NORTH SHORE
COMMUNITY COLLEGE

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NECHE
New England Commission
of Higher Education

Self-Study Report
October 27–30, 2019

Submitted to the New England Commission of Higher Education

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INSTITUTIONAL CHARACTERISTICS FORM

Institutional Characteristics Form   Revised September 2009

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

Date   May, 2019

1. Corporate name of institution: __North Shore Community College__

2. Date institution was chartered or authorized: __ February, 1965__

3. Date institution enrolled first students in degree programs: ____Fall, 1965__

4. Date institution awarded first degrees: ___June, 1967_____

5. Type of control:

    Public   Private

    ☒ State   ☐ Independent, not-for-profit

    ☐ City   ☐ Religious Group

    ☐ Other   (Name of Church) _____

    (Specify) _____   ☐ Proprietary

                                              ☐ Other: (Specify) _____

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

    __Massachusetts General Laws, Chapter 15A, Massachusetts Department of Higher Education__

    __Degrees offered: A.A; A.S.; A.A.S.__

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

☒ Less than one year of work   ☐ First professional degree

☒ At least one but less than two years   ☐ Master's and/or work beyond the first professional degree

☐ Diploma or certificate programs of at least two but less than four years   ☐ Work beyond the master's level but not at the doctoral level (e.g., Specialist in Education)

☒ Associate degree granting program of at least two years   ☐ A doctor of philosophy or equivalent degree

☐ Four- or five-year baccalaureate program   ☐ Other doctoral programs degree granting

                                                          ☐ Other (Specify)

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

☒ Occupational training at the crafts/clerical level (certificate or diploma)   ☒ Liberal arts and general

☒ Occupational training at the technical or semi-professional level (degree)   ☒ Teacher preparatory

☒ Two-year programs designed for full transfer to a baccalaureate degree   ☐ Professional

                                                          ☐ Other_____

9.   The calendar system at the institution is:

      ☒   Semester   ☐   Quarter   ☐   Trimester   ☐   Other _____

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

      a)   Undergraduate   _____12____ credit hours

      b)   Graduate   _____ credit hours

      c)   Professional   _____ credit hours

11.   Student population:

      a)   Degree-seeking students:

	Undergraduate	Graduate	Total
Full-time student headcount	1,996	N/A	1,996
Part-time student headcount	3,767	N/A	3,767
FTE	384	N/A	384

      b)   Number of students (headcount) in non-credit, short-term courses: 2347

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

Program	Agency	Accredited since	Last Reviewed	Next Review
Dietary Management Certificate	Association of Nutrition and Food Service Professionals (ANFP)	2017	2017	2022
Early Childhood Education	National Association for the Education of Young Children	2015	2015	2022
Medical Assisting	Commission on Accreditation of Allied Health Education Programs upon the recommendation of the Medical Assisting Education Review Board (MAERB)	2013	2013	2021
Nurse Education	Accreditation Commission for Education in Nursing (ACEN)	2017	2017	2024
Occupational Therapy Assistant Program	Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA)	1972	2012	2021-22
Paralegal	American Bar Association	1992	2013	2020
Physical Therapy Assistant	Commission on Accreditation in Physical Therapy Education (CAPTE)	2008	2018	2028
Practical Nursing	Massachusetts Board of Registration in Nursing	2012	2012	2022
Physical Therapy Assistant	Accreditation Commission for Education in Nursing (ACEN)	2014	2019	2024
Radiologic Technology	Joint Review Committee on Education in Radiologic Technology (JRCERT)	2016	2019 Interim Report	2023
Respiratory Care	Commission on Accreditation of Respiratory Care (CARE)	2015	2015	2025
Surgical Technology	CAAHEP upon recommendation by the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC/STSA)	2000	2009	Onsight review once within 10 years
Veterinary Technology	American Veterinary Medical Association (AVMA)	2007	2017	2023

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

	Full degree	50%-99%	FTE
A. In-state Locations			
North Shore Business Center, Middleton, MA	Cosmetology Certificate	100%	22
	Culinary Arts AAS	100%	29
	Culinary Arts Certificate	100%	5
B. Out-of-state Locations			
N/A			

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

Name of program(s)	Location	Headcount
N/A		

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

Name of program	Degree level	% on-line	FTE
Business Administration Transfer	Associate	100%	522
Computer Applications	Associate	100%	19
Computer Networking	Certificate	100%	6
Fire Protection and Safety Technology	Associate	100%	111
Liberal Arts Transfer	Associate	100%	1155
Accounting	Certificate	100%	9
Accounting	Associate	95%	85
Criminal Justice	Associate	95%	295
Computer Programming	Associate	95%	64
Management	Associate	90%	67
Marketing	Associate	90%	27
Computer-Aided Design	Certificate	85%	5
Computer Information Systems	Associate	85%	50
Computer Networking	Associate	75%	41
Elementary Education Transfer	Associate	75%	46
Health Science	Associate	75%	663
Paralegal	Associate	65%	44
Legal Administrative Assistant	Associate	60%	1
Executive Administrative Assistant	Associate	55%	9
Pre-Engineering	Associate	50%	125

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

Name of contractor	Location	Name of program	Degree or certificate	# of credits
N/A				

17. List by name and title the chief administrative officers of the institution. (Use the table on the following page.)

CHIEF INSTITUTIONAL OFFICERS
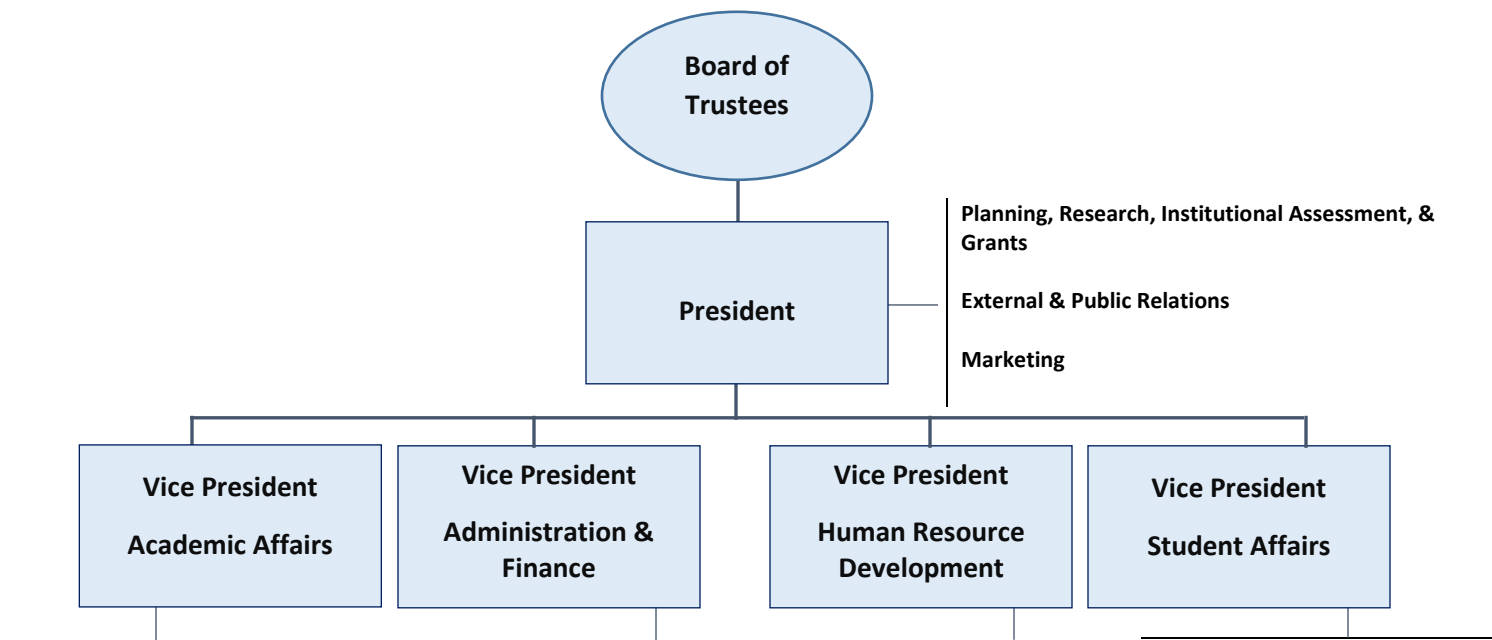
Function or Office	Name	Exact Title	Year of Appointment
Chair Board of Trustees	Dr. J.D. LaRock	Chair, Board of Trustees	2015
President/CEO	Dr. Patricia Gentile	President	2013
Executive Vice President	N/A		
Chief Academic Officer	Dr. Karen Hynick	Vice President, Academic Affairs	2014
Deans of Schools and Colleges	VACANT 5/2019	Dean, Career & Technical Education and Business	
	Andrea DeFusco-Sullivan	Dean, Liberal Studies	2016
	Lori Vinci	Dean, Health Professions and Human Services	2019
	Dr. Laura Rubin	Dean, STEM and Education	2013
	Dr. Diane Palter Gill	Dean, Corporate & Professional Education	2001
Chief Financial Officer	Janice Forsstrom	Vice President, Administration and Finance	2003
Chief Student Services Officer	VACANT 6/2019	Vice President, Student Affairs	
Planning Institutional Research Institutional Assessment	Laurie LaChapelle	Assistant Vice President, Planning, Research, Institutional Assessment, and Grants	2015
Academic Assessment	Dr. Karen Hynick	Vice President, Academic Affairs	2014
Development	Linda Brantley	Executive Director, External & Public Relations	2016
Library	Rex Krajewski	Director, Library & Learning Resource Services	2016

Chief Information Officer	Gary Ham	Chief Information Officer	1998
Continuing Education	N/A		
Grants/Research	Joanne Sullivan	Director, Grants Development and Management	2016
Admissions	Kimberly Odusami	Executive Director, Admissions and Recruitment/Outreach	2015
Registrar	Marion Potoczak	Registrar	2014
Financial Aid	Dr. Susan Sullivan	Executive Director, Financial Aid	2017
Public Relations	Linda Brantley	Executive Director, External & Public Relations	2016
Alumni Association	Nicole Marcotte	Director of Development	2016
Other			

18.   Supply a table of organization for the institution. While the organization of any institution will depend on its purpose, size and scope of operation, institutional organization usually includes four areas. Although every institution may not have a major administrative division for these areas, the following outline may be helpful in charting and describing the overall administrative organization:

a) Organization of academic affairs, showing a line of responsibility to president for each department, school division, library, admissions office, and other units assigned to this area;

b) Organization of student affairs, including health services, student government, intercollegiate activities, and other units assigned to this area;

c) Organization of finances and business management, including plant operations and maintenance, non-academic personnel administration, IT, auxiliary enterprises, and other units assigned to this area;

d)   Organization of institutional advancement, including fund development, public relations, alumni office and other units assigned to this area

Board of Trustees

President

- Planning, Research, Institutional Assessment, & Grants
- External & Public Relations
- Marketing

Vice President Academic Affairs

Vice President Administration & Finance

Vice President Human Resource Development

Vice President Student Affairs

Academic Divisions
- Liberal Studies
- STEM & Education
- Career and Technical Education & Business
- Health Professions & Human Services

Workforce Education & Corporate Training
- Non-credit programs

Academic & Faculty Support
- Center for Teaching, Learning & Innovation
- Library & Learning Resources
- Tutoring
- Instructional Media Services

Center for Alternative Studies & Educational Testing
- Prior Learning Assessment

Strategic Partnerships
- CommUniverCity at Lynn
- Early College

- TRIO
  - Upward Bound
  - Educatioal Talent Search
  - Educational Opportunity Center

Honors Program

Budget & Grants Management
- Fiscal Affairs

Finance Systems

Student Financial Services & Compliance
- Financial Aid
- Student Accounts

Facilities Management
- Auxilliary Services
- Campus Police

Information Systems

Human Resources & Payroll
- Affirmative Action
- Title IX

Dean of Students
- Accessibility Services
- Student Health Services
- Student Engagement

Admission & Recruitment/Outreach

Enrollment Services
- Student Support/TRIO
- Student Support & Advising
- Veterans Services
- Registrar

Figure A: North Shore Community College High-level Organization Chart
A detailed version is available in the workroom

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

- 1964: Dr. Harold Shively is appointed as the first president of NSCC on November 14
- 1965: North Shore Community College founded with 474 students in Beverly, Massachusetts
- 1967: The College awarded its first degrees.
- 1969: NSCC is accredited by the New England Associate of Schools and Colleges (NEASC)
- 1974: Dr. George Traicoff is appointed second President of North Shore Community College
- 1975: NSCC established second Beverly campus at the Sohier Road commercial building
- 1986: Newly constructed Lynn campus becomes NSCC's first permanent location
- 1994: NSCC's original Health Professions building is opened in Danvers
- 1999: Corporate and Community Education Center established at the Cummings Center in Beverly
- 2000: Dr. Wayne M. Burton is appointed third president of North Shore Community College
- 2002: The main academic building on the Danvers Campus, the Berry Building, is opened
- 2012: The new Danvers Campus Health Professions and Student Services building is opened
- 2013: Dr. Patricia A. Gentile is appointed as NSCC's fourth president
- 2015: North Shore Community College celebrated its 50th Anniversary
- 2015: Middleton instructional location opened at North Shore Business Center
- 2015: Cosmetology and Culinary Arts programs temporarily relocated to Middleton location
- 2015: NSCC launched the CommUniverCity at Lynn Initiative
- 2016: NSCC completes its 2017-21 Strategic Plan with MA Board of Higher Education approval
- 2017: The 37,000 square foot Lynn Campus extension is completed

TABLE OF COMMISSION ACTIONS

Date of Commission Letter	Detailed Actions, Items of Special Attention, or Concerns	Standards Cited (pre-2016)	Page(s)
2/11/2015	"…that the self-study prepared in advance of the Fall 2019 comprehensive evaluation give emphasis to the institution's success in: 1) Assessing student learning in the general education program and using the results for improvement; 2) Implementing its master plan and its plans for the Lynn campus."	1) The Academic Program • 4.1 • 4.4 • 4.49 2) Physical and Technological Resources • 8.4	**Institutional Overview** p. xx **Standard Four** pp. 25-26; 28; 31-35 **Standard Eight** pp. 83-90; 92-94 **Institutional Overview** p. xix; xx **Standard Seven** pp. 76-77; 79-81
1/8/2016	"…that the report regarding the temporary instructional location for the College's Cosmetology and Culinary Arts programs at North Shore Technical High School in Middleton, Massachusetts be accepted and inclusion of the site within the institution's accreditation be confirmed; that the self-study prepared in advance of the Fall 2019 evaluation give emphasis to the institution's success in completing its Master Facilities Plan and permanently relocating its Cosmetology and Culinary Arts programs to the College's Lynn campus."	Physical and Technological Resources • 8.1 • 8.4	**Institutional Overview** p. xix; xx **Standard Seven** pp. 76-77; 79-81

INTRODUCTION

The Self-Study Process

Accreditation was a featured topic at North Shore Community College's fall 2017 Faculty Professional Development day with select sessions developed to introduce faculty, staff, and administrators alike to our upcoming decennial comprehensive self-study and evaluation site visit slated for fall 2019. In the immediate weeks that followed, chairs and co-chairs were selected for each of the working groups that would be assigned to one of the nine Standards for Accreditation and organized into the Self-Study Steering Committee. The Steering Committee would be led by NSCC's President and the College's Accreditation Liaison Officer, a senior dean, would serve as the Self-Study Coordinator and one-voice writer. This entire group attended the NEASC Commission on Institutions of Higher Education's Self-Study Workshop in Southbridge, Massachusetts on October 12-13, 2017.

In the following November, the first formal meeting of the Steering Committee convened and began planning the work that would take the institution through the next two years. At the next College Forum meeting, faculty and staff were informed that the preliminary process had begun, as were the Board of Trustees at their regular monthly meeting. Consultations among the Steering Committee, staff, administrators, and senior management helped to select the membership of the individual Standard committees from across the institution.

An overarching goal of the Self-Study was the opportunity to address the significant changes that have occurred since the 2014 Interim Report at all corners of the institution: academic, organizational, physical, and financial. Moreover, these changes would be viewed within the context of the special emphases of assessment in the general education curriculum and facilities master planning mandated by the Commission. The committees would be asked to develop their respective chapters from the perspective of how we have planned and implemented these changes towards becoming a continuously improving institution of higher education.

With all participants in place, NSCC's Re-accreditation Self-Study officially launched on January 12, 2018 as part of the spring semester Faculty Professional Development Day. Dr. Patricia O'Brien, Senior Vice President of the Commission, presented the keynote for the day's event and provided an overview of the Standards for Accreditation along with the workings and expectations of the re-accreditation process. Following the keynote, Standard Committee members broke out into a focused workshop led by the Self-Study Coordinator to become familiar with their assigned Standard and prepare for the kind of research, development, collaboration, and analysis that would define their participation in the process. The Self-Study project itself would be developed in two phases, the first being the Descriptions for each Standard and the second devoted to the Appraisals and Projections. This approach established a comprehensive snapshot of the institution in the first phase from which subsequent analyses and action items would be developed in the second phase.

Through the spring 2018 semester, each working group established their schedules and began to research and develop content in accordance with their Standard and current Data First forms provided by the Institutional Research department. The College's Blackboard Learning

Management System provided both a workspace and content repository for each group, and many groups made use of shared Google Docs for asynchronous collaboration. Reference content included Commission policies and workshop materials, examples of self-studies from similar institutions, and documents specific to NSCC. Other documents, artifacts and URLs were collected and compiled for inclusion into an electronic workroom built on a Google site platform that would be referenced in embedded links throughout the Self-Study document as well as centrally serve the visiting evaluation team. Description content was submitted in raw form by May 2018 and synthesized into one-voice through the following summer. Current data and working links to artifacts were embedded to create an in-process working model of the document. Descriptions were returned to their respective Standard chairs to share with their committees for comments and reviews for errors-in-fact and interpretation. During this time, NEASC-CIHE reorganized as the New England Commission of Higher Education (NECHE), in July 2018.

By September 2018, the Standard chapters were compiled into a complete draft document that was shared with the Steering Committee as part of routine updating on the Self-Study's progress and timeline. In addition, the College's Board of Trustees were provided draft documents of relevant standards and kept informed of progress at Board meetings as a routine agenda item. Later in the fall semester, a public copy was posted to a Google site to provide access to the entire College community for review and comment. The Descriptions provided the basis for the next phase where the Standards Committees would work through the fall 2018 semester toward developing their Appraisals and Projections.

To support existing data, extend perspective, and verify emerging trends in the analysis, additional input was sought from across the institution through several venues. In January 2019, the first College Forum of the spring semester was dedicated to the Self-Study through a guided activity held on both the Lynn and Danvers campus. Participants were asked to join one of nine tables, each assigned to a Standard and provided with a worksheet containing the Standard's preamble and the College's Mission, Vision, and Values. Each group was assigned to review the preamble in relation to the mission, discuss notable accomplishments, identify areas of needed improvement, and by consensus choose two significant institutional strengths and two challenges facing NSCC over the next five years. The results of these discussions were used to verify and/or enhance the emerging findings of the study, with the combined outcomes presented by the Self-Study Coordinator at the next College Forum meeting in February. As would be expected with such an open activity, there was considerable cross-talk among the Standards and a range of input both central and peripheral to the Self-Study. On whole, the activity was significantly helpful and supportive to the larger effort as well as a source of ideas to consider for the next institutional strategic plan. The most notable takeaway was the collective appreciation of all participants for considering their input as well as the opportunity to interact with colleagues on important institutional matters.

The College's Board of Trustees participated in a similar activity dedicated to Standard Three with emphasis on the governing board in relation to Mission, Vision, and Values. As the majority of this body are recently appointed, the exercise provided a welcome opportunity to reflect on their roles, responsibilities, and challenges for the future. Student input was similarly

sought through the representative leaders of NSCC's Student Government Association (SGA) in a session that was specifically mission-focused. Again, participants were asked to identify significant institutional strengths and challenges in effectively meeting the core principles expressed through the College's Mission, Vision and Values statement. This group was also highly appreciative of the opportunity, and it was notable that nearly all of the participants stated their familiarity with the Mission through its various points of publication.

In May 2019, a complete alpha draft was shared with the chairs and co-chairs of the Self-Study Steering Committee to enable a holistic review of the document in its entirety. After an initial round of comments and input, a beta draft was developed in June 2019 and subsequently shared with Senior Management and the Board of Trustees. Upon approval of these groups, a final draft was forwarded to NECHE for additional review and feedback which was integrated into the final version. A public notice regarding the upcoming comprehensive evaluation was drafted and posted to the College's website in July and banner advertisements were deployed throughout the site to draw the attention of visitors. The notice was also scheduled to be sent to the two major area print publications, the Salem News and Lynn Item, for circulation in early September. The completed Self-Study document was sent to the Commission in early August, 2019.

Self-Study Participants and Committees (* denotes chair/co-chair)

STEERING COMMITTEE
Dr. Patricia A. Gentile*   President, North Shore Community College
Self-Self-Study Coordinators
Standards Chairs and Co-Chairs

SELF-STUDY COORDINATOR and ONE-VOICE WRITER
Dr. Michael Badolato   Dean of Academic & Faculty Support/ALO

SELF-STUDY ASSISTANT COORDINATOR
Dr. Cate Kaluzny   Sr. Specialist, Learner Effectiveness and Civic Engagement

STANDARD ONE: MISSION AND PURPOSES
Dr. Laurie Carlson*   Professor of English
Samantha McGilloway*   Executive Director of Marketing
Steven Chisholm   Associate Professor, Drug and Alcohol Program
Dava Davainis   Coordinator of Library Services, Lynn Campus
David Houle   Coordinator of Instructional Technology
Dr. Charles Wall   Associate Professor of Natural Sciences

STANDARD TWO: PLANNING AND EVALUATION
Laurie LaChapelle*   Assistant Vice President, Institutional Research
Christian Bednar   Assistant Dean of Liberal Studies
Dr. Abdellah Dakhama   Associate Professor of Mathematics
Sonja Gamby   Instructor, Natural Sciences

Christine Goodchild	Coordinator of Library Services, Danvers
Susan Graham	Director of Accessibility Services
Betty Kelly	Professor of Business

STANDARD THREE: ORGANIZATION AND GOVERNANCE

Madeline Wallis*	Vice President of Human Resource Development
John Bosco	Associate Professor of Business
Nathan Chio	Associate Professor of History-Government-Economics
Dr. Mary Meng	Chair, Physical Therapy Assistant Program
Anne O'Shea	Professor of Mathematics
Joanne Sullivan	Director of Grants
Lynn Wermers	Professor of Computer and Information Science

STANDARD FOUR: THE ACADEMIC PROGRAM

Andrea DeFusco-Sullivan*	Dean of Liberal Studies
Dr. Karen Hynick*	Vice President of Academic Affairs/CAO
Alex Eisen-Cuadra	Associate Professor of Natural Science
Patricia Dube	Associate Professor of Mathematics
Dr. Eric Frauwirth	Dean of Career & Technical Education and Business
Abier Hassan	Professor of Computer and Information Science
Dr. Jennifer Harris	Chair, Behavioral Science
Dr. Carrie Keebaugh	Professor of English
Madeline McAuliffe	Associate Professor, Office Technology
Marion Potoczak	Registrar
Dr. Cristy Sugarman	Executive Director, Center for Alternative Studies

STANDARD FIVE: STUDENTS

Dr. Jermaine Williams*	Vice President of Student Affairs
Stephen Creamer	Assistant Vice President of Student Financial Services
Dr. Margaret Figgins-Hill	Professor of Human Services
John Gambino	Assistant Professor of Mathematics
Christen Gaudenzi	Administrative Assistant to the Dean of Students
Sara Hilinski	Coordinator of Tutoring Services
Gissel Lopez	Recruitment Counselor, Admissions and Recruitment
Michelle Mabee	Instructional Technology Assistant
Gary Miller	Research Analyst, Institutional Research
Cynthia O'Donnell	Assistant Dean of Human Services
Kimberly Odusami	Executive Director, Admissions and Recruitment
Daniel O'Neill	Director, Student Support and Advising
Scott Stimpson	Professor of Engineering and Industrial Technology
Dr. Susan Sullivan	Executive Director, Financial Aid

STANDARD SIX: TEACHING, LEARNING, AND SCHOLARSHIP

Kathleen Hirbour, Esq.*	Coordinator, Paralegal Program
Dr. Laura Rubin*	Dean of STEM and Education
Dr. Lawrence Davis	Chair, History-Government-Economics
Michelle Cubelli Harris	Senior Special Programs Coordinator, Student Affairs
Andrea Milligan	Director, Center for Teaching, Learning, and Innovation
Dr. Carlos Marin	Associate Professor, Behavioral Science
Dr. Marsha Pease	Professor of Mathematics
Rachel Roesler	Assistant Professor of Criminal Justice
Jane Saunders	Coordinator of Assessment, Center for Alternative Studies
Kathleen Yanchus	Chair, First Year Foundational Literacy

STANDARD SEVEN: INSTITUTIONAL RESOURCES

Janice Forsstrom*	Vice President of Administration and Finance/CFO
Frank D'Agostino, Esq.	Professor of Criminal Justice
Gary Ham	Chief Information Officer
James Harrington	Director of Instructional Media & Production Services
Timothy Johnson	Assistant Vice President, Accounting & Financial Reporting
Rex Krajewski	Director of Library and Learning Resource Services
Richard Reney	Assistant Vice President, Facilities Management
Madeline Wallis	Vice President of Human Resource Development
Jamieson Wickes	Director of Maintenance Operations
Maureen Williams	Assistant to the CIO, Information Systems

STANDARD EIGHT: EDUCATIONAL EFFECTIVENESS

Dr. Karen Hynick*	Vice President of Academic Affairs/CAO
Laurie LaChapelle*	Assistant Vice President, Institutional Research
Dr. Lori Azzara	Professor of Behavioral Science
Christian Bednar	Assistant Dean of Liberal Studies
Kerry Breeze	Assessment Officer, Center for Alternative Studies
Andrea Defusco-Sullivan	Dean of Liberal Studies
Dr. Andrea Dodge	Professor of Natural Sciences
William Jackson	Assistant Professor of Mathematics
Dr. Cate Kaluzny	Sr. Specialist, Learner Effectiveness and Civic Engagement
Dr. Walter Stone	Assistant Dean of STEM and Education
Dr. Maria Vazquez	Assistant Professor of Behavioral Science

STANDARD NINE: INTEGRITY, TRANSPARENCY, AND PUBLIC DISCLOSURE

Linda Brantley*	Executive Director of External and Public Relations
Thanh Giddarie*	Assistant Vice President, Human Resources and Payroll
Christopher Dufort	Web & Portal Administrator, Marketing
John Duff	Dean of Enrollment Services
Dr. Huiwei Guan	Chair, Computer and Information Science
Laurie LaChapelle	Assistant VP, Planning, Research, Institutional Assessment

Dianne McDermott-Cerasuolo	Instructor, Business
Nita Shaw, Esq.	Associate Professor, Animal Care
Ronald Smith	Assistant Dean of Human Services

INSTITUTIONAL OVERVIEW

Established in 1965, North Shore Community College (NSCC) is a public, comprehensive two-year institution of post-secondary education and one of the older community colleges within the Commonwealth of Massachusetts' fifteen-member Governor Foster Furcolo Community College system. Located in Essex County, the Commonwealth's third largest, NSCC provides educational and career development opportunities annually to nearly 11,000 full-time and part-time credit and non-credit students enrolled in day, evening, weekend, and/or online courses. Serving 26 cities and towns along the coastal region from north metropolitan Boston to Cape Ann, the College operates two strategically located regional campus sites in the city of Lynn and in the town of Danvers as well as an instructional site in Middleton. This service region is home to more than 500,000 residents, comprising a diverse mix of urban and suburban, white-and-blue collar, middle-and low-income groups, with a burgeoning population of minority residents. Accordingly, a diversity of opportunities are offered through NSCC's 74 degrees and certificates, including 10 Associate in Arts, 29 Associate in Science, 5 Associate in Applied Science, 29 certificates, and one clock-hour certificate. Though NSCC is a bi-campus institution with an additional instructional location and multiple instructional modalities, it operates within a one-college model administratively, in its shared governance system, and with regards to its student body. As such, the College does not assign students to a campus, and location is solely a function of the programs or courses in which they enroll.

Celebrating its 50-year anniversary in the 2015 academic year, NSCC has successfully weathered many challenges throughout its years of service to the North Shore region. The last ten since the 2009 Comprehensive Self-Study have been particularly challenging in terms of the state of the regional economy, a decline in the number of traditional college-age students, rapidly changing population demographics, shifting employment trends, and a continuing decline in state funding for public higher education. This period has also been one of significant change and growth as the College has proactively responded to these environmental shifts through a strategic alignment of academic programming, enrollment management, student support services, organizational structure, strategic financial management, and campus master planning.

The College experienced a record high unduplicated credit enrollment of 7,985 students in fall 2010. Two contributing factors were an increase in number of students graduating from high school and the Great Recession's impact on workers. In the ensuing five-year period, as the number of high school students began to decrease and the economy began to recover and thrive, enrollment steadily declined by 8.7% to 6,969 by fall 2015. The fall 2018 enrollment of 5,763 represents an additional decline of 17.3%.

The period between the 2009 Comprehensive Evaluation and 2014 Interim Report saw the 2012 opening of the new Health Professions and Student Services (HPSS) Building on the Danvers

campus. This facility is the first Commonwealth-owned zero net energy building, and at the time was a long-awaited expansion of physical capacity that provided an opportunities for consolidating programs and services, an updated educational infrastructure, and less reliance on off-campus space. A period of significant organizational change followed in 2013 with the concurrent retirements of both former President Wayne Burton after 15 years of service, and former Vice President of Academic Affairs Paul Frydrych, whose commitment to NSCC spanned over 40 years. These retirements were followed in fall 2013 by the Board of Higher Education (BHE) appointment of Dr. Patricia A. Gentile as the fourth President of North Shore Community College and, subsequently by the new president of Dr. Karen Hynick as Vice President of Academic Affairs in the fall of 2014. Dr. Jermaine Williams joined the College as Vice President of Student Affairs in the following year and served until June 2019.

As announced by Dr. Gentile at the new president's installation in fall 2014, NSCC would proceed with a vision of participation in a shared impact collaboration ensconced in an umbrella concept named the CommUniverCIty at Lynn. Lynn is the largest urban center in Essex County and its population continues to grow due primarily to immigration. With the largest proportion of potential and enrolled NSCC students and greatest community need in Lynn, President Gentile founded the CommUniverCity initiative with the enthusiastic collaboration of top leadership in the City of Lynn, Public School District of Lynn (LPS), Salem State University, the North Shore Workforce Investment Board, and the Lynn Community Health Center, a federally qualified heath center. The leadership set specific goals to address the needs of the education pipeline from birth to career.

The CommUniverCIty's first project was to expand an Early College pilot in the Lynn Public School System. An on-college campus expansion program was started in academic year 2015 utilizing public and private funding sources. As the Early College program grew primarily in Lynn and eventually included other area school districts, the Gateway to College program was added to the College's menu of support for high school learners and official designation of the LPS-NSCC partnership as a Massachusetts Early College Designation School was awarded in spring 2019.

Other benefits from the CommUniverCIty at Lynn shared impact collaborative includes:

- The establishment of a MassHIRE North Shore Workforce Investment Board One Stop Center located in the McGee Building of the Lynn Campus annually serving more than 1,000 area residents and NSCC students
- The location of a MSW intern from the Lynn community organization My Brother's Table at the Lynn Campus to support NSCC students needing housing, behavioral health care, and other social services. The MSW intern refers NSCC students to area nonprofit organizations collaborating under the CommUniverCIty at Lynn
- A partnership with several area food banks and organizations established a monthly mobile food market and emergency food baskets for NSCC students, staff, faculty and community members

- The City of Lynn partnering with NSCC on the MBTA Youth Pass administration to provide low-income North Shore residents in training and education programs with a substantial transportation discount
- A partnership with the Lynn Food Project and the relocation of NSCC's horticulture program to a renovated lab in the McGee Building as well as the construction of a large greenhouse on the Lynn Campus
- A formal compact between NSCC and Salem State University to provide residential opportunities on their Salem campus to our students, an enhanced reverse transfer agreement, shared cost containment strategies, and streamlined transfer to ensure full credit attainment, among other topics of collaboration

The convergence of new leadership, demographic changes, physical expansion and collaborative/shared impact vision to support student success coincided with a timely period of strategic planning beginning in 2015 with the retention of University of Massachusetts Donahue Institute to provide enrollment projections as the 2013-16 Strategic Plan was ending. Over the next several months, the College Shared Governance system supported a number of base planning reports that would set the stage with data for the College's 2017-21 Strategic Plan: The *Master Academic Plan, Strategic Enrollment Plan, Master Facilities Plan, Strategic Technology Plan,* and an *Institutional Advancement Plan.*

In fall 2016, the College held a summit to present an environmental scan, host a mission review activity, and undertake a college-wide SWOT (Strengths, Weaknesses, Opportunities and Threats) review. The subsequent completion of the base planning reports was instrumental in setting the stage for the multi-year goal setting encompassed in the four A's of Academics, Access, Achievement, and Affordability. Under these four goals, specific strategies unearthed during the base report compilation were proposed with key indicators to measure progress toward specific, measurable outcomes. The new five year Strategic Plan was reviewed and endorsed through the college's shared governance system, approved by the NSCC Board of Trustees and MA Board of Higher Education. This planning document has been an essential guide for the College to transform itself to appropriately respond to external trends, support innovative strategies to mitigate enrollment decline by enhancing access, strengthen academic programs and processes which have reduced achievement gaps and increased completion rates, stabilize financial health retaining affordability, and expand student services through co-curricular activities and supports.

Additionally, the 2015-16 strategic planning process allowed for an inclusive approach and subsequent restructuring of the College's shared governance system to improve communications, inclusion, and collaboration. NSCC is committed to its vision of internal and external collaboration and dedication to sustaining and nurturing a continuous learning environment.

The College continues its long-term efforts towards fulfilling its facilities vision with specific emphasis on the Lynn Campus. Facilities master planning over the past 20 years has been an outgrowth of three interrelated documents: 1) the Danvers Consolidation Study, by DiMella Shaffer, 2) The Lynn Expansion Plan by Shepley Bullfinch, and 3) The Regional Master Plan

initiated in partnership with the Massachusetts Division of Capital Asset Management and Sasaki Associates, Inc. Aside from the construction of the Danvers HPSS building, the long-term focus has been the Lynn Campus McGee Building which immediately exceeded capacity upon its first semester opening in 1986. Moreover, the closing of the Essex Agricultural Technical Institute (EATI) campus in 2014 put additional pressure on the College to find a permanent home for its Cosmetology and Culinary Arts programs which were at the time leasing space from this facility. In the interim, the College acquired leased space in 2014 at the North Shore Business Center in Middleton to house these programs through the continuance of the Master Facilities Plan, with the ultimate goal of relocating both in a new building at the Lynn Campus. The Middleton location is currently the College's only remaining leased facility.

In summer 2016, the Lynn Expansion Plan was completed, fulfilling yet another significant phase in the Master Facilities Plan. This 41,500 GSF 3-Story Facility added 10 large technologically-current classrooms, consolidated student support services, community board room, and other affordances that have helped to achieve greater parity between the Lynn and Danvers campuses. The resulting backfill capacity enabled the College to continue its move away from leased space occupied in the nearby MBTA building. Utilizing state grants, the Lynn Campus has renovated space for a multi-purpose health lab initiating educational programs in the health care field on this campus; renovated a classroom to a leading edge CAD lab for its expanding engineering program, and renovated space for a horticultural lab connecting to the newly constructed and opened Greenhouse.

The College has received a multi-million multi-year infusion of state capital funds to address deferred maintenance and code issues at both campuses with a strong focus on its original Lynn Campus. Current and future capital grant proposals are focused on renovation and construction that would upgrade science labs on both campuses and permanently locate our Culinary Arts and Cosmetology programs at the Lynn Campus.

While NSCC continues to improve its physical capacity and re-envision its academic programs, enrollment continues to decline in accordance with regional projections. These trends have put additional pressure on both recruitment and retention efforts to ensure greater service, support, and success for students. In accordance with the Strategic Enrollment Plan, the College has worked diligently to identify specific population groups such as the region's growing Hispanic population. To that effect, North Shore Community College is on track towards becoming a Hispanic Serving Institution (HSI) with 25% of its current student population identifying as Hispanic or Latinx. A renewed commitment across the institution to comprehensive and intrusive academic support services has helped to ensure that all who begin their educational journey with NSCC are supported at each step and assured a high-quality, relevant and ultimately successful educational experience.

North Shore Community College's decennial Re-accreditation Self-Study has enabled the institution to both validate and reflect on its strengths, challenges, accomplishments, and gaps over the previous 10 years with specific attention to salient issues and trends. The significant progress made in facilities master planning with regards to the continuous improvement of the Lynn Campus can be seen in the McGee building expansion that stands as both physical evidence and milestone in a long journey with roads yet to travel. As the College moved

forward towards strengthening its general education program assessment practices in response to an identified area of special attention, it became increasingly apparent that a broader and more comprehensive culture of assessment needed to be established to anchor and connect all practices towards realizing institutional effectiveness. Accordingly, a convergence of both methods and infrastructure will be required to truly sustain these efforts beyond the next five to ten years. NSCC has effectively responded to its changing demographics to counter negative enrollment trends by retooling services and opportunities to appeal to a more diverse student constituency, and has worked to provide the structures necessary to support and retain all students through its recently implemented guided pathways and two-year schedule. The College's recent success in increasing its graduation rates while closing the equity gap is evidence of progress to date. That stated, expanding educational opportunity in accordance with our mission has revealed ever more challenges to student success as evidenced by real-life priorities such as hunger and homelessness, disability and accessibility, mental health and well-being, and the rising costs of both delivering and receiving a modern college education.

The current Strategic Plan has thus been a constant companion and reference for North Shore Community College through many of its recent and most significant accomplishments as well as the development of its 2019 Self-Study. As this decennial cycle concludes and the next begins, the College also finds itself at the closure of one Strategic Plan and at the cusp of another. It is our expectation that we will proceed accordingly with new knowledge and greater understanding of how to sustain our strengths and meet new challenges in the years to come.

DATA FIRST FORMS
GENERAL INFORMATION

Institution Name: North Shore Community College

OPE ID: **?** 217300

		Annual Audit	
?		Certified:	Qualified
Financial Results for Year Ending: **?**		Yes/No	Unqualified
Most Recent Year **?**	2018	Yes	Unqualified
1 Year Prior	2017	Yes	Unqualified
2 Years Prior	2016	Yes	Unqualified

Fiscal Year Ends on: 06/30 (month/day)

Budget / Plans
Current Year 2019
Next Year 2020

Contact Person: **?** Laurie LaChapelle
Title: Asst. Vice President
Telephone No: 978.762.4000 x4350
E-mail address llachape@northshore.edu

STANDARD ONE: MISSION AND PURPOSES

Description

North Shore Community College's Mission, Vision and Values individually and collectively articulate a more than five-decade commitment to serving a diverse student community, ensuring accessible and affordable education, career training, and providing quality coursework that remains current and relevant to both student and workforce demands.

Mission: *North Shore Community College is a diverse, caring, inclusive community that inspires our students to become engaged citizens and to achieve their personal, academic, and career goals through accessible, affordable, rigorous educational opportunities that are aligned with our region's workforce needs and will prepare them for life in a changing world*.

Vision: *North Shore Community College is a beacon of hope and opportunity for those who learn, live and work on Massachusetts' North Shore. The College creates responsive partnerships and collaborations to make a positive difference for residents. By providing an educated and innovative workforce, North Shore Community College contributes to the economic vitality and resiliency of the Commonwealth*.

Values: *The Faculty and Staff at North Shore Community College exemplify the highest academic and institutional integrity through our commitment to:*

- *Access and Opportunity. We provide access to quality higher education by offering clear and flexible pathways to academic success for the diverse populations we serve.*
- *Respect and Inclusion. We seek to create a respectful, welcoming, and appreciative learning environment in which each person and every group belongs, is accepted, has value, and actively contributes.*
- *Educational Excellence and Innovation. We embrace the highest standards in developing dynamic learning environments through excellent faculty and staff, academic freedom, innovative teaching methods, quality facilities, and engaging technologies.*
- *Student Learning and Success. We are devoted to maximizing our students' ability to learn and achieve academic, personal, and professional success through appropriate support and services.*
- *Purposeful Life and Global Citizenship. We are dedicated to empowering students to become lifelong learners and engaged citizens, to understanding the global landscape, and to equipping them for transformative careers.*
- *Social Responsibility and Justice. We are committed to developing productive, collaborative relationships within the college and among our various constituencies so that we may serve to improve the quality of lives in the North Shore communities.*
- *Sustainability and Resourcefulness. We uphold our heritage for tenacity, sustainability, responsible stewardship and equitable distribution of our resources.*

Consistent with NSCC's sustained efforts to both localize and further contribute to a statewide educational vision, the mission is duly aligned with the Massachusetts Board of Higher Education's community college mission and approved by the Secretary of Education in accordance with Massachusetts General Law Title II, Chapter 15A, Section 7. Building from the foundation of the original Massachusetts Department of Education Vision Project, the mission continues to support the "Big Three" Completion Plan to boost college completion rates, close achievement gaps, and attract and graduate more students from underserved populations. Moreover, the embodied principles have provided essential guidance towards institutional strategy, planning, and assessment as well as benchmarks for achieving or exceeding the expectations of our constituents and accrediting agencies.

North Shore Community College has maintained a five-year strategic plan since 1983, and reviews its mission for currency and relevance at the outset of each cycle. The current Mission, Vision, and Values statements emerged as part of an intentional review in preparation for the 2017-21 Strategic Plan. Under the leadership of President Patricia Gentile, an eighteen month planning process was launched with an all-college convocation in September 2015 to solicit ideas and guidance from trustees, faculty, staff and administrators. This event provided a focused and directed venue for reviewing the mission, core institutional values, and collective vision for the future. The process also coincided with an established biannual assessment of our shared governance system, and the existing system at the time provided a venue for feedback, dialogue and input as part of its regularly scheduled meetings and procedures. Accordingly, the collective outcomes of the review would become integral drivers for drafting a new mission statement and informing, developing, and implementing the next strategic plan.

In March 2016, the revised Mission, Vision, and Values statements were accepted at the all-College Faculty & Staff Meeting, and unanimously approved by the Board of Trustees at their April meeting in conjunction with the 2017-21 Strategic Plan *North Shore Advancing: A Vision for the Future*. In June 2016, both the revised Mission and Strategic Plan were accepted by the Massachusetts Board of Higher Education, where the BHE chair described NSCC's Mission, Vision, and Values to be "crisp, aligned and coherent."

Since their approval and adoption by the NSCC community-at-large, the Mission, Vision, and Values statements have collectively provided clear direction and a supportive framework through the ensuing months of strategic planning. The Strategic Plan itself is an interrelated and detailed set of master planning documents, each of which stands on its own merits: the *Master Academic Plan*, *Strategic Enrollment Plan, Master Facilities Plan, Strategic Technology Plan,* and *Advancement Plan.* Emerging in turn from the sum of these plans and their collective analyses are four mission-specific and strategic themes of *Academics, Access, Achievement, and Affordability.* The Mission, Vision, and Values are featured prominently in the College's Strategic Plan, and is also included in its family of electronic and print publications, including the website, online catalog, promotional collateral, and handbooks for both students and employees.

Appraisal

NSCC's long-standing practice of reviewing its mission and purposes with each strategic planning cycle provides a context for diverse perspectives and candid discourse across all corners of the institution. The Mission, Vision and Values therefore sets a foundation for strategic planning that represents the collective thinking of its contributors, and sets the context for College initiatives through a realization of its component values.

Examples of initiatives that promote *Access and Opportunity* include the College's 2016 reorganization of academic and career programs around [guided pathways](#) and becoming the first Massachusetts community college to implement two-year academic scheduling to support students in their educational planning. The pathway model and two-year schedule together are designed to keep students on track within their chosen transfer or career program. In the period from 2014-19, NSCC has been the only institution in the state community college system to see year-to-year increases in retention and persistence, from 56% to 64%, with an increase IPEDS graduation rates from 16% in 2016 to 22% in 2019 (Standard Eight, p.88). The College has also fostered partnerships with community-based businesses, organizations, and educators through the [CommUniverCity at Lynn](#) as well as [Early College](#) programs in partnership with area high schools and Salem State University. To date, participants in these programs have enjoyed an annual success rate of 87% and have matriculated to NSCC at a rate of 36% upon completion of their high school diploma. Through active recruitment and enrollment strategies, NSCC's has grown its Hispanic student population to 25% as of fall 2018, thus taking a necessary step to becoming a Hispanic Serving Institution. Affordability initiatives such as the [North Shore Promise Award](#) and the [Open Textbook Initiative](#) (OTI) further demonstrate NSCC's commitment to access and opportunity. In its fourth year of implementation, this initiative has integrated into 38 courses and has already saved students over $420k to date.

The College sets examples for *Respect and Inclusion* as a campus affiliate of the [National Coalition Building Institute](#) (NCBI) and sponsorship of its annual [Forum on Tolerance](#). Throughout the 41 forums offered since the program began, the community has been provided with an opportunity to explore social injustices throughout history and gain understanding and empathy of others. In addition to these event-driven opportunities, the College provides a complement of [diversity resources](#) available to faculty, staff and students and has also invested in diversity training and cultural competence through the [Intercultural Development Inventory](#) (IDI) and [Intercultural Conflict Style](#) (ICS) inventory.

Educational Excellence and Innovation is evidenced by NSCC's commitment to the design and delivery of flexible learning opportunities through online, hybrid and accelerated modalities. In 2018, the College secured a $100,000 grant to develop accelerated 7-week hybrid courses utilizing Open Education Resources (OER), enabling a degree completion strategy that is both efficient and affordable in its use of lower-cost alternatives to traditional textbooks. The College also has over forty-years of experience in Prior Learning Assessment (PLA) and was the lead institution on the establishment of a statewide PLA [consortium](#) awarded as part of a $20 million Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant through the US Department of Labor. An institutional commitment to the development and

continuous improvement of its physical campus through the Master Facilities Plan has led to the completion of the Lynn Campus Expansion, completed in 2016 with 10 new state-of-the-art classrooms, a modern testing center, innovation space for faculty, and one-stop support for student enrollment and advising. The HPSS building completed on the Danvers campus in 2012 also represents this value while being an exemplar of *Sustainability and Resourcefulness* as the first Commonwealth-owned zero net energy building. The construction of a 1,200 square foot greenhouse on the Lynn Campus was completed and opened in 2019 in response to program review recommendations, bringing sustainability into the curriculum for several career educational pathways including horticulture, culinary arts, STEM, early childhood education, and floriculture. The College continues to fulfill this plan in the coming years

NSCCs commitment to *Student Learning and Success* has earned the US Department of Education designation as one of the top 25 community colleges in the nation in serving low income students. The College was also ranked as one of the nation's top two-year colleges for adult learners in 2018 by Washington Monthly Magazine's annual [College Guide and Rankings,](#) ranking 16th out of 1,088 community colleges nationally and first in Massachusetts. Established programs such as [TRIO](#), [Upward Bound](#), and the recently launched [MALES Mentor Program](#) provide additional examples of commitment to an open access mission for a growing population for first generation, low income students. Moreover, NSCC's ongoing efforts in support of our nation's [veterans](#) has recently earned the bronze level of Military Friendly School designation furthering this recognition for nearly a decade.

NSCC's well-established [Service-Learning](#) program exemplifies *Purposeful Life and Global Citizenship* a leader in integrating civic engagement across the curriculum. This program has been recognized through the Carnegie Community Engagement Classification since 2010 with reclassification pending for 2020. A recent survey of Service-Learning participants indicated that 82% of respondents felt that the experience increased their interest serving in their community and over 65% of students said they were inspired to take on leadership roles on campus or in the community. Values representing *Social Responsibility and Justice* are embodied in recent initiatives through the [Here-to-Help](#) program that address hunger, homelessness, transportation and other real-life barriers to successful completion.

At the beginning of the spring 2019 semester, a bi-campus College Forum meeting was dedicated in its entirety to soliciting input from across the institution in preparation for the College's upcoming reaccreditation visit and towards the development of the self-study document. Participants were randomly assigned to tables representing each of the nine NECHE Standards for Accreditation. The [exercise](#) asked each group to identify key institutional strengths and significant five-year challenges for their particular Standard while applying the Mission, Vision, and Values as a guide.

Emerging mission-based themes from the **College Forum** groups are as follows:

Strengths

- Commitment to accessibility and equity
- Support for real-life priorities beyond the classroom
- Dedication to preparing and supporting students throughout their education
- Strong educational pathways and course delivery options
- Improved graduation and employment rate
- Strong academic support services

Challenges

- Decreased state allocation of base funding for public higher education
- Decline in the region's traditional college-age population
- Lack of preparedness for college-level study
- Emerging mental health, substance abuse, and behavioral issues among the student population
- Lack of public transportation services between campuses
- Tracking student progress towards successful completion

A similar exercise was conducted with representatives of NSCC's Student Government Association that was focused specifically on NSCC's Mission, Vision, and Values statement. Participants were asked to determine significant strengths and challenges in meeting the principles as defined by the mission.

Emerging mission-based themes from the **Student Government Association** are as follows:

Strengths

- Caring, encouraging, and supportive nature of faculty and staff
- Structure of courses
- Affordability initiatives such as the Commonwealth Commitment
- Educational pathways
- Workforce and community partnerships
- Credit for prior learning
- New website, clearer information
- Lynn Campus Expansion/LEED certification

Challenges

- Lack of public transportation between campuses
- Needed renovation of Lynn McGee Building
- Finding information regarding programs
- Clarification of college jargon (i.e. matriculation, enrollment vs. admissions)
- Advising efficiency, communications, consistency

In spring 2019, a mission-awareness survey was administered separately to students and employees. The students were provided paper surveys on both campus libraries and employees were invited by email to participate in an electronic version. Respondents on both surveys were asked to read a copy of the mission to best answer the extent to which NSCC lives up to its mission. Tables 1.1 – 1.3 show the percentage responses of both groups to the specific questions asked in the survey. The survey results for both groups indicate that most members

of the NSCC community are familiar with the Mission. Most students believe that the College fulfills its Mission; however, where a slight majority of employees concur, there is a significant percentage (40%) who feel that the College fulfills some but not all aspects of the Mission. More than half of the NSCC community is familiar with the Mission through the website though less with other information sources. Respondents were given opportunities to comment on the Mission and NSCC's alignment with its principles and as is to be expected, varied opinions and suggestions were offered. Of the 61 comments offered on the employee survey, 30% were positive, 31% were critical, and the remaining 39% offered either constructive suggestions or neutral commentary. Of the 25 comments offered by students, 48% were positive, 20% were critical, and 32% offered either constructive suggestions or neutral commentary. Accordingly, results from the surveys and focus groups will be considered in the next phase of strategic planning along with the next iteration of North Shore Community College's Mission, Vision, and Values.

Table 1.1: Are you familiar with the College's mission statement?

Respondents	Very Familiar	Somewhat Familiar	Not familiar At All	No Opinion
Students (n=95)	24%	42%	33%	1%
Employees (n=170)	35%	53%	11%	n/a

Table 1.2: Where have you seen the mission statement (check all that apply)

Respondents	College Website	Student or Faculty Handbook	NSCC Marketing Materials	Have not seen it displayed
Students (n=95)	55%	15%	4%	39%
Employees (n=170)	50%	14%	12%	12%

Table 1.3: Opinions of respondents that NSCC fulfills its mission

Respondents	Lives up to this Mission	Lives up to some parts but not others	Does not live up to this Mission	No Opinion or Answer
Students (n=95)	70%	20%	3%	6%
Employees (n=170)	55%	40%	3%	3%

STANDARD ONE PROJECTIONS		
Action	**Responsibility**	**Timeline**
Prepare for 2021-25 Strategic Planning cycle with a review of NSCC Mission, Vision and Values.	• Senior Management Team • Forum Steering Committee	**2020**

Standard 1: Mission and Purposes

Attach a copy of the current mission statement.

Document		Website location		Date Approved by the Governing Board
Institutional Mission Statement	?	http://www.northshore.edu/mission/	?	May 2016

Mission Statement published		Website location	Print Publication
16	?	http://www.northshore.edu/mission/	May 2016

Related statements		Website location	Print Publication
? Vision Statement	?	http://www.northshore.edu/mission/	May 2016
Values Statement		http://www.northshore.edu/mission/	May 2016

Please enter any explanatory notes in the box below

STANDARD TWO: PLANNING AND EVALUATION

OVERVIEW

Description

Strategic planning has been an integral part of North Shore Community College's history and culture for over thirty-five years. The College has had an active five-year plan in place since 1983 and has consistently endeavored to improve and extend its planning processes in response to increasingly complex fiscal and demographic realities. Oversight of strategic planning has been the purview of NSCC's shared governance system since 1998 to ensure multiple perspectives and alignment of priorities from both within and outside the institution. Accordingly, the 2017-21 Strategic Plan, *North Shore Advancing: A Vision for the Future* represents NSCC's extensive, inclusive, transparent, and time-honed experience in planning and evaluation. Implementation of the Strategic Plan is guided within the framework of its four overarching themes: *Academics, Access, Achievement, and Affordability*.

Planning and evaluation is supported through dedicated departments and their specialized staff. NSCC's Institutional Research (IR) department, a component of the Office of Planning, Research, Institutional Assessment and Grants, provides the essential infrastructure and core data for ongoing planning and evaluation as well as the development and assessment of the College's Strategic Plan in close collaboration with the governance committees. Headed by an assistant vice president, and staffed with two research analysts and a dedicated report writer, this office was repositioned to report directly to President Gentile in 2016 to underscore the new administration's emphasis in using data in the decision making process. The IR department supports academic and institutional planning through the administration of national survey instruments such as the *Survey of Entering Student Engagement (SENSE)* and *Community College Survey of Student Engagement (CCSSE)* as well as internal survey instruments, such as the Graduate Follow Up. Additionally, the IR department collects and disseminates institutional data on admission and enrollment trends, demographic trends, grade distributions, retention and graduation rates, and achievement gaps. Longitudinal data on student transfer and graduate employment rates, as well as labor market data are provided to Deans and Program Directors to further assist in academic planning. The office is further charged with completing all federal, state, and grant reporting requirements Regularly scheduled reporting includes the Voluntary Framework of Accountability (VFA) via the American Association of Community College's (AACC) national metric system as well as annual reporting to NECHE (formerly NEASC) as an integral part of the accreditation cycle. IR staff members collectively answer more than 150 internal and external data requests each year.

Academic assessment is supported through the Center for Teaching, Learning, and Innovation (CTLI), an administrative unit of Academic Affairs. Academic Program Review is among the CTLI's complementary scope of services and initiatives, providing faculty and academic departments with the guidance, coordination and resources necessary for effective planning and assessment within their areas. Program review is overseen by the Dean of Academic and

Faculty Support and the newly created position of Senior Specialist for Learner Effectiveness. In close partnership with the CTLI, the Institutional Research office provides assistance with the compilation and analysis of program specific institutional data such as applications, enrollment, credits, retention, and completion as well as labor/market reports and national surveys. IR also assists with the development of custom surveys to provide data points of special interest. A Program Review Guide is provided to teams to help consolidate the components of the process and to assist with development of the review.

As one of the Commonwealth's public institutions of higher education, planning and evaluation at North Shore Community College is supported by the Massachusetts Department of Higher Education's (DHE) new Performance Measurement Reporting System (PMRS), developed as part of a state-wide metrics review. The PMRS provides each institution with an individualized dashboard that provides information and insights into mission-specific indicators such as access and affordability, student success and completion, and workforce alignment and fiscal stewardship. NSCC personnel and leadership were intricately involved in the decision making on appropriate outcome measurements.

Appraisal

Planning and evaluation at NSCC is mission-driven, involves all aspects of the institution through its administrative and shared governance processes, and seeks the counsel of external constituents where specific input is needed. The strategic planning process in particular begins with a realistic assessment of the College's current state and future positioning utilizing tools such as an external environment scan, SWOT analysis and collection of relevant internal and external data trends and forecasts. Hence, the planning cycle starts steeped in a data-informed platform.

In preparation for the 2017-21 planning cycle, a college-wide review of the mission was undertaken concurrently with an assessment of shared governance towards improving and streamlining communications across the institution. While governance at NSCC is assessed bi-annually, the new cycle in conjunction with recent leadership changes presented a timely opportunity to review a structure that had been in place for 15 years (Standard Three, p.20). As a result of this assessment, governance now includes four standing committees, *Curriculum, Academic Policy, Student Development,* and *Diversity Leadership;* and two advisory committees, *Information Technology* and *Professional Development.* Each committee is comprised of cross-component representation, meets monthly, and reports to the College Forum Steering Committee (FSC). The FSC in turn organizes a monthly Faculty/Staff Forum for sharing the pertinent information and issues of the day as well as updates and outcomes of strategic planning.

The College has been supportive of data driven decision-making, implementing an operational data store (ODS) in 2010 to improve access to disaggregated data. Access in itself does not always guarantee effective and practical application, and additional support is needed to assist data consumers with formulating questions and visualizations. To that effect, the College will be making greater use of the DHE's Performance Measurement Reporting System. Though the use

of technology has enabled the IR department to operate leanly, a thoughtful expansion of the IR department and its IT infrastructure will be necessary to support the demand for just-in-time data to support decision-making.

PLANNING

Description

Prior to beginning the 2017-21 planning cycle, NSCC launched an in-depth strategic planning process that began in 2015 with an all-college review of its mission and vision for the future. This process produced the College's current Mission, Vision and Values statement and led to the development of five distinct yet interrelated plans that together would provide the foundation of the larger Strategic Plan: the *Master Academic Plan*, *Strategic Enrollment Plan, Master Facilities Plan, Strategic Technology Plan*, and *Advancement Plan.* The Master Academic Plan was the first to be developed in 2015 and set the stage for the development of the other plans. Where expertise was not available internally, NSCC consulted with outside experts including the Donahue Institute of UMass for population projections for the Enrollment Plan; the Priority Metrics Group for a comprehensive marketing study for the Advancement Plan; Sightlines for the Master Facilities Plan; and Ellucian for higher education trends for the Strategic Technology Plan. Through a synthesis of the ensuing data, a detailed financial forecast was developed and applied throughout the plan's development. College Trustees provided additional input through their participation in a Strategic Planning Retreat. As such, the plan was developed through a realistic lens that focused on planning for a well-documented enrollment downturn and decrease in public funding by taking advantage of niche markets for growth and opportunity.

