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ACKNOWLEDGMENTS

The college’s commitment to engage in a community-wide and authentic process of self-reflection and assessment has brought a deeper understanding of who we are as individuals and as a community in working toward our mission. For the past 24 months, faculty, staff, students, and faculty emeriti have responded to our invitation to participate in this important work and have enriched and sustained us in the process by contributing in many ways.

The final report was intended to be “by the community, for the community.” In our humble opinion, as Self-Study Co-chairs, we have achieved this goal. We hope and believe that the insight gained through the Self-Study process and the carefully prepared Institutional Self-Study, with its rich library of electronic resources, will continue to serve and guide the college’s efforts to realize its potential during the next decade.

While we accepted responsibility for coordinating the Self-Study process, it is the contributions, perspectives, and diligent effort of so many that are reflected in this report. We are truly grateful for this deep, wide, and sustained support. At the risk of inadvertently overlooking an important contributor, we do want to express our appreciation to the following individuals.

For their focus, critical perspective, perseverance, and at times much needed humor as members of the Self-Study Steering Committee (SSSC): Regina Curtis, Larry Dean, Linda Desjardins, Kate Finnegan, Tom Fredrick, Lindy Gougeon, Shane Hammond, Colleen Kucinski, Paul Lindale, Curtis Mitchell, Peter Rosnick, John Tierney, and Deb Washer. These colleagues deserve much appreciation for guiding the work of their particular Standards and for encouraging broad participation. The SSSC met continuously over 24 months to guide the work of the Self-Study. The Standard chairs formed committees or assigned tasks and sought participation from key individuals and stakeholder groups, engaging a significant portion of the college community.

For contributing as members for each Standard subcommittee, we thank colleagues who collected and analyzed information, and wrote and revised drafts of the Description, Appraisal, and Projection sections. We also thank key contributors who provided information, feedback, and guidance. We have listed these individuals and recognize that many community members supported the work across the Standards as well as in particular areas of expertise.

For serving as our overseeing dean, providing support, guidance, and advocacy to ensure that the Self-Study process remained true to its purpose and intent: Martha Field, Dean of Institutional Support and Advancement.

For data searches, survey construction, and analysis of data: Jesse Barba, Assistant to the Dean of Institutional Support and Advancement / Grants Associate.

For joining us as a document editor, providing technical support and a keen perspective throughout the process: April Heaslip, Adjunct Faculty Women’s Studies and History.

For ongoing administrative support: Sue Belcher, Nicki Crafts, Lori Gaimari, Wendy Gay, and Nancy Staelens.

For meeting with us frequently, providing suggestions and advice, and reading and commenting on many drafts: David Ram, Dean of Student and Academic Affairs. As co-chair for the 2000 Institutional Self-Study, he provided a unique and valued perspective.
We recognize too the contributions of those who served as through-readers, providing thoughtful comments on drafts at various stages: Tom Boisvert, Deb Chown, Arthur Hannan, Bob Pura, Sharon Roth, Jean Simmons, and Greg Vouros.

For facilitating participation in the Self-Study process within the framework of the college’s governance structure: Buz Eisenberg, Secretary of the Assembly; Nicki Crafts, Deputy Secretary; the seven Standing Committee Chairs; and President Pura as Chair of College Council.

For participating in surveys, meetings, and forums providing feedback on drafts of the report: students, faculty, staff, trustees, and community members too numerous to mention, but without whom an authentic report would not have been achieved.

For professional editorial assistance on the final draft: Susan Middleton of Ashfield, Massachusetts.

For valuable advice and encouragement throughout the process, notably comments on a near-final draft: Louise Zak of the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges.

We offer our sincere thanks,

Charlotte Gifford
Professor, French and Spanish

Judi Singley
Associate Dean, Professional Studies
Institutional Characteristics Form

Date 6/30/2010

1. Corporate name of institution: Greenfield Community College
2. Date institution was chartered or authorized: November 21, 1961
3. Date institution enrolled first students in degree programs: September 17, 1962
4. Date institution awarded first degrees: June 2, 1964
5. Type of control: Public, State
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 Department of Higher Education; Associate of Arts and Associate of Science degrees.
7. Level of postsecondary offering (check all that apply):
   - X Less than one year of work
   - X At least one but less than two years
   - □ Diploma or certificate programs of at least two but less than four years
   - □ Associate degree granting program of at least two years
   - □ Four- or five-year baccalaureate degree granting program
   - □ First professional degree
   - □ Master’s and/or work beyond the first professional degree
   - □ Work beyond the master’s level but not at the doctoral level (e.g., Specialist in Education)
   - □ A doctor of philosophy or equivalent degree
   - □ Other doctoral programs
   - □ Other (specify)

8. Type of undergraduate programs (check all that apply):
   - X Occupational training at the crafts/clerical level (certificate or diploma)
   - X Occupational training at the technical or semiprofessional level (degree)
   - X Two-year programs designed for full transfer to a baccalaureate degree
   - □ Liberal arts and general
   - □ Teacher preparatory
   - □ Professional
   - □ Other

9. The calendar system at the institution is:
   - X 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 NA credit hours
    c) Professional NA credit hours

11. Student population: fall 2009
    a) Degree-seeking students:

    |                          | Undergraduate | Graduate | Total |
    |--------------------------|---------------|----------|-------|
    | Full-time student headcount | 999           | NA       | 999   |
    | Part-time student headcount | 1,204         | NA       | 1,204 |
    | FTE                      | 1,803.1       | NA       | 1,803.1 |

    b) Number of students (headcount) in noncredit, short-term courses: 863
12. List all programs accredited by a nationally recognized, specialized accrediting agency:

<table>
<thead>
<tr>
<th>Program</th>
<th>Agency</th>
<th>Accredited since</th>
<th>Last Reviewed</th>
<th>Next Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Degree Nursing (ADN)</td>
<td>National League for Nursing Accreditation Commission; MA Board of Registration for Nursing</td>
<td>June 1983</td>
<td>Feb. 2007</td>
<td>2015</td>
</tr>
<tr>
<td>Massage Therapy Certificate (MTC)</td>
<td>Commission on Massage Therapy Accreditation</td>
<td>1999</td>
<td>April 2005</td>
<td>April 2010</td>
</tr>
<tr>
<td>Emergency Medical Services (EMS)</td>
<td>MA Office for Emergency Medical Services</td>
<td>May 2005</td>
<td>April 2008</td>
<td>April 2011</td>
</tr>
<tr>
<td>Practical Nursing Certificate (PNC)</td>
<td>MA Board of Registration for Nursing</td>
<td>1992</td>
<td>2008</td>
<td>2018</td>
</tr>
<tr>
<td>Criminal Justice Police Career Incentive Pay Program (PCIPP)</td>
<td>MA Department of Higher Education</td>
<td>2004</td>
<td>2009</td>
<td>2014</td>
</tr>
</tbody>
</table>

13. Off-campus Locations:

<table>
<thead>
<tr>
<th>A. In-state Locations</th>
<th>Full Degree</th>
<th>50%-99%</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greenfield Community College Downtown Center (MTC, ADN, EMS)</td>
<td>Yes</td>
<td></td>
<td>104.2</td>
</tr>
<tr>
<td>Veterans Affairs Medical Center (PNC)</td>
<td>Yes</td>
<td></td>
<td>34.4</td>
</tr>
</tbody>
</table>

14. International Locations:

<table>
<thead>
<tr>
<th>Name of Program(s)</th>
<th>Location</th>
<th>Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

15. Degrees and certificates offered 50% or more electronically:

<table>
<thead>
<tr>
<th>Name of Program</th>
<th>Degree Level</th>
<th>% Online</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>None/With time a student may be able to complete 50% of the Liberal Arts General program with online courses; however, currently there is no online degree or certificate program</td>
<td>Associate</td>
<td>50%</td>
<td>0</td>
</tr>
</tbody>
</table>

16. Instruction offered through contractual relationships:

<table>
<thead>
<tr>
<th>Name of Contractor</th>
<th>Location</th>
<th>Name of Program</th>
<th>Degree or Certificate</th>
<th># of Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
17. List by name and title the chief administrative officers of the institution:

**CHIEF INSTITUTIONAL OFFICERS**

<table>
<thead>
<tr>
<th>Function or Office</th>
<th>Name</th>
<th>Exact Title</th>
<th>Year of Appointment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair, Board of Trustees</td>
<td>Tim Farrell</td>
<td>Chair, Board of Trustees</td>
<td>2009</td>
</tr>
<tr>
<td>President/CEO</td>
<td>Robert L. Pura</td>
<td>President</td>
<td>2000 Interim 2001 Permanent</td>
</tr>
<tr>
<td>Executive Vice President</td>
<td>None</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chief Academic Officer</td>
<td>David Ram</td>
<td>Dean of Student and Academic Affairs</td>
<td>2003 Interim 2005 Permanent</td>
</tr>
<tr>
<td>Deans of Schools and Colleges</td>
<td>None</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chief Financial Officer</td>
<td>Tim Braim</td>
<td>Chief Financial Officer</td>
<td>2002</td>
</tr>
<tr>
<td>Chief Student Services Officer</td>
<td>David Ram</td>
<td>Dean of Student and Academic Affairs</td>
<td>2009</td>
</tr>
<tr>
<td>Planning</td>
<td>None</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institutional Research</td>
<td>Martha Field</td>
<td>Dean of Institutional Support and Advancement</td>
<td>2000</td>
</tr>
<tr>
<td>Assessment</td>
<td>None</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Development</td>
<td>Regina Curtis</td>
<td>Director of Development</td>
<td>2005</td>
</tr>
<tr>
<td>Library</td>
<td>Ellen Carey</td>
<td>Co-coordinator of the Library</td>
<td>2006</td>
</tr>
<tr>
<td></td>
<td>Deborah Chown</td>
<td>Co-coordinator of the Library</td>
<td>2006</td>
</tr>
<tr>
<td>Chief Information Officer</td>
<td>Mike Assaf</td>
<td>Director of Information Technology</td>
<td>2008</td>
</tr>
<tr>
<td>Continuing Education</td>
<td>Bob Barba</td>
<td>Associate Dean for Community Education</td>
<td>2003</td>
</tr>
<tr>
<td>Grants/Research</td>
<td>Regina Curtis—Grants</td>
<td>Director of Development</td>
<td>2005</td>
</tr>
<tr>
<td></td>
<td>Martha Field—Research</td>
<td>Dean of Institutional Support and Advancement</td>
<td>2000</td>
</tr>
<tr>
<td>Admissions</td>
<td>Herb Hentz</td>
<td>Director of Admission</td>
<td>1991</td>
</tr>
<tr>
<td>Registrar</td>
<td>Heather Hoyt</td>
<td>Registrar</td>
<td>2003</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>Linda Desjardins</td>
<td>Co-director of Financial Aid</td>
<td>2006</td>
</tr>
<tr>
<td></td>
<td>Dennis Finnell</td>
<td>Co-director of Financial Aid</td>
<td>2006</td>
</tr>
<tr>
<td>Public Relations</td>
<td>Regina Curtis</td>
<td>Director of Development</td>
<td>2005</td>
</tr>
<tr>
<td>Alumni Association</td>
<td>Regina Curtis</td>
<td>Director of Development</td>
<td>2009</td>
</tr>
<tr>
<td>Human Resources</td>
<td>Rita Hardiman</td>
<td>Interim Director of Human Resources</td>
<td>2008 2010</td>
</tr>
</tbody>
</table>

18. Supply a table of organization for the institution.

See [Institutional Organization Chart](#).
19. Record briefly the central elements in the history of the institution:

For fall 2009, GCC is at the top of its natural variability, which is defined statistically from 2,091 to 2,571 students during the 1982 to 2009 period. Natural variability expects headcount to be within this range 95.4% of the time based on our enrollment history over the past 28 years.

**In the 1960s**, faculty increased to 33 full-time day faculty; enrollment grew to 951 students.

In 1962, the college installed Dr. Walter M. Taylor as the first President (then called Director); offered classes for the first time at the former Federal Street Elementary School; and enrolled 135 students in General Studies, University-Parallel Studies, Executive Secretarial, and Business and Management associate degree programs. Fourteen full-time faculty taught 227 day students. Forty-eight students graduated the following year.


In 1963, the college installed Dr. Lewis O. Turner as the second President.

In 1967, the Greenfield Community College Foundation was established.

**Program Additions:**

- Associate degrees
  - Nursing
  - Liberal Arts
  - Engineering Technician
  - Recreation
  - Art
  - Fire Science Technology
  - Law Enforcement

**Position Additions:**

- Dean of Students
- Registrar
- Bursar
- Librarian
- Director of Student Activities
- Academic Dean
- Administrative Assistant to the Director (President)
- Associate Director of Computer Science
- Director of Continuing Education
- Bookstore Manager
- Director of Audio-Visual Services

**College Buildings and Facilities:**

- Expansion to the Corsiglia Building on Newell Court
- Expansion to a former factory on Arch Street
In the 1970s, faculty increased to 63 full-time day faculty; enrollment grew to 1,379 students and the college graduated 390 students.

In 1978, the college installed Dr. Nancy L. Goodwin as the third President.

In 1976, the Massachusetts Labor Relations Commission certified the Massachusetts Community College Council (MCCC), affiliated with the Massachusetts Teachers Association (MTA) and the National Education Association (NEA), as the collective-bargaining unit for full-time faculty and professional staff; it was recertified in 1983.

**Program Additions:**

- **Associate degrees**
  - Management
  - Marketing
  - Computer Science Technology
  - Media Technology
  - Photography
  - First Liberal Arts concentration
  - Community Health Technology
  - Graphic Design
  - Environmental Science
  - Early Childhood Education
  - Transfer program in Engineering

- **Certificates**
  - Fire Science Technology
  - Office Assistant

**Position Additions:**

- Director of Admission
- Dean of Administration
- Business Manager
- Public Information Officer
- Medical Director
- Academic Dean
- Director of Veterans’ Affairs
- Director of the Physical Plant
- Director of Auxiliary Services
- Division Chairs in Behavioral Sciences, Business Administration, Humanities, and Natural Sciences
- Director of Financial Aid and Placement
- Director of Cooperative Education
- Director of Planning and Sponsored Research
- Director of Career Counseling and Placement
- Director of Leisure Education and Athletics
- Director of Childcare Center
- Safety and Security Officer
- Director of College Health Services

**College Buildings and Facilities:**

- Established a comprehensive learning center
- The college moved all of its operations to the new campus on College Drive.

In the 1980s, faculty increased to its highest level of 66 full-time day faculty in 1983 but dropped to 61 by 1989; enrollment grew to 2,321 students and the college graduated 299 students.

In 1981, the college installed Dr. David A. George as the interim President.

In 1982, the college installed Dr. Theodore L. Provo as the fifth President.

In 1988, the college installed Dr. Katherine H. Sloan as the sixth President.

In 1981, the Greenfield Community College Board of Trustees was established.

In 1985, the college began requiring all students to take placement tests prior to credit course enrollment.

In 1987, the Massachusetts Labor Relations Commission certified the MCCC/MTA/NEA as the collective bargaining unit for faculty teaching in the Division of Continuing Education.
Program Additions:
Associate degrees
- Business Administration Transfer

Certificates
- Engineering Communications
- Graphic Communications
- Outdoor Leadership
- Mathematics and Physical Science for Technicians
- Licensure for Early Childhood Educators
- Pioneer Valley Studies
- Studio Arts

Position Additions:
- Personnel Administrator
- Superintendent of Buildings and Grounds
- Director of Cooperative Education
- Dean of Continuing Education and Community Services
- Director of Disadvantaged Student Program

College Buildings and Facilities: no significant changes

In the 1990s, faculty increased to its highest level of 65 in 1997 and then dropped to 62 in 1999; enrollment grew to 2,274 students and the college graduated 372 students.

In 1994, the college installed Lawrence A. Dean as interim President.

In 1995, the college installed Dr. Charles Wall as the eighth President.

In 1990, the college designated non-college-level courses as “developmental” and not applicable to associate degree requirements.

In 1992, the college purchased a fourth-generation, integrated administrative computer system with support from a five-year, federal Title III grant.

Program Additions:
Associate degrees
- Occupational Therapy Assistant

Certificates
- Practical Nursing
- Career Transitions
- Microsoft Office Applications
- Music
- Massage Therapy
- Advanced Massage Therapy
- Multimedia Design
- Paramedic

Position Additions:
- Director of the Greenfield Community College Foundation and Alumni Relations
- Comptroller
- Dean of Institutional Advancement
- Director of Nursing and Health Occupations
- Director of the Career Resource Center

College Buildings and Facilities:
- Smith Vocational School in Northampton established as location for Practical Nursing Certificate program.
- The college expanded to the former Heritage Bank Building on Main Street
- The college underwent its first complete financial.
- The college added the East Building to its Main Campus on College Drive and began an asbestos abatement and refurbishment project in the Main Building.
In the 2000s, faculty decreased to 57 then increased back to 59 full-time day faculty as of fall 2009; enrollment grew to 2,546 students and graduated 345 students. In 2001, the MCCC Collective Bargaining Agreement implemented the additional fifth course, 15-credit, minimum teaching workload.

In 2000, the college installed Dr. Robert L. Pura as interim President.

In 2001, the college installed Dr. Robert L. Pura as the ninth President.

In 2002, the college adopted the Assembly structure of governance and its Bylaws.

In 2003, the Department Chairs and Program Coordinators (DCPCs) organizational structure adopted a timeline and Academic Review Guidelines.

In 2004, the college adopted the Principles of Education, ratified by the GCC Board of Trustees.

In 2004, the college was awarded a five-year, federal Title III grant for Advising and established and staffed the Academic Advising Center. The college adopted the Institutional Statement on Academic Advising in 2007.

In 2004, the Division of Community Education established Senior Enrichment Education.

In 2008, the college adopted new Vision and Mission statements.

In 2009, the college adopted the Institutional Statement of Inclusion.

In 2009, the college reorganized the Division of Academic Affairs and Division of Student Affairs into one Division of Student and Academic Affairs.

Program Additions:

Associate degrees
- Renewable Energy/Energy Efficiency
- Art/Graphic Design
- Art/Media Arts Mass Transfer Compact

Liberal Arts Options
- Liberal Arts/English
- Liberal Arts/Theatre
- Liberal Arts/Social Sciences
- Liberal Arts/Economics

Certificates
- Web Development and Design
- Entrepreneurship
- Digital Media
- Renewable Energy/Energy Efficiency

Position Additions:
- Director Disability Services

College Buildings and Facilities:
- North Wing closed in 2000, asbestos was removed, the wing was refurbished, and in 2002 it reopened.
- South Wing closed in 2002, asbestos was removed, the wing was refurbished, and in 2005 it reopened.
- Core closed in 2006, and asbestos removed. College employs Gensler Architects to design Core expansion; expected reopening 2011; expected cost $31 million.
- Technology integration included campus-wide wireless, Blackboard Learning Management System, SmartBoards, website upgrades, the My GCC faculty and student web portal, Interview Exchange, Mobile Web Email, Outlook Calendar Sharing, and thin-client remote applications.
OVERVIEW

The significant global and national events that marked the past decade were felt by Greenfield Community College and its local community. The impact of war, natural disasters, and economic collapse has shaped the lives of students, faculty, and staff, as well as the college’s response and its continued work toward defining and meeting its vision. Since 2000, the college has continued its mission by enrolling 60,000 students.

<table>
<thead>
<tr>
<th>Students graduated</th>
<th>3,667</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students transferred to other institutions</td>
<td>5,264</td>
</tr>
<tr>
<td>GED graduates average fall enrollment</td>
<td>284 (10%)</td>
</tr>
<tr>
<td>Teachers, nurses, and first responders graduated</td>
<td>1,500</td>
</tr>
</tbody>
</table>

Collaborations with community partners also illustrate the college’s mission with a list of partners that spans local public education, western MA colleges, community-based service providers, and area employers. A recent highlight is an agreement with Massachusetts College of Art to offer bachelor-level courses on the GCC campus, some taught by GCC faculty.

Community engagement is yet another hallmark, with GCC faculty and staff volunteering at over 140 locations. The economic impact of the college for the Franklin-Hampshire region is $70 million, not including construction through the college renovation.

During the past decade, the college community has invested considerable discussion and thought to defining its direction and purpose through the development of these guiding documents: Vision and Mission statements, Principles of Education, Institutional Statement on Academic Advising, and Statement of Inclusion.

Following the 2000 Self-Study that noted the need to focus attention on the governance and institutional effectiveness, the college developed a system of shared governance, by ratifying the Assembly Bylaws in 2003, and fostering a culture of inquiry through its support and use of CCSEE/SENSE, Academic Program Review Process, Internal Scan and External Scan, Strategic Enrollment Management Planning, Report of the President’s Diversity Task Force, plus the NEASC 2000 Self-Study and 10-year site visit, the 2004 Focused Report, the 2004 focused visit, the 2005 Fifth Year Report and the 2010 10-year site visit.

The college's curriculum and programs have responded to changes in local community through the creation of 16 new opportunities for students. (See Program Additions since 2000.)

The college has focused on student success by supporting their various transitions through initiatives in marketing, admissions, financial aid, assessment of student learning, advising, registration, orientation, courses, student support, graduation, jobs, and transfer.

The college attends to its students from developmental education through graduation, noting that 40% of graduates over the last three years took at least one developmental course.

A strong college-wide commitment to access is evidenced through increasing numbers of referrals to the Office of Disability and Accessibility Services and attendance of faculty as professional development opportunities related to students with disabilities. Universal Design in pedagogy and learning environments has supported the success of all students and in particular students with disabilities. Efforts include continued collaboration between disability services, the college administration, facility services, and DCAM to bring the college closer to meeting the challenge of a fully accessible environment. The college has achieved the successful inclusion of increasing numbers of d/Deaf students into programs including Associate Degree Nursing and Outdoor Leadership, Massage Therapy, and Renewable Energy.
The college has also supported significant environmental changes over the past five years with the intent to green the campus through curriculum development, workplace practices, and community outreach. A highlight is the signing of the Presidents’ Campus Climate Commitment. (See also Standard 8.)

While state funding has diminished over the past decade, the college has seen significant gains in funding from grants and GCC Foundation campaigns that have supported scholarships and many initiatives. Since 2000, the college has benefited from $5,358,593 raised through the Foundation and grants awards totaling $10,137,863, and has awarded 1801 scholarships.

The decade has also been marked by the excitement and challenges of ongoing extensive renovations to the East Building, to the North and South wings, and now to the Core. The result will be an increase in approximately 16,500 square feet with state-of-the-art teaching and learning spaces and community spaces. The college has also recently embarked on the Garden Theatre Project, a collaboration between the college, the Franklin County Community Development Corporation, and the Garden Theatre to create a Performing Arts film complex with 1,000-seat traditional theatre, a 265-seat multiuse screening room, six additional cinemas, and an art gallery.

While the magnitude of global and national events of the past decade often leaves the college’s faculty and staff feeling that they have not been able to change the world, the college community is reminded often by President Pura that, in fact, “you have changed our students’ lives, their families, the community we serve, and GCC for the better; and in the process, you are changing the world.”

Therefore, the college community affirms its commitment to be guided in daily practice by the spirit and letter of the GCC Vision and Mission statements and the Principles of Education, as the college identifies its priorities, evaluates its endeavors, and plans for the future. Through these efforts, GCC will enhance its distinctive character, retaining its close and intimate environment while focusing on learning and student achievement.

The Current Context

Undeniably, the college has faced significant budgetary challenges as a direct result of the current national economic conditions. As with all Massachusetts public higher education institutions, GCC was hit hard midyear by the Governor’s 9C budget cuts in 2008 and 2009. Consequently, in FY2010, the state-supported percentage of the college’s total budget dropped 44%; in comparison, the rate was 64% in FY2001.

The college implemented a major reorganization to respond to the cuts, but it differed significantly from the one that had been in the planning process for several years. However, GCC’s response—to cut...
administrators and protect jobs of people who work directly with students—is consistent with the
stated values in the college’s Vision and Mission, and the Principles of Education. In an email to the
college community, President Pura noted:

**Our means are our goals in the making.** How we respond to this economic environment and
these cuts is as important as making the cuts themselves. My heart and soul have been lifted by
our All-College conversation and your subsequent response. The e-suggestion box is filled with
innovative and thoughtful ideas; committee chairs have provided the leadership to move from
paper to e-communication; you are sacrificing professional development and travel, reducing
copying, and generating long lists of energy conservation strategies. The point being is that you
have stepped up to the plate, understood the moment and in classic GCC manner—*you have
come together as a community with courage, intelligence and great heart.* Dear
colleagues, we will get through this with our college and the college community strengthened by
our response.

In this context, when fall 2009 enrollments surged by 11%, as students flocked to the college in response
to the recession, the college chose to “assess and invest” the funds from additional fees in order to help
mitigate the deleterious effects of the state cuts. Wherever possible, federal stimulus monies were
similarly used.

However, the college had to acknowledge the reality that the funds cut by the 9C order will in all
probability not be restored in upcoming budgets. The college clearly has moved from being a state-
funded institution to being a partially state-supported institution. (See Decade at GCC.)

In spite of these very real challenges, the college has rejected the mindset of economic crisis for the
institution’s future. Rather, there is a commitment to take stock of the current situation, as studied and
detailed in this document, and to make the difficult choices necessary to maintaining the college’s core
mission while adapting to the new fiscal reality. The college will not be able to answer all needs or
demands placed on it but will purposefully choose to maintain and expand offerings strategically. In the
President’s words, this will entail “holding fast to our dreams and living within our means.”

Throughout the description and appraisal process, two main themes emerged: broadly stated these are
1) resources (staffing, space, funding, etc.) and 2) planning. Consequently, in light of the commitment
outlined above, the college recognizes that these two areas, and the decisions that will flow from them,
will be an important area of focus, attention, and energy in the next 10 years.

**Resources**—There are indeed low- or no-cost projections identified through the Self-Study process, and
the college will begin addressing these. However, the college must not limit itself to just these kinds of
low-hanging fruit. The college also identifies projections that may require resources that if not done will
cost as well. The college strives to find a balance between taking stock, living within our means, and
holding fast to our dreams as it commits to the projections stated here.

The Self-Study raises the question of limited staff in several areas. The college does acknowledge the
strain that diminishing state support and ever-increasing costs of delivering its mission puts on its
current workforce. The Self-Study also documents a need to further explore how priorities are set and
resources then invested.

**Planning**—The Self-Study reveals that the college uses both centralized and decentralized planning. The
Description acknowledges the college’s history of varied planning approaches; the Appraisal indicates
that this variety presents significant challenge in achieving an acceptable, consistent approach to
institutional planning and that long-range planning initiatives, including the refinement of the Projections
for this Self-Study, remains unfinished. The college commits to studying how these approaches impact
institutional effectiveness and planning at all levels. The college will review all of the stated projections with a special focus on projections that indicate exploration or consideration rather than definitive approaches to improvement.

As part of this review, the college will consider carefully where ultimate responsibility for the implementation of projections will lie and which work areas or individuals will be involved. An important element of the college’s culture is its tendency toward inclusivity in its approach to planning, reflecting an effort to ensure that all affected community members’ voices are heard and considered.

The Reorganization Work and the Refurbishment Project are work the college must do with many tasks at an action-step level of planning and execution, and so do not appear as Projections for each chapter. However, the college recognizes the influence these themes have on identifying and committing to stated Projections.

Reorganization Work—The college has identified significant work needed to implement the new organizational structure. (See Activities for Improvement.) The college has committed to this ongoing effort and in some areas has already begun. As a result, the college will be better positioned to achieve the Projections noted in each chapter.

Refurbishment Project—The college is now in Year 9 of what was intended to be a three-year project. As with the reorganization, there are tasks that range from simple to complex. These efforts must continue as a backdrop as the work toward state Projections gets under way. Finishing the Core project and transitioning into the finally complete structures will impact the time and workload of many people in the short term, while striving to meet stated long-term projections.

Summary

As seen in this Self-Study, the college has strived through the past decade to be a responsive, mission-driven institution. This laudable approach has presented the challenge of remaining true to its character as a small institution while being responsive to the community’s many needs. At times, the college has had to acknowledge that it simply cannot be all things to all people in spite of its best intentions. This acknowledgement is difficult for GCC, as the desire to meet all needs is deeply woven into the fabric of the college’s culture.

The Self-Study process has engaged the full college community in celebrating its successes. The Self-Study has confirmed and reaffirmed GCC’s strong commitment to excellence in teaching and learning. This document presents evidence of the significant accomplishments of the past decade, as told in the stories of students, alumni, faculty, and staff. Similarly, data on student success (transfer, graduation, and academic goal completion) and curriculum and program development demonstrate GCC’s commitment to its Vision and Mission.

The Self-Study process also has allowed the college to take a critical look at its challenges, limitations, and goals not yet achieved. Given the current fiscal and physical climate, it has been hard during this institutional assessment to reach back over a full decade; the focus has tended to fall on very recent history and the concerns that have dominated the past few years. Similarly, it has been difficult to articulate projections beyond the next few years.

Regardless, the Self-Study has increased the college’s understanding of itself and offers rich material for continued discussion, providing the basis for work into the future. As the edits for the final draft of this Self-Study Report were being made, the steel beams of the new Core of the Main Building were being erected on the college’s original foundation—an appropriate metaphor for the future growth of the college and the work that will continue, building on its history.
The Self-Study Process

The college’s Self-Study process began early, as an outgrowth of the ongoing work of the Planning and Evaluation Management (PEM) Committee. More than three years before the completion of the document, members recognized the need to plan backward from the desired end, a successful accreditation process culminating in the site visit and report by the CIHE visiting team. This timeline guided the Self-Study Steering Committee (SSSC) throughout the process, establishing key work periods and deadlines for drafts of the three phases: Description, Appraisal, and Projection.

A key activity early in the process was the attendance of the President, the Dean of Institutional Support and Advancement, and one co-chair at the annual NEASC conference in 2007, solidifying the commitment of the administration to the timeline. Extensive discussions at initial SSSC meetings identified key personnel across the college community to serve on subcommittees, with a goal of broad participation by representative voices in the process. Some standard subcommittees met regularly with a core membership; others worked in a less-structured but equally diligent manner, with the chair(s) directing the writing efforts in conjunction with targeted members of the community.

The co-chairs advocated for and received funding for the entire SSSC team—the Dean of Institutional Support and Advancement (ISA), the two co-chairs, and all Standards chairs—to attend the annual NEASC conference in 2008. Their participation proved to be an invaluable team-building experience; as a result, all members had a thorough understanding of the process from the start. Materials from the conference were used repeatedly throughout the Self-Study.

The SSSC determined that, considering the college’s size and resources, it would be essential to use existing structures for the Self-Study process whenever possible. The co-chairs mapped out mechanisms for participation and feedback, using both the college’s model of shared governance, established as a direct result of the 2000 Self-Study, and institutional structures such as the Department Chairs and Program Coordinators (DCPCs), All College meetings, organizational meetings, and President’s Staff meetings. The President shared elements of the document with the Board of Trustees. In addition, throughout all three phases, the SSSC solicited feedback to the many drafts from all members of the college community through multiple formats, including email, hardcopy, and verbal communication.

Preliminary work
PEM established a Self-Study time frame: spring 2007
NEASC conference—attended by President, Dean of ISA, and one co-chair: October 2007
Co-chairs appointed: spring 2008
Self-Study Steering Committee formed: May 2008
Subcommittee members recruited: late spring 2008–fall 2008

Fall 2008–Spring 2009: Description
NEASC conference—whole SSSC attended: October 2008
College-wide meeting on Self-Study: December 1, 2008
DCPC meetings: September 9, October 10, and December 12, 2008
Description draft sent to college community: March 26, 2009
Forums: April 9, 21, and 24, 2009
Conducted college-wide survey: April 2, 2009
President’s Staff: February 3 and May 12, 2009
Board of Trustees: January 14, 2009
Governance:
Regular agenda item at monthly Assembly—SSSC updates
Presentation to College Council: Sept. 15, 2008
Standing Committees: feedback requested at April 13, 2009 meetings
Spring 2009–December 2009: Appraisal

Appraisal workshop held for the SSSC chairs and subcommittee members: Feb 20, 2009
President’s Staff: October 13 and May 12, 2009
Appraisal draft sent to college community: November 16, 2009
Student and Academic Affairs Meeting: November 30, 2009
Governance
  College Council (Standard 11): November 23, 2009
  Assembly (Standard 3): December 7, 2009
  Standing Committees: feedback requested at December 14, 2009, meetings

November 2009–April 2010: Projection

President’s Staff: January 19, March 30, and April 13
Description, Appraisal, and Projection draft sent to college community: February 2, 2010
Feedback Fair: February 4, 2010
Forums: February 17 and 19, 2010
DCPC meeting: February 12, 2010
Draft sent to NEASC: March 12, 2010
Student Senate: March 22, 2010
Near-final draft sent to college community: April 2, 2010
Open drop-in feedback sessions: April 14 and 15, 2010
Final draft sent to college community: April 22, 2010
Governance
  Assembly: March 22, 2010
  Standing Committees: feedback requested at April 12, 2010, meetings
  Endorsement by College Council: April, 26, 2010
  Ratification by Annual Meeting, Assembly: May 3, 2010

May 2010–June 2010: Self-Study Report Completion

Final draft completed
Electronic and physical workrooms established
Institutional Self-Study sent to NEASC and visiting team

August 2010: Third-Party Comment Solicitation

Third-party comment solicitation to be published in local newspaper and posted on the college website
Standard 1: Mission and Purposes

DESCRIPTION

GCC is the smallest of 15 community colleges in the Massachusetts higher education system in terms of enrollment. GCC’s size is one aspect of its distinctive character as expressed in the GCC mission.

As an open-door college offering a collaborative learning context, GCC is known for its caring and supportive faculty and staff and for the broad support it enjoys from the surrounding community, and expresses its commitment and importance to the community it serves in its vision.

GCC’s Vision and Mission statements articulate its commitment to meeting society’s needs by teaching, “the knowledge and skills necessary for our students to reach their highest potential,” while recognizing that specific knowledge and skill requirements change with society.

GCC’s Vision and Mission statements were revised in 2008 to reflect GCC’s changing relationship with both the internal and external communities of the college after a significant collaboration beginning in the summer of 2005 spanning several years (See History). They were endorsed by the GCC Assembly and the College Council, and approved by the Board of Trustees. Assessment of the statements continued as the Planning and Evaluation Management (PEM) Committee debriefed to examine the trade-offs between speed and authenticity in college governance. All agreed that the collaboration resulted in Vision and Mission statements that are unique, authentic to the college’s character, challenges, and environment, and generated grassroots acceptance and ownership for successful implementation. The statements are published in the College Catalog, the Course Guide, the Student Handbook, and the Student Planner, and are posted on the college website.

The college developed Principles of Education that address lifelong learning, diversity and community, literacy and communication, and knowledge and thinking. They articulate the implicit assumptions regarding teaching and learning embraced by the people of Greenfield Community College and represent the ideals to which the GCC community aspires.

In fall 2009, the Assembly and the College Council formally endorsed, and the President adopted, the newly developed Statement on Diversity and Inclusion:

**Vision “Strengthening Our Community”**

Lives change for the better every day at Greenfield Community College. Families grow stronger and so too our community. Our vision is to strengthen our community one student at a time. We understand our role and responsibilities, as a college in the global community, to create a better world for all.

**Mission “Teaching and Learning Together”**

Our mission is to teach, in a small, supportive, and intimate learning environment, the knowledge and skills necessary for our students to reach their highest potential. Our doors are open to all who seek to learn. In striving to fulfill this mission, we also seek to learn the knowledge and skills necessary to reach our highest potential as a college. At GCC, we are passionate about teaching and learning together!
“As an inclusive community, Greenfield Community College engages in intentional and ongoing reflection of diversity as we seek to create a culture that values, encourages, and embraces a wide range of individual and group differences.” Resolution of GCC Assembly, passed on December 7, 2009

GCC is well known for having a deep and supportive commitment to and from its surrounding community. This commitment is demonstrated by the active support of the GCC Foundation and community education programs designed to develop personal or work-related skills, to provide avenues for professional development, and to promote leisure activities and personal development. Instructors are from the community and work as tradespersons, artists, other educators and professionals.

The college’s commitment to the community is two-way as evidenced by the President’s skilled relationship-building activities at local, state, and national levels, by reaching out to high school students with dual-enrollment programs, by the Community Education seminars across a wide array of topics, and by a strong engagement in community settings seen in GCC faculty and staff volunteerism.

Overall, GCC strives to provide a unique climate for learning grounded in collaborative relationships among faculty, staff, students, and community counterparts. Through strong engagement, faculty, and staff believe they identify and stimulate learning opportunities individually and community-wide, which enable those served to reach their highest potential.

GCC identified four institutional priorities driven by, reflective of, and consistent with its Vision and Mission. GCC’s institutional priorities are actionable and concrete, and challenge members to engage with community in individual disciplines to ensure that the college is responsive to the community’s needs and is leading the Pioneer Valley toward effective solutions through scholarship, research, and service. These strategic priorities merge with the budget and inform tactical plans throughout the institution to help ensure that the mission is achieved:

1. Increase student goal attainment—transfer, graduation, employment, lifelong learning, and personal growth.
2. Expand access, outreach, and collaborations in the Pioneer Valley and surrounding communities.
3. Foster a campus climate that respects each individual, values collaborative efforts, and promotes professional development.
4. Implement integrative planning throughout the college—budget, enrollment, curriculum, program, staffing, and facilities.

The priorities lend themselves to ongoing improvements in data capture and measurement that focus on student achievement. Through the newly created Strategic Enrollment Management Plan, internal and external research and scans (e.g., the Community College Survey of Student Engagement and the Survey of Entering Student Engagement), and ongoing improvements in the use of Banner Student Information Systems, the college captures data to measure the institution’s progress in helping students achieve goals, and adjust institutional strategies in meaningful and realistic ways. (See IR timetable and Fast Facts webpage.)

Institutional Effectiveness

As described in Standard 3, GCC recently completed a process of re-evaluation of its mission and purposes and assessed its usefulness in providing direction in planning and resource allocation. The results of this process were the new Vision and Mission statements that are used to enhance institutional effectiveness. (See History.)
Research Methodology

Initially, action research methodologies were used in the Appraisal phase of Standard 1. Reflective statements were generated based on the original NEASC standards. Based on these statements, members of the Standard 1 Subcommittee reflected on their own personal experiences with the Mission and purposes. Taking those reflections as a starting point, formal interviews were conducted with the Dean of Student and Academic Affairs and other college officials, and informal interviews were held with colleagues and staff. These action research efforts and interviews produced qualitative data to which were added data resulting from analysis of Internal and External Scans, Planning and Evaluation Committee reports, CCSEE and SENSE data, and other pertinent reports.

