NORTH·SHORE
COMMUNITY COLLEGE
Real Opportunities

New England Association of Schools and Colleges (NEASC)

Fifth-Year Interim Report

INTRODUCTION

North Shore Community College's *Fifth-Year Interim Report* has come at an opportune time as the College celebrates its 50th anniversary and welcomes Dr. Patricia Gentile, the College's fourth president, who began her tenure in January 2014. Preparing the report has enabled the College to collectively assess its institutional successes and challenges since the 2009 comprehensive self-study and at the same time spotlight future directions for the College.

Drafting the report was an all-college enterprise which began in September 2013. At a meeting of the College's faculty and staff, the report's parameters and timeline were presented. Some faculty and staff volunteered to serve on committees while other members were approached to ensure balanced representation across committees. This all-college process involved more than seventy-five people, half of whom were faculty and professional staff. The development of the report was coordinated by three co-chairs: an English Department faculty member, a professional staff member from Student Enrollment Services, and an academic dean. Complementing each other's talents, the "triumvirate" worked collaboratively in sharing responsibilities and monitoring progress.

Members of the College involved in writing, reviewing, and guiding the report were structured into three tiers:

- The **Leadership Team** was made up of the co-chairs and administrators who evaluated, made decisions, and kept the report progress on target.
- The **Steering Committee** was composed of the co-chairs and the chairs of all subcommittees and provided a balanced perspective for the report.
- The **Subcommittees** wrote the majority of the report. They collected and analyzed data and then drafted and revised the segments of the report related to their Standards, including the areas of emphasis.

In preparation for their work, all committee members were given a packet of materials that included NEASC's *Standards for Accreditation*. Additionally, all committee members were invited to attend a workshop by Dr. Robert Froh. Report updates were shared with the College community throughout the academic year at Coordinating Council meetings (the principal governance committee at the College), Faculty/Staff meetings, and Board of Trustees meetings. Information was also provided in *The Bulletin*, the College's weekly newsletter. Further, a Google site was created to allow all faculty and staff, including those not on a committee, to read drafts and participate directly.

To provide consistency and coherence, a retired faculty member, who has participated in previous NSCC accreditation efforts, served as editor, working closely with the three co-chairs throughout the writing process. An administrative assistant provided support to the editor and the co-chairs, while also creating and managing the Google site.

Co-Chairs
Lisa Altomari, English Professor
Aillie J. McKeever, Disability Counselor
Laura M. Ventimiglia, Dean for Academic Assessment and Curriculum, Retired

The Leadership Team
Patricia A. Gentile, President

Maureen S. O'Neill, Interim Vice President for Academic Affairs; now Dean of Academic Affairs Special Projects
Karen A. Hynick, Current Vice President for Academic Affairs
Donna L. Richemond, Vice President for Student Enrollment Services; now Executive Director CommUniverCity/Lynn Chief Officer
Janice M. Forsstrom, Vice President for Administration and Finance
Madeline P. Wallis, Vice President for Human Resource Development
Sandra B. Edwards, Vice President for Institutional Advancement
Laurie J. LaChapelle, Director of Planning and Institutional Research

Steering Committee
Michael Badolato, Dean of Academic Technology
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Patricia Brown Viall, Dean of Business Sciences
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Gary Ham, Chief Information Officer for Information Systems
Laurie J. LaChapelle, Director of Planning & Research
Daniel O'Neill, Director of Student Support & Advising
Maureen S. O'Neill, Interim Vice President for Academic Affairs; now Dean of Academic Affairs Special Projects
Dianne Palter Gill, Dean of Workforce Development & Community Education
Karen L. Pangallo, Director of Library
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Richard R. Reney, Assistant Vice President of Facilities
Donna L. Richemond, Vice President of Student Enrollment Services; now Executive Director CommUniverCity/Lynn Chief Officer
Mariflor T. Uva, Assistant Vice President of Budget/Planning
Madeline P. Wallis, Vice President of Human Resource Development

Editor
Philip A. Sbaratta, Professor Emeritus of English

Administrative Assistant
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INSTITUTIONAL OVERVIEW

North Shore Community College (NSCC), founded in 1965 as the seventh community college in the fifteen college system of the Commonwealth of Massachusetts, serves nineteen primary service area cities and towns and another 10-15 secondary communities with four campuses in both urban and suburban communities in the center of the North Shore region. Providing comprehensive transfer, career, and vocational instruction, NSCC offers seventy-eight credit certificate and degree programs across five divisions: Business Sciences, Health Professions, Human Services, Liberal Studies, and Math, Science & Engineering. The College schedules credit and non-credit courses during the day and evening, as well as offering weekend and online programming. NSCC serves its students with an array of support services from advising to tutoring, disability services, and career placement. To facilitate transfer to the baccalaureate, the College maintains more than 194 articulation agreements with area colleges and universities as well as participation in the Mass Transfer block, guaranteeing full transfer of credits to qualified students within the State system of colleges and universities.

With a diverse student body that is more than 35% minority, NSCC's students reflect the shifting demographics of its region. The College educates more than 11,000 credit students annually, in more than 2,600 course sections, and offers noncredit community and workforce programming to an additional 5,000 students each year. Since its founding, the College has served more than 220,000 North Shore residents and conferred degrees and certificates to more than 36,000 alumni.

NSCC is governed by an eleven member Board of Trustees appointed by the Commonwealth's Governor. With five-year terms, Trustees are volunteers with no financial or business interest in the College. Additionally, a private Foundation Board of twenty members provides support for the institution. Internally, the College boasts a highly active governance system consisting of nine committees overseen by a Coordinating Council. Cross component committee membership is composed of appointed and elected members who serve for limited terms.

As NSCC prepares to celebrate its golden anniversary, many changes have occurred since the last NEASC visit. Significantly, the College has welcomed its fourth President, Dr. Patricia A. Gentile, and within this academic year, a new Vice President for Academic Affairs, Dr. Karen A. Hynick, was hired replacing the retired long-serving Vice President Mr. Paul M. Frydrych. Simultaneously, the College has embarked on its new Strategic Plan, *Pathways, Partnership, Performance . . . Leading the Way*.

From its founding, NSCC has engaged in "space wars," often hunting for space in storefronts, abandoned buildings, and church basements to deliver instruction while awaiting a permanent campus. After many false starts, the College opened its first permanent campus in Lynn in 1985, twenty years after it began offering instruction. Nearly twenty years after that, the College opened its full-service campus in Danvers. Today, NSCC has expanded its Danvers campus and expects to build an addition to the Lynn Campus. The spark of new leadership and the thrust of a new Strategic Plan provides a framework for advancement as the College progresses through the second decade of the 21st century and prepares for the next NEASC decennial visit. What remains constant amid planned for and, on occasion, unpredictable change is NSCC's vision: "North Shore Community College will be a catalyst for personal, community, and regional change through education, training, and civic engagement. The College will serve as a beacon of hope and opportunity for an increasingly diverse student body and be a respected, full partner with other public and private organizations seeking better lives for North Shore residents and a vibrant future for the region."

AREAS OF SPECIAL EMPHASIS

MASTER PLANNING

Fundamental to North Shore Community College's strategic growth and development is a comprehensive set of master improvement plans. In the recent past, the College's Master Plan has consisted of three interlocking components: the Danvers Consolidation Study by DiMella Shaffer, the Regional Master Plan by Sasaki Associates, and the Lynn Expansion Plan by Shepley Bulfinch. While individual components have been initiated at different times and for different purposes, each plan has addressed common needs and goals articulated in NSCC's Strategic Plan. Over the past five years, the College has implemented particular elements of the Master Plan, working with the Division of Capital Asset Management and Maintenance (DCAMM) and using contracted architectural/engineering firms for smaller ancillary projects.

The Danvers Consolidation Study (2008) focused on bringing together health programs and animal science, which were dispersed on the Danvers and Essex Aggie campuses, into a new health building on the Danvers campus, replacing inadequate and outdated facilities. The impetus for this study as a priority was a plan to build a new regional Voc Tech high school on the site of the current Essex Agricultural and Technical High School, which would displace those programs completely. Secondly, the study examined the consolidation of enrollment services and student support services into an all-inclusive Student Services Center within the proposed new facility. As part of the study process, attention was given to the re-use/backfill of space being vacated by the health programs and student related functions.

The Study resulted in the construction of the Health Professions and Student Services Building, which began in May of 2009. A 58,700 square foot state-of-the-art facility was funded with $31.9M from the State's capital spending plan authorized by the 2008 Higher Education Bond Bill. The building has specialty labs and sophisticated simulation labs for nurse education, practical nursing, respiratory therapy, medical assisting, occupational therapy assistant, physical therapy assistant, radiological technician, surgical technician, and animal science. Equally important, the consolidated student services are strategically located near the entrances to the building for heightened visibility and ease of access. Reflecting NSCC's sustainability initiatives, the building is the first "zero net energy building" built by the Commonwealth—defined as a building "that is optimally efficient, and over the course of a year, generates energy onsite, using clean renewable resources in a quantity equal to or greater than the total amount of energy consumed onsite."

The opening of the Health Professions and Student Services Building in November 2011 enabled the College to move most programs housed in the Essex Aggie campus except for the Culinary Arts and Cosmetology programs because of their specialized space and licensing requirements. For the better part of a year, the College in conjunction with Higher Education Partners (HEP) sought a location in Lynn to house these programs. Despite intensive efforts, the agreement was not workable. Consequently, the College terminated its agreement with HEP and began exploring alternative solutions.

In July 2014, President Gentile signed a lease agreement for 12,360 square feet of space at the North Shore Business Center in Middleton, formerly North Shore Voc Tech High School, for NSCC's Culinary Arts and Cosmetology programs. This is a short-term solution that will provide a temporary location for both programs for one to three years and allows continuation of the programs with new student admissions, but with a reduced number being served. Cosmetology was reduced from 40 to 25 students; Culinary Arts was reduced from 100 to about 50 students. This location is 3.5 miles from the Danvers campus and the College is actively working with the private developer that purchased the site to build out according to program needs. Upon signing the lease agreement, renovation started immediately on the site in preparation for

opening in October 2014. (NSCC's substantive change report provides further details.)

As the College completes an update to the Master Plan, anticipated in 2014-2015 academic year, the process will include a program review and facilities update for the Lynn Campus. It is anticipated that the long-term placement of the Culinary Arts and Cosmetology programs will be included in this Master Plan with a focus on building appropriate facility space at the Lynn Campus.

The Regional Master Plan (2007) conducted by Sasaki Associates gathered and analyzed information and data relative to all of the College's campus locations, resulting in a prioritized set of capital projects. Conducted around the same time as the Danvers Consolidation Study, it corroborated the need for new construction in Danvers. At the same time, the Regional Master Plan, considering data of earlier studies and analysis by Eva Klein & Associates and Rickes Associates, concluded that the existing Lynn campus facilities required expansion of classrooms and spaces for student life and student services. The plan also recommended modernization, renovation, "right-sizing" of classrooms and the reassignment of spaces within the existing McGee building. Following analysis of data and input from college constituencies, a plan emerged recommending a 56,620 square foot facility, which would enable the vacating of the MBTA leased space. Following the completion of the Lynn Study in April 2014, the State approved $20.7M for expansion and renovation of the Lynn Campus; this Lynn campus expansion and renovation study was necessary before the funding would be authorized and the project included in the Massachusetts five-year capital spending plan.

The College is also funding a project with DCAMM to update to the Facilities Regional Master Plan of 2007.That process will be conducted from October 2014 to May 2015 and will update the Master Plan with a focus on the remaining space at the Lynn campus, planning for the future of college facilities for the next ten years including the CommUniverCity concept (Further discussed in Standard One)..

The Lynn Expansion Plan (2012) is an outgrowth of the preceding facilities development plans. To expedite the planning process, the NSCC Board of Trustee authorized $375K to fund the required project study. With the assistance of DCAMM and the Designer Selection Board, Shepley Bulfinch was selected as the study/ design consultant for the Lynn expansion project. Based on a year-long assessment, the Lynn Expansion Plan identifies the need for an additional 78,000 square feet and renovation of approximately 43% of the existing McGee Building. Because of funding limitations, however, a multiphase approach was developed. The first phase is the construction of a 28,000 gross sq. ft. addition. The design phase has begun; actual construction is expected to begin Spring 2015 with completion and occupancy projected for Fall 2016. These improvements will add instructional space, relocate services for efficiency, and alleviate cramped offices and support functions. Because of steadfast efforts by the College leadership, the first phase of the Lynn Expansion has been included in the State's capital spending plan.

Integral to master planning initiatives, the College has put in place its "Green Building Policy," which requires that all facilities be designed, rehabilitated/renovated, constructed, managed, and maintained in a sustainable fashion. The policy further states that all new buildings meet LEED Silver standards and that reasonable efforts should be made "to meet higher LEED rating levels." In keeping with that policy, the recently completed Health Professions and Student Services Building has been certified at the LEED Gold level. Again, as part of its commitment to a culture of sustainability, the College has initiated its "Environmentally Preferable Products – Energy Star Policy". The goals of this policy are to reduce waste, minimize environmental impacts, purchase products that reduce greenhouse gases, use recycled content, and require the purchase of energy-efficient Energy Star certified products.

Aligning with Master Plan implementation are several small-scale but important facilities upgrades and systems maintenance with services and expertise provided by regional firms; for example, renovating and reconfiguring space to house a Veterans Center on the Danvers campus, upgrading the energy management system, and upgrading the fire alarm systems. Many projects support sustainability initiatives such as installing solar panels at the McGee and Berry buildings, replacement of inefficient motors, installation of variable frequency drives, replacement of electric heat with a gas system, the replacement of two chillers, and the replacement of roof top units.

As part of the College's process of continuous planning, priorities are established and synchronized with fiscal considerations. In this way, the College can allocate appropriate funds to realize critical improvements while at the same time finding alternatives to accomplish tasks that are less complex and costly. This balance enables the College to advance its major strategic initiatives and yet remain fiscally responsible.

APPROPRIATE STUDENT SUPPORT SERVICES

In order to assure "appropriate student support services for all students, including online students, with particular emphasis on library and information resources and services," North Shore Community College has moved forward on several fronts. The reporting structure for tutoring services has been changed, moving from Student Enrollment Services to Academic Affairs, aligned with the Libraries to provide comprehensive academic support. Tutoring Centers exist at both the Lynn and the Danvers campuses. Since the 2009 NEASC visit, e-tutoring has been made available for students to supplement online courses. E-writing papers are uploaded and returned within 24 hours. E-questions are answered within 8-10 hours. Synchronous sessions are available for different subjects as scheduled. The e-tutoring vendor, CTDLC.org (Connecticut Distance Learning Consortium), tracks student use, tutor performance, and response turn-around time and provides the college these statistics. Since 2011, use of e-tutoring has seen approximately a 50% increase. TutorTrac, an online product used to monitor and track student success by connecting to Banner, is also being considered to ensure that students, whether on campus or online, have improved access to services that support their success and achievement. Tutoring services will be assessed for their effectiveness under Academic Affairs by analyzing data reflected in the use of both centers as well as the proposed adoption of TutorTrac.

With the adoption of new online resources and services, the Library assures all students access to the full range of Library services. With an emphasis on access, the Library considers the adoption of innovative online student support services through a variety of professional resources, which are tested through trial subscriptions or pilot programs. Trials and pilots are assessed by usage statistics and by discussions between academic department chairs, faculty, and the library liaisons to each academic department. These discussions and evaluations determine the adoption of a new resource product. LibGuides is an excellent example of a new product that was extremely well-received by faculty, students and librarians and is now a standard practice in every information literacy class. Another example of evaluating resources, as determined by a program's national or regional accrediting board, resulted in the transition away from paralegal print resources to online paralegal resources, as endorsed by the American Bar Association. As with all Library resources, Library staff will monitor the access data and promote the use of these resources, especially to the specific academic departments. (The Library and information resources are fully addressed in the Standard 7 narrative).

Importantly, databases and electronic resources serve all NSCC library users, on and off-campus, via a proxy server (EZproxy) provided by NOBLE (North of Boston Library Exchange). All NSCC users are authenticated by their NSCC ID barcode, which the proxy server recognizes and allows users with remote access to web-

based licensed databases. Some library resources are located behind the local network, Pipeline, and are accessed by the NSCC username and password login to Pipeline. Currently, the Library subscribes to 105 distinct databases, including e-articles, e-books, online reference books, downloadable audiobooks, and streaming videos. This is a 65% increase since 2009, when the Library subscribed to 69 online resources. The persistent links functionality allows librarians, students, and educators to copy, bookmark, or email a persistent URL to incorporate electronic resources into the learning management system's courses. All of the Library's online resources are evaluated by appraising usage statistics and accrediting needs. Moreover, through the statewide Virtual Catalog, as well as the Library's participation in the nation-wide OCLC, and the NOBLE interlibrary loan process, all patrons can now make their own online requests for books, videos, and DVDs. Interlibrary loans, where the NSCC Library is the net borrower, increase yearly as measured by usage data.

Expanding access to support and services, the Library catalog, databases, and electronic resources are optimized for mobile devices. This year the Library developed information to be included in the Ellucian Go app for the college. The Library participates in Web 2.0 sharing, allowing linking through social media networks and with online bookmarking tools. An FAQ was created and made available on the Library homepage for distance learning students who have questions about accessing the Library resources from off-campus. In addition, e-mail reference service and an online chat service are available on the Library homepage, and information literacy instruction is also offered through an online tutorial and video tutorials on the NSCC Library YouTube channel. Usage of all new resources offered through the Library web page is assessed in periodic Google Analytics summaries.

Supporting student diversity, document translators, new since 2009, in approximately thirty languages are a feature of most of the Library's databases. For students with various learning styles, the new online databases offer media-rich content, including images, audio portions, streaming videos, maps and interactive resources. Additionally, nearly every online resource provides text-to-speech technology for visually impaired patrons and for struggling readers; and the streaming video collection is either closed-captioned or provides a written transcript.

To support online learners, Academic Technology offers online technical support for accessing campus information services and, up until recently, provided ANGEL Learning Management System support for assistance with online courses. In FY14, the college searched for a new LMS. Faculty and staff were asked to participate in "sandbox" trials to assess a variety of LMS products. Overall consensus determined that Blackboard will be the new LMS and a plan for migration is in place for the next academic year. Academic Technology plans to pilot Blackboard in the Fall 2014 semester with 15-20 faculty. During the pilot, feedback will be solicited from the faculty and students on the system interface set up, ease of use, and types of support needed.

Academic Technology Staff has developed and launched Online Learning 101, a free, self-paced online course to orient students to online learning at NSCC. This course was developed in response to a 2012-2013 faculty survey where faculty indicated students were not prepared to take courses delivered online. The goal of the course is to guide students through what is needed to succeed in online courses. During the spring 2014 pilot semester of Online Learning 101, a survey of student satisfaction was conducted. The results confirmed the usefulness of the course and students' comments were used to improve the course by maintaining the most beneficial resources and eliminating others. Following several semesters of implementation, Academic Technology Staff will again survey faculty teaching online to see if they have perceived a difference in how prepared students are to take online courses and compare student data before and after implementation. Moreover, Atomic Learning, which is available through Pipeline, provides

online training in various facets of campus technology. Through Atomic Learning, students have access to a collection of nearly 50,000 step-by-step technology tutorials on over 200 applications. These tutorials can be used by students to answer their how-to technology questions or learn a particular software program. Within the first year of implementation of Atomic Learning, the total number of tutorials and workshops viewed by the NSCC community was 6,501. Academic Technology will continue to monitor the access data and to promote the use of this resource.

The College has made significant progress in providing a network of support through its portal, including advising, career services, textbook purchases, tutoring, and general college information. Student support services have transitioned to enable a significant level of assistance online so that all students have a just-in-time response to their inquiries and needs.

ASSESSMENT OF STUDENT LEARNING

The commitment to assessment and improvement at North Shore Community College is pervasive and varied with the College community collectively working toward the shared goal of student achievement. Since 2009, the college has actualized a General Education Outcomes Assessment Program. Further, through its work with individual faculty in classroom workshops, to department and program assessment team projects, to participation in regional and multi-state assessment pilots, NSCC has made clear, varied, and deep commitments to assessment as a means of both faculty development and tangible improvement in all levels of student outcomes. Coordinating assessment efforts, the Center for Teaching, Learning and Assessment (CTLA) has become a resource hub both for the support of academic professionals and for endeavors essential to the continued assessment of student learning.

Spurred by vigorous self-examination and the recommendations of educational consultants such as Dr. Peggy Maki, the CTLA, along with a team of faculty and staff, has restructured the assessment program to achieve a collaborative framework, tailored to the particular needs of individual departments / programs and enabling free-flowing communication and enhanced interaction among faculty. (A comprehensive analysis of the assessment program is contained in the Reflective Essay).

As part of this restructuring effort, in 2012 a team of one dozen faculty members from the five credit academic divisions, one instructor from the noncredit academic division, and six staff members from support services formed a GenEd Assessment Team, with the purpose of formulating an effective assessment strategy to document the five fundamental GenEd outcomes underpinning all programs of study. An important first step, the team drafted an Assessment Assurance Policy and the first institution-wide assessment model, articulating the steps of the assessment process, data gathering, and data analysis. To promote dialog, the team created an ANGEL website subheading called "GenEd Assessment" as a forum for open discussion and sharing resources about assessment overall yet with an emphasis on developing and refining the institution-wide GenEd assessment program. (Please note: the General Education Outcomes at NSCC are considered Institutional Student Learning Outcomes [ISLOs] herein called GenEd Outcomes.)

In the following semester, Spring 2013, the team and the CTLA staff designed a GenEd Assessment pilot study of two GenEd Outcomes: Critical Thinking and Writing Skills using VALUE rubrics to assess students' work. The pilot study focused on four goals: 1) raising faculty awareness about the assessment program; 2) using the knowledge gained by the pilot studies to make recommendations about the next college-wide assessment of outcomes; 3) promoting the assessment program; and 4) encouraging new assessment representatives to join the team. An appraisal of the pilot study by GenEd Assessment Team members and faculty participants resulted in a refined institution-wide assessment model and the Assessment

Assurance Policy which serves as a guide for assessment going forward. Additionally, feedback from participants has helped the CTLA to devise guidelines and workshops to assist faculty in enhancing their assessment strategies. This First Pilot Study provided practice in selecting metrics that would produce the most instructive data, and most importantly, was preparation for the College's Second Institutional GenEd Assessment.

Assessment occurs at all levels of NSCC's collective work. On the macro level, the CTLA is continuing its work by conducting a Second Pilot to assess three NSCC GenEd outcomes by adding Quantitative Reasoning to Critical Thinking and Writing Skills. With this assessment study, NSCC is concurrently participating in the Second Statewide Pilot Assessment Program. The NSCC team, along with multi-college teams from all regions of Massachusetts, have joined a SHEEO-led multistate collaborative via which all institutions will share data and best practices in the three GenEd outcome areas. The work of individuals in the CTLA has been recognized on the statewide level, and accordingly, staff members have been asked to share expertise with the Massachusetts Assessment Professional Development Network (MAPDN) and join the DHE's newly formed Civic Learning Data Collection Team.

On the institutional level, acknowledging the Massachusetts Department of Higher Education's recent focus on the GenEd outcome of Civic Learning, the CTLA is spearheading the launch of a Civic Learning Committee, which will welcome faculty, staff, administration, students, and community members. The work of the Civic Learning Committee will provide a baseline assessment of the college's engagement in curricula-rooted Civic Learning, transparency of and guidance for activities as well as ongoing assessment and reporting. The CTLA also welcomes a Civic Learning Graduate Fellow for 2014-2015 to assist in supporting civic learning initiatives and administering and recording metrics.

NSCC remains immersed in an interdepartmental assessment of Writing Skills. Contributing to the assessment framework, e-portfolios, and support of Universal Design for Learning have been instituted, so that faculty will have more tools with which to empower students. Finally, CTLA staff continue to systematically collaborate with, and advise constituents in self-studies of all academic programs, departments, and student support departments. All interested faculty and staff (full and part time) are invited to this initiative. Through this multipronged approach, the CTLA provides the resource infrastructure for advancing faculty development, teaching and learning—and thus, student success—via assessment.

The use of assessment activities to inform institutional planning as it relates to student achievement has increased since 2009. Most notably has been the inclusion in strategic multi-year and annual plans to develop an assessment program of GenEd Outcomes and an ongoing process to review and modify these outcomes with a goal of providing all students in liberal arts and career courses and programs the ability to think analytically and creatively, solve problems, and clearly express and defend an idea. Further, a key priority in planning is to strengthen the culture of assessment and continuous improvement to ensure effectiveness of programs and services. Under the guidance of new Presidential and Executive Staff leadership, greater strides are also being made towards aligning assessment of student and graduate educational gains with resource allocation.

PROFESSIONAL DEVELOPMENT FOR BOARD OF TRUSTEES

As the Massachusetts Department of Higher Education has established increased accountability measures and has created systemic directions for community colleges, the role and responsibilities of the local Board of Trustees have become integral to the College's advancement. Both individually and as a group, the trustees participate in college-wide initiatives and events; and they are included in grant development, workforce training, career advisory boards, and Alumni Association activities. Trustees are also actively

engaged in representing the College and advocating for its support on a local and state level. Of particular importance is the trustees' direct participation in the Strategic Planning and Governance retreats with College governance committees, faculty, and staff. Trustees, in turn, evaluate the President's performance related to its alignment with both the Strategic Plan and the Department of Higher Education Vision Project.

To ensure that trustees have a strong foundation in state, local, and national issues in higher education, a multipronged professional development program has been established. First, new trustees participate in meetings with the President and the Board Chair when they are nominated for the Board and an orientation process when they are appointed. On a broader scale, trustees participate in meetings and conferences hosted by the Massachusetts Community College Trustee Association, attend biannual meetings and serve on policy committees. Moreover, the newly established Massachusetts Office of Trustee Relations has hosted its first Trustee Conference, with several trustees in attendance; and the Vision Project Conference now includes a special track for trustees. On a national level, the President and trustees attend the Association of Community College Trustees annual conference, having made presentations at the last two events.

To provide a framework for professional development, an online self-assessment questionnaire was designed and administered in 2011 to help Trustees define their roles and responsibilities, evaluate the performance of the board, identify areas of improvement, and develop new strategies to enhance board effectiveness. The evaluation included assessment of the following categories: Orientation/Education, Trustee Responsibilities, Board Representation/Composition, Board-President Relationship, Meeting/ Committee Structure, and Monitoring Institutional Performance.

Analysis of survey results indicated: 1) the orientation process was sufficient; 2) more ongoing professional development was needed; 3) the current structure and operations of the board were effective; 4) the board needed more diversity; and 5) the board needed more involvement in strategic long-range planning. Subsequently, these results formed the basis for a full-day retreat, also attended by Commissioner of Higher Education, Dr. Richard Freeland, where survey findings were discussed and an action plan developed for addressing board "areas of improvement." As a result, changes have been made to the nominating process for new trustees that address diversity through use of a board matrix and interviews are directly linked to a more formal orientation. Professional development opportunities for trustees – at local, state, and national levels – are encouraged and opportunities are also offered through NSCC. For example, in September 2014 NSCC will host a Board of Trustee professional development retreat with Dr. Narcisa Polonia from ACCT for the College's Trustees. Trustees participate in the college's strategic planning/ governance retreats each year. Additionally, the board meeting agenda structure now includes a report from the Student Trustee, targeted reports on strategic directions, and monthly reports linked to the state's Vision Project goals and objectives.

With NSCC's new college President, a further assessment of the board – its composition, structure, and college agenda – will be underway in fall 2014 in collaboration with the appropriate state and local parties. Also important to the President are measures of board affluence and influence to greater impact the growth of the philanthropic capacity of the college.

EFFECTIVENESS OF GOVERNANCE STRUCTURES

In July of 2012, the legislature approved changes in organization and governance at community colleges which affects colleges and local boards of trustees. Legislation created a new Office of Trustee Relations, gave the Governor the power to appoint the Chair of the Board of Trustees, issued new guidelines and

procedures for the search, selection, appointment, compensation, evaluation, and removal of chief executive officers at community colleges, and charged the DHE with appointing a voting member on all chief executive officer search committees.

At an institutional level, the NSCC Governance Subcommittee, a subcommittee of the Coordinating Council, has taken a leadership role in assessing the current governance structure and making recommendations for improvements in effectiveness and efficiency. The Subcommittee has worked with the eight standing committees to review their roles and committee composition to ensure that the membership effectively represents the College community and aligns with committee responsibilities.

To this end, governance effectiveness surveys were initiated in 2007 and are administered biannually. An online survey is sent to all members of college governance evaluating their responsibilities across nine categories ranging from understanding the governance process to understanding committee responsibilities to assessing the work of the committee related to its responsibilities and communications. The data results are shared with each committee along with comparative data for all committees. Each committee analyzes their results and the comparative data and reports back to the Coordinating Council with plans for improvement if needed.

Overall assessment data revealed the College community was unaware of the governance committees' work and that communication through a blog was ineffective. As a result, the Governance Subcommittee worked with the Public Relations Office to publish a profile of standing committee chairs and the work of their committee in the weekly employee Bulletin. Additionally, a Governance End of Year Report summarizes each committee's work for the year. The report is distributed at the Governance Retreat held in August and made available to the College community online.

Currently, the NSCC Google site houses governance minutes, agendas, survey results, and end of year reports and allows members to communicate with each other on governance matters. The most recent survey (2013) indicated improvements in awareness of the work of governance and the effectiveness of governance communications as well as an overall improvement in all survey categories.

Complementing the governance effectiveness survey, comparative results from the 2009 and 2013 PACE Survey also show improvements in the following areas:

- the extent to which the actions of this institution reflect its Mission
- the extent to which decisions are made at the appropriate level at this institution
- the extent to which [a faculty or staff member] is able to appropriately influence the direction of this institution
- the extent to which information is shared within the institution.

This college wide data supports the governance survey data indicating improvements in awareness of the work of college governance and the effectiveness of governance communications.

To increase governance acumen, the Governance Subcommittee conducts annual training with new standing committee members and committee chairs to acclimate them to the governance system and their roles and responsibilities. To enhance shared decision-making, the Governance Sub-committee proposed changes to the operating policies and procedures statements for standing committees and the Coordinating Council to clarify the flow of information and decisions through the College governance structure; the changes were approved by the Coordinating Council and the faculty and staff in 2010.

In recognition of the importance of effective governance, the College has initiated the annual Governance Award for outstanding governance service and for ongoing participation and dedication to college governance. The College also has established a Mini Grant of $1,000 for which standing committees may apply to work on strategic plan goals and priorities.

Much has been accomplished to align State initiatives with College strategic planning priorities and governance structures. For example, the annual Governance Retreat brings together Governance Committee members, the Strategic Planning Steering Committee, and the Board of Trustees to align strategic planning themes with governance priorities. This collaboration continues as the Vision Project, performance funding, and the Strategic Plan continue to inform the work of the College's governance systems.

STANDARD ONE – MISSION AND PURPOSES

DESCRIPTION

The cornerstone of North Shore Community College is its mission and vision, which fundamentally guide the College in its strategic directions. In 2013, in the development of its current Strategic Plan—*Pathways, Partnerships, Performance . . . Leading the Way,* the strategic planning Steering Committee and the Coordinating Council, the College's governance interlocutor, reviewed and discussed the College's mission and vision articulated in the previous Strategic Plan. It was agreed that those statements remain a powerful expression to steer the College forward.

The Vision, noted in the Institutional Overview, expresses the College's aspirations; while the Mission describes the vital contribution NSCC makes to an ever changing and global society.

Table 1: NSCC Mission

North Shore Community College is a source of hope and opportunity and a regional leader for social and economic change. Blending tradition and innovation, liberal arts and career preparation, intellectual development and career and personal growth, we foster a diverse and caring community of learners where all are welcome and each is challenged. We offer lifelong education responsive to changing community needs, a global economy, evolving technology and the shifting roles faced by individuals and institutions. Our greatest contribution to the Commonwealth is the success and achievement of our students.

Aligned with the College's Mission and Vision, *Pathways, Partnerships and Performance ... Leading the Way* is the guiding principle of NSCC's commitment to enhance student success at all levels – access to college, retention in college and completion of education goals. NSCC is committed to enhancing what works, strengthening areas that need improvement, and ensuring that NSCC faces its next half century as a flexible learning organization where students come first and are supported every step of the way.

As NSCC prepares to celebrate its 50th anniversary, the College is focused on implementing its 2013-2016 Strategic Plan.

APPRAISAL and PROJECTION

The Mission and Vision provide the philosophical and practical underpinnings of the current strategic plan, grounded in the core values of *Pathways, Partnerships and Performance*, examples which are noted below.

- Pathways – The Early College High School Initiative focuses on young people for whom the transition into postsecondary education is now problematic. Its priority is to serve low-income young people, first-generation college goers, English language learners, and students of color, all of whom are statistically underrepresented in higher education. Student cohorts take college classes both in the high school and on the college campus, in addition to a variety of supports including Achievement Coaches and parent programming. In its third year, the program began in Lynn Classical High School and, this year, has expanded to Lynn English High School. The effectiveness of the program is measured by the percentage of students in each cohort who have completed college courses while in high school and the percent who enrolled in college. The success of the program will be measured by the number of graduates who continue on from high school to college and get their early college credits accepted at their transfer institutions.

- Partnerships – The CommUniverCity at Lynn, initiated in June 2014 by President Gentile and concentrated on the Lynn Campus, is an urban education-workforce development collaboration with community leaders and organizations that will provide effective and affordable educational pathways from pre-school to graduate school and into the workforce. The CommUniverCity at Lynn, by design, integrates partners - The City of Lynn, Lynn Public Schools, North Shore Workforce Investment Board, Salem State University and the Lynn Community Health Center- into systems alignment and leveraging of services, resources and leadership around the priorities of access and completion with particular emphasis on targeting student engagement in navigating their success within structured pathways. Partner organizations, through their collaboratively designed supportive activities will be integrating the comprehensive approach to student success into their interactions with students and the larger community. Plans to assess The CommUniverCity at Lynn will be developed within the next three years which will allow time for the initiative to be established.

- An example of both pathways and partnerships is the 2012 collaboration with Salem State University resulting in a 3+1 program to enable North Shore Community College Associate Nursing graduates to complete the Mass Transfer block and transfer to SSU to complete a Bachelor of Nursing degree. In 2013-2014, 39 students registered for classes in the RN to BSN program; 7 have graduated and 4 of those have transferred to Salem State. This 3+1 transfer opportunity not only provides seamless transfer to SSU, but if our graduates find other RN-BSN programs more conducive to their schedules, they are able to apply these general education requirements to other BSN programs.

- Performance – NSCC performance on the metrics that support the six applicable goals of the state's Vision Project is assessed and included in a yearly report card produced by the Department of Higher Education. Progress on NSCC's strategic plan is evaluated annually by the Executive staff and reported to the Coordinating Council and the board of trustees.

Prior to the comprehensive NEASC 2019 evaluation, NSCC will have already embarked on its successor strategic planning process as well as a review of its mission and purposes including the guiding principle of the *'Three Ps'*, positioning the College to meet the challenges that the future holds.

STANDARD TWO – PLANNING AND EVALUATION

DESCRIPTION

North Shore Community College has a strong tradition of strategic planning and since 1983 has continuously had a strategic plan in place. Rooted in the governance structure enacted in 1999, the strategic planning process is directed and overseen by the Coordinating Council, a cross-component body composed of elected and appointed members from all employee groups and departments, ensuring broad-based participation. With guidance from a Steering Committee composed of members of the Coordinating Council and representatives from across the institution, the strategic planning process initiated in the fall of 2012 brought together more than 100 internal and external constituents and business partners to review the results of the college-wide SWOT (Strengths, Weaknesses, Opportunities & Threats) survey, and environmental scans on trends in admissions, enrollment, graduation, labor market and workforce, population and information technology. But in a departure from previous planning processes, the Steering Committee incorporated two external documents, *Time to Lead: the Need for Excellence in Public Higher Education* (Massachusetts Department of Higher Education) and *Reclaiming the American Dream: Community Colleges and the Nation's Future* (American Association of Community Colleges). (Please refer to Data Form 2.1)

With a state and national focus on student success, NSCC streamlined its strategic plan with three highly focused goals designed to emphasize completion, access, and institutional effectiveness. The outcome, *Pathways, Partnership, Performance . . . Leading the Way*, corresponds directly with the Massachusetts Department of Higher Education's Vision Plan. Dovetailing with NSCC's own Strategic Enrollment Management Plan, the end result is a series of initiatives, outcomes, and measures aimed at minimizing silos, encouraging cross component cooperation with a common purpose, and achieving statewide goals of retention, completion, achievement gap reduction, and STEM expansion.

NSCC is an institution grounded in data-driven decision-making, as evidenced by the full implementation of the Operational Data Store (ODS), which was completed in 2010. The availability of granular student unit record data enhanced the functional capacity of the Office of Planning & Institutional Research, which now boasts two full time analysts in addition to a Director with more than fifteen years of experience at the College. Database analysts have been deployed in Fiscal Affairs, Student Enrollment Services, and Academic Affairs, delivering the capacity to handle operational data needs directly to the departments most likely to require such information.

APPRAISAL and PROJECTION

In 2008, while the College was preparing its 2009 self-study report to NEASC, the Massachusetts Board of Higher Education was folded into a Department of Higher Education, joining the Department of Elementary and Secondary Education to become a branch of the newly formed Education Secretariat, one of eight under Governor Deval Patrick. The result is a more comprehensive, centralized organizational structure in terms of planning and evaluation for Massachusetts public higher education.

- At the end of the last five year strategic plan (FY2012), the executive staff evaluated the matrix of strategies attempted and completed and determined that the number of strategies *not completed* was indicative of an institution being pulled in too many directions. The executive staff also realized that NSCC's strategic plans needed to be more focused and that a five-year plan was outdated before being completed. A comparison of NSCC's strategic plans with institutions nationally and

regionally showed that many institutions were developing three year plans which were more appropriately able to address the quickly changing landscape in higher education. As a result of this evaluation, the strategic planning cycle was trimmed from five years to three.

Table 2: 2009-2013 Strategic Plan Evaluation

	FY2009	FY2010	FY2011	FY2012	FY2013
Strategies Attempted*	79	72	95	106	69
Strategies Completed	52	57	54	81	42
% Completed	66%	79%	57%	76%	61%

**Note: Strategies attempted are duplicated (i.e., carried over to the next year are also counted in the next year).*

- The 2013-2016 strategic planning effort was closely aligned with the emerging priorities of the state's Department of Higher Education – The Vision Project, AMCOA (Advancing a Massachusetts Culture of Assessment), and PARCC (Partnership for Assessment of Readiness for College and Careers). These initiatives, combined with the priorities of a new funding formula based on completion and performance, became the foundation of the College's current Strategic Plan. With only three goals, this tightly focused plan was approved by the college-wide community in April, 2013 and by the Board of Trustees in May, 2013, for deployment in July, 2013. Having completed its first year of implementation, its progress was evaluated and analyzed by the Executive Staff. The analyses of results were considered in the Annual Plan for year two. The successes, results, and the second year plan will be shared with the college community during fall 2014.

- In October 2013, the Massachusetts Department of Higher Education signaled its intent to take up its statutory responsibility to review campus-level strategic plans to ensure connection with the State's goals. This new approach validates the focused methodology of the executive staff and Strategic Planning Steering Committee and underscores the importance of the Coordinating Council's oversight of the strategic plan. The next strategic planning cycle will commence in FY2016, and will most likely be a different process with more oversight from the Department of Higher Education.

- With all areas of the college focused on student success, and the full implementation of the Enterprise Data Warehouse on the horizon, the College is well positioned to utilize data trending and dashboards to track student progress from matriculation to graduation under the guidance of staff in the Office of Planning and Institutional Research. Within the next five years, the Executive staff and upper level managers should have access to dashboards depicting key performance metrics, providing them with real time assessment and facilitating the incorporation of data into daily decision-making. The effectiveness of these dashboards will undergo continual review and their usage will be modified to ensure they continue to reflect college and statewide initiatives.

- Additionally, the Office of Planning & Institutional Research plans to create and monitor an intranet website to annually post non-academic department assessment activities. That site, or an additional site, will also be used to host the results of academic program assessments, including a schedule of academic program assessment for the year(s).

- Beginning with the 2014-2015 Academic year, NSCC will develop a coordinated master academic planning process and master strategic enrollment process. Under executive leadership, the eventual goal is to develop academic and enrollment plans that are transparent, inform budget and planning decisions, lead to informing and creating a related technology and facilities plan to guide NSCC in further achieving its mission.

STANDARD THREE – ORGANIZATION AND GOVERNANCE

DESCRIPTION

In July 2012, the legislature approved changes in organization and governance at community colleges, giving the Governor the power to appoint the Chair of the Board of Trustees; issuing new guidelines and procedures for the search, selection, appointment, compensation, evaluation, and removal of chief executive officers at community colleges; and charging the DHE with appointing a voting member on all chief executive officer search committees. NSCC hired President Gentile under these new guidelines.

By legislation, NSCC's local Board of Trustees is made up of eleven members, all appointed by the Governor. None of the Board members have personal or familial financial interest in the institution. While the Board includes two trustees who are alumni of the College and one student trustee, new trustees are increasingly nominated by the Governor's office instead of local boards Trustee selection and training, as coordinated through a central Office of Trustee Relations, will impact local boards and their unique connections to each regional campus. (Please see Data Forms 3.1 and 3.2)

The executive structure of North Shore Community College remains the same with five component Vice Presidents reporting to the President including the Vice President for Academic Affairs. In addition, a newly created position – Executive Director of the CommUniverCity at Lynn and Chief Officer of the Lynn Campus – also reports to the President. This position has a two-fold focus: 1) To provide the executive level support to the formal collaborative partners of the CommUniverCity planning and implementation; and 2) To provide Chief Operating Officer responsibilities for the Lynn Campus while it undergoes construction and expansion. A similar position in the executive structure -- a Lynn Campus operations officer - was in place in past administrations.

The governance structure of the College is composed of the cross-component Coordinating Council, and supported by the following Standing Committees: Academic Policy, Classified Steering Committee, Curriculum, Diversity Leadership, Faculty & Staff Steering, Information Technology, Professional Development, and Student Development. Meeting monthly, each Standing Committee has appointed and elected members of faculty, staff, and students representing a cross-section of the College. With a clear statement of responsibilities, the Standing Committees are responsible for generating recommendations on governance matters, and their work is shared through annual reports posted on the NSCC Google site.

To improve effectiveness, governance training workshops are conducted annually by the Governance Sub-committee for new governance members and Standing Committee chairs. The training includes an overview of the governance system, roles and responsibilities, use of Google sites, a discussion of strategic planning goals, and aligning the work of the Standing Committees to the strategic planning priorities.

In fall 2009, the Student Government Association (SGA) revised its constitution and by-laws, resulting in increased participation of students. SGA students determine service initiatives each year and work with the Northeast **Arc** as volunteers. In addition, the SGA offers a scholarship for an incoming student who joins student government. With a planning retreat each summer for officers, SGA members have become leaders in policy issues such as advocating for gender-neutral bathrooms, state funding for community colleges, arming campus police, and parking for motorcycles on site.

APPRAISAL and PROJECTION

The major changes in organization and governance since 2009 have come about partially as a result of several new statewide initiatives launched by the Department of Higher Education, which will impact the College's strategic direction, internal governance, policies and procedures, and operations going forward.

- Internal governance committees will continue to align their work with strategic planning and will assess their effectiveness through the biannual online survey process to meet institutional strategic, budget, and performance goals.

- The NSCC Foundation provided an Innovation Fund in FY 2014, which offered grants through a competitive process of up to $5,000 to faculty and staff to develop new initiatives fostering student success and advancing strategic priorities. Following an assessment of this grant program, the future of an Innovation Fund will be determined by the President and Executive Staff.

- The Coordinating Council plans to initiate a college-wide assessment of governance over the next 2 years. The Governance Subcommittee is at the initial stage of forming a team to begin this assessment project with the expectation that 2014-2015 will be a planning year by working with the CTLA to design the review. The goal is twofold: 1) expand the scope of the biannual governance effectiveness survey to include the college community, not just the members of governance committees; and, 2) assess the effectiveness of the current structure of 8 standing committees and a coordinating council. Today's structure was established 15 years ago and a review of the committee functions may identify which committees appropriately meet the needs of the college. For example, the work of some of the committees may have been institutionalized over the years and not necessarily appropriate as part of the governance system now and new committees may be required. The assessment of the governance system also coincides with the arrival of a new college president.

STANDARD FOUR – THE ACADEMIC PROGRAM

DESCRIPTION

As part of its comprehensive mission, North Shore Community College offers 46 associate degree programs of study and 32 credit-certificates. Additionally, the College delivers 32 noncredit certificates, primarily through the Division of Corporate and Community Education. Through thorough needs assessment and program review, NSCC has modified programs of study in order to maintain academic vitality and meet the educational and workforce needs of the region. Table 4 delineates the major academic program changes that have occurred since the 2009 NEASC visit. (Please refer to Data Forms 4.1, 4.2, 4.3, and 4.4)

Table 3: Academic Program Changes since 2009

Credit Programs Added	Credit Programs Inactivated
• Accounting Certificate • Child & Adolescent Behavioral Health Certificate • Dietary Management Certificate • Environmental Studies Degree • Financial Services Certificate • Graphic Design-Integrated Media Degree • Small Business Management-Entrepreneurship Certificate • RN-BSN Collaboration with Salem State University	• Floriculture • Floriculture Certificate • School Age Educator Certificate • Gerontology/Activities Specialist • Paraeducator Certificate • Fire Protection and Safety Technology FPS Professional Development Certificate • Advanced Manufacturing Degree

To ensure high academic standards, the Center for Teaching, Learning, and Assessment (CTLA) has developed a program review guide for both academic and support services programs to conduct a self-study at the department or program level. The CTLA offers stipends and provides professional support for conducting the program review. Between 2011-2013, seven academic programs and two student support services completed their self-study, while three academic program reviews are currently in progress. Overall, program review facilitates ongoing, systematic, evidence-based practices.

Many career programs hold accreditation from their professional organizations, and therefore engage in frequent and extensive self-studies and external review. For professionally accredited programs, the accreditation process is conjoined with the institutional program review to avoid duplication of effort. Document E1B in the Appendix contains relevant information on these accreditations and their cycles for review.

To maintain consistency at the course level, the credit hour definition was defined according to NEASC standards and approved by the College's Curriculum Committee in November 2011. The updated version is published in the latest College catalog and on the College website. It has been reviewed and discussed with faculty during academic division meetings and is included in the new faculty orientation material. The instructional activities delivered in the classroom or through alternative delivery modes along with additional required student work are evidenced through course syllabi, which are reviewed and approved each semester by the academic deans. The credit hour definition also covers the awarding of credit(s) for prior learning through professional/life experience or licensure. Prior learning assessments are based on a faculty review of documentation that verifies achievement of college-level, course-specific learning outcomes. Similarly improving access, the Center for Alternative Studies and Educational Testing (CAS), which has long-standing policies and procedures for awarding credit for prior learning, has recently expanded opportunities to award academic credit for military experience, training, coursework, and occupation/s, which can shorten the time to degree completion and prepares veterans for a smooth military-to-college transition. In accordance with NSCC's Credit Hour Policy, Prior Learning through

professional/life experience or licensure requires evaluation of learning outcomes, based upon criteria set by academic departments, which are comparable in depth, breadth and quality to successful completion of classroom courses. A minimum of 45 contact hours or equivalent is required for one credit. Prior Learning assessments are based on review of documentation that may include portfolios, professional certificates/ licenses, transcripts of military training or courses completed at non-accredited institutions, or some combination of documents that verifies achievement of college-level learning outcomes.

As part of its mission, NSCC provides resources for students to transfer to baccalaureate institutions. The College participates in the statewide effort to encourage seamless transfer between public colleges (MAST), encourages students to use the MassTransfer Agreement, and engages in articulation agreements with area schools. On average, 40% of all NSCC students matriculate into a transfer program and an average of 95% of them transfer to 4-year institutions. The annual transfer rate of graduates is excellent: 2010 – 95%; 2011 – 96%; 2012 – 94%. The transfer rate for career program graduates had increased from Fall 2010 to Fall 2011 (from 62% to 71%) but decreased from Fall 2011 to 2012 by 13%. Recognizing the growing need of bachelor degrees required in career areas, opportunities for transfer are being explored for all NSCC two-year career programs with the goal of having at least one transfer opportunity available for every associate degree. The college will offer more transfer events during the academic year to keep students informed of transfer opportunities and new marketing materials will be created for distribution to the college community and high school partners.

Responding to the workforce demand for bachelor level preparation, the College created a full time position to focus on the development and maintenance of transfer articulation agreements to guarantee the transfer of credit from associate to bachelor degrees. As a result of this increased attention, transfer opportunities have increased by 69% in the last two years. Although assessment of transfer programs and processes has not taken place in the past, the creation of this new position will enable assessment to occur on an annual basis.

Students participating in online courses are enrolled and verified through a password-protected, secure learning management system (LMS). Enrollment is automatically generated through the Banner Student information System. As such, student access to all online resources is through a central authentication system.

Several data points have been examined since the 2009 Self-Study concerning online and hybrid courses, including student satisfaction with college offerings, faculty perceptions of student issues with technology-mediated learning overall, and an analysis of course completion and grade distributions across these delivery methods. Surveys on student satisfaction with online courses yielded similar results in two different years. Satisfaction was greatest with students' perceived efficacy of online course assignments, with 90-92% agreeing or strongly agreeing or that they were helpful to learning. Students also agreed or strongly agreed 89- 91% that our online courses were well-designed and easy to follow. One area indicating some room for improvement was the desire to have more opportunity to interact with other students (76-78%); this resulted in emphasis during the course design phase to increase active interaction with other students through group presentations.

A college-wide instructional technology survey of faculty was conducted during the 2012-2013 academic year, soliciting the input of 35 academic departments within a focus group context. Nearly all cited to a gap in student support when it comes to instructional technology. Problem areas identified include the need for additional guidance across online/hybrid instructor assignments and understanding and navigating online courses. The Academic Technology department created a self-paced course (Online 101) to encourage students to learn how to use the technology prior to beginning an online course.

A comparative analysis of overall course completion rates and grade distributions across online, hybrid, and traditional face-to-face courses was taken for the fall 2013 semester. Clear gaps are noted in course completions rates, defined as the percentage of enrollees who persisted in a course from the start of the semester to its conclusion with a grade of 'C' or better. These results are consistent with community colleges across our system, and indicative of a significant group within the student population who, while choosing online courses, either lack the preparation to fully participate or otherwise find this delivery method uncomfortable. Continued efforts to address this problem will continue; the use and efficacy of Online 101 will be part of this research. Given the demand for this flexible learning option, NSCC plans to double its online learning inventory through a continuum of models from entirely online to hybrid within the next three years.

Twenty three percent of incoming students require developmental coursework in English, and 49% require developmental Math. Extensive national research indicates that the longer students are in developmental courses, the lower their completion rate. To foster student success, the College redesigned curriculum to address accelerating student progress through developmental coursework.

In September 2012, NSCC implemented a competency-based, self-paced, modular developmental math-redesign called Preparation for College Mathematics. With instructor support, students work individually though this course by completing online modules comprised of a workbook, problem sets, and assessments. The goal is to encourage students to progress as quickly as possible through pre-College mathematics. Fall 2013 marked the first universal application of the curriculum. Assessment of student success (grades) in the new curriculum shows higher rates of success than in the previous curriculum; however, Math faculty are concerned that alternative approaches may be required to support those students with the highest remediation needs. A Bootcamp approach is being piloted summer 2014. Results will be assessed to determine whether this approach has promise for larger numbers of students. The college will continue to review data (student progress/persistence) and provide additional and/or alternative support to meet the needs of our students.

To accelerate student progress in English, the College began a pilot of the Accelerated Learning Program (ALP, also known as the Baltimore Model) in spring 2015. The program enables students who are close to college-ready to complete developmental writing/reading and Composition 1 in one semester by taking both Composition and a developmental writing course with the same instructor. The developmental course is a support course for Composition. Student success in ALP sections is being compared to student success in the regular developmental curriculum. Based on initial findings, the pilot is being expanded for 2014-2015. Results will be carefully monitored to determine whether this program should be expanded.