Strategic planning at NSCC further involves community partners and program advisory boards early in the process to provide an external perspective. Participants engaged in SWOT exercises and other activities to generate content and priorities for inclusion in the plan. Additional opportunities for vetting were provided through the established governance committees and other designated venues such as a Strategic Planning Retreat, focus groups, and professional development days. The plan is presented for several stages of approval through NSCC's shared governance system and Board of Trustees. Additionally, strategic plans for all Massachusetts state public higher education institutions now require submission for approval by the Massachusetts Department of Higher Education (DHE) through its Board and Commissioner, and on to the Secretary of Education for final approval. The approved strategic plan is published on the College's website, and a complete record of strategic planning activities, resource documents and outcomes is available internally for access by members of the NSCC community via the College's intranet.

Each fiscal year, the College's Senior Management Team develops the Annual Tactical Plan, which is derived from initiatives outlined in the Strategic Plan and the accomplishments and continued work accomplished in the prior year. The Tactical Plan is formulated in coordination with the next year's proposed budget and informs resource allocation and provides the base platform for annual personnel performance goals in the upcoming fiscal year, goals for resource

development (public and private capital and operating grants, NSCC Foundation fund development goals and entrepreneurial funding streams) and setting of strategic investments such as new technologies, and student success initiatives. The Tactical Plan is evaluated mid-fiscal year to analyze trend data and develop outcome projections for the end of the current fiscal year as well as next steps for inclusion in the following year's tactical plan. An annual Collective Goals Report is developed for review by the Board of Trustees at the end of the fiscal year which assesses progress on the current Strategic Plan goals and strategies and is distributed college-wide. The Collective Goals report forms the basis of the Board of Trustees' presidential annual evaluation as well as an evaluation of the Tactical Plan. With the submission of the President's Evaluation including the Collective Goals Report to the MA Department of Higher Education, the state is informed of the college's progress in implementing the BHE approved Strategic Plan and has a data-informed analysis of the president's annual and administration achievements.

The annual Tactical Plan includes projected public and private grant applications although some opportunities may come up during the fiscal year that are unknown at planning stages. In order to insure that grant applications are in keeping with identified strategic goals, there is an internal review and approval process.

In conjunction with strategic planning, other factors determining the distribution of resources are recommendations made as part of the annual program and departmental review process. Each review provides a written self-study of strengths and challenges concluding in a set of action items that are presented to the college's senior leadership for consideration and prioritization as resources allow. The College also engages in extensive budget forecasting based on carefully developed annual and term-based headcount and credit goals, which are closely tracked throughout the registration cycles via custom dashboards available to the executive staff along with detailed analyses produced by the IR office.

Appraisal

NSCC has a comprehensive, broad-based, integrated and participatory process for strategic and tactical planning. The current five year plan has the distinction of being the first approved under the new and more stringent BHE requirements, including a mandatory meeting with the Board of Higher Education's subcommittee on strategic planning and action items based on substantive analyses of external trends and fiscal issues. Moreover, *North Shore Advancing* was commended as an exemplar of strategic planning for all three segments of public higher education in the Commonwealth.

Planning at NSCC is always long term, yet active and flexible enough to accommodate and respond to emerging priorities. Accordingly, the current Strategic Plan has been an invaluable roadmap in the realization of institutional goals and objectives, and has set a new standard of interconnecting planning and achievement activities across the critical areas of academics, enrollment, facilities, technology, and institutional advancement. When it became clear in the fall of 2016 that the College's enrollment decline was more serious than initial projections suggested, administrators accelerated the purchase of a customer relationship management

(CRM) system to provide recruitment counselors with the tools needed to interact more purposefully with prospective students. Additionally, the college implemented a total redesign of its public-facing website to create a more dynamic presence on-line while giving users the ability to manage and update content in real time through the acquisition of a content management system (CMS). Unable to secure funding through a Title III grant submitted in 2017, however, the College put on hold its plans to implement an educational planning tool. Through its annual tactical planning process, NSCC has tempered the blueprint of its strategic plan with the realities of current trends. As the current five-year plan comes to the end of its life cycle in 2021, the institution will once again prepare for a new planning cycle while reflecting on the strengths and challenges of *North Shore Advancing*. This will begin in spring 2020 with setting the data-informed platform from which new master plans will be created FY2021 for the 2022-27 strategic planning cycle.

EVALUATION

Description

North Shore Community College based its Strategic Plan data outcome measurements on Key Performance Indicators developed by the state as well as specific institutional needs. The outcomes are measured using a variety of tools. Those tools include national benchmarks against peers, such as the Johnson County Community College projects, Voluntary Frameworks of Accountability (VFA) success measures, the Integrated Postsecondary Educational Data Systems (IPEDS) measures, and the MA Department of Higher Education's HEIRS data including the "Big Three" Completion Plan, a continuing initiative of the Vision Project. North Shore also participates in ad hoc studies that provide national comparison data. The College Foundation also benchmarks its fund development goals against peers utilizing the CASE sponsored Voluntary Support of Education (VSE), the annual Blackbaud Charitable Giving Report, and MA HEIRS data on endowments in community college affiliated foundations. These various measures, taken together with internal academic and non-academic program review and individual program accreditations, provide the framework for how the NSCC demonstrates the achievement of institutional effectiveness

In 2016, the institutional program review process underwent a significant revision to improve its manageability as well as its relevance to the needs of faculty and academic departments. Prior program review models often required completion over multiple academic years, resulting in strained resources, a narrowed number of programs able to be reviewed concurrently, and limited opportunities for the institution to respond to each review's findings. The revised process enables completion within one academic year while providing scheduled presentations to share information, outcomes, and recommendations for improvement with the College's Senior Management Team. As such, informed and timely decisions can be made regarding programmatic offerings and the appropriate allocation of resources through the Annual Tactical Plan. Additional consideration was given towards making the process flexible with regards to specific program purposes, such as academic transfer or job placement. For Academic Program Review, all existing and new academic programs are placed on a five-year cycle and completed in accordance with a workflow timeline and template developed by CTLI staff with faculty input,

and subsequently reviewed and approved by the college's union-management committee. Since the 2016 revision, 80%, or 60 of our 74 active programs have been reviewed under the new process. Program reviews and their related materials are consolidated into an online library for sharing and reference.

In 2017, the College began a formal program review process for Student Affairs departments to better inform priorities and decision making. As with academic program review, identified areas undergo a self-study based on a standardized template and five-year cycle. As with Academic Program Review, the findings and recommendations are presented to the Senior Management Team at the review's conclusion.

Appraisal

The college demonstrates good usage of a data informed decision making environment which continues to be enhanced and updated. The college has established institutional processes to inform internal and external audiences of goals, strategies and the progress made toward the BHE approved Strategic Plan. Venues for dissemination of strategic planning information includes the Collective Goals Report, the President's Annual Report, updates at internal professional development events such as Faculty Professional Day, and through divisional electronic newsletters such as the *Beacon* published by the Vice President of Academic Affairs. A cycle of evaluation and feedback into future planning has been looped into the institutional processes and inclusion through shared governance supports communication and decision making across the College.

The review and publication of results achieved through external measures of institutional effectiveness occur on a timely basis with relevant constituents, both internal and external. Where the NSCC underperforms against national peers, College stakeholders investigate and determine steps to improve performance. For instance, a review of NSCC data against peers in the VSE study revealed underperformance in the number of corporate donors. As a result, the college developed the "Champions for North Shore" event to honor corporate donors. Two years later, corporate donations to NSCC increased more than 30%. After participating in a survey on hunger and homelessness developed by the Hope Center for College, Community and Justice in Wisconsin, NSCC learned that a significant population of its students were "food insecure" (Standard Five, p.51). Armed with those results, college administration partnered with the Greater Boston Foodbank, The Open Door and Beverly Bootstraps to bring mobile food markets on campus. Since its inception, the "NSCC Mobile Markets" have provided free food to more than 1000 members of the college community. Not all initiatives return such gratifying results. For example, the restructuring of the Office of Student Engagement has not, thus far, yielded an increase in participation in student activities, as evidenced by the most recent results of the CCSSE survey where NSCC scored below the mean on both the rated importance and satisfaction with student organizations. Finding the right mix of activities to increase student involvement in the community is an ongoing challenge that effects many of our peer institutions.

In addition, NSCC's rigorous five-year academic and co-curricular program review processes yield a set of specific initiatives to enhance programmatic effectiveness. As an integral part of its continuous improvement processes, the College utilizes the results of survey instruments, focus groups, course evaluations, advisory board deliberations, certification examination results, program specific accreditation results, field work evaluations and DHE unit record/wage data outcomes to assess overall efficacy and achievement and to identify needed improvements. While these efforts are comprehensive and broad, there is currently no structure in place to widely communicate the outcomes. The College should therefore invest additional resources towards solutions that can streamline the dissemination of results to the entire community. Moreover, NSCC's participation in the DHE's Performance Measurement Reporting System should provide additional channels to inform internal and external stakeholders on the College's progress toward state and institutional student success goals.

Through strategic and tactical planning, the College has made good strides in matching program review outcomes with funding opportunities. By way of example, the new greenhouse and associated classroom in Lynn was built partially using grant funding to expand the horticulture program. Other grant opportunities are actively pursued as an additional means for funding similar projects that grow from program review outcomes. However, annual tactical planning begins in February, and precedes the completion of the program review cycle which allows for a longer time frame to develop and reallocate resources to support priority recommendations.

STANDARD TWO PROJECTIONS		
Action	**Responsibility**	**Timeline**
The College will explore additional ways to organize, disseminate, and better employ the data collected by surveys, internal assessments, program review and participation in external projects such as VFA, National Benchmarking, and Aspen Institute.	• Senior Management Team • Office of Planning, Research, Institutional Assessment, and Grants • College Foundation	**2020-21**
NSCC will improve communication of metric outcomes to internal and external stakeholders to improve understanding of how the Strategic Plan impacts distribution and allocation of institutional resources.	• Senior Management Team • Office of Planning, Research, Institutional Assessment and Grants	**2020-22**
The College will prepare for next Strategic Panning Cycle, beginning with establishing the data-informed platform to develop the master plans that will inform the FY2022-27 Strategic Plan	• Senior Management Team • Divisions and Departments • Shared Governance System	**2020-21**

Standard 2: Planning and Evaluation

PLANNING

	Year approved by governing board		Effective Dates	Website location
Strategic Plans	?	?		?
Immediately prior Strategic Plan	2013		July 2013-June2016	**No longer available on the web**
Current Strategic Plan	2016		July 2016-June 2021	http://www.northshore.edu/about/nscc-2017-21-strategic-plan.pdf
Next Strategic Plan	2021		July 2021-June 2026	

	Year completed	Effective Dates	Website location
Other institution-wide plans*			
Master Plan	2016	July 2016-June 2021	http://www.northshore.edu/about/nscc-2017-21-strategic-plan.pdf
Master Academic plan	2016	July 2016-June 2021	http://www.northshore.edu/about/nscc-2017-21-strategic-plan.pdf
Financial plan	2016	July 2016-June 2021	http://www.northshore.edu/about/nscc-2017-21-strategic-plan.pdf
Technology plan	2016	July 2016-June 2021	http://www.northshore.edu/about/nscc-2017-21-strategic-plan.pdf
Enrollment plan	2016	July 2016-June 2021	http://www.northshore.edu/about/nscc-2017-21-strategic-plan.pdf
Advancement plan	2016	July 2016-June 2021	http://www.northshore.edu/about/nscc-2017-21-strategic-plan.pdf

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

?			

EVALUATION

	Website location

Academic program review

Program review system (colleges and departments). System last updated:

? Defined/Updated in the Master Academic Plan 2015-2020

Program review schedule (e.g., every 5 years)

Program review information is available on the college's internal Google site(s)

Sample program review reports (name of unit or program)*

Academic Program Review Library	? https://sites.google.com/a/northshore.edu/aaprogramreview/?pli=1
Academic Program Review is on a five-year revolving schedule	

System to review other functions and units

Program review schedule (every 5 years or website location of schedule)

Sample program review reports (name of unit or program)*

Non Academic Program Review Reports are stored on a Google shared Folder	
non-Academic Program Review is on a five-year revolving schedule	https://sites.google.com/a/northshore.edu/dsaprogramreview/?pli=1

Other significant institutional studies (Name and web location)*

	Date
Example: Advising: www.notrealcollege.edu/ advising	*2014*

*Insert additional rows, as appropriate.

Please enter any explanatory notes in the box below

STANDARD THREE: ORGANIZATION AND GOVERNANCE

INTRODUCTION

North Shore Community College's organization and shared governance system is designed to fulfill its mission, requirements and responsibilities as one of 15 public community colleges in the Commonwealth of Massachusetts operating under the jurisdiction of the Board of Higher Education (BHE) and legislated into existence under Massachusetts General Laws Title II, Chapter 15A. The BHE is the statutorily created agency responsible for coordinating and defining the mission of the Commonwealth's state universities, community colleges and the University of Massachusetts, and thereby establishing and maintaining system-wide policies, procedures, and reporting requirements. The BHE works through each college's local governing board towards the realization of system-wide goals and takes an active role in system-wide strategic planning as well as in close review of individual institutional plans for alignment with system goals.

The Massachusetts Department of Higher Education (DHE) is the staff to the BHE and the executor of its policies and daily operations. The DHE works collaboratively with all campuses of the state's public higher education system, initiates policy discussions with the BHE and implements BHE policy decisions. The DHE has also acquired resource funding distribution responsibilities and utilizes various measures, such as grant challenges, to fulfill funding criteria and goals.

GOVERNING BOARD

Description

NSCC's governing body is its Board of Trustees, a legally constituted body that derives its powers and authority from Massachusetts General Laws Title II, Chapter 15A Section 9. The Board is organized and functions in accordance with its bylaws, first developed in 1981 and most recently amended in November 2018. The duties of the Board Chairperson, Vice-Chairperson, and Clerk are contained within the bylaws.

The Board is comprised of 11 trustees of which nine are directly appointed by the Governor and two who are elected by various stakeholders and recommended for appointment to the Governor. The Governor is also charged with appointing the Board Chair while the Vice-Chair is elected by the Trustees. Nominations for vacant seats and/or term renewals go through the President and Board chair to the Public Education Nominating Council (PENC) which advises the Governor on appointments. However, nominations may come from other avenues as well. The two elected trustees include one seat elected by the Alumni Association and one student trustee seat from a currently enrolled NSCC student. Ten trustees serve for five-year terms with the possibility of a maximum of two terms (10 years). The student trustee serves a one-year term with no renewal and enjoys full voting status.

The Board operates under Robert's Rule of Order and although remote participation is allowed, the Massachusetts Open Meeting Law requires a simple quorum in person in order to pass any motions. The Board operates independently with no financial interest in NSCC, and individual members serve without compensation. Moreover, trustees are subject to Massachusetts Conflict of Interest Laws as special state employees and officials.

The Board's fiduciary responsibilities include the selection and annual evaluation of the institution's president, participation in the strategic planning process, approval and amendment of the institutional operating budget, the setting of fees, approval of new credentials and degrees, and the awarding of those credentials. One trustee also serves as a liaison voting member of the Board of the separately incorporated but affiliated NSCC Foundation. The Board further ensures that the operating budget reflects College priorities as defined by the mission and 2017-21 Strategic Plan.

The Board of Trustees ensures the realization of NSCC's mission and purposes through a prioritized annual meeting agenda developed to ensure appropriate review and approval of college objectives. The Board follows a monthly September through June meeting schedule as prescribed by its bylaws and alternates between the Danvers and Lynn campuses. All meetings are public and subject to the Open Meeting Law and the agenda and minutes for each meeting are posted on the NSCC website.

The Board has three standing committees: a Finance Committee that meets prior to the scheduled Board meeting and oversees the college audit process; a President's Evaluation Committee that meets annually; and a Bylaw and Policy Committee that meets as needed. There is also one social event per year to create relationships between the trustees and directors of the Foundation.

The College and the Board take meaningful steps to ensure that trustees understand the institution's mission, their roles in its realization, and their overall effectiveness as a governing body. New trustees are oriented by the Clerk of the Board and the President, and are given a binder containing the Trustees By-Laws, Chapter 15A materials, a recent audit, and previous meeting minutes. Complementing this information is a series of online video training modules that were introduced in the summer of 2018 to assist with orientation and ongoing review. Communication channels between the Board and members of the college community are established to facilitate the exchange of information through the electronic posting of meeting agendas and minutes, open attendance at meetings by faculty and staff, and regularly scheduled updates from College components. The student trustee provides a report on academic and co-curricular matters as a standing agenda item at each Board meeting. The Board also holds periodic retreats to focus on the pending issues of the day, and is subject to periodic self-evaluation.

Among the Board's responsibilities is the appointment and evaluation of the College's chief executive officer as exercised in the 2013 search and selection of NSCC's fourth president, Dr. Patricia A. Gentile. The annual Presidential Evaluation Process addresses two areas of

responsibility: institutional goals and objectives and statewide priority objectives. The Presidential Evaluation Committee is provided with a summary of BHE statewide and system priorities for each academic year for which the college is accountable as well as other materials for evaluation such as the Annual Collective Goals Report. The Board grants the president authority and autonomy, and the relationship among the BOT and members of the NSCC community is positive.

Appraisal

With a new state administration election five years ago, there has been significant turnover on NSCC's Board of Trustees. Only two trustees remain from the previous state administration, which has moved the need for orientation and immersion in the role of trustee to priority status. Moreover, the appointment process as currently established sometimes extends vacancies between when a trustee is recommended for that seat to when the seat is ultimately appointed by the Governor. The turnover caused some infrequency of committee meetings early on, and orientation has been challenging. The online video training modules have been helpful in onboarding new members, though there remains a need for a documented trustee orientation process which will be addressed in the 2019 academic year. Though a full Board of Trustees is now in place, a complete self-evaluation of this body has yet to be conducted. The most recent self-evaluations were completed in 2010 and 2012 for the previous Board. The Policy and Planning Committee is in the process of reviewing evaluation tools and plans to select one for the 2019-20 year.

In light of these changes, the Board has endeavored to maintain and enhance its effectiveness. Essential responsibilities such as the approval of the annual operating budget and the evaluation of the President of the College are conducted consistently and timely. Opportunities for focused review and professional development are provided through retreats and external conferences. For example, the August 2016 retreat discussed strategic planning goals, enrollment projections and tactical plan strategies for FY17. Board members also participated in a focus group on the composition of high functioning boards and attended the annual statewide conference of Community College Trustees. Bylaws are reviewed routinely and were amended in 2014, 2015, 2016, and 2018. The Board's meeting calendar and minutes are posted to the College's public website.

Trustees are actively engaged in the affairs of the College and demonstrably committed to its success. Diverse industries are represented across the 11 trustees, including business, non-profit, law, public policy, pharmaceuticals and health care. The student trustee regularly communicates updates and concerns from students, and additional connections to the student experience are provided by a Student Showcase which regularly highlights exemplars of success. The annual meeting agenda for the Board and its standing committees is tied to the success of the institution's Strategic Plan, and the minutes demonstrate the range of trustee involvement. The Presidential Evaluation Committee's bi-annual meetings assess the performance of the College's President based on the Collective Goals document as well as accomplishments tied to the Strategic Plan and Annual Tactical Plan. At the beginning of the

strategic planning cycle, trustees participated in the Strategic Planning Retreat to provide input on the five-year plan and further review the annual tactical plan from which it is derived.

As part of the NECHE self-study process, a focus group session was conducted with trustees in early February 2019 to identify and discuss key strengths of the group and the challenges facing them in the next five years. The need for a trustee self-evaluation tool was reinforced along with a more efficient selection process and formalized orientation. The annual Collective Goals document was cited as an effective tool for assessing the accomplishments of the strategic and tactical plans. Trustees especially praised the collective knowledge base of the group, the diversity of its composition, and the openness and collegiality of its interactions. The intentional connection with students through the student trustee is especially valued in helping trustees keep abreast of the NSCC's fundamental mission. Challenges noted are the lack of sufficient meeting time to address the myriad needs of the institution, focus on innovative practice, need to conduct a deeper analysis on the most pressing issues of the day, and ability to maintain consistency of engagement of the Board.

Members of the NSCC community have the opportunity to address the Board during their regularly scheduled meetings. A working example of employee communication to the Board of Trustees occurred in September 2015 when the AFSCME union steward presented a letter, signed by campus police officers, requesting that the Board consider arming the campus police. This request was previously submitted to the Board and subsequently voted against in 2011. Upon review of the 2015 request, the Board asked the President to establish a committee to study the matter. The results of the study were presented to the Board and in 2016, the Board voted in favor of arming the campus police effective January 2017.

INTERNAL GOVERNANCE

Description
The President is the College's chief executive officer and directly oversees a staff of senior administrators responsible for the institution's core operational functions: the Vice President of Academic Affairs, Vice President of Administration and Finance, Vice President of Student Affairs and Vice President of Human Resources. This group comprises the Senior Management Team that meets biweekly for planning and advising purposes as well as developing the annual tactical plan and corresponding budgets. Academic and co-curricular program reviews are presented to the team each spring to help set priorities for supporting the College's academic and other offerings.

The College experienced significant senior leadership changes beginning in 2013 with the concurrent retirements of former President Wayne Burton and former Vice President of Academic Affairs Paul Frydrych. An ensuing presidential search resulted in the hiring of Dr. Patricia A. Gentile who became NSCC's fourth president on January 1, 2014. The following July, Dr. Karen Hynick began as Vice President of Academic Affairs and Dr. Jermaine Williams served as Vice President of Student Affairs from early 2015 until June 2019. A nationwide search is currently underway to replace this senior position. However, two senior vice presidents bring

institutional knowledge and experience through Vice President of Administration & Finance Janice Forsstrom, a 45-year NSCC veteran, and Vice President of HR Madeline Wallis, who has served the College for 15 years. Hence, the senior team is well-balanced between new and veteran leaders.

In addition to the changes in senior leadership throughout this period, five academic division deans also retired. While some of these positions were immediately filled with new leadership, others were reconsidered toward achieving greater efficiencies. Thus, an assessment of the College's organizational structure ensued to best position the institution to serve its mission and purposes in alignment with emerging academic trends and demographic shifts, followed by a redesign of reporting areas implemented in January 2015 across several key areas.

Academic Affairs administration, programs and faculty were reorganized into five divisions from six, specifically along academic pathways and led by five deans and three assistant deans:

- Career and Technical Education (CTE) and Business
- Health Professions and Human Services
- Liberal Studies
- Science, Technology, Engineering, Math (STEM) and Education
- Corporate and Professional Education (non-credit programs)

A new position of Assistant Vice President for Compliance and Student Financial Services was established in March 2015 and reorganized under the Vice President of Administration and Finance. The Student Financial Services area had previously reported to Student Enrollment Services. The Office of Planning, Research, Institutional Assessment and Grants was moved from Administration and Finance to be a direct reporting area of the President. Further executive structure reorganization took effect in August 2016 with the elimination of the Vice President of Institutional Advancement position, restructuring the senior leadership from five to four vice presidents. The areas of Marketing, Public Relations, Development, and Alumni Relations currently report directly to the President.

North Shore Community College is subject to collective bargaining agreements negotiated statewide by the Department of Higher Education (DHE). The Massachusetts Community College Council (MCCC) is the collective bargaining unit representing faculty and professional staff under the Day Contract. As with each community college campus within the state system, NSCC has its local union chapter as well as a Management Association Committee on Employee Relations (MACER), which meets monthly during the academic year to address matters of mutual concern between management and the union. Adjunct faculty are unionized under a separate agreement with the Division of Continuing Education. The American Federation of State, County and Municipal Employees (AFSCME) agreement defines the College's working relationship with its clerical, technical and facilities staff. The AFSCME union also has a Labor Safety Management committee that meets biannually. Policies and procedures for management staff are detailed in a Non-Unit Professional Personnel Handbook.

The Danvers and Lynn campuses and Middleton location are under a singular governance system, and the College endeavors to promote an inclusive and consultative environment where all constituents can participate. To that effect, shared governance undergoes systematic review through several channels, including periodic governance surveys, governance subcommittee appraisal of standing and advisory committees, and standing and advisory committee self-assessments. Such an assessment was undertaken in the 2015-16 academic year concurrent with preparations for the upcoming strategic planning cycle, providing a timely opportunity for updating a governance structure that had been in place since 2001. The Governance Subcommittee, a subcommittee of the Forum Steering Committee, led the restructuring process beginning with an examination of governance systems of other community colleges and state universities, and appraisals of existing governance committees conducted in conjunction with their members. As a reference, the College voted to adopt and incorporate the Governance Guiding Principles into the shared governance system to better align processes and to derive a more appropriate representation from faculty, administration, non-unit professionals, classified staff, and students.

Seven committees, five standing and two advisory, currently comprise the shared governance structure of North Shore Community College, effective Academic Year 2017:

Standing Committees
- Forum Steering Committee
- Academic Policy Committee
- Curriculum Committee
- Student Development Committee
- Diversity Leadership Council

Advisory Committees
- Professional Development Committee
- Information Technology Council

Among the significant changes were the elimination of two committees, the Faculty/Staff Steering and Classified Staff; and a change in status from standing to advisory for the Information Technology and Professional Development committees. By definition, standing committees recommend policy, while advisory committees do not. The College also has over 50 Ad Hoc committees for specific tasks and functions that are cataloged yearly as part of the new shared governance structure.

To ensure that the governance system provides for a substantive faculty voice in matters of educational programming and quality, faculty comprise 54% of Academic Policy Committee membership and 47% of Curriculum Committee membership. Moreover, where governance committees typically meet on the first Tuesday of every month, the meeting time of the Curriculum Committee was changed to allow the VP of Academic Affairs, as the institutional officer directly responsible for the college's academic programs, to attend and provide input to both committees.

The Forum Steering Committee (FSC) replaces and expands upon the original Faculty/Staff Steering Committee. The FSC coordinates the activities of the governance committees and compiles the monthly committee reports into a PowerPoint file summarizing the work of the

individual committees. This information is distributed with the monthly College Forum meeting agenda, and members of the college community can request time on the Forum meeting agenda, or request topics for presentation and discussion. Standing and advisory committee end-of-year reports are presented to the Forum Steering Committee monthly and to College Forum annually to mark achievement of committee goals and priorities. Votes taken at Forum are forwarded to the President and, with her recommendation, on to the Board of Trustees for approval and vote. In addition to the standard business of governance, the Forum Steering Committee oversees the development and implementation of the Strategic Plan from which the College's senior management identifies institutional priorities through the Annual Tactical Plan.

The venue for student governance is the Student Government Association (SGA), of which all students enrolled in credit courses are automatically members. SGA officers serve on governance committees that function as joint student-faculty-administration committees or boards. The Student Senate is the governing body of the Association and has representation across academic disciplines, in student activity organizations, and on the Board through the student trustee. The Senate plays a key role in promoting student involvement in College decision-making by providing student representatives for the standing College-wide committees. The Academic Policy Committee, Curriculum Committee, Diversity Leadership Council, Forum Steering Committee, and Information Technology Council each have one student representative. Students also have the opportunity to serve on various other committees and focus groups such as Commencement, Strategic Planning, and executive search committees. There are also twenty-four active student clubs and three active honor societies reflecting special interests or particular academic programs.

In 2017, the College began a systematic review of all College policies to identify gaps, standardize policy format, and separate polices from procedures. Once completed, the review will culminate in a revised College Policies and Administrative Procedures manual. Working through shared governance, the Board and the Senior Management Team, the process will continue through the 2019 academic year to ascertain existing policies and procedures, address gaps, and establish procedures for updating and create new polices. The revised manual is projected to be completed, approved by the Board, and available to the NSCC community by fall 2019. Current policies and procedures are listed on the College intranet.

Appraisal

North Shore Community College has experienced significant transition over the last five years with notable impact across the institution. Throughout each phase, the existing shared governance committee structure and union-management meetings were used to communicate these changes as well as rethink the structure of governance itself. The process involved thorough review and research at the beginning and assessment of the process has been ongoing. Through the restructuring of its governance system, the College added another layer of accountability through the annual presentation of standing and advisory committee reports.

In 2015, the College undertook a thorough assessment and review of its shared governance system, as the existing system had been in place for 15 years. A survey administered at the time indicated that 80% of faculty, 60% of unit and non-unit professionals, and 50% of classified staff

reported serving or having served on a governance committee. In addition, the survey indicated that adjunct faculty members were significantly underrepresented. A discussion of the results at a College Forum meeting led to the development and implementation in 2016 of the College's current governance structure based on a careful review of each committee's membership and responsibilities. Additional emphasis was placed on tying the work of governance committees directly into the Strategic and Tactical Plans as well as improving communication between governance committees and the College-at-large through Forum meetings which are cross-college and simulcast on the Danvers and Lynn campuses. An orientation session was conducted for new committee chairs to integrate their annual work into College-wide planning. An adjunct faculty member was added to the Forum Steering Committee.

In 2016, the Personal Assessment of the College Environment (PACE) survey was administered. PACE uses a 5-point Likert-type scale to provide an assessment of campus climate and highlights areas for improvement through the measurement of four 4 climate factors: Institutional Structure, Student Focus, Supervisory Relationships, and Teamwork. NSCC's employee response rate was 46.5% (a 9% increase since 2013) with the highest rating in Student Focus (4.0) and lowest in Institutional Structure (3.2). There was a slight drop overall in scores from 2013 with the largest drop in Institutional Structure. This trend was reinforced by comments indicating in summary that changes have been instituted too quickly without input from all areas of the College. Moving forward, the College will need to improve efforts to fully inform and vet changes with stakeholders prior to implementation.

In appraising the efficacy of the new governance structure, the Governance Subcommittee of the Forum Steering Committee developed and administered a survey in spring 2018 to measure the awareness, perception, and effectiveness of governance at the College. The committee strived to keep the survey similar to the previous governance survey for comparison purposes, while adding new queries to measure the effectiveness of recent governance changes on communication and transparency. The survey results indicated the following:

- Over 50% of respondents did not participate in governance. The reasons cited include work demands, lack of interest and other reasons.
- Approximately 60% agree/somewhat agree that the governance system promotes transparency and college-wide communication.
- Approximately 60% agree/somewhat agree that college communications related to Standing & Advisory Committee work has been improved in the College Forum format.
- Over 71% agree/somewhat agree that the College Forum agenda items inform them of key College-wide initiatives.
- Over 60% agree/somewhat agree that the College Forum format provides a space to bring discussion topics of interest to the college community.
- The mean value measuring whether the current governance structure operates effectively and achieves its goals with 1= No and 5= Yes is 3.20.

Based on these results, the College will need to address the workload concerns, overall motivation and ongoing low participation of adjunct faculty to improve participation on governance. Further Improvements in the process will continue to focus on sharing information and vetting changes in a timely manner across all constituencies.

The College has made significant strides in cataloging and updating its policies and procedures and publishing them on the website. As policies and procedures were distributed across many areas and files, it was determined that a central virtual manual would improve access and provide a convenient reference. All existing policies and procedures were collected in both digital and in hard copy format, and an external consultant was hired to develop a framework of organization. Various options were presented to the NSCC community through shared governance to insure that the framework would be easily searchable. In 2017, the consultant completed the framework and organized existing policies and procedures while highlighting potential gaps. Throughout 2018-19, NSCC has appropriately utilized its shared governance system in discussing gaps and developing revised and new policies for presentation and approval at College Forum and for subsequent approval by the NSCC Board of Trustees. Continued routine efforts will focus on reviewing and revising policies through shared governance as well as ongoing communication and maintenance of the college Policies and Procedures Manual.

STANDARD THREE PROJECTIONS		
Action	**Responsibility**	**Timeline**
A self-assessment tool for the Board of Trustees will be identified and implemented to ensure completion of self-evaluation in accordance with the bylaws.	• Board Policy and Planning Committee	**2019-20**
The College will ensure that the orientation process for new Board members will be documented and occurs at the time of appointment, and that there is a systematic professional development menu for Trustees.	• NSCC President • Board Clerk	**2019-20**
The internal governance structure and Management Union Labor meetings will be utilized to improve the process of informing and vetting changes with stakeholders.	• Executive Staff • Union	**2019-20**
The low representation of adjuncts in the Governance process will be further reviewed and a plan developed to increase their engagement and continued participation.	• Forum Steering Committee • Governance Subcommittee	**2019-20**
The administration of governance surveys and the sharing of results College-wide will be continued to monitor overall efficacy and ensure continuous improvement of noted areas of concern.	• Forum Steering Committee • Governance Subcommittee	**2019-22**

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

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

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

Name of the sponsoring entity	Commonwealth of Massachusetts
Website location of documentation of relationship	https://malegislature.gov/Laws/GeneralLaws/PartI/TitleII/Chapter15A/Section9

Governing Board

	Website location
By-laws	
Board members' names and affiliations	http://www.northshore.edu/about/administration/board.html

Board committees *	Website location or document name for meeting minutes
? Finance Committee	All information related to the work of the Board of Trustees is available exclusively in Boardpaq, the college's specific tool for maintaining the work of the Board of Trustees. The Boardpaq application is password protected.
Policy and Planning Committee	
President's Evauation Committee	

Major institutional faculty committees or governance groups	Website location or document name for meeting minutes*
Forum Steering Committee	forum/minutes-1
College Forum	forum/
Academic Policy Committee	policy/minutes-1
Curriculum Committee	curriculum/minutes-1
Diversity Leadership Council	https://sites.google.com/a/northshore.edu/nscc-governance-diversity-leadership/minutes-1
Information Technology Committee	https://sites.google.com/a/northshore.edu/jeff-s-site-test-site/minutes-1
Professional Development Committee	https://sites.google.com/a/northshore.edu/nscc-governance-professional-development/minutes-1
Student Development Committee	https://sites.google.com/a/northshore.edu/nscc-governance-student-development/minutes-1

Major institutional student committees or governance	Website location or document name for meeting minutes**
Art Club	
Dance Club	
Delta Alpha Pi	
Debate Society	
Environmental Club	
Events Council	
Film Club	
Gaming Club	
Haitian Club	
MultiCultural Society	
Music Club	
Phi Theta Kappa	
Practical Nursing Club	
Pre-Med Club	
PTA Club (Physical Therapy)	
Queer Straight Alliance	
Sigma Alpha Pi	
Sophomore Nursing Club	
SOTA Club (Occupational Therapy)	
STEM Club (Science, Tech., Engineering, & Mathematics)	
Student Government Association***	https://drive.google.com/drive/folders/0B-t-QFLjrPkgSHM1ckZJVkh6YWM?usp=sharing
Veterans Club	
Women in Transition	
Youth United	

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

*Insert additional rows as appropriate.

Please enter any explanatory notes in the box below

*All information related to faculty committees is available on the College's Google sites, accessible to anyone with NSCC gmail login credentials.
** Student committees do not keep minutes. SGA minutes are not available on the website

*** All information related to SGA is available on the College's Google sitres, accessible to anyone with NSCC gmail login credentials

Standard 3: Organization and Governance
(Locations and Modalities)

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

(Insert additional rows as appropriate.)

	Location (City, State/Country)	Date Initiated	Enrollment*		
			2 years prior	1 year prior	Current year
			(FY 2016)	(FY 2017)	(FY 2018)
Main campus	Danvers MA	1965*	9,831	8,852	8,487
Other principal campuses	Lynn MA	1985			
Branch campuses (US)					
Other instructional locations (US)	Middleton MA	2014			56
Branch campuses (overseas)					
Other instructional locations (overseas)			*** SEE NOTE BELOW**		

*Note: current campus in Danvers was acquired in 1991. The Lynn campus was built in 1986.

Educational modalities

	Number of programs	Date First Initiated	Enrollment*		
			2 years prior	1 year prior	Current year
			(FY 2016)	(FY 2017)	(FY 2018)
Distance Learning Programs					
Programs 50-99% on-line	14		**** SEE NOTE BELOW**		
Programs 100% on-line	6				
Correspondence Education					
Low-Residency Programs					
Competency-based Programs					
Dual Enrollment Programs					
Contractual Arrangements involving the award of credit					

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

Please enter any explanatory notes in the box below

* NSCC does not assign students to a specific campus as location is a function of the courses or programs in which they enroll. In fall 2018, for example, approximately 32% took courses solely in Danvers, 33% in Lynn, 0.5% in Middleton, 10% online, and 24% in some combination of Lynn, Danvers, and online.

** NSCC has programs that may be completed fully or partially on line, at the students' preference. The college doesn't track student enrollment behavior in terms of course modality. Data demonstrates that in the past ten years, a total of 63 students have completed their program requirements entirely online. Forty of the students who completed were in the Fire Science degree program. Percentage availability online of any program may vary depending on course or instructor availability.

STANDARD FOUR: THE ACADEMIC PROGRAM

OVERVIEW

Description

As a mid-sized comprehensive community college, North Shore offers both general education transfer programs and career and technical education programs focused on immediate employment. The College currently offers 74 degrees and certificates, including 10 Associate in Arts, 29 Associate in Science, 5 Associate in Applied Science, 29 certificates and one clock-hour certificate. Each Associate degree is designed to be completed in two years while certificates are generally designed to be completed in 30 credits or less. In addition, NSCC provides workforce development and industry recognized credentials through its Corporate and Professional Education Division under the Academic Affairs Division. The college has sought to model such programs to articulate to credit pathways where possible.

NSCC's academic programs are consistent with and serve to fulfill its Mission, Vision and Values. Guided by the College's Strategic Plan and Master Academic Plan, each program is purposefully and systematically planned to provide for continuous development, implementation, oversight, and evaluation. Standards of student achievement and a rigorous process of Academic Program Review are in place to assure the academic quality and integrity of courses, certificates, and degrees. Academic programs focus on the assessment of student learner outcomes at the course, departmental, general education and programmatic level to provide evidence of what and how students are learning and to validate next steps within a culture of continuous improvement. Program student learning outcomes, along with requirements for the awarding of degrees and certificates, are published on individual program pages through the College's website and online College Catalog. Moreover, faculty, professional advisors, and students have access to a guided pathway sheet available on each program page and degree audit tool which lays out a recommended and required course sequence to complete the credential.

Each program is designed in accordance with College and Board of Higher Education policies as well as curriculum standards regarding the number of credits needed based on the type of degree being offered and the percentage of required general education courses. All career and technical programs are regularly vetted, approved, and updated with input from their industry-based advisory boards, providing an ongoing check-and-balance that ensures students are adequately prepared to meet industry and workforce needs. Transfer programs are also regularly reviewed and updated through NSCC's participation in ongoing conversations with sister public higher education institutions through MassTransfer Pathways. The College's Curriculum Committee, a shared governance entity, provides oversight and approval of all curricula matters and documents their work through an annual report. In addition, the Academic Policy Committee, also a shared governance entity, provides oversight and approval of all academic policy matters from which recommendations are made to College Forum, the President, and the Board of Trustees. One such example is the articulation of credit pathways through credit for prior learning

Appraisal

The College's 74 academic programs actively fulfill the dual mission of a comprehensive community college. Of these programs, 10 comprise the first two years of a general education curriculum aligned for transfer to baccalaureate degree granting institutions, while 64 programs yield degree and certificate options designed to prepare students for entry-level occupations in the local and regional workforce. As an open access institution, 61 programs are open admissions, whereas 13 programs are selective with separate admissions criteria that are published on the College's website, College Catalog and each selective program's handbook.

The institution is well-positioned through its Strategic Plan, Master Academic Plan, Tactical Plan, and academic program review process to effectively plan, provide, oversee, evaluate, improve, resource, and assure the academic quality and integrity of all of its academic programs and the credits and degrees awarded. Each program has identified, measured, and evaluated or is in the process of evaluating student learning outcomes at the course, program, departmental, and general education level. Faculty are well-poised to use the analysis of the data tied to assessment to continuously improve their programs and courses by identifying curricular areas that need additional attention and support. To better support, extend and sustain these efforts, the College will need to strengthen and fully embed assessment within its academic culture through investment in ongoing professional development. Accordingly, an Academic Assessment of Student Learner Outcomes Committee was established in 2018 by the Vice President of Academic Affairs. This committee is comprised of two faculty members from each of the four credit academic divisions, the four deans who supervise these divisions, the Dean of Academic and Faculty Support, the Senior Specialist for Learner Effectiveness, and chaired by the Vice President of Academic Affairs (Standard Eight, p.91) Moreover, as the Master Academic plan is coming to the end of its life-cycle, a College-wide conversation will take place to prepare for the next cycle of academic planning beginning in 2019-20.

Through academic program review, partnerships with program advisory boards, and a strong ongoing relationship with the North Shore Workforce Investment Board, both qualitative and quantitative data are available to support decision making on its portfolio of academic offerings. Since the 2014 Interim Report, North Shore Community College has developed four new associate degree programs in Surgical Technology, Liberal Arts-STEM Foundation, Database Management and Security, and Funeral Services. It has also launched five new certificate programs in Quality Assurance and Control, Baking and Pastry, Restaurant Management, Horticulture and Social Media Marketing based on identified labor market needs. The college has also renamed five certificates to better align with standards in their respective fields: Early Childhood Infant/Toddler Educator, Substance Addiction, Community Health Worker, Elder Advocate, and Child Youth Advocate. With declining enrollment and industry shifts on required educational training needed for entry level positions, the College also sunset 13 programs based on the viability of the credential in yielding intermediate jobs: Hospitality and Tourism degree, Food Science degree, Web Development certificate, ESL certificate, Management degree, Youth Worker certificate, Interdisciplinary Studies degree, Wellness and Healing Arts certificate, Law Enforcement certificate, Computer Applications certificate, Energy Utility Technology degree and certificate, and Financial Services certificate.

Since 2015, 33 North Shore Community College faculty and staff members have been active participants in the statewide MassTransfer Pathway Initiative conversations coordinated by the Massachusetts Department of Higher Education. This work convened faculty content experts representing each of the public community colleges, state universities, and the University of Massachusetts across 18 curricular areas with the sole focus being the alignment of student learning outcomes and coursework across the state public higher education system by field. From 2014-19, eight degrees, 21 guided pathways and 32 courses have been redesigned to better align to MassTransfer requirements. Notably in 2017-18, North Shore Community College redesigned its Associate in Arts in Liberal Studies from a 62-credit program to a 60-credit program, opening more flexibility in the degree by reducing the number of required courses and providing 13 guided pathways aligned to the 13 most common majors at public universities. Early data from 2017-18 showed this change yielded 222 Liberal Arts graduates, up from 178 the previous year. This trend represents a nearly 25% increase despite declining overall enrollment (Standard Eight, p. 88).

NSCC's first online catalog was launched in the 2017-18 academic year, providing the opportunity to update and publish each program's requirements, modality of learning, admissions requirements, and program student learning outcomes. Also published, as appropriate, are each program's occupational skills requirements as well as relevant labor market and wage data information. This information is updated as needed on an ongoing basis and annually edited through our curriculum timeline processes. Where applicable, our externally accredited programs also publish student achievement data regarding performance on state and national required licensing exams as well as job placement data in their respective field. The catalog has significantly enhanced NSCC's ability to publish essential and timely program information, though continued efforts are needed to improve overall transparency. In March of 2019, NSCC launched a new website that pulls data and information directly from the catalog database, improving our transparency and ability to communicate performance metrics to our student body. Concurrent with these developments, the College continues its efforts towards publishing performance outcomes across all programs in a manner on par with our externally accredited programs.

ASSURING ACADEMIC QUALITY

Description
North Shore Community College demonstrates an effective system of academic oversight and ongoing review in order to assure the quality of its programs. Members of the faculty and administration participate through shared governance on the Curriculum and Academic Policy Committees in the planning of curricula and programs, and in the revisal of academic policy matters. Faculty members lead the evaluation and continuous improvement of these programs with the support of dedicated staff. Program advisory members also participate in the review of career and technical programs.

Each of NSCC's 74 degrees and certificates and all of its general education departments undergo an Academic Program Review process which incorporates a self-study based on a five-

year cycle. The current iteration is the outcome of a 2016 revision that incorporated faculty input to assure a manageable, meaningful and sustainable process that is relevant to the needs of departments and programs. Review teams are led by and comprised of faculty content experts and supported by staff from both the Center for Teaching, Learning and Innovation (CTLI) and Institutional Research (IR). A standardized program review template outlines the quantitative data provided by Institutional Research to the review team for analysis and interpretation, as well as guidelines for qualitative inquiry from which to provide additional evidence and context. While the metrics provide for consistent measures across programs, they are adaptable to specific purposes and outcomes, such as transfer rates for liberal arts or job placement rates for career and technical areas. Both internal and external evidence regarding program and department effectiveness is gathered to provide varied perspectives on program health, areas of strength and challenge, and plans for continuous improvement. Outcomes and recommendations from the review are presented to the College's Senior Management Team who in turn builds the recommendations into the institutional operating budget for the next fiscal year and sets priorities through the Annual Tactical Plan. Each program's respective division dean is also a full partner in the process of guiding the review, responding to recommendations, providing additional feedback for consideration, and forming an action plan for implementation. In parallel to this internal review, NSCC's 12 externally reviewed career and professional programs also participate in the process while fulfilling the standards and mandates of their respective national agencies. As indicated in the E1A and E1B forms (see Appendix B), the College's academic programs have identified changes they have made through the program review process and additional data in order to continuously improve. The Academic Program Review Library provides access to completed reports and related resources.

Changes to the College's academic offerings are overseen by the Curriculum Committee to ensure consistency with established academic standards and student learning outcomes. This oversight includes the addition and deletion of courses and programs; changes in content, title, or number of credits; and changes in location, modality or design. Curriculum Committee membership includes the Vice President of Academic Affairs, faculty representatives from each academic division, academic division administrators, the registrar, and a representative from Student Affairs. Prior to bringing forth a curriculum change to the committee, approvals are required from each department and division, the dean of the program, and the chair of the Curriculum Committee. Following a final vote of approval by the committee, the Vice President of Academic Affairs formally approves the requested change.

Proposed new degree and certificate programs initially require approval in concept by the College's Senior Management Team prior to approval from the originating department. This initial step includes an executive summary, requisite faculty credentials, course sequences, alignment to the mission, regional labor market information, potential articulation agreements, and resource requirements. All new programs, redesigned programs for credit length, course sequence and title, and all programs to be retired must also be vetted with the Massachusetts Department of Higher Education for approval. If financial aid funding is sought for new certificates, the Financial Aid Office works with the U.S. Department of Education to secure approval for Title IV funding and the Vice President of Academic Affairs or her designee seeks

authorization through the New England Commission of Higher Education (NECHE) and Massachusetts Department of Higher Education to offer the new program. If a program is eliminated or its requirements changed, the dean of the program works with any impacted students and customizes a plan for them to graduate by meeting their program requirements with minimal to no interruption. Per academic policy, students may graduate under any program of study requirements in effect for the catalog year during the duration of their enrollment at the college

North Shore Community College undertook significant steps towards large-scale academic planning as a prelude to the 2017-21 institutional strategic planning cycle. These steps were realized in 2015 as members for a cross-component committee were gathered to create a five-year Master Academic Plan, with the overarching goal of outlining the areas of curriculum that required expansion, closure, or redesign. This plan was the first and cornerstone document for the creation of the College's Strategic Plan *North Shore Advancing: A Vision for the Future* and stands together with the *Strategic Enrollment Plan, Master Facilities Plan, Strategic Technology Plan* and *Advancement Plan.*

In collaboration with area school districts, NSCC developed a strong Early College Partnership and Dual Enrollment Program in 2015-16 that serves roughly 250 students a year. The model for this initiative requires all participating dual-enrolled students to take designated early college courses taught by NSCC faculty physically on the College's campuses. The program requires these students to meet the same prerequisites as all other students and courses adhere to the same credit-hour standard. Students also receive a college identification card, have access to all support services, and attend a required orientation. This structure allows for the College to ensure the rigor of its offerings and provides students with an authentic college experience. To date, NSCC has experienced a 36% matriculation rate from students who participated in this program once they achieve their high school diploma. In 2017-2018, the Gateway to College Program was also launched in partnership with its area school districts. This program allows at-risk high school-aged students to complete their high school diploma through dual enrollment courses on the NSCC campus, with all courses taught by North Shore Community College. For all dual enrollment programs, a contract outlines the relationship between the College and the school district. As of April, 2019, NSCC's Early College program received its official designation as per joint resolution between the Massachusetts Boards of Higher Education (BHE) and Elementary and Secondary Education (BESE).

The College also offers outside entity courses that are paid for through a grant or a third party. Most of these courses are offered online and all are taught by our faculty. For the handful of courses that are offered off-site, a Memorandum of Understanding ensures that the same requirements are met, including prerequisites, faculty credentials, adherence to the credit-hour standard, and required classroom resources such as information technology and Internet access. All outside entity course enrollees are considered to be North Shore Community College students with access to all College's services.

Appraisal

The College's newly redesigned Academic Program Review process has proven to be an effective, primary means of oversight to assure program quality, wherever and however it is offered. To date 80% or 60 of our 74 active programs have been reviewed in the last four years, and it is projected that 88% will have been reviewed by the end of FY 2020. This effectiveness is routed in the shared governance that facilitated this redesign, the establishment of a consistent five-year review cycle, and each new degree program being initially placed on an annual review process through the Massachusetts Department of Higher Education, prior to reaching its first institutional program review process. The mixed methodology of qualitative and quantitative data provides for both effective analysis and reflection. Moreover, faculty and staff provide iterative feedback on both the template and the process on an annual basis to guide modifications and improvements to the process. Additional feedback is garnered through an annually administered survey on the effectiveness of the process. To date, all measures of effectiveness have been favorably rated by the majority of respondents, with most indicators rated at greater than 80%. One avenue of improvement identified through the survey is in the collection and use of data with only 65% rating that attribute as excellent or good, as comfort levels with data analysis and integration vary across the faculty. Also, only 65% indicated that they would showcase the results with the community and advisory boards, which identifies a need for providing more venues for program review information sharing. While these results indicate that the current implementation of the process is progressing well, continuous improvement will be ongoing and directed towards maximizing the benefits for all involved in this process. To that effect, the College is actively designing an ongoing professional development program around assessment of student learning outcomes for both full-time and adjunct faculty development while recognizing that all faculty have varying experiences and comfort levels with assessment.

Academic Program Review has been instrumental in providing the College's Senior Management Team with a more comprehensive understanding of specific program needs from which to base strategic decisions. As a result, several programs have received significant upgrades in equipment and facilities to help continuously improve our students' educational experience and to better replicate industry standards. For example, following the Horticulture program review in 2016-17, the College applied for a Massachusetts Capital Skills Grant to fund a new greenhouse and classroom space at our Lynn Campus. The Graphic Design program review informed the acquisition of additional specialized photography equipment and printing technologies. Our Computer Aided Design department also received a Massachusetts Capital Skills Grant to support the upgrade of their computer aided drafting lab and software inventory in 2018-19. The Nurse Education program review demonstrated the need to better align the faculty evaluation requirements of the Accreditation Commission for Education in Nursing (ACEN) and the College's collective bargaining unit (MCCC) through the creation and subsequent hiring of a new position of Director of Nursing.

The opportunity for each program review team to present its findings to the College's Senior Management Team has further assured academic quality by helping to guide decisions that impact financial and personnel resources in the coming academic year and beyond. This

information is then used to prepare the College's annual strategic and tactical objectives as well as the budget. The redesign of the ESL, Business, and Culinary departmental offerings are just a few examples of effective coordination of implementing this continuous improvement framework and resourcing needed shifts in academic curriculum. Since the new process has been in place, nine new programs have been launched, 55 programs have been redesigned based on the continuous improvement framework, and 13 programs have been sunsetted. This process is primarily faculty driven with academic deans playing a pivotal role along with the Center for Teaching and Learning supporting the analysis of data and providing important feedback on the program's health.

When a determination has been made to sunset a program, the division dean creates an individualized teach out program in the major to assure each student can graduate with minimal disruption. Similarly, when a program is changed or altered based on program review, College policy allows students to graduate from any degree year during their studies and every effort is made to advise the student in finding the best pathway to graduation in their major. For instance, in 2017-18, the College changed its degree requirements for its Associate of Arts-Liberal Studies from a 62-credit program that used to require two history sequence courses, two literature courses, two lab science sequenced courses and two college- level math courses to a 60-credit program with no required history or literature courses and only one required college-level math course. Students were then advised as to the program requirements in an academic year that best aligned with their academic aspirations as determined from their previous and current course taking pattern. This practice increased the graduation percentage by 24.7% versus the previous year. All graduates of degree programs are required to meet or exceed our communications and mathematics proficiencies, in addition 100% of degrees require completion of Composition 1 and 52 of 74 degree and certificates require completion of at least one college-level math course.

UNDERGRADUATE DEGREE PROGRAMS

Description
Each of North Shore Community College's 44 associate degree programs are designed to be completed in two years while providing a substantive and coherent introduction to the broad areas of human knowledge, theories and inquiry, and an in-depth focus in a discipline for a student to master. To be eligible for a degree, a student must have earned at least 60 hours of credit with a Cumulative College Level Grade Point Average (CCLGPA) of 2.00 or higher; completed at least 15 semester hours of college level work at North Shore; fulfilled all requirements in the applicable active program (including specific grading requirements); and met all other college requirements, including achieving communications and mathematics proficiencies and general education requirements.

NSCC's associate degree programs fall into two general categories: transfer and occupational. Students who successfully complete the requirements for the Liberal Arts Transfer curricula are awarded the Associate in Arts degree. The Associate in Science degree is awarded upon completion of certain transfer degree programs in the technical and mathematical curricula.

Either the Associate in Science or Associate in Applied Science degree is earned upon completion of a two-year career program, the latter being a terminal degree intended to lead to employment in a technical field.

To be eligible for a certificate, a student must achieve communications and math proficiencies and complete all course requirements, including general education requirements with a Cumulative College Level Grade Point Average (CCLGPA) of 2.00 or higher. Certificates further require the completion of a series of courses in a specific occupational subject, typically between 24-30 credits, of which at least 25% must be completed at North Shore Community College, taught by the faculty of record. Students often earn certificates to gain professional advantage in their field of interest, and these certificates are often the first step in achieving key incremental skill sets on route to earning a degree. Stackable certificates are recommended to be awarded at least prior to the term before the student anticipates completing their degree. Students will not be awarded stackable certificates and degrees for the same program in the same semester per federal financial aid regulations. Multiple credentials may be awarded in the same semester if the course content of the credentials is substantially different.

Each academic program's purpose and requirements are published on the College website and online College Catalog. Each degree and certificate offers a minimum of a three credit unrestricted liberal arts elective, and several degrees and certificates also allow students to take open electives to fulfill program requirements towards graduation. As an active participant in MassTransfer Pathways , the College has worked diligently to align its curricula to the Mass Transfer Block and to the Mass Transfer STEM Block. MassTransfer is a partnership of all of the public Massachusetts Community Colleges, State Universities, and University of Massachusetts system to make transfer more seamless for students and to assure the quality of student learning outcomes in core subject areas.

In addition to its work on MassTransfer, NSCC maintains 92 articulation agreements across its degrees and certificate programs with both public and private institutions. Each agreement is reviewed by the President, Vice President of Academic Affairs, program dean, and faculty chair prior to final approval by the Curriculum Committee. Each articulation agreement typically has a five year timeframe upon which it must be renewed and/or updated to reflect any curricula alterations.

The college has been expanding its offerings of flexible learning environments including online and hybrid options. According to Data First Form 4.1, the College has 4,641 degree-seeking students, with 52 full-time and 286 part-time students identified as distance learning students. Although 10- 12% of the annual schedule is currently offered as online courses, only the Liberal Arts Transfer, Business Administration Transfer, Computer Applications, and Fire Protection & Safety Technology degree programs and the Computer Networking and Accounting certificates can be completed fully online. The College participates in and is regulated by the State Authorization Reciprocity Agreement (SARA) with regards to online programming.

Appraisal

NSCC's associate degree programs have appropriate rationale and purpose. Each one effectively communicates a clear sequence of required and elective courses to fulfill degree and certificate requirements and provide pathways for seamless transfer. The College will continue its voice and active participation in the MassTransfer Pathway Initiative, and will continue to utilize the expertise of each program's advisory board to make any needed curricula adaptations.

The college maintains and publishes an active list of all articulation agreements and actively seeks to update these agreements within their cycle and when curricular changes are made by either North Shore Community College or with its partner institution. However, as this process is currently managed manually and over time, the College should implement a more automated process to identify when an articulation agreement needs to be revised and/or when a partner changes curriculum thus warranting a new agreement.

Currently, the college has only six programs available fully online. With a high percentage of our student body working more than 20 hours a week, the college will need to assess which programs make sense to be offered online and/or in a flexible learning environment including but not limited to expanding hybrid course options. According to Data First Form 4.2, 434 non-degree seeking and non-matriculated students comprise the majority (76%) of the 569 students who identify as distance-only learners. This information, in addition to the completion rates of online and hybrid courses ranging between 85- 90%, demonstrate the potential effectiveness of this type of learning environment for our students. As the College has recently increased its development and offering of hybrid courses, further analysis will be needed to determine how effectively these alternative modalities will scale. A program review on the effectiveness of flexible learning courses is planned to be conducted in 2020- 2021's program cycle.

GENERAL EDUCATION

Description

All degree programs at North Shore Community College require a substantial general education requirement. General education courses are categorized to meet certain credit criteria including oral or written communication, quantitative reasoning, natural or physical science, social science, and humanities credits. The requirements vary by degree type and certificate program credit complement. Degree requirements for the number of general education/liberal arts credits (Table 4.1) are in alignment with the Massachusetts Department of Education requirements.

Table 4.1: Required Liberal Arts Credits by Program

Degree Program	Required Liberal Arts Credits
Associate in Arts (AA)	34
Associate in Science (AS)	20
Associate in Applied Science (AAS)	16
Certificates of 30+ credits	6
Certificates of 24-29 credits	3

Consistent with North Shore Community College's core requirements and beliefs, all students who complete an undergraduate degree must demonstrate the ability to write and communicate effectively at the collegiate level. Every degree and certificate embeds communication proficiency as a minimum requirement; similarly, every degree requires the successful completion of CMP 101 (Composition) as a graduation requirement. The college further expects all students to take ownership of their learning, acquire information literacy skills, develop acumen for inquiry and intellectual curiosity, and demonstrate a capacity for critical thinking and judgement appropriate to the subject matter.

In support of these values, the College refreshed its General Education Student Learning Outcomes (GESLOs) during the 2017-18 academic year to enhance the measurement and assessment of student progress and more closely align with the AAC&U VALUE Rubrics:

- Critical Thinking and Information Literacy
- Oral and Written Communication
- Quantitative and Scientific Reasoning
- Intercultural Competency and Civic Engagement

All NSCC liberal arts courses must meet a minimum of two of the general education student learning outcomes. Accordingly, the Curriculum Committee revised their course and program proposal forms in 2018 to require that all new and redesigned courses and programs outline their alignment to these requirements.

NSCC's Associate in Arts degree was revised in 2016-17 from 62 to 60 credits, removing previously mandated courses in favor of more flexible options. Two course sequences in history and literature were removed, and the math requirement was reduced from two courses to one. Similarly, the laboratory science requirement was reduced from two lab courses to one lab course and one non-lab science course. Now in place are the required 34 MassTransfer Block credits along with 26 flexible liberal arts credits. This change was pivotal to the College being able to roll out Guided Pathways specific to high demand liberal studies areas of art, communications and media, English, economics, history, political science, psychology and sociology. Each pathway recommends a series of specific general education courses aligned to the major and areas of concentration that if taken and completed, can earn a student junior status in the major at a public state university or University of Massachusetts institution.

