

2023 NECHE INTERIM (FIFTH-YEAR) ACCREDITATION REPORT





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2240 Iyannough Road
West Barnstable, MA 02668

2023 NECHE INTERIM (FIFTH-YEAR) ACCREDITATION REPORT

Submitted to the New England Commission of Higher Education
January 13, 2023

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INTRODUCTION

In preparation for submitting the Cape Cod Community College (CCCC) Interim (Fifth-Year) Accreditation Report to the New England Commission of Higher Education (NECHE), the institution identified a leadership team consisting of Dr. Kathleen M. Vranos, Vice President of Academic and Student Affairs (VPASA), Dr. Ifeoluwa Togun, Interim (Fifth-Year) Report Co-Chair and Professor of Psychology, and Sarah Hanlon, Interim (Fifth-Year) Report Co-Chair and Program Coordinator. Additionally, the leadership team relied on the expertise of Dr. Shuqi Wu, Director of Institutional Research and Planning, for institutional data and analysis. The leadership team met on a regular basis from January 2022 until the final submission of the report on January 13, 2023.

In early January 2022, the leadership team met to outline the tasks, timelines, data forms, and committee responsibilities. Co-chairs Togun and Hanlon presented an overview of the Interim (Fifth-Year) Report requirements and timelines at the College's Opening Day on January 20, 2022. Subsequently, members of the leadership team attended NECHE's Interim (Fifth-Year) Report Orientation Workshop on February 3, 2022. Additional attendees included Dr. Shuqi Wu, Christopher Clark (Vice President, Finance & Operations), and Christine McCarey (Dean of Enrollment Management and Student Wellness).

To gather feedback from the College community, College governance committees were assigned specific NECHE Standards to address. Each governance committee was asked to complete a questionnaire obtaining information on Standards-based changes that had taken place since the 2018 NEASC Self-Study. Standards were distributed across governance committees for input as shown in Table A, below:

Table A: Standards Addressed by Governance Committees

Committees	Standards								
	1	2	3	4	5	6	7	8	9
Academic Policy & Standards				X					X
Academic Technology							X		
Advising, Admissions, & Wellness					X				
Affirmative Action			X						
Assessment								X	
College Readiness & Success					X				
Curriculum & Programs				X					
Faculty Professional Committee	X		X			X			
Honors Program				X					
Inclusion, Diversity, Equity & Access					X			X	
Institutional Research & Planning		X						X	
Professional Development						X			
Steering Committee	X		X						

Co-Chairs Togun and Hanlon met with all governance committee chairs from February 16 - 18, 2022 to review the process, timelines, and requested committee work that was due by April 25,

2022. Committees obtained required information by reviewing minutes and College records and conducting interviews with related College personnel, as needed. During the Week of April 25, 2022, Co-Chairs Togun and Hanlon met with all committee co-chairs to review their findings.

The information provided by the governance committees was integrated into draft narratives from May 2022 through September 2022 by VPASA Kathleen Vranos and Co-Chairs Togun and Hanlon. A completed draft narrative was submitted to President John Cox, Ed.D., CPA, and members of the President's Cabinet and Leadership Council for review on September 21, 2022. After Cabinet's and Leadership Council's review, College governance committees and all faculty and staff were invited via email on October 31, 2022, from Dr. Vranos and Co-Chairs Togun and Hanlon and through a verbal announcement at the November 7, 2022 College Meeting to review the draft and provide feedback. Governance committees reconvened in November 2022 and committee chairs provided feedback on the draft narrative to VPASA Vranos and Co-Chairs Togun and Hanlon by November 21, 2022. A final draft was completed and submitted to NECHE for review on December 5, 2022, with final submission to NECHE on January 13, 2023.

In letters received from NECHE dated November 9, 2018 and June 11, 2019 Cape Cod Community College was instructed to address several areas of emphasis in our 2023 Interim (Fifth-Year) Report. Table B below identifies those areas of emphasis and the Standards and pages in which they are addressed:

Table B: Areas of Emphasis

Letter Date	Area of Emphasis	Standard(s) Location	Page Number
11/9/2018	Assessing effectiveness of organizational structure and ensuring engagement of faculty in governance	3	10
11/9/2018	Developing a realistic financial plan that supports its strategic plan and addresses its enrollment challenges	1, 2, 7	7, 8, 36-38
11/9/2018	Comprehensively assessing student achievement with evidence of improved retention	8	42-66
11/9/2018	Ensuring the consistency of the quality of its academic programs and student services across all locations and delivery formats	4, 5	16, 27-30
11/9/2018	Making certain its Nursing program complies with Massachusetts Board of Registration in Nursing (MBORN) regulations	4,8	17-18, 50-51
6/11/2019	An update on the Bridgewater State University instructional location with particular emphasis in:		
	1. Progressing toward specialized accreditation with the American Board for Funeral Service Education for the College to offer the A.S. in Funeral Service program	4	18
	2. Achieving its enrollment goals for the A.S. in Funeral Service program	5	24

	3. Engaging the Funeral Service faculty and students at the Bridgewater State University instructional location in campus activities and integrating them into the College’s governance structures	3 4	13, 18
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The Cape Cod Community College Interim (Fifth-Year) Report represents the collective values, achievements, and contributions of the entire College community during an unprecedented time of challenge and transformation, including a pandemic and the curtailment of all in-person instruction. It is a testament to the Institution’s commitment to our Mission of meeting our community’s needs through the life changing power of higher education. With resilience and determination, Cape Cod Community College has embraced this opportunity to reflect on our strengths and opportunities for improvement as we strive to provide an environment in which our diverse students can achieve academic success equitably through contemporary educational opportunities and compassionate student support. We remain fervently committed to our students’ futures.

INSTITUTIONAL OVERVIEW

Cape Cod Community College (CCCC) was established in 1961, the second institution to open as part of what is now a system of 15 community colleges in Massachusetts that resulted from the persistent efforts of Senator Edward Carleton Stone. CCCC opened under the leadership of its first president, Irving Bartlett, in the building that is now the Barnstable Town Hall. One hundred sixty-six students from thirty-three communities enrolled in the College's first class. There were five full-time faculty and six part-time instructors to greet them. These students were offered five terminal programs, as well as the transfer program. Outgrowing its first home in 1970, Cape Cod Community College moved to its current location on 116 acres in West Barnstable, making it the first community college in the state to build a new campus. Under the direction of its second president, E. Carleton Nickerson, the College moved into five of the eight buildings designated in the master plan for the new campus.

In 2006, the College opened its doors to the new Lyndon P. Lorusso Applied Technology building, a state-of-the-art teaching and learning facility. Representing the College's commitment to environmental sustainability, it was the first LEED (Leadership in Energy and Environmental Design) certified "green-building" ever built with state dollars. Since then the College has extensively expanded its campus facilities to include the newest building, the Frank and Maureen Wilkens Science and Engineering Center, completed in September 2022. In 2018, with bipartisan support from the local State Delegation, Governor Charlie Baker signed the capital bond bill authorizing funds to the College for the construction of a science and engineering facility. In 2019, the Governor’s Capital Improvement Program appropriated \$25 million for the \$38 million Frank and Maureen Wilkens Science and Engineering Center. This was the culmination of more than a decade of efforts to secure State funding.

Shortly thereafter, Mrs. Maureen Wilkens, a visionary and generous benefactor of the College, contributed \$5 million towards the project and the College’s Educational Foundation’s \$10 million capital campaign to support this new center. This marked the largest single donation by

any individual in the College's history, and one of the largest single gifts in the history of United States community colleges.

The expansion of programs has resulted in extending the College's virtual and physical footprint to include locations at 540 Main Street, Hyannis, MA 02601, which serves the Center for Corporate and Professional Education, along with the Aviation Maintenance Technology Center at Plymouth Municipal Airport, the Funeral Service program at Bridgewater State University, Martha's Vineyard high school, and distance learning in a variety of flexible modalities.

Today, Cape Cod Community College offers 2 Associate of Arts degrees with 22 concentrations under the A.A. Liberal Arts degree, 18 Associate of Science degrees, 1 Associate of Applied Science degree, and 46 Certificates as shown in the [2022-2023 Cape Cod Community College Academic Catalog](#). For Fall 2022 (census), 2,336 students are enrolled at the College. Students range in age from 16 to 70, but the majority of students are between the ages of 18 and 45. About 63% of the students are female, 28% are students of color, and 40% are 25 years of age or older. Eighty-five percent of our students matriculate in a degree or certificate program and approximately 73% attend part-time. As of Fall 2022, CCCC is proud to employ 224 full time employees and 252 part-time employees with 66 full-time faculty members, more than 150 part-time faculty with specialized knowledge and expertise who contribute to the College's commitment to excellence and student success.

During the COVID-19 pandemic, Cape Cod Community College quickly pivoted to remote and online instruction in March 2020 and continued to work and deliver the majority of instruction in distance formats from Fall 2020 through Spring 2021. From Fall 2021 through Spring 2022, CCCC resumed face-to-face instruction on a limited basis while ensuring compliance with Center of Disease Control and Massachusetts Department of Public Health guidelines and strengthening instructional and student service delivery in distance formats, including HyFlex education for the first time. Today, Cape Cod Community College is proud to offer a range of high quality, flexible instructional modalities and student services utilizing state-of-the-art technologies consistent with the needs of students increasingly impacted by economic, housing, and familial pressures.

It might be tempting to say that those first students of 1961 could never have imagined Cape Cod Community College as it is today, but it would not be true. They had a vision which was stated in an unsigned article in the December 1965 issue of the school paper, *The Beacon*:

Reputations will be earned, traditions will come, just so long as we don't lose sight of the dream and the idea. In time, our graduates will earn their place in the Arts, in the Sciences and Industry. In time, we will look back with great pride on the fact that many traditions enjoyed by future enrollees were started by us. In time Cape Cod Community College will be our greatest pride because we helped to build it.

That vision is the legacy of students past, students present, and the future students and graduates of Cape Cod Community College.

STANDARD ONE: MISSION AND PURPOSE

The [Mission](#) and purposes of Cape Cod Community College (CCCC) are appropriate to higher education, consistent with its charter, and implemented in a manner that complies with the Standards of the New England Commission of Higher Education (NECHE). The College's Mission gives direction to its activities and provides a basis for the assessment and enhancement of the institution's effectiveness. Cape Cod Community College enacts its Mission through its credit-bearing certificate and associate degree programs and through Adult Basic Education and corporate training delivered by [The Center for Corporate and Professional Education \(CCape\)](#). Since the 2018 NEASC Self-Study, the institution updated its Mission as part of the 2020-2025 strategic planning process.

The [2020-2025 Strategic Plan](#) was created through a collaborative effort between faculty, staff, alumni, current students, employers of our graduates, members of the public, and industry leaders across the region. The Strategic Planning Committee (SPC) gathered data primarily through focus groups, surveys, and the regional labor market blueprints for Cape Cod and the Southeastern region with a focus on three questions: 1) What is CCCC doing well? 2) What are CCCC's challenges? 3) Where should CCCC be in five years?

Using the information received from this process, the SPC generated new Mission, Vision and, for the first time, Core Value statements to help guide the College for the near future. These statements were presented to CCCC community in College Meeting on May 4, 2020, and to the Board of Trustees on September 8, 2020. In addition, the 2020-2025 Strategic Plan was approved by the Board of Higher Education on October 20, 2020. Together, these statements appear in the [2022-2023 Academic Catalog](#) and the [2020-2025 Strategic Plan](#), and are posted on the institutional website. These statements have guided development of the 2020-2025 Strategic Plan and its implementation. The new Mission and Vision are shown below:

Mission Statement

Cape Cod Community College believes in the life-changing power of higher education for everyone. We strive to provide an environment in which all students can achieve academic success through contemporary educational opportunities and compassionate student support. In this way, we enable powerful futures for the diverse learners across our region.

Vision Statement

Cape Cod Community College will strengthen our community's economic health and resiliency by responding to the changing needs of society, ensuring equitable student achievement outcomes, and making good on our education's return on investment.

The new Mission reflects and guides the institution's robust efforts to advance equity in student success for diverse learners through holistic innovation in academic and student support practices. The Mission is responsive to the needs of CCCC's community and the Equity Agenda established by the Massachusetts Department of Higher Education. The new Vision recognizes the changing landscape of economic, technical, and societal conditions. The College is committed to upholding the new Mission and Vision, and for the first time, articulated a set of

Core Values to guide the College community in pursuit of the 2020-2025 Strategic Plan. These Core Values are shown below:

Core Values

- Excellence - Develop and sustain a collaborative and innovative work environment.
- Student-Centered - Advance as a student-ready institution to meet students where they are, recognizing their unique backgrounds and needs.
- Flexibility – Actively learning about and responding to the Cape and Islands evolving educational and workforce needs.
- Sustainability - Build a culture of data-informed, evidence-based decision-making, improving stewardship and the use and justification of resources.
- Equity and Inclusion – Improve student and employee support for under-represented populations.
- Integrity – Enable and promote open and civil discourse and communication between key stakeholders.
- Technology-Focused – Create a more technologically engaging learning experience and develop important digital literacy skills.

These Core Values inform the means through which the current strategic plan and annual budget are operationalized and disseminated in college-wide publications. The Core Values call upon the College to innovate while remaining focused upon equity in student success. The Core Values statements also help to create a strong sense of identity for the College and its constituent members. The process used to generate the statements and the 2020-2025 Strategic Plan are a testament to CCCC's goals for increased diversity, equity, and accessibility. The College's Mission, Vision, and Core Values serve effectively as the foundation to how the College will proceed with meeting the current and future needs of its constituents.

The 2020-2025 Strategic Plan identified four objectives to direct the future efforts of the College. These objectives call upon the institution to **“develop a realistic financial plan that supports its strategic plan and address its enrollment challenges” (Area of Emphasis, 11/9/2018 NECHE letter):**

Strategic Plan Objectives

- Enhance support for a diverse community of students to successfully navigate from admission to completion.
- Increase community access and remove barriers to success in courses and academic pathways.
- Inspire students and the community by increasing their engagement with each other and aligning students' education with local workforce needs and forecasts.
- Provide an environment that supports both students' success and community vitality by ensuring financial resiliency and long-term sustainability of the institution.

The institutional approach to operationalizing and tracking these objectives will be detailed in Standard Two: Planning and Evaluation.

The demand for a quick pivot to remote instruction in March 2020 brought on by the pandemic, and the subsequent physical distancing of the campus community from Spring 2020 through

Spring 2022 impacted the ability of CCCC to embrace the new Mission, Vision, Core Values, and 2020-2025 Strategic Plan in unanticipated ways. Certainly, the pandemic hastened innovation as new instructional and student service delivery modalities were created and adopted out of necessity. In addition, extensive efforts to understand and respond to equity gaps in student success have been undertaken, as subsequent Standards will reveal. However, faculty and staff report that while the spirit of the strategic plan is evident, understanding of specifics and periodic outcomes has lagged. Recent efforts to raise awareness include an annual report of goal attainment for the 2020-2025 Strategic Plan at the June 2022 Board of Trustees meeting, and at the first College Meeting of AY 2022-2023 on September 12, 2022. As the campus returns to predominantly in-person work arrangements, the institution's ability to rise to its enhanced commitment to equity continues.

STANDARD TWO: PLANNING AND EVALUATION

Cape Cod Community College has a process for strategic planning that occurs in five-year increments, as described in the 2018 NEASC Self-Study. To **“develop a realistic financial plan that supports its strategic plan and addresses the institution’s enrollment challenges, and to comprehensively assess student achievement with evidence of improved retention” (Area of Emphasis, 11/9/2018 NECHE letter)**, an inclusive process was initiated to develop a new [2020-2025 Strategic Plan](#) in the AY 2019-2020. The 2020-2025 strategic planning process was student-centric and community-focused in nature. For example, 600 CCCC students responded to survey questions and 70 students participated in focus groups to ascertain their mindset towards higher education in general with a focus on their experience at CCCC. In addition, the [Cape and Islands Regional Workforce Blueprint](#) and the [Southeastern Massachusetts Labor Market Blueprint](#) also informed planning. As a result, two primary goals were identified for the strategic plan: 1) increasing student achievement, and 2) embodying community stewardship. To achieve these goals, metrics and strategies were created focusing on the four primary objectives identified in Standard One: Mission and Purposes. The development and approval processes described in Standard One: Mission and Purposes for the updated Mission and Vision of Cape Cod Community College also apply to the approval process for the 2020-2025 Strategic Plan.

Since the 2018 NEASC Self-Study, Cape Cod Community College has increased its proficiency in utilizing data to create a cycle of continuous improvement. The Office of Institutional Research and Planning, reporting to the President, has created a [Tableau](#) dashboard, in partnership with the Massachusetts Department of Higher Education that is populated with Key Performance Indicator data visualizing trends in Enrollment Management, Retention Management, and Student Completion. Examination of these actionable dashboards by the President’s Cabinet and Leadership Council occurs on a weekly basis to guide College activities. For example, during the Summer 2022 enrollment period, the Office of Institutional Research and Planning provided data demonstrating a downward trend in the average number of credits carried per student, particularly among first-semester freshmen. Based on anecdotal reports from the Advising Center, students’ primary barrier to returning to their studies was financial. As a result, Enrollment Management created [The 4Cs Promise Program](#), a financial aid incentive program described in Standard Five: Students. Data-informed monthly reports to the campus community as well as the Board of Trustees take place utilizing Tableau dashboards developed by the Office of Institutional Research and Planning.

Following the pivot to remote delivery in March 2020 brought on by the pandemic, the Office of Academic and Student Affairs established the process of developing an Annual Operating Plan to focus and quantitatively assess semester- and year-long activities against the goals of the 2020-2025 Strategic Plan. In this process, short run objectives are identified with corresponding activities and specific quantitative baselines and targets are set for the year. At the conclusion of the academic year, quantitative outcomes are captured, reported to the campus community, and are used to inform planning for the new year.

In keeping with the desire for continuous improvement, the Office of Institutional Research and Planning, in collaboration with the Office of Academic and Student Affairs and Academic Department Chairs and Program Coordinators (DC/PCs), implemented a data-informed process for building Annual Program Data Reports for academic programs. During Spring 2022, DC/PCs received trend data concerning program and course enrollment, retention, and completion. DC/PCs subsequently prepared annual reports identifying achievements, challenges, needs, and goals for the AY 2022-2023 utilizing this data. These annual reports informed preparation of the 2022-2023 Operating Plan, thereby establishing a continuous loop of data-informed communication and improvement.

As discussed in Standard One: Mission and Purpose, the 2020-2025 Strategic Plan was created with systematic feedback from students, graduates, members of the public, and industry leaders. In their June 14, 2022, Board of Trustees (BOT) meeting, Senior Leadership reported to the Board of Trustees that the 2020-2025 Strategic Plan (created prior to pandemic) is still a relevant guiding tool for the College. However, the need to consider modification to the 2020-2025 Strategic Plan was identified to address the negative impact of the pandemic on enrollment. This potential modification to the current 2020-2025 Plan is currently under review. During this Board meeting, attainment of goals identified in the 2020-2025 Strategic Plan was evaluated using enrollment, retention, completion data overall, and disaggregated by target groups, from the Tableau dashboard. Efficiencies related to staffing, course scheduling, technology, and facilities investments were also reviewed. Insights were derived which informed future investment. For example, data demonstrated that students least likely to return were those with a Grade Point Average below 2.0. Based on this experience and enrollment patterns, the BOT approved investment in [EAB's Navigate](#) platform to enable integrated case management and early interventions for students beginning January 2023. The BOT also requested increased prioritization of enrollment management.

The integrated nature of the College's Strategic Plan and its Operating Budget is illustrated in the most recent Equity Audit that was conducted during the Spring 2022 semester. The Equity Audit is part of Objective One of the Strategic Plan: To enhance support for a diverse community of students to successfully navigate from admissions to completion. The Equity Audit also advances the Board of Higher Education's Racial Equity Strategic Plan. Several initiatives were created regarding the campus-wide Equity Audit. As a result of the work accomplished during the Professional Development Days in AY 2021-2022, thirteen departments created Equity Action Plans to revise student service policies and practices to use asset language to be more equity-minded. For example, the Office of the Registrar will begin the new practice of documenting the reasons why students drop courses. This information can later be used to disaggregate data based on student demographics to derive insights on causes and possible

solutions contributing to student stop outs. These Equity Action Plans are being implemented during AY 2022-2023.

Evaluation of the 2020-2025 Strategic Plan in the context of the annual Operating Budget is a significant contributor in assisting the College in developing consistently realistic financial plans. The June 2022 annual review concluded that the College was “level” in retention performance, with Fall to Spring retention ranging from 69.2% from Fall 2019 to Spring 2020 to 70.5% from Fall 2021 to Spring 2022. In addition, the evaluation revealed that enrollment declines had been exacerbated during the pandemic with a drop of almost 15% experienced from Fall 2019 through Fall 2022. These realities informed investments and financial planning strategies which will be discussed in detail in Standard Seven: Institutional Resources. Tuition and fee increases, the planning and use of reserve funds, investment in classroom technologies, and intensified enrollment and retention strategies were implemented following evaluation of goal attainment. As of January 11, 2023, Fall-to-Spring retention is running 4% ahead of that seen on the same date for AY 2021 despite working with a lower base of students, indicating these efforts are beginning to come to fruition.

In the aftermath of the pandemic, it has been determined that the 2020-2025 Strategic Plan remains a relevant guide for the College. The development of the Operating Plan in AY 2021-2022 around the College’s Strategic Plan has resulted in clear objectives and measurable metrics that will assist the College in achieving its 2020-2025 Strategic Plan in the future. The consideration of modifications to the 2020-2025 Strategic Plan which address enrollment specifically will assist in providing necessary metrics to guide resource allocation for Enrollment Management while helping to develop realistic financial budgets. While the College has made progress in increasing its use of data and analyses, opportunity for improvement exists in utilizing data to improve operational and fiscal effectiveness and student success. For example, while Early Alerts could be raised to identify students in need of support services, the effectiveness and timeliness of the interventions could not be evaluated because existing technologies were not integrated and consistently utilized. This will improve with the launch of EAB Navigate on January 23, 2023

STANDARD THREE: ORGANIZATION AND GOVERNANCE

The College’s organization and governance has been strengthened over the past five years with a concerted effort made to **“assess effectiveness of the organizational structure and ensure engagement of faculty in governance”** (Area of Emphasis, 11/9/2018 NECHE letter). Cape Cod Community College continues to operate under the shared governance model described in the 2018 NEASC Self-Study and on the College website: [Cape Cod Community College \(CCCC\) Governance](#). The Board of Trustees (BOT), the President and Cabinet, the Faculty Professional Committee (FPC), the Student Government Association (SGA), and 13 faculty and staff led committees comprise the internal governance structures. The relationship between these entities continues to be a major advantage for CCCC. Additionally, the relationships between the President and the following groups continue to be an essential component in helping the College meet its goals: [Massachusetts Community College Council](#) (MCCC), Management Association Committee on Employee Relations (MACER), and [American Federation of County, State and Municipal Employees](#) (AFSCME).

The Cape Cod Community College BOT includes 11 members, 9 of whom are appointed by the Governor of Massachusetts for five-year terms. The final two members of the BOT are selected by the College Alumni Association (Alumni appointment with five-year term) and the student body (an SGA member for a one-year term). The BOT continues to meet monthly, and all meetings are open to the public via three options: in-person, YouTube livestream, and Zoom. The current members of the board and the meeting schedule for the year are available on the College's website. The effectiveness of the Board is measured through periodic self-assessment. Results have been discussed at previous annual board retreats. The BOT has utilized ACCT to facilitate this discussion, most recently with Dr. Norma Goldstein guiding the BOT through discussion and an exercise on board effectiveness and reviewed the BOT's self-assessment survey. It was concluded that communication between the BOT and the President is effective with demonstrable improvement over the past ten years. The BOT also recognized that orientation for first time trustees could be enhanced. To advance the 2020-2025 Strategic Plan and deepen the institution's capacity for improving equity in student success, on July 19, 2022, Commissioner Carlos Santiago addressed the BOT on the Racial Equity Strategic Plan and the Student Success Framework Implementation Options. Dr. Luis Parades (then Director of Institutional Diversity at Bridgewater State University) guided participants through a reflective dialogue for advancing racial equity to support student success at the College.

Since the 2018 NEASC Self-Study, the organizational structure of the College underwent modest modification. Beginning in AY 2021-2022 the institution's focus on 2020-2025 Strategic Plan priorities was intensified after review of the institutional data dashboard revealed declining enrollment and level retention rates. Responsibility for retention management was moved from Enrollment Management to the Academic and Student Affairs unit and the position of Dean of Retention and Completion was created to oversee retention strategies as delivered by advising, student engagement, and student support departments. The alignment of academic programs by divisions was also revised for the launch of AY 2021-2022, moving the Department of Social Sciences to the newly created Division of Arts, Humanities, Social Science and Adult Education to ensure a more equitable allocation of workload across the divisions. Project Forward is expected to move from the Division of Retention and Completion to the Division of Arts, Humanities, Social Science and Adult Education to enhance academic oversight later this academic year. Finally, Information Technology was reorganized to strengthen the institution's focus on maintaining and improving classroom technology quality and readiness, along with student, faculty, and staff technical support. This reorganization was in response to feedback from the Faculty Professional Committee (FPC) who surveyed faculty on campus needs in October 2021 and informed President Cox of rising priorities. As a result, the Director of Educational Technology and Client Services position was created within the Information Technology unit modifying an existing position. A 24/7 Help Desk was established, 32 classrooms were upgraded with DTEN technology, WIFI access was increased, multi-factor authentication was streamlined, information security oversight was improved, and enhanced faculty and student support on educational technologies was delivered from Spring 2022 through Fall 2022. In all examples of reorganization, impact bargaining with MCCC and AFSCME took place demonstrating joint respect for the collective bargaining process and shared governance during change.

Cape Cod Community College continues to benefit from the stable leadership of our highly engaged Board Chair, Tammy Saben, and President John Cox, Ed.D., CPA, now in their seventh

and eleventh years, respectively. Consistent with national trends referred to as “The Great Resignation”, the President’s Cabinet and Leadership Council remain structurally the same but have experienced several leadership changes. Christopher Clark joined the institution as Vice-President of Finance and Operations in 2020. Dr. Kathleen Vranos returned to Cape Cod Community College in the role of Vice President of Academic and Student Affairs in 2021. Francis Hughes, Jr. joined CCCC as Chief Information Technology Officer in Fall 2022. The Leadership Council continues to meet biweekly. The Leadership Council is comprised of the President’s Cabinet and Academic and Student Affairs deans with changing faculty representation. There have been two additional turnovers in the Leadership Council with Cathleen McCarron, Dean of Arts, Humanities, Social Sciences, and Adult Education, and Dr. Angela Quitadamo, Dean of Retention and Completion, joining the College within the past three years from other Massachusetts public institutions. The Leadership Council also includes representation from the Faculty Professional Committee (FPC) and the President and Vice Presidents have established monthly meetings with FPC for the Fall 2022.

The Vice President of Academic and Student Affairs established monthly Department Chair/Program Coordinator meetings beginning January 2022. The purpose of these meetings is to create open and continuous channels of communication between the Vice President and the programs/departments. These meetings have been helpful in obtaining faculty feedback and participation on important initiatives prior to launch such as on the creation of clear and easy to use templates and data for end-of-year reports that address program and course enrollment, completion, retention, achievements, goals, and needs. These year-end reports are used by the Vice President of Academic and Student Affairs team to formulate the annual Operating Plan and Budget. In addition, faculty collaborated on the design and use of “Retention Bulletins” intended to synchronize the use of Early Alerts and responses throughout the semester. The addition of Department Chair/Program Coordinator meetings with the Vice President of Academic and Student Affairs and the structural communication loop of annual program reports informing the institutional Operating Plan have created increased effectiveness in academic and student service programs.

College Meeting continues to occur monthly during the academic year moving from an in-person format to Zoom during the pandemic. Though the move was initially enacted due to COVID restrictions, the members of College Meeting voted in Spring 2022 to maintain the Zoom format (77.78% for Zoom; 5.88% for in-person, and 16.34% had no-preference on the Spring 2022 survey) as it supported approximately 35% greater participation levels across campus. During College Meeting, members of the Cabinet update the College body, and members of the faculty and staff can present policy and procedural change recommendations they would like to see implemented. The quorum of the College body votes on these matters and makes recommendations to the President. Twelve motions were approved in College Meeting during AY 2021-2022. Approved motions demonstrated the focus of committee work on student success. For example, the Academic Policies and Standards Committee received approval to eliminate the need for students to obtain instructor’s permission to add a class during the drop/add period. The Curriculum and Programs Committee received approval for a Pilot Course Policy to establish a limit to the number of times a course could run without receiving Curriculum and Programs Committee approval. To ensure the continued effectiveness of College governance, College Meeting membership is routinely surveyed with the most recent survey delivered during Spring 2022 via Zoom resulting in doubled response rates with 54 full-time faculty members and 27 professional staff participating. The results of the survey were more

positive than those for the CCCC governance system, overall, though both areas received more positive than negative results. Nearly 78% of faculty and staff “agreed”, or “strongly agreed” that “I have the opportunity to share my opinion during College Meeting.” Nearly 68% agreed or strongly agreed that “College meeting is productive.” More than 53% agreed or strongly agreed that “Our governance system is responsive to faculty concerns.” There appears to be room to increase responsiveness to student and staff concerns in College Meeting, with only 39% of staff agreeing or strongly agreeing that “Our governance system is responsive to staff concern,” and only 48% agreeing or strongly agreeing that “Our governance system is responsive to student concerns.” A high level of “neither agree nor disagree” results were observed on College governance questions. CCCC’s more than 100 adjunct faculty have no voting rights. In an open-ended question regarding the voting structure of College Meeting, a prominent theme emerging concerned the need for adjunct faculty to have an increased voice in College voting, decisions and recommendations. While adjunct faculty voting eligibility is limited and in need of review, this does not equate to a lack of voice. The Administration welcomes and seeks feedback from our adjunct and part-time staff. Most recently, following discussion with adjunct faculty, the President was directly involved with the U.S. Department of Education’s Undersecretary in providing comments supporting parameters enabling adjunct faculty working at more than one college to meet full-time eligibility requirements for the Public Service Loan Forgiveness program, reducing student loan debt burden. The parameters have been included in the Federal Regulations for PSLF eligibility beginning July 1, 2023.

Generally, Cape Cod Community College has maintained the same standing committees since the 2018 NEASC Self-Study. The College has also made a concerted effort to **“engage the Funeral Service faculty and students at the Bridgewater State University instructional location in campus activities and integrate them into the College’s governance structures” (Area of Emphasis, 6/11/2019 NECHE letter)**. Dan Shea, Funeral Service Program Coordinator at the Bridgewater State University campus serves on the Honors committee. His colleague, Professor Jeff Megna, serves on the Academic Standards and Policy Committee. Funeral Service and Aviation Maintenance Technology program students in Plymouth partake in many of the College-wide events with the President’s Cabinet traveling to Bridgewater and Plymouth to share events with students and staff at satellite locations and with HyFlex delivery enabling live virtual participation in clubs and workshops on the Main Campus, as well. Directors, Program Coordinators, and faculty from both campuses attend College Meeting and Department Chair/Program Coordinator meetings via Zoom. A Funeral Service Program alumnae served on an Alumni Panel during the Main Campus Convocation/Orientation on September 1, 2022. The College has intentionally engaged students, faculty, and staff at satellite locations to build a “one campus” culture.

The Faculty Professional Committee (FPC) is the governance body charged with bringing faculty issues and concerns to the attention of the College and leadership. FPC performs this duty by regularly surveying faculty members (every semester), and by having a forum in which faculty members can gather and discuss aspects of the College they would like to see improved. Additionally, the FPC appoints faculty members to Standing College committees. The FPC also sends a representative to all BOT and Steering Committee meetings, ensuring that faculty are represented at all levels where crucial decisions are made. Due to a concern raised by a faculty member regarding the possibility of FPC bias arising from its limited number of seats, the FPC was restructured in 2021 to make it more representative of the faculty composition and College departments. This change included increasing the number of serving members from three to eight

(one member from each department) and updating procedures by allowing each department to determine who represents them on FPC. The President and his Cabinet have demonstrated responsiveness to input from FPC through substantial changes in organizational structure and technical infrastructure investments, particularly during the pandemic and over this year. The FPC is an invaluable bridge between the President and his Cabinet and the faculty.

To deepen the institution's commitment to advancing equitable student success, Cape Cod Community College added the Inclusion, Diversity, Equity and Access (IDEA) committee via a majority vote at College Meeting. This committee raises "critical issues related to inclusion, diversity, equity, and access. The committee will create, coordinate, and implement initiatives and programs aimed at developing an environment that recognizes, values, embraces, and welcomes all." The committee includes faculty, staff, and student representation. The Vice President of Academic and Student Affairs serves as an ex officio member. One of the major contributions of the IDEA committee is the virtual, community-wide [Intentional Critical Conversations Series](#) featuring national experts on equity, diversity, and inclusion. Members of IDEA have also taken a leadership role in advancing equity programming at CCCC.

Cape Cod Community College is here to serve the students and the community. It would therefore be impossible to accomplish our mission without input from those we serve. The Student Government Association (SGA), like all the other governance bodies, has undergone some changes in the last few years. In 2021 members of the SGA did a line-by-line rewrite of the SGA constitution to broaden its charge, better define the role and expectations of various positions, and modernize the document. The SGA also spearheaded several initiatives. These include initiating and leading a legislative effort to change the state law regarding Student Trustee eligibility. Our SGA leaders crafted the legislation, working with faculty and our legislative delegation. They partnered with their statewide SGA leaders and successfully secured the Board of Higher Education (BHE) support for part-time students, who comprise 70% of CCCC's student body, to be eligible to serve as student trustees. The SGA also worked with faculty, staff, community members, and the BOT to craft the [Cape Cod Community College Land Acknowledgement](#). The statement informs audiences that the College is built on the ancestral land of the Wampanoag and Indigenous people and expresses our commitment to working toward reconciliation and collaboration. This land acknowledgement is another example of CCCC's effective shared governance and institutional commitment to advancing diversity, equity, and inclusion. SGA officers have traveled to both the Plymouth and Bridgewater State University satellite locations to engage and represent students from these programs.

STANDARD FOUR: THE ACADEMIC PROGRAM

As of Fall 2022, Cape Cod Community College currently offers 2 Associate of Arts degrees with 22 concentrations under the A.A. Liberal Arts degree, 18 Associate of Science degrees, 1 Associate of Applied Science degree, and 46 Certificates as shown in the [2022-2023 Cape Cod Community College Academic Catalog](#). The College's updated Mission and Vision and 2020-2025 Strategic plan (refer to Standard One: Mission and Purpose and Standard Two: Planning and Evaluation) are reflective of the changing demographic profile of CCCC students. The College has seen a rise in the percentage of students of color – now approximately 26% - and the rise in first generation college students – now approximately 54%. CCCC serves "diverse

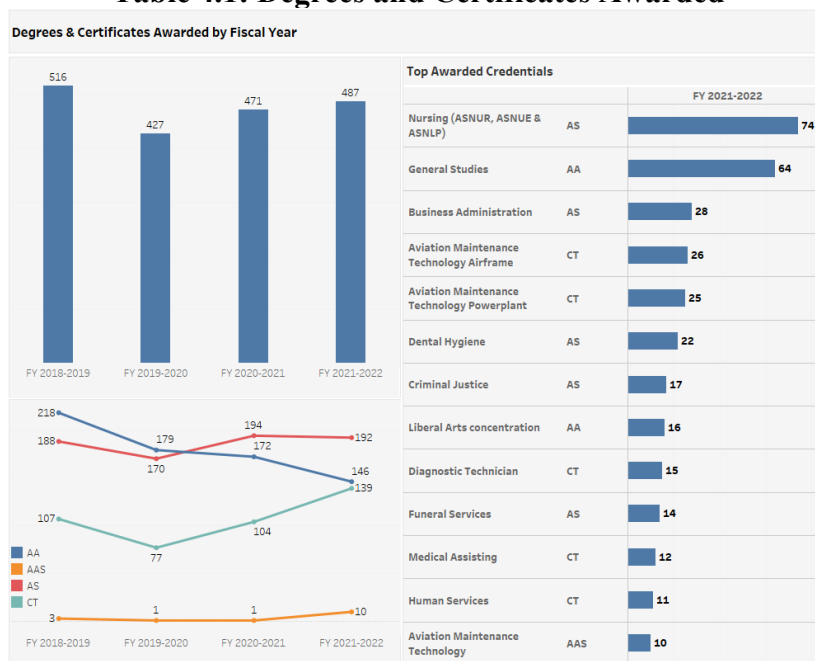
learners” with the goal of delivering “equitable student achievement outcomes” reflecting the commitment of prioritizing equity, diversity, and inclusion.

As the only comprehensive educational institution in the region, CCCC addresses the educational needs of learners who are diverse in terms of demographics, goals, needs, abilities, and college readiness. The institution serves students seeking a direct connection to a career path, local students planning to transfer to baccalaureate-degree granting institutions who attend CCCC to save money for the first two years, returning students needing to update professional skills, mid-career professionals looking to improve their career paths, and life-long learners.

No changes have been made to the [Institutional Student Learning Outcomes](#) (ISLOs) or [General Education Requirements](#) at CCCC since the 2018 NEASC Self-Study. CCCC has appointed three faculty members: Drs: Ifeoluwa Togun (Psychology Department), William Berry (English Department) and Rebecca Westphal (Science Department) to serve as Faculty Assessment Coordinators for the AY 2022-2023. This team will work with the Assessment Committee to establish a College-wide plan for evaluating CCCC’s current ISLOs annually at the program level (see Standard Eight: Educational Effectiveness).

The data in Table 4.1 demonstrates trends in credentials awarded revealing that students are earning an increasing number of professional certificates and degrees in recent years. Programs in healthcare, Aviation Maintenance Technology, Funeral Services, and Human Services are aligned with local workforce needs as described in the [Cape and Islands Regional Workforce Blueprint](#). The Cape Cod Commission’s [Comprehensive Economic Development Survey](#) also informs program offerings. Together with traditional A.A. concentrations in Liberal Arts which provide transfer pathways, CCCC has aligned offerings to meet the needs of our community.

Table 4.1: Degrees and Certificates Awarded



During the development of new academic programs, CCCC conducts a robust analysis of student and workforce needs, competitive offerings, and educational credentials and career competencies

associated with related employment. CCCC continues to implement the curriculum governance procedures described in the 2018 NEASC Self-Study to ensure academic quality. The following new Academic Programs added for AY 2022-2023 have been approved by the Massachusetts Department of Higher Education. These certificates are stackable into current degree programs:

- A.S. Applied Economics of Coastal and Ocean Environments
- Bereavement Support Certificate
- Biotechnician Certificate
- Embalming Certificate
- Funeral Administrant Certificate
- Funeral Celebrant Certificate
- Hospitality and Tourism Management Certificate
- Radio and Podcasting Certificate

Cape Cod Community College utilizes multiple mechanisms to **“ensure the consistency of the quality of its academic programs and student services across all locations and delivery formats” (Area of Emphasis, 11/9/2018 NECHE Letter)**. Degree programs are set out in academic pathways that transparently sequence courses so that students can achieve the degree in two years if they attend full-time. In addition, CCCC often creates “stackable” certificate and degree programs so students can benefit from a college credential as they pursue their A.A or A.S. degrees. For instance, the Social Media Marketing Certificate is embedded in the A.A. Liberal Arts - Communication concentration.

As described in Standard Two: Planning and Evaluation, and Standard 3: Organization and Governance, Academic Affairs Leadership provides oversight of academic quality ensuring a consistently strong student experience. This past year, the Science Department reviewed enrollment and completion data for programs and certificates in their area concluding that three Certificate programs no longer serve the needs of students and can be retired, including the Landscape Construction Certificate, the Horticulture – Landscape Maintenance Certificate, and the Horticulture Technician Certificate. Additionally, the Business Department retired the Bookkeeping Certificate and the Paralegal Certificate, while Health Sciences retired the Medical Interpreter Certificate for similar reasons. CCCC notifies students and the Department of Higher Education when programs are discontinued and works with students individually for up to two years to ensure they can complete discontinued programs in which they are matriculated.

Faculty governance committees also contribute to monitoring academic quality and establishing systems for timely responses to faculty/student needs. The Vice President of Academic and Student Affairs (VPASA) meets with governance committees monthly, including Curriculum and Programs Committee, Academic Policies and Standards, Professional Development Committee, Faculty Professional Committee (FPC), Inclusion, Diversity, Equity and Access (IDEA), and Academic Technology Committee (ATC) to ensure institutional issues and strategies are aligned and receive timely responses. For example, during AY 2021-2022, the campus experienced classroom technology challenges due to aging equipment, more devices per student in the classroom, and power outages brought on by severe weather. Strong collaboration between institutional leadership, FPC, and ATC resulted in a campus-wide technology refresh, strengthened Wi-Fi access, streamlined multi-factor authentication, enhanced cybersecurity

oversight and training, and 32 updated classrooms with state-of-the art projection systems that provide the opportunity for HyFlex learning through DTEN systems.

CCCC has developed short and long-range plans for institution-wide annual assessment of student learning outcomes to advance academic quality. Detailed information regarding academic assessment is provided in Standard Eight: Educational Effectiveness.

Professional degree programs continue to engage Advisory Boards that are convened at least annually to review and inform program quality. For instance, the Business Administration degree program convened an advisory board in June 2022 with eight industry leaders representing employers in banking, healthcare, human resources recruitment, transportation logistics, and more. Faculty from related high school and four-year college programs were also included to discuss pathways in and out of the CCCC Business Administration program. Similarly, the Funeral Service program convened its advisory board in March 2022. This group included employers from multiple states who provided valuable feedback on the potential market for new certificate programs in the Funeral Service program and on opportunities to strengthen internship and mentoring opportunities for diverse students in this field. Overall, at least fourteen advisory boards are engaged in providing guidance on curriculum, career competencies, internships, and mentorships for related programs.

CCCC also participated in the Mass Transfer Pathways alignment efforts maximizing courses and programs transferrable between Massachusetts Community Colleges and the public universities. The opportunity to review student learning outcomes with peers across the state allowed CCCC faculty to reflect on best practices as they ensured transferability of courses and programs. CCCC's extensive list of aligned programs can be found at the [Mass Transfer](#) site.

The Cape Cod Community College Honors Program was recertified by the Massachusetts Board of Higher Education in June 2022. In keeping with the state's Equity Agenda, the Honors Program reviewed its admission requirements, and removed the previously required College Placement Exam minimum score, allowing any student who tested into college-level English Composition I to enroll in an Honors course. This change of policy occurred in 2020, and the program is accumulating data to determine if the policy affects student performance in Honors courses, and if it increases diversity.

UPDATES ON ACCREDITED PROGRAMS

Maintaining accreditation for many of the College's professional programs is a high priority for maintaining academic quality. The status of program accreditations is reported on the CCCC website: [CCCC Accreditations](#). To fulfill the CCCC Mission and meet community needs, the A.S. Nursing program is a high strategic priority for Cape Cod Community College. The nationwide nursing shortage has been felt acutely across the Cape Cod area given the aging population and scarcity of affordable housing. As of Fall 2022, 172 students are enrolled in the day and evening A.S. Nursing program which received full approval status from the Massachusetts Board of Registration (MBORN) in Nursing on September 9, 2020, after being notified of "Approval with Warning Status" on November 9, 2018. CCCC is proud of the rigorous effort undertaken to **"make certain its Nursing program complies with Massachusetts Board of Registration in Nursing (MBORN) regulations"** (Area of

Emphasis, 11/9/18 NECHE letter). A summary of the interventions successfully implemented is shared in Standard Eight: Educational Effectiveness.

The CCCC A.S. Funeral Service program, along with four related, stackable certificates, is located at Bridgewater State University (BSU). Rooted in the closure of Mount Ida College, the College stepped up to take on the Funeral Service program in April 2018 and by Fall 2018 a teaching and lab space was built out at BSU and the College received accreditation for teach-out from the American Board of Funeral Service Education (ABFSE), enabling students to continue their education. **“Progressing toward specialized accreditation with the American Board for Funeral Service Education for the College to offer the A.S. in Funeral Service program,” (Area of Emphasis, 6/11/2019 NECHE letter)**, the College achieved accreditation for a period of three years from the [ABFSE](#) on May 4, 2021, with a set of four requirements and recommendations that have all been satisfied. During academic 2021-2022, faculty members in the Funeral Service program completed professional development and distance course preparations to enable all Funeral Service courses to be delivered in the HyFlex modality with some in-person labs. On September 6, 2022, the CCCC A.S. Funeral Service program submitted a Distance Education Substantive Change Request for approval from ABSFE to offer distance education via HyFlex delivery. A site visit is expected to be scheduled with a decision on distance education approval expected in Spring 2023. The engagement of Funeral Service faculty in the governance mechanisms of the College was described in Standard Three: Organization and Governance. Students in Funeral Service are also well-integrated in CCCC campus life, ensuring **“engagement of the Funeral Service faculty and students at the Bridgewater State University instructional location in campus activities and integrating them into the College’s governance structures (Area of Emphasis, 6/11/19 NECHE letter)**. A current student and a recent alumnus serve on the Funeral Service Advisory Board. Students partake in many of the College-wide events with President Cox and Cabinet members traveling to Bridgewater for events. Students are also provided the opportunity to get involved with a faculty-run podcast specific to the funeral industry, a faculty led short term Study Abroad trip during the summer, and ceremonies that draw out the skills and features attributed to the death care industry. An alumni reunion that will take place every five years for all classes is being planned. Guest speakers are brought to campus for extracurricular networking as well as certifications and major training opportunities open to students/alumni and the industry in general. The program has experienced steady enrollment increases since coming to CCCC in 2018.