A new initiative introduced by the Department of Higher Education is the requirement that community colleges use high school GPA's to place students into college level mathematics classes (rather than Accuplacer scores) starting in fall 2014. The college decided to adopt this recommendation fully and now requests transcripts with GPA's for all incoming students. All incoming students will continue to take the placement test, but those whose GPA is in the defined range will be placed into appropriate college math courses. At the initiative of the Math Department, the College changed prerequisites through the appropriate governance committee process to allow for placement into several college math courses based upon the GPA range specified in the DHE mandate. At the end of the year, results will be analyzed to determine whether GPA's do indicate college readiness in math.

Under the Perkins Act, the College provides Career Vocational Technical Education (CVTE) activities to high school students to introduce postsecondary education and career programs. These include articulation

agreements enabling students an opportunity to earn college credit for coursework completed in high school, early Accuplacer assessment to eliminate the need for developmental coursework, and College visits to introduce students to the postsecondary learning environment.

Eligible high school students can receive college credit through two programs. Dual Enrollment allows recommended students to enroll in an NSCC course taught either on campus or online by an NSCC faculty member. Admission requires involvement of high school guidance counselors and college personnel. In addition, the Early College High School program with the Lynn Public Schools is a close collaboration. College faculty teach summer courses on campus; students have enrichment experiences at area museums and colleges. NSCC Deans select high school faculty who have the appropriate credentials and teaching experience. NSCC faculty partner with the high school instructors to assure that the syllabi are equivalent to all other sections at the college, meet with them regularly during the year, and monitor student outcomes to assure that they meet college expectations. The faculty are evaluated each year. Achievement Coaches work closely with the students throughout the year; by the end of the two years, students have learned about the college admission process, financial aid, and expectations about college and careers in general. The first class of graduates was a great success: of the 19 students, 18 are attending college and one is entering military service. The college is working toward NACEP standards for this program.

Another new requirement for 2014-2015 is the DHE requirement that community colleges develop Math Pathways into specific programs of study. The goal is to provide incoming students with information about what level of math is required in their chosen program of study so that they can complete developmental math faster, enter their field more quickly, and take only the required courses. Particularly if statistics is the appropriate path rather than the algebra/calculus required in technical areas such as engineering, the statistics based path may increase degree completion. Every program of study and its math requirements were reviewed, and pathways were defined, so that students know what level of math proficiency they need to achieve. The Math Department plans to place students at a higher starting level in Preparation for College Math based on their placement scores, and advisors will actively advise students concerning levels of math proficiency needed in the various programs of study.

As noted earlier, two of the programs at the college were forced to relocate to a new location this year. The college had to vacate the Cosmetology and Culinary Arts space due to construction of the new Essex Regional Technical High School campus effective May 2014. A license agreement has been signed with North Shore Business Center, LLC for 12,360 square feet of space. While the new space is completed, Culinary Arts students will take their didactic courses on the college's Danvers campus with the usual September starting date, and take hands-on classes starting in mid-October. Cosmetology students will begin in October and have their complete 1,000 hours of instructional time scheduled, ending in June 2015. (A request for substantive change now that a new location has been established will be submitted in August 2014.)

Towards the advancement of Vision Project goals, the College has significantly expanded its portfolio of noncredit courses that can be taken alone or bundled for the award of academic credit. These courses include areas of study such as Allied Health, Environmental Science, and Business. In addition to existing policies and procedures housed in the College's Center for Alternative Studies and Educational Testing, the College has developed a review process involving teams of non-credit instructors and faculty members that established internal articulation agreements between the Division of Workforce Development and Corporate and Community Education and its Divisions of Academic Credit. Noncredit to credit opportunities will be explored through the established review process at a rate of approximately one "bundle" per semester.

As a major engagement strategy, Service Learning has become increasingly integrated into academic programs. In 2008-2009, there were 55 courses with a service-learning component. In 2013-2014, the number of courses has grown to 80. Five years ago student participation was optional; today, full class participation is at 60%. An anticipated 1000 students will take part in service learning this year, an increase from 350 students in 2008.

APPRAISAL and PROJECTION

Reflecting national trends and statewide priorities, the College has embarked on several academic initiatives to increase engagement, achievement, retention, and graduation.

- Committed to working with state and high school partners to improve access and transition to college, NSCC has established a regional team to advance common core standards in Math and English and identify college and career-ready curriculum, including a campus liaison represents the College in PARCC discussions. In five years, NSCC will be well-positioned to implement changes mandated by the State, including how assessment will be used as an indicator of students' readiness for college.

- Based on statewide results of the effectiveness of placement into college math by GPS, data may indicate that Accuplacer may no longer be required of incoming students with appropriate GPA's for placement into some college math courses.

- Assessment of student outcomes in developmental math and in the ALP curriculum will inform the college concerning future placement and curriculum implementation.

- The efficacy and utility of the Math Pathways will be assessed to determine whether these are clear and easily understood by students and advisors, and modifications made based on assessment.

- Based on the assessments of online learning, it will be incumbent upon us to address the achievement gaps by strengthening key support services for online students. We will also need to conduct a deeper analysis of subject areas and specific content types that are most compatible with online delivery, or where problems exist, can be improved through strategic design. Moving forward, we will work to set the appropriate interventions in place and formalize our assessment of online learning.

- Assessment of GenEd outcomes is described in detail above, in *Assessment of Student Learning.* The College intends to continue emphasis on assessment of curriculum and learning outcomes throughout the coming years.

- In a survey of students who had participated in Service Learning during 2013-2014, 82% reported that Service Learning increased their willingness to enroll in classes offered the next semester; 77% that it increased their willingness to complete an Associate degree; and 68% that it increased their willingness to complete a Bachelor degree. With the addition of the Civic Learning Graduate Fellow for 2014-2015, the Service Learning program will expand and further assessment of its effectiveness will be conducted.

- The Cosmetology and Culinary Arts programs will be carefully monitored in this first year at the new facility to assure that all academic and other support is available for those students.

STANDARD FIVE – FACULTY

DESCRIPTION

The highly-qualified faculty reflect the depth and breadth of the programs of study leading to an associate degree or certificate. There were 132 full time faculty in Fall 2013; three more were hired for spring semester. Among the 135 full-time faculty, many hold doctoral degrees, and the majority hold master's degrees. (Please refer to Data Forms 5.1 and 5.3)

Table 4: Full-time Faculty Credentials 2013-2014

Degree	Number of Faculty
Doctorate	28
Master's Degree	94
Bachelor's Degree	11
Certificates (Cosmetology & Culinary Arts)	2
Professional Licenses (in addition to above)	42

In addition to their academic qualifications, faculty in professional programs bring to the classroom their expertise in specific businesses or careers. As in many institutions across the country, an aging faculty has retired and been replaced with a new cadre of instructors. Since the last comprehensive NEASC visit in 2009, 44 full-time faculty have retired or left for other reasons, and forty-eight new full-time faculty have been hired. As a result, 35% of the full-time faculty are relatively new to the institution, balanced by a significant number of long-serving faculty with institutional history.

The hiring process for full-time faculty is robust, facilitated by Interview Exchange, an online application process that allows for more efficient review of resumes. Orientation for both full time and adjunct faculty addresses College policies, procedures, values, and goals. General information is available to everyone electronically through the NSCC portal Campus Pipeline, and adjuncts receive a thumb drive with information when they are oriented. All faculty receive the weekly Bulletin and the President's weekly message to the College community through campus email.

Organizationally, the faculty belong to one of five academic divisions, each led by a Division Dean, who manages academic areas in accordance with the Massachusetts Community College Council (MCCC) contract. Elected Department Chairs head academic departments, while career departments/programs are led by Program Coordinators. The Chairs/Coordinators oversee forty-four departments and programs, some of which offer multiple certificates and degree options. In order to assure consistency in learning outcomes among course sections, Deans review syllabi for completeness and Chairs/Coordinators review syllabi for content each semester. Nevertheless, academic freedom is highly valued, enabling flexibility in instructional methodology and classroom practice.

Because of their multiple duties that include instruction, advising, and college service, faculty provide the backbone of the curriculum. As a major responsibility, faculty design and refine curriculum within the governance structure; consequently, faculty are deeply involved in their disciplines, participating in conferences on teaching and learning, assessment activities, and grant-funded initiatives. They provide extensive opportunities for students to learn outside the classroom, including service learning, internships, participation in competitions in their fields, and co-curricular activities.

Through an election process, faculty serve on all standing committees in NSCC's governance structure. The College governance committees have representatives from each academic division. Adjunct faculty are paid a stipend for their participation on committees. Additionally, faculty volunteer for other ad hoc committees that focus on special concerns or issues that impact the College.

Because faculty play such a critical role in student success, professional development is available through several channels: 1) Academic divisions provide funds for local conferences. 2) The Professional Development Committee funds major conferences, study, and travel. 3) The Center for Teaching, Learning, and Assessment supports teaching innovations, teaching/learning conferences, and assessment activities. 4) The Academic Technology Department supports faculty in exploring curriculum design and in using technologies in instruction and learning. 5) Sabbaticals are available for full-time faculty. 6) A year-long professional development program for faculty focuses on effective teaching and learning, with stipends or workload consideration provided for participation. The program has both online and in person components. 7) Three faculty members were chosen to participate in the Chair Academy in June 2014. 8) Faculty have been invited to participate in the year-long Community College Leadership Academy (CCLA).

The evaluation processes for both full-time and adjunct faculty are governed by collective bargaining agreements, detailing teaching loads, responsibilities, and compensation. The Massachusetts Teachers Association represents faculty in contract negotiations.

The College emphasizes academic standards and academic honesty, publishing statements on plagiarism on its website, the Student Handbook, and on many course syllabi. Academic standards regarding credit hour requirements are contained in the Curriculum Committee Handbook, discussed in department/division meetings, and posted on the college website. Syllabi are reviewed to assure that the amount of work expected in the course is consistent with credit hour expectations.

APPRAISAL and PROJECTION

The success and achievement of students and the accomplishment of the College mission are dependent on a dedicated faculty who prepare students for the challenges and demands of pursuing further learning, joining the professional workforce, and becoming lifelong learners.

- As in most community colleges nationally, enrollment growth and economic realities have required a reliance on adjunct faculty. At NSCC, approximately 400 part-time faculty complement the 135 full-time faculty. Typically teaching about 50% of the sections offered each semester, adjunct faculty often bring real-world experience and professional expertise to the classroom. The College makes a particular effort to welcome adjuncts into the campus community through participation in academics, governance, and professional development. Nevertheless, the College is committed to hiring full-time faculty in conjunction with Strategic Plan initiatives.

- Hiring managers (deans and assistant deans) assess the hiring process on a regular basis, and find that it has improved since the adoption of Interview Exchange. The previous process, dependent on printed applications and resumes, was cumbersome and inefficient. The new process allows all search committee members access to all applications and provides transparency in the evaluation of applicants and the whole selection process, and stronger partnership between academic departments and Human Resources.

- Informal assessment of orientation and communications like the President's weekly email and the *Bulletin i*ndicate that new employees appreciate the orientation process and efforts to keep them

informed; many offer positive comparisons with other colleges. While there has been no formal assessment of the weekly communications, the President receives frequent feedback about how valuable those emails are.

- Faculty who participate in the year-long professional development program are surveyed to assess the effectiveness of the program; all suggestions for change are taken into consideration the following year. One example is that the college is developing its own video scenarios to replace the "Getting Results," an online resource developed several years ago by PBS and the League for Innovation, as it is somewhat dated. The college intends to offer more opportunities for professional development for adjunct faculty in coming years to accommodate those who have specific interests, based on faculty surveys to determine their needs.

- Recognition of teaching excellence is important. Full-time faculty are selected for NISOD awards for teaching excellence held in Austin, Texas, as well as being recognized at faculty events and by having their names on a plaque at the Lynn and Danvers campuses. Faculty take pride in receiving the NISOD award, and report that the conference is productive, inspiring changes in their pedagogy. Adjunct faculty are selected for the annual Excellence in Teaching Award; recipients receive an honorarium and their name on a recognition plaque on the Danvers and Lynn campuses. The college is reviewing its participation in NISOD to see if there is an even better option for recognition.

- Based on research conducted prior to the 2009 NEASC self-study, the College determined that the area of active teaching and learning needed improvement. To assess progress, the Community College Survey of Student Engagement (CCSSE) results for 2007 were compared to 2011, on an institutional level as well as measured against all other colleges. (See table below). While the College has improved on some measures, efforts need to continue.

Table 5: Comparative Data –Active Teaching and Learning Strategies
+ Indicates improvement from 2007-2011

Item	2007 NSCC	2007 All	2011 NSCC	2011 All
Made a class presentation	32.1	27.08	**32.5+**	29.3
Worked on a paper or project that required integrating ideas or information from various sources	62.4	59.0	**69.4+**	62.2
Worked with other students on projects during class	41.4	45.9	**42.9+**	47.7
Worked with classmates outside of class to prepare class assignments	19.8	20.8	17.7	23.0
Participated in a community-based project as part of a regular course	7.4	6.2	6.7	6.8

The data indicates continuing need for encouraging faculty to include active learning strategies such as making class presentation, working with classmates outside of class, and engaging in service outside of class. Informal feedback indicates that students may be defining "making a presentation" very narrowly, as most faculty do require presentations, but not always defined as a "speech." Academic Technology staff are working with faculty to encourage them to use technology to enhance student communication and teamwork outside of class, since community college students do not have much time to spend on campus. Service Learning and Civic Learning will be a focus of a committee run through the CTLA to address engagement in the community.

- To enhance opportunities for active learning in the classroom, the College has piloted an active learning classroom on each campus, specifically designed and structured to provide a more active, collaborative, inclusive learning environment that promotes high engagement in the classroom.

Faculty will continue to be surveyed on their experiences with these classrooms. This information will be used as plans are made for renovations on campus, including how to furnish the learning spaces in the addition to the McGee building.

STANDARD SIX– STUDENTS

DESCRIPTION

The Student and Enrollment Services component interacts with students from the point of admission through registration; provides wraparound support through advising, tutoring, and adaptive services; and enriches student experience through co-curricular activities. (Please refer to Data Forms 6.1, 6.2, 6.3)

Reporting to the Vice President of Student and Enrollment Services (SES) are two deans: Dean of Students and Dean of Enrollment Services. Providing a framework for the work in student services is the Massachusetts Department of Higher Education's Vision Project, which emphasizes key outcomes that impact college participation, completion, student learning, workforce alignment, preparing citizens, and the elimination of disparities. Since 2009 NEASC visit, SES has employed a student-oriented, cross-college approach to initiatives that have, in some cases, expanded to community and statewide partnerships. This drive has been framed by keeping student success in the center of decision-making processes.

Since persistence and achievement are central to student success, a number of strategies are employed to create a supportive environment. To assist students to get started on the right foot, the Student Support and Advising Center has piloted mandatory orientation for all incoming students. NSCC's orientation provides students with information on school services, the College's website and Pipeline portal, and academic and career choices; this effort is supplemented by parent orientations. To accommodate those students who are unable to attend an in person orientation session an online orientation option was created. To assess the effectiveness of the new mandatory orientation, both short and long term effects have been considered. In the long term student retention and success for those students going through the mandatory orientation process will be compared with that of students prior to the mandatory orientation process. In the short term, the number of students attending the orientation will be compared with student numbers when the process was optional. Spring 2014 was the first semester that all new students were required to attend orientation. Compared to spring 2013 there was a 183% increase in student attendance.

As part of the Student Support Center departmental review process, Crisis Intervention services underwent an internal assessment in 2012. Crisis intervention visits and the nature of the visits were tracked. The substantial number of mental health issues identified led to the creation of two Senior Academic Counselor positions to provide crisis intervention services to both the Lynn and Danvers campuses. In the first year that these positions were institutionalized student visits for crisis intervention per month more than doubled on each campus from September to April.

NSCC implemented the "Fresh Start" academic forgiveness policy in Fall 2012, which allows re-admitted students with poor academic history to be treated as a transfer student, wherein students after some advice and counseling, can use this "second chance" to demonstrate readiness for college work. While few have taken advantage of this policy, it is a valuable tool for those returning to college after a fairly long hiatus, during which the factors that caused failure in the past no longer exist.

A 2012 CCLA project to assess Career Services led to Vision Project Performance Incentive Fund (PIF) grant funding to improve coordination, collaboration and visibility of Career Services throughout the college. Initial assessments identified that students were highly interested in using Career Services but were not accessing them to the same degree. In response, NSCC increased the Career Services staffing (1 Career Exploration Counselor and 1 Career Placement Counselor) and instituted a Career Services Leadership Team to evaluate career services and build collaboration among the departments. To foster this collaboration and present a comprehensive view of career services, a virtual career center website has been created and

is being piloted over the summer 2014. Website visits, student tracking and follow up surveys in 2015 will serve as the basis for assessment of these initiatives.

Another (PIF) grant from the Board of Higher Education supports NSCC's Academic and Career Mapping initiative, which provides clear academic and career information in highly digestible formats to enhance students' awareness of the connections between academic programs and potential career options. The PIF grant also supported an Early College High School pilot program at Lynn Classical High School.

Providing academic support, the NSCC Tutoring Centers have increased staffing, and the College has renovated physical space to improve services and accommodate students' needs. Indeed, scheduling of tutors has increased by 30% in the past five years, and the number of tutoring sessions has risen between 5-10% each year for the past four years. Approximately, 6,500 tutoring sessions are held each year. Accommodating the demand for academic support, NSCC opened a new 2,125 square foot state-of-the-art tutoring center on the Danvers campus, centralizing all tutoring services. To handle the growing need for academic intervention, personnel resources for tutoring in the computer sciences have increased fourfold in the past five years, and more specialized tutors have been hired to assist ESL students and those seeking degrees in career and technical areas. NSCC is also a member of the Connecticut Distance Learning E-Tutoring Consortium, which provides access to online tutoring services. As of August 2014, Tutoring is organized under Academic Affairs as part of Library and Learning Support. During 2013-2014 it became apparent that more tutoring in Math was needed; this year, professional math instructors will be available many more hours to serve students. Tutoring services will be assessed during 2014-2015 and results used to improve and enhance services.

The College recognizes that students need guidance concerning their rights and responsibilities. The Student Handbook, readily available on the college webpage, contains complete information on these topics: Student Complaints p. 33-49; Student's Rights & Responsibilities p. 49-65; Policy & Procedures Relative to Students with Disabilities p. 66 – 71; Student Grievance Procedures p. 72- 80; Netiquette Guide p. 81-82; and Academic Policies and Financial Aid Policies, p.83-95.

Disability Services did an assessment survey of all full and part time faculty in September 2013 to ascertain faculty's knowledge of Universal Design for Learning (UDL) and to identify how faculty were incorporating UDL principles and best practices into their courses. The survey results demonstrated that 68% of faculty are familiar with UDL and are applying principles on a consistent basis. As a result of the assessment, faculty discussion groups were formed to discuss practical applications for incorporating UDL principles into their course design.

To bolster student success, Disability Services has created two free programs for students: A chapter of the Delta Alpha Pi Honor Society, which offers high-achieving students with disabilities the opportunity to expand and practice their leadership skills; and a student-centered Transition Group, which helps students with disabilities adapt to the expectations of college-level academics. Formal assessment of both programs is planned for 2014-2015.

Named a Military Friendly School, a title bestowed to the top 20% of schools that deliver the best experiences for veteran students, NSCC serves an average of 350 military veterans who have access to a wide range of services available in a dedicated Veterans Center. A full-time Veterans Services Specialist closely monitors the overall success of veteran students, providing advice and counseling; and an Assessment Officer evaluates military experience and provides credit for military training. In addition, NSCC is an official military testing center that administers and accepts CLEP and DSST exams and waives all testing fees for active military and veterans.

Rounding out student development opportunities, Student Life has increased options for leadership development, volunteerism, and civic engagement. In September 2011, Student Life joined the National Society of Leadership and Success, Sigma Alpha Pi. To date, the annual student surveys compiled indicate that the program and its curricula are relevant and valuable for the students who have engaged in Sigma Alpha Pi. Over five hundred NSCC students have participated in this program that is composed of lectures, peer mentoring and community service. As the College looks for new ways to retain students and support their success and degree completion, we will begin to mark these students in our student database. This will allow us to measure the impact of the Sigma Alpha Pi experience on retention, success and degree completion. In addition to Sigma Alpha Pi, Student Life has developed a Student Government Association Scholarship (since 2012) and effective July 2014, directly oversees the Presidential Scholar Program. This is a small leadership program that provides financial assistance, mentoring, and leadership opportunities to students who meet certain criteria when they apply to the College. Over the next few years, the College will consider how this program might be made available to more students, again with the hope of better supporting retention and student success. Complementing these activities, a Community Service Fair is held each fall to introduce students to the many volunteer opportunities in the College's surrounding communities. Finally, the number of student campus clubs has increased from twenty nine to forty in the last five years, increasing opportunities for student engagement, community involvement and student success.

APPRAISAL and PROJECTION

NSCC has reviewed and implemented several policies and procedures that foster student achievement and promote success, ensuring that students follow a pathway toward their educational and professional goals.

- In April 2012, the Academic Policy Committee approved a new Change of Program process, which requires signatures of an advisor and a Student Financial Services representative so that students understand the ramifications of changing programs on their academic progress and financial aid status. The Academic Policy Committee is also considering a proposal to change the NSCC Withdrawal Policy: In an effort to facilitate improved communication between professor and student, the new proposal would require the professor's signature. Results will be monitored to see if these changes do help students progress toward their degree more efficiently.

- As Career Services is consolidated and students begin to use the resources more regularly, assessment may lead to the establishment of a physical Career Center in the offices in the new Lynn addition.

- Future assessment of the Crisis Intervention initiative will examine how the Intervention services affect retention rates for this high risk population as compared with the general student population.

- NSCC has implemented student and course levels in the BANNER student records system, allowing the institution to calculate the college-level GPA for graduation and transfer purposes, simplifying planning for class scheduling for students close to graduation, assisting in determining student financial aid eligibility, and improving accuracy for internal and external reports.

- As noted in Standard 4, NSCC is working with the Massachusetts Articulated System of Transfer (MAST) team to establish a Common Transfer Policy among the fifteen Massachusetts Community Colleges and State Universities to provide transparency and to create a statewide database of

courses that will indicate equivalency between institutions. We are hopeful that transfers among public colleges will be more efficient.

- The number of students who receive aid continues to rise, with a three to five percent increase per year. From 2011 to 2013 alone, the number of FAFSAs received increased by 17%. Unfortunately, during this period, the loan volume also increased by approximately 25%. Efforts to mitigate the increasing loan rate has included hiring an Academic Counselor who focuses on managing NSCC's loan program and educating students regarding financial literacy. In FY 14, NSCC also partnered with the services of the American Student Assistance's financial literacy program, SALT.

- With the expansion in the spectrum of student services, SES has set ambitious benchmarks for improving student achievement and success: a) Improve overall graduation rates 16.2% to 19%; b) Develop strategies to reduce achievement gaps between Hispanics and Whites (9.8% to 7%), Blacks and Whites (8.4% to 6%), and Males and Females (6% to 3%). A part of this effort, an Enrollment Plan with a specific minority recruitment component will be rolled into an annual tactical plan. (Please refer to Form S1.)

- Other services slated for streamlining include developing an online jobs board to give greater access to employment opportunities as employers will have the ability to create and advertise positions, and implementing a Self-Service Transcript Request process.

STANDARD SEVEN – LIBRARY AND OTHER INFORMATION RESOURCES

DESCRIPTION

With full-service libraries at the Lynn and Danvers Campuses, the Library educates and supports the College community with a well-balanced, up-to-date collection of print, media, and electronic resources. The Library provides inviting spaces for study, learning, and research. The highly knowledgeable staff assists visitors in making the best use of resources, as well as accessing information beyond the Library's walls. Services are continuously updated and upgraded so that patrons are equipped with the knowledge they need, when they need it. Since the Library is a major support service for academics, each academic department has a library liaison who acts as a contact person and an advocate. Librarians work with the faculty to enhance their courses as well as help departments address accreditation and program review needs.

Following the 2009 NEASC site visit, the Library recognized that changes were needed in the areas of staffing, physical layouts, budget and spending, information literacy instruction, and access for users. (A discussion of improvements to access for all library users, including online students, is addressed in the section responding to the Areas of Emphasis.) As suggested in the 2009 report, an assessment was made of the library staff and their assigned duties. To correct a staffing imbalance, an additional part-time reference librarian was hired. This gave the library, two 20 hours/week part-time reference librarians, one at each campus. Short-staffing at the Danvers circulation desk was improved by reallocating a library assistant from technical services.

In emphasizing customer service, the Library has responded to a variety of patrons' requests. In terms of space, quiet study areas are located away from the circulation and reference desks, and in the back of both libraries. Small tables or single study carrels are for individuals, and "Quiet Zone" signs inform patrons that talking and cell phone use are not allowed. Additionally, group study areas have larger tables and are closer to the entrances, circulation and reference desks, and classrooms. With smaller print collections, both libraries removed shelving or had the height of shelving reduced; this increased seating has made for a less cramped atmosphere and added more natural light. Because of increasing demand for computer access, a computer lab on the Danvers campus was added, and scanners for patrons' use have been added to both libraries.

To address the emphasis on information literacy, the information literacy instruction program teaches students to develop information skills needed for success in college and life. The Library encourages faculty to work with librarians to create assignments which reinforce these skills. To augment this collaboration, Research Methods (LSC 101), a one-credit information literacy course, has been offered as independent study and online. Consequently, all librarians underwent a training program through Academic Technology on online teaching. Less formal options include presentations in classes and meetings, preparation of unique LibGuides, and development of online and video tutorials. Equally important, the Library supports distance learning with off-campus access, via a proxy server, to the online databases and library catalog. With persistent links, the library's e-resources and e-reserves can be added to online courses and the learning management system giving access to all students. To facilitate the College's initiatives to make the cost of textbooks more affordable for students, the librarians collaborate with the Educational Technology Innovations Group and faculty in providing Open Education Resources (OER) and OER LibGuides. Currently, 10 faculty are being trained in implementing OER for their classes, with those courses expected to run in 2014-2015. Following implementation, the courses will be assessed by determining the cost savings to students and by faculty and student satisfaction surveys aimed at measuring usefulness of teaching and

learning using ORE resources. This data will be analyzed and used to: improve OER courses by faculty if necessary; promote the adoption of OER in more programs and courses; among more faculty; and, solidify a process for Academic Technology Staff to use when working with faculty in developing ORE courses. The goal is to realize even more significant cost savings to students.

APPRAISAL and PROJECTION

The expansion and modifications of services through the Library reflect the changing educational environment of the College as a whole. The Library is an integral part of institutional effectiveness, ensuring the availability of varied channels of information resources to carry out NSCC's mission and vision.

- Budget needs and purchasing resources remain a challenge for the Library. Now with access to 105 databases, the number of online databases has increased approximately 65% since 2009. E-book collections have grown from 37,487 titles in 2012, to 41,853 titles in 2013. Rising costs to online resources strain the current budget, requiring implementation of alternatives, realizing savings without sacrificing service. The Library Director, Interim Vice President for Academic Affairs, and Assistant Vice President for Budget and Planning met in Spring 2014 to calculate the 1%-4% increases, dependent on FTE, for databases and subscriptions to better project the FY15 and future budgets.

- The Library Staff assess effectiveness through a variety of ways, and these assessments help inform modifications to the Library and its services. For example, the 2013 CCSSE Survey included a question regarding students' use of library resources to complete course assignments. This data indicated that students valued and used Library resources, informing the decision to develop LSC101 "Research Methods" as an online course making it available for greater student access. Likewise, data from the 2012 Information Technology Committee's College-wide Survey to faculty, staff, and students indicated the need for more computers and quiet individual and group study space. This resulted in adding more computers to both campus libraries, redistributing student space to create distinct quiet and group study space, adding more online resources available via the proxy server for remote access, and a major facelift to the library's web page to enable easier navigation. Additionally, Tell Us What You Think promotions, developed and adapted by Library Staff such as the adaptation of Harvard's Awesome Box, leads to enhancing collection development.

- Because of changing formats, and to justify and articulate how materials are selected, the Collection Development Policy undergoes periodic revisions. This policy supports the Library's partaking in NOBLE's Collection Assessment program, utilizing the reports from the integrated library system, Evergreen. New in 2014, the NOBLE program will be a three-year process which will analyze 36 subject areas of the library's collection for usage and currency. The program will assist with collection management, particularly de-accessioning and collection development. To keep up with the prevalence of students' use of Google, the Library staff will investigate a viable discovery platform to search across all electronic resources in one search. In FY15, the NSCC Library will participate in the Massachusetts Board of Library Commissioners initiative to recommend a statewide discovery platform to be aligned with the Massachusetts Commonwealth Catalog. The effectiveness of this platform will be measured using COUNTER (Counting Online Usage of NeTworked Electronic Resources) Statistics, a resource which provides comparable usage reporting to better understand how the information accessed from a variety of vendors/publishers is being used. This data will help inform whether the college purchases the discovery platform.

STANDARD EIGHT – PHYSICAL AND TECHNOLOGICAL RESOURCES

DESCRIPTION

North Shore Community College has made significant progress in meeting the objectives of its planned campus facilities expansion and implementing ongoing improvements in information technology infrastructure. Critical educational programs and services have been relocated from outdated facilities into state-of-the-art spaces with greater capacity to address both enrollment growth and changing academic requirements. Technological resources have been updated, enhanced, and focused to meet current and emerging service needs for campus communications, data warehousing, institutional analytics, and academic instruction. Moreover, the College has managed this growth while maintaining a leadership position in energy management and environmental stewardship.

Physical Resources

New campus construction projects and consolidation efforts have enabled several initiatives that address long-standing physical resource needs, while others remain in search of resolution. A major initiative, the Danvers Health Professions and Student Services Building (HPSS) is a 58,700 square foot facility and the first Zero Net Energy Building (ZNEB) owned by the Commonwealth of Massachusetts. All Health and Animal Science programs have been relocated to this facility from the former Health Professions & Science Building and the aging Essex Aggie campus. Student Enrollment and Support Services on the Danvers Campus have also been centralized in HPSS. The facility was designed and built in accordance with legal requirements to ensure equal access for individuals with disabilities, and features contemporary learning spaces and technology. Relocating programs and services to HPSS has enabled newly available space in the former Health Professions & Science Building to be renovated for the College's new Math Redesign program, expanded tutoring, veterans services, and additional meeting and conference rooms.

Similarly, plans for the expansion of the Lynn Campus have been approved for $20.7M as part of the Governor's 2014 Capital Projects Spending Plan. A complete account of this initiative is included in the section under 'Area of Special Interest-Master Planning.' Additionally, a new lease was negotiated in 2010 for the Cummings Properties in Beverly, MA, which houses space for Corporate and Community Education programs and the Adult Learning Center and the MBTA building in Lynn. In 2015, new leases will be negotiated for both facilities.

Importantly, NSCC has been an active member of the American College & Universities President's Climate Commitment since 2007 when it submitted the first of five greenhouse gas reports. The College also created a Climate Action plan in 2009 and has since filed two progress reports. As noted in these reports, NSCC's carbon footprint is improving in the component of electricity even with the addition of new facilities. As a commuter college, the component of carbon due to cars remains approximately 70% yet fluctuates with enrollments. In recognition of these efforts, the Massachusetts Department of Energy Resources selected NSCC as a winner in the state-wide 2012 Leading by Example Awards.

Keeping the campuses safe, the Campus Police Department has adopted and implemented a majority of the International Association of Campus Law Enforcement Administration (IACLEA) recommendations. The department, evaluated according to that organization's Loaned Executive Management Assistance Program underwent an on-site review in 2006 by IACLEA consultants. Implementing these recommendations has raised the department's overall level of professionalism and service to the College community.

Technological Resources

The College's technology infrastructure supports the changing physical resources and keeps pace with ever-diversifying academic and administrative demands. Many College-wide technologies were implemented upon proof-of-concept and integration into the new HPSS building. Voice over Internet Protocol (VoIP) was implemented in 2011, and an aging voicemail system was upgraded in 2013 to an IP-based solution to better accommodate mobile device users. In 2011 and 2012 Both the Danvers and Lynn core networks were upgraded to the latest generation of Cisco Nexus, and wireless access was expanded to all facilities with guest access and a refined role-based security. The consolidated Enrollment and Student Support Services area features self-service stations, a computer lab to support orientations, and a state-of-the art adaptive lab to support students with disabilities.

Technology infrastructure has been advanced by the Enterprise Data Warehouse and Reporting, in which the majority of reporting takes place through the Operational Data Store. The Enterprise Data Warehouse of the system is being used for trending analysis, and report writing has been consolidated through the Cognos business intelligence reporting tool. With a solid reporting base in place NSCC has developed the first iteration of dashboard reporting to be rolled out to executives and Deans as noted in Standard Two. This model is expected to expand to all key performance indicators. Approximately fifty staff utilize the system and more continue to be trained. As part of these improvements, in 2009 the College retired the GroupWise and Campus Portal email systems, migrating all students, faculty, and staff into Google Apps. Novell Directory Services was also retired and replaced by Microsoft Active Directory. This transition ensures a single set of log-in credentials for most College services, provides robust tools that could not be accomplished with internal systems, and saves a minimum of $60k annually. The one integrated email system has allowed for collaboration tools to be successfully utilized by faculty, students and staff and has increased consistent usage of the NSCC email system by students by nearly 40%. Campus portal usage continues to grow with 4000-6000 unique users daily and over 10,000 unique users weekly. Email is now the colleges primary means of communication.

In 2013 NSCC developed its first mobile app to complement our Mobile web-site that was implemented in 2011. NSCC will continue to develop these areas to provide additional access to services including: grades, rosters, registration, payment, class schedules, etc.

Complementing sustainability initiatives, in 2010, Information Systems implemented a College-wide print management system in all academic learning spaces, reducing paper waste by over 50%. This system was further extended to allow students to print from their personal computing devices. The implementation of VMware has reduced the number of physical servers from 110 to 8, cutting annual costs by a minimum of $150,000 in server replacements and HVAC/electrical costs. Computer workstation replacements have been kept at a four-year cycle, and their upgrade to current All-in-One systems will require less energy. All academic computers are configured using Microsoft group policy to ensure optimal power consumption. Network switch upgrades to Power-over-Ethernet (PoE) have been successful in reducing power consumption for phones and wireless access points.

In concert with these efforts, the NSCC public web site was completely redesigned to enable the dynamic display of information from the Banner Administrative system. New features include audience-based navigation, custom keyword search and tracking, enhanced content management tools for departments and integration with Google Apps and Analytics. The site was reviewed and approved by the Institutional Image Council executive team prior to going live in 2009.

To support teaching and learning, presentation technology installations have effectively grown to 100% of all classrooms. New academic technologies integrated into HPSS include two simulation labs with Laerdal mannequins, video recording and debriefing systems; a new digital radiography lab; state-of-the art facilities to support veterinary technology; and high-end general purpose classrooms and conferencing areas with the latest interactive presentation systems and furnishings.

APPRAISAL and PROJECTION

With major facilities development on the horizon as well as continuing advancement in technology infrastructure, NSCC will rely on its sophisticated systems planning and implementation processes to make the necessary transitions over the next five years.

- NSCC will undertake a campus master facilities planning process, managed by MA's Division of Capital Asset Management and Maintenance (DCAMM), with the goal of locating all offerings and support services in College-owned buildings to ensure seamless integration of the student experience and reduce current leasing arrangements.

- The College will plan for the potential 2016 occupancy of the addition to the McGee Building on the Lynn campus as well as the relocation of existing departments and programs (see *'Area of Special Interest-Master Planning'* for additional detail). Building upon the concepts developed through the HPSS building project, the College will continue to update its core information infrastructure, academic technologies, and overall learning environment specifications through upcoming campus improvement and expansion projects.

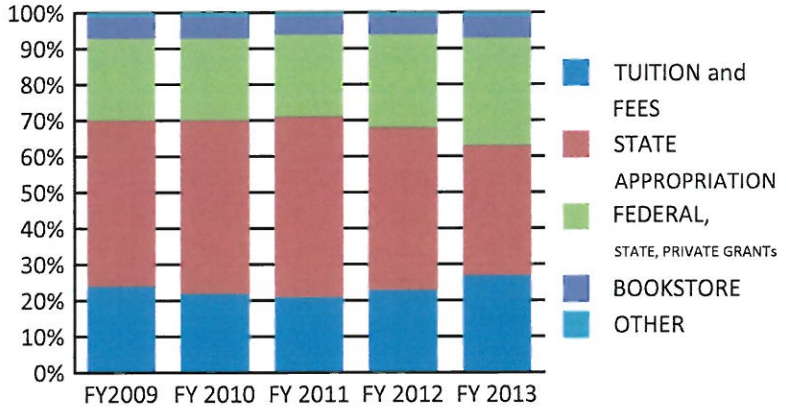
- The College, under the guidance of the Information Systems Department, will implement key enhancements to its information systems to improve workflow and productivity, including communications and customer relationship management; security program improvements and education; enhanced tools for advising, degree evaluation, alerting and access improvements; and campus portal enhancements that facilitate the ability of departments to manage their areas with greater self-sufficiency. Cloud Solutions and data warehousing will facilitate streamlining processes and data-based decisions. Multiple teams and other sources of input including; faculty and advisors, enrollment management team, new KPIs at the state level, and NSCC's Banner Implementation team, a sub- team of the Information Technology governance committee, have identified common directions that will enhance the above named services for our stakeholders.

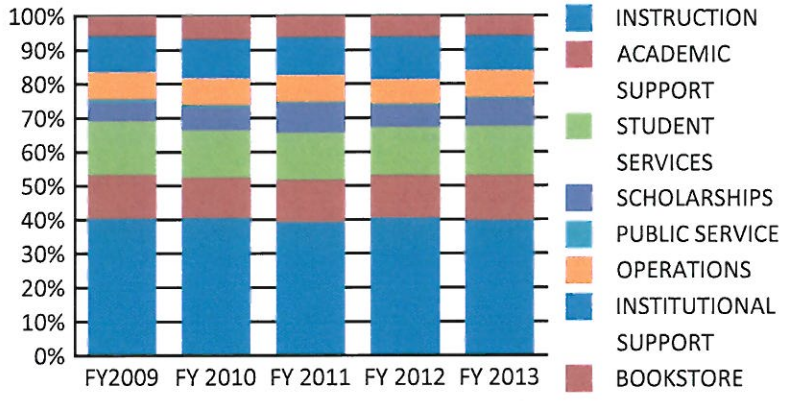
- The College, under the leadership for the Dean for Academic Technology, Assessment, and Instructional Development, and as noted in the Areas of Study completed a Learning Management System (LMS) review in 2014 and will replace ANGEL, with Blackboard. The College will also explore and implement academic technologies that support institutional and student learning outcomes assessment initiative through both quantitative and qualitative measures (i.e. learning analytics, ePortfolios, and linkages to institutional research data).

STANDARD NINE – FINANCIAL RESOURCES

DESCRIPTION

The Office of Administration and Finance, led by a seasoned financial officer with decades of hands-on experience at the College, is supported by highly educated and qualified staff with extensive experience and technical ability. The College continues to obtain funding from three primary sources: tuition and fees, grants and an appropriation from the Commonwealth of Massachusetts. For fiscal year 2014, NSCC's total operating expenses are budgeted at $56,207,000 with total operating revenues budgeted at $30,826,000 and non-operating revenues budgeted at $25,030,000. This represents a deficit of $351,000 which will be covered by reserves that were authorized by the Board of Trustees. In 2013, tuition and fees comprised 27% of revenues, while the appropriation from the State comprised 36% of total operating and non-operating revenues. These revenue sources provide the support for NSCC to operate and carry out its mission. The following charts display revenue sources and expenditure allocations over the past five years:





NSCC has operated within its revenue sources and without compromising its level of service by maintaining expense allocations where needed and putting efficiencies in place. (Please see Data Forms 9.1, 9.2, 9.3, 9.4)

The College contracts KPMG to conduct its external financial audit, and started to conduct an annual A-133 audit in FY2012. Annual audits for the past five years have revealed no material weaknesses that would

prevent the College from meeting its mission. The audit findings continue to indicate "The College uses these capital assets to provide services to students, faculty and administration."

Grant and fundraising priorities are well integrated into the College's planning processes. Institutional grants (as opposed to grant aid to students) in FY2013 totaled more than $4,500,000 or 8% of NSCC's annual budget. Significant state and federal grants in operation were a state Early Education and Care (EEC) regional lead award, US Dept. of Education Perkins and FIPSE grants, as well as a partnership in a statewide DOL TAACCCT consortium grant. Additionally, the MA Department of Higher Education has recognized NSCC's efforts to meet the goals of the Vision Project by awarding NSCC a Performance Incentive Fund (PIF) grant in each of the last three years.

In terms of private fundraising activities, the College's foundation, or 501c(3) fundraising arm, led a major gifts initiative to equip a new state-of-the-art Health Sciences facility on the Danvers campus that opened in 2012. Through the cultivation of multiple donors, the NSCC Foundation also established a Believe in Lynn fund to support targeted activities in that community and continues to support student retention and success through the largest scholarship program among the Massachusetts community colleges. The NSCC Foundation currently holds assets of more than $6.5 million.

Moreover, NSCC has been able to build and maintain significant reserves – to almost $7 million at FY13 fiscal year end, from a fund balance of $4 million in 2009. By FY13, NSCC's assets exceeded liabilities by more than $68 million due to the Health Professions and Student Services (HPSS) building. This was an increase of $38 million from 2009.

Especially significant for the financial future of NSCC, the Commonwealth has begun using a performance-based funding formula this fiscal year as a major change in the way community college appropriations are determined. The formula was developed through the Department of Higher Education (DHE) and determines the amount of state funds distributed to an institution. It has three major components: the cost of operation subsidy, base allocation, and performance allocation. The cost of operation subsidy is $4.5 million which is a standard amount distributed to each of the community colleges. The base allocation is determined from completed credit hours, and the performance allocation is determined from eight different student performance elements all weighted by discipline and priorities, and ranked among the other community colleges. Although not fully operational at this time, the funding formula is likely to have a significant impact on the how colleges make decisions regarding program priorities and resource allocation. The Offices of Budget and Planning will be working with DHE to analyze NSCC's data and determine areas of focus for maximum improvement in the funding formula outcome.

APPRAISAL and PROJECTION

NSCC continues to work towards aligning enrollment management, academic planning, facilities and fiscal affairs with the goal of improving measures of performance and institutional effectiveness. The College remains tuition and State fund dependent. With both major resources declining, the role of Finance is to manage resources and expenses effectively within a transparent and controlled environment.

- The College updated its Internal Control Plan (ICP) in April 2013 with minimal change. In 2014, a consultant was hired to review the plan and provide recommendations for updates. The complete report indicated that the ICP needs to be rewritten. Some areas to update include automated and technologically advanced processes that have already been implemented as well as changes in roles and responsibilities to maintain the necessary checks and balance. Within the next five years, the College plans to complete a college-wide risk assessment and incorporate those recommendations.

Education and training of staff continues to be important and is ongoing, especially in the use of the Banner Enterprise System, in ensuring data integrity and accuracy.

- In 2012 and 2013, significant measures were undertaken to assess expenditures. The State Community College Partnership for Collaborations and Efficiencies (PACE), Mass. Higher Ed. Consortium (MHEC), and Office of the State Comptroller (OSD) were helpful in NSCC's success in reducing expenses and discovering areas for improvement. NSCC implemented bond refinancing, changing credit card processors, expanding the ProCard program and capitalizing on vendor discounts and competitive pricing, as well as significant savings in Information Technology and energy efficiencies. In 2015, plans are in place to improve the College's bookstores through improved merchandise offerings and student access, with goals of improving service and value.

- With decreasing resources, NSCC will need to be more data-driven in developing budgets and establishing fees. To further stabilize student fees, developing alternative funding sources is being explored. President Gentile brings an expertise in fundraising and in 2014, is committed to raising the level of external fundraising activities.

- In 2014, the state allocation was determined by the new funding formula. The amount of funds distributed was founded on base and performance assessments. Although NSCC's base ranking was in line, the performance ranking was not and had a significant effect on overall funding, which amounted to the lowest distributed percentage, a three and a half percent increase over the previous year's amount. To mitigate this situation, the College's goals in the next five years, utilizing data from a DHE and NSCC analysis, are to increase retention, course completions, and overall student success to increase future funding allocations.

- The institution's Board of Trustees, aside from budget and financial oversight, has assigned the Finance Committee, a sub-committee made up of three Board Members, the responsibility to review all executive budget and travel/entertainment expenses on a monthly basis and report back to the full Board. This extended focus to increase overall transparency and oversight was heightened in 2013 by a high-profile case regarding misuse of college resources. The Trustee Finance Committee also acts as the Audit Committee, monitoring the annual Financial Statement and Federal A-133 Audits processes.

- As a result of the 2009 Self Study, NSCC realized the importance of linking budget and planning. One initiative was to implement a strategic planning software solution (SPOL) to help with planning efforts, data tracking, and measuring results. Unfortunately, this solution was not feasible. The software was a helpful tool; however business practices and operational processes were not able to support its utilization. Currently, a budgeting process is being formalized that includes linking the strategic initiatives and operational plan at the very beginning. The Strategic Plan is reviewed by the President and Vice Presidents to determine the priorities and enrollment goals for the upcoming year. A preliminary budget is prepared with input from deans and directors and forwarded by the Executive Staff to the Board of Trustees for review and approval. In 2015, much work will be dedicated to quantifying the strategic initiatives. Current work on the Enterprise Data Warehouse, previously mentioned, will also allow for trend analysis supporting multi-year review and forecasting.

STANDARD TEN – PUBLIC DISCLOSURE

DESCRIPTION

North Shore Community College presents information that is complete, accurate, timely, accessible, meeting public disclosure requirements through an integrated mix of print, web-based and digital communications, including institutional mission, vision, strategic plans, educational outcomes, academic information, costs, student and graduate statistics. All official print and online publications are coordinated through the Marketing Communications and Public Relations & New Media Departments, which report to the Vice President of Institutional Advancement. The departments work closely on web content, including posting news and events, calendar items, and announcements, as well as designing images and banners and maintaining components of NSCC's website.

The official College print publications, such as the Academic Catalog and Student Handbook, are all posted on the College website as downloadable PDFs. NSCC's website, www.northshore.edu, is the primary portal for public disclosure and is managed by NSCC Web Services, a component of Information Systems in the Administration and Finance division. The website serves as a central hub, allowing access to essential information to all constituencies. Web Services works closely and collaboratively with the Director of Marketing Communications and to a lesser extent the Director of PR & New Media on content revisions, updates, and expansion. The trio and their teams strive to ensure synchronicity between print and online updates. Web Services and the Director of Marketing Communications also work with Academic Affairs to highlight General Education Outcomes on the web and in print. Additionally, in compliance with the Higher Education Opportunity Act of 2008, a special section directly related to public disclosure – Student Consumer Disclosure Information – has been established, see http://www.northshore.edu/disclosure/. (Please see Data Form 10.1)

APPRAISAL AND PROJECTION

The ubiquity of the internet and the explosion of social media have placed challenging demands in delivering effective, efficient, and timely information.

- NSCC continues to shift its primary communication vehicles online, thus keeping them more accessible, relevant, timely, and green. As part of this effort, the College is researching a new product that will move the catalog creation online using an HTML environment, which will improve production efficiency as well as accuracy and accessibility of information.

- The College is actively engaged in sharing a wide variety of information to various audiences through the use of Facebook, Twitter, LinkedIn, Instagram, Pinterest, YouTube and Flickr. Communications have subsequently become more real-time based and comprehensive. Usage is constantly monitored and effectiveness assessed in terms of the number of followers/friends, how interactive they are with NSCC sites, and growth over the years. Future expected outcomes include deeper engagement of users and steady growth in all of the above over time. New platforms are also assessed as they become available to determine whether or not they are being used by NSCC students and/or might be effective tools to enhance communications and outreach.

- Following an unfortunate alarm malfunction on our Danvers campus, an assessment of the college's Emergency Communication Plan was undertaken to specifically see how social media was addressed. Upon analysis, it was determined it was not included in the plan and a new section specifically pertaining to management of social media in times of crisis was created.

Desired outcomes include being prepared and able to anticipate how quickly a crisis can go viral. Subsequently the social media channels have been linked to the automated emergency messaging system so that consistent, accurate messages can be sent automatically at a moment's notice. A drill of the new system was conducted and worked as planned. Repeated drills will be held multiple times per year.

- An assessment of the College's website determined it could be improved for ease of user navigation, to include an online academic calendar, and updated in general. A 'refresh' of the site is planned for 2014-2015 to coincide with the college's year-long 50th anniversary celebrations under the guidance of the college's webmaster and director of marketing communications.

- In 2014, the College undertook a follow-up to a previous image study to gauge how NSCC is perceived by students and the community. The last image study was conducted in 2006 by Jim Black of SEM Works. He has again been contracted to conduct both written and verbal surveys of prospective students, and businesses in the community. At this point he has produced several initial reports on his findings and one more market study will be forthcoming. Once all results are received they will be analyzed to determine how the college can even better market and promote itself to its many constituencies. A plan will be created on how practices can be augmented or improved across multiple platforms. It is anticipated that this work will take place in the fall of 2014.

STANDARD ELEVEN – INTEGRITY

DESCRIPTION

North Shore Community College strives to promote integrity in decisions and actions, aspiring to meet the highest ethical principles through "living" its mission and vision. (Please refer to Data Form 11.1) NSCC builds upon core strengths and seeks sustained improvement in the area of integrity. The College continues to be a "source of hope and opportunity" to welcome a diverse student body representing nations around the world as well as students who have rarely left their home communities.

APPRAISAL and PROJECTION

Over the last five years, despite the challenging economic times, changing political environment and significant College leadership transition, the College has maintained a high standard of integrity. For the next five years, the focus on integrity will remain constant while reflecting values of student-centered learning including helping students achieve their personal education goals; open communication and transparency; inclusiveness and dedication to diversity, commitment to fulfilling legal requirements and colleges policies, and civic leadership.

- With a focus on student success, the College has implemented academic and student support initiatives to improve student achievement, retention, and degree completion. For example, effective for the Fall of 2013 semester, new students were required to attend orientation prior to registering. As a result, when comparing retention rates of the 2011 cohort to the 2012 cohort, there was an increase of 60% to 64%. While this may seem nominal, it bodes well for future efforts that will support preparing and retaining students. Under the combined leadership of Academic Affairs and Student Enrollment Services Vice Presidents, additional strategies that are strongly being considered include: mandatory advising prior to registration for each semester, block scheduling, and a scaling up of outreach efforts during the semester to ensure full support for the completion, success and retention of students.

- The College's commitment to open communication and transparency is evidenced through the *Bulletin*, a weekly newsletter, and the President's Weekly Message both of which are emailed to all full and part-time faculty, staff and retirees. Additionally, the posting of governance committee minutes, noted earlier in this report, and the communications among college divisions through the work of cross-component committees contribute to open communications as do the continued use of PACE and CCSSE survey, findings of which inform improvements.

- The College continues to recruit and hire diverse faculty and staff. Over the past five years institutional diversity of faculty and staff has increased from 16% in 2008 to 20% in 2013. At the same time, the diverse student population has continued to substantially increase from 29.4% in 2008 to 36.6% in 2013. The Diversity Leadership Council, National Coalition Building Institute, Forum on Tolerance and Multicultural Society continue to contribute to a campus culture of acceptance and inclusivity. An assessment of the college's efforts in support of diversity is discussed in the Reflective Essay.

- In 2006, a cross-component Compliance Committee was established to monitor issues related to financial aid from reporting of student data to the National Clearing House to fiscal audits to academic programs. During the summer and fall of 2013, a compliance consultant was hired to develop an institutional calendar that integrated all department compliance and regulatory

reporting requirements and a Compliance Google site was created. In spring 2014, the Executive Staff expanded the Compliance Committee's charge to include making recommendations on how to use and manage the Compliance calendar and site. This work is in progress and, once established, a baseline assessment of the College's compliance activities will be conducted under the guidance of the Executive Staff.