Following the MassTransfer Pathway Initiative's adoption of the STEM Foundation Block in 2017-18, the College developed an Associate in Arts- STEM Foundation Block. This degree requires the completion of the 28 credits of MassTransfer-related general education courses and six credits of STEM Foundation along with 26 additional liberal arts elective credits. Similar to the flexible AA degree in Liberal Arts, four guided pathways were designed in alignment to this new degree. These guided pathways are in biology, chemistry, math, and STEM Foundation to allow students a seamless transfer course taking pattern that upon graduation allows students to transfer to a public Massachusetts state university as a junior in the major.

Students completing either the MassTransfer Block or MassTransfer STEM Foundation Block with a minimum of a 2.0 GPA will satisfy general education requirements at all four-year public

institutions. Each block is comprised of 34 credits with the STEM block substituting six general education credits in Humanities and Social Science with six STEM foundational courses:

MassTransfer Block Credits
- Composition (6)
- Quantitative Reasoning (3)
- Natural and Physical Science (7)
- Social Science (9)
- Humanities (9)

MassTransfer STEM Foundations Block Credits
- STEM Foundations (6)
- Composition (6)
- Quantitative Reasoning (3)
- Natural and Physical Science (7)
- Social Science (6)
- Humanities (6)

Once the block is completed, the College registrar provides a notation on the student's official transcript. MassTransfer also offers students who complete their associate degree with a 2.5 GPA or higher guaranteed admission into aligned programs at the bachelor degree granting institution. Students who complete their associate degree with a 3.0 GPA or higher are also offered a tuition discount at their transfer institution. NSCC also participates in the MassTransfer A2B Degree through the Commonwealth Commitment which allows students in good standing to complete their associate's degree and transfer to UMass or another state university bachelor's degree program. The transfer of credits is guaranteed and tuition and mandatory fees are frozen at the time of commitment. To date the College has the most enrollees in the Commonwealth Commitment of any public community college in Massachusetts

Most general education courses have prerequisites tied to a minimum threshold for course placement testing, including minimum high school grade point average or completion of a co-requisite or developmental course. Established prerequisites help to assure the student has the required skills and competencies to succeed in the course and master its student learning outcomes. To ensure greater consistency and efficiencies across programs, the college has implemented a successful Accelerated Learning Program, a redesigned Math curricula aligned to pathways, and a redesigned English as a Second Language (ESL) program. Early results of these initiatives are already positive.

Appraisal

The institution's general education program is substantive, coherent, and embodies the qualities of an educated person. In 2017-18, the College undertook a significant tactical yearlong initiative to refresh our General Education Student Learning Outcomes (GESLOs). Through several faculty professional development workshops and four cross-divisional conversations, the faculty recommended the revised GESLOs based on their work with AACU's Value Rubrics and the Multi State Collaborative. These outcomes are now embedded in the course and program proposal forms submitted to Curriculum Committee.

In continuance of this revision, all liberal arts elective courses were reviewed in 2018-19 for alignment to the new GESLOs. Each elective was mapped to the outcomes that it fulfilled along with an associated level of competency the student was to achieve: introductory,

reinforcement/practice, and mastery. The criteria for achievement was determined and assigned by the faculty. In order to maintain liberal arts elective status, courses must fulfill a minimum of two general education student learner outcomes. Courses that were determined to not align to this requirement went through Curriculum Committee to have their liberal arts elective status removed. A crosswalk of all general education courses and their corresponding student learner outcomes was approved by Curriculum Committee in March of 2019. Tables 4.2 and 4.3 provide summaries of the number of courses, criteria of achievement, and number of outcomes met. The College is in the process of reviewing each program for its alignment to the four general education student learning outcomes through a balanced approach to courses in the primary domains of arts and humanities, science and mathematics, and the social sciences.

Table 4.2: Number of Courses Fulfilling Specific GESLO Competency Levels

General Education Student Learning Outcomes	# of courses
Critical Thinking	
Critical Thinking- Introduction	93
Critical Thinking- Practice	153
Critical Thinking- Mastery	77
Oral and Written Communications	
Oral and Written Communications- Introduction	67
Oral and Written Communications - Practice	151
Oral and Written Communications- Mastery	65
Quantitative Reasoning	
Quantitative Reasoning-Introduction	56
Quantitative Reasoning- Practice	51
Quantitative Reasoning- Mastery	24
Intercultural Competency	
Intercultural Competency- Introduction	40
Intercultural Competency- Practice	92
Intercultural Competency- Mastery	18
Total Number of General Education Courses	**196**

Table 4.3: Number of Courses Fulfilling GESLOs

GESLO Summary	# of courses
Total Number of General Education Courses	**196**
Met two General Education Outcomes	67
Met three General Education Outcomes	85
Met four General Education Outcomes	44

Concurrent with our college conversations on general education student learning outcomes, the Massachusetts Department of Higher Education is also working with a cross section of faculty from the public community colleges, public state universities, and UMASS campuses to identify and map general education student learning outcomes as defined by the state. Once these are approved in 2020-21, the College will likely need to revise its work to be in alignment with the state's recommendations.

From 2015-19, the College has scaled up its work around [math pathways](#) by redesigning its developmental math program. Based on national trends and data on the outcomes of our modular developmental math program, the lowest level of modular math was eliminated and a new course, MAT 110 Math Literacy, was created in spring 2015 with a focus on quantitative reasoning. This course became the prerequisite for MAT 143 Statistics and MAT 140 Liberal Arts Math. Each program was then aligned to an appropriate math pathway. STEM programs focused on algebra/calculus-based math sequencing and non-STEM programs were aligned to statistics and/or liberal arts math. The current data from this redesign indicate significant program improvements. In 2012, 56% percent of our students took a developmental math course and had only a 49% success rate. In 2017, only 22% required a developmental math course and their success rates were 64%. Between 2012- 2017, the College increased enrollment in college credit bearing math courses by 34% and students taking these courses were 73% successful in these courses versus 71% successful in the previous model. This is another example of how the College is using data to continuously improve our students' outcomes. Over the last several years, the college has experienced significant growth in our MAT 143 Statistics course as a result of the math curriculum redesign and adding new policies around placement in courses based on high school grade point average.

Beginning in 2010, the College piloted its first Accelerated Learning Program. This program is a co-requisite model allowing eligible students to concurrently take Composition 1 (CMP101) and the initial course in First-year Foundational Literacy (FFL 015), both taught by the same instructor. Our research shows that in 2017, 214 students have completed ALP with 74.8% passing CMP 101 (the next college-level English class) in comparison with 76% of students who started communications proficient and enrolled in CMP 101, demonstrating the value of this programming.

In 2015-16, the college redesigned its First Year Experience program and launched a new course in First-Year Foundational Literacy (FFL100). The course focuses on enabling students to improve their critical thinking and oral/written communications skills while building their confidence as they transition into higher education. Over the last four years, 448 students have taken the course with an 83% pass rate. Data shows students who take this course have a 10% higher retention rate than those who do not take the course.

Through program review and the realignment of its general education outcomes, the College continues to make progress in fostering a culture of assessment, though ongoing professional development is needed to increase the comfort level and expertise among our faculty and staff. Moreover, additional efforts are needed to more effectively integrate student learning outcomes assessment into academic program review, as well as develop an assessment infrastructure that includes a technological solution for managing a repository of student artifacts to assist with assessment across general education courses, including multi-section courses.

THE MAJOR OR CONCENTRATION

Description

Each major and guided pathway affords a student the opportunity to develop knowledge and skills in a specific discipline or a series of interdisciplinary areas. Each degree and certificate program's student learning outcomes are posted to the online College Catalog and to individual program pages on the website. Courses within the major and recommended courses within the guided pathway outlines are designed to sequence from an introductory understanding of theory to mastery and application of theory in a specific discipline. General education courses that relate to the major are outlined as either required or recommended courses in the program of study and guided pathway sheets. These courses are selected by the faculty to demonstrate the interrelated nature of curricular content and application in the field of study as well as effective practice in field.

Appraisal

Every major and transfer guided pathway has been strategically designed to ensure students develop the knowledge and skills in a particular discipline and related general education curriculum needed to succeed in the major and the field of specialization. Coursework has been sequenced so students build on the knowledge gained throughout their educational experience and can see the interrelatedness of the courses to the field. Of the Colleges 74 programs, 38 require some form of industry-based experience including a field experience, clinical placement, cooperative education or internship.

The design and sequence of the guided pathways has been a critical first step in helping to ensure that students succeed in their program of study. A next step towards complementing this effort will be enhancing students' ability to plan and monitor their educational experience and to make informed choices. In July of 2019, the College will integrate all guided pathways into their application process through the customer relationship management system (CRM) Banner in the Degree Audit Tool to allow students to track their progress in meeting degree and pathway requirements.

Currently the College does not yet have an electronic educational planning tool aside from their Student Information System and Degree Auditing Tool. As a result, tracking student progress and advising students on subsequent next courses is a fairly manual process. In the spring of 2019 as part of the annual tactical plan, an RFP team was convened to identify and procure an educational planning tool that can link student information systems (SIS) and degree audit requirements (DAR). The desired outcome will be a system that helps students chose their optimum schedule to complete their degree and/or best position them for successful transfer.

INTEGRITY IN THE AWARD OF ACADEMIC CREDIT

Description

Candidates for graduation must fulfill all required courses and number of credits within a specific degree or certificate and maintain a minimum cumulative GPA of 2.0. Based on Data First Form 4.3, all associate degree programs require a minimum of 60 credits to graduate, and the college makes every effort to ensure students are not required to complete a significant number of credits beyond this minimum. Of NSCC's 45 associate degrees, 33 are 60 credits and 12 are above 60 credits. Those above 60 credits are in highly technical areas that require more than 120 credits at the bachelor's degree level and are terminal degrees focused on workplace entry. Certificates require 24-36 credits to complete. Of NSCC's 30 certificates, 29 certificates are 30 credits or less and 1 is above 30 credits, the Practical Nursing Certificate.

North Shore Community College uses the Carnegie unit as the basis for its credit-hour programs, and each is required to adhere and document alignment to this standard definition. The annual academic calendar is developed by the Vice President of Academic Affairs in collaboration with the Registrar to ensure that adequate time for courses is built into the schedule. All instructional modalities, whether face-to-face, online, hybrid or directed study, adhere to the equivalency of one credit-hour for every 50 minutes of structured instructional activities; plus a minimum of two hours of additional student work each week for approximately 15 weeks or the equivalent. These additional hours are typically defined as laboratory work for liberal arts courses while non-liberal arts courses will vary their lab requirements based on the professional standards to be met. Overall, the number of credits awarded for individual courses is determined by the academic department originating the course. Departments and programs exercise professional judgement in considering the goals, student competencies, learning outcomes, and the nature of external certification requirements, such as field placement or clinical experience.

The College currently offers one clock-hour program, which is the certificate in Cosmetology, requiring 1000 hours. Completion of this program requires one clock-hour for every 60-minute class, with the total number determined by licensing regulations.

The College also provides oversight of course content, faculty evaluation, professional development, admissions criteria and retention of students. The faculty evaluation process is outlined in the state collective bargaining agreement with the Massachusetts Community College Council (MCCC). Professional development opportunities are provided all faculty and staff including two annual institutional professional development days and two departmental days, in addition to other types of professional development which occur on an individual basis including conferences, trainings and seminars. Adjunct instructors are part of the Division of Continuing Education (DCE) contract and have one required professional development day per contract year which typically takes place in the fall semester. Adjunct faculty members have voluntary opportunities for professional development coordinated by the Center for Teaching Learning and Innovation and their departments and divisions.

Credits can also be awarded through college-level learning experiences outside of the classroom. NSCC's [Center for Alternative Studies and Educational Testing](#) (CAS) enjoys over 40 years of experience in coordinating prior and experiential learning for students with specific interests or previous professional/life experiences. External experiential learning includes structured instructional activities that include internships, cooperative education, practicums, field experience, field work, field placement, and clinical experience. These activities are developed and supervised in close collaboration with a designated faculty member. Credit through Prior Learning Assessment (PLA) is awarded for professional/life experience or licensure, and requires faculty evaluation of student learning outcomes based upon criteria established by the academic department in question. All credit for prior learning recommendations are vetted through Curriculum Committee, with substantial faculty voice. This process ensures that the outcomes are comparable in depth, breadth and quality to the successful completion of classroom courses. Both external experiential learning and PLA require a minimum of 45 contact hours or equivalent is required for one credit. The documentation subject to review may include portfolios, professional certificates/licenses, transcripts of military training, courses completed at non-accredited institutions, or other combination of documents that verifies achievement of college-level learning outcomes. Consistent with NECHE accreditation requirements, the credits awarded constitute a maximum of 25% for credentials of 30 credits or fewer.

The College's [online and hybrid](#) course offerings provide students with flexible options for meeting their academic needs and requirements in the context of a modern, busy life. To ensure the quality and integrity of these offerings, prospective online and hybrid faculty are required to participate in a professional development program will enable them to successfully translate their teaching style and course elements into the online environment. The College annually subscribes to [Quality Matters](#) as a current basis for online instructional design rubrics to ensure that course standards are consistent across all delivery modalities and provide the same opportunities for reflection and interaction essential to academic success. NSCC currently offers 170 sections of online and 75 sections of hybrid courses. Students participating in online courses are enrolled and verified through a password-protected, secure Learning Management System. Enrollment is automatically generated through the Banner Student Information System. As such, student access to all online resources is through a central authentication system.

The College updates and publishes its [academic policies](#) and information online through the [College Catalog](#) and [Student Handbook](#). The policies include grade appeal process, Good Academic Standing Criteria, Student Academic Progress requirements, and policies related to cheating and plagiarism. The online website provides faculty, staff, administrators, and current and potential students with a reference for communicating and applying essential information regarding basic skills core requirements, degree and credit requirements, MassTransfer, coursework policies, and graduation requirements.

Appraisal

North Shore Community College effectively and comprehensively manages its responsibilities and oversight for all academic awarding of credit and/or equivalent competencies. This includes course content; the specification of required competencies and student learning outcomes; the delivery of the instructional program; selection, approval, professional development and evaluation of the faculty; admission, registration, and retention of students; evaluation of prior learning; and evaluation of student progress.

All degrees are appropriately named in terms of length, content and level to mirror common practices of American institutions of higher education. In the last two years, six programs (1 degree and 5 certificates) were renamed to better reflect industry trends after undergoing academic program review. Substantial strides have been made towards providing students information on all required and elective course options for their major through the publication of the Guided Pathway Sheets, integration of the Guided Pathway Sheet information into Banner for Degree Audit, and course taking tracking. In 2017-18, the College launched a two-year schedule process that provides students the information needed to map out their course taking patterns in order to graduate in their desired timeframe with an advisor. Although this information readily exists in static form, it is still a manual process and is labor intensive for students and their advisors. This is part of the rationale for the procurement of an educational planning tool as prioritized in the tactical plan and for making it a central aspect of our Title III grant application in order to be able to resource this technology and associated training.

NSCC continues to adjust its program course offerings to better meet enrollment demand through expanded flexible learning options, recognizing that the current student demographic is trending more part-time, working 30-plus hours a week and more technologically savvy. Accordingly, the College is expanding into developing more hybrid and accelerated modalities based on a strategic assessment of program needs rather than a per course approach. Over time, it will be critical to map and assess these modalities by program to ensure students are able to complete requirements within the modality they need based on their life circumstances. Expansion into this direction is supported by a track record of success in alternative learning modalities as indicated in Data First Form 8.4. As compared to a 90% success rate in traditional courses, the College currently enjoys an 86% overall success rate in online courses, and 85% success rate in hybrid courses.[1] When factoring in withdrawals, however, these percentages decrease to 74% for online, 80% for hybrid, and 82% for traditional courses. Under this scenario, withdrawals account for a greater rate gap (12%) in online course completion than for hybrid and traditional modalities. This suggests some advantages inherent in hybrid course designs while indicating that further analysis is needed toward developing strategies that minimize withdrawals in online courses. In 2017-18, North Shore Community College received a $100,000 grant to develop 20 general education courses as accelerated hybrid courses to provide students with opportunities to complete of the Associate of Arts in Liberal Arts in this

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[1] Distance education course completion rates are calculated by summing the number enrolled at the end of the term, and the number who completed with passing grades and then dividing passing grades by the number enrolled to derive a 'completion rate.'

modality. The Center for Teaching, Learning and Innovation supported the development of these courses and provided robust professional development in teaching and designing hybrid and accelerated courses. Further analysis on the effectiveness of the hybrid-accelerated model is planned in the 2020- 2021 program review cycle.

Assessment language was only recently added to the statewide MCCC Collective Bargaining Agreement (day contract) as a faculty responsibility to be included in the course checklist as of the 2017 ratification of the 2016-18 contract. This process continues to develop as part of the biennial updates to the contract. In recognition of the need for contract-specific language around student learning outcomes assessment, NSCC's Vice President of Academic Affairs serves on the MCCC Contract Negotiations Team. Internally, the College continues to pursue the ongoing work needed to better align multi-section course student learning outcomes and measurements. In addition, with the Academic Affairs Student Learner Outcome Advisory Committee recommendations, making this group an ongoing advisory committee in the next year will assist in continuing to evolve our culture of assessment and a mechanism to provide ample training of our faculty and staff on assessment related review.

NSCC's policies on resident faculty credit and credit for prior learning are both sufficient to ensure alignment with NECHE policies. In addition, our institutional data suggests roughly 400 students a year and 17% of our graduates earn credit for prior learning with an average of six credits. Based on our expertise in credit for prior learning, the College was awarded a PIF (Performance Incentive Fund) Consortium Grant in 2018-19 to be the lead institution for scaling the public community college approach to Credit for Prior Learning, included expanded presence with the new state website that provides a self- assessment for students to determine their fit for credit for prior learning and a repository of what each community college offers for credit for prior learning.

NSCC's Early College Program requires the same thresholds and standards to which all students must adhere. Every course is taught by NSCC faculty to whom students have ample access through direct instruction as well as office hours. Program data to-date indicates that early college student success rates are at 87%.

In 2017-18, the Academic Policy Committee supported a new policy to better align criteria for Good Academic Standing and Student Academic Progress to Federal Financial Aid standards. The College Forum supported the motion and the Board of Trustees approved the new policy which went into effect in July 2018. In 2018-19, the Academic Policy Committee supported a new policy for accepting C- grades for transfer equivalences to better align with other Massachusetts public colleges and universities. College Forum supported the motion and the Board of Trustees approved the new policy which will go into effect in July 2019. In 2018-19, the Academic Policy Committee supported an update to the IP process in order to promote student success and alignment to increasing parts of term offerings. College Forum supported the motion and the Board of Trustees approved the new policy which will go into effect in July of 2019. Over the next few years, the College will need to assess the impact these policy changes have on student success in order to determine the need for any adjustments.

STANDARD FOUR PROJECTIONS		
Action	**Responsibility**	**Timeline**
Based on the findings and recommendations of the Academic Affairs Assessment of Student Learner Outcomes Committee, the College will implement a continuous improvement plan to strengthen its culture of assessment of student learner outcomes.	• Academic Affairs	**2019-24**
The College will continue to utilize data and recommendations from Academic Program Review to strengthen programs and make adaptions to its academic portfolio through an alignment with labor market needs, the reallocation of institutional funds, and the exploration of additional grants and/or philanthropic sources.	• Academic Affairs • Senior Management • CTLI • Institutional Research	**2019-24**
The College will continue to strengthen transfer options for students by modifying Guided Pathways based on the MassTransfer Pathways Initiative and partnering with baccalaureate degree granting institutions in 2+2 and 3+1 agreements.	• Academic Affairs • Student Affairs	**2019-24**
The College will implement an educational planning tool that connects the schedule and the degree audit report to maximize student enrollment and course taking patterns, pending funding through a Title III grant proposal.	• Academic Affairs • Student Affairs • Information Systems	**2020-24**
Based on emerging student demand, pedagogical need, and assessment of outcomes, the College will continue to expand flexible learning options by increasing the availability of fully online programs, hybrid courses and accelerated models to complement our 15 week face-to-face instruction based on assessment of effectiveness in the 2020-21 program review cycle.	• Academic Affairs	**2019-24**
Prior to the next strategic planning cycle, the College will engage in an institution-wide conversation to revise our Master Academic Plan through a projection of our next five-year academic priorities.	• Academic Affairs • Student Affairs	**2019-24**

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

Fall 2018 Enrollment* by location and modality, as of Census Date								
Degree Level/ Location & Modality	**Associate's**	**Bachelor's**	**Master's**	**Clinical doctorates (e.g., Pharm.D., DPT, DNP)**	**Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.)**	**M.D., J.D., DDS**	**Ph.D.**	**Total Degree-Seeking**
Main Campus FT	1,755							1,755
Main Campus PT	2,548							2,548
Other Principal Campus FT								0
Other Principal Campus PT								0
Branch campuses FT								0
Branch campuses PT								0
Other Locations FT								0
Other Locations PT								0
Overseas Locations FT								0
Overseas Locations FT								0
Distance education FT	52							52
Distance education PT	286							286
Correspondence FT								0
Correspondence PT								0
Low-Residency FT								0
Low-Residency PT								0
Unduplicated Headcount Total	4,641	0	0	0	0	0	0	4,641
Total FTE	**3,122**							3,122.00
Enter FTE definition:	See Note Below							
Degrees Awarded, Most Recent Year	919							919

Notes:

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

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

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

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

Please enter any explanatory notes in the box below

NOTE: Using the federal DOE formula, FTE is calculated by dividing total credits of part time degree seeking students by 15 (the credit count for full time). That number (1,315) was added to the actual full time headcount in column B (1,807) to derive an FTE of 3,122.

(Summary - Non-degree seeking Enrollment and Awards)

Fall 2018 Enrollment* by location and modality, as of Census Date

Degree Level/ Location & Modality	Title IV-Eligible Certificates: Students Seeking Certificates	Non-Matriculated Students	Visiting Students	Total Non-degree-Seeking	Total degree-seeking (from previous page)	Grand total
Main Campus FT	161	31		192	1,755	1,947
Main Campus PT	282	417		699	2,548	3,247
Other Principal Campus FT*				0		0
Other Principal Campus PT*				0		0
Branch campuses FT				0		0
Branch campuses PT				0		0
Other Locations FT				0		0
Other Locations PT				0		0
Overseas Locations FT				0		0
Overseas Locations FT				0		0
Distance education FT	0	4		4	52	56
Distance education PT	28	199		227	286	513
Correspondence FT				0		0
Correspondence PT				0		0
Low-Residency FT				0		0
Low-Residency PT				0		0
Unduplicated Headcount Total	471	651	0	1,122	4,641	5,763
Total FTE	298	212	0	510	3,122	3,632
Enter FTE definition:						
Certificates Awarded, Most Recent Year	176					

Notes:

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

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

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

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

Please enter any explanatory notes in the box below

NOTE: Using the federal DOE formula, FTE is calculated by dividing total credits of part time non-degree seeking students by 15 (the credit count for full time). added to the actual full time headcount in each category (196) to derive an FTE of 510.

* NSCC does not assign students to a specific campus as location is a function of the courses or programs in which they enroll. In fall 2018, for example, approxima solely in Danvers, 33% in Lynn, 0.5% in Middleton, 10% online, and 24% in some combination of Lynn, Danvers, and online

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

?	Number of credits*	3 Years Prior (FY 2015)	2 Years Prior (FY 2016)	1 Year Prior (FY 2017)	Current Year (FY 2018)	Next Year Forward (goal) (FY 2019)
For Fall Term, as of Census Date						
Certificate (add more rows as needed)						
Accounting Certificate	27.00	13	13	13	9	9
Animal Care Specialist Certificate	29.00	12	7	11	7	7
Baking and Pastry Certificate					2	2
Child & Adolescent Behavioral Health Cert	27.00	10	4	7	6	6
Biotechnology Certificate	28.00	3	1	0	2	2
Computer Aided Design Certificate	23.00	4	5	3	5	5
Computer Applications Certificate	26.00	3	3	0	0	0
Computer Network Certificate	28.00	5	5	4	6	6
Culinary Arts & Food Service Cert	26.00	4	3	5	5	5
Criminal Justice Certificate	27.00	0	0	0	0	0
Dietary Management Certificate	28.00	0	1	2	0	0
Develop Disabil Direct Support Cert	21.00	22	8	16	8	8
Energy Utility Tech Certificate	26.00	0	1	0	0	0
Financial Services Certificate	27.00	2	0	0	0	0
Graphic Design Certificate	27.00	5	6	10	12	12
Gerontology Certificate	27.00	8	8	5	3	3
Health Care Technician Certificate	28.00	244	290	289	216	212
Early Care & Education Cert Infant/Toddler	18.00	17	23	10	10	10
Law Enforcement Certificate	27.00	4	3	1	1	1
Legal Office Support Certificate	25.00	3	1	0	1	1
Medical Assisting Certificate	29.00	18	16	18	20	20
Mental Health Certificate	27.00	11	13	18	17	17
Manufacturing Tech Certificate	25.00	0	0	0	0	0
Medical Coding Certificate	24.00	44	38	22	19	19
Medical Office Support Certificate	25.00	15	12	7	4	4
Office Support Certificate	25.00	3	4	4	1	1
Paralegal Certificate	27.00	12	11	14	7	7
Practical Nursing Certificate	43.00	32	35	35	40	39
Restaurant Management Certificate					3	3
Youth Worker Certificate	9.00	2	2	0	0	0
Substance Abuse Counseling Certificate	27.00	13	14	26	22	22
Small Business Management - Entrepreneursh	28.00	14	11	13	16	16
Social Media Marketing					6	6
Surgical Technology Certificate	36.00	19	18	14	0	0
Web Development Certificate	28.00	4	10	7	0	0
Wellness & Healing Arts Certificate	29.00	7	2	0	0	0
Cosmetology Certificate	1,000.00	26	25	30	22	22
Total		579	593	584	470	465

Associate (add more rows as needed)

		*				
?	Accounting Degree	60	146	128	114	85	83
	Aviation Management	61	17	15	11	20	20
	Animal Care Specialist Degree	60	86	87	93	100	98
	Aviation Science Degree	60	20	21	26	32	31
	Business Administration Transfer	60	615	600	497	522	512
	Biotechnology Degree	60	58	54	41	31	30
	Computer Applications Degree	60	15	11	18	19	19
	Comp Info Systems Degree	60	47	44	42	50	49
	Comp Network Degree	61	56	57	53	41	40
	Culinary Arts & Food Service Degree	60	59	59	52	29	28
	Comp Programming Degree	60	64	56	62	64	63
	Criminal Justice Degree	60	490	452	389	295	289
	Computer Science Transfer	64	86	84	80	86	84
	Drug & Alcohol Rehab Degree	60	68	59	65	39	38
	Develop Disabilities Degree	60	36	42	33	22	22
	Executive Admin Asst Degree	60	26	22	24	9	9
	Early Childhood Ed Degree	60	200	185	175	165	162
	Early Childhood Develop Degree	60	70	58	65	56	55
	Elementary Education Transfer	60	83	84	73	46	45
	Energy Utility Tech Degree	62	1	0	0	0	0
	Engineering Science Transfer	69	39	47	49	34	33
	Environmental Studies	60	40	51	46	49	48
	Fire Protection and Safety Degree	60	144	120	125	111	109
	Food Science & Safety Degree	60	13	10	9	0	0
	Graphic Design- Print Degree	60	40	32	26	21	21
	Hotel Management Degree	60	14	4	2	0	0
	Human Service Practitioner Degree	60	125	98	124	104	102
	Environmental Horticulture Degree	60	26	28	35	26	25
	Interdisciplinary Studies	60	4	6	3	1	1
	Graphic Design- Integrated Media	60	33	37	45	54	53
	Legal Admin Asst Degree	60	6	7	4	1	1
	Liberal Arts Transfer	60	1600	1505	1334	1155	1132
	Health Science Degree	60	976	759	676	663	650
	Medical Admin Asst Degree	60	69	50	46	38	37
	Management Degree	60	96	84	75	67	66
	Marketing Degree	60	49	45	45	27	26
	NSCC RN to SSU BSN Degree	67	21	5	0	0	0
	Nutritional Science Diet Tech	63	78	73	52	51	50
	Nurse Education Degree	70	117	117	119	116	114
	Occupational Therapy Asst Degree	70	56	52	51	53	52
	Paralegal Degree	60	61	57	49	44	43
	Pre-Engineering	60	154	134	111	125	123
	Physical Therapist Asst Degree	66	65	54	60	60	59
	Radiologic Technology Degree	65	31	29	33	31	30
	Respiratory Care Degree	68	29	31	26	32	31
	Surgical Technology Degree					21	21
	Travel, Tourism & Hosp Degree	60	27	30	25	12	12
	Veterinary Tech Degree	64	34	33	28	34	33
?	Undeclared						
	Total		6190	5616	5111	4641	4549
	Non Degree Seeking		705	766	611	652	639

Baccalaureate (add more rows as needed)

?						
	Undeclared					
	Total	0	0	0	0	0

Total Undergraduate	7474	6975	6306	5763	5014

* Enter here the number of credits students must complete in order to earn the credential (e.g., 69 credits in an A.S. in Nursing)

Please enter any explanatory notes in the box below

Added Line 94 (Non matriculated students: QEE, QSS, QUS AND ELL) so the total undergraduate number would equal total enrollment

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

? For Fall Term, as of Census Date

?	Number of credits*	3 Years Prior (FY 2)	2 Years Prior (FY 2)	1 Year Prior (FY 2)	Current Year (FY 2)	Next Year Forward (goal) (FY 2)
Master's (add more rows as needed)						
?						
			<center>**Not applicable to NSCC**</center>			
Total		0	0	0	0	0
Doctorate (add more rows as needed)						
?						
			<center>**Not applicable to NSCC**</center>			
Total		0	0	0	0	0
First Professional (add more rows as needed)						
?						
			<center>**Not applicable to NSCC**</center>			
Other; specify (add more rows as needed)						
?						
			<center>**Not applicable to NSCC**</center>			
Total		0	0	0	0	0
Total Graduate		0	0	0	0	0

* Enter here the number of credits students must complete in order to earn the credential (e.g., 36 credits in an M.B.A.)

Please enter any explanatory notes in the box below

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

Credit Hours Generated By Department or Comparable Academic Unit

?	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
? For Fall Term, as of Census Date	(FY2016)	(FY 2017)	(FY 2018)	(FY 2019)	(FY 2020)

Undergraduate (add more rows as needed)

?					
Business Accounting (ACD)	1,089	975	817	664	651
Business Accounting Certificate (ACN)	76	93	90	69	68
Aviation Management(AMD)	157	110	118	181	177
Animal Care Specialist (ASC)	100	61	93	56	55
Animal Care Specialist Degree (ASD)	886	868	756	884	866
Aviation Science Professional Pilot (AVD)	187	228	285	285	279
Business Administration Transfer (BAT)	6,014	4,751	5,271	5,108	5,006
Child and Adolescent Behavioral Health Certificate (BHC)	90	38	61	43	42
Biotechnology Certificate (BOC)	30	9	0	15	15
Biotechnology Degree (BOD)	544	411	405	323	317
Baking and Pastry Certificate (BPC)				10	10
Computer Aided Design Certificate (CAI)	28	45	20	42	41
Computer Applications Certificate (CEC)	21	21	0	0	0
Computer Applications (CED)	89	161	125	190	186
Computer Informations Systems (CIT)	426	397	406	483	473
Computer Networking Certificate ((CKC)	46	46	27	45	44
Computer Networking (CKD)	517	517	436	358	351
Culinary Arts & Food Service Certificate (CLC)	37	23	41	60	59
Culinary Arts & Food Service Degree (CLD)	533	495	386	282	276
Computer Programming (CPD)	536	625	551	622	610
Criminal Justice Certificate (CRC)	0	0	0	0	0
Criminal Justice Degree (CRD)	4,516	3,902	3,252	2,976	2,916
Computer Science Transfer (CST)	916	805	919	876	858
Drug and Alcohol Rehab (DAD)	548	554	461	313	307
Developmental Disabilities (DDD)	305	263	249	149	146
Dietary Management (DMC)	0	6	16	0	0
Developmental Dis Direct Support Cert (DSC)	129	61	102	37	36
Executive Administative Assist (EAD)	167	201	116	74	73
Early Childhood (ECD)	1,502	1,385	1,146	1,254	1,229
Early Childhood Development (EDT)	535	600	599	472	463
Elementary Education (EET)	821	734	669	470	461
English As a Second Language (ELL)	6	9	6	6	6
Energy Utility Technology Cert (ERC)	0	15	0	0	0
Energy Utility Technology (ERD)	0	0	0	0	0
Engineering Science (EST)	585	615	579	372	365
Environmental Studies (EVT)	557	472	412	510	500
FNC	21	0	0	0	0
Fire Protection and Safety Technology (FPD)	1,123	1,151	1,099	1,011	991
Food Science & Safety (FSD)	76	79	19	0	0
Digital Graphic Design Certificate (GDC)	30	37	96	109	107
Digital Graphic Design Print (GDD)	270	200	206	218	214
Gerontology Certificate (GER)	78	48	27	18	18
Health Care Technician (HCC)	2,122	2,358	2,339	1,767	1,732
Hotel Management (HOD)	36	9	0	0	0
Human Services Practitioner (HSD)	820	998	914	887	869
Environmental Horticulture (HUD)	255	369	260	264	259
Interdisciplinary Studies (IDT)	73	25	21	6	6
Graphic Design Integrated Media (IMD)	372	437	433	498	488
Early Care and Education: Infant/Toddler Child Care Cert(ITC)	136	115	52	55	54
Legal Administrative Assist. (LAD)	76	33	6	9	9
Liberal Arts (LAT)	14,244	12,371	12,051	10,875	10,658
Law Enforcement Certificate (LEC)	21	12	3	3	3
Health Science (LHD)	6,562	5,819	5,655	5,655	5,542

Revised April 2016

Legal Office Support Certificate (LOS)	28	3	0	6	6
Medical Assisting Certificate (MAC)	220	210	254	299	293
Medical Administrative Asst (MAD)	434	360	450	331	324
Business Management (MGD)	689	591	601	505	495
Mental Health Certificate (MHC)	81	114	144	135	132
Business Marketing (MKD)	449	424	437	255	250
Advanced Manufacturing Technology (MNC)	0	0	0	0	0
Medical Coding (MOC)	328	228	165	138	135
Medical Office Support Cert (MOS)	103	75	55	43	42
NSCC RN to SSU BSN (NSB)	21	0	3	0	0
Nutritional Sciences and Diet Technology (NSD)	636	529	442	511	501
Nurse Education (NSG)	1,174	1,168	1,186	1,172	1,149
Office Support Certificate (OFC)	20	33	24	3	3
Occupational Therapy Assist (OTA)	654	621	623	626	613
Paralegal Certificate (PAC)	102	69	120	49	48
Paralegal Degree (PAD)	485	421	407	398	390
Pre-Engineering (PET)	1,388	1,074	1,326	1,263	1,238
Practical Nursing (PNR)	443	504	491	568	557
Physical Therapist Assistant (PTA)	513	565	578	594	582
Youth Worker (PYK)	9	13	0	0	0
Radiologic Technology (RAD)	259	279	281	287	281
Respiratory Care (RSP)	358	281	279	346	339
Restaurant Management Certificate (RMG)				19	19
Substance Abuse Counseling Certificate (SAC)	108	117	204	168	165
Small Business Management (Entrepreneurship) (SBC)	105	86	118	133	130
Social Media Marketing Cert (SMC)				46	45
Surgical Technology Certificate (SRG)	299	282	225	0	0
Surgical Technology Degree (SRT)				236	231
Tourism and Hospitality (TGD)	306	235	315	90	88
Veterinary Technology (VET)	361	311	376	394	386
Web Development (WDV)	36	113	65	0	0
Wellness & Healing Arts Certificate (WHA)	26	6	0	0	0
Cosmetology Certificate (ZCS)	433	417	483	367	359
Total	58,376	52,686	51,247	47,586	46,637

Graduate (add more rows as needed)

Not applicable to NSCC					
Total	0	0	0	0	0

Information Literacy Sessions

	3 Years Prior (FY2016)	2 Years Prior (FY 2017)	1 Year Prior (FY 2018)	Current Year (FY 2019)	Next Year Forward (goal) (FY 2020)
Main campus					
Sessions embedded in a class	176	175	150	179	175
Free-standing sessions					
Branch/other locations					
Sessions embedded in a class					
Free-standing sessions					
Online sessions					
URL of Information Literacy Reports:					

Please enter any explanatory notes in the box below

Certificate and Degree Programs Only - Does NOT include non matriculated students (QUS, QEE or QSS)

4.5

STANDARD FIVE: STUDENTS

INTRODUCTION

North Shore Community College is a comprehensive two-year public institution positioned to serve diverse learners across three locations in the Massachusetts North Shore region: a suburban campus in Danvers, an urban campus in Lynn, and a small dedicated facility in Middleton. In alignment with its Mission, Vision and Values, the College seeks to ensure that all students in all locations are provided with equitable support services to help them achieve their educational goals as well as ample opportunities for engagement and personal development to cultivate the whole individual. Total credit enrollment for the fall 2018 semester was 5,763 and distributed as per Table 5.1.

Table 5.1: Fall 2018 Student Enrollment by Category

TOTAL STUDENTS = 5,763					
General Category		**Age**		**Program Type**	
Full-Time	35%	17-21	44%	Career	53%
Part-Time	65%	22-29	32%	Transfer	36%
Male	37%	30-49	20%	Non-Matriculated	11%
Female	63%	50+	4%		
Minorities	42%				

In total, NSCC served nearly 11,000 students in 2018-19 of varying registration status (full-time, part-time, credit, non-credit) and demographic categories across all locations and modalities.[2] Since 2009, total annual enrollment across all categories has declined nearly 24% from 14,411 to 10,998 and this trend is projected to continue.

In 2015, The Strategic Enrollment Planning Team was established to include a cross-institutional representation of faculty, staff, students and external constituents as well as a review of institutional data, an analysis of projected demographic data, and market research. In response to projected enrollment declines, an Enrollment Management Team (EMT) was commissioned in 2016 to identify opportunities for growth; create and revise student access, retention, and success goals; and establish overall direction for enrollment management and decision making. The EMT further provides guidance for the Transition, Persistence, and Success Committee as well as the Marketing, Recruitment, and Admissions Committee.

North Shore Community College's Strategic Enrollment Plan embodies an integrated focus on admission, retention and graduation as per the following objectives:[3]

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[2] NSCC does not assign students to a specific campus as location is a function of the courses or programs in which they enroll. In fall 2018, for example, approximately 32% took courses solely in Danvers, 33% in Lynn, 0.5% in Middleton, 10% online, and 24% in some combination of Lynn, Danvers, and online.
[3] NSCC Strategic Plan 2017-21 p.19

- Plan strategies to mitigate and then grow declining enrollment due to a projected decrease in traditional-aged students.
- Insure student success initiatives incorporate best practices to support a projected increase in the 23-34 age group of potential students over the next 10 years.
- Provide tailored services to support the increasing numbers of Hispanic and Asian students and the cultural qualities embedded within these groups.
- Maintain affordability and convenience as drivers of enrollment.
- Target new markets, including 43% of residents (aged 25 or older) who have high school or less education, an additional 18% who have some college but have not completed a degree.
- Capitalize on NSCC's good reputation for outcomes and value documented by high school guidance counselors who are familiar with the institution.
- Incorporate student testimonies about NSCC's impact and value as a recruitment strategy.

ADMISSIONS

Description

In accordance with its mission and Strategic Plan, North Shore Community College is committed to open access admission while actively working to ensure that each student will benefit from the College's robust support programs throughout their education life cycle. The College markets to diverse groups across the North Shore with specific strategies and opportunities for attracting identified populations. Identified groups include working adults, traditional-aged first-time college students, and the region's growing Hispanic community.

The College's commitment to transparency in its admissions procedures led to a review and redesign of its marketing and recruitment materials and strategies to help clarify the process. The steps to applying are now more clearly presented, and the critical steps involved in financing an education is discussed at the first point of contact. Admission requirements are also clearly stated on the general application. A constituent relationship management (CRM) technology tool by Radius was implemented prior to the fall 2018 semester to help support the matriculation process.

NSCC has been in the process of becoming a designated Hispanic Serving Institution (HSI), defined by the Department of Education as 25% of the full-time student population identifying as Hispanic or Latino. Accordingly, the College has repositioned the Admissions and Recruitment department to work in partnership with Student Financial Services to focus efforts on engaging students, families, community-based organizations, and other entities through visits to schools, businesses, and non-profits. This commitment is reinforced through the addition of Spanish-speaking recruitment staff, Spanish-language recruitment and marketing materials, increased engagement of families in events, and creating culturally relevant programs for diverse learners.

While most programs at North Shore Community College are open access, several selective admissions programs are offered which require students to demonstrate specific academic and personal qualifications. These qualifications are measured via rubrics that are reviewed by a committee that includes dedicated point people in the Admission and Recruitment area as well as the specific academic department. For the majority of students not participating in a selective admission program, the College uses multiple measures, including placement tests via Accuplacer and high school GPA to determine which initial writing and mathematics courses are best aligned with a student's academic pathway. This determination is based on the student's current level of academic proficiency in relation to their program requirements, and helps to ensure that students are placed in courses where they will be able to learn, develop, and ultimately succeed.

Appraisal

Through a holistic analysis of new and continuing student data, NSCC has developed a more equitable approach towards increasing access and supporting student achievement through programming that addresses the needs of defined groups. For example, weekly application data is sorted by high school, type of student, race/ethnicity, and geographic location. This analysis enables the accurate representation of specific groups across the broader admissions categories of *applied, admitted* and *enrolled*. One objective within the Strategic Enrollment Plan is to increase the graduation rate of first-time full-time Hispanic and Black/African-American students to 22% to move toward closing the attainment gap. Such targeted recruitment efforts have helped realize a 10.9% increase in applications and a 12.2% increase in acceptances/admissions for the Hispanic population in FY 2018. By the fall 2018 semester, the College achieved the Strategic Plan goal of having a student body that is 25% Hispanic/Latino, thus moving forward towards fulfilling the requirements of HSI status. Within the context of this success, however, overall enrollment continues to decline. Due to the decrease in traditional age students, a strong economy, increased competition, and a waning belief in the benefit of public higher education, NSCC will need to continue to purposefully identify strategies that will mitigate further declines in enrollment. Among these strategies will be a renewed focus on increasing transfer acceptance and enrollment rates in FY2020 after a three-year trend of relatively flat rates and a significant decrease in 2019 (Data First 5.1).

In evaluating applicants for the College's selective admissions programs, the use of rubrics and committees has allowed for more comprehensive review from which to base acceptance decisions. However enrollment in these programs has remained relatively flat, including a 6% decline between academic years 2014 and 2016. While enrollment has begun to increase towards previous levels over the last two years, the limited availability of clinical placements in programs such as the health professions has necessitated a conservative approach to continued growth. (Figure 5-A).
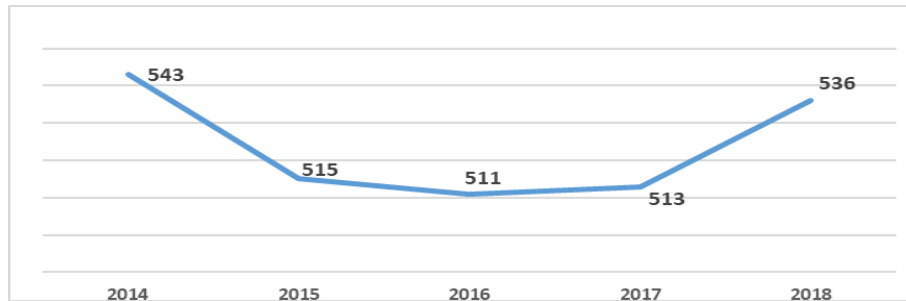
Figure 5-A: Four-year Trends in Selective Enrollment

STUDENT SERVICES AND CO-CURRICULAR EXPERIENCES

Description

NSCC strives to provide accessible and effective academic support programs to ensure students at all levels are successful in achieving their educational goals. The Presidential Scholars and the Commonwealth Honors Program provide unique opportunities for high achieving students. Programs such as TRiO, funded by the United States Department of Education, supports students with limited college-level academic preparation, are first-generation college students, and/or fall into a lower socioeconomic status. Since 1988, The Women in Transition (WIT) program has been offered as a one-year part-time strength-based supportive learning community of students. Participants take their first-year general education classes as a group and go on to pursue a degree in their chosen field. Since 2009, approximately 240 women have enrolled in and completed the WIT program. The majority went on to attain their associate degree from NSCC in a variety of disciplines, and have been honor society inductees, college leaders, mentors and tutors, and scholarship recipients.

Other services offer a suite of centralized resources to help students meet their educational and personal goals. Tutoring Services is a multifaceted academic support department with equal presence in established centers on both the Lynn and Danvers campuses. The centers are a hub of activity designed to support all NSCC students in achieving their greatest level of academic success. Among the diverse resources and opportunities provided are academic tutoring by professional staff and student peers; convenient online tutoring in key subject areas through a subscription to ThinkingStorm; group study opportunities and quiet study spaces; and tutor-linked courses providing supplemental instruction. Veterans Services provides assistance to veterans and their family members as well as active duty and reservist military personnel. The Lynn and Danvers campuses each has a dedicated Veteran's Center that provides assistance with obtaining education benefits and other services to help ensure educational success.

Academic advising at North Shore Community College is provided by both full-time faculty and professional staff in the Student Support and Advising Centers. As advising is essential to academic success, this critical function is a collaborative responsibility of both Academic Affairs and Student Affairs. Accordingly, the College has taken steps to review practices to best align advising practice with curricular changes. Since fall 2017, each matriculated student has been assigned to an academic advisor to help ensure a mutually beneficial connection from the beginning of their college experience. Under a new model aligned with best practices developed by the Community College Research Center, advisors are responsible for specific guided academic pathways as opposed to being generalists. This structure also helps to accurately identify and respond to diverse requirements within the student population. For example, the enhanced utilization of both early and mid-term alert data provides advisors with an opportunity to reach out to their students as soon as a faculty member identifies one, or several, concerns. Through enhanced data culling techniques and communication strategies, advisors are able to connect with students and provide timely and appropriate support for specific situations. Additional information is gathered via FAFSA and the admission application, which helps to further identify needs. The College also understands that career identification, examination, preparation, and placement are essential for the population we serve. Accordingly, the College initiated a partnership in 2015 with the North Shore Workforce Investment Board to establish a convenient access point at the Lynn Campus.

The Office of the Dean of Students (ODOS) oversees the department of Accessibility Services which works with the NSCC community as well as individually with students with disabilities to assist with reasonable academic accommodations. The ODOS also oversees Student Health Services which has been pivoting the last several years from providing direct medical services to health education and awareness. Student Health Services also initiates and/or coordinates programs such as the mobile food market, alcohol awareness, Title IX programming, HIV and flu clinics, and pregnancy testing. Student conduct and grievance procedures, academic dishonesty, violations of the Student Code and Federal and State laws, and student complaints against staff or faculty are also addressed through this office. Additionally, the ODOS works closely with the Title IX coordinator on Affirmative Action cases as well as with Campus Police regarding students on the sexual offender registry and others who might be a safety risk. The Dean is also the point person for suicide prevention protocol activation.

The Student-at-Risk (SAR) team is an interdisciplinary group chaired by the Dean of Students which comprises administrators and senior staff from Student Affairs, Academic Affairs, Campus Police, Counseling, Accessibility Services, and Student Health Services. SAR focuses on assessing the level of potential risk to the student or others, establishes connections to appropriate resources within and outside the College, and provides consultation to faculty and staff regarding concerning behaviors and situations. Two Senior Academic Counselors, one on each campus, serve as both crisis and academic counselors.

In 2016, The Office of Student Life transitioned to the Office of Student Engagement (OSE) under the Dean of Students to offer more educationally purposeful programming. The OSE offers opportunities to participate in more than 24 clubs and organizations, including three honor societies. In 2017, the College started formalizing co-curricular programming through

OSE in collaboration with Academic Affairs. Additionally, NSCC's robust and long-standing [Service-Learning program](#) is a faculty-initiated instructional method that connects meaningful community service experiences with academic learning, focusing on critical and reflective thinking and civic responsibility.

NSCC provides students, faculty and staff with recreation and wellness programming as well as access to other area programs at extremely discounted rates through a partnership with the regional YMCA. The College has also worked to further address access and equity issues by enhancing transportation options, incorporating policies that support the LGBTQIA+ population, and addressing hunger, homelessness and other life priority issues among our students. Additionally, a recent partnership with a community organization provides an MSW intern who supports students with food, housing, and benefits eligibility issues.

To ensure an effective onboarding process for new students, the College has been conducting mandatory orientation for several years. Orientation has moved from a mostly transactional process to one that is relational and educational with a greater focus on academic program selection and preparation for the social component of higher education. This change occurred as a result of a strategic decision to dedicate a staff position completely to orientation. The current full onboarding process is a multi-stage approach that encourages career exploration and identification and includes academic advising, course registration, student involvement, support services, financial aid support, and academic program affinity building. The onboarding experience is also an avenue where students learn about regulatory guidance as well as policies regarding permanent records. This information is readily available on specific pages within the College's website [link here].

Annual goals for Student Affairs departments are linked to the College's [Strategic Plan](#), [Annual Tactical Plan](#), Strategic Enrollment Plan, [General Education Outcomes](#), NECHE standards, and [Professional Competencies for Student Affairs Educators.](#) This helps to guarantee that the work of these areas is aligned with the mission of the institution and grounded in principles that are based on accreditation and professional standards. Moreover, professional development opportunities are leveraged to enhance the skills of student support professionals. In the past two years, the College has identified a one-hour block during the period of lowest traffic where offices can collaborate to discuss major changes to functions and policies. This helps keep everybody abreast of developments across all student support areas and enables staff to contribute actively and positively to the student experience.

NSCC is active within the Massachusetts Community College Student Leadership Association, a non-profit organization comprising the 15 Massachusetts community colleges as well as several from New Hampshire. CCSLA's purpose is to promote and foster various educational and professional opportunities, including professional development for staff and student leadership training as well as workshops for students. These opportunities for students are particularly valuable given that Student Government Association (SGA) Executive Board members serve on College governance committees as well as actively represent the student voice on the Board of Trustees.

Federal, state and institutional financial aid funds are awarded equitably, and all students receive clear and concise information regarding eligibility, terms and conditions, and what steps are needed to receive a Financial Aid award. All Financial Aid awardees receive a letter from Student Financial Services. The Ellucian Banner Student Information System allows for consistent and accurate awarding of funds based on Federal and State regulations. Due to limited funding, some funds are awarded on a first-come, first-serve basis. Over $19 million in federal, state, private and institutional grants, loans and scholarships were awarded to students for the 2017-18 academic year. Access is provided to the Net Price Calculator as an informational resource to help prospective students better understand the cost of attendance along with an estimate of their eligibility for grant funding if they attend NSCC. All students are required to complete the Department of Education's online Loan Entrance Interview before their funds are processed to help clarify their rights and responsibilities when borrowing a Federal Direct Student Loan. NSCC's Financial Aid Counselors are available on both campuses to answer any questions or concerns regarding Direct Loans.

Policies on student rights and responsibilities, conduct, ethics, and grievance procedures are published in the Student Handbook as part of the online College Catalog. The policies governing these standards are clearly stated and inform their administration. The Catalog also publishes key institutional policies and information including the Family Educational Rights and Privacy Act (FERPA), acceptable computer use, policy on non-discrimination, and disciplinary procedures.

Appraisal

The Division of Student Affairs initiated a program review process in the 2017-18 academic year. Each student support area is scheduled for review on five-year cycle through a nine-month process. Review teams include staff from the area being reviewed, representation from institutional research, a faculty member, and a staff member from outside of the department who regularly collaborates with it. The process produces a document that outlines goals, outcomes and related measures, outcomes-based initiatives, programmatic strengths and opportunities, and an action plan. Accessibility Services and Veterans Services went through the process in the initial year, to be followed by Student Support and Advising and the Office of Student Engagement in 2018-19.

Program review has already proven to be beneficial in assessing key student services based on established benchmarks and in identifying strengths, challenges and areas for improvement. As a result of the process, Accessibility Services noted a greater than 80% rate of satisfaction for both students and faculty with its services and support, exceeding the established benchmark for four-year institutions. Veterans Services was able to identify that NSCC's veterans have the second highest retention and graduation rates as compared to the 14 other Massachusetts Community Colleges. As one of the major functions of Veterans Services is to facilitate the administration of VA education benefits, it is important to note that 100% of students surveyed indicated that they were extremely satisfied or satisfied with this service. While the newly launched Student Affairs program review process shows early promise, more time will be required to effectively realize results and refine the process. There is also an identified need for

an evaluative framework that more fully assesses the impact of services on student learning in concert with academic programs and other institutional service areas. Accordingly, a cross-institutional group was convened in 2018-19 to develop Institutional Learning Outcomes (ILOs) as the basis of a more comprehensive College-wide assessment strategy. The ILO framework is intended to promote a more complete understanding of how student services contribute to the total learning environment. The ILOs are currently in draft form to be approved by NSCC's College Forum and Board of Trustees in October 2019.

The new pathway advising structure has already shown observable success towards transitioning the advisor role from generalist to specialist within a specific academic division and pathway. This has also led to a stronger collaboration between Academic Affairs and Student Affairs, as staff advisors assigned to the latter are now attending academic division meetings. Staff advisors are now more attuned to curricular changes and can update academic divisions with changes in general advising practices and expectations. This approach has been successful in providing students with knowledgeable employees who are able to assist them in identifying their educational path and provide continuous and equitable support. This new model coincides with an increase of 3,107 in advising appointments for professional staff advisors in FY18 from the previous year. The new model also coincides with decreasing gaps in graduation rates between White students and students identifying as Hispanic/Latino and Black/African-American (Table 5.2). The strongest support for pathway advising comes from programs with special admissions criteria, such as Nursing and Veterinary Technology, and programs with an introductory course required of all majors. An advising survey issued in 2018 acknowledges notable successes in strengthening connections between programs and advisors as well as an overall consensus that there is room for improvement in the pathway advising model. As a new and critical initiative, there is an identified need for ongoing training and professional development as well as a trackable system to support and improve effectiveness.

Table 5.2: Graduation Rate Gap Outcome Comparison by Ethnicity [update]

Three-year Cohort	White Graduation Rate	Hispanic/Latino Grad Rate Gap Outcome	Black/African-American Grad Rate Gap Outcome
2012	*21.8*	-9.4	-11.0
2013	*19.2*	-7.5	-6.9
2014	*20.3*	-6.6	-5.2

In the three years since its transition, the Office of Student Engagement (OSE) has been working diligently to assess and improve its services and programs. As an example, the student club and organization structure pursued an incentive-based strategy in 2016 to increase student engagement that encouraged involvement throughout the College by applying points to certain experiences. Members of clubs and organizations can accumulate points based on their level and type of involvement at the College. These points are subsequently transitioned to resources that can be used to help clubs and organizations execute programming germane to their philosophy. Additionally, the SGA constitution was revised in 2016-17 and again during the 2018-19 academic year. Furthermore, there has been a more thoughtful assessment of student activity, club participation and honor society membership. OSE began using a card swipe system

to gather student engagement data to better assess and identify the impact of participation. The office plans to systematically deploy the card swipe system throughout all of its programs and services. OSE has also been successful in promoting co-curricular engagement activities within student clubs/organizations and honor societies, and the office's collaboration with the Service-Learning program helps to advance the college's mission to inspire students to become engaged citizens. All stated, the recent restructuring of the Office of Student Engagement has not yet increased participation in student activities, as evidenced by the most recent results of the CCSSE survey where NSCC scored below the mean on both rated importance and satisfaction with student organizations.

Tutoring Services have been restructured over the past three years through a suite of diverse delivery methods, more efficient use of resources, and an active, coordinated approach to academic support. The TutorTrac® management system was implemented in fall 2016 to coordinate the transformation from an exclusively drop-in service model to one with a comprehensive menu of individually scheduled appointments, walk-in services, and facilitated group support. Tutor-Linked-Course (TLC) leaders, peer tutors who are embedded in designated courses, assist both in the classroom and in the Tutoring Centers to encourage and guide access to services. Data analysis enabled by TutorTrac® enables schedule adjustments to dynamically meet student needs. Session documentation by tutors allows effective collaboration by staff across departments and programs who are provided access to the system, such as Accessibility Services, Gateway to College, and Early College. To extend support beyond the operating limits of the Tutoring Centers, the ThinkingStorm® platform was implemented to provide near round-the-clock access to online tutoring. This resource has also proven to be especially helpful in expanding support for high demand subject areas, such as writing and mathematics. Although enrollment has been declining at NSCC, Tutoring Services has experienced regular increases in visits since fall 2015. Table 5.3 shows annual percentage changes per academic year. Within the context of these trends, it should be noted that NSCC's 2016 CCSSE means report indicates that usage of tutoring and skills labs are both .20 below their respective means for medium colleges. As such, the Tutoring Services department is consistently engaged in improving awareness, access and services. The restructuring of Tutoring and its use of data in decision making has yielded positive results and has helped bring this critical student service to the forefront, though it is recognized that analysis cannot be dependent on usage numbers alone. Accordingly, a formal and comprehensive program review of this critical academic support service is needed and planned for the 2019-20 academic year.

Table 5.3: Annual Tutoring Center Visits

AY[4]	# of Visits	% Change
2015-16	4368	Baseline
2016-17[5]	5112	17.03%
2017-18	5233	2.36%
2018-19	5695	8.82%

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[4] Does not include summer sessions

[5] Fall 2016 numbers are approximate due to transition from Banner to TutorTrac for tracking purposes

At present, NSCC's Career Services department has one full-time and one part-time staff member. To extend capacity in this critical area, the College partnered with the North Shore Workforce Board in 2014 to create an access point at the Lynn Campus. During FY2017, there were 1,028 customers noted as using this resource, of which 81 self-identified as students of NSCC. Though this partnership has been helpful in addressing a known gap in career services, the College is aware that more focus and resources need to be dedicated to career exploration, identification, readiness and skills, and placement.

NSCC has a long tradition of mission-driven responsiveness to the needs of its students. One real-time example was the revamping of student-facing service hours across key departments and services. After an analysis of service usage, the College identified common hours that student-facing offices should be open. This led to an increase in staffing through peak weeks during the academic year and a new focus on the services provided at daily peak hours. This data-informed decision has helped the College strategically repurpose resources to more effectively meet students where they are, and has maximized and enhanced the number of opportunities to accomplish College business on Saturdays throughout the year.