The Vision and Mission statements define the distinctive character of the college describing its “smallness.” “Our mission is to teach, in a small, supportive, and intimate learning environment…Our doors are open to all who seek to learn.” GCC describes itself as a “learning” institution, another important aspect of its distinctive character; “…we also seek to learn the knowledge and skills necessary to reach our highest potential as a college.”

GCC's Vision and Mission are concurrently aspirational and inspirational and provide the basis on which the college identifies its priorities, plans its future, and evaluates its endeavors.

GCC’s mission and purposes are appropriate to higher education. The new statements reflect GCC’s changing relationship with the college’s internal and external communities. (See History.) They are consistent with the charter and implemented in a manner that complies with the Standards of the Commission on Institutions of Higher Education. The Mission gives direction to activities and provides a basis for the assessment and enhancement of institutional effectiveness.

Feedback from the external community, such as alumni and business and community leaders, suggests a general belief that the college accomplishes its mission reasonably well. The college provides open access and low-cost education for the citizens of Franklin County and beyond. Stable enrollments and graduation and transfer rates support this assertion. The internal college community is less confident than the external community partly because the Mission is seen to be very broad and therefore difficult to achieve in its entirety, and partly because the college does not consistently communicate its successes to its internal audience.

Innovative initiatives including new degree options and certificate programs in Renewable Energy, Entrepreneurship, Peace Studies, Electronic Media, Behavioral Sciences, and Health Occupations (now with departments and programs housed in Social and Natural Sciences, Math, Business and Technology, or Professional Studies) and are the result of GCC’s uniquely strong connection with and commitment to the Pioneer Valley, which relies on the college for economic, cultural, intellectual, and social stimulation and leadership.

While the community strongly supports the college’s offerings in the performing arts, GCC is the only MA community college without a performing arts center. Faculty and students struggle with the lack of appropriate venues for dance and music recitals, theatre performances, band concerts, and spoken-word events. With direction identified through a comprehensive needs assessment study in FY2008, the college is currently engaged in a public-private partnership to redevelop two buildings in Greenfield’s Historic District for reuse as the Garden Theatre Complex. The facility will include film, visual, and performing arts spaces, including a 1,000-seat theatre to be leased by the college for its Humanities Division departments’ teaching and learning activities as well as for college-sponsored events with wider community interest.
Giving to the Foundation has historically increased during challenging economic times, demonstrating the community’s depth of commitment. The theme of the 2009 Annual Fund Campaign was “Affordable Access for All.” The Foundation raised $804,098, had the largest increase in donors (14%) ever, and recruited twice as many fundraisers (120) as in 2008. As these results would be terrific in any year, let alone in the worst economic conditions since the Great Depression, it is another strong statement about the community’s commitment to GCC.

In fall 2009, GCC collaborated with more than 40 community organizations including the Franklin County Community Development Corporation, Hospice in Franklin County, Community Foundation of Western Massachusetts, Departments of Public Health, Agriculture, Housing, and Economic Development, Greenfield Mayor’s Office, Mass Cultural Council, and the University of Massachusetts. Community Education seminars and programs are well received and attract over 3,000 enrollments annually since 2006.

The GCC Vision and Mission statements do not identify geographically the students it seeks to serve except, perhaps, by implication. "Community" is GCC’s middle name, therefore GCC seeks to serve students from its “community.” The projected significant demographic change in the community underscores the college’s intent to serve effectively students from minority and underrepresented groups.

Appraisals of GCC’s application of its institutional priorities show that:

- By providing students with useful information and wise guidance in the transfer process and in advising, GCC helps to ensure a graduation date consistent with goals and intentions.
- By providing a curriculum that encourages the learning for 21st-century jobs and careers, GCC provides a safe and nurturing environment for students to develop and grow personally and professionally as they seek to reach their “highest potential.”
- By reaching out to the community, providing multiple avenues of access, and encouraging and nurturing collaboration between the college and a variety of institutions and organizations, GCC “strengthens our community.”
- By fulfilling its commitment to serving “one student at a time,” GCC demonstrates abiding respect for each and every individual student.
- By living its passion “for teaching and learning together,” GCC values and encourages collaborative efforts.
- By building its own knowledge and skills through formal and informal professional development activities, the college enhances its capacity to fully serve GCC students now and in the future.

Since the last accreditation, the college has actively engaged in ongoing assessment of its mission and purposes. The college recognizes that its planning efforts will always be in development and therefore require ongoing evaluation, assessment, and change when needed.

The Principles of Education provide a foundation on which members of the community develop and teach courses, engage students, hire faculty and staff, design professional development activities, and structure budgets. These principles inform the daily, habitual life of all members of the college, having both immediate and lasting impact. As teaching and learning are at the heart of the college, these Principles appropriately guide the college into the future.

The Report of the President’s Diversity Task Force, completed by an outside consultant, was submitted to the President in January 2008. A top recommendation was to develop an operational definition or statement of diversity at GCC. As a result of this recommendation, the President charged a committee to craft such a definition. This group (comprised of a dean, an associate dean, a faculty member, an administrative assistant, the Coordinator of Disability Services, and the Co-chairs of the Diversity
Standing Committee including two people of color) began meeting in May 2008. The Statement on Inclusion was forwarded to the President the following October. The Statement on Inclusion was presented by the President along with the committee to the College Council in November 2009, and then adopted by the Assembly on December 7, 2009.

A variety of tools and methodologies inform the establishment of objectives across units, including the Vision and Mission statements and institutional priorities, Principles of Education, community interviews, student graduation/retention statistics, student success rates, CCSSE and SENSE data, and requirements by outside certifying bodies. Unit objectives and action-step plans are frequently developed by some departments using self-designed tools, though plans are not widely shared. Institutional Support and Advancement is the only division that continues to use the Framework for Institutional Planning and Evaluation.

The college engaged in an extensive process from 2005 to 2008 to re-evaluate and rewrite its Vision and Mission statements with the goal of enhancing “institutional effectiveness” and assessing the statements’ usefulness to fulfill the college’s purpose in planning activities. (See History.)

**PROJECTION**

Share college success stories with stakeholders (students, employees, local community, state, and government counterparts, and donors) in a systematic and ongoing manner.

- **Who:** President; Trustees; Marketing and Publications
- **When:** Fall 2010

Improve data capture and measurement of student achievement through increased use of Banner and other tools.

- **Who:** Dean of Institutional Support and Advancement; Associate Dean of Enrollment Management
- **When:** Fall 2011

Use geographic, demographic, and behavioral data to identify accurately and specifically the students we serve and might serve.

- **Who:** Associate Dean of Enrollment Management; Institutional Research
- **When:** Fall 2010

Increase interaction and collaboration among and between faculty, staff, leadership, the GCC Foundation, and the general community.

- **Who:** President; GCC Foundation; Development Office
- **When:** Begin fall 2010
Standard 2: Planning and Evaluation

DESCRIPTION

Planning and evaluation at Greenfield Community College are organic, sensitive and responsive to its environment, and reflective of the learning community that it nurtures. Both centralized and decentralized planning are informed by the college’s Vision and Mission and Principles of Education, which speak to an openness to holistic and directed planning efforts. This flexible structure allows creative approaches to meeting the college’s mission. The college relies both on data-informed decision making and professional insight, but privileges the latter over the former.

The Planning and Evaluation Management (PEM) Committee, a standing committee of the GCC Assembly, developed a Framework for Institutional Planning and Evaluation, including a 10-year Planning and Evaluation Timeline. When used, the framework maps a cyclical review of Vision and Mission, institutional priorities, and two-year action plans. The framework identifies specific action steps, the people responsible for carrying out the action steps, and the evidence of completion, and enables departments and programs to review and record progress regularly in accomplishing action steps.

Planning

Planning occurs on many levels at GCC: individual faculty and staff, departmental, academic grouping, divisional, institutional, community, and state levels. Commonly, these plans tend to develop organically, often with no formal integration with one another. Examples include:

- Downtown Center long-range plans
- GCC Foundation strategic plans
- Marketing plans
- Five-year budget models
- K-12 collaborative plans
- Community-based cluster plans
- Technology replacement plans
- Enrollment management plans
- Five-year institutional priorities
- Two-year division and department action plans
- Focused comprehensive academic program reviews

The President and the deans frequently refer to the college’s Vision and Mission and its Principles of Education to guide planning and evaluations efforts. (See Standard 1.) The five-year Institutional Priorities are consistent with the college’s vision and mission and its principles of education, and reflect comments and suggestions from the college community. (See Standard 1.) From 2005 to 2009, the PEM Committee requested that each major division of the college develop two-year action steps designed to fulfill the institutional priorities. In this way, all faculty and staff were able to contribute to the planning process. Currently, the college’s four major divisions use a variety of planning processes.

The Dean of Institutional Support and Advancement (ISA) coordinates the collection and dissemination of data for use by faculty and staff. Individuals and departments use data in their planning to varying degrees. Most reports are openly posted on the college website; summaries of individual departments and programs are sent each fall to each department chair or program coordinator, the associate deans, and the Dean of Student and Academic Affairs.

Planning to ensure student achievement and success is documented in the academic program reviews, various GCC At-a-Glance Institutional Research Reports, and the E1 A and B series, as well as the S Series. As with other planning, the development of student learning outcomes is faculty driven and at the heart of academic curriculum planning. (See Standard 4.)

Data and data analysis reports are accessible on the college’s website along with a comprehensive list of the reports ISA coordinates or provides annually. ISA provides additional, more focused data to the
President’s Staff, the Department Chairs and Program Coordinators (DCPCs), and others on a periodic or as-needed basis, and occasionally the Dean of ISA presents at All College Meetings.

Data sources include:

- Federal Integrated Postsecondary Education Data System (IPEDS)
- Massachusetts Higher Education Information Resource System (HEIRS)
- Community College Survey of Student Engagement (CCSSE)
- Survey of Entering Student Engagement (SENSE)
- Massachusetts Career and Technical Education reporting system (CTE/Voc Ed)
- Internal student database supported by the Banner Student Information System

The President ensures that the college’s Vision and Mission statements, Principles of Education, and institutional priorities guide these decisions and direct the college’s response to financial and other contingencies and the development of realistic courses of action. Individual faculty and staff contribute to the planning process by serving on standing committees or subcommittees of the GCC Assembly, and by participating in groups such as President’s Staff, DCPCs, and Student Senate. Students contribute to the planning process by serving on standing committees and by completing surveys such as CCSSE, SENSE, and college-developed surveys focused on student services, evening services, and advising, among others.

The college’s decision-making process is distributed among departments, offices, and committees composed of faculty, staff, and students. The President and his staff make most decisions regarding the allocation of resources with the involvement of standing committees or subcommittees of the GCC Assembly in specified circumstances.

Financial and Other Contingencies

The college plans for and responds to financial and other contingencies. The President formed a comprehensive plan to handle the fiscal crisis, most notably beginning in FY2009, and he has taken a leadership position in a cohesive response among Massachusetts public institutions.

The President encourages comments and suggestions from the college community on responses to contingencies and course of action. In October 2009, following significant cuts made by the Governor to the college’s budget under 9C authorization, the President sent a message to the college community acknowledging the widespread impact and declaring that “our means are our goals in the making.”

Evaluation

In 1993, the college’s Board of Trustees adopted a Mission Statement (reaffirmed in 1998). In 2004, the college began an evaluation of its mission and purposes culminating in new Vision and Mission statements, which were adopted by the GCC Assembly and endorsed by the GCC Board of Trustees in 2008. (See Standard 1.)

The college’s system of evaluation consists of evaluation at the departmental, program, institutional, and state levels. Methods include quantitative measures; institutionally developed and nationally standardized surveys; statistical data analysis; program reviews; reviews of student performance on licensing examinations in selected health occupation programs; open-ended questions on faculty, staff, and student surveys; annual department, program, and administrative-unit reports; accreditation reports; advisory board feedback; and assessment of the achievement of two-year action steps.
In 2007, the college adopted a three-year cycle of student surveys, including CCSSE, SENSE, and a college-developed survey as needed. The next administration of CCSSE will be in spring 2011 and of SENSE in fall 2011. CCSSE provides a verifiable means of evaluating student experiences in terms of five dimensions of student engagement: active and collaborative learning, student effort, academic challenge, student-faculty interaction, and support for learners. The CCSSE was administered in 2005 \( (n = 477) \), 2006 \( (n = 538) \), and 2007 \( (n = 469) \); results allow benchmark comparisons with other similar institutions to identify strengths and weaknesses, as well as ongoing internal comparisons to identify changes and trends. The college also used CCSSE results to identify opportunities for the improvement of career services, English offerings and for a review of developmental education.

The Massachusetts Department of Higher Education (DHE) issues an annual Performance Measures Report for each public higher education institution. The report measures trends in enrollment, finances, student success, licensure pass rates, and student financial aid, and compares across colleges and three-year trends for each college. Best practices and community/K-12 collaborations are highlighted. GCC performance is shared and discussed with the President’s Staff and posted on the GCC Fast Facts webpage.

Annual reports and focused and comprehensive program reviews help departments and programs regularly evaluate the success of activities and inform planning. The reviews, along with surveys and interviews, were used by Gensler, an international architectural firm, to design the Main Building Core renovations that meet the needs and culture of the college. The Rickes Associates Study analyzed current classroom space use and made projections for the future.

The assessment of student learning outcomes is conducted by individual programs and departments; the DCPC meeting has recently served as a forum for assessment of the effectiveness of the college’s approach. (See Standard 4.)

**Institutional Effectiveness**

The PEM Committee periodically reviews the effectiveness of the college’s planning and evaluation activities. During FY2004, it determined the status of each task in the Strategic Plan 1998-2001; the tasks were organized around the NEASC’s Standards for Accreditation. During the same year, the committee also determined the status of all of the projections in the 2000 Institutional Self-Study. During FY2007, the committee initiated plans for assessing the usefulness of the Framework for Institutional Planning and Evaluation.

The college used the results of its planning and evaluation activities to improve approaches to serving students enrolled in credit-free workshops, to promote the availability of career services, to analyze effectiveness of its developmental education program, to design a renovation and expansion of the Core section of the Main Building, to modify and enhance support services and academic programs, and to develop and implement Academic Review Guidelines.
APPRAISAL

Research Methodology and Conventions

In the Appraisal phase of Standard 2, a qualitative research approach was used and was informed by 16 interviews with two deans, three associate deans, seven department heads, and four faculty and staff members from the four major administrative units of the college that existed prior to reorganization in July 2009 (Academic Affairs, Administrative Services, Institutional Support and Advancement, and Student Affairs) and by four additional “unguided” interviews with department chairs and associate deans. The interviews were conducted separately by two individuals—a faculty member and a nonunit staff member.

Due to the small sample size, the following conventions are used in reporting: the term “some” is used when a conclusion was prevalent in less than half in both sets of interviews; the terms "widely believed" and "frequent" are used when a conclusion was prevalent in greater than half of both sets of interviews or in almost all of one set of interviews and present in any amount in the other set, and "most" is used when there was general consensus but with dissenters.

The mission of the college is valued across divisions and at all levels of planning. It influences all planning and evaluation by forming goals and the basis by which these efforts are measured. The college’s culture is very process oriented with an expressed desire for openness. Most agree that this openness enhances its planning, as many voices are heard. Planners at all levels feel that the best planning is done at the departmental or division level by the faculty and staff who know what is happening and are responsible for the achievement of the college’s purposes in their areas. Departments that plan well have formed their own Mission statements based on the college’s Mission, narrowing what is sometimes seen as too broad in an effort to be all things to all people.

The lack of coordination from above and communication across the board results in skepticism that local efforts are working efficiently together toward a common goal. The following statements, paraphrased here, capture the range of sentiment:

We all have the best intentions—we want to support everyone—but we need a controlled approach to growth. If you try to serve everyone, you serve no one well.

Stronger planning happens at the department level and bubbles up.

We [members of our department] do our own thing. Our planning is self-driven, ongoing, real time, continuous. We like to do our own planning. The Vision and Mission statements are our guides for all our individual plans...

We [members of our department] are strong planners. We gather data, make decisions, and implement them. This is accomplished because the culture within our department is united in the effort, has the expertise needed, and we have an administration that supports us. We link long- and short-term planning through our department-specific Mission Statement, which is built off the college’s broader Mission Statement.

Planning

After considerable time and effort on the part of PEM, and endorsement by the Assembly, the Framework for Institutional Planning and Evaluation was never fully implemented. Although one division, Institutional Support and Advancement (ISA), continues to use it, other divisions never fully adopted it. In spite of training opportunities and guidance provided by PEM, administrators were not held
accountable, nor did they hold themselves or others accountable for its use as an institutional planning tool.

Long-term, interdepartmental planning time is needed so that the focus does not remain on day-to-day issues of keeping heads above water.

Administrators, faculty, and staff reveal some differences in their perceptions of the effectiveness of planning and evaluation. From their departmental perspectives, faculty, and staff are more satisfied than deans, associate deans, or department heads. Across departments and positions planning occurs from at least monthly to every few months; many areas report ongoing, continuous planning. Those interviewed generally consider this frequency appropriate.

The effective use of data in an informed decision-making and planning strategy at the institutional level is inconsistent. The college gathers both formal data and informal feedback from a variety of individuals and groups. There is some concern that the college does not always use data and feedback effectively. Ideas sometimes stagnate in discussion, either specifically within meetings, or overall, and the college is perceived to have trouble implementing its plans and communicating its plans and actions to others. For example, it is widely believed that there are many valuable reports available that are neither read nor used. The following statements, paraphrased here, capture the range of opinion:

GCC is about relationships, which is good.

Ideally, plans would be made by talking and meeting among individual people, including everyone’s input (as we currently do—we’re good at this part), but then, at some point, a decision has to be made and a budget, and then we go with it. But we’re afraid to do the second step, because this would lose our “GCC-ness.” In an academic course, there has to be some moment of assessment from which you move forward, and then, too, eventually the course ends. We need this full cycle in planning too.

The college has not prioritized and allocated resources to support short- and long-term planning. Administrators, faculty, and staff report a variety of barriers to more effective planning and evaluation, chief among them being a lack of time and people. Some believe that people often work in a crisis mode, stressed by insufficient staff, time, and money, and as a result planning and evaluation efforts fall to the bottom of their lists of priorities, while others believe that despite these same stressors they were on top of the planning and evaluation process. Some expressed the view that larger departments seem to plan more effectively than smaller departments because of the number of available people.

The college allocates its resources inconsistently with its planning priorities, although there is greater consistency between the allocation of resources and planning priorities on the departmental level than on the college-wide level.

Some suggest that the college's allocation of resources is more reactive than proactive, responding to the crisis of the moment, sometimes with the addition that this is a response to lack of funds; that is, the college's financial situation requires that mission-related work by faculty and staff be funded by outside grants. Some feel that the decision process about funding is neither transparent nor consistent, giving rise to concerns about how the college shares resources.

Perceptions vary about the consistency of allocation of funds and of the overall availability of funds. Some department heads feel well funded and supported, while others do not, and this leads to speculation on the part of those who feel left out of the funds and the process for obtaining them. Administrators, faculty, and staff express a range of opinions on the consistency between resources and priorities from “very consistent” to “not consistent.” Overall, planning participants who feel
underfunded would like more transparency in this process; some would like training and staff support for putting forth ideas for possible funding.

Insufficient collaboration among administrators and inadequate direction from senior leadership to integrate planning were other frequent concerns, notably in the context of the fourth Institutional Priority (Implement integrative planning throughout the college: budget, enrollment, curriculum, program, staffing and facilities). These issues mostly arose at the college-wide level in terms of lack of integration, with confidence expressed in the planning that occurs at the division or departmental level. The lack of a clear communication system and the constraints of collective bargaining agreements were cited as barriers to effective planning and evaluation as well. The following statements, paraphrased here, reflect this concern:

Some parts of the college are good at planning and coordination and some aren’t—we all have good ideas, but we need more realism and long-term planning based on pilot studies. We meet our mission of access and excellence, but the process of how we get there could be better.

We’re just trying to keep our heads above water in the short term—we have neither time nor personnel nor money for long-term planning and coordination.

The Diversity Committee discussed planning at GCC and concluded that, while planning that bubbles up from the local level may be effective for specific issues and departmentally focused activities, things like diversity as an issue relevant and important to all levels of the college should be included as more top-down items that are embraced, nurtured, and encouraged as basic values that are held and need to be promoted at every college level. The committee is currently developing a template of guiding questions linked to the Statement on Diversity and Inclusion for all departments for planning and evaluating their programs and services.

**Evaluation**

As with its planning, the college’s evaluation efforts occur more frequently on the departmental and division level than on the institutional level. This decentralized evaluation system suits the college’s culture and, where it occurs, affords strong coordination between planning and evaluation. Where it does not occur, concerns arise about the impact of the lack of an effective, institution-wide system. For example, after a year of work, PEM created in 2004 a comprehensive document, the Framework for Institutional Planning and Evaluation, which was endorsed by both the College Council and the Assembly; however, Institutional Support and Advancement is the only division to consistently use the Framework to guide its evaluation efforts.

The assessment of student learning outcomes is an example of ongoing evaluation sustained at the program and departmental level. The approach is faculty driven, and the opportunity to assess student learning outcomes is provided in the current Academic Review Guidelines. DCPCs’ assessment of the effectiveness of this approach notes that, while it protects disciplinary and departmental focus while promoting interdisciplinary assessment, more interdepartmental work is needed. (See DCPC meeting notes, Feb. 12, 2010.)

**Data, Communication, and Implementation**

Since the college’s last accreditation, data collection and distribution have been strengthened. Administrators, faculty, and staff now uniformly report that they have access to quantitative and qualitative institutional data to support planning, evaluation, and institutional effectiveness in their areas. Deans and associate deans indicate complete trust in the integrity of institutional data, while some department heads, faculty, and staff indicate modest uncertainty about data integrity. Since a reliable
cycle of data collection from reputable sources has been established, the system should enable the college to demonstrate through verifiable means its attainment of purposes and objectives, if the data were reviewed and utilized. (See IR Annual Timeline.)

The college has struggled with aligning administration of assessments with planning; various indicators of institutional effectiveness appear to be done inconsistently and without integration. The college has responded to this issue by assembling a strategic enrollment planning team to unify assessment and planning and create a comprehensive plan for admitting and retaining students at GCC.

**Determination of Effectiveness**

The college determines the effectiveness of its planning and evaluation activities on an ongoing but limited basis. College-wide, PEM reviewed the Framework for Institutional Planning and Evaluation for more than two years. Due to the limited scope and indeterminate conclusions of these efforts, the college has not implemented the results of these activities. On the departmental and division level, many describe their planning efforts, and some their evaluation efforts, as ongoing and continuous. These results, if they are used at all, are used on the local level to enhance the implementation of purposes and objectives.

Since nearly all academic programs have completed a comprehensive review, the DCPCs are actively assessing the program review process, considering its structure and impact on integrative planning.

The college continues to use data-informed decision making, although it relies more often on professional insight. In its January 2004 focused report on governance, planning, and evaluation to NEASC’s Commission on Institutions of Higher Education, the college, while noting that progress had been made, also cited one academic department chair who wrote, “I don’t feel an institution-wide momentum building in the college or a strong emphasis on institutional effectiveness across the institution. I would like to see a strong visible consistent emphasis that this is pressing and important work.” In the years since that report, such an institution-wide momentum has still not developed as hoped and anticipated.

**PROJECTION**

Review projections stated in the 2010 Institutional Self-Study with special attention to projections that require further definition and specificity.
- **Who:** President; deans; Assembly
- **When:** Begin discussion fall 2010

Elevate the importance of Planning and Evaluation recognition across the college as pressing and important work; operationalize the priority for integrated planning.
- **Who:** Everyone, led by President and President’s Staff
- **When:** Begin fall 2010

Acknowledge the varied approaches to planning and study the impact on institutional effectiveness with the goal of creating a planning model that is acceptable to the college community, is consistent with college culture, and meets CIHE’s standards for ongoing institutional planning and evaluation.
- **Who:** President; deans; Assembly
- **When:** Begin spring 2015–fall 2015
Improve the efficacy of meetings.
   Who: Everyone
   When: Begin discussion fall 2010

Create a system for improving interdepartmental communication and collaboration at all levels to make planning decisions more transparent to faculty and staff.
   Who: President; deans; associate deans
   When: Begin fall 2010

Align assessments for institutional effectiveness with planning so that they may be administered consistently and integrated into the general strategic planning process.
   Who: President, deans, and Assembly
   When: Fall 2015

Unify assessment and planning and create a comprehensive plan for prospective students from initial inquiry through enrollment and completion of academic goals.
   Who: Strategic Enrollment Planning Team
   When: Begin 2011
Standard 3: Organization and Governance

DESCRIPTION

Organization

Organization and reorganization have been an episodic focus at Greenfield Community College since the last Self-Study. The college’s organizational structure was reviewed in 2003-2004 and again in 2006-2008, and underwent reorganization. As of July 2009, GCC is organized into four major divisions: Student and Academic Affairs, Institutional Support and Advancement, Administrative Services, and President’s Division.

### Administrative Divisions Before and After 2009 Reorganization

<table>
<thead>
<tr>
<th>Pre-July 2009 Organization</th>
<th>Post-July 2009 Organization</th>
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<tbody>
<tr>
<td>President</td>
<td>President</td>
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<tr>
<td>Director of Human Resources</td>
<td>Director of Human Resources</td>
</tr>
<tr>
<td>Dean of Student Affairs</td>
<td>Dean of Student &amp; Academic Affairs</td>
</tr>
<tr>
<td>Assoc. Dean of Student Affairs</td>
<td>Assoc. Dean of Community Education</td>
</tr>
<tr>
<td>Assoc. Dean of Student Affairs</td>
<td>Assoc. Dean of Enrollment Management</td>
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<tr>
<td>Director of Student Life</td>
<td>Assoc. Dean of Humanities</td>
</tr>
<tr>
<td>Dean of Administrative Services</td>
<td>Assoc. Dean of Social &amp; Natural Science, Math, Business &amp; Technology</td>
</tr>
<tr>
<td>Associate Dean/Chief Financial Officer</td>
<td>Assoc. Dean of Professional Studies</td>
</tr>
<tr>
<td>Dean of Institutional Support and Advancement</td>
<td>Assoc. Dean of Learning Resources</td>
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<tr>
<td>Dean of Academic Affairs</td>
<td>Director of Student Life</td>
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<tr>
<td>Assoc. Dean of Community Education</td>
<td>Dean of Institutional Support and Advancement</td>
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<tr>
<td>Assoc. Dean of Behavioral Sciences</td>
<td>Chief Financial Officer/Administrative Services</td>
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<td>Assoc. Dean of Humanities</td>
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<tr>
<td>Assoc. Dean of Math, Science, Bus., &amp; Tech.</td>
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<td>Assoc. Dean of Health Occupations</td>
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<td>Assoc. Dean of Teaching &amp; Learning</td>
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In the first major reorganization (2003) to improve communication and effectiveness, the President charged a Reorganization Task Force that conducted a thorough assessment of the college’s organizational structure. After eight months of work, two proposals were presented and the President chose a plan that resulted in the restructuring of its six administrative units into these five: President’s Division, Academic Affairs, Student Affairs, Administrative Services, Institutional Support, and Advancement. Recognizing the value of both its credit-free and credit-bearing courses, the college moved Community Education and its reporting lines into Academic Affairs. The former Director of Community Services became the Assistant Dean of Community Education and was later elevated to Associate Dean, in acknowledgment of the growth of interest in credit-free coursework. The Student Affairs unit maintained its former reporting lines, although in 2004 several departments were realigned within or across the four administrative units: Counseling Services, Fitness Center, Information Technology, Safety and Security, Community Education (as mentioned above) and Educational Transitions. The Interim Dean of Student Affairs facilitated the grouping of the 15 Student Affairs departments into six clusters, in order to bring the division closer together, and guided staff in developing Vision and Mission Statements for Student Affairs.

Two associate dean positions were created (2005, 2007) to handle some of the supervisory and oversight responsibilities of the Dean of Student Affairs. A new Learning Resources grouping was established in 2008 within Academic Affairs, resulting in the appointment of an Associate Dean of Learning Resources.
Academic Affairs personnel continued to engage in discussion about reorganization during 2006–2008. Many plans were considered and debated during this time. The plan resulting in the current organization (joining Student and Academic Affairs, restructuring six academic groupings into five, and eliminating Dean and Associate Dean of Student Affairs and Dean of Administrative Services positions) reflects the impact of significant cuts in state funding to the college.

Currently, the President’s Staff (consisting of President, Assistant to the President, deans, associate deans, Chief Financial Officer, Director of Development, Assistant Comptroller, and Director of Human Resources) and the Senior Staff (President, deans, Director of Human Resources, and Chief Financial Officer) meet weekly.

Two collective bargaining units represent employees of the college: the Massachusetts Community College Council (MCCC) and the American Federation of State, County, and Municipal Employees (AFSCME). The MCCC, which includes the Day (full-time faculty and professional staff) and DCE (adjunct) units, represents all faculty and professional staff, who constitute the Greenfield Community College Professional Association (GCCPA). AFSCME represents clerical, technical staff, and maintenance and security staff. Non-unit-staff members who manage the administrative areas of the college or provide administrative support for the President and the Deans are not represented by a collective bargaining unit. The college also employs individuals on contracts that are not in any of these three groups, such as those working in Café Academia and Hunter North security staff, grant support, and staff working less than 18.75 hours.

The Administration meets regularly with representative groups from each of the collective-bargaining units to discuss matters of mutual concern and to maintain constructive communication. These groups are the Management Association Committee on Employee Relations (MACER) for the MCCC-GCCPA, and the AFSCME Labor Management committee for the AFSCME. The GCCPA Executive Committee meets with the President episodically.

**Governance**

The college is governed externally by the laws of the Commonwealth of Massachusetts and internally by the Bylaws of the Greenfield Community College Assembly and the Constitution of the Student Senate. Massachusetts General Laws, Chapter 15A, establishes the authority, responsibilities, and relationships among the Governing Board, administration, faculty, and staff of the college. Leadership at the state level consists of the Governor, the Secretary of Education, the Commissioner of Higher Education, and the Department of Higher Education. The Governor appoints a local Board of Trustees for the college. (See Board of Trustees Bylaws.)

The college ratified the Assembly Bylaws of its shared governance system in 2002, and revised them in 2004, 2005, and 2006. All full-time and part-time employees of the college and all employees of vendors that provide regular and ongoing service to the college constitute the membership of the Assembly. In keeping with the college’s Vision and Mission, the formation and development of the Assembly Bylaws reflect who we are as an institution.

> “The individual voices at GCC are respected contributors to the community’s voice as a whole. The collective without respect for the individual undermines both.”

The development of the Assembly was a campus-wide effort with representation from all constituencies: MCCC, AFSCME, and nonunit administrators and staff. The result was a shared governance model that aspires to give every member of the community an opportunity to participate in the governance of the college. This “shared governance model” reflects the third Institutional Priority, to foster “a campus climate that respects each individual [and] values collaborative efforts.”
The seven standing committees of the Assembly—College Affairs, Curriculum and Academic Policy (CAP), Diversity, Information Resource Management (IRM), Planning and Evaluation Management (PEM), Staff Development, and Student Development—fit the Institutional Priority to “implement integrative planning throughout the college—budget, enrollment, curriculum, program staffing, and facilities.” The College Council, with representation from each standing committee, recommends “to the President of the college policy and practice involving issues related to the college’s mission and purposes; to the college’s annual budget and the allocation of resources; and to the functioning of the college’s administrative units and the Assembly’s Standing Committees.” Although the Council may recommend directly to the President, it generally makes its recommendations to the Assembly for consideration by the full membership. If the Assembly then approves a motion endorsed by the College Council, its approval is then characterized as a recommendation to the President, who would be familiar with the issue both as a result of the Council’s consideration and as a member of the Assembly. (See visual.)

The Assembly, its standing committees, and the College Council meet on a regular schedule. Assembly meetings may include a report from each standing committee. Minutes of meetings are posted on the Assembly’s webpage.

Separate from the Assembly, the President schedules monthly All College Meetings, where he shares important information, initiatives, and projects and listens to the concerns of the college community.

The CAP committee, reporting to the Dean of Student and Academic Affairs, establishes policy and practice to ensure the integrity of the academic program. (See Standard 4.)

New faculty and staff orientations are held every spring and fall. Handbooks and the Collective Bargaining Agreements (CBA) for faculty (full-time and adjunct) and professional staff and nonunit professionals provide a comprehensive overview of the workings of the college as well as the rights and responsibilities of faculty. MCCC and AFSCME members consult union contracts, and nonunit professionals consult their personnel policies handbook.

The Student Senate, elected by the student body, represents all students at the college and meets weekly during the fall and spring semesters. The Student Senate’s budget is a portion of the college’s whole budget, and thus is approved by the President; the Student Senate then approves student organization budgets and supervises expenditures. Students are represented in the Assembly with at least one student seat on College Council and in each standing committee (except Staff Development).

Institutional Effectiveness

The existence of the Assembly is a direct result of the college’s last Self-Study, which identified governance as an area for improvement. In the 2004 Focused Report, the college described the development and adoption of its shared governance model (October 29, 2002), the GCC Assembly. CIHE commended the college for the development and implementation of its new governance structure in its October 2004 letter to the President.

The Assembly, which includes PEM, and the college conduct a decennial institutional Self-Study process in accordance with the Standards for Accreditation of the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges.
**APPRAISAL**

**Research Methodology**

The Appraisal phase for Standard 3 included analysis of documents related to reorganization initiatives; reports and meeting minutes of the Assembly, College Council, and Standing Committees; the 2004 Focused Report and 2005 Fifth Year Report; and all pertinent reports. These documents, often historical and sometimes not easily located, informed both the Description or Appraisal phases. In addition, research methodologies included many frequent conversations with members of the GCC community to acquire qualitative data. For example, when it appeared that people viewed a particular issue differently, representatives of the various viewpoints were interviewed (e.g. Management, Union, faculty, staff, etc.). The Standard 3 subcommittee's work was apportioned among its members. Some work was done collaboratively, some individually and then reviewed in a collaborative setting.

**Organization**

Developing the architecture for this latest 2009 reorganization began in 2003 (See progress report of the reorganization planning group). In the intervening years, much thought and discussion guided the process, which became as much a part of the change as the reorganization itself. While there is insufficient space to itemize all the proposed reorganization changes, or even to fairly articulate each change and its impact, the following is an overview of the process of the proposed and implemented reorganization efforts, as well as the impact they had on some effected units.

The Reorganization Task Force, appointed by the President in 2003, represented all segments of the college, including both organizational and collective-bargaining units. The Reorganization Task Force began by developing Guiding Principles to direct its work. This ethical framework set the stage for how the college community would engage constructively in reorganization discussions.

In 2006, a college-wide evaluation of GCC’s organization suggested reorganizing Academic Affairs, increasing support for collaboration, and integration of disciplines to improve teaching and learning. Reorganizing Academic Affairs was expected to allow more attention to Developmental Education and Liberal Arts programs, to strengthen interdisciplinary activities, and to use our human resources more effectively. To reach these goals, Academic Affairs’s five groupings were to be reduced to four, one of which was a new Learning Resources grouping.

Discussion and input from the college community was encouraged, and some input revealed resistance, concern, and anxiety about proposed changes. Some faculty were concerned about workload, institutional support, and MCCC contractual issues. Administrative assistants, whose often invisible but essential work is detailed and complex, were troubled by the potential impacts on their responsibilities and by the logistics of coordinating the transition. In December 2007, the major part of the Academic Affairs reorganization was put on hold. While the Academic Dean expressed his appreciation for all the preparations, he noted that in the future, the campus would be better able to support this change with more full-time faculty, a better understanding of the changes proposed, and additional time to listen carefully to the concerns and ideas of all involved. Though many of these plans were delayed, much was learned about the work of Academic Affairs through this period of intense deliberations. (See Reorganization update Dec. 17, 2007.) This delay in implementation resulted in more detailed approach to planning and the formation of a transition team with the Associate Deans and Administrative Assistants to iron out logistical details and to help anticipate problems. More full-time faculty members were to be hired and some duties were to be reassigned so that Associate Deans would have more time to devote to faculty issues.
A Reorganization Communication Team within Academic Affairs and Student Affairs was formed to keep the college community apprised of reorganization progress, and a public folder was established for information and public discussion. New administrative tasks were to be undertaken in order to free up time for associate deans to spend with faculty and new reporting lines were to take effect in the fall of 2008. Administrative activities were to be restructured by the fall of 2009. (See Governance and Organization chart.) Meetings held during 2008 considered possible scenarios for restructuring. Though the goals of the reorganization—to improve teaching and learning—were supported by most, the need to reorganize to reach those goals was not always clear. The anticipated impacts varied widely among departments. A degree of resistance developed, supported by the four administrative assistants as well as many faculty, staff, and administrators. As a result, no changes occurred.

The college required yet another reorganization in July 2009 as a result of the staggering impact of severe budget cuts beginning in 2008. (See Reorganization chart July 2009.) The 2009 reorganization was not what the college intended to institute; for example, managing by attrition and reassignment, 11 supervisory positions in the former Student Affairs and Academic Affairs were reduced to seven. Further, one of the major outcomes of this reorganization has been the merging of Student Affairs and Academic Affairs. In an attempt to remain true to the mission of the college and the principles that guided reorganization planning, positions for faculty and staff working directly with students were preserved. Although of lesser impact on students and faculty, some reorganization occurred in other college divisions, too.

Although the 2009 reorganization was only recently implemented, the college governance structure is organizing a process for evaluating its effects. As early as 2005, PEM questioned how to evaluate a process in which "implementation has started, some phases of implementation are too recent to evaluate at this time, some phases of implementation have not been completed and some phases of implementation have not started yet" (PEM minutes, Jan. 31, 2005). With help from other groups on campus, PEM has agreed to design a mechanism for evaluating the results of the 2009 change. To date, though reorganizations have been a common theme since the last Self-Study, they have emerged in stages, and the appropriate time to assess their results has not always been evident. The current Self-Study has also served as a mechanism for gathering and evaluating input from everyone. (See Standard 11.)

In November 2009, based on concerns expressed by members of the GCCPA Executive Committee, the MCCC filed an unfair labor practice charge against the GCC administration, contending that the administration had not bargained any possible impacts of the reorganization and had failed or refused to consult the Union prior to setting up employee committees to discuss and resolve problems related to any impacts from the reorganization. Some GCCPA unit members have expressed concern to colleagues and administration about the lack of communication with unit members that the MCCC was initiating this action on their behalf.