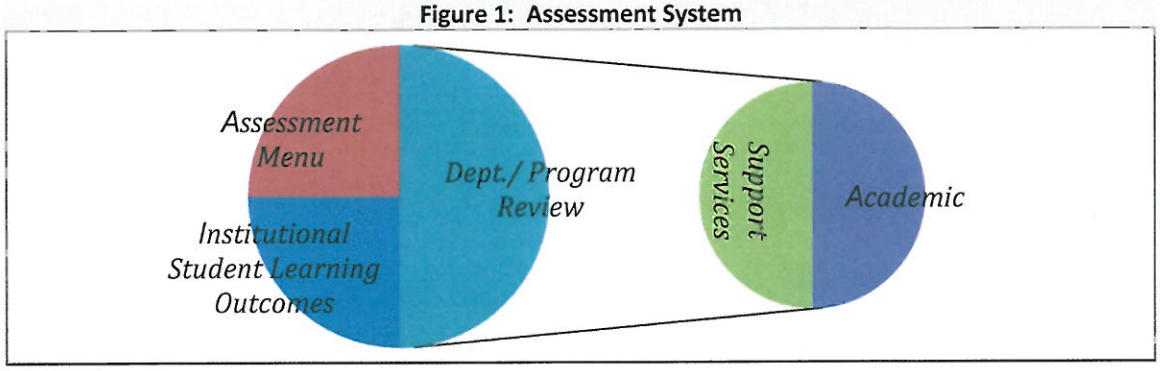
- NSCC remains dedicated to civic engagement and public partnerships yet given the State's assessment, via the Vision Project, of the value of civic learning the College's commitment has shifted from a three-pronged approach of service-learning, Public Policy Institute (PPI), community service to an umbrella approach of Civic Learning. This change is in response to the requirement that public colleges embed civic learning across the curriculum for the purpose of 'preparing students to assume the responsibilities of citizenship' (Final Report from the Study Group on Civic Learning and Engagement: Preparing Citizens, p.3, 2013). With the emphasis on the curriculum and inherently co-curriculum, the PPI activities have been subsumed into Academic Affairs and Student Enrollment Services where service-learning and community service respectively are already housed. As noted in the Areas of Emphasis, a Civic Learning Committee will oversee a baseline assessment of the college's engagement in curricula-rooted Civic Learning.

REFLECTIVE ESSAY
ASSESSMENT OF STUDENT LEARNING

Because learning is the cornerstone of its mission, North Shore Community College actively engages in assessment practices that place the student at the center of the educational enterprise. As a guiding principle, assessment is "the process of seeking and interpreting evidence to use by learners and their teachers to identify where the learners are, where they need to go, and how best to get there" (Assessment Reform Group, 2002). Assessment, then, is fundamental to the College's collective efforts in creating a pathway for student success.

North Shore Community College has maintained a coordinated Assessment of Student Learning Outcomes initiative since 1993 when it established the Center for Teaching, Learning and Assessment (CTLA) as a resource for faculty and staff to improve teaching and learning through assessment processes. As noted in E1A, NSCC's review and assessment process has had a four-stage history. Since its beginning, the process has evolved from articulating a program/department mission and developing supporting learning outcomes to its present-day three-pronged assessment system (see Figure 1) 1) Institutional Assessment of Student Learning Outcomes; 2) Department/Program reviews including academic and support services; and 3) Assessment Menu. These activities reflect the work of an assessment redesign team that was formed to improve and strengthen the overall assessment process. This 30-member team composed of faculty, professional staff and administrators worked through the 2009-2010 summer and academic year to re-envision and reframe the assessment system based on extensive faculty and staff feedback. During this restructuring phase, the formal process of systematically reviewing programs and departments was temporarily suspended until a successor assessment system was fully developed. Assessment of student learning continued through course-level strategies supported with CTLA resources.

Figure 1: Assessment System



The College is now firmly positioned to fully implement its long-held commitment to assessment of student learning. Grounded in assessment program successes, the credibility of faculty and staff work at local, regional and state levels, and under the leadership of Dr. Hynick with guidance from CTLA assessment professionals, NSCC will reinvigorate its systematic program review and assessment of student learning. Further, it will continue to grow in areas such as: improved assessment activities and processes; incorporating external perspectives more consistently; transparency; technology supported tools and assessment management systems; and, linking assessment data and findings to budget and planning.

Institutional Assessment of Student Learning Outcomes

A review of the College's 2001 GenEd Outcomes led to a re-examination of student learning outcomes as an important part of identifying skills and abilities necessary for today's global society. Through a set of

of surveys, faculty, staff, and students responded to the question, "Which skills are most important for an NSCC graduate to have?" A faculty team, assisted by CTLA Staff, analyzed survey data and drafted an updated version of the Student Learning Outcomes that went through a College-wide, including trustees, vetting and refining process. Importantly, Critical Thinking emerged as the overarching attribute from which essential student learning outcomes emanate. It was approved by the faculty and staff and the Board of Trustees in 2013. NSCC Student Learning Outcomes are presented in Table 6. *Note*: The General Education Outcomes at NSCC are considered as Institutional Student Learning Outcomes. (ISLOs)

Table 6: Student Learning Outcomes

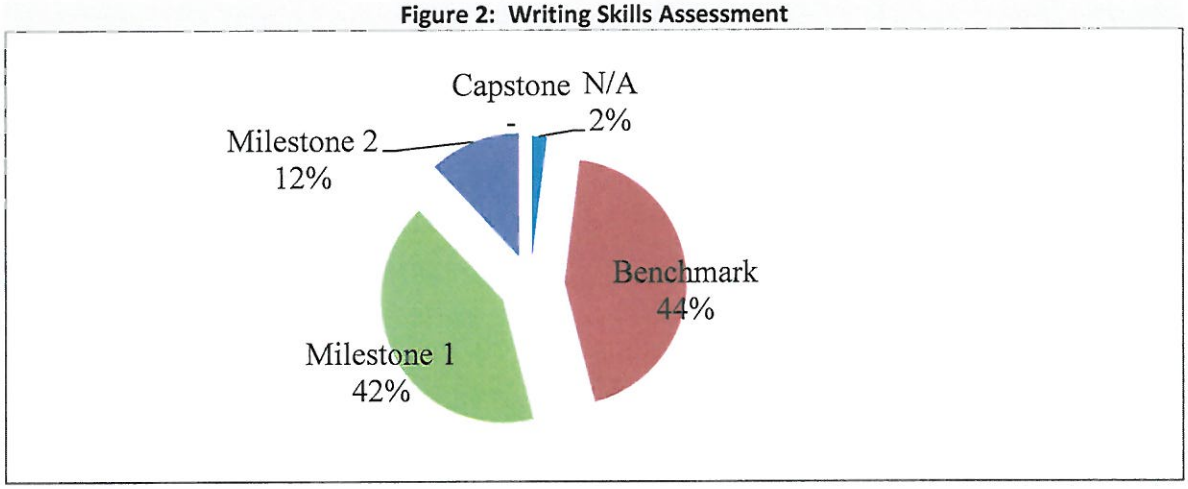
The learning outcomes are designed to encourage student to think critically, to grow academically, and to engage culturally. The outcomes reflect the importance of critical thinking, not as a single outcome but rather inherent in all outcomes	
Critical Thinking Attributes	**Outcomes**
Define	• Comprehend and critically analyze ideas and information, whether presented verbally, symbolically, numerically, visually, or aesthetically. • Construct thoughtful, creative questions and ideas based on relevant and appropriate information. • Participate in opportunities for civic engagement such as internship, community service, service learning, or democratic processes and reflect on these experiences.
Investigate	• Recognize when information is needed; locate, organize, evaluate, and use that information effectively. • Use information technology critically and creatively.
Evaluate	• Explore ideas from multiple perspectives, differentiate approaches for audience and purpose, and support ideas with sufficient evidenced. • Work within diverse communities to develop solutions to civic problems of local, national, and/or global significance.
Conclude	• Relate to individuals, groups, and organizations in the professional/work environment and community by demonstrating respectful and honest behaviors that have been modeled in the academic setting. • Recognize the environmental, social, and economic aspects of sustainability and its interdependence, and express awareness of how personal values and choices affect the environment and society. • Make informed decisions to solve real world problems.
Communicate	• Produce logically developed writing using correct grammar, spelling, and punctuation. • Cite sources appropriate in written and oral work. • Demonstrate accurate calculations and symbolic operations. • Use appropriate technology for basic applications, information access, and electronic communication. • Show respect and courtesy for others both within and outside the NSCC community and reflect sensitivity to other points of view.

One of the successful practices for establishing the culture of assessment at a campus is engaging key representatives from all academic divisions in assessment. In NSCC, at the beginning of the year 2012, the GenEd Assessment team was formed. In preparation for a pilot study of assessment of student learning outcomes, the team attended many assessment related conferences and also underwent training on how to use AAC&U VALUE rubrics in scoring. Using the Lumina Foundation degree qualifications profile, the team modified the VALUE rubrics for Critical Thinking and Writing, the learning outcomes selected for the pilot study.

In the spring of 2013, as noted in the Area of Emphasis, CTLA Staff along with the GenEd Team initiated a Pilot Assessment employing an institution-wide assessment model with modified VALUE Rubrics in the areas of Critical Thinking and Writing. The modified VALUE rubrics consist of four performance levels—Benchmark, Milestone 1, Milestone 2, and Capstone—each with a set of agreed-upon accomplishments.

Student work samples from 105 students in developmental, 100 & 200 course levels from all five academic divisions were scored. Trained using VALUE rubrics, the GenEd Team was divided into small groups, each group scoring approximately 16-18 samples. Inter-rater reliability was calculated and the weighted kappa values were above 0.8. Providing a baseline, the Writing Skills assessment results show that 44% of students are at the Benchmark level, 42% at Milestone 1 and 12% at Milestone 2 (see Figure 2).

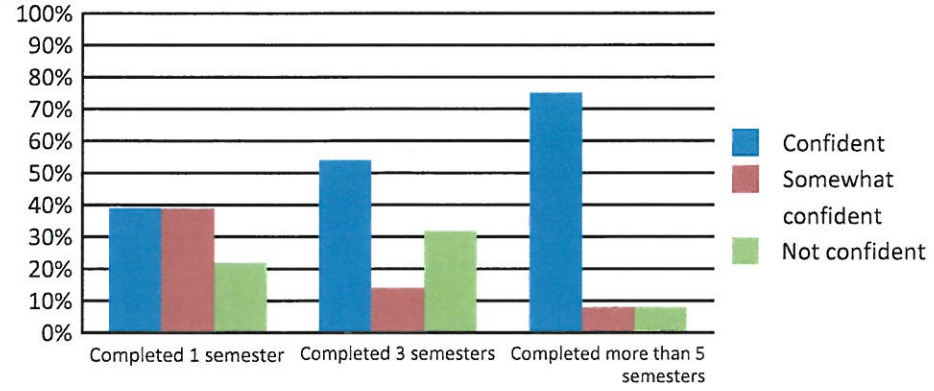
Figure 2: Writing Skills Assessment



Because there were flaws in the assignment prompts, some of which were judged not to elicit critical thinking, a full assessment of critical thinking has been postponed. However this pilot study was an initial step in developing large-scale assessment studies. Furthermore, the pilot study provoked further discussion about the criticality of writing, which has led to two projects: the first, mapping the writing courses in all associate degree programs, was completed and findings shared with all the academic division deans. This increased their understanding of the distribution of the writing intensive courses in each academic division and garnered their support for continuing to assess writing. The second project, gathering students' personal opinions on their writing skills by conducting interviews was completed in summer 2014. Also, the CTLA plans to facilitate a large scale study of writing skills assessment in 2014-2015 with the goals of determining the level of students' performances and ways to enhance their writing skills.

The purposes of this project were to assess the students' confidence in writing and receive their feedback to improve the writing program. The results suggested that most of the students were confident about their writing skills (62% confident, 25% somewhat confident and 13% not confident) and their confidence levels increase as they spend more time in college (See Figure 3). Moreover, the study identified the practices that students perceived as helpful and also collected their opinions and suggestions to improve the writing program in college. In order to develop action plans, the study findings will be shared in the department and division meetings in fall 2014.

Figure 3: Cross-tabulation of Confidence Levels and Number of Semester(s) Completed



Other Institutional Assessment Initiatives (In progress):

In addition to assessment of academic skills, assessment projects examine several strategies that amplify student engagement, promote Student Learning Outcomes, and reinforce institutional values. Two of the projects are highlighted as examples:

In the fall of 2013, the Diversity Leadership Council in association with the CTLA completed the first phase towards improving the College's diversity efforts through assessment. A study of the College's efforts across six dimensions (noted below) was conducted. The purpose of this assessment project was to collect baseline data to understand the current status of and take steps to make meaningful progress in increasing diversity among faculty and staff as well as integrating an understanding of and appreciation into all aspects of the College's work. Data was collected using the Inclusive Excellence toolkit by Jesus Tervino, Thomas Walker and Johann Leyba, Denver University Center for Multicultural Excellence, and assessed using the NERCHE'S Diversity rubric. The results suggested that the college is at the *Emerging stage* in the area of allocation of teaching and learning resources; at the *developing stage*, in other dimensions such as 1) Philosophy and Mission, 2) Faculty Support and Involvement, 3) Curriculum, Pedagogy, and Research, 4) Student Support and Involvement, and 5) Administrative Leadership and Institutional Support; at the *transforming stage*, in 6) Staff Knowledge and Awareness, and Institutional Evaluation and Assessment components. These results were presented at a Diversity Collaborative event. The assessment data and the committee's recommendations will be also presented to the whole college community, and the second phase towards improvement will begin in the fall of 2014 with the following goals a) developing recommendations based on faculty and staff feedback to the assessment data; b) Diversity Leadership Council and Executive Staff review of these recommendations; and, c) an improvement plan developed and implemented.

With sustainability at the forefront of the College's values, NSCC has embarked on several initiatives that highlight environmental awareness for students, faculty, and staff. The College now offers two "green" associate degree programs – Environmental Horticulture and Environmental Studies. Also, the Green Curriculum Project raises student and community awareness of sustainability issues. As part of the project, faculty incorporate discipline-related sustainability and environmental topics in their courses. Thirty-eight faculty members, representing a cross-section of disciplines, have participated in this project thus far. In order to enhance the effectiveness of the program, the soon-to-be established Civic Learning Committee will conduct an assessment of Sustainability and Civic Learning in the fall of 2014 to determine where elements of sustainability and civic leaning exist in the curriculum regardless of faculty participation in the Green Curriculum Project or other related projects. The goal is to develop a baseline of data to be

reviewed, analyzed, and form the basis of a plan for improving faculty and staff efforts.

Academic Department/Program Reviews

The second component of NSCC's comprehensive assessment system is the departmental / programmatic reviews. To ensure institution-wide assessment, three protocols have been developed: Department Review for academic departments (e.g., Mathematics or English), Program Review for academic programs (e.g., Nursing or Early Childhood Education) and Department/Program Review for support programs (e.g., Service-Learning, Library, Advising). A department or program review at NSCC is considered a self-study and each review process has a guide for conducting the self-study with support from the CTLA. From 2011-2013, nine programs have completed their self-study, and an additional four self-studies - Physical Therapy Assistant, Communication Skills, Early Childhood Education and College Success Seminar - are in progress.

To preserve flexibility, the self-study is designed in collaboration with the faculty or staff, division deans, and members of the CTLA, who explore and discuss goals, considerations, and options in the design of the self-study. The overall purpose is to provide faculty and staff with the opportunity to assess, analyze, and reflect on their department or program. The process is intended to be collaborative and involve advisory boards as an external perspective although every program or department does not have this opportunity. The process is expected to lead to recommendations for improving teaching and learning and improvement in services overall. Further, it reinforces the principle of academic freedom by recognizing that each program or department may use various teaching, learning, and assessment methods. In general, the self-study is conducted in one to three year cycles according to the needs of the department or program with a team of three to five full-time faculty members, adjunct faculty, or staff participating. After the completion of the process, the self-study team presents the findings at the department meetings as well as at the annual on-campus Teaching and Learning conference.

Using the framework, departments/ programs examine their resources, sequence, relevance, and cohesion of curriculum units for the purpose of improvement. For example, the History Department, after a discipline review, introduced a new sequence of World History 1 and 2 courses in the academic year 2013-2014 based on their findings that World History would best prepare students for transfer to a four-year college and most importantly, encourage them to be thoughtful citizens of the world. Similarly the Office Technology program assessment resulted in reviewing, restructuring and reducing redundancies within existing courses, and adding new, relevant courses to the program like BUS 102- Business Law and RES 204 Real Estate Law courses were added to the Legal Administrative Assistant Program. Also, the core curriculum of the Nursing Education program was revamped to align with the "Nurse of the Future" competencies and to meet the needs of increasing geriatric care nursing as well as prepare students to earn their Bachelors or Doctorial in Nursing. The courses were approved and implemented in the fall of 2013.

Assessment of student learning outcomes is one of the main components of a self-study. The History department, in addition to examining their curriculum assessed their teaching methods and students' writing skills through analysis of two sets of assignments—a midterm and a final—from four higher-level history classes. The team developed essay guidelines and a rubric composed of six expected outcomes: overall understanding, argument, evidence, organization and structure, clarity and style, and documentation of sources. In total, eighty samples were rated using the rubric, and the results suggested that more than 55 % of the students achieved proficient level. Department faculty members discussed the findings and were of the opinion that the quantitative methods are not comprehensive, and it is often difficult to assess critical thinking using statistical methods. The faculty exchanged thoughts and ideas on high impact teaching methods and improved assessment methods for future implementation. The discussions led to another classroom-level project using a qualitative assessment method (See Assessment

discussions led to another classroom-level project using a qualitative assessment method (See Assessment Menu section).

Furthermore, the review process encourages faculty to reflect upon their practices. For instance, the Communications Skills Department faculty currently doing their self-study are actively engaged in incorporating appropriate assessment strategies on the course or classroom level as a part of their study. They are exploring portfolio assessment to replace standardized tests and timed writing exams. Portfolios are considered to be one of the best available methods to assess students' reading and writing skills, as portfolios capture student performance over time, on multiple occasions within the framework of the course, resulting in a more accurate understanding of students' abilities.

Non- Academic Programs Assessment

To gauge institutional effectiveness, assessment of non-academic components provides an important measure of support services that contribute to student achievement. For example, the Student Support and Advising Center (SSAC) started the program assessment process for support departments in 2013. Because of the wide range of services and the varying cycles in which these services are offered, it was decided to assess the individual services separately, including Crisis Intervention, Transfer Counseling, New Student Orientation, College Success Seminar, and Advising. In two areas, the assessment process has led to the implementation of new services or practices.

In particular the assessment of Crisis Intervention Services highlighted the increased number and severity of crisis situations handled by the SSAC. This information led directly to a restructuring of the SSAC staff with the addition of two Senior Academic Counselor positions whose primary function is to work with students in these situations. The second component that completed the assessment process was Advising, which is a shared model between Student Services and Academic Affairs. Involving faculty and professional staff, the focus of this assessment was frequency of advising contacts, quality of advising, best practices, and advisor assignments. Based on the assessment results, the advisor assignment process was revised to increase the number of students who were assigned an advisor who also taught one of the student's courses that semester.

Another example of student support services self study is Service-Learning. The Service-Learning program was initiated in 2001 with a few faculty members and approximately 30 students. It has grown into a large program with 56 faculty members and over 800 students taking part each year. In order to increase the capacity and efficiency of the program, the Service-Learning Program underwent a review in 2011. Surveys and interviews were conducted to get feedback from community partners, faculty and students. In student satisfaction surveys (conducted every semester), 98 percent of service-learning students agreed that service-learning improved their understanding of the course materials and its relevance beyond the classroom; 96% of the students agreed that service-learning increased the likelihood that they will pursue future opportunities to be involved in the community. The community partners and faculty gave positive feedback about the program; however, after completing its self-study, the Service-Learning program embarked on a series of action plans correcting deficiencies revealed in the self-study and resulting in the following changes: a) Civic engagement has been included as a Student Learning Outcome; b) the College recognizes and celebrates service-learning faculty efforts by including a service-learning letter of appreciation in their work profile; c) service-learning activities are publicized regularly in the College bulletin; d) the service-learning website was revised; and e) a Facebook page dedicated to NSCC Service Learning was created. The program continues to expand benefiting significantly more students with 850 students participating in 2013-2014.

Assessment Menu

To underscore the culture of assessment, the Assessment Menu—the third feature of the Assessment System—is designed to increase engagement in meaningful assessment and simultaneously enable faculty to tailor assessments to departmental and programmatic priorities. Taking an innovative approach, the Assessment Menu defines the levels of assessment, the number of team members necessary, and the potential for participatory stipends. Importantly, the Menu does not stipulate the project or the process; rather, the Menu paves the way for faculty buy-in and ownership by allowing faculty and staff to conduct assessment at any level, from a small inquiry to a department review. With built-in flexibility, the Menu facilitates targeted assessment so that academic and student service components can gather data for informed decision-making, planning, and improvements.

Guided by the CTLA, some recent examples include: the Center for Alternative Studies (CAS) assessed Directed Study policies and procedures. The findings conveyed that the Directed Study faculty members were satisfied with the program policies and procedures. However, they recommended setting a timeline for the paperwork, clearly defining the role of faculty, students and administrators in the Directed Study Program, and conducting an exit survey for students. This led to improvements in program's standards, and also changes in the official procedures that facilitate clear communications between faculty, students, and administrators of the program; Influenced by the seminal work of Tom Angelo and Patricia Cross, instructors use classroom action research techniques to get immediate feedback about what students are learning. In one case, an instructor in the History Discipline conducted an assessment after a debate session in the classroom. After getting the consent from students, she recorded their conversations and then asked them to reflect upon their learning in writing. This direct assessment method allowed students to register their learning in their own words while the analysis of recordings and reflection papers provided evidence of student learning. In sum, the Assessment Menu encourages faculty/staff to ask questions that are important to them but with a goal of enhancing student learning and success. The critical feature of the Menu is that it accommodates experimentation, which leads to implementation of effective educational practices.

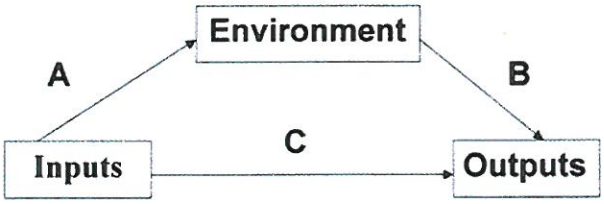
In general, assessment is conducted not only with a goal of accountability but also with the aim of improving educational practices that enhance student learning and success.

STUDENT SUCCESS

Clearly the overarching purpose of assessment is to determine the effectiveness of practices and interventions that lead to increased student achievement, persistence, and degree-attainment. With a sophisticated Institutional Research component, NSCC regularly collects critical data that document strengths and point to areas needing improvement.

According to Astin (1993, p.18), a clinical and counseling psychologist, "any educational assessment project is incomplete unless it includes data on students inputs, student outcomes and the education environment the student is exposed...". He developed the Input-Environment-Outcome (I-E-O) model (See Figure 3 below) to be used as a guiding framework for assessment in higher education.

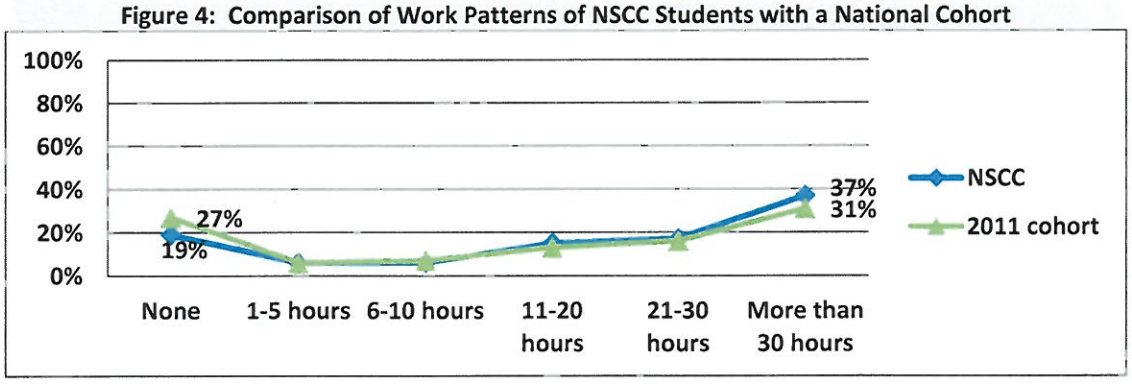
Figure 3: Astin's Input- Environment-Outcome (I-E-O) Model



Inputs

Inputs refer to personal qualities the student brings in to the program. The demographic profile provides a peek at the qualities of NSCC's student population. At its two campus locations, fall program enrollments indicated that 51% of NSCC students are in Career programs (degree and certificate), 39% in Transfer Programs, and 10% non-matriculated. A snapshot reveals that the student population is predominantly female (61%) and part-time (61%); more than half of them (58%) are *first-generation* college students; 58% of the students are in the traditional age group (18-24 years); and many students (37%) work more than 30 hours per week (See Figure 4).

Figure 4: Comparison of Work Patterns of NSCC Students with a National Cohort

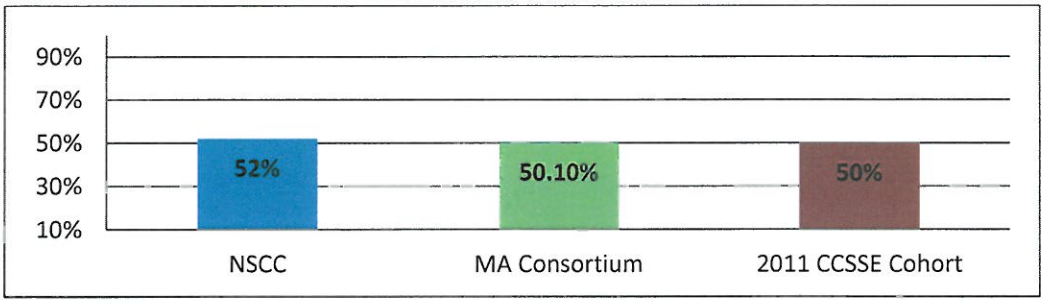


Indeed, more NSCC students (37%) work more hours per week than their counterparts across the nation (31%). Both the part-time status and the heavy workload present challenges in terms of students' achieving their goals.

Environment

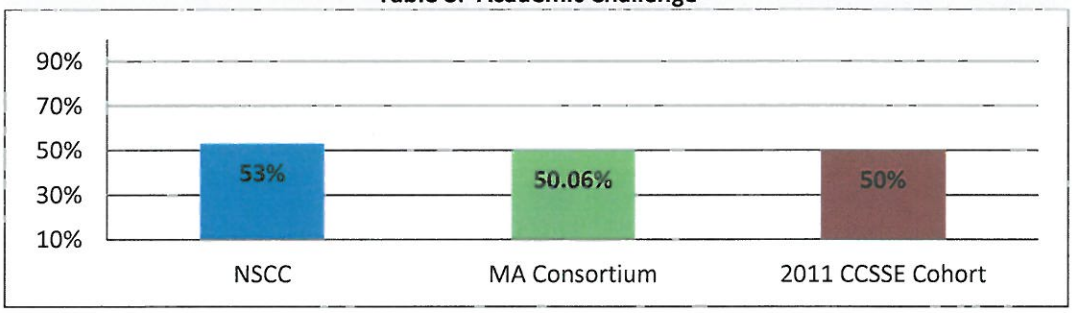
Environment refers to the student's actual experiences in the college. The Community College Survey of Student Engagement (CCSSE) provides data for internal assessment initiatives and formulation of high impact practices. The scores of two fundamental indicators, Student Effort and Academic Challenge, that focus on student learning were selected from the most recent CCSSE survey (2011), and displayed here. These benchmark scores were measured against peer institutions and a national cohort.

Table 7: Student Effort



As a major factor in the achievement of educational goals, Student Effort examines eight areas such as reading, writing, seeking help, and time spent on preparing for class. Table 8 shows that student effort at NSCC is generally on par with other community college students although a bit higher, which may indicate that NSCC students, despite their multiple responsibilities, reflect the "effort" demonstrated by or slightly more their peers.

Table 8: Academic Challenge



Another measure, Academic Challenge, assesses the rigor of the learning experience. Survey items address the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the standards faculty members use to evaluate student performance. Table 9 indicates that the NSCC students' ratings of academic challenges are slightly higher than students from other community colleges.

Outputs

Outputs refer to the skills/abilities that are developed due to education. This includes indicators such as grade point average, course completion rates, and graduation rates.

Course Completion Rates

On average, course completion rates of non-developmental college-level courses have remained above 70% for the past five years, and the rate has been trending upward during this same period. At the same time, the course completion rate compares favorably to the average of all Massachusetts community colleges (see Table 9).

Table 9: Annual Credit Course Completion Rate

	2009	2010	2011	2012	2013
North Shore Community College	74.8%	75.2%	75.9%	77.0%	77.4%
Massachusetts Community College Average	76.7%	76.4%	77.0%	77.8%	NA

Reflecting national interest in developmental education, NSCC has embarked on several initiatives to reform developmental curricula to include acceleration strategies, improved placement, and contextualization to enable students to attain their educational goals more rapidly. Table 10 presents a five-year view of student performance in developmental Mathematics and English.

Table 10: Developmental Math and English Completion Rates

MATH	2009	2010	2011	2012	2013
ATTEMPT	3,057	3,439	3,318	3,259	2,970
COMPLETE	1,871	2,194	2,140	2,151	1,759
	61.2%	63.8%	64.5%	66.0%	59.2%
ENGLISH	2009	2010	2011	2012	2013
ATTEMPT	2,113	2,126	1,847	1,927	1,756
COMPLETE	1,596	1,674	1,476	1,514	1,399
	75.5%	78.7%	79.9%	78.6%	79.7%

These innovations in developmental education are still being refined to determine best practices that prepare students for college-level work. An apparent trend is the declining number of students in developmental courses, over the past three years, perhaps attributable to improved placement procedures. Nevertheless, the fluctuating completion rates are being examined by departmental faculty to assess the impact of curricular innovation.

Professional Licensure Exams

Another area of success is the pass rate on the National Council Licensure Exam (NCLEX), a requirement to become a registered nurse. Consistently, NSCC outpaces the performance of the average pass rate for Massachusetts community colleges.

Table 11: NCLEX Pass Rates

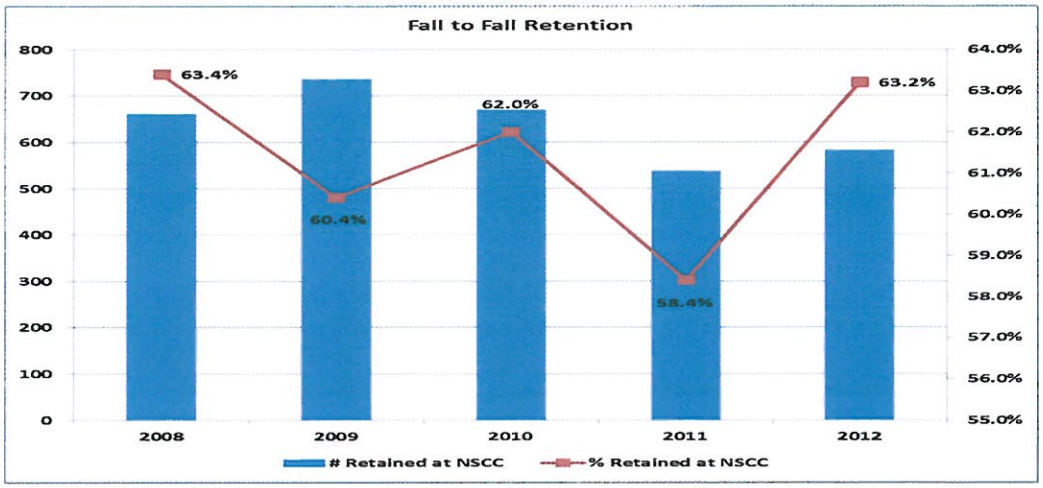
NCLEX	2007	2008	2009	2010	2011
NSCC Passing Rate	88%	96%	92%	89%	93%
Massachusetts CC Average Passing Rate	83%	87%	86%	88%	90%

Since the exam results exclude repeat test takers, the NCLEX pass rates are considered as a strong indicator of academic quality and learning outcomes. Further, NSCC NCLEX pass rates are consistently higher than the average rates of its sister MA community colleges.

Retention and Graduation Rates

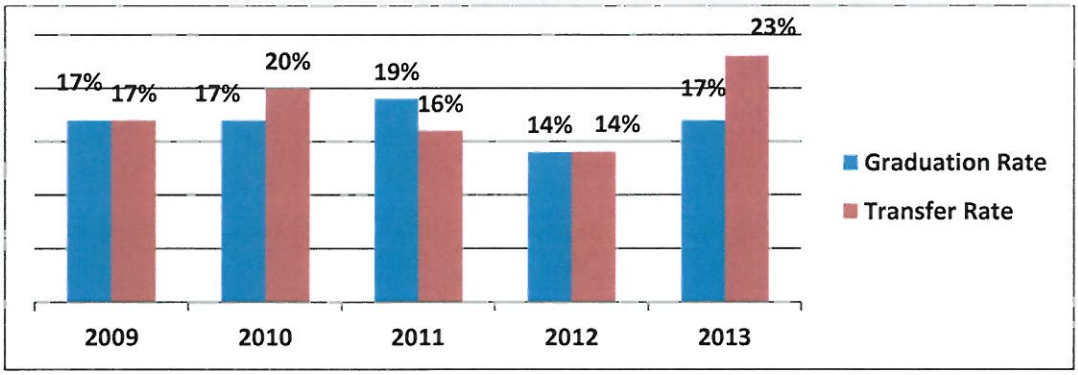
As part of its assessment of student achievement, the College closely monitors fall-to-fall retention as a barometer of performance. While for the most part, retention has remained steady, there was a concerning dip in 2011.

Table 12: Fall to Fall Retention



Clearly, getting students to the finish line is of central importance. For some, it is the associate degree; for others it is transfer to a baccalaureate institution. Examining the three-year graduation rate for the past five years reveals that NSCC has maintained a steady graduation rate of approximately 17% a figure the College is committed to improve. At the same time, the transfer rate has increased by 34% from 2009 to 2013, suggesting increased interest in acquiring a four-year degree.

Table 13: 3-Year Graduation and Transfer Rates 2009-2013



Through various assessments and continuous data gathering, the College can identify and build on areas of strengths as well as make tactical shifts to meet challenges. The Office of Institutional Research plays a vital role in collecting and sharing the data regularly with concerned authorities. It helps informed decision-making on behalf of student success.

FUTURE DIRECTIONS

Assessment at NSCC takes place on multiple levels, from statewide initiatives to institutional programs to the classroom, but with an underlying focus on student learning and student achievement. With a successful introduction of the restructured assessment process, the College has made progress in developing a wide-ranging culture of assessment. With guidance from the CTLA, assessment practices continue to evolve through professional development, involvement of cross-component teams, and engagement of students. Under further guidance of the CTLA, self-studies will also continue to evolve to include broader external perspectives.

Moving assessment from a set of independent events to an integrated comprehensive system requires several building blocks. To advance the assessment system, technology will provide the means to manage data and track progress through an assessment management system (AMS). The college's move to implement Blackboard supports such advancement. It has increased options of doing assessment within the system, and also an option of aligning with multiple outside resources then the College's current LMS - ANGEL. With this technological backbone, the College can develop and implement a strategic and systematic plan for assessment self-studies of all academic programs, departments, and support departments. As part of this process, the expansion of e-portfolios presents a structure for assessment of students' progress that can also be used to measure student learning outcomes.

In concert with improved technological infrastructure, the CTLA web presence will be developed into a major assessment resource for both internal and external constituents. The website will be a searchable site, which includes the publishing of program and department reviews, student learning outcomes, supporting data, and best practices.

On an organizational level, the College will consider how assessment fits within the current governance structure during the Coordinating Council's college-wide assessment of the governance system with a goal of formalizing a framework that incorporates assessment into strategic initiatives, curricular planning, and budgeting priorities. Such a modification would complement the College's ongoing involvement and participation in the statewide Vision Project providing synchronicity between institutional initiatives and statewide priorities.

At the core of NSCC's assessment initiatives is the examination of student learning outcomes for the purposes of improving academic progress and student services. As a community of educators, NSCC faculty and staff will be creating new tools to assess critical thinking, reflective judgment, and deep learning. By championing assessment, the College becomes an agent for positive change, innovation, and collaboration.

References

Astin, A. W. (1993). *Assessment for excellence: The philosophy and practice of assessment and evaluation in higher education*. Phoenix: The Oryx Press.

Assessment Reform Group (2002). *Testing, motivation and learning*. University of Cambridge Faculty of Education: Cambridge, UK.

PLANS

In the next five years, the major foci will be on expanding and improving campus facilities; increasing partnerships and relevant programs; supporting faculty and staff development to grow and sustain academic and student programming; succession planning for a retiring workforce; and, fulfilling vision project key outcomes. All of this will be guided through the leadership of the college President, Dr. Patricia Gentile.

LYNN CAMPUS EXPANSION

The Lynn Campus, in contrast to the Danvers Campus which has no more buildable space, has ample space for additional buildings and is projected to experience demographic and economic growth over the next decade. The imminent expansion to the McGee building will be welcome. Because of funding limitations, other upgrades to the McGee Building cannot be accommodated in this first round of expansion. Moreover, improved access and connectivity between the College and the downtown Lynn still need to be addressed along with a second phase of campus development focused on future program growth and additional student space. Consequently, NSCC will self-fund the Master Plan update. The Master Plan update will assess projected new academic programs and recommend additional buildings on the buildable space that is still available on the Lynn Campus. Additional buildings could address the following outstanding critical needs not met in the current Bond funding: 1) the outdated Lynn Campus cafeteria, library, and bookstore; 2) program space for Hospitality/Culinary Arts/restaurant, a long-term need and regional growth industry; and 3) program space for Workforce Development and Corporate Training (consolidation would reduce leased space in Beverly for approximately $240k annual cost savings). An update to the Master Plan is a strategic activity that will lead to completing facilities on the Lynn Campus's footprint, with appropriate academic programs and student services through 2020.

PRESIDENT'S MESSAGE

In 2015, North Shore Community College (NSCC) will celebrate the 50th anniversary of its founding in 1965. Starting as a vision for a local, accessible institution of higher education based in and responsive to the Essex County community it serves, NSCC has evolved to a high quality, multi-campus, comprehensive community college enrolling 11,000 students annually in its credit programs and another 5,000 in its noncredit programs and corporate training services in academic year 2013. Since inception, nearly a quarter of a million North Shore residents have enrolled in NSCC courses.

The College has developed a strong bench of expert faculty, with 70% master-prepared and 21% doctoral-prepared. The College understands that its excellence in serving students and the community rests in the expertise of its employees and will continue to invest in professional development, leadership grooming, and credential achievement.

Over the first half-century, NSCC has developed a wide breadth of strong partnerships with employers, community organizations, government agencies, K-12 school districts, and other institutions of higher education. Listening closely to its internal and external stakeholders, NSCC has created over 100 relevant degrees (AA, AS, AAS, credit and non-credit certificates, and workforce credential programs). In every aspect of NSCC's founding vision, the College has matured into a model comprehensive community college. The 50th anniversary celebration will honor the successful creation, growth and maturity of NSCC and allow us to turn our collective attention to the next half-century vision.

This mid-term report comes at a time of significant transition for NSCC as many employees who have honorably served NSCC for decades are at the crossroads of retirement. By the end of this decade, NSCC will have experienced a turnover of nearly 41% of full-time employees due to retirements alone since 2011. This transition will affect the College across all levels from front-line service, in the classrooms, to top leadership. For example, Dr. Wayne Burton, third president of the College who served for thirteen years, retired in 2013. At the same time, long-serving Vice President of Academic Affairs, Paul Frydrych, also retired. New leadership, new faculty, and new staff will certainly shape the vision and planning for the future of NSCC.

At the 50th benchmark, a continuing challenge for the College exists in building campus facilities sufficient to meet academic and student life needs—an important strategic focus going forward. Over the past five decades, NSCC has struggled to obtain the campus sites, gather the capital resources, and implement a building program to meet its phenomenal enrollment growth. As a result, despite hosting two campuses (Danvers, Lynn) in Essex County, the College continues to lease classroom, lab, and office spaces in Beverly, Lynn and Middleton (expected September 2014 for Culinary Arts and Cosmetology programs).

Over the past twenty years, the Danvers Campus has experienced capital infusion, new buildings, and expansion resulting in a well-developed northern suburban campus. The Commonwealth's first public Zero Net Energy Building serves as the College's Health Professions and Student Services center. Although the Danvers site has become NSCC's signature campus, several issues remain to be addressed, such as the need for mass transit services and the aging infrastructure and renovation of the Math & Science building.

At the same time, the College's urban southern campus in Lynn has suffered a historic space deficit that will partially be addressed by a 28,000 square foot 3-story addition slated to begin construction in late 2014 with tentative opening in 2016. As the College turns its focus forward into the next half-century, the Lynn Campus will be critical to a vibrant future. Demographic shifts and enrollment trends portend the growing importance of developing the Lynn Campus site, facilities, academic and career technical degree programs, and workforce development services.

As one of fifteen community colleges in the Commonwealth, NSCC contributes to the State's higher education philosophy and policies. In particular, the Board of Higher Education's (BHE) Vision Project has had a recent significant impact on NSCC and will continue to play an integral role in strategic, tactical, and resource planning for the College. Under the Patrick Administration, the BHE adopted the Vision Project to propel Massachusetts into national leadership by producing the best-educated citizenry and workforce. The Vision Project focuses on seven key outcomes and has revised the State's funding formula for community colleges to provide incentives to meet those outcomes. Public accountability for outcomes, most certainly, will continue to be a key element in the future of NSCC.

Finally, NSCC understands its future will be, in part, an extension of the good work and development of the past. Yet declining public investment, heightened expectations for student success, and a growing demand for excellent and relevant programs and services will fundamentally change the College's operations. NSCC's healthy and sustainable future will be tied to building more and better pathways and collaborations with education, community, business, and philanthropic partners. The College will certainly continue to deal with the capital challenges that open access brings while committing more deeply than in its first fifty years to ensuring residents of the North Shore the opportunity of an affordable, excellent education.

APPENDIX

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

AFFIRMATION OF COMPLIANCE WITH FEDERAL REGULATIONS RELATING TO TITLE IV

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

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

URL	http://www.northshore.edu/academics/definitions/credit-hour.html
Print Publications	College Catalog
Self-study/Fifth-year report Page Reference	page 16

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

URL	http://www.northshore.edu/transfer_services/
Print Publications	College Catalog
Self-study/Fifth-year Report Page Reference	page 17

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

URL	http://www.northshore.edu/students/
Print Publications	Student Handbook
Self-study/Fifth-year Report Page Reference	page 26

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

Method(s) used for verification	Students participating in online courses are enrolled and verified through a password-protected, secure learning management system (LMS). Enrollment is automatically generated through the Banner Student Information System. As such, student access to all online resources is through a central authentication system.
Self-study/Fifth-year Report Page Reference	page 17

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

URL	N/A
Print Publications	
Self-study Page Reference	

The undersigned affirms that North Shore Community College (institution name) meets the above federal requirements relating to Title IV program participation, including those enumerated above.

Chief Executive Officer: J D Gentile Date: 10-14-14

Dr. Patricia A. Gentile,
President

NORTH SHORE COMMUNITY COLLEGE

Financial Statements

June 30, 2013 and 2012

(With Independent Auditors' Report Thereon)

NORTH SHORE COMMUNITY COLLEGE

Financial Statements

June 30, 2013 and 2012

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October 10, 2013

Members of the Board of Trustees
North Shore Community College

Ladies and Gentlemen:

North Shore Community College (NSCC) management is providing FY2013 financial statement results that demonstrate continued success in managing College operations. Credit enrollments during FY13 continued to be essentially stable. The College lived within budget by administrative and sustainability efficiencies, and holding down administrative expense. The graduating class of 2013 continued strong but level with 2012. Although staff and resources have been stretched, efforts continued to provide access to programs and services and maintain retention. The College expects consistent enrollment levels in FY2014, which requires additional attention to revenue estimates, improved programs and services, scheduling of classes in limited space, and efficiencies in operations to address the demand and retention without loss of quality.

The preliminary FY13 budget was approved in May 2012 by the Board of Trustees, assuming that the College would raise fees slightly and utilize some fund balance carried forward. The FY13 budget reflects the priorities of the College's Strategic Plan, such as Green initiatives and support for Student Success. FY13 institutional budget development included level State appropriation, but no adjustment for the prior years' ARRA supplements, leaving the college with a need to raise fees and reduce expense budget. In addition, a mid-year 1% reduction of $176k was mandated, reducing the appropriation further and shifting payroll and additional fringe benefit expense to local funds. Approximately $800k from reserves was designated by the Trustees to renovate space vacated by Student Services Staff that moved into the Health Professions and Student Services Building the prior year – the renovated spaces, finished in August 2013, included a new Veterans' Center, consolidated Tutoring Center, large meeting room, a fitness area, and an additional Math Redesign classroom. The Board of Trustees approved a student fee increase of $7 per credit in May 2012 plus approximately $600k in reserves to assist in balancing the FY13 budget and also to provide for increased operational costs. The level enrollment increase in FY13 coupled with reduction of expenditures due to utilities savings, marketing efficiencies, technology efficiencies, keeping close watch on savings across all components, and capital improvements, led to a small increase in net position by the end of FY13, reflected and supported by the financial statements.

The College, with the concurrence of the Trustee Finance Committee, continues to be conservative with reserves and expenses, anticipating a continuing uncertain economic recovery through FY14 and possibly beyond. Because there was not sufficient bond funds available from the new building project (originally planned), the College received approval to spend some reserves in FY13 to renovate the Math and Science building areas that were vacated when Student Services staff moved to the new HPSS building - a study was funded by the College in FY12 to plan to utilize these spaces for other College priorities, such as consolidating Tutoring Services and increasing classroom and other learning space capacity. The College received Emergency funds of $350k from DCAM at the end of FY 12 towards upgrading the HVAC system of the Math and Science building, a project that was completed in FY13 and was a requirement for the renovations of space. We will be requesting another round of DCAM funds to complete the HVAC system of the Math and Science Building, which will allow us to move forward with Phase 2 of the renovations in FY14 in this building, to include a small renovation of the College Bookstore, Mailroom, and IT deployment area.

The FY2009-2013 Strategic Plan was developed under the direction of the College's governance structure and utilized a data-driven approach with broad institutional and community input. The FY2009-2013 Strategic Plan was approved institution-wide and by the College's Board of Trustees in May 2008. The Plan has six major goals with objectives and specific core activities: Institutional Culture, LearnerCenteredness, Teaching and Academic Programs, Engagement, Environmental Sustainability, and Resources for Growth. While these goals had foundations in the prior College Strategic Plan (FY2008 was the fifth year of the Strategic Plan 2004-2008), core activities were intended to build upon successes of the last five years and bring the College to the next level. Engagement and Environmental Sustainability were new goals for the College, and reflect an institutional commitment to integrate these 21st century values into the life of the College. This Strategic Plan was completed in FY13, and the next Strategic Plan 2014-2016 was completed and approved in May 2013, unanimously, by the College Governance Coordinating Council, full Faculty/Staff meeting, and Board of Trustees. The fact it had unanimous approval is a testament to the collaborative model and governance-infused process, guided by a cross-component Strategic Plan Steering Committee.

In FY2013, North Shore Community College continued to make progress in planning and implementation of sustainable environmental practices with sustainability projects through DCAM, in addition to completion of the new Health Professions and Student Services building. The College completed an agreement with the State for an Energy Performance Grant/Bond through DCAM - these funds, anticipated to provide significant energy improvements and savings at both the Lynn and Danvers campuses, will be paid (bond portion) through savings over next several years. Significant utilities savings were also seen due to late acceptance of the new building HVAC systems, and a relatively mild winter season overall. Environmental sustainability will continue as a strong future strategic direction and commitment of the College.

The Capital Facilities Master Plan process under the purview of the BHE/DCAM started in FY07 and was completed in FY08. The NSCC Capital Facilities Master Plan outlines the priority building projects and options for completing the Danvers and Lynn campuses, and formed the basis for $52.6m allocations for Danvers and Lynn campuses included in the State Capital Higher Education Bond bill. With the completion of the Danvers HPSS building, the College turns its sights and focus on space needs on the Lynn campus. $20.7m has been allocated in the State Bond bill to expand and renovate the Lynn campus, and the College received approval for self-funding a study for Lynn campus expansion at the end of FY10. An Interdepartmental Service Agreement for $175k between DCAM and NSCC was in place in Fall FY11, the State Designer Selection Board approved a Project Manager and Design Firm (Shepley Bullfinch) in March 2011, the Study commenced in April 2011. An additional $200k from the College was placed in amendment to the ISA so the Study continued with more detail (including study of potential sustainability options such as solar and wind technologies) through FY13, with the study at ST04 stage by August 2012. This is the next major building initiative critical to meeting NSCC's documented space needs within the next five-ten years. It is hoped that the Lynn Expansion and Renovation Study project will be approved for construction phase by inclusion on the FY14 State Capital Spending Plan, which is expected to be released in the Fall of 2013.

The College also began a collaboration and signed an agreement for a public/private partnership with Higher Education Partners, a private equity firm, to find space in Lynn close to the Lynn campus that could be repurposed for the Culinary and Cosmetology programs that must be vacated from the Essex Aggie property by Fall 2014, to accommodate the construction schedule for a new Regional Vocational Technical High School. The HEP partnership would establish a Culinary and Cosmetology Center on Union Street in Lynn, is being planned during FY14, and is expected to be ready for opening for the Fall 2014 semester.

This space would also provide some general classrooms and workforce training. A shift of focus to Lynn activities (Lynn is a Gateway City) will continue in the next several years as this is a demographic population (immigrant and diversity) of expected growth and workforce need, and a key strategic direction for the College.

North Shore Community College continues to be a leader in regional collaborations, K12 partnerships and regional workforce development, maintaining a reputation for providing quality education programs specifically designed to meet regional needs. The Division of Corporate and Community Education increased corporate training contracts during FY2013. Workforce development and better relationship between industry needs and community college academic programming remains another major focus by Massachusetts Governor Patrick and the Department of Higher Education Vision Project goals. The College also collaborated as an active participant in a system-wide three-year $20m grant from the Federal Dept. of Labor to strengthen the community colleges ability to respond to workforce needs and increase graduates in specific job categories; NSCC's share will provide additional support for Re-Design of Developmental Math, including renovation of classrooms and faculty training, to increase the rate and shorten time of students moving through to College level Math proficiency, and for expansion of the Career Pathways project begun under a FIPSE grant.

As part of the FY13 State Budget legislation, several sections and language is changing the governance and appropriation process for Massachusetts Community Colleges. Intended to strengthen the coordination of the community colleges, legislation also mandated that the Department of Higher Education (in consultation with Community College Presidents) develop a budget allocation formula for the FY 14 appropriation based on enrollments and performance factors. The College Board of Trustees retains its authority over local fees. As a result of implementing a pilot of Performance-based funding formula, additional funds were approved for public higher education appropriations in Massachusetts, with the caveat that fees would not increase for FY14. NSCC received approximately a 3.5% increase in its appropriation for FY14, plus an amount for collective bargaining – the College therefore did not raise fees for FY14. The FY14 Budget also includes an estimate for savings (there will also be long term major savings for the College) expected from re-financing the College's Series B and C HEFA bonds, for which bids were received through Mass Development and closing is expected by end of October, 2013.

A large impact during FY13 was the announcement of substantial leadership change in January, 2013. President Wayne Burton, after 13 years in office, announced his retirement effective July 31, 2013, and subsequently there was the announcement that VP of Academic Affairs, Paul Frydrych, after 42 years at the College, would be retiring effective August 15, 2013. This set in motion a Presidential Search process by the College Board of Trustees, under the new requirements for Presidential Search by the State Department of Higher Education. That Presidential Search is expected to recommend a final candidate to be approved by the DHE in October, 2013. In May, 2013, the Board of Trustees approved an Interim President (the CFO) and Interim VP of Academic Affairs (Dean of Liberal Arts) to be in place effective when the two retired during summer, 2013, and providing continuity in Executive leadership during the transition to a new President. The Interim President would serve until such time as a new President could be hired and available on campus, hopefully by January, 2014. At the time of this audit, the Presidential Search is on schedule.