The College has also directed efforts to better respond to the real-life priorities that can often impede college access, persistence and success. In September 2016, the College administered a survey on hunger and homelessness, modeled after the Hunger/Homelessness Eradication Applied Research Tools (HEART) instrument. The survey, comprised of six questions related to hunger and eleven questions related to housing security and homelessness, garnered 654 responses, roughly 10.4% of the 6,315 credit students registered for the fall semester. In comparison to national data released by the Wisconsin Hope Lab, NSCC students were experiencing higher levels of hunger and homelessness. The results indicate that 32.1% of NSCC students are "hungry" (demonstrating the lowest measure of food security), compared to 20% of the national sample. In total, 53.5% of all respondents were found to have a low or very low level of food security. NSCC students also experience homelessness at higher rates than the national sample, with 19.1% of NSCC's population responding affirmatively to one or more of five homelessness questions, compared to 13% of the national sample. In all, nearly 70% of students were struggling with food and/or housing insecurity. By fall 2017, the College had coordinated monthly mobile food markets at each campus. Approximately 60,000 pounds of food were provided during 2017-18. NSCC also enhanced the Stop Hunger on Campus (SHOC) food voucher program, increased institutional aid for emergency grants, received a grant from a local foundation to specifically support single female students caring for children, and partnered with a community organization to receive preference for highly subsidized transition housing for young adults.

Through the Office of the Dean of Students, the number and complexity of student crises and behavioral concerns has been steadily increasing at NSCC. This trend coincides with national trends where the number of students coming to college with anxiety, depression and/or other mental health or psychiatric diagnosis is also increasing. Further, the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) have led to more students with disabilities entering higher education. The cases that arise require significant time to respond,

investigate, follow-through and document appropriately, and very few of these cases are limited to student conduct or a "traditional" judicial case. Most intersect with other issues, such as mental health, developmental disorders, trauma, other disability or homelessness, and require some level of wrap-around care, including de-escalating a situation or a student, activating the suicide prevention protocol, connecting with them, holding them appropriately accountable while providing them with adequate supports, and relating with them compassionately. These cases have increased from 150 in FY 2016 to 282 for FY 2019, an 88% increase through this period for a total of 790 cases (Table 5.3). It should be noted that among these cases, only two needed to be referred to the Judicial Hearing Board. These cases are both time and personnel intensive.

Table 5.3: Three-year Trends in Student Crises and Behavioral Cases

Period	Number of Student Crises and Behavioral Cases
FY 2016	150
FY 2017	153
FY 2018	205
FY 2019	282

There has also been a notable increase in the number of students needing other critical services such as accessibility accommodations and crisis counseling for non-academic factors that are influencing their life. Academic Crisis Counselors are consistently managing over 1000 student visits annually and that number is expected to continue rising. These services are critical to ensuring that our most vulnerable students are supported and given an equal opportunity to succeed in the classroom. Our most recent CCSSE survey indicates that students are satisfied with the support they receive to be successful overall (3.04/5) but when broken down into subcategories such as 'helping you cope with non-academic responsibilities' the rating goes down significantly (2.02/5). In light of the need for additional support in these areas, the College directed efforts to further support students, faculty, and staff through the Students at Risk (SAR) team which has helped assess the level of potential risks to students and the College community. While this group is well-versed in the support systems available to students both in-house and through community-based agencies, it is recognized across the College that these efforts will need to continue to scale in light of current trends. As an immediate measure based on the data, a second student conduct officer position was added to the Dean of Students staff for the 2019-20 academic year.

Further support for real-life priorities is provided through Here to Help, a program designed to assist students with the necessary expenses related to college enrollment. The program is supported primarily through College funds supplemented by external sources, such as the $75,000 gift received from the Women's Fund of Essex County designated for single female students who are currently caring for at least one child. In its first year in 2017-18, $22,300 was awarded to 22 single mothers. The College also has a SAVE (Short Notice Aid for Verifiable Emergencies) fund provided by the NSCC Foundation for students who do not qualify for support for single mothers. In 2017-18, the SAVE fund provided $26,850 to 53 students in need. Students supported by the Women's Fund had a GPA of 3.1 as compared to the average GPA of

2.8 for all NSCC students. It is evident that NSCC's approach to meeting the real cost of college has yielded successful outcomes.

STANDARD FIVE PROJECTIONS		
Action	**Responsibility**	**Timeline**
The College will continue to develop and improve recruitment and admissions strategies that address a changing student demographic, increased competition, and a strong economy.	• Student Affairs • Academic Affairs	**2019-21**
The College will build a culture of assessment for Student Affairs departments through continued program review, clearly defined objectives, and alignment with Institutional Learning Outcomes.	• Student Affairs • Institutional Research	**Ongoing**
The College will refine and improve implementation of the new academic advising model to continue increasing student success while decreasing equity gaps between White students and students identifying as Hispanic/Latino and Black/African-American.	• Student Affairs • Academic Affairs	**2019-21**
The College will continue to assess and respond to students' real-life priorities to address non-academic factors that can impede access, persistence, and success.	• Student Affairs • Students-at-Risk Team	**Ongoing**
The College will develop strategies for addressing its increasing number of student crises and behavioral cases, including cross-departmental collaboration and professional development.	• Student Affairs • Students-at-Risk Team	**Ongoing**

Standard 5: Students

(Admissions, Fall Term)

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

?

Credit Seeking Students Only - Including Continuing Education

For Fall Term, as of Census Date	3 Years Prior (FY 2016)	2 Years Prior (FY 2017)	1 Year Prior (FY 2018)	Current Year (FY 2019)	Goal (specify year) (FY 2020)
Freshmen - Undergraduate ?					
Completed Applications ?	2,381	2,448	2,476	2,680	2,496
Applications Accepted ?	2,265	2,247	2,323	2,194	2,257
Applicants Enrolled ?	1,265	1,492	1,264	1,176	1,299
% Accepted of Applied	95.1%	91.8%	93.8%	81.9%	90.4%
% Enrolled of Accepted	55.8%	66.4%	54.4%	53.6%	57.6%
Percent Change Year over Year					
Completed Applications	na	2.8%	1.1%	8.2%	-6.9%
Applications Accepted	na	-0.8%	3.4%	-5.6%	2.9%
Applicants Enrolled	na	17.9%	-15.3%	-7.0%	10.5%
Average of statistical indicator of aptitude of enrollees: (define below) ?					
	NSCC is an open access institution				
Transfers - Undergraduate ?					
Completed Applications	809	840	842	914	851
Applications Accepted	710	754	731	651	712
Applications Enrolled	544	567	534	496	535
% Accepted of Applied	87.8%	89.8%	86.8%	71.2%	83.6%
% Enrolled of Accepted	76.6%	75.2%	73.1%	76.2%	75.2%
Master's Degree ?					
Completed Applications					
Applications Accepted	**Not applicable to NSCC**				
Applications Enrolled					
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted		-	-	-	-
First Professional Degree ?					
Completed Applications					
Applications Accepted	**Not applicable to NSCC**				
Applications Enrolled					
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted		-	-	-	-
Doctoral Degree ?					
Completed Applications					
Applications Accepted	**Not applicable to NSCC**				
Applications Enrolled					
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted		-	-	-	-

Please enter any explanatory notes in the box below

Standard 5: Students
(Enrollment, Fall Term)
Complete this form for each distinct student body identified by the institution (see Standard 5.1)

?

Credit-Seeking Students Only - Including Continuing Education

For Fall Term, as of Census Date	3 Years Prior (FY 2016)	2 Years Prior (FY 2017)	1 Year Prior (FY 2018)	Current Year (FY 2019)	Goal (specify year) (FY 2020)
UNDERGRADUATE ?					
First Year ? Full-Time Headcount	1,568	1,322	1,425	1,298	1,272
? Part-Time Headcount	2,629	2,353	2,279	2,296	2,250
Total Headcount	4,197	3,675	3,704	3,594	3,522
? Total FTE	280	245	247	240	235
Second Year Full-Time Headcount	869	820	746	698	684
Part-Time Headcount	1,895	1,820	1,637	1,471	1,442
Total Headcount	2,764	2,640	2,383	2,169	2,126
Total FTE	184	176	159	145	142
Third Year Full-Time Headcount					
Part-Time Headcount					
Total Headcount	0	0	0	0	0
Total FTE					
Fourth Year Full-Time Headcount					
Part-Time Headcount					
Total Headcount	0	0	0	0	0
Total FTE					
Unclassified ? Full-Time Headcount					
Part-Time Headcount					
Total Headcount	0	0	0	0	0
Total FTE					
Total Undergraduate Students					
Full-Time Headcount	2,437	2,142	2,171	1,996	1,956
Part-Time Headcount	4,524	4,173	3,916	3,767	3,692
Total Headcount	6,961	6,315	6,087	5,763	5,648
Total FTE	464	421	406	384	377
% Change FTE Undergraduate	-	-9.3%	-3.6%	-5.3%	-1.9%
GRADUATE ?	**Not applicable to NSCC**				
? Full-Time Headcount					
? Part-Time Headcount					
Total Headcount	0	0	0	0	0
? Total FTE					
% Change FTE Graduate		-	-	-	-
GRAND TOTAL					
Grand Total Headcount	6,961	6,315	6,087	5,763	5,648
Grand Total FTE	464	421	406	384	377
% Change Grand Total FTE	na	-9.3%	-3.6%	-5.3%	-1.9%

Please enter any explanatory notes in the box below

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

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

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

	(FY 2014)	(FY 2015)	(FY 2016)
? **Three-year Cohort Default Rate***	14.3	11.9	14.1
? **Three-year Loan Repayment Rate ****			
(from College Scorecard)			

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Goal (specify year)
	(FY 2014)	(FY 2015)	(FY 2016)	(FY 2017)	(FY 2018)
? **Student Financial Aid**					
Total Federal Aid	$22,360,401	$19,959,708	$20,970,903	$18,523,715	$16,481,174
Grants	$13,404,567	$12,635,517	$11,075,999	$9,548,291	$10,223,189
Loans	$8,819,417	$7,177,578	$9,738,925	$8,830,068	$6,106,776
Work Study	$136,417	$146,613	$155,979	$145,356	$151,209
Total State Aid	$1,971,005	$2,002,160	$2,004,013	$2,164,918	$2,091,487
Total Institutional Aid	$497,145	$542,681	$541,859	$489,037	$511,337
Grants	$497,145	$542,681	$541,859	$489,037	$511,337
Loans	$0	$0	$0	$0	$0
Total Private Aid	$374,259	$334,452	$312,866	$409,627	$350,000
Grants	$114,946	$116,505	$125,228	$109,169	$123,439
Loans	$259,313	$217,947	$187,638	$300,458	$342,634

Student Debt

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

Undergraduates					
Graduates	Not applicable to NSCC				
First professional students	Not applicable to NSCC				

For students with debt:

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

Undergraduates					
Graduates	Not applicable to NSCC				
First professional students	Not applicable to NSCC				

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

Undergraduates					
Graduate Students	Not applicable to NSCC				
First professional students	Not applicable to NSCC				

Percent of First-year students in Developmental Courses (courses for which no credit toward a degree is granted)

English as a Second/Other Language	5%	5%	4%	4%	
English (reading, writing, communication skills)	25%	20%	31%	20%	
Math	29%	13%	16%	15%	
Other					

Please enter any explanatory notes in the box below

*These are the year the rate was released. The CDR is based on students going into repayment 3 years prior.
** The College Scorecard does not publish 3-year loan repayment rates
Note: NSCC does not require new students to complete developmental math workin the first year. It is recommended.

Standard 5: Students
(Student Diversity)

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

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

Undergraduate Admissions information	Completed Applications	Applicants Accepted	Applicants Enrolled
[?] Category of Students (e.g., male/female); add more rows as needed			
Male	1,645	1,358	767
Female	2,485	1,993	1,224
Unknown	18	16	0
American Indian or Alaska Native	9	7	2
Asian	173	140	82
African American/Black	447	348	192
Cape Verdean	7	5	4
Hispanic/Latino	1,404	1,154	596
Two or More	160	132	79
Native Hawaiian or Other Pacific Islander	4	3	3
Non Resident Alien	13	13	0
White	1,876	1,530	1,014
Unknown	55	35	19
Pell Recipients			856
First Generation (FG) Cohort			1,235
NonEnglish Cohort			367

Graduate Admissions information	Completed Applications	Applicants Accepted	Applicants Enrolled
[?] Category of Students (e.g., male/female); add more rows as needed			
Not applicable to NSCC			

Undergraduate Enrollment information	Full-time Students	Part-time Students	Total Headcount	FTE	Headcount Goal (Fall 2020)
[?] Category of Students (e.g., male/female); add more rows as needed					
Male	885	1,262	2,147	143.13	2,104
Female	1,111	2,502	3,613	240.87	3,541
Unknown Gender	0	3	3	0.20	3
American Indian / Alaska Native	0	9	9	0.60	9
Asian	74	152	226	15.07	221
African American/Black	157	419	576	38.40	564
Cape Verdean	4	5	9	0.60	9
Hispanic/Latino	504	964	1,468	97.87	1,439
Native Hawaiian Pacific Islander	2	4	6	0.40	6
Non Resident Alien	1	2	3	0.20	3
Two or More	86	106	192	12.80	188
Unknown Race	19	68	87	5.80	85
White	1,149	2,038	3,187	212.47	3,123
Pell Eligible Received Report	941	1,323	2,264	150.93	2,219
First Generation (FG) Cohort	1,219	2,167	3,386	225.73	3,318
NonEnglish Cohort	292	814	1,106	73.73	1,084

Graduate Enrollment information	Full-time Students	Part-time Students	Total Headcount	FTE	Headcount Goal (specify year)
[?] Category of Students (e.g., male/female); add more rows as needed					
			0		
Not applicable to NSCC					
			0		
			0		
			0		
			0		

Please enter any explanatory notes in the box below

Numbers Are for Fall 2018

STANDARD SIX: TEACHING, LEARNING, AND SCHOLARSHIP

FACULTY AND ACADEMIC STAFF

Description

North Shore Community College is served by well-qualified academic professionals chosen for their expertise, experience, and dedication to the community college mission. As of FY 2019, NSCC employs 122 full-time, 386 adjunct, and 17 clinical faculty. The distribution of ranks among the full-time faculty are professor (43%), associate professor (30%), assistant professor (14%) and instructor (14%). The number of full-time professional academic staff totals 28, and includes librarians, instructional designers, advisors, counselors, assessment officers, and unit coordinators. These specialized personnel provide direct support to students throughout their educational life cycle in departments under both Academic Affairs and Student Affairs. These areas include academic support units such as the Library, Tutoring Services and the Center for Alternative Studies and Educational Testing, and student services such as Accessibility Services and the Student Support and Advising Center.

Faculty are required at hiring to have an advanced degree or appropriate credential in the field that is one degree higher than the student is earning or a related field in addition to relevant professional and teaching experience. The preferred credential across all disciplines is the master's degree, although there are a few technical areas in which a professional credential or experience in the field is the most appropriate preparation. Liberal Arts disciplines require either a master's degree or a related master's degree plus 18 credit-hours in the field. Alternative and industry-related credentials are also considered when hiring faculty in specialized or [externally accredited](#) programs. In the Veterinary Technology program, for example, the American Veterinary Medicine Association requires both a licensed veterinarian (DVM) and a certified veterinary technician (CVT) on staff. These requirements ensure that faculty members are assigned to courses in which they have content expertise as per their academic degrees and/or professional training and teaching experience.

Doctoral degrees are held by 18% of NSCC's full-time faculty members, most notably in the Liberal Arts disciplines. Professional degrees such as the Juris Doctorate (J.D.) and Master of Business Administration (M.B.A.) are also common in other disciplines. Minimum qualifications for full-time academic staff are variable and dependent on the requirements and contractual level of the position in question. The minimum credential required is the bachelor's degree, and a master's degree in higher education or related field is preferred. Additional requirements include a demonstrated ability to work with Banner or other student information system (SIS) technology, and a commitment to working with a diverse population. Of the academic staff ranks, 89% are credentialed at the master's level or higher.

The hiring of faculty and academic staff is guided by NSCC's [Mission, Vision and Values](#) statement to help select candidates who have the appropriate credentials and understand the importance of providing an inclusive and caring environment where students are supported through the completion of a rigorous academic program. As such, individuals who have

community college experience are actively sought to ensure a good cultural fit. Position openings are posted across a variety of recruiting sources, on-campus and on the College website, and include standard language regarding equal opportunity, non-discrimination and sexual harassment. Search committees are formed and generally chaired by the administrator overseeing the department or program, and composed of faculty and/or staff from within and outside of the area. A representative of the College's Diversity Leadership Council (DLC), one of NSCC's five governance standing committees, is also assigned as a member to guide the interview process in meeting institutional diversity goals. Prior to beginning the search, members of the committee participate in an orientation provided by Human Resources to ensure that each is aware of and follows fair hiring practices as outlined in the College's Search Committee Guidelines. Candidate credentials and experience are collectively reviewed to assure that the necessary academic and professional qualifications are met.   All finalists for full-time positions are interviewed by the appropriate vice president as a final step in the process. The Human Resources Department tracks all applicants for posted positions and receives a report from the relevant dean concerning each applicant and the process followed once a position is filled. The process for filling part-time faculty and staff positions typically consists of an individual interview with subsequent hiring by the direct supervisor.

As with all Commonwealth of Massachusetts public state and community colleges, all NSCC full-time and part-time faculty and professional staff are unit members whose employment conditions are defined through the collective bargaining agreement between the Board of Higher Education (BHE) and the Massachusetts Community College Council (MCCC), a component of the Massachusetts Teacher's Association (MTA) and National Education Association (NEA). This agreement determines workload, salary, grievance procedures, and evaluation criteria as per the contractually defined position. Full-time faculty workload is outlined in Article XII and includes instructional duties as well as non-instructional assignments. The instructional workload consists of multiple classes of varying credits and delivery modes, including lecture, lab and clinical. Assigned instruction hours meet a minimum of 29 hours per week and, in the case of laboratory faculty, up to 35 hours per week. Non-instructional duties are assigned in addition to core teaching responsibilities and include student advisement, office hours, and college service. Examples of college service include, but are not limited to, committee work, student club advisement, professional development activities, assessment, and curriculum development. Part-time faculty workload primarily consists of instructional time and each credit-hour is multiplied by 2.5 to determine an approximate amount of time for preparation, grading, and consultations with students. Additional non-instructional duties are assigned with a written agreement and, as warranted, additional compensation.

Adjunct faculty are covered separately by the National Education Association (NEA) Division of Continuing Education (DCE) contract which is collectively bargained with the BHE in association with the MCCC. Both The MCCC/DCE contracts are explicit regarding the definitions of faculty and professional staff responsibilities. The contracts govern the evaluation process for full- and part-time faculty as well as full- and part-time professional staff. The contract dictates College policy around appointment, change in rank, evaluation and tenure. Faculty workloads are assigned within the timeframe determined in the MCCC/DCE contracts, and are considered

draft until the courses have filled with students and are slated to run for the semester. Additional assigned workload might include student advisement where appropriate, college service, and participation in governance. Adjustments based on enrollments are made to ensure that full and part time faculty have a teachable number of students in their classes and that students have the courses they need to complete their programs. The workload for professional staff is outlined in the position description and letter of appointment. Position descriptions are updated annually to reflect changes in duties and scope.

Academic freedom is defined and guaranteed by the MCCC Day Contract as per Article VII. Faculty are encouraged to use a variety of teaching methods that best fit their style and the learning styles of their students. In some departments, course materials may be determined by the department for use across all sections of a course with full-time and adjunct faculty participating in the selection process. The determined materials are then provided with general guidelines for use while the mode of delivery, activities, projects, assignments, and other instructional details are left to the discretion of the individual instructor.

Full-time faculty are evaluated annually through their first six years at the College. The process considers student evaluations, course materials, classroom observation, personnel file review, student advisement and college service. At the end of their sixth consecutive year, the tenure review committee makes a recommendation to the Vice President of Academic Affairs who advises the President regarding whether the faculty member under consideration is to be granted tenure. Once granted, tenure begins at the start of the faculty member's seventh year and the evaluation timeline is adjusted to once every three years.

For adjunct faculty, the DCE contract provides criteria for evaluating performance. Article XIII provides a template for the division dean to observe the faculty in classroom and comment on their student evaluations, course materials, instructional performance, and personnel file review. The faculty member has seven days to add comments to their completed evaluation.

Academic advising at North Shore Community College is provided by full-time faculty and professional staff in the Student Support and Advising Centers. Each faculty member is typically assigned 18 student advisees as part of his or her non-instructional workload, with some variance depending on actual workload composition. Accomplishment of the advising responsibilities of faculty and professional staff is evaluated in a number of ways under the collective bargaining agreement. Faculty are required to submit Form XIII-E4 Student Advisement logs to their division deans at the end of each semester. Professional advisors enter records of all advising-related interactions in Banner.

Appraisal

The faculty and academic staff of North Shore Community College are well-qualified, deeply committed and highly collaborative professionals dedicated to serving the institution's academic mission through the delivery and support of high-quality student learning experiences. NSCC's hiring process is both robust and transparent to ensure fairness for all interested and qualified applicants and to ensure the best possible hiring outcome. Established search committee guidelines help ensure that the process is applied consistently across all

faculty and staff positions. The minimum qualifications established for all full-time and adjunct faculty positions are appropriate and based on academic or industry standard credentials and, where applicable, external accreditation requirements. Documents outlining the employment conditions for faculty and academic staff are readily available on the Human Resources Department webpage located on the College portal, providing reliable reference for clarifying expectations and procedures.

Compensation parameters are set by the contract and equitably distributed. However, faculty salaries continue to be a source of difficulty for North Shore Community College as with its sister institutions across the state. Efforts to address compensation led to a new step and salary agreement in the MCCC contract effective July 1, 2017 which is intended to better reward people for years of service and education. Health professions programs and other high demand fields occasionally hire above typical entry-level salaries, but the community college unit overall still remains the lowest paid faculty sector in the Commonwealth of Massachusetts.

Over the past five years, the total number of full-time faculty have decreased from 132 in 2014 to 122 in 2019, a slight decrease of 7.5%. This has allowed the College to take advantage of attrition through retirement to reduce the employee footprint during a time of enrollment decline. This strategy has also been utilized to reallocate faculty positions to new and growth programs from those in decline. Declining enrollments, however, have had greater impact on the number of adjunct faculty whose ranks have decreased 19% from 477 to 386 since 2016. For academic staff, the overall number of advisors has also declined through attrition over the previous three-year period. It should also be noted that 66% of full-time faculty also teach on the DCE adjunct contract for the opportunity to earn additional pay. The institution thus benefits from having an experienced faculty member in an adjunct capacity during their employment and into subsequent retirement from full-time status.

The College has endeavored to reflect the diversity of the community in its hiring practices, gaining a 6% increase in minority representation over a five-year period. Though this concerted effort continues, minorities currently comprise 26% of the total employee ranks as compared to 42% of its student population as of fall 2018. Specifically, the faculty are currently NSCC's least diverse employment group at 20.5% minorities, and continues to be predominantly white and female. Notwithstanding the ongoing challenges on this front, NSCC remains committed to diversity in all of its forms and will continue to improve in its planning and outreach to increase diverse candidates in the applicant pools.

As with many public higher education institutions operating in an era of declining funds and increasing demands, NSCC relies on its adjunct faculty ranks to fill instructional needs. The current adjunct headcount to full-time headcount ratio is 3:1, though again this number includes the 66% of our full-time faculty who also teach as adjuncts. Given this significant weight towards adjunct instructor headcount, the College has sponsored initiatives through the years designed to better integrate this group that have ultimately proven difficult to sustain. Moreover, adjuncts were found to be underrepresented within governance based on a 2015 survey administered as part of a review of the governance system (Standard Three, p. 21). Several part-time faculty attend department meetings and additional professional development opportunities throughout the year, though the DCE contract mandates only one meeting per

year which is addressed with a single professional development event each fall. Although currently declining in adjunct headcount, the reliance on part-time faculty is likely to continue which provides a challenge that NSCC will need to address through the development of workable strategies to more consistently integrate its adjunct colleagues.

TEACHING AND LEARNING

Description

Teaching and learning at North Shore Community College is the primary responsibility of its faculty. This responsibility is expressed and supported through several venues, including participation in opportunities to innovate; assessing student learning at the classroom, department, and program levels; and incorporating and sharing best practices with colleagues. Given NSCC's open admissions policy, the student body is diverse in terms of age, race, ethnic background, language, socioeconomic status, and levels of academic preparation. As recent high school graduates join older adults in pursuit of a degree or certificate, the faculty must respond not only to core academic requirements, but to a variety of learning styles, personal challenges, life situations, and levels of maturity. Accordingly, faculty regularly review, assess, and modify materials, experiment with new technologies, and employ active learning approaches to address the diversity of NSCC's student body.

The College has realigned its efforts over the last five years to better support faculty in the assessment of teaching and learning and to connect these efforts to actionable plans for continuous improvement. The Academic Program Review process provides a focused venue from which to assess and reflect on teaching practice, student learning and success, program health and currency, and emerging curricular requirements. The process and template were revised in 2016 through union-management discussions and is reviewed annually with input from the members of faculty teams completing their reports. The respective division dean of the area is closely involved in the process and, with the Vice President of Academic Affairs, responds in writing directly to the completed review and works with the department or program to implement action items that arise from the findings. Each team is provided with the opportunity to present its findings, recommendations, and action plans to the College's Senior Management Team for consideration and inclusion in resource planning and allocation. An Academic Program Review Library provides access to completed reports and related resources for reference. (Standard Four, p. 26).

Other opportunities available to support faculty in their assessment activities include on-campus workshops and presentations as well as regional workshops such as those sponsored by the Advancing Massachusetts Culture of Assessment (AMCOA) initiative sponsored by the Massachusetts Department of Higher Education. NSCC Faculty have also participated in a refresh of the College's General Education Student Learning Outcomes during the 2016-17 academic year, which has further helped in providing a consistent and relevant basis for program review and assessment activities.

North Shore Community College's strong institutional commitment to professional development also helps to enhance the quality of teaching and learning through a rich and varied set of offerings. To provide an open venue for exchanging information and ideas relevant to the practice and support of teaching and learning, the Office of Academic Affairs and the CTLI sponsor semi-annual Faculty Professional Development Days that provide participants with opportunities to share best practices, choose from a variety of sessions to help become informed of developments in the field, and be apprised of opportunities emerging within the College. This event is developed by a committee of faculty, deans, and CTLI staff to produce an agenda based on identified academic and institutional topics from which to post requests for presentations (RFP). Most presentations are developed internally by NSCC faculty and staff, while sessions on specialized topics are provided as needed by external speakers and experts. Faculty are also provided with one departmental day per semester which may be applied individual professional development interests or departmental activities such as program review or workshops. The College also offers a similar annual evening venue for adjunct faculty professional development at the start of each academic year. Per the DCE contract, adjunct faculty are only required to attend one meeting per year, which is fulfilled by this event.

In addition to the larger professional day events, a consistent set of ongoing professional development opportunities is offered to encourage reflection and innovation as well as diversify and improve instruction across all departments. The CTLI's annual Technology Across the Curriculum (TAC) program provides faculty with opportunities to develop online and hybrid courses using the Blackboard Learning Management System as well as incorporate new approaches and course design specifications across all modalities, such as Open Education Resources (OER) and mobile technologies. The TAC program is based on the Quality Matters rubrics to ensure consistency in instructional design and the learner experience. With additional support from qualified staff and a faculty mentor, participants design and develop courses that promote greater flexibility and accessibility for students, address the diversity of learning styles typical in a community college, and, as in the case of OER, provide more affordable course materials. A companion piece to TAC is the Teaching and Learning Online (TLO) five-week program for faculty who are new to the technologies of online learning. The program is designed to encourage participants to reflect on their current teaching practices and allow them to successfully translate their teaching style and course elements into the online environment. Complementing these activities are a series of workshops on integrating technology into the teaching and learning environment as well as an annual two-day Faculty Technology Summer Institute offered in June around a featured theme. Faculty who participate in the TAC program are awarded a stipend to develop their individual projects.

Innovative and creative teaching practices at North Shore Community College can be found in many forms. For example, the College has a long tradition of Service-Learning that has benefitted from focused development and curricular integration over the past ten years. As practiced at NSCC, this teaching method is a unique fusion of professional development, community involvement and authentic assessment that connects meaningful community service experiences with academic learning, focusing on critical and reflective thinking as well as civic responsibility. Participating faculty receive comprehensive training and a stipend to

incorporate these activities into their classes. Studies have shown that students who participate in service learning actives are more likely to be retained at their home institution.

Student Affairs staff regularly provide workshops and participate in monthly academic department meetings to introduce topics such as working with a diverse population, supporting students with disabilities, accessibility and universal design, and understanding the LGBTQ+ population. The College has also invested in diversity training through the Intercultural Development Inventory (IDI) and the Intercultural Conflict Style (ICS) Inventory, both nationally recognized cross-cultural assessments of intercultural competence. The results are used to achieve international and domestic diversity and inclusion goals and outcomes.

In addition to professional development opportunities funded though specific departments or divisions, the College's Professional Development Committee (PDC), an advisory committee of the College's governance system, retains an institutional fund of $25,000 annually to support professional development proposals. Faculty and staff are encouraged to submit an application for funds with the underlying requirement that the request must be directly linked to the NSCC's Strategic Plan. Externally accredited programs, such as Health Professions, Paralegal, Early Childhood Education, and Veterinary Technology, require their faculty to participate in annual professional development through conferences and CEU courses. These activities are funded through a variety of sources, including the faculty member's academic division, the Professional Development Committee, or through NSCC's annual Perkins allocation.

Individual departments engage in targeted professional development days that vary from year to year and address specific goals determined by the faculty. Supported activities include, but are not limited to, conferences, museum visits, departmental presentations, and work on academic program review. Faculty are also encouraged, and sometimes supported financially, to undertake academic research, writing, and special projects which may be individual or include NSCC students. Over the last three years, six faculty members were approved for paid sabbaticals. To guide individual research studies, the College has a robust Institutional Review Board with policies and forms clearly outlined on the website for internal constituents as well as external constituents who wish to work with the College community in their research. Examples of research conducted at NSCC include the College's first Undergraduate Research Conference in 2018 where five business classes analyzed a range of social issues from a business perspective, and original research contributions from the faculty coordinator of NSCC's Biotechnology program to several peer-reviewed scientific journals.

Since the 2017 academic year, there have been significant efforts towards strengthening connections between academic advising, teaching and learning, and student success. Advising has been redesigned around guided academic pathways in parallel with the College's academic division reorganization, and a designated advisor is assigned to each pathway in the Student Support and Advising Centers. In concert with professional advisors, faculty advisors work to help students make the appropriate program connections as part of their assigned workload. This working relationship strives to achieve an ideal scenario where each student is assigned an advisor who is present on the student's primary campus, teaches in the program into which the student has matriculated, and is a consistent presence throughout the student's time in a program. Faculty contact their advisees promptly after receiving their assignments as well as

upon receipt of early and mid-term alert notifications from the Office of Academic Affairs. Instructors in the introductory courses of some career programs such as Criminal Justice conduct group advising which includes exploring the website for pathway and program of study sheets while completing online registration for upcoming semesters. This activity helps to ensure that the required and elective courses appropriate to the programs of study are selected. The Center for Alternative Studies and Educational Testing, the office responsible for administering placement and other prerequisite tests, works regularly and closely with the Student Support and Advising Centers to counsel students to select and sequence their courses appropriately. To ensure that advising is accessible to students regardless of location or instructional modality, the Student Support and Advising Centers include traditional weekday hours as well as evening and occasional Saturdays to accommodate students who take most of their courses during non-traditional times. To ensure consistency and currency in advising practices, training is offered for both faculty and professional staff and advisors.

Appraisal

North Shore Community College faculty are active, engaged, and effective in meeting their teaching and learning responsibilities through participation in professional development, using diverse instructional methods, and incorporating new challenges into their student's assessments. As examples, the results of the most recent CCSSE survey indicate that NSCC scored above the mean for medium colleges in most measures of teaching and learning activities. Examples include classroom presentations (2.35 vs. 2.17), community engagement (1.52 vs.1.36), and papers or projects that required integrating ideas from various sources (3.00 vs. 2.85).

Since its redesign, the academic program review process has itself been annually reviewed with current participants. The results have been favorable and helpful in addressing recommended improvements (see Standard 4). Since its redesign, the College's implementation of program review has been progressing well, and has enjoyed buy-in across faculty in all academic departments. Likewise, support and professional development for assessment has seen increased faculty involvement as evidenced by the revision of student learning outcomes in the General Education core, and in the establishment of an Academic Assessment of Student Learning Outcomes (SLO) Advisory committee. While these efforts have established a solid foundation from which to build a culture of assessment, there are still ongoing efforts needed towards its reinforcement. To that effect, there will need to be greater emphasis in this area within our professional development offerings.

The breadth, depth, and variety of professional development opportunities are a strength of NSCCs' teaching, learning, and scholarship. Regular surveys of the Faculty Professional Day events indicate a high level of satisfaction among participants and provide both structured and open ended questions to help improve the program. Participation in the TAC program and technology integration workshops has enjoyed high interest though the years with the notable result of the use of Blackboard becoming prevalent across all modalities from online to face-to-face. As of the 2018 academic year, approximately 93% of full-time teaching faculty and 66% of adjuncts utilize the LMS for varying components of their respective instructional strategies.

Many faculty use the Professional Development Fund through the PDC to travel to out-of-state conferences and present their good work at sister institutions. However, there remains frustration around the process for applying for these funds. Administrative signoff is required prior to application submission and as a result delays in the processing of applications can occur. Further, only 75% of the requested amount can be funded leaving the candidate to find additional funds from alternative sources to cover the remaining costs. The funding rate of requests for FY 2018 and FY 2019 were 84% and 86% respectively.

Commitment to student success and excellent teaching are both strengths of the college and its faculty and academic staff. Our most recent SENSE survey indicated that incoming students felt that they knew what was expected of them. More than 86% of students agreed or strongly agreed when asked if their instructor covered the syllabus clearly and told them how to contact them outside of class. Further, greater than 84% of students indicated that at least one faculty member had learned their name with in the first 3 weeks of the semester.

The College's transition to pathway advising has increased the collaboration between the student affairs advising department and the academic divisions. An advising survey issued in 2018 acknowledges notable successes and challenges in strengthening connections between programs and advisors as well as an overall consensus that there is room for improvement in the pathway advising model. As a new and critical initiative, there is an identified need for ongoing training and professional development as well as a trackable system to support and improve effectiveness.

STANDARD SIX PROJECTIONS		
Action	**Responsibility**	**Timeline**
The College will expand hiring practices through planning and outreach to increase diversity among its faculty and academic staff.	• Academic Affairs • Human Resources	**2020-22**
The College will develop strategies to more consistently integrate adjunct faculty, including targeted professional development, shared governance involvement, and other opportunities.	• Academic Affairs • CTLI	**2020-21**
Utilizing video modules and Blackboard shells, additional training and information resources will be provided for faculty and professional advising staff to improve advising through the use of guided pathway sheets and keep abreast of changes to curricula.	• Academic Affairs • Student Affairs	**2019-20**
Professional development opportunities will be broadened to include faculty sharing around institutional priorities such as learning outcomes assessment and improved pedagogical techniques.	• Academic Affairs • CTLI	**2019-20**

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

	2 Years Prior (FY 2017)	1 Year Prior (FY 2018)	Current Year (FY 2019)	Next Year Forward (FY 2020*)
				*Projected

? Number of Faculty by category

	2 Years Prior	1 Year Prior	Current Year	Next Year Forward
Full-time	125	126	122	122
Part-time				
Adjunct	422	388	386	386
Clinical	12	15	17	17
Research				
Visiting				
Other; specify below:				
Total	559	529	525	525

Percentage of Courses taught by full-time faculty

	53.00%	56.00%	56.00%	56.00%

? Number of Faculty by rank, if applicable

	2 Years Prior	1 Year Prior	Current Year	Next Year Forward
Professor	65	61	59	52
Associate	21	31	35	36
Assistant	26	19	19	17
Instructor	15	14	13	17
Other; specify below:				
Total	127	125	126	122

? Number of Academic Staff by category

	2 Years Prior	1 Year Prior	Current Year	Next Year Forward
Librarians	3	5	5	5
Advisors	22	18	17	14
Instructional Designers	1	0	0	1
Other; specify below:				
Assessment Officer	5	5	5	5
Coordinator Alternative Studies	1	1	1	1
Coordinator Student Assessment	1	1	1	1
Coordinator, Learning Resources	0	1	1	1
Total	33	31	30	28

Please enter any explanatory notes in the box below

No rank is given to adjunct faculty. Academic Staff by Category includes Full-time employes only.

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

		3 Years Prior (FY 2017)	2 Years Prior (FY 2018)	1 Year Prior (FY 2019)	Current Year* (FY 2020)
Highest Degree Earned: Doctorate					* Projected
Faculty	Professor	18	23	22	22
	Associate	9	9	9	9
	Assistant	6	3	2	2
	Instructor	0	0	1	1
	No rank	74	65	63	63
	Other			0	0
	Total	107	100	97	97
Academic Staff	Librarians	0	0	0	0
	Advisors	1	0	0	0
	Inst. Designers	0	0	0	0
Other; specify*	Assessment Officer	1	1	1	1
	Coordinator Alternative Studies	0	0	0	0
	Coordinator Student Assessment	0	0	0	0
	Coordinator, Learning Resources	0	0	0	0
		2	1	1	1
Highest Degree Earned: Master's					
Faculty	Professor	42	35	29	29
	Associate	18	22	24	24
	Assistant	11	13	13	13
	Instructor	9	10	12	12
	No rank	249	234	238	238
	Other	0	0	0	0
	Total	329	314	316	316
Academic Staff	Librarians	6	6	5	5
	Advisors	18	15	13	13
Other; specify*	Assessment Officer	0	0	0	0
	Coordinator Alternative Studies	3	3	3	3
	Coordinator Student Assessment	1	1	1	1
	Coordinator, Learning Resources	1	1	1	1
	Total	29	26	1	1
Highest Degree Earned: Bachelor's					
Faculty	Professor	1	1	1	1
	Associate	3	3	3	3
	Assistant	2	3	2	2
	Instructor	5	3	3	3
	No rank	34	40	40	40
	Other	0	0		
	Total	45	50	49	49
Academic Staff	Librarians	0	0	0	0
	Advisors	2	2	1	1
Other; specify*	Inst. Designers	0	0	1	1
	Assessment Officer	1	1	1	1
	Coordinator Alternative Studies	0	0	0	0
	Coordinator Student Assessment	0	0	0	0
	Coordinator, Learning Resources	0	0	0	0
	Total	3	3	3	3
Highest Degree Earned: Professional License					
Faculty	Professor	0	0	0	0
	Associate	1	1	0	0
	Assistant	0	0	0	0
	Instructor	0	0	1	1
	No rank	0	0	0	0
	Other	0	0	0	0
	Total	1	1	1	1
Academic Staff	Librarians	0	0	0	0
	Advisors	0	0	0	0
Other; specify*	Inst. Designers	0	0	0	0
	Total	0	0	0	0

* Please insert additional rows as needed

Highest Degree Earned: Not Indicated or Specified					
	No rank	64	49	45	45
	Total	64	49	45	45

Please enter any explanatory notes in the box below

PT/Adjunct degree data not tracked in HRCMS Payroll System for FY 15 or FY 16

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

	3 Years Prior (FY 2017)		2 Years Prior (FY 2018)		1 Year Prior (FY 2019)		Current Year (FY 2020*)	
	FT	PT	FT	PT	FT	PT	FT	PT
? Number of Faculty Appointed								*Projected
Professor	0		2		0		0	
Associate	0		0		1		1	
Assistant	1		3		1		1	
Instructor	4		6		5		5	
No rank		422		388		386		386
Other								
Total	5	422	11	388	7	386	7	386
? Number of Faculty in Tenured Positions								
Professor	60		58		52		52	
Associate	16		14		23		23	
Assistant	0		0		5		5	
Instructor	0		0		0		0	
No rank					0		0	
Other								
Total	76	0	72	0	80	0	80	0
? Number of Faculty Departing								
Professor	0	0	1	0	0		0	
Associate	1	0	0	0	0		0	
Assistant	0	0	1	0	3		3	
Instructor	3	0	0	0	1		1	
No rank	0	0	0	0	0		0	
Other	0	0	0	0	0		0	
Total	4	0	2	0	4	0	4	0
? Number of Faculty Retiring								
Professor	4	0	9	0	4		4	
Associate	1	0	1	0	1		1	
Assistant	0	0	0	0	0		0	
Instructor	1	0	0	0	0		0	
No rank	0	0	0	0	0		0	
Other	0	0	0	0	0		0	
Total	6	0	10	0	5	0	5	0

Fall Teaching Load, in credit hours

		FT	PT	FT	PT	FT	PT	FT	PT
Professor	Maximum	20		20		18		18	
	Median	12		12		12		12	
Associate	Maximum	17		19		17		17	
	Median	15		15		12		12	
Assistant	Maximum	15		15		15		15	
	Median	12		12		14		14	
Instructor	Maximum	26		22		19		19	
	Median	13		12		12		12	
No rank	Maximum								
	Median								
Other	Maximum								
	Median								

Explanation of teaching load if not measured in credit hours

Adjunct Faculty are appointed on a semseter by semester basis, and are not assigned a rank. They are only recorded in the Faculty Appointed section.

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

	3 Years Prior (FY 2017)		2 Years Prior (FY 2018)		1 Year Prior (FY 2019)		Current Year (FY 2020*)	
	FT	PT	FT	PT	FT	PT	FT	PT
Number of Faculty by Department (or comparable academic unit); insert additional rows as needed							*Projected	
CULINARY (CLD)	3		3		3		3	
HORTICULTURE (HUD)	1		1		1		1	
HOSPITALITY	1		1		0		1	
NUTRITION (NSD)	1		1		1		1	
BUSINESS (BAT)	6		7		7		7	
GRAPHIC DESIGN	1		1		1		1	
OFFICE TECH	2		2		2		2	
PARALEGAL	2		2		2		2	
COSMETOLOGY (ZCS)	2		2		2		2	
PHYSICAL THERAPY (PTA)	3		3		2		3	
OCCUP. THERAPY (OTA)	3		3		3		3	
RADIOLOGIC TECH (RAD)	2		2		2		2	
RESPIRATORY CARE (RSP)	2		2		2		2	
SURG TECH (SRT)	1		1		1		1	
NURSE ED (NSG)	13		12		13		13	
PRACTICAL NURSING (PNR)	5		5		5		5	
CRIMINAL JUSTICE (CRD)	4		3		4		4	
DEVELOP. DISABILITIES	1		1		1		1	
HUMAN SERVICES (HSD)	1		1		2		1	
DRUG & ALCOHOL REHAB (DA	1		1		1		1	
HUS PRACTITIONER (HSD)	1		1		1		1	
BEHAVIORAL SCIENCE	6		6		6		6	
HIS/GOV/ECO	5		5		5		5	
CULTURAL ARTS	6		6		6		6	
ENGLISH	14		13		13		13	
ESL	4		2		2		3	
INTEDISCIPLINARY STUDIES	0		1		1		1	
FFL	5		5		6		5	
ANIMAL SCIENCE	3		3		3		3	
BIOTECH	0		0		1		0	
COMPUTER INFO.	3		3		3		3	
ENGINEERING INDUSTRY	8		3		3		5	
NATURAL SCIENCE	1		9		8		6	
AVIATION	2		1		1		1	
EDUCATION	2		2		2		2	
MATH	12		11		10		11	
Total	127	0	125	0	126	0	126	0

Please enter any explanatory notes in the box below

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

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

Faculty	Full-time	Part-time	Total Headcount	Headcount Goal (FY2019)
? Category of Faculty (e.g., male/female, ethnicity categories); add more rows as needed				
Male	36	180	216	216
Female	90	208	298	298
Hispanic	9	13	22	22
Asian	8	12	20	20
Black or African Amercian	6	10	16	16
Two or more races	2	1	3	3
American Indian	0	1	1	1
White	101	351	452	452
Academic Staff	**Full-time**	**Part-time**	**Total Headcount**	**Headcount Goal (FY2019)**
? Category of Academic Staff (e.g., male/female, ethnicity categories); add more rows as needed				
Librarian Male	1	2	3	3
Librarian Female	4	4	8	8
Academic Counselor Male	4	2	6	6
Academic Counselor Female	13	4	17	17
Assessment Officer Female	5	0	5	5
Coordinator Alternative Studies Female	1	0	1	1
Assessment Assistant, Center for Alternative Studi	0	6	6	6
Assessment Assistant, Center for Alternative Studi	0	0	0	0
Coordinator Student Assessment Female	1	0	1	1
Coordinator, Learning Resources Female	1	0	1	1
Tutor Male	0	7	7	7
Tutor Female	0	11	11	11
Librarian Asian	1	1	2	2
Librarian White	4	4	8	8
Librarian Black	0	1	1	1
Academic Counselor Hispanic	2	0	2	2
Academic Counselor Asian	1	0	1	1
Academic Counselor Black or African American	6	0	6	6
Academic Counselor Two or More	0	1	1	1
Academic Counselor White	8	5	13	13
Assessment Officer Asian	1	0	1	1
Assessment Officer White	4	0	4	4
Coordinator Alternative Studies White	1	0	1	1
Assessment Assistant, Center for Alternative Studies H	0	2	2	2
Assessment Assistant, Center for Alternative Studies W	0	4	4	4
Coordinator Student Assessment White	1	0	1	1
Coordinator, Learning Resources White	1	0	1	1
Tutor Black	0	1	1	1
Tutor Hispanic	0	2	2	2
Tutor White	0	15	15	15

Please enter any explanatory notes in the box below

Note: there are no Faculty/Academic Staff in the categories of American Indian/Alaska Native or Nat. Hawaiian/Other Pacific Islander

STANDARD SEVEN: INSTITUTIONAL RESOURCES

HUMAN RESOURCES

Description

North Shore Community College's Office of Human Resources and Organizational Development is led by a vice president reporting directly to the President of the College. The VP of Human Resources advises the College's Senior Management Team on all human resources, payroll and organizational impacts, leads and coordinates the College shared governance process, and ensures that established employment policies and agreements are practiced ethically and equitably. The Human Resources/Payroll office of eight full-time staff supports the college in the areas of employee relations, recruitment, benefits administration, training and development, Affirmative Action and Title IX compliance, diversity initiatives, and payroll administration. In total, this administrative unit serves and supports 396 full-time and 570 part-time employees. Among the full-time cohort, 64% are female and 36% are male, with an average age of 50.85 and time-in-service averaging nearly 12 years.

All positions at NSCC have minimum qualifications to ensure that they are filled by personnel who have the educational credentials, experience and skills necessary to carry out the College's mission.   Members of the Massachusetts Community College Council (MCCC) and the American Federation of State, County and Municipal Employees (AFSCME) comprise 77% percent of NSCC's full-time employees. The collective bargaining agreements of both unions specify minimum qualifications for each faculty and staff position and determine employment conditions such as salary levels, workload, evaluation procedures and criteria, promotion, and grievance procedures. Position descriptions for MCCC professional staff are reviewed and updated annually. Administrators, including directors, deans and vice presidents, are non-unit professionals (NUPs) with minimum qualifications for each position set by the College with terms of employment outlined in the Non-Unit Professionals Policy Handbook. Compensation for administrators is in line overall with similar salary ranges in public higher education though challenges with competitiveness across other sectors has been noted. The Human Resources Department regularly participates in compensation studies for this group to determine salary equity adjustments as needed.

College policies impacting faculty and staff, including copies of all collective bargaining agreements, are available on the College website and portal. All new part-time employees are provided a link to access and review polices and all new full-time employees receive an in person orientation in HR which includes a policy review. Full-time employees also receive a letter of appointment which states the terms of employment and relevant probationary period. Performance evaluation procedures are in accordance with applicable collective bargaining agreements and, in the case of managers, the NUP Policy Handbook. All staff are evaluated annually with the exception of tenured faculty or unit professional staff who are on a three-

year cycle. Human Resources provides regular training for managers on performance evaluation, including the contractual requirements of the campus unions.

Opportunities for professional development are offered through institutional and departmental funds, targeted programming for specific themes and/or employee groups, and participation in regionally or nationally recognized programs. Primary topics in recent years have included leadership development as well as diversity and intercultural training through such organizations as the National Coalition Building Institute and the Intercultural Development Inventory (IDI). Human Resources also provides ongoing job-related support initiatives such as search committee training, employee on-boarding, software and information systems training, contract compliance, and performance management. The College's Professional Development Advisory Committee reserves $25,000 annually to allocate to employees who apply and meet defined criteria, including proposals linked to NSCC's Strategic Plan. Employees are eligible to receive one mini-grant per year and one large grant every other fiscal year. The committee also supports up to $500 toward advanced job-related coursework.

Appraisal

NSCC takes significant measures to ensure that its employees are well-qualified and sufficient in number, and institutional hiring and employment policies are applied consistently and equitably in accordance with collective bargaining agreements and state and federal law. The College further ensures that employees have access to a variety of professional development opportunities as well as ongoing resources and venues in support of their job performance and career satisfaction. Nonetheless, the impact of challenging environmental trends has been felt at NSCC as with other public higher education institutions.

Staffing levels across all categories at NSCC have declined from a total of 1108 in 2014 to 966 in 2019, an overall reduction of nearly 13% due to attrition and organizational changes in response to declining enrollment and revenue. Moreover, with national unemployment rates trending low, it is becoming more difficult to attract a large pool of qualified candidates for certain positions. The number of applicants for positions decreased by 25% in FY18 and turnover rates are increasing especially in the management ranks. As part of new onboarding procedures, HR has implemented a three-month follow-up survey with all new employees to assess their orientation and onboarding experience. The results indicate that turnover is highest in the first four years of employment, so obtaining feedback in the first critical months may predict future success and impact retention. Information is regularly tracked for further trend analysis.

Results of national and local compensation studies have indicated that some NSCC positions are paid lower than their counterparts. The annual merit increase for managers is determined by the Board of Higher Education and has been in the 2% range in recent years. Over the past five years, turnover in the management ranks has been on average 3% higher overall than other position categories. The College needs to maintain competitive compensation for management positions by annually reviewing NUP salaries for alignment with similar positions nationally and locally.

In 2017, Human Resources reviewed and revised hiring practices to ensure consistency and equity and include greater oversight by the component vice president. HR provides training to the search committee members and the vice president attends the initial committee meeting to give the position priorities to the committee and provides guidance in the process through the final hiring decision. This has led to a more consistent streamlined hiring process which has decreased time to fill positions. The College's commitment to diversity has helped focus hiring efforts to better reflect the diversity of its surrounding community and throughout its culture. Through the previous five-year period, minority representation among NSCC staff has increased by 6% overall and currently stands at 25.25%, slightly exceeding the 22.5% representation in NSCC's primary service area. However, diversity among faculty members as a group continues to be an issue with representation currently at 20.5% (Standard Six, p.57)

In 2012, Human Resources initiated a Leadership Development Program for the purpose of preparing managers for future leadership positions at the College. To date 85 employees have participated in the program and 21% of this group have been promoted into higher-level positions. HR conducts supervisory training sessions for new supervisors and annually conducts employee and manager training sessions. The College also participates in the Chair Academy, an internationally recognized leadership development program. NSCC sends three employees annually to the Academy, for a total to date of 15.

HR coordinates annual training sessions for employees and managers and annually assesses feedback received when planning upcoming trainings. In FY18, HR planned and conducted 27 training sessions for employees and supervisors. Based on a 4.0 scale, the 189 employees who participated indicated that the sessions increased knowledge (3.7) and improved ability to do the job (3.5). With limited resources offset by the increasing availability of high-quality interactive online training, the College will be focusing more on this modality for its ongoing training for staff. All of the College's mandatory trainings in Conflict of Interest, Sexual Harassment and Discrimination and Information Security are now conducted online. Nonetheless, it has been a challenge to get all full-time faculty and adjunct faculty to participate in the training given contractual provisions around professional development days and workload.

Applications for institutional professional development remain at consistent levels. The funding rate for applications was 84% in FY17 and 86% in FY18. Over both years, the vast majority of requests were made from the Division of Academic Affairs (77%), followed by the Division of Student Affairs (20%) and the Division of Administration and Finance (3%).

FINANCIAL RESOURCES

Description

North Shore Community College's funding is primarily from three sources: Commonwealth of Massachusetts appropriation, tuition and fees, and grants and contracts with State appropriations providing the largest source (Figure 7-A). In 2016 through 2018, approximately 44-45% of revenue was static from state appropriated funds, and 23% (2016), 27 % (2017), and 26% (2018) from tuition and fees were retained by the institution with the balance of revenue coming from grants and other external sources. The combination of the State's flat funding and long-term decline in public higher education investment, and decreasing enrollment, has led the institution to rely more heavily on local fundraising efforts and student tuition and fees. The College has been experiencing a decline in enrollment since 2011 that is projected to continue until the end of the next decade when this trend is projected to stabilize (Figure 7-B). The State Board of Higher Education authorizes tuition rates but the statutory authorization to approve fees rests with the College's Board of Trustees. Since State appropriation dollars have not been increased except certain collective bargaining and fringe benefit costs, as well as to counter the decline of revenue from enrollment, the College has modestly increased general and technology per-credit fees to address the budget gap. Nevertheless, NSCC remains close to the Community College mean in terms of cost to students and therefore continues to offer affordable academic programs in keeping with its Mission, Vision, and Values.

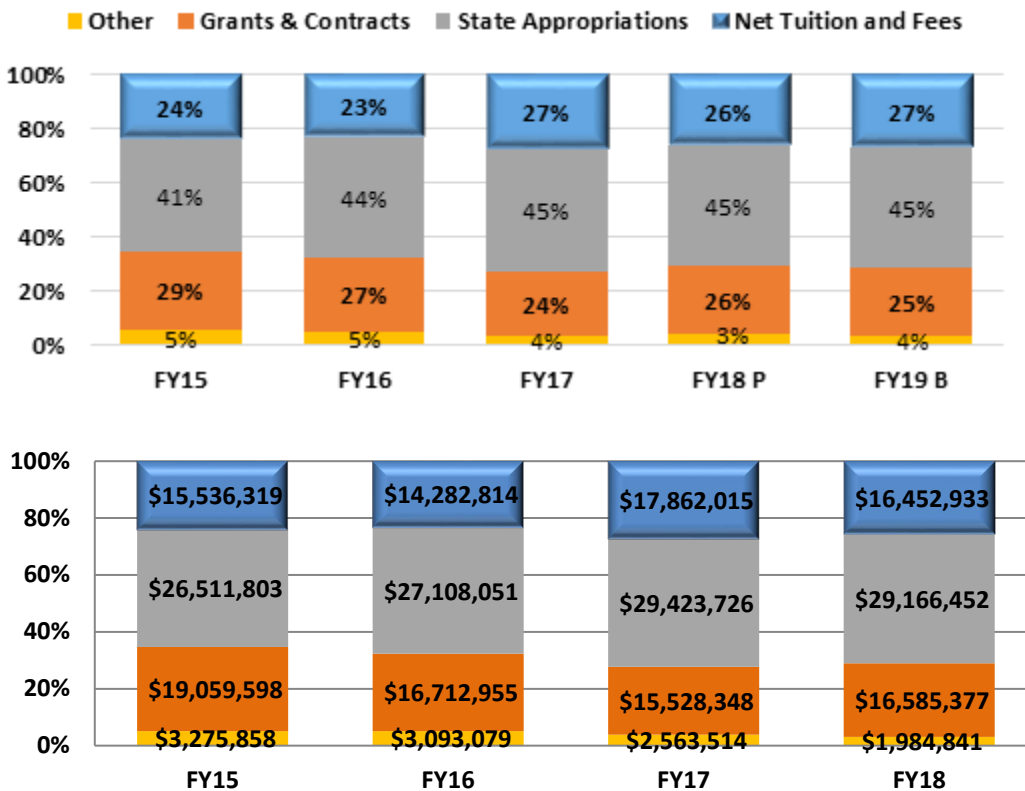**Figure 7-A Funding Source Distribution of Total Revenue (shown in percentages and actual dollars)**
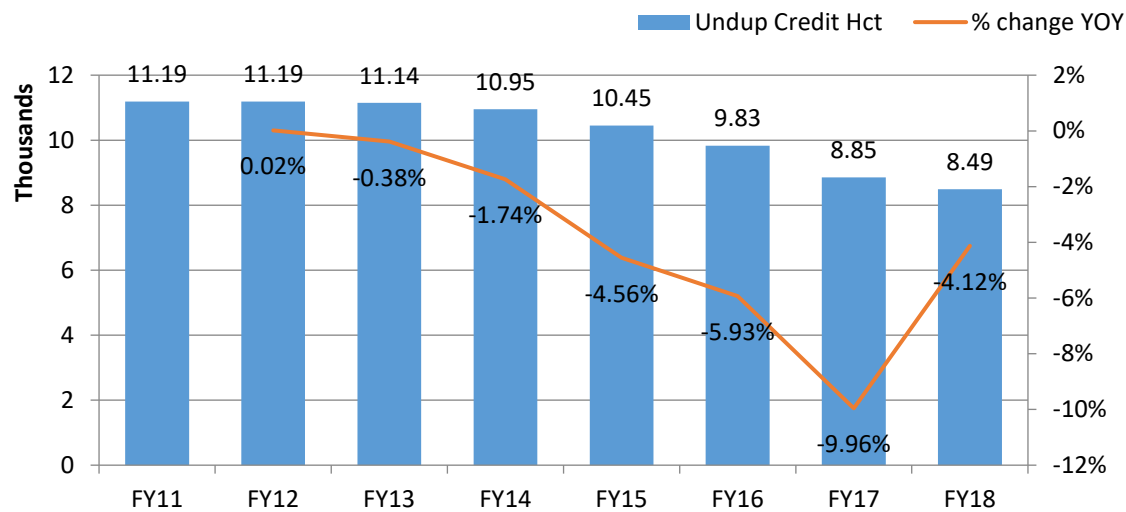
Figure 7-B Enrollment Trend

Specialized fees for health professions and other high-cost programs were implemented in FY2015 to more fairly distribute student program costs. To further ensure that students can afford their cost of education, College management brings forward a "Fee/Aid/Support" presentation to the Board of Trustees prior to discussion of any fee increases. As a result of the 2018 presentation, the Board of Trustees approved a proposed pilot program called The North Shore Promise Award, a tuition discount financial assistance initiative to encourage students who may not otherwise have sufficient aid to attend College. This program retained 28 students in FY2018 and will be continued in FY2019. The College also has 98 students participating in the Commonwealth Commitment program, the highest number in the Massachusetts system. This program provides an additional discount and freezes the costs of tuition and fees for the student's attendance at the home community college and subsequent transfer to a public institution to complete a four-year degree. Both the North Shore Promise and Commonwealth Commitment are limited to full-time students.