The [Aviation Maintenance Technology](#) program is certified by the U.S. Department of Transportation – Federal Aviation Administration (FAA) for Airframe, Powerplant, and Airframe & Powerplant ratings: Number 61CT616K.

The Cape Cod Community College [Dental Hygiene](#) program was reaccredited by the Commission on Dental Accreditation in Fall 2021 and has been granted the accreditation status of “approval without reporting requirements”. The Commission is a specialized accrediting body recognized by the United States Department of Education.

The [Early Childhood Education](#) program was “accredited with conditions” by the [National Association for the Education of Young Children](#) (NAEYC) on August 26, 2021. Conditions to be addressed relate to the need for more precise alignment of program rubrics to NAEYC standards. NAEYC will be changing accreditation standards in 2023. The Early Childhood

Education Coordinator is working collaboratively with NAEYC to prepare updated rubrics that align with existing and anticipated 2023 standards to maintain NAEYC accreditation for the program.

The Cape Cod Community College [Paramedic Certificate Program](#) was issued a Letter of Review on April 19, 2020 by the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP Executive Office). The letter signifies that a program seeking initial accreditation has demonstrated sufficient compliance with the accreditation Standards through the Letter of Review Self Study Report (LSSR) and other documentation. Letter of Review is recognized by the National Registry of Emergency Medical Technicians (NREMT) for eligibility to take the NREMT's Paramedic credentialing examination(s). The Paramedic Program will submit its self-study for full accreditation on April 1, 2023.

Distance Learning: Cape Cod Community College has made many advances in distance education since the 2018 NEASC Self-study. CCCC received approval from the Massachusetts Department of Higher Education on the institution's [NC-SARA](#) application on August 5, 2022. NC-SARA is an agreement among member states, districts, and territories that establishes comparable national standards for interstate postsecondary distance education. CCCC has in place policies and procedures that issue students individual User IDs and student passwords for verification of student identity in the online environment. At the onset of the pandemic in March 2020, CCCC executed a rapid conversion to remote instructional delivery providing Zoom professional development for all faculty and staff. CCCC monitored student satisfaction with the learning experience through survey research in Fall 2021 which revealed that most students were satisfied with their experience, found improvement in their technical skills, experienced satisfactory support from faculty and student services, and believed that their academic progress was consistent with their pre-pandemic experience. During the Fall 2021, most classes continued to be offered via distance learning, except for selected cohort-based programs requiring hands-on labs. The instructional capacity established during the pivot allowed CCCC to develop additional flexible instructional approaches going forward to meet the shifting needs of our unique service area on Cape Cod, the Southcoast of Massachusetts, and the islands. CCCC continues to offer a complete experience with all enrollment and academic supports to students in both virtual and in-person formats, including advising, tutoring, library services, student engagement opportunities, participation in College governance, and more. Five programs are currently available to students in the fully online environment as shown on the [Online Learning](#) page. To date, students have not been captured as fully online students in Jenzabar, the College student information system. Rather, students have taken classes in a mix of modalities.

[The Center for Corporate and Professional Education](#) (CCape) delivers non-credit programming to meet community needs. CCape filled 1,743 continuing education seats during AY 2021-2022. A new Marine Technology Program has been launched in collaboration with Yamaha. This program features a newly fitted lab on the West Barnstable campus. Through Community College Education and Training Funds (ETF), non-credit to credit articulations were established in AY 2021-2022 to increase equity in higher education participation among our diverse students in information technology, culinary/hospitality, behavioral health, and healthcare. An articulation for students pursuing engineering is in process. Marketing of a high school Aviation Maintenance Technology track is underway through CCape to connect students to this transformative career pathway and respond to strong need expressed by employers. CCape

has also launched a new Certified Manufacturing Associate program with contextualized English as a Second Language education embedded. A joint offering of Credit/ Noncredit Medical Assisting has been added with embedded, paid apprenticeships to increase completion and equitable outcomes for diverse students while meeting community needs.

CCCC is proud to deliver Adult Basic Education/English as a Second Language programs at our Hyannis Center location where visibility and access via public transportation is enhanced. This program is run in partnership with the Massachusetts Department of Elementary and Secondary Education and served 288 students during the AY 2021-2022. In Spring 2022, 71 students passed their High School Equivalency Test (HISSET). Most of these graduates subsequently registered for credit programs.

CCCC continues to offer [Project Forward](#), a nationally renowned program that provides vocational training for students with intellectual disabilities. Project Forward was the first program in Massachusetts to be granted Comprehensive Transition Program status by the US Department of Education making the College the first to offer financial aid to eligible students with intellectual disabilities. Project Forward students are eligible to apply for Federal Pell Grant dollars via the Free Application for Federal Student Aid (FAFSA) process. Project Forward nearly doubled in AY 2022-2023 to 67 students as we emerge from the pandemic.

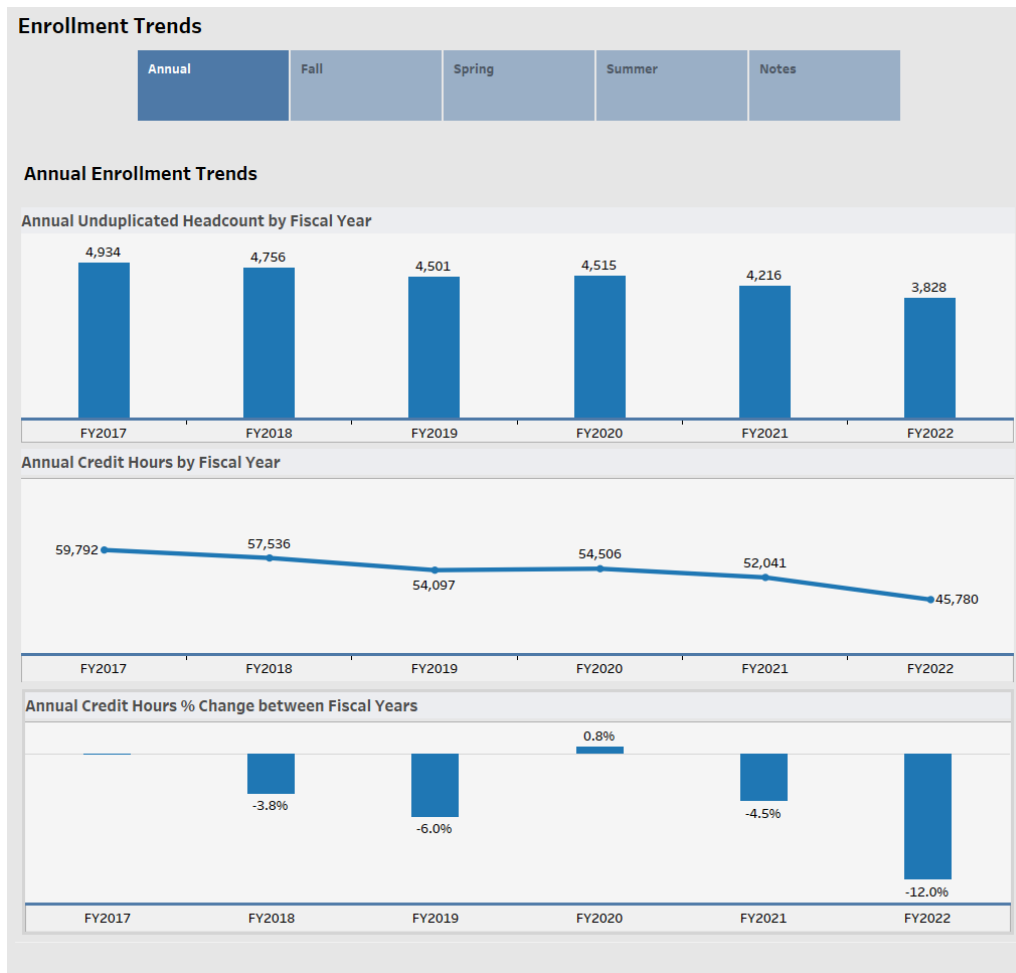
The 2020-2025 Strategic Plan calls upon CCCC to advance equity in student success. CCCC has made strong progress in using data to disaggregate and evaluate student completion rates, equity, schedule efficiency, and student needs. Extensive innovation in distance learning has also propelled academic quality forward since the 2018 NEASC Self-Study. More evidence of academic quality will be shared in Standard Eight: Educational Effectiveness where assessment findings will be detailed.

STANDARD FIVE: STUDENTS

ENROLLMENT MANAGEMENT

Cape Cod Community College offers instruction in five physical locations, as described in the Institutional Overview. Cape Cod Community College remains committed to open access in our admissions policies and procedures. In FY 2020, Cape Cod Community College achieved its first increase in enrollment by headcount and credit hours in a decade. Unfortunately, the College has since experienced enrollment declines exacerbated by the pandemic, local market conditions, and housing shortages. As shown in Figure 5.1, annual unduplicated headcount fell from 4,934 in FY2017 to 3,828 in FY2022, which was a 22.4% drop. Annual credit hours dropped from 59,792 in FY2017 to 45,780 in FY2022, which represented a 23.4% drop.

Figure 5.1: Enrollment and Credit Hours by Year

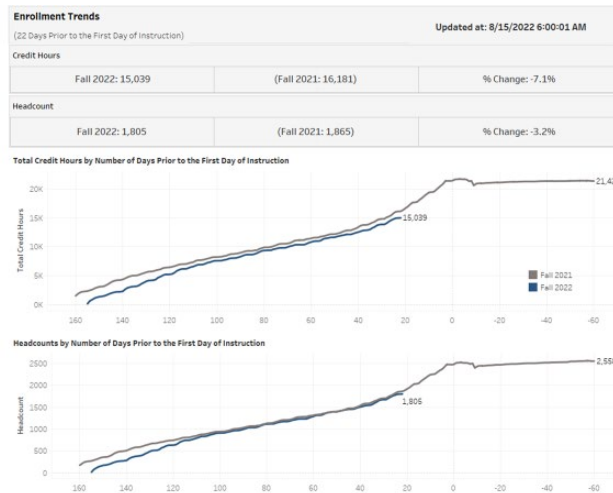


As shown in the DataFirst Table for Standard Five: Students, the institution’s Total FTE fell from 1,657 in Fall 2019 to 1,296 in Fall 2022, a 21.7% decline. As a result of the declining enrollment, the Dean of Enrollment Management has created the Enrollment Management Playbook that provides division goals, strategies, and initiatives to meet application and enrollment targets each semester. Additionally, Enrollment Management and the Strategic College Communications Office have developed an integrated enrollment marketing plan that tailors marketing, outreach, and communication strategies across all student types (first-time freshman, readmits, transfers, dual enrollment, and continuing students). The College’s public-facing recruitment and advertising strategy aligns with the boots-on-the-ground efforts of Admissions, segmenting campaigns depending on student type and season with a heavy focus on return on investment and leads generated. These campaigns stress different messages depending on the student, ranging from segmented high school recruitment campaigns that focus on exploration and transfer to adult learner campaigns that focus on career outcomes, professional credentialing, and improvement of life.

Enrollment Management and Institutional Research provide weekly enrollment reports as shown in Figure 5.2. These reports help track weekly activity and indicators and enable the Enrollment

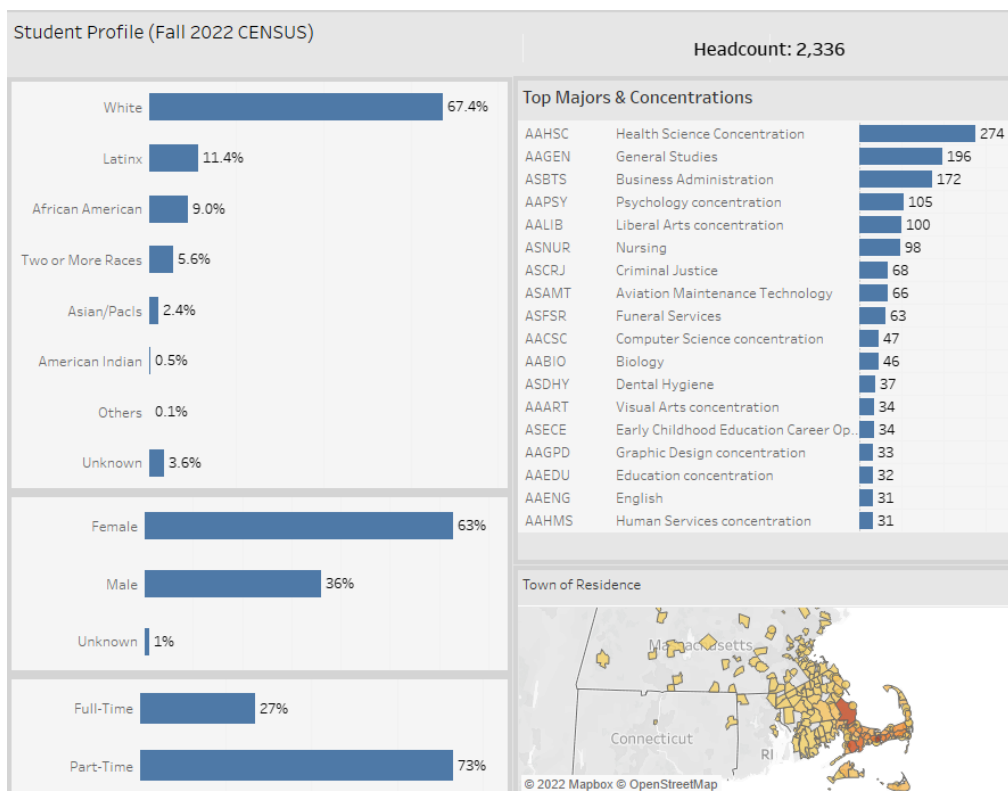
Management and Strategic College Communications Office to remain nimble and adjust strategy as necessary to combat any dips in enrollment.

Figure 5.2: Sample Weekly Enrollment Report for Fall 2022



For the Fall 2022 semester, Figure 5.3 provides a profile of the student population, which shows the breakdown of race, gender, full-time/ part-time status, top majors and concentrations, and towns of residence.

Figure 5.3: CCCC Fall 2022 Student Profile



Admissions and Recruitment: Consistent with national enrollment trends, CCCC experienced declines in completed applications, from 1,183 in Fall 2019 to 951 in Fall 2022, a drop of 19.6%, as shown in the DataFirst forms for Standard Five: Students. As shown in Table 5.1, degree-seeking and non-degree seeking overall headcount have declined from 2,556 in Fall 2018 to 2,145 in Fall 2021, and 446 in Fall 2018 to 396 in Fall 2021, respectively. Average credit hours per student have remained relatively constant, between 8-9 credit hours per student since Fall 2018. In Fall 2019, the College processed 1,183 applications with a yield rate of 56%, as shown in the DataFirst forms for Standard Five: Students. In Fall 2022, the College processed 951 applications with a yield of 48.2%. Yield for transfer and readmitted students showed a slight rebound from Fall 2021 to Fall 2022 as shown in DataFirst forms, rising from 78.2% to 82.5% and 81.9% to 85.4%, respectively. The decline in admissions applications and overall yield rate are indicative of the pandemic and reflective of national trends for the same period. The pandemic significantly reduced recruitment activities to virtual or remote modalities from March 2020 until September 2022. Specifically, in-person recruitment efforts declined from 59 visits in FY 2019 to 5 in FY 2020, and 25 in FY 2021. Admissions has resumed in-person recruitment activities for FY 2022 and has scheduled upwards of 45 visits thus far.

Table 5.1: Headcounts & Average Credit Hours per Headcount by Student Type

Headcounts & Average Credit Hours per Headcount by Student Type

		Headcounts & % Change between Terms (Fall)		Headcounts & Average Credit Hours per Headcount (Fall)		Credit Hours Distribution			
		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
		Headcount	Average Credit Hours	Headcount	Average Credit Hours	Headcount	Average Credit Hours	Headcount	Average Credit Hours
Degree Seeking	First-Time Freshman	527	10	569	11	487	11	488	11
	Readmitted	359	8	278	8	281	8	241	8
	Transfer	256	9	264	9	265	9	190	9
	Returning Students	1,414	9	1,438	9	1,252	9	1,226	9
Total		2,556	9	2,549	9	2,285	9	2,145	9
Non-Degree Seeking	Dual Enrolled	128	8	146	9	243	7	118	8
	Non-Matriculated	318	4	313	5	316	5	278	5
	Total	446	6	459	6	559	6	396	5
Grand Total		3,002	8	3,008	9	2,844	8	2,541	9

Enrollment Management strategies focus on increasing applications and yield rates for first-time freshman, readmits, transfers and dual enrollment students. To improve efficiency in the

admissions process, the College implemented automated acceptance packages via text message campaigns and email in Fall 2021. Students receive both a text message and email outlining next enrollment steps within 24 hours of acceptance.

The Pathways Program was designed as a high touch point enrollment plan for first-time freshman. However, in Fall 2020 and Fall 2021, enrollment from feeder high schools declined by 8%. As a result, Admissions has adjusted program strategy to increase on-ground recruitment at each high school and improve communication with students and families about the value of a CCCC education, cost savings in comparison to other institutions, and flexibility in course modalities to help meet the needs of all students.

Enrollment Management contracted with Interact onboarding to conduct a communications audit of the Enrollment Management and Marketing functions during the Spring 2022 semester. The evaluation found relative strength in the marketing communications materials and campaigns executed by Strategic College Communications with relevance in message and consistency and clarity in visual/written materials as core strengths. The audit found opportunities for improvement in the Enrollment Management function due to the absence of consistent record keeping on an integrated communications platform, and due to the practice of referring students to the website to resolve questions rather than seeing students through to need satisfaction. Cape Cod Community College will increase tracking for front-facing Enrollment Management staff to enhance customer service.

Enrollment Management and Strategic College Communications have remained focused on creating marketing campaigns that help attract new students to expand current enrollment while also strengthening the regional workforce. Advertised as “Destination Programs”, the Aviation Maintenance Technology, Funeral Service, Paramedic, and Dental Hygiene programs have been a central focus for marketing efforts. Since launching in AY20, Funeral Service enrollment for newly admitted students has steadily increased from 6.1 FTE to 21.6 FTE in AY 2022 **“achieving CCCC’s enrollment goals for the A.S. in Funeral Service program (Area of Emphasis, 6/11/2019 NECHE letter)**. Furthermore, the College has expanding enrollment opportunities for the A.S. in Funeral Service program with stackable certificates (Bereavement Support, Embalming, Funeral Administrator, and Funeral Celebrant) as described in Standard Four: Academic Programs. The Paramedic certificate program enrolled a full cohort of students for Fall 2022 with a headcount of 18. With a strong focus on inquiry and enrollment data, multiple targeted, segmented campaigns run throughout the year focusing on audiences that include high school students with GPA's over 2.5, high school students with GPA's below 2.5, adult learners, transfer students, and credit-seekers from other institutions. Leveraging the College's unique flexibility options, including the CCCC signature "HyFlex" modality and two terms of 7-week classes each semester, recruitment reach has been able to expand into growth markets.

The expansion of the Aviation Maintenance Technology program into Avionics through a \$1.95 million federal earmark received September 14, 2022, is expected to increase enrollment in Plymouth beginning Fall 2023. The in-demand Dental Hygiene program has received grant funding to develop a Dental Assisting program for launch in AY 2023-2024. The Nursing program is prepared to expand enrollment pending faculty availability. The A.S. Applied Economics of Coastal and Ocean Environments and Biotechnical certificate program specifically meets the needs of the local economy.

Financial Aid: The Financial Aid Office has worked closely with Enrollment Management to help increase overall student credit hours and FTE. Given the average credit hours per semester for students is between 8 and 9 credit hours, the Financial Aid Office piloted the 4Cs Promise Program – a last dollar program to incentivize students to increase to full-time credit load without increasing their overall bill. The pilot was initiated in mid-August and offered to first year/never attended accepts. Early participation yielded an increase of 8 students from part-time to full-time. Financial Aid will scale-up the 4Cs Promise Program with a central focus on first-time freshmen for the Fall 2023 enrollment cycle to increase participation. The program will encompass first year/never attended accepts for Fall 2023 with Pell grant eligibility. The pandemic challenges for enrollment highlighted the need to help students cover essential needs. Donations into the CCCC Foundation Office for the Student Emergency Aid program increased from \$38,000 to over \$250,000 from local and regional donations between Fall 2020 and Fall 2022. Over 200 students have received emergency aid support through the PowerUp program, Technology Grant, and Essentials Needs Grant. Emergency aid provides timely financial assistance for access to essential needs including food, housing, technology, transportation, childcare, mental health, and academics. The Foundation Office has worked closely with Enrollment Management to establish a pipeline of donations to provide prompt emergency support to students, helping them achieve their educational goals. Enrollment Management and Financial Aid will develop a comprehensive review of aid packaging and infuse emergency aid support to increase the number of students accessing these donations.

In addition to Financial Aid, the Cape Cod Community College Educational Foundation awarded \$256,800 to 126 students in Spring 2022. During Spring 2022, CCCC successfully increased the number of scholarship applications by 8.3% by conducting “Show Me the Money” scholarship workshops for students in cohort-based support programs, including the SUCCESS-funded 4Cs4U Program, Coaches and Mentors, and TRIO. Increasing students’ access to financial aid remains an opportunity for improvement. Going forward, CCCC will partner with all professional advisors and the Financial Aid Department to increase FAFSA completion through tracking in EAB Navigate.

Student Wellness: [The Student Wellness Office \(SWO\)](#) provides essential needs support through all aspects of the wellness wheel including emotional, environmental, financial, intellectual, occupational, physical, social, and spiritual. The Crisis and Life Management (CALM) team serves as the campus behavioral intervention team (BIT). The primary function of the team is to identify and assess reports of threatening or concerning student behavior. The team collects and assesses the information in a systematic manner then determines the most appropriate action plan through a referral process. Faculty and staff submit referrals through an online system to alert the team of any worrisome or concerning behavior. The CALM team reviews and responds quickly to any referral and provides students with connection to on- and off-campus support including mental health, basic needs, and suicide prevention. The team provides appropriate follow-up to all College community members including students, faculty, and staff as well as community partners including local hospitals, police departments, and human service organizations. Given the rise in CALM referrals since Fall 2020, the College has increased its capacity to serve students by hiring a mental health clinician, a case-manager for basic needs, a navigator for wellness, and by adding a 24/7 mental health line free for students. The CALM team adheres to the national Association for Behavioral Intervention and Assessment. Both the SWO and CALM participate in professional development for behavioral

intervention and threat assessment. Additionally, campus-wide training and certifications continue to increase each year. Since 2019, over 75 faculty and staff have been trained in Question, Persuade, Refer (QPR), Mental Health First Aid, Suicide Prevention and Intervention Training, and Crisis Intervention and Response. Peer education training has focused on increasing peer support through Certified Peer Training, participation with Active Minds National Chapter, and through the College's Collegiate Recovery Program. Since 2019, 32 students have been trained as Certified Peer Educators, 45 students have been trained in QPR and Mental Health First Aid.

CCCC's SWO is proud to be a leader in the delivery of mental health services among all community colleges in Massachusetts. Led by Dr. Maura Weir, an internationally recognized expert in suicidology, CCCC delivered the Suicide Summit on Friday, September 16, 2022, educating counselors across the South Coast of Massachusetts on trauma-informed pedagogy, interventions, and more during full-day programming. During Spring and Fall 2022, CCCC Wellness Center is executing grant-funded programming under the CCCC Bartlett Award with the goal of ensuring 50% of faculty and staff are trained in trauma-informed pedagogy and student support practices. During AY 2021-2022, 30 faculty completed training in Mental Health First Aid. Twelve students were trained in gatekeeping/peer-to-peer mentoring, and 105 students used the Food Pantry. In addition, eight students received food vouchers and 26 referrals were made to outside Social Services. The SUCCESS-funded 4Cs4U Staff was trained on "Wellness in SafeTalk" and Mental Health First Aid. CCCC recognizes the impact of the pandemic on students' mental health and continues our commitment to strong Wellness services to advance retention.

Dual Enrollment and Early College: Dual Enrollment continues to show capacity for growth from Fall 2018 through Fall 2022, as shown in Table 5.2. The pandemic and collaboration with school counselors helped to increase participation in Fall 2020. Trends in Fall 2021 and 2022 are back to baseline. Benefits of dual enrollment include the ability for students to earn an academic credential and high school diploma concurrently. Thirty-five Dual Enrollment Students have graduated since 2019 with a credential. Eight dual enrolled students graduated with both a high school diploma and an Associate's degree in Spring 2022.

During the initial phase of the pandemic, the College offered Quick Term 3 in Spring 2020 as a set of four dual enrollment, online courses for high school students at \$250 per course. Given the need for high quality education at a point when area high schools were delivering instruction remotely, the College wanted to assist area high school students.

During AY 2020-2021, Dual Enrollment benefited from the use of both \$40,000 in Commonwealth Dual Enrollment Program (CDEP) and \$48,000 in Governor Emergency Education Remote (GEER) funding, supporting 12 grant-funded cohort classes. For AY 2021-2022, CDEP funding alone continued, supporting four cohort classes including one science with lab. Because Cape Cod area high schools moved to a remote model during 2020-2021, Dual Enrollment observed a spike in headcount enrollment. Fall 2022 enrollment in Dual Enrollment programming represents more typical activity.

Table 5.2: Dual Enrollment Data

	Headcount	Average Credit Hours
Fall 2018	128	8
Fall 2019	146	9
Fall 2020	243	7
Fall 2021	118	8
Fall 2022	130	6
Spring 2019	111	9
Spring 2020	238	7
Spring 2021	252	6
Spring 2022	216	5

CCCC partnered with two area high schools, Dennis-Yarmouth Regional High School and Martha's Vineyard High School, submitting Part A applications for Early College designations on September 1, 2022 to the Massachusetts Department of Education. These applications proposed joint programming to support 15-25% of each school's census in earning 12 transferable CCCC college credits prior to receiving their high school diplomas while students receive wrap-around academic, career and college readiness supports. CCCC will submit a Part B Early College designation application with Dennis-Yarmouth Regional High School on January 13, 2023 and continues to seek collaboration opportunities with Martha's Vineyard to serve students. The College does have concerns that historically the State's Early College program does not fully fund the College's costs. CCCC is committed to working with local labor organizations and school districts to ensure academic integrity, sustainable, and mutually acceptable labor impacts as we pursue Early College for Cape Cod and the Islands.

STUDENT SERVICES AND EXPERIENCES

In addition to the strategies and programs implemented by the Division of Enrollment Management and Student Wellness, CCCC provides resources and services in the Division of Student Retention and Completion to **“ensure the consistency of the quality of its academic programs and student services across all locations and delivery formats” (Area of Emphasis, 11/9/18 NECHE Letter)**. Since the 2018 NEASC Self-Study, CCCC has worked to increase access and equity in student placement through the [Student Readiness Office](#). Remote placement testing was made available three times per week in Spring 2022 and increased to five days per week in Summer 2022 in response to student preference during the pandemic. From July 2021 through June 2022, 237 students were tested in person in the Student Readiness Office and 1,450 were placed via remote student testing to facilitate access. Accuplacer has been used as CCCC's placement instrument for decades. However, CCCC sought and received approval on July 1, 2022 from the Massachusetts Department of Higher Education to replace Accuplacer with ALEKS-PPL, a testing tool associated with more equitable placement of students in math courses. Full use of ALEKS-PPL as a placement and remediation tool began in January 2023 and is further discussed in Standard Eight: Educational Effectiveness. CCCC has also added a Math Support Specialist to assist students in preparing for math placement exams and remediating and retesting to increase placement into college level math.

Advising: Cape Cod Community College continues to provide robust advising to students. [The Advising Center](#) alone had a total of 4,324 appointments between July 2021 and June 2022, of

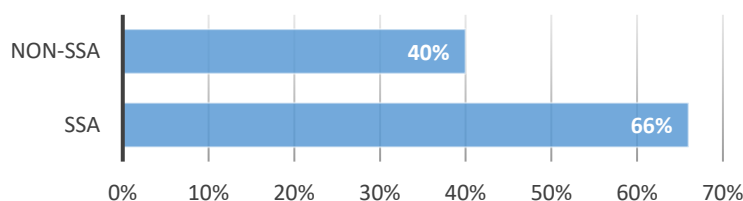
which 506 were in-person. Tracking of Advising metrics will be enhanced going forward with the launch of EAB's Navigate on January 23, 2023. Under the MCCC Day contract, all full-time faculty also carry a caseload of 18 students, minimum. All first semester students are assigned to professional advisors in the Advising Center where an advising curriculum for first year students is implemented that is informed by [NACADA, The Global Community for Academic Advising](#). During First Term Advising, a series of monthly meetings occurs in which students are proactively engaged to prepare their customized academic maps, understand the advising relationship, and avail themselves of academic support services. Transfer/Career advising, major affirmation, mid-term progress, early alerts, and withdrawal considerations are also covered, as appropriate, during the first term with professional advisors along with re-enrollment in the following term and preparation for final exams. When appropriate, professional advisors also develop Academic Improvement Plans for students with GPAs below 2.0. Cohort-based advising teams also work to enhance equitable student success. Specifically, the Perkins grant funds [CCCC's Coaches and Mentors](#) program which delivers high touch, cohort advising. In Fall 2021, 77 students were engaged in the program and 40 students were retained through Spring 2022, with 12 graduating in January. In Spring 2022, 77 students were enrolled in the cohort with 14 graduating in May.

A Retention Task Force was established in January 2021 to coordinate retention strategies throughout the College. The task force brings together administrators, faculty, and staff to review data and drive timely retention strategies. One of the strategies implemented by the Retention Task Force was a campaign to increase faculty's use of Early Alerts at multiple points throughout the semester so that timely assistance could be directed to students. During Spring 2022, 20% of faculty participated in an Early Alert bulletin campaign, an increase from nearly zero in past semesters, with 35 individuals raising 598 Early Alerts in Spring 2022. Lack of integrated technology was identified as a barrier to executing timely student interventions at scale. For this reason, Cape Cod Community College initiated implementation of EAB's Navigate in Summer 2022, prioritizing Early Alerts and Case Management functionality for professional advisors who serve all CCCC students as a priority. Navigate will go live on January 23, 2023. The ability of faculty to see follow-up interventions resulting from Early Alerts is a valued benefit of Navigate that is expected to drive participation even higher.

Disability Services: [The O'Neill Center](#) for disability services continues to establish accommodation plans to ensure students equitable access to courses. Professional staff provide academic coaching for students with disabilities who need assistance with time management, task prioritization, chunking projects into smaller tasks, and organization while referring students to campus resources such as [The Tutoring Center](#) and [The Wellness Center](#). All student support services continue to operate in face-to-face, remote, and even HyFlex formats to advance equity for place-bound individuals. During Fall 2021, the Tutoring Center delivered 640 appointments to students, with another 586 during the Spring 2022 semester and 78 during Summer 2022. In addition, the Math Learning Center delivered 168 sessions in Fall 2021 (23% over Zoom) and 216 sessions in Spring 2022. Usage is expected to increase with the launch of more timely student success interventions via Navigate in Spring 2023. The Reading and Writing Center delivered 302 sessions in Fall 2021 and 210 sessions in Spring 2022. Assistance is also provided to students in the form of [CCCC laptop loaner program](#) and even in the delivery of courses in alternative languages. During Fall 2021, 32 laptops were purchased with grant funding to support Early Childhood Education students. In addition, ECE 110 course materials were delivered in Brazilian Portuguese to a cohort of 18 students in Spring 2022.

Stem Starter Academy (SSA): [STEM Starter Academy](#), in partnership with the Commonwealth's community college system, is designed to recruit, ready, retain and graduate a diverse body of students earning STEM certificates and degrees who go on to transfer to a 4-year STEM programs and/or enter the workforce. At Cape Cod Community College, SSA supports students in any of the STEM fields as defined by SSA: Aviation Maintenance Technology, Computer Science, Engineering and Advanced Manufacturing, Environmental Studies, Health Sciences, Information Technology/Cybersecurity, Mathematics, and Science by combining case-management style academic coaching and STEM-related supports and activities. Throughout the academic year, SSA supports Success Coaching to a cohort of STEM students. Students meet at least twice each semester with their Success Coach, who monitors progress, connects them with academic and career resources, such as study groups, Supplemental Instruction, mentoring, scholarships, career placement, and transfer advice. SSA also funds scholarships for students enrolled in a STEM concentration at CCCC and each summer the SSA sponsors the Summer Bridge program designed to give first-year, full-time STEM students a head start on their math and build study skills. As shown below in Figure 5.4, SSA students are more likely to have a positive outcome four years after enrollment at CCCC than other CCCC STEM students:

Figure 5.4: Positive Outcome within Four Years (2014-2015) STEM Majors



The SUCCESS Program: The Cape Cod Community College SUCCESS Program, known as [4Cs4U](#), was established during 2021-2022. Designed through a legislative initiative and CCCC guidelines, this program serves students working towards successful completion of entry-level college-level math who are matriculated degree- or certificate- seeking, and who meet one or more of the required eligibility criteria as a member of a historically underrepresented population. For FY 2022, 4Cs4U engaged with 337 students throughout the year, and 303 students during the Spring and Summer terms. A cohort of 337 students has been identified for FY 2022, and CCCC expects to serve more than 500 students in FY 2023. 4Cs4U delivers math support through a new full-time Math Support Coordinator who will expand Math Refresher Workshops and JumpStart boot camps. Historically, students who participated in these workshops improved their ACCUPLACER cut scores by an average of 20 points. The 4Cs4U program is staffed with a director, three SUCCESS Advisors, two SUCCESS Navigators, and a Wellness Navigator. Participation Criteria is evolving with guidance from the statewide SUCCESS Leadership Committee. Under the Title III SAIL grant, these workshop interventions proved to be highly effective for helping students improve their math placement scores, thereby shortening their time in the 4Cs math pipeline. 4Cs4U is also working closely with other case management programs on campus (Trio/Advantage, Coaches & Mentors, O'Neil Center, and Wellness) to share experiences and lessons learned in a monthly community of practice. 4Cs4U has provided Advising, Readiness support, Wellness support, and scholarship application assistance in the Spring 2022 reporting term. With the support of SUCCESS funding, CCCC is

prioritizing providing the wrap-around supports needed to increase retention and completion among targeted, underrepresented populations.

Student Engagement: During the pandemic, CCCC saw student engagement in clubs and student government fall as options primarily existed in a remote format from March 2020 through Spring 2022 and students responded to increased stressors in their lives. To re-establish a sense of community and to enhance students' preparedness, the [Student Engagement Office](#) integrated Student Orientation with Convocation for Fall 2022. The schedule included remarks from President Cox, leadership, and CCCC alumnae, an all-college barbeque, parent/student tours of campus with faculty engagement, and workshops addressing technology, advising and college readiness, student government opportunities, classroom expectations, wellness, student support services, and clubs and opportunities. A \$1,000 scholarship from the Cape Cod Community College Educational Foundation was offered to incentivize participation. All workshops were recorded and made available to students remotely. Approximately 250 students, some with parents, joined CCCC faculty and staff for the day. In an inspiring example of integrating old and new, CCCC faculty and staff, banking both sides of the pathway toward Tilden Auditorium, "clapped" students into convocation with shouts of "Welcome!" and "Congratulations! You're going to college!", extending the CCCC graduation tradition. In this way, CCCC is committed to instilling growth-mindset in students from the beginning of their higher education journeys. Three cohort-based orientation programs were delivered in the week preceding classes – Nursing, Aviation Maintenance Technology, and Funeral Services, bringing the total number of students attending Orientation in Fall 2022 to 400. During AY 2021-22, the Office of Student Engagement saw 805 students participate in events both in-person and virtually. For Spring 2023, 30 student clubs will be available. In Fall 2022, the Student Engagement Office launched the inaugural CCCC student cohort of the Community College Student Leadership Association, with four students attending that conference.

Community Standards: [Academic Standing](#), [Student Grievance Procedures](#), and [Conduct](#), student service policies and procedures were reviewed and updated for Fall 2021. Equity in academic standing and the conduct process was assessed in Spring 2022 revealing inequity in the number of conduct actions brought against students of color and in the distribution of students on Probation I and II historically. Professional advisors, in addition to faculty advisors, are now assigned to all students, regardless of program. This ensures students have a year-round, independent voice outside of faculty members in their programs to guide students on navigating interpersonal difficulties or programmatic frustrations. In addition, conduct expectations and processes, along with students' rights, are now reviewed thoroughly during New Student Orientation and cohort orientations. The tone and content of College communications related to academic standing and conduct have been improved to address equity.

STANDARD SIX: TEACHING, LEARNING, AND SCHOLARSHIP

As a teaching and learning institution, Cape Cod Community College places high value on the processes it uses to select and develop its faculty and academic support staff. CCCC currently employs 66 full-time faculty and more than 150 adjunct faculty. The College also employs five full-time and eight part-time professional advisors along with three full-time librarians. The College follows two statewide bargaining agreements with the Massachusetts Community College Council/Massachusetts Teachers Association (MCCC) for full-time faculty and the

MCCC Division of Continuing Education (DCE) for adjunct faculty. The latest contract agreements can be found [here](#). Due to prolonged statewide negotiations occurring around the MCCC contract for Day Faculty, CCCC’s MCCC chapter, along with most Massachusetts community college chapters, voted to begin “work-to-rule” on December 8, 2023. With a tentative agreement now in place, the institution hopes for a swift resolution.

Despite the dual impact of the pandemic and the decline in student enrollment, the College avoided laying off or furloughing any existing personnel and has continued to hire both full-time and part-time faculty and staff to serve its students. Leadership has attempted to maintain a consistent number of full-time faculty, despite the 39.9% reduction in enrollment over the past decade. While the number of full-time faculty has remained consistent over the past ten years, the distribution across disciplines has shifted to reflect increased enrollment in professional programs. As a teaching and learning institution, CCCC remains committed to faculty. Every position that is vacated and every proposed new position is vetted to determine how it will fulfill the Mission of the College, what the costs are, and how the position will impact enrollment, student success, and revenue, recognizing the changes in programs over time. In fact, according to the Massachusetts Department of Higher Education’s [Data Center](#), Cape Cod Community College ranks second of the fifteen community colleges in committing sufficient funding to instruction and support, as shown in Table 6.1:

**Table 6.1: Massachusetts Community Colleges Resource Allocation
Student Instruction and Support
(Expenditures of student support per \$1 of institutional support - FY2020)**

Berkshire Community College	\$4.57
Bristol Community College	\$4.52
Bunker Hill Community College	\$8.19
Cape Cod Community College	\$6.35
Greenfield Community College	\$3.04
Holyoke Community College	\$3.63
Massasoit Community College	\$2.77
Mass Bay Community College	\$3.19
Middlesex Community College	\$4.37
Mount Wachusett Community College	\$4.80
Northern Essex Community College	\$3.75
North Shore Community College	\$5.18
Quinsigamond Community College	\$3.99
Roxbury Community College	\$3.73
Springfield Technical Community College	\$6.14

CCCC continues to maintain a high level of professional integrity by ensuring that all faculty (current or recently hired) are well-credentialed and dedicated to the highest standards of education. Among the full-time faculty, 28% hold Doctorates and 65% hold Master's degrees in their area of expertise. More than 150 part-time adjunct faculty with specialized knowledge and expertise contribute to the College's commitment to excellence.

New hires participate in the New Faculty and Staff Orientation. The orientation helps employees understand the College's Mission, Vision, and Core Values, along with understanding the purpose and goal of the current 2020-2025 strategic plan. It also introduces new faculty and staff to the numerous technologies CCCC uses and provides information about College resources.

As with many things, the pandemic interrupted the evaluation process that involves deans, assistant deans, and students evaluating courses and instructors according to standards agreed upon with the MCCC. The interruption was due to the sudden need to move all classes online to meet lockdown guidelines while respecting the Distance Education Agreement which prevents evaluation of new modality courses until the third time the course is delivered. With remote delivery being, for many courses, a new modality, student course evaluations resumed in Fall 2022, now in a digital format, to ensure that all modalities and evaluation forms are represented. Results of course observations completed by academic deans and student evaluations are shared with faculty and academic deans who collaboratively formulate plans for improvement based upon outcomes.

The Professional Development Committee (PDC) contributes to maintaining the College's high academic standards by offering financial support for travel to conferences and recertification, and by awarding funds to faculty members innovating around teaching and scholarship. In AY 2021-2022, the PDC distributed \$17,553 to individual faculty members applying to attend conferences who returned to campus with information to share with the College community. The PDC is responsible for organizing two annual Professional Development days, which in AY 2021-2022 focused on ensuring equity and diversity in all aspects of College life. The Fall 2022 Professional Development Day had 159 faculty and staff attend, while the Spring 2022 event had 134. A Higher Education Innovation Fund (HEIF) grant supported faculty and staff professional development to advance equity in teaching and grading.

During both Professional Development (PD) Days, the College in partnership with the Racial Equity and Justice Institute (REJI), brought Dr. Luis Paredes, the Director of Institutional Diversity at Bridgewater State University, and Dr. Patricia Romney to speak at CCCC's Opening and Professional Development Days. Both Drs. Paredes and Romney guided faculty and staff through several workshops designed to increase understanding of inequities in policies and procedures, and how to address them. Additionally, Spring 2022's PD Day engaged faculty and staff, including 115 faculty and administrators from 15 community colleges and five state universities, highlighting various DEI-related projects, as mentioned in Standard Two: Planning and Evaluation. Furthermore, CCCC faculty revised 20 high enrollment courses or courses with major equity gaps identified via an analysis of grades distributed by race from Fall 2016-Fall 2020.

The REJI committee work is continuous and extends beyond PD days. Members of academic departments serve as Faculty Fellows with the purpose of helping their respective departments continuously review practices and policies through an equity lens, revising any elements that might adversely impact students of color. As of 2022, 13 departments now have Equity Action Plans and metrics to determine effectiveness.

As a teaching and learning institution, Cape Cod Community College has several programs and initiatives to help support and guide faculty and academic staff. The Virginia and Irving Bartlett Award is grant funded by the CCCC Educational Foundation and is distributed annually by the PDC to fund faculty and staff innovation in scholarship and teaching. Grant proposals likely to have a broad impact on the College and the larger community are emphasized. This year's awards went to the Medical Assisting program for the advancement of apprenticeship models, and to the Wellness Center for a proposal to increase awareness of trauma-informed practices among faculty and staff. A total of \$20,000 was awarded for AY 2022-2023.

The Teaching and Learning Center (TLC) is a faculty-lead and driven resource that serves as an in-house professional training and development institute. The TLC provides workshops to help faculty members stay current on educational technologies and active learning techniques. The TLC takes an outcomes-oriented approach to all its professional development offerings. Additionally, the TLC has been a champion of Universal Design for Learning (UDL) principles and has offered numerous institutes to help faculty create learning materials that reach students with diverse learning needs. The TLC also provides support for faculty who need additional help both in and out of the classroom. In fact, the transition to fully online classes during the pandemic was only possible through the efforts of the TLC. The TLC offered numerous online training programs and modules that allowed faculty to learn or improve their knowledge of Zoom and the College's Learning Management System, Moodle. The structures created by the TLC in response to the pandemic continue to improve how faculty interact with and disseminate information to students. Courses taken through the TLC also meet the required annual four-hours of professional development all adjunct faculty must complete.

In 2022, the TLC offered two summer institutes for both full-time and adjunct faculty, funded by the SUCCESS grant. The TLC provided two tracks: one designed to advance faculty mastery of HyFlex pedagogy and DTEN technology, and one to increase faculty proficiency in the use of online learning tools, in designing assignments through an equity lens, and in the use of Moodle, the College's LMS. All participants were paid a stipend. Fifty-three faculty members, both full and part-time, participated in the five-day workshop. Faculty are paid to attend the training, develop Hyflex specific procedures, and mentor the next generation of adopters. As a result of this work, the College now has 42 faculty members trained in the use of the Hyflex Modality who deliver 88 HyFlex courses. TLC offers year-round support and training to ensure the smooth implementation and execution of these courses and is integral to meeting the professional development needs of faculty on wide-ranging subjects, including universal design, writing across the curriculum, use of open educational resources, and much more. Finally, the TLC supports our faculty teaching non-credit courses in our Adult Basic Education program and in our CCAPE courses and staff across the College.

As mentioned in the 2018 NEASC Self-Study, the College scored below peer institutions on many benchmarks on the 2014 Community College Survey of Student Engagement (CCSSE), a nationally recognized instrument measuring engagement factors associated with student success. Part of the plan to improve these scores was to use grant funding (SUCCESS, HEIF) to prioritize faculty professional development instructional technique for active and collaborative learning. Both the PDC and the TLC have been an integral part of this plan, and the 2022 CCSSE results, shared in Standard Eight: Educational Effectiveness, show the gains made by the College. CCCC

now scores above peer institutions on all but one (Support for Learners) of the five benchmarks used by the survey to assess institutions and received its highest scores for Student/Faculty Engagement.