The 2013 audit also includes an A-133 audit of Federal funds, which had previously been provided by the State of Massachusetts through a State Single Audit. The State Comptroller changed the process for public Higher Education institutions for FY 12 and beyond - each college will now be responsible for including an annual A-133 audit as part of their annual College audit and Financial Statements.

Overall, these financial statements reflect that we met or exceeded our FY13 Key Performance targets and ambitious institutional objectives, despite many fiscal challenges in the past fiscal year. College management looks forward to FY2014, the first year of the new three-year Strategic Plan 2014-2016, even as we all face the economic challenges and potential political changes of the coming year.

Sincerely,

North Shore Community College

NORTH SHORE COMMUNITY COLLEGE

Required Supplementary Information

Management's Discussion and Analysis

June 30, 2013 and 2012

(Unaudited)

The following discussion and analysis provides management's view of the financial position of North Shore Community College, (the College) as of June 30, 2013 and 2012, 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 thereto, which are also presented in this document.

North Shore Community College is a public institution of higher education serving almost 16,000 credit and noncredit students annually with 135 full time faculty, 374 part time faculty, 294 full time staff and 175 part time staff members. Campuses are located in Danvers, Beverly, and Lynn, Massachusetts. In addition, the College offers programs and courses in offsite locations throughout the greater North Shore area. The College offers approximately 100 credit programs leading to Associate of Arts, Associate of Science, and Associate of Applied Science degrees and one year certificates. In addition, North Shore offers almost 1,000 noncredit workforce development and recreational courses.

Financial Highlights

- At June 30, 2013 and 2012, the College's assets of $90,545,024 and $91,699,114, respectively, exceeded its liabilities of $22,522,696 and $23,730,203 by $68,022,328 and $67,968,911, respectively. The resulting net position is summarized into the following categories: net investment in capital assets, restricted (expendable and nonexpendable), and unrestricted.
- The College's Trustees may use the unrestricted net position of $6,984,283 at June 30, 2013 to meet the College's ongoing obligations to its stakeholders. Additionally, the restricted, expendable net position of $200,088 at June 30, 2013 may also be expended, but only for the purposes for which the donor or grantor intended.
- The College's total net position increased by $53,417 in 2013 compared to an increase of $7,351,228 in 2012. The 2013 decline is attributed to a decrease in capital appropriations due to the completion of a new academic building on the Danvers campus in 2012.
- Unrestricted net position for FY2013 decreased by $404,166 to $6,984,283. Unrestricted net position for FY2012 increased by $974,022 to $7,388,449.

This decrease in unrestricted net position for FY2013 resulted from the use of planned budgetary expenditures for the new academic building.

Overview of the Financial Statements

The College's financial statements comprise two primary components: (1) the financial statements and (2) the notes to the financial statements. Additionally, the financial statements focus on the College as a whole, rather than upon individual funds or activities. The College follows principles established by the Governmental Accounting Standards Board (GASB).

North Shore Community College Foundation (the Foundation) is a legally separate tax-exempt component unit of the College. The Foundation acts primarily as a fund-raising organization to supplement the resources that are available to the College in support of its programs. The Board of the Foundation is self-perpetuating and

primarily consists of graduates and friends of the College. Although the College does not control the timing or the amount of receipts from the Foundation, the majority of resources received or held by the Foundation are restricted to the activities of the College by the donors.

Because these resources held by the Foundation can only be used by or are for the benefit of the College, the Foundation is considered a component unit of the College and is discretely presented in the College's financial statements.

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

The Financial Statements

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

The Statement of Net Position presents information on all of the North Shore Community 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 North Shore Community College is improving or deteriorating.

The Statement of Revenues, Expenses, and Changes in Net Position presents 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 for accrued 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). GASB requires this method to be used. The Foundation is not required to present the statement of cash flows.

The financial statements can be found on pages 19 to 21 of this report.

The College reports its activity as a business-type activity using the economic resources measurement focus and full accrual basis of accounting. The College is also part of the Commonwealth of Massachusetts. Therefore, the results of the College's operations, its net position, and its cash flows are also summarized in the Commonwealth's Comprehensive Annual Financial Report.

Notes to the Financial Statements

The notes provide additional information that is essential to a full understanding of the data provided in the financial statements. The notes provide information regarding both the accounting policies and procedures the College has adopted as well as additional detail of certain amounts contained in the financial statements. The notes to the financial statements can be found on pages 22 to 36 of this report.

Financial Analysis

As noted earlier, net position may serve over time as a useful indicator of the College's financial position. In the case of the North Shore Community College, assets exceeded liabilities by $68,022,328 and $67,968,911 at the close of FY 2013 and 2012, respectively.

Net investment in capital assets represents capital assets net of related debt and capital leases used to acquire those assets, and is by far the largest portion of the College's net position in fiscal year 2013 and 2012, representing, 89.44% and 88.89% or $60,837,957 and $60,423,655, respectively. The College uses these capital assets to provide services to students, faculty, and administration; consequently, these assets are not available for future spending. Although the College's investment in its capital assets is reported net of related debt, it should be noted that the resources needed to repay this debt must be provided from other sources, since the capital assets themselves cannot be used to liquidate these liabilities.

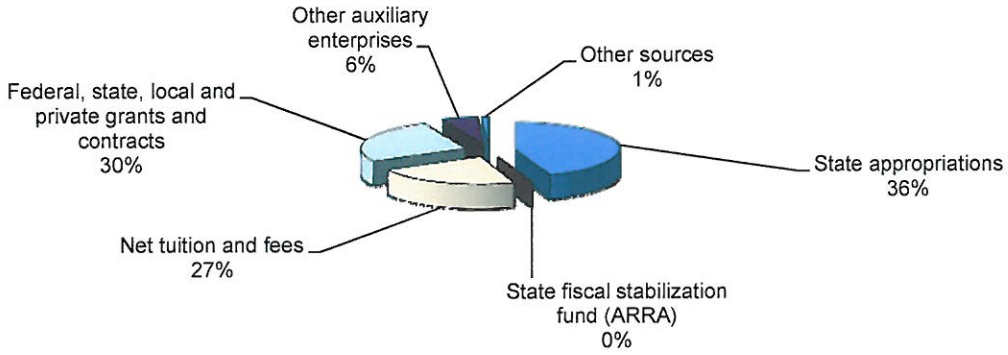
Also, in addition to the debt noted above, which is reflected in the College's financial statements, the Commonwealth of Massachusetts regularly provides financing for certain capital projects through the issuance of general obligation bonds. These borrowings, which are obligations of the Commonwealth, are not reflected in these financial statements.

Condensed financial information

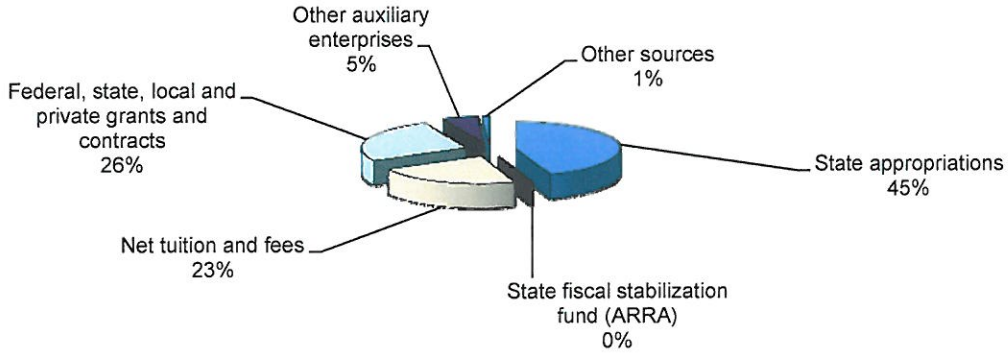
		2013	2012	2011
Current assets	$	15,390,880	16,431,675	16,934,028
Noncurrent assets		75,154,144	75,267,439	65,243,216
Total assets	$	90,545,024	91,699,114	82,177,244
Current liabilities	$	9,487,416	10,060,347	8,915,717
Noncurrent liabilities		13,035,280	13,669,856	12,643,844
Total liabilities	$	22,522,696	23,730,203	21,559,561
Net Position:				
Invested in capital assets	$	60,837,957	60,423,655	51,770,513
Restricted, expendable		200,088	156,807	484,699
Unrestricted		6,984,283	7,388,449	8,362,471
Total net position	$	68,022,328	67,968,911	60,617,683
Total operating revenues	$	39,536,634	37,764,483	38,569,376
Total operating expenses		62,866,897	61,262,173	60,280,538
Net operating loss		(23,330,263)	(23,497,690)	(21,711,162)
Net nonoperating revenues		22,291,441	22,926,116	24,351,152
Change in net position before capital appropriations		(1,038,822)	(571,574)	2,639,990
Capital appropriation		1,092,239	7,922,802	16,103,096
Increase in net position		53,417	7,351,228	18,743,086
Net position – beginning		67,968,911	60,617,683	41,874,597
Net position – ending	$	68,022,328	67,968,911	60,617,683

Major sources of revenue for the College are Tuition and Fees and the State Appropriation. Tuition is set by the Board of Higher Education at $25.00 per credit for both FY2013 and 2012. Fees are set by the College's board of trustees at $144.00 for FY2013 and $137 for FY2012, per credit for the Fall and Spring semesters.

Source of Operating and Nonoperating Revenues
2013



Source of Operating and Nonoperating Revenues
2012



Highlights of operating revenue activity include:

- An increase of 3.38% or $912,212 in FY2013 in tuition and fees before scholarship allowances. This is primarily due to a $7 per credit increase effective the Fall 2012 semester offset by little or no change in enrollment numbers for the Fall 2012 semester and the Spring 2013 semester. This compares to an increase

of 1.5% or $397,997 in FY2012 in tuition and fees before scholarship allowances. This was primarily due to a $7 per credit increase effective the Fall 2011 semester offset by decreases in enrollment of 1.0% in the Fall 2011 semester and of 3.3% in the Spring 2012 semester.

	June 30		
	2013	2012	2011
Tuition and fees	$ 27,900,897	26,988,685	26,590,688
Tuition remitted	1,034,407	725,758	900,000

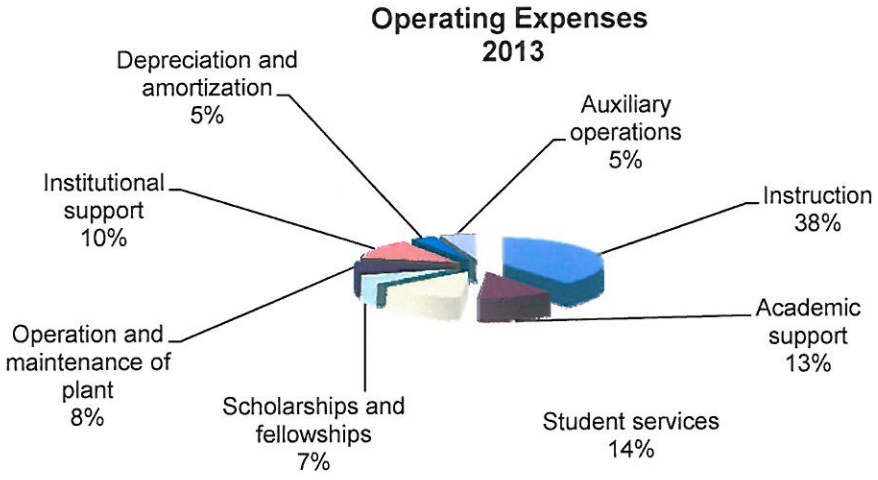
- An increase of 1.65% or $303,176 in federal, state, local, and private grants and contracts, compared to an increase of 1.16% or $210,720 in FY2012. This change is primarily due to an increase in federal aid accounts.

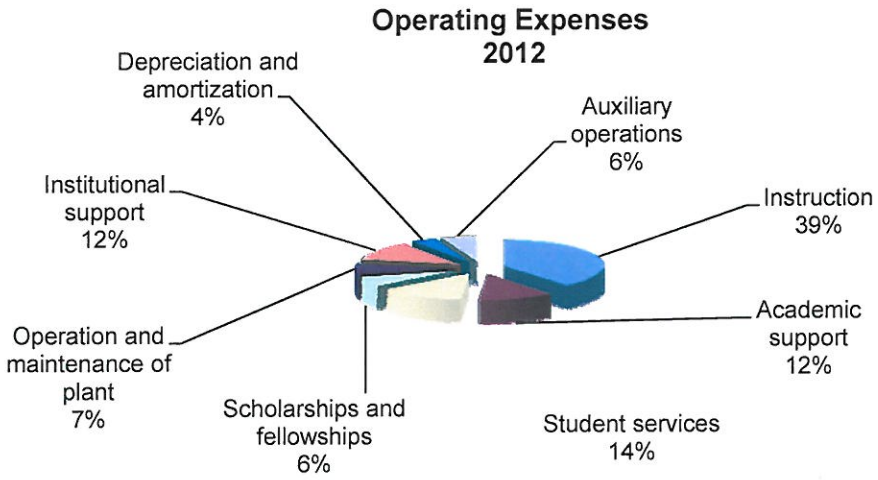
Major grants and contracts received by North Shore Community College for the year included the following:

- Vocational Education grant from the Massachusetts Department of Education – award amount – $334,492
- Upward Bound grant from the U.S. Department of Education – award amount – $380,280
- Student Support Services grant from the U.S. Department of Education – award amount $477,726
- Talent Search from the U.S. Department of Education – award amount – $230,000
- Colleges of Worcester Consortium, Inc. – award amount – $150,378
- FIPSE – $380,000 over 2 years, $120,000 for FY13
- OJJDP – $400,000 over 3 years, $104,754 for FY13
- Region 3 Educators Support – $795,319
- Trade Adjustment Assistance Community College & Career Training (TAACCCT) from the U.S. Department of Labor - $785,000 over 3 years, $400,000 for FY13
- Veterans Education & Job Training Project - $400,000 over 2 years, including no cost ext. $152,781 in FY13
- Project Access Bridge to the Future - $187,083 for 3 years, $88,796 for FY13
- Adult Learning Center – MA DHE - $183,773

Other auxiliary enterprises include the operations of the student bookstore service. The revenue generated from these operations for FY2013 was $3,565,462, a decrease of $179,491 or 4.79% from FY2012. The revenue generated from these operations for FY2012 was $3,744,953, an increase of $70,943 or 1.93% from FY2011. Auxiliary operations expenses for FY2013 totaled $3,403,173, a decrease of 2.71% or $94,839 from FY2012. Auxiliary operations expenses for FY2012 totaled $3,498,012, an increase of 0.23% or $8,142 from FY2011.

In FY2012, there was decrease in sales revenue, due a decrease in new text book sales. In FY2012, there was a slight increase in sales revenue, due to increased costs of textbooks. Also, new federal legislation effective July 1, 2010 required bookstores to post ISBN numbers on their website; this factor allowed students to purchase their textbooks at alternate sites, including other online stores, resulting in sustained decreases in sales. These changes resulted in a net income from auxiliary operations enterprises for fiscal year 2013 of $162,289, compared to $246,941 in fiscal year 2012.





Highlights of operating expense activity include:

- A decrease of 0.13% or $31,818 in instruction expenditures in FY2013. This slight decrease is primarily due to a decrease in the fringe benefit rate from 32.98% in FY2012 to 25.98% in FY2013, which helped to offset an increase in full-time salaries from collective bargaining increases. This compares to an increase of 4.93% or $1,121,799 in FY2012, which was due to an increase in the fringe rate from 31.82% to 32.98%, as well as an increase in enrollments and resulting part-time faculty expenses.
- An increase of 6.90% or $510,136 in academic support expenditures in FY2013, primarily due to collective bargaining increases for full-time salaries. This compares to an increase of 2.53% or $182,530 in FY2012, primarily due to an increase in federal grant expenses, and an increase in the fringe benefit rate from 31.82% to 32.98%.
- An increase of 4.29% or $359,170 in student services expenditures in FY2013, primarily due to a collective bargaining increases for full-time salaries. This compares to an increase of 3.06% or $249,051 in FY2012, primarily due to an increase in the fringe benefit rate from 31.82% to 32.98% as well as collective bargaining increases for full-time salaries.
- An increase of 27.11% or $1,018,745 in scholarships and fellowships in FY2013, mainly due to an increase in student loans, resulting in more refunds to students. By comparison, there was a decrease of 24.13%, or $1,195,148 in FY2012, mainly due to an increase in student aid applied to tuition and fees resulting in lower refunds to students.
- A decrease of 8.20% or $25,244 in public service expenditures in FY2013. In FY2012, there had been an increase of .067% or $2,048 mainly due to the slightly increased activity.
- An increase of 11.18% or $540,799 in operation and maintenance of plant expenditures in FY2013, due to additional expenses incurred for renovations to the math and science building. By comparison, there was a decrease of 6.99% or $321,524 in FY2012, due to a decrease in utilities expense of $277,000 and a decrease in snow removal due to a mild winter.
- A decrease of 21.43% or $1,304,832 in institutional support expenditures in FY2013, primarily due to a decrease in the fringe benefit rate from 32.98% in FY2012 to 25.98% in FY2013 which helped to offset the increases in expenses from FY2012 and FY2013 in the areas of retirement payouts of compensated absences, audit including A-133, HEFA related insurance and equipment. In FY2012, there was an increase of 14.65% or $948,243 due to an increase in the fringe benefit rate from 31.82% in FY2011 to 32.98% in FY2012.

For non-operating revenues and expenses, the Commonwealth's total appropriations decreased by 2.89% or $670,981 compared to an increase of 3.27% or $740,333, in FY2013 and 2012, respectively. The College received a capital appropriation of $1.1 million for post construction improvements to the new Health Professions and Student Services building on the Danvers Campus and completion of the Clean Energy Investment Project.

The Commonwealth's fringe benefits provided for employees on the Commonwealth's payroll decreased in FY2013 by 20.59% or $1,207,783 to $4,657,852 compared to 5.26% or $293,181 to $5,865,635 in FY2012. The fringe benefit rate decreased by 7 points to 25.98% from 32.98% for FY2012 compared to an increase of 1.16 points to 32.98% from 31.82% for FY2012, respectively. The Commonwealth's fringe benefits provided for employees on the Commonwealth's payroll increased in FY2012 by 5.26% or $293,181 to $5,865,635 compared to $5,572,454 in FY11. The fringe benefit rate increased by 1.16 points to 32.98% from 31.82% for FY2012 compared to an increase of 5.4 points to 31.82% for FY2011, respectively.

Tuition remitted to the Commonwealth increased by 42.53% or $308,649 in FY2013, compared to a decrease of 19.36% or $174,242 in FY2012, this decrease was due to an increase in net student fees.

Investment income decreased in FY2013 by 26.62% or $6,612 compared to an increase of 5.41% or $1,275 in FY2012. The decrease is related to declining interest rates and lower balances in interest bearing accounts. The "Temporary Full FDIC Insurance Coverage for Noninterest-Bearing Transaction Accounts" expired on December 31, 2012 limiting insured deposits to $250,000 per institution effective January 1, 2013.

Loss from Operations

Because generally accepted accounting principles requires state appropriations to be presented as nonoperating revenues, the College incurred a loss from operations in FY2013 and 2012. The Massachusetts Board of Higher Education presets tuition rates, and the College's board of trustees sets fees and other charges. Commonwealth appropriations to the College made up the loss from operations not made up by tuition and fees.

The College, with the purpose of balancing educational and operational needs with tuition and fee revenues, approves budgets to mitigate losses after Commonwealth Appropriations.

Capital Assets and Debts of the College

Capital Assets

The College's investment in capital assets as of June 30, 2013 and 2012 amounts to $73,004,777 and $73,103,328, respectively, net of accumulated depreciation. The College recognized $1.1 million in capital appropriations in FY 2013 primarily for additional improvements to infrastructure to the new Health Professions and Student Services building in Danvers and completion of the Clean Energy Investment Project. This investment in capital assets includes land, building (including improvements), furnishings, and equipment (including the cost of capital leases).

Debt

The College carries long-term debt, other than accruals for compensated absences, workers compensation, and other long-term settlement obligations. Included in debt are $7,675,000 Series B bonds issued in March of 1998, which are payable semiannually through FY2022 in principal repayment amounts between $170,000 and $555,000. Interest is payable semiannually (April 2 and October 2) at fixed rates between 3.5% and 5.0%.

In December 2000, the College issued $7,610,000 of Series C bonds through the Health and Education Facilities Authority. Principal is payable semiannually through FY2002 through 2026 in amounts ranging from $175,000 to $540,000. Interest is payable semiannually at fixed rates, ranging between 4.30% and 5.25%.

The College is required to maintain an escrow sufficient to pay one year's principal and interest on the bonds. This amount is included in deposits with bond trustee. The bonds are collateralized by certain property.

In 2012, the College added $1,966,772 to its debt obligations for a 10 year note for the Clean Energy Investment Program (CEIP). The first payment for the note, in February of 2012, was in the amount of $97,532 for interest only. The note represents 53% of the anticipated total obligation of $3,686,772 for equipment, design, and installation of mechanical, electrical, controls and plumbing conservation measures at the Lynn and Danvers Campuses. The remaining 47% or $1,600,000 will be paid for by the Department of Capital Asset Management (DCAM).

In 2011, the College issued $148,050 of Series 2010A-9 bonds through the Massachusetts Development Finance Agency for a Clean Renewal Energy Bond. Principal is payable annually and interest is payable semi-annually commencing on November 1, 2010 through May 1, 2027. The Bond is designated a "clean renewable energy bond" pursuant to Section 54C of the Internal revenue Code of 1986 and shall bear interest at a rate of 3.5%. The debt is to fund a project for a 77 kilowatt photovoltaic system for the Danvers campus Berry building. The total project cost is estimated to be $559,000, which will be funded from two sources: (1) grants from Division of Capital Asset Management (DCAM) in the amount of $410,950 and (2) a financing agreement with Century Bank and Trust Company, CREB financing secured by the College in the amount of $148,050.

In 2008, the College issued $190,600 of Series 2007A bonds through the Massachusetts Development Finance Agency for a Clean Renewal Energy Bond. Principal is payable annually commencing on December 31, 2007 through December 31, 2021 and does not bear interest. The bond proceeds plus a grant in the amount of $358,100 from the Massachusetts Technology Collaborative was used to fund a project for a 62.2 kilowatt solar photovoltaic grid-tied panel on the roof of the Lynn Campus gymnasium.

The noncurrent accrual for compensated absences consists of the long-term portion of sick and vacation pay relating to employees on the College's payroll.

Requests for Information

This financial report is designed to provide a general overview of the College's financial position for all those with an interest in the College's finances. Questions concerning any of the information provided in this report or requests for additional financial information should be addressed to the Chief Financial Officer, North Shore Community College, One Ferncroft Road, Danvers, Massachusetts 01923.

KPMG LLP
Two Financial Center
60 South Street
Boston, MA 02111

Independent Auditors' Report

The Board of Trustees
North Shore Community College:

Report on the Financial Statements

We have audited the accompanying financial statements of the business-type activities and the discretely presented component unit of North Shore Community College (the College) as of and for the years ended June 30, 2013 and 2012, and the related notes to the financial statements, which collectively comprise the College's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

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

Auditors' Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We did not audit the financial statements of the discretely presented component unit. Those financial statements were audited by other auditors whose report thereon has been furnished to us and our opinions, insofar as they relate to the amounts included for the discretely presented component unit, are based on the report of the other auditors. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement. 5

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

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

KPMG LLP is a Delaware limited liability partnership, the U.S. member firm of KPMG International Cooperative ("KPMG International"), a Swiss entity.

Opinions

In our opinion, based on our audits and the report of the other auditors, the financial statements referred to above present fairly, in all material respects, the respective financial position of the business-type activities and the discretely presented component unit of the College as of June 30, 2013 and 2012, and the respective changes in financial position and, where applicable, cash flows thereof for the years then ended in conformity with U.S. generally accepted accounting principles.

Emphasis of Matter

The financial statements of the College are intended to present the financial position, the changes in financial position and cash flows that are attributable to the transactions of the College. They do not purport to, and do not, present fairly the financial position of the Commonwealth of Massachusetts as of June 30, 2013 and 2012, the changes in its financial position, or, where applicable, its cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America. Our opinion is not modified with respect to this matter.

Other Matters

Required Supplementary Information

U.S. generally accepted accounting principles require that the management's discussion and analysis on pages 5 - 15 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the College's basic financial statements. The Letter of Transmittal is presented for purposes of additional analysis and is not a required part of the basic financial statements. It has not been subjected to the auditing procedures applied in the audit of the basic financial statements, and accordingly, we do not express an opinion or provide any assurance on it.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 10, 2013 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 to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the College's internal control over financial reporting and compliance.

KPMG LLP

October 10, 2013

NORTH SHORE COMMUNITY COLLEGE

Statements of Net Position

June 30, 2013 and 2012

Assets	North Shore Community College 2013	North Shore Community College 2012	North Shore Community College Foundation 2013	North Shore Community College Foundation 2012
Current assets:				
Cash and cash equivalents (note 2)	$ 11,007,669	11,902,172	271,427	155,023
Cash held by State Treasurer (note 3)	777,163	762,360	—	—
Investments (note 2)	941,155	936,105	—	—
Accounts receivable, net (note 4)	1,542,860	1,677,899	92,642	146,932
Inventory and other current assets	1,122,033	1,153,139	—	—
Total current assets	15,390,880	16,431,675	364,069	301,955
Noncurrent assets:				
Funds held by bond trustee – restricted (notes 2 and 6)	2,149,367	2,164,111	—	—
Investments (note 2)	—	—	5,646,460	5,181,525
Capital assets, net of accumulated depreciation (notes 5 and 6)	73,004,777	73,103,328	—	—
Total noncurrent assets	75,154,144	75,267,439	5,646,460	5,181,525
Total assets	$ 90,545,024	91,699,114	6,010,529	5,483,480
Liabilities				
Current liabilities:				
Accounts payable and accrued liabilities (note 3)	$ 1,081,463	2,272,784	197,782	181,637
Accrued payroll (note 3)	3,058,394	3,193,115	—	—
Compensated absences and workers comp (note 6)	3,187,444	2,523,185	—	—
Accrued interest payable	128,095	135,513	—	—
Students' deposits and unearned revenues	938,421	870,149	—	—
Funds held for others	158,616	176,741	28,291	22,597
Current portion of bonds payable (note 6)	647,143	612,142	—	—
Current portion of note payable (note 6)	287,840	276,718	—	—
Total current liabilities	9,487,416	10,060,347	226,073	204,234
Noncurrent liabilities:				
Compensated absences and workers comp (note 6)	1,761,420	1,445,706	—	—
Note payable (note 6)	1,835,552	2,123,392	—	—
Bonds payable (note 6)	9,438,308	10,100,758	—	—
Total noncurrent liabilities	13,035,280	13,669,856	—	—
Total liabilities	$ 22,522,696	23,730,203	226,073	204,234
Net Position				
Investment in capital assets	$ 60,837,957	60,423,655	—	—
Restricted:				
Expendable (note 7)	200,088	156,807	1,823,611	1,601,917
Nonexpendable	—	—	1,769,888	1,734,950
Unrestricted (note 8)	6,984,283	7,388,449	2,190,957	1,942,379
Contingencies (note 9)				
Total net position	$ 68,022,328	67,968,911	5,784,456	5,279,246

See accompanying notes to financial statements.

NORTH SHORE COMMUNITY COLLEGE

Statements of Revenues, Expenses, and Changes in Net Position

Years ended June 30, 2013 and 2012

	North Shore Community College		North Shore Community College Foundation	
	2013	2012	2013	2012
Operating revenues:				
Tuition and fees	$ 27,900,897	26,988,685	—	—
Less scholarship allowances	(10,645,444)	(11,358,071)	—	—
Net student fees	17,255,453	15,630,614	—	—
Grants and contracts	18,627,589	18,324,413	—	—
Auxiliary operations	3,565,462	3,744,953	—	—
Other sources	88,130	64,503	—	—
Total operating revenues	39,536,634	37,764,483	—	—
Operating expenses (note 10):				
Instruction	23,860,813	23,892,631	—	—
Academic support	7,906,583	7,396,447	—	—
Student services	8,737,563	8,378,393	—	—
Scholarships and fellowships	4,776,400	3,757,655	193,621	320,064
Public service	282,575	307,819	—	—
Operation and maintenance of plant	4,821,828	4,281,029	—	—
Institutional support	6,117,991	7,422,823	72,617	63,447
Depreciation and amortization	2,959,971	2,327,364	—	—
Auxiliary operations	3,403,173	3,498,012	—	—
Total operating expenses	62,866,897	61,262,173	266,238	383,511
Operating loss	(23,330,263)	(23,497,690)	(266,238)	(383,511)
Nonoperating revenues (expenses):				
State appropriations – unrestricted (note 11)	21,931,979	23,042,578	—	—
State appropriations – restricted (note 11)	746,748	307,130	—	—
Federal grants (ARRA)	—	55,790	—	—
Gifts, grants and contributions	—	—	377,126	446,009
Net investment income (note 2)	18,226	24,838	630,644	43,148
Interest expense	(641,834)	(675,249)	—	—
Payments between the College and the Foundation	236,322	171,029	(236,322)	(171,029)
Net nonoperating revenues	22,291,441	22,926,116	771,448	318,128
Changes in net position before capital appropriations	(1,038,822)	(571,574)	505,210	(65,383)
Capital appropriations (note 11)	1,092,239	7,922,802	—	—
Change in net position	53,417	7,351,228	505,210	(65,383)
Net position, beginning of year	67,968,911	60,617,683	5,279,246	5,344,629
Net position, end of year	$ 68,022,328	67,968,911	5,784,456	5,279,246

See accompanying notes to financial statements.

NORTH SHORE COMMUNITY COLLEGE

Statements of Cash Flows

Years ended June 30, 2013 and 2012

	North Shore Community College	
	2013	2012
Cash flows from operating activities:		
Tuition, residence, dining, and other student fees	$ 17,458,764	15,631,614
Grants and contracts	18,482,860	18,344,182
Payments to suppliers	(12,615,447)	(11,858,802)
Payments to employees	(38,246,444)	(36,775,635)
Payments to students	(4,776,400)	(3,757,654)
Other cash receipts	3,871,999	3,718,787
Net cash used by operating activities	(15,824,668)	(14,697,508)
Cash flows from noncapital financing activities:		
State appropriations	17,995,882	17,466,009
Federal grants (ARRA)	—	55,790
Funds held for others	(18,125)	(9,433)
Principal payments on notes payable	(276,718)	(88,617)
Contributions from Foundation	236,322	171,029
Net cash provided by noncapital financing activities	17,937,361	17,594,778
Cash flows from capital and related financing activities:		
Purchases of capital assets	(2,834,831)	(10,364,695)
Capital state appropriation	1,092,239	7,922,802
Cash held by bond trustee	14,744	(8,548)
Principal paid on capital debt	(636,722)	(596,416)
Interest paid on capital debt	(645,936)	(677,971)
Net cash used by capital financing activities	(3,010,506)	(3,724,828)
Cash flows from investing activities:		
Interest on investments	18,113	24,182
Net cash provided by investing activities	18,113	24,182
Net change in cash and cash equivalents	(879,700)	(803,376)
Cash and cash equivalents (including cash held by State Treasurer), beginning of year	12,664,532	13,467,908
Cash and cash equivalents (including cash held by State Treasurer), end of year	$ 11,784,832	12,664,532
Reconciliation of operating loss to net cash used by operating activities:		
Operating loss	$ (23,330,263)	(23,497,690)
Adjustments to reconcile operating loss to net cash used by operating activities:		
Depreciation and amortization	2,959,971	2,327,364
Fringe benefits provided by the State	4,657,852	5,865,635
Changes in assets and liabilities:		
Accounts receivable, net	135,039	(158,750)
Inventory and other current assets	31,106	(129,999)
Accounts payable and accrued liabilities	(1,107,050)	471,874
Accrued payroll	(134,719)	499,557
Compensated absences and workers comp	979,973	(244,086)
Students' deposits and unearned revenues	68,272	84,160
Deferred revenues	(84,849)	84,427
Net cash used by operating activities	$ (15,824,668)	(14,697,508)
Noncash transactions:		
Fringe benefits provided by state and federal	$ 4,657,852	5,865,635
CEIP debt financing	—	1,966,772

See accompanying notes to financial statements.

(1) Summary of Significant Accounting Policies

(a) Organization

North Shore Community College (the College) is a state-supported comprehensive college that offers a quality education leading to associate degrees in the arts and sciences as well as one-year certificate programs. With campuses located in Danvers, Beverly, and Lynn, Massachusetts, along with other satellite campuses, 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 evening credit and noncredit courses as well as community service programs. The College is accredited by the New England Association of Schools and Colleges.

(b) Basis of Presentation

The accompanying financial statements have been prepared using the economic resources measurement focus and the accrual basis of accounting in accordance with U.S. generally accepted accounting principles, as prescribed by the Governmental Accounting Standards Board (GASB). Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. Grants and similar items are recognized as revenue as soon as all eligibility requirements have been met.

The College's policy for defining operating activities in the statements of revenues, expenses, and changes in net position are those that generally result from exchange transactions such as the payment received for services and payment made for the purchase of goods and services and certain grants and contracts. Certain other transactions are reported as nonoperating activities. These nonoperating activities include the College's operating and capital appropriations from the Commonwealth of Massachusetts, net investment income, gifts, and interest expense.

During 2013, the College implemented GASB Statement No. 63, *Financial Reporting of Deferred Outflows of Resources, Deferred Inflows of Resources, and Net Position* which resulted in no material changes to the accompanying financial statements.

North Shore Community College Foundation (the Foundation) is a legally separate tax-exempt component unit of the College. The Foundation acts primarily as a fund-raising organization to supplement the resources that are available to the College in support of its programs. The Board of the Foundation is self-perpetuating and primarily consists of graduates and friends of the College. Although the College does not control the timing or the amount of receipts from the Foundation, the majority of resources received or held by the Foundation are restricted to the activities of the College by the donors.

Because these resources held by the Foundation can only be used by or are for the benefit of the College, the Foundation is considered a component unit of the College and is discretely presented in the College's financial statements.

During the year ended June 30, 2013 and 2012, the Foundation distributed $236,322 and $171,029, respectively, to the College for both restricted and unrestricted purposes.

Complete financial statements for the Foundation can be obtained from the College at: One Ferncroft Road, Danvers, MA 01923.

(c) Net Position

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

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 assets subject to externally imposed conditions that the College must maintain them in perpetuity.

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

Unrestricted: All other categories of net assets. Unrestricted net assets 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.

(d) Cash Equivalents

The College considers all highly liquid debt instruments purchased with an original maturity date of three months or less to be cash equivalents.

(e) Investments

Investments in marketable securities, including funds held by bond trustee, are stated at fair value.

The College has no donor-restricted endowments.

(f) 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 tax-exempt debt, net of related interest income relative to capital assets are capitalized during the construction period. College capital assets, with the exception of land and construction in progress, are depreciated on a straight-line basis over their estimated useful lives, which range from 3 to 40 years.

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

(g) Fringe Benefits

The College participates in the Commonwealth's Fringe Benefit programs, including active employee and post-employment 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.

(h) 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, 2013 and 2012. The accrued sick leave balance represents 20% of amounts earned by those employees with 10 or more years of state service at June 30, 2013 and 2012. Upon retirement, these employees are entitled to receive payment for this accrued balance.

(i) Workers' Compensation

The Commonwealth provides workers' compensation coverage to its employers on a self-insured basis. The College records its portion of the workers' compensation in its records on an actuarially determined based on the College's actual experience.

(j) Students' Deposits and Unearned Revenue

Deposits and advance payments received for tuition and fees related to certain summer programs and tuition received for the following academic year are deferred and are recorded as revenues when earned.

(k) 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, the student and are generally reflected as expenses.

(l) Tax Status

The College is a governmental component unit of the Commonwealth of Massachusetts and is therefore exempt from income taxes under Section 115 of the Internal Revenue Code.

(m) Use of Estimates

The preparation of financial statements in conformity with U.S. generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the dates of the financial statements and the reported amounts of revenues and expenses during the reporting periods. Actual results could differ from those estimates.

(2) Cash and Investments

(a) 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 delegates to the President or his designee, the authority to determine exact dollar amounts to be invested within those established limits and guidelines.

The Treasurer of the Commonwealth of Massachusetts oversees the financial management of the Massachusetts Municipal Depository Trust (MMDT), a local investment pool for cities, towns, and other state and local agencies within the Commonwealth. MMDT operates as a Rule 2a-7-like pool and the value of the College's investment in the MMDT represents its value of the pool's shares.

The Short Term Asset Reserve (STAR) fund is designed as an investment vehicle for bond proceeds of organizations that borrow through the Massachusetts Development Finance Agency. The STAR fund operates as a Rule 2a-7-like pool and the value of the College's investment in the STAR fund represents its value of the pool's shares. The custodian of the invested funds is U.S. Bank.

(b) Summary of Deposits and Investments

Deposits and investments consist of the following at June 30:

Deposits and investments		2013	2012
Cash in bank	$	9,668,676	10,566,076
Massachusetts Municipal Depository Trust (MMDT)		1,338,993	1,336,096
Total cash and cash equivalents		11,007,669	11,902,172
Certificates of deposit		941,155	936,105
US Bank - STAR Fund		2,149,365	2,129,941
Century Bank		2	34,169
Total deposits and investments	$	14,098,191	15,002,387

(c) Concentration of Credit Risk

Concentration of credit risk is assumed to arise when the amount of investments that the College has with one issuer exceeds 5% or more of the total value of the College's investments. The College

does not have a formal policy for concentration of credit risk. Investments representing more than 5% of the College's total investments at June 30 consist of:

2013			
Issuer	**Investment type**	**Fair value**	**Percentage of the total**
U.S. Bank	Government investment pool	2,149,365	49
Commonwealth of Massachusetts	MMDT	1,338,993	30
	Total	$ 3,488,358	79%

2012			
Issuer	**Investment type**	**Fair value**	**Percentage of the total**
U.S. Bank	Government investment pool	2,129,941	48
Commonwealth of Massachusetts	MMDT	1,336,096	30
	Total	$ 3,466,037	78%

(d) Custodial Credit Risk

Custodial credit risk is the risk that, in the event of a bank failure, the College's deposits might not be recovered. Deposits are made in domestic banks that are federally insured and in some banks that are Massachusetts banks with supplemental insurance for those accounts exceeding the federally insured limits. As of June 30, 2013 and 2012, $1,804,211 and $1,086,096, respectively, of the College's bank balances of $6,922,091 and $9,070,270, respectively, were exposed to custodial credit risk as uninsured and uncollateralized.

(e) Interest Rate Risk

Interest rate risk is the risk that changes in interest rates will adversely affect the fair value of an investment. The College does not have a written policy regarding interest rate risk. At June 30, 2013 and 2012, all of the College's investments have maturities of one year or less except for a certificate of deposit for $150,000 with a maturity of 5 years.

(f) Disclosure of Credit Risk of Debt Securities

Credit risk for investments is the risk that an issuer or other counter party to a debt security will not fulfill its obligations. The College does not have a policy for credit risk of debt securities. The following is a listing of credit quality ratings of the College's investments in debt securities as of June 30:

	2013		
		Quality ratings	
Rated debt investments	Fair value	AAA	Unrated
US Bank Fund	$ 2,149,365	2,149,365	
Century Bank	2		2
Certificates of deposit	941,155		941,155
MMDT	1,338,993		1,338,993
Total	$ 4,429,515	2,149,365	2,280,150

	2012		
		Quality ratings	
Rated debt investments	Fair value	AAA	Unrated
STAR Fund	$ 2,129,941	2,129,941	
Century Bank	34,169	—	34,169
Certificates of deposit	936,105	—	936,105
MMDT	1,336,096	—	1,336,096
Total	$ 4,436,311	2,129,941	2,306,370

(g) Investments of the Foundation

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

	2013	2012
Mutual funds	$ 5,120,399	4,473,249
Money market funds	146,512	218,718
Corporate debt securities	379,549	489,558
	$ 5,646,460	5,181,525

The Foundation's investment income consisted of the following for the years ended June 30:

	2013	2012
Interest and dividend income, net of amortization	$ 105,867	104,573
Realized gain on sale of securities	40,806	5,944
Unrealized net gain (loss) on investments	483,971	(67,369)
	$ 630,644	43,148

(3) Cash Held by State Treasurer

Accounts payable and accrued salaries to be funded from state-appropriated funds totaled $777,163 and $762,360 at June 30, 2013 and 2012, 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.

(4) Accounts Receivable

Accounts receivable include the following at June 30:

	2013	2012
Student accounts receivable	$ 3,878,110	3,985,897
Grants receivable	506,078	446,288
Other receivables	27,339	42,122
	4,411,527	4,474,307
Less allowance for doubtful accounts	(2,868,667)	(2,796,408)
	$ 1,542,860	1,677,899

(5) Capital Assets

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

	2013					
	Estimated lives (in years)	Beginning balance	Additions	Retirements	Reclassifications	Ending balance
Capital assets not being depreciated:						
Land		$ 13,842,077				13,842,077
Construction in progress		4,951,538	667,374	(2,077)	(4,367,550)	1,249,285
Total not being depreciated		18,793,615	667,374	(2,077)	(4,367,550)	15,091,362
Capital assets being depreciated:						
Building, including improvements	20 – 40	86,385,793	1,580,733		4,003,632	91,970,158
Furnishings and equipment	3 – 10	8,134,443	586,724		363,918	9,085,085
Books	5	505,463				505,463
Total being depreciated		95,025,699	2,167,457	—	4,367,550	101,560,706
Less accumulated depreciation:						
Building, including improvements		(32,927,127)	(2,523,058)			(35,450,185)
Furnishings and equipment		(7,283,396)	(408,247)			(7,691,643)
Books		(505,463)				(505,463)
Total accumulated depreciation		(40,715,986)	(2,931,305)	—	—	(43,647,291)
Total being depreciated, net		54,309,713	(763,848)	—	4,367,550	57,913,415
Capital assets, net		$ 73,103,328	(96,474)	(2,077)	—	73,004,777

	2012					
	Estimated lives (in years)	Beginning balance	Additions	Retirements	Reclassifications	Ending balance
Capital assets not being depreciated:						
Land		$ 13,842,077				13,842,077
Construction in progress		25,581,778	4,130,018		(24,760,258)	4,951,538
Total not being depreciated		39,423,855	4,130,018	—	(24,760,258)	18,793,615
Capital assets being depreciated:						
Building, including improvements	20 – 40	53,625,525	8,000,010		24,760,258	86,385,793
Furnishings and equipment	3 – 10	7,933,004	201,439			8,134,443
Books	5	505,463				505,463
Total being depreciated		62,063,992	8,201,449	—	24,760,258	95,025,699
Less accumulated depreciation:						
Building, including improvements		(31,028,301)	(1,898,826)			(32,927,127)
Furnishings and equipment		(6,883,526)	(399,870)			(7,283,396)
Books		(505,463)				(505,463)
Total accumulated depreciation		(38,417,290)	(2,298,696)	—	—	(40,715,986)
Total being depreciated, net		23,646,702	5,902,753	—	24,760,258	54,309,713
Capital assets, net		$ 63,070,557	10,032,771	—	—	73,103,328

(6) Long-Term Liabilities

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

	2013					
	Beginning balance	Additions	Reductions	Ending balance	Current portion	Long-term portion
Bonds payable:						
Revenue bonds payable	$ 10,600,000		600,000	10,000,000	635,000	9,365,000
CREB bonds payable	257,696		36,722	220,974	21,416	199,558
Less unamortized discount on revenue bonds payable	(144,796)		(9,273)	(135,523)	(9,273)	(126,250)
Total bonds payable, net	10,712,900	—	627,449	10,085,451	647,143	9,438,308
Other long-term liabilities:						
Note payable	2,400,110		276,718	2,123,392	287,840	1,835,552
Accrued sick and vacation	3,656,453	956,272		4,612,725	3,136,653	1,476,072
Workers' compensation	312,438	23,701		336,139	50,791	285,348
Total other liabilities	6,369,001	979,973	276,718	7,072,256	3,475,284	3,596,972
Total long-term liabilities	$ 17,081,901	979,973	904,167	17,157,707	4,122,427	13,035,280

	2012					
	Beginning balance	Additions	Reductions	Ending balance	Current portion	Long-term portion
Bonds payable:						
Revenue bonds payable	$ 11,175,000	—	575,000	10,600,000	600,000	10,000,000
CREB bonds payable	279,112	—	21,416	257,696	21,416	236,280
Less unamortized discount on revenue bonds payable	(154,069)	—	(9,273)	(144,796)	(9,274)	(135,522)
Total bonds payable, net	11,300,043	—	587,143	10,712,900	612,142	10,100,758
Other long-term liabilities:						
Note payable	521,955	1,966,772	88,617	2,400,110	276,718	2,123,392
Accrued sick and vacation	3,889,459	—	233,006	3,656,453	2,476,069	1,180,384
Workers' compensation	323,518	—	11,080	312,438	47,116	265,322
Total other liabilities	4,734,932	1,966,772	332,703	6,369,001	2,799,903	3,569,098
Total long-term liabilities	$ 16,034,975	1,966,772	919,846	17,081,901	3,412,045	13,669,856

In fiscal 2011, the College entered an agreement with the Commonwealth's Division of Capital Asset Management (DCAM) to participate in the Massachusetts Clean Energy Investment Program (CEIP). Under the program, DCAM is responsible for construction of specific energy conservation projects at the College funded by CEIP Funds and proceeds of bonds issued by the Commonwealth. In 2012, the College added $1,966,772 to its debt obligations for a 10 year note for the Clean Energy Investment Program (CEIP). The first payment for the note, in February of 2012, was in the amount of $97,532 for interest only. The note represents 53% of the anticipated total obligation of $3,686,772 for equipment, design and installation of mechanical, electrical, controls and plumbing conservation measures at the Lynn and Danvers Campuses. The remaining 47% or $1,600,000 will be paid for by the Department of Capital Asset Management (DCAM).

In 2011, the College issued $148,050 of Series 2010A-9 bonds through the Massachusetts Development Finance Agency for a Clean Renewal Energy Bond. Principal is payable annually and interest is payable semi-annually commencing on November 1, 2010 through May 1, 2027 and bears interest at a rate of 3.5%. The debt proceeds plus a grant of $410,950 from DCAM will be used to fund a project for a 77 kilowatt photovoltaic system for the Danvers campus Berry building.

In December 2000, the College issued $7,610,000 of Series C bonds at fixed rates ranging from 4.3% to 5.25%. The bonds were issued through the Commonwealth's Health and Education Facilities Authority (HEFA) to partially finance the construction of a new classroom building on the Danvers campus. In March 1998, the College issued $7,675,000 of Series B bonds through HEFA at fixed rates ranging from 3.5% to 5% to advance-refund the remaining balance of Series A bonds. The bonds are collateralized by certain property.

The College is required to maintain escrows sufficient to pay one year's principal and interest on the bonds. These escrows amounted to $2,149,365 and $2,164,111 as of June 30, 2013 and 2012, respectively, and are included as funds held by bond trustee on the statements of net assets.

In 2008, the College issued $190,600 of Series 2007A bonds through the Massachusetts Development Finance Agency for a Clean Renewal Energy Bond. Principal is payable annually through December 31, 2021 and does not bear interest. The bond proceeds plus a grant in the amount of $358,100 from the Massachusetts Technology Collaborative was used to fund a project for a 62.2 kilowatt solar photovoltaic grid-tied panel on the roof of the Lynn Campus gymnasium.

As a result of a 2009 settlement with the Federal Department of Education (DOE), the College incurred a long-term liability of $650,000, with a repayment schedule of monthly payments for a period of seven years beginning January 2010 and ending December 2016. The interest rate on the note payable to DOE is 3% for the periods ending June 30, 2013 and 2012.

As of June 30, 2013, principal and interest due on notes and bonds payable for the next five years and in subsequent five-year periods are as follows:

	Principal	Interest
Year ending June 30:		
2014	944,255	589,966
2015	980,836	545,701
2016	1,027,895	499,318
2017	1,028,600	450,542
2018	1,022,466	401,555
2019 – 2023	4,335,789	1,198,994
2024 – 2028	3,004,525	218,910
	$ 12,344,366	3,904,986

Total interest expense for 2013 and 2012 was $641,834 and $675,249, respectively.

The following schedule summarizes future minimum payments due under non-cancelable operating leases as of June 30, 2013:

2014	$ 495,971
2015	499,918
2016	100,215
2017	19,968
	$1,116,072

Rental expense for operating leases was $466,882 and $467,218 for the years ended June 30, 2013 and 2012, respectively.

(7) Restricted Net Position

The College is the recipient of funds that are subject to various external constraints upon their use, either as to purpose or time. These funds are composed of the following at June 30:

	2013	2012
Restricted – expendable:		
Instructional and departmental uses	$ 200,088	156,807
	$ 200,088	156,807

(8) Unrestricted Net Position

The College's unrestricted net position at June 30, have been designated for the following purposes:

	2013	2012
A restricted reserve equivalent to two years of the Series B and C Bond repayment for the Allied Health Building in Danvers	$ 2,255,633	2,258,720
Deferred maintenance	250,000	250,000
Institutional financial aid	360,000	375,000
Contingencies	290,650	226,897
Reserve for replacement of capital assets	2,300,000	2,300,000
Science renovations	140,000	900,000
Reserve for strategic initiatives including grant institutional requirements	300,000	250,000
Presidential search	60,000	
Campus safety initiatives	175,000	134,000
Collective bargaining costs	853,000	693,832
	$ 6,984,283	7,388,449

(9) Contingencies

Various lawsuits are pending or threatened against the College that arose from the ordinary course of operations. In the opinion of management, no litigation is now pending, or threatened, which would materially affect the College's financial position.

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.

(10) Operating Expenses

The College's operating expenses, on a natural classification basis, are composed of the following for the years ended June 30:

	2013	2012
Compensation and benefits	$ 43,749,549	42,896,742
Supplies and services	11,380,977	12,280,412
Depreciation and amortization	2,959,971	2,327,364
Scholarships and fellowships	4,776,400	3,757,655
	$ 62,866,897	61,262,173

(11) State Appropriation

The College's state appropriation is composed of the following for the years ended June 30:

	2013	2012
Direct unrestricted appropriations	$ 18,342,857	17,945,564
Add fringe benefits for employees on the state payroll	4,623,529	5,822,772
Less day school tuition remitted to the state and included in tuition and fee revenue	(1,034,407)	(725,758)
Total unrestricted appropriations	21,931,979	23,042,578
Restricted appropriations	712,425	264,267
Add fringe benefits for employees on the state payroll	34,323	42,863
Total restricted appropriations	746,748	307,130
Capital appropriations	1,092,239	7,922,802
Total appropriations	$ 23,770,966	31,272,510

(12) Fringe Benefit Program

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 and pension costs for active employees and retirees are paid through a fringe benefit rate charged to the College by the Commonwealth. Currently the obligation to provide these benefits is borne by the Commonwealth.

(a) Retirement Plan

The Commonwealth of Massachusetts is statutorily responsible for the pension benefits of College employees who participate in the Massachusetts State Employees' Retirement System (the Retirement System). The Retirement System, a single employer defined benefit public employee

retirement system, is administered by the Commonwealth and covers substantially all nonstudent employees. The College is charged for the cost of these fringe benefits by the Commonwealth. Such pension expense amounted to $2,106,367 and $2,002,728 for the years ended June 30, 2013 and 2012, respectively. Employees, who contribute a percentage of their regular compensation, fund the annuity portion of the Retirement System. Annual covered payroll was approximately 83% and 77% of annual total payroll for the College in 2013 and 2012, respectively.

(b) Insurance

The College participates in the various programs administered by the Commonwealth for property, general liability, automobile liability, workers' compensation, and health insurance. 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 per occurrence, in most circumstances. The Group Insurance Commission administers healthcare and other insurance for the Commonwealth's employees and retirees. The Commonwealth assesses the state agencies and departments a portion of the cost related to health insurance, and as such Government Accounting Standards Board No. 45, *Accounting and Financial Reporting by Employers for Postemployment Benefits Other Than Pensions*, was appropriately implemented at the Commonwealth, not the College.