Federal and State grants (excluding grant aid to students) as of FY18 comprised $5.4 million, or 8% of total revenue. Current grant-funded projects include TRIO, Educational Opportunity Center and Outreach Programs, Early College and Gateway to College programs, Perkins Career and Technical Education, workforce training, Early Childhood Education, STEM Starter Academy, and Adult Basic Education. These programs largely focus on NSCC's students with the greatest need, including underserved, low-income and first-generation college students.

Local fundraising activities are carried out by the North Shore Community College Foundation, a separate but affiliated 501(c) (3) organization. The Foundation mainly provides student scholarships but also includes a major capital gifts initiative that equipped the state-of-the-art Danvers Campus Health Professions and Student Services (HPSS) building which opened in 2012, and most recently the Lynn campus expansion in 2017. Through the cultivation of multiple donors, the NSCC Foundation also established programs such as the Here-to-Help

emergency fund to support student retention and success as well as provide direct financial aid to students in need. In 2017 and 2018, the Foundation transitioned its accounting and financial reporting from manual and Excel records to utilizing the College's ERP Banner System's Advancement and Finance modules as a strategic improvement for internal efficiencies and enhanced reporting for fundraising. FY18 was the first year of completion with audited financial statements for the Foundation successfully implemented with this new system. The Foundation current holds assets of more than $8.37 million.

In order to ensure that the cost of attendance for students remains affordable throughout the implementation of strategic initiatives, the College provides a range of Federal, State and institutional financial aid packages, including an annual institutional retention fund of $360,000 budgeted each year. NSCC has produced an annual balanced budget by carefully tracking enrollment trends and actuals (see Figure 7-C), forecasting variable costs, reallocating funds for future strategic initiatives, increasing entrepreneurial activities, and implementing vigorous cost containment strategies (reducing positions through attrition, increasing automation, outsourcing non-core, and debt refinancing). These diverse approaches also include an investment in solar and other energy saving utility options, participation in the system-wide Partnership Advancing Collaborations and Efficiencies (PACE), joint bids and purchasing agreements, reduction in facility leasing costs, privatization of bookstore operation, and decreased personnel costs that have reduced the total number of employees by 20% over five years. Moreover, NSCC has been able to build up reserves over the past few years to the minimum suggested 3-month reserve of $12 million from a fund balance of $7 million (1.75 month reserve) in FY13.
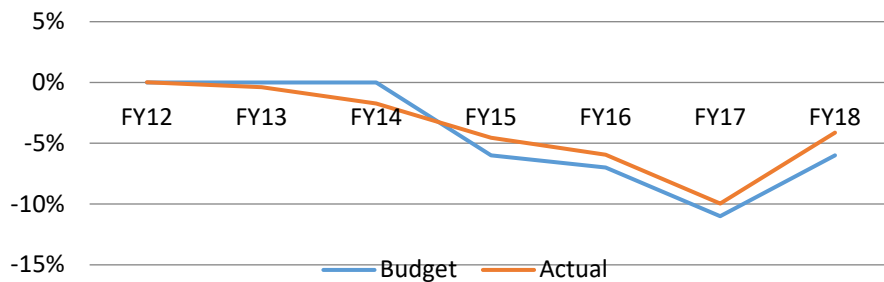

Figure 7-C Percent Enrollment Change – Budget vs. Actual

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. Figure 7-D illustrates that the majority of the College's resources are devoted to the direct support of its academic purposes and programs, with 49% of total expenses for instruction and academic support, and 20% for scholarships and student services in FY 2018.
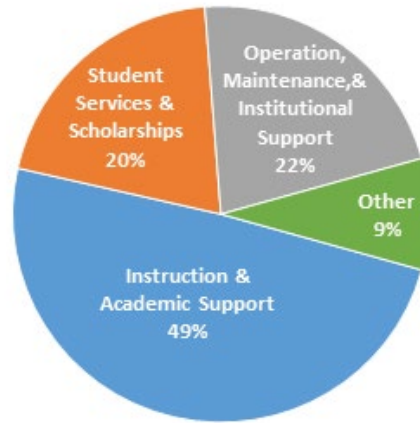
Figure 7-D Operating Expense Allocation

The College's Budget and Finance unit is led by the Vice President of Administration and Finance/CFO, who reports directly to the President. Finance staff, including the Assistant Vice President for Budget and Comptroller, maintains internal controls and general accounting, administers ERP Banner as the College's financial system of record, and reconciles the State systems data. Grants accounting and reporting is also the responsibility of this unit. Through using financial tools such as monthly budget-to-actual reports, yearly comparison reports, transaction detail reports, and cash analysis reports as well as self-service online requisitions and approvals, the staff help budget owners to understand and manage the College's financial status throughout the year. The annual budget planning process begins in the fall through a review of the prior year's final budget outcome and financial statements, the latest enrollment projections, and key strategic initiatives and trending. Early in the spring semester, the College assesses its fall financial and enrollment outcomes, and reviews the Strategic Plan to set up the annual Tactical Plan with adjacent budget parameters and assumptions for the following fiscal year.

Student Financial Services (SFS) is another Administration and Finance unit which includes Financial Aid and Student Accounts. This department was transitioned from Student Affairs in 2015 to provide more effective organization and compliance oversight while achieving closer alignment with financial operations. The College's financial aid policy is to offer aid for tuition, fees, and books to the neediest students as determined by the Free Application for Federal Student Aid (FAFSA). Every applicant for financial aid is first considered for federal Pell Grant and Massachusetts grant eligibility. Other scholarships, grants, tuition waivers, and loans are then awarded on the basis of remaining financial need, with primary consideration going to those students having the highest remaining need. Unsubsidized Direct Student Loans are awarded to those students meeting all eligibility requirements who do not exhibit financial need. SFS staff are also integrated in the Danvers and Lynn Enrollment Centers and work side by side with the Advising and Student Record units to provide a true one-stop service for students. SFS packages student aid, disburses funds, integrates student accounts and refunds, oversees the College Retention Fund, the Here-to-Help emergency fund, and as of 2018,

Foundation scholarships. The Financial Aid Office regularly reviews the continued relevance of financial aid policies and effectiveness of its practices. In FY2018, the College aligned its Institutional and Financial Aid Successful Academic Progress (SAP) policies, which was approved by College governance, to ensure a clearer process for students on probation or suspension with the intent of improving retention.

Each year the College prepares a balanced budget to operate within its revenue sources and to carry out the programmatic and financial strategic initiatives that help maintain healthy cash reserves. The Board of Trustees holds the responsibility to steward the assets of the College, adopt the annual budget, approve fees, monitor the institution's fiscal health, and review/approve quarterly budget reports and the annual audited financial statements. The College's Senior Management Team holds the responsibility to create an annual tactical plan under the adopted Strategic Plan, propose a balanced budget that supports tactical plan priorities, monitor and report on the budget, and oversee the completion of financial statements and annual audits.

The College contracts the audit firm of O'Connor & Drew to conduct its annual financial statement audit and annual Federal funds A-133 audit. Annual audits for the past 10 years have revealed no material weaknesses, internal control issues, or noncompliance that would prevent the College from meeting its mission.

Appraisal

North Shore Community College's financial position and cash reserves demonstrate fiscal health. In an era of declining state funding for higher education, the College has maintained its financial strength through enhancing its institutional fundraising capabilities and grant capacity while focusing on innovation, partnerships, and collaborations. Moreover, there have been no major findings in the course of institutional audits.

Current public policy, and an overall decline in guaranteed state higher education funding, requires institutions to be more dependent on locally generated tuition/fees and other non-state revenues. Accordingly, the College's efforts around recruitment and retention, cost containment, collaborations and partnerships, and innovation must and will continue into the future. Within the framework of this reality, the College addressed its long- term finances in the Strategic Plan. Overall, implementing several strategies improved the College's financial position, as evidenced by an increase in its unrestricted net position (UNP) and cash reserves in fiscal years 2015-18 (Data First 7.2). The UNP is one tool the College uses to evaluate and assess its financial health. In addition, financial ratios are useful towards understanding financial trends and allow for a more focused analysis of the College's financial performance.

The College's financial position was positive as of June 30, 2018, with an increase in assets of $1.057 million through mostly cash and capital improvement. This increase can be attributed to strategic initiatives related to enrollment, resource investments in facilities (i.e. new construction in Lynn and renovations on both campuses), technology, cost containment (expense budget has been held level for several years at approximately $64.5 million), efforts to

increase annual cash reserves (increase of approximately $8 million from 2015-18), and prudent revenue and expenditure assumptions developed through the annual budget process.

The 2015 unrestricted net assets show a significant decrease of approximately $2 million in FY15 and $1 million in FY16 as a result of the implementation of GASB 68. This change in accounting principles is not the result of operations but of a shift in the recording of liabilities from the Commonwealth of Massachusetts to the financial statements of North Shore Community College, as GASB 68 accounting pronouncement allocated a portion of the state's unfunded pension liability to each public higher education institution. A similar change in accounting principles in FY18 contributed a further reduction in unrestricted net assets of $17.9 million to implement GASB 72 and allocate a portion of the state's OPEB liability to each public higher education institution. The effects of both GASB 68 and 72 do not reflect the actual financial health of the College.

Ratio targets are set by the Massachusetts Board of Higher Education consistent with good business practice. NSCC falls within ranges with the exception of the operating revenue ratio, which is very low due to heavy subsidization by the state. Non-operating revenues are extremely high at 29 million in FY18. Financial Ratios with and without GASB 68 and 72 are shown in Table 7.1.

Table 7.1: Financial Ratios with and without GASB 68 and 72

FY18	Target	With GASB 68 & 72	Without GASB 68 & 72
Primary Reserve	25%	24.6%	26.6%
Return on Net Assets	3-4%	1.7%	4.3%
Net Operating Revenue	2-4%	-0.6%	-0.6%
Viability	>1.0	-3.61	3.32

College Auditors O'Connor and Drew, in their presentation to the Board of Trustees in October, 2018 for the FY18 financial statements audit, also analyzed the balance sheet with and without pension and OPEB liabilities. The auditors indicated that the ratio of current assets ($21.3 million) to current liabilities ($8.45 million) equaled 2.53. According to their experience and practice, a healthy non-profit ratio is 1.2, which indicates that North Shore Community College has a healthy financial position. NSCC's financial performance over the past five years has positioned the institution to weather moderate, short-term financial downturns, manage unforeseen expenditures, and effectively handle the impact of a few mid-year state appropriation reductions. The College finance managers are confident that their experience and skills will support continued capacity in this regard.

In FY18, the VP of Administration and Finance contracted with the accounting firm Clifton-Larson-Allen, LLC to perform a fiscal affairs office assessment. The assessment indicated that the office functions are adequately performed by the current staff, but could be enhanced with the revision of a leadership position that became available in FY18 for an Assistant Vice President for Accounting and Financial Reporting with a preferred CPA background. The firm made other recommendations that would move the Office of Fiscal Affairs to a higher level of

performance in line with modern finance needs. The position was hired in October 2018, and several of the specific recommendations have been or are being implemented for FY19 and beyond.

For FY19, the College budgeted estimates for collective bargaining and contingency funds to be used for strategic expenditures outside the normal operational budget process. These funds were designated and approved by a formal action and vote by the Board of Trustees. Reserve funds and cash flow are reviewed as part of the monthly and quarterly reporting process.

Within the framework of financial stability, North Shore Community College has maintained its commitment to delivering access to affordable, quality education. Current public policy has resulted in students contributing a larger share of the costs of their education. In response, the President recommended to the Board in FY15 a shift of internal philosophy from all credit students paying one general fee per credit to distributing higher program costs with differentiated program fees. This resulted in several program fees instituted in FY15 for higher cost programs, a departure from the past where costs were assessed equally, but students in higher cost programs (with higher job salary potential) were essentially being subsidized by students in general programs. To ensure that any fee increases could be covered by Financial Aid for the neediest students, the College developed a Fee/Aid/Support presentation that would be used in conjunction with any request for increase in fees to the Board of Trustees. Even with modest fee increases, tuition and general fees have remained consistently average when compared to all Massachusetts community colleges. In addition, NSCC tuition and fees fall well below state universities, the University of Massachusetts campuses, and two-year private competitors. Increases in student costs have been somewhat offset by increases in federal, state, local and institutional financial aid.

When considering the expense categories of Instruction, Academic Support, and Student Services, North Shore Community College spent approximately 64% of budget on these categories in FY18 (Figure 7-E) to primarily support student success. This percentage is sufficient for this purpose, has been maintained at the same level even during enrollment/resource decline, and falls within the same range of the other Massachusetts public community colleges. The College anticipates that state appropriations will continue to decline in real dollars ($ increases relate to CB and Fringe) and will diminish significantly as a percent of total revenue (Figure 7-F). In addition, student demographics suggest enrollment is continuing to decline. The projected loss in state support will, in all likelihood, outpace our capacity to cover the loss with locally authorized fee increases. This fiscal reality and awareness offers a challenge but also an opportunity for the College to adjust and explore other revenue sources to fund critical core academic activities and general operations. For example, the College has successfully used grant funds to increase retention and improve student success. The College's TRIO Student Support Services program, funded by a grant from the U.S. Department of Education, has been effective at increasing student success, as measured by academic achievement and graduation, transfer, and retention rates. In addition, the College has invested in new academic and student support activities, including the Early College program, leadership of a Prior Learning Assessment consortium, a redesign of the College website, implementation

of a CRM system for recruitment, and most recently, a large multi-year gift from a private philanthropist to support our state-of-the art Simulation Lab and Health Programs curricula. These investments were funded through external funding and reallocating existing resources.
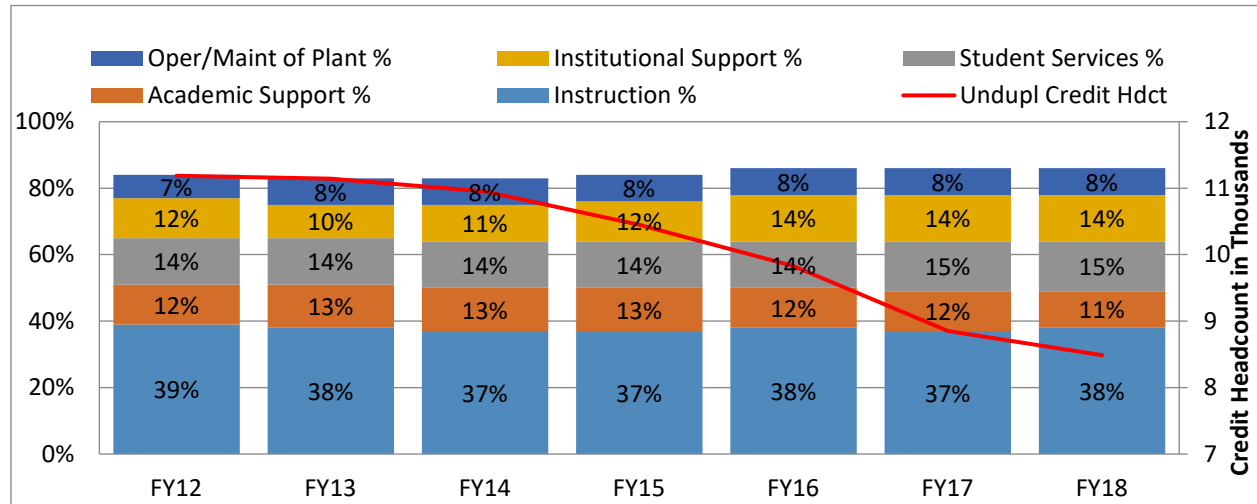

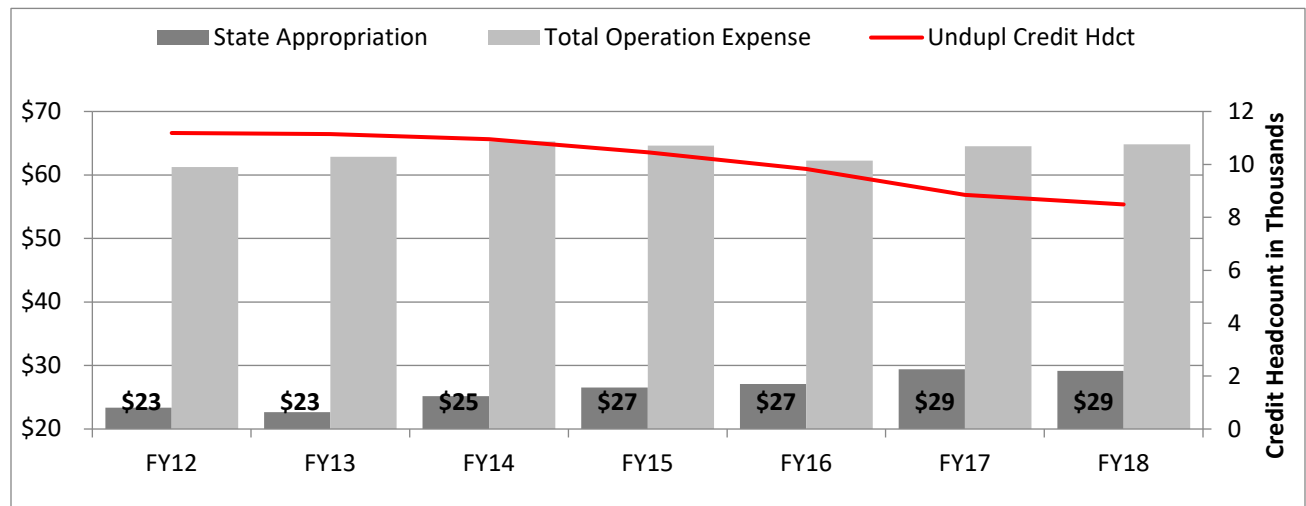**Figure 7-E Percent of Budget Spend and Enrollment Trend**

Figure 7-F State Appropriation to Total Expense and Enrollment Trend

North Shore Community College has also leveraged public and private partnerships to provide supports and contain costs through collaborations. Partnerships such as the CommUniverCity at Lynn, Workforce Investment Board, MA Capital Skills grant, Year Up, Early College, and The Food Project with newly built greenhouse are examples of other innovative collaborations to sustain the institution's operations and provide a better student experience.

When considering revenue, the College has increased the capacity to expand development of private fund-raising activities to provide both restricted and unrestricted resources to the College. Examples include capital gifts for the Lynn addition, programs to address hunger and housing insecurity that impacts retention, and other gifts. A revitalized development

department will continue to cultivate the relationships required to maximize non-state revenue streams in support of both long-term institutional goals and annual operations of the College. The College has reallocated a portion of a retirement position to focus on private gifts and new planned giving options for donors. During FY17, at the President's directive, the College moved the NSCC Foundation accounting from using a part-time external bookkeeper with QuickBooks to the College Fiscal Affairs office using the Banner Finance system resulting in more sophisticated and timely reporting for development activities. At this time, development at NSCC remains an opportunity to be more substantially pursued.

The College has made an effort in the last five years to reduce lease costs, with overall reduction of over $500k in annual costs. In 2016, the Corporate and Professional Education (non-credit) programs and services were moved from leased space at the Cummings Center in Beverly to the Danvers campus, coinciding with a refocused mission on adult workforce development. These actions helped to move these program from a deficit of $(360k) in FY15 to a surplus position of $138k while better integrating them into the continuum of learning opportunities for students. A final license agreement remains with the North Shore Business Center in Middleton, which has served as the instructional location for our Culinary and Cosmetology programs since 2014. The College also refinanced the outstanding HEFA Bonds in 2014, resulting in $3.5 million over the 14 years of the new bond financing which averages out to about $272k savings annually. Other cost savings are purposely pursued each year, including PACE system-wide activities, and more recently, a collaboration agreement with Salem State University for shared services.

As student-generated revenues have become an increasingly larger portion of the College's funding, a more formal enrollment projection model has become the focus of budget and planning, including investments in technology for recruitment to retention and graduation or transfer. Finance managers are members of the Enrollment Management Team and contribute to designing financial incentives. Reorganizing Student Financial Services under the auspices of the Vice President for Administration and Finance has resulted in marked improvement in service to students, improved procedures related to Financial Aid award and disbursement, and reduced loan rates. In addition to improvements in both service to students and reportable institutional-level metrics, the College realized an improved collection of outstanding receivables and cash flow, which also contributed to increase in cash.

INFORMATION, PHYSICAL, AND TECHNOLOGICAL RESOURCES

Description
The information, physical, and technological resources of North Shore Community College are overseen by four key areas across two divisions. Facilities Management and Maintenance and the Information Systems Department are part of the Administration and Finance division and are supervised by an Assistant Vice President of Facilities and a Chief Information Officer (CIO) respectively. Library and Learning Resource Services and Instructional Media and Production Services are both administrative units supervised by their respective directors within the

Academic Affairs division, serving the broader academic mission of the College while working collaboratively across the institution.

Information Systems (IS) oversees the College's technology infrastructure and ensures that it is designed and constantly adapting in support of all academic programs, student support services, facilities, and administrative systems. Building off of core network and communications systems upgrades implemented since 2013, the College has invested further in additional bandwidth between campuses and greater wireless access to address the exponential institutional demand for internet and network access. An ongoing service arrangement with Comcast was upgraded to ensure sufficient capacity for the next several years at reduced cost. Infrastructure security has been addressed by system-wide and internal assessments along with the implementation of new software and equipment to monitor and alert Information Systems staff regarding potential threats. The College has policies for a Written Information Security Plan (WISP), Personally Identifiable Information (PII), Payment Card Industry (PCI) Data Security Standard, and Acceptable Computer Use, as well as an online security training program required of all staff. Current Information Systems security plans and procedures, including threat assessment levels and response, are backed up by vendor expert forensic services under the College's contract with Ellucian.

To keep pace with modern technology environments, increase administrative efficiencies and productivity, and provide an optimal teaching and learning experience, a five-year Strategic Technology Plan was developed as an integral and supporting component of the Strategic Plan. This plan has been the driver for several initiatives prioritized and implemented in 2018-19 through the annual tactical plan, including a CRM system for student recruitment, a major redesign of the College's public website and intranet portal, and an upgrade to the Banner 9 ERP system. The College continues to make effective institutional use of its Enterprise Data Warehouse/Operational Data Store and Reporting system. This system was initially developed in 2009 and has since become a standard operating process through which the majority of institutional and departmental reporting takes place. The system is constantly being utilized for performance metric tracking, ad hoc and standard reporting, trending analysis, and enrollment dashboards. Report writing has been consolidated through the Cognos business intelligence reporting tool with a solid base of approximately 50 users.

NSCC faculty make abundant use of information technology in the delivery and management of academic content across all instructional modalities. For over five years, the College has used Blackboard Learn as its learning management system (LMS) for online, hybrid and face-to-face classes. In 2017, the College transitioned from on-site management of the LMS to Blackboard Managed Hosting Services. This move provides more effective utilization for all academic classes regardless of modality, and provides for continuity of services during weather emergencies. Faculty are supported in their use of Blackboard by the staff of the Center for Teaching, Learning, and Innovation (CTLI), another administrative unit within Academic Affairs.

Instructional Media Services (IMS) is a comprehensive technology services unit that has evolved and extended into responsibilities that are both academic and institutional in scope. IMS works collaboratively with the CTLI, Library and Learning Resource Services, Information Systems, and Facilities Management to design, install, support and proactively maintain technology enhanced classrooms, as well as event and conference spaces on all campuses. This department serves as first responders to classroom technology needs and provides audio-visual support for college events, including commencement. IMS also partners extensively with Public Relations, Marketing, and other college departments on both public service and internal media projects and initiatives. Through the department's media and production request system, faculty and staff have access to additional equipment for both classrooms and individual projects as well as production services that include photography, video, and audio recording and editing.

Library and Learning Resource Services consists of full-service campus libraries on both the Lynn and Danvers campuses. The libraries are open 56 hours per week and staffed with professional librarians as well as library assistants who provide access services for students and faculty. Librarians employ the Association of College & Research Libraries (ACRL) Information Literacy Frameworks when partnering with faculty to help students achieve course and general education student learning outcomes. Collections and services are extended through participation in the Higher Education Libraries of Massachusetts (HELM) and through an affiliate membership with the Fenway Library Organization (FLO). NSCC is a founding member of HELM along with six other Massachusetts community colleges. This significant move was a shift away from the NOBLE (North of Boston Library Exchange) network in pursuit of a greater value proposition in terms of both cost and mission relevancy. Library services are further extended to all students in all locations and modalities through a comprehensive and dedicated website.

The Facilities Management and Maintenance Department is responsible for managing the College's buildings and grounds, Campus Police, Inventory and Supplies, Mailroom, and Print Shop. The College occupies approximately 476,805 gross square feet across three campus locations in Danvers, Lynn and Middleton. The Danvers and Lynn campuses are the state-owned, primary locations while the Middleton location is leased space. Facilities Management is further responsible for ensuring that all facility construction, repair, renovation and maintenance is consistently carried out in compliance with local, state and federal codes, regulations and requirements.

The Danvers campus property was purchased in 1990 and is situated on 66 acres of land. It consists of three primary academic facilities as well as four pre-engineered buildings to house facilities staff and operation. The majority of the property is heavily wooded with large portions of wetlands, thus limiting future expansion opportunities within the existing property. The Math and Science Building is the original structure on the Danvers campus, with expansions through the years resulting in a present capacity of 100,800 gross square feet.   In 2016 the College moved its Corporate and Community Education programs to this building from space that had been leased since 1999 from the Cummings Center in Beverly. This move was a first step toward reducing leased space and consolidating College operations within NSCC-owned facilities. The 107,214 gross square foot Frederick E. Berry Building opened in 2003 to become

the main academic and administrative building on the Danvers campus. The newest building on the Danvers campus is the Health Professions and Student Services (HPSS) Building, which opened in 2012. This facility was the result of a College-funded study and a capital appropriation and authorization with the passage of Chapter 258 of the Acts of 2008. The HPSS building boasts LEED Gold status with many sustainability features, and allowed for the consolidation of all health profession and animal science programs on one campus and in one state-of-the-art facility. This building also provided new space for all student-related support services in Danvers, such as enrollment and admissions, financial aid, testing, counseling and accessibility services.

In Lynn, the College's original state-owned facility is the 160,000 square foot Thomas W. McGee Building, which opened in January 1986. As the oldest of NSCC's facilities, the McGee building and the Lynn Campus have been focal points in the College's ongoing Master Planning efforts since 2007. The most visible outcome of these efforts is the recently completed 41,500 square-foot addition to the McGee building, which opened in June 2017 with ten state-of-the-art classrooms, a one-stop all-inclusive student enrollment and support center, testing center, administrative offices and community meeting space.

In 2014, with the opening of Essex Technical High School at the site of the former Essex Agricultural and Technical Institute (EATI), the College ended its use of EATI facilities from which it offered its Culinary Arts and Cosmetology programs. To meet the immediate needs of these programs the College temporarily leases 12,360 square feet at the North Shore Business Center in Middleton. This facility was the subject of a Substantive Change Request in 2013 with subsequent approval from NEASC-CIHE in 2014.

Campus Police have a presence on both main campuses 24/7 as well as cameras for safety and security monitoring. The Campus Police Chief reports to the Assistant Vice President of Facilities and is responsible for campus security, Clery reporting, and first responder and emergency response. The arming of Campus Police was approved by the College's Board of Trustees and implemented in 2017.   The College's Emergency Response Plan and protocols were recently updated.

Appraisal

North Shore Community College demonstrates particular strengths in strategic and master planning with regards to its information, physical, and technological resources. This capability has enabled significant and targeted improvements in infrastructural capacity while maintaining continuity towards fulfilling as yet unmet needs and future requirements. While there has been measurable progress over the years, efforts continue to fully realize intended outcomes.

The College has taken on a number of improvements to its information infrastructure. With the recent addition to the Lynn campus, the Network Operations Center has been totally redone to include redundant UPS with generator, proper HVAC, updated wiring and a new Virtual Server environment as the second phase of a plan to enhance the College's disaster recovery capabilities. Security improvements have also been made such as redundant disk to disk backup

between the Lynn and Danvers data centers along with the retirement of all tape media backup. In addition, the college has had penetration tests with successful results performed by an external company for all public facing servers residing in the DMZ. Information Systems has also implemented next generation firewalls, made significant improvements to the Active Directory (user credentials) systems and added additional systems (Better Cloud) to assist with security and managing the overall Google Apps environment. Cisco Umbrella was also added to protect against phishing, ransomware and other malicious activities that are becoming ever-present throughout the Internet. All general purpose classrooms are currently standardized with computer podium and projection surfaces, and a complete wireless network review was completed across all campuses with enhancements implemented to provide more extensive coverage and improved performance for nearly all locations. The College's Information Systems Disaster Prevention and Recovery Plan is current as of June 2019.

The Library has demonstrated the ability to remain nimble, serving teaching and learning needs, and responding to external challenges. Library staff use data to drive innovation, adaptation, and decision-making, and user experience (UX) strategies are increasingly employed to measure physical space and website usability. Outcomes assessment is employed when measuring the success of new initiatives and ongoing core services, and usage analytics are consulted to inform collection development. As such, the Library is actively responding to the movement away from the traditional collection model of information resources defined by ownership of physical content to one that relies on the *content portfolio* model, which focuses on ensuring just-in-time access to content in all formats driven directly by patrons and usage analytics. The Library also conducts a bi-monthly space utilization study and questionnaire and keeps real-time gate counts to assess student use of and satisfaction with the Library space. The findings are used to adapt space and technology offerings, as well as to inform staffing models and hours-of-operation decisions. An outcome of these findings was a redefinition and implementation of physical library study spaces to expand and differentiate quiet study from active collaboration areas to provide self-directed learning options for students. Assessments developed to measure student learning options are expanded to ensure students can get assistance from librarians using the mode they prefer or are able to utilize remotely. Currently, assistance is available across several channels including in-person at the Reference Desks, face-to-face or virtual research appointment, over the phone, via email and email form, online chat, and SMS/text messaging. Complementing the physical campus libraries is a newly launched library website designed for usability and featuring EDS Discovery Search. Within this framework of continuous improvement, however, the Lynn Campus library remains a challenge due to its older infrastructure. It is expected that these challenges will be further addressed through the continued implementation of the Master Facilities Plan and deferred maintenance projects.

The Instructional Media Services (IMS) department has expanded its scope of services significantly over the last five years. The College has increased its use of digital video for more effective instruction, outreach, and public information while greater demand for inter-campus communication and collaborative learning has led to the redesign of learning and conference spaces. In the midst of this growth, the department has also been meeting the need for just-in-

time training. Moreover, as a direct result of recent renovations and construction that have yielded a higher number of more complex technology-enhanced learning and meeting spaces, the net number of support staff in this area has decreased due to attrition. While the department is currently organized within academic affairs, its responsibilities have become increasingly institutional in scope. IMS has met these challenges through effective partnerships with other areas of the institution involved in the use and support of technology for instruction, innovation and communications. While these partnerships have been productive in meeting near-term objectives, scaling capacity to meet future needs and initiatives will require more strategic alignment in planning, project management, and staffing. The previous five years of capital planning and projects has brought much growth and innovation to NSCC, and thereby opens up new challenges and opportunities in managing this growth.

The College uses its Master Facilities Plan as its guide to facilities decision making, as well as utilizing data included in the Sightlines Facilities Condition Assessment Reports to address deferred maintenance issues. This integrated framework has been an integral part of meeting the challenges inherent in updating and expanding NSCC's Lynn Campus, the College's original site, to meet current and emerging requirements. This has been an ongoing process since the last comprehensive re-accreditation visit in 2009, yielding both notable successes and remaining work to finish.

After its first semester of operation in 1986, the McGee Building's enrollment had already exceeded its design for 1000 FTE. This fact was documented in numerous planning processes throughout the years and included in the 2007 regional master plan which ultimately led to $20.7M being earmarked in Chapter 258 to begin the Lynn Campus expansion project. In order to expedite this process, the College, once again, proactively undertook a self-funded study with the goal of accelerating the construction timeline, leading to an appropriation of capital funds to start construction in 2015.   In June 2017 a 41,500 GSF addition to the McGee building opened with ten state-of-the-art classrooms, a one-stop all-inclusive student enrollment and support center, testing center, a faculty teaching and learning center, administrative offices and community meeting space. The College's Foundation raised a capital donation of $200,000 not covered by the bond fund to support the completion of audiovisual system installations in classrooms and meeting spaces

Multiple goals were met with this addition, not the least of which was achieving greater parity between the Danvers and Lynn campuses. With an additional 10 new classrooms, the College was able to vacate space it leased across the street from the MBTA since 1995. The design of the new classrooms established an improved standard for teaching and learning that promoted greater interaction and flexibility. As with the 2012 completion and opening of the Danvers Health Professions and Student Services (HPSS) building, essential student support functions were able to be consolidated in one location to more effectively meet the needs of students on the Lynn campus. Moreover, this project has enabled the College to move further away from dependence on leased space towards the goal of housing all of its programs and services within the main campuses.

As departments and programs vacated their former locations throughout 2017-18 and moved into the new wing, backfill space became available for other administrative and student-related functions long in need of room to grow and expand. By way of example, the Lynn Campus Tutoring Center was able to relocate to a more open, larger flexible space which in-turn created space for a new Veterans Center, rendering both facilities comparable to their Danvers counterparts. The new Veterans Center was further equipped and furnished with a single philanthropic donation of $40,000. Space also became available for a larger, more easily accessible bookstore as well as an expanded network server and telecommunications room.

In 2016 the College worked with the Division of Capital Asset Management and Maintenance (DCAMM) and Sasaki Associates to update its Master Facilities Plan with the goal of integrating its development with that of the College's Master Academic Plan. The resulting document identifies facilities strengths and needs, and is an integral part of NSCC's 2017-21 Strategic Plan document. While much progress has been made since 2009 and continues in the present day, the greatest facilities needs still exist at the Lynn campus. Accordingly, the current plan lays out a five-phase process to be implemented over a five to twenty-year time frame. Given that there is a substantial cost associated with the implementation of each phase, the College continues to be proactive in applying for funding from various sources as they become available, even if it requires proceeding outside of the planned sequence.

For example, in 2017, the College entered into a contract with Follett Corporation to manage the College's bookstore operations, including the relocation of the Lynn bookstore to the Broad Street end of the McGee building. This initiative increased the size of the store to 3000 square feet and presents a more outwardly facing and easily accessible space to students and the public. The space also provides options for a community bookstore area, a "grab and go" food alternative, and potential opportunities for closer activities with the City of Lynn as well as increased entrepreneurial revenue. Other examples include the utilization of $264,906 in funds from a Massachusetts Skills Capital Grant, in addition to college funds, for the construction of a sustainable greenhouse adjacent to the McGee building. The greenhouse will support the College's Agricultural and Food Services Pathways (Nutritional Science/Diet Technology, Environmental Horticulture and Culinary Arts) and will serve as a resource for other programs such as Health and Natural Sciences and Small Business Entrepreneurship. The classroom in the McGee building vacated by MASSHIRE was renovated to provide lecture space for these programs, and is immediately adjacent to the greenhouse with an exterior doorway for direct access.

It remains a priority of the College to eliminate the need for leased space whenever possible to reduce costs and utilize our footprint more productively. Again, the move of student-related functions from the original McGee Building to the new Lynn addition provided the opportunity to move the Education Opportunity Center (EOC) from leased space at the MBTA building to space on the first floor of the McGee Building. Space was also found for the Emergency Medical Technician (EMT) program so it could be moved from the MBTA building. By moving both programs, the College was able to end an almost twenty-five year lease arrangement with the MBTA at a savings of approximately $250k annually. The Upward Bound program was

moved within the McGee to space adjacent to the EOC, thus freeing up needed space for additional adjunct faculty offices. A multipurpose health care lab has also been created in the McGee Building to provide for expanded access to health care programming in Lynn. This required moving Information Services support staff and equipment to an enlarged server room with more storage and office space. Portions of the existing shower rooms in McGee have been renovated to create male and female locker rooms and showers for campus police officers. Since campus police officers were recently armed, this renovation provided for the development of a secure armory within the space.

The new Lynn addition was a significant accomplishment that has enabled the College to move closer to the fulfillment of the goals articulated in the Master Facilities Plan and to resolve long-standing space needs. Moving forward, planning continues toward the development of new facilities to house STEM and Science labs and move the Culinary and Cosmetology programs from their current leased space in Middleton to Lynn, where our demographic growth resides.

The College remains committed to completing the Master Facilities Plan and realizing its facilities vision. To date, a capital bond bill, Chapter 113 the Acts of 2018, was approved and signed by the Governor on June 15, 2018. The bill provides $950,000,000 for Massachusetts public higher education, with $7,570,583 to be allocated to North Shore Community College for deferred maintenance projects in fiscal years 2019 and 2023. With funding from the bill, the Division of Capital Asset Management and Maintenance (DCAMM) will undertake a $4,228,000 project in fall 2018 through spring 2019 to replace the Lynn campus's aging electrical switch gear, transformers, generator, electrical panels and ancillary components. An additional $300,000 from a DCAMM funding source will also be provided for ADA compliance projects at the Lynn campus. These projects total $12,098,583 and represent an initial step in addressing the College's overall facility needs, currently estimated to be $59.3M as detailed in the 2017 Sightlines document. It is anticipated that this capital bond could provide additional funding for any future building in Lynn to accommodate the Culinary Arts and Cosmetology programs as well as a site for new STEM labs. However, there are no assurances at the present time that the College would receive these additional funds and the decision making process for awarding them has not yet been finalized. Completing the Master Facilities Plan and College facilities vision in Lynn will require bond and/or alternative funding which we hope to acquire through fundraising, an EDA grant, creative financing, and the next Bond Bill and State Capital Plan 2020-25.

STANDARD SEVEN PROJECTIONS		
Action	**Responsibility**	**Timeline**
The College will improve strategies to attract and retain qualified staff through competitive compensation reviews of management positions and an assessment of employee exit and onboarding survey data.	• Human Resources	**2019-20**
In line with development of next College-wide Strategic Plan, NSCC will update the 2017-2021 Master Facilities Plan to include: 1) identifying and securing funds for the construction of a new building at the Lynn Campus to house new STEM labs and a permanent space for the relocation of the Culinary Arts and Cosmetology programs; 2) other improvements to support academic programs and student services, including Library resources.	• Facilities Management • Senior Management	**2019-23**
The College will implement a $7 million, five-year deferred maintenance program and $5 million critical infrastructure program to address needed facilities improvements in the Lynn Campus McGhee building as well as identified projects on the Danvers Campus.	• Facilities Management	**2019-23**
To support the development of the next College-wide Strategic Plan, NSCC will update the Strategic Technology Plan, including recommendations of new and emerging technologies and strategic priorities.	• Information Systems • Instructional Media Services • Library • CTLI • Marketing • Public Relations	**2019-23**
The College will continue to build upon Information Systems security and recovery practices and implement Phase II for business continuity.	• Information Systems	**2019-22**
The College will continue to develop refined enrollment management, position control and finance planning to support continued financial health.	• VP Admin. & Finance/CFO	**Ongoing**

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

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

If your institution does not submit IPEDS, visit this link for information about how to complete this form:
https://surveys.nces.ed.gov/IPEDS/Downloads/Forms/package_1_43.pdf

	3 Years Prior (FY 2016)			2 Years Prior (FY 2017)			1 Year Prior (FY 2018)			Current Year (FY 2019)		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Instructional Staff	127	477	604	125	422	547	126	388	514	122	386	508
Research Staff	0	0	0	0	0	0	0	0	0	0	0	0
Public Service Staff	0	0	0	0	0	0	0	0	0	0	0	0
Librarians	3	0	3	5	5	10	5	6	11	5	6	11
Library Technicians	4	0	4	5	3	8	5	4	9	5	4	9
Archivists, Curators, Museum staff	0	0	0	0	0	0	0	0	0	0	0	0
Student and Academic Affairs	33	84	117	37	68	105	39	64	103	36	77	113
Management Occupations	48	0	48	48	0	48	48	0	48	45	0	45
Business and Financial Operations	17	0	17	17	0	17	15	0	15	14	0	14
Computer, Engineering and Science	9	0	9	10	0	10	11	0	11	10	0	10
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media	30	0	30	25	4	29	25	4	29	23	4	27
Healthcare Practitioners and Technical	2	0	2	2	0	2	2	0	2	2	0	2
Service Occupations	46	0	46	45	1	46	44	1	45	45	1	46
Sales and Related Occupations	0	0	0	0	0	0	0	0	0	0	0	0
Office and Administrative Support	87	79	166	86	63	149	81	79	160	80	92	172
Natural Resources, Construction, Maintenance	7	0	7	6	0	6	7	0	7	7	0	7
Production, Transportation, Material Moving	3	0	3	2	0	2	2	0	2	2	0	2
Total	416	640	1,056	413	566	979	410	546	956	396	570	966

Please enter any explanatory notes in the box below

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

	Fiscal Year ends - month & day: (06 /30)	3 yrs Prior (FY 2015)	2 yrs Prior (FY 2016)	1 Yr Prior (FY 2017)	Current Year (FY2018)	Percent Change 3-2 yr prior	2-1yr prior	1 yr - Current
	ASSETS (in 000s)							
?	Cash and Short Term Investments	$10,080	$13,033	$15,483	$18,107	29.3%	18.8%	16.9%
?	Cash held by State Treasurer	$88	$397	$776	$481	351.1%	95.5%	-38.0%
?	Deposits held by State Treasurer					-	-	-
?	Accounts Receivable, Net	$2,544	$1,153	$1,280	$934	-54.7%	11.0%	-27.0%
?	Contributions Receivable, Net					-	-	-
?	Inventory and Prepaid Expenses	$1,038	$1,116	$1,138	$412	7.5%	2.0%	-63.8%
?	Long-Term Investments	$950	$956	$581	$1,384	0.6%	-39.2%	138.2%
?	Loans to Students					-	-	-
?	Funds held under bond agreement					-	-	-
?	Property, plants, and equipment, net	$70,218	$75,245	$85,157	$84,177	7.2%	13.2%	-1.2%
?	Other Assets	$1,021	$3,485	$2,934	$4,992	241.3%	-15.8%	70.1%
	Total Assets	**$85,939**	**$95,385**	**$107,349**	**$110,487**	11.0%	12.5%	2.9%
	LIABILITIES (in 000s)							
?	Accounts payable and accrued liabilities	$5,463	$5,338	$5,813	$6,088	-2.3%	8.9%	4.7%
?	Deferred revenue & refundable advances	$1,213	$1,496	$1,360	$998	23.3%	-9.1%	-26.6%
?	Due to state					-	-	-
?	Due to affiliates					-	-	-
?	Annuity and life income obligations					-	-	-
?	Amounts held on behalf of others	$205	$274	$343	$391	33.7%	25.2%	14.0%
?	Long-term investments	$17,351	$21,233	$18,360	$37,890	22.4%	-13.5%	106.4%
?	Refundable government advances					-	-	-
?	Other long-term liabilities	$1,484	$108	$1,789	$5,100	-92.7%	1556.5%	185.1%
	Total Liabilities	**$25,716**	**$28,449**	**$27,665**	**$50,467**	10.6%	-2.8%	82.4%
	NET ASSETS (in 000s)							
	Unrestricted net assets							
	Institutional	**($2,023)**	**($1,053)**	**$757**	**($19,128)**	-47.9%	-171.9%	-2626.8%
?	Foundation	**$2,606**	**$2,663**	**$3,134**	**$3,492**	2.2%	17.7%	11.4%
	Total	**$583**	**$1,610**	**$3,891**	**($15,636)**	176.2%	141.7%	-501.9%
	Temporarily restricted net assets							-
	Institutional	**$308**	**$78**	**$152**	**$388**	-74.7%	94.9%	155.3%
?	Foundation	**$2,231**	**$2,195**	**$2,676**	**$2,569**	-1.6%	21.9%	-4.0%
	Total	**$2,539**	**$2,273**	**$2,828**	**$2,957**	-10.5%	24.4%	4.6%
	Permanently restricted net assets							-
	Institutional	**$0**	**$0**	**$0**	**$0**	-	-	-
?	Foundation	**$2,108**	**$2,197**	**$2,265**	**$2,341**	4.2%	3.1%	3.4%
	Total	**$2,108**	**$2,197**	**$2,265**	**$2,341**	4.2%	3.1%	3.4%
	Total Net Assets	**$5,230**	**$6,080**	**$8,984**	**($10,338)**	16.3%	47.8%	-215.1%
	ASSETS	**$30,946**	**$34,529**	**$36,649**	**$40,129**	11.6%	6.1%	9.5%

Please enter any explanatory notes in the box below

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

	Fiscal Year ends - month& day: (06 /30)	3 Years Prior (FY2015)	2 Years Prior (FY2016)	1 Year Prior (FY2017)	Completed Year (FY 2018)	Current Year (FY 2019)
	OPERATING REVENUES (in 000s)					
?	Tuition and fees	$26,413,325	$25,940,990	$25,898,948	$25,852,739	$26,000,000
?	Room and board					
?	Less: Financial aid	-$10,877,006	-$11,658,176	-$8,036,933	-$9,399,806	-$9,000,000
	Net student fees	$15,536,319	$14,282,814	$17,862,015	$16,452,933	$17,000,000
?	Government grants and contracts	$18,478,727	$15,935,534	$14,799,128	$15,407,850	$15,500,000
?	Private gifts, grants and contracts	$580,871	$777,421	$729,220	$1,177,527	$1,000,000
?	Other auxiliary enterprises	$3,189,375	$3,025,720	$2,490,520	$1,838,385	$0
	Endowment income used in operations					
?	Other revenue (specify):	$86,483	$67,359	$72,994	$146,456	$267,484
	Other revenue (specify):					
	Net assets released from restrictions					
	Total Operating Revenues	**$37,871,775**	**$34,088,848**	**$35,953,877**	**$35,023,151**	**$33,767,484**
	OPERATING EXPENSES (in 000s)					
?	Instruction	$23,804,323	$23,354,154	$23,960,577	$24,561,664	$24,500,000
?	Research	$0	$0	$0	$0	$0
?	Public Service	$188,520	$0	$0	$0	$0
?	Academic Support	$8,451,223	$7,697,858	$7,805,080	$7,162,229	$7,162,000
?	Student Services	$8,772,803	$9,293,827	$9,566,714	$9,895,375	$9,895,000
?	Institutional Support	$8,467,408	$9,041,229	$9,089,747	$9,343,700	$9,344,000
	Fundraising and alumni relations		$0	$0	$0	$0
?	Operation, maintenance of plant (if not allocated)	$5,266,722	$5,093,483	$5,052,044	$5,298,246	$5,300,000
?	Scholarships and fellowships (cash refunded by public institution)	$3,607,193	$1,712,333	$3,480,708	$2,929,391	$3,000,000
?	Auxiliary enterprises	$2,910,452	$2,858,588	$2,354,942	$2,268,008	$0
?	Depreciation (if not allocated)	$3,143,512	$3,220,680	$3,223,785	$3,351,605	$3,400,000
?	Other expenses (specify):					
	Other expenses (specify):					
	Total operating expenditures	**$64,612,156**	**$62,272,152**	**$64,533,597**	**$64,810,218**	**$62,601,000**
	Change in net assets from operations	**-$26,740,381**	**-$28,183,304**	**-$28,579,720**	**-$29,787,067**	**-$28,833,516**
	NON OPERATING REVENUES (in 000s)					
?	State appropriations (net)	$26,511,803	$27,108,051	$29,423,726	$29,166,452	$22,277,516
?	Investment return	$14,855	$21,250	$27,375	$43,899	$45,000
?	Interest expense (public institutions)	-$332,236	-$297,367	-$259,498	-$222,066	-$189,000
	operations	$271,359	$86,909	$26,394	$381,371	$200,000
?	Other (specify):					
	Other (specify):					
	Other (specify):					
	Net non-operating revenues	**$26,465,781**	**$26,918,843**	**$29,217,997**	**$29,369,656**	**$22,333,516**
	Income before other revenues, expenses, gains, or losses	**-$274,600**	**-$1,264,461**	**$638,277**	**-$417,411**	**-$6,500,000**
?	Capital appropriations (public institutions)	$997,565	$7,975,129	$12,111,925	$1,436,409	$6,500,000
?	Other (specify):					
	ASSETS	**$722,965**	**$6,710,668**	**$12,750,202**	**$1,018,998**	**$0**

Standard 7: Institutional Resources
(Statement of Debt)

FISCAL YEAR ENDS month & day (06/30)			3 Years Prior (FY2015)	2 Years Prior (FY2016)	1 Years Prior (FY2017)	Most Recently Completed Year (FY 2018)	Current Year (FY 2019)
		Debt					
		Beginning balance	$9,462,732	$8,430,763	$7,386,736	$6,382,001	$5,418,402
		Additions	$0	$0	$0	$0	$0
	?	Reductions	($1,031,969)	($1,044,027)	($1,004,735)	($963,599)	($973,997)
		Ending balance	**$8,430,763**	**$7,386,736**	**$6,382,001**	**$5,418,402**	**$4,444,405**
		Interest paid during fiscal year	$332,236	$297,367	$259,498	$222,066	$188,693
		Current Portion	$1,044,030	$1,004,734	$963,600	$973,997	$984,862
		Bond Rating					

		Debt Service Coverage Operating Income / (Annual Interest + Current Portion of Debt)	4.32	4.44	5.41	6.21	
		Debt to Net Assets Ratio Long-tem Debt / Total Net Assets	-0.02	-0.01	-0.01	-0.01	
		Debt to Assets Ratio Long-term Debt / Total Assets	-0.02	-0.01	-0.01	-0.01	

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

BONDS PAYABLE: In December, 2013, the College refinanced its Series B and C bonds with variable rates of 3.5% to 5% and 4.3% to 5.25% respectively, to the Series E and F bonds with fixed rates of 3.08% and 3.79% respectively. Principal is payable semi-annually through October 1, 2016 for Series E bonds and October 2, 2022 for the Series F bonds. In 2011, the College issued $148,050 through the Clean Energy Bond for energy improvements to the Danvers Campus Berry Building at a rate of 3.5% payable semi-annually through May 1, 2027. In 2008, the College issued $190,600 in Clean Energy Bonds to fund the solar project on the Lynn Campus gymnasium roof. This debt is payable annually through De3cember 31, 2021 and bears no interest. NOTES PAYABLE: In 2011, The College entered into an agreement with DCAM to participate in the CEIP Clean Energy Investment Project which resulted in a 10 year note payable annually through February, 2021bearing an interest rate of 4.5%.

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

N/A

Future borrowing plans (please describe)

N/A

Please enter any explanatory notes in the box below

Standard 7: Institutional Resources
(Supplemental Data)

FISCAL YEAR ENDS month & day (06 /30)	3 Years Prior (FY2015)	2 Years Prior (FY2016)	1 Years Prior (FY2017)	Most Recently Completed Year (FY 2018)	Current Year (FY 2 019)
NET ASSETS					
Net assets beginning of year	$59,500,787	$60,223,752	$66,934,420	$59,000,625	$60,019,623
Total increase/decrease in net assets	$722,965	$6,710,668	($7,933,795)	$1,018,998	$6,600,000
Net assets end of year	**$60,223,752**	**$66,934,420**	**$59,000,625**	**$60,019,623**	**$66,619,623**
FINANCIAL AID					
Source of funds					
Unrestricted institutional	$330,419	$365,178	$331,886	$360,000	$360,000
Federal, state and private grants	**$13,818,152**	**$12,277,507**	**$10,697,237**	**$11,226,503**	**$11,226**
Restricted funds	**$8,338,106**	**$10,859,003**	**$10,009,793**	**$7,352,319**	**$7,350,000**
Total	**$22,486,677**	**$23,501,688**	**$21,038,916**	**$18,938,822**	**$7,721,226**
% Discount of tuition and fees					
[?] % Unrestricted discount					
Net Tuition Revenue per FTE	$3,515	$3,461	$4,809	$4,569	$4,734
[?] **FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE**					

Please indicate your institution's endowment spending policy:

INVESTMENT POLICIES AND PROCEDURES - Endowment and Trust Committee: Expenditures of income produced by general unrestricted endowments are governed by present Foundation policy. Either College personnel or Foundation Directors may request its use to meet appropriate institutional or Foundation goals. College requests are solicited, reviewed, and recommended by the College President for Board approval. Foundation requests must also be formally submitted. Board approval is required for internal grants and full accounting/reporting standards have been established.

Please enter any explanatory notes in the box below

There is a sharp decrease anticipated in Restricted Financial Aid funds in FY18 due to a change in packaging of direct loans. Unsubsidized Direct Loans are no longer being included in financial aid packaging unless specifically requested by a student.

Standard 7: Institutional Resources
(Liquidity)

FISCAL YEAR ENDS month & day (06/30)	3 Years Prior (FY015)	2 Years Prior (FY2016)	1 Years Prior (FY2017)	Most Recently Completed Year (FY 2018)	Current Year (FY 2019)
CASH FLOW					
Cash and Cash Equivalents beginning of year	$11,880,244	$10,167,852	$13,430,501	$16,258,964	$18,000,000
Cash Flow from Operating Activities	($20,341,452)	($16,225,186)	($17,552,500)	($17,177,676)	($17,000,000)
Cash Flow from Investing Activities	$10,663	$15,523	$402,488	$255,334	$250,000
Cash Flow from Financing Activities	$18,618,397	$19,472,312	$19,978,475	$20,266,215	$20,000,000
Cash and Cash Equivalents end of year	**$10,167,852**	**$13,430,501**	**$16,258,964**	**$19,602,837**	**$21,250,000**
LIQUIDITY RATIOS					
Current Assets	$14,700,365	$16,654,953	$19,257,405	$21,317,883	$27,000,000
Current Liabilities	$7,924,611	$8,113,523	$8,479,289	$8,451,974	$9,000,000
Current Ratio	1.86	2.05	2.27	2.52	3.00
Days Cash on Hand [Cash and Cash Equivalents / (Operating Expenses + Depreciation and other noncash expenses)]/ 365	57	79	92	110	

Please enter any explanatory notes in the box below that may impact the institution's cash flow.

Has the institution needed to access its restricted net assets or liquidate other financial assets to fund operations?   If so, please describe and indicate when approvals (if required) were obtained from the state's authority.

Please enter any explanatory notes in the box below.

Standard 7: Institutional Resources
(Information Resources)

	3 Years Prior	2 Years Prior	1 Year Prior	Most Recently Completed Year	Current Year
	(FY 2015)	(FY 2016)	(FY 2017)	(FY 2018)	(FY 2019)
Total Expenditures					
Materials	$160,450	$162,493	$136,260	$184,044	$166,940
Salaries & wages (permanent staff)	$846,199	$905,445	$819,108	$833,256	$851,168
Salaries & wages (student employees)	$963	$4,834	$4,953	$7,824	$0
Other operating expenses	$15,033	$19,988	$12,610	$8,421	$20,470
Expenditures/FTE student	4420	4127	3714	3601	3380
Materials	$36.30	$39.37	$36.69	$51.11	$49.39
Salaries & wages (permanent staff)	$191.45	$219.40	$220.55	$231.40	$251.82
Salaries & wages (student employees)	$0.22	$1.17	$1.33	$2.17	$0.00
Other operating expenses	$3.40	$4.84	$3.40	$2.34	$6.06
Collections					
Percent available physically	33%	29%	24%	17%	14%
Percent available electronically	67%	71%	76%	83%	86%
Number of digital repositories					
Personnel (FTE)					
Librarians - main campus	5	5	5	5	5
Librarians - branch /other locations	3	3	3	3	3
Other library personnel - main campus	3	3	3	3	3
Other library personnel - branch/other locations	3	3	3	3	3
Availability/attendance					
Hours of operation/week main campus	62	62	62	60	57
Hours of operation/week branch/other locations	62	62	62	60	57

? Consortia/Partnerships

HELM - Higher Ed Libraries of Massachusetts
MHEC - Mass Higher Education Consortium
WALDO - Westchester Academic Library Directors Organization
MCCHEPHI - Mass Commonwealth Consortium of Libraries in Public Higher Education Institutions, Inc
FLO- Fenway Libraries Online

URL of most recent library annual report: http://libguides.northshore.edu/About

Please enter any explanatory notes in the box below

See Form 4.5 for data about Information Literacy

Revised April 2016

Standard 7: Institutional Resources
(Technological Resources)

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	**?** Next Year Forward (goal)
	(FY 2016)	(FY 2017)	(FY 2018)	(FY 2019)	(FY 2020)

? **Course management system**

Blackboard Learn v 9.1					

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Next Year Forward
Number of classes using the system	1,531	1,554	1,598	1,643	1,675

Bandwidth

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Next Year Forward
On-campus network	1 gig	1 gig	1 gig & 10 gig	1 gig & 10 gig	Move towards 10 gig standard
commodity internet (Mbps)	Lynn - 200mb Danvers - 300mb	Lynn - 200mb Danvers - 300mb	Lynn - 450mb Danvers - 675	Lynn - 450mb Danvers - 675	Increase Based on Need
high-performance networks (Mbps)					
Off-campus access					
? commodity internet (Mbps)	250mbps	500mbps	600mbps	600mbps	Increase based on Need
? high-performance networks (Mbps)					
? Wireless protocol(s)	802.1 b/g	802.1 b/g/n	802.1n	802.1 n	Prepare for 802.1ac

Typical classroom technology

Main campus	Computer, projector, screen, whiteboards, speakers, podium				
Branch/other locations	Same as main campus				

Software systems and versions

Students	ERP Banner 9
	TutorTrac – tutoring scheduling and management
	Library – HELM (Higher Ed Libraries of Massachusetts)
	Campus Portal – OneCampus
	Blackboard Learn (latest version)
	Touchnet Billing / Payment System - integrated with Banner
	CRM - Hobson Radius - New Initiative - live Spring 2019
	AcademicWorks - Scholarship Application
	Datacard Student/Faculty ID system - integrated with Banner
Finances	Banner Finance vesion 9
	State MMARS system
Human Resources	Interview Exchange - RFE / Contract system
	State HR/CMS system - HR and Payroll (Peoplesoft system)
	Banner - custom routines within Banner to support HR integration
Advancement	Banner Advancement - version 9
	Banner Finance

7.7

	Paypal - for donations
	AcademicWorks - manage and award scholarship applications
General Systems that Serve Multiple Areas	Avaya VOIP Phone system - ESNA Voice mail
	Google Apps - All College users - intergrated with identity system
	Banner Self Service (Version 9) - Student, faculty, employee, advancement
	Cognos Reporting - Version 11.08
	Banner Operational Data Store - version 9
	Runner Technologies Clean Address - live Banner address verification
	Banner Document Mgmt – document imaging - many departments
	Rave Emergency notification and text messaging system
	Service Now – Helpdesk ticketing for students, faculty and staff
Library	
Website Management	Omni Update - New Web Site CMS - Live March 2019
Portfolio Management	Digication
	Blackboard
Interactive Video Conferencing	Polycom; Blackboard Collaborate
Digital Object Management	

Website locations of technology policies/plans

Integrity and security of data	My.Northshore Intranet: Department pages - Under Information
	PII & PAN Policy
	Institutional Data Security Policy **-** Credit Card Processing (PCI)
	Internet and Computer Use
	Written Information Security Plan
	Major Security Incident Plan
Privacy of individuals	http://www.northshore.edu/legal/
Appropriate use	http://www.northshore.edu/legal/computer-use.html
Disaster and recovery plan	My.Northshore Intranet: Department pages - Under Information
Technology replacement	

Please enter any explanatory notes in the box below

Wireless - Over 150 Access points provide wireless access for all campus locations.   Security controls are based on users role (i.e.; guest, student, faculty, employee)

STANDARD EIGHT: EDUCATIONAL EFFECTIVENESS

Description

North Shore Community College ensures and demonstrates its effectiveness in achieving mission-appropriate student learning outcomes through systematic and broad-based assessment efforts at the course, program, department, and general education levels. The College uses both internal and external sources of data to verify student learning and success, increase understanding of the environment in which it operates, and applies the knowledge and insights gained towards planning and continuous improvement. Assessment efforts are led by faculty and supported by dedicated staff, using standardized and custom survey instruments, and institutional participation in both state and regional assessment initiatives. This multi-tiered approach has been central to developing and refining outcomes and thereby clarifying expectations for faculty, staff, students and the public through communications channels such as the online College Catalog and individual program pages on the NSCC website. Moreover, the College has put considerable effort over the last three years into developing clear statements about what students can gain from their learning experience complemented by distinct guided pathways for meeting degree and certificate requirements. As documented in the E1A forms (Appendix B), 71 programs have their outcomes published and all of these have made changes based on the assessment of their program data. Most programs have some additional data including national and state licensure, industry certifications, required clinical, field work or internship, or capstone courses that provide another mechanism to evaluate student learning outcomes at the program level in addition to grade point average. The College also has 12 externally accredited programs whose current status is documented on the E1B form (Appendix B), including the current metrics for evaluation and any issues that have been identified to address for continuous improvement.