The College, in the interest of reducing barriers to education for our students, has also incentivized the innovative use of Open Educational Resources (OER). OER includes lesson plans, syllabi, instructional modules, but most commonly OER is used as a means of reducing or eliminating the prohibitive cost of textbooks as the prices of textbooks (and related materials) can be a barrier to a successful education. As such, the College strongly encourages faculty to adopt OER materials. In the Spring of 2021, through a grant from the Massachusetts Department of Higher Education and Open Education Network, CCCC was able to offer faculty \$200 stipends to attend OER Training. Library Services regularly reminds faculty and staff about OER conferences that occur each year, including the Northeast OER summit. As a result, CCCC marked more than 100 courses as “No Cost” or “Low Cost” in the Spring 2023 schedule of course offerings.

Overall, CCCC's dedication to maintaining consistent levels of full-time faculty and avoiding layoffs during enrollment downturns reflects the College's commitment to faculty and contributes to institutional strengths in teaching and learning. In addition, as CCCC's innovates in response to students' need for equity and flexible instruction, the faculty's passion for equitable student success and their increasing skill and mastery of related pedagogy and educational technology has contributed to measurable improvement in CCSSE benchmarks. The advancement of new flexible modalities and the addition of course markings as No Cost and Low Cost advances the equity goals identified in the 2020-2025 strategic plan. However, there is opportunity to increase efficiency in faculty utilization. Declining enrollment and decreased class sizes contributed to declines in the average seat count per class which fell to 15 in Fall 21 and 14 in Spring 22. Through data-informed decision-making and careful monitoring, the average seat count rose to 16 for Fall 2022. Contractually mandated and project-based course releases for faculty in Fall 2021 amounted to 121 credit hours, rose to 174 credit hours in Spring 2022 due to course cancellations, but fell to 129 credits in Fall 2022 while the average seat count increased. Cape Cod Community College will continue to ensure collaboration between academic administration and faculty to meet the instructional needs of students with efficiency, consistency, and quality.

STANDARD SEVEN: INSTITUTIONAL RESOURCES

Led by the Finance and Audit Committee of the Board of Trustees, President John Cox, Ed.D., CPA, Vice President of Finance and Operations Christopher Clark, and Associate Vice President of Human Resources Paul Alexander, Cape Cod Community College has met the challenges presented by declining enrollment and the COVID-19 pandemic with commitment to its Mission and the sustainability of the institution.

HUMAN RESOURCES

Cape Cod Community College employs a total of 224 full-time and 252 part-time employees. Changes in the senior leadership and in the President's Leadership Council were described in

Standard Three: Organization and Governance. In addition to leadership turnover and an organizational restructuring described in Standard Three: Organization and Governance, other contributing factors that impacted human resources included state union contracts, post-COVID return to work and vaccination policies, and market challenges driven broadly by the economy, employment, and housing affordability. In April 2022, cost of living and pay increases were settled for Non-Unit Professionals, AFSCME contract, and MCCC for DCE (adjunct faculty). The updated contract for MCCC for full-time faculty and professional staff is still currently pending. Furthermore, as the College returns post-COVID, the institution is navigating remote to in-person work arrangements for faculty and staff. The impact of the changes in employment patterns, what some call the Great Resignation, has resulted in increased activity in recruitment and challenges in hiring for faculty and staff positions.

Table 7.1 illustrates the metrics used to track the College’s talent management for FY 2021 and FY 2022. While the number of applications decreased by 260 applications, there was an 81% increase in new benefited positions available in FY 2022 with a 290% increase in full time interviews for benefited positions. There was a nine-fold increase in internal transfers or promotions within the College. However, despite the challenges of hiring, the College continued to fill open positions ahead of the 12-week best practice standard. The College was also able to resume its in-person Faculty and Staff Recognition (May 2022) and its New Employee and Faculty Orientation (August 2022).

Table 7.1: Talent Management

1,557	Applications	1,297
77	Candidates Interviewed (benefited)	204
29	Search Committees Managed	47
27	New Positions/ Searches (benefited)	49
9	Total positions reposted	10
2	Total internal transfers/ promotions	19
15	Total positions filled (benefited)	43
106	Total positions filled (p/t)	43
10.3	Average #weeks to fill (benefited)	11.3

As revenue is constrained, CCCC continues to strategically review all vacated positions before posting. Further, as an enhanced response to the 2018 campus cyberattack and COVID-19 pandemic, new procedures and training have been implemented. Cybersecurity training occurs throughout the year via in person and online training via [KnowBe4](#). Furthermore, tele-work guidelines and required compliance to mandated COVID vaccinations have been implemented over the past two years and are expected to continue.

In 2019, the College accepted the Board of Higher Education’s Affirmative Action changes. As a result, the College restructured its Affirmative Action Committee (from 15 members to 12 members) which advises the President on matters concerning affirmative action and equal opportunity. In addition to ensuring that the College meets compliance with both federal and state regulations, a committee member sits on every full-time position search committee. Furthermore, the Affirmative Action Committee issues monthly campus wide emails to advise the college community about equity, diversity and inclusion subjects including Black History, Asian Americans and Pacific Islanders contributions, and recognition of other monthly

awareness subjects. As part of this statewide mandate, in 2021 the Office of Human Resources has added an “equivalency statement” to all job postings to diversify the applicant pool. The equivalency statement provides the opportunity for an applicant who may not meet the qualifications posted in the minimum qualifications to describe how their education, training, and experience meets or exceeds the posted qualifications. Recruitment strategies have also expanded to draw more diverse applicants. Still, as reflected in Table 7.2, CCCC still has opportunity for improvement in reflecting the diversity of our students, with 88% of employees identifying as White during AY 21-22 while only 67.4% of students identified as White (see Figure 5.3) during the same period.

Table 7.2: Race & Ethnicity of All Employees 2021-2022

	Total	%
Hispanic/Latino	25	4%
Asian	10	2%
Black or African American	22	4%
Native Hawaiian or Other Pacific Islander	1	0%
White	502	88%
Two or more races	3	1%
Race and Ethnicity unknown	5	1%

In 2021, a new Title IX and Americans with Disabilities Act (ADA) Coordinator was hired by the College, reporting directly to the President. The Title IX and ADA Coordinator’s main responsibility is to ensure that Title IX and ADA/504 complaints are handled in an adequate, reliable, impartial, and timely manner. Additionally, the Coordinator ensures that Title IX training for faculty, staff, and students is delivered in compliance with Commonwealth regulations and statutes. Lastly, Title IX data is embedded in the annual Cleary Report and is also reported annually to the state.

FINANCIAL RESOURCES

To “develop a realistic financial plan that supports its strategic plan and addresses its enrollment challenges,” (Area of Emphasis, 11/9/2018 NECHE letter), the College has worked diligently to develop contingency planning and set realistic financial budgets to ensure the advancement of educational quality and student services. Like many other community colleges, CCCC has faced financial challenges due to the COVID-19 pandemic, global supply chain issues, inflationary pressures, lack of local affordable housing, and declines in the college-bound demographic that have contributed to enrollment declines. The 8.5% Consumer Price Index jump in May 2022 produced escalating costs for both the College and for students balancing tuition payments and increased cost of living expenses. The Board of Trustees approved a 4.5% increase in fees for FY 2022-2023, an increase comparable to other Massachusetts Community Colleges.

Despite these challenges, CCCC has created a sustainable financial plan by leveraging federal and statewide financial support while building infrastructure to support long term institutional well-being. The Coronavirus Aid, Relief, and Economic Security Act (CARES Act), issued in mid-2020, has helped fund College operations through May 2021. The Higher Education

Emergency Relief Fund II (HEERF II) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act (CRRSAA) has also provided additional funding for both College operations and student supports. The American Rescue Plan voted by Congress and signed by President Biden in March 2021 will expand continued funding into 2023. Certain portions of this funding have been specifically directed to the student and the College.

In November 2020, the Board of Trustees authorized President Cox to establish the Stabilization Fund Reserve of \$6.2 million to strengthen the future continuity of operations due to the economic implications of the COVID-19 pandemic, the potential reductions in state and federal revenues, and continued declining enrollment trends. Federal monies from the CARES act and the HEERF funds enabled the College to save local funds overtime in the reserve. This fund will assist in the future to achieve an equilibrium between State Appropriation funding, local student fees, and other revenues should there be a need to offset costs while CCCC continues to work on stabilizing and increasing enrollment over the next few years.

For FY 2023, the College's proposed Operating Budget is \$29,318,640 which reflects an overall increase of 1.1%. Enrollment projections have been adjusted to 45,250 credit hours, reflecting the three-year enrollment trend with an adjustment recognizing the pandemic. Furthermore, general fee increases of \$10 per credit hour offsets ongoing costs. Additional fee increases in certain programs will offset specialized costs. Although these fee increases will not offset the total revenue reduction associated with the decline in credit hours, revenue reduction will be offset by the Stabilization Fund Reserves, if necessary, in addition to cost containment measures and strategies to increase enrollment and retention, as described in Standard Five: Students. The College continues to receive unqualified audits of management's financial statements by the Board's independent auditor, meaning they are fair and appropriately presented and in compliance with generally accepted accounting principles (GAAP).

Engagement is augmented in part by maintaining affordability and a community that fosters belonging. Community colleges cannot thrive if we become increasingly more tuition and fee dependent, so we must continuously seek other revenue sources while practicing prudent fiscal management. Through creative measures to secure funding, continuing an on-going environmental scan of our region to determining future educational needs, a robust grants operation with our Grants Director and staff and collaboration with proposal creation and grant monitoring, CCCC has a solid basis for continuing this effort. CCCC also continues watching for institutions in distress that may have programs of interest, based on our Mount Ida experience.

Table 7.3: Grant Summary

Grant Summary (FY2020 - FY2022)			
	FY2020	FY2021	FY2022
Number of Proposals Submitted	24	29	36
Number of Proposals Funded	18	20	18
Number of Proposals Pending at end of f	6	1	12
Percentage of Proposals Funded	75%	69%	53%
Dollar Amount Requested	\$5,559,219	\$6,262,571	\$7,838,284
Dollar Amount Funded	\$2,382,889	\$2,624,763	\$2,070,179
Dollar Amount Pending at end of FY	\$2,407,874	\$495,492	\$4,925,955
% of \$ requested funded	43%	42%	35%
FY totals by funding source (Includes New Awards Only)			
New Awards by Funding Source	FY2020	FY2021	FY2022
Federal	\$758,402	\$1,926,486	\$399,624
State	\$2,382,889	\$2,211,012	\$1,690,284
Private	\$0	\$456,191	\$13,385
Other Public	\$0	\$112,725	\$0
Total	\$3,141,291	\$4,706,414	\$2,103,293

The Grants Office continues to be a strategic asset for CCCC, as shown in Table 7.3. As of June 2022, the Grants Office managed 36 active grants (12 federal, 18 state, 4 private) from current and on-going awards contributing more than \$5.25 million in FY 2021-2022. In addition, CCCC received a \$1.95 million federal earmark for AMT expansion and had 16 grants pending totaling more than \$3.2 million. These figures do not include private giving and funding through the State's Capital Investment Plan.

INFORMATION RESOURCES

CCCC is proud of the Information Resources available to students, faculty, and staff through [The Wilkens Library](#) which provides a physical space to work, research, and study. The library provides both physical and online access to diversified resources such as academic databases, professional journals, the *New York Times*, *Wall Street Journal*, online streaming of films and documents (via Kanopy and Swank), and e-books. In addition to in-person operating hours year-round, the library staff also provides online "chat" and Zoom channels to assist constituents accessing the library resources remotely. Furthermore, the use of "EZ Proxy" streamlined online access to library resources allows CCCC students, staff, and faculty to logon with their "My 4Cs" account. The library staff actively engages with faculty to provide classroom support and information literacy, creating custom LibGuides, short videos, research assistance, and other learning aids that support student learning. The staff also work closely with the tutoring centers to provide additional support to students through its resources.

Since the 2018 NEASC Self-Study, the Library staff assessed its information literacy program in FY 2018 and collected artifacts in FY 2019 which informed improvements. The Library conducted an accessibility audit on CCCC websites and LibGuides, updating them to increase accessibility. They partnered with Dental Hygiene, Early Childhood Education, and Nursing Departments' accreditation teams to evaluate library services and resources. The Library established a satellite collection at the Maxwell Library at Bridgewater State to support the Funeral Service Program by integrating their collection into our own collections and worked

with their accreditation team to develop services and resources. Library Director Tim Gerolami also encouraged faculty to attend Open Educational Resources (OER) events, held several professional development events about OER, and supported faculty searching for OER materials to use in their classes. The library staff have also purchased e-textbooks from vendors where they were available. In the past two years, the library has procured 55 online textbooks to support students and faculty.

PHYSICAL RESOURCES

Cape Cod Community College has made significant improvements to its physical plant since the 2018 NEASC Self-Study, obtaining funding from the Massachusetts Division of Capital Asset Management and Maintenance (DCAMM), grants, and through the fundraising efforts of the Cape Cod Community College Educational Foundation. In September 2022, the College opened the new \$38 million Frank and Maureen Wilkens Science and Engineering Center (STEM) building. This 42,000 square foot building is fully operational as of the Fall 2022 semester. The physical building includes teaching laboratories for the sciences, maker spaces for engineering, classrooms, and faculty and administrative office spaces. Furthermore, the building incorporates net carbon negative operations that includes photo voltaics, sustainable building materials and a model closed-loop toilet system, the *Toilet of the Future*, in partnership with [Caltech](#) and the [Gates Foundation](#). This building will become the hub for STEM education for the region and aligns with the College's 2020-2025 Strategic Plan goal of embodying community stewardship and providing local economic stability and growth.

In FY 2022, the College received \$250,000 from DCAMM for improvement projects such as replacing the nursing lab floor and the glass door for the Dental Hygiene clinic, fixing the library main entrance, and making parking lot, water fountain, field, and tennis court repairs. Furthermore, \$2.2 million from DCAMM was used to improve exterior accessibility projects around the campus.

Additionally, in FY 2022 through FY 2024, \$11 million from DCAMM Energy projects will be allocated to replace old equipment throughout the campus buildings. Over the next five years, it is expected that \$5 million in DCAMM funding will go towards continued building repairs, exterior road improvements and lot lighting, the renovation of 14 restrooms and 3 dressing rooms (to address accessibility compliance), and structural repairs to buildings.

The recent pandemic has strengthened the College's resolve to continuously improve its technology infrastructure. The expansion of online, hybrid, and remote learning, the growing Aviation Maintenance Technology program, Funeral Service program, and livestreamed dual enrollment courses to Nantucket and Martha's Vineyard, require continuous support and upgrades. The College also received \$425,000 through the MA Skills Capital grant which funded the Simulation Capture labs for Nursing and EMS/Paramedic.

TECHNOLOGICAL RESOURCES

Since the 2018 NEASC Self-Study, CCCC has improved wireless access points in all classrooms in the Maureen M. Wilkens Hall and Frank Wilkens buildings, installed and improved the College's multi-factor authentication, created 32 state-of-the-art HyFlex classrooms featuring DTEN D7 units and 2 DTEN Mate & Go Units, increased Help Desk coverage and added 24/7 Black Belt help, improved device neutrality for Mac and PC devices, developed plans to eliminate the use of obsolete equipment, and addressed close captioning and ADA improvements

in classroom and online services. The College has also restructured the Information Technology department, as described in Standard Three: Governance, to enhance Client Services. A new Chief Information Technology Officer, Francis Hughes Jr., began in Fall 2022, and continuous improvement in the consistency and quality of Information Technology is expected to occur.

In 2018, the College was victimized through a cybersecurity attack on its campus network through malware and a sophisticated social engineering strike on the College's financial transactions operations. The initial crime involved \$807,130 of which bank and law enforcement investigations recovered \$677,594. The College booked a loss of \$129,536. In August, the College was involved in supporting criminal proceedings for the [U.S. Attorney for the Southern District of New York](#) against one of the alleged money launderers involved in this crime. The individual was subsequently found guilty, immediately remanded to prison, and will be sentenced on March 17, 2023. The College has provided the Court with a Victims' Impact Statement on behalf of our students, faculty, and staff. Further recovery of the loss has low probability, but the College has remained engaged.

As a result of this cybersecurity attack, the College has worked extensively with the State Comptroller's Office and Executive Office of Technology Services and Security to review network security and implement best practices to guard against future cyber security attacks. CCCC replaced all infected hard drives, installed next generation endpoint protection software, implemented new security policies, implemented a multi-factor authentication system, and continues to provide on-going cybersecurity training via KnowBe4 (in-person and online) to all faculty, staff, and students. The College has also shared this cybercrime experience with other community colleges through ACCT presentations and with regional bank boards.

One of the strategies in the 2020-2025 Strategic Plan is to improve the technological support and access for students. The metric to achieve this goal is to increase the number of computers (both desktop and laptops) accessible to students outside of the classroom. Largely propelled by the COVID-19 pandemic, a laptop loaner program was established to allow students (and employees) to access loaner laptops for academic use for one semester at a time. The Information Technology Department worked with the Division of Enrollment Management to facilitate this program for students. Faculty and staff who accessed a loaner laptop worked directly with the Information Technology department.

STANDARD NINE: INTEGRITY, TRANSPARENCY, AND PUBLIC DISCLOSURE

The integrity, transparency, and public disclosure of the College's policies and procedures are found on the public facing College website and related publications. The College regularly reviews and updates policies and procedures to ensure institutional integrity. [Academic Policies and Procedures](#), [Students Rights and Responsibilities](#), and [Human Resources Policies and Procedures](#) are accessible on the College website. Compliance to the Federal and Commonwealth regulations regarding ethics training, Massachusetts's Community Colleges' COVID-19 vaccination policy, the Policy on Affirmative Action, Equal Opportunity & Diversity, are disseminated to the campus community on a regular basis.

Furthermore, the Office of Human Resources also provides regular campus-wide announcements (at least 6 times a year) via email about information regarding the Commonwealth's Employee Assistance Plan, cyber-security training, telework guidelines, and Federal Loan Forgiveness information. In addition to email information, Title IX information and Affirmative Action and Cybersecurity training are often integrated into Opening Day presentations and professional development training for all faculty and staff throughout the academic year.

The College also complies with the Jeanne Cleary Disclosure of Campus Security Policy and Crime Statistics Act and the Higher Education Opportunity Act, which provides protection from retaliation of students, staff, and faculty members who report Cleary crimes. The Office of Public Safety produces an annual security report which provides information on College services, crime prevention, support services, RAVE notifications for its various locations and campuses (West Barnstable, Hyannis, Plymouth, Bridgewater State, and Martha's Vineyard Regional High School).

In the past five years, the College has done significant work on improving its ADA website compliance issues and creating an online College catalogue. CCCC ensures transparency regarding its Mission, objectives, outcomes, data, and academic procedures and policies through the College website and its digital and print documents. For FY 2022-2023, CCCC adopted the [CleanCatalog](#) platform to ensure that the [2022-23 Cape Cod Community College Academic Catalog](#) is easily searchable and accessible to all students, faculty, and staff. In July 2020, a new College website was launched to resolve ADA compliance issues and to rebrand the website as the primary marketing tool for prospective students. At the same time, extensive efforts were accomplished to expand the internal intranet sites for faculty and staff and students. The intranet sites provide information such as faculty training information, advising handbooks, Handshake Career platform, and information on mental health. The CCCC internal portals provide the use of Sharepoint and Microsoft Teams that have furthered internal communications, collaboration, and transparency. The website was moved to third-party Content Management System (CMS) Terminal Four. CCCC established policies to have all PDF documents posted to the website reviewed for compliance by a third-party vendor and implemented multiple ADA compliance monitoring tools, such as SiteImprove and Wave. CCCC also removed all non-compliant documentation from the College's previous CMS. Currently, all documents that live on the public website are searchable via the third-party search engine, powered by Funnelback, and are passed through remediation in advance to ensure WCAG 2.0 ADA compliance. Through the search engine, the College can edit results to ensure that certain key words can trigger the most appropriate results, increasing access and decreasing confusion. In addition to resolving the ADA compliance issues, CCCC hired a Digital Marketing Specialist in March 2022 whose primary role is to serve as the editor and chief of the website to ensure that the website and all its documents meet ADA compliance.

Launched in January 2020, the CCCC Mobile App, powered by ReadyEducation, has been a key student communication tool, especially during the early days of the COVID-19 pandemic. Initially developed to be an added tool for Strategic Communications and Marketing to reach currently enrolled students, the App quickly turned into a thriving peer-to-peer communication device where students trade ideas, seek our ride shares or housing opportunities, build study groups, sell books, or ask questions. While still used as a communication device by the College, in the form of "push notifications," the App has been a key engagement and retention tool for the

institution. Each year, the College regularly has more than 2,000 users on the App. New and returning users open the App typically more than 5,000 times per day, and used it most often to communicate with each other, sending more than 730 student-to-student messages and posting the App's "social wall" more than 290 times.

Policies and procedures such as the College's Affirmative Action statement and its compliance to Title IX of the Educational Amendments of 1972, the American Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964 are located on the College website under [Policies, Disclosures, and Legal Statements](#). Lastly, the College's Affirmative Action Committee has committed to increased awareness throughout the campus community during specific months dedicated to underrepresented groups, such as Women's History Month (March), Celebration of Diversity Month (April), Asian American & Pacific Islander Month (May), and Juneteenth and LGBTQ+ Month (June).

Cape Cod Community College complies with the Massachusetts Public Records Law (M.G.L. Chapter 66 & Chapter 4, Section 7 (26)) through its public website, [Public Information and Disclosures](#). Additional information such as the College's academic policies, accreditation, Board of Trustees, Campus Security reports, financial statements, information technology policies, institutional policies, institutional research and planning reports, procurement procedures and bids, student code of conduct and grievance procedures, and [Transfer Credit Policies](#) and graduation rates are also located on the website for easy access and transparency. Lastly, the [CCCC homepage](#) provides "4C's Fast Facts" which include quick data facts on credits, degrees, certificates, and faculty information. In addition, "Powerful Profiles" highlights individual student success stories of current and alumni students, which can also be found on the College's social media pages via YouTube, Facebook, and Instagram.

STANDARD EIGHT: EDUCATIONAL EFFECTIVENESS ESSAY

WHAT STUDENTS GAIN AS A RESULT OF THEIR EDUCATION

Description

For our students, powerful futures result from a Cape Cod Community College education. The College understands and verifies students' outcomes regarding program completion, transfer, job placement, and licensure pass rates and maintains relationships with alumni in numerous ways to obtain feedback that informs program improvement. These various uses of quantitative and qualitative assessment and tracking methods contribute to the institution's "**comprehensively assessing student achievement with evidence of improved retention**" (Area of Emphasis, 11/9/2018 NECHE). This essay will demonstrate CCCC's focus on the drivers and outcomes associated with equitable student success and the campus-wide transformation that has occurred to make powerful futures increasingly accessible and equitable for our students.

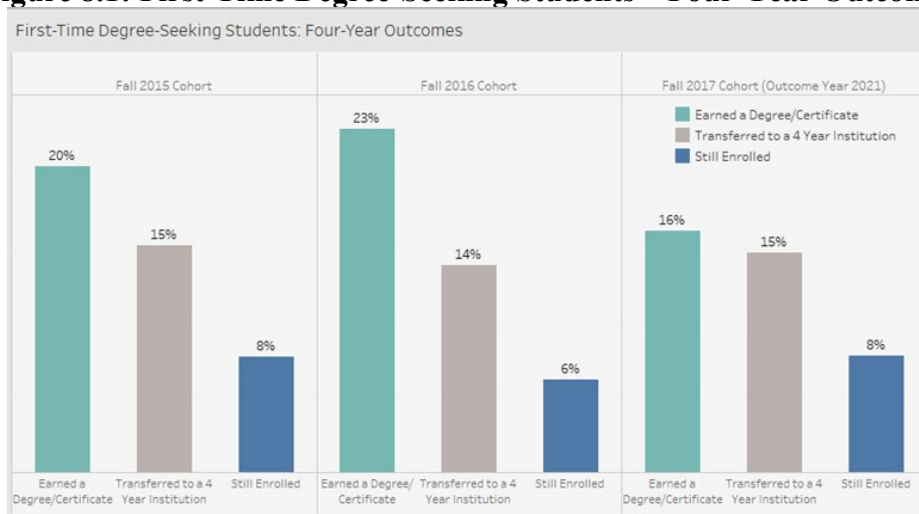
Appraisal

As shared in Table 4.1, CCCC students earned 487 degrees and certificates during AY 2021-2022, an increase of 3.3% over AY 2020-2021 and 14% over AY 2019-2021. As discussed in Standard Four: The Academic Program, students are earning an increasing number of professional certificates and degrees in recent years. Programs in healthcare, Aviation

Maintenance Technology, Funeral Services, and Human Services are aligned with the local workforce.

Preparing students for successful transfer to four-year baccalaureate degree-granting institutions is also an important success outcome for CCCC students. As shown in Figure 8.1, the four-year transfer rate for first-time degree-seeking students has been relatively stable at 15% over the past three academic years.

Figure 8.1: First-Time Degree-Seeking Students – Four-Year Outcomes



Based on the Graduate Placement Survey, 70% of CCCC graduates were successfully employed one year after graduation and 80% were employed two years after graduation. Licensure pass rates are carefully monitored in the Nursing, Dental Hygiene, Medical Assisting, Aviation Maintenance Technology, and Funeral Service programs. For AY 2021-2022, 85-100% of the graduates in each of these programs passed related licensure exams on the first attempt. Beyond degrees, certificates, transfer opportunities, and job placement, CCCC students also express appreciation for the transformative nature of their educational journey at this institution. Christina Silva, A.A., Human Services, Class of 2022, described her experience pursuing a career as an Addictions and Recovery Counselor to the CCCC Board of Trustees Meeting on November 8, 2022, emphasizing the support she received as an adult learner and single mother which prepared her for transfer to Bridgewater State University. In addition, David Athamni, current CCCC nursing student, described the security and reassurance he receives as a result of STEM Starter Academy funding, “The SSA scholarship would always appear at a time of need and would bring me a lot of relief in not having to worry about coming up with the money I still owed at the end of the semester. The STEM Starter program has helped me a significant amount in chasing my dreams and goals.” Overall, Cape Cod Community College strives to ensure that students develop a strong sense of belonging beyond attaining their educational credentials and job or transfer goals.

Projection

Cape Cod Community College will increase career readiness for students through enhanced emphasis on career preparation both in and out of the classroom. The newly staffed Career

Readiness Office will work with faculty in programs to ensure students have the skills to explore career pathways, develop a career plan, acquire related competencies, and pursue desirable jobs. CCCC will intensify efforts to track students job placement by program by encouraging the use of LinkedIn and Handshake during Orientation.

ASSESSMENT OF STUDENT LEARNING: WHAT AND HOW STUDENTS ARE LEARNING

Description of General Assessment

CCCC also tracks and analyzes first-year performance indicators to assist in directing interventions to advance student success. The College utilizes the Community College Survey of Student Engagement (CCSSE) to monitor the strength of student engagement according to characteristic predictors associated with student success. The College's dedication to student success is driven by its five-year strategic plan and the Institutional Student Learning Outcomes (ISLOs). The two are complementary but not necessarily mutually exclusive. The Strategic Plan focuses on metrics associated with retention, degree completion and transfer, or, more generally, ensuring that students achieve their educational degree/certificate/career goals. The assessment of the College's ISLOs on the other hand are more focused on students' attainment of specific learning outcomes.

The College relies primarily on two groups or processes to assess quality as they relate to the ISLOs: program reviews and the Assessment Committee. Historically, academic program reviews occur every five years, with each program producing detailed reports showing how their respective Program Learning Outcomes (PLOs) are accomplished and line up with the Institutional Outcomes. Beginning in AY 2021-2022, however, programs shifted to an annual program review format. Annual reviews make assessments easier to conduct and, more importantly, allow for data that is more current and, therefore, more actionable. For instance, when the College increased its focus on DEI initiatives, departments were able to quickly pivot to evaluate their current practices through a DEI lens and address issues of inequality. Furthermore, the English Department revised its grading methods and policies to be more equitable and created equity statements for inclusion in course syllabi. Additional work was done to train five of the six full-time faculty in the English department in the HyFlex modality as early data showed that HyFlex courses can alleviate some sources of inequity by allowing students more flexibility in how and where they attend classes. Currently, nearly 30% of CCCC courses are offered in the Hyflex format.

Appraisal of General Assessment

A comprehensive review of the College's various programs revealed that most departments rely primarily on exams, projects, and research papers to analyze the effectiveness of their course contributions to PLOs and ISLOs. However, the review also highlights the need to make assessment continuous, actionable, and more easily integrated with the ISLOs. In the past this was accomplished via an aggregative program known as WEAVE. However, this program was discontinued in AY 2020-2021 due to issues of low participation, cumbersome process, and lack of user friendliness.

The College is addressing the need created by the discontinuation of the WEAVE program in two ways. Firstly, as mentioned in Standard Four: Academic Program, the College has created

three faculty assessment coordinator positions charged with creating a culture of continuous assessment at the College. Specifically, the coordinators will facilitate the College's assessment days at the end of the academic year by selecting an ISLO that the College will assess on those days. The coordinators will provide resources and assistance to the College for ISLO assessment. The coordinators will also work with state initiatives on assessment, serve on AMCOA (Advancing Massachusetts Culture of Assessment), and bring state and regional assessment initiatives to the College. Additionally, the coordinators sit on the Assessment Committee. In the next three to five years, the coordinators will advise and assist the College to work on the following initiatives:

- 2022-2023: Multicultural and Global Awareness ISLO assessment
- 2023-2024: Ethical Engagement and Civic Learning ISLO assessment
- 2024-2025: Technological Literacy ISLO assessment
- 2025-2026: ISLO Revisions
- 2026-2027: Career Readiness assessment

The above ISLOs have not been assessed by the College at the student artifact level since their inception in 2007, though CCSSE results have provided students' view of their attainment. Three of the ISLOs have been assessed both locally at the college level using student artifacts and with the state through AMCOA and the Multi-state collaborative. These ISLOs are Critical Thinking Skills, Quantitative and Computational Skills, and Communication Skills.

During AY 2025-2026, the committee and coordinators expect to use the data they have gathered on assessment while applying a DEI lens to both update and revise the language and scope of the ISLOs and their intent and purpose. Secondly, the Assessment Committee—part of the College Meeting Governance Body—has been reconstituted with the express purpose of bringing assessment to the forefront of everything that the College does. To that end, the Assessment Committee is currently in the process of revising its mission statement from the more general description currently listed, to one that is practical, operational, and actionable. This includes making it clear that the committee's mission is to ensure, with the help of the Assessment Coordinators, that ISLOs are continuously reviewed, revised, and defined so that all employees of the College have a clear, conceptual definition of what each ISLO means and how to measure it. The Assessment Committee is also working on procedures and processes that will allow for a more effective means of linking department/program level assessment process to the Institution's learning outcomes. Furthermore, the Assessment Committee is developing procedures for assessing, across numerous courses, how effectively each of these courses is meeting the demands of the ISLOs. The goal of all this is to make the committee and program-level faculty nimbler and more capable of making timely changes based on sound data.

CCCC continues to utilize the Community College Survey of Student Engagement (CCSSE) every four years to capture student engagement as a measure of institutional effectiveness. Fielded in Spring 2022, 604 students completed the online survey with an overall response rate of 28%. The respondent profile is shown below in Figures 8.2 and 8.3.

Figure 8.2: Student Respondent Profile Enrollment Status

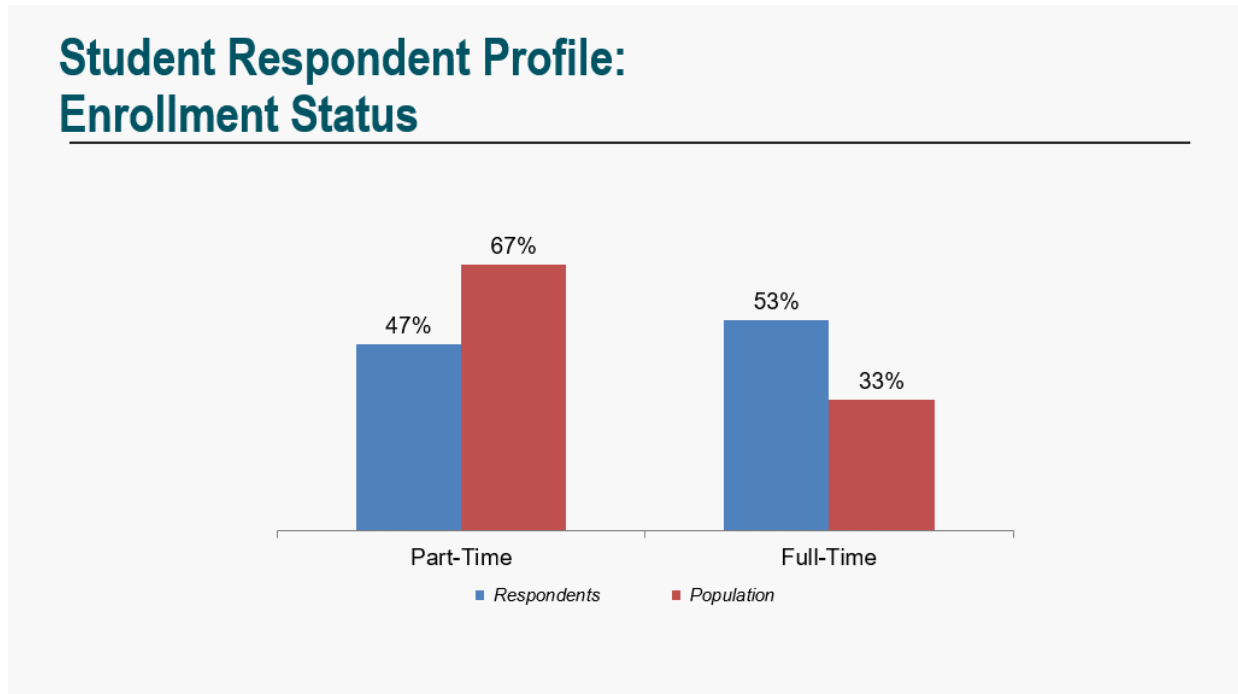
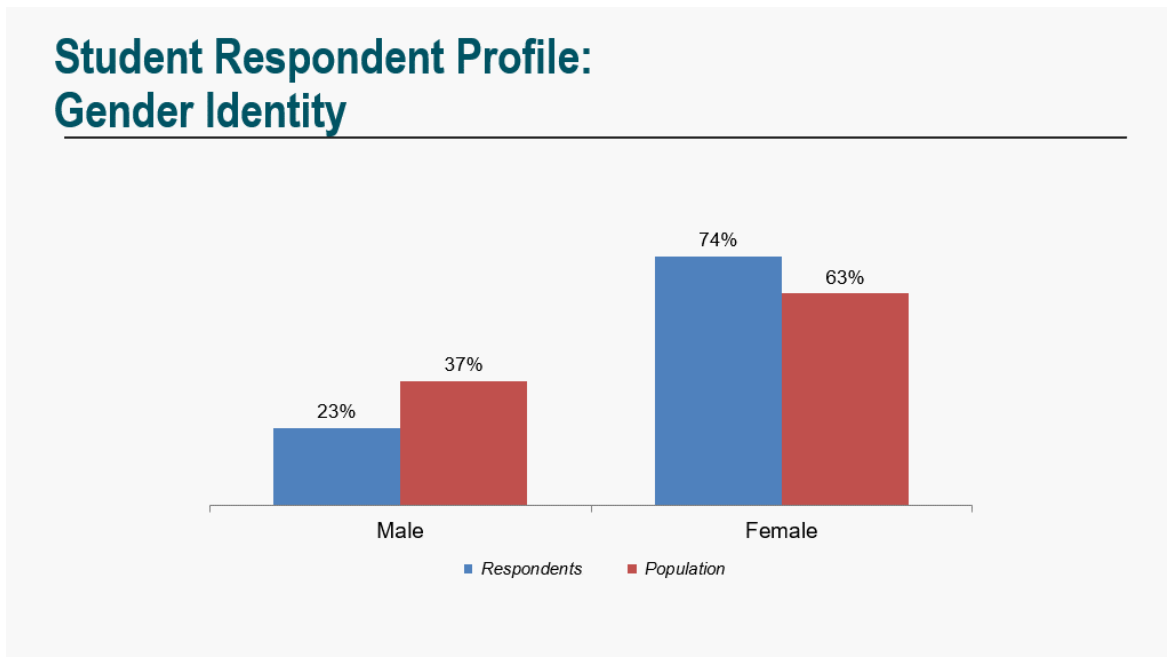


Figure 8.3: Student Respondent Profile by Gender



CCSSE survey results clarified students’ goals for higher education. As shown in Figure 8.4, CCCC students attend CCCC for multiple reasons reflecting their diversity in age, income, life stage, and disciplinary interest.

Figure 8.4: Reasons/Goals for Attending CCCC



However, confirming anecdotal reports from faculty and professional advisors, CCCC students face significant hurdles to ongoing pursuit of their educational goals. In particular, financial barriers top students’ concerns. As a result, CCCC students work and care for household members, spending significant hours per week while attending College, as shown in Figure 8.5 and 8.6, below.

Figure 8.5: Barriers to Persistence

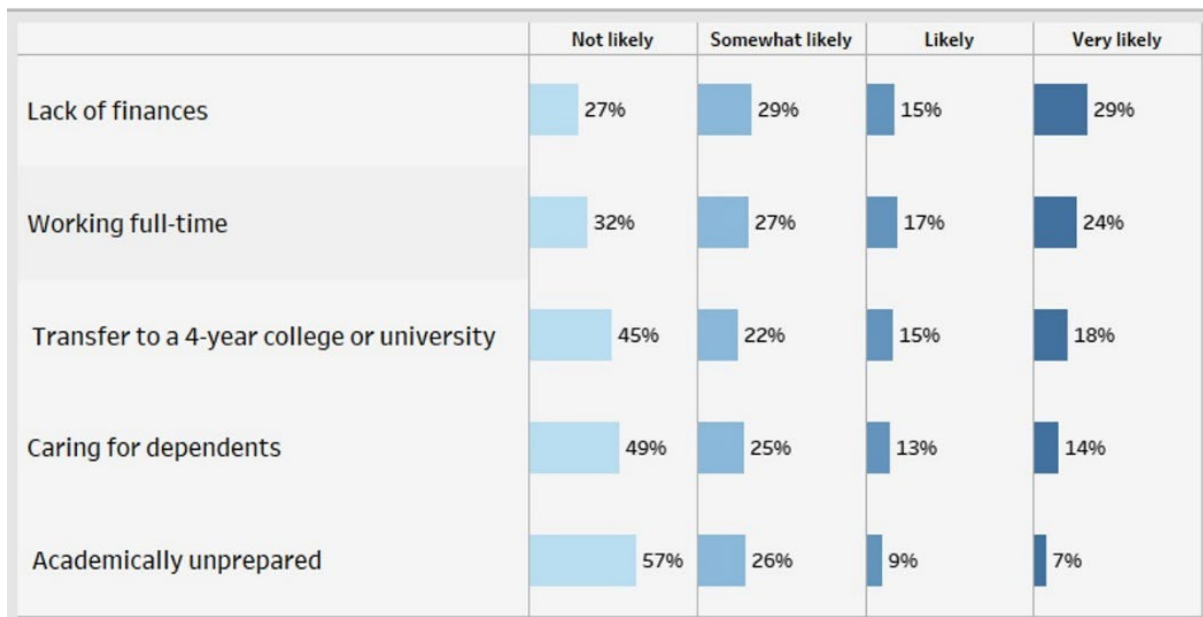
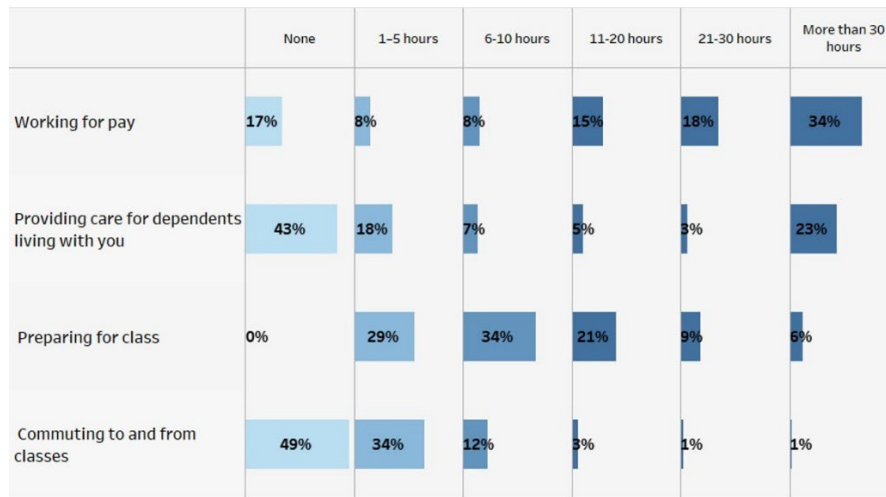
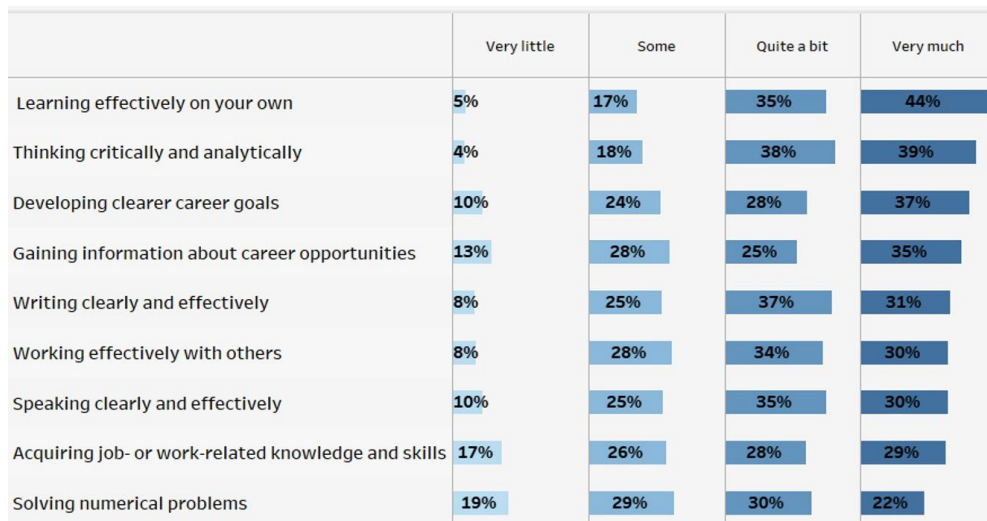


Figure 8.6: Hours Spent Per Week



CCSSE provides valuable insights into students’ perceptions of their learning against some of CCCC’s Institutional Student Learning Outcomes: Communication Skills, Critical and Creative Thinking Skills, Ethical and Civic Engagement Practices, Multi-cultural and Global Awareness, Quantitative and Computational Skills and Technological Literacy. Figure 8.7 demonstrates that most students perceive at least some benefit from their CCCC experience in development of their communication, critical thinking, teamwork, quantitative reason, and career readiness skills. However, among these, students perceive the lowest contributions in the areas of career readiness and quantitative reasoning.

Figure 8.7: How much college experience contributed to your knowledge, skills, and personal development in the following areas?

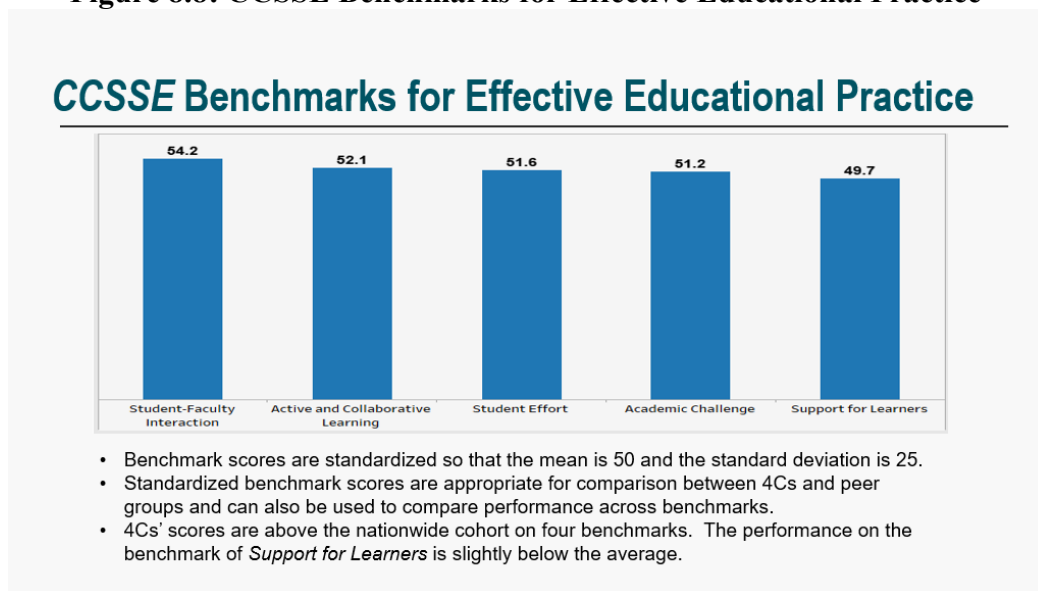


Interventions to improve student success in mathematics are further described in this section and in Standard Five: Students. Cape Cod Community College recognizes that student supports, data collection, and outcomes on career placement need to improve. For this reason, CCCC has submitted a HEIF proposal to the Department of Higher Education requesting funding for

institution-wide professional development to improve College-wide student preparation on career readiness.