(c) Other Employee Benefits

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 pay-outs.

(13) Pass-Through Grants

The College distributed $8,796,344 and $7,022,907 during 2013 and 2012, 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.

KPMG LLP
Two Financial Center
60 South Street
Boston, MA 02111

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

The Board of Trustees
North Shore Community College:

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the business-type activities and the discretely presented component unit of North Shore Community College (the College) as of and for the year ended June 30, 2013, and the related notes to the financial statements, which collectively comprise the College's basic financial statements, and have issued our report thereon dated October 10, 2013. Our report includes a reference to other auditors who audited the financial statements of the North Shore Community College Foundation, Inc., as described in our report on the College's financial statements. This report does not include the results of the other auditors' testing of internal control over financial reporting or compliance and other matters that are reported on separately by those auditors.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered the College's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions 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 combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

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

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the College's financial statements are free 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

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

Purpose of this Report

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

KPMG LLP

October 10, 2013

New England Association of Schools and Colleges
Commission on Institutions of Higher Education
3 Burlington Woods Drive, Suite 100 • Burlington, MA 01803
phone: (781) 425-7785 • fax: (781) 425-1001
http://cihe.neasc.org

INTERIM REPORT FORMS (5th-year report)
DATE: June 2014

General instructions:

Interim Report Forms are included as part of the institution's interim report (5th-year report) and may otherwise be requested by the Commission. These forms are either identical to the analogous form in the Data First set used for comprehensive evaluations OR a simplified version of the analogous form. There are no forms in this set for Standards 7 or 8.

Each of the forms is on a separate spreadsheet of this Excel workbook. Much of the information requested is readily available on audited financial statements, yearly IPEDS surveys, and other institutional reports and publications.

When entering financial data, please round to the nearest thousand. If your institution tabulates data in a different way from what is requested on the form, clearly explain your methodology on the form and report the data in the way that is consistent with your institution's normal practices.

In the following forms, the column "Current Year" refers to the year in which the report is submitted to the Commission. On the Revenues and Expenses form, please make sure the information is consistently presented from year to year, including the "Current Budget" and the "Next Year Forward" columns. For example, if depreciation is allocated in the "Most Recently Completed Year" column, it should also be allocated in the "Current Budget" column.

Interim Report forms are protected to ensure that they are not inadvertently changed, and cells containing certain formulas are locked. If you wish to add rows or adjust column widths, you may unprotect the spreadsheet by selecting the "Protection" option from the "Tools" menu. The required **password is "ark"** (lower case, no quotation marks).

Instructions and definitions are embedded in each form. This version of the forms has been formatted to print the forms with their accompanying instructions. If you with to print only the forms, you can find a specially formatted version of them on the Commission website: http://cihe.neasc.org.

If you have questions about completing the forms, please call Kaslong Nda (781-425-7708) or any other member of the Commission staff for assistance.

INTERIM REPORT FORMS

GENERAL INFORMATION

		Annual Audit	
		Certified:*	Qualified
Financial Results for Year Ending:	6/30/2014	Yes	Unqualified
Most Recent Year	6/30/13	Yes	Unqualified
1 Year Prior	6/30/12	Yes	Unqualified
2 Years Prior	6/30/11	Yes	Unqualified

Institution Name: North Shore Community College

OPE ID: 217300

Fiscal Year Ends on: 6/30 (month/day)

Budget / Plans

Current Year 7/1/13

Next Year 7/1/14

Contact Person: Karen Hynick

Title: Vice President for Academic Affairs

Telephone No: 978 762-4000 x5516

E-mail address khynick@northshore.edu

*The college's financial statements were prepared in conformity with US GAAP and were audited by Certified Public Accountants who issued an unmodified report for all years in question.

Standard 1: Mission and Purposes

Attach a copy of the current mission statement.

Document	URL	Date Approved by the Governing Board
Institutional Mission Statement	http://www.northshore.edu/about/mission.html	5/03/2003

1.1

Standard 2: Planning and Evaluation

PLANS	Year of Completion	Effective Dates	URL
Strategic Plans			
Current Strategic Plan	2016	7/2013-6/2016	http://www.northshore.edu/downloads/strategic_plan.pdf
Next Strategic Plan	2019	7/2016-6/2019	n/a
Other institution-wide plans			
Master plan	2017	2007-2017	NA
Academic plan	2016	2014-2016	NA
Financial plan	2015	7/1/14-6/30/15	NA
Technology plan	2016	7/1/2013- 6/30/2016	NA
Enrollment plan	2016	7/2013-6/2016	NA
Development plan	2015	2013-2015	NA
Library plan	2014	Annually	http://library.northshore.edu/about/pdf/action-plan.pdf
President's Climate Commitment	2014	Annually	http://rs.acupcc.org/progress/937/

(Add rows for additional institution-wide plans, as needed.)

EVALUATION	URL
Academic program review	
Program review system (colleges and departments). System last updated:	2011
Program review schedule (e.g., every 5 years)	In development

2.1

Standard 3: Organization and Governance

Please attach to this form:

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

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

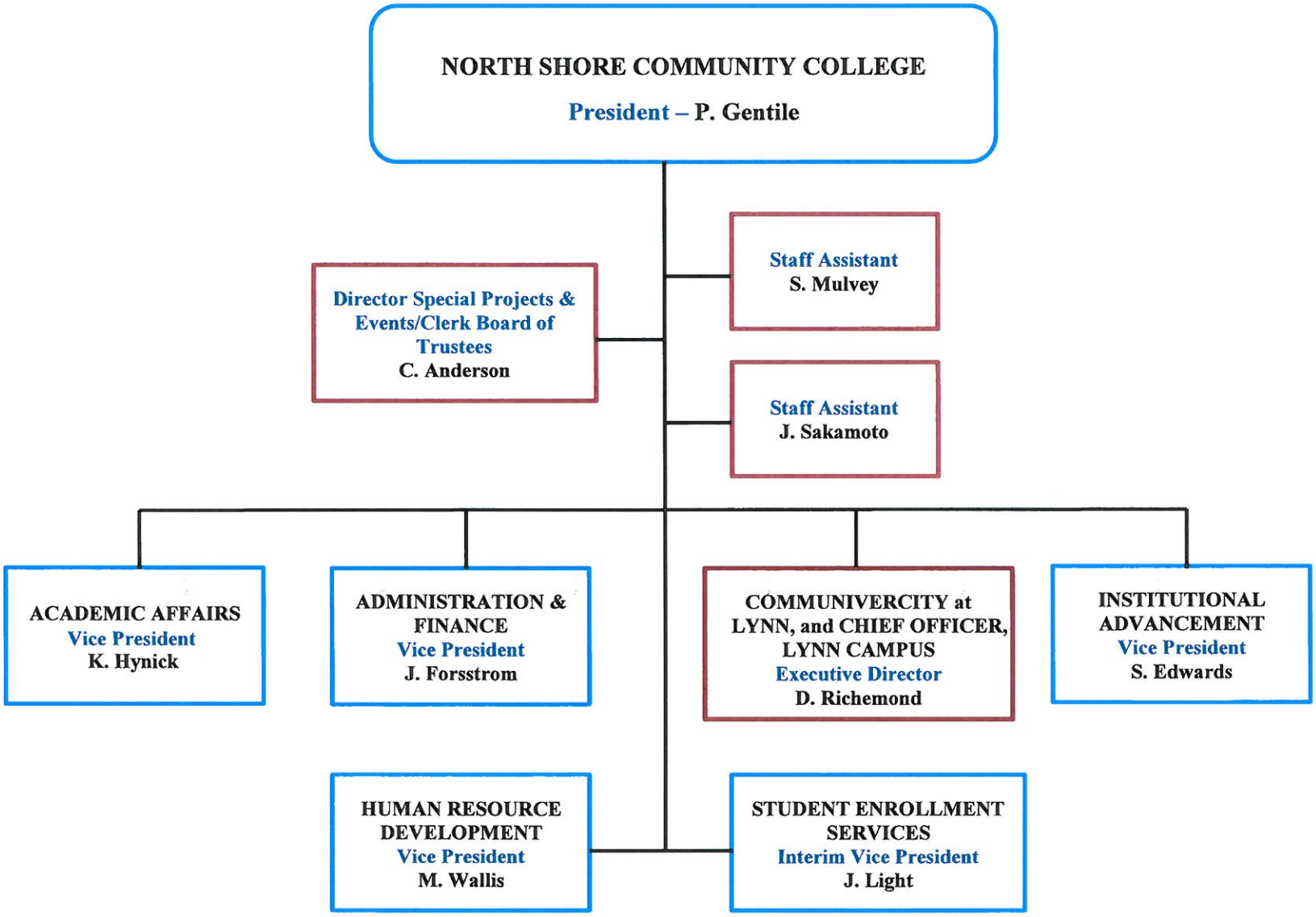
Name of the related entity	
URL of documentation of relationship	

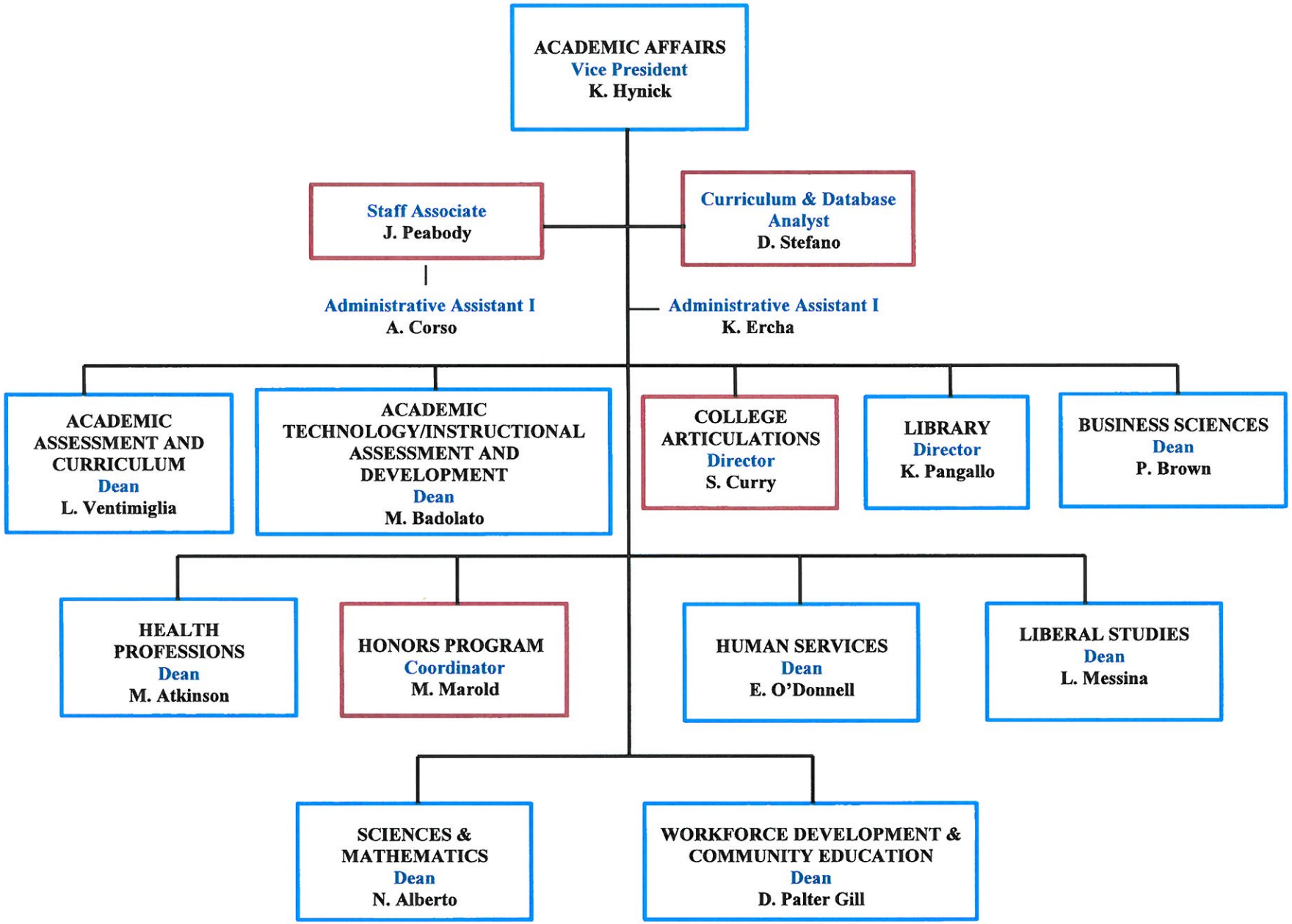
Governing Board	**URL**
By-laws	http://www.northshore.edu/about/administration/pdf/nscc-bylaws.pdf
Board members' names and affiliations	http://www.northshore.edu/about/administration/board.html

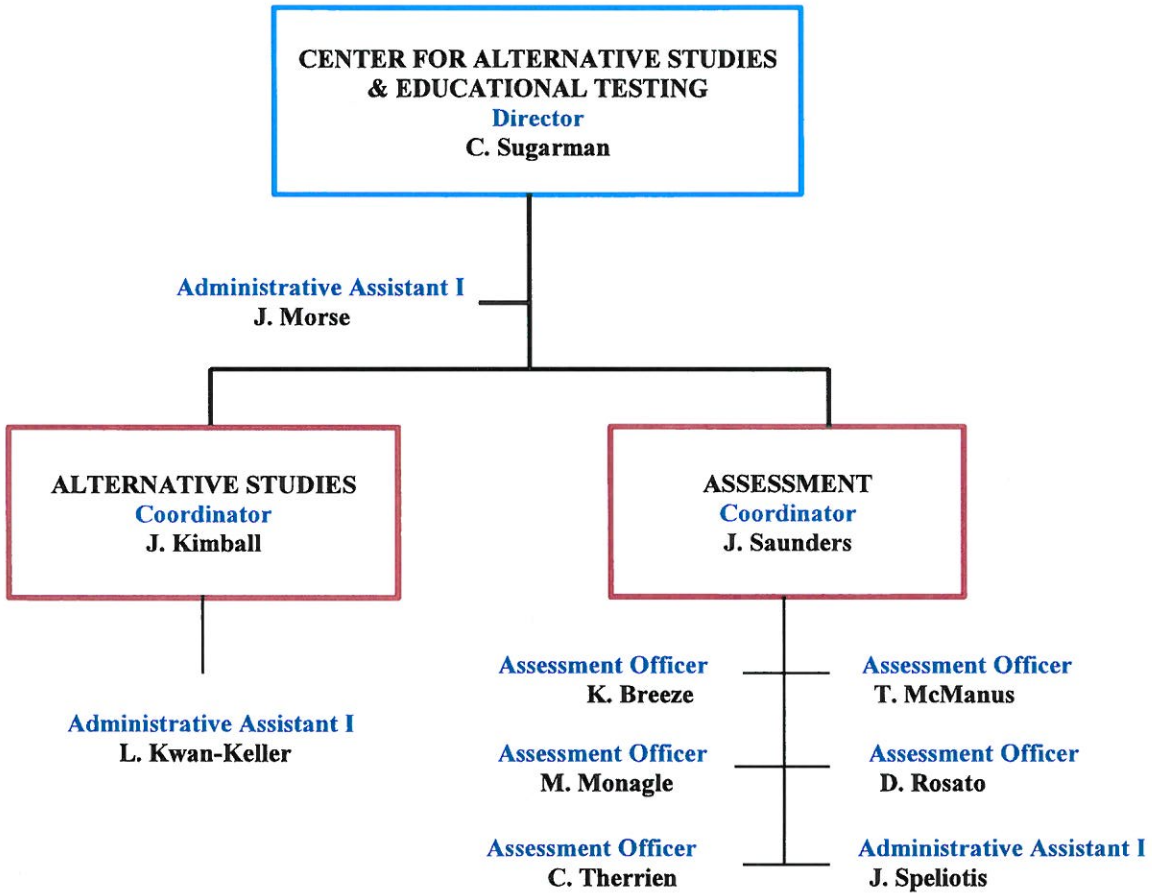
3.1

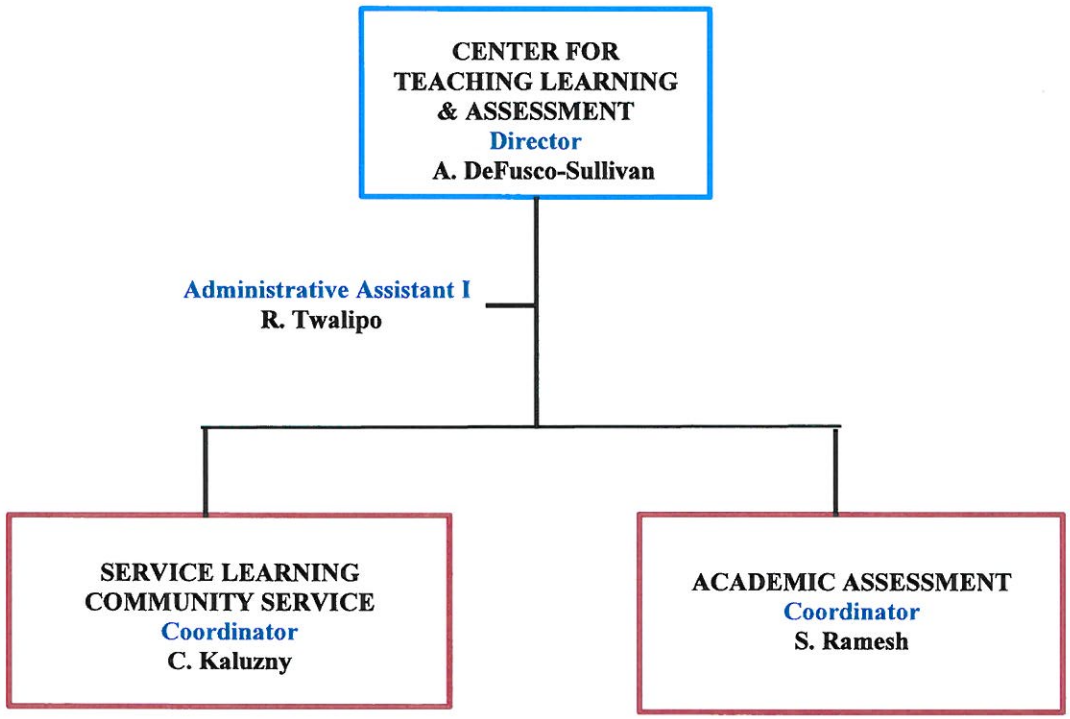
August 4, 2014

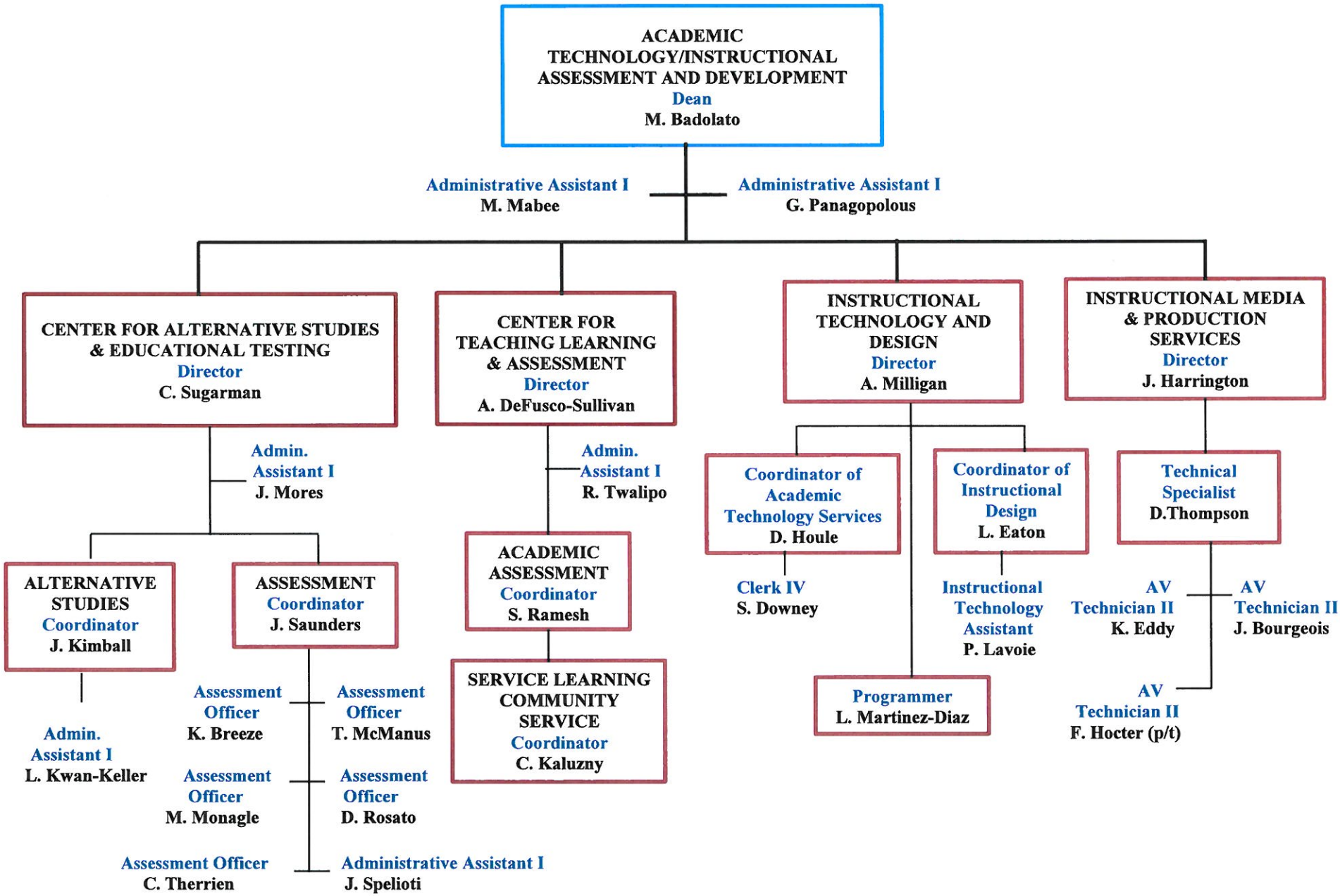
ORGANIZATIONAL CHART

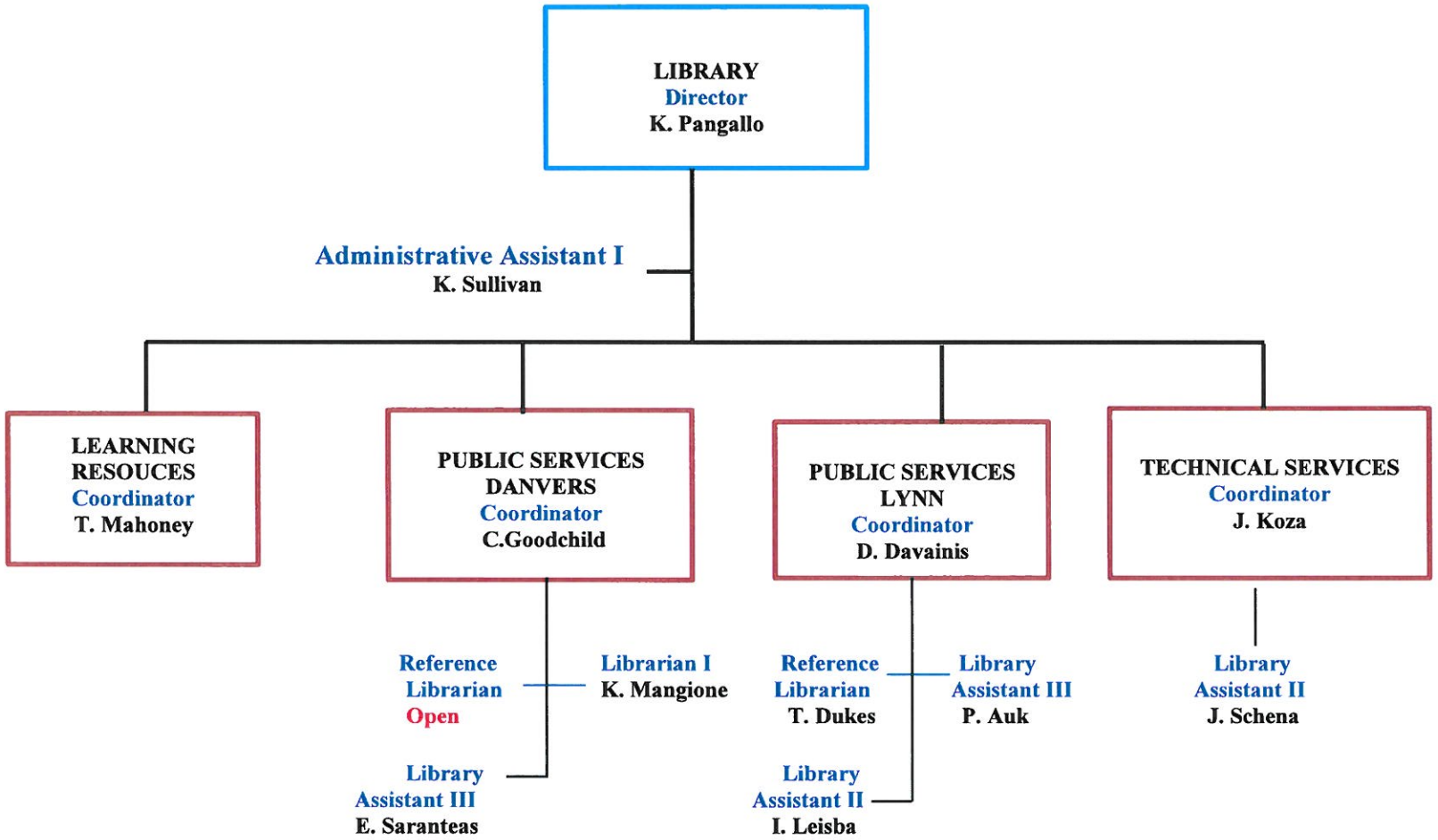


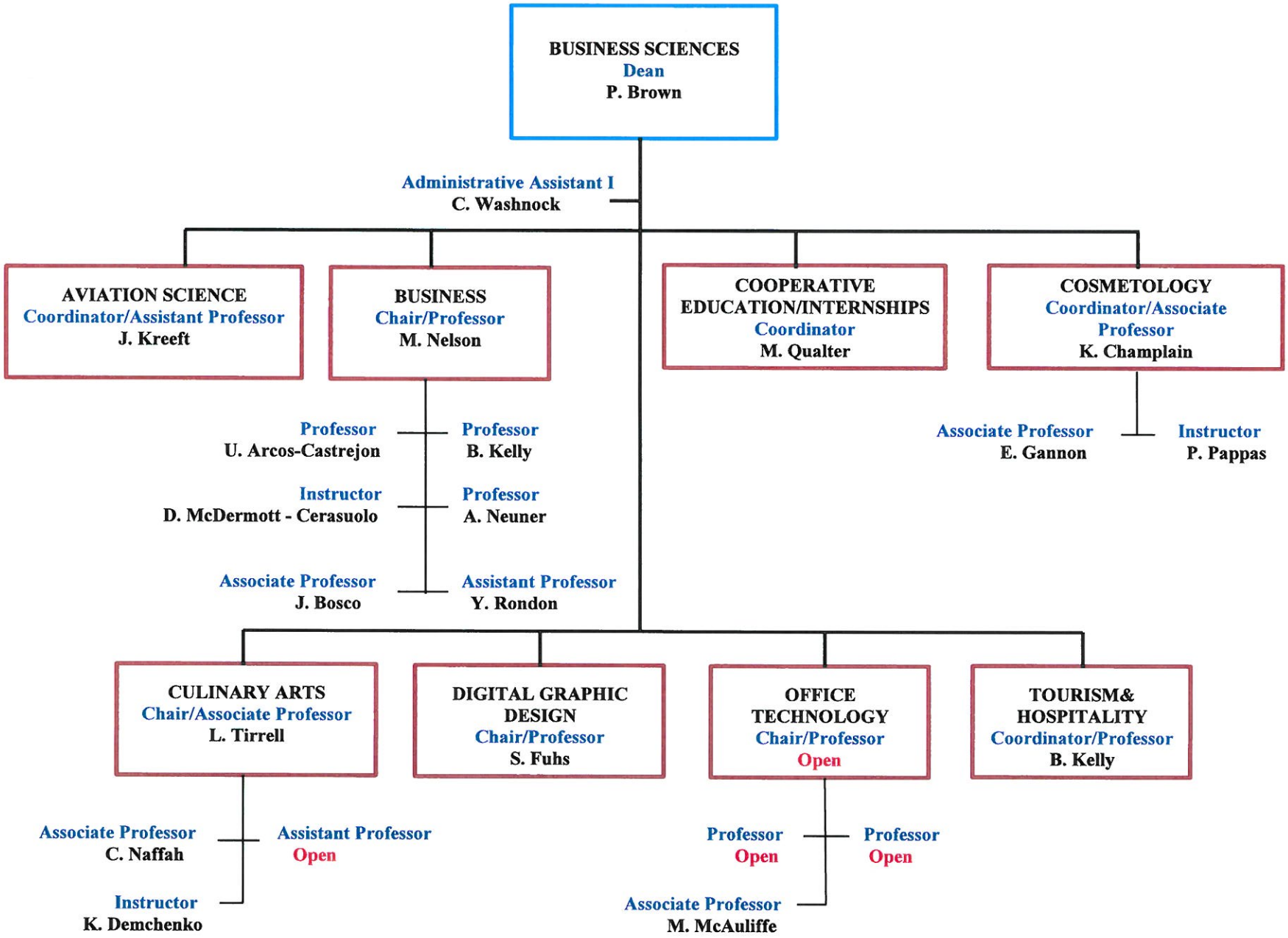

ACADEMIC AFFAIRS
Vice President
K. Hynick
Staff Associate
J. Peabody
Curriculum & Database Analyst
D. Stefano
Administrative Assistant I
A. Corso
Administrative Assistant I
K. Ercha
ACADEMIC ASSESSMENT AND CURRICULUM
Dean
L. Ventimiglia
ACADEMIC TECHNOLOGY/INSTRUCTIONAL ASSESSMENT AND DEVELOPMENT
Dean
M. Badolato
COLLEGE ARTICULATIONS
Director
S. Curry
LIBRARY
Director
K. Pangallo
BUSINESS SCIENCES
Dean
P. Brown
HEALTH PROFESSIONS
Dean
M. Atkinson
HONORS PROGRAM
Coordinator
M. Marold
HUMAN SERVICES
Dean
E. O'Donnell
LIBERAL STUDIES
Dean
L. Messina
SCIENCES & MATHEMATICS
Dean
N. Alberto
WORKFORCE DEVELOPMENT & COMMUNITY EDUCATION
Dean
D. Palter Gill

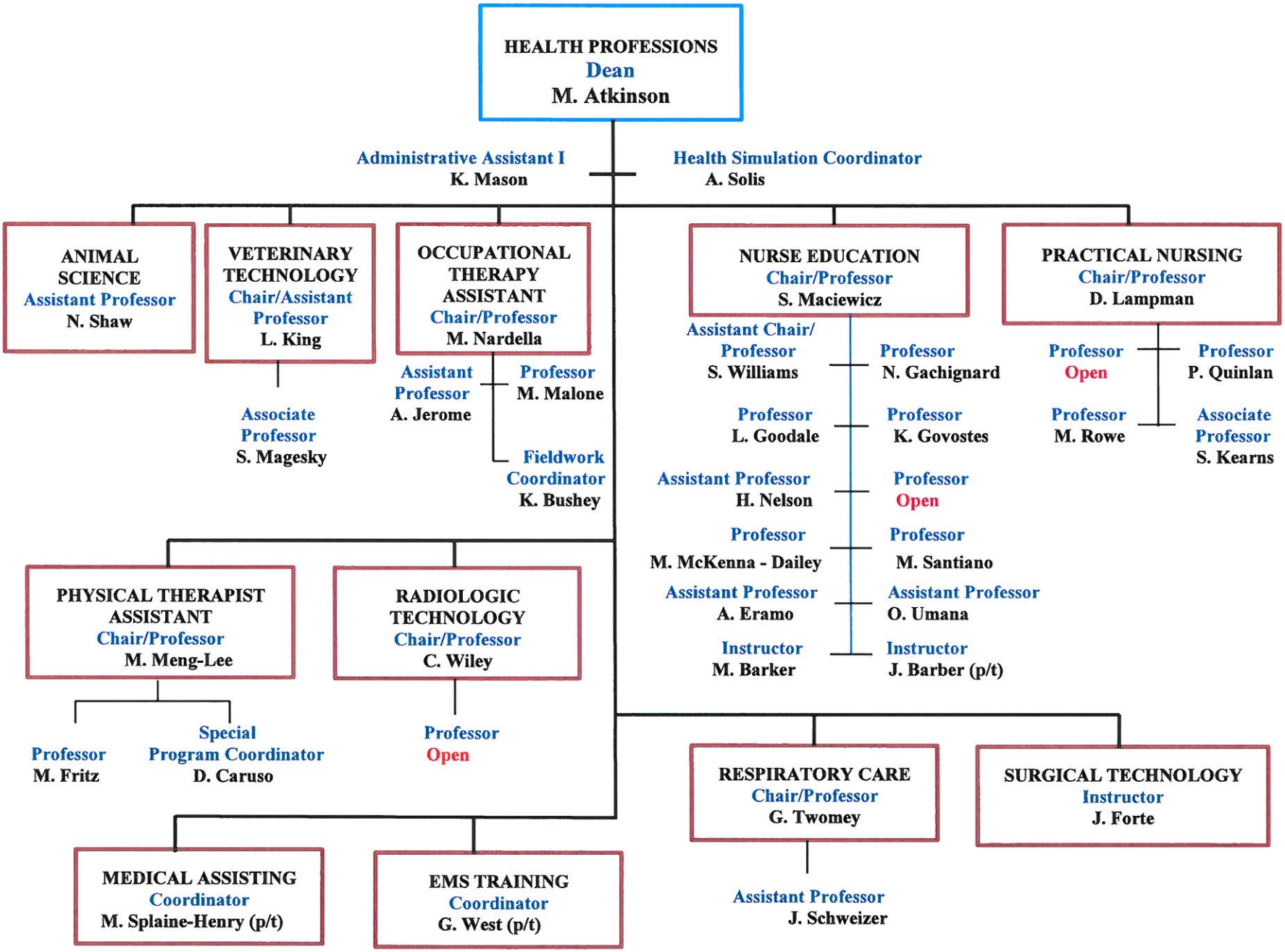

CENTER FOR ALTERNATIVE STUDIES & EDUCATIONAL TESTING
Director
C. Sugarman
Administrative Assistant I
J. Morse
ALTERNATIVE STUDIES
Coordinator
J. Kimball
Administrative Assistant I
L. Kwan-Keller
ASSESSMENT
Coordinator
J. Saunders
Assessment Officer
K. Breeze
Assessment Officer
T. McManus
Assessment Officer
M. Monagle
Assessment Officer
D. Rosato
Assessment Officer
C. Therrien
Administrative Assistant I
J. Speliotis

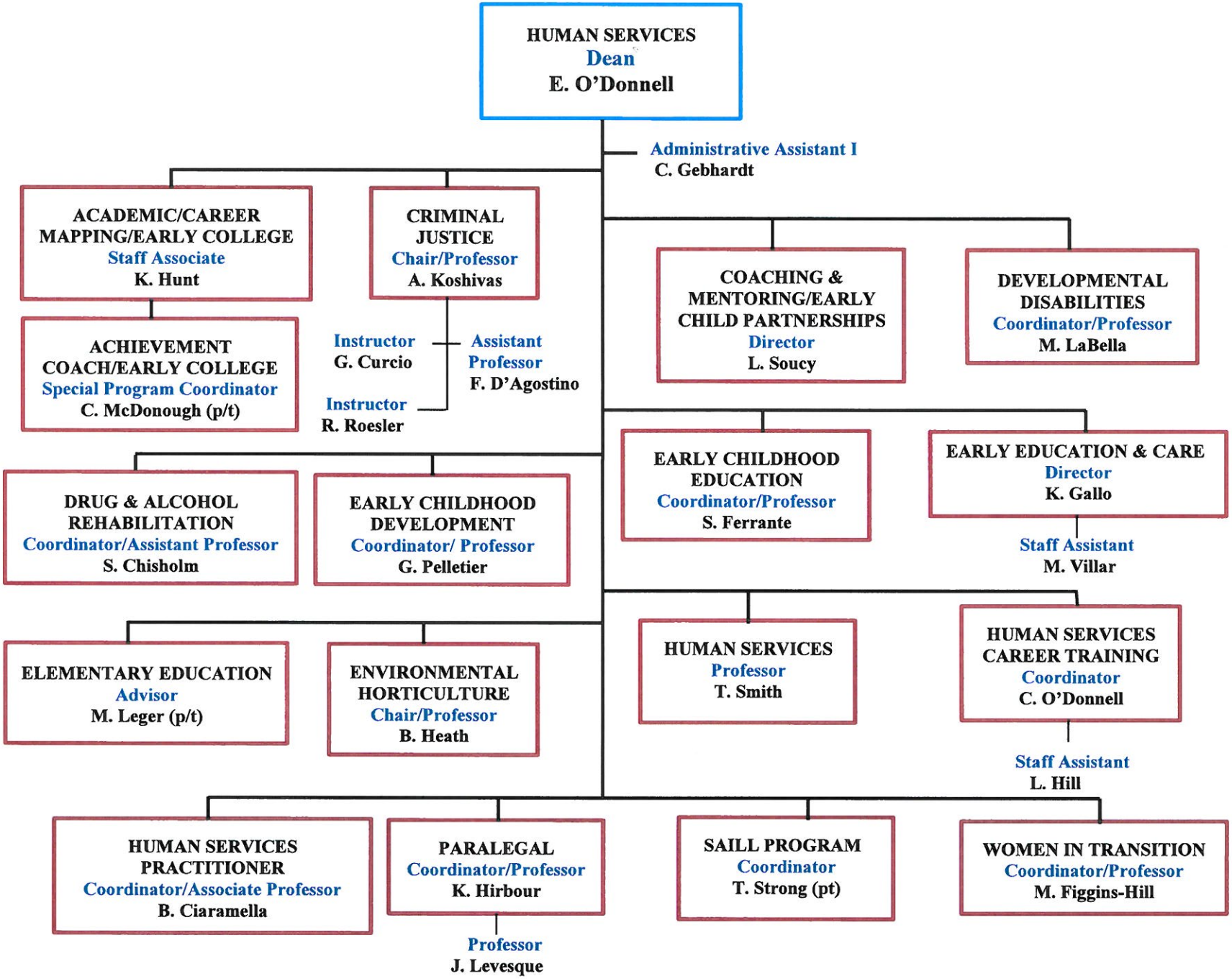

CENTER FOR
TEACHING LEARNING
& ASSESSMENT
Director
A. DeFusco-Sullivan
Administrative Assistant I
R. Twalipo
SERVICE LEARNING
COMMUNITY SERVICE
Coordinator
C. Kaluzny
ACADEMIC ASSESSMENT
Coordinator
S. Ramesh

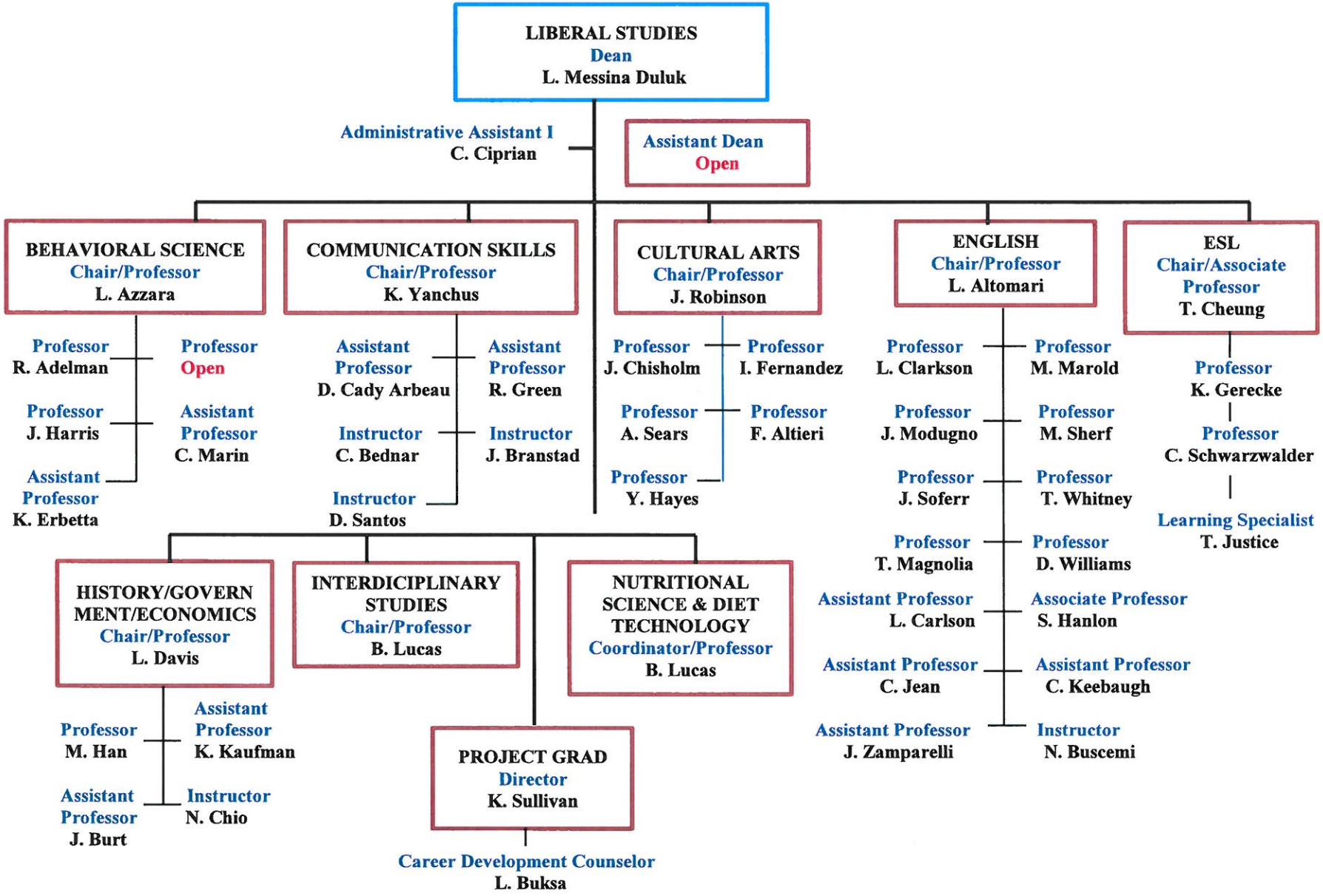

ACADEMIC TECHNOLOGY/INSTRUCTIONAL ASSESSMENT AND DEVELOPMENT
Dean
M. Badolato
Administrative Assistant I
M. Mabee
Administrative Assistant I
G. Panagopolous
CENTER FOR ALTERNATIVE STUDIES & EDUCATIONAL TESTING
Director
C. Sugarman
Admin. Assistant I
J. Mores
ALTERNATIVE STUDIES
Coordinator
J. Kimball
Admin. Assistant I
L. Kwan-Keller
ASSESSMENT
Coordinator
J. Saunders
Assessment Officer
K. Breeze
Assessment Officer
T. McManus
Assessment Officer
M. Monagle
Assessment Officer
D. Rosato
Assessment Officer
C. Therrien
Administrative Assistant I
J. Spelioti
CENTER FOR TEACHING LEARNING & ASSESSMENT
Director
A. DeFusco-Sullivan
Admin. Assistant I
R. Twalipo
ACADEMIC ASSESSMENT
Coordinator
S. Ramesh
SERVICE LEARNING COMMUNITY SERVICE
Coordinator
C. Kaluzny
INSTRUCTIONAL TECHNOLOGY AND DESIGN
Director
A. Milligan
Coordinator of Academic Technology Services
D. Houle
Clerk IV
S. Downey
Coordinator of Instructional Design
L. Eaton
Instructional Technology Assistant
P. Lavoie
Programmer
L. Martinez-Diaz
INSTRUCTIONAL MEDIA & PRODUCTION SERVICES
Director
J. Harrington
Technical Specialist
D.Thompson
AV Technician II
K. Eddy
AV Technician II
J. Bourgeois
AV Technician II
F. Hocter (p/t)

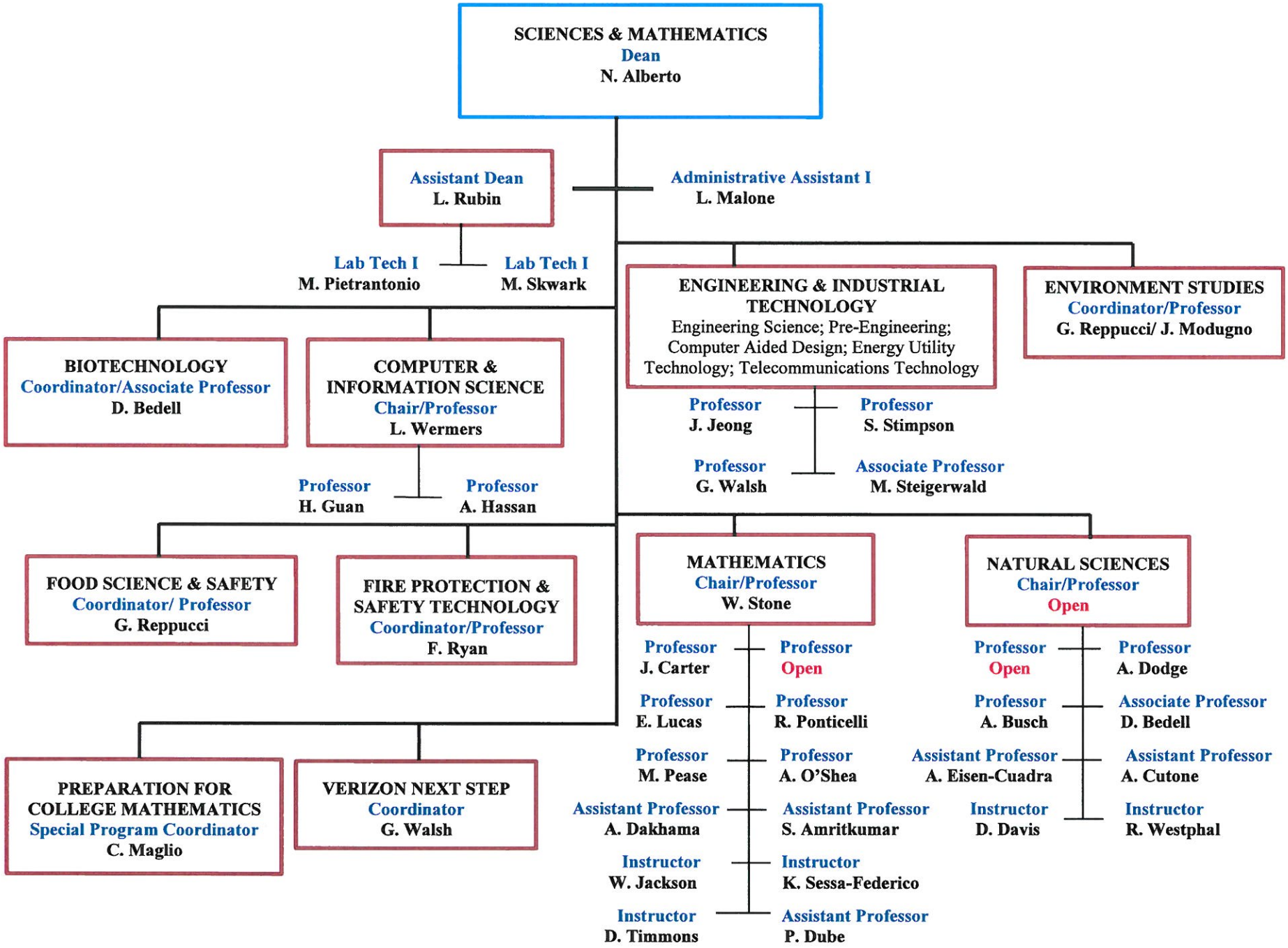

LIBRARY
Director
K. Pangallo
Administrative Assistant I
K. Sullivan
LEARNING RESOUCES
Coordinator
T. Mahoney
PUBLIC SERVICES DANVERS
Coordinator
C.Goodchild
Reference Librarian
Open
Librarian I
K. Mangione
Library Assistant III
E. Saranteas
PUBLIC SERVICES LYNN
Coordinator
D. Davainis
Reference Librarian
T. Dukes
Library Assistant III
P. Auk
Library Assistant II
I. Leisba
TECHNICAL SERVICES
Coordinator
J. Koza
Library Assistant II
J. Schena

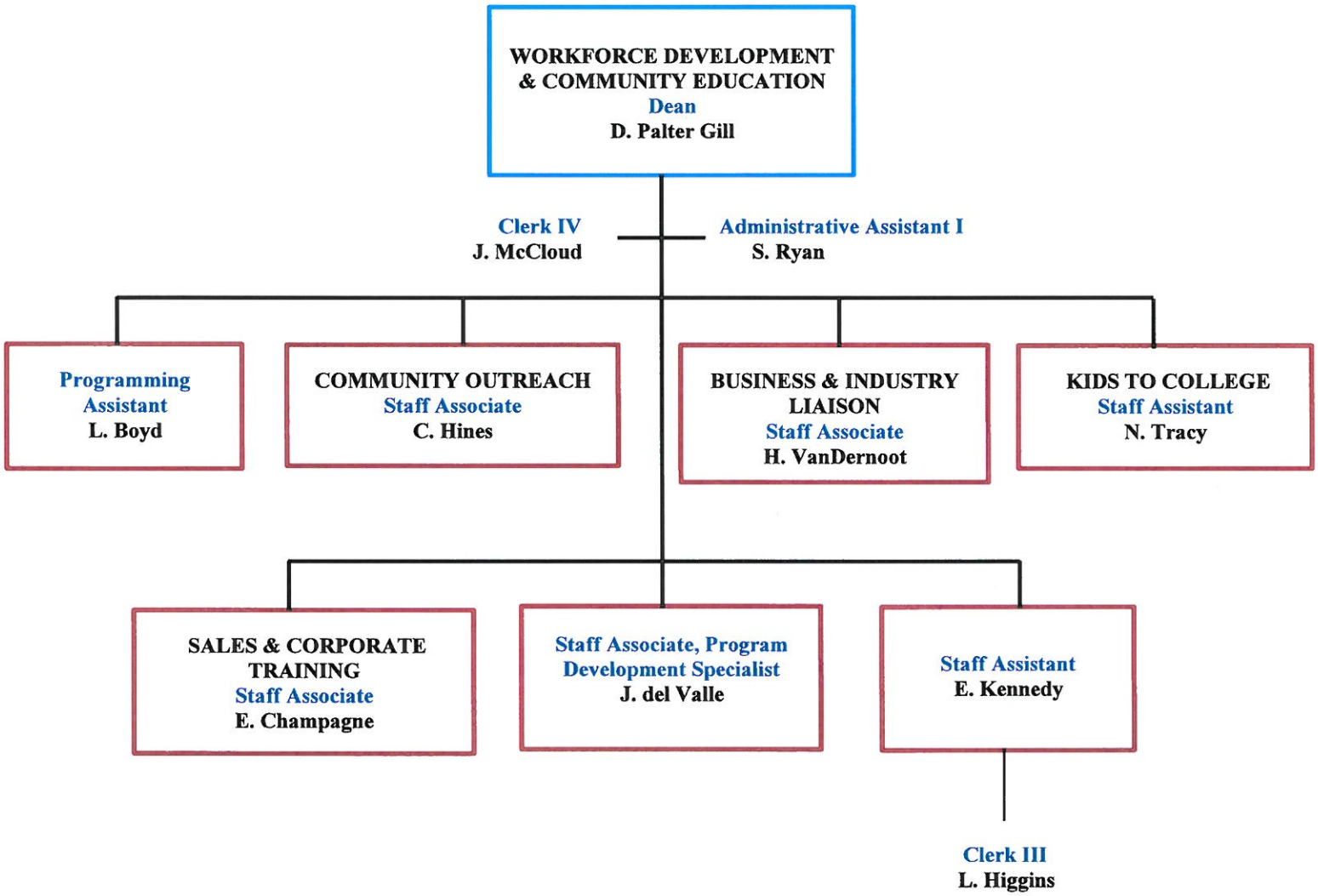

BUSINESS SCIENCES
Dean
P. Brown
Administrative Assistant I
C. Washnock
AVIATION SCIENCE
Coordinator/Assistant Professor
J. Kreeft
BUSINESS
Chair/Professor
M. Nelson
COOPERATIVE EDUCATION/INTERNSHIPS
Coordinator
M. Qualter
COSMETOLOGY
Coordinator/Associate Professor
K. Champlain
Professor
U. Arcos-Castrejon
Professor
B. Kelly
Instructor
D. McDermott - Cerasuolo
Professor
A. Neuner
Associate Professor
J. Bosco
Assistant Professor
Y. Rondon
Associate Professor
E. Gannon
Instructor
P. Pappas
CULINARY ARTS
Chair/Associate Professor
L. Tirrell
DIGITAL GRAPHIC DESIGN
Chair/Professor
S. Fuhs
OFFICE TECHNOLOGY
Chair/Professor
Open
TOURISM& HOSPITALITY
Coordinator/Professor
B. Kelly
Associate Professor
C. Naffah
Assistant Professor
Open
Instructor
K. Demchenko
Professor
Open
Professor
Open
Associate Professor
M. McAuliffe