The college administration reports it fulfilled its obligation to notify the MCCC of its plans to reorganize its administrative structure. AFSCME representatives on campus discussed the plans for reorganization with the administration and found no significant impact in those proposed plans. After a meeting between representatives of the MCCC, the GCCPA and college administration, the ULP was withdrawn.
Governance

The Assembly

The Greenfield Community College Assembly Bylaws (est. 2002) are a flexible document capable of amendment to accommodate the development of shared governance. Past revisions of the Bylaws included the abolition of a quorum requirement for the Assembly to convene or take formal action, eliminating term limits for committee chairs, and the addition of a new standing committee on Diversity. The most recent proposed change from spring 2009 will realign the makeup of the standing committees to be in accord with the college’s reorganization. The Bylaws are complemented by Standing Rules that clarify Assembly procedural issues in regard to vacancies, nominations, voting, and agendas.

The Assembly aspires to give all members of the college community an opportunity to participate in the governance of the college. Attendance at Assembly meetings is fairly consistent, averaging 41 participants. Assembly meetings serve as a venue for communication, collective decision making, and college-wide conversation. The minutes of the Assembly are very detailed and reflect, through direct quotes from Assembly members, the sense of the meeting.

Some people choose not to participate, others attend Assembly meetings, and still others are more robustly involved perhaps serving on a standing committee. Although by design, standing committee structures strive for broad and equitable representation of the college, participation is notably lower among members of AFSCME and adjunct faculty. The slowness with which issues and decisions move through the Assembly, Standing Committees, and College Council may contribute to some members feeling cynical, alienated, and frustrated with the process. More idealistic and optimistic members of the Assembly believe the governance model is a work in progress and the college will learn and improve as it goes along. As one member of the Assembly noted, “Democracy takes time.” This model’s leadership allows the Assembly to tackle various issues, but it must also have the capacity to make difficult decisions when needed. The success of GCC’s shared governance depends on its partnership with the Administration.

College Council

As the President and Deans reporting directly to him sit on the College Council, the operational side remains apprised of matters that come before the College Council. By having representatives of the collective-bargaining units and the Student Senate on the council, key sectors also remain apprised of the council’s activities. Summary reports from each Standing Committee chair are presented in each council meeting, informing all members of matters considered by each constituency. After seven years of existence, Council meetings tend to be fluid and appropriately focused, and all members are encouraged to participate.

There are constraints; the Council customarily meets only three times per semester, limiting time available to actively explore all issues. Action items generally percolate up from the Standing Committees through their chairs, although there are no structural barriers preventing the Council from considering actions coming from any source on campus, often a slow and laborious process. It involves consideration by many people, and the pace sometimes results in procrastination or at times nonaction. (For example, an issue raised by an individual is then referred to a Standing Committee, then to the College Council, then to the full Assembly, and then to the President as a recommendation for implementation.) The collaborative design of the College Council was intended to foster a culture by which governance may be shared by many, rather than a few in the operational hierarchy of decision making. Over time, it is hoped efficiencies will improve without sacrificing the value of the collaborative consideration of important concerns.
**Relationship between the Assembly and the Administration**

The relationship between the Assembly and the Administration is one of mutual respect, reciprocity, and collaboration, as exemplified by the adoptions of a new Smoking Policy and the Vision and Mission statements; both items followed revisions proposed by the President and then returned to the Assembly for further discussion and action.

PEM presented a Mission statement to the College Council in December 2007. The College Council endorsed the statement, and it was adopted by the Assembly in February 2008. However, the President did not accept the Assembly’s adoption of the Mission Statement and offered revised Vision and Mission statements for the Assembly’s consideration. The Assembly consequently adopted the revised Vision and Mission. Aside from the smoking policy and the Vision and Mission statements, the college directly implemented all other Assembly resolutions and recommendations.

**Standing Committees**

One of the essential components of shared governance is regular and clear communication across perceived borders. Members intentionally represent a cross section of the various college units; the standing committees were created with communication in mind, which is vital because a decision in one area often impacts another. Information and input from all areas can help personnel anticipate problems and assess the impact of decisions on other departments, and can help promote wise, thoughtful decision making.

Positions on standing committees are filled by election or appointment. Filling student positions is problematic even though academic credit may be earned for student participation and leadership (Assembly minutes, May 5, 2008). Nevertheless, a more vigorous recruitment of students is necessary to encourage their inclusion and participation on standing committees.

One recurring issue was the compensation of the chairs. Faculty members who chaired standing committees are eligible for a course release to compensate for time and work. A recommendation for reallocation of duties for nonunit professionals and AFSCME employees existed as well; however, as a practical matter, the complexities of reassigning these types of duties prevented implementation. This was considered a basic flaw in a governance structure that strives for equity among all participants. In spring 2008, the Senior Staff, after working with MACER and the AFSCME Labor Management committee, refined an earlier statement and put forth a solution for membership participation and leadership:

> Leadership participation means serving in one of nine elected positions: Secretary of the Assembly, Deputy Secretary of the Assembly, or chair of one of the seven Standing Committees of the Assembly. Those nine who have leadership duties must be recognized and accommodated. Adjustments to their workloads must be as comparable, equitable and fair as possible. For a one-year period, each of those leaders will be compensated by a combination of either reallocating up to 180 hours of their assigned duties and/or remunerating with a stipend of up to $5,000. These means of adjustment will be reviewed and, if warranted, modified by the College Council prior to the Assembly elections next spring. (College Council, April 28, 2008)

As stated in the Bylaws, the purpose of the standing committees is to “establish policy and practice” relevant to their respective charge while under the approval of the appropriate dean or administrator (depending on the committee). Some committees appear to be clear in the scope of their missions: CAP, IRM, Staff Development, and Student Development all have a well-defined purpose and mission. PEM, while having a clear sense of its mission, struggles with its efficacy. College Affairs and the Diversity Committee both have broad and somewhat similar charges:
• **College Affairs:** co-curricular, college-wide, and community activities, including, but not limited to, local, national, and global affairs; individual and community health and safety; employee and student diversity; and political awareness.

• **Diversity:** diversity in the support of the tenets put forth in the *Principles of Education* including, but not limited to, advocating and supporting diversity in the college community while encouraging opportunities for faculty, staff, and students to grow in their own understanding of diversity, promoting equality of opportunity for all.

The missions and charges of College Affairs and the Diversity Committee pervade every aspect of the college, and while that gives great latitude in their work, it leads to overlap and confusion as to focus. They are gradually clarifying their roles in the governance structure. (See [College Affairs topics and activities](#).)

**Institutional Effectiveness**

Since 2003, the college has consistently engaged in assessment of its organizational structure. This process has involved representative committees whose work is guided by principles established by the committee, reflecting current and future college needs. While earlier reorganization plans were the result of a careful, deliberate community-wide process, the decision process for the 2009 reorganization, made in response to significant budget cuts, was far less inclusive in seeking input.

Shared governance at GCC is a work in progress. To develop a more methodological approach to issues, the College Council established an ad hoc Subcommittee on Governance to “interpret Assembly *Bylaws* and make recommendations to College Council relative to requests from Standing Committees to the Assembly, the affiliations of Subcommittees, whether an issue is a governance or operational issue, and to which committee or administrator to refer an issue.” (Assembly Annual Report, May 4, 2009)

**PROJECTION**

Improve effectiveness of meetings of the governance structure in order to facilitate timely resolution of issues and efficient decision making.

- **Who:** Assembly
- **When:** Fall 2010

Recruit students to participate in college governance.

- **Who:** Standing committee chairs and members; Student Senate
- **When:** Begin planning Spring 2011

Assess, evaluate, and improve the missions of Assembly, College Council, and standing committees to clarify their roles in the governance structure, particularly with an emphasis on eliminating redundancy.

- **Who:** Assembly
- **When:** Fall 2010

Create on-campus, professional development opportunities for faculty and staff to learn and practice techniques for constructive dialogue and problem solving.

- **Who:** Staff Development Committee; Director of Human Resources
- **When:** Begin planning Spring 2011

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22 Standard 3: Organization and Governance
Standard 4: The Academic Program

DESCRIPTION

The college’s Vision and Mission emphasize community, open admission, and the teaching and learning of a body of knowledge for the informed global citizen. The varied program and certificate options meet the interests and needs of a diverse student population.

The college offers an Associate of Arts (AA) degree in Liberal Arts with 23 options plus Business Administration Transfer, 18 Associate of Science degrees, and 15 certificate programs, some requiring at least a year to complete. For classes of 2004 through 2008, 42% of GCC graduates transferred. (See GCC at a Glance: Transfer.) The transfer rate for the 2005 IPEDS cohort for GCC is 22%, which is higher than the 20% national average for two-year colleges that year.

Campuses and Satellite Locations

Credit and credit-free offerings are delivered on the Main Campus and Downtown Center. The Practical Nursing Certificate program is a satellite location at the Veterans Administration Medical Center in Leeds, and a variety of courses are offered at sites throughout the Pioneer Valley. (See Standard 8.)

GCC offers 10 to 12 evening courses, generally in the social sciences and humanities, each semester at Smith College in Northampton, enrolling approximately 70 students per semester. The college employs a site coordinator at Smith College to facilitate communication regarding rooms and technology, to monitor facilities while in use by GCC, and to provide copy services and roster distribution for faculty.

While the variety of online courses offered might allow the completion of the Associate of Arts Liberal Arts General entirely online over time, the college does not promote an online-only degree, and no student has earned a degree or more than 50% of their graduation credits in this manner.

Programs using clinical and field practicum sites, such as Nursing, Paramedic, Criminal Justice, Human Services, Outdoor Leadership, and Early Childhood Education, negotiate agency and student learning contracts annually. Contracts for lease of classroom and/or office space are negotiated by the college administration. Contracts are kept in the Office of the GCC Chief Financial Officer and in the Professional Studies Grouping office.

Curriculum Standards

In 1997, the former Massachusetts Board of Higher Education (now DHE) established minimum curriculum standards for Associate of Arts and Associate of Science degrees. (See Procedures for New Academic Program Proposals and Program Change: Public Institutions of Higher Education. Massachusetts Board of Higher Education, Amended July 1997.) The college follows these external guidelines as well as its internal processes for existing and new programs.

All new programs, courses, and changes to existing courses are subject to peer-review by the Curriculum and Academic Planning (CAP) Committee and to approval by the Dean of Student and Academic Affairs. Faculty, department chairs, and associate deans complete CAP forms using the Principles of Education to support the appropriateness of the course or program. The chair of the CAP Committee initially reviews proposals and offers suggestions. The Dean approves one-time-only proposals in consultation with the chair, allowing faculty to field-test a new course once before submitting the proposal to the full CAP process. In addition, CAP reviews Special Topics courses that provide opportunities to explore particular topics or themes more intensively and creatively. (See College Catalog, p. 117.)
Program requirements and course descriptions outlined in the College Catalog and on the web document the goals, content, and structure of each educational program and the competencies students develop. Links to course descriptions are on program and department websites. All programs offering the Associate of Science (AS) degree, and several Associate of Arts (AA) and certificate programs, have student learning program outcomes.

Methods of inquiry and course objectives are published in course syllabi and, where relevant, target creativity and value exploration. Some values are inherent to the course or course combinations, such as the value of community in learning communities. (See sample learning community course syllabi.) Departmental documents outline knowledge, intellectual and academic skills. The World Language department, for example, outlines learning goals and competencies required for success in the study of another language and culture. Career programs with external accreditation publish related practices to be mastered in program and course descriptions.

Success in English Composition I and all subsequent English courses indicates achievement of stated course learning outcomes. All degree programs require English Composition I and II, thus assuring competence in collegiate-level English skills.

Furthermore, students demonstrate collegiate-level skills in the English language in individual courses that incorporate these elements into discipline-specific courses. Most courses require competence in writing either at the entrance point (the prerequisites for most courses is placement beyond developmental level) or at course conclusion. Other courses use writing portfolios that comprise the final work to be evaluated. Faculty in programs and individual departments report a rich variety of writing requirements.

Students receive instruction in the use of information resources and information technology (IT) in all developmental writing and English Composition I and II courses, where classes meet half of the time in computer classrooms. Media art and information technology courses meet in computer classrooms. In fall 2009, 269 course sections out of 453 used the Blackboard Learning Management System to store course information, incorporate online discussion, and record grades. On average, 42 online courses are offered each year. Students and faculty receive support from IT staff, the Coordinator of Distance Learning, and faculty members of the FITS (Faculty Instructional Technology Support) group. Online support is available through the website. Students receive general orientation to online courses in face-to-face course meetings. Peer tutoring provides support to students in all classes using informational technology.

**Academic Program Review and Planning**

The institution sustains and improves its academic programs and assesses the quality of its offerings through ongoing program review by the academic Department Chairs and Programs Coordinators group (DCPCs) as outlined in the Academic Review Guidelines (adopted in 2003) and student feedback through CCSSE and SENSE surveys. (See Assessment of Student learning.) These faculty-crafted guidelines provide the framework to produce detailed program reviews on a 10-year cycle that augment annual year-end reports, which include department or program goals for the upcoming academic year. By fall 2009, 20 departments and programs have completed, or are in the process of completing, their program reviews, with the Liberal Arts/General review slated for completion over the next two years. Faculty has the strongest role in these reviews, as the Dean of Student and Academic Affairs and associate deans encourage selecting areas of importance to their programs or departments. The Guidelines are being modified to make improvements based on learning through initial implementation.
Academic departments use a standard template to submit year-end reports to their associate deans. Compiled reports are submitted to the Dean of Student and Academic Affairs in summary form. Full reports and summaries are in a master notebook available for public review in the Dean’s office.

Departments and programs generate and use data provided by the college’s institutional research staff, and since 2000 moved more uniformly to an electronic printable format, improving document archives. Completed academic reviews guide future departmental, program, and curricular direction and needs. Areas of study that were initiated in the academic review continue to be tracked and investigated in preparation for addenda and eventual second-round academic reviews.

Programs with external accreditation use that Self-Study template to satisfy the college review. The accreditation reports and annual reports are completed by faculty and submitted to the respective associate dean and the Dean of Student and Academic Affairs.

The college allocates resources to meet academic planning, needs and objectives based on program reviews and college-wide planning processes. DCPCs, working with their associate deans, contribute in the processes of resource identification and prioritization necessary to sustain and improve the academic program.

Discontinuation of a program or degree option comes after a great deal of consideration on the part of the department chair or program coordinator, respective peers, and the supervising associate dean. When a program is to be eliminated, students enrolled during the past five years, or during the past two years for programs with special admission processes, have the opportunity to complete the program within a limited period of time. Chairs or coordinators work closely with potential graduates to request substitutions for courses no longer offered. In the last 10 years, 11 programs and/or options have been initially inactivated, and of those, three have been reported as discontinued to DHE after careful review by the Dean of Student and Academic Affairs and the Dean of Institutional Research meeting with the Academic Associate Dean and affected faculty. (See list of programs added and eliminated since 2000.)

Before a program is officially “discontinued” (DHE’s term), it is often inactivated. The DHE term “suspended status,” means new students are no longer able to enroll in the program, but remaining enrolled students may still graduate with credentials in this program of study. DHE defines “discontinued” as a program no longer offered and with no students enrolled.

The process of discontinuing of a program may take several years, which allows part-time students to complete the program prior to its suspension or discontinuation. A returning student originally enrolled in a discontinued program may, with appropriate review and approval, be allowed to complete the original program.

Undergraduate Degree Programs

All degree and certificate programs beyond 29 credits are approved by the DHE. The college Board of Trustees delegates to the President and Dean of Student and Academic Affairs the authority to approve all degrees as well as certificates with 29 credits or less. (See College Catalog.)
All programs are presented in the *College Catalog* in the following format:

<table>
<thead>
<tr>
<th>THE DEGREE/CERTIFICATE:</th>
<th>Name of program or option</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE PROGRAM:</td>
<td>Explains the emphasis of the degree or certificate as approved by the Curriculum and Academic Policy Committee</td>
</tr>
<tr>
<td>YOUR NEXT STEP:</td>
<td>Identifies options available to students who have successfully achieved outcomes as identified by individual programs</td>
</tr>
<tr>
<td>REQUIRED COURSES:</td>
<td>List of requirements</td>
</tr>
<tr>
<td>ELECTIVES:</td>
<td>Suggested options for elective courses</td>
</tr>
</tbody>
</table>

Academic programs prepare students to transfer to baccalaureate degree institutions, to enter into a variety of fields, or both. Students must complete at least 15 semester hours at GCC to earn the associate degree. *Transfer articulation agreements* make transfer from GCC to those colleges smoother.

Designed to provide a strong foundation in liberal studies, the AA programs consist of a broad range of general studies with program options to focus on specialized fields of interest, leading to the AA degree and transfer status as a junior at many four-year institutions. (See *College Catalog*. ) GCC maintains 26 articulation agreements with private and public baccalaureate degree-granting colleges and participates in *MassTransfer*, a new collaborative initiative of the Massachusetts higher education system beginning fall 2009. *MassTransfer* is available to all AA or AS degree graduates, integrating and replacing the Commonwealth Transfer Compact, Joint Admissions, and the Tuition Advantage Program into a single transfer policy.

The AS programs consist of studies in specific career fields along with studies in English and humanities, behavioral sciences, business, natural sciences, mathematics, and technology. These programs prepare students for employment in a variety of career areas and permit transfer to baccalaureate degree programs. (See *College Catalog*. )

Certificate programs consist of specialized education in specific career fields, without the general education coursework required for a degree. (See *College Catalog*, p. 10.) Four of the college’s 15 certificate programs maintain external accreditation: Outdoor Leadership, Practical Nursing, Massage Therapy, and Paramedic.

Students have the opportunity to pursue knowledge and understanding through unrestricted electives, ranging from 22 credits (Liberal Arts/General Program) to as few as 3 credits in some AS programs.

**General Education**

The DHE sets the general education requirements for baccalaureate programs in the Commonwealth. GCC’s Liberal Arts Core Curriculum is embedded in all AA programs; it requires students to experience a broad range of learning experiences in liberal studies. As outlined in the *College Catalog*, the Liberal Arts Core applies to all AA programs and transfer compact AS programs. For other AS programs, breadth of study in English and the humanities, math and natural sciences, and social sciences is required in addition to program-specific courses. The Liberal Arts Core Curriculum, requires 18 credits in English and the Humanities, 9 credits in Behavioral Sciences and 11 or 12 credits in Science and Math. A graduation degree audit ensures that each course’s objectives (learning outcomes) are successfully completed for all the degree requirements. An overall GPA of at least 2.0 or better is required for graduation.
All Associate of Art degree and some AS degree program students complete at least the equivalent of a minimum 20 semester hours in general education for programs that also meet MassTransfer requirements. Students in these degree programs earn approximately 30 or more credits of general education coursework.

Currently, GCC does not have a General Education requirement that applies to all students. Recognizing that course completion alone is not sufficient, in 2005, the college began the study of a statement on competency-based learning outcomes for all graduates. The college first adopted the Principles of Education in 2004, an aspirational document that expresses the ideal of an educated person and applies to all members of the college community. Subsequently, a subcommittee of CAP, the General Education Steering Committee drafted General Education Competencies, which, having been reviewed by the DCPCs, are currently under review by the Dean of Student and Academic Affairs. The intent is to have a flow of elements stemming from the principles of education, articulated in the General Education Competencies and being applied through academic programs and departments, as well as in student learning experiences beyond the classroom.

**The Major or Concentration**

The program major or area of concentration for the AA options provides students the opportunity to develop knowledge and skills in a specific discipline area. Courses at the 100 level provide introduction to the discipline, while 200-level courses provide sequential development and mastery of knowledge, use of information resources, and understanding of methods of inquiry and theories of a particular area. AS degree programs provide professional training by integrating course content with practical application through clinical and field placements, studio and laboratory courses, and field and simulation experiences. Students demonstrate an understanding of an area of knowledge through successful completion of required courses.

**Integrity in the Award of Academic Credit**

GCC is one of 15 community colleges overseen by the Commonwealth of Massachusetts Department of Higher Education. As an accredited institution with CIHE (most recently in March 2001, reiterated in the five-year review of 2005), the college has demonstrated that it meets the 11 Standards for Accreditation and complies with its policies.

The college maintains the clear authority and administrative oversight for all courses for which it awards credit or credentials as demonstrated through practices related to the development of course content and delivery of instruction, faculty selection, ongoing professional development, and evaluation of faculty by supervisors.

Faculty oversee the curriculum, both in design and implementation of content and delivery of courses, relying on the CAP peer-review process. DCPCs provide oversight of course content and delivery of course content as described in the BHE/MCCC Collective Bargaining Agreements (CBA) which also describes faculty instruction directly related to the preparations and/or instructional workload. (See Standard 5.)

Faculty selection is detailed in policy and procedures for search committees established by Human Resources (HR) (See Standard 5.) Search committee representation includes appropriate constituencies, and upon completion of the search process, appointment is determined by the Dean of Student and Academic Affairs.

**Key Performance Measure 2008 Program of Distinction**

GCC continues to lead efforts to meet the high workforce demand for the Sustainable Practices in Construction (SPC) project funded by the Massachusetts Workforce Competitiveness Trust Fund. Collaborating with the Regional Employment Board and over 30 local agencies and businesses, GCC is a leader in Renewable Energy Workforce Education by offering regional business...

Standard 4: The Academic Program
Academic Affairs for adjunct faculty and by the President for full-time faculty in compliance with the Day CBA.

To support the ongoing development of faculty, the college sponsors an annual all-college Staff Development Day and held two Advising Days in academic year (AY) 2008-2009-and two in AY2009-2010. The new Learning Resources grouping provides group and individual professional development activities for faculty and staff. Faculty also engage in a variety of individual professional development activities, although recent budget cuts have temporarily eliminated most of the college’s funding support for this work. (See Standard 5.)

The college establishes its admission policy (see College Catalog, p. 11) and the policy for the award of transfer credit (see College Catalog, p. 11) based on previous educational experiences, including courses completed at other accredited or recognized institutions, satisfactory placement on GCC challenge exams or recognized equivalency advanced placement exam, or high school articulation agreements. The college awards credit for documented life and work experiences that lend themselves to evaluation. In 2007, the Dean of Student and Academic Affairs charged a representative committee to explore how students might apply for credit for previously completed credit-free courses as well as issues related to combined credit-free/for-credit classes. (See Blended Learning Pathways Group Report.)

The college conducts an annual survey of career and technical education program (defined by the Massachusetts Department of Career and Technical Education) graduates, who self-report employment. Transfer activity of graduates is tracked through the National Student Clearing House. Programs with external accreditation conduct similar surveys of their graduates and employers. College administrators and staff work with area county agencies, such as the Regional Employment Board, the Career Center, and the Department of Transitional Assistance.

Faculty award grades based on course criteria outlined in syllabi provided to students in every course. Graduation credit is awarded for courses beyond the developmental level. Credit for MAT 105 and MAT 106 may be used for graduation credit but do not meet the Liberal Arts Core Requirement for college-level math. The CAP committee reviews and recommends policies on the award of credit that is approved by the Dean of Student and Academic Affairs.

Advisors and the Registrar conduct degree audits to certify graduates three times a year—January, June, and September—aligned with the college’s dates for graduation. Advisors are required by the Dean of Student and Academic Affairs to complete a degree audit for each advisee who is a potential graduate, having earned a minimum of 48 credits, by designated dates. The Registrar then reviews for accuracy. Conversations between advisors and the Registrar are standard practice if problems exist that could potentially prevent graduation.

Students are required to complete an application for graduation prior to the potential graduation date. Completion of the application prompts the final audit review by the Registrar. Reviews are completed on an individual basis, and take into account an applicant’s matriculation date and field of study. The Registrar, an ex officio member of CAP, is charged with certifying the completion of degree requirements, thus approving or denying, as warranted, that a degree or certificate may be awarded.

The Graduation Review Board (GRB), a subcommittee of CAP, is charged with reviewing requests for exceptions to academic requirements. (See GRB Forms.) Waivers may be pursued when an advisor, in
consultation with a DCPC and associate dean, request the replacement of a course for a graduation requirement or to correct an advising error.

**Degree audit worksheets** are available online; since 2004, advisors and students may process a degree audit electronically using Banner, allowing an advisor or student to generate a degree audit based on information chosen from available parameters. Audits generated through this medium are not official; thus, it is recommended that the results be verified by the Registrar.

Faculty and staff demand academic honesty; statements to that effect are found in the [College Catalog](#) (p. 32) and the [GCC Student Handbook](#). Students are advised to consult with individual instructors for how to acknowledge sources properly and to be aware of the consequences of plagiarism. Librarians have also developed resources for faculty and students regarding plagiarism. (See also [Standard 7](#).)

**Academic Policies**

The college publishes academic standing policies in multiple formats. (See [College Catalog](#), p. 35, and [Student Handbook](#), p. 29.) Some students are included under academic review categories because they fail to withdraw officially; policy does not allow faculty to withdraw a student from a class, but administrators can do so with cause.

Students on academic probation, review, or suspension receive a letter regarding their status and have the opportunity to appeal to the Coordinator of Transition Services (COTS). Appeals are usually from students on probation or suspension because of the impact on financial aid. The appeal involves a meeting with the COTS; a decision is rendered based on mitigating circumstances. Recommendations made by the COTS are final. The student may be encouraged to seek peer-tutoring assistance, meet with the academic advisor regularly, or make some changes in personal or work schedule to enhance academic success.

All courses for academic credit, regardless of time offered (day or evening, regular semester, intersession or summer session) or delivery method (traditional or distance learning) receive the same oversight from faculty and administration. The college attempts to provide parallel support services in the evening and on weekends for-credit and credit-free students. The Learning Center, the Library, the Math Studio, the Social Sciences Studio, and other resources are available during the evenings, while some services, such as the academic studios, are open for student access to resources but are not staffed during intersession and summer sessions.

The MCCC Distance Education Agreement describes the role of faculty expectations in oversight of course content and delivery of distance-learning courses. Faculty complete and distribute form DE-2, Distance Education Course Interaction Plan, which includes office hours and student contact for distance learning. (See [MCCC Distance Education Forms](#), p. 2.)

A broad variety of credit-free courses are overseen by Community Education; these offerings respond to community needs and interests, and, while not subject to review by full-time faculty, they are frequently developed in collaboration with academic programs. Blended course offerings (where both for-credit and credit-free students are enrolled in same course) have been developed in the Emergency Medical Services, Massage Therapy, Sustainable Energy, and Dance programs.

**Assessment of Student Learning**

The [Principles of Education](#) (standards to which we aspire), [General Education Competencies](#) (the demonstrable skills and abilities that flow from the principles of education), and the Liberal Arts Core Curriculum (the specific requirements) each address educational outcomes related to the GCC mission.
While the Principles of Education emphasize the importance of lifelong learning, the draft General Education Competencies are intended to constitute their implementation. These competencies reflect the entire student experience. They will not differ for certificate or associate degree programs though the level of competency required by each program may vary. Academic programs determine the design and delivery of learning experiences necessary to develop student learning outcomes and also determine how the assessment of learning is captured.

Faculty and staff are involved with understanding what and how students learn on many levels from individual faculty-student interactions, advisor-advisee relationships, to institution-wide involvement in evaluation.

Students are introduced to degree and certificate program requirements through the admission and advising process, typically beginning with an admission staff member. The student is supported after this initial contact through a structured academic advising program.

In 2004, GCC received a federal Title III Grant that focused on strengthening student success by improving the current student information management system and academic advising. This grant provided an opportunity for research and for unprecedented (internal) assessment on the effectiveness of academic advising and the role it plays in supporting teaching and learning with students, staff, and faculty.

The Institutional Statement on Academic Advising adopted in 2007, outlines the definition of academic advising, when and where academic advising occurs, advisor and advisee responsibilities, and the benefits of the academic advising experience beyond registration. It establishes the framework for all faculty advisors to engage in a developmental relationship with their advisees. The statement recognizes that along with advisors the entire college campus community has a responsibility in the advising experience for students and to take ownership in their role for learning, teaching and leadership. To support the importance of academic advising, GCC's academic calendar reserves a day each semester, prior to registration, for advisor and advisee planning and development.

Ensuring that students' learning opportunities are substantial is a function of the overall mission and purpose of each program or department and the result of academic program reviews and oversight by CAP. Program and department mission statements crystallize the goals and processes developed to ensure systematic, substantial, and sequential learning opportunities. These statements ensure that students are presented with substantial offerings within departments.

The college’s approach to developing student learning outcomes has been faculty driven, allowing for autonomy within disciplines; however, the CAP guidelines do require that all new courses presented and all changes to courses include student-centered instructional objectives aligned with the Principles of Education. Student learning outcomes are developed across the college at the course, program, or departmental level by the faculty in these areas. Programs with external accreditation (OLP, PNC, ADN, EMS, MTC, CRJ, and ECE) have program-level learning outcomes (see ADN sample) and include assessment of student learning outcomes in their reviews. In other areas, the development of student learning outcomes has been program or department specific. (See BIT sample.)
Learning outcomes at all levels have been developed to reflect the mission of each academic area and to ensure departmental coherency with respect to assessment of student learning. They are outlined in course syllabi, department websites and brochures, self-assessment instruments, placement tools, and curriculum action supporting documents. Outcomes and the richness of student responses are demonstrated through a variety of instructional methods: student portfolios, exams, papers, journal entries, oral interviews and presentations, clinical observation, and group problem solving. Interpretation is conducted primarily by faculty and DCPCs. Results are used for course assessment, modifications to curriculum and prerequisites, course design and development, and program review.

DCPCs began completing the **E1 A and B** series in fall 2008 and updated most tables as recently as February 2010. The table below indicates summary status of learning outcomes for the 28 academic programs and departments at the course, program, or departmental level. The E1A and B forms illustrate how each of these programs or departments describes their efforts in assessing student learning.

**SUMMARY of Completed E1A and B Forms**

<table>
<thead>
<tr>
<th>Student Learning Outcomes at Course Level:</th>
<th>Student Learning Outcomes at Course and Program Level:</th>
<th>Student Learning Outcomes (other than CAPs instructional objectives) Not Developed or in Progress:</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAN</td>
<td>ADN</td>
<td>EMS</td>
</tr>
<tr>
<td>HSV</td>
<td>ART</td>
<td>ENG</td>
</tr>
<tr>
<td>MAT</td>
<td>BIT</td>
<td>ESOL</td>
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<td>MUS</td>
<td>CRJ</td>
<td>MTC</td>
</tr>
<tr>
<td>PCS</td>
<td>ECE</td>
<td>OLP</td>
</tr>
<tr>
<td>SCI</td>
<td>EGS</td>
<td>PNC</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>World Languages</td>
<td>^Free-standing courses: no department or program affiliation</td>
</tr>
<tr>
<td>6</td>
<td>14</td>
<td>8</td>
</tr>
</tbody>
</table>

The CBAs delineate what must be included in the syllabus, specifically, what and how the students are going to learn content in the course description, the method of instruction, instructional objectives, a course outline, and grading criteria, which may include papers, projects, quizzes, exams, practicum, and final evaluations. To insure the effectiveness and integrity of a course, the instructor’s syllabus must be approved and evaluated. Once a year in the fall for full-time faculty and each semester for adjunct instructors, students are given an opportunity to evaluate the course, content, and instruction. These evaluations are reviewed by the appropriate associate dean and shared with the instructor.

Sequential learning starts upon initial enrollment with placement exams in reading, writing, and mathematical abilities. Developmental courses in all three areas ensure that students enter at an appropriate learning level, from which they move in sequence to other college-credit courses. (See also Standard 6.)

Course content, program, or degree requirements and prescribed or preferred sequence of courses are determined by the department or program. DCPCs plan the sequence of course offerings each semester. Under the leadership of the Dean of Student and Academic Affairs, the DCPCs are in the process of moving toward a long-term scheduling of course offerings, establishing course periodicity published in the **College Catalog** and the **Course Guide** for students and advisors.

Academic programs and departments, along with academic support services, use qualitative and quantitative measures to understand the outcome of students’ learning experiences. Institutional Research (IR) staff provide enrollment data summary reports for each program and department. Faculty and staff frequently request support from IR in researching particular questions. (See **IR FY2010**
Departmental and Program Requests.) These assessment activities support focused and comprehensive program reviews. Programs with external accreditation conduct graduate and employer surveys. The college’s Internal and External Scans include data that guide course, program, and support service development.

Institutional Effectiveness

The college focuses on the quality of its academic programs in a variety of ways. The Principles of Education are the foundation on which quality academic programs are developed and maintained. GCC evaluates the effectiveness of its academic programs through comprehensive and focused program reviews, and at the course level through exams, assessments, and assignments, as well as through classroom, clinical, and skills observation with feedback to students. Other means of evaluation of the effectiveness of academic programs include monitoring graduation and course completion rates, employer surveys, and graduate surveys.

APPRAISAL

Research Methodology

The Appraisal phase of Standard 4 included analysis of CCSS E and SENSE data, a Faculty and Staff Survey, DCPC development and review of E and S Series and Academic Review Guidelines, a review of CAP processes, the NEASC 2004 Focused Report and NEASC 2005 Fifth Year Report, and all pertinent reports and feedback from staff and related committees. The co-chair of Standard 4 also served as chair of the early established GCC Task Force on Student Achievement and Success to meet the commission’s charge of addressing the institution’s need to expand or follow up its assessment activities and its attainment with respect to student achievement and success.

As a result of the college’s 2000 NEASC accreditation, the college was charged to address institutional effectiveness and, in particular, student learning outcomes. Initial progress was documented in the 2004 Focused Report and the 2005 Fifth Year Report. Key steps have included: the 2001 formation of the DCPCs group, allowing collaboration across departments and divisions; the 2003 creation and implementation of the Academic Program Review Guidelines, with a 10-year cyclical schedule that has resulted in nearly all departments’ and programs’ first completed comprehensive reviews; the creation and adoption of the Principles of Education; the CAP requirement for instructional objectives in compliance with guidelines requiring learning-centered, behavioral, measurable outcomes; and subsequently, the draft General Education Competencies. Both the Academic Program Review Guidelines and the draft General Education Competencies are currently undergoing review by DCPCs.

The current AA (Liberal Arts and Business Administration Transfer) and AS degrees incorporate the curriculum standards established by the DHE. Career and certificate programs are developed and planned in accordance with requirements and standards set by appropriate accreditation bodies and transfer institutions. All career programs with periodic, external accreditation reviews evaluate the content currency, relevance, and integrity of program offerings.

The college recognizes the need for a multiple-year schedule, allowing students to strategically plan their curriculum over two or more semesters. In FY2009, DCPCs devised a course periodicity table, to be updated annually; course availability for current and future semesters is now included in the Course Guide and the College Catalog. Students may also access information electronically. (See GCC Academics online.)
Starting in 2008-2009 with support from a Title III grant, the college produced and published the Student Planner for incoming students. This booklet proves to be an important reference for information on campus staff, student committees, academic services, the use of the college's online resources, the Principles of Education, Standards of Behavior, and general information and regulations at GCC. While much of the information in the Student Planner is also available online, the popularity of the print version prompted the college to increase the comprehensiveness of its content and to extend availability to all students and faculty in 2009-2010, again with grant support.

Campuses and Satellite Locations

The current policies and procedures governing off-site locations work well despite some ongoing challenges around communication to the various sites in the event of a GCC closure due to inclement weather or some other concern.

The Practical Nursing Certificate program at VMAC in Leeds is designed and implemented by full-time faculty who are part of the college community and participate in on-campus committees, meetings and activities.

Sixty percent of the adjuncts teaching on the Smith College campus have taught at this site for over six semesters, providing familiarity and consistency for instruction; many also teach on the Main Campus. There is effective communication between students and faculty at the Smith College site. Students have adequate opportunities to meet with adjunct faculty before and after class. The DCE CBA expects that all faculty will be available to meet with students. (See DCE Contract.) As of spring 2009, all GCC adjunct faculty teaching at Smith College were provided information about the Smith College emergency phone notification system and security procedures.

Off-campus and online credit courses are overseen, and in most cases developed and taught, by full-time and adjunct GCC faculty. These courses are subject to the same academic rigor as on-campus offerings and undergo the same system of review. Students enrolled in these classes have access to faculty and academic and advising services during days, evenings, and weekends and through online avenues. Faculty who teach off-site and online courses maintain email and online, and phone communications with students, and make arrangements to meet with students outside of class for off-campus courses as needed. Similarly, the Academic Advising Center maintains a strong online presence, and many offer evening and weekend hours.

<table>
<thead>
<tr>
<th>CCSSE Survey Year</th>
<th>Mean Rating Score</th>
<th>Number of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>5.84</td>
<td>476</td>
</tr>
<tr>
<td>2006</td>
<td>5.83</td>
<td>535</td>
</tr>
<tr>
<td>2007</td>
<td>5.79</td>
<td>587</td>
</tr>
<tr>
<td>Total</td>
<td>5.82</td>
<td>1,598</td>
</tr>
</tbody>
</table>

CCSSE data indicate that students are generally satisfied with student-faculty interaction. The 2007 survey indicated that 57% of students feel satisfied with student-faculty interaction. A different CCSSE rating scale shows similar results for students’ perception of the quality of the relationship with their instructors:

Rating 1 = unhelpful, unsympathetic, and unavailable
Rating 7 = available, helpful, and sympathetic
If a majority of students are interacting with faculty face-to-face, this may pose an impediment to some off-campus and distance-learning students. The college lacks detailed data about level, type, and satisfaction with student-faculty interaction and communication to inform more fully whether the off-campus students have sufficient opportunities for interaction with course faculty. As stipulated by CCSSE, off-site students were not included in the CCSSE study.

GCC offers credit and credit-free courses at the Athol and Orange high schools designed to promote college readiness, basic math, and English skills and to improve financial and computer literacy of area residents. Target populations of low- to moderate-income residents of Franklin and Hampshire counties have been prioritized for enrollment in the classes. Students are taught and advised by GCC faculty and staff throughout the semester the courses are offered. Placement testing, advising, and registrations are offered on-site.

There are challenges associated with registering students and student billing in grant-funded courses. In some cases, students are not required to pay for the courses covered by the grant but inadvertently receive a bill from the college because there is not an automated method for preventing the bill from printing once the student has been registered for the course.

Community Education is physically located at the Downtown Center (DTC), an extension site of GCC. Processes of communication, registration, or advising between the DTC and the Main Campus are strong. Information about Community Education courses offered off-site is clear and updated to staff on the Main Campus regularly to ensure seamless advising and registration of prospective students.