Assessment is supported by the College's institutional and academic leadership, and faculty are directly involved in developing the parameters by which academic departments and programs are reviewed and evaluated. The Institutional Research (IR) component of the Office of Planning, Research, Institutional Assessment and Grants administers national survey instruments such as the *Integrated Postsecondary Educational Data Systems (IPEDS); Survey of Entering Student Engagement (SENSE); Community College Survey of Student Engagement (CCSSE);* and graduate follow up. IR also collates and disseminates institutional data such as admission and enrollment trends, demographic data, grade distributions, and retention and graduation rates. Longitudinal data such as transfer and employment rates are also tracked, and market data provided by external sources such as jobEQ are provided to further assist in academic planning. Direct faculty support for academic assessment is provided by the Center for Teaching Learning and Innovation (CTLI), an academic unit of the College that also provides professional development for innovative and technologically-supported pedagogies. Working closely with IR in the application of data sources, the CTLI coordinates and advises on the planning and implementation of program review and assessment by academic units; advises and cooperates in the assessment of NSCC's general education programs; and leads campus involvement in external initiatives such as the AAC&U VALUE Institute. As a result of our continued focus on assessment of student learning outcomes in 2017, the College created a

new Sr. Specialist for Learner Effectiveness position who serves as the CTLI's assessment liaison in the academic program review process. NSCC is also supported by the Massachusetts Department of Higher Education's (DHE) new Performance Measurement Reporting System (PMRS) which was developed as part of a state-wide metrics review. The PMRS provides each institution with an individualized dashboard that provides information and insights into key performance indicators of educational effectiveness such as access and affordability, student success and completion, and workforce alignment and fiscal stewardship.

Building upon this strong foundation, the College endeavors to strengthen its effectiveness as a higher education institution through measured steps. The 2016 revision of the academic program review process was one significant step, including the establishment of a consistent five-year cycle for programs and departments that follows a report template for rigorous self-study (Standard Four, p.26). Recommendations arising from recent program reviews include a diverse range of projects, initiatives, and actions. For example, with support from the Massachusetts Skills Capital Grant program, the College has recently completed construction of a Greenhouse on the Lynn Campus to support areas of growth identified for the Horticulture program and related Agricultural and Food Services pathways and The Computer Aided Drafting program review identified pedagogical needs for redesigning its classroom/laboratory space. An analysis of enrollment trends and industry outlook for the Web Development certificate, Interdisciplinary Studies- Option of the AA degree, and ESL certificate resulted in an informed decision to sunset those programs.

Twelve of NSCC's career and professional programs are subject to external accreditation or approval. These programs participate and are equally supported concurrently with internally reviewed programs while fulfilling the standards and extensive assessment procedures mandated by their respective professional accreditors. To date, each of the following programs is fully accredited and within cycle:

- Paralegal
- Dietary Management
- Early Childhood Education
- Medical Assisting
- Nurse Education
- Occupational Therapy Assistant

- Physical Therapist Assistant
- Practical Nursing
- Radiologic Technology
- Respiratory Therapy
- Surgical Technology
- Veterinary Technology

The College has taken significant steps forward in the review of its assessment practices in the General Education core with the goal of improving the measurement of student progress and achieving closer alignment with national standards such as the AAC&U VALUE Rubrics. NSCC is also represented by faculty and staff at statewide meetings and conferences of the Advancing a Massachusetts Culture of Assessment (AMCOA) statewide initiative overseen by the Massachusetts Department of Higher Education. The goal of AMCOA is the advancement of student learning assessment through information sharing about best practices and campuses experiences; provision of faculty and staff professional development opportunities; and cross-institution, collaborative experiments with assessment approaches and technology. NSCC

typically sends a team of eight to ten people including faculty, staff, and administrators to the annual conference and has two representatives attending regular AMCOA meetings and providing leadership for its activities.

The College continues to be active in other state and regional assessment initiatives. For three nationwide cycles, North Shore has participated in the Multi-State Collaborative to Advance Learning Outcomes Assessment (MSC), an initiative of the State Higher Education Executive Officers' association (SHEEO) and now overseen by AAC&U as part of their VALUE Institute. In support of this participation, NSCC coordinated and hosted a successful regional Assignment Design Charrette sponsored by AMCOA. This event was attended by 10 NSCC faculty and designed to recruit and prepare participants for the next cycle of the Value Institute. In 2016, NSCC joined the other 14 community colleges in the Commonwealth to underwrite the centralized position of a Director of Learning Outcomes Assessment at the MA Department of Higher Education (DHE). The College also has an appointed representative on the Massachusetts Taskforce on Statewide Assessment, an initiative of the DHE that provides advice to the Commissioner regarding assessment. NSCC faculty were part of multi-campus teams who reviewed and contributed to the outcomes developed.

Based on this experience the College refreshed its General Education Student Learning Outcomes (GESLOs) during the 2017- 2018 academic year. All Liberal Arts Transfer degree courses are currently mapped to these outcomes with corresponding suggested assessments, and outcomes are in-turn aligned with the AAC&U VALUE Rubrics. In the 2018-19 academic year, faculty took the next step of determining the level achieved through each General Education course ranging from introduction to practice to reinforcement/mastery (Standard Four, p 33). As of fall 2018, all newly developed courses are required to demonstrate two of four General Education Student Learning Outcomes in order to achieve Liberal Arts elective status as indicated by outcomes and strategies tied to their assessment. In addition, all existing courses were tied to a minimum of two of the four general education and those that did not meet the requirement went through Curriculum Committee to have their liberal arts elective status removed. This requirement is outlined as part of the review process overseen by the Curriculum Committee.

In addition to refreshing the GESLOs, academic administrators worked closely with the faculty in 2018-19 to identify all 74 programs' student learning outcomes (SLOs) and required occupational skill levels. In parallel, a cross-institutional group was convened in 2018-19 to develop institutional learning outcomes (ILOs) as the basis of a more comprehensive College-wide assessment strategy. This framework will promote a more complete understanding of how student services contribute to the total learning environment. The ILOs are scheduled to be approved by the NSCC College Forum and Board of Trustees in October 2019.

To further strengthen connections between learning outcomes and the classroom, the CTLI offers assignment design workshops as a professional development venue to stimulate ideas about how to structure assignments for more effective assessment, think collaboratively about how assignments can be intentionally linked to all levels of learning outcomes, and create more coherent pathways for students. The CTLI also oversees North Shore Community College's

Service Learning Program which provides a key measure of Civic Engagement, one of the College's general education outcomes representing the education of engaged students as expressed in NSCC's Mission, Vision, and Values and Strategic Plan.

In 2017-18, the division of Student Affairs implemented a co-curricular program review process that occurs in parallel with academic program review. The process also operates on a 5-year cycle and is adapted to services and co-curricular programming designed to support and retain students throughout their learning experience, such as TRIO Student Support Services, Advising, and the Office of Student Engagement (OSE). Accessibility Services and Veterans Services were the first areas to go through the new process (Standard Five, p.48).

Appraisal

North Shore Community College routinely demonstrates its educational effectiveness by ensuring satisfactory levels of student achievement and outcomes through both qualitative and quantitative measures. The institution regularly analyzes its data to improve student performance and success and strengthen the quality of its academic offerings. Through information provided via the DHE's recently implemented Performance Measurement Reporting System (PMRS), graduate surveys, analysis of data gleaned through the National Clearing House on student transfer rates, surveys of employers and performance on national and state licensure exams (Data First 8.3), the College gathers multiple points of evidence of the success of its graduates while continuously identifying areas for improvement. Recommendations and findings uncovered through academic program review provide a framework for resource allocation to inform annual budgeting, identify tactical plan priorities, and allow for data to be transparently shared with the public. The College already shares significant data on the strengths of its externally accredited programs and acknowledges the need to work towards ensuring that data across all programs' outcomes are equally shared.

North Shore Community College's dashboard on the DHE's Performance Measurement Reporting System (PMRS) shows that the College is exceeding its peers on key indicators of student success for first time, full time students (FTFT). On-time credit accumulation in this population is at 36% vs. an overall 29% for its peers. Additionally, retention of first year FTFT students is at 63% institutionally vs 60% for peers in 2017. For timely completion of gateway courses, the College has steadily improved from a rate of 15% in 2014 to 28% rate in 2018.

The college's efforts around using the results of assessment and quantitative measures are demonstrable and making a difference in moving student outcomes forward especially in the indicators listed above. One example has been the data analysis on the First-Year Experience course which was redesigned in 2016 as an open and liberal arts elective course. Since the redesign, enrollment has grown steadily from an offering of 1-2 courses per semester to up to 15 courses, with 98 students participating in 2016 versus 448 students in 2019. It is a popular course for students who are new to higher education, students coming back from academic issues, and the early college market. Analysis done in late 2018, showed students who took this course were retained at an almost 13% higher rate than those who had not taken the course (Table 8.1). This information helps the college to target this course to at-risk and first time

populations as a key recruitment and retention strategy.

Table 8.1: Retention Rates of First-Year Foundational Literacy Students vs Overall Student Retention

	New Students			Continuing	Non-Degree Seeking Undergrad	Total
	Degree Seeking First Time	Degree Seeking Readmit	Degree Seeking Transfer			
FFL Student Retention	85.8%	80.0%	75.0%	68.8%	90.9%	83.7%
Overall Student Retention	75.4%	65.5%	84.5%	69.2%	52.3%	70.9%

Another recent analysis was completed on the outcomes of students who participate in the College's Accelerated Learning Program (ALP), which is a co-requisite model of delivering college composition with developmental academic support in reading and writing within the same semester. In fall 2017, 432 students took either CMP101 or a combination of CMP101 and FFL015, which is the ALP's Composition 1 Seminar. Of these students, 218 went straight into CMP101 and 214 into ALP. The majority of students in ALP were female (N=120, 56.1%) slightly less than the overall registered female student rate of 61.5% (N=3746). White students comprised 37.9% of the ALP group (N=81) and 35.5% were Hispanic (N=76). Overall, 59.8% of these students were minorities and there were five students of unknown race/ethnicity. The retention rate of students who took CMP101 was 76.1%, compared to a retention rate of 74.8% for students in ALP. The College's overall retention rate was 67.2%. Interestingly, 95 students (43.6%) who took CMP101 in fall 2017 enrolled in a subsequent CMP course (CMP102-CMP190) in the following semester. In comparison, 105 (49.1%) of students who enrolled in ALP in fall 2017 enrolled in a subsequent composition course in the following semester, suggesting ALP student enrollment trends out-performed traditional college ready writers' trends in relation to enrollment in subsequent composition courses, validating the positive impact ALP was having on student enrollment trends. As such, performance in course competencies were on par with students who placed college-ready.

Since the 2014 Interim Report, the college has embraced a curriculum redesign of our portfolio of math courses aligned to guided pathways. In 2012, 56% percent of our students took a developmental math course and had only a 49% success rate. In 2017, only 22% required a developmental math course and their success rates were 64%. Between 2012- 2017, we increased enrollment in college credit bearing math courses by 34% and students taking these courses were 73% successful in these courses versus 71% successful in the previous model. This is another example of how the college is using data to continuously improve student outcomes.

As demonstrated in Data First Form 8.1, the College has seen a steady increase in retention rates from 2014- 2019 for all students, from 56% to 64%. North Shore is the only institution in the state community college system to see year-to-year increases in retention and persistence.

Likewise, IPEDS graduation rates have increased from 16% in 2016 to 22% in 2019.[6] In 2017, the Liberal Arts Transfer (LAT) program was redesigned to better align with Mass Transfer Pathways. This change led to the degree no longer requiring two college-level math courses, two college-level literature courses, two history sequenced courses, and two lab science courses. Instead the College changed the degree to include the 34-credit Mass Transfer Block and 26 liberal arts elective courses that could be based in the Guided Pathway model, based on the students' aspired transfer major. In 2018, the college saw positive results as shown in Table 8.2 with an increase in the number of LAT graduates and percentage of students who graduated despite declining enrollment. Overtime, as the College becomes able to track students by intended Guided Pathway, we anticipate these numbers to continue to show a positive trend with increased graduation rates, especially with LAT graduates. Additionally, in 2018, the First-Time Full-Time IPEDS Graduation Rate for FY15 improved to 21.4% versus the First-Time Full-Time rate for FY14 which was 17.8% (Table 8.3).

Table 8.2: Liberal Arts Transfer Graduates Over Five Years

	2013	2014	2015	2016	2017	2018
Total Credentials	1,025	1,120	2,072	1,160	1,036	1,094
LAT Credentials	164	162	164	204	178	222
Percentage	16.0%	14.5%	15.3%	17.6%	17.2%	20.3%

Table 8.3: First-Time Full-Time Graduation Rate

	Grad 2016	Grad 2017	Grad 2018	Grad Total	Cohort Total	IPEDS Grad Rate	BHE Grad Rate[7]
FTFTDS15 (Grad Rate Cohort)**	16	39	103	158	737	21.4%	NA

NOTE: Vision Project goal graduation rate is calculated differently than IPEDS

**This data is not finalized: IPEDS counts fall graduates in their calculation.

In addition, the College has also seen steady increases in full-time and part-time degree attainment in six- and eight-year Voluntary Framework for Accountability (VFA) metrics. According to the PMRS, in the 2014-18 six-year metrics, NSCC has hovered between 67-70% of students earning a credential, transferring, or earning more than 30 credits. Based on Data First Form 8.2, 27% of first-time, full-time and 21% of first-time, part-time students graduate from North Shore Community College, and 53% of first-time, full-time transfer to another institution, validating the importance of our work with Guided Pathways.

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[6] *IPEDS Rate = Original cohort grads over 3 years/total cohort (minus any deceased students or students serving mission or military).*

[7] *BHE Rate = Total cohort grads earning associate degrees/total original cohort less any students who earned a certificate. BHE Rate is always lower than IPEDS Rate due to different calculation methods and also corrections made to the cohort based on their data base.*

According to Data First Form 8.3, the College sees increasing job placement rates among its programs which likely correlated to a strong regional economy. Despite this positive trend, the College would still like to increase the response rates on its graduation surveys and responses from employers with their feedback on student readiness for job placement.

The College regularly reviews multiple data points across its student population, including education level, location, modality and other demographic factors to ensure it meets its mission equitably. This information helps to frame the schedule of academic course offerings, target recruitment strategies to growing populations and devise interventions to retain declining populations. NSCC has experienced declining enrollment over the last eight years consistent with regional demographics and in response, has used multiple internal data queries in concert with several externally created studies to plan, project and address these trends. For example, there has been a consistent increase in the percentages of students who are first generation and of color. The College has recently achieved the minimum fall semester enrollment of students self-identified as Hispanic/Latino in pursuit of the goal of becoming a Hispanic Serving Institution (HSI) and has prioritized through the annual tactical plan the creation of new initiatives to recruit and retain more Hispanic students. These initiatives include a redesign of the ESL curricula, creation of culturally relevant courses, and an investment in professional development in cultural competency for faculty and staff.

Based on the PMRS, North Shore Community College has seen a significant increase in students of color achieving timely completion of gateway courses including college level English and math completed in the first year by FTFT students. In fact, Latino students improved from 10% in 2014 to 29% in 2017; African America students improved from 12% in 2014 to 28% in 2017; compared to system averages in 2017 for Latino students at 20% and African American students at 19%. Although there still remains an opportunity gap in comparison to white students who improved from 12% in 2014 to 31% in 2017, the gap is narrowing over time and positive progress is being made across all groups. When reviewing the same data around gender, the outcomes also revealed positive trends. Males improved from 14% in 2014 to 32% in 2017; females also improved from 10% in 2014 to 29% in 2017; and each group was above the 2017 system average. Coinciding during this same time frame, the College scaled their accelerated learning program in English, redesigned math courses for college level credit, redesigned ESL, and implemented multiple measures for course placement, factors that likely impacted our significant improvement in the metrics stated above.

The PMRS also indicates that North Shore Community College is continuing to make positive improvements in student success outcomes. In 2014, the College had 24% of their FTFT students earning on-time credit accumulation in their first-year and by 2018, this metric had grown to 36%. Further analysis of demographic data revealed positive results across all segments of our population. For example, 25% of white students in 2014 had achieved the metric versus 40% by 2018; Latino students showed a similar increase between 2014-17 of 21% to 31%; African American students also improved over the same timeframe from 21% to 33%; Females from 25%-39%; Males from 22% to 33%; Pell Eligible students from 23%-30% and Pell ineligible from 30%- 41%. Implementation of our Guided Pathways program, Pathway Advising

model, and our two-year schedule also occurred during this timeframe and were likely factors in our positive outcomes overtime. Progress is also being made toward closing the opportunity gap with our students of color as more are achieving degrees and certificates than their non-minority counterparts (Table 8.4). While these positive trends are the result of continuous and focused efforts, more work remains to be accomplished to continue to eliminate the opportunity gap in retention and degree completion for underrepresented and underserved populations.

Table 8.4: Minority vs Non-minority Credential Achievement over Five Years

CREDENTIALS CONFERRED	2014	2015	2016	2017	2018	1 Year Change	%	5 Year Change	%
Certificates	250	192	200	179	176	-3	-1.7%	-74	-29.6%
Degrees	870	880	960	857	919	62	7.2%	49	5.6%
TOTAL CREDENTIALS	1,120	1,072	1,160	1,036	1,095	59	5.7%	-25	-2.2%
CREDENTIALS BY RACE/ETHNICITY	2014	2015	2016	2017	2018	1 Year Change	%	5 Year Change	%
Minority	295	315	370	329	392	63	19.1%	97	32.9%
Non-minority	825	757	790	707	703	-4	-0.6%	-122	-14.8%
TOTAL CREDENTIALS	1,120	1.072	1,160	1,036	1,095	59	5.7%	-24	-2.1%
DEGREES BY RACE/ETHNICITY	2014	2015	2016	2017	2018	1 Year Change	%	5 Year Change	%
Minority	230	261	308	276	339	63	22.8%	109	47.4%
Non-minority	640	619	652	581	580	-1	-0.2%	-53	-8.4%
TOTAL DEGREES	870	880	960	857	919	62	7.2%	49	5.6%
CERTIFICATES BY RACE/ETHNICITY	2014	2015	2016	2017	2018	1 Year Change	%	5 Year Change	%
Minority	65	54	62	53	53	0	0.0%	-12	-18.5%
Non-minority	185	138	138	126	123	-3	-2.4%	-62	-33.5%
TOTAL CERTIFICATES	250	192	200	179	176	-3	-1.7%	-74	-29.6%
UNDUPLICATED GRADS	1090	1050	1124	1017	1074	57	5.6%	-16	-1.5%

To that end, in 2018, the College convened a "Leading for Change" subgroup consisting of staff from across the institution (Student Affairs, Human Resources, Academic Affairs, and Institutional Research) with the common goal of closing achievement and opportunity gaps for underserved students of color. This group was divided into three teams focused each on actionable practice, retention, and data. The teams meet bi-weekly as units, and as a whole group, in order to share data, ideas, and feedback. In fall 2018, this group joined statewide colleagues from public and private institutions as part of the Diversity Consortium. As of May 2019, the group had been lauded for its efforts by the Diversity Consortium based in part on our metrics from the PMRS and asked to present at a regional spring convening on our First-Year Experience Program and the launch of the MALES program.

NSCC's investment in its online College Catalog in 2016-17 enabled significant progress towards developing and communicating clear public statements regarding academic program expectations, outcomes, and alignment to mission. Over a four-year period from 2015-19, the College launched and evolved its Guided Pathway Model through updating advising information for each of its credit programs for prospective and current students regarding the requirements to complete each academic program and transfer pathway. The process is currently manual nature, requiring students to use paper copies of academic program information through the Guided Pathway Sheets, Degree Audit Report, and the Course Schedule to map out their educational plan. In the spring of 2019, the College convened a committee representative of Academic Affairs, Student Affairs and Information Technology to plan for and develop a request for proposal to purchase an educational planning tool, allowing technology to assist the link and interface between the Guided Pathway information, Degree Audit System, and the Course Scheduling System which should automate a very manual process, improving effectiveness through the use of algorithms. In March of 2019, the college also launched a new website to improve communication and public transparency, which is now able to pull program information directly from the catalog.

The College is making progress in fostering a culture of assessment of learning outcomes at the institutional level (ILOs) and student learning outcomes (SLOs) at the general education, departmental, program, and course level. In 2018-19, the Academic Affairs Assessment Advisory Committee for Student Learning Outcomes was created. Comprising the committee are Faculty representatives from each division, deans and assistant deans of academic programs, the Dean of Academic and Faculty Support, the Senior Specialist for Learner Effectiveness, and the Vice President of Academic Affairs. The committee's charge provided by the Vice President of Academic Affairs was to research best practices and trends in the measurement and assessment of student learning outcomes, provide recommendations on needed updates to the College's current academic program review process to embed student learning outcomes, recommend ways to strengthen multi-section course student learning outcomes, and provide a check-and balance for determining institutional student learning outcomes. In June 2019, a report was submitted to the College's Senior Management Team, representing a significant milestone and roadmap towards building NSCC's culture of assessment. Per the recommendations of this report, NSCC should move forward to more intentionally embed the assessment of program, departmental and/or course student learning

outcomes into the academic program review process to strengthen our measurement and validation of student learning outcomes and/or identify areas in need of improvement.

The College is also in-process towards identifying Institutional Learning Outcomes for implementation over the next five years. Beginning in the 2019-20 academic year, the College will work on its existing assessment metrics and reports and align them with Institutional Learning Outcomes once they are approved through shared governance in early in the fall 2019 semester (Standard Five, p.48).

NSCC's Service-Learning program has been a hallmark of the North Shore educational experience since 2001 and is a key measure of Civic Engagement. In 2018- 2019, 65 courses had a service learning component with 55 faculty and staff participating. Civic engagement is one of the College's general education outcomes, and service learning has been shown to contribute to broader measures of student success. The program is routinely assessed through several instruments including community partner evaluation of student, student evaluation of community partner, and student evaluation of service-learning experience, all designed to measure student achievement of service-learning outcomes. Among all Service-Learning participants, the graduation rate has been measured to be twice that of non-service-learners. As a result, the program has been cultivated, expanded, and embedded across the curriculum. Among First-Year Foundational Literacy (FFL) students participating in service-learning, attitudes about continuing coursework and completing degrees improved after their experience. Between 90 – 98% of students felt their service-learning experience increased their desire to enroll the next semester, complete their degree or certificate, or pursue a bachelor's degree. Additionally, 82% of respondents on a recent student satisfaction survey given to all service-learning participants indicated that the experience increased their interest serving in their community. Over 65% of students said they were inspired to take on leadership roles on campus or in the community as a result of their service-learning experience. Other surveys are used to collect feedback from community partners about student performance or give students the opportunity to go into more depth about their service-learning experience in open-ended responses. Results have led to increased investment in the program, overall improvement of the Service-Learning experience, and the addition of a Graduate Fellow in Service-Learning to assist in coordinating the program. Nearly 1,000 students participated in 2017, up from 350 in 2012, an increase of 185%.

Multi-section course student learning outcomes and measurements have been a focus for the English, Natural Science and Mathematics departments who have utilized their departmental professional days to deepen their understanding around assessment measures and to design departmental approaches to demonstration of those student learning outcomes. The English Department is currently implementing a multi-section assessment of the Composition sequence from the Accelerated Learning Program (ALP) to Comp 2 electives. Year-to-year comparison assessment takes place with the primary purpose of increasing student achievement of SLOs. For example, in Biotechnology lab courses (BTN201/202), three assessments are conducted: 1) a determination of student competency in math skills needed for the course, 2) formative assessments to determine student mastery of material, and 3) a final section assessment with a

summative component to determine student achievement of SLOs. During each step, assessment results are reviewed in comparison with previous years by the instructor and improvements are made to teaching and learning in classroom. Microbiology (BIO214) has a form of multi-section assessment in which assessment questions are collaboratively developed and utilized across sections of the course. Results for these assessments are compared and strategies to address discrepancies are developed. These examples demonstrate several applications of multi-section assessment, though design and implementation are not yet systematic or comprehensive across academic programs and departments.

The institution regularly employs a variety of direct and indirect quantitative and qualitative measures to understand the student experience in regards to learning outcomes through the academic program review process and institutional data. The college regularly participates in CCSSE, SENSE and PACE surveys. This information and data are used for continuous improvement and often ties to prioritized initiatives in the annual tactical plan. An example of the use of the CCSSE data was that students did not report using academic tutoring services at the same level as our comparative institutions. As a result, the College began using TutorTrac software to track appointments, implemented extended hours and began a program designed to offer supplemental instruction (Standard Five, p. 50).

Although the College's twelve externally accredited programs regularly provide feedback from external experts through site visits and peer reviewed self-studies, there is room to grow to continue to strengthen partnerships with external perspectives via their industry-based program advisory boards and strengthen our peer benchmarks regarding academic programs, demographics, financial health and student learning outcomes. The College's website provides detailed program student learning outcomes and metrics for our externally accredited programs, but additional work is needed to provide equivalent metrics across all academic and co-curricular programs.

Participation in the VALUE Institute has provided an opportunity to apply national standards benchmarks for assessing the College's learning outcomes and for comparison to similar institutions. Faculty members from the College served on a national scoring team that provided training in the assessment of the VALUE Rubrics. Student artifacts were measured against NSCC's two and four-year peers from other states in the general education learning outcomes of Quantitative Literacy, Critical Thinking and Written Communication for three cycles, and Civic Engagement for two cycles. Each member's scores were recorded, reviewed and discussed to ascertain how close the group was in administering or interpreting the rubric. Each rubric across a variety of student work representing all divisions and a variety of disciplines was normed within one standard deviation.

In the 2016-17 academic year, 55 student artifacts were collected for the Multi-State Collaborative (MSC) to Advance Learning Outcomes Assessment before this initiative became part of the VALUE Institute. These artifacts represented 13 different courses within the departments comprising the Liberal Arts Transfer (LAT) degree, which is the College's General Education Program. Student and instructor data was scrubbed prior to uploading the artifacts

to TaskStream, the assessment management system administered by the MSC. The data indicated that NSCC met or exceeded national and state averages in the outcomes measured save for an identified need for improvement in the documenting of sources. The results were shared among artifact contributors and deans of the Liberal Studies Division to help develop improvement strategies.

NSCC continued its participation in the MSC during in 2017-18 academic year when it was brought under the management of the VALUE Institute, and was one of only two public institutions in the state of Massachusetts to absorb the costs and maintain continuity of participation when state sponsorship lapsed. Participation among the faculty significantly increased for this round, with over 150 total artifacts collected, submitted and scored in critical thinking, written communication, and quantitative literacy. The artifact collection in this cycle coincided with the development and implementation of our general education outcomes, which are closely aligned with the VALUE Rubrics used in this initiative. Improvement occurred in our critical thinking and written communication means year over year 2016-17 and 2017-18 (Table 8.5). Scoring fell within a range from 1 to 4: Capstone (4) to Milestones (3, 2) to Benchmark (1). NSCC artifacts were sourced from primarily foundational and early college courses.

Table 8.5: VALUE Institute (MSC) Scoring Results

Mean	2016-2017	2017-2018	% Change
Critical Thinking	1.44	1.75	22%
Written Communication	1.62	2.25	39%

Strengths and areas of improvement were reviewed with individual faculty who contributed student artifacts and in the aggregate with the Liberal Studies Division when results were available for the 2016-17 academic year. Moreover, best practices in improving assessment processes and recruiting faculty were developed and implemented, and these steps were critical to positioning the College for improvement in the 2017-18 cycle. As a result of its commitment to this initiative, NSCC was one of the institutions selected by the state to be funded to collect artifacts on the critical thinking rubric during the 2018-19 academic year. Through both internal and external initiatives, the institution is making progress to integrate the findings of its assessment process and measures of student success into its program evaluation activities towards a fully integrated model by 2021. The current Academic and Student Affairs program reviews appropriately use the findings to inform planning and resource allocation through the presentation of findings to the College's Senior Management Team. Although our externally accredited programs have strong evidence to demonstrate claims the institution makes to students and prospective students regarding outcomes, the college has room to grow to ensure all programs provide similar evidence as those externally accredited. The College currently does not have a technology solution for the management and tracking of assessment related data and this should be a consideration in the next Master Academic Plan and Technology Plan to continue to move NSCC's culture of assessment forward.

As the PMRS reports for the state evolve, the College will be able to have a deeper dive over the next year into our educational effectiveness based on metrics that implement in 2020 including employment and wages, entry after high school, enrollment in non-credit workforce courses and new metrics on early college programs. These data points will continue to help the college review our areas of strength and opportunities for improvement including the ability to remain laser focused on meeting the needs of the demographics of the students we serve.

STANDARD EIGHT PROJECTIONS		
Action	**Responsibility**	**Timeline**
The College will continue to build on and scale its presentation of every program's student learning outcomes and expectations to enhance transparency to the public.	• Academic Affairs • Institutional Research • Marketing	**2019-24**
Participation in AMCOA and the AAC&U VALUE Institute will continue to strengthen its focus on student learning outcomes and provide benchmarking and comparative peer institution results.	• Academic Affairs • Faculty	**2019-24**
The College will expand and cross walk all multi-section courses to ensure a tie to aligned assessment measurements	• Academic Affairs • Faculty	**2019-24**
The College will continue to focus on equity of achievement across all demographic groups. Following the Leading for Change Committee's report to Senior Management Team, the college will identify its priorities related to equity.	• Academic Affairs • Student Affairs	**2020-24**
The College will engage in an institution- wide conversation to revise our Master Academic Plan and Strategic Enrollment Plan to project our next five year academic priorities related to educational effectiveness including a possible data repository for tracking assessment measures, prior to the next strategic planning cycle.	• Academic Affairs • Student Affairs	**2019-24**

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

Student Success Measures/ Prior Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)	
	(FY2016)	**(FY 2017)**	**(FY 2018)**	**(FY 2019)**	**FY2020**	Reported Year
IPEDS Retention Data	2014	2015	2016	2017		COHORT YEAR
Associate degree students	56%	62%	63%	64%	65%	
Bachelors degree students				.		
? IPEDS Graduation Data (150% of time)	2012	2013	2014	2015		COHORT YEAR
Associate degree students	19%	17%	18%	22%	23%	
Bachelors degree students	NA	NA	NA	NA	NA	
? IPEDS Outcomes Measures Data						
First-time, full time students	2007/2015	2008/2016	2009/2017	2010/2018	2011/2019	COHORT YEAR
Awarded a degree within six years	18%	31%	25%	27%	28%	
Awarded a degree within eight years	18%	33%	27%	27%	28%	
Not awarded within eight years but still enrolled	55%	22%	29%	55%	56%	
First-time, part-time students						
Awarded a degree within six years	1%	18%	16%	21%	22%	
Awarded a degree within eight years	1%	20%	19%	21%	22%	
Not awarded within eight years but still enrolled	3%	20%	20%	51%	52%	
Non-first-time, full-time students						
Awarded a degree within six years	73%	48%	37%	32%	33%	
Awarded a degree within eight years	75%	49%	40%	32%	33%	
Not awarded within eight years but still enrolled	25%	20%	33%	53%	54%	
Non-first-time, part-time students						
Awarded a degree within six years	6%	50%	36%	35%	36%	
Awarded a degree within eight years	7%	52%	37%	35%	36%	
Not awarded within eight years but still enrolled	11%	21%	30%	48%	49%	
? Other Undergraduate Retention/Persistence Rates (Add definitions/methodology in #1 below)						
1 VFA Two Year Outcomes Measure						
2						
3						
4						
5						
? Other Undergraduate Graduation Rates (Add definitions/methodology in # 2 below)						
1 VFA Six Year Outcomes						
2						
3						
4						
5						
Definition and Methodology Explanations						
1						
2						

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

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

? Category of Student/Outcome Measure*	Bachelor Cohort Entering		Associate Cohort Entering	
	6 years ago	4 years ago	6 years ago	8 years ago
? First-time, Full-time Students				
Degree from original institution	NA	NA	24%	27%
Not graduated, still enrolled at original institution	NA	NA	7%	2%
Degree from a different institution	NA	NA	UNKNOWN	UNKNOWN
Transferred to a different institution	NA	NA	17%	53%
Not graduated, never transferred, no longer enrolled	NA	NA	52%	18%
? First-time, Part-time Students				
Degree from original institution	NA	NA	15%	21%
Not graduated, still enrolled at original institution	NA	NA	5%	2%
Degree from a different institution	NA	NA	UNKNOWN	UNKNOWN
Transferred to a different institution	NA	NA	30%	48%
Not graduated, never transferred, no longer enrolled	NA	NA	50%	28%
? Non-first-time, Full-time Students				
Degree from original institution	NA	NA	33%	32%
Not graduated, still enrolled at original institution	NA	NA	3%	1%
Degree from a different institution	NA	NA	UNKNOWN	UNKNOWN
Transferred to a different institution	NA	NA	57%	52%
Not graduated, never transferred, no longer enrolled	NA	NA	7%	15%
? Non-first-time, Part-time Students				
Degree from original institution	NA	NA	32%	35%
Not graduated, still enrolled at original institution	NA	NA	3%	3%
Degree from a different institution	NA	NA	UNKNOWN	UNKNOWN
Transferred to a different institution	NA	NA	43%	47%
Not graduated, never transferred, no longer enrolled	NA	NA	22%	15%

Measures of Student Achievement and Success/Institutional Performance and Goals					
	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(GR 2015)	GR 2016	GR 2017	(GR 2018)	(GR2019)
Success of students pursuing higher degrees (add more rows as needed; add definitions/methodology in #1 below)					
1 Clearinghouse Transfer Data	63%	40%	34%	35%	
2 Perkins Employment Data (CVTE)	78%	90%	89%	In progress	Not Done
3 DHE Wage/Data Match (attached)					
4					

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

1					
2					
3					
4					

Definition and Methodology Explanations

1	*Sources: VFA 6 Year; IPEDS 8 Year
2	

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

		3-Years Prior		2 Years Prior		1 Year Prior		Most Recent Year	
		(FY 2015)		(FY 2016)		(FY 2017)		(FY 2018)	

? State Licensure Examination Passage Rates

	Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	took exam	# who passed
1	National Board for Respiratory Care CRT credential	9	9	12	12	10	10	9	9
2	National Restaurant Association Serv safe manager	2	2	21	17			10	6
3	National Board for Respiratory Care CRT credential	9	9	12	12	10	10	9	9
4									
5									
6									

? National Licensure Passage Rates

	Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	took exam	# who passed
1	Federation of State Boards of Physical Therapy	29	29	19	19	21	20	21	20
2	Certified Occupational Therapy Assistant	32	29	31	31	18	18	30	26
3	National Board for Respiratory Care RRT credential	8	7	12	12	10	10	9	9
4									
5									

? Job Placement Rates

		3-Years Prior		2 Years Prior		1 Year Prior		Most Recent	
		(FY 2015)		(FY 2016)		(FY 2017)		(FY 2018)	
Major/time period	*	# of grads	% with jobs	# of grads	% with jobs	# of grads	% with jobs	# of grads	% with jobs
Accounting Degree		25	40%	21	30%	18	50%	24	
Animal Care Spec Degree		15	20%	20	15%	21	24%	17	
Aviation Management		2	50%	2	50%	6	67%	0	
Aviation Science Degree		2	unk	4	50%	1	unk	6	
Biotechnology Degree		5	40%	8	20%	6	67%	10	
Business Administration Transfer		98	18%	117	19%	95	34%	97	
Comp Info Systems Degree		7	40%	2	50%	6	17%	8	
Comp Network Degree		7	34%	9	33%	10	30%	7	
Comp Programming Degree		5	60%	4	75%	3	unk	5	
Computer Applications Degree		3	unk	1	Unk	4	75%	0	
Computer Science Transfer		3	unk	4	Unk	4	17%	7	
Criminal Justice Degree		74	34%	91	29%	91	40%	85	
Culinary Arts & Fd Svc Degree		8	37%	11	30%	10	30%	12	
Dev Disabilities Degree		11	73%	13	67%	7	71%	10	
Drug & Alcohol Rehab Degree		19	42%	10	25%	15	33%	15	
Early Childhood Develop Degree		13	54%	10	15%	10	20%	10	
Early Childhood Ed Degree		35	28%	41	20%	27	19%	20	
Elementary Education Transfer		11	36%	18	6%	15	27%	9	
Energy Utility Tech Degree		1	unk	1	Unk	0	0%	0	
Engineering Science Transfer		6	unk	10	unk	12	25%	14	
Environmental Studies		4	50%	6	50%	9	22%	13	
Executive Admin Asst Degree		2	50%	6	67%	3	100%	6	
Fire Protection and Safety Degree		46	75%	36	90%	40	85%	40	
Floriculture Degree		1	unk	0	NA	0	0%	0	
Food Science & Safety Degree		4	75%	3	100%	1	0%	3	
Graphic Design - Integrated Media		3	67%	6	80%	3	67%	6	
Graphic Design - Print Degree		3	67%	3	67%	7	86%	3	
Health Science Degree		46	16%	57	14%	39	18%	64	
Horticulture Degree		6	35%	3	33%	6	17%	6	
Hotel Management Degree		3	unk	0	NA	0	0%	0	
Human Service Practitioner Degree		19	63%	25	40%	18	33%	15	
Interdisciplinary Studies		2	unk	0	na	0	0%	0	
Legal Admin Asst Degree		2	unk	2	50%	0	0%	1	
Liberal Arts Transfer		164	12%	204	6%	178	29%	222	
Management Degree		14	50%	12	67%	10	30%	7	
Marketing Degree		7	57%	7	71%	3	67%	5	
Medical Admin Asst Degree		17	76%	14	36%	12	25%	8	
Mental Health Degree		0	NA	0	NA	1	unk	0	

Program	#	%	#	%	#	%	#	
NSCC RN to SSU BSN Degree	10	85%	6	100%	1	100%	**1**	
Nurse Education Degree	57	70%	55	65%	56	71%	**57**	
Nutritional Science Diet Tech	12	25%	14	29%	10	10%	**3**	
Occupational Therapy Asst Degree	32	40%	29	28%	27	48%	**27**	
Paralegal Degree	9	33%	10	40%	9	56%	**16**	
Physical Therapist Asst Degree	31	56%	19	47%	22	64%	**21**	
Pre-Engineering	4	unk	1	0%	1	unk	**3**	
Radiologic Technology Degree	13	45%	12	25%	16	25%	**13**	
Respiratory Care Degree	8	50%	13	38%	11	46%	**9**	
Travel, Tourism & Hosp Degree	6	unk	4	50%	5	60%	**3**	
Veterinary Tech Degree	5	40%	16	19%	8	38%	**12**	

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

Notes:

1 Placement rates based on graduate follow up survey -- low response rates have increased with the growth of cell phones and caller ID technology. Where no response is received, employment rate cannot be calculated

2 Highlighted programs above are intended as transfer, thus low employment rates are not relevant

3 Gainful Employment Regulations do not apply to degree programs

Gainful Employment Data is posted online for each certificate program. To find the Gainful Employment information, prospective students may search "Gainful Employment" on the main website. This is the link to the gainful employment page:

http://www.northshore.edu/legal/gainful-employment.html

Web location of gainful employment report (if applicable)

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

	3 Years Prior (FY 2015)	2 Years Prior (FY2016)	1 Year Prior (FY 2017)	Current Year (FY 2018)	Next Year Forward (goal) (FY 2019)	
? Completion Rates						
Accounting Certificate	6	10	10	5		
Animal Care Spec. Certificate	3	2	4	6		
Biotechnology Certificate	1	0	0	0		
Child & Adolescent Behavioral Health Cert	2	4	0	1		
Comp Aided Design Certificate	4	5	8	3		
Comp Network Certificate	3	8	6	7		
Computer Applications Certificate	0	1	2	0		
Cosmetology Certificate	19	21	17	21		
Criminal Justice Certificate	3	0	1	0		
Culinary Arts & Fd Svc Cert	0	1	1	2		
Dev Dis Dir Support Certificate	18	14	15	12		
Dietary Management Certificate	2	1	3	1		
Early Care & Ed Certificate Infant/Toddler Ch	3	1	2	1		
Gerontology Certificate	6	11	4	1		
Graphic Design Certificate	0	2	0	1		
Health Care Technician Certificate	1	4	3	2		
Law Enforcement Certificate	2	0	2	0		
Legal Office Support Certificate	0	1	1	0		
Manufacturing Tech Cert	2	0	0	0		
Medical Assisting Certificate	12	14	11	17		
Medical Coding Certificate	11	14	14	14		
Medical Office Support Cert	5	4	3	1		
Mental Health Certificate	17	19	10	13		
Office Support Certificate	2	3	1	0		
Paralegal Certificate	11	13	6	8		
Practical Nursing Certificate	26	18	25	26		
Small Business Management - Entrepreneur	1	1	2	0		
Substance Abuse Counsel Certificate	5	7	12	17		
Surgical Technology Certificate	14	14	12	13		
Web Development Certificate	3	2	1	3		
Wellness & Healing Arts Certificate	8	3	1	0		
Youth Worker Certificate	2	2	2	2		

? Placement Rates

	Major/time period	*	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs
1	Associates in Science(PTA), six months		29	29	19	19	21	20	20	to be determined
2										
3										
4										
5										

Please enter any explanatory notes in the box below

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

Student Success Measures/ Prior Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FY 2016)	(FY 2017)	(FY 2018)	(FY 2019)	(FY 2020)
? Master's Programs (Add definitions/methodology in #1 below)					
Retention rates first-to-second year	Not Applicable to NSCC				
Graduation rates @ 150% time					
Average time to degree					
Other measures, specify:					
? Doctoral Programs (Add definitions/methodology in #2 below)					
Retention rates first-to-second year	Not Applicable to NSCC				
Graduation rates @ 150% time					
Average time to degree					
Other measures, specify:					
? First Professional Programs (Add definitions/methodology in #3 below)					
Retention rates first-to-second year	Not Applicable to NSCC				
Graduation rates @ 150% time					
Average time to degree					
Other measures, specify:					
Distance Education (Add definitions/methodology in #4 below)					
Online Course Completion Rates	73%	75%	73%	74%	75%
Retention rates	NA	NA	NA	NA	NA
Graduation rates	NA	NA	NA	NA	NA
Other measures, specify:					
Hybrid Course Completion Rates	75%	75%	80%	80%	82%
Branch Campus and Instructional Locations (Add definitions/methodology in #5 below)					
Course completion rates	Not Applicable to NSCC				
Retention rates					
Graduation rates					
Other measures, specify:					

Definition and Methodology Explanations

1. Distance education course completion rates are calculated by summing the number enrolled at the end of the term, and the number who completed with passing grades and then dividing passing grades by the number enrolled to derive a "completion rate."

2. # of students with passing grades/number of students enrolled at end.

Hybrid courses meet in some combination of face to face, online and/or onscreen.

STANDARD NINE: INTEGRITY, TRANSPARENCY, AND PUBLIC DISCLOSURE

INTEGRITY

Description

North Shore Community College has policies and training that promote integrity and ethics, fairness, diversity, and equal opportunity to employees, students and the community. The College complies with all local, state, and federal regulations, mandates and statues that impact our students, faculty and staff. NSCC operates under the authorization and jurisdiction of the Commonwealth of Massachusetts Board of Higher Education (BHE), which is the statutorily created agency with oversight of the state's public higher education institutions and establishes system-wide policies, procedures, and reporting requirements.

All employees are provided with a copy of Massachusetts General Laws Chapter 268A on Conflict of Interest annually and are required to complete an online training module every two years. The College Board of Trustees, as special state employees, also complete the Conflict of Interest training. Academic freedom, employment conditions, and corresponding responsibilities are described in the MCCC/MTA/NEA collective bargaining day contract for full-time and part-time faculty and professional staff.[8] The Office of Student Engagement publishes both online and in-print the Student Handbook which provides an overview of the College's Mission, Vision and Values and defines expectations for student conduct, standards of academic honesty, disciplinary processes, and grievance procedures. Faculty will also reiterate these policies on their syllabi and direct students to the College's website.

Policies on affirmative action, equal opportunity, and diversity have been approved for implementation by the College and the Board of Higher Education. Commitment to their principles is demonstrated by actively providing a learning, working, and living environment for students, employees, and other member of the College Community that values the diverse backgrounds of all people. NSCC is further committed to assuring that the college experience is one that challenges, empowers, supports, and prepares students to live in, work in, and value our increasingly global and diverse world.

The College believes and demonstrates in its actions that the diversity of socio-economic, racial, ethnic, religious, gender, sexual orientation, age and disability backgrounds of members of its community enriches the institution. Moreover, equal access to educational, co-curricular, and employment opportunities is provided for all applicants, students and employees in compliance with all applicable laws, regulations and policies. Information regarding NSCC's diversity resources are published on its website to highlight initiatives such as its local chapter of the National Coalition Building Institute (NCBI) and the College-sponsored Forums on Tolerance.

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[8] p.18-19 of Agreement effective 7.1.2105 – 6.30.2016

The College also publishes its [Affirmative Action and Title IX](#) policies and contacts on the website.

Appraisal

North Shore Community College operates within the framework of institutional integrity outlined in the New England Commission of Higher Education (NECHE) standards as well as those defined by its [Mission, Vision, and Values](#). NSCC upholds its integrity through compliance with state and federal regulations, mandates, and policies. The College ensures transparency through publishing this information on its website and by implementing designated trainings and compliance requirements.

Institutional integrity is further pursued and assured through a continuous review of policies, adherence to standards, and external oversight. For example, academic policies are reviewed and approved through the College's shared [governance system](#) and appropriate committees. State and federal legislative changes are adapted as recommended by the system general counsel and the Massachusetts Board of Higher Education. NSCC has been continuously accredited and in good standing with the New England Association of Schools and Colleges Commission on Institutions of Higher Education (NEASC-CIHE, now NECHE) since 1969. A College-appointed Accreditation Liaison Officer (ALO) communicates with the Commission regarding any changes in status or educational programming and files the requisite annual reports in a timely manner. The College is further subject to considerable oversight from the federal Department of Education, the state Department of Higher Education, and Department of Elementary and Secondary Education. Moreover, the college conducts itself within the strictest of financial standards under GASB accounting principles and operates under the state's ethics and conflict of interest laws.

All of the College's mandatory trainings in Conflict of Interest, Sexual Harassment and Discrimination and Information Security are now conducted online to provider greater convenience. However, participation has been challenging for both full-time and adjunct faculty to participate given contractual provisions around professional development days and workload.

TRANSPARENCY

Description

NSCC's external facing website and internal intranet provide essential information to enable students to make decisions about their education. Individual [academic program](#) pages include admissions requirements, course and program descriptions, degree completion time, employment outlook, median wage data, learning outcomes, and downloadable guided pathway sheets for all programs. Each set of information is accessible within two clicks of the program's title. The [College Catalog](#), implemented in 2016 as an online publication on NSCC's public website, provides current and complete program information, online access to the Student Handbook, and information regarding institutional policies and procedures. The Catalog is also the data source for similar information throughout the public website. A [Net](#)

Price Calculator is updated annually to match federal standards and gainful employment information is published for all certificate programs. Academic programs of study also publish information and expected educational outcomes as part of their official program and guided pathway pages.

Employment information is posted on the Human Resources web page along with a summary of benefits. The student code of conduct and associated discipline and grievance procedures are available through the Dean of Students webpage and in the Student Handbook. The academic grading policy is covered on the Registrar's page of the public website as well as the Student Handbook.

Legal information and policies are published on the College website and a Public Records page is maintained in accordance with Massachusetts General Laws Chapter 66 & Chapter 4 section 7 (26) amended January 1, 2017. It provides access to a complete set of audited financial statements, current budget information, state payroll data, state purchasing contracts awarded, and guidelines and contact information for requesting public records. The current President's Report is also accessible through this webpage to provide essential College information in a convenient, readable format.

Internal communications are provided on multiple fronts both electronically and in real-time, including:

- The College Shared Governance System
- The Bulletin, an internal weekly newsletter
- A weekly email communication from the President
- A routine podcast from the President featuring information on programs and services
- The Beacon, a monthly newsletter from the Vice President Academic Affairs
- A weekly e-newsletter from the Vice President of Student Affairs
- Regular meeting minutes of the Board of Trustees, senior management, deans, divisions, and departments

Appraisal

The North Shore Community College website provides institutional transparency through information that is clear, accessible, complete, accurate, timely, and sufficient to students, prospective students, and other members of the interested public to make informed decisions about the institution. Comprehensive sources of information, such as the College Catalog and Student Handbook, are regularly reviewed and updated. For information that may not be readily available, the College, as a public agency, complies with the state public records request process for disclosure of information. Internal communications through several electronic and real-time venues keep faculty, staff, and students apprised and up to date.

In 2016, the College recognized the need for a systematic review of all policies to identify discrepancies, standardize policy format, and separate polices from procedures. A multi-year process was undertaken to assemble, integrate and appropriately categorize all institutional

policies and procedures into a combined volume published on the website to assure transparency and distributed access. Gaps in policies and procedures were identified and assigned for development and inclusion.   This inclusion process into the central manual will continue into 2019-20 and once completed, will provide links to federal and state statutes and regulations and external agencies. The manual will also be the centralized file for all College policies and procedures and links to this authority will be embedded in College documents so that updated policies are simultaneously current in all publications.

To ensure transparency through internal communications and information sharing, broad participation in College governance, teams, and committees afford faculty and staff opportunities for input and improvement of academic and college operations. For example, the review and redesign of the College's shared governance system in 2015-16 was expressly intended in the spirit of shared leadership to improve communications between faculty, staff, administration, and the Board. The current system was reviewed favorably overall with recommendations noted for improvement (Standard Three, p. 21). In addition, President Gentile maintains an open door policy that students, faculty, and staff can utilize for specific questions, concerns, or areas of interest. For more focused discussions, the President instituted a "Chat with Pat" drop-in time on all campuses shortly after her arrival and continuing through 2015-18 in order for college employees and students to get to know her and for another avenue to bring forward issues and ideas. Most recently, Dr. Gentile began a podcast series that is distributed internally and externally to share college successes, new initiatives, and information about programs and services.

Achieving a communication framework where all feel adequately informed and provided with sufficient opportunities for timely input is always challenging within a large, complex organization such as North Shore Community College. While many avenues are utilized, there is always more that can be done to improve communication and include others in the process. The College recognizes that it will need to keep abreast of changes in digital communications platforms to ensure that it remains cutting edge and is fully utilizing all resources available.

PUBLIC DISCLOSURE

Description

North Shore Community College presents information that is complete, accurate, timely, accessible, and meets public disclosure requirements through an integrated mix of print, web-based and digital communications. On balance, NSCC continues to shift its primary communication vehicles online, thus keeping them more accessible, relevant, timely, and green.

The North Shore Community College website is the primary portal for public disclosure and provides a broad and comprehensive overview of all that the College has to offer and the policies and procedures by which it operates. Official publications such as the College Catalog and Student Handbook are readily available and accessible through the website, as well as a comprehensive section that provides Student Consumer Disclosure Information which includes

graduation and retention rates, financial information, transfer policies, job placement rates, and other facts as required through the Student Right to Know Act. NSCC's Student Code of Conduct explaining both expectations and potential consequences is available for viewing and download separately as well as reiterated in the Student Handbook. The website also provides access to essential areas of public interest such as the institution's Mission, Vision and Values, Strategic Plan, a "Fast Facts" section, and information on both institutional and professional program accreditation. Student learning outcomes are provided per area of study on individual program pages as are General Education Outcomes for Liberal Arts degrees. The Office of Student Engagement provides information regarding co-curricular activities that complement the educational experience through the website, Academic Catalog and Student Handbook.

The online College Catalog is linked to the NSCC's Banner system to allow for real-time editing to ensure currency of information. An archive of previous editions is readily available with the current version as a drop down menu. The Catalog offers the pubic as well as current and prospective students a comprehensive guide to the full complement of NSCC's academic programs, support services, policies, faculty and staff credentials and financial aid and admissions information. The Catalog's Guided Pathway pages provides essential information such as if a program is restricted to a specific campus. For example, all of the programs at the college's Middleton Campus are clearly noted to be offered only at that location.

The College also promotes transparency and public disclosure through active communication to various audiences through the use of social media, including Facebook, Twitter, LinkedIn, Instagram, Pinterest, YouTube and Flickr. Through these channels, communications have subsequently become more real-time based and comprehensive. Personal relationship identification is further enhanced through business cards and institutional contact information including phone extension and email address as well as directory information.

Appraisal

NSCC meets its myriad of public disclosure requirements through an integrated mix of print, web-based and digital communications. Shared information includes institutional mission, vision, strategic plans, educational outcomes, academic information, costs, student and graduate statistics and much more. NSCC's website is the primary hub for public disclosure and serves as the central location for obtaining necessary information for all constituency groups.

The College undertook a major redesign of its online presence beginning in 2017, culminating in a March 1, 2019 launch of a cloud-based, mobile-friendly public website. The overall design focus serves the needs of prospective students and the general public, and the arrangement of information places essential information within easy reach, such as student success statistics, and debt and loan repayment information. In conjunction, a redesigned intranet portal was also created for students, faculty and staff which replaced a long-standing system. Both embody mobile-first design technology which is best experienced on a small screen or smart phone. Moreover, these sites are in compliance with ADA best practices as per the College's mission of accessibility. The site was designed to be clearer and more navigable, directing targeted audiences (i.e. current students, prospective students, faculty and staff, and members of the community) to the information most relevant to them. Guided pathways, two-year course

schedules and costs as well as essential program information are positioned to be easily found.

Prior to the website and portal redesign, both public and internal information was available online, but not organized for maximum accessibility due to the years-long accumulation of content within a system that no longer supported the College's changing requirements and resulted in long information update cycles. The new system now features the capabilities needed for maintaining information currency and accessibility across modern platforms. The College will direct its efforts through 2019 to orient assigned content creators and managers in use of this resource to assure public transparency. Given the website is new from both a public-facing and internal perspective, further assessment and usability testing will also be needed to refine its architecture and ensure information accessibility. Content development across several media formats will also need to be a priority to maximize the benefits of this new capability. NSCC will also continue to communicate through official College publications, promotions, advertisements, digital signage, e-marketing, press releases and annual reports.

 Since 2016, the College Catalog can be administered and produced online and in real-time which has already improved production efficiency as well as the accuracy and accessibility of information. The college continues to augment public disclosure through its diverse social media channels and is actively engaged in sharing a wide variety of information to various audiences through the effective use of social media platforms. Results are monitored to gauge interest, interactivity and popularity of information shared. NSCC's communication with its student body is often challenging. The student run newspaper ceased production several years ago and students are known for not reading their College-provided email, which is established as the official means of student communication. While students regularly accessed information through the old internal portal, it remains to be seen how they will interact with the new system.

STANDARD NINE PROJECTIONS		
Action	**Responsibility**	**Timeline**
The College will maximize its newly launched public website and intranet portal for information timeliness, transparency, and usability through appropriate training, orientation content development, and assessment.	• Marketing • Public Relations • Academic Affairs • Student Affairs • Information Systems	**2019-20**
The College will complete and maintain a current manual of policies and procedures to ensure consistency, accessibility, and transparency.	• Board of Trustees • President • Governance System	**2019-20**

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

? Policies	Last Updated	? Website location where policy is posted	Responsible Office or Committee
Academic honesty	2018	http://northshore.smartcatalogiq.com/en/current/Credit-Catalog/S	VP Academic Affairs
Intellectual property rights	2018	My.Northshore Intranet	VP Academic Affairs
Conflict of interest	2018	My.Northshore Intranet	VP Human Resources
Privacy rights	2018	http://www.stateprog.eth.state.ma.us/	VP Human Resources
Fairness for students	2018	http://northshore.smartcatalogiq.com/en/current/Credit-Catalog/S	Dean of Students
Fairness for faculty	2018	http://northshore.smartcatalogiq.com/en/current/Credit-Catalog/S	VP Academic Affairs
Fairness for staff	2018	My.Northshore Intranet	VP Human Resources
Academic freedom	2018	My.Northshore Intranet	VP Academic Affairs
Research	2018	http://www.northshore.edu/irb/	Asst. Dean STEM
Title IX	2018	http://www.northshore.edu/hr/title-ix.html	Director, Human Resources
Other; specify			

Non-discrimination policies

	Last Updated	Website location	Responsible Office or Committee
Recruitment and admissions	2018	http://northshore.smartcatalogiq.com/current/Credit-	Exec. Dir. Admissions &
Employment	2018	http://www.northshore.edu/hr/employment.html	AVP, Human Resources
Evaluation	2018	http://www.northshore.edu/registrar/graduation.html	AVP, Human Resources
Disciplinary action	2018	http://northshore.smartcatalogiq.com/current/Credit-	Dean of Students
Advancement			
Other; specify			

Resolution of grievances

	Last Updated	Website location	Responsible Office or Committee
Students		http://northshore.smartcatalogiq.com/2017-2018/Credit-	Dean of Students
Faculty		My.Northshore Intranet	VP Academic Affairs
Staff		My.Northshore Intranet	AVP, Human Resources
Other; specify			

? Other	Last Updated	Website location or Publication	Responsible Office or Committee

Please enter any explanatory notes in the box below

Note: in FY2018, the college underwent a significant project to review, update and centralize all college policies. Thus all policies were reviewed and, if necessary, updated during that time period.

