
Martha's Vineyard Public Schools Agreement
Massachusetts Budget and Policy Center Report on Funding for Higher Education 2013
Massachusetts Community Colleges PACE (Partnership to Advance Collaboration & Efficiency)
Massachusetts General Law: Chapter 258 (Capital Improvement)
Office of Information Technology webpages
Office of Public Safety webpages
PACE IT Security Assessment
Personally Identifiable Information Policy Draft
Plymouth Airport Lease for Aviation Program
Sightlines Report 2017
Wilkens Library "LibGuides"
Wilkens Library Online Services
Wilkens Library Program Review 2017

Monthly Budget Reports

Standard Eight: Educational Effectiveness

Academic and Student Affairs Leadership Retreat 2016
Academic and Student Affairs Leadership Retreat 2017
Academic Focus Areas
Advancing a Massachusetts Culture of Assessment (AMCOA) website
AMCOA Regional Miniconference Report 2014
AAC&U LEAP Initiative VALUE Rubrics
Annual Program Review Process Professional Day
Assessment Committee Report: Communication Skills 2013
Assessment Committee Report: Critical Thinking Skill 2013
Assessment Committee Report: ISLOs and LEAP Rubric Outcomes 2011
Assessment Committee Report: Comparison of Rubric Scores on 3 ISLO's 2015
Assessment Grant Final Report 2016 (Mass DHE Performance Incentive Fund)
Assessment Plan 2017
Co-curricular student learning and development outcomes
Co-curricular Program Proposal Template
Complete College America Benchmarks 2015
Complete College America website
Convocation Agenda Fall 2017: Speaker on Quantitative Reasoning
Council for the Advancement of Standards in Higher Education website
Course Student Learning Outcomes
Curriculum & Programs Committee Decision Tracking 2014-2017
Educational Advisory Board website
Enrollment Management Process Map

Faculty Assessment Institute Agendas
Faculty/Staff External Professional Activity
Institutional Effectiveness Plan
Institutional Research and Planning Reports Calendar
Institutional Research and Planning webpages
Institutional Student Learning Outcomes (ISLOs)
Instructor Course Outlines
IPEDS Reports
MCCC Day Contract
Mass DHE Data Center
Mass DHE Vision Project Report 2016
Mass DHE Performance Incentive Fund (PIF) Assessment Grant Final Report 2016
MassTransfer website
Program Advisory Committees
Program Advisory Committee Handbook Guidelines 2015
Registration Satisfaction Survey Summary
Strategic Plan 2014
Student Rights and Responsibilities webpages
Student Right to Know Disclosure webpage
Student Success Stories
Title III Grant (Project SAIL) Annual Report 2016
Title III Grant (Project SAIL) Proposal Narrative
Weave Presentation, "What is Weave Online?"
Weave Report Example: Business Transfer Program
Weave Report Example: English Discipline Student Learning Outcomes
Weave Report on ISLO Associations: Quantitative Reasoning Example
Weave Use Academic & Student Affairs
Weave Utilization Trends for Course-level Assessment 2013-17

Grant Reports

Overview of Major Grants and Reporting
Mass DESE: Adult Education Center: ACCCESS Performance Summary 2015-17
Mass DESE (federal pass-through): Perkins CTE Annual Reports
Mass DHE Cape Cod Regional STEM Network Annual Report 2017
Mass DHE Dual Enrollment 2017
Mass DHE Performance Incentive Fund: Assessment Grant Final Report 2016
Mass DHE Stem Starter Academy Year 4 Site Report Narrative 2017
NASA MASCG Aviation Scholarships 2016
National Science Foundation: Aviation Grant: Annual Report 2017
National Science Foundation: Aviation Grant: External Evaluation Report 2017
National Science Foundation WIDER: Transforming STEM Education 2017
US Department of Education: Title III Grant (Project SAIL):Annual Performance Report 2017
US Department of Education: Title III Grant (Project SAIL) External Evaluation: 2017

US Department of Education: TRIO SSS Annual Repor 2017
US Department of Labor: Aviation TAACCCT Grant: Quarterly Report November 2017
US Department of Labor: Aviation TAACCCT Grant: External Evaluation Report 2017
US Department of Labor : GPSTEM Grant: Quarterly Report October 2017