Credit-free Community Education programs are primarily designed and implemented by faculty within the college community, by contracted educational agencies, and by teaching members of the local community with specialized skills, talents, and occupations. Courses contracted to an outside institution or organization, or with community education offerings taught by members of the local community, are designed and implemented by these agents largely without the oversight of on-campus faculty. The Associate Dean for Community Education reviews and oversees all Community Education courses for content, delivery, consistency, and quality. Oversight of off-campus community and credit-free courses offered by outside organizations is achieved through individual contracts.

**Curriculum Standards**

The college relies on CAP peer-review procedures to ensure faculty oversight of the curriculum as courses are revised and new courses added. (See 2008 World Languages Program review for examples) Proposals for revised or new courses must include student-centered instructional objectives and a
suggested course outline, and explain how the course addresses the Principles of Education. The completed form is approved first by faculty in the course's discipline and related disciplines, followed by the associate dean for that area and the CAP committee (an interdisciplinary group comprised of faculty and staff from across the college), and finally, their recommendation is given to the Dean of Student and Academic Affairs. Attention is given to new initiatives such as the Dublin Business School Study Abroad Program, where syllabi are reviewed by appropriate faculty to ensure equivalency with GCC courses and academic rigor. Additionally, criteria for internships are reviewed and revised, and are consistent with the draft findings of the Commonwealth Experiential Education working group insofar as content and credits awarded.

Since 2008, CAP has been making available meeting minutes, forms, and updates by maintaining an archive on Blackboard, and regularly emails minutes to committee members and guests in an effort to improve communication. It also reports to the College Council to ensure accessibility and accountability.

CAP constantly reviews its forms and procedures. Recent improvements include an expanded signature page, reflecting consultation and support for proposals from colleagues in related disciplines. While minutes and all forms are now posted on Blackboard, these frequent changes sometimes cause confusion; however, the Chair of CAP consults with and assists faculty with every proposal. (See minutes on Blackboard site.)

**Academic Program Review and Planning**

With the institution of a standardized schedule for departmental and program review, the college is actively working toward ensuring that its academic offerings are effective, relevant, up-to-date, and that they reinforce the Principles of Education that inform all aspects of its activities and governance. While comprehensive program reviews are submitted by programs or departments at least every 10 years, some submit reviews more often, as required by other accreditation boards.

All comprehensive program reviews are housed in the East Building’s Student and Academic Affairs Office. In addition to comprehensive reviews, departments and programs are charged to conduct annual focused reviews. While not all have complied, programs and departments who have conducted focused reviews report that the subsequent comprehensive review was supported and enhanced by this earlier work. The same is true for programs with external accreditation, as they are required to submit detailed annual reports.

The Program Review process has served some programs well: as a direct result of data collected for the 2008 World Languages Program review, the chair instituted a major initiative to increase awareness of the importance of World Language study, especially for students intending to transfer. Additionally, the department crafted the first articulation agreement with an area high school. One outcome of these two efforts was a 37% increase in World Language enrollments (fall 2008–fall 2009).

As the college approaches the first full cycle of program reviews, the DCPCs are undertaking review of the existing guidelines. Feedback from those having completed reviews was that the guidelines, while intentionally broad (to allow for autonomy in the process), offered little structure to the chair and made it difficult to consider common benchmarks across programs. As part of the broader review of the Academic Program Review process, the DCPCs and the Dean of Student and Academic Affairs are seeking a stronger link between and among the comprehensive reviews, the focused reviews, and the year-end reports. (See memo on Academic Curriculum Planning and Suggestions for Improving Academic Program Review Guidelines.)
Inactivating or discontinuing a program is often the result of the academic review process in an effort to keep curriculum current. In 2008, the Department of Business and Information Technology collapsed three separate office-oriented certificates into a single Office Assistant Certificate, and combined three separate computer studies tracks into a single Computer Information Systems Associate degree.

In the last 10 years, 11 programs and/or options have been initially inactivated after careful review by administration and faculty following process outlines in the Description. Some faculty report concern about the communication of the decision-making process.

All students completing degree programs successfully complete two English composition courses with strong information resource and information technology components, normally early in their GCC experience; students can apply this learning in all other contexts. With the increased presence of computer technology in instruction, the college strives to provide training to faculty and staff. The English Department distributes “English Department Guidelines for Technology Curriculum” to English faculty. In addition, FITS maintains an instructional blog for faculty and staff, offers workshop and individual training sessions, and publishes the ongoing technology training schedule multiple times throughout the year. All faculty members are invited to schedule information literacy workshops for their courses through the GCC reference librarians. The English department strongly encourages its full- and adjunct faculty to include this training in their courses, stressing that it represents a best practice. (See also Standard 7 and the Library Information Literacy and Research Instruction webpage.)

Undergraduate Degree Programs

Oversight to ensure that each undergraduate program includes a general education requirement and a major or concentration requirement, as well as unrestricted electives whenever possible, is the responsibility of the Dean of Student and Academic Affairs and CAP, working in close collaboration. Similarly, all approvals for courses in certificate programs go through the CAP process and are overseen by the Dean in collaboration with CAP. This consistent and transparent process protects academic quality.

Stated requirements for all academic programs are readily available in multiple formats; however, much of the information provided in these publications is duplicative. The marketing area is actively working with Student and Academic Affairs to improve the delivery of information about academic programs to students. (See Standard 10.)

General Education

As a part of an ongoing review of General Education at GCC, and as an extension of work on the Principles of Education, in 2006 the DCPCs were asked to develop Mission statements for their programs; to date, 17 programs have published mission statement in print or online. The next step in the initiative was to ask each academic area to delineate program and/or department learning outcomes. 14 areas have completed the process. As part of this Self-Study, 95% of programs or departments completed the E1A and B series.

GCC’s commitment to general education is evidenced by its inclusion of its Liberal Arts core requirements in degrees that meet the MassTransfer Program’s requirements. All 28 of the Liberal Arts program options have embedded the general education transfer block. In addition, five of the AS degrees have also embedded the general education transfer block into the required degree coursework.

The MassTransfer block is the Commonwealth’s general education for the state college and universities. GCC meets or exceeds these transfer-block requirements, defining this as its Liberal Arts Core requirements.
The criteria for the evaluation of the general education requirement, including assessment of what students learn, is overseen by the department in which a general education requirement is housed. For example, the Social Sciences Department has drafted a statement about its department mission and goals as well as a list of the core general education student learning outcomes for the department. Many programs and departments offer similar specific and expansive detail on criteria for evaluation, but not all of the MassTransfer Programs provide this degree of clarity and redundancy regarding general education coursework.

Currently, the college relies on the course-level learning outcomes of the Liberal Arts core to ensure that students demonstrate competence in general education.

The college has been reviewing its General Education requirements since 2004, when a steering committee was formed. It met for two years to consider review efforts at other colleges and ways GCC might engage in this process. It presented a plan for proceeding in 2006, and a General Education Review committee, a subcommittee of CAP, received its charge. The committee worked for several semesters, requesting and reviewing input from the entire college community (faculty, staff, and students). On May 14, 2007, the committee presented draft General Education Competencies to CAP requesting that CAP endorse and pilot these draft competencies in place of the Principles of Education for curriculum actions during FY2008. Areas other than Academic Affairs considered how they might implement the competencies. Little feedback was received, although curriculum actions submitted during this time did include statements on how a particular course did meet the General Education Competencies. In April 2008, the committee presented CAP with a summary of the community feedback. At its April 14, 2008, meeting, CAP requested that the Dean of Academic Affairs rewrite the draft Competencies in a unified voice. In October 2008, the Dean of Academic Affairs presented revised General Education Competencies to a DCPC subcommittee for consideration. The subcommittee worked on this revised draft throughout FY2009. In May 2009, the Dean presented another draft to DCPCs and agreed to do further work to finalize the competencies.

CAP's inclusion of the Application of the Principles of Education as part of the CA-1 Support Documents for any new or modified course has allowed GCC documentation of its alignment to a general educational rigor. The degree of integration of the Principles of Education, a one-year pilot of the draft General Education Competencies, and dedication to educational rigor ensure that students acquire knowledge, skills, and attitudes that empower them to clarify values, express ideas, solve problems, and embrace learning as a lifelong process.

The Major or Concentration

All program areas offer the opportunity for students to take courses at both the 100 (introductory) level and 200 (intermediate or advanced) level, and many programs that confer an AA degree require students to take courses at the 200 level. However, not all AA programs include this requirement. All AS degree programs require courses at both the 100 and 200 levels, with the exception of the Occupational Technology Program, which grants some credit instead for occupational experience.

Courses at the 200 level have prerequisites of 100-level courses or higher. All degree- and certificate-granting academic programs clearly describe the program objectives in the College Catalog in the section entitled “Your Next Step.” Some certificate programs have direct articulation agreements with a degree-granting program so that students benefit from a sequential transition; for example, the Practical Nursing Certificate program (PNC) has a direct articulation agreement with the Associate Degree Nursing program (ADN), allowing GCC’s PNC graduates a pathway supported by a bridge course to continued study in the field of nursing. (See LPN Bridge documents.) Openings in this program depend on space availability each semester, so enrollment limits pose a barrier.
All programs that confer an AS degree have required studio, laboratory, fieldwork, and/or clinical credits. The required number of credit hours of fieldwork or clinical work required varies from one credit hour to 17 credit hours, depending on the program. This variation is a result of the national accreditation requirements of certain programs, such as early childhood education and nursing, which mandate the hours of fieldwork or clinical work.

**Integrity in the Award of Academic Credit**

The college’s three dates for degree audit and graduation, instituted in 2009, are a significant improvement over the past practice of granting degrees only one time per year (June).

While faculty receive a written copy of the degree audit process and due dates (see degree audits), compliance with the audit review process is inconsistent. As a result, each year approximately 10 students are identified as not meeting all graduation requirements, some as a result of an advising error on a graduation audit.

The GRB reviews requests for a waiver of academic requirements that result from an advising error, as well as from other causes, such as the use of a course from another institution to satisfy a graduation requirement. In these cases, the GRB directly certifies the student’s degree eligibility instead of the advisor. In FY2009, the GRB processed 18 waivers, 10 of which were prompted by an advising error. Eight waivers were due to program requirement changes that had been approved through the CAP process but which had not yet taken effect. Two students’ graduation eligibility was denied.

Anecdotally, questions frequently arise for advisors and students about designation of course coding as core (BC, NC, HC) as opposed to noncore (BL, NL, and HL), as well as the designation of some courses as Liberal Arts in AA programs differing from the designation of those same courses in AS programs.

From 2004 to 2007, Student Affairs and Information Technology staff improved access to the degree audit process. In spite of these improvements, some report that faculty use this function infrequently, due in part to a reluctance to be trained on MyGCC and the Banner web-for-faculty module as well as an expressed lack of time. (See Title III Grant Evaluation.)

**Academic Advising**

The Institutional Statement on Academic Advising notes that “academic advising is a collaborative teaching and learning relationship crucial to student success.” The Title III Grant for Advising at GCC, which concluded at the end of FY2009, included significant education of faculty and staff toward this end, with nearly 100% participation by advising faculty over the course of the grant period. However, given the grant period’s end date, the effectiveness of grant activities on advisor compliance with timely degree certification will have to be evaluated over the next few years. In the meantime, Academic Advising continues to promote advisor awareness of the importance of compliance in recognizing student achievements.

According to CCSSE data, 82% of students indicate that they can register for courses needed to complete a degree within their anticipated time frame. Less than 10% of GCC students take 15 or more credits per term, which limits their ability to graduate within the published length of most degree programs.
**CCSSE question:** "I am able to sign up for and get into the courses I need to take in order to get my degree or certificate on time."

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Every program the college offers, at the time of print, is listed in the College Catalog along with the course requirements. However, the College Catalog alone is not a comprehensive planning tool for students and faculty. The 2009-2010 College Catalog published the periodicity of course offerings for the first time.

Although the Course Guide is an attractive marketing piece and great for community outreach and education, it does little to provide support for currently enrolled students that are registering for classes long before the guide is available.

In an effort to bridge the gap between registration and distribution, a finite number of copies of the computer-generated list of courses are made available for students and advisors a few days prior to registration. This unattractive piece is outdated the day of production due to ongoing changes in course scheduling and instructor assignments. Therefore, students and advisors are encouraged to use the online course schedule, which links directly to accurate and current course information in Banner. The paper format is still preferred by some, and the transition to the web-based student information system has met some resistance from faculty and staff advisors. However, as of spring 2010, all registration is being done online. Meanwhile, the college continues its exploration of allowing students to register themselves electronically.

Authority and administrative oversight for the college’s academic offerings are ensured and monitored through hiring practices and faculty development and evaluation. Hiring practices have been reviewed and improved since 2006; the challenges that still exist are explained in Standards 5 and 11. (See Standards 5 and 11.) While the college encourages faculty to develop their knowledge and experience within their fields, the current fiscal environment has limited financial support. (See Standard 5.) Faculty evaluation processes described in the Day and DCE CBAs differ considerably, raising concern on the part of both unit members and administration. The DCE evaluation process and schedule are inconsistent across the institution, in part due to the absence of a required timeline in the CBA. Faculty performance reviews are conducted in a professional manner (see Standard 5) and include the review of course materials, reviewed by either the DCPC or associate dean using the CBA’s checklist to ensure the academic integrity of the award of grades.

**Transferring Credit into GCC**

Several staff members in Student and Academic Affairs review requests from students for evaluation of prior learning, including life experience, transfer credit, military credit, and other awarded credits. In January 2010, a publication was created detailing all of these options and identifying the go-to person in each case.

The transfer-credit evaluator works with individual students and academic departments at both GCC and other institutions to insure the proper awarding of transfer credit. Additionally, Excel spreadsheets
of transferable courses from Springfield Technical Community College, Berkshire Community College, Holyoke Community College, and College Board CLEP exams are used.

A process is in place for the awarding of transfer credit through the Office of Admission; however, not all departments actively participate in the process of updating existing spreadsheets which contain course equivalencies at other institutions. Efforts to improve communication between departments and the evaluator are ongoing and have shown some improvement. Unless a course directly applies to the stated major and/or degree, a course is typically not evaluated for transfer. This process is problematic, as many students change majors and/or degree concentrations over time. While students are directed to procedures for requesting the award of transfer credit, when credit is not initially granted, it is not always clear to students how they can appeal the decision.

The college may award credit for documented life and work experiences that lend themselves to evaluation. (See Alternative Credit Options.) The college has made several attempts in the past 10 years to improve the process by which credit is awarded for prior learning or life experience. In 2001, a Prior Learning Experience Final Report was submitted to the Associate Dean for Behavioral Sciences that provided both recommendations for the policy of awarding prior learning credit and the procedures for doing so. The Policy on Evaluation of Educational Experiences was drafted in November 2005 and revised in August 2006. There are some departments that do not see the awarding of life experience credit as an appropriate option for students.

The awarding of transfer credit and credit for life experience continues to be applied unevenly across academic departments.

The Blended Learning Pathways Working Group (BLPWG), which has been studying how students might apply for credit for previously completed credit-free courses, has discovered it necessary to explore the awarding of credit for prior learning, as the group found it difficult to separate the two. (See Report and Proposal.)

Transferring Credit Out of GCC

Although GCC was involved in the early discussions of MassTransfer and played a large part in the current guidelines, the Transfer Coordinator is finding inconsistencies with the MassTransfer framework and the participation by other campuses. For example, as of fall 2009, shortly after MassTransfer went into effect, two of the four-year institutions in the state are not accepting credit in a consistent manner. More collaboration with the Transfer Coordinator, four-year institutions, and the MassTransfer committee must occur for there to be synergy in the statewide transfer process for students.

Academic Policies

The academic standing policy states the criteria for academic progress as well as providing a warning system to alert students experiencing academic difficulty. Students who do not appeal (see Description) are not required to meet with staff or faculty to discuss the academic difficulty. The college does not have a structured approach to ensure that these students receive follow up. A common thread runs through the conversations with students in academic difficulty; many students who are struggling academically report not having a close and connected relationship on campus.

Starting in FY2010, a Student Planner was printed for all students, faculty, and staff working directly with students. The Student Handbook, which includes all policies, is also available on the web but is difficult to find. The entry in the handbook under academic honesty and plagiarism has been expanded to alleviate confusion and to clarify for students the importance of proper academic conduct and integrity. In
addition, the *Handbook* provides faculty with a guideline to follow in situations involving academic dishonesty. In fall 2009, a group of faculty led two discussions on academic honesty and plagiarism.

**Distance Learning**

Although all courses for academic credit receive the same oversight from faculty and administration, distance learners often require additional instruction to develop adequate technical skills. Currently, the student self-assessment of technological proficiency prior to registering for an online course provides uneven screening. FITS is developing guidelines and recommendations for students to raise awareness of the proficiency needs required by online courses, and to aid students in self-determining if online courses are appropriate to their learning styles and needs. (See Standard 7.)

Currently, there is concern about the lack of 24/7 access to instructional support for technologically mediated instruction. FITS maintains an online learning blog of a list of topics that is continually being expanded; currently, the areas addressed by handouts and training materials online meet some but not all the needs of students and faculty. (See Standard 7 survey.)

The Distance Education Agreement does not provide guidance for addressing and monitoring quality issues. There has been discussion of creating and implementing a peer-review process for online instructors with the goal of identifying minimum standards, guidelines for greater consistency in online offerings, and an application process to petition to offer an online course.

While course content is consistent between on-campus and online courses, there are differences in the availability of academic support services for online students. All students are welcome to meet with on-campus peer tutors and professional tutors (an option available to students in some of the health occupations) for help with both subject matter and information technology; however, online tutoring is not generally offered through the college, which affects the accessibility of this service for those students who live at a distance from the college campus or whose schedules do not allow them to take classes or visit the campus on a regular basis.

**Assessment of Student Learning**

In fall 2008, DCPCs were presented with the formats offered by NEASC for documenting the college’s approach to assessing student learning. A representative subgroup of DCPCs was charged with reviewing the options and presenting an approach for the whole group to consider. The DCPCs agreed to use the E1A and B series to document the college’s faculty-driven approach, but added sections in the E1A to allow for identification of student learning outcomes at the course level as well as the existence of departments that do not grant degrees or certificates (e.g., Math, World Languages, and ESOL). DCPCs then worked through February 2010 to document their discipline-specific approaches. At the February 12, 2010, DCPC meeting members were invited to share the representations in the forms, engage in a discussion on the effectiveness of the college’s approach, and pose ideas for how it might improve on this system. (See meeting notes.)

As supported in the DCPCs’ assessment, review of the E1A and B series demonstrates that there is great autonomy in how individual programs and departments set and articulate comprehensive learning outcomes. They are documented in Mission statements, standardized expectations, and the design of comprehensive curriculum pathways. The diversity of how these learning outcomes are expressed and implemented is an asset; they are faculty driven and are customized to each field of study. However, the diversity of how learning outcomes are expressed and implemented by departments and programs is also a challenge, as there is no standardized format for expressing these outcomes (unlike at the individual-course level, where the learning outcomes are stated in the syllabus and in the curriculum action forms).
Through a college-wide process employing the governance structure, departments, and individual feedback, GCC has developed draft General Education Competencies that address the core learning GCC hopes to instill in students, courses, departments, and programs. The successful acquisition of this learning through a student’s academic career is expressed in the conferring of GCC’s certificates and degrees. The draft General Education Competencies address literacy and communication, diversity and community, and knowledge and thinking. Each category of the General Education Competencies is further delineated into concrete applicable categories that faculty and students can demonstrate and apply in the learning environment. While many classes may not address every aspect of every competency, by raising awareness of the expectations GCC holds for each graduate, it fosters an increasing focus on how pedagogies can evolve and adapt to address the instructional objectives of the course, and then how those instructional objectives address the standards expressed in the General Education Competencies.

Although a draft, the General Education Competencies are designed to be a living set of guidelines that are open to revision, modification, criticism, and analysis. Embedded in the revision of development of each course is an opportunity to open discourse about the General Education Competencies through the CAP committee since they are linked to the Principles of Education.

The CAP website provides guidelines for writing instructional objectives which the college identifies as course-level learning outcomes. CAP does require that all new courses presented, and all changes to courses, include instructional objectives that are aligned with the Principles of Education. (See CA-1 support form.) This effective approach has served to strengthen learning outcomes at the course level over time.

Policies and procedures are intended to ensure that students are presented with learning opportunities consistently across the college. For example, the CBAs mandate a “Checklist for Course Materials” that stipulates instructional objectives, teaching procedures, and the basis for student grading and criteria for evaluating student performance. As noted in the E-series for assessing student learning, GCC uses multiple means of evaluating student performance; these locally developed assessments are appropriate and specific to each discipline. Additionally, Enrollment Management at GCC tracks student progress through roster verifications, early progress reports, and narrative requirements for grades of O (no basis for judgment), D, or F.

The college’s aspirational definition of an educated person is expressed in the General Education Competencies, and as departments and programs work to move students and curriculum to successfully achieve those competencies, they also engage feedback mechanisms in the form of surveys; statistical data provided each academic year; and input from faculty, students, and the associate dean for each area. These feedback mechanisms help inform how curriculum and pedagogy might be adjusted to better reach the desired outcomes.

Academic Advising

Advisors are mentored and encouraged to cultivate the advisor-advisee relationship to encompass a greater emphasis on discussing the student’s academic progress and plans for the future, which goes beyond course registration. This emphasis is evidenced by encouragement and in-service education about advising provided during two advising workshop days over each semester. The expansion of advising beyond registration has been facilitated by the implementation of Banner self-service, which has streamlined the registration process and will eventually allow students to register themselves for classes while still requiring them to maintain a relationship with their advisor. This will free the advisor-advisee relationship from the paperwork of advising and expanding it into a mentoring and support system individualized for each student.
While students receive an overview of degree and certificate program requirements through an admission and advising process that is adequate in supplying general information, more specific information is not as easily accessed through the admission process, particularly for some professional studies programs such as nursing. The Health Occupations programs address these specifics by holding informational meetings periodically and by preparing extensive information packets for matriculated students seeking to enter the program.

The results of the research and internal assessment on the effectiveness of academic advising were shared with the faculty and staff in 2008 during the designated advising day. The faculty and staff viewed, commented on, and suggested ways to improve the effectiveness of advising. In this manner, the college solicited their input into the best use of the data. Specifics of how the data obtained are being used to improve academic advising effectiveness and whether the effectiveness of academic advising is, in fact, improved are noted in the Title III Final Evaluation Report. GCC has conducted extensive research to understand attitudes toward advising at GCC and assess the efficacy of its actions under the Title III Grant. CCSSE was conducted in 2005, 2006, and 2007, and Market Street Research, Inc., conducted a qualitative study regarding attitudes toward GCC’s advising system in 2006.

Outcomes of this research and the Title III Grant for Advising resulted in the following noted improvements to advising effectiveness at GCC in the Title III Final Evaluation:

- The implementation of a massive technological upgrade, including numerous web-enabled computer kiosks and the Banner Self-Serve infrastructure
- A transformation in the campus philosophy toward advising
- Increased training and professional development opportunities for faculty advisors
- Fewer difficulties for students reaching graduation or transferring to another institution

The fall 2009 Advising Day included opportunities for students to meet with their advisor; however, the decision to do so occurred after the start of the semester. Discussion is under way on how to further engage students to enhance and emphasize the advisor-advisee relationship and promote a greater partnership in learning within the college community.

Full-time faculty are required to maintain office hours as outlined in the CBA. Faculty are often observed speaking with students far beyond the required time, are frequently available immediately after classes, and will speak with and advise students at other times if the student requests it and the faculty member is available.

Use of Data

Academic programs and departments increasingly access data and student surveys through Institutional Research and the Fast Facts webpage. As the process has evolved over the past five years, departments and programs have generated and utilized more data provided by the college’s institutional research staff, and have moved more uniformly to an electronic printable format, rather than primarily hardcopy. This electronic format further facilitates the archiving of documents for the institution. An example that illustrates how this research is then used to improve student learning: following the 2008 comprehensive program review, the World Language Department used enrollment data to improve scheduling to meet student needs, first by expanding Tuesday/Thursday offerings and second by better calculating numbers of sections needed.

Institutional Effectiveness

GCC takes great pride in the quality and integrity of its academic program and its students' achievement. The college uses ongoing focused and comprehensive program reviews as well as annual program
The Academic Program

The Academic Program reports to continually assess the effectiveness of its academic program and to encourage their continuous improvement. Furthermore, academic programs with external accreditation extend this evaluation focus to align with national norms for quality. For example, although not required, the Education Program was first accredited by the National Association for the Education of Young Children (NAEYC) for its teacher education program in Early Childhood Education in 2008.

PROJECTION

Finalize and implement General Education Competencies.
Who: Dean of Student and Academic Affairs
When: Fall 2010-2013

Investigate a comprehensive assessment model for ongoing measurement of collegiate-level skills relative to coursework involved with General Education Competencies.
Who: Faculty
When: Fall 2011–spring 2016

Complete the Liberal Arts/General program review.
Who: Dean of Student and Academic Affairs
When: Fall 2011–2013

Identify and implement a manageable process for using program reviews and a shared year-end report goal template to document and implement improvement within academic programs, including assessment of student learning outcomes.
Who: Dean of Student and Academic Affairs; associate deans
When: Fall 2012–spring 2015

Establish program outcomes or student learning outcomes for all academic programs
Who: Dean of Student and Academic Affairs; associate deans
When: Fall 2012–spring 2015

Explore an e-portfolio to document evolving skills, allowing for appropriate time frame and resources.
Who: Associate Dean of Enrollment Management; Coordinator of Distance Learning; GCC-matriculated students
When: Fall 2011–spring 2016

Provide for information resources and information technology with appropriate orientation and training for use of these resources.
Who: Dean of Institutional Support and Advancement; Dean of Learning Resources
When: Ongoing

Create consistent, systemic procedures for awarding transfer credit by reviewing for consistency and accuracy the existing matrices of courses transferable to GCC from other institutions.
Who: Associate Dean of Enrollment Management
When: Spring 2011
Implement and publish a set of institutional guidelines for the award of credit for prior experiential or noncollegiate sponsored learning.
   Who:   Dean of Student and Academic Affairs, CAP
   When:  Fall 2011

Complete the long-term schedule process; determine a target date for completion of the changes and improvements to the periodicity table, designing a schedule of offerings that complements the diversity of the student body.
   Who:   Associate Deans, DCPCs
   When:  Fall 2010, then ongoing

Direct students and advisors to a live, online site of college course offerings to determine frequency or restrictions of course offerings, in order to support student progress toward completing program and graduation requirements in a reasonable time frame.
   Who:   Associate Deans, Marketing and Publications
   When:  Spring 2011

Provide opportunities for academic advisors to continue to strengthen their work with at-risk advisees.
   Who:   Associate Dean of Learning Resources, Associate Dean of Enrollment Management
   When:  Fall 2011

Evaluate the effectiveness of Advising Codes.
   Who:   CAP, Dean of Student and Academic Affairs
   When:  Spring 2010

Strengthen and enforce online degree audit.
   Who:   Dean of Student and Academic Affairs; Advisors
   When:  Fall 2010

Conduct a thorough review of all collaborative offerings of contract courses at off-campus sites to promote consistency in the delivery of curriculum and a seamless transition to the classroom for the student.
   Who:   Dean of Student and Academic Affairs
   When:  Fall 2011–Spring 2012
STANDARD 5: FACULTY

DESCRIPTION

The college employs full-time and adjunct faculty who hold teaching and learning at the heart of their work and are guided by the sentiment in the Principles of Education: “We’re all about learning.”

There are two faculty collective-bargaining agreements currently in effect. (See Day and DCE CBAs.) These two agreements, as well as the faculty handbook and GCC Assembly Bylaws, define the role of faculty, their voting rights and privileges, and many of the policies involving the recruitment, evaluation, and advancement of faculty.

The Department of Higher Education/Massachusetts Community College Council (BHE/MCCC) Collective Bargaining Agreements (CBA) codify salaries, benefits, and contractual security. Separate MCCC/MTA contracts define the duties and responsibilities for each group of the faculty and professional staff. The Day CBA clearly specifies terms of employment, salary, criteria for promotion and tenure and a grievance procedure to address all disputes involving the application of the Agreement. Similarly, the Division of Continuing Education Agreement (DCE CBA) defines salary, criteria for obtaining seniority, and a grievance procedure. Membership is voluntary; however, because the MCCC is the exclusive bargaining representative for all full-time faculty, DCE faculty, and all professional staff, employees who opt not to join the MCCC must pay an agency fee as a condition of employment.

Collective bargaining ensures that such policies are equitable and compatible with the mission and purposes of the institution. A union representative issues a CBA copy to each new faculty.

For fall 2009, with a student population of 2,546, the student-to-faculty ratio is 15:1, based on IPEDS definitions and calculation.

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<tr>
<th>Faculty Status and Gender</th>
<th>Total</th>
<th>Male</th>
<th>Female</th>
<th>% Male</th>
<th>% Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>59</td>
<td>21</td>
<td>38</td>
<td>36%</td>
<td>64%</td>
</tr>
<tr>
<td>Part-time (adjunct)</td>
<td>132</td>
<td>57</td>
<td>75</td>
<td>43%</td>
<td>57%</td>
</tr>
<tr>
<td>Total</td>
<td>191</td>
<td>78</td>
<td>113</td>
<td>41%</td>
<td>59%</td>
</tr>
</tbody>
</table>

IPEDS Data for November 2009; [http://www.gcc.mass.edu/media/docs/ir/glance/employees.pdf](http://www.gcc.mass.edu/media/docs/ir/glance/employees.pdf)
There are 26 professional staff in the MCCC, 21 female and 5 male. Faculty serve on local and national boards and publish material ranging from professional journal articles to scholarly books. Their artistic presentations include art exhibits, musical recitals, dramatic productions, dance, and poetry readings. (See Spotlight On GCC Faculty and Staff.)

Full-time faculty also perform noninstructional duties of advising and college service. The Day CBA prescribes that full-time faculty “shall be responsible for advising 18 students.” Advising is also provided by the Academic Advising Center, which is staffed by professional advisors year-round and by adjunct faculty advisors who are paid additional compensation. Under the auspices of a Title III grant, the college enhanced advisors’ ability to use the college database to support the advising process. Advisors can register students online with the aid of real-time online transcripts, testing scores, grades, etc. The grant sponsored two Advising Days for professional development and published advising principles and an advising handbook to support the advisor/advisee relationship.

For college service, faculty serve on governance committees, subcommittees, ad hoc committees, in numerous volunteer positions, and/or participate in professional organizations.

Greenfield Community College made a commitment to the ideals of a diverse community through its endorsement of the Principles of Education, which hold the ambition that the “college creates and fosters an environment for work and learning in which one may achieve a level of comfort with one’s individuality and culture, while accepting and respecting the individuality and cultures of others.”

It is the policy of Greenfield Community College, an Equal Opportunity Employer, not to engage in unlawful discrimination on the basis of age, race, color, gender, religion, ethnic or national origin, personal disability, veteran status, or sexual orientation. The college operates under an affirmative action policy and encourages underrepresented individuals to apply, both in terms of employment and to all the rights, privileges, programs and activities generally accorded or made available to students. This policy is in compliance with applicable federal, state and local statutes, ordinances and regulations.

GCC hires faculty who have a master’s degree or higher in their field of study or a field related to the area in which they are to teach. When otherwise qualified candidates with master’s degrees are hard or impossible to find, the college hires faculty with a bachelor’s degree and expertise in a very specialized field. For example, a fire science instructor may have advanced certificates from a fire academy along with years of leadership experience in fire service.

<table>
<thead>
<tr>
<th>Highest Degree Held by Faculty</th>
<th>Master’s Degree</th>
<th>Doctorate</th>
<th>Professional License</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>79% of all faculty</td>
<td>19% of full-time</td>
<td>8 Health Occupations faculty</td>
</tr>
<tr>
<td></td>
<td>18% of adjunct</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

When a full-time faculty position becomes available, a search committee including three to five faculty and professional staff members from more than one department will work with the department chair or program coordinator, and the appropriate associate dean to develop a job description. A list of minimum and preferred qualifications is included. These vary according to the specific position, but as a rule they privilege successful college teaching experience, field expertise, sensitivity to the needs and concerns of community college students, and a commitment to GCC’s Principles of Education. (See the HR Employment Policy and Procedure.)

The objective of the search process is to establish a pool of qualified candidates from which assignments to teach courses can be made. Positions are advertised as widely as the budget permits, and attempts are made to disseminate postings among diverse populations. While the Day CBA prohibits the
appointment of some administrators and supervisory personnel to faculty positions, the college invites all eligible persons to apply for faculty positions by posting job vacancies both internally and externally.

Search committees are charged pursuant to state and federal laws and college policies to ensure a fair search process. The Director of Human Resources evaluates interview questions, reviews applicant pools, and monitors searches for compliance with affirmative action guidelines.

The search committee reviews applications based on published minimum and preferred qualifications, and interviews generally five to eight candidates. The interview process often includes a teaching demonstration. The committee chooses usually two to three finalists and forwards those names to the Dean of Student and Academic Affairs for a second interview, normally with the chair, the associate dean, Dean of Student and Academic Affairs, and the President.

Hiring adjuncts is usually done at the level of chair or program coordinator with the associate dean. They select and interview candidates until the position is filled. Additional faculty are engaged in the process when the teaching skills sought go beyond the scope of expertise of the chair and associate dean. Some departments will conduct their own searches for adjunct faculty and then submit their recommendations to their associate dean. Normally, adjunct faculty are held to the same standard of qualifications as full-time faculty.

New full-time and adjunct instructors are provided with orientations and professional development workshops designed to support the transition to the GCC workplace. All faculty can apply for any available professional development funds.

GCC does not employ graduate teaching assistants.

<table>
<thead>
<tr>
<th>Full-Time Faculty</th>
<th>Average Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>$61,811</td>
</tr>
<tr>
<td>Women</td>
<td>$57,813</td>
</tr>
</tbody>
</table>

_These figures do not consider seniority and years of service._

IPEDS Data for November 2009

Of the 132 adjunct faculty teaching in fall 2009, there were 27 full-time faculty and staff who also have Division of Continuing Education contracts. Adjunct faculty are evaluated and accrue seniority each semester. Their salaries increase with experience and may reflect cost-of-living increases.

**Salary Scale for a 3-Credit DCE Course, FY2010**

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Step 2</th>
<th>Step 3</th>
<th>Step 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salary</td>
<td>$2,538</td>
<td>$2,718</td>
<td>$2,922</td>
</tr>
<tr>
<td># faculty</td>
<td>38</td>
<td>29</td>
<td>37</td>
</tr>
</tbody>
</table>

_Step # depends on the number of courses taught previously as a GCC adjunct faculty._

For fall 2009, adjunct and full-time faculty taught approximately 333 day sections, 96 evening sections, and 24 fully online sections of courses. Adjunct faculty assume 50% of that instructional load, 49% of the day classes, 71% of online classes, and 100% of the evening ones. Because state law authorizes community colleges to conduct evening classes only as long as they are operated at no expense to the Commonwealth, and full-time faculty are paid out of state funds, the college must staff evening classes with adjunct faculty.
During FY2000, a new contract increased the full-time teaching load from 12 to 15 credits per semester, with a subsequent amendment which permitted up to five classroom preparations per year. Not all full-time faculty members teach 15 credits each semester: faculty serving as department chairs or program coordinators receive reassigned time per the Day CBA; college policy grants reassigned time for Standing Committee chairs or Assembly leadership roles; and discretionary workload adjustment is also available for special college projects for the college. (See most recent reassigned time chart and reassigned time application with guidelines.)

The CBAs provides procedures for the regular evaluation of faculty appointments, performance, and retention. Assessment of faculty performance includes student evaluations, classroom observations, and administrative evaluation of advising, committee participation, and related duties. The Agreements state clearly and weigh appropriately evaluation methods and criteria. (See MCCC Agreement, p. 106.) In addition to formal evaluative processes, many faculty further demonstrate professional commitment by voluntarily engaging in self-reflection and informal peer-review.

GCC annually updates a faculty handbook that provides faculty with a compendium of resources and college policies and procedures. Full-time faculty are evaluated each year for the first six years of employment and thereafter every third year. If performance is satisfactory, they are awarded tenure after their seventh year of teaching with the college. Faculty tenure affords a high degree of job security. Full-time faculty receive salary adjustments through the collective-bargaining process. Sometimes the state legislature fails to fund negotiated salary adjustments; however, the college has consistently funded this gap.

The college encourages professional development and advancement in the following ways:

- The college considers and grants full-time and part-time sabbatical leaves annually within the latitudes provided by its budgetary allocation. Though not able to financially support traditional sabbaticals, the college does foster “cost saving” sabbaticals and work-life balance to allow faculty to further their professional work.
- Faculty may participate in Staff Development Day workshops which are often faculty-led and address new teaching strategies and discoveries; these are organized by the Staff Development Day Planning Committee.
- The Faculty Instructional Technology Support (FITS) group (see Standard 7) offers technical workshops. The newly created Learning Resources Group is charged with developing opportunities and building a Center for Teaching and Learning.
- The Staff Development Committee and the Associate Dean for Learning Resources currently uses a combination of faculty reassigned time, volunteers, available grant funding, free opportunities, and GCC staff time, to provide professional development.
- Working with at least one staff person to broaden perspective, two faculty will have reassigned time beginning in spring 2010 to provide professional development opportunities primarily for faculty and open to staff. They will include weekly brown-bag lunches on a variety of topics.
• In fall 2009, a faculty member with reassigned time started developing and will oversee the
currency of an online resource that provides information in professional development
opportunities, articles, and other resources, and related content for GCC faculty.
• The college hosts a guest-lecture series, musical recitals, dance performances, plays, and art
exhibits.
• The college sets aside typically one day per semester for professional development meetings for
faculty and staff.
• In collaboration with the GCC Development Office, faculty participate in writing and
implementing federal and state grants that act to expand teaching and learning experiences for
both students and faculty.
• In the past, the college budgeted $40,000 yearly to expand individual professional development
activities for all college employees and it encouraged participation. Over the past several years,
excluding the AY2008-2009, a professional development committee composed of faculty,
professional, and other staff evaluated applications for professional development money.
Individual divisions and groupings also devoted portions of their budgets to spontaneous
professional development activities—those for which the longer centrally located application
process would preclude participation in some unplanned event. In FY2010, however, because of
midyear cutbacks in state funding, these professional development and travel moneys were cut.
The college will restore some of those moneys next year or, at least, sponsor in-house
development opportunities. Two Title III grants, one on advising and one in classroom
technology and distance learning, funded a multiyear series of in-house professional development
opportunities on those subjects.
• GCC is a member of the Employers Association of New England, an outside organization that
provides Professional Development courses for GCC employees at a discounted rate.
• The college waives tuition and fees and gives time for faculty to attend GCC courses.
• The Learning Resources Group provides faculty mentors to support newer teachers.