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

Information	Website location and/or Relevant Publication(s)
How can inquiries be made about the institution? Where can questions be addressed?	http://www.northshore.edu/admissions/apply/index.html
Notice of availability of publications and of audited financial statement or fair summary	http://www.northshore.edu/fiscal/
Processes for admissions	http://www.northshore.edu/admissions/
Processes for employment	http://www.northshore.edu/hr/employment.html
Processes for grading	http://www.northshore.edu/registrar/grades.html
Processes for assessment	http://www.northshore.edu/cas
Processes for student discipline	http://northshore.smartcatalogiq.com/en/current/Credit-Catalog/Student-Handbook/Code-of-Conduct
Processes for consideration of complaints and appeals	http://northshore.smartcatalogiq.com/en/current/Credit-Catalog/Student-Handbook/Code-of-Conduct

List below the statements or promises made regarding program excellence, learning outcomes, success in placement, and	
Statement/Promise	**Website location and/or publication where valid documentation can be found**
NSCC is ranked #16 among the nation's top two-year colleges and first in Massachusetts for serving adult learners	https://washingtonmonthly.com/2018college-guide/adult-2-yr
NSCC is a desingated Military Friendly School (2019-20, Bronze level)	http://www.militaryfriendly.com/MFSGuide/?utm_source=2019-2020+MFS+Designated+Schools&utm_campaign=39762192b3-EMAIL_CAMPAIGN_2019_01_18_07_37&utm_medium=email&utm_term=0_51cf0e0e84-39762192b3-190632405&mc_cid=39762192b3&mc_eid=17af1b50a4

Date of last review of:	
Print publications	
Digital publications	Website was completely redesigned and launched in March 2019

Please enter any explanatory notes in the box below

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

Information	Website location
Institutional catalog	http://northshore.smartcatalogiq.com/2018-2019/Credit-Catalog
Obligations and responsibilities of students and the institution	
Information on admission and attendance	http://www.northshore.edu/admissions/index.html
Institutional mission and objectives	http://www.northshore.edu/mission/
Expected educational outcomes	http://www.northshore.edu/academics/proficiency/gen-ed.html
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	http://www.northshore.edu/about/index.html
Requirements, procedures and policies re: admissions	http://www.northshore.edu/admissions/
Requirements, procedures and policies re: transfer credit	http://www.northshore.edu/transfer-services/
A list of institutions with which the institution has an articulation agreement	http://www.northshore.edu/transfer-services/agreements.html
Commonwealth of MA Transfer Programs	http://www.northshore.edu/transfer-services/index.html
Student fees, charges and refund policies	http://www.northshore.edu/paying/cost/
	http://www.northshore.edu/paying/financial-services/policies/refund.html
Rules and regulations for student conduct	http://northshore.smartcatalogiq.com/en/current/Credit-Catalog/Student-Handbook/Code-of-
Procedures for student appeals and complaints	http://northshore.smartcatalogiq.com/en/current/Credit-Catalog/Student-Handbook/Code-of-
Other information re: attending or withdrawing from the institution	http://northshore.smartcatalogiq.com/en/current/Credit-Catalog/Academic-Information-and-Policies/Academic-Policies-for-Credit-Programs/Coursework-Policies
Academic programs	http://www.northshore.edu/academics/programs/index.html
Courses currently offered	http://www.northshore.edu/courses/index.html
Other available educational opportunities	http://www.northshore.edu/professional/programs/index.html
Other academic policies and procedures	http://www.northshore.edu/paying/financial-services/policies/sap.html
Requirements for degrees and other forms of academic recognition	http://northshore.smartcatalogiq.com/en/current/Credit-Catalog/Academic-Information-and-Policies/Academic-Policies-for-Credit-Programs/Degree-Policies
List of continuing faculty, indicating department or program affiliation, degrees held, and institutions granting them	http://northshore.smartcatalogiq.com/current/Credit-Catalog/Faculty-and-Staff/Academic-Affairs
Names and positions of administrative officers	http://www.northshore.edu/about/administration/
Names, principal affiliations of governing board members	http://www.northshore.edu/about/administration/board.html
Locations and programs available at branch campuses, other instructional locations, and overseas operations at which students can enroll for a degree, along with a description of programs and services available at each location	https://www.northshore.edu/community/lynn-campus.html
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/community/middleton-location.html
Programs, courses, services, and personnel not available in any given academic year.	NA
Size and characteristics of the student body	http://www.northshore.edu/about/statistics.html
Description of the campus setting	https://www.northshore.edu/community/index.html
Availability of academic and other support services	http://www.northshore.edu/support/center/
	http://www.northshore.edu/support/tutoring/
Range of co-curricular and non-academic opportunities available to students	http://www.northshore.edu/engagement/
	http://www.northshore.edu/ctli/service-learning/
Institutional learning and physical resources from which a student can reasonably be expected to benefit	http://www.northshore.edu/students/index.html
Institutional goals for students' education	http://www.northshore.edu/academics/proficiency/gen-ed.html
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/right-to-know.html
Total cost of education and net price, including availability of financial aid and typical length of study	http://www.northshore.edu/paying/cost/netprice/index.html
Expected amount of student debt upon graduation and loan payment rates	TBD
Statement about accreditation	http://www.northshore.edu/about/accreditation/

APPENDIX A: Affirmation of Compliance

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://northshore.smartcatalogiq.com/current/Credit-Catalog/Academic-Information-and-Policies/Academic-Information/Course-Credits-and-Clock-Hours
Print Publications	Available on demand
Self-study/Interim Report Page Reference	Standard 4 p.37

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

URL	http://www.northshore.edu/transfer-services/
Print Publications	n/a
Self-study/Interim Report Page Reference	Standard 4, p.23

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

URL	http://northshore.smartcatalogiq.com/en/current/Credit-Catalog/Student-Handbook/Student-Grievance-Procedure
Print Publications	Available on demand
Self-study/Interim Report Page Reference	Standard 5 p. 46 ; Standard 9 p. 100

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

Method(s) used for verification	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/Interim Report Page Reference	Standard 4, Page 38

March, 2016

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	http://www.northshore.edu/about/accreditation/invitation-for-comments.html
Print Publications	Salem News; Lynn Item
Self-study Page Reference	Introduction/Process (page xiv)

The undersigned affirms that _____North Shore Community College_____ meets the above federal requirements relating to Title IV program participation, including those enumerated above.

Chief Executive Officer: _Patricia A. Gentile_   Date: _____7/24/2019_____

APPENDIX B: E-Series Forms

E-Series Forms: Making Assessment More Explicit (Option E1: Part A. Inventory of Educational Effectiveness Indicators)						
Category		(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, liscensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
At the Institutional Level		Work in progress.				
For General Education		http://www.northshore.edu/academics/proficiency/gen-ed.html	CBE, CPL http://www.northshore.edu/cas/			GenEd outcomes refreshed in 2018.
For Each Specific Degree Program						
Accounting Certificate	CTE & Business	http://www.northshore.edu/academics/programs/acn/learner-outcomes.html	Program Review Data.	Faculty and Administrators.	• Courses have been enhanced to better serve the students. • Reallocated a 3-credit course to three 1-credit courses.	2017
Accounting Degree	CTE & Business	http://www.northshore.edu/academics/programs/acd/learner-outcomes.html	Program Review Data.	Faculty and Administrators.	• Courses have been enhanced to better serve the students. • Reallocated a 3-credit course to three 1-credit courses. • Added an Ethics course.	2017
Bakery and Pastry Certificate	CTE & Business	http://www.northshore.edu/academics/programs/bpc/learner-outcomes.html	ServSafe Certification.	ServSafe Certification.Industry exam taking at the conclusion of the standardized course. If student's pass the exam they receive certification. The course is embedded inside Cooking 1 Techniques. Students can still pass the course if they fail the exam but they will not receive certification.	No changes. This exam has been administered as part of the program since it's inception.	2017
Business Administration Transfer	CTE & Business	http://www.northshore.edu/academics/programs/bat/learner-outcomes.html	Program Review Data.	Faculty and Administrators.	The program has been enhanced to adhere to the MassTransfer requirements.	2016
Cosmetology Certificate	CTE & Business	http://www.northshore.edu/academics/programs/zcs/learner-outcomes.html	Licensure Examination.	Pearson Vue-Program Chair-Division Dean-Hair, Nail, Aesthetician Programs.	• Ninety-nine percent pass rates used to market program. • Used to imrprove candidate test preparation.	2018
Culinary Arts & Food Service Certificate	CTE & Business	http://www.northshore.edu/academics/programs/clc/learner-outcomes.html	ServSafe Certification.	Industry exam taken at the conclusion of the standardized course. If student's pass the exam they receive certification. The course is embedded inside Cooking 1 Techniques. Students can still pass the course if they fail the exam but they will not recive certification.	No changes. This exam has been administered as part of the program since it's inception.	2016

Program	Division	Learner Outcomes URL	Assessment Methods	Evaluated By	Changes/Actions	Year
					Industry exam taken at the conclusion of the standardized course. If students pass the exam they receive certification. The course is embedded inside Cooking 1 Techniques. Students can still pass the course if they fail the exam but they will not recive certification.	
Culinary Arts & Food Services Degree	CTE & Business	http://www.northshore.edu/academics/programs/cld/learner-outcomes.html	ServSafe Certification.		No changes. This exam has been administered as part of the program since it's inception.	2016
Dietary Management Certificate	CTE & Business	http://www.northshore.edu/academics/programs/dmc/learner-outcomes.html	Serve Safe Certificate, Dietary Management Portfolio, Association of Nutrition and Food Service Professional Certification Exam, Program Review Data.	Serve Safe Certificate reviewed by industry. Portfolio evaluated by faculty. ANFP Certification by the Association of Nutrition and Food Service Professionals Program Review reviewed by department and division faculty, curriculum committee and NSCC administration.	Program accredited in 2018 and has not undergone review.	2018
Executive Administration Assistant	CTE & Business	http://www.northshore.edu/academics/programs/ead/learner-outcomes.html	Capstone Class; successful completion of 120 hour internship.	Faculty; internship supervisor.	Proposed changing program from AS to AAS.	2019
Funeral Services	CTE & Business	http://www.northshore.edu/academics/programs/fns/learner-outcomes.html	Program Enrollment begins Fall 2019.	Program Chair, Dean, and Faculty when data available.	n/a	n/a
Graphic Design Certificate	CTE & Business	http://www.northshore.edu/academics/programs/gdc/index.html	Capstone/Portfolio class.	Portfolio evaluated by faculty.	• Created three new courses to meet industry demand in the past two years. • Sunset one course.	2017
Graphic Design Integrated Media	CTE & Business	http://www.northshore.edu/academics/programs/imd/learner-outcomes.html	Capstone/Portfolio class.	Portfolio evaluated by faculty.	• Created three new courses to meet industry demand in the past two years. • Sunset one course.	2017
Graphic Design Print	CTE & Business	http://www.northshore.edu/academics/programs/gdd/learner-outcomes.html	Capstone/Portfolio class.	Portfolio evaluated by faculty.	• Created three new courses to meet industry demand in the past two years. • Sunset one course.	2017
Horticulture	CTE & Business	http://www.northshore.edu/academics/programs/hud/learner-outcomes.html	Successful completion of 240 hour internship and related seminar. Capstone/presentation class. Program review to align individual course content with voluntary industry certification exams.	Faculty.	• Development of a 1 year certificate as a stackable credential towards an AAS. • Development of new curriculum to support greenhouse growing, aquaponics and urban agriculture.	2017
Horticulture Certificate	CTE & Business	http://www.northshore.edu/academics/programs/hrc/learner-outcomes.html	Newly developed certificate as of Spring/Summer 2019.	Program Chair, Dean, Faculty when available.	Newly developed certificate. Program Review of Certificate forthcoming.	2022
Legal Administrative Assistant	CTE & Business	http://www.northshore.edu/academics/programs/lad/learner-0utcomes.html	Program Review Data.	Program Chair, Dean, and Faculty.	Proposed sunsetting program.	2019
Legal Office Support Certificate	CTE & Business	http://www.northshore.edu/academics/programs/los/learner-outcomes.html	Program Review Data.	Program Chair, Dean, and Faculty.	Proposed sunsetting program.	2019

Program	Department	URL	Evidence/Measures	Who Interprets	Changes	Year
Marketing	CTE & Business	http://www.northshore.edu/academics/programs/mkd/index.html	Program Review Data.	Faculty and Administrators.	Marketing courses are continuously being updated to reflect the current marketing environment.	2019
Medical Administrative Assistant	CTE & Business	http://www.northshore.edu/academics/programs/mad/learner-outcomes.html	Capstone class; successful completion of 120 hour Internship.	Faculty; internship supervisor.	Proposed changing program from AS to AAS.	2019
Medical Coding Certificate	CTE & Business	http://www.northshore.edu/academics/programs/moc/learner-outcomes.html	Capstone/Internship class	Faculty.	Replacement of capstone/internship class with certification review course.	2018
Medical Office Support Certificate	CTE & Business	http://www.northshore.edu/academics/programs/mos/learner-outcomes.html	Capstone class.	Faculty.	Proposed addition of OFT222 (Spreadsheets/PowerPoint).	2019
Nutritional Science & Diet Technology	CTE & Business	http://www.northshore.edu/academics/programs/nsd/learner-outcomes.html	Capstone, case studies, and portfolios. Professional certification.	The program instructors and program coordinator interpret the evidence as students progress through the program.	Teaching strategies and learning activities have been modified to improve outcomes.	2020
Office Support Certificate	CTE & Business	http://www.northshore.edu/academics/programs/ofc/learner-outcomes.html	Capstone class.	Faculty.	Proposed combining with Legal Office Support Program.	2019
Paralegal Degree	CTE & Business	http://www.northshore.edu/academics/programs/pad/learner-outcomes.html	National Exam-National Association of Legal Assitants (NALA), National Federation of Paralegal Associations (NIFPA)- Not required for registation or certifications for some students. Progression thru courses. Associate Degree Program has unofficial capstone in form of field placement. Must have completed legal	Placement partners, job placement component. Site supervisors and course instructor. 60%-40%.	• Updated training in legal technology and computer applications. • Improved focus on legal writing.	2019
Paralegal Certificate	CTE & Business	http://www.northshore.edu/academics/programs/pac/learner-outcomes.html	Certificate program requires completion of degree to be in certifcate. Field placement elective many choose to.	Placement partners, job placement component. Site supervisors and course instructor. 60% vs 40%.	Updated training in legal technology and computer applications.	2019
Restaurant Management Certificate	CTE & Business	https://www.northshore.edu/academics/programs/rmg/learner-outcomes.html	ServSafe certification.	Industry exam taking at the conclusion of the standardized course. If students pass the exam they receive certification. The course is embedded inside Cooking 1 Techniques. Students can still pass the course if they fail the exam but they will not recive certification.	No changes. This exam has been administered as part of the program since it's inception.	2022
Small Business Managemnt-Entrepreneurship Certificate	CTE & Business	http://www.northshore.edu/academics/programs/sbc/learner-outcomes.html	Program Review.	Faculty and Administrators.	Certificate is being reduced to fewer credits: some courses are not needed for entrepreneurship to be successful.	2019
Social Media Marketing Certificate	CTE & Business	http://www.northshore.edu/academics/programs/smc/learner-outcomes.html	Certifications.	Faculty and Administrators.	Marketing courses are continuously being updated to reflect the current marketing environment.	2019

Program	Division	Learner Outcomes URL	Assessment Methods	Who Reviews	Changes Made	Year
Child Youth Advocate Certificate	Health Professions & Human Services	http://www.northshore.edu/academics/programs/bhc/learner-outcomes.html	Competion of 120 hour field placement & site supervisor assessment of competency, program review,	Human Service Practitioner Program Coordinator, Internship Site Supervisors, Health & Human Services Division, Program Review.Advisory committee.	• Certificate Program name change to Child/Youth Advocate Certificate. • Pursue TAC grants to ensure program is 80% online or hybrid.	2019
Criminal Justice	Health Professions & Human Services	http://www.northshore.edu/academics/programs/crd/learner-outcomes.html	Program Review Data.	Faculty and Program Review Team.	Better aligned curriculum with Mass Transfer Pathways.	2017
Dev. Dis. Direct Support Certificate	Health Professions & Human Services	http://www.northshore.edu/academics/programs/dsc/learner-outcomes.html	Completion of 120 hour field placement and seminar. Ongoing formative and summative assessment.	Disabilities Department and Human Services Dept. The National Alliance for Direct Support Professionals (NADSP)	Ongoing course enhancement to align with national standards and align with MA DDS learning standards.	2020
Developmental Disabilities	Health Professions & Human Services	http://www.northshore.edu/academics/programs/ddd/learner-outcomes.html	Completion of 240 hour field placement and seminar. Ongoing formative and summative assessment.	DDS Training, Developmental Disabilities Department and Human Services Dept. The National Alliance for Direct Support Professionals (NADSP) Guidlines.	Ongoing course enhancement to align with national standards and align with MA DDS learning standards.	2020
Drug & Alcohol Rehabilitation	Health Professions & Human Services	http://www.northshore.edu/academics/programs/dad/learner-outcomes.html	Competion of 480 hour field placement & site supervisor assessment of competency, program review, accreditation.	DAD Program Coordinator, Internship Site Supervisors, Health & Human Services Division, Program Review Team, & MA DPH (BSAS).	Ongoing course enhancement and development informed by MA licensing requirements & accreditation standards.	2016
Fire Protection & Safety Technology	Health Professions & Human Services	http://www.northshore.edu/academics/programs/fpd/learner-outcomes.html	Completion of courses within the program that are recognized by FEMA utilizing the Fire and Emergency Services Higher Education (FESHE) Model Curriculum.	Faculty/ Program Coordinator	No changes.	2020
Elder Advocate Certificate	Health Professions & Human Services	http://www.northshore.edu/academics/programs/eac/learner-outcomes.html	Competion of 120 hour field placement & site supervisor assessment of competency, program review,	Human Service Practitioner Program Coordinator, Internship Site Supervisors, Health & Human Services Division, Program Review.Advisory committee.	• Certificate Program name change to Elder Advocate Certificate. • TAC grants to ensure program is 80% online or hybrid.	2019
Health Care Technician Certificate	Health Professions & Human Services	http://www.northshore.edu/academics/programs/hcc/learner-outcomes.html	Professional Certificate.	Faculty.	No changes.	n/a
Health Science	Health Professions & Human Services	http://www.northshore.edu/academics/programs/lhd/learner-outcomes.html	Capstone.	Faculty.	No changes.	n/a
Human Services Practitioner	Health Professions & Human Services	http://www.northshore.edu/academics/programs/hsd/learner-outcomes.html	Completion of 360 hour of supervised field placement and seminar.Program Review. Completion of student e-portfolio.	Human Service Practitioner Program Coordinator, Internship Site Supervisors, Health & Human Services Division, Program Review.	Course changes were made to HSP program and new certificate programs.Application pursuant to National Human Service Organiztion accredidation by 2020.	2018

Program	Division	Link	Assessment Measures	Who Assesses	Changes/Actions	Review Year
Medical Assisting Certificate	Health Professions & Human Services	http://www.northshore.edu/academics/programs/mac/learner-outcomes.html	Completion of Course Competencies, CMA Exam.	Program Coordinator.	Ongoing curriculum changes.	2020
Community Health Worker Certificate	Health Professions & Human Services	http://www.northshore.edu/academics/programs/mhc/learner-outcomes.html	Competion of 120 hour field placement & site supervisor assessment of competency, program review,	Human Service Practitioner Program Coordinator, Internship Site Supervisors, Health & Human Services Division, Program Review.	Certificate Program name change to Community Health Worker Certificate.Standards and competency development informed via MA certification.	2019
NSCC RN to SSU BSN	Health Professions & Human Services	http://www.northshore.edu/academics/programs/nsb/learner-outcomes.html	NCLEX -RN ,Completion of MA Transfer courses.	Enrollment Services.	Insufficient data at this time.	n/a
Nurse Education	Health Professions & Human Services	http://www.northshore.edu/academics/programs/nsg/student-outcomes.html	Completion of Course Outcomes NSG 4 and NSG 203,NCLEX RN license exam, NCLEX RN predictor exam, Portfolio	Course Faculty complete course report that measure course outcome achievement at the end of each semester.	• Implemented ATI assessment testing in NSG and NSG 4. • Advocated for more content specific tutoring in nursing with tutoring center.	ACEN accreditation 2016. Program review 2017.
Occupational Therapy Assistant	Health Professions & Human Services	http://www.northshore.edu/academics/programs/ota/learner-outcomes.html	NBCOT Certification Examination [required for state licensure]	OTA faculty/staff annually review exam pass rates for first time and repeat test takers within one year of graduation.	• OTA Program implemented an Exam Preparation Review Course in May 2017 and continues to host exam preparation course annually. • Began implementing the Occupational Therapy Knowledge Exam (OTKE) in 2018 with all students prior to graduation available through the National Board for Certification in	2016 - ACOTE 5 year Interim Review
Physical Therapist Assistant	Health Professions & Human Services	http://www.northshore.edu/academics/programs/pta/learner-outcomes.html	Federation of State Boards of Physical Therapy Licensure Examination	PTA faculty/ staff review first time and ultimate licensure pass rates within one year of graduation.	The PTA program encourages students to register and take a licensure review course which is offered annually by NEPTAC(New England Physical Therapist Assistant Consortium). Prior to graduation, the program requires students to complete an online practice exam. This has been proven to be valuable to PTA students and to the PTA program. It provides data related to the PTA student cohort's level of knowledge and areas of strengths and weaknesses. This in turn helps the PTA program assess the curriculum and make changes as needed.	2018

Program	Department	Link	Evidence	Who Reviews	Changes/Actions	Year
Practical Nursing Certificate	Health Professions & Human Services	http://www.northshore.edu/academics/programs/pnr/learner-outcomes.html	Licensure Examination.	PN Faculty reviews exam pass rates annually.	Use of Nursing and Math tutors.	2019
Radiologic Technology	Health Professions & Human Services	http://www.northshore.edu/academics/programs/rad/mission-goals-and-student-outcomes.html	ARRT Registry Examination.	RT faculty and advisory board meet once a year to review first time pass rates and overall pass rates.	The RT program currently uses BoardVitals to help with exam preparation. BoardVitals questions are now being used throughout the entire program.	2014
Respiratory Care	Health Professions & Human Services	http://www.northshore.edu/academics/programs/rsp/learner-outcomes.html	National Board of Respiratory Care credentialing exam.	The RC faculty along with the advisory board meet annually to review the current pass rates for the students. The results are sent to CoARC in an Annual Report format. They interpret the evidence to determine if the program is meeting stated thresholds and meeting accreditation standards. In	RC program has implemented 2 self assessment exams given by the NBRC to assess students knowledge in RSP 215 and RSP 232 just prior to graduation.	CoARC Accreditation 2015
Substance Addiction Counseling Certificate	Health Professions & Human Services	http://www.northshore.edu/academics/programs/sac/learner-outcomes.html	Program review, accreditation.	Program review team, MA DPH (BSAS).	Ongoing course enhancement and development informed by MA licensing requirements & accreditation standards.	2016
Surgical Technology	Health Professions & Human Services	http://www.northshore.edu/academics/programs/srt/learner-outcomes.html	Certification Examination.	Program Advisory Committee meets once per year to review outcomes.	• Certificate to AAD. • Require TEAS (Min. of 50 on Science) for Admission. • Increased Lab time.	2020
Environmental Studies	Liberal Studies	http://www.northshore.edu/academics/programs/evt/learner-outcomes.html	Program Review Data.	Program Review Team.	• Departmental restructuring. • Recoding of courses.	2018
Liberal Arts	Liberal Studies	http://www.northshore.edu/academics/programs/lat/learner-outcomes.html	Program Review data, scaffolded course progression/retention, multi-section assessment of Gen Ed courses, MSC collaborative performance data. VALUE Institute data collection.	IR (program review) MSC/SHEEO (for MSC collab), faculty with scrubbed artifacts (for multi-section asssessment).	• Departmental restructuring. • Recoding of courses.	2018
Animal Care Specialist	STEM & Education	http://www.northshore.edu/academics/programs/asd/learner-outcomes.html	Program Review Data.	Program Review Team.	In progress.	2019
Animal Care Specialist Certificate	STEM & Education	http://www.northshore.edu/academics/programs/asc/learner-outcomes.html	Program Review Data.	Program Review Team.	In progress.	2019
Aviation Management	STEM & Education	http://www.northshore.edu/academics/programs/amd/learner-outcomes.html	Program review and employment data.	Program Review Team, advisory board, program chair, FAA	Better alignment of curriculum with the Business Administration transfer program to help students who want to transfer to local colleges and pursue a business degree after they earn their aviaition management degree.	2018

Program	Division	Link	Data Used	Review Participants	Actions/Changes	Year
Aviation Science Professional Pilot	STEM & Education	http://www.northshore.edu/academics/programs/avd/learner-outcomes.html	Achievement of private, instrument and commercial pilot and CFI ratings. Employment data.	Program Review Team, advisory board, program chair, FAA.	Extensive curriculum overhaul was completed prior to the most recent program review based on advisory board feedback and the desire to get Beverly Flight Center Part 141 flight status. Once they achieved Part 141 flight status, the AVD curriculum was updated to reflect the reduced flight hour requirements.	2018
Biotechnology Certificate	STEM & Education	http://www.northshore.edu/academics/programs/boc/learner-outcomes.html	Program Review Data, scaffold course takings, scaffold course pass/fail, transfer to four-year institutions and employment.	Program Review Team, advisory board, program chair, FAA.	Schedule changes of scaffold courses to better serve the student population who increasingly become part-timers and work more hours; form partnership with local biotech companies and organizations for interships and field trips; expand transfer options to institutions offering evening/online courses so that working students could continue to study (e.g., Northeastern Univ.), and developing hybrid/online courses to meet the need of growing part-time/working students (just started).	2018
Biotechnology	STEM & Education	http://www.northshore.edu/academics/programs/bod/learner-outcomes.html	Program Review Data, scaffold course takings, scaffold course pass/fail, transition to employment.	Program Review Team, advisory board, program chair, FAA .	Schedule changes of scaffold courses to better serve the student population who increasingly become part-timers and work more hours; form partnership with local biotech companies and organizations for interships and field trips; expand transfer options to institutions offering evening/online courses so that working students could continue to study (e.g., Northeastern Univ.), and developing hybrid/online courses to meet the need of growing part-time/working students (just started).	2018
Quality Assurance & Control for Biotechnology Industry	STEM & Education	http://www.northshore.edu/academics/programs/bqc/learner-outcomes.html	n/a	n/a	n/a	n/a

Program	Division	Learner Outcomes URL	Assessment Data	Who Reviewed	Changes Made	Year
Computer Aided Design Certificate	STEM & Education	http://www.northshore.edu/academics/programs/cai/learner-outcomes.html	Course completion, employment	Program Coordinator, Industry Advisory Board.	Industry feedback indicated the need for additional coursework in 'the manufacturing process'. This was added through curriculum committee and the program was updated for fall 2019. opportunities for students to take a COOP/Internship were also added.	2020
Computer Applications	STEM & Education	http://www.northshore.edu/academics/programs/ced/learner-outcomes.html	Program Review Data.	Program Coordinator, Industry Advisory Board.	Increased online/hybrid/accellerated offerings.	2020
Computer Information Systems	STEM & Education	http://www.northshore.edu/academics/programs/cit/learner-outcomes.html	Program Review Data.	Program Coordinator, Industry Advisory Board.	Increased online/hybrid/accellerated offerings.	2018
Computer Networking	STEM & Education	http://www.northshore.edu/academics/programs/ckd/learner-outcomes.html	Program Review Data.	Program Coordinator, Industry Advisory Board.	Increased online/hybrid/accellerated offerings.	2019
Computer Networking Certificate	STEM & Education	http://www.northshore.edu/academics/programs/ckc/learner-outcomes.html	Program Review Data.	Program Review Team, Advisory Board.	Increased online/hybrid/accellerated offerings, including CPS 100 in program (was a hidden pre-req).	2019
Computer Programming	STEM & Education	http://www.northshore.edu/academics/programs/cpd/learner-outcomes.html	Program Review Data.	Program Review Team, Advisory Board.	• Increased online/hybrid/accelerated offerings, including CPS 100 in program (was a hidden pre-requisite). • Inclusion of Python language.	2016
Computer Science Transfer	STEM & Education	http://www.northshore.edu/academics/programs/cst/learner-outcomes.html	Program Review Data.	Program Review Team, Advisory Board.	• More emphasis on recruiting and supporting female students. • Upgrade of computer science lab. • Installation of virtual Linux server. • Initiation of new Database Management & Security degree program. • Connecting Corporate and Professional Education to CST Pathways.	2017
Database Management & Security	STEM & Education	http://www.northshore.edu/academics/programs/dbs/learner-outcomes.html	New Program Fall 2019	N/A	N/A	N/A

Program	Division	URL	Assessment Methods	Responsible Party	Changes Made	Year
Early Childhood Development	STEM & Education	http://www.northshore.edu/academics/programs/edt/learner-outcomes.html	Program Review, NAEYC Key Assessments.	Program Coordinator, Faculty.	• Updated key assessments. • Renumbering in sequence of courses. • Creating supportive skills assignments.	2018
Early Childhood Education	STEM & Education	http://www.northshore.edu/academics/programs/ecd/learner-outcomes.html	NAEYC Key Assessments, Annual Reports, Eportfolios.	Program Coordinator, Faculty, Assistant Dean.	• Updated key assessments. • Renumbering in sequence of courses. • Creating supportive skills assignments.	2014
Early Childhood Infant/ Toddler Educa	STEM & Education	http://www.northshore.edu/academics/programs/itc/learner-outcomes.html	Program Review Data.	Program Review Team.	• Bolster parent/family components in ECE 108 and ECE 242. • Changed the name of the certificate.	2017
Elementary Education Transfer Progr	STEM & Education	http://www.northshore.edu/academics/programs/eet/learning-outcomes.html	Program Review Data (in Process).	Dean, Program Coordinator.	In process.	2019
Engineering Science Transfer	STEM & Education	http://www.northshore.edu/academics/programs/est/learner-outcomes.html	Program Review Data; updated Articulation with UMASS Lowell.	Program review team, faculty.	Curriculum updates (EGS 102, removal of CHE 104).	2018
Pre-Engineering	STEM & Education	http://www.northshore.edu/academics/programs/pet/learner-outcomes.html	Program Review Data; updated with respect to Mass Transfer Pathways.	Program review team, faculty.	Curriculum updates (EGS 102, removal of CHE 104).	2018
STEM Foundation	STEM & Education	http://www.northshore.edu/academics/programs/ste/learner-outcomes.html	Course completion.	Faculty in individual courses.	n/a	n/a
Veterinary Technology	STEM & Education	http://www.northshore.edu/academics/programs/vet/learner-outcomes.html	Licensure Examination. Completion of essential skills.	Faculty Director and Clinical Coordinator review all licensing exam scores for all first time and repeat test takers annually. The Program Director is mandated to post the pass rate for the last 3 years on NSCC's website for public review. Program faculty that evaluate the student completing the hands on Essential Skills.	Curriculum changes to address areas on the licensing exam that students score lower on. Faculty also inform students of resources for prepping for the National Exam, such as review courses and study guides. Faculty constantly looking for opportunities for students to complete essential skills. Utilizing video taping on internships for faculty evaluation to ensure completion of all essential skills.	2018

E-Series Forms: Making Assessment More Explicit (Option E1: Part B. Inventory of Specialized and Program Accreditation)					
Program	Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	Date of most recent accreditation action by each listed agency.	List key issues for continuing accreditation identified in accreditation action letter or report.	Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	Date and nature of next scheduled review
Dietary Management Certificate	Association of Nutrition and Foodservice Professionals (ANFP)	4/18/2017	No issues.	Course Enrollment Roster and Graduate listing forms.	4/18/2022
Early Childhood Education	National Association for the Education of Young Children (NAEYC)	June, 2015	Full accreditation without conditions.	See Data First Form 8.3 Educational Effectiveness / The ECD Program does not require any licensure examinations.	Self-study occurs in Fall of 2021 and site visit follows during the Spring of 2022.
Medical Assisting Program	Commission on Accreditation of Allied Health Education Programs upon the recommendation of the Medical Assisting Education Review Board (MAERB)	2013	No issues.	Pass Retention.	2021 Re-Accreditation.
Nurse Education Program	Accreditation Commission for Education in Nursing (ACEN)	March 9, 2017 Continuing accreditation next visit scheduled for 2024	Ensure Nurse Administrator has sufficient time and resources to fulfill the role and responsibilities Ensure the nurse administrator has the authority to prepare aand administer the program budget with faculty input. Ensure the number and utilization of support staff are sufficient to achieve the program goals and outcomes. Ensure that full and part time faculty are orientated and mentored Ensure that evaluation of faculty demonstrates competencies consistent with program goals. Ensure that end of program SLO are used to organize the curriculm , guide the delivery of instruction, direct learning activities and evaluate student progress Ensure that all expected levels of achievement are stated in specific measurable terms.	See Data First Form 8.3 Educational Effectiveness NCLEX RN pass rates graduation rates, job placement rates.	Fall 2024

Program	Accrediting Body	Last Review Date	Status/Findings	Reported Indicators	Next Review
Occupational Therapy Assistant Program	Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA)	23-May-12	Granted ACCREDITATION status for 7 years with 2 areas of non-compliance noted: #1 Documentation must be submittes that the academic and fieldwork educators collaborate in establishing fieldwork objectives #2 Evidence that fieldwork educator is currenlty licensed and meets eligibility requirements. Areas on non-compliance were addressed immediately and ACOTE granted a 10 year ACCREDIATION on August 3, 2012.	National Board for Certification in Occupational Therapy (NBCOT) exam pass rates [3 year average must be above 80%]. Program also tracks retention, graduation rates, and graduate performance as assessed via graduate and employer surveys.	AY 2021-2022.
Paralegal Program-Degree	American Bar Association	2/2013	none	Compliance with guidelines for Approval of Paralegal Education Programs of the ABA Standing Committee on Paralegals; employment and transfer for higher education among reported indicators.	2/1/2020 (report due 5/2019).
Paralegal Program-Certificate	American Bar Association	2/1/2013- This is an approval not accreditation.	none	Compliance with guidelines for Approval of Paralegal Education Programs of the ABA Standing Committee on Paralegals; employment and transfer for higher education among reported indicators.	2/1/2020 (report due 5/2019).
Physical Therapy Assistant Program	Commission on Accreditation in Physical Therapy Education (CAPTE)	October 2008: Continued accreditation granted with progress report due July 2009	July 2009: Progress Report-Spring 2014: Request for Additional Information.	Average two year graduation rate, licensure exam pass rate, employment rate (See Data First Form 8.3 Educational Effectiveness).	Aug. 31, 2018: submission of Self Study Report. April 2019: decision by Commissioners to continue accreditation. October 14-17, 2018: CAPTE review team on site visit.
Practical Nursing Program	Massachusetts Board of Registration in Nursing	2012	Full Approval from MA BORN.	See Data First Form 8.3 Educational Effectiveness.	2022
Practical Nursing Program	Accreditation Commission for Education in Nursing (ACEN)	Initial Accred. 2014 Site visit 2/2019	Pending Evaluation Review Panel and Board of Commissioners final approval.	See column D.	2019
Radiologic Technology Program	Joint Review Committee on Education in Radiologic Technology (J.R.C.E.R.T.)	1/22/2016 - Extension of accreditation for 3 years by the JRCERT.	Interim report to the JRCERT will be due in the second quarter of 2019.	See Data First Form 8.3 Educational Effectiveness.	Interim report to the JRCERT will be due in the second quarter of 2019. Next site visit is tentatively scheduled for the second quarter of 2023.

Respiratory Care Program	Commission on Accreditation of Respiratory Care	Fully accredited after site visit Sept 2015	none	See Data First Form 8.3 Educational Effectiveness.	Site visit Fall 2025.
Surgical Technology Program	Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC/STSA)	Last review Spring 2009.	http://www.arcstsa.org/wp-content/uploads/2016/08/SIG-ST-0816.pdf	Retention ~ Min. 70%, Outcomes Assessment Exam ~ Min. 100% Participation & 70% Pass rate, Graduate Placement ~ Min. 80%, Employer Satisfaction ~ Min. 50% Return rate & 85% Satisfaction rating, Graduate Satisfaction ~ Min. 50% Return rate & 85% Satisfaction rating. See Data First Form 8.3 Educational Effectiveness.	Annual Report ~ Annually on July 31st, Onsight review ~ Min. once within 10 years. Last review Spring 2009.
Veterinary Technology Program	American Veterinary Medical Association, (AVMA)	Continuing Full Accreditation	Please see accreditation letter noting the critical and major deficiencies sited as a result of the site visit. https://drive.google.com/open?id=1LShuECkJxoQSpxWqJ6JD9yqDEtB4evwX	See Data First Form 8.3 Educational Effectiveness.	Next site visit to be scheduled for Fall 2023.

APPENDIX C: Most Recent Audited Financial Statements

NORTH SHORE COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

FINANCIAL STATEMENTS

JUNE 30, 2018

NORTH SHORE COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Financial Statements

June 30, 2018

C O N T E N T S

INDEPENDENT AUDITORS' REPORT

To the Board of Trustees of
North Shore Community College
Danvers, Massachusetts

Report on the Financial Statements
We have audited the accompanying financial statements of North Shore Community College (an agency of the Commonwealth of Massachusetts) (the "College"), which comprise the statement of net position as of June 30, 2018, the related statements of revenues and expenses, changes in net position and cash flows for the year then ended, and the related notes to the financial statements, which collectively comprise the College's basic financial statements as listed in the table of contents.

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

Auditors' Responsibility
Our responsibility is to express an opinion on these financial statements based on our audit. We did not audit the financial statements of the North Shore Community College Foundation, Inc. (the "Foundation") as discussed in Note 1. Those statements were audited by other auditors whose report has been furnished to us and our opinion, insofar as it relates to the amounts included for the Foundation, are based solely 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.

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 opinion.

Opinion

In our opinion, based upon our audit and the report of the other auditors, the financial statements referred to above present fairly, in all material respects, the net position of the College as of June 30, 2018, and the changes in net position and its cash flows for the year then ended, in accordance with accounting principles generally accepted in the United States of America.

Emphasis of Matters

As discussed in Note 2 to the financial statements, GASB Statement Number 75, *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions*, is effective for fiscal year 2018 and required the College to restate beginning net position at July 1, 2017 to recognize its proportionate share of the net postemployment benefits other than pensions obligation determined for the State Retirees' Benefit Trust.

As discussed in Note 2 to the financial statements, we have previously issued an unmodified opinion on the financial statements dated October 17, 2018. Subsequent to the issuance of the financial statements, it was discovered that the calculation of postemployment benefits other than pensions as of June 30, 2018 and July 1, 2017 was misstated.

Our opinion is not modified with respect to these matters.

Required Supplementary Information

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

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards,* we have also issued our report dated October 17, 2018, 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.

O'Connor and Drew, P.C.

Certified Public Accountants
Braintree, Massachusetts

October 17, 2018 (except for Management's Discussion and Analysis, Note 2, Note 7, Note 10, Note 12, and Schedule of Proportionate Share of the Net OPEB Liability, as to which the date is March 6, 2019)

NORTH SHORE COMMUNITY COLLEGE

Required Supplementary Information

Management's Discussion and Analysis

June 30, 2018 and 2017

(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, 2018 and 2017, 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 11,231 credit and noncredit students annually with 117 full time faculty, 341 part time faculty, 279 full time staff and 144 part time staff members. Campuses are located in Danvers, and Lynn, and Middleton Massachusetts. In addition, the College offers programs and courses in offsite locations throughout the greater North Shore area. The College offered 74 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 approximately 408 noncredit workforce development and recreational courses.

Financial Highlights

- At June 30, 2018 and 2017, the College's assets of $105,494,994 and $104,414,823, respectively, exceeded its liabilities of $42,907,217 and $44,239,610 by $62,587,777 and $60,175,213, 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 total net position increased by $1,057,876 in 2018 compared to a decrease of $10,726,580 in 2017. The 2017 decrease is attributed to implementation of incorporating the OPEB obligation as per GASB75 standards that were implemented in 2018

- The unrestricted net position for FY2018 increased by $838,318 to ($17,134,231) compared to the unrestricted net position for FY2017 which decreased by $21,667,288 to ($17,134,231)

The decrease in the unrestricted net position in FY17 was due to mandatory implementation of GASB 75, the recording of our OPEB liability. Without GASB75, the College would have shown an increase in its unrestricted net position for both years resulting from careful oversight of spending as well as benefiting from the refinancing of the Series E and Series F bonds in FY14.

NORTH SHORE COMMUNITY COLLEGE

Required Supplementary Information

Management's Discussion and Analysis - Continued

June 30, 2018 and 2017

(Unaudited)

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 affiliated 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)
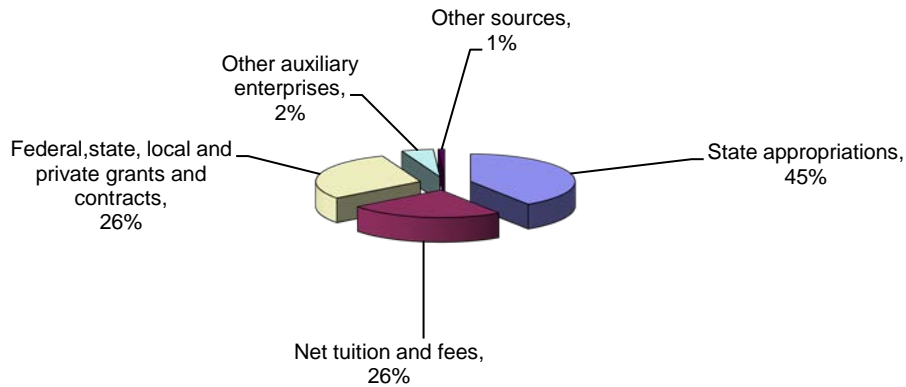
NORTH SHORE COMMUNITY COLLEGE

Required Supplementary Information
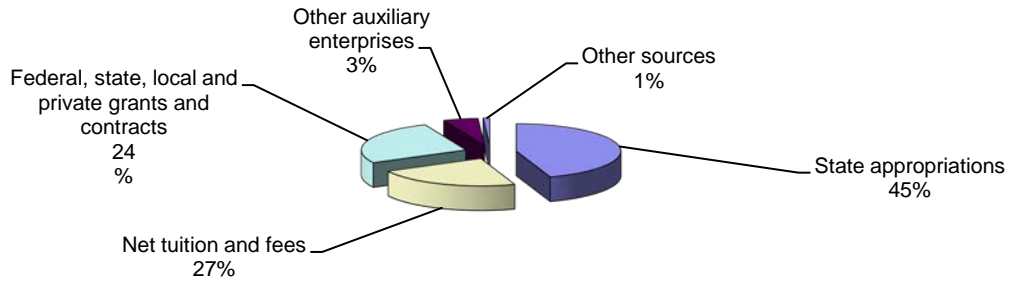
Management's Discussion and Analysis - Continued

June 30, 2018 and 2017

(Unaudited)

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 17 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 included 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 56 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 and deferred inflows/outflows by $62,851,286 and $61,793,410 at the close of FY 2018 and 2017, respectively.

Net investment in capital assets represents capital assets net of related debt, and is by far the largest portion of the College's net position in fiscal year 2018 and 2017, representing, 125% and 127% or $78,758,708 and $78,775,415, 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.

NORTH SHORE COMMUNITY COLLEGE

Required Supplementary Information

Management's Discussion and Analysis - Continued

June 30, 2018 and 2017

(Unaudited)

Condensed financial information		2018		(restated) 2017
Current assets	$	21,317,883	$	19,257,405
Noncurrent assets		84,177,111		85,157,418
Deferred outflows		4,740,805		3,407,083
Total assets and deferred outflows	$	110,235,799	$	107,821,906
Current liabilities	$	8,451,974	$	8,479,289
Noncurrent liabilities		34,455,243		35,760,321
Deferred inflows		4,477,296		1,788,886
Total liabilities and deferred inflows	$	47,384,513	$	46,028,496
Net Position:				
Invested in capital assets	$	78,758,708	$	78,775,415
Restricted, expendable		388,491		152,226
Unrestricted		(16,295,913)		(17,134,231)
Total net position	$	62,851,286	$	61,793,410
Total operating revenues	$	35,023,151	$	35,953,877
Total operating expenses		64,771,340		64,533,597
Net operating loss		(29,748,189)		(28,579,720)
Net nonoperating revenues		29,369,656		29,217,997
Change in net position before capital appropriations		(378,533)		638,277
Capital appropriation		1,436,409		12,111,925
Increase in net position		1,057,876		12,750,202
Restatement of net position		-		(17,891,212)
Net position – beginning, as restated		61,793,410		66,934,420
Net position – ending	$	62,851,286	$	61,793,410

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 FY2018 and 2017. Fees are set by the College's board of trustees at $190.00 for FY2018 and $181.00 for FY2017, per credit for the Fall and Spring semesters.

NORTH SHORE COMMUNITY COLLEGE

Required Supplementary Information

Management's Discussion and Analysis - Continued

June 30, 2018 and 2017

(Unaudited)

**Source of Operating and Nonoperating Revenues
2018**

Other sources,
1%

Other auxiliary
enterprises,
2%

Federal, state, local and
private grants and
contracts,
26%

State appropriations,
45%

Net tuition and fees,
26%

**Source of Operating and Nonoperating Revenues
2017**

Other auxiliary
enterprises
3%

Other sources
1%

Federal, state, local and
private grants and
contracts
24
%

State appropriations
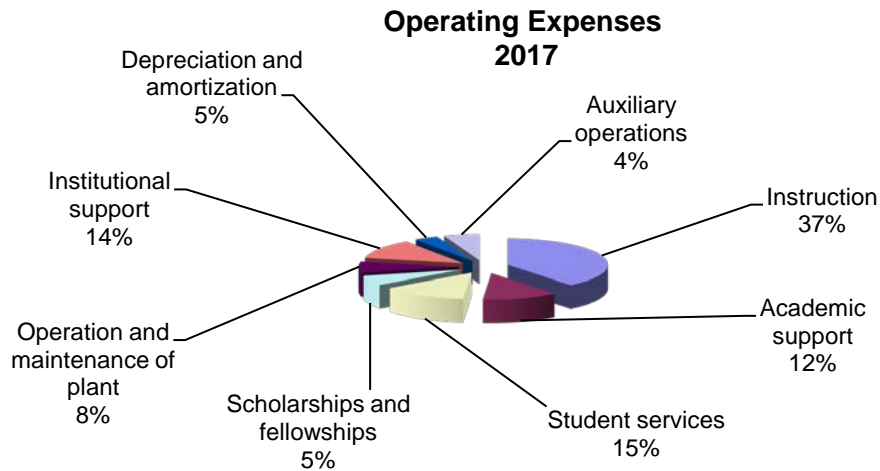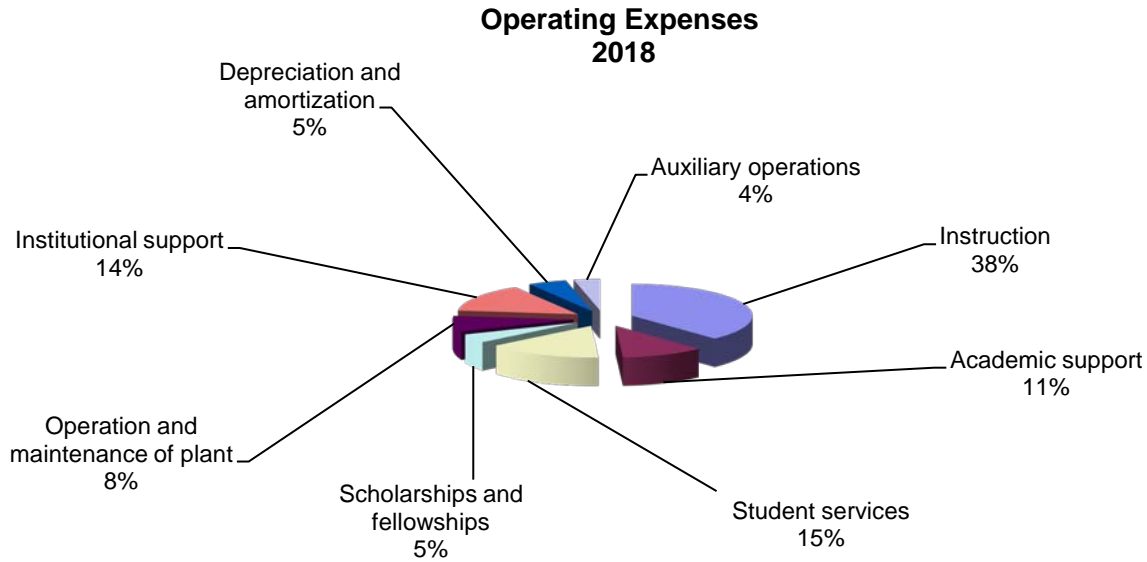45%

Net tuition and fees
27%

NORTH SHORE COMMUNITY COLLEGE

Required Supplementary Information

Management's Discussion and Analysis - Continued

June 30, 2018 and 2017

(Unaudited)

Highlights of operating revenue activity include:

- A very slight decrease of .0178% or $46,209 in FY2018 in tuition and fees before scholarship allowances. This is primarily due to slightly higher fees to offset the decline in enrollment and credit hours for the Fall 2017 and Spring 2018 semesters. This compares to a decrease of .0016% or $42,042 in FY2017 in tuition and fees before scholarship allowances. This was primarily due to a decline in enrollment and credit hours for the Fall 2016 and Spring 2017 semesters.

| | June 30 | |
	2018	2017
Tuition and fees	$ 25,852,739	$ 25,898,948
Tuition remitted	-	203,490

- An increase of 6.8% or $1,057,029 in federal, state, local, and private grants and contracts, compared to a decrease of 7% or $1,184,607 in FY2017. This change is primarily due to higher Pell allocations for students and more private grants.

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

Gateway to College Foundation
- Gateway to College, $120,750

NSCC Foundation
- Lynn Veterans Center, $40,500

Massachusetts Department of Early Education and Care
- Educator and Provider Support, $872,350
- Early Childhood Foundation, $219,973

Massachusetts Department of Elementary and Secondary Education
- Vocational Education, $305,698
- Adult Learning Center, $251,055
- Adult Career Pathways, $95,748

Massachusetts Department of Higher Education
- STEM Starter Academy, $261,000
- PIF Accelerated Learning, $100,000
- Workforce Training, $50,000
- Dual Enrollment/Early College, $40,000

Massachusetts Executive Office of Education
- Mass Skills Capital, $264,906

Massachusetts Executive Office of Public Safety
- Local Action Research Partnership, $23,573

U. S. Department of Education
- TRIO Talent Search, $295,200
- TRIO Student Support, $504,359
- TRIO Upward Bound, $391,688
- Mass Education and Career, $165,579.98

U. S. Department of Labor
- Tech Hire, $138,996
- TAACCT Partner, $173,373
- TAACT Navigator, 32,896

Other auxiliary enterprises include the operations of the student bookstore service. The revenue generated from these operations for FY2018 was $1,838,385, a decrease of $652,135 or 26% from FY2017. The revenue generated from these operations for FY2017 was $2,490,520, a decrease of $535,200 or 17% from FY2016. Auxiliary operations expenses for FY2018 totaled $2,268,008, a decrease of 4% or $86,934 from FY2017. Auxiliary operations expenses for FY2017 totaled $2,354,942, a decrease of 17% or $503,646 from FY2016. The bookstore net loss for FY18 was ($429,623), as compared to net income of $135,578 for FY17.

As mentioned in past year's narratives, the Campus Bookstore operations continue to follow the nationwide trends of decreasing revenue and textbook sales. Again this year, the tangible factors include our declining enrollments and the market share shifts away from brick and mortar bookstores to on-line retailers

NORTH SHORE COMMUNITY COLLEGE

Required Supplementary Information

Management's Discussion and Analysis - Continued

June 30, 2018 and 2017

(Unaudited)

Also as mentioned in last year's narrative, as FY18 began, NSCC was only one of two stores left among the fifteen MA Community Colleges that had not privatized. The College began the privatization process of their campus bookstore operations, which started with a thorough Request for Proposal that would meet the needs of our students and the College for the future. After moving carefully through the State's privatization process, the College chose to partner with Follett Higher Education Group and received state certification from the Massachusetts Executive Office of Administration and Finance and the Massachusetts State Auditor's Office to finalize the agreement.

As part of the privatization process, we have assessed our current services to students and we believe that Follett's Higher Education Group will immediately bring scale in affordability through their market leverage and nation-wide catalogues of used and rental texts that we could not match. We also see great opportunity for updated retail spaces that will better serve our students and the College's community.

In March, 2018, the College bookstores transitioned to being managed by Follett Higher Education Group. In spring, 2018, construction commenced on the Lynn campus for a new space for the bookstore, one which would be more accessible to the public. The new Lynn Bookstore will offer a grab and go section as well as a section of non-text book reading materials that may be of interest to students and non-student customers. A grand opening celebration for the new Lynn Bookstore is scheduled for October, 2018.

NORTH SHORE COMMUNITY COLLEGE

Required Supplementary Information

Management's Discussion and Analysis - Continued

June 30, 2018 and 2017

(Unaudited)

Operating Expenses 2018

- Depreciation and amortization 5%
- Auxiliary operations 4%
- Instruction 38%
- Institutional support 14%
- Academic support 11%
- Operation and maintenance of plant 8%
- Scholarships and fellowships 5%
- Student services 15%

Operating Expenses 2017

- Depreciation and amortization 5%
- Auxiliary operations 4%
- Instruction 37%
- Institutional support 14%
- Academic support 12%
- Operation and maintenance of plant 8%
- Scholarships and fellowships 5%
- Student services 15%

NORTH SHORE COMMUNITY COLLEGE

Required Supplementary Information

Management's Discussion and Analysis - Continued

June 30, 2018 and 2017

(Unaudited)

Highlights of operating expense activity include:

- A slight increase of 2.4% or $584,114 in instruction expenditures due to higher fringe rate in FY2018. This compares to a slight increase of 2.6% or $606,423 in instruction expenditures due to two years of faculty collective bargaining increases being processed in FY2017

- A decrease of 8.3% or $647,800 in academic support expenditures due to a decrease in full time payroll and associated fringe. This compares to a slight increase of 1% or $107,222 in academic support expenditures due to higher fringe rate and two years of collective bargaining increases being processed in FY2017

- A slight increase of 3.4% or $321,823 in student services expenditures in FY2018 due to continued efforts for student retention and recruitment as well as an increase in the fringe rate. This compares to a slight increase of 2% or $272,887 in student services expenditures in FY2017 due to specific efforts for student retention and recruitment,

- A decrease of 15.8% or $551,317 in scholarships and fellowships in FY2018 due to managing the prior year's push to have students pay their bills prior to financial aid being disbursed while recognizing the financial challenges of our students. This compares to a sharp increase of 103% or $1,768,375 in scholarships and fellowships in FY2017 due to a push to have students pay their bills prior to financial aid being disbursed.

- A slight increase of 4.8% or $242,541 in expenditures for operation and maintenance of plant in FY2018 due to a harsher winter and expenditures for the new Lynn bookstore space and greenhouse projects. This compares to a slight decrease of less than 1% or $41,439 in expenditures for operation and maintenance of plant in FY2017 due to a mild winter and continued cost containment for utility expenditures

- There was another slight increase of 2.7% or $247,496 in expenditures for institutional support in FY2018 due not backfilling some vacant positions to offset a 3% increase in the fringe rate. This compares to a slight increase of half of 1% or $48,518 in expenditures for institutional support in FY2017 due to careful cost containment measures to offset increase in the fringe rate.

For non-operating revenues and expenses, the Commonwealth's total appropriations decreased less than 1% or $257,274 compared to an increase of 8% or $2,315,675, in FY2018 and 2017, respectively. The College received a capital appropriation of $1,436,409 mostly due to the completion of a new building on the Lynn Campus.

The Commonwealth's fringe benefits provided for employees on the Commonwealth's payroll decreased in FY2018 by less than 1% or $42,713 to $7,208,810 compared to 17% or $1,072,894 to $7,251,524 in FY2017.

NORTH SHORE COMMUNITY COLLEGE

Required Supplementary Information

Management's Discussion and Analysis - Continued

June 30, 2018 and 2017

(Unaudited)

The fringe benefit rate increased by 1.11 points to 36.27% from 35.16% for FY2018 and FY2017 respectively compared to an increase by 4.34 points to 35.16% from 30.82% for FY2017 and FY2016 respectively

Tuition remitted to the Commonwealth decreased by 100% or $282,389 in FY2018, compared to a decrease of 58% or $232,389 in FY2017. This decrease was due to decreased enrollments and the North Shore Promise awards.

Investment income increased in FY2018 by 60% or $16,524 compared to an increase in FY2017 by 28% or $6,125.

Loss from Operations

Because generally accepted accounting principles requires state appropriations to be presented as non-operating revenues, the College incurred a loss from operations in FY2018 and 2017 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, 2018 and 2017 amounts to $84,177,109 and $85,157,417, respectively, net of accumulated depreciation.

The College recognized $1,436,409 in capital appropriations in FY18 and $12,111,925 in FY 2017 primarily for expansion of the Lynn Campus McGee Building. This investment in capital assets includes land, building (including improvements), furnishings, and equipment.

Debt

The College carries long-term debt, other than pensions, 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, 2013, a refinancing of the Massachusetts Health and Educational Facilities Series B and Series C bonds was completed through Massachusetts Development Finance Agency. After the RFP process, Century Bank proved to offer the best new financing for the debt obligations. Series B bonds were rolled into the new Series E bonds and Series C bonds were rolled into the new Series F bonds. The Series B and Series C bonds were liquidated, and the escrows were used to pay down the new debt. Century Bank offered the best fixed interest rates at 3.08% for the Series E obligations and 3.79% for the Series F obligations. Interest is payable monthly and principle is payable semi annually. The terms on the debt did not change and will end in October, 2022 for the Series E bonds and in October, 2026 for the Series F bonds. Refinancing at the lower rates will save North Shore Community College $1.7 million over the life of the debt.

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 was 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.

NORTH SHORE COMMUNITY COLLEGE

Required Supplementary Information

Management's Discussion and Analysis - Continued

June 30, 2018 and 2017

(Unaudited)

The noncurrent accrual for pensions and 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.