Versus prior years, CCCC was proud to learn that the institution scored above or near average in all measures of student engagement, as shown in Figure 8.8. CCCC showed relative strength in Student-Faculty Interaction. This is particularly promising given that just above half of Spring 2022 courses had a face-to-face component.

Figure 8.8: CCSSE Benchmarks for Effective Educational Practice



In comparison to 2018 CCSSE results, there was an increase in scores in the areas of Student-Faculty Interaction, Academic Challenge, and Support for Learners. Given the impact of the pandemic on distance learning and on students' lives, we believe decreases in Active Learning and Student Effort are to be expected.

Projection: General Assessment

The new Assessment Committee and Assessment Coordinators are committed to revising assessment and involving the College in a more dynamic way. While there are pockets of high-quality program-level and course-level assessment of student learning outcomes occurring that drive improvement, CCCC needs to implement its assessment plan as described consistently to reestablish a culture of assessment and continuous cycle of improvement in all programs following the disruptions of the pandemic. The assessment plan appropriately empowers faculty to utilize insights and dialogue on student learning to improve educational effectiveness and equity in student achievement.

Description: Assessment - A.S. Nursing

To fulfill the CCCC Mission and meet community needs, the A.S. Nursing program is a high strategic priority. The nationwide nursing shortage has been felt acutely on Cape Cod and the islands given the aging population and scarcity of affordable housing. During Fall 2022, 170 students are enrolled in the day and evening CCCC Nursing programs which maintain full approval status from the Massachusetts Board of Registration in Nursing, received on September

9, 2020, after being placed on “Approval with Warning Status” on November 9, 2018. CCCC is proud of the rigorous effort undertaken by the institution to **“make certain its Nursing program complies with Massachusetts Board of Registration in Nursing (BORN) regulations” (Area of Emphasis, 11/9/2018 NECHE letter)**. Throughout the entire Warning period, the faculty was challenged to develop and implement a Systematic Evaluation Plan (SEP) – [ref 244 CMR 6.04 (1)(e)] and show evidence of implementation of a written plan for the systematic evaluation of all program components (i.e., all MA BORN regulations). This evaluation needed to include the measurement of the outcomes of the program. The results of the evaluation are to be used continuously for the development, maintenance, and revision of the program. Faculty were required by MA BORN to provide a copy of the SEP with evidence documents (e.g., meeting minutes, survey tools, curriculum planning, etc.) on a quarterly basis to demonstrate that the results of the evaluation are being used for the development, maintenance, and revision of the program. The road to an acceptable SEP started in 2018 with setting up a SEP template that included the key components of the plan (e.g., assessment methods, assessment frequency, responsible parties, Expected Levels of Achievement, documentation, findings, and actions) for each MA BORN regulation. Over a two-year period, the faculty worked to refine and strengthen the SEP as an instrument used to demonstrate how evaluation results support the development, maintenance, and revision of the program

Another key component of moving off Warning status and re-establishing Full Approval is ensuring that the Nursing Program has an ongoing annual NCLEX-RN pass rate of 80% or higher for first time writers (test takers). As noted, the initial review by MA BORN was sparked in part by the Program having NCLEX-RN first-time pass rates below 80% for two years in a row, 2016 (79%) and 2017 (69%).

Appraisal: A.S. Nursing Program

The NCLEX-RN pass rate has remained above 80% since 2018^[1]. Actions implemented by the Program that have helped to maintain the 80%+ pass-rate include establishing a mentoring program whereby students scoring in the bottom 10%-20% on the final ATI Comprehensive Predictor exam are paired with a faculty member prior to graduation, offering a free 3-hour review course every Wednesday evening and Saturday morning from June through early September for Nursing students, providing individual tutoring to students, and offering test-taking strategy workshops, increasing Supplemental Instruction and Retention supports to help students better master the course content and stay retained in the program. These increased retention supports include three Nurse Educator Supplemental Instructors, one dedicated to the evening option students, and a Retention Specialist who provides case management style support and resource guidance to students who are at cognitive risk demonstrated by poor exam performance.

Other actions taken by the Nursing Program administration and faculty helped to lead to reinstatement and maintenance of Full Approval status. These include the appointment of a new Director of Nursing Education in July 2020 who brought experience from other nursing programs and SEP work to the position. Faculty attendance at MA BORN workshops is occurring to help faculty better understand the regulations and how to maintain and demonstrate program compliance with the regulations. Dedicated time has been created for the Nursing Program administration and faculty to meet to review the MA BORN regulations and develop a SEP framework that would support regulation compliance and program improvement. This

includes a commitment from the College to compensate faculty for the additional time required to do this work.

[11](#) NCLEX-RN First Time Pass Rates: 2021 (83%), 2020 (96%), 2019 (84%), 2018 (93%)

Projection: A.S. Nursing Program

As Cape Cod Community College strives to expand the A.S. Nursing Program to meet local needs, a continuous cycle of improvement utilizing the SEP will continue to ensure timely evaluation of student success. Students will continue to be supported through Supplemental Instructors, a Retention Specialist, investment in optimal faculty ratios, and intensive test preparation to ensure the NCLEX-RN pass rates remain above 80%.

Description: First-Year English and Mathematics

CCCC recognizes that improved student achievement in completion of college-level English and Math are essential to advancing equitable student success. The 2020-2025 Strategic Plan calls for the College to replace multi-step developmental courses with innovative supplemental support pathways. In addition, CCCC is implementing new student placement and remediation tools to drive student success, particularly in college-level math.

Appraisal: First-Year English and Mathematics

As shown in Figure 8.9, during AY 2019-2021, 61-64% of students passed a college-level writing course within the first 24 credits each year, a significant increase from prior years. This success has been the result of strong student/faculty engagement since the 2017 implementation of CCCC's innovative ENG 108/ENG 101 corequisite offering which supports students in completion of their English Composition I requirement by pairing the course with a college-level Critical Reading and Thinking corequisite. The introduction of the corequisite model in English has resulted in decreased enrollment in developmental English from over 70% of students in at least one developmental English course in 2013 to less than 2% of students currently. The highly successful corequisite model in English is continuously assessed by the English faculty who mentor instructors on the use of formative and summative assessments to drive ongoing student success and utilize department-wide rubrics and assignments for annual analysis. Student completion of College-Level English in the first year did drop significantly to 53% during Fall 2021. This occurred in conjunction with a change in placement procedures during the pandemic as students were placed using high school GPA while the Accuplacer grammar test was waived. Anecdotally, faculty also reported an increase in students not completing assignments due to increased external pressures. Deeper analysis is currently underway.

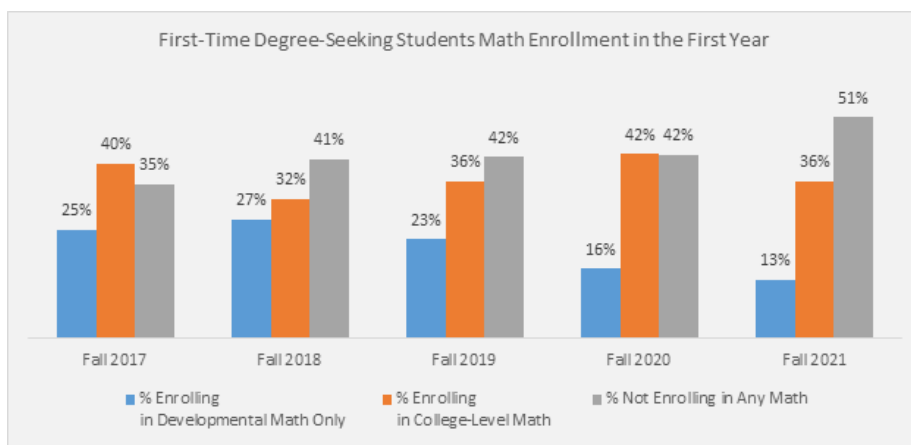
Completion of college-level math has been identified as a significant opportunity toward increasing equitable retention and completion for Cape Cod Community College students. As shown in Figure 8.9, only 20% of the Fall 2021 cohort of students completed college-level Math in their first year. Furthermore, as shown in Figure 8.9, over the past five years, roughly 45% of students (FTDS) have not taken a math course in the first year.

Figure 8.9: Completion of College-Level Math and English in First Year



Cape Cod Community College has also identified completion of college-level English and Math as critical milestones for students. As shown in Figure 8.10, the college-level English completion rate for FTDS students increased significantly over the past five years but dropped in Spring 2022. This drop is being investigated by English faculty. Completion of college-level Math remains a challenge for all students at Cape Cod Community College.

Figure 8.10: First-Time Degree-Seeking Students Math Enrollment in First Year



English faculty maintain a five-year schedule for program assessments and conduct robust assessment annually of students' attainment of learning outcomes in courses. These assessment efforts have resulted in curriculum changes to English Composition I and II to increase

attainment of student learning outcomes. Additionally, enhanced professional development and resource sharing across faculty has occurred. For example, a shared Moodle page was created for English faculty to exchange resources, assignments, and rubrics to enhance consistency in the student experience, particularly between full-time and adjunct faculty classrooms. Furthermore, department-wide training in universal design was identified as a need following assessment findings which demonstrated unevenness in the attainment of course learning outcomes among students with learning differences. As a result, professional development was delivered during Spring 2022 which focused upon Universal Design for Learning with the maximum capacity of 34 faculty participating. The department's ongoing commitment to equity in student achievement resulted in five of six full-time faculty members serving as Faculty Fellows during Spring 2022 on the Higher Education Innovation Fund (HEIF) grant which advanced equity in grading. Changes to individual grading methods and policies resulted and faculty members added equity statements to their course syllabi. Finally, in recognition of the economic and household pressures reported by students which faculty believe contributed to a reduction in completion of assignments and course pass rates during AY 2021-2022, all full time English faculty are now fully trained and teaching in the HyFlex modality allowing students to attend class remotely, as needed.

The Mathematics Department has expressed concerns about altering the current curriculum given the level of incoming students' math preparedness and the potential for a decrease in rigor of course content. Since the 2018 NEASC Self-Study, the Mathematics Department has participated in professional development to address math anxiety in students, create a growth mindset, demonstrate math relevance in daily life, and utilize active learning.

Most students at CCCC are enrolled in Associate in Arts degrees designed for students planning to transfer to a Baccalaureate (4-year) institution. For the Associate in Arts degree, students must complete a 3-credit course in Mathematics/Quantitative Reasoning. At present, Cape Cod Community College is transitioning from a stepwise remedial approach to developmental math to a co-requisite pathway. Therefore, two non-STEM pathways exist currently. Students with low Accuplacer scores have not fared well in the co-requisite courses based on small scale pilots that have run over the past three semesters. Based on assessment of students' homework, projects, quizzes, and tests/exams, the Math Department believes that these students can benefit from a review of arithmetic and algebra. For this reason, the Math Department has developed a one-step developmental course, MAT011 Mathematical Reasoning and Problem Solving. MAT011 has been offered four times with a total enrollment of 47 with a completion rate of 70%.

Success rate comparisons across some math courses are difficult due to low course enrollment. However, completion rates in STEM math courses are comparatively robust. The co-requisite assisted courses consistently have better pass rates than the developmental courses that these courses were designed to replace, though participation in the corequisite model has been low, with only 25 enrolled in Fall 2022, more than double the Spring 2022 rate, due in part to students' reported avoidance of a 5-credit math model and the narrow range of qualifying placement test scores. The contact hours for MAT130, MAT150, and MAT120 have been reduced from 4 to 3 to increase student participation in these courses.

The Math Department is satisfied with the outcomes of the STEM pathway. The completion rates of MAT175 College Algebra, MAT195 Precalculus with Trigonometry, and MAT240

Calculus are relatively robust. During Summer 2022, funding from the SUCCESS appropriation allowed math faculty the opportunity to work on pedagogical and curricular changes to the STEM math developmental sequence. Students in the Engineering and Computer Science programs dominate CCCC enrollment in the STEM pathway and historically are transferring to four-year institutions to complete Bachelor's degrees.

To increase participation and equitable success in college-level math, several interventions have been put in place for the Spring 2021 and Fall 2022 semesters. As discussed in Standard Five: Students, new strategies such as the 4Cs4U SUCCESS program, the addition of a full-time Math Support Coordinator, and ALEKS-PPL will increase college-level math completion in the first year. As of October 19, 2022, 39 students have utilized ALEKS-PPL as a remediation tool at CCCC. In addition, the Frank and Maureen Wilkens Science and Engineering Center, a new \$34 million building opened in Fall 2022, features active learning classrooms and a dedicated Math Learning Center.

Projection: First-year English and Math

The English faculty will continue to monitor completion of English Composition I and II during students' first 30 credits and will continue to execute assessment of student learning using artifacts according to the schedule provided above. Assessment practices in the English department will serve as a model of continuous improvement campus wide. CCCC will continue to monitor completion of first-year Math and the interventions that have been implemented to continue to drive increases in equitable student success.

MEASURES OF STUDENT SUCCESS, INCLUDING SUCCESS BY MODALITY, KPIS, RETENTION AND GRADUATION

The Cape Cod Community College 2020-2025 Strategic Plan calls upon the campus to monitor key performance indicators (KPIs) on an aggregated and disaggregated basis to help evaluate performance, progress, and equity in student success. Key Performance Indicators (KPIs) tracked include: Six-year Success Rate, Four-year Completion Rates, Fall to Fall Retention Rate, and Credentials Awarded by Program. These key performance indicators will be discussed in aggregate and disaggregated to demonstrate the progress Cape Cod Community College has attained, guided by the 2020-2025 Strategic Plan, in advancing equitable student success. In addition, since CCCC has chosen to advance equity and meet students' need for flexibility going forward with substantial investment and delivery in the HyFlex instructional modality. Student success by modality will be demonstrated and discussed below.

Description: HyFlex

At the onset of Fall 2021, CCCC implemented a pilot study of HyFlex delivery by funding more than twenty Faculty Fellows to develop a model for HyFlex course delivery and train to implement and evaluate the model utilizing DTEN classroom technology. Faculty Fellows developed course plans describing how course experiences could be made equivalent for virtual and in-person students who participated simultaneously and flexibly in class from one session to the next. Faculty Fellows also met throughout the semester to discuss student success and problem-solve through technical and teaching challenges.

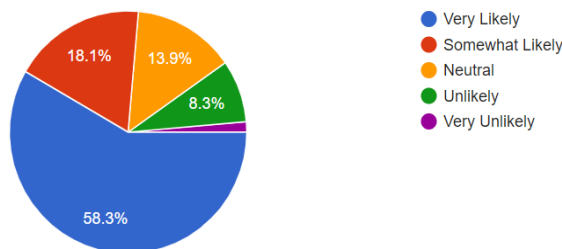
Appraisal: HyFlex

CCCC Office of Institutional Research and Planning conducted survey research among HyFlex student participants and monitored course completion rates. Students showed strong satisfaction with the HyFlex format as more than half (58.3%) of the students indicated they were likely to take another HyFlex course (see Figure 8.11).

Figure 8.11: Likelihood of Taking another HyFlex Course

How likely are you to take another course in the HyFlex format?

72 responses



In addition, the students surveyed reported that 32% of remote students attended class on campus at some point in the semester, and 73% of on campus students attended class remotely over Zoom at some point in the semester. Faculty reported anecdotally that HyFlex delivery advanced equity by increasing attendance among students affected by childcare challenges, changing work schedules, transportation issues, and illness. As shown in Table 8.1, below, student completion rates in HyFlex exceed those rates for remote and online modalities but remained about the same for face-to-face rates.

Table 8.1: Course Completion and Success Trends by Modality

	Fall 2019		Fall 2020		Fall 2021	
	Completion Rate	Success Rate	Completion Rate	Success Rate	Completion Rate	Success Rate
Face-to-Face	80%	74%	92%	91%	81%	73%
Fully Online	74%	68%	73%	68%	74%	68%
Hybrid	77%	69%	79%	79%	90%	88%
HyFlex					80%	75%
Remote			80%	76%	77%	73%

	Spring 2020		Spring 2021		Spring 2022	
	Completion Rate	Success Rate	Completion Rate	Success Rate	Completion Rate	Success Rate
Face-to-Face	79%	75%	91%	89%	86%	81%
Fully Online	75%	72%	77%	72%	74%	68%
Hybrid	93%	90%	94%	92%	86%	83%
HyFlex					82%	77%
Remote			83%	79%	79%	76%

As a result of this positive pilot, CCCC scaled the HyFlex Faculty Fellows program during Summer 2022 and offered 78 HyFlex course sections during the Fall 2022 semester, readying 32 classrooms with state-of-the-art DTEN technology. Faculty were funded to refresh their HyFlex skills and “test drive” their classes prior to the launch of classes, ensuring a smooth launch with scaled new technology.

During the pandemic, CCCC’s pivot to remote delivery impeded its ability, like that of all public Massachusetts Community Colleges, to conduct student course evaluations as the statewide Distance Education agreement prohibits evaluation until a course has been delivered in a new format three times. During Fall 2022, CCCC implemented student course evaluations for in-person and all distance class sections that were contractually eligible for evaluation to reestablish and improve the efficacy of course evaluations using the newly integrated [Explorance/Blue](#) platform.

Projection: HyFlex

CCCC will continue to assess, refine, and invest in HyFlex course delivery. As participation increases, CCCC will evaluate student success utilizing disaggregated data equitably.

Description: Six-Year Success, Four-Year Completion, and Retention

The College also tracks Key Performance Indicators (KPIs) overall and among sub-populations to identify opportunities to better support students in making timely progress toward completion of a credential to “**comprehensively assess student achievement with evidence of improved retention**” (Area of Emphasis, 11/9/2018 NECHE letter). These KPIs include Six-Year and Four-Year Success rates along with Retention.

Appraisal: Six-Year Success, Four-Year Completion, and Retention

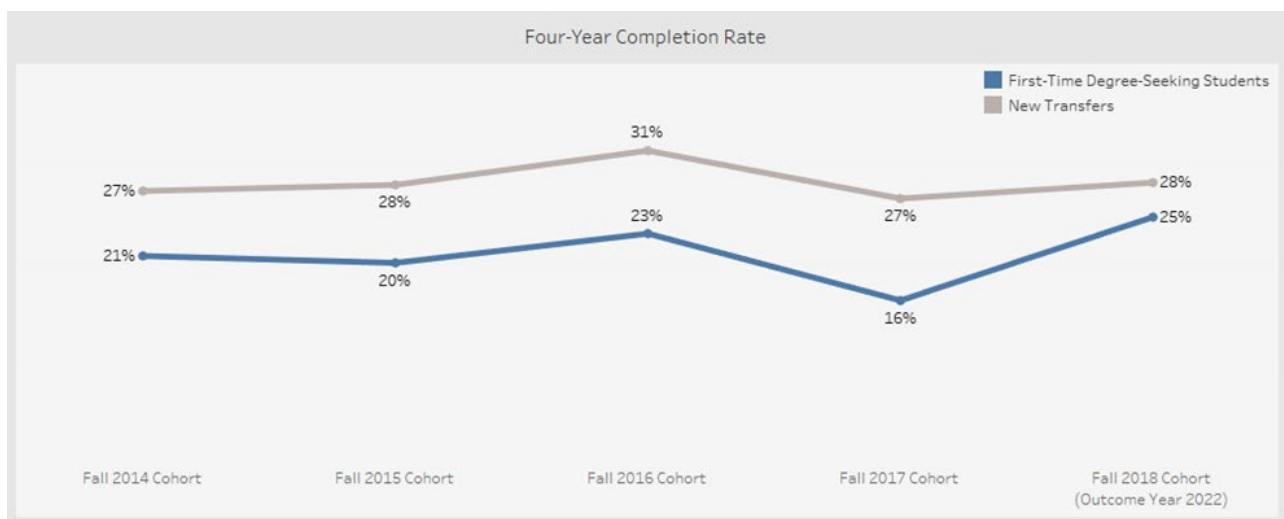
As shown in Figures 8.12 and 8.13, the key indicators of six-year success rate and four-year completion rates have made steady increases over the past five years. However, the impact of the pandemic on student success is notable with demonstrable dips for cohorts in associated years. The six-year success rate rose from 38% (Fall 2011 cohort) to 44% (Fall 2015 cohort). The four-year completion rate for full-time, degree-seeking (FTDS) students increased from 21% (Fall 2014 cohort) to 25% (Fall 2018). The four-year completion rate for new transfers rose from 27% (Fall 2014 cohort) to 28% (Fall 2018).

Note: The success rate captures three outcomes for all first-time degree-seeking students (FTDS) six years after initial fall entry: earning a degree or certificate, transferring to a four-year institution, or remaining enrolled at the College.

Figure 8.12: Six-Year Success Rate



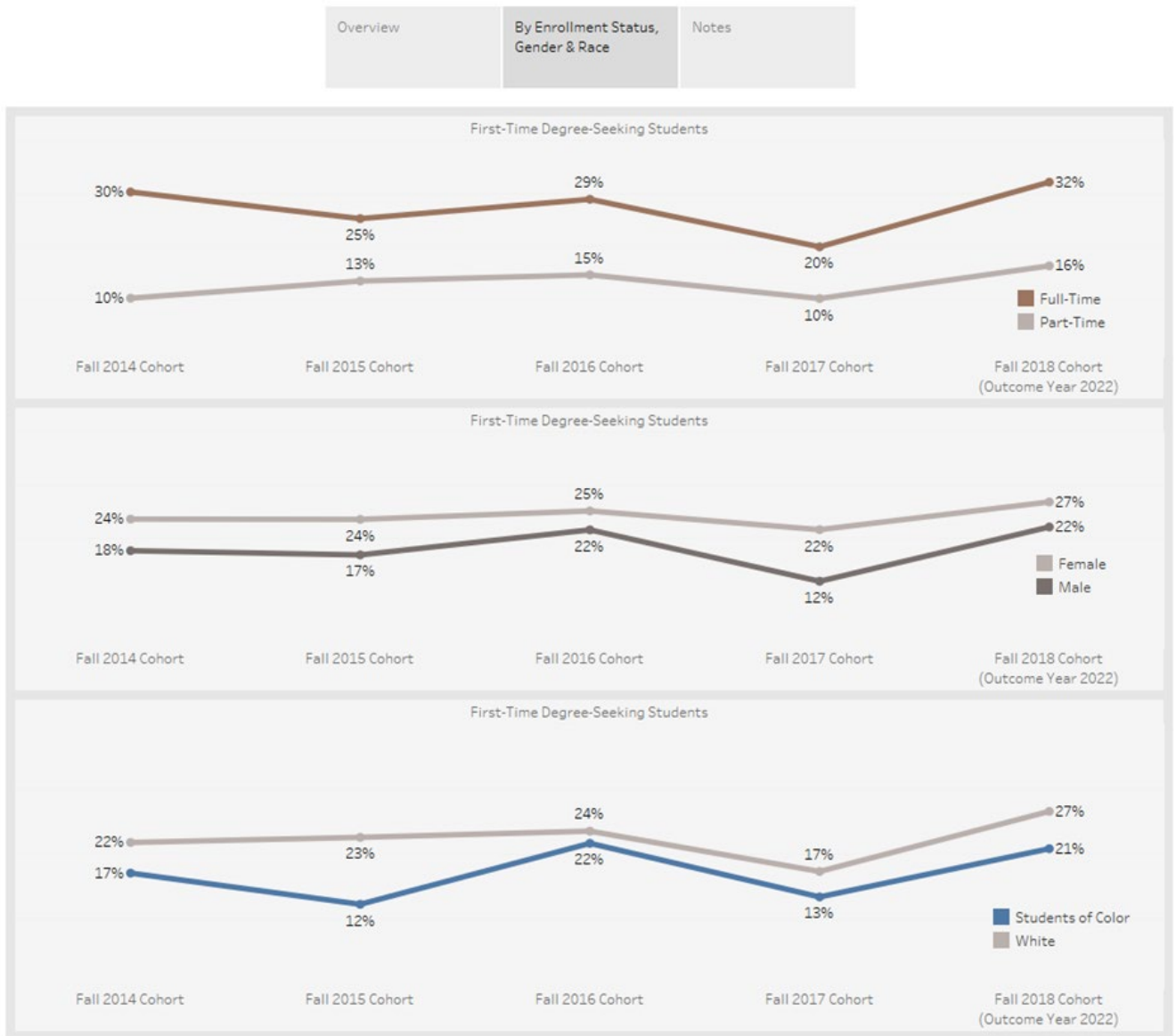
Figure 8.13: Four-Year Completion Rate



Cape Cod Community College also tracks the four-year completion rate for subpopulations. As shown in Figure 8.14, full-time students are more likely to complete in four years than part-time students, 32% versus 16%, with this gap widening. Female students’ four-year completion rate rose to 27% for the 2018 cohort, up from 24% for the Fall 2014 cohort. Four-year completion for male students rose as well, from 18% for the Fall 2014 cohort to 22% for the Fall 2018 cohort. Completion for students of color rose from 18% for the Fall 2014 cohort to 22% for the Fall 2018 cohort. In addition, the Four-Year completion gap between white students and students of color dropped slightly from a 6% gap for the Fall 2014 cohort to a 5% gap for the Fall 2018 cohort.

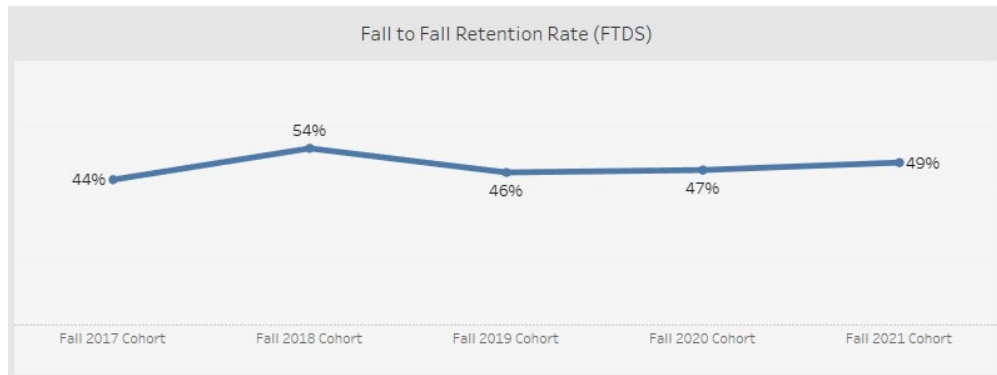
Figure 8.14: Four-Year Completion Rate by Subpopulations

Four-Year Completion Rate



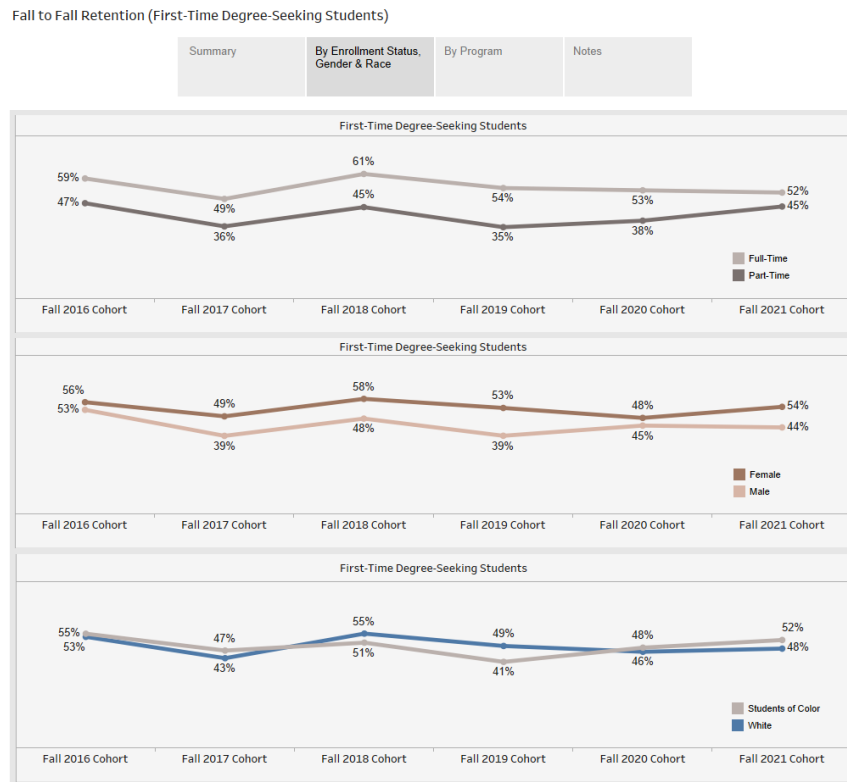
As shown in Figure 8.15, the pandemic was associated with a significant drop in the Fall-to-Fall retention rate for FTDS students, though recovery appears to be underway. The Fall-to-Fall retention rate rose from 46% to 49% over the past three years, but still not enough to reach the pre-pandemic level of 54%.

Figure 8.15: Fall to Fall Retention Rate



Tracking annual changes in Fall-to-Fall Retention for subpopulations shows that males, part-time students, and students of color declined during the pandemic. As shown in Figure 8.16, the Fall-to-Fall retention rate for the Fall 2021 cohort of FTDS students who were full-time is higher than for part-time students, 52% versus 45% respectively. Female students were more likely to be retained versus male FTDS students, 54% versus 44%. This trend is relatively unchanged from the previous years. Retention for the Fall 2021 cohort of white FTDS students dropped more than retention for students of color over the past five years with 48% of the Fall 2021 cohort of white students retained versus 55% of the Fall 2016 cohort, while 52% of the Fall 2021 cohort of FTDS students of color were retained versus 55% of the Fall 2016 cohort.

Figure 8.16: Fall to Fall Retention for Subpopulations



Overall Fall to Spring retention has remained stable, from 69.2% in Fall 2020 to 71.2% in Fall 2021 to 70.5% in Fall 2022, despite implementation of the vaccine mandate in Spring 2022. Given increased economic pressures reported by students, including cost of transportation and housing, CCCC considers stable retention to be a positive indicator under current conditions. However, as of January 9, 2023, the retention rate from Fall 2022 to Spring 2023 was already 65% with two weeks remaining before the start of classes. CCCC hopes to exceed previous Fall-to-Spring retention rates with the heaviest registration period approaching.

The Retention Management Task Force was established in January 2022 and includes professionals from advising, tutoring, faculty, enrollment management, institutional research and planning, and academic administration. Lead by the Dean of Retention and Completion, the Retention Management Task Force meets biweekly to identify student characteristics and patterns associated with retention to drive relevant and timely interventions at various points throughout the semester to support student success. For example, Fall 2021 to Spring 2022 retention data demonstrated that a satisfactory Grade Point Average (GPA) is strongly associated with retention, as shown in Figure 8.17 below:

Figure 8.17: Fall to Spring Retention by GPA



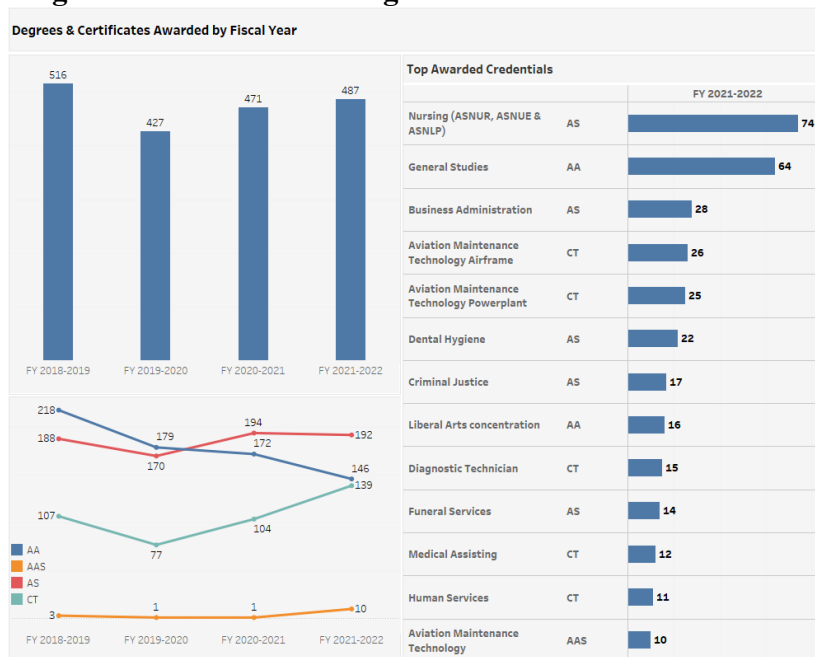
The Retention Task Force concluded that earlier, coordinated academic interventions designed to bring support to students at the earliest sign of difficulty could be a retention driver. Working in

collaboration with professional advisors and faculty, the Retention Task Force initiated a “Retention Bulletin” campaign in Spring 2022 to engage the first-best contact for every CCCC student experiencing academic difficulty at the earliest possible indicator. During AY 2021-2022, 600 Early Alerts were raised by 36 faculty, a significant increase from the single faculty member who had employed this practice in prior years. The Dean of Retention and Completion triaged the Early Alerts, directing professional advisors, tutors, and the Wellness Center to intervene with students, as appropriate. The process revealed technical integration barriers that prevented tracking of scaled interventions and related student outcomes. After consultation through the SUCCESS Coordinating Committee statewide and after evaluating the platform against institutional needs and resources, CCCC initiated implementation of EAB Navigate’s Retention Module in Summer 2022, to support scaled Early Alerts and case management. Integration of Navigate and CCCC’s Jenzabar Student Information System is currently underway and expected to launch in Spring 2023. EAB Navigate will provide CCCC with three areas of functionality that will be used to increase student success and retention going forward, including coordinated case management practices, trackable outreach campaigns, and targeted academic support services for students. Integrated analytics will allow monitoring of student needs and assessment of interventions designed to drive student achievement.

Despite the need to integrate more technologies, retention is a campus-wide effort with CCCC faculty and professional advisors conducting and tracking multiple forms of outreach to assist students in putting together the supports needed to continue their pursuit of higher education. For example, during Summer 2022, professional advisors in the Advising Center and across cohort programs (MAICIE, Coaches and Mentors, and 4Cs4U) tracked all forms of student outreach (email, phone calls, and texts) and outcomes by student to assist students with barriers to registration. As described in Standard Five: Students, financial aid solutions and campaigns were created to assist students with overcoming financial barriers. HyFlex courses were emphasized for students with childcare obstacles, transportation challenges, and for managing work and school commitments. Remote and in-person placement testing was provided to streamline registration processes. Zoom and in-person advising continues to be offered to meet students where they are. Math remediation support was offered via ALEKS-PPL and the new Math Support Coordinator has been hired. Numerous full-time and part-time faculty accepted part-time summer contracts to assist with program-based retention efforts, including texting and phone campaigns to drive retention. Guided by the Office of Institutional Research and Planning, no shell was left unturned in assisting CCCC students in reaching their educational goals. As a result, Fall-to-Fall retention in Fall 2022 increased to 49% from 47% in Fall 2021, despite the COVID vaccine mandate.

As shared in Standard Four: Academic Programs, Cape Cod Community College awarded 487 credentials in FY 2021-22 with increases in professional and certificate and degree programs demonstrating the institution’s alignment with local workforce needs and student interests. Conversely, graduation from Associate of Arts programs such as Liberal Arts concentrations and General Studies demonstrated steady declines as shown in Figure 8.18.

Figure 8.18: Trends in Degrees and Certificates Awarded



Projection: Six-Year Success, Four-Year Completion, and Retention

Preliminary campus-wide retention efforts are demonstrating promising results. For example, CCCC successfully changed the curve on Spring 2023 registration, ensuring nearly 40% of current students were registered in the first two weeks of the registration period. Implementation of the EAB Navigate system in January 2023 which will enable case management for all CCCC students is expected to drive earlier academic interventions that will positively increase retention and completion for students, particularly those in non-cohort programs such as Liberal Arts concentrations and General Studies.

SATISFACTORY LEVELS OF STUDENT ACHIEVEMENT ON DISAGGRAGATED MISSION-APPROPRIATE STUDENT OUTCOMES

Description: Since the 2018 NEASC Self-Study, Cape Cod Community College has focused on assessing and improving equity in student success, consistent with the focus of the 2020-2025 Strategic Plan and the updated CCCC Mission. Together, this review of CCCC’s educational effectiveness efforts has demonstrated the institution’s commitment to equity, advances in making use of data to inform strategic interventions to drive success. As shown, specific key performance indicators are monitored to evaluate student success overall and by disaggregated levels.

The CCCC Strategic Plan focuses on increased completion with an emphasis on equity to fulfill the promise of economic and social mobility that many students, especially students of color, seek when entering postsecondary education. In 2018, the College created the **Student Equity Matrix** to identify equity gaps and improvement opportunities. The Student Equity Matrix contains 12 key performance indicators that provide the College with a rich source of data for measuring and tracking student progress and outcomes. As shown in Table 8.2, data in the Student Equity Matrix is averaged over a three-year measurement period to overcome small

sample sizes and to allow for disaggregated examination by the three largest racial/ethnic groups (Latinx/Hispanic, Black/African American, and multiracial students) and Pell-Recipients.

Table 8.2: Cape Cod Community College Student Equity Matrix

Student Equity Matrix (2020-2022)																
	All			Latinx			African-American			Two or More Races			Pell-Recipient			
1. Enrollment (% Change From Fall 2020 to Fall 2022)	-14%			10%			8%			-10%			-12%			
Fall Term (Census)	2020	2021	2022	2020	2021	2022	2020	2021	2022	2020	2021	2022	2020	2021	2022*	
Headcount	2710	2510	2336	241	274	266	195	186	211	146	114	131	770	777	679	
All Degree-Seeking Students (Fall Term)																
2. Course Success Rate	72%			69%			70%			70%			72%			
3. Developmental Math Course Success Rate	51%			52%			55%			42%			52%			
4. College-level Math Course Success Rate	53%			45%			54%			59%			52%			
5. College-level English Course Success Rate	65%			63%			67%			59%			64%			
First-Time Degree-Seeking Students																
6. % Enrolled in College-Level Math within First Year	38%			39%			21%			29%			34%			
7. Complete College-Level Math within First Year	22%			24%			13%			13%			20%			
8. % Enrolled in College-Level English within First Year	85%			84%			86%			88%			89%			
9. Complete College-Level English within First Year	60%			58%			61%			65%			62%			
10. Fall-to-Fall Retention Rate	48%			44%			48%			44%			52%			
11. 4-year Success Rate	42%			37%			42%			25%			42%			
12. 6-year Success Rate	45%			40%			42%			38%			43%			

Updated: October 2022

The Student Equity Matrix guides College efforts to close equity gaps as the institution seeks to align its efforts with the Massachusetts Department of Higher Education’s Racial Equity Strategic Plan for 2023-2033. For example, Table 8.2 demonstrates that there is a significant equity gap of 17% and 9% between all students and African American students in their enrollment and completion, respectively, of College-Level Math within their first year. Identification of equity gaps informs strategic interventions such as design of the 4Cs4U SUCCESS program.

Appraisal: CCCC continues its commitment to ensuring that diversity, equity, and inclusion policies and practices are woven into the institution’s DNA as integral components of its strategic plan, operating policies, data analysis, teaching and grading, and its various departmental policies and practices. Since 2018, CCCC has been a consortium member of the Racial Equity and Justice Institute (REJI) housed at Bridgewater State University. In AY 2019-2020, the in-house REJI leadership team moved out of the Human Resource Office to the division of Academic and Student Affairs to strengthen the committee’s work, focusing on students of color. This internal REJI leadership team worked to ensure that DEI was a central component of the new 2020-2025 Strategic Plan. The REJI leadership team specifically addressed the goal of increasing student completion with an emphasis on equity, especially among students of color. Furthermore, the REJI leadership at CCCC realized the importance of utilizing racially equitable data practices leading to the creation of the CCCC Student Equity Matrix (see Table 8.2).

Use of the Student Equity Matrix and the subsequent completion of the CCCC Equity Audit illustrated equity gaps and opportunities for improvement which the CCCC campus community

has embraced wholeheartedly. Led by the new Inclusion, Diversity, Equity and Access (IDEA) committee, established in 2019 as discussed in Standard Three: Organization and Governance, and supported by the SUCCESS appropriation and Higher Education Innovation Fund (HEIF), CCCC continues to transform institutional culture and practices to advance equity in student success. Substantial professional development, assessment, curriculum initiatives, and student support programming have taken place since the 2018 NEASC Self-Study to increase equitable student achievement at CCCC. With funding from the SUCCESS appropriation and Higher Education Innovation Fund (HEIF), CCCC began intensive expansion of the College's equity work during AY 2021-2022. These initiatives align with the Board of Higher Education (BHE) and Massachusetts Department of Higher Education's (DHE) Strategic Plan for Racial Equity. Specifically, the \$61,000 HEIF grant, "Creating a Community of Culturally Responsive Practitioners" guided 25 faculty members (from 13 departments and all 3 Divisions) in professional development to advance equity in teaching and grading. During this training, faculty redesigned their courses through an equity lens, creating changes to be implemented during the AY 2022-2023. As a result, 20 highly enrolled courses have been revised with the goal of increasing the success rates for students of color by 10% by 2024.

Cape Cod Community College has also prioritized professional development to implement Equity Action Plans at the department level. In Summer 2021, CCCC participated in a campus-wide equity inventory as part of a statewide project led by the Donahue Institute at University of Massachusetts at Amherst and Holyoke Community College. A team of community college equity practitioners developed a comprehensive 226-question inventory organized into four categories: 1) Institutional Commitment, Effort, and Investment; 2) Recruitment and Hiring Practices; 3.) Curriculum, Instruction, and Scholarship; and 4) Readiness, Support, Retention, and Advancement. At CCCC, more than 25 faculty, staff, and administrators were interviewed, and results were collected and compiled into a statewide inventory. Through this exercise, CCCC recognized that it has small pockets of excellence with respect to advancing racial equity, e.g., the Intentional Critical Conversations Lecture Series and the 2020-2025 Strategic Plan. However, the inventory also revealed that scaling up of initiatives and cross-College professional development were necessary to create a campus culture that centers racial equity. This inventory serves as a tool that guides our expansive equity work today.

During the Fall 2021 semester, 20 faculty and staff participated in REJI professional development. The CCCC REJI team collaborated to design the Fall 2021 All-College Professional Development Day led by DEI expert Dr. Luis Paredes of Bridgewater State University. Department of Higher Education Assistant Commissioner Christine Williams also delivered remarks related to the Commonwealth's Equity Agenda to provide the context for CCCC's equity work. The REJI team served as group facilitators both in person and over Zoom to help faculty, administrators, and staff begin to engage in self-reflection to examine our beliefs, curricula, practices, and policies and design interventions that remove barriers and improve success for students of color. This work is influencing the development of an official College-wide diversity statement and will be used to incorporate asset-based equity-related language into current policies and practices.

The CCCC REJI team next collaborated to create 13 Equity Action Plans rooted in revising current policies and practices to be more equity minded. Projects include increasing the percentage of students of color who apply for financial aid; analyzing student conduct cases to determine if students of color are over-represented in conduct cases, then designing remedies to

eliminate the gap; and increasing the numbers of students of color enrolled in the Commonwealth Honors Program. This work will be extended throughout AY 2022-23. All equity action plans begin with the completion of a logic model developed by the CCCC Institutional Research Director and an Equity Action Matrix developed by REJI. The projects call for participants to gather “close-to-practice data,” a phrase nationally renowned equity expert Dr. Estella Bensimon uses to empower faculty and staff to examine their own practices and policies to see how they affect students of color. Results of these projects will be detailed in a report in June 2023. Finally, nine 4Cs4U SUCCESS students and nine members of College leadership launched a mentorship program created by Academic Coordinator Sara-Ann P. Semedo and Dean Cathy McCarron, with Sara-Ann P. Semedo and Donna Walker from Admissions serving in case management roles.

Overall, CCCC believes these data-informed and widespread foundational efforts will contribute to incremental closure of racial equity gaps in student retention and completion. The College community enthusiastically embraces our responsibility for advancing equitable student achievement and will continue to monitor equitable student success as a central commitment to our Mission.

Projection: This review of CCCC’s educational effectiveness efforts has demonstrated the institution’s resilience, commitment to equity, and advancement in making use of data to inform strategic interventions that drive student success. Slow improvement in student completion and retention are encouraging and are likely driven by increases in first-year completion of college-level English. Intensive interventions to drive increases in college-level Math are underway and well tracked so that adjustments can be made to attain desired results. Equity gaps in student achievement have been identified and will be monitored annually to inform interventions. CCSSE results demonstrate improvements in the markers of student engagement associated with student success. Institution-wide focus on the strategic plan will be maintained to increase attainment of student success goals as the institution adjusts to the new normal following the pandemic.

CONCLUSION

As shared previously, the updated Mission of the CCCC states:

Cape Cod Community College believes in the life-changing power of higher education for everyone. We strive to provide an environment in which all students can achieve academic success through contemporary educational opportunities and compassionate student support. In this way, we enable powerful futures for the diverse learners across our region.