The associate academic deans protect the right of instructors to design and administer their course
syllabi within the strict framework of the course curriculum and of required syllabi content. Faculty play
a significant leadership role in determining program curriculum, and most departments find time to meet
and collaborate in this process. (See Standard 4.)

The college offers a diverse range of courses employing a variety of presentation modes: lectures,
hands-on practicums, in-class instruction, distance learning, learning communities, service learning, and
various combinations of these pedagogies. Attention has been paid to disseminating principles of
Universal Design through in-house professional development and the advocacy of the Coordinator of Disabilities Services. The college has invested significant resources in supporting faculty as they choose
to integrate instructional technology in their teaching. (See Standard 7.)

The college adheres strictly to course prerequisites, and all new students take placement tests to help
determine appropriate starting points. Further, many faculty use one-on-one and classroom assessment
techniques and a variety of teaching tools and approaches to meet individual and class needs. Student
evaluations are also used by faculty to help inform their teaching.

The academic programs have almost completed a full cycle of academic program review, following
guidelines and a process developed by and for faculty. (See Standard 4.) The college conducted the
student assessments CCSSE in 2005, 2006, and 2007 and SENSE in 2008 to determine student
perceptions of their college-life experience.
APPRAISAL

Greenfield Community College takes great pride in the quality and commitment of its faculty. GCC faculty are dedicated, hard working, and participate actively in institutional governance. Collegiality among faculty and between faculty and the administration is relatively strong, though certainly some areas of disagreement and friction exist.

Research Methodology

A voluntary survey was conducted for this Self-Study to fill in assessment and content gaps for the Self-Study Steering Committee. Full-time faculty response rate was 47%, and adjunct faculty response rate was 17%.

For the other two college-wide surveys administered to faculty and staff over the past five years, (café services and alumni) response rates were 24% (75 respondents) and 32% (110 responses). Also, there were about four other surveys to specific audiences, such as professors who teach fully online courses and to advisors working with the Title III Advising Grant. Yet, the campus believes that low faculty response rates may be influenced by workload and the number of surveys issued.

With that proviso in place, over 70% of faculty respondents were positive about:
- The level of institutional support for increased excellence in teaching
- The hiring of a faculty well suited to fulfilling the college’s mission
- The availability of adequate resources and technology
- The typical advising workloads

Approximately 40% of the faculty respondents were negative about:
- The lack of funds and dedicated time for professional development opportunities
- Workload equity
- Institutional support for scholarship

During AY2009-2010 while the survey was being conducted, the college eliminated funding for travel and external professional development. Though there remain several internal professional development opportunities, this budget cut impacted faculty perceptions and professional development.

Full-Time Faculty

Full-time faculty are given the academic freedom necessary to explore a diverse range of pedagogies, including cross-curricular and interdisciplinary approaches. The college does its best to support the development of new curricula and new learning strategies in the classroom, while providing a high degree of oversight and regulation through the Curriculum and Academic Policy Committee (CAP). This regulation may slow course development due to the time required to draft a curriculum action that addresses the principles of education and shepherd it through the CAP process. At the same time, the rigorous peer-review process ensures the integrity of the curriculum.

The institution is exceptionally fortunate in that the percentage of courses taught by full-time faculty is much greater here than that at our sister community colleges. However, the overall number of full-time faculty declined from 62 (at the time of our previous Self-Study in 2000) to 57 due to hiring freezes caused by state budget cuts. The President and the Dean of Student and Academic Affairs, with support from Senior Staff, stated publicly that stemming the reduction of full-time faculty is their number one
budgetary goal relative to the college’s mission. The institution recognizes that the increasing number of adjunct faculty affects the college:

1. It imposes a greater burden on full-time faculty, who typically share in the recruitment, hiring, orientation, assessment, and ongoing support of adjunct instructors.
2. It creates a false economy that increases workload for support staff who train and assist adjunct faculty with laboratory, media, technology, and clerical needs.
3. It increases the reliance on adjunct faculty who may not have the same level of knowledge of the college mission and institutional goals as does full-time faculty. This is true of both teaching and advising.
4. It leaves the college vulnerable to sudden shifts in instructor quality and availability as adjuncts move in and out of the job market.
5. It reduces the number of faculty contributing to the overall running of the institution and helping the college meet its goals because adjunct faculty are not contractually required to serve on standing or ad hoc committees, and this responsibility has increased for full-time faculty and staff, causing faculty representation to be incomplete.

<table>
<thead>
<tr>
<th>Standing Committee</th>
<th>2005-2006 # Faculty Serving</th>
<th>2009-2010 # Faculty Serving</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Information Resources</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Planning &amp; Evaluation</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Student Development</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Staff Development</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Curriculum &amp; Academic Policy</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>College Affairs</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

The college’s method for seeking and employing full-time faculty is fair, and the process is collaborative and effective. It ensures the development of specific job descriptions geared to attract highly qualified candidates.

<table>
<thead>
<tr>
<th>% of Those Reporting Race/ethnicity</th>
<th>People of Color</th>
<th>Nonminority</th>
<th>Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>11%</td>
<td>87%</td>
<td>2%</td>
</tr>
<tr>
<td>Faculty</td>
<td>6%</td>
<td>89%</td>
<td>5%</td>
</tr>
</tbody>
</table>

Search committees have diverse representation, including faculty, staff, administrators and, in many cases, students. In the event of an insufficient number of qualified candidates, the search process will be reinstated until a qualified candidate is found.

Tenure-track faculty positions offer a reasonable amount of job security to full-time faculty, following the Agreement. The benefits of this system for faculty members are that it promotes an atmosphere that encourages academic freedom and provides a reasonably secure passage through the seven years of the tenure track. The reappointment/nonreappointment provision allows the college to assess faculty performance for the first four years of employment and nonreappointment without cause, while years 4 and 5 offer more job security. Though this system makes it difficult to remove ineffective tenured faculty members from their positions, the benefits far outweigh this potential flaw. Ineffective faculty can typically be identified prior to the end of the tenure evaluation period through various contractual assessment requirements (e.g., student evaluations, periodic reviews, and in-class evaluations) and through peer-review.
Of great impact on the morale of full-time faculty are salary and benefits. Though the Day CBA provides structures for classification on the salary schedule, faculty do not have any assurances that their contract will continue to be funded by the state or that the institution will be allocated a budget sufficient to maintain the current number of full-time employees. In addition, benefits are constantly at risk, and many have to be bargained for by the union. However, health insurance premiums, co-pays, and deductibles are not bargained: Governor and state legislature have the authority to impact these benefits. This constraint makes it difficult for the community college system in general, and GCC in particular, to address morale effectively.

On a more positive note, unlike other community colleges in this state, to date GCC has not eliminated faculty positions as a result of the current fiscal crisis, but rather has attempted to balance its budget through administrative cuts, attrition, and other cost-saving measures.

The workload for full-time faculty is based on a formula defined by the MCCC Agreement (CBA) that includes a 15 credit-hour load, an advising load of 18 students, four office hours, and college service. The GCC faculty voted 60:1 against the current Agreement (which has been in place since fall 2000), because the contract favored salary increases at the risk of student experience and student access to faculty. As a result of the adoption of this contract, faculty are less available to advise students and provide student support services outside of the classroom. The Agreement’s definition of faculty workload is, for the most part, an effective and efficient means of assigning tasks to full-time faculty. A workload calculation spreadsheet is used system-wide to make the assignment of duties as objective and fair as possible. However, it largely fails to take into consideration that teaching and learning also occurs outside of the classroom. As a result, the widely disparate faculty responsibilities (in programs from nursing to science to art to social science to co-teaching to distance learning) and disagreements and ambiguities in the interpretation of the CBA create the impression in some people of workload inequity. For example, those who chair governance committees receive a three-credit release for that service. However, it is widely believed that the workload of such chairs varies significantly among committees.

Similarly, it seems that a disproportionate burden rests on faculty who demonstrate enthusiasm and ability in performing these duties. Furthermore, there is the perception that faculty who perform functions that contribute to the overall effectiveness of their programs too rarely receive credit for such work as a critical or measurable part of their workload. One reason for this is that the implementation of the shared governance model increased pressure for faculty to serve on standing committees. The Dean of Student and Academic Affairs, working within budgetary constraints, awards compensation for tasks performed by faculty during “off contract” time. Because decisions for these tasks, deemed critical, are made on a case-by-case basis, there are no published guidelines.

Similar questions exist concerning the role of department chairs and program coordinators. The CBA specifies that full-time faculty who serve as such receive at least a three-credit reassignment per semester and a commensurate reduction in office hours; GCC strictly adheres to this provision. It is widely recognized that, because departments and programs vary in size, so too does the workload of department chairs and program coordinators. Accordingly, as also stipulated within the CBA, the administration may and does award additional compensation, as either an additional release or a commensurate stipend. Nevertheless, there are some chairs and coordinators who feel, and possibly are, inadequately compensated. Compared with other community colleges, GCC awards more than three-credit reassigned time to 53% of department chairs and coordinators. (See Reassigned Time.)

College-wide student evaluation scores for full-time faculty average 4.26 on a scale of 1 to 5 (with a range of 2.9 to 4.9) and document the quality of instruction. Average scores remained consistent over a three-year period.
The Agreement mandates these evaluations and classroom observations, and it provides a basic mechanism for student-based assessment of the competency and effectiveness of faculty members. However, these student evaluations are very limited as measurements of true teaching ability. For example, the evaluations do not encourage open-ended responses or discussion, and they give as much weight to important questions, such as the instructors’ knowledge of the subject material, as to less important issues, such as the effectiveness of the text as a teaching tool. The evaluations also do not provide a comprehensive view of pedagogy. (See MCCC Agreement.)

Other means of demonstrating faculty proficiency include satisfying program accreditation evaluations and using data from specific outcome assessments (as in Health Occupations) and individual certificates, publications, commendations, and awards earned by the faculty. Professional development is not considered a critical part of faculty evaluation.

### Adjunct Faculty

As adjunct faculty assume a larger proportion of the teaching load, the college must work harder to ensure that curricula conform to high standards and that the college maintains its strong academic integrity. The CAP Committee is instrumental in helping maintain the standards of educational excellence that GCC has become known for in the region.

The college is fortunate in attracting highly qualified adjunct faculty. While the college’s rural setting lacks the large, diverse pool of candidates that more urban institutions may enjoy, local graduates from Amherst, Hampshire, Mount Holyoke, Smith College, and the University of Massachusetts at Amherst provide talented individuals eager to learn the art of teaching. Though adjunct faculty often have similar academic qualifications as their full-time counterparts, more adjunct faculty are teaching without a master’s degree than full-time faculty; usually those instructors are either in the process of completing master’s degrees or have other professional qualifications. While some adjunct faculty may have many years of teaching experience, adjunct instructors typically have less classroom experience than full-time faculty, especially within the community college system. Adjunct faculty members who fail to meet the high standards expected by the college are encouraged to improve their performance and/or provided with mentors, or are not rehired. Consistently poor student and in-class evaluations are often used as an early-warning indicator that faculty are not meeting the academic standards expected by the institution. That said, effective observation of adjunct faculty progress in the classroom is limited (occurring once during the first semester of hire), and student evaluations are poor reflections of true performance.

The college cannot limit the overall workload of its adjunct faculty elsewhere. In order to earn a living on adjunct salaries, many individuals teach at several institutions, creating difficult workloads, which may affect their teaching and/or ability to more actively participate in college activities. Adjunct faculty members have been typically limited to teaching four courses per semester (See Maximum Adjunct Teaching Load.) The limit helps protect adjuncts from being exploited by teaching a full-time load without the associated benefits and salary. Additionally, having more adjuncts promotes greater diversity in a discipline and eases the burden of finding last-minute replacements when adjuncts find positions elsewhere.

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**Student Evaluation Scores for Full-Time Faculty**

<table>
<thead>
<tr>
<th>Fall</th>
<th>N = FT Faculty</th>
<th>Average</th>
<th>High</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>57</td>
<td>4.3</td>
<td>4.9</td>
<td>3.3</td>
</tr>
<tr>
<td>2008</td>
<td>59</td>
<td>4.2</td>
<td>4.9</td>
<td>2.9</td>
</tr>
<tr>
<td>2009</td>
<td>59</td>
<td>4.3</td>
<td>4.9</td>
<td>3.3</td>
</tr>
</tbody>
</table>
New or short-term adjunct faculty tend to lack the holistic concept of the college necessary for optimal effectiveness. The learning curve for the GCC administrative structure, support facilities, and college identity typically reaches beyond the scope of a single semester. To exacerbate this learning curve, many adjunct faculty work exclusively in the evening, when there is minimal monitoring and support available. To help alleviate this situation, the institution holds a new faculty orientation at the beginning of each semester, holds periodic training sessions in institutional technologies, and offers faculty mentoring on a departmental level. Adjunct faculty are also encouraged, though not required, to attend various college meetings and other events. Some departments hold annual retreats in which adjunct instructors are included. These retreats help adjuncts recognize the value placed on their contributions to the institution, keep them informed, and build community between full-time and adjunct instructors. State budget cuts have had a negative impact on the frequency and scope of these retreats, and, in some cases, they have become self-funded by individual departments.

Mentoring for new faculty is limited to a few departments using the vehicle of reassigned time for full-time faculty; a college-wide mentoring system has yet to be created. New faculty mentoring would help ease the transition to the GCC workplace and provide effective insights into the college infrastructure. It is perhaps more critical that new adjunct faculty be provided mentoring support because of the greater impact on student success.

**Professional Development**

Though significant strides in professional development were made in previous years, statewide budget cuts again forced a reduction in funding available for professional development. Yet the college committed to a minimal budget dedicated to partial funding for workshops, conferences, and both in-house and off-campus presentations. Professional development funding is also available in a strictly limited form through accreditation activities and in some recurring grants.

Staff Development Day provides activities beneficial to faculty and staff. Because of the wide audience, a committee works hard to create activities in which the whole campus community can participate. For example, in 2009, there were 90 minutes of presentations on creativity with the remainder of the day dedicated to employee recognition and reorganization group activities to foster community and collaboration. More effective faculty development could occur on these days if the planning committee provided a vehicle that favors individual need as well as institutional need. One hindrance is the difficulty of building an agenda that brings people across campus together, as opposed to organizing a “faculty development day” where attendees have many common experiences and do similar work.

Although sufficient funds do not exist to compensate adjuncts for participation in all departmental activities, a budget exists to pay adjunct faculty for attending important college meetings, Staff Development Day, and Advising Day. Some adjunct faculty members seeking greater involvement in college activities participate each year. Additional paid professional development activities for adjuncts exist, such as Banner and Blackboard training.

Some faculty members may not avail themselves of these opportunities by their own choosing because they have more specific professional development needs than the college can provide. In some cases, it may just be time and freedom—in the past provided by the sabbatical—to research their respective fields and engage in creative output (such as art making, field research and practice, musical composition, and writing). Faculty will nonetheless engage in these activities of their own volition as time permits, though perhaps not to the level they might need or desire.

In the last 10 years, the college allocated sabbatical leaves to 14 faculty. The last college-financed sabbatical occurred in 2001. Since that time, only cost-saving sabbaticals have been awarded. The college could and would offer more and better funded sabbaticals with additional state support.
In conclusion, Greenfield Community College is currently dependent on the availability of state funding to realize its mission to hire, maintain, and support a number of full-time faculty commensurate with its curricular needs and governance structure. While adjunct hires are performing well in the classroom and contributing to the diversity of the college, very few are able to assist in college governance and other duties typically met by full-time faculty. The institution is sensitive to the professional development needs of its faculty and does its best, under the current economic conditions, to meet those needs, but realistically cannot, nor can be expected to, meet all of them. Additionally, GCC has displayed its commitment to its faculty over the past year by investing in creative budgetary strategies, rather than resorting to the national trend of layoffs throughout the workplace, which would be contrary to its mission.

PROJECTION

As the college faces the new decade, its challenge will be to maintain the caliber, energy, dedication, creativity, and caring of its faculty in the fulfillment of their responsibilities. The institution should commit itself to exploring new initiatives to maintain and surpass the quality education it is known for. To this end, the college will:

Aim to restore the number of full-time faculty reduced as a result of budget cuts and, as funding permits, to increase the number of full-time faculty beyond the 62 of the spring 2000 level.

Who: President, Dean of Student and Academic Affairs
When: Begin with first hire fall 2010–fall 2016

Devise and implement a strategy to restore funding for professional development for both full-time and adjunct faculty, to include both on- and off-campus learning opportunities and fully funded sabbaticals. Provide individualized professional development and increase support for research and the pursuit of academic excellence.

Who: President; Dean of Student and Academic Affairs; Director of Human Resources; Staff Development Committee
When: Fall 2010–fall 2013

Provide department-specific mentoring opportunities and peer-training for new full-time and adjunct faculty.

Who: Dean of Student and Academic Affairs; Associate Dean for Learning Resources; Director of Human Resources; DCPCs
When: Fall 2010–fall 2013

Increase recognition for, and where appropriate compensate, faculty who perform services for the college beyond contractual requirements.

Who: Dean of Student and Academic Affairs; associate deans
When: Spring 2011 and beyond

Streamline the current college governance structure with the aim of reducing faculty workload and time commitments. Update committee membership to reflect the new college organizational structure implemented in 2009.

Who: Assembly
When: Ongoing through fall of 2012
Standard 6: Students

DESCRIPTION

Admission

As an open-access institution, Greenfield Community College strives to open the doors to higher education to all those who seek it. With a recruitment area spanning from southern Vermont to Springfield, Massachusetts, and concentrated predominantly in Franklin and Hampshire counties, GCC enrolls between 2,200 and 2,400 full- and part-time credit students each fall semester; there was a jump of 10% in fall 2009 to 2,546 with FTE up 14%. Credit-free enrollment is about 3,000 annually. See Fast Facts

Most enrollment trends remained steady over the past 10 years. There was an exceptional and expected response to the economic recession and high unemployment, with a spike in fall 2009 enrollment. The other exception is a significant increase in the number of men attending GCC, which rose by 21% in fall 2009, well above the 10% increase in total fall enrollment that year. Enrollment Fast Facts is issued on a regular schedule consistent with freeze date reporting.

GCC’s mission reflects a commitment to open access to postsecondary education; there are no specific admission qualifications beyond a high school diploma or GED or passing the Ability to Benefit Test (the Accuplacer). Admission procedures and policies, including those for early entrant and nonmatriculated students, are posted on the college website and in the College Catalog. Additional special admission processes exist for applicants for the Outdoor Leadership Certificate Program and the Health Occupation programs.

The Accuplacer Placement Test determines academic preparedness and reasonable prospect of success in college-level courses. Students’ scores in both English and math are used to determine any need for developmental courses before placement in college-level coursework.

<table>
<thead>
<tr>
<th>FY2009 Accuplacer Test Outcomes</th>
<th>Developmental Reading</th>
<th>Developmental Writing</th>
<th>Developmental Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Placement rates of applicants</td>
<td>26%</td>
<td>33%</td>
<td>43%</td>
</tr>
</tbody>
</table>

Students placing into both developmental English and reading courses may take additional courses that require no prerequisite. Transfer students with a transcript reflecting successful completion of college-level English are not required to complete the reading comprehension and sentence skills assessment. The college also ensures students’ preparedness for college-level course work by requiring completion of all prerequisite courses as outlined in the course descriptions. First-time, degree-seeking students are more likely to enroll in developmental courses compared to other new student types: transfer, nondegree, and readmitted students.

Transitioning into GCC

GCC enrolls a diverse student population in regard to readiness, age, economic status and family support, educational backgrounds, and experiences. A range of support services provides a smooth transition into the college and supports students’ need to succeed. Support services are designed to reflect GCC’s commitment to lifelong learning found in the Principles of Education.

Many academic support services exist and begin with recruitment of potential students with both varied and high needs. Partnerships with community agencies, such as local high schools, the Massachusetts
Rehabilitation Commission, the Center for New Americans, and the Literacy Project, enable a smooth transition into the college environment.

In 2006, Matheson Consulting conducted two important research studies that evaluated the college’s relationship with its community. The internal scan, issued May 2007, focused on enrollment management processes and procedures. The external scan, issued May 2008, assessed the current and future external environment in GCC’s service area. To support Matheson Consulting, GCC contracted with Economic Modeling Systems, Inc., to conduct a regional employment scan and program study of GCC. Also, in 2006, a GCC Marketing professor conducted a research review for the Vision, Mission, and Values statements; Strategic Enrollment Management; and Alumni Engagement. (See The Community Weighs In.) The scans were used in writing the Strategic Enrollment Management Plan (SEMP).

The SEMP was developed to increase community awareness of GCC programs and services, improve student retention and success, and align the college’s program offerings with community needs. The President charged a SEMP Steering Committee in fall 2009, and a SEMP Inventory was developed and released as a first step.

Following admission, a point of entry for all students is the Academic Advising Center. The Academic Advising Center adheres to GCC’s Institutional Statement on Academic Advising and provides assistance and information for students related to course selection, major choice, graduation requirements, and strategies for success. The initial advising session is guided by the form Standard Format for Initial Registration Advising Session.

All students are assigned a permanent academic advisor early in their first semester and can change advisors at any time. The Academic Advising Center works to assign an advisor within their area of study to provide mentoring and optimize guidance specific to individual pathways that are program specific. If a student has not yet decided on a major or there is no available faculty within the major, effort is made to assign the student to a faculty member the student has for a class that semester.

Students must maintain specific minimum academic standards to continue their enrollment. The policies regarding academic standing are developed and approved by the Curriculum and Academic Policy (CAP) Committee and are outlined in the Student Handbook, which is available online. To support student success, students who do not maintain good academic standing meet with faculty and professional staff to develop a plan to achieve necessary improvement.

Retention

At GCC, student success is defined in many ways, including but not limited to graduation and retention rates. (See Fast Facts for data on: degree and certificate completion; enrollment, retention and course completion; enrollment growth and retention.)

Other mechanisms for measuring student success are the collection of students’ educational goals from the general admission application and the use of the student goal module in Banner to document these goals and conduct periodic assessment.

The Student Affairs Enrollment Management Group instituted an “Early Progress Report,” a mechanism through which faculty communicate current course progress to students and their advisors. Early Progress Reports are completed before the midterm mark so students have time to intensify their efforts, remediate problems, or drop the course if necessary.

While the college does not formally assess individual student learning needs, it does identify characteristics that might place a student at risk, including first-generation college students, GED
recipients, women in transition, early-entrant high school students, veterans, students with disabilities, and students from other traditionally underrepresented groups such as students of color or ethnic diversity. Program and services supporting these students include:

- Women in Transition Program, housed in the Women’s Resource Center
- Greenfield Community College Next Step Up Program for students who passed their GED
- Educational Transitions Programs for early-entrant high school students through three local high schools
- The Community Access Scholarship Fund (CASF) Program
- Disability Support Services Disability and Accessibility Services for students who self-identify as having a disability that requires reasonable accommodations
- Counseling services for students who self-identify as having mental health concerns
- Courses specifically in English for Speakers of Other Languages
- The Peer Tutoring Program housed in the Learning Center

### Educational Transitions Program (ETP)

ETP provides an option to high school students who may be at risk for not persisting to graduation yet want to complete their high school education. These students take credit courses at GCC that also count toward their high school diploma. ETP students are provided appropriate support services and pursue their education in an environment more conducive to their personal learning style and ability.

### Community Access Scholarship Fund Program (CASF)

CASF provides a bridge of financial support to future GCC students needing help to overcome personal circumstances and succeed in transitioning to college. Also, CASF provides a network of GCC and community services which support student success.

The new Learning Resources Grouping includes the Learning Center, distance learning, online education, and the Library. The Learning Resources Grouping formed from programs that cross the former divisions of Student Affairs and Academic Affairs.

Learning Center Support Services are available and accessible for all students:

- Peer Tutoring
- Writing Assistance Program (WRAP)
- Disability Services
- Math Assistance Program (MAP)
- Counseling

Community learning spaces based on a studio concept are associated with the departments of Social Science, Math, Business, and Science. These studio spaces have their own culture and provide learning support by faculty associated with the respective department.

Students with disabilities who self-disclose and seek reasonable accommodations through the Office of Disability Services have additional tools at their disposal in pursuing their academic endeavors. Students must meet documentation requirements to qualify for reasonable accommodations. Services are tailored to the needs of each student. However, many student needs can be supported through the work of peer tutors and do not require documentation because they are available to all students. While the faculty regularly refer students for supportive services such as peer tutoring, counseling, and disability services, the responsibility to initiate and follow through with services rests with the student.
In recent years, the GCC new student orientation program expanded considerably. All first-time full-time students are invited to participate in GCC’s half-day orientation program provided during late August and late January. Students engage in conversation with faculty, staff, and returning students as orientation leaders. Also, the Health Occupation programs and the Outdoor Leadership Program offer discipline-specific orientations.

New students are also invited to participate in continuing orientation. During the first few weeks of classes, some of the programs offered during orientation are repeated, as are open houses and campus tours. GCC Online New Student Orientation is available to interested students.

Human Development (HUD) courses and the GCC 101 series further support students’ transition into the college. These courses introduce the college experience in a nurturing environment that encourages continued access and exploration of higher education opportunities. Students participate in multidisciplinary activities centered on themes from literature and learn about support services, peer tutoring, the library, financial aid, career services, advising, etc. Students explore their learning styles and work collaboratively with peers and faculty to establish a sense of community.

Transitioning from GCC

GCC offers resources to students as they prepare to leave the institution. Graduating and transfer students are primarily supported by Transfer Services. Career services prior to 2008 were provided through the Career Resource Center. With its closing, career services are now offered by designated staff in Student and Academic Affairs.

The Transfer Office located in the Academic Advising Center is staffed by the Transfer Coordinator. The Transfer Office mission is to assist students in their plans to transfer to a baccalaureate degree program, assisting them with the exploration and application processes. Paid peer advisors, who are trained by the Transfer Coordinator, offer guidance through the transfer process for other students.

Financial Aid

The Financial Aid Office (FAO) is staffed by two full-time Co-directors and two full-time clerks. For students who have the ability to benefit from a college education but lack the necessary financial support, the FAO provides vital support. Taking a robust educational stance, it informs both GCC students and area high school students and parents about available funds, including information about how, when, and where to apply for aid. FAFSA workshops open to all Franklin County students are run by the FAO staff in the spring.

The FAO funds approximately 90% of those who apply and usually accommodates all eligible students with some level of aid. Aid is available in the form of Perkins Loans, Pell Grants, the Federal Supplemental Educational Opportunity Grant (SEOG) Program, the CASF Program, and college operation funds. In FY2009, 1,509 students received some type of financial aid through this office. That number increased by 20.6% for the FY2010 award year. (See Data First forms.)

The GCC Foundation annually awards over 70 scholarships, with a total value of over $50,000. Students may apply for more than one. The Foundation also provides money to financial aid for the Mary Stuart Rogers and the Ethel Dow Wells scholarships, and the annual Striving and Driving Golf Tournament.
raises on average a net total of $28,655. Designated private donations also support scholarships. In all, 354 students were awarded $231,370 from these funds in 2009.

**Student Leadership**

The Student Senate holds annual elections for President, Vice President, and four at-large positions. Advised by the Director of Student Life, it is the Student Senate’s collective responsibility to act as the voice for all students on campus and to manage the Student Senate budget. Their input is sought in decision making regarding policy and programs. They hold weekly meetings which are open to the campus community. A student trustee, elected by the student body, sits on the college’s Board of Trustees.

Students have representation on six of the seven Standing Committees in GCC’s governance structure and on College Council. Beginning in 2008, the college offers students one credit toward their degree (tuition and fees waived) for each semester of governance participation.

Students are often invited to serve on search committees and given a voice in the selection of candidates to fill open or new positions in Student and Academic Affairs.

Other opportunities exist for student leadership positions in campus clubs, the Peer Advisor and Tutoring programs, New Student Orientation, the Women’s Resource Center, and certain work-study positions.

**Services for Students**

Co-curricular activities arise from a variety of departments across campus. Most commonly, co-curricular programming is supported by Student Life, Student and Academic Affairs, and individual academic departments. Co-curricular activities support the teaching and learning mission of the college by engaging students outside the classroom in programs that promote learning, health, and wellness. Faculty and staff serve as advisors to all student clubs.

The college has not had a formal athletic program since 1996. This program was deemed financially unfeasible, but the college offers fitness activities and programs for students, faculty, and staff. A fitness center is open approximately 20 hours per week and is staffed by a part-time coordinator and by work-study students. During 2009, the Fitness Center Coordinator responded to student requests for specific intramural programs. Given the difficulty of securing enough students to create multiple teams, the formation of such programs typically comes from student feedback and requests. Impromptu table tennis sets up each Wednesday during the noon hour.

GCC provides health services appropriate to student needs. Services provided by Health Services are free and confidential and include physical exams for college transfer and clearance for Health Occupation and Outdoor Leadership programs, acute illness evaluation and treatment, immunizations and tuberculosis screening to meet Massachusetts Department of Public Health requirements for college students, health and wellness events, and programs and information regarding Massachusetts Community College Student Injury and Sickness Insurance Plan.

The Department of Public Safety is the central receiving point for all Public Safety–related communications and has primary responsibility for ensuring the safety and security of GCC students.

**Student Affairs Staffing**

Student affairs professionals are a part of the Student and Academic Affairs Division. The primary work responsibilities of student affairs staff remains as it was prior to the July 2009 reorganization. Those
working in the capacity of what is traditionally identified as student services at GCC fall into three categories:

1. Professional staff members, such as academic advisors and recruiters, work with students directly and are considered unit professionals working within the structure of the Massachusetts Community College Council (MCCC) collective-bargaining agreement. (Through a classification study done in the late 1990s, the MCCC agreement has determined job descriptions and minimum qualifications needed for specific positions that apply to all in this category.)
2. Frontline personnel, such as enrollment services clerks, work within the structure of the AFSCME union contract. (AFSCME also has standard job descriptions, which outline the minimum qualifications needed to perform efficiently in the position.)
3. Directors and deans are nonunit staff whose job descriptions and qualifications for these positions are generally determined by the person who will be directly responsible for the supervision of that staff person.

Several documents and statements guide the work of student affairs professionals, including the Student Affairs’ Vision and Mission Statement (prior to latest reorganization) and the Principles of Education.

Information regarding students’ rights and responsibilities, and standards of behavior outlining expectations regarding civility and classroom behavior, are described in the Student Handbook, which is available online and given in hardcopy to all new students in the Student Planner. Also included in the handbook are policies and procedures for handling student disciplinary cases. Disciplinary sanctions range from admonition to dismissal. Sanctions are the prerogative of the Dean of Student and Academic Affairs, consistent with Student Grievance Procedures.

GCC has been undergoing refurbishment of the Main Building since 1998, and it has occurred in three phases. When possible, the college attempts to house complementary student support services together or in close proximity.

GCC has made efforts to advance the technology available to students. The campus is completely wireless and has kiosks on campus for students to access information and the Internet. With support from the Title III grant for advising, the college purchased Banner Student Information Systems, a web application which allows students to access information such as unofficial copies of transcripts, financial aid information, and course schedules remotely. It also provides academic advisors with the capability to register students from their offices. All students are provided with an email account and access to the Blackboard Learning Management System.

Efforts to increase students’ accessibility to GCC include posting signs internally and externally to assist campus navigation. Student services extend office hours at peak registration times as well as weekend hours for placement testing, academic advising, and admission. In January 2008, the Office of Admission launched its online application and an online inquiry process to promptly answer prospective students.

Grievances

The college encourages students to attempt to resolve grievances in an informal manner through open and cooperative dialogue. Should this not render desired outcomes, the student may file a formal grievance. Procedures for this are outlined in the online Student Handbook and in print in the Student Planner. The Dean of Student and Academic Affairs is assigned to hear student grievances. Grievance procedures may be used for complaints alleging any act of unlawful discrimination or violation of EEO/AA policies. At any level of the grievance procedure, either party may request mediation. A claim of physical or sexual assault cannot be mediated and must be reported to the Public Safety Department or the Director of Human Resources. (See Standard 11.)
Privacy

GCC will not disclose personally identifiable information from the education records of students, except as permitted pursuant to the Family Educational Rights and Privacy Act (FERPA). The Student Handbook outlines students’ right to inspect and review their educational records and provides information on the service-specific release of information from Disability Services, Health Services, Financial Aid, and from transcripts.

Institutional Effectiveness

Since 2000, the Division of Student Affairs (at that time) and other departments housed in other areas engaged in assessment processes. Year-end reports for these departments reflect accomplishments and challenges within each department and continue with the reorganization into Student and Academic Affairs. Assessments created by college staff have been administered to gather data that identifies student needs and student perceptions of and satisfaction with student services. Examples of these instruments include, but are not limited to, a survey addressing the needs of evening students; student perceptions regarding support services within Student Affairs; and an Academic Advising Center survey regarding students’ advising experiences in 2007 and 2008.

Standardized assessments such as the Community College Survey of Student Engagement (CCSSE) were administered in 2005, 2006 (to verify results), and 2007 (part of a state consortium) and the Survey of Entering Student Engagement (SENSE) in 2008. Data from the CCSSE assessments informed the college of areas of great strength as well as challenges, and was used to improve services for students, including a new program for New Student Orientation.

APPRAISAL

Since the last Self-Study, the college has engaged in a more student-centered approach to decision making. Institutional, divisional, and departmental decisions are increasingly centered on what is in the best interest of student success. The Principles of Education, Institutional Statement on Academic Advising, the GCC Vision and Mission statements, as well as the Vision and Mission Statements for the former division of Student Affairs, reflect this new philosophical approach.

Research Methodology

The appraisal phase of Standard 6 is informed by the Student Support Services Survey, by CCSSE and SENSE data, and by the internal and external scans. Each of these sources of data was reviewed in light of the stated standards.

Admission

Because GCC is an open-access institution with a mission focused on providing access to students who seek to learn, the policies for admission reflect this; with the exception of specialized programs such as Nursing, there are no requirements for admission, and students can enroll in classes through the start of classes. Information about admission policies is easily found in paper format and online. Plans for documents in Spanish are not yet implanted.

Clarity of admission policies and procedures is a challenge because there are many types of students e.g., early-entrant, matriculated, nonmatriculated, etc.) and the enrollment procedures vary. Approximately 100 to 150 students per semester do not send in a completed application or send the wrong kind of application for their particular student type. This situation is further muddied when state and/or federal
mandates require the college to gain new and different data from students (e.g., the mandated in-state tuition eligibility form). Using information from the internal and external scans the Office of Admission redesigned hardcopy and online applications with clearer instructions and streamlined processes; an online application for readmitted students replaces printing a PDF. The Office of Admission is doing better targeted outreach to student populations as noted in the newly developed strategic recruitment plan for AY2009-2010.

Minimal staffing, an ever-dwindling budget, and reliance on adjunct faculty to support advising and other resources on campus continue to impede the kinds of support the college can provide students. Most programs and departments on campus report that they are at their limit of providing support and services under their current staffing patterns and that they struggle to develop new programs and meet the needs of increased numbers of students. In the qualitative section of the student support survey, students commented on frustration over the limited availability of hours of operation and the paucity of services available. Despite these obstacles, GCC provides services, such as health services, that have been eliminated from other community college campuses. While staff feel depleted of energy, that is not necessarily passed on to students, as CCSSE data indicate general satisfaction with its support services.

All administrations of CCSSE indicated that GCC is far above the average in the “support for learners” benchmark. (See CCSSE Three Year Summary Power Point.)

**Comparison of Student Satisfaction with Services to Level of Student Use**

![Graph showing comparison of student satisfaction with services to level of student use.](image)

GCC has many supports to help students succeed at the college. (See Student Services.) Some student populations, such as the Early Transitions Program (ETP) and Next Step Up, are provided with greater support. As illustrated in the table above, the more often students use support services, the more likely they are to report satisfaction. However, student use of services is low compared to its importance.

Results from the CCSSE survey, the student support services survey, and the evening student survey suggest that, for the most part, students are satisfied with the supports provided in the areas of peer tutoring, counseling, disability services, academic advising, and career counseling. However, data suggest that hours for accessing these services is problematic for some. Also, data from academic advising surveys suggest that the shift to a holistic and more strongly student centered approach has been beneficial to, and well received by, students (see Institutional Statement on Academic Advising).
Career Services transformed when the Director of Career Services position was vacated in 2008. Due to budgetary cuts and reorganization, career work now is part of one advisor’s workload in the Academic Advising Center. Although CCSSE results showed that Career Services was one of the most underutilized services, when in existence Career Services did extensive work to increase utilization with better marketing, streamlining processes, changing hours-of-service delivery, and updating the website. The impact of this change has not been assessed.

The GCC Testing Center is viewed positively by students.

<table>
<thead>
<tr>
<th>2008 Student Support Services Survey</th>
<th>Aware Testing Center Exists</th>
<th>Satisfied with Testing Center Services</th>
<th>Testing Center Met Student Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of student respondents</td>
<td>89%</td>
<td>77%</td>
<td>63%</td>
</tr>
</tbody>
</table>

Note: In another survey of evening students, only 4% of those who used the testing center reported being somewhat or very dissatisfied with the service received.

The Accuplacer Placement Test is the only tool currently used to assess all students’ readiness for college-level work. There is no version to accommodate students whose learning style is not well suited for multiple-choice test taking. However, an available appeal process can help nonnative speakers, who can be tested differently to determine their level of proficiency; the English Department administers a writing sample to evaluate the student’s level. Data analysis conducted through the Title III Grant indicates a direct correlation between poor performance on the Accuplacer and failing to enroll at the college; 20% of students testing into developmental coursework each semester never register for courses. Currently, the college does no follow-up with these students.

Approximately 55% of students who place into developmental courses obtain a grade of C or better. (See Achieving the Dream.) It is clear that the college must provide better support to assist the 45% who do not pass, who withdraw, or who never complete their developmental courses. Currently, GCC does not have an advising track specifically for students who place into developmental coursework. There are no procedures to follow up with those students who withdraw from a course or never complete it, to better understand what led to this outcome. The Registrar’s Office sends a letter at the end of each semester to both the student and the student’s advisor informing them the student has failed a developmental course which was needed as a prerequisite for the course the student was planning to take in the next semester. If, however, a student does not register for the next semester, no follow-up is done.