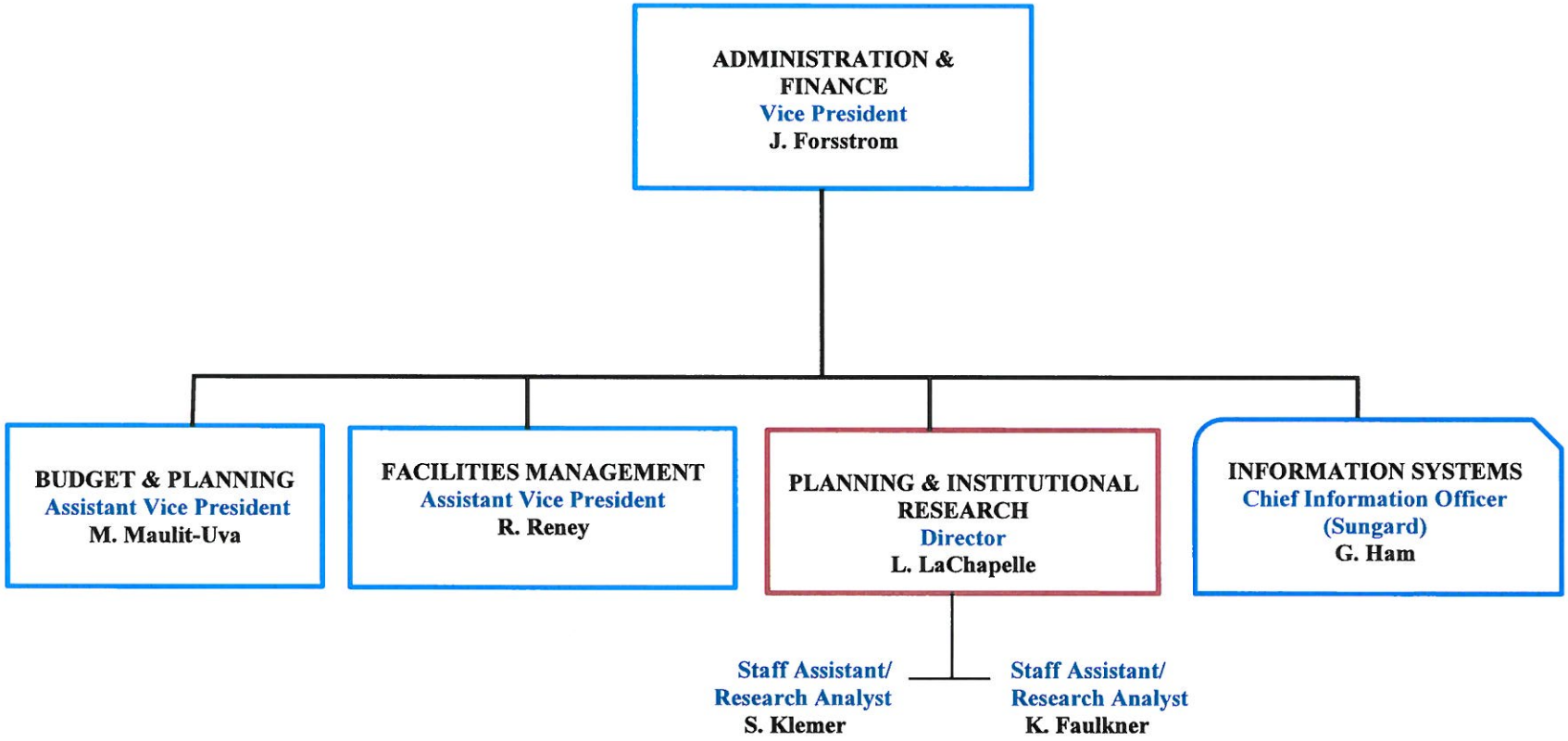

HEALTH PROFESSIONS
Dean
M. Atkinson
Administrative Assistant I
K. Mason
Health Simulation Coordinator
A. Solis
ANIMAL SCIENCE
Assistant Professor
N. Shaw
VETERINARY TECHNOLOGY
Chair/Assistant Professor
L. King
Associate Professor
S. Magesky
OCCUPATIONAL THERAPY ASSISTANT
Chair/Professor
M. Nardella
Assistant Professor
A. Jerome
Professor
M. Malone
Fieldwork Coordinator
K. Bushey
NURSE EDUCATION
Chair/Professor
S. Maciewicz
Assistant Chair/ Professor
S. Williams
Professor
N. Gachignard
Professor
L. Goodale
Professor
K. Govostes
Assistant Professor
H. Nelson
Professor
Open
Professor
M. McKenna - Dailey
Professor
M. Santiano
Assistant Professor
A. Eramo
Assistant Professor
O. Umana
Instructor
M. Barker
Instructor
J. Barber (p/t)
PRACTICAL NURSING
Chair/Professor
D. Lampman
Professor
Open
Professor
P. Quinlan
Professor
M. Rowe
Associate Professor
S. Kearns
PHYSICAL THERAPIST ASSISTANT
Chair/Professor
M. Meng-Lee
Professor
M. Fritz
Special Program Coordinator
D. Caruso
RADIOLOGIC TECHNOLOGY
Chair/Professor
C. Wiley
Professor
Open
RESPIRATORY CARE
Chair/Professor
G. Twomey
Assistant Professor
J. Schweizer
SURGICAL TECHNOLOGY
Instructor
J. Forte
MEDICAL ASSISTING
Coordinator
M. Splaine-Henry (p/t)
EMS TRAINING
Coordinator
G. West (p/t)

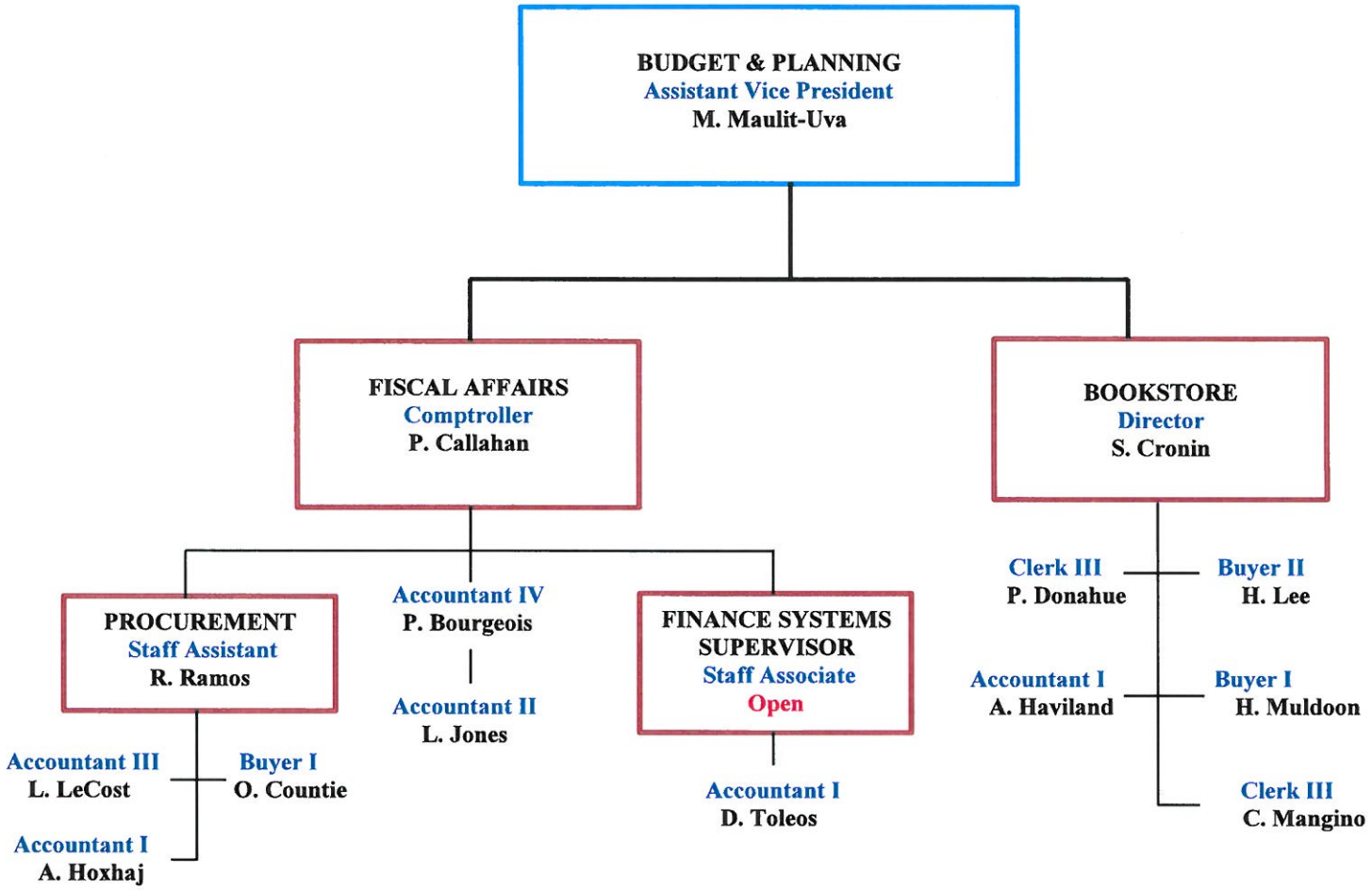

HUMAN SERVICES
Dean
E. O'Donnell
Administrative Assistant I
C. Gebhardt
ACADEMIC/CAREER MAPPING/EARLY COLLEGE
Staff Associate
K. Hunt
ACHIEVEMENT COACH/EARLY COLLEGE
Special Program Coordinator
C. McDonough (p/t)
CRIMINAL JUSTICE
Chair/Professor
A. Koshivas
Instructor
G. Curcio
Instructor
R. Roesler
Assistant Professor
F. D'Agostino
COACHING & MENTORING/EARLY CHILD PARTNERSHIPS
Director
L. Soucy
DEVELOPMENTAL DISABILITIES
Coordinator/Professor
M. LaBella
DRUG & ALCOHOL REHABILITATION
Coordinator/Assistant Professor
S. Chisholm
EARLY CHILDHOOD DEVELOPMENT
Coordinator/ Professor
G. Pelletier
EARLY CHILDHOOD EDUCATION
Coordinator/Professor
S. Ferrante
EARLY EDUCATION & CARE
Director
K. Gallo
Staff Assistant
M. Villar
ELEMENTARY EDUCATION
Advisor
M. Leger (p/t)
ENVIRONMENTAL HORTICULTURE
Chair/Professor
B. Heath
HUMAN SERVICES
Professor
T. Smith
HUMAN SERVICES CAREER TRAINING
Coordinator
C. O'Donnell
Staff Assistant
L. Hill
HUMAN SERVICES PRACTITIONER
Coordinator/Associate Professor
B. Ciaramella
PARALEGAL
Coordinator/Professor
K. Hirbour
Professor
J. Levesque
SAILL PROGRAM
Coordinator
T. Strong (pt)
WOMEN IN TRANSITION
Coordinator/Professor
M. Figgins-Hill

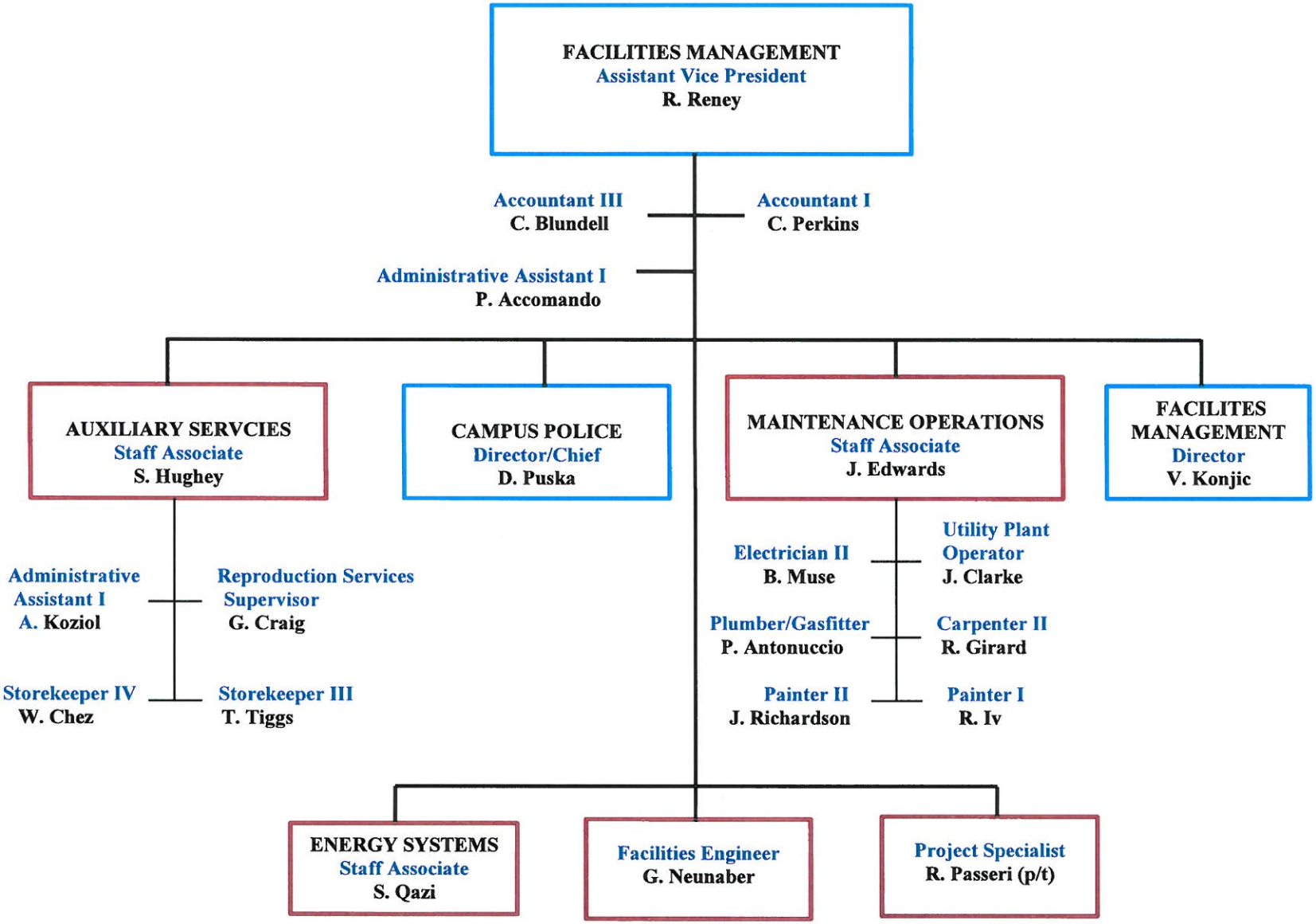

LIBERAL STUDIES
Dean
L. Messina Duluk
Administrative Assistant I
C. Ciprian
Assistant Dean
Open
BEHAVIORAL SCIENCE
Chair/Professor
L. Azzara
Professor
R. Adelman
Professor
Open
Professor
J. Harris
Assistant Professor
C. Marin
Assistant Professor
K. Erbetta
COMMUNICATION SKILLS
Chair/Professor
K. Yanchus
Assistant Professor
D. Cady Arbeau
Assistant Professor
R. Green
Instructor
C. Bednar
Instructor
J. Branstad
Instructor
D. Santos
CULTURAL ARTS
Chair/Professor
J. Robinson
Professor
J. Chisholm
Professor
I. Fernandez
Professor
A. Sears
Professor
F. Altieri
Professor
Y. Hayes
ENGLISH
Chair/Professor
L. Altomari
Professor
L. Clarkson
Professor
M. Marold
Professor
J. Modugno
Professor
M. Sherf
Professor
J. Soferr
Professor
T. Whitney
Professor
T. Magnolia
Professor
D. Williams
Assistant Professor
L. Carlson
Associate Professor
S. Hanlon
Assistant Professor
C. Jean
Assistant Professor
C. Keebaugh
Assistant Professor
J. Zamparelli
Instructor
N. Buscemi
ESL
Chair/Associate Professor
T. Cheung
Professor
K. Gerecke
Professor
C. Schwarzwalder
Learning Specialist
T. Justice
HISTORY/GOVERNMENT/ECONOMICS
Chair/Professor
L. Davis
Professor
M. Han
Assistant Professor
K. Kaufman
Assistant Professor
J. Burt
Instructor
N. Chio
INTERDICIPLINARY STUDIES
Chair/Professor
B. Lucas
NUTRITIONAL SCIENCE & DIET TECHNOLOGY
Coordinator/Professor
B. Lucas
PROJECT GRAD
Director
K. Sullivan
Career Development Counselor
L. Buksa

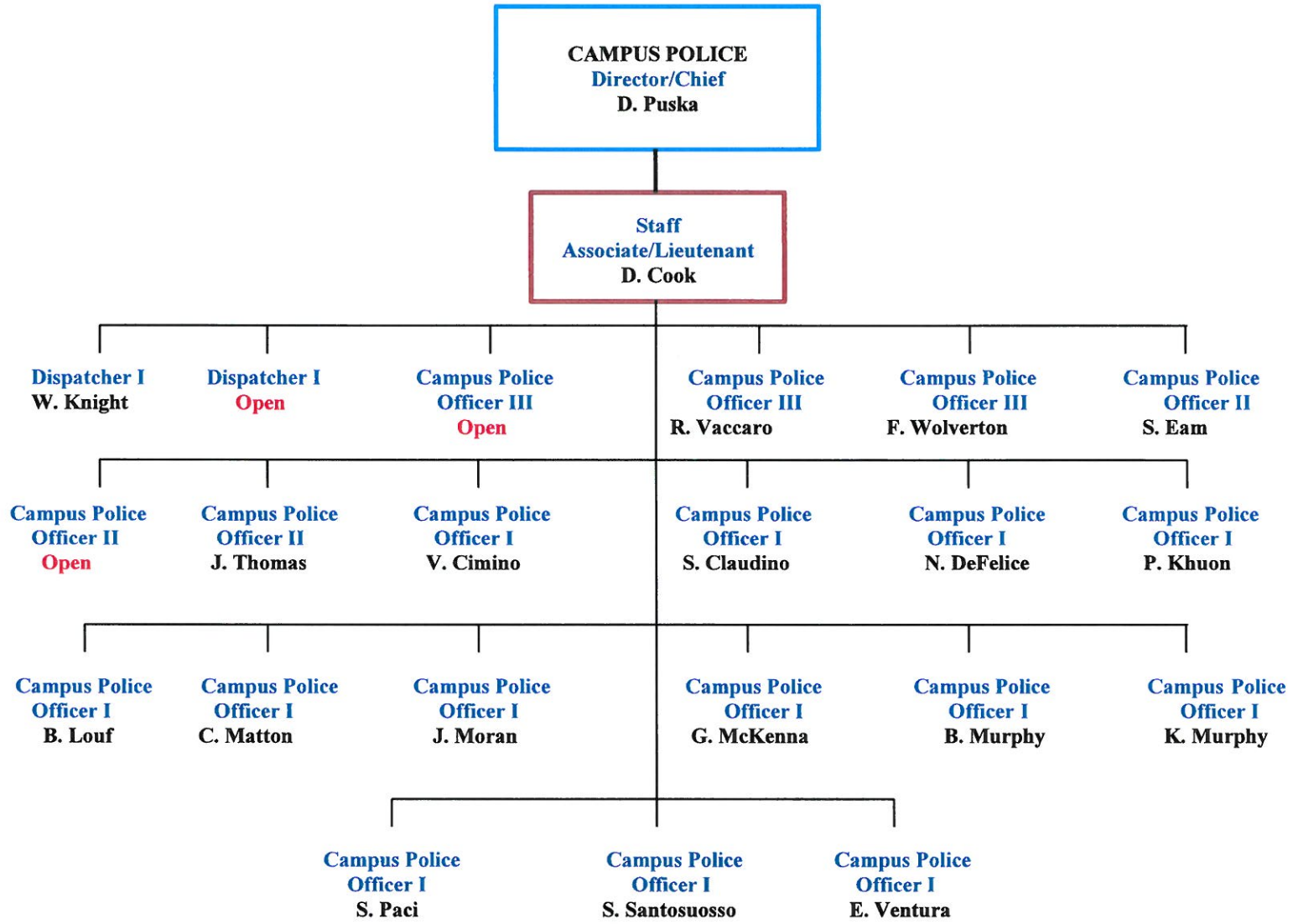

SCIENCES & MATHEMATICS
Dean
N. Alberto
Assistant Dean
L. Rubin
Administrative Assistant I
L. Malone
Lab Tech I
M. Pietrantonio
Lab Tech I
M. Skwark
BIOTECHNOLOGY
Coordinator/Associate Professor
D. Bedell
COMPUTER & INFORMATION SCIENCE
Chair/Professor
L. Wermers
Professor
H. Guan
Professor
A. Hassan
ENGINEERING & INDUSTRIAL TECHNOLOGY
Engineering Science; Pre-Engineering; Computer Aided Design; Energy Utility Technology; Telecommunications Technology
Professor
J. Jeong
Professor
S. Stimpson
Professor
G. Walsh
Associate Professor
M. Steigerwald
ENVIRONMENT STUDIES
Coordinator/Professor
G. Reppucci/ J. Modugno
FOOD SCIENCE & SAFETY
Coordinator/ Professor
G. Reppucci
FIRE PROTECTION & SAFETY TECHNOLOGY
Coordinator/Professor
F. Ryan
MATHEMATICS
Chair/Professor
W. Stone
Professor
J. Carter
Professor
Open
Professor
E. Lucas
Professor
R. Ponticelli
Professor
M. Pease
Professor
A. O'Shea
Assistant Professor
A. Dakhama
Assistant Professor
S. Amritkumar
Instructor
W. Jackson
Instructor
K. Sessa-Federico
Instructor
D. Timmons
Assistant Professor
P. Dube
NATURAL SCIENCES
Chair/Professor
Open
Professor
Open
Professor
A. Dodge
Professor
A. Busch
Associate Professor
D. Bedell
Assistant Professor
A. Eisen-Cuadra
Assistant Professor
A. Cutone
Instructor
D. Davis
Instructor
R. Westphal
PREPARATION FOR COLLEGE MATHEMATICS
Special Program Coordinator
C. Maglio
VERIZON NEXT STEP
Coordinator
G. Walsh

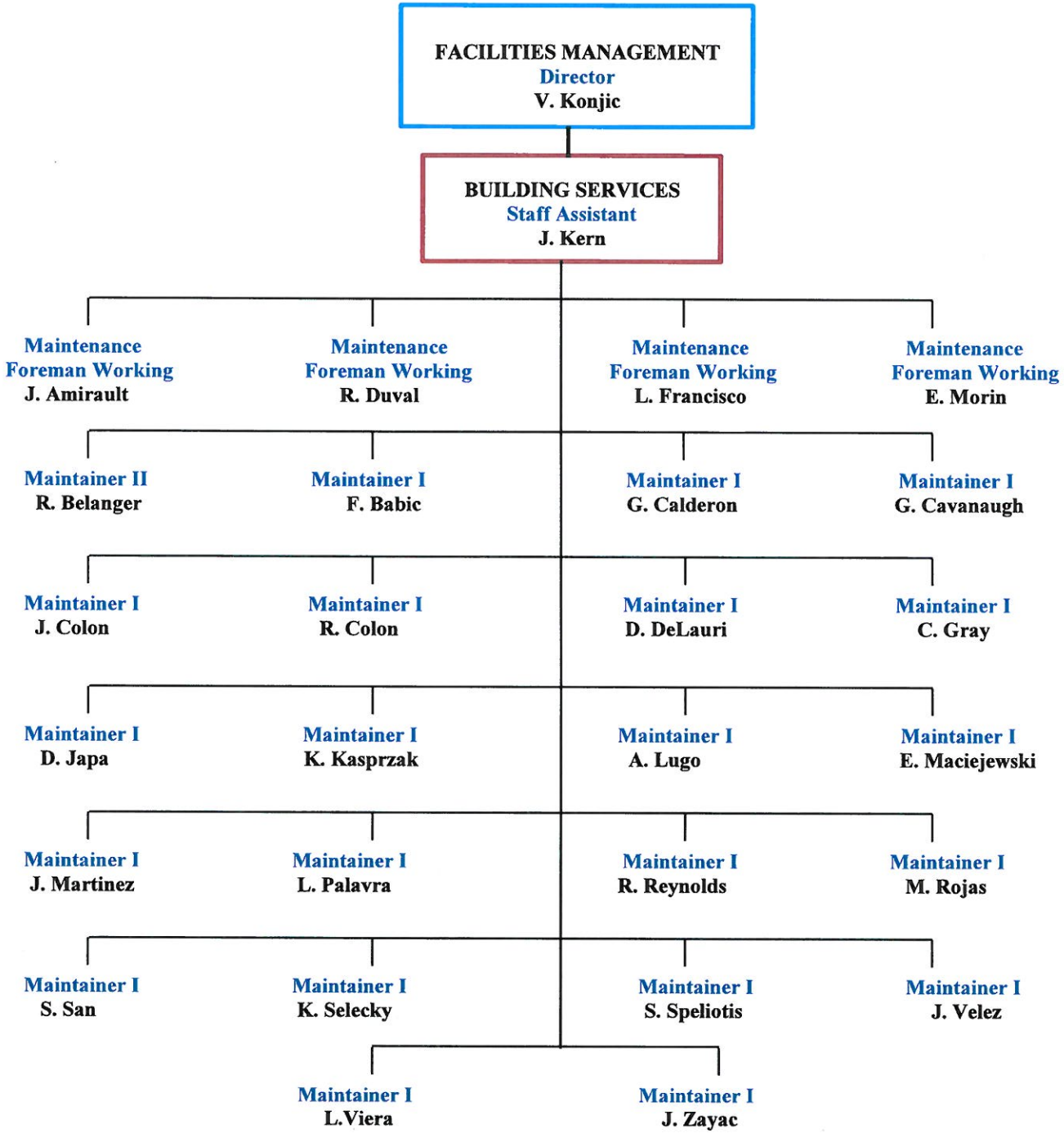

WORKFORCE DEVELOPMENT & COMMUNITY EDUCATION
Dean
D. Palter Gill
Clerk IV
J. McCloud
Administrative Assistant I
S. Ryan
Programming Assistant
L. Boyd
COMMUNITY OUTREACH
Staff Associate
C. Hines
BUSINESS & INDUSTRY LIAISON
Staff Associate
H. VanDernoot
KIDS TO COLLEGE
Staff Assistant
N. Tracy
SALES & CORPORATE TRAINING
Staff Associate
E. Champagne
Staff Associate, Program Development Specialist
J. del Valle
Staff Assistant
E. Kennedy
Clerk III
L. Higgins

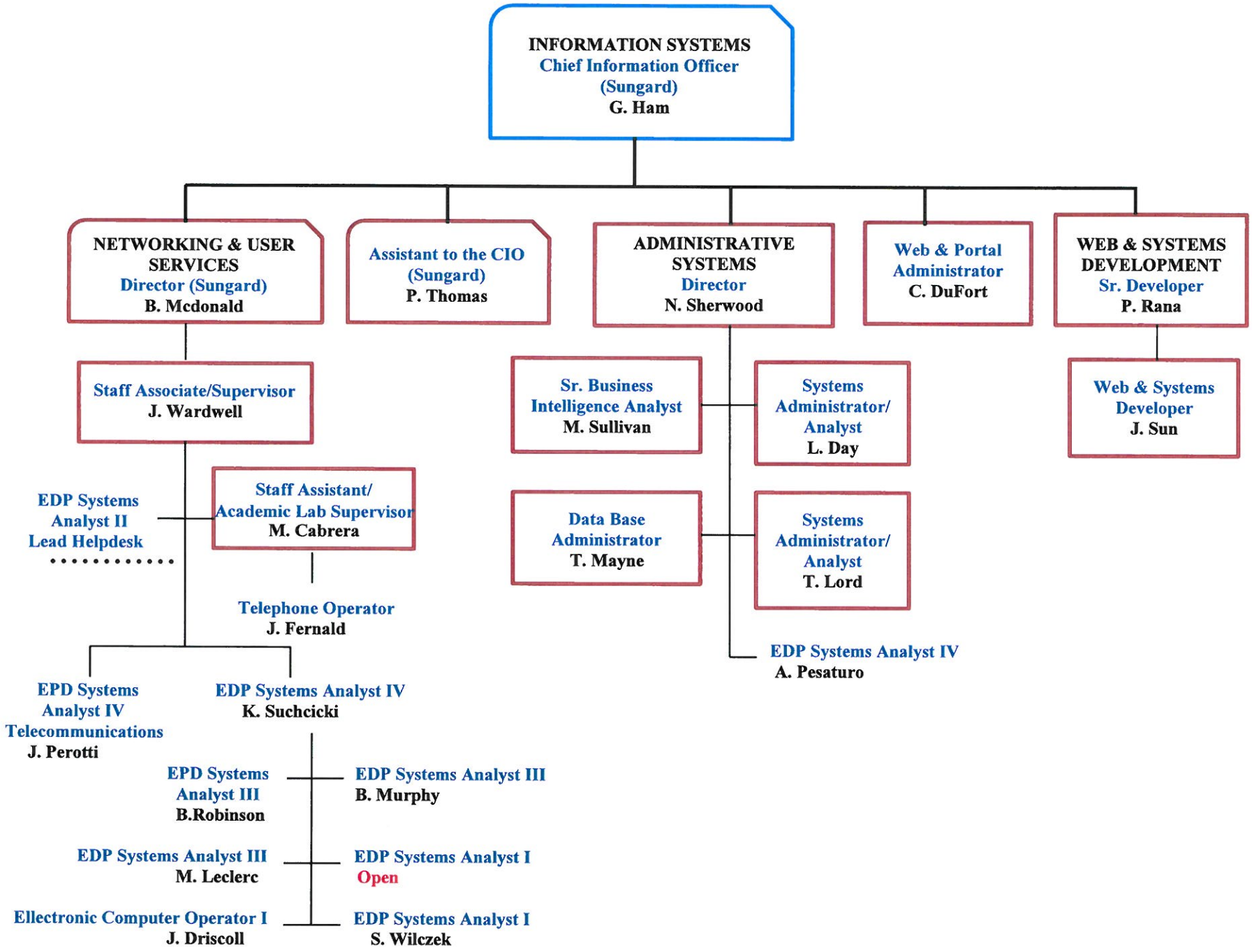

ADMINISTRATION & FINANCE
Vice President
J. Forsstrom
BUDGET & PLANNING
Assistant Vice President
M. Maulit-Uva
FACILITIES MANAGEMENT
Assistant Vice President
R. Reney
PLANNING & INSTITUTIONAL RESEARCH
Director
L. LaChapelle
INFORMATION SYSTEMS
Chief Information Officer
(Sungard)
G. Ham
Staff Assistant/ Research Analyst
S. Klemer
Staff Assistant/ Research Analyst
K. Faulkner

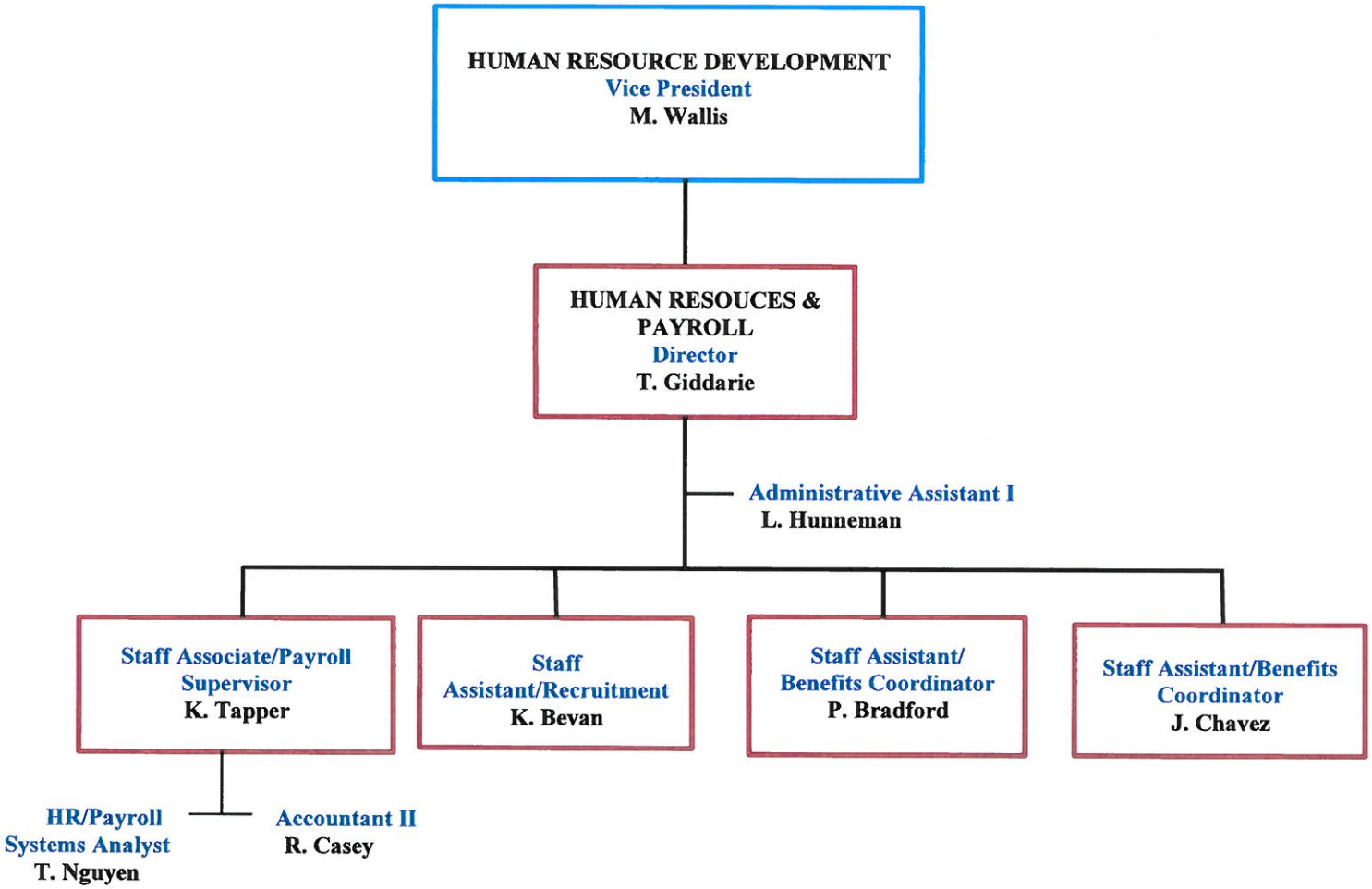

BUDGET & PLANNING
Assistant Vice President
M. Maulit-Uva
FISCAL AFFAIRS
Comptroller
P. Callahan
BOOKSTORE
Director
S. Cronin
PROCUREMENT
Staff Assistant
R. Ramos
Accountant IV
P. Bourgeois
Accountant II
L. Jones
FINANCE SYSTEMS SUPERVISOR
Staff Associate
Open
Accountant I
D. Toleos
Clerk III
P. Donahue
Buyer II
H. Lee
Accountant I
A. Haviland
Buyer I
H. Muldoon
Clerk III
C. Mangino
Accountant III
L. LeCost
Buyer I
O. Countie
Accountant I
A. Hoxhaj

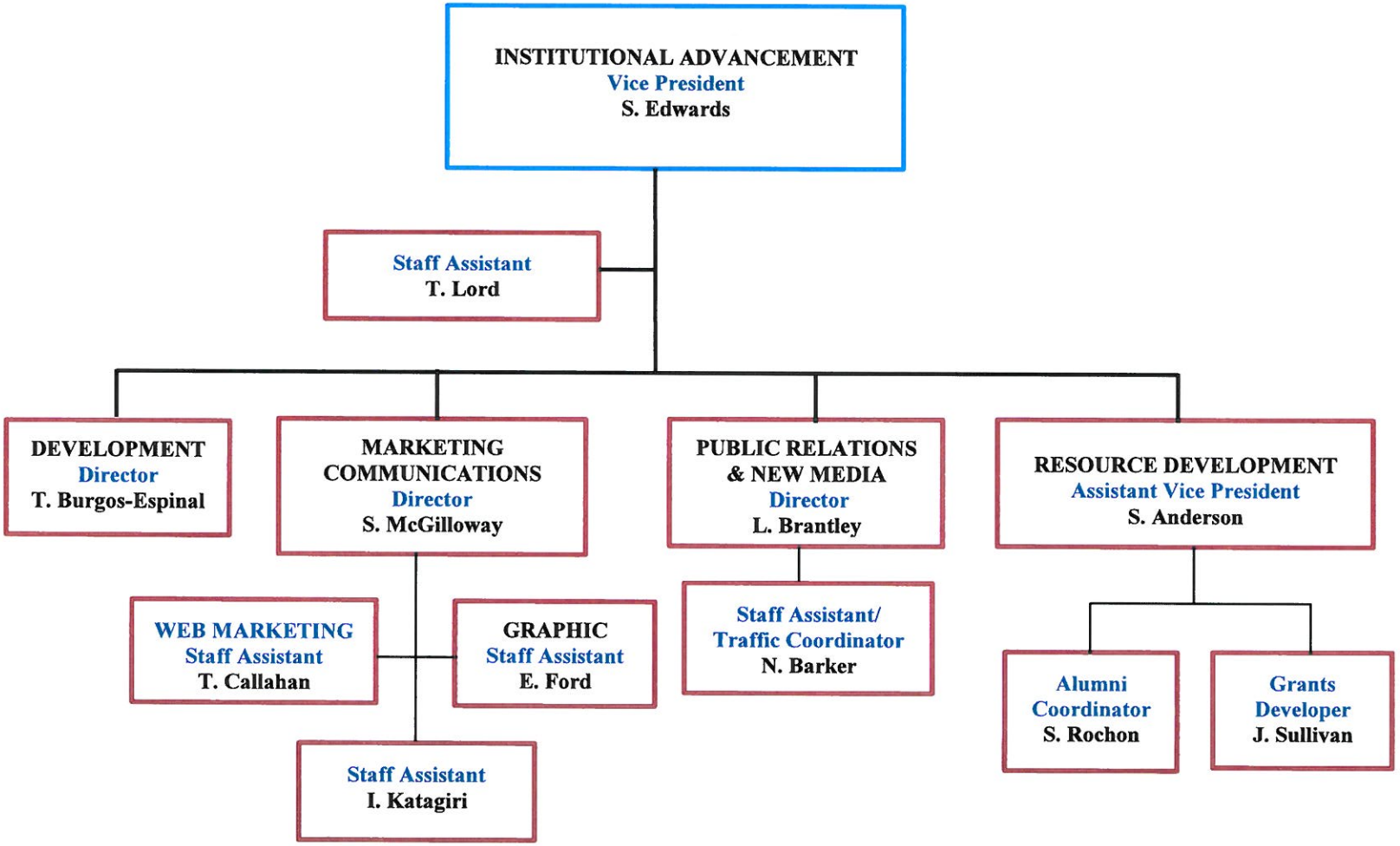

FACILITIES MANAGEMENT
Assistant Vice President
R. Reney
Accountant III
C. Blundell
Accountant I
C. Perkins
Administrative Assistant I
P. Accomando
AUXILIARY SERVCIES
Staff Associate
S. Hughey
CAMPUS POLICE
Director/Chief
D. Puska
MAINTENANCE OPERATIONS
Staff Associate
J. Edwards
FACILITES MANAGEMENT
Director
V. Konjic
Administrative Assistant I
A. Koziol
Reproduction Services Supervisor
G. Craig
Storekeeper IV
W. Chez
Storekeeper III
T. Tiggs
Electrician II
B. Muse
Utility Plant Operator
J. Clarke
Plumber/Gasfitter
P. Antonuccio
Carpenter II
R. Girard
Painter II
J. Richardson
Painter I
R. Iv
ENERGY SYSTEMS
Staff Associate
S. Qazi
Facilities Engineer
G. Neunaber
Project Specialist
R. Passeri (p/t)

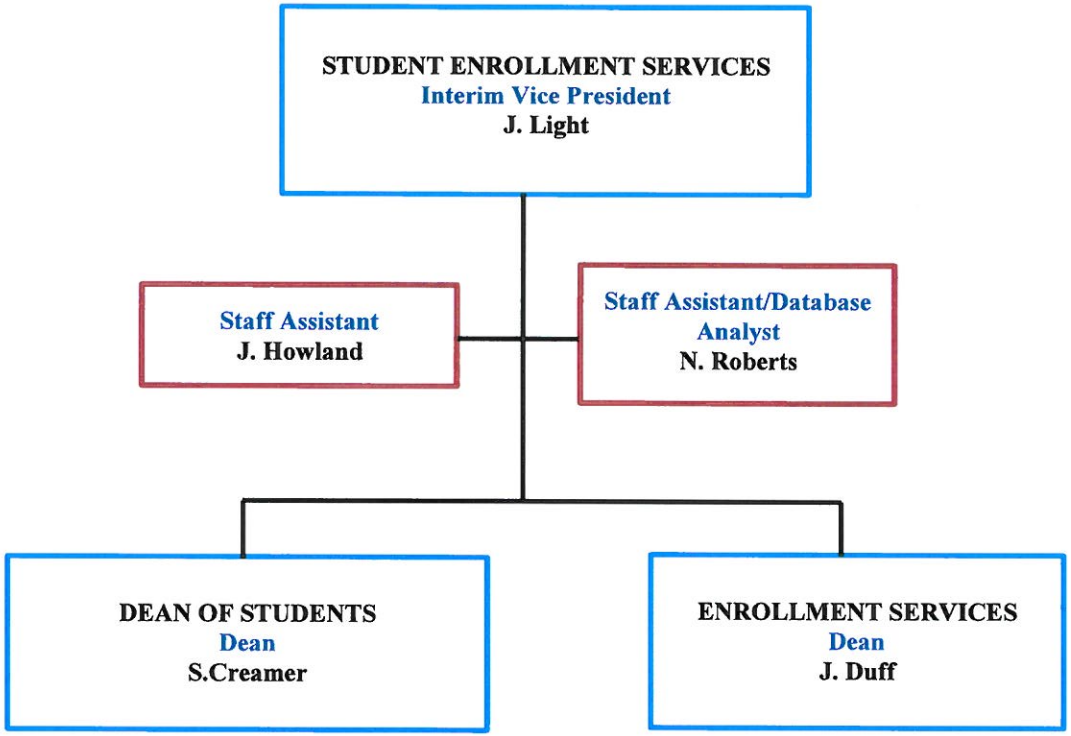

CAMPUS POLICE
Director/Chief
D. Puska
Staff
Associate/Lieutenant
D. Cook
Dispatcher I
W. Knight
Dispatcher I
Open
Campus Police
Officer III
Open
Campus Police
Officer III
R. Vaccaro
Campus Police
Officer III
F. Wolverton
Campus Police
Officer II
S. Eam
Campus Police
Officer II
Open
Campus Police
Officer II
J. Thomas
Campus Police
Officer I
V. Cimino
Campus Police
Officer I
S. Claudino
Campus Police
Officer I
N. DeFelice
Campus Police
Officer I
P. Khuon
Campus Police
Officer I
B. Louf
Campus Police
Officer I
C. Matton
Campus Police
Officer I
J. Moran
Campus Police
Officer I
G. McKenna
Campus Police
Officer I
B. Murphy
Campus Police
Officer I
K. Murphy
Campus Police
Officer I
S. Paci
Campus Police
Officer I
S. Santosuosso
Campus Police
Officer I
E. Ventura

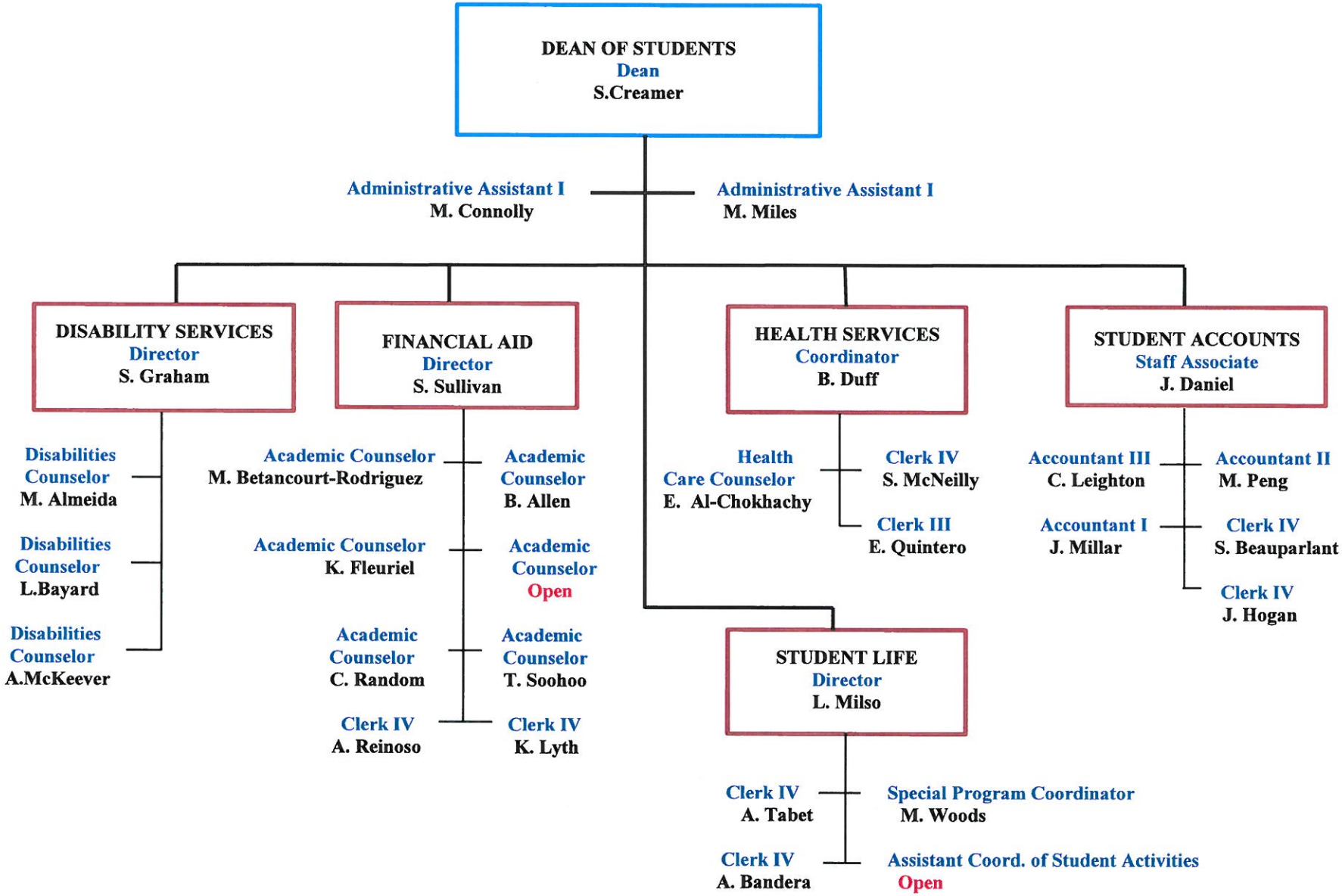

FACILITIES MANAGEMENT
Director
V. Konjic
BUILDING SERVICES
Staff Assistant
J. Kern
Maintenance Foreman Working
J. Amirault
Maintenance Foreman Working
R. Duval
Maintenance Foreman Working
L. Francisco
Maintenance Foreman Working
E. Morin
Maintainer II
R. Belanger
Maintainer I
F. Babic
Maintainer I
G. Calderon
Maintainer I
G. Cavanaugh
Maintainer I
J. Colon
Maintainer I
R. Colon
Maintainer I
D. DeLauri
Maintainer I
C. Gray
Maintainer I
D. Japa
Maintainer I
K. Kasprzak
Maintainer I
A. Lugo
Maintainer I
E. Maciejewski
Maintainer I
J. Martinez
Maintainer I
L. Palavra
Maintainer I
R. Reynolds
Maintainer I
M. Rojas
Maintainer I
S. San
Maintainer I
K. Selecky
Maintainer I
S. Speliotis
Maintainer I
J. Velez
Maintainer I
L.Viera
Maintainer I
J. Zayac