Never has our institutional resolve been more tested than during the past five years, when economic, demographic, and pandemic conditions brought about extraordinary challenges in our ability to provide an educational environment that fosters learning, connection, and student success. Yet, under adverse conditions, CCCC faculty and staff innovated to meet the needs of our increasingly challenged students. Our campus community has undertaken extensive self-examination and professional development to advance our goals in diversity, equity and inclusion, completing an Equity Audit and pursuing Equity Action Plans. Measurable improvement has been achieved in active learning and student/faculty engagement as

demonstrated through 2022 CCSSE results. More students are experiencing social mobility as seen in the attainment of more professional degrees and improved employment outcomes while transfer remains stable. CCCC accredited programs are in good standing with accrediting and licensing agencies, especially the A.S. Nursing program, critically needed in the Cape Cod community. CCCC has advanced in our ability to track the drivers of equitable student success using the Key Performance Indicators of the Student Equity Matrix which informs interventions. CCCC's six-year success rates and four-year completion rates have made steady increases over the past five years despite dipping at the onset of the pandemic. Student retention is also on the road to recovery through increasingly individualized and systematic tracking that drives timely, human interventions when they are needed most. Intentional innovations by committed faculty and staff have demonstrated the depth of our belief in the power of higher education for students. CCCC has scaled quality HyFlex delivery to drive equity and innovated in math readiness by combining the ALEKS-PPL math placement and remediation tool with compassionate human support. The determination of our campus community is best demonstrated in the example of "Shelley", an aspiring Nursing student. In Summer 2022, Shelly scored 213 for the Quantitative, Algebra, and Statistics (QAS) portion of Accuplacer though she needed to score 245 or more to qualify for college-level Math and the required BIO109 course for Nursing applicants. After spending the Fall 2022 semester remediating in customized modules using ALEKS-PPL with support from James Morgan, Math Support Coordinator, Shelly retested in Accuplacer. She scored 294 in QAS, 53 points higher than her last attempt, placing Shelly directly into college-level Algebra for STEM students and BIO 109. The number of campus community members who worked to achieve institutional change to make this success possible for Shelly demonstrates CCCC's abiding commitment to helping our students achieve powerful futures.

INSTITUTIONAL PLANS

Cape Cod Community College has embraced this opportunity to reflect on our strengths and growth opportunities during an unprecedented time of challenge and transformation. The 2023 Interim (Fifth-Year) Report is a testament to the Institution's commitment to our Mission of meeting our community's needs through the life changing power of higher education. This report upholds the college's promise to its updated Mission, Vision, and Core Values that serve as the foundation for the institution's purpose. The statements and the values are student-centered and speak to CCCC's strong focus on equitable student success. In the words of a current CCCC student:

"For as long as I can remember- I felt that I would never belong and feared that would mean I would never reach my potential. I belonged in your class, and that isn't because it was designed just for me, but because you and others are welcomers and initiators for anyone and everyone who had their own path, a different path, often difficult and winding. Your class was a light and a refuge for me. I will be grateful to you for the rest of my life."

As the College looks ahead towards the next five years, its institutional plans will be grounded in achieving the 2020-2025 Strategic Plan objectives, outlined in Standard One: Mission and Purpose. **The college will continue to enhance support for a diverse community of students to successfully navigate from admission to completion.** CCCC will continue to monitor key performance indicators through enrollment and retention management, examining the enrollment funnel, first-year success markers of college-level math and English Composition completion on an aggregated and disaggregated basis, and the progression of individualized student through enhanced case management strategies to drive increases in enrollment, retention, and equitable student success. The 4Cs4U SUCCESS program will continue to provide wraparound supports to diverse, first generation, and developmental math students and deepen the institution's capacity to advance equitable student success. CCCC will expand its commitment to equity, diversity, and inclusion at all levels including recruitment and admissions, hiring practices, representation within College governance, and in program offerings. We will continue to educate all CCCC employees about their roles, processes, and opportunity to participate in shared governance via New Employee Orientation and within College Meeting. CCCC's commitment to Project Forward, MAICIE, and universal design in all learning settings will remain steadfast. As a leader in mental health, CCCC will continue to develop and advance new strategies to support students in managing mental health crises.

Secondly, Cape Cod Community College will work towards **advancing community access and removing barriers to success in courses and academic pathways.** Continued investment in state-of-the-art classroom technologies, including HyFlex, will occur to provide flexible schedules and increase equitable access and learning. The College will continue to address students' basic needs through Financial Aid, the Food Pantry, CCCC Foundation Scholarships, and the loaner laptop program, and will support transition of students from C-Cape, Adult Education, and ESL to for-credit programs. ALEKS-PPL placement testing and remediation will expand and continued innovation will occur to meet the needs of students whose college readiness was affected by their pandemic experience. Analysis of Annual Program Data Reports will inform increasing efficiency of the course schedule and academic catalog while revealing barriers to progression that need to be addressed. In the interim, our relatively new mission, vision, and core values statement will be central to our understanding of who we are, what we do, and why we do it. These core values will be prominently displayed in our buildings, our websites, and in various communications within the college and the larger communities we serve. The advancement of equity will remain central to faculty professional development programming, led by the Teaching Learning Center and the Professional Development Committee.

Thirdly, the institution will inspire students and the community **by increasing their engagement with each other and aligning students' education with local workforce needs and forecasts.** Career Readiness will be an area of increased focus at CCCC through enhanced collaboration between faculty and the Career Readiness office along with program-specific curriculum strategies to prepare students with individualized career plans, internships, and career networks. CCCC will strive to ensure all academic programs include Advisory Boards with employers from related industries by Spring 2024. Additionally, a new Career Readiness ISLO (Institutional Student Learning Outcomes) will be explored in 2023. Community partnerships such as CONNECT, the Chambers of Commerce and the Cape and Islands Regional Economic Blueprint

will inform continued development of destination academic programs to meet the needs of the region with expansion in Aviation Maintenance Technology, Nursing, Dental Hygiene, Funeral Service, Accounting, Liberal Arts Transfer options, Engineering, and more. The new Frank and Maureen Wilkens Science, Technology, Engineering, and Math Center will serve as the centerpiece for Cape Cod's STEM community. Furthermore, CCCC will prioritize implementation of its Institutional Assessment Plan to update Institutional Learning Outcomes and empower faculty to assess and improve program level student learning outcomes, creating a cycle of continuous improvement in educational effectiveness.

Lastly, the college is committed to **providing an environment that supports both students' success and community vitality by ensuring financial resiliency and long-term sustainability of the institution.** As CCCC emerges from the post-pandemic years and continues to operate during uncertain economic and financial changes, it will be imperative for the College to remain diligent in monitoring its financial stability. Enrollment and retention management systems will be increasingly integrated and informed by real-time data to increase efficiency. CCCC remains committed to maintaining the number of full-time faculty to enhance educational effectiveness. While the Stabilization Fund Reserve provides a measure of security for budget shortfalls as the institution emerges from the pandemic, continued expansion of destination academic programs and Dual Enrollment and Early College will be emphasized for potential increased revenue. The College will continue to invest in improvements to its physical plant, improve its information technology systems, and emphasize fiscal efficiencies in strategic decision-making.

The 2023 NECHE Interim (Fifth-Year) Report has served as a valuable reflection experience as CCCC moves beyond the mid-way point of the 2020-2025 Strategic Plan. Findings from this report will strengthen our already powerful commitment to our students' success. In 2024, the College will undertake development of the 2026-2031 strategic plan through the inclusive, data-informed processes which characterize our institution. Just as the new Frank and Maureen Wilkens Science and Engineering Center serves as a central, state-of-the art, manifestation of a powerful STEM learning community on our campus, Cape Cod Community College will continue to beckon learners from across our region to believe in themselves and in the transformative power of higher education to strengthen our community.

APPENDIX A: AFFIRMATION OF COMPLIANCE



New England Commission of Higher Education
3 Burlington Woods Drive, Suite 100, Burlington, MA 01803-4514
Tel: 781-425-7785 | Fax: 781-425-1001 | www.neche.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 Transfer Policies.** The institution’s policy on transfer of credit is publicly disclosed through its website and other relevant publications. The institution includes a statement of its criteria for transfer of credit earned at another institution of higher education along with a list of institutions with which it has articulation agreements. (NECHE Policy 95. See also *Standards for Accreditation* 4.29-4.32 and 9.18.)

URL	https://live-capecod.cleancatalog.io/transfer-credit-policy
Print Publications	Catalog (only published online)
Self-study/Fifth-year Report Page Reference	Page 42

- 2. Student Complaints.** “Policies on student rights and responsibilities, including grievance procedures, are clearly stated, well publicized and readily available, and fairly and consistently administered.” (*Standards for Accreditation* 5.18, 9.8, and 9.18.)

URL	https://live-capecod.cleancatalog.io/student-rights-and-responsibilities
Print Publications	Catalog (only published online)
Self-study/Fifth-year Report Page Reference	Page 30, 42

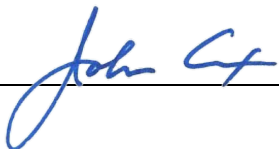
- 3. Distance and Correspondence Education: Verification of Student Identity:** If the institution offers distance education or correspondence education, it has processes in place to establish that the student who registers in a distance education or correspondence education course or program is the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

Method(s) used for verification	College issued User ID and student password
Self-study/Fifth-year Report Page Reference	Page 19

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

URL	N/A
Print Publications	N/A
Self-study Page Reference	N/A

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: 01/12/2023

March, 2016, June 2020, August 2021

APPENDIX B: AUDITED FINANCIAL STATEMENTS

CAPE COD COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

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

JUNE 30, 2022 AND 2021

CAPE COD COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

**Financial Statements and
Management's Discussion and Analysis**

June 30, 2022 and 2021

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INDEPENDENT AUDITORS' REPORT

To the Board of Trustees of
Cape Cod Community College
West Barnstable, Massachusetts

Report on the Audit of the Financial Statements

Opinions

We have audited the accompanying financial statements of the business-type activities and the aggregate discretely presented component unit, of Cape Cod Community College (an agency of the Commonwealth of Massachusetts) (the "College"), as of and for the years ended June 30, 2022 and 2021, and the related notes to the financial statements, which collectively comprise the College's basic financial statements as listed in the table of contents.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the business-type activities and the aggregate discretely presented component unit of the College, as of June 30, 2022 and 2021, and the respective changes in financial position and, where applicable, cash flows thereof for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinions

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. Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the College, and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audits. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Change in Accounting Principle

As discussed in Note 2 to the financial statements, the College adopted new accounting guidance, GASB Statement Number 87, *Leases*. The adoption of this pronouncement required the College to restate beginning net position. Our opinions are not modified with respect to this matter.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for 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.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the College's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditors' Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards in the United States of America and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards in the United States of America and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit 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 College's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.

- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the College's ability to continue as a going concern for a reasonable period of time.

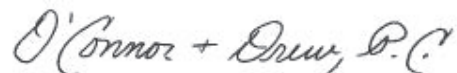
We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and the other required supplementary information as listed in the table of contents be presented to supplement the basic financial statements. Such information is the responsibility of management and, 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 and *Government Auditing Standards*, 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, 2022 on our consideration of the College's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the College's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the College's internal control over financial reporting and compliance.



**Certified Public Accountants
Braintree, Massachusetts**

October 11, 2022

CAPE COD COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Management's Discussion and Analysis (Unaudited)

June 30, 2022 and 2021

The following discussion and analysis provides management's view of the financial position of Cape Cod Community College (the "College") as of June 30, 2022 and 2021 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 6,000 credit and non-credit seeking students, with 68 full-time faculty and 150 full-time staff members. The main campus is located in West Barnstable, with alternate instructional locations at Plymouth for its Aviation Maintenance Technology program, at Bridgewater State University for its Funeral Service program and the Center for Corporate and Professional Education located in downtown Hyannis, which served 2,072 students in FY2022. The College also offers courses at Joint Base Cape Cod, Martha's Vineyard and Nantucket. The College currently offers an Associate of Arts degree with 23 concentrations, 18 Associate in Science degree programs, which includes concentrations in Information Technology and Business Administration, an Applied Associate in Science Degree for Aviation Maintenance Technology and 46 career-building academic certificates in a variety of programs. 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 FY2022 state unrestricted appropriation of \$19,597,026 reflects a \$972,472, or 5.22% increase over prior year's appropriation of \$18,624,554. The net increase is due to the following factors; an increase in state funded fringe benefit costs of \$359,754, an increase of \$829,185 in the annual state maintenance appropriation, a decrease in Performance Funding of \$235,264, a decrease in tuition remitted to the state in the amount of \$23,934 and a decrease of \$5,137 in state telecom lease payments.

State restricted appropriation for FY2022 is \$336,078, which represents an increase of \$184,444, or 121.64% from last year's appropriation of \$151,634. Changes from prior year include a decrease of \$12,017 in revenue for the Center for Corporate and Professional Education, a decrease from Massachusetts Rehabilitation Commission funding, which funds student interpreter costs, in the amount of \$31,988, and a first year award of SUCCESS funding in the amount of \$228,449.

CAPE COD COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Management's Discussion and Analysis (Unaudited)

June 30, 2022 and 2021

Financial Highlights – Continued

Capital appropriation decreased by \$2,989,558, from \$9,667,095 in FY2021 to \$6,677,537 in FY2022, due to the change in amount and the addition of, or the elimination of several special appropriations from the Division of Capital Asset Management & Maintenance (DCAMM) because of project completion, relative to the prior fiscal year, and additional funding received for new or on-going projects, most notably, the Science and Technology building project. Specifically, in FY2022 state funds received and spent by the College include \$5,853,866 for construction of the new science and engineering building, \$267,762 in funds received to complete numerous small scale projects, \$16,922 to complete upgrades to the Lorusso building and \$43,317 to complete the exterior lighting project. Both the exterior lighting project and the Lorusso building upgrades were completed in FY2022. The total spent for each of these projects, which was capitalized in FY2022 is \$1,040,690 and \$1,187,859, respectively. Funding received and spent in FY2022 for projects considered to be ongoing include \$194,180 to improve campus restroom accessibility and \$301,490 to continue work on the campus-wide energy and water conservation project.

During FY2022, major capital improvement net additions totaled \$20,716,698, which includes an increase in Furnishings and Equipment, in the amount of \$1,250,000. This increase is solely due to the donation of a Falcon aircraft, donated by MIT Lincoln Laboratories. Building Improvements increased by \$2,228,549, which is comprised of a net of construction in progress and current year expenditures made of \$1,040,693 for upgrades to the Lorusso building and \$1,187,859 spent in total to complete the campus-wide exterior lighting project. As a result of the completion of both projects, construction in progress was reduced in FY2022 by \$1,023,768 and \$1,144,542, respectively. Also, net additions was adjusted in FY2022 to incorporate a change in accounting procedure relating to lease liability recognition, under GASB 87, which requires lease liability to be reflected on the financial statements. The result to capital assets is a reduction of \$462,509 in fixed assets, partially offset by a reduction to accumulated depreciation of \$262,088.

Also included in the in fixed assets is current year construction in process, in the following amounts; \$18,910,789 for expenses incurred related to construction of the science and engineering building, \$301,490 for expenses incurred related to the campus energy and water conservation project and \$194,180 spent on upgrades to the Lorusso building.

General tuition and fee rates were unchanged for FY2022, as were technology, facilities and almost all other major program fees. A Certifications and Qualifications Retention Program fee for Nursing and Dental and for Allied Health programs was implemented in the amounts of \$35 and \$17, respectively. The Nursing, Dental and Paramedic generic program fee was increased to \$125 per credit hour. A new Phlebotomy program fee of \$125 per credit hour was implemented. Additionally, the Project Forward Comprehensive Transition program fee of \$2,260 was implemented.

CAPE COD COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Management's Discussion and Analysis (Unaudited)

June 30, 2022 and 2021

Financial Highlights – Continued

The Board continues to recognize that some students may have difficulty paying their tuition and fees, and therefore designated \$338,724 in the FY2022 operating budget for need based student financial aid awards.

At June 30, 2022 and 2021, the College's assets and deferred outflows of \$67,816,927 and \$55,363,484 exceeded its liabilities and deferred inflows of \$21,232,263 and \$25,991,175 by the amounts shown below, respectively. Due to implementation of GASB 87, a reduction of \$98,944 was made to prior year's Net Position. The resulting net assets are summarized into the following categories:

	2022	2021
Net investment in capital assets	\$ 46,174,899	\$ 26,944,921
GASB 87 Lease adjustment	-	(98,994)
Unrestricted	<u>409,765</u>	<u>2,526,332</u>
Total net position	\$ 46,584,664	\$ 29,372,309

Total net position increased in FY22 by \$17,212,355 as a net result of \$6,677,537 of capital appropriations, capital gifts of \$1,250,000 and increase in net income before other revenues of \$9,284,818.

FY2021 net assets included a prior period adjustment which reduced the previously reported June 30, 2021 unrestricted reserve by \$98,994. This was the result of the implementation of GASB 87, which requires balance sheet recognition of leases as assets and liabilities, through their lease term.

CAPE COD COMMUNITY COLLEGE (an agency of the Commonwealth of Massachusetts)

Management's Discussion and Analysis (Unaudited)

June 30, 2022 and 2021

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, 2022 and 2021 amounted to \$41,556,783 and \$38,222,539, an increase of \$3,334,244 or 8.73%, while operating revenues amounted to \$17,251,790 and \$18,156,419, respectively. Operating losses of \$24,304,993 and \$20,066,120 were offset predominantly by state appropriations (considered non-operating revenues) of \$19,933,104 and \$18,776,188, respectively, as well as by transfers from the Foundation, in the amounts of \$7,672,476 and \$218,622, respectively, by net investment income of \$27,152 and \$31,939, respectively, and by pandemic related federal grant funding, in the amount of \$6,141,558 and \$3,537,730, 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 students and 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.

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 *Statement 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.

CAPE COD COMMUNITY COLLEGE (an agency of the Commonwealth of Massachusetts)

Management's Discussion and Analysis (Unaudited)

June 30, 2022 and 2021

Overview of the Financial Statements- Continued

The *Statement 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 *Statement 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 21-26 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 essential for 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 28-63 this report.

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, 2022 and 2021, the College's assets exceeded liabilities by \$46,584,664 and \$29,372,309, respectively. The increase in net position is attributable to the combined increase related to the impact of posting the change in liability for the College share of the OPEB and Pension employee benefit liability, a significant increase in capital assets, as a result of construction of the science and engineering building, a decrease from posting depreciation and lease amortization expense, a decrease in capital appropriation received from the Commonwealth and an operating budget gain.

CAPE COD COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Management's Discussion and Analysis (Unaudited)

June 30, 2022 and 2021

Overview of the Financial Statements- Continued

Financial Analysis-Continued

It is worth noting that capital appropriation revenue for FY2022 was material, at \$6,677,537. The majority of this funding, \$5,853,866, was received for the on-going construction of the science and engineering building. Further, the increase was driven by the receipt of \$6,141,558 in pandemic assistance in the form of federal grant funds and from a significant increase in transfers from the Foundation.

Cape Cod Community College's Net Position		June 30	
		2022	2021
Current assets	\$	<u>17,552,027</u>	\$ 22,340,834
Noncurrent assets		<u>48,297,177</u>	29,441,898
Deferred Outflows of Resources		<u>1,967,723</u>	<u>3,580,752</u>
Total Assets and Deferred Outflows of Resources	\$	<u>67,816,927</u>	\$ 55,363,484
Current liabilities	\$	<u>5,351,019</u>	\$ 7,283,949
Noncurrent liabilities		<u>8,686,418</u>	13,453,314
Total Liabilities	\$	<u>14,037,437</u>	\$ 20,737,263
		<u>7,194,826</u>	<u>5,253,912</u>
Total Deferred Inflows of Resources			
		\$	\$
Net Position:			
Invested in capital assets, net of related debt	\$	46,174,899	\$ 26,944,929
GASB 87 Lease Adjustment			(98,952)
Unrestricted		<u>409,765</u>	<u>2,526,332</u>
Total Net Position	\$	<u>46,584,664</u>	\$ 29,372,309

CAPE COD COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Management's Discussion and Analysis (Unaudited)

June 30, 2022 and 2021

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 are 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 debt, if any must be provided from other sources, since the capital assets themselves cannot be used to liquidate these liabilities. In addition to any 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	
	2022	2021
Total operating revenues	\$ 17,251,790	\$ 18,156,419
Total operating expenses	41,556,783	38,222,539
Net operating loss	(24,304,993)	(20,066,120)
Total net non-operating revenues	34,839,811	22,442,529
Net income (loss) before other revenues	10,534,818	2,376,409
Capital appropriation	6,677,537	9,667,095
Total increase (decrease) in net position	17,212,355	12,043,504
GASB 87 Lease		(98,944)
Net Position, Beginning of Year	29,372,309	17,328,805
Current Year Increase (Decrease)	17,212,355	12,043,504
Net Position, End of Year	\$ 46,584,664	\$ 29,372,309

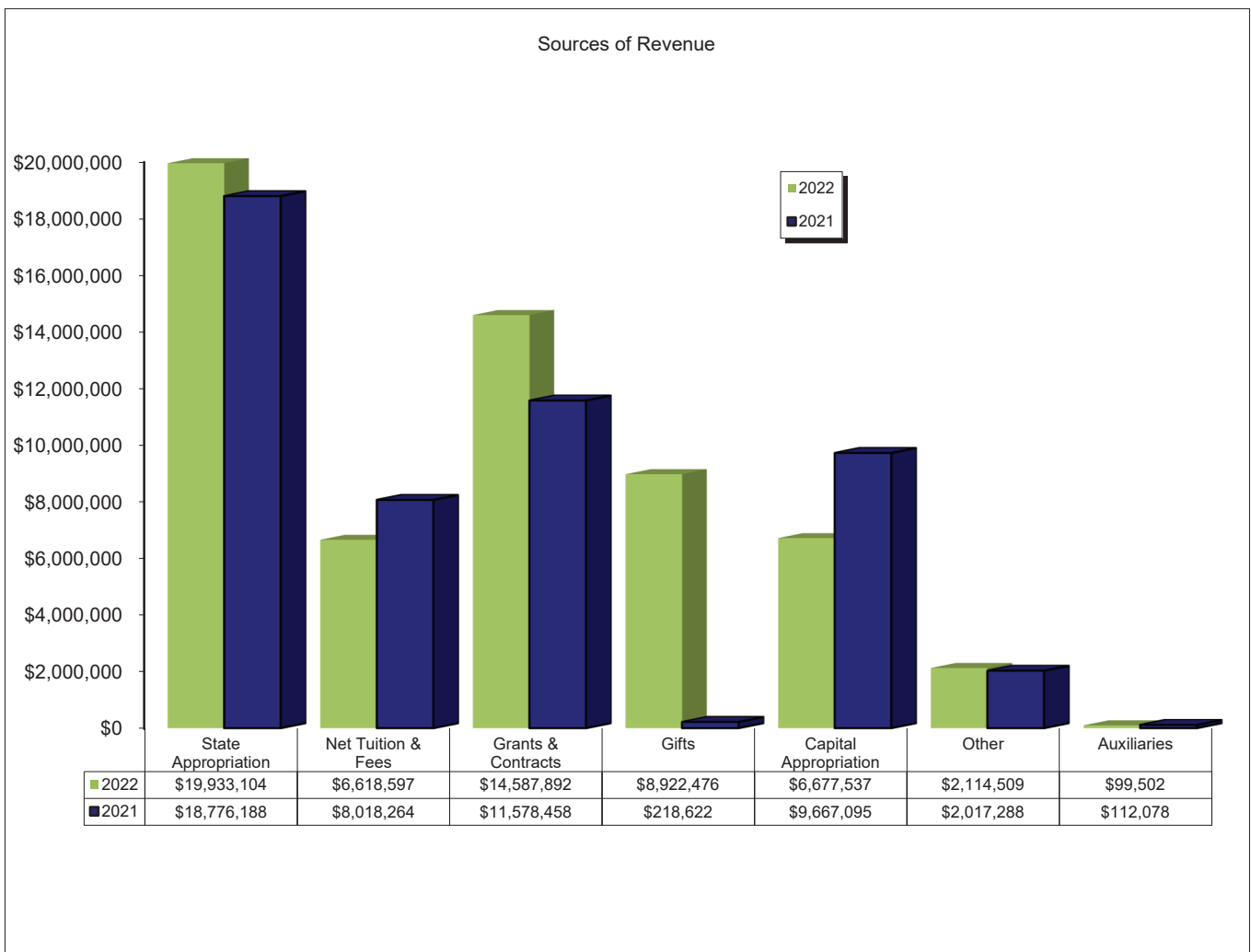
CAPE COD COMMUNITY COLLEGE (an agency of the Commonwealth of Massachusetts)

Management’s Discussion and Analysis (Unaudited)

June 30, 2022 and 2021

Overview of the Financial Statements – Continued

Financial Analysis – Continued



CAPE COD COMMUNITY COLLEGE (an agency of the Commonwealth of Massachusetts)

Management’s Discussion and Analysis (Unaudited)

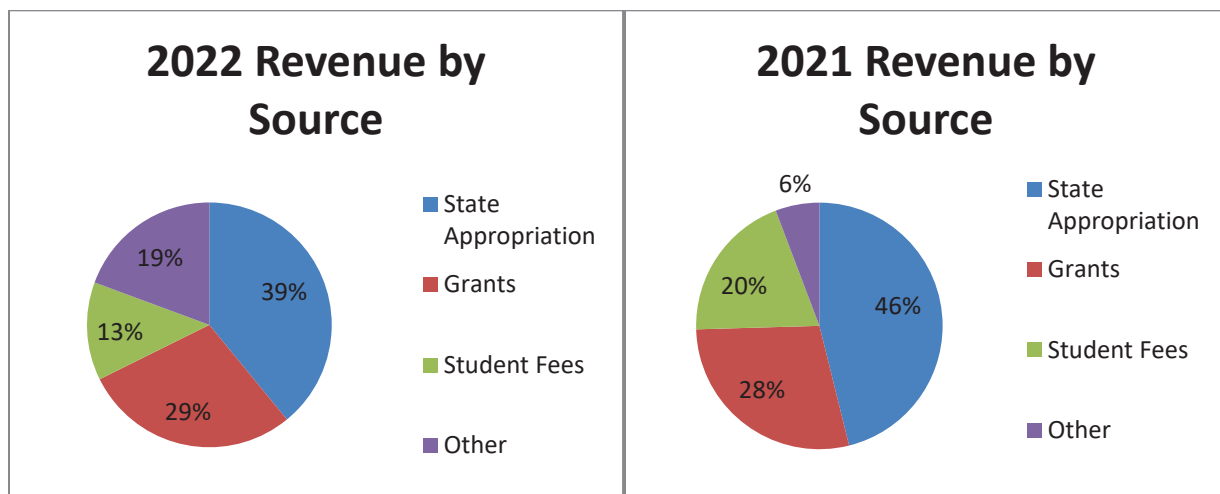
June 30, 2022 and 2021

Overview of the Financial Statements – Continued

Revenues and Expenses

In FY2022, state appropriations accounted for 39% of total revenues, a significant decrease in proportionate share than that of FY2021, despite its actually having increased in total dollars received. Net tuition and fees share of total revenue also decreased significantly, by 7%, from that of the prior fiscal year and amounted to 13% of total revenue. While actual tuition and fee revenue decreased by \$1,399,667, the primary cause for its drop in share, as well as the decrease in share of state appropriation revenue is due to the increase in “other” revenue share, which is driven primarily by Foundation contributions to fund construction of the new science and engineering building. Grant revenue share remains constant from FY2022, and as with FY2021 continues to be inflated due to federal funding received for COVID-19 related assistance.

In FY2021, state appropriations accounted for 46% of total revenues, just slightly higher than that of FY2020, while net tuition and fees share of total revenue also grew slightly, by 1%, from that of the prior fiscal year and amounted to 20% of total revenue. FY2020, state appropriations accounted for 45% of total revenue and net tuition and fees, 19% of total revenue. The “other” revenue segment share decreased by 5% in FY2021, offset by a 3% increase in grant revenue. The predominant explanation for this overall shift in revenue source was due to significant growth in Grants revenue, which is the result of the receipt of pandemic related federal funding.



CAPE COD COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Management's Discussion and Analysis (Unaudited)

June 30, 2022 and 2021

Overview of the Financial Statements – Continued

Revenues and Expenses – Continued

The total state appropriation of \$19,993,104 for FY2022 reflects a \$1,156,916 increase, or 6.16%, relative to FY2021. This is attributable to the net of the following; a decrease in funding from Massachusetts Rehabilitation Center interpreter funding of \$31,988, a decrease in funding for CCAPE of \$12,017, a decrease in Performance Funding of \$235,263, a decrease in Telcom lease payments of \$5,137, an increase in State Maintenance appropriation of \$829,184, a decrease in tuition remitted to the state of \$23,934, first time funding for the SUCCESS program of \$228,449 and an increase in state funding of fringe benefits of \$359,754.

In FY2022 gift revenues increased by \$7,453,854 due to the decrease in revenue received for College general expense reimbursement in the amount of \$9,580, a decrease of \$283 in Whitehouse Scholarship funding and an increase of \$7,463,717, which is the result of funding received for the construction of the new science and engineering building. There was also an other revenue capital gift of an aircraft valued at \$1,250,000.

Net tuition and fee revenue decreased by 17.46%, or \$1,399,667 relative to prior year as the result of the net impact of a decrease in revenue attributable to fewer student enrollments, an increase in scholarship allowances and very modest increases in student fees implemented in FY2022.

Capital appropriations decreased by \$2,989,558 in FY2022 and increased by \$7,799,776 in FY2021. This decrease is the result of \$1,309,383 less state revenue received relative to FY2021 for construction of the new science and engineering building, an increase in funding received for the ongoing energy project of \$133,474, a decrease of \$134,684 in funding for “special small projects” and a decrease in funding for larger scale projects of \$1,678,965, due to completion of both the sewer main repair project and repairs to the Lorusso building.

Increased revenue in FY2021 is the net result of increases in new and continued projects, which include, most significantly, \$6,587,510 in FY2021 revenue dedicated to the construction of the new science building, and continued work on the energy and water project, the exterior lighting project, repairs to the entry of the Wilken’s library and the continued work on the weatherization of the Lorusso building, revenue received to complete the Tilden Arts building stair repairs and to complete parking accessibility upgrades, offset by a decrease in revenue received for the campus exterior accessibility project and the sewer upgrade project, due to the project completion in the prior fiscal year.

CAPE COD COMMUNITY COLLEGE (an agency of the Commonwealth of Massachusetts)

Management’s Discussion and Analysis (Unaudited)

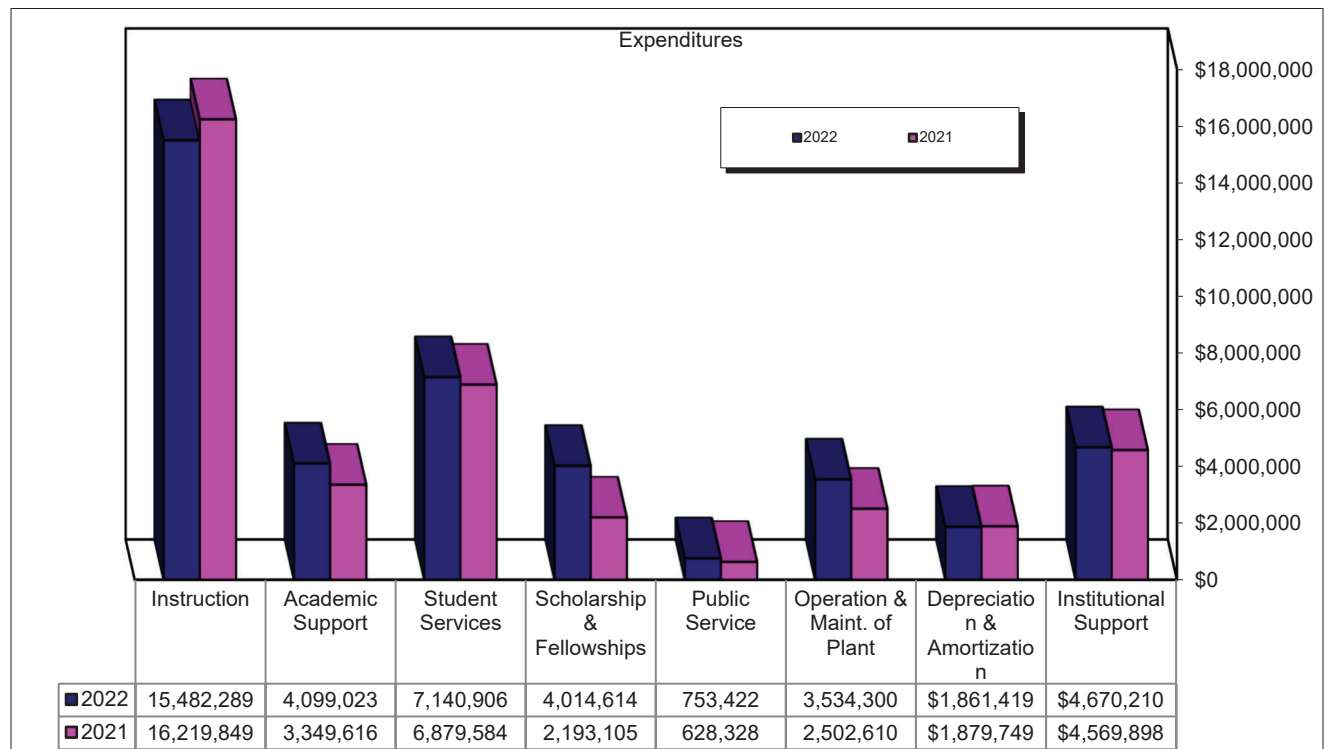
June 30, 2022 and 2021

Overview of the Financial Statements – Continued

Revenues and Expenses – Continued

FY2022 “other” revenue sources remained relatively flat relative to FY2021, at \$2,087,357 and \$1,985,349, respectively, while total grant revenue increased by \$3,009,434 as the result of the net of an increases in recognized COVID-19 federal funding offset by immaterial decreases in PELL and SEOG funding, and the elimination of the SAIL grant.

Changes in expenditures, relative to prior fiscal year include a 41.2% increase in operations and maintenance, an increase in student services spending of 3.8%, a 2.2% increase in institutional support spending, a 4.5% decrease in spending on instruction, a 83.1% increase in institutional scholarship, a 22.4% increase in academic support spending and a 19.9% increase in public service spending.



CAPE COD COMMUNITY COLLEGE (an agency of the Commonwealth of Massachusetts)

Management's Discussion and Analysis (Unaudited)

June 30, 2022 and 2021

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, 2022 and 2021 included the following:

- **AEC** (Adult Education Center) revenues amounted to \$730,123 and \$640,949 as of June 30, 2022 and 2021, respectively. AEC 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** revenues amounted to \$332,183 and \$302,516 as of June 30, 2022 and 2021, 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 funding September 1, 2015 – August 31, 2020. Our Advantage Program serves approximately 175 participants, at least two-thirds of whom must be first-generation college and low income, or have a documented disability and at least one third of the documented disabled must be low income as well. Services provided include intrusive academic advising, career counseling, peer mentoring, individual tutoring, financial/economic literacy, transfer and personal counseling.
- **SAIL** (Success through Advising and Interactive Learning) revenues amounted to \$0 and \$136,499 as of June 30, 2022 and 2021 respectively. The funding cycle is for five years October 1, 2015 to September 30, 2020. SAIL has one activity with 3 activity components: 1) Strengthening student services; 2) Strengthening academic programs; and 3) Faculty and staff development in learning strategies and targeted student services. The intent is to strengthen the student services and academic programs across the institution and build the capacity to serve all students, including low-income and minority students. The goals of Project SAIL are designed to make substantial institutional advances in order to increase student success and meet the following performance outcomes:

CAPE COD COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Management's Discussion and Analysis (Unaudited)

June 30, 2022 and 2021

Overview of the Financial Statements – Continued

Revenues and Expenses – Continued

- Significantly increase retention for first-time and all students
 - Significantly increase the percentage of students who complete an AA/AS degree or certificate
 - Significantly increase the transfer rate from 4Cs to four-year colleges and universities
 - Significantly increase the percentage of students who progress from developmental to college level math.
- **HRSA** (The Health Resources Service Administration Nursing Workforce Diversity (NWD)) grant revenues amounted to \$104,400 and \$450,550 as of June 30, 2022 and 2021 respectively. The funding cycle is from July 1, 2017 to June 30, 2021. The purpose of the HRSA NWD grant is to recruit, retain and graduate a more diverse and robust healthcare workforce pipeline that will support healthcare sector needs in this geographically isolated and rural region of Cape Cod & Islands. Underrepresented groups being primarily supported by this grant include economically and/or academically disadvantaged and rural students. The main objectives of the HRSA NWD grant are to: (1) develop and implement holistic admissions practices in the nursing program; (2) increase retention and graduation of Associate Degree nursing students through provision of tuition assistance, stipends, enhanced support services and mentoring; (3) increase enrollment, retention and graduation of BSN prepared nurses through provision of tuition assistance, stipends and mentoring opportunities; (4) provide financial and support services to pre-entry nursing students from disadvantaged groups; and (5) enhance faculty and students' cultural and geriatric competence through professional development and reviewed curriculum with increased opportunities to apply to clinical experience.
 - **EEC Career Pathways** revenues amounted to \$305,109 and \$380,794 as of June 30, 2022 and 2021, respectively. Career Pathways is funded from the Mass Department of Early Education & Care for developing Careers in Early Childhood Education: to provide coursework, certificate credential, and degree attainment, and academic & career advising to early educators and out of school time educators across EEC mixed delivery system.
 - **HEERF** (Higher Education Emergency Relief Fund) revenues amounted to \$3,191,053 and \$2,731,600 and \$2,950,505 and \$609,875 as of June 30, 2022 and 2021, for Institutional Portion and for Emergency Financial Aid to Students, respectively.
 - Institutional funds were received to cover any costs associated with significant changes to the delivery of instruction due to the coronavirus, including Lost Revenue.

CAPE COD COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Management’s Discussion and Analysis (Unaudited)

June 30, 2022 and 2021

Overview of the Financial Statements – Continued

Revenues and Expenses – Continued

- Student funds were received to provide emergency financial aid grants to students for expenses related to the disruption of campus operations due to coronavirus.

The Coronavirus Aid, Relief, and Economic Security Act or, CARES Act, was passed by Congress on March 27th, 2020. This bill allotted \$2.2 trillion to provide fast and direct economic aid to the American people negatively impacted by the COVID-19 pandemic. Of that money, approximately \$14 billion was given to the Office of Postsecondary Education as the Higher Education Emergency Relief Fund, or HEERF.

The Higher Education Emergency Relief Fund II (HEERF II) is authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), Public Law 116-260, signed into law on Dec. 27, 2020. In total, the CRRSAA authorizes \$81.88 billion in support for education, in addition to the \$30.75 billion expeditiously provided last spring through the Coronavirus Aid, Recovery, and Economic Security (CARES) Act, Public Law 116-136.

The Higher Education Emergency Relief Fund III (HEERF III) is authorized by the American Rescue Plan (ARP), Public Law 117-2, signed into law on March 11, 2021, providing \$39.6 billion in support to institutions of higher education to serve students and ensure learning continues during the COVID-19 pandemic.

- **Financial Aid** awards at the College amounted to \$9,012,371 and \$7,153,241 as of June 30, 2022 and 2021, respectively.

	2022	2021
The sources of these awards are:		
Federal Government	\$ 6,174,795	\$ 4,335,317
Commonwealth of Massachusetts	2,242,585	1,895,474
Grants and private donations	594,991	922,450
	\$ 9,012,371	\$ 7,153,241

CAPE COD COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Management's Discussion and Analysis (Unaudited)

June 30, 2022 and 2021

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 increased by 6.16% or \$1,156,913, to \$19,933,104 in FY2022. The unrestricted portion of state appropriation increased by \$972,472, and is the result of the net of an increase in fringe allocation funding, an increase resulting from less tuition remitted to the State, a decrease in performance funding and an increase in the state maintenance appropriation. The restricted portion of the total net increase to State appropriations amounted to an increase of \$184,444. This increase is the net result of a decrease in Telecom rent payment, first time funding of the SUCCESS program, a decrease of Massachusetts Rehabilitation Commission's funding of interpreter costs and a decrease in revenue received for the Center for Corporate and Professional Education.

For comparison, the Commonwealth's total appropriation increased by 1.3% or \$244,794, to \$18,776,188 in FY2021. The unrestricted portion of state appropriation increased by \$411,509, and is the result of the net of an increase in fringe allocation funding, an increase resulting from less tuition remitted to the State, an increase in performance funding, a decrease related supplemental funding received for a cyber-security audit received in FY2020 but not in FY2021, a decrease related to supplemental funding for retroactive MCCC increases received in FY2020 but not in FY2021 and an increase in the state maintenance appropriation. The restricted portion of the total net increase to State appropriations amounted to a decrease of \$166,715. This decrease was the net result of a decrease related to a shift in revenue reporting for both ESOL and Perkins funding, an increase of Massachusetts Rehabilitation Commission's funding of interpreter costs and a decrease in revenue received for the Center for Corporate and Professional Education.

Transfers from the Foundation increased by \$7,453,854 to \$7,672,476 in FY2022 due to an a decrease in revenue received for College general expense reimbursement, a decrease in Whitehouse Scholarship funding and an increase which is the result of funding received for the construction of the new science and engineering building.

CAPE COD COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Management's Discussion and Analysis (Unaudited)

June 30, 2022 and 2021

Non-Operating Revenues and Expenses - Continued

For comparison, transfers from the Foundation decreased by \$288,542 to \$218,622 for FY2021, as the net a result of decreases in non-monetary donations, an increase in revenue received for College expense reimbursement and a decrease in revenue received for Whitehouse Scholarship.

Additionally, in FY2022 \$6,141,558 was received in Higher Education Emergency Relief Funding, as a result of the ongoing COVID-19 pandemic. For comparison, funding received in FY2021 amounted to \$3,537,730.

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, 2022 and 2021 amounts to \$46,174,899 and \$26,845,977, respectively. This investment in capital assets includes land, buildings (including improvements), furnishings and equipment (including the cost of capital leases).

The following capital investments were made during FY2022 and FY2021:

	<u>2022</u>	<u>2021</u>
Building improvements	\$ 2,228,549	\$ 656,199
Construction in progress	17,238,149	8,992,050
Furnishings and equipment	<u>1,250,000</u>	<u>61,798</u>
	<u>\$ 20,716,698</u>	<u>\$ 9,710,047</u>

Total capital net additions in FY2022, including year-to-date construction in process for FY2022 include \$18,910,789 for construction of the science and engineering building, \$301,490 for the continuing energy and water conservation initiative, \$16,922 in upgrades to the completed Lorusso building project, \$43,317 additional capital to complete the exterior lighting project, \$1,250,000 in a donated aircraft and \$194,180 in funding for the continuing restroom accessibility project. And, a reduction to fixed assets due to the implementation of GASB 87 lease recognition, of \$462,507.

CAPE COD COMMUNITY COLLEGE (an agency of the Commonwealth of Massachusetts)

Management's Discussion and Analysis (Unaudited)

June 30, 2022 and 2021

Capital Assets and Noncurrent Liabilities of the College- Continued

Capital Assets - Continued

Total capital net additions in FY2021, including year-to-date construction in process for FY2021 include \$7,163,249 for construction of the science and engineering building, \$168,016 for the continuing energy and water conservation initiative, \$14,391 for the completed sewer upgrade, \$915,495 in upgrades to the Lorusso building, \$180,115 for the completed parking accessibility project, \$940,347 for the continuing exterior lighting improvements, \$101,145 for the completed nursing flooring replacement, \$165,491 for completion of stair replacement in the Tilden Arts building and \$61,798 for the purchase of a police cruiser.

Non-current Liabilities

The College's long-term liabilities consist of accruals for compensated absences and worker's compensation, and the long-term portions of lease obligations for facilities machinery, IT infrastructure equipment and space rental. 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 \$926,042 for FY2022. For FY2022, the College's non-current liability related to worker's compensation amounts to \$396,255. At the end of FY2022, the long-term portion of lease obligations amounts to \$1,618,678.

Additional Information

For FY2022, credit hour enrollment was projected to be down 2.64% relative to FY2021. Actual enrollment performance for fiscal FY2022 amounted to a decrease from prior year of 1.92%.

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. Leveraging online and in-person options as well as the College's Quick Term semesters, the team works closely with the College's Strategic Communications and Marketing Department to develop materials and targeted messaging campaigns that align with enrollment goals and strengthen recruitment and retention efforts college-wide.