Standard 6: Students

College services include academic advising, career counseling, tutoring, financial aid, computer labs, organizations, transfer services, and disabilities services.

Source: CCSSE Three Year Summary
Retention and Graduation

The Title III Advising Grant allowed the college to place a higher priority on academic advising, resulting in improved information and guidance to help ensure students’ academic success. Since the last Self-Study, the college established better New Student Orientation and Open House programs, created an online New Student Orientation, and created a current student section of the website where available services are listed. The college also developed a brochure that lists all support services with key contact information that is distributed widely to new students. The Admission website has a new online inquiry form that offers information on college resources. The final evaluation of the Title III Grant indicates considerable improvements: staffing in the Academic Advising Center increased, as did professional development for advisors and a web-based student information system. The report also indicates areas for continued improvement.

Policies regarding academic honesty and academic standing can be found in the Student Handbook. While it appears most faculty and staff are aware of policies and their location, procedures regarding protocol for violation of such policies is not as well known. Faculty typically consult with their associate dean in the event of a policy violation, and there is an awareness of protocol at that level. Policy violations are nearly always handled informally, and only one grievance was handled at the formal level in FY2009.

The college’s retention rates from semester to semester have been a concern; however, there has been modest improvement: the fall 2008–fall 2009 retention rate improved 5%. Notably, older students (25 years and older) now have a retention rate comparable to traditional-age students. (See Table 2 in At a Glance - Student Profiles.) Currently, the college is attempting to understand attrition patterns, as it is not clear why some students do not return each semester. Exit interviews are not conducted consistently.

Departments directly responsible for providing student services are not required to submit year-end reports that reflect goals and objectives tied to data. As noted in the minutes of the Planning and Evaluation Committee, it has been very difficult to maintain a working strategic plan, as most divisions have been inconsistent in defining goals and objectives. The college has not yet taken the step of applying data to an informed strategy for student success and retention including a better understanding of student needs at the time of admission and throughout the first year of enrollment, although several significant efforts are under way.

Notably, the college recently transformed its paper-based midsemester reporting with an electronic Early Progress Report (EPR), which allows faculty to complete the form online with an immediate, automatic email to the student and the advisor. The new format allows for more timely feedback to students and ample time for the advisor to follow up prior to the end of the drop-with-no-record period. Previously, notification to the advisor from enrollment services could take up to two weeks after the paper version was completed by the faculty member.

The college now runs a summary report in conjunction with the online EPR. This report allows staff to collect necessary data in an effort to identify at-risk students earlier and provide advisors with a tailored report for their advising list, which can be run at any time from their workstation for the most current information about their advisees’ progress.

Services for Students

GCC does not identify systematically the characteristics and learning needs of students. Students enrolled in HUD and the GCC 101 series are exposed to some information regarding their learning styles, while others who engage in career exploration services may gain exposure via inventories such as
the Myers-Briggs Type Indicator. Other students get information through counseling, disability services, and when faculty explicitly address learning styles in their classes.

Students who identify having a disability engage in a thorough analysis of strengths and needs. These students engage in ongoing discussion and analysis of their learning styles with the Office of Disability and Accessibility Services. Efficacy of these services has yet to be formally assessed.

One of the challenges inherent in a cohesive philosophy for student services has been that while the college is guided primarily by the Principles of Education, historically some services were housed in Student Affairs and others were housed in Academic Affairs (tutoring, counseling and disability services). Nevertheless, before the fall 2009 reorganization that regrouped all of the above into Student and Academic Affairs Division, there was considerable work to lessen or eliminate these barriers and silos. The former Dean of Student Affairs created “clusters” within the division that obliged departments to work together better and more cohesively. (See CCLA Project.) Some positive outcomes include work that Disability Services does directly with faculty, work and programming done with career services, and the new format for New Student Orientation and Open House events.

In addition, the former division of Student Affairs was guided by its own Vision and Mission Statements. Staff Development Day in April 2009 was designed to facilitate the reorganization of Student Affairs and Academic Affairs into one, and different groups independently noted a strong preference for the language of the former Student Affairs Vision and Mission Statements.

When setting goals and priorities, departments are encouraged to use the Vision and Mission statements, the Principles of Education and the Institutional Priorities. Some departments are extremely effective at setting goals and objectives that align with these documents. This is not to suggest that other departments do not provide services that reflect the Principles of Education, etc., but they may not be as explicit in stating their intent to do so. It is difficult to determine the level of student awareness of the Principles of Education.

The low incidence of crime, as noted in the Jeanne Clery Disclosure Act (see GCC crime statistics), the newly implemented flip charts with emergency response procedures located in offices and classrooms throughout campus, as well as the new emergency alert system indicate that GCC makes great efforts to ensure the safety of students.

An extensive grievance procedure, compliant with the statewide student grievance policy, is outlined in the Student Handbook and Student Planner. Most grievances are dealt with informally, and only one incident was handled at the formal level in 2009. Currently, there are no data that help the college understand whether the procedures are clear for students, faculty, and staff or whether they know where to access the policy. The former Dean of Student Affairs, who until AY2009-2010 was responsible for student grievances at the initial phase of the process, reports that the grievance process works well with minimal confusion for students, faculty, and staff. From her experience too, she notes that the language in the policy is not well defined and is left open to interpretation. It should also be noted that at a Student Development Committee meeting held on May 11, 2009, some members of the committee reported not being aware that complaint mechanisms were outlined in any college materials.

The college provides a great deal of information and services that support diverse learners. The college is committed to Universal Access as it relates to physical barriers and attitudinal and instructional barriers. This commitment is present at the level of philosophy and leadership, but, as is noted in the President’s Diversity Task Force Report as well as anecdotally by students, it continues to require attention as it moves through the curricular and pedagogical work of the institution. Recently, the college hosted a workshop for all members of Student and Academic Affairs by a specialist in learning
disabilities and by Universal Design from neighboring Landmark College that centered on work designed specifically for community colleges.

While some community colleges are eliminating health services, GCC is fortunate to have health services on its campus. Given the economy and waiting lists for many local physicians, this is the only point of access for health services for some students. One of the challenges is that Health Services is located in an annex to the main college building due to the Core refurbishment.

**Student Awareness of and Satisfaction with Health Services**

<table>
<thead>
<tr>
<th>2008 Student Support Services Survey</th>
<th>No Awareness of Health Services</th>
<th>Satisfaction of Use: Strongly Agree or Agree</th>
<th>Satisfaction of Use: Neutral</th>
<th>Satisfaction of Use: Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>% student respondents</td>
<td>9%</td>
<td>58%</td>
<td>25%</td>
<td>4%</td>
</tr>
</tbody>
</table>

GCC offers a wide variety of co-curricular programs that emanate from multiple corners of campus including Student Life, the former Health and Wellness cluster within Student Affairs, Humanities, Women’s Studies, and student clubs and organizations. There is not a comprehensive campus philosophy or model used to guide such programming, but there is a diverse offering of programs that are well attended. The college needs to offer programs that provide students opportunities to engage in respectful dialogue and to wrestle with challenging issues. Recent programs that have produced such conversation have reinforced its students’ desire for such opportunities.

The college also needs to refine systems that support co-curricular programs such as scheduling of rooms, reporting of audio-visual needs, publicity etc. A group of staff led by the Dean of Institutional Research and Advancement reviewed this issue and developed the Event Planning Checklist.

The college website offers the most comprehensive illustration of the nature, extent, and availability of student services. In addition, a Student Planner was developed in fall 2008 by Student Affairs staff; it is available to all new students and is distributed during orientation and academic advising sessions.

New Student Orientation has developed significantly over the past several years and expanded to include information regarding student and support services. The structure of the orientation program has changed several times based on student feedback, and consistently provides students with information regarding support services, whether in the form of a resource fair, interest sessions, or guided campus tours. During the welcome, the Dean of Student and Academic Affairs addresses students and speaks to academic expectations. The student orientation process also offer classes and programs specifically designed to help students transition from high school to college, and these classes and programs give students support and resources related to the difference in expectations between high school and college.

GCC students who need financial aid get information from a number of sources: the Financial Aid bulletin board, FINAID newsletters that go to all FAFSA applicants, the student email portal, and What to Expect. There is very detailed information on the GCC financial aid webpage too. Careful study of the website will provide all the necessary financial aid information, and it is the best way for interested parties to gain an understanding of the complexities involved in the distribution of financial aid. It must, however, be studied carefully; a casual reader will not get a solid understanding of his or her likelihood of receiving financial aid.
The college provides opportunities for student leadership and participation in clubs and organizations through the Student Senate, college governance, and the 11 clubs outlined in the Student Handbook and Student Planner. There has been low student participation in college governance, and the college has begun to offer incentives, such as gaining one college credit for those students who choose to participate. Full membership on the Student Senate remains consistent and clubs continue to exist. The survey of student support services reported that 86% of students were aware of the Office of Student Life, and 66% reported being satisfied with the services received there. CCSSE data indicate, however, that students’ perceptions were that clubs and organizations were underutilized. Students requested creation of a wider variety of clubs.

**Student Participation in College Activities**

In an effort to hire the best-qualified individuals, Student Affairs follows the college’s Human Resources policies in posting, searching, and filling positions. In the last 10 years, the college hired 11 professionals with degrees at the master’s level or higher in student development. Many staff in Student Affairs have benefitted from the professional development offered through the Title III Advising Grant.

In FY2006, Student Affairs worked to implement the standards of the Council on the Advancement of Standards in higher education (CAS), a widely recognized document in student affairs; Student Affairs determined that CAS were not well suited for community college use and a decision was made to use GCC’s own Principles of Education and Vision and Mission of Student Affairs to guide the work of the division.
While Student Affairs staff are aware of their clear Vision and Mission statements, people outside the division may not be aware of the statements. In an April 2009 organizational meeting where Student Affairs and Academic Affairs were asked to work on developing vision and mission statements to guide the work of the newly formed division, it was clear very few were aware that the current Student Affairs Vision and Mission existed; however, many present preferred the language of this statement over other proposed wordings. More likely, the work of Student Services is guided generally by the Principles of Education, which most departments across campus have been asked to apply to their work in a variety of ways. This document is published more widely than the Student Affairs Vision and Mission Statements, as every employee has been given the opportunity to obtain a hardcopy and is also referred to in the Institutional Statement on Academic Advising.

GCC follows the Commonwealth of Massachusetts laws regarding the retention and disposal of records. However, according to the Registrar, the college does not have any formal policies on what information will be kept in a student’s record. The Information Technology Department follows specific protocols regarding safety, security of student records that exist within the Banner database system. (See Standard 8.)

There is a variety of co-curricular programming that occurs on campus, but in relationship to goals and assessment there is much the college can do to improve. In FY2009, the President asked two associate deans to draft a campus-wide, co-curricular programming philosophy. The report has been submitted to the President, is to be reviewed by College Council, and awaits the adoption of a comprehensive philosophy.

There are some opportunities for student leadership on campus including orientation leader, Student Senate, college governance, clubs and organizations, and work-study jobs. The college needs to assess the current opportunities for leadership and to potentially expand such options. Furthermore, the college has talked about the possibility of adopting a co-curricular transcript, but this conversation has not gone beyond the idea stage. Having co-curricular transcripts would allow the college to assess the opportunities for co-curricular learning and permit students to examine and assess their own involvement outside the classroom.

In the Student Support Services survey, most students did not see a correlation between receiving support services and achieving academic and social success. There is no formal mechanism to help students make the connection between classroom and co-curricular education.

Institutional Effectiveness

Over the last several years, GCC has been collecting data as it relates to student success and retention. Unlike the last Self-Study process, when little data were available, GCC now has or can quickly extrapolate the information needed to better understand which services students need and want, supports most used, the profile of students who are interested in GCC, etc. Collecting data is no longer problematic, but effective and consistent use of these data in decision making for programs and services that have the potential to increase graduation, retention, and student success rates still proves challenging. Initial efforts at the departmental level include the development of a strategic recruitment plan for the Office of Admission for AY2009-2010 and increased programming in support areas such as counseling, transfer, and disability services in response to the student support services survey. Data-informed decision making, however, is not required of every department.
There are some areas in student services that are diligent about creating goals and reevaluating those goals, while others are not done as well.

**PROJECTION**

Institute ongoing assessment of planning and evaluation of SEMP activities and goals supporting student achievement and success, including assessment of students on intake.

- **Who:** Strategic Enrollment Management Planning Team
- **When:** Ongoing

Develop and implement a coordinated first-year experience, which includes new-student orientation, for incoming students that provides information on areas such as support services, leadership opportunities, learning styles, role of advising, and other important processes such as the leave-of-absence form.

- **Who:** Dean of Student and Academic Affairs with Transition Services
- **When:** Planning begun spring 2010; begin implementation by spring 2012

Assess the information gaps of employees, and develop an ongoing professional development series, beginning with an enhanced new-employee orientation, to address issues of policies, procedures, and initiatives within the campus.

- **Who:** Human Resources
- **When:** Begin assessment spring 2011, planning fall 2011, and implementation fall 2012

Develop and use an advisory board consisting of external and internal constituencies to address and improve admission policies and processes, such as staff cross-training, transfer of credits, and articulation agreements.

- **Who:** Associate Dean of Enrollment Management
- **When:** Begin planning spring 2011, fully operational by spring 2013

Enhance student leadership by establishing a student club assessment team to improve the level of student and faculty involvement in student clubs and organizations; integrate co-curricular learning into classroom experiences.

- **Who:** Dean of Student and Academic Affairs; Student Life
- **When:** Begin planning fall 2011

Develop and implement a series of educational workshops on issues related to financial aid, such as work-study positions.

- **Who:** Associate Dean of Enrollment Management
- **When:** Begin planning spring 2011, implementation fall 2012
Standard 7: Library and Other Information Resources

DESCRIPTION

Organizational Structure of Library and Other Information Resources

In January 2004, Information Technology moved from Administrative Services to the Institutional Support and Advancement Division (ISA). As of July 2008, the Library, Educational Technology Center, Distance Learning, and Peer Tutoring joined the newly established Learning Resources Grouping. With the July 2009 reorganization, this expanded grouping also includes Counseling and the Office for Disability Services and is part of Student and Academic Affairs Division. (See Standard 3.)

Library

The GCC Library’s mission statement defines its primary responsibility as supporting “the current and anticipated instructional, research, and program services of the college,” and recognizes it has a secondary responsibility to provide “information services to the community-at-large.” GCC provides access to a variety of library and information resources that support its academic program and the development of its constituents.

The Library supports curriculum with full text access to over 50,000 journals from anywhere with an Internet connection, and students have access, through the Central/Western Massachusetts Automated Resource Sharing network (C/W MARS), to materials owned by over 70 public and academic libraries in western Massachusetts.

GCC Library Resources

<table>
<thead>
<tr>
<th>Print volumes</th>
<th>46,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonprint items</td>
<td>1,100</td>
</tr>
<tr>
<td>Print journal subscriptions</td>
<td>205</td>
</tr>
<tr>
<td>Online databases</td>
<td>60</td>
</tr>
<tr>
<td>Reference books</td>
<td>4,000</td>
</tr>
<tr>
<td>Online reference books</td>
<td>350</td>
</tr>
</tbody>
</table>

The Library staff is “committed to assisting you with locating information and developing research and evaluation skills both to facilitate the successful completion of GCC assignments and to promote the lifelong ability to locate and use information.” There are three full-time (day) librarians, one part-time (evening/Saturday) librarian, and two full-time and one part-time support staff. During the fall and spring semesters, college work-study students supplement the regular staff. Two of the day librarians co-coordinate the Library, one with a focus on Public Services (including circulation, instruction, reference electronic resources, and the Library website), the other with a focus on Technical Services (including acquisitions, cataloging, and Interlibrary loans). The third day librarian provides reference and instruction services and manages electronic resources. The evening/Saturday librarian provides reference, instruction, and circulation services and coverage during the Library’s evening and weekend hours of operation. The three support staff work during the day in the areas of circulation and technical services. GCC librarians collaborate with librarians at other colleges to deliver materials and resources to students in online classes and in 2+2 programs, as well as to their instructors. The Library staff also participate in professional opportunities.

The Library provides a variety of services and support to help faculty maximize their students’ effective use of Library resources and to facilitate the development of information literacy. (See Standard 7 Supporting Documentation.) Information literacy concepts are embedded in both the Principles of Education and the draft General Education Competencies.
The Library is open day, evening, and weekend hours when classes are in session. The Library also provides resources and services to support student learning and strives to ensure that students are aware of and have access to them. The Library has a computer lab that is available for public use unless a class is in session. One computer in the lab is set up for visually impaired students. Public computers are also available in two additional locations within the Library, and wireless laptops are available for use by anyone working within the Library.

Reference and research help is available during the Library’s open hours in person as well as by phone, email, web form, chat, and text message. Librarians also hold “Reference Office Hours” in the East Building Café and in the Downtown Center student lounge. For more in-depth help, students may schedule a research consultation with a librarian.

The Library has established and publishes policies to protect and educate its patrons and to ensure the appropriate use of its resources, including policies on Borrowing and Lending, Collection Development, Interlibrary loans, and Privacy, which support its mission. The Library publishes information on copyright in the “Policies” section of their website, but GCC has no institutional copyright policy, officer, or training, and there is no coordinated effort to ensure compliance.

Library and information resources and services are provided to GCC students through different modes, in different locations, and at diverse times. Basic reference and specialized resources in some subject areas are available through online databases, and research guides in a range of subject areas are also available online.

Institutional planning and resource allocation supports the development of the Library in several ways. The Library budget is detailed in the Data First forms. It is noteworthy that a portion of the materials budget has come from the GCC Foundation since the Commonwealth cut materials funding to higher education libraries in 2001. The Library’s Collection Development Policy is available online, as is the process for requesting a purchase.

Due to the Core refurbishment project, the Library has occupied a temporary facility since January 2006. The temporary space is significantly smaller than the original library, requiring much of the permanent collection to be stored in an off-campus location. A trip is made to this location daily to retrieve materials requested by patrons. The Library staff increased outreach to students, faculty, and staff, and created new services to help accessibility while occupying the temporary space. Extensive planning has been done in preparation for the Core renovation. The Library expects to move into its new facilities when the Core reopens in 2011. (See White Paper: “Campus Modernization.”)

Distance Learning

Evidence of GCC’s commitment to the development of online programming includes the college’s financial commitment to course development and the investment in technology infrastructure and staff to support distance learning. All of these were achieved with financial support from the Title III Grant Berkshire Community College (BCC)—Greenfield Community College Cooperative Project: A Cooperative Online Learning Network for Rural, Placebound Students.

During the early stages, distance learning at GCC had two primary influences. The first was the requirements of the Title III Grant with BCC, and the second was the choices made by online faculty in consultation with their associate deans.

With support from the grant, GCC hired a Distance Learning Coordinator and retained the position. GCC developed fully-online course options and provided course development support, training, and resources for faculty who taught fully-online courses. The college continues to develop online tutorials.
and support materials to assist students and faculty in integrating online courses including providing information on new tools or applications.

The Distance Learning Coordinator collaborates with Information Technology (IT) and Educational Technology to provide support, education, and training for faculty, staff, and students. This person works closely with the Faculty Instructional Technology Support (FITS) team, which is composed of faculty representatives who receive reassigned time from their instructional workloads to provide classroom technology support.

Technology-related training for faculty occurs regularly and addresses both technical and pedagogical aspects. Topics include using the Blackboard Learning Management System, SmartBoard technology, and specialized software. A program to support the preparation of new online faculty is being developed. The college supports external professional development opportunities for online faculty and staff including statewide, regional, and national conferences.

Distance Learning and IT staff provide support to students enrolled in fully-online or hybrid courses and those using Blackboard as a web enhancement for face-to-face courses. A [webpage](#) provides information on accessing and using technology including a student self-assessment to determine if they have the technology experience and skills to succeed online.

Institutional planning and resource allocation supports the development of Distance Learning. The budget for Distance Learning is currently decentralized. Course development stipends and materials are funded through the office of the Associate Dean of Learning Resources.

**Educational Technology**

The mission of the [Educational Technology Center](#) (ETC) is “to serve the academic community in all disciplines by providing access to and assistance on traditional, new, and emerging educational technologies.” The ETC supports the improvement of teaching and learning by helping faculty, staff, and students integrate technology into the educational process, requiring the ETC staff to keep abreast, through research and development, of technology trends and disseminate this information. ETC conducts classroom demonstrations on equipment use and responds to service calls (e.g., to replace bulbs in projectors) several times a week. They record events and meetings; provide technology and audio-visual support; produce promotional pieces (see [GCC on YouTube](#)); and schedule, distribute, and maintain media-related campus equipment. The ETC houses a complete production facility which includes a television production studio, video editing suites, graphic/animation workstations, a satellite and cable distribution area, multimedia production areas, media duplication, and institutional media archives. The ETC is staffed by one full-time educational media specialist, one full-time audio-visual technician, one part-time evening technician, and 11 work-study students.

In 2009, ETC accepted responsibility for a digital sign system that provides timely information weekly to GCC students about events, deadlines, and activities happening on campus or about the academic system; provides the capability for programming, such as commercial news and weather, and prerecorded GCC events, activities, or promotional spots; and will eventually provide the capacity for emergency broadcasting. Working collaboratively with IT, ETC staff designed and developed the system and have the ongoing responsibility for converting received materials into viewable content and for the general operation of the system. Also in 2009, ETC was instrumental in establishing GCC’s presence on YouTube, which took much time and energy. In addition, ETC is largely responsible for the preparation, maintenance and currency of its content. ETC also became involved with the Health Occupations group’s patient simulation project, taking on both advisory and support roles.
Information Technology

The IT Department has a staff of 13 overseen by a director who reports to the Dean of Institutional Support and Advancement. Staff positions include four people providing desktop support and operations, three people supporting applications and programming, one part-time webmaster, four people who oversee network, server and telecommunications administration and one person who supports the academic course management system (Blackboard). The staff share expertise and collaborate daily across areas. Training for IT staff is supported and activities are discussed during personnel evaluation conferences with the director.

The Information Technology (IT) Department provides academic and administrative technology resources and support for faculty, staff, and students. The department “takes great pride and initiative in providing and supporting high quality solutions for faculty, staff, and students for their computing needs at Greenfield Community College.” (See IT webpage.) The department plans, designs, deploys, and maintains the college’s computer hardware, including all offices, library, computer labs and classrooms, studios, and kiosks.

IT provides computer systems management, operations, email and telecommunications, technical user support services, applications design, programming and production services, network administration, and Internet services. The major systems are the Banner Enterprise System for student information and financial operations and the Blackboard Learning Management System for course management. The college purchases a Microsoft Campus Agreement which includes Office and server applications. Also, the college employs the Macintosh operating system for Art and Music facilities.

The IT Department works collaboratively with college committees charged with supporting the college's technology needs, usually meeting monthly throughout the academic year to ensure communication and discussion. Under the college’s governance system, the Mission of the Information Resource Management (IRM) Committee’s is “to establish policy and practice on issues related to campus-wide information technology needs and the application of technology within the learning environment.” The IRM Committee oversees three subcommittees with responsibility for specific aspects of GCC’s electronic environment: the Technology Advisory Committee for hardware budget planning, the Blackboard Focus Group and the Banner Steering Committee. IT staff, faculty, and other college staff are members of all these committees. Planning for other technology needs is developed, implemented, and monitored largely through the IT Department with individual departments and programs participating as appropriate.

The Information Technology Department has established policies and procedures on the appropriate use of technology to ensure patron privacy and security of GCC's technology systems and resources. The college meets Payment Card Industry compliance, identity-theft compliance, and FERPA, and one IT staff member serves as the Information Security Officer. Policies are published in the GCC Student Handbook and are all available on the GCC IT webpage.

Institutional planning and resource allocation support the development of information technology, and conversely IT resources support data collection and analysis that facilitate planning. The IT Department follows the Framework for Institutional Planning and Evaluation to establish and evaluate the achievement of its goals; long-run planning with all IT staff occurs semiannually. IT maintains schedules for equipment and software purchases, maintenance, and replacement (with IRM), as well as for scheduling its work.

The GCC Institutional Research Office collaborates closely with IT staff and utilizes IT resources for organizing, monitoring, and evaluating student and college performance and reporting to the Massachusetts Higher Education Information Resource System (HEIRS) and the federal Integrated
Postsecondary Education Data Systems (IPEDS). This work includes tracking course enrollments and degree majors, monitoring students' progress, and comparing cross-sectional and longitudinal data. Data are systematically collected and assimilated through the college's administrative database and then analyzed and reports distributed college-wide to aid in decision making (see IR annual timeline and IT long-range plans).

Institutional Effectiveness

A Library five-year staffing plan, a Strategic Plan FY2007-FY2010, and Library Advisory Committee priorities guide Library planning. The Library also used the LibQUAL survey to assess users' opinions of the quality of Library services. Gate counts are collected and analyzed for planning purposes, as are other usage statistics.

The effectiveness of trainings and other support provided through Distance Learning is periodically evaluated, primarily through user surveys. Distance Learning also collects informal feedback on, or conducts periodic evaluations of people's use of, the technology tools and applications available at GCC. This includes periodic review of alternatives to these tools and applications. Distance Learning is planning to begin assessing students' technical skill in the near future to determine if they have the technology experience and skills necessary to succeed in an online learning environment.

The Educational Technology Center does short and long-range planning, maintains a regular schedule of work and updates in equipment, and does advance planning and scheduling for upgrades of critical software. It assesses progress toward accomplishing the goals associated with its planning, and links annual and long-term budgets to planning to enable goal accomplishment.

The IT Department follows the Framework for Institutional Planning and Evaluation to plan and evaluate the achievement of its goals and to link to its annual budget. Long-run plans are developed on a two-year cycle, with evaluation done by staff every six months; the department will complete its third two-year planning cycle in June 2010. (See IT Planning Documents.) The department works closely with the Institutional Research Office to ensure that data are collected and available to aid in institutional decision making and meet reporting requirements. Feedback from IRM, the Technology Advisory Committee (TAC), FITS, Banner Steering, and Student Information Management Systems is used to evaluate how well IT services meet college needs.

APPRAISAL

Research Methodology

To inform the Appraisal of the college’s library and information resources and to augment faculty and staff feedback gathered at meetings and to supplement an analysis of CCSSE data, an online Faculty and Staff Survey was developed with help from the GCC Office for Institutional Research, in March 2009. There were 75 responses, a 17% response rate.

Library

The Library staff works strategically to plan collection development that will best meet institutional needs with limited resources. They believe that good communication is critical for the development of new programs and changes to existing programs that affect collection decisions, but feel it is a challenge to be included in the information loop. Examples include a Hospitality degree option that began in fall 2009 for which there are no Library resources, and an Occupational Therapy Assistant Program that
began with a similar lack of resources and was discontinued by the time the Library had developed a supporting collection. These situations reflect a lack of inclusive planning and communication related to issues that dramatically impact or are impacted by the Library.

The newly reactivated Library Advisory Committee, a subcommittee of CAP, with additional members is charge to focus on information literacy. The Library Advisory Committee rewrote the Library Vision and Mission Statement by tailoring it to the GCC Vision and Mission and incorporating an information literacy statement to reflect the college’s commitment to information literacy across the curriculum and the Library’s role in information literacy education.

The Library keeps detailed usage and “turn away” statistics on computer use and need in its computer classroom as well as on questions asked relative to online, blended, and other types of courses. This information allows the Library to support requests for additional computers, and to better determine staffing needs during high-use times. (See Data First forms.)

Overall, the Library has been consistently level funded, but that funding is insufficient. The funding allows maintenance of current resources but is inadequate to make needed improvements.

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>ERM Funds</th>
<th>GCC Foundation Funds</th>
<th>Operational Funds</th>
<th>ARRA Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY2000</td>
<td>$100,666.00</td>
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<td>FY2001</td>
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</tr>
<tr>
<td>FY2010</td>
<td>$0</td>
<td>$0</td>
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</table>

GCC has attempted to make up for this loss in part by increasing the Library’s operating budget and supplementing this increase with GCC Foundation fund-raising. This funding has not kept pace with need. While Foundation funding has been steady over the last few years, the exact amount and the date of availability are unknown each year, making it difficult to plan. In a different way, the fact that funding for a service as central to GCC’s mission as the Library has had to rely on Foundation funding to meet its basic needs speaks to the inadequacy of state support for the Library’s operating budget and of the inability of the college to make up for this financial loss. As a result, when prioritizing the use of Foundation funds the college has committed to designating a specific amount for the Library budget. In FY2009, the Library agreed to delay receipt of this amount until the college received American Recovery and Reinvestment Act (ARRA) funds. The Library did not receive the information about the lack of funds until April, when having this information earlier in the fiscal year would have allowed staff to plan for the cut more strategically. In fall 2009, the college received ARRA funds, of which $175,000 was directed to support the Library collection.

While overall Library staffing has increased since 2000, the Library staffing is currently minimally sufficient in both number and qualifications to administer the institution’s needs. However, the small number of staff and the lack of time and funding for adequate professional development prevent the Library from taking on new projects and keeping pace with developments in the field of library and information science. The Library foresees a time when current staffing will be inadequate to meet new
technology-related needs, when increased use of technology related to Library resources and instruction combine with operating in a new space with new equipment and expanded services once the Core reopens. In addition, GCC currently has no college archives and no staff or other resources to support their development. The institution has no standards related to the retention of information, including what is retained, in what form, and by whom. While the Library has a lab that is open-use when not being used for Library instruction, there are no staff trained to support its use; student questions sometimes cannot be answered satisfactorily.

The English Department recommends inclusion of a Library and information resources orientation in its Composition I classes; it is stressed as a best practice among full-time faculty and during adjunct faculty orientation, though not required. Since all degree and most certificate programs require Composition I, for which an orientation to the Library and information resources available is usually embedded in the course, most students receive some training.

However, much of the course-based information literacy training provided by the Library is done in a single introductory information session, so students who attend more than one session with different classes get the same information repeatedly while many students get no information literacy instruction from librarians. Group drop-in information literacy instruction sessions offered to students, faculty, and staff at the beginning of each semester are not well attended, but reference librarians receive regular requests for individual research and information literacy support.

The Library staff ensures appropriate access to library resources and services for on-site students. The online reference collection is growing and current. However, online students cannot remotely access print materials, DVDs, and other physical resources available only in the Library. Due to staffing, budgetary, and copyright constraints, the Library offers course reserves only in print format. Some current problems of access to resources (e.g., professional journals) for programs in the Downtown Center will be reduced or eliminated when these programs return to the Main Campus.

Due to the current Core renovation and the need to keep many resources in an off-campus location, the Library is challenged to maintain the resources necessary on campus to support GCC students, faculty, and staff. Circulation has suffered with the collection being largely housed at an external location because patrons do not have the usual opportunity of perusing a section for additional resources or choosing a book spontaneously from the shelves. (See Data First forms.) The off-site location has made it difficult to stay up-to-date on assessment and weeding of the collection, which are time-consuming tasks, resulting in portions of the collection becoming somewhat outdated.

In a March 2009 campus survey, faculty and staff were asked: Are GCC's library and information resources adequate in quality, diversity, quantity, and currency to support program, research, and intellectual and cultural development? There was an 89% response rate.

<table>
<thead>
<tr>
<th>Library Resources Attributes</th>
<th>Quality</th>
<th>Diversity</th>
<th>Currency</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree/Agree</td>
<td>63%</td>
<td>52%</td>
<td>42%</td>
<td>37%</td>
</tr>
</tbody>
</table>

The lower level of agreement for the currency and quantity of Library and information resources may be connected to housing the majority of the collection off-site and to the inadequacy of funding. Lack of awareness of recently purchased online resources in some subject areas may contribute to the perceived levels of currency and quantity.

The Library’s piloting use of wireless technology and printing was well received, and then expanded to other parts of campus, and it has received good feedback on the website in terms of its maneuverability,
the types of information available, and the ease in finding resources on the site. The Library makes the best use possible of its limited space.

The Student Computer Lab was closed for weekend use in 2009 based on tracking of weekend Student Computer Lab use showing low weekend usage coupled with fiscal constraints. Currently the Library’s computer lab area is one area of access to computers/printers on Saturdays; however, no technical support is available on weekends, and Library staff does not have the technical training necessary to answer other than basic questions. Other weekend computer access includes Art Department computer labs with a monitor, computer kiosks in open student-gathering areas, and the Science and Math studios.

**Distance Learning**

Demand for services and support for online courses will grow. This sentiment was expressed during the faculty and staff meeting in December 2008 as “we need to improve our support for online courses and students.” The institution is improving the self-assessment tools students use to determine technology proficiency for online courses. Use of the tool is voluntary, so students are permitted to enroll in courses for which they may not possess the basic technology skills. In AY2007-2008, the “C or better” rate for distance learning courses was significantly lower than for their traditional, classroom-based corollaries; however, in AY2008-2009, the “C or better” rate for distance courses was slightly better than traditional classes. The Distance Learning Coordinator develops technology aids and instructions for students and posts them on the GCC website for 24/7 access. Online and distance learning became a focus for Library planning in 2009, requiring resources in multiple formats to supports different types of students.

**Educational Technology**

The Educational Technology Center has short and long-range plans that include advance planning and scheduling for upgrades of critical software. ETC’s annual and long-term budgets reflect the needs it has identified as priorities. It maintains a regular schedule of work and equipment updates based on user needs; regular maintenance is performed on all equipment in the Educational Technology Center. The biggest challenges ETC faces in performing regular maintenance, maintaining their work schedule, and meeting user needs is limitations in budget and human resources paired with an equipment volume that has doubled since several years ago.

The ETC staff report they have not been included consistently in decision making and purchasing that directly or indirectly affects their work. An example is the numerous SmartBoard installations purchased by Title III or other grants. Each new SmartBoard requires installation and maintenance of the SmartBoard, a computer, a projector, and peripherals. It is ETC’s responsibility to service and maintain the college’s projectors, and when they are not involved in initial discussions about potential increases or changes that impact their work, it is difficult for them to establish and budget for an adequate maintenance schedule.

Staffing in ETC has increased slightly with the expansion of the Audio-Visual Tech position. The ETC is not open on weekends, nor is there staffing for IT or Distance Learning. The ETC staff report that support is barely adequate for meeting current institutional needs and that increased demand would be extremely difficult to accommodate with present staffing and space.
Information Technology

IT’s regular use of the Institutional Framework for Planning and Evaluation effectively directs and guides its operations in alignment with the institutional priorities. IT and Distance Learning communicate with each other regularly to ensure that faculty and students have the necessary technology, resources, and support for their work. The college does not have a comprehensive plan that ties together faculty vision and student needs with the technical resources, support, and budget necessary to support them, although these issues are discussed at monthly IRM meetings.

Current IT staffing levels are inadequate for meeting the institution’s current needs, and this gap will intensify given additional needs projected for the future. Understaffed areas are Programming, Network Services, and Helpdesk/individual help. Staff cross-training is limited. Despite these staffing shortfalls, reliable and stable systems are maintained.

Desktop support is often delayed due to limited staffing. For systems applications, a backlog of outstanding report modifications exists, as staff prioritized maintaining and improving general applications and implemented adding Banner Self-Serve for Students, Self-Serve for Faculty, and Self-Serve for Financial Aid in the last five years. Current staffing levels hamper development of additional functionality for the administrative systems related to Banner. IT support for evening classes is limited to one staff member. As the use of Blackboard increases, one IT staff member and the Distance Learning Coordinator is becoming inadequate. Feedback from a faculty and staff meeting in December 2008 included one comment that they do not have adequate access to IT support.

There is no 24/7 Helpdesk. During weekday hours (7 a.m. to 10 p.m.), the IT Department has an open-door policy for faculty, staff, and students seeking assistance, and personnel respond while still meeting their other responsibilities. There is no support during late evening and weekend hours. This situation creates frustration among students searching for help in the off-hours. IT and ETC follow a regular schedule for maintenance and support of systems for the Downtown Center and the PNC Program location in Leeds. If problems arise at those locations, they are sometimes handled on an impromptu basis by affected staff, or IT and ETC are contacted for help and same-day visits are made depending on the issue.

The IT Department has experienced several leadership turnovers since the end of 2003, when a longtime director retired. The next director experienced a serious illness, which eventually led to his death in 2006. A temporary director provided interim guidance for budgeting and management issues for one year until a permanent director was hired in 2007. That IT director remained employed at GCC for nine months. The current director was promoted from within in May 2008 with support from the staff and college. Up to this point, the lack of long-term, sustained leadership impacted morale, planning, and vision. Currently, the department moves positively toward the future with solid managerial leadership and a compatible team structure.

During this same period, the institution migrated from a minicomputer infrastructure to Windows servers so more IT staff could support IT functions and provide improved efficiency. Also, IT implemented the Blackboard Learning Management System, a student email system, improved spam filtering, and installed three new modules in the Banner suite of applications. Furthermore, the IT staff evaluated a proposal for wireless access on campus that was brought to the IRM Committee by a group of faculty and professional staff. IT then designed, configured, and installed a campus-wide wireless network to lay on a redesigned network topology with new hardware and software, increasing security and reliability, and more efficient use of bandwidth.

The college has made progress in defining directions for business information and for teaching and learning systems. IT projects, improvements, and direction have been supported by operational planning.
and by leveraging existing system resources across all divisions and financial planning. There will continue to be major changes in the IT Department since technology is ever-changing and a driving mechanism for future growth. The IT staff will continue to learn new applications and expand the skills of student helpdesk assistants. Overall, IT focuses on training staff to manage and support critical systems and services so that the college is not reliant on external vendors. The IT Department is more team oriented, with the merger of academic and administrative computing playing an important role in this team-building movement and in the realignment and upgrade of some IT staff positions descriptions.

While there is some designated professional development and training funding for IT, given the nature of rapid change in the field, it is insufficient.

In 2006, in an effort to improve response time and highlight problem areas, IT implemented Issue Tracker, an open-source online management system for submitting and tracking IT requests. Users had difficulty becoming accustomed to submitting tickets electronically, and so Issue Tracker was discontinued as a helpdesk use after 10 months. IT migrated in fall 2009 to another electronic ticket software which includes inventory and robust ticket tracking.

IT planned and implemented the transition to Microsoft Office 2007 for all users and computers in 2008; training was provided in a variety of venues. SmartBoard software updates are checked and implemented weekly to ensure consistency across campus; updates are labor intensive, as they must be done manually for each SmartBoard setup during nonteaching times.