Institutional Research and Planning Scheduled and Ad hoc Reports

Institutional Research and Planning Reports Calendar
Achieving the Dream Six Year Success Rate by Program: 2016 (includes transfer)
Achieving the Dream Six Year Success Rate: 2011-2016
Achieving the Dream Six Year Success Rate: Report to BOT 2016 (includes transfer)
Board of Trustees Presentation: Vision Project Metrics 2016
CCSSE Findings Presentation 2014
College101 Impact: Tracking Subsequent Course Completion Rates Fall 2008-2012
Course Completion Rates by Credit Category: Fall 2014-2017
Course Completion Rates and Grade Distributions: Fall 2016
Course Completion Rates by Teaching Modality: Fall 2015-Spring 2017
Developmental Math Pilot Results: Fall 2015 and Spring 2016
Developmental Math Tracking Study: Fall 2014 to Fall 2016
Enrollment & Retention Trends Presentation 2016
Enrollment by Program Trends: Fall 2015-2017
Enrollment Profile for each term: Fall 2017 Quick Facts
Fall to Fall Retention Trends 2007-2017
Fall to Fall Retention Trends by Program 2010-2017
Financial Aid Trends: Fiscal Year 2012- 17
GAP Funds and PELL Impact on Achieving the Dream Success Rate: 2015
Graduate Profile Trends: Fiscal Year 2005-17
Graduate Survey Report: Fiscal Year 2015
IPEDS Feedback Report 2016 (includes graduation rates)
Math Planning Data: New Student Enrollment by Program with Math Requirement: Fall 2017
Noel Levitz Student Satisfaction Inventory: 2016 Summary Report
Online Enrollment and Course Success Trends: 2012–2017
Online Student Profile: Fall 16
Student Survey Results for the Business Program Review 2012
Student Survey Results for the Sociology Program Review 2016
Student Survey Results on Campus Climate 2015
Student Survey Results on Course Scheduling 2014
Student Survey Results on Strategic Planning 2013
Student Survey Results on the Life Fitness Center 2015
Student Survey Results on Registration Satisfaction Fall 2017
Student Survey Results on Wellness and Recreation 2016

Standard Nine: Integrity, Transparency and Public Disclosure

Integrity

Academic Policies and Procedures Manual
Adjunct Faculty Handbook
Affirmative Action Case Reporting Summary
Affirmative Action Policy
AFSCME Collective Bargaining Agreement
Board of Trustees Policy Manual
CCCC Website
Conflict of Interest Acknowledgment
CIHE and NEASC Correspondence
Drug and Alcohol Policies
Gainful Employment Programs
HAVEN Online Sexual Assault Prevention Program website
Higher Education Opportunity Act (HEA) Disclosure Compliance Grid Fall 2017
Human Resources webpages
Institutional Policies
Massachusetts Commission Against Discrimination website
MCCC Day Contract
MCCC DCE Contract (Adjunct faculty)
Massachusetts General Law, Chapter 15A
New England Association of Schools and Colleges (NEASC)
NEASC Survey Summary April 2017
Office of Information Technology webpages
Office of the Registrar
Personally Identifiable Information Policy Draft
Student Handbook

Transparency

Academic Policies and Procedures Manual
Admissions Print Materials
Alumni Profiles
CCCC College Catalog 2017-18
Faculty/Staff Petition: Chronology and Supporting Documents 2016
Faculty/Staff Petition June 2016
Institutional Research & Planning webpages
Institutional Student Learning Outcomes
NEASC Survey Summary April 2017
Office of Admissions
Special Board of Trustees Meeting on faculty/staff petition 6/23/16

Student Handbook
Student Right to Know Disclosure
Transfer Information
US Dept of Education: Complaint re: website accessibility Dec. 2017
WAVE: Web Accessibility Evaluation Tool website

Public Disclosure

About Us webpages
Academic Policies and Procedures Manual
Academic Support Services
CCCC Accreditation Status
CCCC College Catalog 2017-18
CCCC Website
Computer Literacy Statement
Financial Information
Office of Admissions
Office of Institutional Research & Planning
Office of the President
Online & Blended Learning
Personnel Listings: Human Resources
Public Information webpages
Student Handbook

Data First Forms

Standard 9.1
Human Resources Conflict of Interest Form for State Employees
Procurement : Conflict of Interest and Disclosure
Procurement: Disclosure by Non-Elected State Employee Instructions
Procurement: Disclosure of Financial Interest
Affirmative Action Policy
Sexual Violence: Victim's Rights and Information

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