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, 2022 and 2021

CAPE COD COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Statements of Net Position

June 30, 2022 and 2021

	Assets and Deferred Outflows of Resources	
	<u>2022</u>	(Restated) <u>2021</u>
Current Assets:		
Cash and equivalents (Note 3)	\$ 12,720,518	\$ 15,482,123
Cash held by state treasurer (Note 4)	1,400,407	1,280,342
Accounts receivable, net (Note 5)	3,262,728	5,413,761
Prepaid and other assets	<u>168,374</u>	<u>164,608</u>
Total Current Assets	<u>17,552,027</u>	<u>22,340,834</u>
Non-Current Assets:		
Capital assets, net of accumulated depreciation (Note 7)	<u>48,297,177</u>	<u>29,441,898</u>
Total Non-Current Assets	<u>48,297,177</u>	<u>29,441,898</u>
Total Assets	<u>65,849,204</u>	<u>51,782,732</u>
Deferred Outflows of Resources:		
Pension related, net (Note 12)	578,851	1,222,236
OPEB related, net (Note 13)	<u>1,388,872</u>	<u>2,358,516</u>
Total Deferred Outflows of Resources	<u>1,967,723</u>	<u>3,580,752</u>
Total Assets and Deferred Outflows of Resources	<u>\$ 67,816,927</u>	<u>\$ 55,363,484</u>
	Liabilities, Deferred Inflows of Resources and Net Position	
Current Liabilities:		
Accounts payable and accrued liabilities	\$ 732,519	\$ 1,074,200
Accrued payroll	1,610,995	1,505,469
Compensated absences (Note 8)	1,691,931	1,636,004
Workers' compensation (Note 8)	64,507	88,237
Students' deposits and unearned revenues	414,252	407,405
Other unearned revenues	333,215	2,098,991
Current portion of lease liability (Note 9)	<u>503,600</u>	<u>473,643</u>
Total Current Liabilities	<u>5,351,019</u>	<u>7,283,949</u>
Non-Current Liabilities:		
Compensated absences (Note 8)	926,042	823,220
Workers' compensation (Note 8)	396,255	415,976
Lease liability (Note 9)	1,618,678	2,122,278
Net pension liability	2,084,879	4,413,150
Net OPEB liability	<u>3,660,564</u>	<u>5,678,690</u>
Total Non-Current Liabilities	<u>8,686,418</u>	<u>13,453,314</u>
Total Liabilities	<u>14,037,437</u>	<u>20,737,263</u>
Deferred Inflows of Resources:		
Pension related	2,111,705	810,806
OPEB related	<u>5,083,121</u>	<u>4,443,106</u>
Total Deferred Inflows of Resources	<u>7,194,826</u>	<u>5,253,912</u>
Net Position:		
Net investment in capital assets	46,174,899	26,845,977
Unrestricted	<u>409,765</u>	<u>2,526,332</u>
Total Net Position	<u>46,584,664</u>	<u>29,372,309</u>
Total Liabilities, Deferred Inflows of Resources and Net Position	<u>\$ 67,816,927</u>	<u>\$ 55,363,484</u>

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, 2022 and 2021

	<u>2022</u>	(Restated) <u>2021</u>
Operating Revenues:		
Tuition and fees	\$ 11,616,354	\$ 12,832,584
Less: scholarship allowances	<u>(4,997,757)</u>	<u>(4,814,320)</u>
Net student fees	6,618,597	8,018,264
Federal, state, local, and private grants and contracts	8,446,334	8,040,728
Auxiliary enterprises	99,502	112,078
Other sources	<u>2,087,357</u>	<u>1,985,349</u>
Total Operating Revenues	<u>17,251,790</u>	<u>18,156,419</u>
Operating Expenses (Note 10):		
Instruction	15,482,889	16,219,849
Academic support	4,099,023	3,349,616
Student services	7,140,906	6,879,584
Scholarships and fellowships	4,014,614	2,193,105
Public service	753,422	628,328
Operation and maintenance of plant	3,534,300	2,502,610
Institutional support	4,670,210	4,569,698
Depreciation and amortization	<u>1,861,419</u>	<u>1,879,749</u>
Total Operating Expenses	<u>41,556,783</u>	<u>38,222,539</u>
Net Operating Loss	<u>(24,304,993)</u>	<u>(20,066,120)</u>
Non-Operating Revenues (Expenses):		
State appropriations - unrestricted (Note 11)	19,597,026	18,624,554
State appropriations - restricted (Note 11)	336,078	151,634
Transfers to the College from the Foundation	7,672,476	218,622
Federal grants	6,141,558	3,537,730
Interest	(184,479)	(121,950)
Interest income	<u>27,152</u>	<u>31,939</u>
Total Net Non-Operating Revenues	<u>33,589,811</u>	<u>22,442,529</u>
Change in Net Position Before Other Revenues	9,284,818	2,376,409
Capital gifts	1,250,000	-
Capital appropriations (Note 11)	<u>6,677,537</u>	<u>9,667,095</u>
Change in Net Position	<u>\$ 17,212,355</u>	<u>\$ 12,043,504</u>

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, 2022 and 2021

	<u>2022</u>	(Restated) <u>2021</u>
Operating Revenues:		
Tuition and fees	\$ 11,616,354	\$ 12,832,584
Less: scholarship allowances	<u>(4,997,757)</u>	<u>(4,814,320)</u>
Net student fees	6,618,597	8,018,264
Federal, state, local, and private grants and contracts	8,446,334	8,040,728
Auxiliary enterprises	99,502	112,078
Other sources	<u>2,087,357</u>	<u>1,985,349</u>
Total Operating Revenues	<u>17,251,790</u>	<u>18,156,419</u>
Operating Expenses (Note 10):		
Instruction	15,482,889	16,219,849
Academic support	4,099,023	3,349,616
Student services	7,140,906	6,879,584
Scholarships and fellowships	4,014,614	2,193,105
Public service	753,422	628,328
Operation and maintenance of plant	3,534,300	2,502,610
Institutional support	4,670,210	4,569,698
Depreciation and amortization	<u>1,861,419</u>	<u>1,879,749</u>
Total Operating Expenses	<u>41,556,783</u>	<u>38,222,539</u>
Net Operating Loss	<u>(24,304,993)</u>	<u>(20,066,120)</u>
Non-Operating Revenues (Expenses):		
State appropriations - unrestricted (Note 11)	19,597,026	18,624,554
State appropriations - restricted (Note 11)	336,078	151,634
Transfers to the College from the Foundation	7,672,476	218,622
Federal grants	6,141,558	3,537,730
Interest	(184,479)	(121,950)
Interest income	<u>27,152</u>	<u>31,939</u>
Total Net Non-Operating Revenues	<u>33,589,811</u>	<u>22,442,529</u>
Change in Net Position Before Other Revenues	9,284,818	2,376,409
Capital gifts	1,250,000	-
Capital appropriations (Note 11)	<u>6,677,537</u>	<u>9,667,095</u>
Change in Net Position	<u>\$ 17,212,355</u>	<u>\$ 12,043,504</u>

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, 2022 and 2021

	Net Investment in Capital <u>Assets</u>	<u>Unrestricted</u>	<u>Total</u>
Balance, June 30, 2020	\$ 18,494,230	\$ (1,165,425)	\$ 17,328,805
Change in net position	8,351,747	3,691,757	12,043,504
Balance, June 30, 2021, restated (Note 2)	26,845,977	2,526,332	29,372,309
Change in net position	<u>19,328,922</u>	<u>(2,116,567)</u>	<u>17,212,355</u>
Balance, June 30, 2022	<u>\$ 46,174,899</u>	<u>\$ 409,765</u>	<u>\$ 46,584,664</u>

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, 2022 and 2021

	Net Investment in Capital <u>Assets</u>	<u>Unrestricted</u>	<u>Total</u>
Balance, June 30, 2020	\$ 18,494,230	\$ (1,165,425)	\$ 17,328,805
Change in net position	8,351,747	3,691,757	12,043,504
Balance, June 30, 2021, restated (Note 2)	26,845,977	2,526,332	29,372,309
Change in net position	<u>19,328,922</u>	<u>(2,116,567)</u>	<u>17,212,355</u>
Balance, June 30, 2022	<u>\$ 46,174,899</u>	<u>\$ 409,765</u>	<u>\$ 46,584,664</u>

The accompanying notes are an integral part of the financial statements.

CAPE COD COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Statements of Cash Flows

For the Years Ended June 30, 2022 and 2021

	<u>2022</u>	(Restated) <u>2021</u>
Cash Flows from Operating Activities:		
Tuition and student fees	\$ 6,755,044	\$ 8,056,939
Grants and contracts	6,528,143	10,412,860
Payments to suppliers	(11,774,075)	(9,965,609)
Payments to employees	(19,520,462)	(18,575,927)
Payments to students	(4,014,614)	(2,193,105)
Other cash receipts	<u>2,178,818</u>	<u>2,031,616</u>
Net Cash Applied to Operating Activities	<u>(19,847,146)</u>	<u>(10,233,226)</u>
Cash Flows from Non-Capital Financing Activities:		
State appropriations	14,871,710	14,098,482
Federal grants	8,323,447	991,601
Tuition remitted to state	(241,896)	(265,830)
Gifts and contributions	<u>7,672,476</u>	<u>218,622</u>
Net Cash Provided by Non-Capital Financing Activities	<u>30,625,737</u>	<u>15,042,875</u>
Cash Flows from Capital and Related Financing Activities:		
Purchase of capital assets	(12,789,161)	(42,952)
Interest expense	(184,479)	(198,764)
Principal payments on lease obligations	<u>(473,643)</u>	<u>(444,636)</u>
Net Cash Applied to Capital and Related Financing Activities	<u>(13,447,283)</u>	<u>(686,352)</u>
Cash Flows from Investing Activities:		
Interest income	27,152	31,939
Maturity of certificates of deposits	<u>-</u>	<u>6,243,987</u>
Net Cash Provided by Investing Activities	<u>27,152</u>	<u>6,275,926</u>
Net (Decrease) Increase in Cash and Equivalents	(2,641,540)	10,399,223
Cash and Equivalents, Beginning of Year	<u>16,762,465</u>	<u>6,363,242</u>
Cash and Equivalents, End of Year	\$ <u>14,120,925</u>	\$ <u>16,762,465</u>

CAPE COD COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Statements of Cash Flows - Continued

For the Years Ended June 30, 2021 and 2020

	<u>2022</u>	(Restated) <u>2021</u>
Reconciliation of Net Operating Loss to		
Net Cash Applied to Operating Activities:		
Net operating loss	\$ (24,304,993)	\$ (20,066,120)
Adjustments to reconcile net loss to net cash applied to operating activities:		
Depreciation	1,861,419	1,879,749
Fringe benefits provided by the State	5,303,290	4,943,535
Net pension activity	(383,987)	84,359
Net OPEB activity	(408,467)	5,332
Changes in assets and liabilities:		
Accounts receivable	(30,856)	145,020
Prepaid and other current assets	(3,766)	(19,128)
Accounts payable and accrued liabilities	(341,681)	64,040
Accrued employee compensation and benefits	220,824	530,009
Students' deposits and other unearned revenues	<u>(1,758,929)</u>	<u>2,199,978</u>
Net Cash Applied to Operating Activities	<u>\$ (19,847,146)</u>	<u>\$ (10,233,226)</u>
Reconciliation of Cash and Equivalents, End of Year:		
Cash and equivalents	\$ 12,720,518	\$ 15,482,123
Cash held by State Treasurer	<u>1,400,407</u>	<u>1,280,342</u>
Total	<u>\$ 14,120,925</u>	<u>\$ 16,762,465</u>
Non-Cash Transactions:		
Fringe benefits provided by the State	<u>\$ 5,303,290</u>	<u>\$ 4,943,536</u>
Capital appropriations	<u>\$ 6,677,537</u>	<u>\$ 9,667,095</u>
Non cash gift	<u>\$ 1,250,000</u>	<u>\$ -</u>

The accompanying notes are an integral part of the financial statements.

CAPE COD COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Component Unit Statements of Financial Position

June 30, 2022 and 2021

	<u>2022</u>	<u>2021</u>
Assets:		
Cash and equivalents	\$ 1,757,656	\$ 8,119,640
Pledges receivable	411,942	547,442
Investments	<u>13,259,229</u>	<u>14,304,501</u>
Total Assets	<u>\$ 15,428,827</u>	<u>\$ 22,971,583</u>
Liabilities:		
Scholarships and donations payable	\$ 263,173	\$ 253,844
Accounts payable and accrued liabilities	<u>18,352</u>	<u>18,352</u>
Total Liabilities	<u>281,525</u>	<u>272,196</u>
Net Assets:		
Without donor restrictions:		
Board-designated endowment	690,141	736,694
Unrestricted	634,676	595,778
With donor restrictions	<u>13,822,485</u>	<u>21,366,915</u>
Total Net Assets	<u>15,147,302</u>	<u>22,699,387</u>
Total Liabilities and Net Assets	<u>\$ 15,428,827</u>	<u>\$ 22,971,583</u>

The accompanying notes are an integral part of the financial statements.

CAPE COD COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Component Unit Statements of Activities and Changes in Net Assets

For the Years Ended June 30, 2022 and 2021

	<u>2022</u>			<u>2021</u>		
	<u>Without Restrictions</u>	<u>With Donor Restrictions</u>	<u>Totals</u>	<u>Without Restrictions</u>	<u>With Donor Restrictions</u>	<u>Totals</u>
Revenues:						
Contributions and gifts of cash and other financial assets	\$ 148,123	\$ 2,151,288	\$ 2,299,411	\$ 462,073	\$ 1,149,359	\$ 1,611,432
Investment income, net	(198,250)	(1,206,683)	(1,404,933)	675,600	2,130,512	2,806,112
Rental income	220,220	-	220,220	220,219	-	220,219
Net assets released from restrictions	<u>8,489,035</u>	<u>(8,489,035)</u>	<u>-</u>	<u>485,894</u>	<u>(485,894)</u>	<u>-</u>
Total Revenues	<u>8,659,128</u>	<u>(7,544,430)</u>	<u>1,114,698</u>	<u>1,843,786</u>	<u>2,793,977</u>	<u>4,637,763</u>
Operating Expenses:						
Grants and Scholarships	232,911	-	232,911	202,300	-	202,300
Support of college programs	8,031,532	-	8,031,532	607,569	-	607,569
Management and general	150,890	-	150,890	147,228	-	147,228
Other and capital campaign	106,925	-	106,925	107,325	-	107,325
Fundraising	<u>144,525</u>	<u>-</u>	<u>144,525</u>	<u>126,609</u>	<u>-</u>	<u>126,609</u>
Total Expenses	<u>8,666,783</u>	<u>-</u>	<u>8,666,783</u>	<u>1,191,031</u>	<u>-</u>	<u>1,191,031</u>
Change in Net Assets	<u>(7,655)</u>	<u>(7,544,430)</u>	<u>(7,552,085)</u>	<u>652,755</u>	<u>2,793,977</u>	<u>3,446,732</u>
Net Assets, Beginning of Year	<u>1,332,472</u>	<u>21,366,915</u>	<u>22,699,387</u>	<u>679,717</u>	<u>18,572,938</u>	<u>19,252,655</u>
Net Assets, End of Year	<u>\$ 1,324,817</u>	<u>\$ 13,822,485</u>	<u>\$ 15,147,302</u>	<u>\$ 1,332,472</u>	<u>\$ 21,366,915</u>	<u>\$ 22,699,387</u>

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, 2022 and 2021

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.

COVID-19

In response to the COVID-19 pandemic, the Federal government provided to the College Higher Education Emergency Relief Funds ("HEERF") and funds for the Strengthening Institution Program ("SIP") under the Coronavirus Aid, Relief, and Economic Security ("CARES") Act, Coronavirus Response and Relief Supplemental Appropriations Act ("CRRSAA"), and American Rescue Plan Act ("ARPA"). The HEERF consisted of the student aid award and the institutional award. Each Act requires a minimum amount to be spent on student aid.

The student aid award is required to be distributed to students as emergency grants for their expenses related to the disruption of campus operations due to coronavirus. The institutional award and the SIP can be used to cover any costs associated with significant changes to the delivery of instruction due to the coronavirus. Unless an extension is approved by the Department of Education, the student aid award and the institutional award must be spent by May 2022, while the SIP funding must be spent by August 2022. In April 2022, the Department of Education extended all HEERF funds deadlines to be spent by June 2023.

CAPE COD COMMUNITY COLLEGE
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Notes to the Financial Statements - Continued

June 30, 2022 and 2021

The College has been awarded the following HEERF and SIP funds as of June 30, 2022:

	Student Aid Award	Institutional Award	Strengthening Institution Program	Total
CARES	\$ 720,005	\$ 720,005	\$ 71,747	\$ 1,511,757
CRRSAA	720,005	2,605,134	139,076	3,464,215
ARPA	2,942,859	2,843,048	252,730	6,038,637
Total	\$ 4,382,869	\$ 6,168,187	\$ 463,553	\$ 11,014,609

The College has recognized the following as non-operating Federal grants for the years ended June 30:

For the Year Ended June 30, 2022					For the Year Ended June 30, 2021				
	Student Aid Award	Institutional Award	Strengthening Institutions Program	Total		Student Aid Award	Institutional Award	Strengthening Institutions Program	Total
CARES	\$ -	\$ -	\$ -	\$ -	CARES	\$ 110,130	\$ 110,130	\$ 71,747	\$ 292,007
CRRSAA	24,005	86,855	107,632	218,492	CRRSAA	696,000	2,518,279	31,444	3,245,723
ARPA	2,942,859	2,843,048	137,159	5,923,066	ARPA	-	-	-	-
Total	\$ 2,966,864	\$ 2,929,903	\$ 244,791	\$ 6,141,558	Total	\$ 806,130	\$ 2,628,409	\$ 103,191	\$ 3,537,730

As of June 30, 2022, the College has \$115,571 of unspent ARPA funds. CARES and CRRSAA funds have been fully spent at June 30, 2022.

As of June 30, 2022 and 2021, the College recognized \$0 and \$197,050 as an operating grant, Governor's Emergency Education Relief Fund ("GEERF") as a pass through from the State of Massachusetts.

For the year ended June 30, 2021, the College expended \$86,855 of CRRSAA institutional award that met certain spending requirements in 2022 and was recognized as revenue during 2022.

CAPE COD COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2022 and 2021

For the year ended June 30, 2021, the College expended \$1,509,565 of ARPA institutional award that met certain spending requirements in 2022 and was recognized as revenue during 2022.

Basis of Presentation

The accompanying financial statements have been prepared in accordance with United States generally accepted accounting principles (“GAAP”) as prescribed by the Governmental Accounting Standards Board (“GASB”) using the economic resources measurement focus and the accrual basis of accounting. Cape Community College Educational Foundation’s (the “Foundation”) financial statements are prepared in accordance with accounting and reporting requirements prescribed by the Financial Accounting Standards Board (“FASB”). As such, certain revenue recognition and lease criteria and presentation features are different from GASB revenue recognition criteria and presentation features. No modifications have been made to the Foundation’s financial information in the College’s financial reporting entity for these differences.

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, 2022 and 2021

The College's policies for defining operating activities in the statements of revenues and expenses, and changes in net position are those that generally result from exchange transactions such as payments received for services and payments made for the purchase of goods and services and certain grants and contracts. Certain other transactions are reported as non-operating activities in accordance with GASB Statement No. 35. These non-operating activities include the College's operating and capital appropriations from the Commonwealth of Massachusetts (the "Commonwealth"), net investment income, 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 fundraising organization to supplement the resources that are available to the College in support of its programs. The Board of the Foundation is self-perpetuating and primarily consists of graduates and friends of the College. Although the College does not control the timing or the number 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 the component unit statements of financial position and component unit statements of activities and changes in net assets.

Separate statements of financial position and activities are presented in this report for the College's discretely presented component unit. The financial statements for the Foundation are presented in accordance with FASB.

Complete financial statements for the Foundation can be obtained from the Executive Director of the Cape Cod Community College Educational Foundation, Inc. at 2240 Iyannah Road, West Barnstable, MA 02668-1599.

CAPE COD COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2022 and 2021

Net Position

Resources are classified for accounting purposes into the following four net position categories:

Net investment in capital assets: Capital assets, net of accumulated depreciation and outstanding principal balances of debt attributable to the acquisition, construction, repair, or improvement of those assets.

Restricted - nonexpendable: Net position subject to externally imposed conditions that the College must maintain in perpetuity.

Restricted - expendable: Net position whose use is subject to externally imposed conditions that can be fulfilled by actions of the College or by the passage of time.

Unrestricted: All other categories of net position. Unrestricted net position may be designated by actions of the College's Board of Trustees.

The College has adopted a policy of generally utilizing restricted – expendable funds, when available, prior to unrestricted funds

Trust Funds

In accordance with the requirements of the Commonwealth, the College's operations are accounted for in several trust funds. All of these trust funds have been consolidated and are included in these financial statements.

Cash and Equivalents

The College considers cash held by State Treasurer and all short-term debt securities purchased with a 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 statements of revenues and expenses and changes in net position. Any net earnings not expended are included in net position categories as follows:

CAPE COD COMMUNITY COLLEGE

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Notes to the Financial Statements - Continued

June 30, 2022 and 2021

- (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;
- (iii) 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;
- (iv) as increases in unrestricted net position in all other cases.

Allowance for Doubtful Accounts

Accounts receivable are periodically evaluated for collectability based on past history with students. Provisions for losses on loans receivable are determined on the basis of loss experience, known and inherent risks, and current economic conditions.

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 were capitalized during the construction period for projects before July 1, 2021. Beginning on July 1, 2021, interest on debt costs on debt related to capital assets were expensed during the construction period. College capital assets, with the exception of land and construction in progress, are depreciated on a straight-line basis over their estimated useful lives, which range from 5 to 40 years.

The costs of normal maintenance and repairs that do not add to the value of the assets or materially extend assets’ lives are not capitalized. 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.

CAPE COD COMMUNITY COLLEGE

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Notes to the Financial Statements - Continued

June 30, 2022 and 2021

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.

Student Deposits and Unearned Revenue

Deposits and advance payments received for tuition and fees related to certain summer programs, as well as tuition received for the following academic year, are deferred. Funds received in advance from various grants and contracts are deferred. Deposits and unearned revenues are recorded as revenue when 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.

Postemployment Benefits Other Than Pensions ("OPEB")

For purposes of measuring the College's net OPEB liability, deferred outflows of resources and deferred inflows of resources related to OPEB, and OPEB expense, information about the fiduciary net position of the State Retirees' Benefit Trust ("SRBT") and additions to/deductions from SRBT's fiduciary net position have been determined on the same basis as they are reported by SRBT. For this purpose, SRBT recognizes benefit payments when due and payable in accordance with the benefit terms. Investments are reported at fair value, except for money market investments and participating interest-earning investment contracts that have a maturity at the time of purchase of one year or less, which are reported at cost.

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.

CAPE COD COMMUNITY COLLEGE

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Notes to the Financial Statements - Continued

June 30, 2022 and 2021

Workers' Compensation

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.

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, 2022 and 2021. The accrued sick leave balance represents 20% of amounts earned by those employees with 10 or more years of state service at June 30, 2022 and 2021. 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 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.

CAPE COD COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2022 and 2021

As future events and their effects cannot be determined with certainty, actual results may differ from the estimates used in preparing the accompanying financial statements. Significant estimates and assumptions are required as part of estimating an allowance for doubtful accounts, depreciation, net position classification, and determining the net pension and OPEB liabilities.

Upcoming Governmental Accounting Pronouncements

GASB Statement 94 – *Public-Private and Public-Public Partnerships and Availability Payment Arrangements (PPP)* is effective for reporting periods beginning after June 15, 2022. The objective of this statement is to provide accounting and financial reporting guidance for arrangements in which the governmental entity (the transferor) contracts with an operator to provide public services by conveying control of the right to operate or use a nonfinancial asset.

GASB Statement 96 – *Subscription-Based Information Technology Arrangements (SBITA)* is effective for reporting periods beginning after June 15, 2022. The objective of this statement is to provide accounting and financial reporting guidance for transactions in which a governmental entity contracts with another party for the right to use their software. A right-to-use asset and a corresponding liability would be recognized for SBITAs.

GASB Statement 99 – *Omnibus 2022* has multiple effective dates. The objective of this statement is to clarify differences among leases, PPP and SBITA (which is effective for reporting periods after June 15, 2022) and reporting requirements for financial guarantees and derivative investments (which is effective for reporting periods after June 15, 2023).

GASB Statement 100 – *Accounting Changes and Error Corrections – an amendment of GASB 62* is effective for reporting periods beginning after June 15, 2023. The objective of this statement is to provide consistency for changes in accounting principles, accounting estimates, and the reporting entity and corrections of errors.

GASB Statement 101 – *Compensated Absences* is effective for reporting periods beginning after December 15, 2023. The objective of this statement is to update the recognition and measurement for compensated absences.

Management has not completed its review of the requirements of these standards and their applicability.

CAPE COD COMMUNITY COLLEGE
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Notes to the Financial Statements - Continued

June 30, 2022 and 2021

Note 2 - **Implementation of Newly Effective Accounting Standard**

As of July 1, 2020, the College implemented GASB 87, *Leases*. GASB 87, enhances the consistency for leasing activities and establishes requirements for lease accounting based on the principle that leases are financings of the right to use an underlying asset. A lessee is required to recognize a lease liability and an intangible right to use lease asset, and a lessor is required to recognize a lease receivable and a deferred inflow of resources.

The was no change to net position as of July 1, 2020, upon the implementation of GASB 87 since the adjustment for the right to use assets of \$3,040,557 was completely offset by the adjustment for the lease liability. The right of use asset and lease liability were \$3,040,557 at July 1, 2020.

The prior period adjustment due to the implementation of GASB 87 as of and for the year ended June 30, 2021, is as follows:

<u>As of July 1, 2020:</u>	As Previously	
Statements of Net Position:	<u>Reported</u>	<u>As Restated</u>
Right to use asset	\$ -	\$ 3,040,557
Lease liability	-	(3,040,557)
Net investment in capital assets	18,494,230	18,494,230
Unrestricted net position	<u>(1,165,425)</u>	<u>(1,165,425)</u>
Total net position	<u>\$ 17,328,805</u>	<u>\$ 17,328,805</u>
<u>As of June 30, 2021:</u>		
Statements of Net Position:		
Capital assets, net of accumulated depreciation	27,133,266	29,441,898
Lease liability	-	(2,595,921)
Capital lease obligation	(188,345)	-
Net position:		
Net investment in capital assets	26,944,921	26,845,977
Unrestricted net position	<u>2,526,332</u>	<u>2,526,332</u>
Total net position	<u>\$ 29,471,253</u>	<u>\$ 29,372,309</u>
Statements of Revenues and Expenses:		
Operation and maintenance of plant	\$ 3,057,121	\$ 2,502,610
Interest expense	-	121,950
Depreciation and amortization	\$ 1,348,244	\$ 1,879,749

CAPE COD COMMUNITY COLLEGE
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Notes to the Financial Statements - Continued

June 30, 2022 and 2021

Note 3 - **Cash and Investments**

Cash and equivalents consist of the following at June 30,:

	2022	2021
Cash and Equivalents	\$ 12,720,518	\$ 15,482,123

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, 2022 and 2021 were secured by irrevocable stand-by letters of credit with the Federal Home Loan Bank of Pittsburgh in the amounts of \$17,000,000 and \$15,600,000, respectively. The College’s bank balances as of June 30, 2022 and 2021 were \$14,767,042 and \$17,059,708, respectively. Of these balances, \$0 and \$1,209,708 as of June 30, 2022 and 2021, respectively, 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 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.

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Notes to the Financial Statements - Continued

June 30, 2022 and 2021

Fair Value Measurements

The College investments have been categorized based upon the fair value hierarchy in accordance with GASB 72 below.

Level 1 - Observable market prices (unadjusted) in active markets for identical assets or liabilities that the College can access at measurement date.

Level 2 - Observable market-based inputs or unobservable inputs that are corroborated by market data.

Level 3 - Unobservable inputs that are not corroborated by observable market data.

The following is a description of the valuation methodologies used for assets measured at fair value:

Certificate of Deposit: Valued at the initial investment cost plus accrued interest.

The preceding method described may produce a fair value calculation that may not be indicative of net realizable value or reflective of future fair values. Furthermore, although the College believes its valuation methods are appropriate and consistent with other market participants, the use of different methodologies or assumptions to determine the fair value of certain financial instruments could result in a different fair value measurement at the reporting date.

Concentration of Credit Risk

All of the above investments are at Cape Cod Trust and Asset Management.

Other Matters

The College does not have debt investments, foreign currency investments, securities lending transactions or derivative investments.

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Notes to the Financial Statements - Continued

June 30, 2022 and 2021

Cape Cod Community College Educational Foundation, Inc.

The Foundation's investments consist of the following at June 30:

	2022	2021
	<u>Market Value</u>	<u>Market Value</u>
Equity mutual funds	\$ 8,739,510	\$ 11,696,460
Bond mutual funds	4,519,719	2,327,012
Money market	-	16,180
Certificate of deposit	-	264,849
Total investments	\$ 13,259,229	\$ 14,304,501

As of June 30, 2022 and 2021, the certificates of deposit are classified as level 2 investments; all other investments are classified as level 1.

Note 4 - **Cash Held by State Treasurer**

Accounts payable and accrued salaries to be funded from state-appropriated funds totaled \$1,400,407 and \$1,280,342 at June 30, 2022 and 2021, 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.

Note 5 - **Accounts Receivable**

The College's accounts receivable include the following at June 30:

	2022	2021
Student accounts receivable	\$ 1,701,264	\$ 1,822,823
Grants receivable	1,723,026	3,792,829
Other receivable	361,600	321,271
	3,785,890	5,936,923
Less: allowance for doubtful accounts	(523,162)	(523,162)
Total accounts receivable, net	\$ 3,262,728	\$ 5,413,761

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Notes to the Financial Statements - Continued

June 30, 2022 and 2021

Note 6 - **Pledges Receivable**

The Foundation has pledges receivable as of June 30, which are expected to be realized in the following time periods:

	<u>2022</u>	<u>2021</u>
Less than one year	\$ 229,942	\$ 187,917
Between one and five years	<u>182,000</u>	<u>359,525</u>
Pledges Receivable, net	<u>\$ 411,942</u>	<u>\$ 547,442</u>

Note 7 - **Capital Assets**

Capital assets of the College consist of the following at June 30, 2022:

		2022					
		Estimated lives (in years)	Beginning Balance	Additions	Retirements	Reclassifications	Ending Balance
Capital assets not depreciated:							
Construction in progress	—	\$10,190,530	\$19,406,459	\$ -	\$(2,168,310)		\$27,428,679
Land	—	<u>82,355</u>	-	-	-		<u>82,355</u>
Total not depreciated		<u>10,272,885</u>	<u>19,406,459</u>	<u>-</u>	<u>(2,168,310)</u>		<u>27,511,034</u>
Capital assets depreciated:							
Building, including improvements	20-40	48,075,203	60,239	-	2,168,310		50,303,752
Furnishings and equipment	5-10	7,823,202	1,250,000	-	-		9,073,202
Leased buildings	5-8	351,572	-	-	-		351,572
Leased equipment	3	<u>2,688,986</u>	-	-	-		<u>2,688,986</u>
Total depreciated		<u>58,938,963</u>	<u>1,310,239</u>	<u>-</u>	<u>2,168,310</u>		<u>62,417,512</u>
Less: accumulated depreciation:							
Building, including improvements		(32,087,430)	(1,161,797)	-	-		(33,249,227)
Furnishings and equipment		(7,151,016)	(168,118)	-	-		(7,319,134)
Leased buildings		(121,209)	(121,209)	-	-		(242,418)
Leased equipment		<u>(410,295)</u>	<u>(410,295)</u>	-	-		<u>(820,590)</u>
Total accumulated depreciation		<u>(39,769,950)</u>	<u>(1,861,419)</u>	<u>-</u>	<u>-</u>		<u>(41,631,369)</u>
Capital assets, net		<u>\$29,441,898</u>	<u>\$18,855,279</u>	<u>\$ -</u>	<u>\$ -</u>		<u>\$48,297,177</u>

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Notes to the Financial Statements - Continued

June 30, 2022 and 2021

Capital assets of the College consist of the following at June 30, 2021:

	Estimated lives (in years)	2021				Ending Balance
		(Restated) Beginning Balance	Additions	Retirements	Reclassifications	
Capital assets not depreciated:						
Construction in progress	—	\$ 1,198,481	\$ 9,187,107	\$ -	\$ (195,057)	\$ 10,190,530
Land	—	82,355	-	-	-	82,355
Total not depreciated		1,280,836	9,187,107	-	(195,057)	10,272,885
Capital assets depreciated:						
Building, including improvements	20-40	47,419,004	461,142	-	195,057	48,075,203
Furnishings and equipment	5-10	7,761,404	61,798	-	-	7,823,202
Leased buildings	5-8	351,572	-	-	-	351,572
Leased equipment	3	2,688,986	-	-	-	2,688,986
Total depreciated		58,220,966	522,940	-	195,057	58,938,963
Less: accumulated depreciation:						
Building, including improvements		(30,988,532)	(1,098,898)	-	-	(32,087,430)
Furnishings and equipment		(6,901,669)	(249,347)	-	-	(7,151,016)
Leased buildings		-	(121,209)	-	-	(121,209)
Leased equipment		-	(410,295)	-	-	(410,295)
Total accumulated depreciation		(37,890,201)	(1,879,749)	-	-	(39,769,950)
Capital assets, net		\$ 21,611,601	\$ 7,830,298	\$ -	\$ -	\$ 29,441,898

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Notes to the Financial Statements - Continued

June 30, 2022 and 2021

Note 8 - **Long-Term Liabilities**

Long-term liabilities at June 30, consist of the following:

2022						
	Beginning Balance	Additions	Reductions	Ending Balance	Current Portion	Long-term Portion
Other long-term liabilities:						
Lease liabilities	\$ 2,595,921	\$ -	\$ (473,643)	\$ 2,122,278	\$ 503,600	\$ 1,618,678
Compensated absences	2,459,224	158,749	-	2,617,973	1,691,931	926,042
Workers' compensation	504,213	-	(43,451)	460,762	64,507	396,255
Net pension liability	4,413,150	-	(2,328,271)	2,084,879	-	2,084,879
Net OPEB liability	5,678,690	-	(2,018,126)	3,660,564	-	3,660,564
Total other long-term liabilities	15,651,198	158,749	(4,863,491)	10,946,456	2,260,038	8,686,418
Total long-term liabilities	\$ 15,651,198	\$ 158,749	\$ (4,863,491)	\$ 10,946,456	\$ 2,260,038	\$ 8,686,418
2021						
	(Restated) Beginning Balance	Additions	Reductions	(Restated) Ending Balance	Current Portion	Long-term Portion
Other long-term liabilities:						
Lease liabilities	\$ 3,040,557	\$ -	\$ (444,636)	\$ 2,595,921	\$ 473,643	\$ 2,122,278
Compensated absences	2,328,355	130,869	-	2,459,224	1,636,004	823,220
Workers' compensation	351,984	152,229	-	504,213	88,237	415,976
Net pension liability	4,074,332	338,818	-	4,413,150	-	4,413,150
Net OPEB liability	7,680,789	-	(2,002,099)	5,678,690	-	5,678,690
Total other long-term liabilities	17,476,017	621,916	(2,446,735)	15,651,198	2,197,884	13,453,314

Note 9 - **Leases**

A summary of the College's leases at is as follows, at June 30,

Description	Date	Terms	Payment Amount	Interest Rate	6/30/2022 Lease Liability	6/30/2021 Lease Liability
Hanger Lease	10/8/2015	120 months	\$18,639.93(monthly)	3.91%	\$ 743,499	\$ 931,227
Hyannis Classroom	5/6/2008	240 months	\$18,352 (monthly)	3.91%	1,259,692	1,427,096
Copier lease	4/26/2019	48 months	\$2,069 (monthly)	3.91%	20,319	43,846
Equipment lease	5/22/2018	5 years	\$99,735 (annual)	3.91%	98,768	193,752
					<u>\$2,122,278</u>	<u>\$2,595,921</u>

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On October 10, 2015, the College entered into a 10-year lease for Hanger Space for the College's Aviation program, with a fixed interest rate of 3.91% and payments of \$18,640 are due monthly.

On May 6, 2008, the College entered into a 20-year lease for classroom space in Hyannis, Massachusetts for educational purposes, with a fixed interest rate of 3.91% and payments of \$18,352 due monthly.

On April 26, 2019, the College entered into a 4-year lease for office copier equipment with a fixed interest rate of 3.91% and payments of \$2,069 due monthly.

On May 22, 2018, the College entered into a 5-year lease for office equipment with a fixed interest rate of 3.91% and payments of \$99,735 due annually.

The College did not make payments for the lease other than the monthly payments for the years ended June 30, 2022 and 2021.

The College's incremental borrowing rate for a transaction with similar attributes was used to discount the lease payments to recognize the intangible right to use this asset and the associated lease liability for each of the leases detailed above.

All of the leases above do not have an option to renew or purchase the equipment.

Annual requirements to amortize the lease liability and related interest subsequent to June 30, 2022 are as follows:

Year Ending	<u>June 30,</u>	<u>Principal</u>	<u>Interest</u>
2023	\$	503,600	\$ 72,918
2024		429,368	55,688
2025		458,555	38,388
2026		284,123	22,570
2027		228,853	13,391
2028-2031		<u>217,779</u>	<u>4,281</u>
Total		<u>\$2,122,278</u>	<u>\$ 207,236</u>

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Notes to the Financial Statements - Continued

June 30, 2022 and 2021

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:

		(Restated)
	<u>2022</u>	<u>2021</u>
Compensation and benefits	\$ 26,158,095	\$ 25,602,043
Supplies and services	9,522,655	8,547,642
Scholarships and fellowships	4,014,614	2,193,105
Depreciation and amortization	1,861,419	1,879,749
	<u>\$ 41,556,783</u>	<u>\$ 38,222,539</u>

Note 11 - **State Appropriations**

The College's state appropriations are composed of the following at June 30:

	<u>2022</u>	<u>2021</u>
Direct unrestricted appropriations	\$ 14,535,632	\$ 13,946,848
Add: fringe benefits for benefited employees on the state payroll	5,303,290	4,943,536
Less: day school tuition remitted to the state and included in tuition and fee revenue	<u>(241,896)</u>	<u>(265,830)</u>
Total unrestricted appropriations	19,597,026	18,624,554
Restricted appropriations	336,078	151,634
Capital appropriations	<u>6,677,537</u>	<u>9,667,095</u>
Total appropriations	<u>\$ 26,610,641</u>	<u>\$ 28,443,283</u>

Restricted appropriations were designated for specific College programs including for Center for Corporate and Professional and Education ("CCAPE") and Massachusetts Rehabilitation Commission ("MRC") programs.

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Notes to the Financial Statements - Continued

June 30, 2022 and 2021

Note 12 - **Pensions**

Defined Benefit Plan Description

Certain employees of the College participate in a cost-sharing, multiple-employer, defined benefit pension plan – the Massachusetts State Employees’ Retirement System (“SERS”) – administered by the Massachusetts State Board of Retirement (“the Board”), which is a public employee retirement system (“PERS”). Under a cost-sharing plan, pension obligations for employees of all employers are pooled and plan assets are available to pay the benefits through the plan, regardless of the status of the employers’ payment of its pension obligations to the plan. The plan provides retirement and disability benefits and death benefits to plan members and beneficiaries.

The Massachusetts State Employees’ Retirement System does not issue a stand-alone financial statement. Additional information regarding the plan is contained in the Commonwealth’s financial statements, which is available online from the Office of State Comptroller’s website.

Benefit Provisions

SERS provides retirement, disability, survivor and death benefits to members and their beneficiaries. Massachusetts General Laws (“MGL”) establishes uniform benefit and contribution requirements for all contributory PERS. These requirements provide for superannuation retirement allowance benefits up to a maximum of 80% of a member’s highest three-year average annual rate of regular compensation. For employees hired after April 1, 2012, retirement allowances are calculated based on the last five years or any five consecutive years, whichever is greater in terms of compensation. Benefit payments are based upon a member’s age, length of creditable service, group creditable service, and group classification. The authority for amending these provisions rests with the Massachusetts State Legislature (the “Legislature”).

Members become vested after ten years of creditable service. A superannuation retirement allowance may be received upon the completion of twenty years of service or upon reaching the age of 55 with ten years of service. Normal retirement for most employees occurs at age 65; for certain hazardous duty and public safety positions, normal retirement is at age 55. Most employees who joined the system after April 1, 2012 are not eligible for retirement until they have reached age 60.

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Contributions

The SERS' funding policies have been established by Chapter 32 of the MGL. The Legislature has the authority to amend these policies. The annuity portion of the SERS retirement allowance is funded by employees, who contribute a percentage of their regular compensation. Costs of administering the plan are funded out of plan assets. Member contributions for SERS vary depending on the most recent date of membership:

<u>Hire Date</u>	<u>Percentage of Compensation</u>
Prior to 1975	5% of regular compensation
1975-1983	7% of regular compensation
1984 to 6/30/1996	8% of regular compensation
7/1/1996 to present	9% of regular compensation except for State Police which is 12% of regular compensation
1979 to present	An additional 2% of regular compensation in excess of \$30,000

The Commonwealth does not require the College to contribute funding from its local trust funds for employees paid by state appropriations. Pension funding for employees paid from state appropriations are made through a benefit charge assessed by the Commonwealth. Such pension contributions amounted to approximately \$2,281,000, \$1,992,000, and \$1,882,000 for the years ended June 30, 2022, 2021, and 2020 respectively.

For employees covered by SERS but not paid from state appropriations, the College is required to contribute at an actuarially determined rate. The rate was 16.11%, 14.66%, and 14.08% of annual covered payroll for the fiscal years ended June 30, 2022, 2021, and 2020, respectively. The College contributed approximately \$212,000, \$238,000 and \$278,000 for the years ended June 30, 2022, 2021, and 2020, respectively, equal to 100% of the required contributions for each year.

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources

At June 30, 2022 and 2021, the College reported a liability of \$2,084,879 and \$4,413,150, respectively, for its proportionate share of the net pension liability related to its participation in SERS. The net pension liability as of June 30, 2022, the reporting date, was measured as of June 30, 2021, the measurement date, and

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June 30, 2022 and 2021

the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of January 1, 2021 rolled forward to June 30, 2021. The net pension liability as of June 30, 2021, the reporting date, was measured as of June 30, 2020, 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, 2020 rolled forward to June 30, 2020.

The College's proportion of the net pension liability at June 30, 2022 and 2021 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 years 2021 and 2020, respectively. The College's proportionate share was based on actual employer contributions to the SERS for fiscal years 2022 and 2021 relative to total contributions of all participating employers for the fiscal years. At June 30, 2022 and 2021, the College's proportion was 0.020% and 0.026%, respectively.

For the years ended June 30, 2022 and 2021, the College recognized pension income of approximately \$172,000 and pension expense of \$322,000, respectively. The College reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources at June 30:

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June 30, 2022 and 2021

	2022	2021
<u>Deferred Outflows of Resources</u>		
Net difference between projected and actual earnings on pension plan investments	\$ -	\$ 242,593
Changes in plan actuarial assumptions	142,135	250,219
Changes in proportion from Commonwealth	834	3,333
Changes in proportion due to internal allocation	152,401	348,027
Differences between expected and actual experience	71,941	140,420
Contributions subsequent to the measurement date	211,540	237,644
Total	\$ 578,851	\$ 1,222,236
<u>Deferred Inflows of Resources</u>		
Net difference between projected and actual earnings on pension plan investments	\$ 817,393	\$ -
Differences between expected and actual experience	150,944	28,556
Changes in proportion from Commonwealth	6,587	10,757
Change in proportion due to internal allocation	1,136,781	771,493
Total	\$ 2,111,705	\$ 810,806

The College's contributions of approximately \$212,000 and \$238,000 made during the fiscal years ending 2022 and 2021, respectively, subsequent to the measurement date, will be recognized as a reduction of the net pension liability in each of the succeeding years.

Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized as increases (decreases) in pension expense as follows:

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June 30, 2022 and 2021

Years Ending <u>June 30,</u>	
2022	\$ (377,126)
2023	(371,328)
2024	(419,766)
2025	(507,098)
2026	<u>(69,076)</u>
Total	<u>\$ (1,744,394)</u>

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, 2021	June 30, 2020
Inflation	3.00%	3.00%
Salary increases	4.00% to 9.00%	4.00% to 9.00%
Investment rate of return	7.00%	7.15%
Investment rate credited to annuity savings fund	3.50%	3.50%

For measurement dates June 30, 2021 and 2020, mortality rates were based on:

- Pre-retirement - reflects RP-2014 Blue Collar Employees Table projected with Scale MP-2020 and set forward 1 year for females
- Post-retirement - reflects RP-2014 Blue Collar Healthy Annuitant Table projected with Scale MP-2020 and set forward 1 year for females
- Disability – the mortality rate reflects the post-retirement mortality described above, set forward 1 year.

The 2022 pension liability for the June 30, 2021 measurement date was determined by an actuarial valuation as of January 1, 2020 and rolled forward to June 30, 2021.

The 2021 pension liability for the June 30, 2020 measurement date was determined by an actuarial valuation as of January 1, 2020 and rolled forward to June 30, 2020.

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Investment assets of SERS are with the Pension Reserves Investment Trust (“PRIT”) Fund. The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimate ranges of expected future rates of return are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future rates of return by the target asset allocation percentage. Best estimates of geometric rates of return for each major asset class included in the PRIT Fund’s target asset allocation as of June 30, are summarized in the following table:

Asset Class	2021		2020	
	Target Allocation	Long-term expected real rate of return	Target Allocation	Long-term expected real rate of return
Global Equity	39%	4.80%	39%	4.80%
Core Fixed Income	15%	0.30%	15%	0.70%
Private Equity	13%	7.80%	13%	8.20%
Real Estate	10%	3.70%	10%	3.20%
Portfolio Completion Strategies	11%	2.90%	11%	3.50%
Value Added Fixed Income	8%	3.90%	8%	4.20%
Timber/Natural Resources	4%	4.30%	4%	4.10%
	100%		100%	

Discount Rate

The discount rate used to measure the total pension liability was 7.0% and 7.15% at June 30, 2022 and 2021, respectively. The projection of cash flows used to determine the discount rate assumed that plan member contributions will be made at the current contribution rates and the Commonwealth’s contributions will be made at rates equal to the difference between actuarially determined contributions rates and the member rates. Based on those assumptions, the 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.