The capabilities of currently available campus technology and systems functionality are underutilized by faculty and staff. Many Banner features are not used due to lack of time to research and tailor Banner to fit GCC practices, staffing, and/or resources; union issues; and people’s work practices and habits. Campus-wide emails announce updates and new report postings on the GCC Fast Facts webpage throughout the year (see IR Timeline) and program coordinators, department chairs, and associate deans receive program-specific enrollment and student success updates each fall. Registration updates are charted and sent weekly to President’s Staff each semester.

**Instructional Technology and Information Literacy in the Classroom**

The use of classroom technology such as SmartBoards increased dramatically in the past several years, and, while there are more than 24 SmartBoards setups installed in classrooms and meeting rooms in the East and Main buildings of the Main Campus and at the Downtown Center, some express a need for more. Others indicate that the current number of SmartBoards is more than adequate to meet institutional needs. There has been no evaluation of how effectively they are being used, and there is no comprehensive plan for their purchase and distribution, oversight, replacement, and effective use. Teaching stations without SmartBoards are being well used, and there is currently no additional demand for them. The installation of SmartBoard technology has gone relatively smoothly in spite of the fact that there has not been a comprehensive plan for their purchase, distribution, or maintenance.

As the availability and use of technology increases, so do the expectations and questions from students, staff, and community. The college has created FAQs and directions for accessing and troubleshooting technology, but overall support is inadequate and needs stronger coordination. (See IT and Distance Learning. ) Results of the March 2009 survey show that nearly 67% of the 75 respondents agree or strongly agree that GCC’s instructional technology adequately supports their program’s mode(s) of delivery. On the other hand, feedback from a faculty and staff meeting in December 2008, as stated earlier, indicates the need for improvement of support for online courses and students. This critical need grows at the same time that GCC is experiencing increased enrollments and dramatic funding decreases.
Support for classroom technology is available at the Main Campus during day and evening hours through the IT Department, while ETC provides similar support for classroom equipment such as projectors and overheads.

The March 2009 survey also shows agreement for support and training in these areas:

<table>
<thead>
<tr>
<th>Provides support &amp; training needed for success in library &amp; information resources</th>
<th>Agree/Strongly Agree</th>
<th>Provides support &amp; training needed for success in information technology</th>
<th>Agree/Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have received adequate training prior to teaching an online course at GCC</td>
<td>65%</td>
<td>Provide support &amp; training needed for success in instructional technology</td>
<td>73%</td>
</tr>
<tr>
<td>(27% surveyed considered this question applicable to them)</td>
<td></td>
<td></td>
<td>66%</td>
</tr>
</tbody>
</table>

| Have received adequate training prior to teaching an online course at GCC       | Agree/Strongly Agree |
| (27% surveyed considered this question applicable to them)                     | 19%                  |
| (70% of applicable)                                                           |                      |

There is currently no formal assessment of information literacy for all students. Any formal assessment that may take place occurs at the departmental, program, or individual course level when it is evaluated by the instructor as a component of a course. Information literacy competencies are elements in some classes (e.g., some English classes), but students are not necessarily required to demonstrate a certain level of competency achievement through formal assessment. Overall, there is inconsistency across programs and departments in their treatment of information literacy.

In a March 2009 campus survey, faculty and staff were asked: *Do you require students to demonstrate that they have achieved the level of proficiency using information resources and technology that is necessary in their field of study?*

<table>
<thead>
<tr>
<th>Agree/Strongly Agree</th>
<th>Disagree/Strongly Disagree</th>
<th>Question Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>47% (35 respondents)</td>
<td>20% (15)</td>
<td>33% (25)</td>
</tr>
</tbody>
</table>

With the exception of support provided in individual classrooms, few coordinated opportunities are provided for students to gain the technical skills they need to succeed in a technology-rich learning environment. Computer monitors are available for helping during school hours in the Academic Computer Lab. One-on-one support is generally provided to students in response to their questions. Support often relies largely on the student finding the right person to ask.

Many GCC students are required or encouraged to communicate with their peers and instructors using email, Blackboard, or other technology.

**CCSSE Computer Lab Scores**

Students who use GCC computer labs are overwhelmingly satisfied with the college’s main campus computer facilities.

**Scales:**

- **Use:** 0 = NA, 1 = Rarely/Never, 3 = Often
- **Satisfaction:** 0 = NA, 1 = Not at All, 3 = Very
- **Importance:** 1 = Not at All, 3 = Very

**Source:** 2005 CCSSE Survey
In a March 2009 campus survey, faculty and staff were asked: *Do you think GCC’s physical and electronic environments provide an atmosphere conducive to study and research?* (75 people responded)

<table>
<thead>
<tr>
<th>Agree/Strongly Agree</th>
<th>Disagree/Strongly Disagree</th>
<th>Question Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>63%</td>
<td>15%</td>
<td>17%</td>
</tr>
</tbody>
</table>

Although the college follows the Commonwealth’s copyright user policy and the poster *A Teacher’s Chart to Fair Use of Copyright Materials* is posted next to each campus copier, these policies are not widely disseminated or currently monitored. The Library has excellent resources for instructors about copyright issues, and the bookstore has guidelines for course pack preparations. Central Services, which includes the college’s copying center, requires written confirmation of permissions before they will photocopy copyrighted documents, and ETC makes every effort to comply with intellectual property requirements in its work. Copyright information is not presented in Blackboard trainings which is problematic since there are different rules for online posting of information. Appointing an institutional copyright officer would help to ensure and coordinate compliance.

Information is available on plagiarism and some faculty includes statements on their syllabi. Faculty can use a Blackboard System tool for identifying possible plagiarism. Campus-wide discussions about plagiarism occurred during fall 2009.

**Institutional Effectiveness**

Distance Learning/FITS, IT, and IRM collect formal and informal feedback from technology users that influences training opportunities and decision making in these areas. Distance Learning/FITS collects feedback from workshop and training participants, solicits suggestions for training content and timing, and responds to individual requests for assistance. The IT Department monitors technology use, and IRM with IT solicits requests for hardware and incorporates staff and student needs into their planning. IT’s and ETC’s budget and planning documents reflect their regular and systematic evaluation of equipment requirements for meeting institutional needs.

There are a number of indicators that the Library monitors and responds to the use and needs of its resources and services, changing its policies and practices accordingly. The Library assessed users’ opinions of the quality of Library services in 2007. Gate counts are collected and analyzed for planning purposes and federal and state reporting obligations, as are other usage statistics. The effectiveness of GCC’s information literacy programming has not been evaluated as a whole, but some evaluation is conducted by faculty in individual classes.

**PROJECTION**

**Library Projections**

Develop consistent Library funding support that enables the Library to acquire and maintain the resources necessary, in quantity, quality, and format, to support GCC students, faculty, and staff in the necessary environments.

Who: President; Library; Associate Dean of Learning Resources
When: Begin planning spring 2012, and ongoing
Establish and sustain an information literacy program for all students that uses knowledge assessment and sequential individualized and group instruction.
   Who: Library, Faculty
   When: Ongoing

Implement required copyright policy and procedures, including appointing a copyright officer, providing training and guidelines for the college community, and ensuring institutional compliance.
   Who: Dean of Student and Academic Affairs
   When: Begin planning fall 2011, and implement with finalization of the statewide community college Intellectual Property policy

**Information Technology Projections**

Improve college efficiency and effectiveness by simplifying and improving Information Technology Department policies and procedures for disaster recovery, a content management system, IT data security, a software development lifecycle, internal audit, user access and account controls, and data repositories across college departments.
   Who: Information Technology; Dean of Institutional Support and Advancement
   When: Ongoing

Work collaboratively with statewide Internet access organizations to increase campus bandwidth on- and off-site to support distance learning for rural communities served by GCC.
   Who: Dean of Institutional Support and Advancement; Information Technology and Development Office
   When: Begin spring 2011

Implement a single source of IT-related information and announcements, and support a helpdesk for faculty, staff, and students.
   Who: Information Technology; Distance Learning
   When: Begin development fall 2011, and ongoing

Increase electronic workflow of college procedures and processes.
   Who: Information Technology; Senior Staff
   When: Fall 2009–spring 2014

Increase secure, remote access for textbook purchasing, financial aid support, and electronic bill payments.
   Who: Information Technology; Chief Financial Officer; Associate Dean of Enrollment Management
   When: Ongoing

**Distance Learning Projections**

Design and implement a series of technology proficiency diagnostics for students, faculty, and staff; establish minimum competencies necessary for success; and provide learning opportunities for students, staff, and faculty who do not meet minimum technology proficiency for success, including tutoring and training, electronic resources, and technology support.
   Who: Dean of Student and Academic Affairs; Associate Dean of Learning Resources
   When: Begin implementation spring 2011
Establish standards and support services necessary to ensure excellence in fully-online and hybrid courses.

Who: Coordinator of Distance Learning; Faculty; Information Technology
When: Begin planning spring 2011

*Educational Technology Projections*

Develop and implement a staffing plan that will enable ETC to expand its ability to meet the increasing needs of faculty, staff, and students.

Who: President; Associate Dean of Learning Resources; Educational Technology Center
When: Begin planning fall 2011
Standard 8: Physical and Technological Resources

DESCRIPTION

Greenfield Community College is situated in the Pioneer Valley, in a rural portion of western Massachusetts. The Main Campus is comprised of 112 acres, including 22 acres of parking lots, 28.5 acres of woodlands, and swamp and 15.5 acres of playing fields. The Main Building is 220,000 square feet; the East Building contains 48,000 square feet, and the Downtown Center (DTC) is 6,600 square feet.

In 1998, in cooperation with Department of Capital Asset Management (DCAM), GCC began the process of asbestos abatement with a three-phase program. Two wings are completely refurbished. The Core is currently under renovation.

The college is committed to environmental sustainability. Building on previous efforts, such as inkjet printer cartridge recycling, started in 1994. President Pura signed the President’s Climate Commitment in 2007. A very active Green Campus Committee, established 2006, initiates programs and coordinates with departments to institute environmentally sensitive practices:

- Establish college-wide bottle recycling.
- Send weekly email green tips.
- Initiate incandescent bulb eradication program.
- Install walkway ping-pong lighting fixture upgrade.
- Install thin-client computers and virtual technology.
- Transition to LCD computer monitors.
- Install Vending Misers to reduce power use.
- Apply solar film to East Building windows.
- Install solar-powered emergency call boxes.
- Install PV demonstration panels.

Recommendations were developed for the new cafeteria design to include composting, recycling, and display of information about green issues.

Plans are complete for an energy-efficient passive-solar greenhouse to replace the original greenhouse supported by a private donation, federal funds, and a GCC Foundation Grant.

Main Campus Facilities

Since 1998, the college has been continually involved in planning for the removal of asbestos-containing materials (ACM) from the entire Main Building. In order to keep the college continually open, the college constructed a temporary facility (the East Building) to accommodate the occupants and functions of the Main Building. Initially, a musical chairs arrangement was designed whereby the East Building would be constructed, staff and functions would be moved from one of the three Wings to the East Building, the vacated space would be abated and reconstructed, the original occupants would return to the rebuilt space, and the process would continue; the process was somewhat modified through the years. (For timeline, see White Paper.)

Through each phase of this process, administration, faculty, and staff worked together to identify the space requirements, budget to accomplish each phase, and relocate faculty and staff in a manner which did not interfere with the college’s operational activities and teaching and learning activities.

The Main Campus grounds are maintained by the dedicated grounds crew. Lawns are regularly mowed, leaves raked in the fall, snow cleared in the winter, and the trees are continuously managed and cared for. The college contracts with outside services for snow removal and supplements these services with Physical Plant staff.
There are 13 Physical Plant employees with one manager. The staff includes two licensed electricians, a licensed plumber, a certified HVAC technician, a carpenter, a locksmith, a painter, and six building maintainers.

Deferred-maintenance needs are identified each year. Recently, all of the funding for these needs has been allocated by the Commonwealth of Massachusetts, providing a limited amount of deferred-maintenance funds for various campus projects. In FY2010, no new deferred-maintenance funds were received. (See Deferred Maintenance and Roof Replacement Plans in the workroom.)

An emergency notification system was installed in 2008, and an emergency response guide is conspicuously posted in every classroom and office on campus. Current public-safety standard operating procedures address periodic checking of the entire Main Campus during various hours of the day and evening, including weekends.

Some specialized spaces, such as the Library and the Learning Center, are equipped with computers and comfortable furnishings to provide an environment conducive to study, and throughout the main college buildings, areas are furnished to encourage study, collaboration, and conversation. Ten thin-client computer kiosks are located in these student gathering areas adjacent to hallways on all floors of the Main and East buildings, of DTC, and in locations in the Financial Aid and Student Services area. There are currently four “studios,” each with its own unique identity, but all are designed for the primary purpose of supporting students and include computer workstations. (See Standard 6.)

A full utilization study of the institution’s physical resources was completed in 2006 by Rickes Associates.

**Off-Campus Sites**

Several Health Occupations programs, Community Education, and the GCC Foundation are housed at the DTC and share facilities. This facility provides multipurpose and specialized classrooms, a computer lab and classroom, a student lounge with computer stations, conference rooms, and offices.

The Practical Nursing Certificate program is housed at the Veterans’ Administration Medical Center in Leeds. This location provides a classroom, nursing skills, computer labs, and office space.

The Outdoor Leadership Program benefits from its location in the Pioneer Valley, a four-season recreational region. GCC has a climbing wall, wooded trails, and open fields, with nearby access to the Connecticut and the Deerfield rivers (including white water) and several ski areas. These sites provide opportunities for developing the skills for the program.

GCC provides a variety of physical and electronic environments to meet a variety of student needs. Many classrooms are furnished with tables rather than desks to facilitate group work and student collaboration. Most classrooms are outfitted with basic presentation equipment; 24 classrooms also have SmartBoard technology. The Main Campus has two 24-workstation classrooms dedicated to English classes and writing labs, two computer labs for Art and Music courses with Macintosh technology, five general computer classrooms, and one open student lab. Teaching stations with mounted projectors are available in all computer classrooms and in most other campus classrooms. All classrooms have access to televisions with DVD and videotape capabilities. Wireless connectivity is available for 99% of campus with open public access.

The IT network infrastructure was rebuilt using a Star network topology design when the North and South wings were renovated. The Core renovations forced rerouting the network backbone and relocating the college data center to the North Wing from the Core. The institution’s connection to the
Internet consists of one DS3 and two Comcast networks. Wireless access is provided through one of the completely separate Comcast network links. Faculty and staff offices have access to both the academic and administrative networks.

Blackboard, Banner Self-Serve, and email systems are available 24/7, except for emergencies or scheduled maintenance, when campus notification is given.

Student email is generated at point of application, and student network and Blackboard accounts are generated upon course registration. Faculty and staff accounts are created upon employment, with access to some systems based on job requirements. Network and email accounts are administered by the system administrator. Banner access is maintained and administered by the Systems Manager; access is limited by job function and requires preapproval by a supervisor and the functional area owner. Banner ID and passwords are maintained separately from network and email access. Both Banner and network accounts are removed upon notification from the Human Resources Department that employment has ended.

In 2006, funded by the Title III Grant for Advising, the Faculty and Student Self-Serve Banner modules were implemented; these provide web access to student data stored within Banner. Since spring 2008, grades have been available to students exclusively online, resulting in cost savings on paper and postage and immediate access to grades. Over time, more and more GCC registrations are being done online.

**Privacy and Information Security**

Student data are stored in a secure Oracle database with daily backup. Access to these data is provided only through the Banner application and with adequate preapproved authorization. The programming team has direct access to the data for reporting or modifying as required.

Students have generated ID numbers, replacing past practice of using Social Security numbers. College practice limits the use of sensitive data in reports. These reports are confidential and shredded after use. Shredders are available for each office requiring reports with sensitive information.

The IT Department protects sensitive areas containing servers, network controllers, personal electronic information, and backups by limiting access with a password-protected locked door. Off-site backups are kept in a locked safe at its downtown location.

**Institutional Effectiveness**

Multityear budgeting for technology and the Physical Plant has been in place for well over the last decade at the college. In conjunction with the Board of Trustees and the Administration, two- to five-year budget models have been continually developed and updated to reflect realistic assumptions and projections of the college’s fiscal and physical operations.

College staff and faculty have recognized the inability of the institution to fund all of the requested technological and Physical Plant demands. The Technology Advisory Committee (TAC), a subcommittee of the Information Resource Management (IRM) Committee, in collaboration with the IT Department, meets routinely to assess campus needs and prioritize technology purchases.
APPRAISAL

Research Methodology

The Appraisal phase of Standard 8 included interviews with the Directors of the Physical Plant, Information Technology, and Security and analysis of documents for the renovation, space, and facilities studies (see Rickes Assoc.; also Eva Klein & Assoc., and Gensler studies in the workroom), the Focused 2004 Report and 2005 Fifth Year Report, and all pertinent reports and input from staff and related committees.

Financial resources impact the college’s physical and technological resources. A 17% budget cut in FY2010, due to reduced state funding in the current economic climate, curtailed the filling of vacant positions and reduced the ability of physical and technological resources to meet the needs of the college.

Core Renovations

The original Main Building, designed in the 1960s and built into the hillside, created a labyrinth effect which was difficult to navigate. The building sits on a rise, accessible by a series of winding steps. Access via the front steps, although picturesque, was neither handicapped accessible nor compliant with the American Disabilities Act (ADA compliant). As Core renovations progressed, at various times, movement between the North and South wings of the building was limited to a narrow covered walkway on the first level or crossing an outside courtyard at the third level for two years. This first-floor level walkway was removed in fall 2009 when the Core renovations began.

Temporary challenges due to the ongoing renovations do exist but efforts are made to minimize inconvenience. Travel between the North and South wings during construction is limited to walking across the rear third-level courtyard, going around the construction fencing at the front of the building, or walking around the back of the building along the access road. There is no way to travel from the second level in one wing to the second level of the other wing without going up to the third level. Temporary signage directs students and visitors during construction. While the signage is helpful, it is not adequate, and locating rooms and identifying the floor or wing you are on is still difficult for students, and visitor travel is even more challenging.

The closing of the Core third of the Main Building has significantly impacted the college campus. The Library and the Learning Center are temporarily housed on the fourth floor of the building, making it inconvenient and difficult to access. (See Standard 7.) Although now not located in the center of the campus, Student Services, the Academic Advising Center, Financial Aid, and the Bursars are clustered on one floor of the North Wing to enable smooth access during construction.

Due to the construction, the campus cafeteria closed in summer 2008, making food services currently inadequate. Until fall 2009, food services were limited to vending-machine offerings in the Main Building and take-out food in the East Building. Café Academia, a joint project of the Business Club and Auxiliary Services, started in spring 2008; there is very limited seating. In fall 2009, a small room in the North Wing (room N101), was transformed into a food preparation area and sells hot meals and sandwiches; there is no seating. Additional afternoon and evening hours have since been added. A food services survey conducted in fall 2009 solicited input about changes in cafeteria services they would like to see when the Core reopens. The entire campus eagerly awaits completion of the Core renovations bringing an expanded, state-of-the-art cafeteria to campus.

Upon completion, the Core project will address the underlying inadequacies in the design of the Main Building, especially regarding pathways and access. Accessibility was integral in the design for the Core
refurbishment project. From the curb, the building will be accessible via walkways with 4% grade, rather than by the series of stairs which have been replaced. The Core will contain a full-service cafeteria including a spacious community meeting and eating area. The Learning Commons and expanded Library will be located above the cafeteria. Student services will provide “one-stop shopping” for new and continuing students. Corridors will connect the South and North wings with the Core at every level, providing significant navigational improvements. The project has been designed using energy conservation principals and green building materials. (See campus construction.)

**Physical Resources**

Facility improvements in summer and fall 2009 included an East Building roof replacement, an upgrade of walkway lighting, and funds allocated to bring the bathroom facilities in the North and South wings into ADA compliance. Additionally, the college conducted feasibility studies, such as installation of photovoltaic (PV) panels on the roofs of the Main and East buildings. Funds from the American Recovery and Reinvestment Act replaced much of the classroom furniture for the first time since the campus opened in 1974.

The maintenance shed, built in the 1970s, has no offices for Physical Plant staff and has never been upgraded. Physical Plant offices are located in the modular building. The Core renovations will integrate infrastructure systems (information technology; phone; fire; heating, ventilation, and cooling (HVAC); and Physical Plant); currently, the systems of the North and South wings are independent. HVAC systems are inadequate, and the 40-year-old electrical switch room for the Main Building needs upgrading. A vintage 1975 truck is still used for groundskeeping and maintenance. Maintenance is staffed with appropriately licensed tradespeople. Maintenance of the institution’s facilities is adequate within the limits of the existing budget constraints.

Staffing requirements for the physical plant are evaluated periodically by the Director of the Physical Plant. In August 2008, the Physical Plant instituted an electronic management maintenance system which improved tracking of work orders and response time. This system provides the capability to manage all work orders in proper sequence and priority, spotlight problem areas and assess response. Feedback from faculty and staff has been positive. Physical Plant staff tries to schedule work during the Intersession and summer, making best use of lower facility use periods.

The custodial area will be further stretched when the Core renovation is completed and additional square footage must be maintained. Yet the classrooms and bathrooms are cleaned daily, and the staff take great pride in maintaining a clean and beautiful school. Recommendations from a maintenance consultant’s study started implementation in fall 2009, and maintenance staff will update cleaning equipment and practices.

The grounds crew must address work priorities, especially with the recent retirement of the head groundskeeper, whose position will not be refilled. Although the campus no longer has flower beds or shrubs due to lack of staff for adequate maintenance, the lawns and trees are immaculately maintained. There is currently no comprehensive budget-linked staffing plan to improve staffing in these areas.

The Physical Plant budget is created annually with a five-year plan for deferred maintenance. Recent funding for deferred maintenance has been more restricted and so is targeted for specific projects such as roof work, PV installation, the membrane for the East Building roof, new exterior doors in the North Wing, and new rails on the exterior of the Main Building. The following should be done: replace the windows in the North and South wings, replace the parapet walls with rails, conduct work on all the parking lots and curbs, improve the sidewalks to avoid tripping and falling hazards, and do needed tuck-point work on the building’s brick facade. This work will require a long-range budget allocation to be
completed successfully. Also, the Physical Plant Director solicits a summer project wish list and reviews the projects and handles as many as possible given limited resources.

**Technological Resources**

Technological resources significantly improved in the computer labs and computer classrooms, providing adequate technology availability for students. Computer labs have been maintained and upgraded to provide access to current software such as Microsoft Office 2007. Classrooms with student-use computers are fully booked throughout the school year. After the South Wing renovations in fall 2006, the Art and Music departments gained a computer lab with specialized applications for their needs and courses using Macintosh technology.

All students have GCC email accounts, access to the college network and to MyGCC, the self-service application which provides student access to their personal data and their academic progress. The IT Department struggles to stay current with student technology needs as the use of technology increases continually. More IT staff would enable more cross-training to improve efficiency and effectiveness of support; a search has been approved to fill a vacant Systems Analyst position. (See Standard 7.)

There are laptops for student use in the Library and in the Social Sciences Studio, and for high school students in the Early Transitions Program (ETP); however, this number of laptops is not adequate to meet student demand. As computers are added, they are always in use. The Library has “turn away” statistics on computer use/need. (See Standard 7.) Many students bring their own laptops and notebooks. Power strips were added to common hallway gathering places to enhance students' access to electrical outlets students to charge their devices while working; however, more outlets are needed.

The DTC computer classroom serves as an open lab when not scheduled for Community Education workshops. A smaller open computer lounge is also available. Staffing for monitoring is limited. Other open computer spaces include the Library computer lab, when not being used for Library instruction; common-area computer kiosks; Science, Math, and Social Sciences studios; and Art Department computer labs. However, trained technology staff are not available in all these areas for giving assistance.

Meeting the desktop or laptop needs of full-time faculty and staff is a high priority and is generally met adequately. Second-hand personal computers are redeployed to adjunct faculty as the computers of full-time faculty and staff are replaced. Adjuncts sharing an office often share an older computer, which may not necessarily meet their needs. The Title III Advising Grant purchased 30 new PCs to replace outdated faculty PCs in summer 2009, which helped backfill a budget line-item cut in 2009. The TAC created an effective, long-range replacement schedule for all faculty, staff, and lab PCs; however, it is impossible to continue implementation of this plan under current financial constraints. This list and a campus computer inventory are maintained and evaluated regularly by the IT Department.

Through grant funding, the college has acquired state-of-the-art patient simulation technology to support the Health Occupations programs; however, inadequate space, technology, and staffing limit its optimal use. This has put a strain on current resources, resulting in the underutilization of a valuable resource and the inability to provide an additional level of enrichment to students' learning experiences. A three-year Department of Labor grant will provide minimal technical staff support during the grant period; however, the college is not required to maintain the position, and its continuation is uncertain.

In 2009, fiber-optic cable was installed to the Main Building, increasing college connectivity 10-fold. Wireless Internet access is available in all buildings, with limited access on the campus grounds. The initial wireless access venture was a collaboration with Business Club students. (See Standard 7.) The campus-wide wireless project was well planned and completed ahead of schedule. In the future,
increased usage by more students with more devices may result in decreased throughput at peak usage times.

Documentation of IT procedures is inadequate, as staff prioritize supporting end users over writing procedures. The software and reporting system for adjunct faculty evaluation is brittle, inadequate, and paper driven. Lack of funding delayed implementation of online student payments. The online application functionality of Banner has been installed but is not configured because implementing Banner Prospect for students, a portion of Banner Self-Service for Students, was determined a priority by the Title III grant.

The telephone system is an older, very stable system. The current system can handle 24 calls simultaneously, which hampers the emergency notification system. Voice over Internet technology is a future consideration.

Due to fiscal constraints, the college is challenged to meet its ever-increasing technology demands. The IT Department undertakes planning exercises semiannually; the long-run IT plan is reviewed, modified, and enhanced to reflect changes in the environment. Underfunding and understaffing inhibit the timing of project completion. In a rapidly changing environment, this frequent evaluation of IT planning is helpful.

The IT budget is developed annually. Seventy-five percent of the budget consists of software licensing and maintenance fees, which leaves little discretionary funding. The FY2010 IT budget was reduced 17% from the 2009 budget, which was level funded from FY2008; over the past 4 years, the IT budget was cut by 28%. The director negotiated with vendors for longer-term contracts and realized modest savings. With so much of the IT budget related to software licensing and maintenance, reductions were made in planned hardware purchases and in training and professional development. Annual variability in state funding significantly inhibits long-term budgetary planning; increasingly, grants are written to include technology funding.

With the IT Department understaffed and underfunded, most of personnel’s time is spent responding to problems and to monitoring systems and networks to ensure they are running well. Working on new projects or process improvement is limited.

TAC is charged with allocating the funding from student technology fees. This funding supports PC and laptop upgrades for faculty and staff, computer labs and classroom PC replacement, printers, and the purchase other technology-related equipment. In FY2009, funding for that line item was eliminated from the budget, and without resources to allocate, the committee did not meet. Funding was eliminated again in FY2010. Lack of funding impacts the technology available at GCC.

Classroom Facilities

According to a 2006 space utilization study, GCC needs one more general-purpose and one additional special-purpose classroom. (See Rickes, Eva Klein & Assoc., and Gensler studies in the workroom.) Currently, with the Core off-line, the college is collectively short around 25,000 sq. ft.

Full-time and adjunct faculty offices in the East Building are inadequate in number and most are too small; when the space was created, there was an unwritten plan to double the size of the small offices once the Main Building project was complete. Specialized labs, such those for Health Occupations and Renewable Resources, are inadequate to support current technologies; specialized classroom spaces, such as World Language classrooms, Performing Arts spaces, and painting studios, are insufficient to meet student demand and programmatic needs. The Garden Theatre Project will address the latter. (See Standard 1.)
Outdated common area furnishings were replaced in 2008 with GCC Foundation funding ($118,432). ARRA funding ($260,000) supported classroom furnishing in 2009; an unanticipated outcome was reduced seating capacity in some rooms, adding to the constraints noted above. This leaves faculty and staff office furniture needing replacement. There is no institutional plan for regular refurbishment and/or replacement of furnishings.

Hardware and software in computer labs and computer classrooms are regularly updated. However, some spaces are uninviting, such as E146, where it is difficult to maintain student attention due to poor classroom design.

In the last several years, copier availability for faculty and staff has improved dramatically; most areas now have high-capacity networked printer/copiers, thus significantly reducing costs. There are networked printers available for student use in the Library and the computer labs. Wireless printing for students is available in the Library and in the East Building. Other student access to copiers is coin-operated copiers, which is inconvenient and not adequate for students.

**Legal Requirements**

The college is aware of and complies with ADA and similar requirements in planning common-area and classroom furnishings to meet a broad spectrum of needs. Through advocacy by the Disability Services Office and the Diversity Committee, the institution is being educated about the philosophy and application of Universal Design and inclusion. Curriculum and Core renovation design uses universal access principles with the goal to design spaces accessible to everyone. The deferred maintenance budget supports compliance.

The GCC campus is maintained in a safe manner. Exterior lighting is generally adequate. The requirements of the [Cleary Act](#) are being met. Depending on the incident and location, the college collaborates with both the state and local police. There is one person on staff from 10:00 p.m., to 8:00 a.m. weekdays and throughout the weekend. From a public safety perspective, this represents a potential safety issue for the lone staff person, as well as for the campus in an emergency during those hours. Statistics on evening and weekend incidents have yet to elevate this concern to the level of a staffing priority; the position request has not made it up the request ladder to a point of critical need.

**Physical Resource Planning**

The state-commissioned space utilization studies (see [Rickes](#), Eva Klein & Assoc., and Gensler studies in the workroom) informed the Core renovation design and have been used to document the need to maintain and improve the East Building after the Core renovations are complete. Other than these formal studies, physical resource planning is done on an ad hoc basis.

Classrooms and academic spaces are assigned using an inefficient but effective process. Administrative assistants for the Academic Groupings coordinate room use for credit courses, working with program coordinators/department chairs and associate deans. Reserving a room for meetings or [special events](#) is also a manual process, although recent efforts to streamline have been instituted. An example of poor physical resource planning can be seen in the Sustainable Practices in Construction (SPC) grant and related curriculum development in the Science Department. GCC was awarded a grant for developing training on sustainable and renewable building practices and did not plan for the storage space necessary for solar hot water and PV panels. Curriculum continued to expand to meet community and student needs, but the institution continues to be challenged for adequate space planning.
Reliability of Systems, Integrity and Security of Data, and Privacy of Individuals

IT systems are reliable and stable. On an annual basis, there is less than 24 hours of unplanned downtime for any system. With campus input, downtime “windows” are identified for planned maintenance and upgrades, and are communicated to the campus. Uninterrupted Power Supply (UPS) units were installed for all of the servers in the last three years. In a recent power outage, the UPSs provided power for long enough to shut down the servers. A dedicated UPS with a longer power span is needed for business-critical, outward-facing applications (the GCC website and Blackboard). Servers and desktop PCs are updated regularly to maintain currency with security patches.

The Blackboard Learning Management System has been slightly less reliable in the past few years with the upgrade to Blackboard Version 9 and problems related to the responsiveness of the vendor. Increased in-house technical staffing would alleviate some support issues. The Blackboard and Banner systems are linked for course enrollment and registration. Although final grades can be created in Blackboard, they cannot be rolled over to Banner due to grade-weighting calculation procedures.

The administrative systems on Banner applications are fairly stable and reliable. These applications are supported by a manager, a programmer, and a technology specialist, who are available to research problems and create system or report enhancements. The Banner applications are installed on an Oracle database, which provides a good mechanism for maintaining data integrity. The data are accessible only from within the Banner applications, with business rules built in to any updates. Outside Banner, when data are extracted or reports are printed, it is far more difficult to control the security of data.

The email systems for faculty, staff, and students are generally reliable. Faculty and staff email is currently migrating to web storage so mailbox size will no longer be limited. The college has struggled with spam and installed a spam-processing system which blocks over 30,000 messages daily and now spam issues are few.

The GCC website is stable and is maintained by a part-time webmaster. A content management system is planned for spring 2010; currently, all updates are made manually by the webmaster. Limited staffing has restricted the exploration of next trends such as the use of social networks.

The college struggles, as an institution, to provide adequate individual privacy. Administrative offices are small or open, and provide little privacy for students being served. Offices are “making do” while in temporary locations during the Core renovations. All Public Safety college and contract staff are required to sign nondisclosure and confidentiality policies. There are no formal procedures within Public Safety to ensure individual privacy. Most policies are in a collection of emails and memos from the Director of Public Safety to staff. These are maintained in a binder.

Recent safety improvements include posting of emergency response flip charts, improved lighting, installation of call boxes around campus, posting of room numbers inside each room, and exceeding requirements for drills on campus.

Given the overall investment in and reliance on technology software, hardware and systems are purchased and implemented, often with grant funding, without adequate long-range planning for maintenance, support, and renewal.

Institutional Effectiveness

There is systematic and ongoing planning for both the physical and technology-related institutional resources. The Mission statement, College Priorities, current needs, and plans for the future inform this
ongoing planning process. In the past several years, the state budget reductions severely impacted realistic budget planning. As a result of cuts, ongoing maintenance is being postponed, the regular replacement cycle is being delayed, and staff are not being replaced. While this may be sufficient for a brief time, it is not a sustainable approach.

The institution, with the support of grants, has provided budget resources each year to support the upgrade and maintenance of the campus infrastructure. This includes funding the upgrade and replacement of portions of the Downtown Center network link, the replacement of aging servers, the regular replacement of student computer labs and classrooms, the upgrade of backup systems and central storage, and the addition of a campus-wide Wi-Fi network. The IT budget cuts require precise and innovative planning for both continual improvement of IT systems and implementation of strategic projects. The IT Department is successful with providing stability.

Physical Plant experienced similar budget reductions. As regular maintenance is delayed and equipment stretched to last longer, it will cost more in the future to bring the buildings and grounds back to good repair. Additionally, the Core refurbishment project requires realistic planning and budget allocation to furnish, equip technologically, and staff this space.

**PROJECTION**

*Physical Resources*

Plan and implement moving into the Core following refurbishment with minimal impact on the teaching and learning process.

- **Who:** Coordinator of the Core Refurbishment Project; Director of Physical Plant; Director of Information Technology; Dean of Student and Academic Affairs
- **When:** Ready the move for summer 2011

Complete a comprehensive review of space utilization, accessibility, and signage, and implement a plan to improve these areas across the campus.

- **Who:** Director of Physical Plant; Coordinator of Disability Services; Dean of Student and Academic Affairs
- **When:** Begin planning fall 2011

Complete plans and budget, establish funding sources, and build and utilize an energy-neutral greenhouse for science classes.

- **Who:** Director of Development; Director of Physical Plant; Associate Dean of Social and Natural Sciences, Math, Business, and Information Technology
- **When:** Fall 2010

Develop and implement a long-range plan to regularly and systematically lobby the state for capital improvements to buildings and to emphasize the requirement of adequate funding for a reasonable GCC budget to the state legislators and governor.

- **Who:** President; Chief Financial Officer; Director of Physical Plant
- **When:** Begin planning fall 2012
 Technological Resources

Develop and implement all facets of a comprehensive security awareness program and fully comply with Executive Order 504 of the Commonwealth of Massachusetts for data and information security. Continue security improvements, and evaluate Cobit or other IT security framework.

Who: Dean of Institutional Support and Advancement; Information Technology
When: Fall 2009–spring 2015

Secure funding to implement long-run IT plans to improve infrastructure support for the campus and other future developments in technology, as they occur.

Who: President; Dean of Institutional Support and Advancement; Information Technology; Development Office
When: Begin developing plan spring 2011
Standard 9: Financial Resources

DESCRIPTION

The college uses its financial resources to fulfill its Vision and Mission as well as to support the Principles of Education. The college budget is controlled locally by the GCC Board of Trustees (BOT), which annually reviews and approves the budget and ensures that it agrees with the college’s financial and educational goals. While the BOT Finance Committee reviews operations on an ongoing basis, the administration maintains authority to adjust budget line items as necessary to meet expenditures. Tuition is set statewide by the Massachusetts Department of Higher Education (DHE,) while fees are set locally by the BOT.

The college reports its operations as a business-type activity using the full accrual basis of accounting. As a component of the Commonwealth of Massachusetts, the college's financial information is also summarized in The Commonwealth's Annual Financial Report.

As a state-funded community college, GCC is subject to changes in the state’s economy and budgetary conditions and has experienced shrinking state support. Rather than being “state supported” some people claim Massachusetts public higher education is now “state assisted.”

<table>
<thead>
<tr>
<th>State Appropriation ($ million)</th>
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<tbody>
<tr>
<td>Year</td>
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<tr>
<td>$ Millions</td>
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<td>-----------</td>
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<tr>
<td>Fiscal Year</td>
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<tr>
<td>2009</td>
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<tr>
<td>2010</td>
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</tbody>
</table>

GCC’s fiscal year runs from July 1 through June 30.
Financial planning is part of the college's overall planning processes. It is woven into the strategic planning process and is constantly reviewed and evaluated by both Senior Staff and the BOT. The college uses its institutional priorities to guide budget allocations; student learning and student support services take priority over administrative functions.

The annual budget process begins in early spring with the delivery of a budget packet to each dean and includes details on expense categories under that dean’s control. Each dean, with departments in their division, reviews nonpersonnel spending from current and previous years and assesses the needs for the coming year with awareness of the college’s current fiscal situation. The process combines zero-based budgeting with previous spending knowledge. Updated budget packets are returned to the Chief Financial Officer (CFO), who reviews the budget requests and combines them into an overall college budget. The budget is further reviewed together by the President, CFO and deans, and any changes are coordinated with the appropriate personnel. A proposed balanced budget then moves to the BOT Finance Committee and then to the BOT for adoption.

Although the college strives for a balanced budget, constantly changing state appropriations make it a difficult task. For example, in FY2009, the budget had to be modified for two 9C cuts made by the state in October and January, for a total reduction of $521,600 from the July 1 fiscal-year start date.

This era of financial uncertainty has required challenging flexibility in reallocating resources to meet needs and goals. A three-year projection plan (FY2011) is set to alleviate a FY2008 negative position in unrestricted net assets; the plan is routinely updated as financial forecasts change.

Since 2001, the college’s cash reserves have decreased from $2.5 million to just under $1 million. As state appropriations have declined over the last decade, the college has been forced to draw down its reserves to meet cash flow needs.

The college carries accruals for sick leave buyback, accrued vacation, and accrued summer salaries of 10-month employees. Disbursements relating to state employees are expected to be funded through future state appropriations.