NORTH SHORE COMMUNITY COLLEGE

Statement of Net Position

June 30, 2018

NORTH SHORE COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Statement of Net Position

June 30, 2018

Assets and Deferred Outflows of Resources

	College	Foundation
Current Assets:		
Cash and equivalents	$ 19,121,910	$ 466,796
Cash held by State Treasurer	480,927	-
Investments	369,139	-
Accounts receivable, net	934,105	-
Pledges receivable, current	-	69,100
Other current assets	411,802	42,854
Total Current Assets	21,317,883	578,750
Noncurrent Assets:		
Funds held by bond trustee - restricted	2	-
Investments	-	8,102,121
Pledges receivable, net of current	-	32,014
Capital assets, net	84,177,109	-
Total Noncurrent Assets	84,177,111	8,134,135
Total Assets	105,494,994	8,712,885
Deferred Outflows of Resources:		
Pension related, net	2,571,054	-
OPEB related, net	2,169,751	-
Total Deferred Outflows of Resources of Resources	4,740,805	-
Total Assets and Deferred Outflows	$ 110,235,799	$ 8,712,885

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

Liabilities, Deferred Inflows of Resources and Net Position

	College	Foundation
Current Liabilities:		
Accounts payable and accrued liabilities	$ 1,073,176	$ 207,944
Accrued payroll	2,644,342	-
Compensated absences and workers' compensation	2,371,106	-
Students' deposits and unearned revenues	998,422	-
Funds held for others	390,931	102,424
Current portion of bonds payable	732,550	-
Current portion of note payable	241,447	-
Total Current Liabilities	8,451,974	310,368
Noncurrent Liabilities:		
Compensated absences and workers' compensation	1,574,235	-
Net pension liability	9,655,877	-
Net OPEB liability	18,780,725	-
Notes payable	479,971	-
Bonds payable	3,964,435	-
Total Noncurrent Liabilities	34,455,243	-
Total Liabilities	42,907,217	310,368
Deferred Inflows of Resources:		
Pension related, net	2,272,740	-
OPEB related, net	2,204,556	-
Total Deferred Inflows of Resources	4,477,296	-
Total Liabilities and Deferred Inflows of Resources	47,384,513	310,368
Net Position:		
Net investment in capital assets	78,758,708	-
Restricted:		
Expendable	388,491	2,568,872
Nonexpendable	-	2,341,465
Unrestricted	(16,295,913)	3,492,180
Total Net Position	62,851,286	8,402,517
Total Liabilities, Deferred Inflows of Resources and Net Position	$ 110,235,799	$ 8,712,885

NORTH SHORE COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Statement of Revenues and Expenses

For the Year Ended June 30, 2018

	College	Foundation
Operating Revenues:		
Tuition and fees	$ 25,852,739	$ -
Less: scholarship allowances	(9,399,806)	-
Net tuition and fees	16,452,933	-
Grants and contracts	16,585,377	-
Auxiliary operations	1,838,385	-
Other	146,456	-
Total Operating Revenues	35,023,151	-
Operating Expenses:		
Instruction	24,544,691	-
Academic support	7,157,280	-
Student services	9,888,537	-
Scholarships and fellowships	2,929,391	212,790
Operation and maintenance of plant	5,294,585	-
Institutional support	9,337,243	190,439
Depreciation and amortization	3,351,605	-
Auxiliary operations	2,268,008	-
Total Operating Expenses	64,771,340	403,229
Operating Loss	(29,748,189)	(403,229)
Nonoperating Revenues (Expenses):		
State appropriations - unrestricted	28,807,123	-
State appropriations - restricted	359,329	-
Gifts, grants and contributions	-	489,941
Net investment income	43,899	622,246
Interest expense	(222,066)	-
Payments between the College and the Foundation	381,371	(381,371)
Net Nonoperating Revenues	29,369,656	730,816
Change in Net Position Before Capital Appropriations	(378,533)	327,587
Capital Appropriations	1,436,409	-
Change in Net Position	$ 1,057,876	$ 327,587

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

NORTH SHORE COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Statement of Changes in Net Position

For the Year Ended June 30, 2018

	College			
	Investment in Capital Assets, net	**Restricted Expendable**	**Unrestricted**	**Total**
Balance, June 30, 2017 (as previously reported)	$ 78,775,415	$ 152,226	$ 756,981	$ 79,684,622
Prior period adjustment - Implementation of a newly effective accounting standard (Note 2)	-	-	(17,891,212)	(17,891,212)
Balance, June 30, 2017, (as restated)	78,775,415	152,226	(17,134,231)	61,793,410
Changes in net position	(16,707)	236,265	838,318	1,057,876
Balance, June 30, 2018	$ 78,758,708	$ 388,491	$ (16,295,913)	$ 62,851,286

	Foundation			
	Unrestricted	**Restricted Expendable**	**Restricted Non-expendable**	**Total**
Balance, June 30, 2017	$ 3,133,791	$ 2,676,350	$ 2,264,789	$ 8,074,930
Changes in net position	358,389	(107,478)	76,676	327,587
Balance, June 30, 2018	$ 3,492,180	$ 2,568,872	$ 2,341,465	$ 8,402,517

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

NORTH SHORE COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Statement of Cash Flows

For the Year Ended June 30, 2018

	College
Cash Flows from Operating Activities:	
Tuition and fees	$ 16,428,797
Grants and contracts	16,639,968
Payments to suppliers	(9,890,228)
Payments to employees	(40,000,922)
Payments to students	(2,929,391)
Other cash receipts	2,574,100
Net Cash Applied to Operating Activities	(17,177,676)
Cash Flows from Noncapital Financing Activities:	
State appropriations	21,957,642
Funds held for others	47,755
Contributions from Foundation	381,371
Net Cash Provided by Noncapital Financing Activities	22,386,768
Cash Flows from Capital and Related Financing Activities:	
Purchases of capital assets	(934,889)
Principal paid on capital debt	(963,598)
Interest paid on capital debt	(222,066)
Net Cash Applied to Capital Financing Activities	(2,120,553)
Cash Flows from Investing Activities:	
Proceeds from maturity of investments	211,435
Interest on investments	43,899
Net Cash Provided by Investing Activities	255,334
Net Increase in Cash and Equivalents	3,343,873
Cash and Equivalents , Beginning of Year	16,258,964
Cash and Equivalents, End of Year	$ 19,602,837

Statement of Cash Flows - Continued

For the Years Ended June 30, 2018

	College
Reconciliation of Operating Loss to Net Cash Applied to Operating Activities:	
Operating loss	$ **(29,748,189)**
Adjustments to reconcile operating loss to net cash applied to operating activities:	
Depreciation	**3,351,605**
Bad debt	**(223,642)**
Fringe benefits provided by the State	**7,208,810**
Changes in assets and liabilities:	
Accounts receivable	**569,372**
Inventory and other current assets	**726,230**
Accounts payable and accrued liabilities	**(104,573)**
Accrued payroll	**542,706**
Pension obligations	**181,656**
OPEB obligations	**924,331**
Compensated absences and workers' compensation	**(244,469)**
Students' deposits and unearned revenues	**(361,513)**
Net Cash Applied to Operating Activities	**$ (17,177,676)**
Reconciliation of Cash and Equivalents Balance to the Statements of Net Position:	
Cash and equivalents	$ **19,121,910**
Cash held by State Treasurer	**480,927**
Cash and Equivalents, End of Year	**$ 19,602,837**
Noncash Transactions:	
Fringe benefits provided by the State	**$ 7,208,810**
Capital appropriations used to acquire capital assets	**$ 1,436,409**

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

NORTH SHORE COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements

June 30, 2018

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

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 and Lynn, Massachusetts, as well as an instructional location in Middleton, Massachusetts, the College provides instruction and training in a variety of liberal arts, allied health, engineering technologies, and business fields of study. The College also offers day and evening credit and noncredit courses as well as community service programs. The College is accredited by the New England Association of Schools and Colleges.

Basis of Presentation

The accompanying financial statements have been prepared using the economic resources measurement focus and the accrual basis of accounting in accordance with United States 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 statement of revenues and expenses are those that generally result from exchange transactions such as the payments received for services and payments made for the purchase of goods and services. Certain other transactions are reported as non-operating activities. These non-operating activities include the College's operating and capital appropriations from the Commonwealth of Massachusetts (the "Commonwealth"), net investment income/(loss), gifts, and interest expense.

The College has determined that it functions as a business-type activity, as defined by GASB. The effect of interfund activity has been eliminated from these financial statements. The basic financial statements and required supplementary information for general-purpose governments consist of management's discussion and analysis; basic financial statements including the College's discretely presented component units and required supplementary information. The College presents statements of net position, revenue and expenses, changes in net position and cash flows on a combined college-wide basis.

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

Basis of Presentation - continued
The College's policy for defining operating activities in the statement of revenues and expenses are those that generally result from exchange transactions such as the payment received for services and payment made for the purchase of goods and services and certain grants and contracts. Certain other transactions are reported as nonoperating activities in accordance with GASB Statement No. 35. These nonoperating activities include the College's operating and capital appropriations from the Commonwealth of Massachusetts (the "Commonwealth"), net investment income, gifts and interest expense.

The College's financial statements are prepared in accordance with generally accepted accounting principles ("GAAP"). The Governmental Accounting Standards Board is responsible for establishing GAAP for state and local governments through its pronouncements.

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, 2018, the Foundation distributed $381,371 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.

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

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

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

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

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

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

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

Cash and Equivalents
The College considers cash held by the State Treasurer and all highly liquid debt instruments purchased with an original maturity date of three months or less to be cash and equivalents.

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

Dividends, interest and net gains or losses on investments of endowments and similar funds are reported in the statement of revenues, expenses and changes in net position. Any net earnings not expended are included in net position categories as follows:

(i)   as increases in restricted - nonexpendable net position if the terms of the gift require that they be added to the principal of a permanent endowment fund;

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

Investments - continued
(ii) as increases in restricted - expendable net position if the terms of the gift or the College's interpretation of relevant state law impose restrictions on the current use of the income or net gains. The College has relied upon the Massachusetts Attorney General's interpretation of state law that unappropriated endowment gains should generally be classified as restricted - expendable; and

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

Allowance for Doubtful Accounts
Provisions for losses on receivables are determined based on loss experience, known and inherent risks, and current economic conditions.

Capital Assets
Real estate assets, including improvements, are generally stated at cost. Furnishings, equipment and collection items are stated at cost at date of acquisition or, in the case of gifts, at fair value at date of donation. In accordance with the state's capitalization policy, only those items with a unit cost of more than $50,000 are capitalized. Interest costs on debt related to capital assets are capitalized during the construction period. College capital assets, except for 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.

The College does not hold collections of historical treasures, works of art, or other items that are inexhaustible by their nature and are of immeasurable intrinsic value, thus not requiring capitalization or depreciation in accordance with GASB guidelines.

Capital assets are controlled, but not owned by the College. The College is not able to sell or otherwise pledge its assets, since the assets are owned by the Commonwealth.

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

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 related services are provided.

Fringe Benefits
The College participates in the Commonwealth's fringe benefit programs, including health insurance, unemployment, pension, workers' compensation and certain post-retirement benefits. Health insurance, unemployment, and pension costs are billed through a fringe benefit rate charged to the College. The Commonwealth provides workers' compensation coverage to its participating employers on a self-insured basis. The Commonwealth requires the College to record its portion of the workers' compensation in its records. Workers' compensation costs are actuarially determined based on the College's actual experience.

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 year-end. The accrued sick leave balance represents 20% of amounts earned by those employees with ten or more years of state service at June 30, 2018. Upon retirement, these employees are entitled to receive payment for this accrued balance.

Pensions
For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the Massachusetts State Employees Retirement System ("SERS") and the additions to/deductions from SERS's fiduciary net position have been determined on the same basis as they are reported by SERS. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

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

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

Student Tuition and 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.

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

Use of Estimates
The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions about future events. These estimates and assumptions affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements, as well as reported amounts of revenues and expenses during the reporting period. Management evaluates the estimates and assumptions on an ongoing basis using historical experience and other factors that management believes to be reasonable under the circumstances. Adjustments to estimates and assumptions are made as facts and circumstances require. As future events and their effects cannot be determined with certainty, actual results may differ from estimates used in preparing the accompanying financial statements. Significant estimates and assumptions are required as part of estimating an allowance for doubtful accounts, depreciation and determining the net pension and OPEB liabilities.

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

New Governmental Account Pronouncements
GASB Statement 83 – *Certain Asset Retirement Obligations* ("AROs") is effective for periods beginning after June 15, 2018. An ARO is a legally enforceable liability associated with the retirement of a tangible capital asset. This Statement establishes criteria for determining the timing and pattern of recognition of a liability and a corresponding deferred outflow of resources for AROs and requires that recognition occur when the liability is both incurred and reasonably estimable. Management has not completed its review of the requirements of this standard and its applicability.

GASB Statement 84 – *Fiduciary Activities* is effective for periods beginning after December 15, 2018. The objective of this Statement is to establish criteria for identifying fiduciary activities. Activity meeting the established criteria would then be presented in a statement of fiduciary net position and a statement of changes in fiduciary net position. Pension and other employee benefit trust funds, investment trust funds, private-purpose trust funds and custodial funds would be reported, as applicable, according to this Statement. Information of component units of a primary government would be combined and shown in the aggregate with the fiduciary funds of the primary government. Under this Statement, a liability could be recognized to the beneficiaries in a fiduciary fund if the government has been compelled to disburse fiduciary resources. Management has not completed its review of the requirements of this standard and its applicability.

GASB Statement 87 – *Leases* is effective for periods beginning after December 15, 2019. Implementation of this standard will require lessees to recognize on their statement of net position the rights and obligations resulting from leases categorized as operating leases as assets, liabilities, or deferred inflows / outflows of resources. It provides for an election on leases with terms of less than twelve months to be excluded from this Standard. Management has not completed its review of the requirements of this standard and its applicability.

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

New Governmental Account Pronouncements - continued
GASB Statement 88 – *Certain Disclosures Related to Debt, Including Direct Borrowings and Placements* is effective for years beginning after June 15, 2018. Implementation of this standard will require additional disclosures in the notes to financial statements, including unused lines of credit; assets pledged as collateral for the debt; and terms specified in debt agreements related to significant events of default with finance-related consequences, significant termination events with finance-related consequences, and significant subjective acceleration clauses. Management has not completed its review of the requirements of this standard and its applicability.

GASB Statement 89 – *Accounting for Interest Costs Incurred before the End of a Construction Period* is effective for reporting periods beginning after December 15, 2019. The objectives of this Statement are (1) to enhance the relevance and comparability of information about capital assets and the cost of borrowing for a reporting period and (2) to simplify accounting for interest cost incurred before the end of a construction period. Management has not completed its review of the requirements of this standard and its applicability.

Note 2 -   **Implementation of Newly Effective Accounting Standard and Restatement of Previously Issued Financial Statements**

The College implemented GASB Statement Number 75 ("GASB 75"), Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions as of July 1, 2017.

Subsequent to the original issuance of these financial statements, management was advised of an error in the calculation of OPEB pertaining to projected pay increases for employees in the allocation of the actuarial present value of projected benefit payments to past and future services as of June 30, 2018 and July 1, 2017.

Note 2 - **Implementation of Newly Effective Accounting Standard and Restatement of Previously Issued Financial Statements - continued**

The table below presents the effects of implementing GASB 75 and the correction to the previously issued financial statements.

	As Previously Reported at June 30, 2017	Implementation of GASB 75	As Previously Reported at July 1, 2017	Correction of the Error	As Restated at July 1, 2017
Statement of Net Position:					
Deferred outflows related to OPEB	$ -	472,778	472,778	- $	472,778
Net OPEB liability	$ -	21,156,775	21,156,775	(2,792,785) $	18,363,990
Unrestricted net position	$ 756,981	(20,683,997)	(19,927,016)	2,792,785 $	(17,134,231)

	As Previously Reported at June 30, 2018	Correction of the Error	As Restated at June 30, 2018
Statement of Net Position:			
Deferred outflows related to OPEB	$ 2,420,988	(251,237) $	2,169,751
Net OPEB liability	$ 21,240,957	(2,460,232) $	18,780,725
Deferred inflows related to OPEB	$ 2,827,224	(622,668) $	2,204,556
Unrestricted net position	$ (19,127,576)	2,831,663 $	(16,295,913)
Statement of Revenues and Expenses:			
Operating expenses	$ 64,810,218	(38,878) $	64,771,340

Note 3 - **Cash and Investments**

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 any or all the above. The Board of Trustees has established investment fund ceilings and broad asset allocation guidelines, but delegates to the President or her designee, the authority to determine exact dollar amounts to be invested within those established limits and guidelines.

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Notes to the Financial Statements - Continued

June 30, 2018

Note 3 - **Cash and Investments - Continued**

The Treasurer of the Commonwealth of Massachusetts oversees the financial management of the Massachusetts Municipal Depository Trust ("MMDT"), an investment pool for political subdivisions in the Commonwealth that was designed as a legal means to invest temporarily available cash. Its primary purpose is to provide a safe, liquid, high yield investment vehicle offering participation in a diversified of high quality money market instruments. The MMDT is not a bank, savings institution or financial institution, and is not subject to FDIC insurance. MMDT operates as a qualifying external investment pool and is valued by MMDT's management on an amortized cost where the net asset value is $1 per share.

Summary of Deposits and Investments
Deposits and investments consist of the following at June 30, 2018:

Cash on deposit	$ 17,738,087
MMDT	
Trust Fund	1,383,823
Total Cash and Equivalents	19,121,910
Certificates of Deposit	369,139
Funds Held by Bond Trustee	2
Total Deposits and Investments	$ 19,491,051

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 and has no investments exceeding the 5% threshold.

Note 3 -   **Cash and Investments - Continued**

Custodial Credit Risk
Custodial credit risk is the risk that, in the event of a bank failure, the College's deposits and investments might not be recovered. Deposits and investments are made in domestic banks that are federally insured including some Massachusetts banks that are insured with supplemental insurance for those accounts exceeding the federally insured limits. The bank balance of the deposits and investments at June 30, 2018 amounted to $18,350,945, of which $3,851,026 was exposed to custodial credit risk. The College does not have a written policy to mitigate custodial credit risk.

Interest Rate Risk
Interest rate risk is the risk that changes in interest rates will adversely affect the fair value of an investment. All investments at June 30, 2018 mature in one year or less. The College does not have a written policy to mitigate interest rate risk.

Disclosure of Credit Risk of Debt Securities
Credit risk of debt securities is the risk of default on a debt security that may arise from an issuer or other counter party to a debt security not fulfilling its payment obligations. The College does not have a written policy to mitigate 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, 2018

		Quality Ratings	
Rated Debt Investments	**Fair Value**	**AAA**	**Unrated**
Certificates of deposit	$ 369,139	$ -	$ 369,139

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Notes to the Financial Statements - Continued

June 30, 2018

Note 3 -   **Cash and Investments - Continued**

Fair Value Hierarchy
The fair value hierarchy categorizes inputs to valuation techniques used to measure fair value into three levels. Level 1 inputs are quoted market prices for identical assets or liabilities in active markets that a government can access at the measurement date. Level 2 inputs are inputs, other than quoted prices included within Level 1, that are observable for an asset or liability, directly or indirectly. Level 3 inputs are unobservable inputs. The highest priority is assigned to Level 1 inputs and the lowest to Level 3 inputs. If the fair value is measured using inputs from more than one level of the hierarchy, the measurement is considered to be based on the lowest priority input level that is significant to the entire measurement. Valuation techniques used should maximize the use of the observable inputs and minimize the use of unobservable inputs.

The assets' fair value measurement level within the fair value hierarchy is based on the lowest level of any input that is significant to the fair value measurement. The following is a description of the valuation methodologies used for assets at fair value on a recurring basis.

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

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

At June 30, 2018, all investments are categorized in Level 2 of the fair value hierarchy and mature in less than one year.

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Notes to the Financial Statements - Continued

June 30, 2018

Note 3 - **Cash and Investments - Continued**

Investments of the Foundation
The Foundation's investments consist of the following at June 30, 2018:

Equity securities	$ 5,230,185
Fixed income securities	2,798,334
Money market funds	73,602
	$ 8,102,121

The Foundation's investment income consisted of the following for the year ended June 30, 2018:

Interest and dividend income	$ 101,643
Net realized gain on sale of securities	322,467
Net unrealized gain on investments	198,136
	$ 622,246

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

Accounts payable and accrued salaries to be funded from state-appropriated funds totaled $480,927 at June 30, 2018. The College has recorded an equivalent dollar amount of cash held by the State Treasurer for the benefit of the College, which was subsequently utilized to pay for such liabilities.

Note 5 - **Accounts Receivable**

Accounts receivable include the following at June 30, 2018:

Student accounts receivable	$ 2,476,191
Grants receivable	392,882
Other receivables	27,837
	2,896,910
Less: allowance for doubtful accounts	(1,962,805)
	$ 934,105

Note 6 - __Capital Assets__

Capital assets of the College consist of the following at June 30, 2018:

	Estimated lives (in years)	Beginning Balance	Additions	Retirements	Reclassifications	Ending Balance
Capital assets, not depreciated:						
Land		$ 13,842,077	$ -	$ -	$ -	$ 13,842,077
Construction in progress	-	22,167,537	764,900	-	(22,089,416)	843,021
Total non-depreciable assets		36,009,614	764,900	-	(22,089,416)	14,685,098
Capital assets, depreciated:						
Buildings and improvements	20-40	94,409,433	1,526,007	-	21,968,720	117,904,160
Furnishings and equipment	3-10	10,655,681	80,391	-	120,696	10,856,768
Educational resource materials	5	505,463	-	-	-	505,463
Total depreciable assets		105,570,577	1,606,398	-	22,089,416	129,266,391
Total capital assets		141,580,191	2,371,298	-	-	143,951,489
Less: accumulated depreciation:						
Buildings and improvements		(46,230,723)	(2,925,000)	-	-	(49,155,723)
Furnishings and equipment		(9,686,589)	(426,605)	-	-	(10,113,194)
Educational resource materials		(505,463)	-	-	-	(505,463)
Total accumulated depreciation		(56,422,775)	(3,351,605)	-	-	(59,774,380)
Capital assets, net		$ 85,157,416	$ (980,307)	$ -	$ -	$ 84,177,109

Note 7 - **Long-Term Liabilities**

Long-term liabilities of the College consist of the following at June 30, 2018:

	(Restated) Beginning Balance	Additions	Reductions	Ending Balance	Current Portion
Bonds and notes payable:					
Bonds payable	$ 5,429,533	$ -	$ 732,548	$ 4,696,985	$ 732,550
Notes payable	952,468	-	231,050	721,418	241,447
Total bonds and notes payable	6,382,001	-	963,598	5,418,403	973,997
Other long-term liabilities:					
Compensated absences	3,804,435	-	224,555	3,579,880	2,303,155
Workers' compensation	385,375	-	19,914	365,461	67,951
Net pension liability	10,321,326	-	665,449	9,655,877	-
Net OPEB liability	18,363,990	416,735	-	18,780,725	-
Total other long-term liabilties	32,875,126	416,735	909,918	32,381,943	2,371,106
Total long-term liabilities	$39,257,127	$ 416,735	$ 1,873,516	$37,800,346	$ 3,345,103

Bonds Payable

On December 30, 2013, the College issued $3,288,490 of Series E and $4,494,695 of Series F bonds with fixed rates of 3.08% and 3.79%, respectively (at a true cost of 3.685%). The bonds were issued through the Massachusetts Development Finance Agency for the purpose of refunding, together with other funds available for such purpose, the outstanding principal amount of the 2010 Series B and Series C bonds. Principal is payable semi-annually through October 1, 2026 for the Series E bonds and October 1, 2022 for the Series F bonds. Interest is payable monthly. The refunding did not result in a material difference between the reacquisition price and the net carrying amount of the old debt. The College completed the refunding to reduce its total debt service payments over the next 14 years by $1,391,155 and to obtain an economic gain of $697,971. The balance of the Series E and F bonds at June 30, 2018 was $4,583,084.

Note 7 -   **Long-Term Liabilities - Continued**

Bonds Payable - continued
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 the Commonwealth's Division of Capital Asset Management ("DCAM") was used to fund a project for a 77 kilowatt photovoltaic system for the Danvers Campus Berry Building. The balance of the Series 2010A-9 bonds at June 30, 2018 was $63,074.

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. The balance of the Series 2007A bonds at June 30, 2018 was $50,827. Interest has not been imputed due to lack of materiality.

Notes Payable
In fiscal 2011, the College entered into an agreement with DCAM to participate in the Massachusetts Clean Energy Investment Program ("CEIP"). Under the program, DCAM was 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 CEIP. The note represents 53% of the 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. Under the terms of the agreement, the remaining 47% or $1,600,000 of the obligation is the responsibility of DCAM. The balance of this note at June 30, 2018 was $721,418.

Note 7 - **Long-Term Liabilities - Continued**

Principal and Interest
As of June 30, 2018, principal and interest due on bonds and notes payable for the next five years and in subsequent five-year periods are as follows:

Fiscal Years Ending June 30,	Principal	Interest
2019	$ 973,997	$ 188,692
2020	984,862	153,176
2021	960,209	116,464
2022	732,549	81,214
2023	537,148	57,159
2024-2027	1,229,638	86,552
	$ 5,418,403	$ 683,257

Total interest expense was $220,066 for the year ended June 30, 2018.

Operating Leases
The College has entered into lease agreements for academic space for the Middleton and Lynn campuses, and equipment for various departments. Future minimum lease payments as of June 30, 2018 are as follows:

Fiscal Years Ending June 30,	Operating Leases
2019	$ 230,113
2020	235,185
2021	58,540
2022	23,211
	$ 547,049

Rental expense for operating leases was $216,858 for the year ended June 30, 2018.

Note 8 -   **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. At June 30, 2018, the restricted net position was for instructional and departmental uses.

Note 9 -   **Pension**

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

The Massachusetts State Employees' Retirement System does not issue stand-alone financial statements. Additional information regarding the Plan is contained in the Commonwealth's financial statements, which is available on-line from the Office of State Comptroller's website.

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

Note 9 - **Pension - Continued**

Benefit Provisions - continued

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

Contributions

The SERS' funding policies have been established by Chapter 32 of the MGL. The Legislature has the authority to amend these policies. The annuity portion of the SERS retirement allowance is funded by employees, who contribute a percentage of their regular compensation. Costs of administering the plan are funded out of plan assets.

Member contributions for SERS vary depending on the most recent date of membership:

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

The Commonwealth does not require the College to contribute funding from its local trust funds for employee paid by state appropriations. Pension funding for employees paid from state appropriations are made through a benefit charge assessed by the Commonwealth. Such pension contributions amounted to $2,436,024, $2,153,811 and $2,001,647 for the years ended June 30, 2018, 2017 and 2016, respectively.

Note 9 -   **Pension - Continued**

Contributions - continued
For employees covered by SERS but not paid from state appropriations, the College is required to contribute at an actuarially determined rate. The rate was 11.78%, 9.45% and 10.39% of annual covered payroll for the fiscal years ended June 30, 2018, 2017, and 2016, respectively. The College contributed $683,826, $588,633 and $537,493 for the fiscal years ended June 30, 2018, 2017 and 2016, respectively, equal to 100% of the required contributions for each year. Annual covered payroll was approximately 77%, 77% and 78% of total related payroll for fiscal years end 2018, 2017 and 2016, respectively.

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions
At June 30, 2018, the College reported a liability of $9,655,877 for its proportionate share of the net pension liability related to its participation in SERS. The net pension liability as of June 30, 2018, the reporting date, was measured as of June 30, 2017, the measurement date, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of January 1, 2017 rolled forward to June 30, 2017.

The College's proportion of the net pension liability was based on its share of the Commonwealth of Massachusetts' collective pension amounts allocated on the basis of actual fringe benefit charges assessed to the College for the fiscal year 2018. The Commonwealth's proportionate share was based on actual employer contributions to the SERS for fiscal year 2018 relative to total contributions of all participating employers for the fiscal year. At June 30, 2018, the College's proportion was 0.075%.

For the year ended June 30, 2018, the College recognized pension expense of $865,492.

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Notes to the Financial Statements - Continued

June 30, 2018

Note 9 -   **Pension - Continued**

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions - continued

The College reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources at June 30, 2018:

Deferred Outflows of Resources

Contributions made after the measurement date	$ 683,826
Differences between projected and actual experience	373,336
Changes in proportion from Commonwealth	33,072
Changes in proportion due to internal allocation	475,979
Changes in plan actuarial assumptions	1,004,841
Total	$ 2,571,054

Deferred Inflows of Resources

Changes in proportion due to internal allocation	$ 1,891,536
Differences between projected and actual investment earnings on pension plan investments	115,050
Changes in proportion from Commonwealth	3,442
Differences between projected and actual experience	262,712
Total	$ 2,272,740

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Notes to the Financial Statements - Continued

June 30, 2018

Note 9 - **Pension - Continued**

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions - continued

The College's contributions of $683,826 made during the fiscal year ending 2018, subsequent to the measurement date will be recognized as a reduction of the net pension liability in each of the succeeding years. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized as increases (decreases) in pension expense as follows:

Years Ending June 30,	
2019	$ (27,598)
2020	252,236
2021	(86,590)
2022	(516,638)
2023	(6,922)
	$ (385,512)

Actuarial Assumptions

The total pension liability was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Measurement date	June 30, 2017
Inflation	3.00%
Salary increases	4.00% to 9.00%
Investment rate of return	7.50%
Interest rate credited to annuity savings fund	3.50%

Note 9 - **Pension - Continued**

Actuarial Assumptions - continued
For measurement date June 30, 2017, mortality rates were based on:

- Pre-retirement - reflects RP-2014 Blue Collar Employees Table projected with Scale MP-2016 and set forward 1 year for females

- Post-retirement - reflects RP-2014 Blue Collar Healthy Annuitant Table projected with Scale MP-2016 and set forward 1 year for females

- Disability - the mortality rate is assumed to be in accordance with the RP-2000 Healthy Annuitant table projected generationally with Scale BB and a base year of 2015 (gender distinct)

The 2018 pension liability for the June 30, 2017 measurement date was determined by an actuarial valuation as of January 1, 2017 and rolled forward to June 30, 2017.

Investment assets of SERS are with the Pension Reserves Investment Trust ("PRIT") Fund. The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimate ranges of expected future rates of return are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future rates of return by the target asset allocation percentage. Best estimates of geometric rates of return for each major asset class included in the PRIT Fund's target asset allocation as of June 30, 2018 are summarized in the following table:

NORTH SHORE COMMUNITY COLLEGE
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Notes to the Financial Statements - Continued

June 30, 2018

Note 9 - **Pension - Continued**

Actuarial Assumptions - continued

Asset Class	Target Allocation	Long-term expected real rate of return
Global Equity	40%	5.00%
Portfolio Completion Strategies	13%	3.60%
Core Fixed Income	12%	1.10%
Private Equity	11%	6.60%
Value Added Fixed Income	10%	3.80%
Real Estate	10%	3.60%
Timber/Natural Resources	4%	3.20%
Hedge Funds	0%	3.60%
	100%	

Discount Rate

The discount rate used to measure the total pension liability was 7.5% at June 30, 2018. The projection of cash flows used to determine the discount rate assumed that plan member contributions will be made at the current contribution rates and the Commonwealth's contributions will be made at rates equal to the difference between actuarially determined contributions rates and the member rates. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Note 9 -   **Pension - Continued**

Sensitivity of the Net Pension Liability to changes in the Discount Rate
The following table illustrates the sensitivity of the net pension liability calculated using the discount rate as well as what the net pension liability would be if it were calculated using a discount rate that is one-percentage-point lower or one-percentage-point higher than the current rate.

1.00% Decrease (6.50%)	Current Discount Rate (7.50%)	1.00% Increase (8.50%)
$ 13,150,902	$ 9,655,877	$ 6,840,550

Note 10 -   **OPEB**

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

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

Management of the SRBT is vested with the board of trustees, which consists of seven members including the Secretary of Administration and Finance (or their designee), the Executive Director of the GIC (or their designee), the Executive Director of PERAC (or their designee), the State Treasurer (or their designee), the Comptroller (or a designee), one person appointed by the Governor and one person appointed by the State Treasurer. These members elect one person to serve as chair of the board.

The SRBT does not issue a stand-alone audited financial statements, but is reflected as a fiduciary fund in the Commonwealth's audited financial statements.

Note 10 - **OPEB - Continued**

Benefits Provided

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

Contributions

Employer and employee contribution rates are set by MGL. The Commonwealth recognizes its share of the costs on an actuarial basis. As of June 30, 2017, and as of the valuation date (January 1, 2017), participants contributed 0% to 20% of premium costs, depending on the date of hire and whether the participant's status is active, retired, or survivor. As part of the fiscal year 2010 General Appropriation Act, all active employees pay an additional 5% of premium costs.

Effective beginning in fiscal year 2014, by statute the Commonwealth is required to allocate, to the SRBT, a portion of revenue received under the Master Settlement Agreement with tobacco companies, increasing from 10% in fiscal year 2014 to 100% by fiscal year 2023. In fiscal year 2017, 10% of tobacco settlement proceeds or approximately $25 million was allocated to the SRBT. The percentage of proceeds to be transferred to the SRBT in fiscal year 2017 was set at 10%, overriding existing statute.

The Massachusetts General Laws governing employer contributions to SRBT determine whether entities are billed for OPEB costs. Consequently, SRBT developed an effective contribution methodology which allocates total actual contributions amongst the employers in a consistent manner (based on an employer's share of total covered payroll). The College is required to contribute based on Massachusetts General Laws; the rate was 8.92% of annual covered payroll for the fiscal year ended June 30, 2018. The College contributed $517,742 for the fiscal year ended June 30, 2018 equal to 100% of the required contribution for the year.

NORTH SHORE COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2018

Note 10 - **OPEB - Continued**

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

At June 30, 2018, the College reported a liability of $18,780,725 for its proportionate share of the net OPEB liability related to its participation in SRBT. The net OPEB liability was measured as of June 30, 2017, and the total OPEB liability used to calculate the net OPEB liability was determined by an actuarial valuation as of January 1, 2017. The College's proportion of the net OPEB liability was based on its share of the Commonwealth's collective OPEB amounts allocated on the basis of an effective contribution methodology which allocates total actual contributions amongst the employers in a consistent manner based on the College's share of total covered payroll for the fiscal year 2017. The College's proportionate share was based on the actual employer contributions to the SRBT for fiscal year 2017 relative to total contributions of all participating employers for the fiscal year. At June 30, 2018, the College's proportion was 0.107%.

For the year ended June 30, 2018, the College recognized OPEB expense of $1,471,509. The College reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources at June 30, 2018:

Deferred Outflows of Resources

Contributions made after the measurement date	$ 517,742
Changes in proportion from Commonwealth	39,306
Changes in proportion due to internal allocation	1,612,703
Total	$ 2,169,751

Note 10 - **OPEB - Continued**

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

Deferred Inflows of Resources

Differences between projected and actual investment earnings on pension plan investments	$ 34,265
Changes in plan actuarial assumptions	2,127,111
Differences between projected and actual experience	43,180
Total	$ 2,204,556

The College's contribution of $517,742 reported as deferred outflows of resources related to OPEB resulting from College contributions subsequent to the measurement date will be recognized as a reduction of the net OPEB liability in the following year. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to OPEB will be recognized in OPEB expense as follows:

Years Ending June 30,	
2019	$ (116,769)
2020	(116,769)
2021	(116,769)
2022	(116,769)
2023	(85,471)
	$ (552,547)

NORTH SHORE COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2018

Note 10 - **OPEB - Continued**

Actuarial Assumptions
The total OPEB liability was determined using the following actuarial assumptions, applied to all periods included in the measurement, unless otherwise specified:

Measurement date	June 30, 2017
Inflation	3.00%
Salary increases	4.5% per year
Investment rate of return	7.5%, net of OPEB plan investment expense, including inflation
Health care cost trend rates	8.5%, decreasing by 0.5% each year to an ultimate rate of 5.0% in 2024 for Medical; 5.0% gor EGWP; 5.0% for administrative costs

The mortality rate was in accordance with RP 2014 Blue Collar Mortality Table projected with scale MP-2016 from the central year, with females set forward one year.

NORTH SHORE COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2018

Note 10 - **OPEB - Continued**

Actuarial Assumptions - continued
The participation rates are actuarially assumed as below:

- 100% of all retirees who currently have health care coverage will continue with the same coverage, except that retirees under age 65 with POS/PPO coverage switch to Indemnity at age 65 and those over 65 with POS/PPO coverage switch to HMO.

- All current retirees, other than those indicated on the census data as not being eligible by Medicare, have Medicare coverage upon attainment of age 65, as do their spouses. All future retirees are assumed to have Medicare coverage upon attainment of age 65.

- 80% of current and future contingent eligible participants will elect health care benefits at age 65, or current age if later.

- Actives, upon retirement, take coverage, and are assumed to have the following coverage:

	Retirement Age	
	Under 65	Age 65+
Indemnity	40.0%	85.0%
POS/PPO	50.0%	0.0%
HMO	10.0%	15.0%

The actuarial assumptions used in the January 1, 2017 valuation were based on the results of an actuarial experience study for the periods ranging July 1, 2015 through December 31, 2016, depending upon the criteria being evaluated. As a result of this actuarial experience study, the mortality assumption was adjusted in the January 1, 2017 actuarial valuation to more closely reflect actual experience as a result of the recent experience study completed by the Public Employee Retirement Administration Commission ("PERAC").

NORTH SHORE COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2018

Note 10 - **OPEB - Continued**

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

The SRBT is required to invest in the PRIT Fund. Consequently, information about SRBT's target asset allocation and long-term expected real rate of return as of June 30, 2018, are the same as discussed in the Pension footnote number 9.

Discount Rate
The discount rate used to measure the total OPEB liability was 3.63%. This rate was based on a blend of the Bond Buyer Index rate (3.58%) as of the measurement date and the expected rate of return. The OPEB plan's fiduciary net position was not projected to be available to make all projected future benefit payments for current plan members. The projected "depletion date" when projected benefits are not covered by projected assets is 2023. Therefore, the long-term expected rate of return on OPEB plan investments of 7.50% per annum was not applied to all periods of projected benefit payments to determine the total OPEB liability.

Sensitivity of the College's proportionate share of the net OPEB liability to changes in the discount rate
The following presents the College's proportionate share of the net OPEB liability, as well as what the College's proportionate share of the net OPEB liability would be if it were calculated using a discount rate that is 1-percentage-point lower or 1-percentage-point higher than the current discount rate:

1.00% Decrease (2.63%)	Current Discount Rate (3.63%)	1.00% Increase (4.63%)
$ 22,294,223	$ 18,780,725	$ 1,598,720

Note 10 - **OPEB - Continued**

Sensitivity of the College's proportionate share of the net OPEB liability to changes in the healthcare cost trend rates

The following presents the College's proportionate share of the net OPEB liability, as well as what the College's proportionate share of the net OPEB liability would be if it were calculated using healthcare cost trend rates that are 1-percentage-point lower or 1-percentage-point higher than the current healthcare cost trend rates:

1.00% Decrease (B)	Current Healthcare Cost Trend Rate (A)	1.00% Increase (C)
$ 15,538,661	$ 18,780,725	$ 23,047,084

(A) - The current healthcare cost trend rates are as follows:
9.0% for Medicare, 5.0% for EGWP and 5.0% for administration costs.
(B) - The healthcare cost trend rates after a 1% decrease are as follows:
8.0% for Medicare, 4.0% for EGWP and 4.0% for administration costs.
(C) - The healthcare cost trend rates after a 1% increase are as follows:
10.0% for Medicare, 6.0% for EGWP and 6.0% for administration costs.

Note 11 - **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.

Note 11 - **Contingencies - Continued**

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.

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

The College has received two penalty notices in the amount of $1,751,880 and $360,050 from the Internal Revenue Service ("IRS") stating that the College did not properly file its Forms 1098-T for tax years 2016 and 2015, respectively. Since 2013, the College has contracted with a third party to file on its behalf Forms 1098-T with the IRS. The third party has acknowledged that it was responsible for the improper Form 1098-T filings. The College is vigorously pursuing abatement of the penalty and is in discussions with the third-party regarding the penalty. Management believes that it is probable that the penalty will either be waived or reduced by the IRS. In the event that does not occur, the College will seek reimbursement from the third party. Accordingly, the College has not accrued a liability for this matter as of June 30, 2018.

NORTH SHORE COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2018

Note 12 - **Operating Expenses**

The College's operating expenses, on a natural classification basis, are composed of the following for the year ended June 30, 2018:

Compensation and benefits	**$ 47,430,213**
Supplies and services	**11,060,131**
Depreciation and amortization	**3,351,605**
Scholarships and fellowships	**2,929,391**
	$ 64,771,340

Note 13 - **State Appropriation**

The College's state appropriation is composed of the following for the year ended June 30, 2018:

Direct unrestricted appropriations	$ 21,618,575
Add: Fringe benefits for benefited employees on the state payroll	7,188,548
Total unrestricted appropriations	28,807,123
Restricted appropriations	339,067
Add: Fringe benefits for benefited employees on the state payroll	20,262
Total restricted appropriations	359,329
Capital appropriations	1,436,409
Total Appropriations	$ 30,602,861

Note 14 - **Other Fringe Benefits**

The College participates in the Commonwealth's Fringe Benefit programs, including active employee and postemployment health insurance, unemployment, pension and workers' compensation benefits. Health insurance for active employees and retirees is paid through a fringe benefit rate charged to the College by the Commonwealth.

Group Insurance Commission
The Commonwealth's Group Insurance Commission ("GIC") was established by the Legislature in 1955 to provide and administer health insurance and other benefits to the Commonwealth's employees and retirees, and their dependents and survivors. The GIC also covers housing and redevelopment authorities' personnel, certain authorities and other offline agencies, retired municipal teachers from certain cities and towns and a small number of municipalities as an agent multiple-employer program, accounted for as an agency fund activity of the Commonwealth, not the College.

The GIC is a quasi-independent state agency governed by an seventeen-member body (the "Commission") appointed by the Governor. The GIC is located administratively within the Executive Office of Administration and Finance, and it is responsible for providing health insurance and other benefits to the Commonwealth's employees and retirees and their survivors and dependents. During the fiscal year ended June 30, 2018, the GIC provided health insurance for its members through indemnity, PPO, and HMO plans. The GIC also administers carve-outs for pharmacy, mental health, and substance abuse benefits for certain health plans. In addition to health insurance, the GIC sponsors life insurance, long-term disability insurance (for active employees only), dental and vision coverage (for employees not covered by collective bargaining), retiree discount vision and dental plans, and a pretax health care spending account and dependent care assistance program (for active employees only).

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

NORTH SHORE COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2018

Note 15 - **Pass-Through Loans**

The College distributed $6,104,694 during fiscal year 2018 for student loans through the U.S. Department of Education direct loan program for student loans. These distributions and related funding sources are not included as expenses and revenues or as cash disbursements and cash receipts in the accompanying financial statements.

REQUIRED SUPPLEMENTARY INFORMATION

NORTH SHORE COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Schedule of Proportionate Share of Net Pension Liability (Unaudited)

Massachusetts State Employees' Retirement System

	June 30, 2018	June 30, 2017	June 30, 2016	June 30, 2015
Year ended	June 30, 2018	June 30, 2017	June 30, 2016	June 30, 2015
Measurement date	June 30, 2017	June 30, 2016	June 30, 2015	June 30, 2014
Valuation date	January 1, 2017	January 1, 2016	January 1, 2015	January 1, 2014
Proportion of the collective net pension liability	0.075%	0.075%	0.106%	0.970%
Proportionate share of the collective net pension liability	$ 9,655,877	$ 10,321,326	$ 12,077,736	$ 7,222,922
College's covered payroll	$ 5,915,910	$ 5,687,757	$ 6,393,378	$ 7,216,427
College's proportionate share of the net pension liability as a percentage of its covered payroll	163.22%	181.47%	188.91%	100.09%
Plan fiduciary net position as a percentage of the total pension liability	67.21%	63.48%	67.87%	76.32%

Notes:

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

See accompanying notes to the required supplementary information.

NORTH SHORE COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Schedule of Contributions - Pension (Unaudited)

Massachusetts State Employees' Retirement System

For the Years Ended June 30,

	2018	2017	2016	2015
Statutorily required contribution	$ 683,826	$ 588,633	$ 537,493	$ 664,272
Contributions in relation to the statutorily required contribution	(683,826)	(588,633)	(537,493)	(664,272)
Contribution (excess)/deficit	$ -	$ -	$ -	$ -
College's covered payroll	$ 5,805,025	$ 5,915,910	$ 5,687,757	$ 6,393,378
Contribution as a percentage of covered payroll	11.78%	9.95%	9.45%	10.39%

Notes:

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

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

See accompanying notes to the required supplementary information.

NORTH SHORE COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Required Supplementary Information - Pension (unaudited)

June 30, 2018

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

Fiscal year June 30, 2018

Change of Benefits
Chapter 79 of the Acts of 2014 established an early retirement ("ERI") program for certain members of the SERS plan. As a result, the total pension liability of SERS increased by approximately $10 million as of June 30, 2017.

Assumptions
The mortality rates were changed as follows:
- Pre-retirement – was changed from RP-2000 Employees table projected generationally with Scale BB and a base year of 2009 (gender distinct) to RP-2014 Blue Collar Employees Table projected generationally with Scale MP-2016 and set forward 1 year for females

- Post-retirement – was changed from RP-2000 Healthy Annuitant table projected generationally with Scale BB and a base year of 2009 (gender distinct) to RP-2014 Blue Collar Healthy Annuitant Table projected generationally with Scale MP-2016 and set forward 1 year for females

- Disability – did not change

These mortality rate changes resulted in an increase of approximately $304 million in the total pension liability of SERS as of June 30, 2017.

Fiscal year June 30, 2017

Change of Benefits
Chapter 176 of the Acts of 2011 created a one-time election for eligible members of the Optional Retirement Plan ("ORP") to transfer into the SERS and purchase service for the period while members of the ORP. As a result, the total pension liability of SERS increased by approximately $400 million as of June 30, 2016.

See Independent Auditors' Report.

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

Fiscal year June 30, 2016

Change of Benefits:
Chapter 19 of the Acts of 2015 established an ERI program for certain members of the SERS plan. As a result, the total pension liability of SERS increased by approximately $230 million as of June 30, 2015.

Assumptions:
The discount rate to calculate the pension liability decreased from 7.75% to 7.5%. This change resulted in an increase of approximately $933 million in the total pension liability of SERS as of June 30, 2015.

The mortality rates were changed as follows:

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

- Post-retirement – was changed from RP-2000 Healthy Annuitant table projected 15 years with Scale AA (gender distinct) to RP-2000 Healthy Annuitant table projected generationally with Scale BB and a base year of 2009 (gender distinct)

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

These mortality changes resulted in an increase of approximately $1.397 billion in the total pension liability of SERS as of June 30, 2015.

See Independent Auditors' Report.

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

Fiscal year June 30, 2015

Assumptions:
An updated experience study encompassed the period January 1, 2006 to December 31, 2011. The study reviewed salary increases and rates of retirement, disability, turnover and mortality. This study adjusted the mortality assumption which resulted in an increase of approximately $102 million in the total pension liability as of June 30, 2014.

NORTH SHORE COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Schedule of Proportionate Share of Net OPEB Liability (Unaudited)

Massachusetts State Retirees' Benefit Trust

Year ended	June 30, 2018
Measurement date	June 30, 2017
Valuation date	January 1, 2017
Proportion of the collective net OPEB liability	0.107%
Proportionate share of the collective net OPEB liability	$ 18,780,725
College's covered payroll	$ 5,915,910
College's proportionate share of the net OPEB liability as a percentage of its covered payroll	317.46%
Plan fiduciary net position as a percentage of the total OPEB liability	5.39%

Notes:

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

See accompanying notes to the required supplementary information.

NORTH SHORE COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Schedule of Contributions - OPEB (Unaudited)

Massachusetts State Retirees' Benefit Trust

For the Year Ended June 30, 2018

Statutorily required contribution	$ 517,742
Contributions in relation to the statutorily required contribution	(517,742)
Contribution (excess)/deficit	$ -
College's covered payroll	$ 5,805,025
Contribution as a percentage of covered payroll	8.92%

Notes:

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

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

See accompanying notes to the required supplementary information.

NORTH SHORE COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Required Supplementary Information - OPEB (unaudited)

June 30, 2018

Note 1 -   **Change in Plan Assumptions**

Fiscal year June 30, 2018

Assumptions
The discount rate was increased to 3.63% based upon a blend of the Bond Buyer Index rate as of the measurement date as required by GASB Statement 74. The June 30, 2016 discount rate was calculated to be 2.80%. This increase in the discount rate resulted in a decrease in the net OPEB liability of approximately $3.08 billion as of June 30, 2017.

INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

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

To the Board of Trustees of
North Shore Community College
Danvers, Massachusetts

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of North Shore Community College (the "College") which comprise the statement of net position as of June 30, 2018, and the related statements of revenues and expenses, changes in net position and cash flows for the year then ended, 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 17, 2018 and March 6, 2019.

Internal Control Over Financial Reporting
In planning and performing our audit of the financial statements, we considered North Shore Community College's internal control over financial reporting ("internal control") to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the College's internal control. Accordingly, we do not express an opinion on the effectiveness of the College's internal control.

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

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

Compliance and Other Matters

As part of obtaining reasonable assurance about whether North Shore Community College's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

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

O'Connor and Drew, P.C.

Certified Public Accountants
Braintree, Massachusetts

October 17, 2018 (except for Management's Discussion and Analysis, Note 2, Note 7, Note 10, Note 12, and Schedule of Proportionate Share of the Net OPEB Liability, as to which the date is March 6, 2019)

APPENDIX D: Management Representation Letter

Danvers • Lynn • Beverly

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COMMUNITY COLLEGE

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A PUBLIC REGIONAL
COMMUNITY COLLEGE

COMMONWEALTH OF
MASSACHUSETTS

March 6, 2019

O'Connor & Drew, P.C.

25 Braintree Hill Office Park

Braintree, MA 02169

In connection with your audit of the financial statements of North Shore Community College, which comprise the Statement of Net Position as of June 30, 2018, and the related Statements of Revenues and Expenses, Changes in Net Position and Cash Flows for the year then ended, and the related notes to the financial statements, for the purpose of expressing an opinion as to whether the financial statements are presented fairly, in all material respects, in accordance with accounting principles generally accepted in the United States, you were previously provided with a representation letter dated October 17, 2018.

We confirm, to the best of our knowledge and belief, as of the date of this letter, the following representations made to you during your audit.

1. We have reviewed the Commonwealth of Massachusetts Postemployment Benefits Other than Pensions ("OPEB") Plan report and the OPEB internal allocation schedule dated January 7, 2019. We have revised the financial statements and the related notes to reflect these changes to OPEB.

2. We have notified all parties that received our financial statements for the year ended June 30, 2018 that the financial statements were recalled, revised and re-issued.

3. We ensured that the original financial statements located on our website and any other websites were replaced with the updated financial statements.

Signed: _____

Title: President

Signed: _____

Title: Vice President for Administration and Finance

APPENDIX E: List of Supporting Documents

APPENDIX E
List of Supporting Workroom Documents, Webpages, and Online Resources

All of the following resources are available online in the **Digital Workroom**.

STANDARD ONE: Mission and Purposes

- Mission, Vision and Values
- Strategic Plan 2017-21
- 2020 Tactical Plan
- Mass BHE Community College Mission
- MA Gen. Law Chapter 15A Section 7
- Mass DOE Vision Project
- Guided Academic Pathways
- "Big Three" Completion Plan
- Early College Programs
- North Shore Promise Award
- National Coalition Building Institute
- Forum on Tolerance
- Intercultural Development Inventory
- NSCC Diversity Resources

- Open Textbook Initiative
- TRIO Student Support Services
- Upward Bound
- MALES Mentor Program
- Prior Learning Assessment Consortium
- Veterans Services
- Shared Governance System
- Service-Learning Program
- CommUniverCity at Lynn
- College Guide and Rankings
- NSCC Mission Awareness Survey
- Mission Standards Activity
- Here-to-Help

STANDARD TWO: Planning and Evaluation

- Mission, Vision and Values
- Strategic Plan 2017-21
- 2020 Tactical Plan
- Office of Planning, Research, Institutional Assessment & Grants
- Center for Teaching, Learning and Innovation
- Mass. DHE Performance Metrics Reporting System
- 2019-23 Academic Program Review Cycle
- Academic Program Review Process
- Academic Program Review Template
- Academic Program Review Guide 2019
- Academic Program Review Library

- Student Affairs Program Review Template
- Student Affairs Program Review Library
- Shared Governance System
- Collective Goals Report
- Johnson Community College
- Voluntary Frameworks of Accountability
- "Big Three" Completion Plan
- Mass. DOE Vision Project
- Blackbaud Charitable Giving Report
- CASE Voluntary Support of Education
- CCSSE Survey

STANDARD THREE: Organization and Governance

- Mission, Vision and Values
- Strategic Plan 2017-21
- 2020 Tactical Plan
- NSCC Organization Chart
- MA Board of Higher Education
- MA Department of Higher Education
- MA General Laws Title II, Ch. 15A, Section 9
- NSCC Board of Trustees
- NSCC Board of Trustees Bylaws
- Public Education Nominating Council
- MA Open Meeting Law

- MA Conflict of Interest Laws
- Board of Trustee Agenda and Minutes
- Trustee Orientation Videos
- Collective Goals Report
- Shared Governance System
- Student Government Association
- AFSCME Agreement
- MCCC Day Contract
- DCE Adjunct Contract
- Non-Unit Professionals Handbook
- Governance End-of-Year Report

STANDARD FOUR: The Academic Program

- Mission, Vision and Values
- Strategic Plan 2017-21
- Master Academic Plan, stand alone
- 2020 Tactical Plan
- Academic Program Review Cycle
- Academic Program Review Timeline
- Academic Program Review Template
- Academic Program Review Library
- Academic Program Review Survey
- Center for Teaching, Learning, and Innovation
- Guided Academic Pathways
- Two-Year Schedule
- Example Syllabi
- AAC&U Value Rubrics
- General Education Student Learning Outcomes
- Course Proposal Forms
- Gen Ed Course Competencies
- Commonwealth Commitment
- College Catalog
- Student Handbook
- Academic Calendar

- MCCC Day Contract
- DCE Contract
- MassTransfer Pathways
- Articulation Agreements
- Externally Accredited Programs
- Student Achievement Data
- Early College and Dual Enrollment
- Memorandum of Understanding
- Dual Enrollment Contract
- Credit for Prior Learning
- Center for Alternative Studies and Educational Testing
- Online and Hybrid Courses
- Quality Matters
- State Authorization Reciprocity Agreement
- Academic Policies
- Good Academic Standing Policy
- Student Academic Progress Policy
- Transfer Equivalences Policy
- IP Process Policies
- Individual Program Pages

STANDARD FIVE: Students

- Mission, Vision and Values
- Strategic Plan 2017-21
- 2020 Tactical Plan
- Enrollment Marketing Brochures
- Recruitment Rack Cards (English)
- Recruitment Rack Cards (Spanish)
- Admission Application
- Selective Admissions Programs
- Presidential Scholars Program
- Commonwealth Honors Program
- Women in Transition
- Tutoring Services
- Veterans Services
- Academic Advising
- Guided Academic Pathways
- Office of the Dean of Students
- Accessibility Services
- Student Health Services
- Student Grievance Procedure
- Student-at-Risk Team
- Service-Learning Program
- General Education Student Learning Outcomes
- Professional Competencies for Student Affairs Educators
- Community College Student Leadership Association
- Annual Enrollment Demographics and Registration Status
- Financial Aid Terms and Conditions
- Financial Aid Award Letter
- Net Price Calculator
- Student Handbook
- Institutional Policies
- Student Affairs Program Review Template
- Advising Survey
- CCSSE Survey
- Here-to-Help Program

STANDARD SIX: Teaching, Learning, and Scholarship

- Mission, Vision and Values
- Strategic Plan 2017-21
- Externally Accredited Programs
- Search Committee Guidelines
- MCCC Collective Bargaining Agreement (Day Contract)
- DCE Adjunct Contract
- Diversity Resources
- Academic Program Review Process
- Academic Program Review Template
- Academic Program Review Library
- Advancing Massachusetts Culture of Assessment
- General Education Student Learning Outcomes
- Faculty Professional Day 2018 Agenda
- Quality Matters
- Teaching and Learning Online Training
- Service-Learning Program
- Intercultural Development Inventory
- Institutional Review Board
- Academic Advising
- Guided Academic Pathways
- CCSSE Survey
- SENSE Survey
- Program Review Annual Survey
- Advising Survey

STANDARD SEVEN: Institutional Resources

- Mission, Vision and Values
- Strategic Plan 2017-21
- 2020 Tactical Plan
- MCCC Collective Bargaining Agreement (Day Contract)
- DCE Adjunct Contract
- Non-Unit Professionals Handbook
- National Coalition Building Institute
- Intercultural Development Inventory
- Chair Academy
- The North Shore Promise Award
- Commonwealth Commitment Program
- Here-to-Help Emergency Fund
- Partnership Advancing Collaborations and Efficiencies (PACE)
- Annual Budget Planning Process
- Early College Program
- Prior Learning Assessment Consortium
- Acceptable Computer Use Policy
- Center for Teaching, Learning and Innovation
- Classroom Technology Inventory
- General Education Student Learning Outcomes
- Library Website
- Library Space Utilization Study
- Emergency Response Plan

STANDARD EIGHT: Educational Effectiveness

- Mission, Vision and Values
- Strategic Plan 2017-21
- Master Academic Plan (Stand Alone)
- Voluntary Framework for Accountability Report 2018
- College Catalog
- Individual Program Pages
- Office of Planning, Research, Institutional Research, and Grants
- Center for Teaching, Learning, and Innovation
- Mass. DHE Performance Metrics Review Cycle
- Academic Program Review Cycle
- Academic Program Review Timeline
- Academic Program Review Template
- Academic Program Review Library
- Academic Program Review Survey
- Externally Accredited Programs
- AAC&U Value Rubrics
- Advancing a Massachusetts Culture of Assessment
- General Education Student Learning Outcomes
- Gen Ed Course Competencies Chart
- Curriculum Committee Course Proposal Form
- Multi-State Collaborative
- VALUE Institute
- Assignment Design Charrette
- Massachusetts Taskforce on Statewide Assessment
- Academic Assessment of Student Learning Outcome Advisory Committee Report
- Student Affairs Program Review Process and Timeline
- MALES Mentor Program

STANDARD NINE: Integrity, Transparency, and Public Disclosure

- NSCC Website
- Mission, Vision and Values
- Strategic Plan 2017-21
- MA Board of Higher Education
- MA Conflict of Interest Laws
- MCCC Collective Bargaining Agreement (Day Contract)
- Diversity Resources
- National Coalition Building Institute
- Forum on Tolerance
- Affirmative Action and Title IX
- Shared Governance System
- Individual Program Pages
- College Catalog
- Net Price Calculator
- Gainful Employment Information
- Guided Academic Pathway Pages

- Office of the Dean of Students
- Student Handbook
- Student Code of Conduct
- Student Grievance Procedures
- Academic Grading Policy
- Example Syllabi
- Registrar's Page
- Public Records Information
- MA General Laws Chapter 66
- MA General Laws Chapter 4 section 7
- President's Report
- Student Disclosure Information
- General Education Student Learning Outcomes
- Office of Student Engagement
- Student Right-to-Know
- "Fast Facts"

NORTH SHORE
COMMUNITY COLLEGE