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June 30, 2022 and 2021

Sensitivity of the Net Pension Liability to Changes in the Discount Rate

The following tables illustrate the sensitivity of the net pension liability calculated using the discount rate as well as what the net pension liability would be if it were calculated using a discount rate that is one-percentage-point lower or one-percentage-point higher than the current rate at June 30,:

June 30, 2022		
Current		
1.00% Decrease	Discount Rate	1.00% Increase
6.00%	7.00%	8.00%
\$ 3,191,215	\$ 2,084,879	\$ 1,175,557
June 30, 2021		
Current		
1.00% Decrease	Discount Rate	1.00% Increase
6.15%	7.15%	8.15%

Note 13 - **OPEB**

Plan Description

As an agency of the Commonwealth, certain employees of the College participate in the Commonwealth's single employer defined benefit-OPEB plan – the State Retirees' Benefit Trust ("SRBT"). Benefits are managed by the Group Insurance Commission ("GIC") and investments are managed by the Pension Reserves Investment Management ("PRIM") Board. The GIC has representation on the Board of Trustees of the State Retirees' Benefits Trust ("Trustees").

The SRBT is set up solely to pay for OPEB benefits and the cost to administer those benefits. It can only be revoked when all such health care and other non-pension benefits, current and future, have been paid or defeased. The GIC administers benefit payments, while the Trustees are responsible for investment decisions.

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Notes to the Financial Statements - Continued

June 30, 2022 and 2021

Management of the SRBT is vested with the board of trustees, which consists of 7 members, including the Secretary of Administration and Finance (or their designee), the Executive Director of the GIC (or their designee), the Executive Director of PERAC (or their designee), the State Treasurer (or their designee), the Comptroller (or a designee), one person appointed by the Governor and one person appointed by the State Treasurer. These members elect one person to serve as chair of the board of trustees. The SRBT does not issue stand-alone audited financial statements but is reflected as a fiduciary fund in the Commonwealth's audited financial statements.

Benefits Provided

Under Chapter 32A of the Massachusetts General Laws, the Commonwealth is required to provide certain health care and life insurance benefits for retired employees of the Commonwealth, housing authorities, redevelopment authorities and certain other governmental agencies. Substantially all of the Commonwealth's employees may become eligible for these benefits if they reach retirement age while working for the Commonwealth. Eligible retirees are required to contribute a specified percentage of the health care / benefit costs, which are comparable to contributions required from employees. Dental and vision coverage may be purchased by these groups with no subsidy from the Commonwealth.

Contributions

Employer and employee contribution rates are set by MGL. The Commonwealth recognizes its share of the costs on an actuarial basis. As of June 30, 2022 and 2021 and as of the valuation dates (January 1, 2021 and 2020), participants contributed 0% to 20% of premium costs, depending on the date of hire and whether the participant's status is active, retired, or survivor. As part of the fiscal year 2010 General Appropriation Act, all active employees pay an additional 5% of premium costs.

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Notes to the Financial Statements - Continued

June 30, 2022 and 2021

The Massachusetts General Laws governing employer contributions to SRBT determine whether entities are billed for OPEB costs. Consequently, SRBT developed an effective contribution methodology which allocates total actual contributions amongst the employers in a consistent manner (based on an employer's share of total covered payroll). The College is required to contribute based on Massachusetts General Laws; the rate was 7.65% and 7.70% of annual covered payroll for the fiscal years ended June 30, 2022 and 2021, respectively. The College contributed approximately \$100,000 and \$125,000 for the fiscal years ended June 30, 2022 and 2021, respectively, equal to 100% of the required contribution for the years.

OPEB Liabilities, OPEB Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB

At June 30, 2022 and 2021, the College reported a liability of \$3,660,564 and \$5,678,690, respectively, for its proportionate share of the net OPEB liability related to its participation in SRBT. The net OPEB liability was measured as of June 30, 2021 and 2020, and the total OPEB liability used to calculate the net OPEB liability was determined by an actuarial valuation as of January 1, 2020. The College's proportion of the net OPEB liability was based on its share of the Commonwealth's collective OPEB amounts allocated on the basis of an effective contribution methodology which allocates total actual contributions amongst the employers in a consistent manner based on the College's share of total covered payroll for the fiscal years 2021 and 2020. The College's proportionate share was based on the actual employer contributions to the SRBT for fiscal years 2021 and 2020 relative to total contributions of all participating employers for the fiscal year. At June 30, 2022 and 2021, the College's proportion was 0.020% and 0.027%, respectively.

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Notes to the Financial Statements - Continued

June 30, 2022 and 2021

For the years ended June 30, 2022 and 2021, the College recognized OPEB income of approximately \$302,000 and OPEB expense of \$137,000, respectively. The College reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources at June 30.:

	<u>2022</u>	<u>2021</u>
<u>Deferred Outflows of Resources Related to OPEB</u>		
Net difference between projected and actual earnings on OPEB plan investments	\$ -	\$ 16,419
Changes in proportion from Commonwealth	4,104	8,606
Changes in proportion due to internal allocation	883,434	1,584,331
Differences between expected and actual experience	93,443	156,721
Changes of assumptions	307,428	467,650
Contributions subsequent to the measurement date	<u>100,463</u>	<u>124,789</u>
 Total deferred outflows related to OPEB	 <u>\$ 1,388,872</u>	 <u>\$ 2,358,516</u>
<u>Deferred Inflows of Resources Related to OPEB</u>		
Net difference between projected and actual earnings on OPEB plan investments	\$ 44,484	\$ -
Differences between expected and actual experience	644,376	140,169
Changes in proportion due to internal allocation	3,658,274	3,734,825
Changes in proportion from Commonwealth	15,899	19,286
Changes in plan actuarial assumptions	<u>720,088</u>	<u>548,826</u>
 Total deferred inflows related to OPEB	 <u>\$ 5,083,121</u>	 <u>\$ 4,443,106</u>

The College's contribution of approximately \$100,000 and \$125,000 made during the fiscal years 2022 and 2021, subsequent to the measurement date, will be recognized as a reduction of the net OPEB liability in the succeeding years.

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Notes to the Financial Statements - Continued

June 30, 2022 and 2021

Other amounts reported as deferred outflows of resources and deferred inflows of resources related to OPEB will be recognized as increases (decreases) in OPEB expense as follows:

Years Ending <u>June 30,</u>	
2022	\$ (923,631)
2023	(848,626)
2024	(843,980)
2025	(826,353)
2026	<u>(352,122)</u>
Total	<u>\$ (3,794,712)</u>

Actuarial Assumptions

The total OPEB liability for 2022 and 2021 was determined using the following actuarial assumptions, applied to all periods included in the measurement, unless otherwise specified:

	<u>2022</u>	<u>2021</u>
Measurement date	June 30, 2021	June 30, 2020
Inflation	2.50%	2.50%
Salary increases	Rates vary by years of service and group classification, consistent with SERS	Rates vary by years of service and group classification, consistent with SERS
Investment rate of return	7.00%, net of OPEB plan investment expense, including inflation	7.15%, net of OPEB plan investment expense, including inflation
Health care cost trend rates	Developed based on the most recent published SOA-Getzen trend rate model, version 2021_b. Medicare and non-medicare benefits range from 4.04% to 7.30%	Developed based on the most recent published GAO-Getzen trend rate model, version 2020_b. Medicare and non-medicare benefits range from 4.04% to 6.70%

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Notes to the Financial Statements - Continued

June 30, 2022 and 2021

The mortality rate was in accordance with RP-2014 Blue Collar Mortality Table projected with scale MP-2020 from the central year, with females set forward one year for both measurement dates June 30, 2021 and 2020.

The participation rates are actuarially assumed as below:

- 100% of all retirees who currently have health care coverage will continue with the same coverage, except that retirees under age 65 with POS/PPO coverage switch to Indemnity at age 65 and those over 65 with POS/PPO coverage switch to HMO.
- All current retirees, other than those indicated on the census data as not being eligible by Medicare, have Medicare coverage upon attainment of age 65, as do their spouses. All future retirees are assumed to have Medicare coverage upon attainment of age 65.
- 35% of employees currently opting out of active health coverage are assumed to elect to enroll in retiree coverage.
- 85% of current and future vested terminated participants will elect health care benefits at age 55, or if later, the participant's current age.
- Actives, upon retirement, take coverage, and are assumed to have the following coverage:

	<u>Retirement Age</u>		<u>Retirement Age</u>	
	<u>Under 65</u>	<u>Age 65+</u>	<u>Under 65</u>	<u>Age 65+</u>
Indemnity	28.0%	96.0%	28.0%	96.0%
POS/PPO	60.0%	0.0%	60.0%	0.0%
HMO	12.0%	4.0%	12.0%	4.0%

The actuarial assumptions used in the January 1, 2021 and 2020 valuations were based on the results of an actuarial experience study for the periods ranging July 1, 2018 and 2017 through December 31, 2019 and 2018, depending upon the criteria being evaluated.

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Notes to the Financial Statements - Continued

June 30, 2022 and 2021

As a result of these actuarial experience studies, the mortality assumption was adjusted in the January 1, 2021 and 2020 actuarial valuations to more closely reflect actual experience as a result of the recent experience studies completed by the Public Employee Retirement Administration Commission ("PERAC").

The long-term expected rate of return on OPEB plan investments was determined using a building-block method in which best-estimate ranges of expected future rates of return are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future rates of return by the target asset allocation percentage.

The SRBT is required to invest in the PRIT Fund. Consequently, information about SRBT's target asset allocation and long-term expected real rate of return as of June 30, 2022 and 2021 are the same as discussed in the Pension footnote (note 11).

Discount Rate

The discount rate used to measure the total OPEB liability at June 30, 2022 and 2021 was 2.77% and 2.28%, respectively. This rate was based on a blend of the Bond Buyer Index rate (2.16% and 2.21%) as of the measurement date and the expected rate of return. The OPEB plan's fiduciary net position was not projected to be available to make all projected future benefit payments for current plan members. The projected "depletion date", when projected benefits are not covered by projected assets, is 2041 and 2028 for the fiscal years 2022 and 2021, respectively. Therefore, the long-term expected rate of return on OPEB plan investments of 7.00% and 7.15% per annum, respectively, was not applied to all periods of projected benefit payments to determine the total OPEB liability.

Sensitivity of the College's Proportionate Share of the Net OPEB Liability to Changes in the Discount Rate

The following presents the College's proportionate share of the net OPEB liability, as well as what the College's proportionate share of the net OPEB liability would be if it were calculated using a discount rate that is one-percentage-point lower or one-percentage-point higher than the current discount rate at June 30,:

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Notes to the Financial Statements - Continued

June 30, 2022 and 2021

	1.00% Decrease	June 30, 2022	1.00% Increase
	1.77%	Discount Rate	3.77%
		2.77%	
Net OPEB liability	\$ 4,348,721	\$ 3,660,564	\$ 3,106,267

	1.00% Decrease	June 30, 2021	1.00% Increase
	1.28%	Discount Rate	3.28%
		2.28%	
Net OPEB liability	\$ 6,824,199	\$ 5,678,690	\$ 4,773,599

The following presents the College's proportionate share of the net OPEB liability, as well as what the College's proportionate share of the net OPEB liability would be if it were calculated using health care cost trend rates that are one-percentage-point lower or one-percentage-point higher than the current health care cost trend rates:

2022		
1.00% Decrease	Current Health Care	1.00% Increase
(B)	Cost Trend Rate	(C)
	(A)	
\$ 2,997,249	\$ 3,660,564	\$ 4,525,086

2021		
1.00% Decrease	Current Health Care	1.00% Increase
(B)	Cost Trend Rate	(C)
	(A)	
\$ 4,612,411	\$ 5,678,690	\$ 7,095,335

- (A) - Current healthcare cost trend rate, as disclosed in the actuarial assumptions
- (B) - 1-percentage decrease in current health care cost trend rate, as disclosed in the actuarial assumptions
- (C) - 1-percentage increase in current health care cost trend rate, as disclosed in the actuarial assumptions

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Notes to the Financial Statements - Continued

June 30, 2022 and 2021

Note 14 - **Other Fringe Benefits**

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.

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 number of municipalities as an agent multiple employer program, accounted for as an agency fund activity of the Commonwealth, not the College.

The GIC is a quasi-independent state agency governed by a seventeen-member body (the "Commission") appointed by the Governor. The GIC is located administratively within the Executive Office of Administration and Finance, and it is responsible for providing health insurance and other benefits to the Commonwealth's employees and retirees and their survivors and dependents. During the fiscal years ended June 30, 2022 and 2021, the GIC provided health insurance for its members through indemnity, PPO, and HMO plans. The GIC also administers carve-outs for pharmacy, mental health, and substance abuse benefits for certain health plans. In addition to health insurance, the GIC sponsors life insurance, long-term disability insurance (for active employees only), dental and vision coverage (for employees not covered by collective bargaining), retiree discount vision and dental plans, and a pretax health care spending account and dependent care assistance program (for active employees only).

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Notes to the Financial Statements - Continued

June 30, 2022 and 2021

Other Retirement Plans

The employees of the College can elect to participate in two defined contribution plans offered and administered by the Massachusetts Department of Higher Education – an IRC 403(b) Tax-Deferred Annuity Plan and an IRC 457 Deferred Compensation SMART Plan. Employees can contribute by payroll deduction a portion of before-tax salary into these plans up to certain limits. The College has no obligation to contribute to these plans and no obligation for any future payout.

Note 15 - 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.

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Notes to the Financial Statements - Continued

June 30, 2022 and 2021

Risk Management

The College participates in the various programs administered by the Commonwealth for property, general liability, automobile liability and workers' compensation. The Commonwealth is self-insured for employees' workers' compensation, casualty, theft, tort claims, and other losses. Such losses, including estimates of amounts incurred but not reported, are obligations of the Commonwealth. For workers' compensation, the Commonwealth assumes the full risk of claims filed under a program managed by the Human Resources Division. For personal injury or property damages, Massachusetts General Laws limit the risk assumed by the Commonwealth to \$100,000 per occurrence, in most circumstances.

Note 16 - Massachusetts Management Accounting and Reporting System

Section 15C of Chapter 15A of the Massachusetts General Laws requires Commonwealth Colleges and Universities to report activity of campus-based funds to the Comptroller of the Commonwealth on the Commonwealth's Statewide Accounting System, Massachusetts Management Accounting and Reporting System ("MMARS"), on the statutory basis of accounting. The statutory basis of accounting is a modified accrual basis of accounting and differs from the information included in these financial statements. Management believes the amounts reported on MMARS meet the guidelines of the Comptroller's *Guide for Higher Education Audited Financial Statements*.

No timing differences occurred where the College had additional revenue that was reported to Massachusetts Management Accounting and Reporting System ("MMARS") after June 30, 2022 and 2021 (unaudited).

Note 17 - Pass-Through Grants

The College distributed \$1,334,439 and \$1,493,860 during 2022 and 2021, 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.

CAPE COD COMMUNITY COLLEGE
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Notes to the Financial Statements - Continued

June 30, 2022 and 2021

Note 18 - **Subsequent Events**

Management has evaluated the activity of the College through October 11, 2022, the date these financial statements were available for issuance, and has concluded that no events have occurred that would require recognition in the financial statements or disclosures in the notes to the financial statements.

REQUIRED SUPPLEMENTARY INFORMATION

CAPE COD COMMUNITY COLLEGE
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Schedule of Proportionate Share of Net Pension Liability (Unaudited)

Massachusetts State Employees' Retirement System

Year ended	June 30, 2022	June 30, 2021	June 30, 2020	June 30, 2019	June 30, 2018	June 30, 2017	June 30, 2016	June 30, 2015
Measurement date	June 30, 2021	June 30, 2020	June 30, 2019	June 30, 2018	June 30, 2017	June 30, 2016	June 30, 2015	June 30, 2014
Valuation date	January 1, 2021	January 1, 2020	January 1, 2019	January 1, 2018	January 1, 2017	January 1, 2016	January 1, 2015	January 1, 2014
Proportion of the collective net pension liability	0.020%	0.026%	0.028%	0.033%	0.030%	0.024%	0.043%	0.040%
Proportionate share of the collective net pension liability	\$ 2,084,879	\$ 4,413,150	\$ 4,074,332	\$ 4,422,643	\$ 3,796,847	\$ 3,281,453	\$ 4,845,997	\$ 2,976,652
College's covered payroll	\$ 1,621,033	\$ 1,974,112	\$ 2,298,905	\$ 2,595,034	\$ 2,326,231	\$ 1,808,307	\$ 2,565,242	\$ 2,974,086
College's proportionate share of the net pension liability as a percentage of its covered payroll	128.61%	223.55%	177.23%	170.43%	163.22%	181.47%	188.91%	100.09%
Plan fiduciary net position as a percentage of the total pension liability	77.54%	62.48%	66.28%	67.91%	67.21%	63.48%	67.87%	76.32%

The GASB pronouncement requiring the presentation of the information on this schedule became effective for years beginning after June 15, 2014 and is intended to provide data for the most recent ten years.

See accompanying notes to the required supplementary information.

CAPE COD COMMUNITY COLLEGE
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Schedule of Contributions - Pension (Unaudited)

Massachusetts State Employees' Retirement System

For the Years Ended June 30,

	<u>2022</u>	<u>2021</u>	<u>2020</u>	<u>2019</u>	<u>2018</u>	<u>2017</u>	<u>2016</u>	<u>2015</u>
Statutorily required contribution	\$ 211,540	\$ 237,644	\$ 277,955	\$ 277,248	\$ 305,695	\$ 231,460	\$ 170,885	\$ 266,529
Contributions in relation to the statutorily required contribution	<u>(211,540)</u>	<u>(237,644)</u>	<u>(277,955)</u>	<u>(277,248)</u>	<u>(305,695)</u>	<u>(231,460)</u>	<u>(170,885)</u>	<u>(266,529)</u>
Contribution (excess)/deficit	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
College's covered payroll	\$ 1,313,097	\$ 1,621,033	\$ 1,974,112	\$ 2,298,905	\$ 2,595,034	\$ 2,326,231	\$ 1,808,307	\$ 2,565,242
Contribution as a percentage of covered payroll	16.11%	14.66%	14.08%	12.06%	11.78%	9.95%	9.45%	10.39%

Notes:

Employers participating in the Massachusetts State Employees' Retirement System are required by MA General Laws, Section 32, to contribute an actuarially determined contribution rate each year.

The GASB pronouncement requiring the presentation of the information on this schedule became effective for years beginning after June 15, 2014 and is intended to provide data for the most recent ten years.

See accompanying notes to the required supplementary information.

CAPE COD COMMUNITY COLLEGE
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Schedule of Proportionate Share of Net OPEB Liability (Unaudited)

Massachusetts State Retirees' Benefit Trust

Year ended	June 30, 2022	June 30, 2021	June 30, 2020	June 30, 2019	June 30, 2018
Measurement date	June 30, 2021	June 30, 2020	June 30, 2019	June 30, 2018	June 30, 2017
Valuation date	January 1, 2021	January 1, 2020	January 1, 2019	January 1, 2018	January 1, 2017
Proportion of the collective net OPEB liability	0.020%	0.027%	0.044%	0.052%	0.042%
Proportionate share of the collective net OPEB liability	\$ 3,660,564	\$ 5,678,690	\$ 7,680,789	\$ 9,677,564	\$ 7,384,880
College's covered payroll	\$ 1,621,033	\$ 1,974,112	\$ 2,298,905	\$ 2,595,034	\$ 2,326,231
College's proportionate share of the net OPEB liability as a percentage of its covered payroll	225.82%	287.66%	334.11%	372.93%	317.46%
Plan fiduciary net position as a percentage of the total OPEB liability	10.70%	6.40%	6.96%	7.38%	5.39%

Notes:

The GASB pronouncement requiring the presentation of the information on this schedule became effective for years beginning after June 15, 2017 and is intended to provide data for the most recent ten years.

See accompanying notes to the required supplementary information.

CAPE COD COMMUNITY COLLEGE
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Schedule of Contributions - OPEB (Unaudited)

Massachusetts State Retirees' Benefit Trust

For the Year Ended June 30,

	<u>2022</u>	<u>2021</u>	<u>2020</u>	<u>2019</u>	<u>2018</u>
Statutorily required contribution	\$ 100,463	\$ 124,789	\$ 143,988	\$ 202,167	\$ 231,447
Contributions in relation to the statutorily required contribution	<u>(100,463)</u>	<u>(124,789)</u>	<u>(143,988)</u>	<u>(202,167)</u>	<u>(231,447)</u>
Contribution (excess)/deficit	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
College's covered payroll	\$ 1,313,097	\$ 1,621,033	\$ 1,974,112	\$ 2,298,905	\$ 2,595,034
Contribution as a percentage of covered payroll	7.65%	7.70%	7.29%	8.79%	8.92%

Notes:

Employers participating in the Massachusetts State Retirees' Benefit Trust are required by MA General Laws, Section 32, to contribute an actuarially determined contribution rate each year.

The GASB pronouncement requiring the presentation of the information on this schedule became effective for years beginning after June 15, 2017 and is intended to provide data for the most recent ten years.

See accompanying notes to the required supplementary information.

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Notes to the Required Supplementary Information - Pension (Unaudited)

For the Year Ended June 30, 2022

Note 1 - **Change in Plan Actuarial and Assumptions**

Measurement date – June 30, 2021

The investment rate of return changed from 7.15% to 7.00%. In conjunction with the investment rate of return changing, the discount rate was also changed to mirror the new investment rate of return.

The mortality rates were changed as follows:

- Pre-retirement mortality reflects RP-2014 Blue Collar Employees table projected generationally with Scale MP-2020, set forward 1 year for females
- Post-retirement mortality reflects RP-2014 Blue Collar Healthy Annuitant table projected generationally with Scale MP-2020, set forward 1 year for females
- For disabled retirees, mortality reflects the post-retirement mortality described above, set forward 1 year.

Measurement Date – June 30, 2020

The investment rate of return changed from 7.25% to 7.15%. In conjunction with the investment rate of return changing, the discount rate was also changed to mirror the new investment rate of return.

Measurement Date – June 30, 2019

The investment rate of return changed from 7.35% to 7.25%. In conjunction with the investment rate of return changing, the discount rate was also changed to mirror the new investment rate of return.

Measurement Date – June 30, 2018

The investment rate of return changed from 7.50% to 7.35%. In conjunction with the investment rate of return changing, the discount rate was also changed to mirror the new investment rate of return.

The mortality rate assumptions were changed as follows:

- Disabled members – the amount reflects the same assumptions as for superannuation retirees, but with an age set forward of one year

See Independent Auditors' Report.

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**Notes to the Required Supplementary Information - Pension (Unaudited) -
Continued**

For the Year Ended June 30, 2022

Measurement Date – June 30, 2017

The mortality rates were changed as follows:

- Pre-retirement – was changed from RP-2000 Employees table projected generationally with Scale BB and a base year of 2009 (gender distinct) to RP-2014 Blue Collar Employees Table projected generationally with Scale MP-2016 and set forward 1 year for females
- Post-retirement – was changed from RP-2000 Healthy Annuitant table projected generationally with Scale BB and a base year of 2009 (gender distinct) to RP-2014 Blue Collar Healthy Annuitant Table projected generationally with Scale MP-2016 and set forward 1 year for females
- Disability – did not change

Measurement Date – June 30, 2016

The assumption for salary increases changed from a range of 3.5% to 9.0%, depending on group and length of service, to a range of 4.0% to 9.0%, depending on group and length of service. Chapter 176 of the Acts of 2011 created a one-time election for eligible members of the Optional Retirement Plan (“ORP”) to transfer to the SERS and purchase service for the period while members of the ORP. As a result, the total pension liability of SERS increased by approximately \$400 million as of June 30, 2016.

Measurement Date – June 30, 2015

The discount rate to calculate the pension liability decreased from 8.0% to 7.5%.

In May 2015, Chapter 19 of the Acts of 2015 created an Early Retirement Incentive (“ERI”) for certain members of SERS who, upon election of the ERI, retired effective June 30, 2015. As a result, the total pension liability of SERS increased by approximately \$230 million as of June 30, 2015.

The mortality rates were changed as follows:

- Pre-retirement – was changed from RP-2000 Employees table projected 20 years with Scale AA (gender distinct) to RP-2000 Employees table projected generationally with Scale BB and a base year of 2009 (gender distinct)

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**Notes to the Required Supplementary Information - Pension (Unaudited) -
Continued**

For the Year Ended June 30, 2022

- Post-retirement – was changed from RP-2000 Healthy Annuitant table projected 15 years with Scale AA (gender distinct) to RP-2000 Healthy Annuitant table projected generationally with Scale BB and a base year of 2009 (gender distinct)
- Disability – was changed from RP-2000 table projected 5 years with Scale AA (gender distinct) set forward three years for males to RP-2000 Healthy Annuitant table projected generationally with Scale BB and a base year of 2015 (gender distinct)

See Independent Auditors' Report.

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Notes to the Required Supplementary Information – OPEB (Unaudited)

June 30, 2022

Note 1 - **Change in Plan Actuarial and Assumptions**

Fiscal year June 30, 2022

Assumptions:

Change in Per Capita Claims Costs

Per capita claims costs were updated to reflect lower-than-expected FY22 rates, driven primarily by an increase in expected Pharmacy Benefits Manager rebates.

Change in Medical Trend Rates

The medical trend rates were updated based on the SOA-Getzen trend rate model version 2021_b. The healthcare trend rates were updated to reflect short-term expectations based on a review of the Commonwealth's historical trend rates.

Change in Investment Rate

The investment rate of return decreased from 7.15% to 7.00%.

Change in Mortality Rates

The mortality projection scale was updated from MP-2016 to MP-2020.

Change in Discount Rate

The discount rate was increased to 2.77% (based upon a blend of the Bond Buyer Index rate (2.16%) as of the measurement date as required by GASB Statement 74.

Fiscal year June 30, 2021

Assumptions:

Change in Per Capita Claims Costs

Per capita claims costs were updated based on the changes in the underlying claims and benefit provisions.

Change in Medical Trend Rates

The medical trend rates were updated based on the SOA-Getzen trend rate model version 20920_b, the impact of the discontinuation of the ACA Health Insurer Fee and Excise Tax.

Change in Investment Rate

The investment rate of return decreased from 7.25% to 7.15%.

Change in Salary Scale

The salary scale assumption was updated from a constant 4% assumption to rates that vary by years of service and group classification, consistent with SERS.

See Independent Auditors' Report.

CAPE COD COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

**Notes to the Required Supplementary Information – OPEB (Unaudited) -
Continued**

June 30, 2022

Change in Discount Rate

The discount rate was decreased to 2.28% (based upon a blend of the Bond Buyer Index rate (2.21%) as of the measurement date as required by GASB Statement 74.

Fiscal year June 30, 2020

Assumptions:

Change in Inflation

The inflation rate decreased from 3.0% to 2.5%.

Change in Salary Assumptions

Salary decreased from 4.5% to 4.0%.

Change in Investment Rate

The investment rate of return decreased from 7.35% to 7.25%.

Change in Trend on Future Costs

The original healthcare trend rate decreased from 8.0% to 7.5%, which affects the high-cost excise tax.

Change in Discount Rate

The discount rate was decreased to 3.63% (based upon a blend of the Bond Buyer Index rate (3.51%) as of the measurement date as required by GASB Statement 74.

Fiscal year June 30, 2019

Assumptions:

Change in Trend on Future Costs

The healthcare trend rate decreased from 8.5% to 8.0%, which impacts the high cost excise tax.

Change in Mortality Rates

The following mortality assumption changes were made in the January 1, 2018 Actuarial Valuation:

- Disabled members – would reflect the same assumptions as for superannuation retirees, but with an age set forward of one year.

See Independent Auditors' Report.

CAPE COD COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Required Supplementary Information – OPEB (Unaudited) -
Continued

June 30, 2022

Change in Discount Rate

The discount rate was increased to 3.95% (based upon a blend of the Bond Buyer Index rate (3.87%) as of the measurement date as required by GASB Statement 74.

Fiscal year June 30, 2018

Assumptions:

Change in Discount Rate

The discount rate was increased to 3.63% (based upon a blend of the Bond Buyer Index rate (3.58%) as of the measurement date as required by GASB Statement 74. The June 30, 2016 discount rate was calculated to be 2.80%.

See Independent Auditors' Report.

**Independent Auditors' Report on Internal Control Over
Financial Reporting and on Compliance and Other Matters
Based on an Audit of Financial Statements Performed in
Accordance with *Government Auditing Standards***



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, 2022 and 2021, 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, 2022.

Report on 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") as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the College's internal control. Accordingly, we do not express an opinion on the effectiveness of the College's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

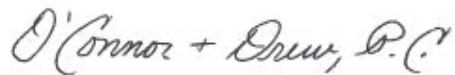
Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Report on 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 financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the College's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the College's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



**Certified Public Accountants
Braintree, Massachusetts**

October 11, 2022

APPENDIX C: AUDITOR'S MANAGEMENT STATEMENT

No Management letter was issued with 2022 Audited Financial Statement

APPENDIX D: INTERIM REPORT FORMS (DATA FORMS)

INTERIM REPORT FORMS GENERAL INFORMATION

Institution Name:

OPE ID:

Financial Results for Year Ending:		Annual Audit	
		Certified:	Qualified
		Yes/No	Unqualified
Most Recent Year			
1 Year Prior	2021		
2 Years Prior	2020		

Fiscal Year Ends on: (month/day)

Budget / Plans

Current Year	2023
Next Year	2024

Contact Person:

Title:

Telephone No:

E-mail address:

Standard 1: Mission and Purposes

Attach a copy of the current mission statement.

Document	Website Location	Date Approved by the Governing Board
Institutional Mission Statement	https://www.capecod.edu/strategicplan/	

Standard 2: Planning and Evaluation

PLANNING

Strategic Plans

- Immediately prior Strategic Plan
- Current Strategic Plan
- Next Strategic Plan

Year approved by governing board	Effective Dates	Website location
----------------------------------	-----------------	------------------

2020	2020-2025	https://www.capecod.edu/strategicplan/

Year completed	Effective Dates	Website location
----------------	-----------------	------------------

Other institution-wide plans*

- Master plan
- Academic plan
- Financial plan
- Technology plan
- Enrollment plan
- Development plan

2022		Reviewed by-semester and hosted internally

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

--	--	--	--

EVALUATION

Academic program review

Program review system (colleges and departments). System last updated:
 Program review schedule (e.g., every 5 years)

*Insert additional rows, as appropriate.

Website location
2022
Every academic year

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

Please attach to this form:

- 1) A copy of the institution's organization chart(s).

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

- Name of the sponsoring entity
- Website location of documentation of relationship

Governing Board

- By-laws
- Board members' names and affiliations

Website location
https://www.capecod.edu/boardoftrustees/
https://www.capecod.edu/boardoftrustees/

Please enter any explanatory notes in the box below

**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	1 year prior	Current year
			(FY20)	(FY21)	(FY22)
Main campus	West Barnstable, MA	1961	4,515	4,216	3,828
Other principal campuses					
Branch campuses (US)					
Other instructional locations (US)	*Plymouth, MA	2016	90	69	69
Other instructional locations (US)	*Bridgewater, MA	2018	24	49	59
Other instructional locations (US)	*Martha's Vineyard, MA	2014			16

Educational modalities

	Number of programs	Date First Initiated	Enrollment*		
			2 years prior	1 year prior	Current year
			(FY20)	(FY21)	(FY22)
Distance Learning Programs					
Programs 50-99% on-line	31 Associate Degree Programs		2,479	2,886	2,582
Programs 100% on-line	5 Associate Degree Programs				
Correspondence Education					
Low-Residency Programs					
Competency-based Programs					
Dual Enrollment Programs	1		248	336	294
Contractual Arrangements involving the award of credit					

*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 a fully online course (unduplicated).

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

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

Degree Level/ Location & Modality	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	24	479							503
Main Campus PT	173	940							1,113
Other Principal Campus FT	n/a	n/a							0
Other Principal Campus PT	n/a	n/a							0
Branch campuses FT	n/a	n/a							0
Branch campuses PT	n/a	n/a							0
Other Locations FT		40							40
Other Locations PT		89							89
Overseas Locations FT	n/a	n/a							0
Overseas Locations PT	n/a	n/a							0
Distance education FT	2	63							65
Distance education PT	1	192							193
Correspondence FT	n/a	n/a							0
Correspondence PT	n/a	n/a							0
Low-Residency FT	n/a	n/a							0
Low-Residency PT	n/a	n/a							0
Unduplicated Headcount Total	200	1,803	0	0	0	0	0	0	2,003
Total FTE	89	1085							1174
Enter FTE definition:									Total Credit Hours/1 5
Degrees Awarded, Most Recent Year	139	348							487

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

1. Other Locations: Students enrolled in Aviation Maintenance Technology and Funeral Services are included in this category.
2. Distance Education: The College offers programs that can be completed online, but students do not enroll in online programs. Students who took only online courses in Fall 2022 and were enrolled in programs that can be completed online are included in this category.

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

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

Degree Level/ Location & Modality	Title IV-Eligible Certificates: Students Seeking Certificates	Non-Matriculated Students	Visiting Students	Total Non-degree-Seeking	Total degree-seeking (from previous page)	Grand total	
Main Campus FT	** Students enrolled in certificate programs are included as degree-seeking students. Please refer to Data First Form Standard 4 - Summary Degree Seeking	21		21		21	
Main Campus PT		312		312		312	
Other Principal Campus FT				0		0	
Other Principal Campus PT				0		0	
Branch campuses FT				0		0	
Branch campuses PT				0		0	
Other Locations FT				0		0	
Other Locations PT				0		0	
Overseas Locations FT				0		0	
Overseas Locations PT				0		0	
Distance education FT				0		0	
Distance education PT				0		0	
Correspondence FT				0		0	
Correspondence PT				0		0	
Low-Residency FT				0		0	
Low-Residency PT				0		0	
Unduplicated Headcount Total			333	0	333		333
Total FTE			121.00		121		121.00
Enter FTE definition:							Total Credit Hours/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 students enrolled in non-credit programs (ACCESS and Project Forward) and students enrolled in the non-credit Center for Corporate and Professional Education in Fall 2022.
 **Of the 200 students enrolled in certificate programs in Fall 2022, 176 are enrolled in Title IV-Eligible Certificate programs. Of the 139 certificates awarded in FY 2022, 129 were in Title IV-Eligible Certificate programs.

**Standard 4: The Academic Program
(Headcount by UNDERGRADUATE Program Type)**

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
For Fall Term, as of Census Date	(Fall 2019)	(Fall 2020)	(Fall 2021)	(Fall 2022)	(Fall 2023)
Certificate	199	211	214	200	204
Associate	2241	2041	1926	1803	1839
Baccalaureate	-				
Total Undergraduate	2,440	2,252	2,140	2,003	2,043

**Standard 4: The Academic Program
(Headcount by GRADUATE Program Type)**

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
For Fall Term, as of Census Date	(Fall 2019)	(Fall 2020)	(Fall 2021)	(Fall 2022)	(Fall 2023)
Master's	-				
Doctorate	-				
First Professional	-				
Other	-				
Total Graduate	0	0	0	0	0

**Standard 4: The Academic Program
(Credit Hours Generated at the Undergraduate and Graduate Levels)**

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
For Fall Term, as of Census Date	(Fall 2019)	(Fall 2020)	(Fall 2021)	(Fall 2022)	(Fall 2023)
Undergraduate (Degree-Seeking)	21969	20373	19577	17623	17975
Graduate	-				
Total	21,969	20,373	19,577	17,623	17,975

**Standard 4: The Academic Program
(Information Literacy sessions)**

Main campus					
Sessions embedded in a class	57			20	35
Free-standing sessions	7				5
Branch/other locations					
Sessions embedded in a class	2				5
Free-standing sessions	0				1
Online sessions	0	25	22	5	10
URL of Information Literacy Reports					

Please enter any explanatory notes in the box below

* The Fall census data is a snapshot of data extracted at the end of the third week after classes begin. The Fall census data does not capture all the instructional activities that occurred during the fall term.

**Standard 5: Students
(Admissions, Fall Term)**

Credit Seeking Students Only Including Continuing Education

	3 Years Prior (Fall 2019)	2 Years Prior (Fall 2020)	1 Year Prior (Fall 2021)	Current Year (Fall 2022)	Goal (specify year) (Fall 2023)
Freshmen - Undergraduate					
Completed Applications	1,183	1,181	1,057	951	970
Applications Accepted	1,000	1,034	1,016	919	937
Applicants Enrolled	560	498	488	445	454
% Accepted of Applied	84.5%	87.6%	96.1%	96.6%	96.6%
% Enrolled of Accepted	56.0%	48.2%	48.0%	48.4%	48.4%
Percent Change Year over Year					
Completed Applications	n/a	-0.2%	-10.5%	-10.0%	2.0%
Applications Accepted	n/a	3.4%	-1.7%	-9.5%	2.0%
Applicants Enrolled	n/a	-11.1%	-2.0%	-8.8%	2.0%
Average of statistical indicator of aptitude of enrollees: (define below)					
Open Admissions*					
Transfers - Undergraduate					
Completed Applications	644	721	600	578	590
Applications Accepted	509	557	469	477	487
Applications Enrolled	248	267	190	242	247
% Accepted of Applied	79.0%	77.3%	78.2%	82.5%	82.5%
% Enrolled of Accepted	48.7%	47.9%	40.5%	50.7%	50.7%
Readmits - Undergraduate					
Completed Applications	648	656	598	569	580
Applications Accepted	501	535	490	486	496
Applications Enrolled	270	283	241	269	274
% Accepted of Applied	77.3%	81.6%	81.9%	85.4%	85.4%
% Enrolled of Accepted	53.9%	52.9%	49.2%	55.3%	55.3%
Master's Degree					
Completed Applications					
Applications Accepted					
Applications Enrolled					
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-
First Professional Degree					
Completed Applications					
Applications Accepted					
Applications Enrolled					
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-
Doctoral Degree					
Completed Applications					
Applications Accepted					
Applications Enrolled					
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-

* 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	2 Years	1 Year	Current	Goal
		Prior	Prior	Prior	Year	(specify year)
		(Fall 2019)	(Fall 2020)	(Fall 2021)	(Fall 2022)	(Fall 2023)
UNDERGRADUATE						
First Year	Full-Time Headcount	888	811	785	629	642
	Part-Time Headcount	2,019	1,899	1,725	1,707	1,741
	Total Headcount					
	Total FTE	1,657	1,559	1,447	1,296	1,322
Second Year	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	0	0	0	0	
	Total FTE					
Third Year	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	0	0	0	0	
	Total FTE					
Fourth Year	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	0	0	0	0	
	Total FTE					
Unclassified	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	0	0	0	0	
	Total FTE					
Total Undergraduate Students						
	Full-Time Headcount	888	811	785	629	642
	Part-Time Headcount	2,019	1,899	1,725	1,707	1,741
	Total Headcount	2,907	2,710	2,510	2,336	2,383
	Total FTE	1,657	1,559	1,447	1,296	1,322
	% Change FTE Undergraduate	n/a	-5.9%	-7.2%	-10.4%	2.0%
GRADUATE						
	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	0	0	0	0	
	Total FTE					
	% Change FTE Graduate	n/a	-	-	-	
GRAND TOTAL						
	Grand Total Headcount	2,907	2,710	2,510	2,336	2,383
	Grand Total FTE	1,657	1,559	1,447	1,296	1,322
	% Change Grand Total FTE	n/a	-5.9%	-7.2%	-10.4%	2.0%

Please enter any explanatory notes in the box below

* Fall enrollment numbers are based on Census data.
 **The Full-Time Equivalent (FTE) is determined by dividing the total number of credit hours by 15.

**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/financialaid/>

	(FY 2017)	(FY 2018)	(FY 2019)		
Three-year Cohort Default Rate	15.5	10.5	3.5		
Three-year Loan repayment rate (from College Scorecard)			*25 or 40%		
	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Goal (specify year)
	(FY 2020)	(FY 2021)	(FY 2022)	NA	NA

Student Financial Aid

Total Federal Aid	\$5,763,050	\$4,655,834	\$4,479,291		
Grants	\$3,647,512	\$3,139,573	\$3,061,080		
Loans	\$2,069,807	\$1,516,261	\$1,406,795		
Work Study	\$45,731	-	\$11,416		
Total State Aid	\$1,134,310	\$1,420,422	\$1,243,621		
Total Institutional Aid	\$948,474	\$861,310	\$788,535		
Grants	\$948,474	\$861,310	\$788,535		
Loans	-	-	-		
Total Private Aid	\$1,147,387	\$1,063,871	\$644,537		
Grants	\$796,885	\$817,944	\$520,415		
Loans	\$350,502	\$245,927	\$124,122		

Student Debt

Percent of students graduating with debt (include all students who graduated in this calculation)

Undergraduates	20%	24%	25%		
Graduates					
First professional students					

**For students with debt:

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

Undergraduates	\$14,058	\$13,349	\$12,987		
Graduates					
First professional students					

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

Undergraduates	\$9,199	\$7,759	\$7,326		
Graduate Students					
First professional students					

English as a Second/Other Language	1%	0%	1%		
English (reading, writing, communication skills)	1%	1%	1%		
Math	12%	8%	7%		
Other					

Please enter any explanatory notes in the box below

* We have 25% making repayment progress + 15% in deferment (usually in school).
Rate is from Scorecard effective October 2022.

** Debt numbers are substantially higher than NECHE 2018 due to a methodology change and the surge in private loans.

*** Cohort is defined as New Students (includes Degree and Non-Degree Seeking) in that academic year as defined at Census.