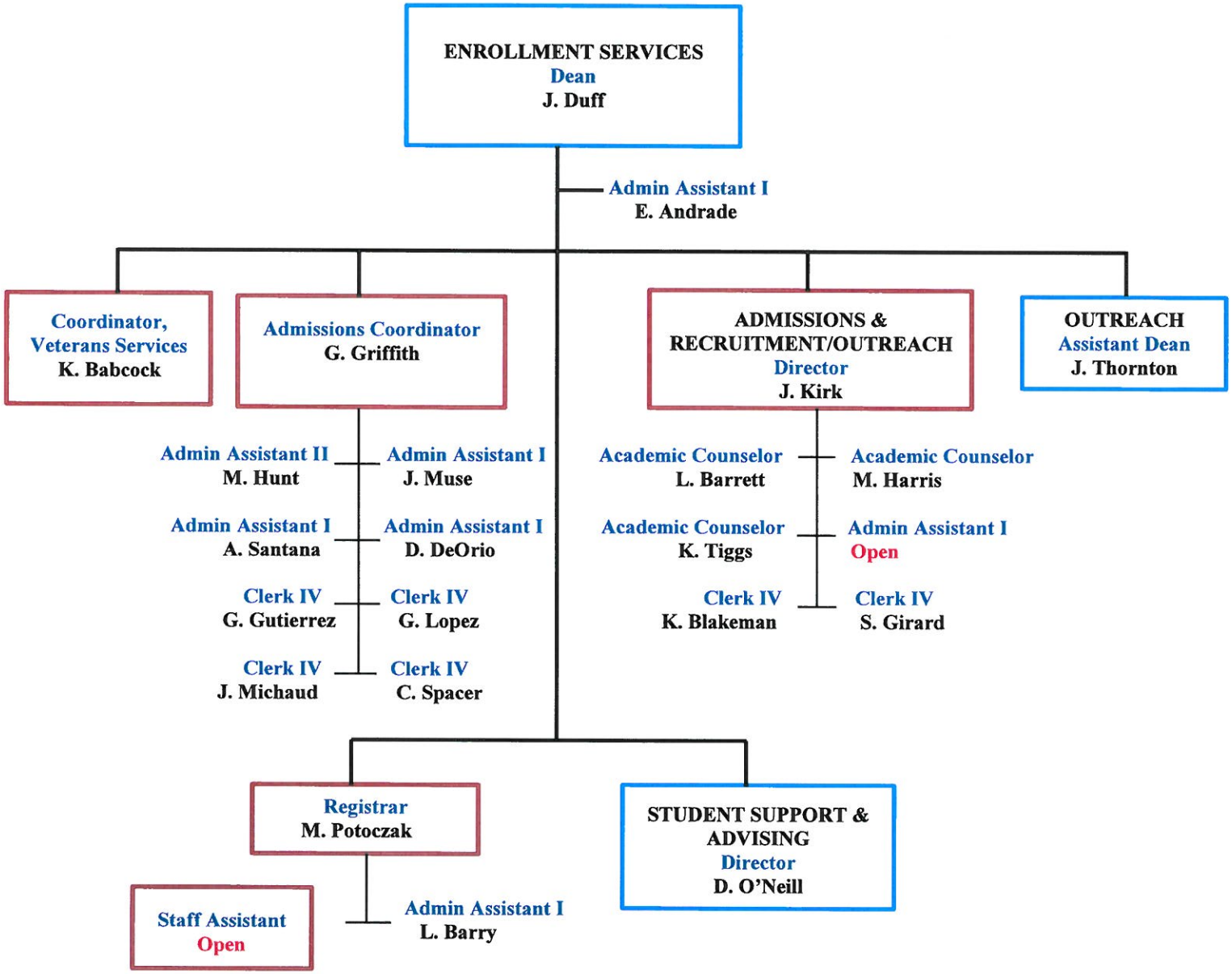

INFORMATION SYSTEMS
Chief Information Officer
(Sungard)
G. Ham
NETWORKING & USER SERVICES
Director (Sungard)
B. Mcdonald
Assistant to the CIO
(Sungard)
P. Thomas
ADMINISTRATIVE SYSTEMS
Director
N. Sherwood
Web & Portal Administrator
C. DuFort
WEB & SYSTEMS DEVELOPMENT
Sr. Developer
P. Rana
Staff Associate/Supervisor
J. Wardwell
Sr. Business Intelligence Analyst
M. Sullivan
Systems Administrator/ Analyst
L. Day
Web & Systems Developer
J. Sun
EDP Systems Analyst II
Lead Helpdesk
Staff Assistant/
Academic Lab Supervisor
M. Cabrera
Data Base Administrator
T. Mayne
Systems Administrator/ Analyst
T. Lord
Telephone Operator
J. Fernald
EDP Systems Analyst IV
A. Pesaturo
EPD Systems Analyst IV
Telecommunications
J. Perotti
EDP Systems Analyst IV
K. Suchcicki
EPD Systems Analyst III
B.Robinson
EDP Systems Analyst III
B. Murphy
EDP Systems Analyst III
M. Leclerc
EDP Systems Analyst I
Open
Ellectronic Computer Operator I
J. Driscoll
EDP Systems Analyst I
S. Wilczek

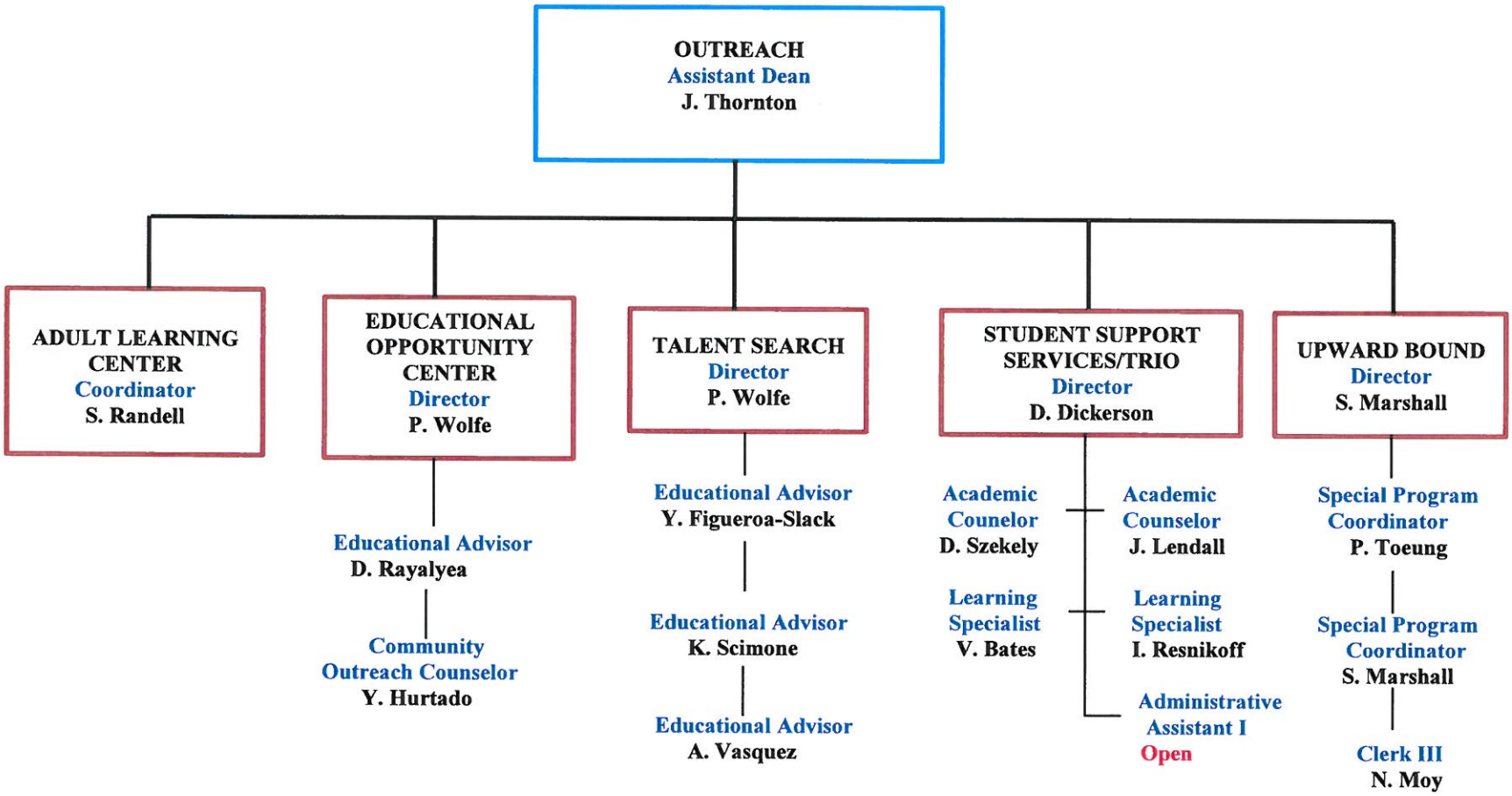

HUMAN RESOURCE DEVELOPMENT
Vice President
M. Wallis
HUMAN RESOUCES & PAYROLL
Director
T. Giddarie
Administrative Assistant I
L. Hunneman
Staff Associate/Payroll Supervisor
K. Tapper
Staff Assistant/Recruitment
K. Bevan
Staff Assistant/ Benefits Coordinator
P. Bradford
Staff Assistant/Benefits Coordinator
J. Chavez
HR/Payroll Systems Analyst
T. Nguyen
Accountant II
R. Casey

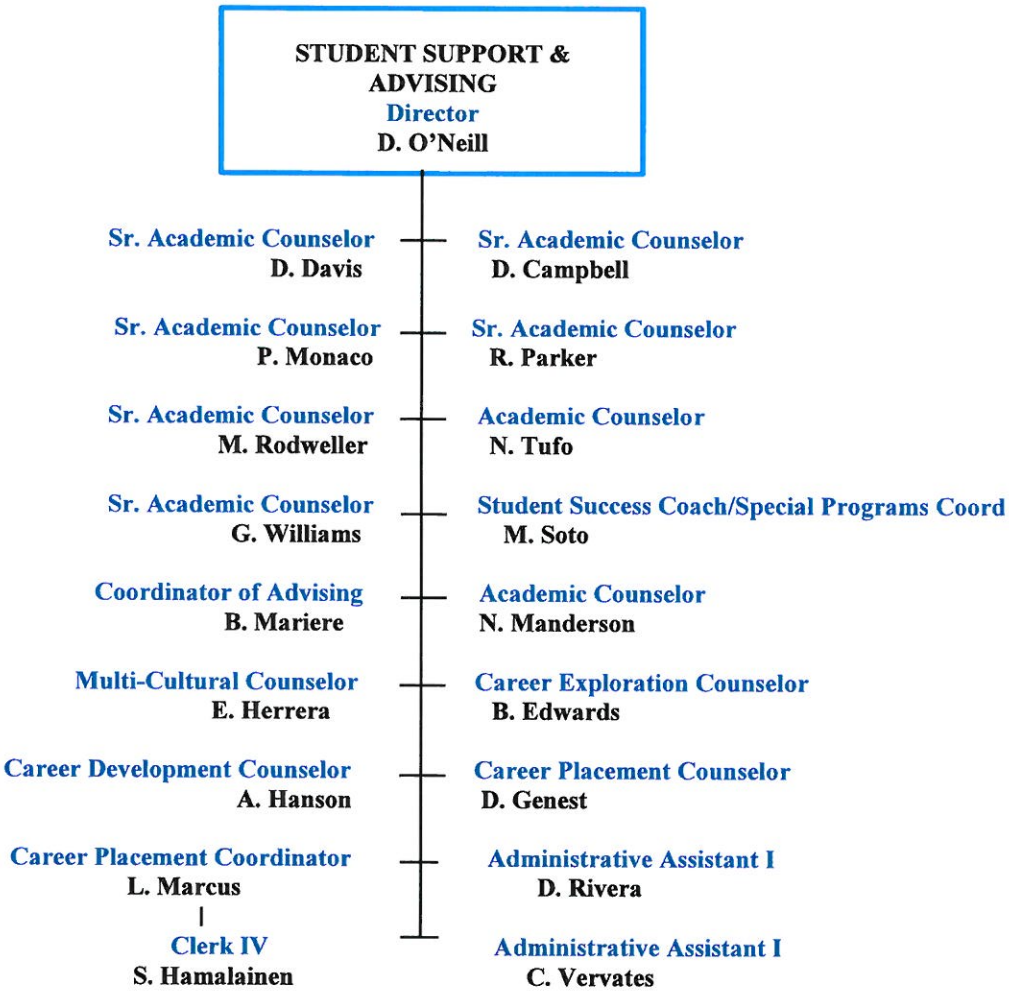

INSTITUTIONAL ADVANCEMENT
Vice President
S. Edwards
Staff Assistant
T. Lord
DEVELOPMENT
Director
T. Burgos-Espinal
MARKETING COMMUNICATIONS
Director
S. McGilloway
PUBLIC RELATIONS & NEW MEDIA
Director
L. Brantley
RESOURCE DEVELOPMENT
Assistant Vice President
S. Anderson
WEB MARKETING
Staff Assistant
T. Callahan
GRAPHIC
Staff Assistant
E. Ford
Staff Assistant
I. Katagiri
Staff Assistant/
Traffic Coordinator
N. Barker
Alumni Coordinator
S. Rochon
Grants Developer
J. Sullivan


STUDENT ENROLLMENT SERVICES
Interim Vice President
J. Light
Staff Assistant
J. Howland
Staff Assistant/Database Analyst
N. Roberts
DEAN OF STUDENTS
Dean
S.Creamer
ENROLLMENT SERVICES
Dean
J. Duff


DEAN OF STUDENTS
Dean
S.Creamer
Administrative Assistant I
M. Connolly
Administrative Assistant I
M. Miles
DISABILITY SERVICES
Director
S. Graham
Disabilities Counselor
M. Almeida
Disabilities Counselor
L.Bayard
Disabilities Counselor
A.McKeever
FINANCIAL AID
Director
S. Sullivan
Academic Counselor
M. Betancourt-Rodriguez
Academic Counselor
B. Allen
Academic Counselor
K. Fleuriel
Academic Counselor
Open
Academic Counselor
C. Random
Academic Counselor
T. Soohoo
Clerk IV
A. Reinoso
Clerk IV
K. Lyth
HEALTH SERVICES
Coordinator
B. Duff
Health Care Counselor
E. Al-Chokhachy
Clerk IV
S. McNeilly
Clerk III
E. Quintero
STUDENT ACCOUNTS
Staff Associate
J. Daniel
Accountant III
C. Leighton
Accountant II
M. Peng
Accountant I
J. Millar
Clerk IV
S. Beauparlant
Clerk IV
J. Hogan
STUDENT LIFE
Director
L. Milso
Clerk IV
A. Tabet
Special Program Coordinator
M. Woods
Clerk IV
A. Bandera
Assistant Coord. of Student Activities
Open


ENROLLMENT SERVICES
Dean
J. Duff
Admin Assistant I
E. Andrade
Coordinator, Veterans Services
K. Babcock
Admissions Coordinator
G. Griffith
ADMISSIONS & RECRUITMENT/OUTREACH
Director
J. Kirk
OUTREACH
Assistant Dean
J. Thornton
Admin Assistant II
M. Hunt
Admin Assistant I
J. Muse
Admin Assistant I
A. Santana
Admin Assistant I
D. DeOrio
Clerk IV
G. Gutierrez
Clerk IV
G. Lopez
Clerk IV
J. Michaud
Clerk IV
C. Spacer
Academic Counselor
L. Barrett
Academic Counselor
M. Harris
Academic Counselor
K. Tiggs
Admin Assistant I
Open
Clerk IV
K. Blakeman
Clerk IV
S. Girard
Registrar
M. Potoczak
STUDENT SUPPORT & ADVISING
Director
D. O'Neill
Staff Assistant
Open
Admin Assistant I
L. Barry


OUTREACH
Assistant Dean
J. Thornton
ADULT LEARNING CENTER
Coordinator
S. Randell
EDUCATIONAL OPPORTUNITY CENTER
Director
P. Wolfe
Educational Advisor
D. Rayalyea
Community Outreach Counselor
Y. Hurtado
TALENT SEARCH
Director
P. Wolfe
Educational Advisor
Y. Figueroa-Slack
Educational Advisor
K. Scimone
Educational Advisor
A. Vasquez
STUDENT SUPPORT SERVICES/TRIO
Director
D. Dickerson
Academic Counelor
D. Szekely
Academic Counselor
J. Lendall
Learning Specialist
V. Bates
Learning Specialist
I. Resnikoff
Administrative Assistant I
Open
UPWARD BOUND
Director
S. Marshall
Special Program Coordinator
P. Toeung
Special Program Coordinator
S. Marshall
Clerk III
N. Moy


STUDENT SUPPORT & ADVISING
Director
D. O'Neill
Sr. Academic Counselor
D. Davis
Sr. Academic Counselor
D. Campbell
Sr. Academic Counselor
P. Monaco
Sr. Academic Counselor
R. Parker
Sr. Academic Counselor
M. Rodweller
Academic Counselor
N. Tufo
Sr. Academic Counselor
G. Williams
Student Success Coach/Special Programs Coord
M. Soto
Coordinator of Advising
B. Mariere
Academic Counselor
N. Manderson
Multi-Cultural Counselor
E. Herrera
Career Exploration Counselor
B. Edwards
Career Development Counselor
A. Hanson
Career Placement Counselor
D. Genest
Career Placement Coordinator
L. Marcus
Administrative Assistant I
D. Rivera
Clerk IV
S. Hamalainen
Administrative Assistant I
C. Vervates

Standard 3: Organization and Governance
(Locations and Modalities)

Campuses, Branches, Locations, and Modalities Currently in Operation (See definitions, below) AY 2013/14

(Insert additional rows as appropriate.)

	City	State or Country	Date Initiated	Enrollment*
Main campus	Danvers	MA	1965	10,950
Other principal campuses				
Branch campuses				
Other instructional locations				

Distance Learning, e-learning — Enrollment*: 3,101 duplicated

	Date Initiated
First on-line course	9/1/99
First program 50% or more on-line	9/1/02
First program 100% on-line	9/1/03

		Date Initiated	Enrollment*
Distance Learning, other Modality	N/A		
Correspondence Education	N/A		
Low-Residency Programs Program Name	N/A		

Definitions

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

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

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

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

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

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

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

* Report here the annual unduplicated headcount for the most recently completed year.

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

Fall Enrollment* by location and modality, as of Census Date FALL 2013

Fall 2013

Degree Level/ Location & Modality	Associate's	Bachelor's	Master's	Clinical doctorates (e.g., Pharm.D., DPT, DNP)	Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.)	M.D., J.D., DDS	Ph.D.	Total Degree-Seeking FTE
Main Campus FTE	4,213							4,213
Other Campus FTE								0
Branches FTE								0
Other Locations FTE								0
Overseas Locations FTE								0
On-Line FTE	146							146
Correspondence FTE								0
Low-Residency Programs FTE								0
Total FTE	4,359	0	0	0	0	0	0	4,359
Unduplicated Headcount Total	6,553							6,553
Degrees Awarded, Most Recent Year	928							928

Student Type/ Location & Modality	Non-Matriculated Students	Visiting Students	Title IV-Eligible Certificates: Students Seeking Certificates
Main Campus FTE	2,416		
Other Campus FTE			
Branches FTE			
Other Locations FTE			
Overseas Locations FTE			
On-Line FTE	22		
Correspondence FTE			
Low-Residency Programs FTE			
Total FTE			
Unduplicated Headcount Total	699		
Certificates Awarded, Most Recent Year	n.a.	n.a.	

Notes:

1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.
2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."
3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

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

Standard 4: The Academic Program
Headcount by UNDERGRADUATE Program Type

For Fall Term, as of Census Date	3 Years Prior	2 Years Prior	1 Year Prior	Current Year*	Next Year Forward (goal)
	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Certificate	494	454	452	498	473
Associate	6832	6830	6786	6553	6225
Baccalaureate					
Total Undergraduate	7,326	7,284	7,238	7,051	6,698
* Non Matriculated	659	690	674	699	664

Standard 4: The Academic Program
Headcount by GRADUATE Program Type

For Fall Term, as of Census Date	3 Years Prior (FY 2)	2 Years Prior (FY2)	1 Year Prior (FY 2)	Current Year* (FY 2)	Next Year Forward (goal) (FY 2)
Master's					
Doctorate					
First Professional					
Other					
Total Graduate					

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

?

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year*	Next Year Forward (goal)
	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Undergraduate	76,489	75,592	72,709	71,642	68,060
Graduate					

*"Current Year" refers to the year in which the interim report is submitted to the Commission.

Standard 5: Faculty
(Rank, Fall Term)

?

?	3 Years Prior (FY 2011)		2 Years Prior (FY 2012)		1 Year Prior (FY 2013)		Current Year* (FY 2014)		Next Year Forward (goal) (FY 2015)	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Number of Faculty										
Professor	100		97		84		79		69	
Associate	13		14		14		13		14	
Assistant	14		18		22		26		32	
Instructor	3	3	5	3	13	1	14	1	18	1
Other									.	
Total	130	3	134	3	133	1	132	1	133	1

5.1

(Appointments, Tenure, Departures, and Retirements, Full Academic Year)

	?	3 Years Prior (FY 2011)		2 Years Prior (FY 2012)		1 Year Prior (FY 2013)		Current Year (FY 2014)		Next Year Forward (goal) (FY 2015)	
		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
# of Faculty Appointed	?	7		13		10		9		8	
# of Faculty in Tenured Positions	?	112		110		97		90		85	
# of Faculty Departing	?	4		1		3		2		1	
# of Faculty Retiring	?	4		4		11		6		9	

*"Current Year" refers to the year in which the interim report is submitted to the Commission.

5.3

Standard 6: Students
(Admissions, Fall Term)

?

Credit Seeking Students Only - Including Continuing Education

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year*	Next Year Forward (goal)
	Fall 2010	Fall 2011	Fall 2012	Fall 2013	FY2014
Freshmen - Undergraduate ?					
Completed Applications ?	3,366	3,026	2,910	2,868	2,900
Applications Accepted ?	2,861	2,600	2,473	2,411	2,500
Applicants Enrolled ?	1,667	1,604	1,530	1,489	1,500
% Accepted of Applied	85.0%	85.9%	85.0%	84.1%	86.2%
% Enrolled of Accepted	58.3%	61.7%	61.9%	61.8%	60.0%
Percent Change Year over Year					
Completed Applications	-	-10.1%	-3.8%	-1.4%	1.1%
Applications Accepted	-	-9.1%	-4.9%	-2.5%	3.7%
Applicants Enrolled	-	-3.8%	-4.6%	-2.7%	0.7%
Average of Statistical Indicator of Aptitude of Enrollees: (Define Below) ?					
Transfers - Undergraduate ?					
Completed Applications	1,260	1,224	1,104	1,069	1,100
Applications Accepted	944	918	830	790	800
Applications Enrolled	709	644	656	648	700
% Accepted of Applied	74.9%	75.0%	75.2%	73.9%	72.7%
% Enrolled of Accepted	75.1%	70.2%	79.0%	82.0%	87.5%
Master's Degree ?					
Completed Applications					
Applications Accepted					
Applications Enrolled					
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-
First Professional Degree - All Programs ?					
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	-	-	-	-	-

*"Current Year" refers to the year in which the interim report is submitted to the Commission.

Standard 6: Students
(Enrollment, Fall Census Date)

?

Credit-Seeking Students Only - Including Continuing Education

		3 Years Prior	2 Years Prior	1 Year Prior	Current Year*	Next Year Forward (goal)
		Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
UNDERGRADUATE						
First Year	Full-Time Headcount	3,695	3,371	3,064	3,018	2,958
	Part-Time Headcount	4,290	4,603	4,848	4,732	4,637
	Total Headcount	7,985	7,974	7,912	7,750	7,595
	Total FTE	5,098.9	4,972.8	4,847.3	4,776.1	4,680.6
Second Year	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	-	-	-	-	-
	Total FTE					
Third Year	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	-	-	-	-	-
	Total FTE					
Fourth Year	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	-	-	-	-	-
	Total FTE					
Unclassified	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	-	-	-	-	-
	Total FTE					
Total Undergraduate Students						
	Full-Time Headcount	3,695	3,371	3,064	3,018	2,958
	Part-Time Headcount	4,290	4,603	4,848	4,732	4,637
	Total Headcount	7,985	7,974	7,912	7,750	7,595
	Total FTE	5,098.9	4,972.8	4,847.3	4,776.1	4,680.6
% Change FTE Undergraduate		na	-2.5%	-2.5%	-1.5%	-2.0%
GRADUATE						
	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	-	-	-	-	-
	Total FTE					
% Change FTE Graduate		na	-	-	-	-
GRAND TOTAL						
Grand Total Headcount		7,985	7,974	7,912	7,750	7,595
Grand Total FTE		5,098.9	4,972.8	4,847.3	4,776.1	4,680.6
% Change Grand Total FTE		na	-2.5%	-2.5%	-1.5%	-2.0%

*"Current Year" refers to the year in which the interim report is submitted to the Commission.

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

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

http://www.northshore.edu/about/mission.html

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Budget*	Next Year Forward (goal)
	FY2011	FY2012	FY2013	FY2014	FY2015
? Student Financial Aid					
Total Federal Aid	$20,179,223	$20,389,889	$22,203,435	$24,047,566	$25,372,366
Grants	$13,071,884	$13,125,126	$13,224,114	$13,344,851	$13,385,366
Loans	$6,979,462	$7,116,376	$8,826,711	$10,537,046	$11,835,000
Work Study	$127,877	$148,387	$152,611	$147,831	$152,000
Total State Aid	$1,756,585	$2,104,310	$1,533,027	$2,093,258	$2,155,000
Total Institutional Aid	$725,095	$567,363	$628,101	$615,000	$630,000
Grants	$725,095	$567,363	$628,101	$61,500	$400,000
Loans	N/A	N/A	N/A	N/A	N/A
Total Private Aid	$374,451	$402,354	$410,241	$425,931	$440,000
Grants	$118,253	$135,981	$150,956	$165,931	$120,000
Loans	$256,198	$266,373	$259,285	$260,000	$270,000
Student Debt					
Percent of students graduating with debt**					
Undergraduates	20%	21%	38%	NA	35%
Graduates					
For students with debt:					
Average amount of debt for students leaving the institution with a degree					
Undergraduates	6,254	6,299	6,242	NA	
Graduates					
Average amount of debt for students leaving the institution without a degree					
Undergraduates	5,951	6,812	4,674		
Graduate Students					
Percent of First-year students in Developmental Courses* **					
English as a Second/Other Language	7%	6%	5%		
English (reading, writing, communication skills)	26%	25%	22%		
Math	47%	37%	42%		
Other					

Three-year Cohort Default Rate	FY2009	FY2010	FY2011
Most recent three years	12.8	10.6	8.1

* All students who graduated should be included in this calculation.
**Courses for which no credit toward a degree is granted.

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

Standard 9: Financial Resources
(Statement of Financial Position/Statement of Net Assets)

	FISCAL YEAR ENDS month &day: (06/30)	2 Years Prior (FY 2011)	1 Year Prior (FY 2012)	Most Recent Year FY2013	Percent Change 2 yrs-1 yr prior	Percent Change 1 yr-most recent
	ASSETS					
?	CASH AND SHORT TERM INVESTMENTS	$12,799,183	$11,902,172	$11,007,669	-7.0%	-7.5%
?	CASH HELD BY STATE TREASURER	$668,725	$762,360	$777,163	14.0%	1.9%
?	DEPOSITS HELD BY STATE TREASURER	$0	$0	$0	-	-
?	ACCOUNTS RECEIVABLE, NET	$1,519,149	$1,677,899	$1,542,860	10.4%	-8.0%
?	CONTRIBUTIONS RECEIVABLE, NET		$0	$0	-	-
?	INVENTORY AND PREPAID EXPENSES	$1,023,140	$1,153,139	$1,122,033	12.7%	-2.7%
?	LONG-TERM INVESTMENTS	$923,831	$936,105	$941,155	1.3%	0.5%
?	LOANS TO STUDENTS	$0	$0	$0	-	-
?	FUNDS HELD UNDER BOND AGREEMENT	$2,172,659	$2,164,111	$2,149,367	-0.4%	-0.7%
?	PROPERTY, PLANT AND EQUIPMENT, NET	$63,070,557	$73,103,328	$73,004,777	15.9%	-0.1%
?	OTHER ASSETS				-	-
	TOTAL ASSETS	**$82,177,244**	**$91,699,114**	**$90,545,024**	11.6%	-1.3%
	LIABILITIES					
?	ACCOUNTS PAYABLE AND ACCRUED LIABILITIES	$7,267,795	$8,124,597	$7,455,394	11.8%	-8.2%
?	DEFERRED REVENUE & REFUNDABLE ADVANCES	$785,989	$870,149	$938,421	10.7%	7.8%
?	DUE TO STATE	$0	$0	$0	-	-
?	DUE TO AFFILIATES	$0	$0	$0	-	-
?	ANNUITY AND LIFE INCOME OBLIGATIONS	$0	$0	$0	-	-
?	AMOUNTS HELD ON BEHALF OF OTHERS	$186,174	$176,741	$158,616	-5.1%	-10.3%
?	LONG TERM DEBT	$11,821,998	$13,113,010	$12,208,843	10.9%	-6.9%
?	REFUNDABLE GOVERNMENT ADVANCES	$0	$0	$0	-	-
?	OTHER LONG-TERM LIABILITIES	$1,497,605	$1,445,706	$1,761,422	-3.5%	21.8%
	TOTAL LIABILITIES	**$21,559,561**	**$23,730,203**	**$22,522,696**	10.1%	-5.1%
	NET ASSETS					
	UNRESTRICTED NET ASSETS					
	INSTITUTIONAL	**$8,362,471**	**$7,388,449**	**$6,984,283**	-11.6%	-5.5%
?	FOUNDATION	**$2,009,499**	**$1,942,379**	**$2,190,957**	-3.3%	12.8%
	TOTAL	**$10,371,970**	**$9,330,828**	**$9,175,240**	-10.0%	-1.7%
	TEMPORARILY RESTRICTED NET ASSETS					
	INSTITUTIONAL	**$484,699**	**$156,807**	**$200,088**	-67.6%	27.6%
?	FOUNDATION	**$1,622,191**	**$1,601,917**	**$1,823,611**	-1.2%	13.8%
	TOTAL	**$2,106,890**	**$1,758,724**	**$2,023,699**	-16.5%	15.1%
	PERMANENTLY RESTRICTED NET ASSETS					
	INSTITUTIONAL	**$0**	**$0**	**$0**	-	-
?	FOUNDATION	**$1,712,939**	**$1,734,950**	**$1,769,888**	1.3%	2.0%
	TOTAL	**$1,712,939**	**$1,734,950**	**$1,769,888**	1.3%	2.0%
	TOTAL NET ASSETS	**$14,191,799**	**$12,824,502**	**$12,968,827**	-9.6%	1.1%
	TOTAL LIABILITIES AND NET ASSETS	**$35,751,360**	**$36,554,705**	**$35,491,523**	2.2%	-2.9%

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

	FISCAL YEAR ENDS month &day: (06/30)	3 Years Prior (FY2011)	2 Years Prior (FY2012)	Most Recently Completed Year (FY 2013)	Current Budget* (FY 2014)	Next Year Forward (FY 2015
	OPERATING REVENUES					
?	TUITION & FEES	$26,590,688	$26,988,685	$27,900,897	$27,326,000	$26,735,150
?	ROOM AND BOARD	$0	$0	$0		
?	LESS: FINANCIAL AID	($9,876,273)	($11,358,071)	($10,645,444)	($12,700,000)	($13,700,000)
	NET STUDENT FEES	$16,714,415	$15,630,614	$17,255,453	$14,626,000	$13,035,150
?	GOVERNMENT GRANTS & CONTRACTS	$17,077,944	$17,596,745	$17,923,999	$17,600,000	$17,600,000
?	PRIVATE GIFTS, GRANTS & CONTRACTS	$1,035,749	$727,668	$703,590	$700,000	$700,000
?	OTHER AUXILIARY ENTERPRISES	$3,674,010	$3,744,953	$3,565,462	$3,600,000	$3,500,000
	ENDOWMENT INCOME USED IN OPERATIONS	$0	$0	$0		$0
?	OTHER REVENUE (specify):	$67,258	$64,503	$88,130	$80,000	$72,000
	OTHER REVENUE (specify):	$0	$0	$0	$0	$0
	NET ASSETS RELEASED FROM RESTRICTIONS	$0	$0	$0	$0	$0
	TOTAL OPERATING REVENUES	**$38,569,376**	**$37,764,483**	**$39,536,634**	**$36,606,000**	**$34,907,150**
	OPERATING EXPENSES					
?	INSTRUCTION	$22,770,832	$23,892,631	$23,860,813	$22,324,898	$22,884,885
?	RESEARCH	$0	$0	$0	$0	$0
?	PUBLIC SERVICE	$305,771	$307,819	$282,575	$264,325	$270,955
?	ACADEMIC SUPPORT	$7,213,917	$7,396,447	$7,906,583	$7,395,816	$7,581,330
?	STUDENT SERVICES	$8,129,342	$8,378,393	$8,737,563	$8,172,932	$8,377,938
?	INSTITUTIONAL SUPPORT	$6,474,580	$7,422,823	$6,117,991	$5,725,282	$5,868,892
	FUNDRAISING AND ALUMNI RELATIONS	$0	$0	$0	$0	$0
?	OPERATION, MAINTENANCE OF PLANT (if not allocated)	$4,602,553	$4,281,029	$4,821,828	$4,514,673	$4,627,917
?	SCHOLARSHIPS & FELLOWSHIPS (Cash refunded by public institutions)	$4,952,803	$3,757,655	$4,776,400	$4,467,094	$4,579,145
?	AUXILIARY ENTERPRISES	$3,489,870	$3,498,012	$3,403,173	$3,393,587	$3,087,043
?	DEPRECIATION (if not allocated)	$2,340,870	$2,327,364	$2,959,971	$2,900,000	$3,700,000
?	OTHER EXPENSES (specify):	$0	$0	$0		
	OTHER EXPENSES (specify):	$0	$0	$0		
	TOTAL OPERATING EXPENDITURES	**$60,280,538**	**$61,262,173**	**$62,866,897**	**$59,158,606**	**$60,978,105**
	CHANGE IN NET ASSETS FROM OPERATIONS	**($21,711,162)**	**($23,497,690)**	**($23,330,263)**	**($22,552,606)**	**($26,070,955)**
	NON OPERATING REVENUES					
?	STATE APPROPRIATIONS (NET)	**$24,409,422**	**$23,405,498**	**$22,678,727**	**$23,040,000**	**$26,451,321**
?	INVESTMENT RETURN	**$23,563**	**$24,838**	**$18,226**	**$18,000**	**$18,000**
?	INTEREST EXPENSE (public institutions)	**($597,571)**	**($675,249)**	**($641,834)**	**($589,966)**	**($333,804)**
	GIFTS, BEQUESTS & CONTRIBUTIONS NOT USED IN OPERATIONS	**$515,738**	**$171,029**	**$236,322**	**$200,000**	**$200,000**
?	OTHER (specify):	**$0**	**$0**	**$0**		**$0**
	OTHER (specify):	**$0**	**$0**	**$0**		**$0**
	OTHER (specify):	**$0**		**$0**		**$0**
	NET NON OPERATING REVENUES	**$24,351,152**	**$22,926,116**	**$22,291,441**	**$22,668,034**	**$26,335,517**
	INCOME BEFORE OTHER REVENUES EXPENSES, GAINS, OR LOSSES	**$2,639,990**	**($571,574)**	**($1,038,822)**	**$115,428**	**$264,562**
?	CAPITAL APPROPRIATIONS (public institutions)	**$16,103,096**	**$7,922,802**	**$1,092,239**		**$800,000**
?	OTHER					
	TOTAL INCREASE/DECREASE IN NET ASSETS	**$18,743,086**	**$7,351,228**	**$53,417**	**$115,428**	**$1,064,562**

*"Current Budget" refers to the year in which the interim report is submitted to the Commission.

Standard 9: Financial Resources
(Statement of Debt)

FISCAL YEAR ENDS month & day (06/30)	3 Years Prior (FY2011)	2 Years Prior (FY2012)	Most Recently Completed Year (FY 2013)	Current Budget* (FY 2014)	Next Year Forward (FY 2015)
DEBT					
BEGINNING BALANCE	$16,499,031	$16,034,975	$17,081,901	$17,157,707	$11,260,616
ADDITIONS	$220,854	$1,966,772	$979,973	$0	$0
REDUCTIONS	($684,910)	($919,846)	($904,167)	($944,259)	$1,044,029
ENDING BALANCE	**$16,034,975**	**$17,081,901**	**$17,157,707**	**$16,213,448**	**$12,304,645**
INTEREST PAID DURING FISCAL YEAR	$597,571	$675,249	$641,834	$589,966	$333,804
CURRENT PORTION	$3,391,131	$3,412,045	$4,122,427	$1,534,221	$559,894
BOND RATING					

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

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

FUTURE BORROWING PLANS (PLEASE DESCRIBE)

*"Current Budget" refers to the year in which the interim report is submitted to the Commission.

Standard 9: Financial Resources
(Supplemental Data)

FISCAL YEAR ENDS month & day (6/30)	3 Years Prior (FY2011)	2 Years Prior (FY2012)	Most Recently Completed Year (FY 2013)	Current Budget* (FY 2014)	Next Year Forward (FY 2015)
NET ASSETS					
NET ASSETS BEGINNING OF YEAR	$41,874,597	$60,617,683	$67,968,911	$68,022,328	$68,137,756
TOTAL INCREASE/DECREASE IN NET ASSETS	$18,743,086	$7,351,228	$53,417	$115,428	$1,064,562
NET ASSETS END OF YEAR	**$60,617,683**	**$67,968,911**	**$68,022,328**	**$68,137,756**	**$69,202,318**
FINANCIAL AID					
SOURCE OF FUNDS					
UNRESTRICTED INSTITUTIONAL	$300,000	$360,000	$360,000	$360,000	$360,000
FEDERAL, STATE & PRIVATE GRANTS	**$18,113,693**	**$18,324,413**	**$18,627,589**	**$19,800,000**	**$19,800,000**
RESTRICTED FUNDS	**$484,699**	**$156,807**	**$200,088**	**$300,000**	**$300,000**
TOTAL	**$18,898,392**	**$18,841,220**	**$19,187,677**	**$20,460,000**	**$20,460,000**
% DISCOUNT OF TUITION & FEES	71.1%	69.8%	68.8%	68.8%	68.8%
% UNRESTRICTED DISCOUNT	1.8%	0.6%	0.7%	0.7%	0.7%

PLEASE INDICATE YOUR INSTITUTION'S ENDOWMENT SPENDING POLICY:

5% Spending policy of the Base for the Year, given the following formula: Total Assets (market value) minus Pledges Receivable minus Interest Receivable equals Base for the Year.

*"Current Budget" refers to the year in which the interim report is submitted to the Commission.

Standard 10: Public Disclosure

Information	Web Addresses	?	Print Publications	?
How can inquiries be made about the institution? Where can questions be addressed?	http://news.northshore.edu/?page_id=250		NSCC 2013-2015 Course Catalog, pg. 3	
	http://www.northshore.edu/downloads/college_catalog_1012.pdf			
	a "contact us" link has been suggested for our web home page			
Notice of availability of publications and of audited financial statement or fair summary	http://www.northshore.edu/research/pdf/NSCC-Factbook_2012-2013.pdf		President's Report 2013	
	FY13 Audit in the process of being posted electronically.		2012-2013 Factbook	
Institutional catalog	http://www.northshore.edu/downloads/college_catalog_1012.pdf		NSCC 2013-2015 Course Catalog	
Obligations and responsibilities of students and the institution	http://www.northshore.edu/downloads/student_handbook.pdf		Student Handbook	
	http://www.northshore.edu/downloads/college_catalog_1012.pdf		NSCC 2013-2015 Course Catalog, pgs. 203-209	
Information on admission and attendance	http://www.northshore.edu/downloads/student_handbook.pdf		Student Handbook	
	http://www.northshore.edu/downloads/college_catalog_1012.pdf		NSCC 2013-2015 Course Catalog, pgs. 8-13, pgs. 191-192	
	http://www.northshore.edu/admissions/			
Institutional mission and objectives	http://www.northshore.edu/about/mission.html		NSCC 2013-2015 Course Catalog, pg. 2	
	http://www.northshore.edu/research/pdf/NSCC-Factbook_2012-2013.pdf		2012-2013 Factbook	
	http://www.northshore.edu/downloads/college_catalog_1012.pdf			
	http://www.northshore.edu/about/administration/strategic_plan.html			

Expected educational outcomes	http://www.northshore.edu/academics/proficiency/gen-ed.html		NSCC 2013-2015 Course Catalog, pgs. 6-7
	http://www.northshore.edu/downloads/college_catalog_1012.pdf		2012-2013 Factbook
	http://www.northshore.edu/research/pdf/NSCC-Factbook_2012-2013.pdf		
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation			2012-2013 Factbook
	http://www.northshore.edu/research/pdf/NSCC-Factbook_2012-2013.pdf		NSCC 2013-2015 Course Catalog, pg. 4
	http://www.northshore.edu/about/history.html		
	http://www.northshore.edu/downloads/college_catalog_1012.pdf		
Requirements, procedures and policies re: admissions	http://www.northshore.edu/admissions/		NSCC 2013-2015 Course Catalog, pgs. 8-13
	http://www.northshore.edu/downloads/college_catalog_1012.pdf		
Requirements, procedures and policies re: transfer credit	http://www.northshore.edu/transfer_services/		NSCC 2013-2015 Course Catalog, pg. 9, pgs. 190-191
	http://www.northshore.edu/downloads/college_catalog_1012.pdf		
	http://www.northshore.edu/registrar/transfer_courses.html		
A list of institutions with which the institution has an articulation agreement	http://www.northshore.edu/transfer_services/programs/agreements.html		NSCC 2013-2015 Course Catalog, pg. 11
	http://www.northshore.edu/downloads/college_catalog_1012.pdf		
	http://www.northshore.edu/high-school/articulations/		
Student fees, charges and refund policies	http://www.northshore.edu/financial_aid/		NSCC 2013-2015 Course Catalog, pgs. 14-16
	http://www.northshore.edu/downloads/college_catalog_1012.pdf		
	http://www.northshore.edu/financial_aid/cost/		

Rules and regulations for student conduct	http://www.northshore.edu/downloads/student_handbook.pdf		Student Handbook
	http://www.northshore.edu/downloads/college_catalog_1012.pdf		NSCC 2013-2015 Course Catalog, pgs. 203-209
Procedures for student appeals and complaints	http://www.northshore.edu/downloads/student_handbook.pdf		Student Handbook
	http://www.northshore.edu/downloads/college_catalog_1012.pdf		NSCC 2013-2015 Course Catalog, pg. 205
Other information re: attending or withdrawing from the institution	http://www.northshore.edu/downloads/student_handbook.pdf		Student Handbook
	http://www.northshore.edu/downloads/college_catalog_1012.pdf		NSCC 2013-2015 Course Catalog, pg. 192
Academic programs	http://www.northshore.edu/academics/programs		NSCC 2013-2015 Course Catalog, pgs. 17-107
	http://www.northshore.edu/research/pdf/NSCC-Factbook_2012-2013.pdf		2012-2013 Factbook
	http://www.northshore.edu/downloads/college_catalog_1012.pdf		
	http://www.northshore.edu/academics/areas_of_interest		
	http://www.northshore.edu/admissions/apply/availability.html		
Courses currently offered	http://www.northshore.edu/search/courses		NSCC 2013-2015 Course Catalog, pgs. 118-186
Other available educational opportunities	http://www.northshore.edu/academics/		NSCC 2013-2015 Course Catalog, pgs. 196-199
	http://www.northshore.edu/downloads/college_catalog_1012.pdf		
	http://www.northshore.edu/cas/		
	http://community.northshore.edu/		
Other academic policies and procedures	http://www.northshore.edu/downloads/college_catalog_1012.pdf		NSCC 2013-2015 Course Catalog, pgs. 191-194
	http://www.northshore.edu/downloads/student_handbook.pdf		Student Handbook
Requirements for degrees and other forms of academic recognition	http://www.northshore.edu/students/awards/		NSCC 2013-2015 Course Catalog, pgs. 187-194
	http://www.northshore.edu/downloads/college_catalog_1012.pdf		
	http://www.northshore.edu/registrar/graduation.html		
	http://www.northshore.edu/downloads/student_handbook.pdf		Student Handbook

List of current faculty, indicating department or program affiliation, distinguishing between full- and part-time, showing degrees held and institutions granting them	http://www.northshore.edu/academics/faculty		NSCC 2013-2015 Course Catalog, pgs. 212-218 (FT only)
Names and positions of administrative officers	http://www.northshore.edu/about/administration/index.html		NSCC 2013-2015 Course Catalog, pg. 210
			2013 President's Report
Names, principal affiliations of governing booard members	http://www.northshore.edu/about/administration/board.html		2013 President's Report
			NSCC 2013-2015 Course Catalog, pg. 210

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	http://www.northshore.edu/academics/programs		
Programs, courses, services, and personnel not available in any given academic year.	http://www.northshore.edu/admissions/apply/availability.html		
	Disclaimer - *Information Subject to Change*, in		Disclaimer - *Information Subject to Change*, in
	http://www.northshore.edu/downloads/college_catalog_1012.pdf		NSCC 2013-2015 Course Catalog, pg. 2
Size and characteristics of the student body	http://www.northshore.edu/research/pdf/NSCC-Factbook_2012-2013.pdf		2012-2013 Factbook
Description of the campus setting	http://www.northshore.edu/downloads/student_handbook.pdf		Student Handbook
	http://www.northshore.edu/about/locations.html#danvers		
Availability of academic and other support services	http://www.northshore.edu/downloads/college_catalog_1012.pdf		NSCC 2013-2015 Course Catalog, pgs. 195-201
	http://www.northshore.edu/academics/		Student Handbook, pgs. 12-23
	http://www.northshore.edu/support_center/		
	http://www.northshore.edu/downloads/student_handbook.pdf		

Range of co-curricular and non-academic opportunities available to students	http://www.northshore.edu/student_life/		Student Handbook
	http://www.northshore.edu/downloads/student_handbook.pdf		
Institutional learning and physical resources from which a student can reasonably be expected to benefit	http://www.northshore.edu/downloads/student_handbook.pdf		Student Handbook
	http://www.northshore.edu/support_center/		
	http://library.northshore.edu/		
	http://www.northshore.edu/tutoring/		
	http://bookstore.northshore.edu/home.aspx		
	http://www.northshore.edu/health/		
	http://www.northshore.edu/career/placement/		
	http://www.northshore.edu/academics/		
Institutional goals for students' education	http://www.northshore.edu/downloads/strategic_plan.pdf		2013-2016 Strategic Plan brochure
	http://www.northshore.edu/downloads/college_catalog_1012.pdf		NSCC 2013-2015 Course Catalog, pgs. 6-7
	http://www.northshore.edu/research/pdf/NSCC-Factbook_2012-2013.pdf		2012-2013 Factbook
Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate	http://www.northshore.edu/research/pdf/NSCC-Factbook_2012-2013.pdf		2012-2013 Factbook
	http://www.northshore.edu/about/statistics.html		
	http://www.northshore.edu/research/right_to_know.html		

Total cost of education, including availability of financial aid and typical length of study	http://www.northshore.edu/admissions/netPrice/		2012-2013 Factbook
	http://www.northshore.edu/financial_aid/		NSCC 2013-2015 Course Catalog, pgs. 14-16
	http://www.northshore.edu/downloads/college_catalog_1012.pdf		
Expected amount of student debt upon graduation	Student Financial Services is compiling this information and will post asap		
Statement about accreditation	http://www.northshore.edu/about/accreditation.html		NSCC 2013-2015 Course Catalog, pg. 2
	http://www.northshore.edu/research/pdf/NSCC-Factbook_2012-2013.pdf		2012-2013 Factbook

Standard 11: Integrity

Policies	Last Updated	URL Where Policy is Posted	Responsible Office or Committee
Academic honesty	8/2014	http://www.northshore.edu/downloads/college_catalog.pdf pg 191	Academic Affairs
Intellectual property rights	6/2010		Library
Conflict of interest	2011	http://www.mass.gov/ethics/education-and-training-	Human Resources
Privacy rights	8/2014	http://www.northshore.edu/legal/	Student Enrollment Services
Fairness for students	3/2008	http://www.northshore.edu/downloads/student_handbook.pdf	Student Enrollment Services
Fairness for faculty	10/3013	https://www.northshore.edu:8443/intranet/hr/hr-forms/aapolicy.pdf	Human Resources
Fairness for staff	10/2013	https://www.northshore.edu:8443/intranet/hr/hr-forms/aapolicy.pdf	Human Resources
Academic freedom	7/1/2013	see collective bargaining agreements on college Intranet	Human Resources
Other _____			
Other _____			

Non-discrimination policies			
Recruitment and admissions	8/2014	http://www.northshore.edu/downloads/college_catalog.pdf pg. 8	Student Enrollment Services
Employment	10/2013	http://www.northshore.edu/hr/policies.html	Human Reources
Evaluation	7/1/13 & 7/1/11	see collective bargaining agreements see college intranet	Human Resources
Disciplinary action	8/2014	http://www.northshore.edu/downloads/college_catalog.pdf pg 191	Human Resources / Student
Advancement	7/1/13 & 7/1/11	see collective bargaining agreements see college Intranet	Human Resources
Other _____			

Resolution of grievances			
Students	8/2014	http://www.northshore.edu/downloads/college_catalog.pdf pg 206	Student Enrollment Services
Faculty	10/2013	https://www.northshore.edu:8443/intranet/hr/hr-forms/aapolicy.pdf	Human Resources
Staff	10/2013	https://www.northshore.edu:8443/intranet/hr/hr-forms/aapolicy.pdf	Human Resources
Employment Grievances	7/1/13 & 7/1/11	see collective bargaining agreements	Human Resources

Other	Last Updated	Relevant URL or Publication	Responsible Office or Committee
1			
2			
3			
4			
5			

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

The S-series of forms has been devised for institutions to present data on retention and graduation rates and other measures of student success appropriate to the institution's mission. (*Standards for Accreditation*: 6.6, 6.7, 6.8, 6.9, 10.10 and 10.12) Clearly, not every measure listed here is appropriate for every institution. At the same time, some institutions may have multiple instances of a single item (e.g., licensure pass rates). In developing these forms, the Commission recognizes the value of trends in data, and the importance of the institution's own goals for success. Each form provides space for institutions to indicate definitions and the methodology used to calculate measures of student success.

By listing several ways to measure student success and achievement, the Commission encourages institutions to reflect on how they are using data to understand student success. The far right column within each form provides institutions the opportunity to identify their goal for each measure of student success, and the date by which the goal is expected to be attained. As always, the Commission expects that the institution's mission will provide helpful guidance in thinking about which measures of student success are most important and most useful. In brief, the forms are:

S1. Retention and Graduation Rates. Here institutions are asked to provide information on their IPEDS-defined retention and graduation rates, along with their goals for these indicators. Institutions can also provide additional retention and graduation indices, depending on their mission, program mix, student population, locations, and method of program delivery. For example, some baccalaureate institutions may also track 4- and 5-year graduation rates; some community colleges may find 4- and 5-year rates to complete an associate's degree to be helpful in evaluating their success with their student population. Institutions can also track the success of part-time students, transfer students, or students studying at off-campus locations or in programs offered on-line.

S2. Other Measures of Student Achievement and Success. The measures recorded here are likely to be mission-related. For example, some institutions may track the success of students gaining admission into certain graduate- or first-professional degree programs. Community colleges may track the success of their students entering baccalaureate programs. For some institutions, the number of students who enter programs such as Teach for America, the Peace Corps, or public service law may also represent indicators of institutional effectiveness with respect to their mission.

S3. Licensure Passage and Job Placement Rates. Institutions that prepare students for specific careers will find it appropriate to record the success of their students in passing licensure examinations. Also included in this form is the provision to record the success of students – perhaps by their academic major – in finding employment in the field for which they were prepared.

S4. Completion and Placement Rates for Short-Term Vocational Programs. Institutions with such programs in which students are eligible for Title IV federal financial aid should use these forms.

Using the forms: By completing these forms early in the self-study process, institutions will have time to collect and analyze all available information. The Appraisal section of the self-study provides a useful opportunity for institutions to reflect both on the findings recorded in the forms and the extent to which they have developed the systems to collect and use the most important data on student success. Similarly, the Projection section affords institutions an opportunity to state their commitment for improvement in the area of assessment.

Form S1. RETENTION AND GRADUATION RATES						
Student Success Measures/ Prior Performance and Goals		3 Years Prior	2 Years Prior	1 Year Prior	Most Recent Year (2013)	Goal for 2014
IPEDS Retention Data		**Fall 2010**	**Fall 2011**	**Fall 2012**	**Fall 2013**	**Fall 2014**
	Associate degree students	61%	63%	60%	64%	65%
	Bachelors degree students					
IPEDS Graduation Data		**Fall 2007**	**Fall 2008**	**Fall 2009**	**Fall 2010**	**Fall 2011**
	Associate degree students	17%	19%	14%	17%	19%
	Bachelors degree students					
Other Undergraduate Retention Rates (1)		**Fall 2009**	**Fall 2010**	**Fall 2011**	**Fall 2012**	**Fall 2013**
a	Fall to Fall Retention	60.4%	62%	58.5%	63.2%	64%
b	Fall to Spring Retention	91.7%	91.1%	93.2%	92.7%	93%
c						
Other Undergraduate Graduation Rates (2)		**Fall 2007**	**Fall 2008**	**Fall 2009**	**Fall 2010**	**Fall 2011**
a	IPEDS Transfer Out Rate	20%	16%	14%	23%	24%
		2003 Cohort	**2004 Cohort**	**2005 Cohort**	**2006 Cohort**	
b	Achieving The Dream (ATD) Rate	40.8%	45.3%	43.9%	47.5%	48%
		2003	**2004**			
c	BHE Success Indicator 2003 Only Year Available	73.4%	77.6%			
Graduate programs *						
	Retention rates first-to-second year (3)					
	Graduation rates @ 150% time (4)					
Distance Education						
	Course completion rates (5)	78.1	82.3	83.9	81.6	82.0%
	Retention rates (6)	*Students move interchangeably from on campus to online courses, thus separate retention rates are not calculated.*				
	Graduation rates (7)	*Programs at NSCC are not designated as "online." Students make take online courses to fulfill program requirements.*				
Branch Campus and Instructional Locations						
	Course completion rate (8)					
	Retention rates (9)					
	Graduation rates (10)					
Definition and Methodology Explanations						
1						
2						
3						
4						
5						
6						
7						
8						
9						
* An institution offering graduate degrees must complete this portion.						