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

3 Years Prior (FY20)	2 Years Prior (FY21)	1 Year Prior (FY22)	Current Year (FY23)
----------------------------	----------------------------	---------------------------	------------------------

Number of Faculty by category

Full-time	71	66	67	66
Part-time (Day)	12	8	10	10
Adjunct (DCE)	138	120	127	96
Clinical (Day)	48	54	70	53
Research				
Visiting				
Other; specify below:				
Non-credit Part-time Instructors Project Forward/Hyannis	26	23	27	23
Total	295	271	301	248

Percentage of Courses taught by full-time faculty

--	--	--	--	--

Number of Faculty by rank, if applicable

Professor	33	31	30	30
Associate	20	26	28	25
Assistant	15	8	6	6
Instructor	3	1	3	5
Other; specify below:				
Total	71	66	67	66

Number of Academic Staff by category

Librarians	2	2	3	3
Advisors	3	3	3	
Instructional Designers				
Other; specify below:				
Part-time Prof Tutors	15	16	13	*
Part-time Prof Advisors	9	12	9	*
Part-time Prof Librarians	3	3	3	*
Total	32	36	31	3

Please enter any explanatory notes in the box below

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

3 Years Prior		2 Years Prior		1 Year Prior		Current Year	
(FY 20)		(FY 21)		(FY 22)		(FY 23)	
FT	PT	FT	PT	FT	PT	FT	PT

Number of Faculty Appointed

Professor						29	
Associate				2		27	
Assistant	3		1		5	5	
Instructor			1		2	5	
No rank							
Other							
Total	3	0	2	0	9	0	66

Number of Faculty in Tenured Positions

Professor	27		27		29	29	
Associate	14		14		16	17	
Assistant	1						
Instructor							
No rank							
Other							
Total	42	0	41	0	45	0	46

Number of Faculty Departing

Professor			1				
Associate			2		0		
Assistant	1		2		1	2	
Instructor							
No rank							
Other							
Total	1	0	5	0	1	0	2

Number of Faculty Retiring

Professor	2		1		2	2	
Associate			2		2	2	
Assistant							
Instructor	1						
No rank							
Other							
Total	3	0	3	0	4	0	4

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

	3 Years Prior			2 Years Prior			1 Year Prior			Current Year		
	(Fall 2019)			(Fall 2020)			(Fall 2021)			(Fall 2022)		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Instructional Staff	71	218	289	65	204	269	68	224	292	67	190	257
Research Staff	0	0	0	0	0	0			0	0		0
Public Service Staff	0	0	0	0	0	0			0	0		0
Librarians	2	2	4	1	2	3	0	2	2	2	2	4
Library Technicians	2	1	3	3	1	4	3	1	4	1	1	2
Archivists, Curators, Museum staff	0	0	0	0	0	0	0	0	0	0		0
Student and Academic Affairs	23	38	61	15	36	51	20	52	72	20	33	53
Management Occupations	28	0	28	34	0	34	35	0	35	34		34
Business and Financial Operations	3	0	3	2	0	2	0	0	0	0		0
Computer, Engineering and Science	15	4	19	14	3	17	12	2	14	14	2	16
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media	20	3	23	16	1	17	22	0	22	24		24
Healthcare Practitioners and Technical	0	0	0	0	0	0	0	0	0	0		0
Service Occupations	15	3	18	14	11	25	13	0	13	14		14
Sales and Related Occupations	0	0	0	0	0	0	0	0	0	0		0
Office and Administrative Support	33	26	59	45	24	69	45	25	70	46	23	69
Natural Resources, Construction, Maintenance	4	0	4	3	0	3	3	1	4	2	1	3
Production, Transportation, Material Moving			0	0	0	0	0	0	0	0		0
Total	216	295	511	212	282	494	221	307	528	224	252	476

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

Fiscal Year ends - month & day: (06/30)	2 Years Prior (FY20)	1 Year Prior (F21)	Most Recent Year	Percent Change 2 yrs-1 yr prior 1 yr-most recent	
ASSETS (in 000s)					
Cash and Short Term Investments	\$11,653	\$15,482	\$12,721	32.9%	-17.8%
Cash held by State Treasurer	\$954	\$1,280	\$1,400	34.2%	9.4%
Deposits held by State Treasurer				-	-
Accounts Receivable, Net	\$3,013	\$5,414	\$3,263	79.7%	-39.7%
Contributions Receivable, Net				-	-
Inventory and Prepaid Expenses	\$145	\$165	\$168	13.8%	1.8%
Long-Term Investments				-	-
Loans to Students				-	-
Funds held under bond agreement				-	-
Property, plants, and equipment, net	\$18,771	\$27,133	\$48,297	44.5%	78.0%
Other Assets	\$4,049	\$3,581	\$1,968	-11.6%	-45.0%
Total Assets	\$38,585	\$53,055	\$67,817	37.5%	27.8%
LIABILITIES (in 000s)					
Accounts payable and accrued liabilities	\$4,950	\$5,543	\$5,422	12.0%	-2.2%
Deferred revenue & refundable advances	\$306	\$2,506	\$747	719.0%	-70.2%
Due to state				-	-
Due to affiliates				-	-
Annuity and life income obligations				-	-
Amounts held on behalf of others				-	-
Long-term investments				-	-
Refundable government advances				-	-
Other long-term liabilities	\$16,001	\$15,534	\$15,063	-2.9%	-3.0%
Total Liabilities	\$21,257	\$23,583	\$21,232	10.9%	-10.0%
NET ASSETS (in 000s)					
Unrestricted net assets					
Institutional	(\$1,165)	\$2,526	\$410	-316.8%	-83.8%
Foundation	\$680	\$1,332	\$1,325	95.9%	-0.5%
Total	(\$485)	\$3,858	\$1,735	-895.5%	-55.0%
Temporarily restricted net assets					
Institutional	\$18,494	\$26,945	\$46,175	45.7%	71.4%
Foundation	\$18,573	\$21,367	\$13,822	15.0%	-35.3%
Total	\$37,067	\$48,312	\$59,997	30.3%	24.2%
Permanently restricted net assets					
Institutional				-	-
Foundation				-	-
Total	\$0	\$0	\$0	-	-
Total Net Assets	\$36,582	\$52,170	\$61,732	42.6%	18.3%
TOTAL LIABILITIES and NET ASSETS	\$57,839	\$75,753	\$82,964	31.0%	9.5%

Please enter any explanatory notes in the box below

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

Fiscal Year ends - month& day: (06/30)	3 Years Prior (FY20)	2 Years Prior (FY21)	Most Recently Completed Year (F22)	Current Year (FY23)	Next Year Forward (FY24)
OPERATING REVENUES (in 000s)					
Tuition and fees	\$13,624	\$12,833	\$11,616	\$11,700	\$11,817
Room and board					
Less: Financial aid	-\$5,663	-\$4,814	-\$4,998	-\$5,158	-\$5,210
Net student fees	\$7,961	\$8,019	\$6,618	\$6,542	\$6,607
Government grants and contracts	\$8,980	\$8,041	\$8,446	\$8,489	\$8,574
Private gifts, grants and contracts					
Other auxiliary enterprises	\$95	\$112	\$100	\$100	\$101
Endowment income used in operations					
Other revenue (specify): interest, commission, solar	\$2,007	\$1,984	\$2,088	\$1,449	\$1,463
Other revenue (specify): Transfers				\$1,600	\$1,616
Net assets released from restrictions					
Total Operating Revenues	\$19,043	\$18,156	\$17,252	\$18,180	\$18,361
OPERATING EXPENSES (in 000s)					
Instruction	\$16,864	\$16,220	\$15,483	\$14,747	\$14,894
Research					
Public Service	\$659	\$628	\$753	\$717	\$724
Academic Support	\$3,829	\$3,350	\$4,099	\$3,904	\$3,943
Student Services	\$6,738	\$6,880	\$7,141	\$6,802	\$6,870
Institutional Support	\$4,386	\$4,570	\$4,670	\$4,448	\$4,492
Fundraising and alumni relations					
Operation, maintenance of plant (if not allocated)	\$3,433	\$3,057	\$3,534	\$3,366	\$3,400
Scholarships and fellowships (cash refunded by public institution)	\$1,600	\$2,193	\$4,015	\$3,824	\$3,862
Auxiliary enterprises					
Depreciation (if not allocated)	\$1,313	\$1,348	\$1,862	\$1,900	\$1,919
Other expenses (specify):					
Other expenses (specify):					
Total operating expenditures	\$38,822	\$38,246	\$41,557	\$39,708	\$40,105
Change in net assets from operations	-\$19,779	-\$20,090	-\$24,305	-\$21,528	-\$21,744
NON OPERATING REVENUES (in 000s)					
State appropriations (net)	\$18,531	\$18,777	\$19,933	\$19,948	\$20,147
Investment return	\$139	\$32	\$27	\$22	\$22
Interest expense (public institutions)			-\$184		
Gifts, bequests and contributions not used in operations					
Other (specify): Foundation transfers	\$507	\$219	\$7,672	\$3,000	
Other (specify): HEERF/CARES Funding	\$1,220	\$3,538	\$6,141	\$0	\$0
Other (specify):					
Net non-operating revenues	\$20,397	\$22,566	\$33,589	\$22,970	\$20,170
Income before other revenues, expenses, gains, or losses	\$618	\$2,476	\$9,284	\$1,442	-\$1,574
Capital appropriations (public institutions)	\$1,867	\$9,667	\$6,678		
Other (specify):			\$1,250		
TOTAL INCREASE/DECREASE IN NET ASSETS	\$2,485	\$12,143	\$17,212	\$1,442	-\$1,574

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

FISCAL YEAR ENDS month & day (06/30)		3 Years Prior (FY20)	2 Years Prior (FY21)	Most Recently Completed Year (FY22)	Current Year (FY23)	Next Year Forward (FY24)
	Long-term Debt					
	Beginning balance	\$0	\$0	\$0	\$0	\$0
	Additions					
	Reductions					
	Ending balance	\$0	\$0	\$0	\$0	\$0
	Interest paid during fiscal year					
	Current Portion					
	Bond Rating					
	Debt Service Coverage Operating Income / (Annual Interest + Current Portion of Debt)					
	Debt to Net Assets Ratio Long-term Debt / Total Net Assets					
	Debt to Assets Ratio Long-term Debt / Total Assets					
<p>Debt Covenants: (1) Describe interest rate, schedule, and structure of payments; and (2) indicate whether the debt covenants are being met. If not being met, describe the specific covenant violation (i.e., requirement of the lender vs. actual achieved by the institution). Also, indicate whether a waiver has been secured from the lender and/or if covenants were modified.</p> <p>N/A</p>						
<p>Line(s) of Credit: List the institutions line(s) of credit and their uses.</p> <p>N/A</p>						
<p>Future borrowing plans (please describe).</p> <p>N/A</p>						

**Standard 7: Institutional Resources
(Supplemental Data)**

FISCAL YEAR ENDS month & day (06/30)	3 Years Prior (FY20)	2 Years Prior (FY21)	Most Recently Completed Year (FY22)	Current Year (FY23)	Next Year Forward (FY24)
NET ASSETS					
Net assets beginning of year	\$14,843	\$17,329	\$29,373	\$46,585	\$47,126
Total increase/decrease in net assets	\$2,486	\$12,044	\$17,212	\$541	\$541
Net assets end of year	\$17,329	\$29,373	\$46,585	\$47,126	\$47,667
FINANCIAL AID					
Source of funds					
Unrestricted institutional					
Federal, state and private grants	\$7,247	\$7,153	\$9,012	\$7,804	\$7,804
Restricted funds					
Total	\$7,247	\$7,153	\$9,012	\$7,804	\$7,804
% Discount of tuition and fees					
	41.6%	37.5%	43.0%	40.7%	40.7%
% Unrestricted discount					
Net Tuition Revenue per FTE	\$4	\$5	\$4	\$4	\$4
FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE					
Please indicate your institution's endowment spending policy:					
NA					
Please enter any explanatory notes in the box below.					

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

FISCAL YEAR ENDS month & day (06/30)		3 Years Prior (FY20)	2 Years Prior (FY21)	Most Recently Completed Year (FY22)	Current Year (FY23)	Next Year Forward (FY24)
CASH FLOW						
	Cash and Cash Equivalents beginning of year	\$5,578	\$6,363	\$16,762	\$14,121	\$15,956
	Cash Flow from Operating Activities	(\$14,425)	(\$13,334)	(\$19,847)	(\$15,202)	(\$15,354)
	Cash Flow from Investing Activities	(\$305)	\$6,144	(\$13,420)	(\$2,900)	(\$2,929)
	Cash Flow from Financing Activities	\$15,516	\$17,589	\$30,626	\$19,937	\$20,136
	Cash and Cash Equivalents end of year	\$6,364	\$16,762	\$14,121	\$15,956	\$17,809
LIQUIDITY RATIOS						
	Current Assets	\$15,765	\$22,341	\$17,552	\$18,553	\$18,553
	Current Liabilities	\$4,301	\$6,903	\$5,351	\$5,518	\$5,518
	Current Ratio	3.67	3.24	3.28	3.36	3.36
	Days Cash on Hand ((Cash and Cash Equivalents / [Operating Expenses + Depreciation and other noncash expenses]) / 365)	59.83	159.97	124.03	146.67	162.08
Please enter any explanatory notes in the box below that may impact the institution's cash flow.						
Has the institution needed to access its restricted net assets or liquidate other financial assets to fund operations? If so, please describe and indicate when approvals (if required) were obtained from the state's authority.						
No.						
Please enter any explanatory notes in the box below.						
Note: all data reported in thousands (000's).						

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

Student Success Measures/ Prior Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FY19)	(FY20)	(FY21)	(FY22)	(FY23)
IPEDS <u>Retention</u> Data					
Associate degree students - First Time Full Time	61%	55%	53%	53%	55%
Associate degree students - First Time Part Time	46%	36%	39%	46%	41%
Bachelors degree students					
IPEDS <u>Graduation</u> Data (150% of time)					
Associate degree students	24%	16%	27%	23%	22%
Bachelors degree students					
IPEDS <u>Outcomes Measures</u> Data					
First-time, full time students					
Awarded a degree within six years	26%	32%	30%	33%	32%
Awarded a degree within eight years	27%	35%	31%	34%	34%
Not awarded within eight years but still enrolled	2%	2%	1%	3%	2%
First-time, part-time students					
Awarded a degree within six years	14%	17%	15%	17%	17%
Awarded a degree within eight years	15%	19%	17%	19%	19%
Not awarded within eight years but still enrolled	2%	2%	3%	1%	2%
Non-first-time, full-time students					
Awarded a degree within six years	34%	38%	40%	39%	40%
Awarded a degree within eight years	36%	40%	40%	41%	41%
Not awarded within eight years but still enrolled	2%	1%	2%	0%	2%
Non-first-time, part-time students					
Awarded a degree within six years	35%	41%	38%	41%	41%
Awarded a degree within eight years	36%	43%	40%	41%	42%
Not awarded within eight years but still enrolled	2%	2%	2%	1%	2%
Other Undergraduate Retention/Persistence Rates (Add definitions/methodology in #1 below)					
1					
2					
Other Undergraduate Graduation Rates (Add definitions/methodology in # 2 below)					
1					
2					
Definition and Methodology Explanations					
1					
2					

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

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

Category of Student/Outcome Measure	Bachelor Cohort Entering		Associate Cohort Entering	
	6 years ago	4 years ago	6 years ago	4 years ago
First-time, Full-time Students	Cohort			
			F2015	Cohort F2017
Degree from original institution	n/a	n/a	29%	20%
Not graduated, still enrolled at original institution	n/a	n/a	2%	8%
Degree from a different institution	n/a	n/a	n/a	n/a
Transferred to a different institution	n/a	n/a	24%	21%
Not graduated, never transferred, no longer enrolled	n/a	n/a	44%	51%
First-time, Part-time Students				
Degree from original institution	n/a	n/a	18%	10%
Not graduated, still enrolled at original institution	n/a	n/a	4%	11%
Degree from a different institution	n/a	n/a	n/a	n/a
Transferred to a different institution	n/a	n/a	22%	13%
Not graduated, never transferred, no longer enrolled	n/a	n/a	56%	66%
Non-first-time, Full-time Students				
Degree from original institution	n/a	n/a	38%	29%
Not graduated, still enrolled at original institution	n/a	n/a	2%	5%
Degree from a different institution	n/a	n/a	n/a	n/a
Transferred to a different institution	n/a	n/a	26%	26%
Not graduated, never transferred, no longer enrolled	n/a	n/a	34%	39%
Non-first-time, Part-time Students				
Degree from original institution	n/a	n/a	46%	42%
Not graduated, still enrolled at original institution	n/a	n/a	4%	5%
Degree from a different institution	n/a	n/a	n/a	n/a
Transferred to a different institution	n/a	n/a	15%	17%
Not graduated, never transferred, no longer enrolled	n/a	n/a	35%	36%

Measures of Student Achievement and Success/Institutional Performance and Goals					
	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FY19)	(FY20)	(FY21)	(FY22)	(FY23)
Success of students pursuing higher degrees (add more rows as needed; add definitions/methodology in #1 below)	N/A	N/A	N/A	N/A	N/A
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)	N/A	N/A	N/A	N/A	N/A
Definition and Methodology Explanations					

**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
	(FY19)	(FY20)	(FY21)	(FY22)

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
Nursing NCLEX-RN (first-time)	62	52	85	82	71	59	70	61
National Board Dental Hygiene Exam (NBDHE)	22	19	25	18	20	15	21	18
NBDHE (2nd attempt)					5	3	3	3
American Board of Dental Examiners (ADEX) First time							21	19
a. PTEC (Patient Treatment Clinical Exam)	22	18	25	21	20	20	21	19
b. CSCE (Computerized Simulated Clinical Examination)	22	22	25	25	20	19	21	21
ADEX - 2nd attempts								
a. PTEC (Patient Treatment Clinical Exam)							2	2
b. CSCE (Computerized Simulated Clinical Examination)					1	1		
Medical Assisting AAMA, CMA or CCMA	12	11	2	2	8	5	5	5

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	19	19	24	24	3	3		
FAA Powerplant Certification	18	18	23	23	2	2		
National Board Exam (Funeral Services)	6	5	0	0	0	0	2	2

Job Placement Rates									
Major/time period	*	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs
1. All graduates who responded to the Graduate Survey		93	72	134	108	115	81	n/a	
2. Survey is conducted one year after graduation: 2022 is not available									

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

Web location of gainful employment report (if applicable)

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

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)
	(FY19)	(FY20)	(FY21)	(FY22)	(FY23)
Completion Rates***					
CTADA-Alcohol/Substance Abuse Counselor I	****	****	****	10%	****
CTADC-Alcohol/Substance Abuse Counselor II	n/a	****	****	****	****
CTBKC-Bookkeeping Clerk Certificate	n/a	****	****	****	****
CTCAO-Culinary Arts I	33%	****	****	****	****
CTCMG-Construction Management	n/a	n/a	n/a	****	****
CTCOR-Corrections	n/a	****	n/a	****	****
CTCPA-Computerized Accounting Certificate	n/a	****	****	****	****
CTCSV-Customer Service	n/a	n/a	n/a	****	****
CTCTH-Construction Technology	****	****	****	****	****
CTDTE-Diagnostic Technician	50%	****	90%	****	****
CTECI-Early Childhood Education Infant and Toddler	****	****	****	****	****
CTECP-Early Childhood Education Preschool	****	****	****	****	****
CTEIE-Engineering Innovation and Entrepreneurship	n/a	n/a	****	n/a	****
CTENT-Engineering Technology	n/a	****	****	n/a	****
CTFOD-Fire Science Fire Officer Development	n/a	****	****	n/a	****
CTGDC-Graphic Design	****	****	****	****	****
CTHOR-Horticulture	****	****	****	****	****
CTHRT-Horticulture Technician	n/a	****	****	****	****
CTHUS-Human Services	****	****	****	****	****
CTITA-Administrative Assistant - General Office Administration	****	****	****	****	****
CTITD-Information Technology Database Design	****	n/a	n/a	n/a	****
CTITM-Administrative Assistant - Medical Office Administration	****	n/a	****	****	****
CTITW-Information Technology Web Site Design and Development	****	****	n/a	n/a	****
CTLAW-Law Enforcement	****	****	****	****	****
CTLCT-Horticulture Landscape Construction Technical	****	****	****	****	****
CTLMT-Horticulture Landscape Maintenance Technician	****	n/a	****	****	****

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

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)
	(FY19)	(FY20)	(FY21)	(FY22)	(FY23)
CTMCB-Medical Coding & Billing Certificate	****	29%	33%	****	****
CTMEA-Medical Assisting	****	****	****	77%	85%
CTMER-Medical Receptionist Certificate	****	****	****	****	****
CTMIN-Medical Interpreter	****	****	n/a	****	****
CTNET-Information Technology Networking	****	****	n/a	****	****
CTPAR-Paralegal	****	****	****	36%	****
CTPCS-Programming for Computer Science	n/a	****	n/a	n/a	****
CTPME-Paramedic	7%	7%	****	****	****
CTRMA-Robotics and Manufacturing Automation	n/a	****	****	n/a	****

Placement Rates

1.					
2.					

Please enter any explanatory notes in the box below

*NCLEX-RN first time pass rates provided by National Council of State Boards of Nursing (NCSBN) are based on calendar year. NBDHE and ADEX data reported based on graduation year which coincides with fiscal year, most students take the exams shortly after program completion.
 NBE for funeral service is not required in MA or VT, so rate of test takers is low. MA does not provide programs with state testing results.
 **FAA Airframe and Powerplant certification data reported based on the student cohort end date occurring within the fiscal year. Data represents students who took and passed the certification exams (written, oral & practical components). The program is working on finding a reliable way to track when the exam components are attempted, but not passed.
 ***The completion rate represents the percentage of new students who have received a certificate within four years following their initial fall enrollment at the College.
 ****Completion rates are not calculated for cohorts with an enrollment of less than 10 students.

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

Student Success Measures/ Prior Performance and Goals	3 Years Prior (FY19)	2 Years Prior (FY20)	1 Year Prior (FY21)	Current Year (FY22)	Next Year Forward (goal) (FY23)
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*	79%	78%	78%	76%	
Retention rates	n/a	n/a	n/a	n/a	
Graduation rates	n/a	n/a	n/a	n/a	
Other measures, specify:					
Branch Campus and Instructional Locations (ASAMT & ASF SR, Add definitions/methodology in #5 below)					
Course completion rates	94%	85%	92%	91%	
Retention rates **	70%	61%	67%	69%	
Graduation rates***					
Other measures, specify:					
Definition and Methodology Explanations					
*Distance Education: This includes fully online courses only. Distance Education students are currently not a separate population. They enroll in a mixture of online and face-to-face courses. Therefore, retention and graduation rates cannot be calculated. ***Retention Rate (Fall to Spring Retention Rate): Percent of students who enrolled in consecutive fall and spring terms. ****Graduation Rates: Fall cohort numbers are too small to calculate rates.					

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

Policies	Last Updated	Website location where policy is posted	Responsible Office or Committee
Academic honesty	2020	https://www.capecod.edu/handbook/student-code-of-conduct/	Academic and Student Affairs
Intellectual property rights	2009	www.capecod.edu/media/capecodedu/content-assets/documents/student-handbook/copyright-intellectucual-property-policy.pdf	Academic and Student Affairs
Conflict of interest	2017	https://www.capecod.edu/procurement/procurement-details/	Finance and Operations
Privacy rights	2022	https://www.capecod.edu/ferpa/	Academic and Student Affairs
Fairness for students	2013	https://www.capecod.edu/policies/student-grievance-procedures/	Academic and Student Affairs
Fairness for faculty		https://catalog.capecod.edu/policies/2019-2020/faculty-responsibilities/index.html#mission	Academic and Student Affairs
Fairness for staff		https://www.capecod.edu/humanresources/	Human Resources
Academic freedom		https://www.capecod.edu/media/capecodedu/content-assets/documents/human-resources/MCCC_BHE_Day_Contract_2018-2021.pdf	Academic and Student Affairs
Research		NA	
Title IX	2021	https://www.capecod.edu/policies/sexual-harassment-policy/	Human Resources
Other; specify			

Non-discrimination policies

Recruitment and admissions	2021	https://www.capecod.edu/policies/sexual-harassment-policy/	Human Resources
Employment	2021	https://www.capecod.edu/policies/sexual-harassment-policy/	Human Resources
Evaluation		https://www.capecod.edu/policies/affirmative-action/	Human Resources
Disciplinary action	2022	https://www.capecod.edu/handbook/student-code-of-conduct/	Academic and Student Affairs
Advancement		https://www.capecod.edu/policies/affirmative-action/	Human Resources
Other; specify			

Resolution of grievances

Students	2013	https://www.capecod.edu/policies/student-grievance-procedures/	Academic and Student Affairs
Faculty	2021	https://www.capecod.edu/policies/affirmative-action/	Human Resources
Staff	2021	https://www.capecod.edu/policies/affirmative-action/	Human Resources
Other; specify			

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?	https://www.capecod.edu/publicrecords/
Notice of availability of publications and of audited financial statement or fair summary	https://www.capecod.edu/publicrecords/
Processes for admissions	https://www.capecod.edu/admissions/
Processes for employment	https://www.capecod.edu/humanresources/
Processes for grading	https://live-capecod.cleancatalog.io/grade-appeals-policy
Processes for assessment	https://www.capecod.edu/studentreadiness/
Processes for student discipline	https://live-capecod.cleancatalog.io/student-code-of-conduct
Processes for consideration of complaints and appeals	https://www.capecod.edu/policies/student-grievance-procedures/

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/powerfulprofiles/
Overview of College	https://live-capecod.cleancatalog.io/college-in-brief
Message from President	https://live-capecod.cleancatalog.io/presidents-welcome
Catalog	https://live-capecod.cleancatalog.io/
Open Admissions	https://live-capecod.cleancatalog.io/open-admissions
Institutional Mission and Objectives	https://live-capecod.cleancatalog.io/mission-and-vision-statements
Degrees & Certificates	https://live-capecod.cleancatalog.io/aa-associate-in-arts ; https://live-capecod.cleancatalog.io/aas-associate-in-applied-science ; https://live-capecod.cleancatalog.io/as-associate-in-science ; https://live-capecod.cleancatalog.io/local-certificate-requirements
General Education	https://live-capecod.cleancatalog.io/general-education-requirements
Institutional Student Learning Outcomes	https://live-capecod.cleancatalog.io/institutional-student-learning-outcomes
Status as public or independent institution, status as not-for-profit	https://live-capecod.cleancatalog.io/cape-cod-community-college
Requirements, procedures and policies re: admissions	https://live-capecod.cleancatalog.io/academic-polices-and-procedures
Requirements, procedures and polices re: transfer credit	https://live-capecod.cleancatalog.io/common-transfer-policy
Earning Certificate or degrees and/or transferring to another institution	https://live-capecod.cleancatalog.io/common-transfer-policy
Mass Transfer	https://live-capecod.cleancatalog.io/masstransfer
Advanced Degree Partners	https://www.capecod.edu/advanceddegrees/
Student Code of Conduct	https://live-capecod.cleancatalog.io/student-code-of-conduct
Student Handbook	https://www.capecod.edu/handbook/
Student Rights & Responsibilities	https://live-capecod.cleancatalog.io/student-rights-and-responsibilities
Student Grievance Procedure	https://www.capecod.edu/policies/student-grievance-procedures/
Academic Review, Probation, Dismissal Definitions	https://live-capecod.cleancatalog.io/academic-review https://live-capecod.cleancatalog.io/academic-probation https://live-capecod.cleancatalog.io/academic-dismissal
Academic Standing	https://live-capecod.cleancatalog.io/good-standingprobation

Date of last review of:	
Print publications	NA
Digital publications	Continuous

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

Information	Website location
Institutional catalog	https://live-capecod.cleancatalog.io/
Obligations and responsibilities of students and the institution	https://live-capecod.cleancatalog.io/student-rights-and-responsibilities
Information on admission and attendance	https://live-capecod.cleancatalog.io/student-rights-and-responsibilities
Institutional mission and objectives	https://www.capecod.edu/strategicplan/
Expected educational outcomes	https://www.capecod.edu/syllabi/
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	https://live-capecod.cleancatalog.io/cape-cod-community-college
Requirements, procedures and policies re: admissions	https://live-capecod.cleancatalog.io/open-admissions
Requirements, procedures and policies re: transfer credit	https://www.capecod.edu/transfer/
A list of institutions with which the institution has an articulation agreement	https://www.capecod.edu/transferagreements/
Student fees, charges and refund policies	https://live-capecod.cleancatalog.io/tuition-and-fees
Rules and regulations for student conduct	https://live-capecod.cleancatalog.io/student-code-of-conduct
Procedures for student appeals and complaints	https://www.capecod.edu/policies/student-grievance-procedures/
Other information re: attending or withdrawing from the institution	https://live-capecod.cleancatalog.io/withdrawal-policy
Academic programs	https://live-capecod.cleancatalog.io/degrees
Courses currently offered	https://live-capecod.cleancatalog.io/classes
Other available educational opportunities	https://www.capecod.edu/ccape/
Other academic policies and procedures	https://www.capecod.edu/handbook/academic-policies-and-regulations/
Requirements for degrees and other forms of academic recognition	https://www.capecod.edu/apply/special-admissions-requirements/
List of continuing faculty, indicating department or program affiliation, degrees held, and institutions granting them	https://www.capecod.edu/directory/
Names and positions of administrative officers	https://www.capecod.edu/about/about-4cs/senior-administration/
Names, principal affiliations of governing board members	https://www.capecod.edu/boardoftrustees/
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	https://www.capecod.edu/locations/
Programs, courses, services, and personnel not available in any given academic year.	NA
Size and characteristics of the student body	https://www.capecod.edu/about/about-4cs/
Description of the campus setting	https://www.capecod.edu/about/about-4cs/
Availability of academic and other support services	https://www.capecod.edu/support/
Range of co-curricular and non-academic opportunities available to students	https://www.capecod.edu/experience/
Institutional learning and physical resources from which a student can reasonably be expected to benefit	https://www.capecod.edu/experience/
Institutional goals for students' education	https://www.capecod.edu/strategicplan/
Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate	https://www.capecod.edu/student-data/
Total cost of education and net price, including availability of financial aid and typical length of study	https://live-capecod.cleancatalog.io/tuition-and-fees
Expected amount of student debt upon graduation and loan payment rates	https://www.capecod.edu/payingforcollege/net-price-calculator/
Statement about accreditation	https://live-capecod.cleancatalog.io/cape-cod-community-college

Please enter any explanatory notes in the box below

APPENDIX E: MAKING ASSESSMENT MORE EXPLICIT (E-SERIES FORMS)

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(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:	Institutional Student Learning Outcomes (ISLOs) are embedded in the general education curriculum and published in the 2022-23 Academic Catalog. https://live-capecod.cleancatalog.io/local-general-education-and-institutional-student-learning-outcomes		Assessment Committee Academic Departments Reports at College Meeting		
For general education if an undergraduate institution:					
Mathematics & Developmental Math	https://www.capecod.edu/degrees/aa-mathematics/	Homework Projects Quizzes Tests/Exams	Academic Departments	Corequisite courses in statistics and quantitative reasoning have been implemented. Students must earn a C- or higher in the prerequisite course for STEM math.	Spring 2019

				<p>The Accuplacer has been replaced with ALEKS PPL.</p> <p>The contact hours for MAT130, MAT150, and MAT120 have been reduced from 4 to 3.</p>	
Performing Arts	Performing Arts Concentration Cape Cod Community College (cleancatalog.io)	Exams, public and classroom performances, portfolio review, cooperative work experience, etc.	All of the current courses in this program are entry level for the field. Individual faculty assess to make sure students have developed the foundational skills necessary for transfer or entry into the field.	Recommendations from 2014 program review were largely not operationalized. Several courses have been retired due to budget constraints and the resulting limits on running low enrolled sections.	Comprehensive Program Review completed in 2014.
Program: Communication studies AA	Communication Concentration Cape Cod Community College (cleancatalog.io)	PRCA-24 (update) pre and post assessment of student communication apprehension scores: direct evidence of written work, scores on essay exams, research projects.	Faculty and 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
Program: Media Studies AA	https://live-capecod.cleancatalog.io/arts-communication/associate-in-arts/media-studies-concentration	Written Assignments Essay exams Research projects Digital portfolios in radio broadcasting classes	Faculty and Program Coordinator	Added Practicum – internship experience	2013-2014

Program: Radio and Podcasting Certificate	https://live-capecod.cleancatalog.io/arts-communication/certificate/radio-and-podcasting	Digital portfolios in radio broadcasting classes	Faculty and Program Coordinator	Added practicum internship experience course	This is a newly established certificate
Program: Social Media and Digital Marketing	https://live-capecod.cleancatalog.io/arts-communication/certificate/social-media-digital-marketing	Student capstone internship presentations	Faculty and Program coordinator	Added practicum internship experience course	This is a newly established certificate
Sociology	https://live-capecod.cleancatalog.io/social-sciencesbehavioral-sciences-and-human-services/associate-in-arts/sociologyanthropology	Quizzes Papers Exams	Faculty	Curriculum is reviewed every semester as are assignments to ensure the material is current.	Spring 2021
Anthropology	https://live-capecod.cleancatalog.io/social-sciencesbehavioral-sciences-and-human-services/associate-in-arts/sociologyanthropology	Exams Papers	Faculty	Curriculum is reviewed every semester as are assignments to ensure the material is current.	Spring 2021
History	https://live-capecod.cleancatalog.io/social-sciencesbehavioral-sciences-and-human-services/associate-in-arts/history-concentration	Quizzes Papers Research Projects Transfer to 4-year institutions data	Faculty	Increased focus on content and discipline specific skills (i.e. research)	Spring 2021
Human Services AA	https://live-capecod.cleancatalog.io/social-sciencesbehavioral-sciences-and-human-services/associate-in-arts/human-services	Capstone Course with minimum grade requirement Practicum Internship Portfolio	Program Coordinator Faculty Advisory Board	The curriculum is constantly reviewed and modified to meet current field standards Most assignments are graded with a rubric, and all assignments provide specific feedback to students. Frequent, on-going hands-on monitoring of student progress throughout their rime in the program.	One-year program review Spring 2021
Human Services Certificate	https://live-capecod.cleancatalog.io/social-sciencesbehavioral-sciences-and-human-services/certificate/human-services	Practicum Portfolio	Program Coordinator Faculty	1-2 field visits per semester were the previous requirement.	One-year program

			Advisory Board	Visits were stopped due to COVID. When they restart in Fall 2022, 1 field visit will be the recommendation.	review Spring 2021
Alcohol & Substance Abuse Counselor Assistant Certificate	https://live-capecod.cleancatalog.io/social-sciencesbehavioral-sciences-and-human-services/certificate/alcohol-and-substance-abuse	Practicum Portfolio	Program Coordinator Faculty Advisory Board	100-hr practicum meets their guidelines.	One-year program review Spring 2021
Alcohol and Substance Abuse Counselor Certificate	https://live-capecod.cleancatalog.io/social-sciencesbehavioral-sciences-and-human-services/certificate/alcohol-and-substance-abuse	Practicum Portfolio	Program Coordinator Faculty Advisory Board	Program under review due to continuously low student enrollment	2017-2018 Program Review
Computer Science Concentration	https://live-capecod.cleancatalog.io/engineering-sciences-applied-technology/associate-in-arts/computer-science-concentration	Exams, Quizzes, Research Papers, Projects. Advisory Board reviews. Internship and job placement surveys. Mass DHE Engineering Pathways discussions.	Faculty and Program Coordinator Industry Advisory Board, Bachelor of Science Articulation agreement discussions with UMass Engineering Departments (UMass Dartmouth, Lowell, Bridgewater State).	Course learning outcomes and descriptions are being reviewed for update.	Program review conducted in spring 2022.
Engineering Technology and Advanced Manufacturing	https://live-capecod.cleancatalog.io/engineering-sciences-applied-technology/associate-in-science/engineering-technology-advanced	Students take 3D solid modeling certification exam (external certification). Exams, Quizzes, Research Papers, Projects. Advisory Board reviews. Internship and job placement surveys. Mass DHE Engineering Pathways discussions.	Faculty and Program Coordinator Industry Advisory Board, Bachelor of Science Articulation agreement discussions with UMass Engineering Departments (UMass Dartmouth, Lowell, Bridgewater State).	The following courses have been added to the curriculum: ENR110 Engineering and Scientific Computing, ENR121 Introduction to Mechatronics. Comprehensive skill rubrics have been created for ENR103, ENR106, and ENR107. Rubrics are being implemented and reviewed for improvement.	Program review conducted in spring 2022.

IT: Cybersecurity Concentration	https://live-capecod.cleancatalog.io/engineering-sciences-applied-technology/associate-in-science/it-cybersecurity-concentration	Awarded Security Certifications through Exam Homework and Quizzes.	Faculty and Program Coordinator Industry Advisory Board,	New Program. Curriculum and exam requirements will be regularly reviewed to keep content and learning outcomes current and pertinent.	Program review conducted in spring 2022.
IT: Networking Concentration, Associate in Science	https://live-capecod.cleancatalog.io/engineering-sciences-applied-technology/associate-in-science/it-networking-concentration	Awarded Network Certifications, Exams, Homework, and Quizzes.	Faculty and Program Coordinator Industry Advisory Board,	New Program. Curriculum and exam requirements will be regularly reviewed to keep content and learning outcomes current and pertinent.	Program review conducted in spring 2022.
Information Technology Program	https://live-capecod.cleancatalog.io/engineering-sciences-applied-technology/associate-in-science/information-technology-program	Cooperative Work Experience Capstone Course	Faculty and Program Coordinator Industry Advisory Board	Curriculum changes are made to keep course and program current and pertinent.	Program review conducted in spring 2022.
Architectural Computer Drafting, Certificate	https://live-capecod.cleancatalog.io/engineering-sciences-applied-technology/certificate/architectural-computer-drafting	Exam Homework and Quizzes.	Faculty and Program Coordinator Industry Advisory Board, Bachelor of Science Articulation agreement discussions with UMass Engineering Departments (UMass Dartmouth, Lowell, Bridgewater State).	Course learning outcomes and descriptions are being reviewed for update.	Program review conducted in spring 2022.
Cybersecurity, Certificate	https://live-capecod.cleancatalog.io/engineering-sciences-applied-technology/certificate/cybersecurity	Awarded Security Certifications through Exam Homework and Quizzes.	Faculty and Program Coordinator Industry Advisory Board,	New Program. Curriculum and exam requirements will be regularly reviewed to keep content and learning outcomes current and pertinent.	Program review conducted in spring 2022.
Engineering Design and Digital Manufacturing, Certificate	https://live-capecod.cleancatalog.io/engineering-sciences-applied-technology/certificate/engineering-design-and-digital-manufacturing	Students take 3D solid modeling certification exam (external certification). Exams, Quizzes, Research Papers,	Faculty and Program Coordinator Industry Advisory Board, Bachelor of Science Articulation agreement discussions with UMass Engineering Departments (UMass Dartmouth,	Comprehensive skill rubrics have been created for ENR106, and ENR107. Rubrics are being implemented and reviewed for improvement.	Program review conducted in spring 2022.

		Projects. Advisory Board reviews. Internship and job placement surveys. Mass DHE Engineering Pathways discussions.	Lowell, Bridgewater State).		
Programming for Computer Science, Certificate	https://live-capecod.cleancatalog.io/engineering-sciences-applied-technology/certificate/programming-for-computer-science	Exams, Quizzes, Projects. Advisory Board reviews. Internship and job placement surveys. Mass DHE Engineering Pathways discussions.	Faculty and Program Coordinator Industry Advisory Board, Bachelor of Science Articulation agreement discussions with UMass Engineering Departments (UMass Dartmouth, Lowell, Bridgewater State).	Course learning outcomes and descriptions were updated.	Program review conducted in spring 2022.
Robotics and Manufacturing Automation, Certificate	https://live-capecod.cleancatalog.io/engineering-sciences-applied-technology/certificate/robotics-and-manufacturing-automation	Exams, Quizzes, Research Papers, Projects. Advisory Board reviews. Internship and job placement surveys. Mass DHE Engineering Pathways discussions.	Faculty and Program Coordinator Industry Advisory Board, Bachelor of Science Articulation agreement discussions with UMass Engineering Departments (UMass Dartmouth, Lowell, Bridgewater State).	Comprehensive skill rubrics have been created for ENR103. Rubric is being implemented and reviewed for improvement.	Program review conducted in spring 2022.
Web Design, Certificate	https://live-capecod.cleancatalog.io/engineering-sciences-applied-technology/certificate/web-design	Exam Homework and Quizzes.	Faculty and Program Coordinator	New Program. Curriculum and exam requirements will be regularly reviewed to keep content and learning outcomes current and pertinent.	Program review conducted in spring 2022.
Astronomy and Physics	https://live-capecod.cleancatalog.io/science/associate-in-arts/physics-concentration	Exams Projects Research papers	Faculty	Astronomy labs online. Physics labs on campus for Fall 2022.	2021-2022
Biology and Biotechnology	https://live-capecod.cleancatalog.io/science/associate-in-arts/biology-concentration https://live-capecod.cleancatalog.io/science/certificate/biotechnology	Assignments Quizzes Exams or tests Lab exams Research papers	Faculty	No online/ remote labs without departmental approval.	2021-2022

				New Biotechnology certificate and courses developed.	
Chemistry	https://live-capecod.cleancatalog.io/science/associate-in-arts/chemistry-concentration	Assignments Quizzes Exams Lab exams	Faculty	All labs on campus for Fall 2022	2021-2022
Environmental and Earth Sciences	https://live-capecod.cleancatalog.io/science/associate-in-arts/environmental-studies-concentration https://live-capecod.cleancatalog.io/science/associate-in-science/applied-economics-of-coastal-and-ocean-environments-blue-economy	Exams Lab skills Projects Research papers	Faculty	Environmental and Earth Science labs on campus for Fall 2022. Some environmental courses and certificates eliminated.	2021-2022
Horticulture	https://live-capecod.cleancatalog.io/science/certificate/horticulture	Exams Lab skills Projects	Faculty	Horticulture certificate reorganized. Some courses and certificates eliminated.	2021-2022
English	Language and Literature Cape Cod Community College https://live-capecod.cleancatalog.io/language-literature/associate-in-arts/english-concentration Program Outcomes are mapped to individual course outcomes and are published in the Program Review Student Learning Outcomes for each course can be found here	Research Papers Projects Common Assessment for ENL 101 and 102 Here is the five year plan for department assessment	Individually by course instructors Department wide common assessment annually at Assessment Day or Winter/Summer Faculty Institute	Curriculum changes to ENL 101 and ENL 102. Shared Moodle page was created for faculty to share resources, assignments, and rubrics. Department wide training participation in Universal Design for Learning and Diversity Equity and Inclusion training 5/6 full time faculty served as equity fellows. Review and workshop on equitable grading practices and changes to individual grading methods and policies. The department has created equity statements for their syllabi All full time faculty are now teaching with a HyFlex option- this	Five year program review was created in 2017/2018. We have moved to a yearly program review process and submitted this year's in May 2022

				allows students that can't come to campus to attend remotely.	
English for Speakers of Other Languages (ESOL)	Program Outcomes are mapped to individual course outcomes and are published in the Program Review Student Learning Outcomes for each course can be found here	Short research essays Essays Group common assessment among instructors	Faculty and the Department Chair. The coordinator position for ESOL was eliminated in 2020.	As a sub-section of the Department of Language and Literature, many, most of the changes mentioned above also apply to ESOL.	2017/2018 Now using yearly program review process
Developmental English	Program Outcomes are mapped to individual course outcomes and are published in the Program Review Student Learning Outcomes for each course can be found here		Faculty and the Reading and Writing Coordinator. Changes in developmental education due to implementation of ENL 101/108 paired course have decreased enrollment in developmental English from over 70% of students in at least one developmental English course in 2013 to less than 2% of students in 2019 and on.	New course ENL 025 was developed and paired with COL 101- The College Experience with a focus on skills mapped to required writing courses at CCCC.	2017/2018 Now using yearly program review process
Hospitality and Tourism Management	https://live-capecod.cleancatalog.io/business/associate-in-science/business-administration-program-hospitality-and-tourism-management	Homework Projects Internship	Program Coordinator Faculty Program Advisory Committee	Curriculum reviewed and expanded. Revised AS Hospitality & tourism Mgt degree. Three new courses were developed – Technology solutions for the Hospitality & tourism Industry, Hotel Industry Foundations & Analytics, and Blue Economy speaker Series. Added a new certificate program Hospitality & tourism Mgt.	Reviewed and expanded in 2022 to include expanded offerings and certificates.

Institutions selecting E1a should also include E1b.

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.
U.S. Department of Transportation-Federal Aviation Administration (FAA) (Airframe & Powerplant Certificates)	Programs started in 2016-2017. Current accreditation expired in September 26, 2022. The FAA has released the accreditation process to NECHE.	None	The program maintains a part 147 Air Agency Certificate to be kept at the Flight Standards District Office (FSDO) for documented future review of completed certification process. The file must contain the following: <ul style="list-style-type: none"> • 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 OpSpecs issued to AMTS • Copy of approved curriculum • List of instructors, their qualifications, and course to be taught • 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.
National Association for the Education of Young Children (NAEYC) (Early Childhood Education)	2021	Key assessment rubrics need to be updated to reflect current standards.	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.	2024

<p>Commission on Dental Accreditation (CODA) (Dental Hygiene)</p>	<p>2021</p>	<p>In 2021, the Commission on Dental granted the program the accreditation status of “approval without reporting requirements”.</p>	<p>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</p>	<p>The next site visit is scheduled for 2028.</p>
<p>Accreditation Commission for Education in Nursing (ACEN) (Nursing)</p>	<p>2017</p>	<p>The ACEN letter dated on 8/14/2017 granting continued accreditation to the associates nursing program identified the following: <u>Areas Needing Development:</u> 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.</p>	<p>The ACEN Self-Study report is based on five standards, and each provides specific details of the outcome to be met. The self-study outlines how the five standards are met: • Administration Capacity and Resources • Faculty and Staff • Students • Curriculum • 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. Annual Reports are provided yearly to the Massachusetts Board of Nursing Registration (BORN) and Accreditation Commission for Education in Nursing (ACEN). Faculty meet in May for 4 days to review, evaluate, implement changes as needed for the following academic year’s program’s systematic evaluation plan (SEP). Compilation of the program SEP is written in June “June year SEP”.</p>	<p>Spring 2025</p>
<p>American Board of Funeral Service Education (ABFSE) (Funeral Service)</p>	<p>2022</p>	<p>The ABFSE letter dated 4/14/2022 acknowledged the webpage updates, receipt of the program handbook, and receipt of the assessment data and an assessment plan, previously requested upon issuing initial accreditation in April 2021. The Committee on Accreditation (COA) determined the following: Areas Needing Development: It was difficult to determine how the elements of standards 10.1.2.c, 10.1.2.d and 10.1.2.e are incorporated into the plan. The COA expects submission of an updated assessment plan with the 2022 annual report (due February 15, 2023). The assessment plan shall clearly demonstrate use of student</p>	<p>The ABFSE Self-Study is based on thirteen standards. The self-study outlines how the 13 standards are met: 1. Structure, Organization, and Administration 2. Program learning outcomes 3. Administrative practices and ethical standards 4. Finance 5. Curriculum 6. Facilities 7. Library/learning resources 8. Students 9. Program planning and evaluation/assessment 10. Default rates in student loan program under title IV and compliance with title IV program responsibilities 11. Program length, tuition, and fees related to subject matter 12. Program length in credit hours Program assessment is continually reviewed and solicits external feedback from students, clinical instructors and sites to make program</p>	<p>Spring 2024</p>

		evaluations, supervisory evaluations and survey results for continuous program improvement.	improvements. Outcomes included performance on licensure exam, program completion, program satisfaction, and job placement	
Massachusetts Department of Higher Education- Approval for the Policy Career Incentive Pay Program (PCIPP) (Criminal Justice)	11/5/2021		Annual PCIPP report to DHE for approval of criminal justice program. It includes an update on enrollment, faculty, degrees awarded, online courses and evidence of how the program meets 15 criteria of quality standards.	2022

*Record results of key performance indicators in form 8.3 of the Data First Forms.

Institutions selecting E1b should also include E1a.

Cape Cod Community College Locations

West Barnstable Campus

2240 Iyannough Rd, West Barnstable, MA 02668

The Hyannis Center

540 Main St, Hyannis, MA 02601

Plymouth Municipal Airport

246 South Meadow Rd, Gate, 6 Building S3, Plymouth, MA 02360

Burnell Hall at Bridgewater State University

66 Hooper St, Bridgewater, MA 02325

Martha's Vineyard

100 Edgartown Vineyard Haven Road. Oak Bluffs, MA 02557

Online and Blended Learning

We offer online and hybrid courses every semester.



**CAPE COD
COMMUNITY
COLLEGE**

Powerful Futures Start Here

**2023 NECHE INTERIM
(FIFTH-YEAR)
ACCREDITATION REPORT**
capecod.edu