Form S2. OTHER MEASURES OF STUDENT ACHIEVEMENT AND SUCCESS

Measures of Student Achievement and Success/ Institutional Performance and Goals		3 Years Prior	2 Years Prior	1 Year Prior	Most Recent Year (2013)	Goal for 2014
Success of Students Pursuing Higher Degree		2010	2011	2012	2013	2014
1	Annualized Credit Course Completion Rate*	75.2%	75.9%	77%	77.4%	80%
2						
3						
4						

Definition and Methodology Explanations

***Mass Department of Higher Education Performance Measure for Community Colleges**

Rates at Which Graduates Pursue Mission-Related Paths (e.g., Peace Corps, Public Service Law)

1	Not available					
4						

Definition and Methodology Explanations

Rates at Which Students Are Successful in Fields for Which They Were Not Explicitly Prepared

		2009	2010	2011	2012	2013
1	% of Career Program Graduates Employed (in related or unrelated field)**	91.7%	95.7%	86.0%	74.4%	Not available
2	% of Transfer Program Graduates who successfully transferred to another college/university and are currently attending school**	93.7%	92.2%	98.8%	94.3%	Not available
3						
4						

Definition and Methodology Explanations

****Source: Career and Transfer Program Graduate 10 Month follow up survey data**

Documented Success of Graduates Achieving Other Mission-Explicit Achievement (e.g., Leadership, Spiritual Formation)

1	Not available					
2						
3						

Definition and Methodology Explanations

Other (Specify Below)

1	
2	

Definition and Methodology Explanations

Form S3. LICENSURE PASSAGE AND JOB PLACEMENT RATES

		3 Years Prior	2 Years Prior	1 Year Prior	Most Recent Year (2012)	Goal for 2014
State Licensure Passage Rates *		**2009**	**2010**	**2011**	**2012**	**2013**
1	Nurse Education Licensure Exam	92%	89%	93.2%	90%	90%
2	-# Passed # Examined	57/62	49/55	55/59	52/58	
3	Cosmetology State License	87%	91%	100%	97%	97%
4	-# Passed # Examined	27/31	31/34	29/29	29//30	
5	Practical Nursing Licensure Exam	91%	100%	100%	100%	100%
	-# Passed # Examined	29/32	26/26	31/31	29/29	
6	Veterinary Tech Exam	50%	37%	66%	88%	88%
	-# Passed # Examined	5/5	3/5	6/3	16/2	
National Licensure Passage Rates *						
1	National Federation of State Boards in Physical Therapy's National licensing Exam	85.5%	95%	100%	88%	88%
	-# Passed # Examined	23/26	19/20	22/22	15/17	
2	Respiratory Care Licensure Exam	100%	100%	100%	100%	100%
	-# Passed # Examined	11/11	6/6	12/12	11/11	
3	Amer Registry of Radiologic Technology	100%	100%	89%	100%	100%
	-# Passed # Examined	19/19	18/18	14/16	18/18	
4	Aviation Science – Single Engine Commercial Pilot Cert	100%	100%	100%	100%	100%
	-# Passed # Examined	3/3	2/2	4/4	1/1	
5	Medical Assisting – CMA (AAMA)	73%	100%	78.5%	64%	64%
	-# Passed # Examined	8/11	6/6	11/14	9/14	
6	Occupational Therapy Nat'l Cert Exam	92.3%	86%	75%	85%	85%
	-# Passed # Examined	24/26	18/23	21/28	35/41	
Job Placement Rates						
1	***(SEE BELOW)***					

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

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

Institutional Notes of Explanation

a	Placement rates for the degree programs provided below are calculated from the 10 month follow up survey results. Total employed students are divided by total respondents to determine a "placement rate"

DEGREE PROGRAM PLACEMENT RATES
^ Indicates AA, ^^ Indicates AS, ^^^ Indicates AAS

CODE	PROGRAM	Class of 2009	Class of 2010	Class of 2011	Class of 2012	Goal 2013
ACD^^	Business Accounting	78.6%	90.0%	100.0%	82.4%	NA
AMD^^	Aviation Management		100.0%		100.0%	NA
ASD^^^	Animal Care Specialist	100.0%	75.0%	100.0%	75.0%	NA
AVD^^	Aviation Science	100.0%	100.0%	100.0%		NA
BOD^	Biotechnology	100.0%		100.0%	75.0%	NA
CED^^	Computer Applications	100.0%	100.0%	100.0%	100.0%	NA
CKD^^	Computer Networking	100.0%	0.0%	100.0%	66.7%	NA
CLD^^^	Culinary Arts & Food Service	88.9%	62.5%	100.0%	100.0%	NA
CPD^^	Computer Prog for Bus	100.0%		100.0%	100.0%	NA
CRD^^	Criminal Justice	83.0%	93.6%	87.7%	23.7%	NA
DAD^^	Drug & Alcohol Rehab	100.0%	86.7%	91.7%	37.5%	NA
DDD^^	Developmental Disabilities	85.7%	100.0%	83.3%	100.0%	NA
EAD^^	Executive Administrative Asst	100.0%	100.0%	75.0%	100.0%	NA
ECD^^	Early Childhood Education	95.5%	90.9%	100.0%	75.0%	NA
FL^^^	Floriculture	100.0%		0.0%		NA
FPD^^	Fire Science Degree	100.0%	100.0%	85.7%	100.0%	NA
FSD^^^	Food Science & Safety	100.0%		100.0%	100.0%	NA
GDD^^	Digital Graphic Design	100.0%	100.0%	77.8%	71.4%	NA
HM^^	Mental Health	100.0%	100.0%	0.0%	100.0%	NA
HOD^^	Hotel Management	100.0%	100.0%	100.0%	100.0%	NA
HSD^^	Gerontology/Social Welfare	100.0%	100.0%	33.3%	83.3%	NA
HUD^^^	Environmental Horticulture	100.0%	100.0%	28.6%	66.7%	NA
LAD^^	Legal Administrative Asst	100.0%	100.0%	100.0%	100.0%	NA
LHD^	Health Science	100.0%	100.0%	100.0%	24.0%	NA
MAD^^	Medical Adm Asst/Secretary	100.0%	100.0%	100.0%	90.0%	NA
MGD^^	Business Management	88.9%	93.8%	100.0%	66.7%	NA
MKD^^	Business Marketing	100.0%	100.0%	100.0%	16.7%	NA
NSD^^	Nutrition Sciences & Diet Tech	100.0%		77.8%	100.0%	NA
NSG^^	Nurse Education	84.6%	97.3%	88.1%	81.1%	NA
CODE	**PROGRAM**	**CLASS OF 2009**	**CLASS OF 2010**	**CLASS OF 2011**	**CLASS OF 2011**	**GOAL 2013**

OTA^^	Occupational Therapy Asst	92.9%	90.0%	100.0%	95.7%	NA
PAD^^	Paralegal Studies	88.9%	100.0%	81.8%	87.5%	NA
PTA^^	Physical Therapist Assistant	100.0%	100.0%	86.7%	100.0%	NA
RAD^^	Radiologic Technology	100.0%	100.0%	100.0%	100.0%	NA
RSP^^	Respiratory Therapy	100.0%	100.0%	100.0%	100.0%	NA
TGD^^	Tourism & Guest Services	100.0%	100.0%	57.1%	100.0%	NA
TTV^^^	Telecomm. Tech Nynex	100.0%	100.0%	100.0%	100.0%	NA
VET^^^	Veterinary Technology	100.0%	100.0%	88.9%	83.3%	NA
WDV	Web Development	100.0%	100.0%	100.0%	100.0%	NA

CERTIFICATE PROGRAM PLACEMENT RATES						
CODE	**PLACEMENT RATES**	**CLASS OF 2009**	**CLASS OF 2010**	**CLASS OF 2011**	**CLASS OF 2012**	**Goal 2013**
ACN	Accounting Cert	0%	0%	100%	60%	NA
ASC	Animal Care Specialist Cert	0%	100%	100%	100%	NA
BOC	Biotechnology Cert	50%	0%	100%	0%	NA
CAI	CAD Certificate	33%	100%	100%	66.7%	NA
CEC	Computer Applications Cert	0%	100%	100%	100%	NA
CKC	Computer Networking Cert	100%	100%	100%	0%	NA
CLC	Culinary Arts & Food Svc Cert	0%	75%	100%	100%	NA
CRC	Criminal Justice Cert	5.9%	100%	87.2%	50%	NA
DSC	Developmental Dis Caseworker Cert	60%	100%	83.3%	71.4%	NA
ERC	Energy Utility Tech Cert	69.2%	100%	100%	87.5%	NA
FSC	Fire Science Cert	25%	100%	71.4%	100%	NA
GER	Gerontology/Active Specialist Cert	0%	0%	100%	0%	NA
GDC	Digital Graphic Design Cert	0%	100%	33.3%	100%	NA
GER	Gerontology Cert	0%	100%	75%	60%	NA
ITC	Early Childhood Education Cert	0%	100%	100%	80%	NA
LEC	Law Enforcement Cert	0%	87.5%	75%	100%	NA
LOS	Legal Office Cert	0%	0%	100%	100%	NA
MAC	Medical Assisting Cert	100%	88.9%	100%	80%	NA
MHC	Mental Health Cert	0%	100%	75%	71.4%	NA
MNC	Adv. Mfg. Tech	0%	0%	0%	100%	NA
MOC	Medical Coding Cert	0%	60%	70%	100%	NA
MOS	Medical Office Support Cert	0%	66.7%	0%	100%	NA
OFC	Word Processing Cert	100%	100%	0%	100%	NA
PAD	Paralegal Cet	15.4%	88.9%	72.2%	70%	NA
CODE	**PROGRAM**	**CLASS OF 2009**	**CLASS OF 2010**	**CLASS OF 2011**	**CLASS OF 2012**	**GOAL 2013**

PAE	Teacher Aide Cert	25%	100%	87.5%	71.4%	NA
PNR	Practical Nursing Cet	31.6%	100%	90%	86.4%	NA
PYK	Youth Worker	0%	100%	100%	100%	NA
SAC	Substance Abuse Counseling	14.3%	100%	17.6%	71.4%	NA
SNC	Special Needs Cert	0%	0%	0%	100%	NA
SRG	Surgical Tech Cert	12.5%	100%	42.9%	85.7%	NA
WDV	Web Development	100%	100%	100%	100%	NA
WHA	Wellness & Healing Arts Cert	0%	100%	100%	100%	NA
ZCS	Cosmetology Clock Hour Cert	73.9	100%	100%	85.7%	NA

* List each short-term vocational training program separately. In the following columns indicate the annual weighted average completion rate for the most recent and two prior years. In the final two columns, list institutional goals for the next two years.

** List each short-term vocational training program separately. In the following columns indicate the annual weighted job placement rate for the most recent and two prior years. In the final two columns, list the institutional goals for the next two years.

Form S4. COMPLETION RATES FOR SHORT-TERM VOCATIONAL TRAINING PROGRAMS FOR WHICH STUDENTS ARE ELIGIBLE FOR FEDERAL FINANCIAL AID

**Note: completion rates for the certificate programs below were calculated by dividing the number of graduates from the FTFTDS Cohort within three years (IPEDS RATE) by the number of students originally enrolled in the program at their start date. IPEDS calculates the rate by race and gender, but not by program, because students may change majors during the course of their enrollment period and therefore rates may be unusual e.g., students may complete a program in which they were not originally enrolled.*

CODE	PROGRAM	FTFTDS07	FTFTDS08	FTFTDS09	FTFTDS10	FTFTDS11
CAI	Computer Aided Design/ Certificate (CAD)	0	100%	0	0	NA
CRC	Criminal Justice Certificate	350%	400%	0	100%	NA
ERC	Energy Utility Technology Cert	100%	150%	NA	77.8%	NA
LEC	Law Enforcement Certificate	100%	0	0	0	NA
MAC	Medical Assisting (Certificate)	233.3%	NA	NA	400%	NA
MHC	Mental Health Certificate	0	100%	NA	100%	NA
MOC	Medical Coding	100%	50%	0	20%	NA
MOS	Medical Office Support (Certificate)	0	5%0	0	0	NA
OFC	Office Support Certificate	0	NA	50%	25%	NA
PAD	Paralegal Certificate	300%	0	0	0	NA
PNR	Practical Nursing	50%	85.7%	0	33.3%	NA
SAC	Substance Abuse Cnsl (Certificate)	60%	NA	300%	33.3%	NA
SRG	Surgical Technology (Certificate)	50%	66.7%	NA	100%	NA
WDV	Web Development	100%	0	0	0	NA
ZCS	Cosmetology Certificate	116.7%	90%	400%	91.3%	NA

Note: "0" is provided where the calculation is not possible. NA is provided where there is no data. Because NSCC does not calculate completion rates by program, no goal is available.

OPTION E1: E1A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Have formal Learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify)	(3) 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)	(4) Who interprets the evidence? What is the process?	(5) How are the findings used? Note changes that have been made as a result of using the data/ evidence	(6) Date of most recent program review (for general education) and each program/ department
At the institutional Level:						
For <u>general education</u> if an undergraduate institution. The General Education Outcomes at NSCC are considered ISLOs – Institutional Student Learning Outcomes, herein called GenEd Outcomes The theme of NSCC's GenEd Outcomes is Critical Thinking. There are five major outcomes designed to reflect the importance of critical thinking, not as a single outcome but inherent in these five major outcomes and their 15 sub-outcomes.	Yes	College Catalog, College's Website 'About' and 'Academics' webpages, Interior Signage	*General Education Outcomes within a Course:* Faculty employ a multitude of assessment activities/assignments to determine that students have achieved the General Education outcomes as integrated into Course Outcomes. *General Education Outcomes within a Department or Program:* As part of the Department/Program Self-Study, assessment of student learning outcomes, in the aggregate, including general education outcomes as integrated into department or program outcomes are measured through an agreed upon prompt/ assessment measure/assignment across multiple sections of a particular course.	*General Education Outcomes within a Course*: This evidence is analyzed by individual faculty for his or her course and findings are often shared at department or program meetings. *General Education Outcomes within a Department or Program:* As part of the Department/Program Self-Study, the department or program faculty on the Assessment Team collect and analyze the evidence then share with department or program faculty for review and interpretation.	*General Education Outcomes within a Course*: Individual faculty use this information to revise their course and pedagogy. These findings are also often used to revise departmental or programmatic course/program requirements. *General Education Outcomes within a Department or Program:* As part of the Department/Program Self-Study, department and program faculty discuss the interpretation results and discuss/identify steps for improvement, if needed, to be included in the department or program's action plan. *General Education at the Institutional Level* On the institutional level, the Center for Teaching, Learning, and Assessment facilitates conversations with faculty and Academic Leadership to develop plans for improvement.	*General Education at the Institutional Level* Prior to 2013, GenEd Outcomes were assessed within the individual department or program reviews/self-studies

CATEGORY	(1) Have formal Learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify)	(3) 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)	(4) Who interprets the evidence? What is the process?	(5) How are the findings used? Note changes that have been made as a result of using the data/ evidence	(6) Date of most recent program review (for general education) and each program/ department
			General Education at the Institutional Level Student Artifacts	*General Education at the Institutional Level* Members of the GenEd Assessment Team collect and score artifacts, analyze and interpret the results, consider broad level improvements and, make recommendations to program and department faculty. The results are also presented to the College community, Academic and Senior Leadership and Trustees. The findings of the first institutional GenEd pilot assessment in 2013-2014 of written communication and critical thinking are discussed in the Reflective Essay. In addition to the assessment findings discussed in the Essay, lessons learned included: 1. The need to improve the sampling process. 2. The need to provide more professional development workshops to improve class assignments. 3. The need to introduce the VALUE rubrics to all faculty. 4. The need to come up with an agreed upon clear definition of critical thinking and also assignments to measure it.	The results of the institutional GenEd Assessment pilot in 2013-2014, including the qualitative study of student perceptions of their writing will be presented at one of the college-wide faculty/staff meetings and at division/department meetings in fall 2014. The results of both of these assessments are discussed in the Reflective Essay.	*General Education at the Institutional Level* Spring 2013 for the GenEd Assessment of Institutional Outcomes In 2013-2014, Written Communication and Critical Thinking were assessed. In 2014-2015, Written Communication skills and quantitate reasoning will be assessed. This assessment will follow the state pilot study sampling process because through NSCC's institutional assessment, the college will also be participating in the regional, state, and multi-state pilots of these GenEd assessment programs. Workshops on how to develop effective assignment prompts and how to use VALUE rubrics for grading will be offered to faculty in preparation for the 2014-2015 assessment.

At the department and program level – List each degree & certificate program and academic department:

Information herein is based on NSCC's Department and Program Review and Assessment Process and does not reflect learning outcomes that may exist on the department or program level through other processes or individual course learning outcomes, which are published on course syllabi and managed by faculty.

The NSCC Department and Program Review and Assessment Process has a four stage history: 1) Mission/Goals/Outcomes 1993-1998; 2) Department/Program Review Process 1999-2000 to 2001-2002; 3) Modified Program Review for Essex Agricultural and Technical Institute (EATI) programs – Spring 2000; 4) Department/Program Review and Assessment Process 2003 to present.

Please note: + = degree; * = certificate; (XXX) = NSCC's Program Code

Accounting (ACD) + Accounting, Business Administration Transfer, Management, and Marketing are in the same academic department and were all part of the same review. Example of changes, therefore, is the same.	Yes	Program Review Report	Assessment of student learning outcomes, in the aggregate, are measured through an agreed upon prompt/ assessment measure/assignment across multiple sections of a particular course.	Program faculty on the Assessment Team collect and analyze the evidence then share with department or program faculty for review and interpretation.	Program faculty discuss the interpretation results and discuss/identify steps for improvement, if needed, to be included in the department or program's action plan. Examples of changes: a) Advisory Board Membership updated and regularly scheduled annual meetings are held; b) Accounting course Sequence (ACC101 & 102) revised (p. 16 Phase 2A and Appendix-2 Report)	Program Review (Self-Study) 2004-2005 Assessment Process 2005-2006 2006-2007
Accounting (ACN) *	Yes	Curriculum Committee Records				
Advanced Manufacturing Technology (MNC) *	Yes	Curriculum Committee Records				

Animal Care Specialist (ASD) +	Yes	Program Review Report completed under a modified process when NSCC acquired EATI programs				Program Review Spring 2000
Animal Care Specialist (ASC) *	Yes	Program Review Report completed under a modified process when NSCC acquired EATI programs				Program Review Spring 2000
Aviation Management (AMD) +	Yes	Department Web Page				
Aviation Science Professional Pilot (AVD) + *See also E1B*	Yes	Department Web Page				Accreditation Review 2010
Behavioral Science Department	Yes	Department Review Report Department Web Page				Department Review 2004-2005

Biotechnology (BOD) +	Yes	Program Review Report	Program-identified evidence as stated in the Report			Program Review 2001-2002
Biotechnology (BOC) *	Yes					
Business Administration Transfer (BAT) +	Yes	Program Review Report	Assessment of student learning outcomes, in the aggregate, are measured through an agreed upon prompt/ assessment measure/assignment across multiple sections of a particular course.	Program faculty on the Assessment Team collect and analyze the evidence then share with department or program faculty for review and interpretation.	Program faculty discuss the interpretation results and discuss/identify steps for improvement, if needed, to be included in the department or program's action plan. Examples of changes: a) Advisory Board Membership updated and regularly scheduled annual meetings are held; b) Accounting course Sequence (ACC101 & 102) revised (p. 16 Phase 2A and Appendix-2 Report)	Program Review (Self-Study) 2004-2005 Assessment Process 2005-2006 2006-2007
Child & Adolescent Behavioral Health (BHC) *	Yes	Curriculum Committee Records				
Communication Skills Department	Yes	Department Review Report	Assessment of student learning outcomes, in the aggregate, are measured through an agreed upon prompt/ assessment measure/assignment across multiple sections of a particular course.	Department faculty on the Assessment Team collect and analyze the evidence then share with department or program faculty for review and interpretation.	Department faculty discuss the interpretation results and discuss/identify steps for improvement, if needed, to be included in the department or program's action plan.	Department Self-Study In Progress
Computer & Information Sciences Department	Yes	Mission/Goals/ Outcome Report				Mission/Goals/ Outcomes 1998

Computer Aided Design (CAI) *	Yes					
Computer Applications (CED) +	Yes Included in Computer & Information Sciences Dept					
Computer Applications (CEC)*	Yes Included in Computer & Information Sciences Dept					
Computer Information Systems (CIT) +	Yes Included in Computer & Information Sciences Dept					
Computer Networking (CKD) +	Yes					
Computer Networking (CKC) *	Yes					

Computer Programming (CPD) +	Yes Included in Computer & Information Sciences Dept					
Computer Science Transfer (CST) +	Yes Included in Computer & Information Sciences Dept					
Cosmetology (ZCS) *	Yes	Program Review Report completed under a modified process when NSCC acquired EATI programs				Program Review Spring 2000
Criminal Justice (CRD) +	Yes	Program Review Report	Assessment of student learning outcomes, in the aggregate, are measured through an agreed upon prompt/ assessment measure/assignment across multiple sections of a particular course.	Program faculty on the Assessment Team collect and analyze the evidence then share with department or program faculty for review and interpretation.	Program faculty discuss the interpretation results and discuss/identify steps for improvement, if needed, to be included in the department or program's action plan. Example of Change: Students must complete communication competence prior to enrollment in all CJ courses except the Introduction to Criminal Justice course	Program Review (Self-Study) 2004-2005 Assessment Process 2005-2006 2006-2007

Criminal Justice (CRC) *	Yes	Program Review Report	Assessment of student learning outcomes, in the aggregate, are measured through an agreed upon prompt/ assessment measure/assignment across multiple sections of a particular course.	Program faculty on the Assessment Team collect and analyze the evidence then share with department or program faculty for review and interpretation.	Program faculty discuss the interpretation results and discuss/identify steps for improvement, if needed, to be included in the department or program's action plan. Example of Change: Students must complete communication competence prior to enrollment in all CJ courses except the Introduction to Criminal Justice course	Program Review (Self-Study) 2004-2005 Assessment Process 2005-2006 2006-2007
Culinary Arts & Food Service (CLD) +	Yes	Program Review Report	Assessment of student learning outcomes, in the aggregate, are measured through an agreed upon prompt/ assessment measure/assignment across multiple sections of a particular course.	Program faculty on the Assessment Team collect and analyze the evidence then share with department or program faculty for review and interpretation.	Program faculty discuss the interpretation results and discuss/identify steps for improvement, if needed, to be included in the department or program's action plan. Example of Changes: a) Purchased new professional grade display case; b) Purchased color-coded cutting board to meet industry standards; c) Hired one additional full-time faculty member	Program Review (Self-Study) 2006-2007 Assessment Process 2007-2008 2008-2009
Culinary Arts & Food Service (CLC) *	Yes	Program Review Report	Assessment of student learning outcomes, in the aggregate, are measured through an agreed upon prompt/ assessment measure/assignment across multiple sections of a particular course.	Program faculty on the Assessment Team collect and analyze the evidence then share with department or program faculty for review and interpretation.	Program faculty discuss the interpretation results and discuss/identify steps for improvement, if needed, to be included in the department or program's action plan. Example of Changes: a) Purchased new professional grade display case; b) Purchased color-coded cutting board to meet industry standards; c) Hired one additional full-time faculty member	Program Review (Self-Study) 2006-2007 Assessment Process 2007-2008 2008-2009

Cultural Arts Department	Yes	Department Review Report	Assessment of student learning outcomes, in the aggregate, are measured through an agreed upon prompt/ assessment measure/assignment across multiple sections of a particular course.	Department faculty on the Assessment Team collect and analyze the evidence then share with department or program faculty for review and interpretation.	Department faculty discuss the interpretation results and discuss/identify steps for improvement, if needed, to be included in the department or program's action plan.	Department Self-Study In Progress
Developmental Disabilities (DDD) +	Yes	Mission/Goals/ Outcomes Report				Mission/Goals/ Outcomes 1998
Developmental Disabilities Direct Support (DSC) *	Yes	Mission/Goals/ Outcomes Report				Mission/Goals/ Outcomes 1998
Dietary Management (DMC) *	Yes	Curriculum Committee Records				
Drug and Alcohol Rehabilitation (DAD) +	Yes	Mission/Goals/ Outcomes Report				Mission/Goals/ Outcomes 1998
Early Care and Education Infant/Toddler Child Care (ITC) +	Yes					
Early Childhood Development (EDT) +	Yes	Mission/Goals/ Outcome Report				Mission/Goals/ Outcomes 1998

Early Childhood Education (ECD) + *See also E1B*	Yes	Program Review Report (Process modified to meet accrediting requirements)	Assessment of student learning outcomes, in the aggregate, are measured through an agreed upon prompt/ assessment measure/assignment across multiple sections of a particular course.	Program faculty on the Assessment Team collect and analyze the evidence then share with department or program faculty for review and interpretation.	Program faculty discuss the interpretation results and discuss/identify steps for improvement, if needed, to be included in the department or program's action plan.	Accreditation Review 2008 Program Self-Study In Progress
Elementary Education Transfer Program (EET) +	Yes					
Energy Utility Technology (ERD) +	Yes					
Energy Utility Technology (ERC) *	Yes					
Engineering Science Transfer (EST) +	Yes					
English Department	Yes	Department Review Report	Assessment of student learning outcomes, in the aggregate, are measured through an agreed upon prompt/ assessment measure/assignment across multiple sections of a particular course.	Department faculty on the Assessment Team collect and analyze the evidence then share with department or program faculty for review and interpretation.	Department faculty discuss the interpretation results and discuss/identify steps for improvement, if needed, to be included in the department or program's action plan. Example of Changes: Student Literary Magazine created and published, entitled *Spark*	Department Review (Self-Study) 2006-2007 Assessment Process 2007-2008

ESL Department	Yes	Department/ Program Review Report	Assessment of student learning outcomes, in the aggregate, are measured through an agreed upon prompt/ assessment measure/assignment across multiple sections of a particular course.	Department faculty on the Assessment Team collect and analyze the evidence then share with department or program faculty for review and interpretation.	Department faculty discuss the interpretation results and discuss/identify steps for improvement, if needed, to be included in the department or program's action plan. Example of Changes: a) Developed method for assessing computer literacy; b) Matched prior/existing learning outcomes to new outcomes	Department Review (Self-Study) 2004-2005 Assessment Process 2005-2006
English as a Second Language (ELL) *	Yes	Department /Program Review Report	Assessment of student learning outcomes, in the aggregate, are measured through an agreed upon prompt/ assessment measure/assignment across multiple sections of a particular course.	Department faculty on the Assessment Team collect and analyze the evidence then share with department or program faculty for review and interpretation.	Department faculty discuss the interpretation results and discuss/identify steps for improvement, if needed, to be included in the department or program's action plan. Example of Changes: a) Developed method for assessing computer literacy; b) Matched prior/existing learning outcomes to new outcomes	Program Review (Self-Study) 2004-2005 Assessment Process 2005-2006
Environmental Horticulture (HUD) + (previously Horticulture)	Yes	Program Review Report	Assessment of student learning outcomes, in the aggregate, are measured through an agreed upon prompt/ assessment measure/assignment across multiple sections of a particular course.	Program faculty on the Assessment Team collect and analyze the evidence then share with department or program faculty for review and interpretation.	Program faculty discuss the interpretation results and discuss/identify steps for improvement, if needed, to be included in the department or program's action plan. Example of Change: Floriculture Program integrated into Horticulture Program	Program Review (Self-Study) 2004-2005 Assessment Process 2005-2006 2006-2007

Environmental Studies (EVT) +	Yes	Curriculum Committee Records				
Executive Administrative Assistant (EAD) + Executive Administration Asst, Legal Administrative Asst, Medical Administrative Asst are in the same academic department and were all part of the same review. Example of changes, therefore, all the same.	Yes	Program Review Report	Assessment of student learning outcomes, in the aggregate, are measured through an agreed upon prompt/ assessment measure/assignment across multiple sections of a particular course.	Program faculty on the Assessment Team collect and analyze the evidence then share with department or program faculty for review and interpretation.	Program faculty discuss the interpretation results and discuss/identify steps for improvement, if needed, to be included in the department or program's action plan. Example of Changes: Developed and offered, beginning in Spring 2007, OFT150 – Interpersonal Skills in the Workplace	Program Review (Self-Study) 2005-2006 Assessment Process 2006-2007
Financial Services (FNC) *	Yes	Curriculum Committee Records				
Fire Protection and Safety Technology (FPD) +	Yes	Mission/Goals/ Outcomes Report				Mission/Goals/ Outcomes 1998
Food Science & Safety (FSD) +	Yes	Program Review Report completed under a modified process when NSCC acquired EATI programs				Program Review Spring 2000

Gerontology (GER) * Gerontology, Mental Health, and Human Services Practitioner were part of the same review. Example of changes, therefore, is the same.	Yes	Program Review Report	Assessment of student learning outcomes, in the aggregate, are measured through an agreed upon prompt/ assessment measure/assignment across multiple sections of a particular course.	Program faculty on the Assessment Team collect and analyze the evidence then share with department or program faculty for review and interpretation.	Program faculty discuss the interpretation results and discuss/identify steps for improvement, if needed, to be included in the department or program's action plan. Example of Changes: a) New program coordinator hired; b) Courses revised; c) Certificate revised to lead into Human Service Practitioner	Program Review (Self-Study) 2007-2008
Graphic Design – Integrated Media (IMD) +	Yes	Curriculum Committee Records				
Graphic Design – Print (GDD) + (previously Digital Graphic Design)	Yes	Program Review Report	Assessment of student learning outcomes, in the aggregate, are measured through an agreed upon prompt/ assessment measure/assignment across multiple sections of a particular course.	Program faculty on the Assessment Team collect and analyze the evidence then share with department or program faculty for review and interpretation.	Program faculty discuss the interpretation results and discuss/identify steps for improvement, if needed, to be included in the department or program's action plan. Example of Changes: a) Updated Website; b) Adjust course content, reduce redundancy	Program Review (Self-Study) 2005-2006 Assessment Process 2006-2007

Graphic Design (GDC) * (previously Digital Graphic Design Certificate)	Yes	Program Review Report	Assessment of student learning outcomes, in the aggregate, are measured through an agreed upon prompt/ assessment measure/assignment across multiple sections of a particular course.	Program faculty on the Assessment Team collect and analyze the evidence then share with department or program faculty for review and interpretation.	Program faculty discuss the interpretation results and discuss/identify steps for improvement, if needed, to be included in the department or program's action plan. Example of Changes: a) Updated Website; b) Adjust course content, reduce redundancy	Program Review (Self-Study) 2005-2006 Assessment Process 2006-2007
Health Care Technician (HCC) * (previously Multi-Skilled Health Care Technician)	Yes					
Health Science (LHD) +	Yes					
History/ Government/ Economics Department	Yes	History Discipline Review Report	Assessment of student learning outcomes, in the aggregate, are measured through an agreed upon prompt/ assessment measure/assignment across multiple sections of a particular course.	Program faculty on the Assessment Team collect and analyze the evidence then share with department or program faculty for review and interpretation.	Program faculty discuss the interpretation results and discuss/identify steps for improvement, if needed, to be included in the department or program's action plan. Example of Changes: Changed the Western Civilization sequence changed to World History 1 & 2. New course descriptions were developed for World History 1 and 2.	History Discipline Self-Study 20012-2013

Honors Program Honors Department	Yes	Department Review Report	Assessment of student learning outcomes, in the aggregate, are measured through an agreed upon prompt/ assessment measure/assignment across multiple sections of a particular course.	Department faculty on the Assessment Team collect and analyze the evidence then share with department or program faculty for review and interpretation.	Department faculty discuss the interpretation results and discuss/identify steps for improvement, if needed, to be included in the department or program's action plan. Example of Change to Makes: Develop honors component guidelines for student/faculty project design and assessment in courses selected to fulfill honors requirements; Develop two honors core requirements courses -- CMP101 Honors and CMP104 Honors	Department Review (Self-Study) 2008-2009
Hospitality and Tourism (TGD) + (previously Hotel Management and Travel, Tourism & Hospitality)	Yes	Program Review Report	Assessment of student learning outcomes, in the aggregate, are measured through an agreed upon prompt/ assessment measure/assignment across multiple sections of a particular course.	Program faculty on the Assessment Team collect and analyze the evidence then share with department or program faculty for review and interpretation.	Program faculty discuss the interpretation results and discuss/identify steps for improvement, if needed, to be included in the department or program's action plan. Example of Change to Make: a) Develop rubrics of program outcomes for students; b) Revise program requirements	Program Review (Self-Study) 2008-2009

Human Services Practitioner (HSD) +	Yes	Program Review Report	Assessment of student learning outcomes, in the aggregate, are measured through an agreed upon prompt/ assessment measure/assignment across multiple sections of a particular course.	Program faculty on the Assessment Team collect and analyze the evidence then share with department or program faculty for review and interpretation.	Program faculty discuss the interpretation results and discuss/identify steps for improvement, if needed, to be included in the department or program's action plan. Example of Changes: a) Gerontology/Social Welfare Assoc Degree program revised to become Human Services Practitioner Program; b) Mental Health Assoc Degree Program integrated into Human Services Practitioner; c) New program coordinator hired	Program Review (Self-Study) 2007-2008
Interdisciplinary Studies Dept.	Yes					
Interdisciplinary Studies (IDT) +	Yes					
Law Enforcement (LEC) *	Yes					
Legal Administrative Assistant (LAD) +	Yes	Program Review Report	Assessment of student learning outcomes, in the aggregate, are measured through an agreed upon prompt/ assessment measure/assignment across multiple sections of a particular course.	Program faculty on the Assessment Team collect and analyze the evidence then share with department or program faculty for review and interpretation.	Program faculty discuss the interpretation results and discuss/identify steps for improvement, if needed, to be included in the department or program's action plan. Example of Changes: Developed and offered, beginning in Spring 2007, OFT150 – Interpersonal Skills in the Workplace	Program Review (Self-Study) 2005-2006 Assessment Process 2006-2007

Legal Office Support (LOS) *	Yes					
Liberal Arts (LAT) +	Yes					
Management (MGD) +	Yes	Program Review Report	Assessment of student learning outcomes, in the aggregate, are measured through an agreed upon prompt/ assessment measure/assignment across multiple sections of a particular course.	Program faculty on the Assessment Team collect and analyze the evidence then share with department or program faculty for review and interpretation.	Program faculty discuss the interpretation results and discuss/identify steps for improvement, if needed, to be included in the department or program's action plan. Examples of changes: a) Advisory Board Membership updated and regularly scheduled annual meetings are held; b) Accounting course Sequence (ACC101 & 102) revised	Program Review (Self-Study) 2004-2005 Assessment Process 2005-2006 2006-2007
Marketing (MKD) +	Yes	Program Review Report	Assessment of student learning outcomes, in the aggregate, are measured through an agreed upon prompt/ assessment measure/assignment across multiple sections of a particular course.	Program faculty on the Assessment Team collect and analyze the evidence then share with department or program faculty for review and interpretation.	Program faculty discuss the interpretation results and discuss/identify steps for improvement, if needed, to be included in the department or program's action plan. Examples of changes: a) Advisory Board Membership updated and regularly scheduled annual meetings are held; b) Accounting course Sequence (ACC101 & 102) revised	Program Review (Self-Study) 2004-2005 Assessment Process 2005-2006 2006-2007

Math Department	Yes	Department Review Report	Assessment of student learning outcomes, in the aggregate, are measured through an agreed upon prompt/ assessment measure/assignment across multiple sections of a particular course.	Department faculty on the Assessment Team collect and analyze the evidence then share with department or program faculty for review and interpretation.	Department faculty discuss the interpretation results and discuss/identify steps for improvement, if needed, to be included in the department or program's action plan. Example of Changes: Created Website to enhance communication among full and adjunct instructors concerning departmental outcomes, departmental policies, and so forth; Examples of Changes to Make: Revise curriculum in pre-requisite math courses to increase student experience in problem solving; Increase communications with programs of study faculty regarding mathematical preparation of students and with support departments to enhance student learning	Department Review (Self-Study) 2006-2007 Assessment Process 2007-2008 2008-2009
Medical Administrative Assistant (MAD) +	Yes	Program Review Report	Assessment of student learning outcomes, in the aggregate, are measured through an agreed upon prompt/ assessment measure/assignment across multiple sections of a particular course.	Program faculty on the Assessment Team collect and analyze the evidence then share with department or program faculty for review and interpretation.	Program faculty discuss the interpretation results and discuss/identify steps for improvement, if needed, to be included in the department or program's action plan. Example of Changes: Developed and offered, beginning in Spring 2007, OFT150 – Interpersonal Skills in the Workplace	Program Review (Self-Study) 2005-2006 Assessment Process 2006-2007

Medical Assisting (MAC) * *See E1B*	Yes					Self-Study in conjunction with Accreditation Review 2011-2013
Medical Coding (MOC) *	Yes	Program Review Report	Assessment of student learning outcomes, in the aggregate, are measured through an agreed upon prompt/ assessment measure/assignment across multiple sections of a particular course.	Program faculty on the Assessment Team collect and analyze the evidence then share with department or program faculty for review and interpretation.	Program faculty discuss the interpretation results and discuss/identify steps for improvement, if needed, to be included in the department or program's action plan. Example of Changes: Select course pre-requisites	Program Review (Self-Study) 2008-2009
Medical Office Support (MOS) *	Yes	Mission/Goals/ Outcome Report				Mission/Goals/ Outcomes 1998
Mental Health (MHC)*	Yes	Program Review Report	Assessment of student learning outcomes, in the aggregate, are measured through an agreed upon prompt/ assessment measure/assignment across multiple sections of a particular course.	Program faculty on the Assessment Team collect and analyze the evidence then share with department or program faculty for review and interpretation.	Program faculty discuss the interpretation results and discuss/identify steps for improvement, if needed, to be included in the department or program's action plan. Example of Changes: a) New program coordinator hired; b) Courses revised; c) Certificate revised to lead into Human Service Practitioner	Program Review (Self-Study) 2007-2008
Natural Sciences Department	Yes	Mission/Goals/ Outcome Report				Mission/Goals/ Outcomes 1998

NSCC RN to Salem State University BSN (NSB) +	Yes	Curriculum Committee Records				
Nurse Education (NSG) + *See also E1B*	Yes	Comprehensive Curriculum Self-Study Report Course Syllabi	Assessment of student learning outcomes, in the aggregate, are measured through an agreed upon prompt/ assessment measure/assignment across multiple sections of a particular course.	Program faculty on the Assessment Team collect and analyze the evidence then share with department or program faculty for review and interpretation.	Program faculty discuss the interpretation results and discuss/identify steps for improvement, if needed, to be included in the department or program's action plan. Example of Change Made: Nursing Curriculum fully revised to meet current focus in Nursing	Accreditation Review 2008 Comprehensive Curriculum Self-Study 2011-2013
Nutritional Science & Diet Technology (NSD) +	Yes	Program Review Report	Assessment of student learning outcomes, in the aggregate, are measured through an agreed upon prompt/ assessment measure/assignment across multiple sections of a particular course.	Program faculty on the Assessment Team collect and analyze the evidence then share with department or program faculty for review and interpretation.	Program faculty discuss the interpretation results and discuss/identify steps for improvement, if needed, to be included in the department or program's action plan. Example of Changes to Make: a) Explore developing a consortium with UNH; b) Increase the number of program electives	Program Review (Self-Study) 2007-2008 Assessment Process 2008-2009
Occupational Therapy Assistant (OTA) + *See E1B*	Yes					Program Self-Study in conjunction with Accreditation Review 2011-2013
Office Support (OFC) *	Yes	Mission/Goals/ Outcome Report				Mission/Goals/ Outcomes 1998

Paralegal (PAD) + *See E1B*	Yes					Accreditation Review 2013
Paralegal (PAC) * *See E1B*	Yes					Accreditation Review 2013
Physical Therapist Assistant (PTA) + *See also E1B*	Yes	Program Review Report Department Web Page	Assessment of student learning outcomes, in the aggregate, are measured through an agreed upon prompt/ assessment measure/assignment across multiple sections of a particular course.	Program faculty on the Assessment Team collect and analyze the evidence then share with department or program faculty for review and interpretation.	Program faculty discuss the interpretation results and discuss/identify steps for improvement, if needed, to be included in the department or program's action plan.	Program Self-Study In Progress
Practical Nursing (PNR) *	Yes					Program Self-Study in conjunction with Accreditation Review 2011-2013
Pre-Engineering (PET) +	Yes					
Radiologic Technology (RAD) + *See Also E1B*	Yes					Accreditation Review 2009
Respiratory Care (RSP) + *See also E1B*	Yes					Accreditation Review 2009

Small Business Management Entrepreneurship (SBC) *	Yes	Curriculum Committee Records				
Substance Abuse Counseling (SAC) * (previously Drug and Alcohol)	Yes	Mission/Goals/ Outcome Report				Mission/Goals/ Outcomes 1998
Surgical Technology (SRG)* *See also E1B*	Yes					Accreditation Review 2009
Veterinary Technology (VET) + *See also E1B*	Yes					Accreditation Review 2012
Web Development (WDV) *	Yes	Mission/Goals/ Outcome Report				Mission/Goals/ Outcomes 1998
Wellness & Healing Arts (WHA) *	Yes					
Youth Worker (PYK) *	Yes					

Transitional Programs and Academic Support Departments						
Challenges, Choices, and Change	Yes	Program Review Report	Assessment of student learning outcomes, in the aggregate, are measured through an agreed upon prompt/ assessment measure/assignment across multiple sections of a particular course.	Program faculty on the Assessment Team collect and analyze the evidence then share with department or program faculty for review and interpretation.	Program faculty discuss the interpretation results and discuss/identify steps for improvement, if needed, to be included in the department or program's action plan. Example of changes to Make: Establish Advisory Board	Program Review (Self-Study) 2005-2006 Assessment Process 2006-2007
Women in Transition	Yes	Program Review Report	Assessment of student learning outcomes, in the aggregate, are measured through an agreed upon prompt/ assessment measure/assignment across multiple sections of a particular course.	Program faculty on the Assessment Team collect and analyze the evidence then share with department or program faculty for review and interpretation.	Program faculty discuss the interpretation results and discuss/identify steps for improvement, if needed, to be included in the department or program's action plan. Example of changes: Developed a math intervention Offered three options of math instruction/intervention to support student learning	Program Review (Self-Study) 2005-2006 Assessment Process 2006-2007 2008-2009
Center for Alternative Studies	Yes		Assessment of independent learning policies and procedures as a foundation for assessing student success.	Department staff with input from faculty.	Department staff discuss and interpret the results and identify steps for improvement in conjunction with faculty. Examples of changes: Procedures were revised to include a clear timeline, clearer definition of faculty and student roles/responsibilities, and exit survey of students.	Assessment process 2012-2013
Center for Teaching, Learning and Assessment	Yes					

Library	Yes	Department Review Report	Assessment of student learning outcomes, in the aggregate, are measured through an agreed upon prompt/ assessment measure/assignment across multiple sections of a particular course.	Department staff/ faculty on the Assessment Team collect and analyze the evidence then share with department or program faculty for review and interpretation.	Department staff/ faculty discuss the interpretation results and discuss/identify steps for improvement, if needed, to be included in the department or program's action plan. Example of changes: Developed and offered, beginning in Fall 2009, LSC101 – Research Methods	Program Review (Self-Study) 2007-2008 Assessment Process 2008-2009
Service Learning Program	Yes	Self-Study report Service-Learning Webpage	Surveys Focus groups Interviews	Self-study team with faculty and staff members	Action plans include: Institutional commitment Flexibility for both students and faculty to get involved. Recognition of student and faculty efforts Publicize the program	Program Self-Study 2011-2012
Student Support Services	Yes	Self-study • Mental Health Counseling • Transfer • Advising	Surveys Focus groups Institutional research data Department records	Program staff members and Advisory Board	Example of changes: Make changes in how students are assigned to advisors Make changes in mental health counseling schedules	Program Self-Study 2012- ongoing

OPTION E1: E1B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

Please note: + = degree; * = certificate; (XXX) = NSCC's Program Code

(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) Summary ("bullet points") of 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.)*	(5) Date and nature of next scheduled review.
Aviation Science Professional Pilot (AVD) + Accredited by the Aviation Accreditation Board International (AABI)	2010 Reaccreditation	In 2010, the Board identified the following: • Program objectives must be written in accordance with AABI 201, Criterion 3.2. • Employ a qualified flight standards pilot, who has no business or employment relationship to the independent contractor giving flight instruction, to conduct periodic flight standards evaluations. • Designate an appropriate qualified regular full-time faculty member to provide responsible oversight of the flight contractor.	Single Engine Commercial Pilot Certification Pass Rates	A decision to withdraw AABI ***Application for Candidate Status*** was made in March 2013 and AABI accreditation status has lapsed. This accreditation is optional and students are not at a disadvantage when graduating from a program without AABI accreditation. It is not considered an essential certification in the industry.
Early Childhood Education (ECD) + Accredited by the National Association for the Education of Young Children	2009 Earned Associate Degree Accreditation With No Conditions	No concerns cited.	Accreditation Standards Performance according to Rubrics for each Standard	2016 Site visit Self–Study due 2014

Medical Assisting (MAC) * Accredited by the Commission on Accreditation of Allied Health Education Programs	August 5, 2014 Program placed on probation effective July 31, 2014	• Core Curriculum objectives need to be specifically listed on each syllabus as taught and measured. • Although the College submitted revised syllabi and CAAHEP recognized that the syllabi reflect the addition of the objectives, the citations cannot be resolved until documentation can be provided to assure that the content has been taught and achievement has been measure. This cannot be submitted until the next cohort of students completes their program in Spring 2015.	Accredited National Exam Pass Rates	June 1, 2015 Progress report addressing the cited concerns
Nurse Education (NSG) + Accredited by the National League for Nursing Accrediting Commission Full name of the agency for Nurse Education is Accreditation is Accreditation Commission for Education in Nursing (ACEN). ACEN grants the accreditation upon the written recommendations of the Site visit team to the Evaluation Review Panel. The Evaluation Review Panel makes a recommendation to the ACEN Board of Commissioners.	Last Accreditation visit was with the NLNAC **now the ACEN** in the Fall of 2008. We were granted a full 8 years March 14, 2014 Continued Full Approval status	• Review and refine nurse administrator's workload and position description to ensure sufficient time is available to fulfill role responsibilities • Faculty – review support of and attention to faculty scholarship with regard to new advances in discovery and integration of knowledge; facilitate the timely completion of graduate study for those faculty who do not currently hold a minimum of a master's degree with a major in nursing. • Resources -- Review the level of clerical support for the program to meet the needs of students, faculty, administrator. Ensure sufficient resources to support faculty salaries. Ensure adequate space to meet needs of faculty, students, and the program. • Integrity: Ensure all public documents are current, clear, accurate, and consistent including program requirements. • Educational Effectiveness: Refine the SEP to clarify and enhance data analysis and actions for program improvements. Evaluate ways to increase return rates for program satisfaction surveys by employers and graduates.	Licensure Pass Rates	Fall 2016 Yearly review required.

Occupational Therapy Assistant (OTA) + Accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association, Inc. (AOTA)	April 5-6, 2014 Reaffirmed Accreditation	Annual Report accepted with no further information requested regarding this report.	National Certification Exam Pass Rates	2016-2022 5 –year Interim Report April 2016 10-year reaccreditation with on-site visit AY2021/2022
Paralegal (PAD) + Approved by the American Bar Association	November 1, 2013 Reaffirmed Accreditation for Paralegal Education Programs February 12, 1014 Reapproval adopted officially at ABA Midyear meeting	No compliance issues were cited. Suggestions made: • Continued institutional support for professional development, including coordinator's attendance at AAfPE conferences • Continued recording of Advisory Board minutes • Written summaries of assessment finding at regular intervals • Written assessment plan for evaluation, review, and improvement of the program • Continued review of process for ensuring that majority of legal specialty courses are taught in the classroom • Online courses should take full advantage of features offered by platform • Institutional support for clerical technical and supporting services	Employment rates, student satisfaction, graduate satisfaction, and legal community needs.	2016 Three year interim report 2020 Comprehensive Evaluation, including on-site Evaluation Report due May 15, 2019
Physical Therapist Assistant (PTA) + Accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE)	November 12-17, 2010 Reaffirmed Accreditation	Consultative comment: • Recommend that assessment process include measurable goals, triggers for action, data collection, and parties responsible for evaluating the utility and efficacy of administrative and technical support allocated to the program.	National Licensing Exam Pass Rates Graduation rate Employment rate	2018 Comprehensive Evaluation including On-Site Review

Practical Nursing (PNR) * Approved by: The Massachusetts Board of Registration in Nursing And A candidate for initial accreditation by the **Accreditation Commission for Education in Nursing** (ACEN) formerly the National League for Nursing Accrediting Commission, Inc. (NLNAC).	March 14, 1014 Continued Accreditation	Full approval status; no concerns cited.	Accredited National Exam Pass Rates	Annual Report required
Radiologic Technology (RAD) + Accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT)	January 22, 2014 Reduction of Accreditation to Six Years	Four concerns: • Assure that medical imaging procedures are performed under the direct supervision of a qualified radiographer until a student achieves competency. • Assure that medical imaging procedures are performed under the indirect supervision of a qualified radiographer after a student achieves competency improvement. • Assure that students are directly supervised by a qualified radiographer when repeating unsatisfactory images. • Analyze and share student learning outcome data and program effectiveness data to foster continuous program improvement.	National Registry Exam Pass Rates	2015 Comprehensive Evaluation including on-site review based on the 2014 Standards for an Accredited Educational Program in Radiography

Respiratory Care (RSP) + Accredited by the Commission Accreditation of Respiratory Care (CoARC) Commission on Accreditation of Allied Health Education Programs (CAAHEP) CoARC has since seceded from CAAHEP, so we are accredited by CoARC only.	November 30, 2011 Continuing Accreditation	In 2010 CoARC requested a progress report on assessing national credentialing examination; program retention and attrition; graduate satisfaction with program; employer satisfaction with program; job placement. Report was accepted.	National Licensing Exam Pass Rates	2015 Comprehensive Evaluation including on-site review
Surgical Technology (SRG) * Accredited by the Commission on Accreditation for Allied Health Education Programs (CAAHEP) through the Accreditation Review Committee on Education in Surgical Technology (ARC-EST) ARC/EST is now ARC-STSA (Surgical Technology and Surgical Assisting)	May 24, 2010 Continued Accreditation Progress reports 2010 and 2012 accepted.	• Program must regularly assess its goals and learning domains; Program Advisory committee must meet annually to review and assist program. • Faculty must have credential in field of surgical technology accredited by NCCA	Voluntary Certification Exam Employment Rates National Certification is now required for employment in Mass. 100% Participation required 70% Pass required	2020 Comprehensive Evaluation including on-site review

Veterinary Technology (VET) + Accredited by the American Veterinary Medical Association (AVMA)	April 29, 2013 Continued Full Accreditation	Critical Recommendations: • All facilities used in Program instruction be compliant with OSHA regulations. • Controlled substance logs be compliant with DEA regulations. • Materials used for demonstration purposes be appropriately identified and stored. • The Program have an appropriately functioning institutional animal care and use committee (IACUC) and protocols contain all information required by AWA guidelines. • Documentation exist that all students have completed all required skills and that those skills have been assessed by Program personnel. (in progress) Major Recommendations: • The Institutional Animal Care and Use Committee (IACUC) approve and publicize the method for investigation requests regarding animal care and use; a.k.a. whistle-blower policy. (completed) • Radiographs be appropriately labeled and collimated. (completed)	Voluntary National Certification Exam National Exam pass rates	2017 Comprehensive Evaluation including on-site review Annual Reports expected to address recommendations

* record results of key performance indicators in form S3.

Document updated August 5, 2014