The college maintains an internal control document that is reviewed in the annual audit conducted by the independent accounting firm KPMG. Since the college’s last re-accreditation, in 2000, the auditor gave GCC an unqualified opinion on its General Purpose Financial Statements and asserted that the school’s financial statements, records, and spending are appropriate to its mission. GCC reports under GASB (Governmental Accounting Standards Board) standards and followed the changes established under GASB Statement #34 in FY2002. In FY2004, GCC adopted GASB Statement #39 and presented the GCC Foundation financials under separate columns.

As part of the audit process, the accounting firm provides a list of suggested improvements for the college’s financial reporting processes. As part of institutional effectiveness, this list is reviewed by Senior Staff and the BOT, and appropriate action is taken as necessary to ensure their compliance with the latest accounting standards. Also, the DHE conducts and publishes performance measures for each public college. These include the following financial measures: Affordability Indicator of tuition and fees as a percentage of median family income, Resource Allocation Indicator of expenditures per student, and Financial Health Indicator of Primary Reserve Ratio. (See Greenfield Community College / 2008 Performance Measurement Report / Massachusetts Department of Higher Education.)

Beyond the formal audit, ethical behavior is held in high regard by all employees. The BOT has a conflict-of-interest policy in place to ensure its members fulfill their obligation for ethical oversight. Ethical behavior and oversight includes financial resources and practices and educational programs. All GCC employees are required to participate in online training for the state’s Conflict of Interest Law.
GCC offers financial assistance to all students with demonstrated financial need; of first-time full-time degree-seeking students, 57% received some form of financial assistance in 2005. Financial aid can include a combination of grants, scholarships, loans, or work-study. The aid is funded by federal, state, and private sources including the GCC Foundation, which promotes student scholarships as one of its fund-raising initiatives in the Foundation’s annual campaign.

Although state and federal resources provide the majority of student financial aid, support for 5% of students comes from private funds. These private funds are critical to those students who just miss qualifying for state and federal funds or who need additional resources, as the college cannot meet all demonstrated need.

Source: college data

Funding for the major campus renovations due to the asbestos removal is managed by the Massachusetts Division of Capital Asset Management (DCAM) and is separate from the college operations budget process. (See renovation.)

In 2002, the college saw the need to expand its grants development and outside funding sources. It established and hired a full-time Director of Development and maintained a full-time Grant Specialist. The Director position was refilled in 2005, and the Grant Specialist became a Grant Developer as the number and complexity of collaborative grants with other public agencies increased. Plans for applying for new and continuing grants are reviewed and approved by President’s Staff; this process ensures clear communication and promotes collaboration and coordination across college departments. (See PS approval form.) Budgets of awarded grants are initially set up in the Banner system by the Development Office in collaboration with the college’s Business Office and the grant program coordinator; the Business Office then handles grant accounting, issuing monthly electronic reports to the program coordinator for each grant. These program coordinators handle grant transactions and ensure that grant spending is appropriate and approved for grant activities. The Development Office periodically meets with grant personnel to assess grant progress and to ensure integrity of grant activities.

To assist with the influx of American Recovery and Reinvestment Act (ARRA) money and increased grant activity, a part-time Grant and Research Associate was added in fall 2009.

The major fund-raising efforts of the college are provided by the Greenfield Community College Foundation. It is an independent 501c3 entity established in 1968 that has its own board of directors. Their mission is to transform the love of education, community, and GCC into an enduring legacy that
changes the lives of its students and communities. It is instrumental in providing funding to the college, particularly in the areas of student scholarship, Library support, professional development, the Women in Transitions Program, and the President’s Fund for Excellence. Although the Foundation maintains its own policies regarding investments, fund raising, and risk management, its financial audit is conducted in conjunction with the college’s audit. While the college is one of the smallest in the state system, it is often one of the top colleges in fund-raising activities. Fund-raising efforts include the Annual Fund Campaign, major gifts, and the Striving and Driving Golf Tournament, which raises $25,000 to $30,000 per year for student scholarships.

APPRAISAL

Research Methodology

The Appraisal phase of Standard 9 included analysis of all financial documents, Data First forms, the 2004 Focused and 2005 Fifth Year reports. Interviews were conducted with the CFO, the Comptroller, and GCC Foundation staff and treasurer regarding both college and foundation financial data and processes. The college budget and prior year's financial statements were reviewed.

The college has received an unqualified audit for the past several years, including the latest year ending June 30, 2009. The college is financially stable as measured by its current cash position, its undesignated and unrestricted fund balance, and its accounting for accrued liabilities.

The college is the GCC Foundation’s sole beneficiary of funds raised. It provides funds in support of the college’s short- and long-term goals and for various programs no longer supported by the state allocation. The Foundation has consistently exceeded its fund-raising goals and has always qualified for the State matching gifts campaign.

Funding from the GCC Foundation in FY2008 and FY2009:

<table>
<thead>
<tr>
<th></th>
<th>FY2008</th>
<th>FY2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholarships</td>
<td>$363,476</td>
<td>$267,587</td>
</tr>
<tr>
<td>College programs</td>
<td>$414,710</td>
<td>$253,119</td>
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<tr>
<td>Gifts to departments</td>
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<td>$263,969</td>
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<tr>
<td>Grants</td>
<td>$106,700</td>
<td>$25,000</td>
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<tr>
<td>Furniture additions</td>
<td>$5,000</td>
<td>0</td>
</tr>
<tr>
<td>Rent forgiveness</td>
<td>$33,997</td>
<td>$76,330</td>
</tr>
</tbody>
</table>
| **Total**            | $1,156,098 | $886,005 | These numbers do not include donor-restricted endowment contributions.

The most recent Annual Report of the GCC Foundation shows growth in giving even in this recessionary time. There was a one-year 14% increase in the number of donors, of which 314 were first-time donors. In FY2010, the GCC Foundation launched a transition to year-round fund-raising with an emphasis on business contributions starting in fall 2009 and individual contributions in spring 2010. To address the Foundation’s growth, the college’s Director of Development expanded her role to add some responsibilities with the Foundation.

Until recently, GCC developed three-year budget plans under various assumptions, with the primary goal of increasing unrestricted net assets. Those assumptions included a slight increase in enrollment, increased support from the state, and increases in student fees. The plans encompassed increases in operating costs including the uncertainty in energy costs.
The college then progressed to developing a five-year budget model with projections. In 2009, due to the ever-changing state appropriations and uncertainty of the economy, this shifted back to a three-year budget model. Multiyear budgeting had previously been done by President's Staff, and since 2008 has been done by senior deans along with the President and the CFO. The budget process has been significantly impacted by the state and federal budget crisis. The President seized this opportunity to ask the institution to review its current programs and practices, assuming the state support of our budget will never be restored to its former levels.

Due to declining state revenues, the college was forced to absorb a series of midyear 9C cuts in state appropriations over the past two years. In FY2009, the cuts amounted to approximately $513,000, and for FY2010 they will approach $1,000,000. These cuts forced the college to implement cost-saving measures, including a freeze on unfilled positions and reductions in travel expenses, temporary help, deferred maintenance, professional development, and energy conservation. These cuts are having a direct impact on the learning environment at the college.

The continued uncertainty in the state’s economy directly translates into uncertainty in the college’s budget. The three-year budget plan, under various scenarios with the goal of maintaining the GCC small-college experience, includes increases in mandatory student fees to offset the loss in state appropriations. In FY2010, the college will receive over $1.5M in funding from the ARRA. These funds will help mitigate student fee increases, support one-time expenditures for instructional salaries, support the library and facilities, replace outdated classroom furniture, purchase instructional technology, upgrade software and provide additional student financial aid. These funds are a one-time state offering and so will not be used to support future operating expenditures.

The college makes every effort to fund the Library from its operating budget. After the state dropped funding for the Library in 2001, the GCC Foundation stepped in and provided some of the funding; however, in most recent years, funding from the Foundation has gone toward other needs on campus. For 2010 and 2011, the Library will receive approximately $175,000 in ARRA funding.

A summary of revenue and expenses and budget variances are reviewed at least quarterly by the BOT with the President and college’s CFO. The BOT assists college management in overseeing financial planning and implementation issues.

Banner software is upgraded as new releases become available. During 2010, an online payment system will be implemented and will allow students to make payments online through their MyGCC Banner account. The Division of Community Education implemented online payment for credit-free workshops in 2008.

Due to continued uncertainty in future energy costs, the college entered into a two-year contract for the purchase of electricity. Increased energy-saving initiatives provided some stability for budget-planning purposes:

- Purchased with grant and private funds a second 2kW PV unit.
- Improved HVAC system efficiencies and controls, saving 10% in energy costs.
- Began implementation of 'GCC Greener Data Center' utilizing virtual technology and server consolidation, saving $66,190, or 82%.

The college organizes and presents its financial reports by IPEDS categories. These categories are used in the DHE Performance Measures when Financial Measures became part of that report for each college in 2008 (see Greenfield Community College / 2008 Performance Measurement Report / Massachusetts Department of Higher Education) and the Massachusetts public higher education budget formula. Peer institutions were established by DHE in 2004 to enable comparison to similar institutions. In a variety of
assessments, such as program reviews or new activities, GCC uses its national peer institutions to check how other community colleges are “doing it.”

**Resource Allocation**

**Expenditures per Student—Actual, National Peers, and Budget Formula**

![Expenditures per Student](image)

Over the past several years, new state and federal regulations were instituted around privacy and fraud. With these changes, the college implemented an Identity Theft Program and a Fraud Prevention Program. The IT Department designed and began training for employees in fall 2009.

During FY2009, the Commonwealth of Massachusetts required all state agencies to have PCI audits to verify PCI compliance. The college passed the audit, and conducts annual audits and quarterly scans of external IP addresses to ensure that the external IP addresses are not reachable.

**PROJECTION**

Future cuts will have a dramatic impact on the college’s environment.

Continue the multiyear budget process that integrates the college’s [Vision and Mission](#) as well as supports the [Principles of Education](#) and accommodates the unpredictable amounts and fluctuating timelines associated with state appropriations and contract funding.

Who: President; Chief Financial Officer; Senior Deans  
When: Ongoing

Improve forecasting methods as a means to incorporate enrollment forecasting, staffing levels, academic program planning, and facilities in the college’s multiyear fiscal planning.

Who: Chief Financial Officer; Senior Staff  
When: FY2012

Continue to explore operational efficiencies with other educational institutions to reduce overall expenses and increase revenues.

Who: Chief Financial Officer  
When: FY2010-2013
Maintain the collaborative relationship between the college and the Foundation to continue numerous college programs supported by the Foundation.
   Who:  President and staff
   When:  Ongoing

Develop new relationships with secondary schools as a means of increasing revenue sources.
   Who:  President; Office of Admission
   When:  FY2010-2015
Standard 10: Public Disclosure

DESCRIPTION

Information about GCC is located on the college website and includes ample facts and instructions for students and prospective students to make informed decisions. Furthermore, the website includes separate webpages for the different academic and support departments and programs, which have varying levels of relevant and/or up-to-date information. Key links on the website are available for general information, for prospective students, for information for current students, and for financial aid information.

General college contact information is published in the Course Guide (with numerous program- and registration-specific contacts throughout) each semester and in the annual College Catalog (on the cover and as a footer on every even-numbered page). Contact information (phone, address) is available on every page of the website. There is also a “Contact Us” link that goes to a more descriptive page with a contact form, which is sent to the Office of Admission and webmaster for appropriate response. Each academic and administrative office provides specific contact information on their webpages. Visitors can use the “Information for Visitors and Community” portal and access the college’s audited financial statement.

The printed College Catalog, including the college’s Vision and Mission statements, is available electronically in its entirety. Detailed information relative to admission and attendance policy is outlined in the College Catalog. Current and previous issues of the College Catalog, dating from 1962, are available on the website for public access; hardcopies of past catalogs are maintained for archives. Electronic publications and College Catalog content are reviewed by the Marketing and Publications Department.

Detailed explanations are available in the GCC and posted on the website. These include the Vision and Mission statements; admission requirements and procedures; transfer of credit; student fees, charges, and refund policies; rules and regulations for student conduct; other items related to attending or withdrawing from the institution; academic programs, courses currently offered, and other available educational opportunities; academic policies and procedures; and the requirements for degrees or other forms of academic recognition. Some of this information is also readily available in the print Student Planner, published annually, and in the online Student Handbook.

The Marketing and Publications Department produces “The GCC Page” bi-monthly throughout the school year in the local daily newspaper, The [Greenfield] Recorder. The full-page ad provides information about college current events, ongoing programs, and special activities and feature articles. This office also produces press releases that are regularly distributed to all media outlets (print, radio, and television) in the college’s service area. A record of these publications is maintained on the Marketing and Publications webpage.

Educational outcomes, as defined and developed by the faculty (see Standard 4), are found in course syllabi and in program-specific material. Not all information is consistently available in both hardcopy and web versions. Individual faculty members determine web access for syllabi, and approximately 62% of faculty use Blackboard.

The College Catalog includes a listing of full-time faculty, administrative officers, staff, areas of instruction, and educational background where appropriate. Members of the Board of Trustees, the GCC Foundation staff, and the Massachusetts Department of Higher Education (DHE) are listed as well. The Student Planner serves as a resource directory including full-time and adjunct faculty, department...
affiliation and location, telephone number, and email address. Some employee statistics are provided in Fast Facts.

The Course Guide, published prior to each fall, spring, and summer semester, lists for-credit and credit-free course offerings for that particular semester and general college information.

The Course Guide designates location information and driving directions for the GCC Main Campus, the Downtown Center, and other course locations—in particular, Franklin County Technical School, the VA Hospital, Smith College, Smith Vocational High School, and UMass Amherst. The College Catalog has complete map and driving directions for the Main Campus.

The College Catalog lists additional academic opportunities available such as the Educational Transition Program with area high schools, Tech Prep, Massachusetts College of Art and Design, and Massachusetts College of Liberal Arts. Three programs in collaboration with Berkshire, Holyoke, and Mount Wachusett community colleges are described in full.

The College Catalog identifies programs undergoing review and not currently accepting new students. The College Catalog lists only courses that will be taught over a period of two consecutive years.

The Fast Facts webpage provides much information and analysis about the college’s students and their success, including a description of the size and characteristics of the student body as well as information about retention, program enrollment, degree and certificate completion, transfer rates and passage rates for licensure exams. The annual Performance Measures Report for GCC conducted and issued by the Massachusetts Department of Higher Education places the college’s performance within context of other state community colleges and highlights various programs of distinction.

GCC alumni, faculty and staff achievements are highlighted monthly on the GCC homepage and in the GCC Alumni Association Calendar.

The array of student support services offered are described on GCC’s website under Student and Academic Affairs and in the College Catalog and in the Course Guide.

The co-curricular and nonacademic opportunities to students including cultural programs, exhibits, workshops, lectures, musical performances, tours, trips, clubs, and social and recreational activities are described on the Student Life webpage and in the GCC College Catalog.

Finally, the institutional learning and physical resources from which a student can reasonably be expected to benefit is found on the website.

The GCC College Catalog and website includes extensive information about the cost of attending GCC (Tuition & Fee Schedule), textbook prices, the payment structure, and the many types of financial assistance available. GCC is a Title IV Federal Student Financial Aid–eligible institution and adheres to the regulations and policies put forth by the Federal Student Aid Financial Program.

The College Catalog states that Greenfield Community College is accredited by the Commission on Institutions of Higher Education (CIHE) of the New England Association of Schools and Colleges (NEASC), reaffirmed most recently in March 2001.
Greenfield Community College is also accredited by specialized accrediting bodies:

<table>
<thead>
<tr>
<th>Program</th>
<th>Accrediting Organizations</th>
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<tbody>
<tr>
<td>Associate Degree Nursing</td>
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<td>Board of Registration for Nursing</td>
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<td>Association for Experiential Education</td>
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<td>Practical Nursing Certificate</td>
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</tr>
<tr>
<td>Criminal Justice</td>
<td>MA Department of Higher Education</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>National Association for the Education of Young Children</td>
</tr>
</tbody>
</table>

Institutional Effectiveness

The GCC College Catalog is updated and produced annually through a systematic process initiated by the Marketing and Publications Department, with input and proofreading from the Human Resources and Student and Academic Affairs offices.

The GCC Course Guide is coordinated by the Marketing and Publications Department, and staff from the Information Technology Department handle the electronic feed of the schedule to the publication. They do so with content input from the Student and Academic Affairs Division and all are afforded many proofreading opportunities.

During AY2007-2008, the President created an ad hoc Marketing Task Force comprised of broad representation from Student Affairs, Academic Affairs, and Institutional Support and Advancement. The committee met bi-monthly for most of the year to review GCC publications and discuss areas of positive consideration, concerns, and suggested areas of improvement. The task force produced an Integrated Marketing and Communications Plan (IMAC) that is now used and revised by Marketing and Publications to guide its direction with extensive collaboration from Enrollment Management and Community Education.

APPRAISAL

Research Methodology

The Appraisal phase of Standard 10 included analysis of all college publications and the website, Data First forms, the 2004 Focused Report and 2005 Fifth Year Report, the internal and external scans, all pertinent reports, and input from staff and related committees.

In fall 2007, the President established a Marketing Team with campus-wide representation and charged the group with preparing an IMAC:

The purpose of the GCC Marketing Team is to develop and implement meaningful communication and promotion from the college to the external community and to develop and implement systems for meaningful community communication from the external community to the college. (Marketing Team minutes, Oct. 15, 2007)

The effort was lead by the Dean of Institutional Support and Advancement and a Marketing faculty person. The Marketing Team completed the first IMAC in spring 2008. The implementation of the IMAC moved to the responsibility of External Affairs, which was reorganized into Marketing and Publications in fall 2009 and is updated quarterly. With this transition, Marketing and Publications moved to a collaborative model for its staff and planning meetings in fall 2008; this successful format continues.
today. Representatives from Enrollment Management, Community Education, and the GCC Foundation rotate attendance at these meetings several times each semester to foster collaboration and to align content and timelines, along with participating in general brainstorming sessions. Other campus members attend depending on the agenda.

Communication to the public includes the freely and widely distributed Course Guide, the semimonthly “GCC Page” published in the local newspaper, press releases, and advertising. These are available on the web as well. The GCC webpage is not password protected, so information is readily available to the public.

In the SENSE survey administered in fall 2008, 93% of responding students strongly agreed or agreed that they were “able to get the information I needed to register for classes,” and 57% thought “the college provided them with adequate information about financial assistance.” Also, student knowledge about various services showed the following responses:

<table>
<thead>
<tr>
<th>Student Service Type</th>
<th>% Responding Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic advising/planning</td>
<td>91%</td>
</tr>
<tr>
<td>Computer lab</td>
<td>86</td>
</tr>
<tr>
<td>Face-to-face tutoring</td>
<td>85</td>
</tr>
<tr>
<td>Financial assistance advising</td>
<td>72</td>
</tr>
<tr>
<td>Writing, math, or other skill lab</td>
<td>72</td>
</tr>
<tr>
<td>Services to students with disabilities</td>
<td>63</td>
</tr>
<tr>
<td>Student organizations</td>
<td>62</td>
</tr>
<tr>
<td>Transfer credit assistance</td>
<td>50</td>
</tr>
<tr>
<td>Career counseling</td>
<td>43</td>
</tr>
<tr>
<td>Online tutoring</td>
<td>20</td>
</tr>
<tr>
<td>Job placement assistance</td>
<td>25</td>
</tr>
</tbody>
</table>

SENSE, fall 2008, Question 20: From the time of your decision to attend this college through the end of the first three weeks of your first semester, did you know about these services?

Over the past decade, the web has increased in prominence for public disclosure. Technical aspects of the web are handled by the Department of Information Technology, while content is under the purview of Marketing and Publications. Both of these departments are organized under the Office of Institutional Support and Advancement, so collaboration is easy. In 2002, the college hired a webmaster. In May 2006, a college-wide survey about web services was administered with a concluding recommendation to implement a content management system (CMS) so individual departments could maintain currency of their webpages. Due to this fast developing technology, several CMS have been tried and a rollout of another very user-friendly CMS is expected for summer and fall 2010.

Print and web material are reviewed at biweekly meetings of Marketing and Publications to ensure consistency of message and content. Many publications are available in hard-copy print and electronically, although not in a campus-wide, coordinated fashion for individual departments or event-driven publicity. Marketing and Publications follows a “web first” directive to ensure currency and a web presence for all material. Development of the “Publicity and Event Planning Guide,” led by the Dean of Institutional Support & Advancement with input from staff across the campus associated with event logistics, helps to streamline facility use and ensure adequate publicity for campus events.

GCC generally publishes sufficient information on its website and in print via the College Catalog, Course Guide, Student Handbook, and Student Planner for students to make informed decisions. However, there has been a lack of coordination and responsibility for updating information among some departments, but recent efforts have greatly improved this situation.

Contact information is clearly available in the college web directory and on the webpage for each department and administrative office. The webmaster is responsible for management of the websites’
directory data. As of fall 2009, the Department of Human Resources is responsible for notifying Information Technology of updates to email and access to sensitive data. No one person or office handles all inquiries to the college; an outside person would need to contact individual offices specific to their inquiry. For example, a potential student would need to know to contact the Office of Admission.

**Web-Based and Print Information**

The most recent GCC home page was redesigned in January, 2010. In spring 2009, web templates were developed for each academic program or Department. The webmaster and the marketing faculty presented to DCPCs the templates and worked with DCPCs to foster their updates. To date, 94% of academic programs and departments have updated webpages including updates to web tags that foster more efficiency of search engines. These changes are designed to meet the needs of future and current students, alumni, faculty, staff and visitors. However, given competing demands on faculty and staff time, maintaining webpages is not a high priority for many departments and offices. The Education and Math departments need updating for content consistency.

Information is generally consistent, but some differences in depth of information exist between print College Catalog content and information at individual webpages (e.g., financial aid content in the College Catalog is more comprehensive than content at financial aid website). A significant amount of content is only available in the printed College Catalog or Student Handbook or on the web in downloads of a PDF format: affordability disclosure, standards of behavior, managing your grades and academic progress.

Both the website and College Catalog currently identify programs, courses, services, personnel, governing boards and accreditation information. GCC does not list adjunct faculty in all publications due to the revolving nature of the adjunct faculty pool that limits the currency and accuracy of the publication.

Based on an assessment in spring 2009 of the target market served by the Course Guide, its format was modified for greater focus on credit-free Community Education offerings and for complete and concise listings of all credit offerings. This change recognized that credit course information (e.g., room, staff, open sections) changed frequently after the guide went to print; which is not the case for Community Education offerings. Advisors make efforts to point students to the web and faculty and staff use the web themselves for the most current information. Current course and schedule information can be accessed through MyGCC and is updated daily.

**Published Information about the College on the Website**

Data available on the student population are very good and far exceeds the level of disclosure at other two-year colleges in the state. A reporter from the Boston Globe went so far as to compliment the college on this.

Student services are easy to locate on the GCC main page and most pages are current. Notably, although the Student Life webpage has contact information and a brief mission statement, the range of co-curricular and nonacademic events shown does not reflect all the activities sponsored by the college.

Information on the cost of attendance is easily obtained and understood. The information is located in the application and financial aid section of the webpage and printed in the Course Guide which is freely available on campus and in the community and is mailed to households in 60 towns served by GCC.

Faculty, student and program distinctions and awards are routinely highlighted on the Marketing and Publications website and are issued as press releases or featured on the semimonthly GCC page in the local newspaper. Archived materials are available to the public, maintained on the same site.
Information about GCC’s accreditation status and self study information is easily located in print and electronic formats. Individual program accreditation is indicated on their webpages but could be better represented in brochures and other recruiting materials. Academic departments undertake regular internal academic reviews and submit reports to the Dean of Student and Academic Affairs; these are internal documents.

Although there are no external reviews of the College Catalog and Course Guide documents, Marketing and Publications regularly reviews publications and websites of other colleges for ideas. Internal content and editorial review occurs with each new edition of the College Catalog and Course Guide and includes input by the Student and Academic Affairs division with solicitations for review and updates issued to the employee who is responsible for the particular section in the previous edition. Marketing and Publications sets the timeline to ensure edits and corrections meet printing deadlines. The timeline is referenced in the Integrated Marketing and Communication Plan (IMAC) and discussed at Marketing & Publications meetings. Department publications which are funded through the marketing budget are reviewed by marketing and publications through collaborations with the Department chairs; the associated webpage is reviewed and updated at that time to ensure consistency between the two media.

The college implemented a “web first” policy, and the webmaster updated nearly all program webpages in 2009. Going forward, all new publications will be designed for use on the website, then adapted for print publication as needed to ensure alignment. Existing publications with need for annual update are reviewed for consistency by the Publications Coordinator and webmaster. A process for reviewing and aligning documents developed by other departments will need to be developed.

Changes in schedule that occur after publication deadlines are reflected on the web with the nightly automatic update. Nonschedule changes are updated on the web when the webmaster is informed of the change and are reflected in print material when the succeeding issue is printed. Eliminated programs are systematically removed from all publications as they are updated.

Institutional Effectiveness

At the beginning of this 10-year assessment period, the college had few and disconnected systems to evaluate its effectiveness for public disclosure. The advent of the standing committees created a vehicle to provide feedback to the operations side on policies and procedures. Information Resource Management, for example, offers ongoing feedback on the efficacy of the college website.

In 2008, with the newly established Marketing Committee, a methodology was created to allow for continuous systematic review of the print and web activities of the college. The IMAC Plan created the framework by which the college monitors and assesses the effectiveness of its marketing activities, the reach of its informational publications to their intended audiences, and measures the cost of each activity against its perceived benefit.

The college values transparency and has established systems to ensure easy access to information. The Fast Facts section on the college website is routinely reviewed to ensure the general community has an ongoing, regularly updated snapshot of enrollment, retention, and outcomes data. In addition, updated information is posted to provide the internal college community with the most recent content of governance activities, President’s Staff meetings and notices from college leadership. The President regularly invites his colleagues to bring questions or concerns regarding any of these communications.
PROJECTION

Develop and implement a coordinated system to regularly solicit and respond to web and print information updates across college departments to assure consistent messaging.
  Who: Dean of Institutional Support and Advancement; Marketing and Publications
  When: Fall 2010

Assess effectiveness of communication activities for reaching intended audiences, availability of general college information to students, staff, faculty and public, accuracy and completeness of messages and listings, using appropriate measurement tools and assure print and online materials are consistent.
  Who: Dean of Institutional Support and Advancement; Marketing and Publications
  When: Fall 2010

Assure the availability of adequate and appropriately trained staff to support the growing importance of the web as a communication medium.
  Who: President; Dean of Institutional Support and Advancement
  When: Fall 2011–spring 2019

Continue emphasis on the provision of substantial public disclosure regarding college community success, as well as data-informed descriptions of college outcomes.
  Who: Dean of Institutional Support and Advancement; Institutional Research
  When: Fall 2010
Standard 11: Integrity

DESCRIPTION

To help us understand the values and principles as they relate to integrity, we ask ourselves the same question for this Self-Study process as we did 10 years ago: Do we do what we say we do? Furthermore, we ask now: Are we guided by our Vision and Mission and the Principles of Education, not only in theory but in our daily practices and dealings with each other, with students, and with our community?

GCC publishes Standards of Behavior (see College Catalog, p. 10) for all its members including students, staff, faculty, and the Board of Trustees. The Standards of Behavior are aligned with the college’s Vision and Mission as well as the Principles of Education, and can be downloaded from electronic versions of the College Catalog, the Student Planner, and the Student Handbook, all found on the college’s website.

These standards are based on the belief that an environment grounded on the principles of common courtesy and civility will support the open and respectful dialogue of opinions and ideas both in and out of the classroom. With a current shared governance structure in place, GCC strives to support open and honest conversation about college matters with all college employees, and further seeks to share college information with its members through monthly All College Meetings led by the President. The college promotes employee and Student Senate participation and demonstrates that the opinions of its members are valued and respected.

Upholding the values of academic honesty must be at the forefront in any academic setting and program. GCC adheres to the definition of plagiarism published by the Modern Language Association. The academic honesty policy is published in the College Catalog. Copyright issues are addressed on the GCC’s Library webpage, and information regarding fair use of copyrighted materials is posted at each divisional copier. The college follows the MCCC Distance Education Agreement regarding intellectual property rights for distance learning.

Student rights are protected by several federal and state laws and by the college’s policies. GCC adheres to the Hazing Act of 1985 and the Family Educational Rights and Privacy Act of 1974 (FERPA) which defines for students their legal rights to privacy and how requests for nondisclosure can be made and will be honored by GCC. GCC is committed to a policy of affirmative action, equal opportunity, equal education, nondiscrimination, and diversity. The college policy on Affirmative Action is in compliance with all applicable federal, state, and local statutes, ordinances, and regulations. The Statement of Nondiscrimination can be found in The Faculty Handbook, the College Catalog, and on the Human Resources (HR) webpage.

Students may use the Student Grievance Procedure to address complaints concerning an alleged abridgment of a student’s rights, as stated in the Student Handbook. The policy goal of the Student Grievance Procedure is to reach a mutually acceptable resolution between the involved parties; students who feel that they may have been treated unfairly or mistreated in any way are encouraged to consult with the Dean of Student and Academic Affairs to obtain counseling concerning their rights and effective means of resolving their grievances. (See Standard 6.)

A student who alleges an error or injustice in the grading process may follow the Student Grievance Procedure. For purposes of a grade appeal, the Dean of Student and Academic Affairs, or that dean’s designee, serves as the Student Grievance officer throughout the grade appeal process. Grade appeals are addressed in the Student Handbook. College policies and procedures, as written in the GCC Faculty Handbook, guide faculty in their interactions with students and offer resources to assist students with their needs. All faculty are encouraged to become familiar with GCC’s most important values, as
addressed in the Principles of Education, the college's policies, and available resources, and with the affiliate agencies that support their work. Employee privacy is addressed in HR's Network Access document.

The free pursuit and dissemination of knowledge is evidenced in the Principles of Education. Through these principles, the college demonstrates its commitment to teaching and learning, and through the proclamation “We are all about learning” fosters the intellectual curiosity of its students, teachers, and community members.

Academic freedom is addressed in Article VII of the MCCC contract. This same article specifies that academic freedom inherently carries with it correlative responsibilities. These values are mirrored in our Principles of Education in the wording “teaching and learning are at the heart of the college.”

The college operates within the authority of appropriate government agencies and receives formal degree-granting authority from the Commonwealth of Massachusetts and from some external agencies for certain programs. (See Standard 10.) GCC complies with both federal and state regulations by, when necessary, obtaining approval for new degree and certificate programs from the Commonwealth and notifying the Federal Title IV Federal Student Aid (FSA) Program and NEASC of these new programs.

GCC’s Institutional Review Board (IRB) for human subjects research, established in 2007, is federally registered through March 2013 with an approved roster. The IRB meets semiannually, posts materials on the website, and sends annual reminders to campus about compliance.

In its recruitment of students, the college aspires to reach out to a diverse potential student population and to welcome all students. Likewise, in its admission policies and procedures, GCC aspires to facilitate the transition of new students into the college in a manner that embodies the diversity and access explicit in its mission. (See Standard 6.)

In its recruitment of potential faculty and staff, the college seeks to reach out to the broadest possible base of qualified applicants. The last Institutional Self-Study (2000) underscored the imbalance of minority representation among faculty and administration, but stated, “The college has implemented search policies and procedures to ensure inclusiveness in the hiring process.” To that end, the college actively searches for and recruits minority populations via advertisements in professional journals or associations that serve minority populations, including Diversity Issues, Hispanic Outlook, Minority Nurse, and several others. The college uses the Affirmative Action Package on the Higher Ed jobs website.

The college strives to realize a workplace for its employees that mirrors and models the open, respectful, inclusive community that it seeks to create for its students in its employment policies (evaluation, disciplinary action, and advancement).

Through a variety of documents and publications, the college attempts to communicate to particular groups of students with special perspectives, requirements, or challenges the targeted resources available to them. (See workroom.)

In all of its actions—procedural and pedagogical, formal and informal, overt and implied—the college seeks to foster an atmosphere within the institutional community that respects and supports people of diverse characteristics and background. As shown through the adherence to policies and procedures noted here and throughout the preceding 10 Standards, the college upholds high standards of honesty and integrity.

Community Education offers a wide range of credit-free workshops and programs at its various sites (see Standard 4).
Programming developed specifically for students is mostly offered by the Coordinator of Transition Services through the Fitness, Wellness, and Health Activities Program Series. By providing support and information for students attempting to balance the responsibilities of family, self, and academics as well as promoting the stimulation of their intellectual capacity and social awareness, the FWHAP Series encompass the college’s Principles of Education.

GCC regularly holds the Visiting Lecture Series and the Creative Conversations Series. These series are managed in partnership with such groups as the Franklin County Chamber of Commerce, the Office of Community Education, and the Massachusetts Cultural Council. These series are designed to encourage dialogue within the community and promote the ongoing communication among GCC, local artists, craftspeople, members of the creative economy, and students. All events from these series are free and open to public, and further exemplify GCC’s commitment to its core principles of Diversity and Community, Literacy and Thinking, and Knowledge and Thinking.

GCC filed a focused report in 2004, responding to the issues raised by the commission in 2000; following the focused site visit, the college received its full accreditation and was instructed to submit a Fifth Year Report, which it did in August 2005. GCC’s voluntary participation in the Self-Study—invisiting NEASC staff to campus, participating in NEASC assessment and Self-Study workshops, and seeking advice from NEASC staff—as well as the truthfulness of these reports, illustrate the degree of honesty with which the college deals with CIHE. The commission’s own finding in October 2004 commended GCC for the college’s “development and implementation of a new governance structure that enables wide spread participation by the campus community, better oversight of the curriculum, and more meaningful deliberation of important college policies.”

To ensure compliance and understanding of all of the commission’s standards, policies, and requirements for affiliation, GCC sent 14 representatives to last year’s annual conference.

GCC demonstrates its commitment to inclusive and transparent processes through its governance structure which provides an open forum that encourages the college community to share concerns and express their views. Policy and planning efforts consistently refer to the college’s Vision and Mission statements and its Principles of Education, and ensure that integrity is central to GCC’s functioning as an institution of higher education.

**Institutional Effectiveness**

The college collects verifiable data from several sources, and the results are used to determine the effectiveness of institutional policies and procedures and to provide a basis for decision making. (See Standard 2.) As evidenced throughout this study, the collection of qualitative data from staff and students, CCSSE and SENSE, along with the periodic review of its academic programs, demonstrate GCC’s commitment to conduct itself with honesty and integrity.
APPRAISAL

Research Methodology

The Appraisal phase of Standard 11 included analysis of all CCSSE and SENSE data, the Faculty and Staff Survey and the Self-Study Survey, the 2004 Focused Report and 2005 Fifth Year Report, the internal and external scans, all pertinent reports, and input from staff and related committees. Seven interviews concerning academic honesty took place with the Human Resource director, the Dean of Student and Academic Affairs, the GCCPA representative for MCCC, AFSCME unit representation, the Chair of the Diversity Standing Committee, and faculty members.

Relationship with Its Community, Employees, and Students

“Lives change for the better every day at Greenfield Community College.” These are the words that introduce GCC’s Vision Statement, “Strengthening Our Community.” The responsibility for student and social welfare on the part of the college is further exemplified in its Vision Statement: “Our vision is to strengthen our community one student at a time. We understand our role and responsibilities, as a College in the global community, to create a better world for all.” The internal and external scans (see Standard 6) surveyed the community’s perceptions about how the college forges relationships with local organizations and community members and resulted in The Community Weighs In, a report issued May 2007 and presented to the GCC Assembly. While no one undervalued GCC’s potential to change individual student lives, the consensus among local industry and education leaders was clear: GCC needed to improve its overall influence and presence in its community.

Since that time, GCC implemented important steps toward building and maintaining community partnerships with local community organizations and area schools. Enrollment Services actively contacted high school principals in Greenfield, Northampton, and Turners Falls. Early Transition Programs (ETP) continued with Amherst High School, while new ETP developed with Greenfield and Turners Falls high schools. By 2008, the ETP population had increased by 55%. In partnership with local community organizations, such as the Department of Employment Training, Dial-Self, Community Action, and the North Quabbin Community Coalition, GCC developed the Community Access Scholarship Fund (CASF). This program seeks to “raise the aspirations and expectations of individuals who have heard too often that they do not belong or cannot succeed in college. The program works to reduce the barriers that keep them from reaching our doors and achieving their potential.” In FY2009, CASF supported 149 students transition into college.

Student Experiences with Faculty (from CCSSE Data Reports for 2005 and 2006)

In an effort to measure how GCC students view their campus experience, the college administers the CCSSE and SENSE surveys. CCSSE was administered for three consecutive years (2005, 2006, and 2007) to establish a baseline and now moves to a three-year cycle. (See Standard 2.) CCSSE data reveal that students have consistently rated the student and faculty interactions as a key indicator of a positive experience on campus. Students who have a positive assessment of their entire experience at GCC also feel that the college provides a supportive and inclusive environment for succeeding in their academic and professional goals.

Additionally, students responded to the CCSSE question: How much has your experience at this college contributed to your knowledge, skills, and personal development in developing a personal code of values and ethics?

<table>
<thead>
<tr>
<th>Values &amp; Ethics</th>
<th>Very Much</th>
<th>Quite a Bit</th>
<th>Some</th>
<th>Very Little</th>
</tr>
</thead>
<tbody>
<tr>
<td>% (# of respondents)</td>
<td>12% (185)</td>
<td>27% (434)</td>
<td>36% (572)</td>
<td>25% (392)</td>
</tr>
</tbody>
</table>
Academic Honesty, Scholarly Research, and Academic Freedom

The free pursuit and dissemination of knowledge is evidenced through the open-development process, approval, and adoption of the Principles of Education. The college demonstrates its commitment to teaching and learning, and through the proclamation “We are all about learning” fosters the intellectual curiosity of its students, teachers, and community members. Learning opportunities are available on a wide variety of topics, and many are open to the community; Visiting Lecture Series have included topics in the Arts, Social Sciences, and Humanities.

GCC’s expectation of integrity in and out of the classroom is apparent in its published policy on academic honesty. The college does not mandate that incidences of plagiarism be officially recorded and reported. Infractions of this nature are rarely brought to the Office of the Dean of Student and Academic Affairs; faculty members are allowed the freedom to handle suspected and verified incidents of cheating and/or plagiarism on a case-by-case basis. Three college discussions about plagiarism were featured in fall 2009 as increased concerns about plagiarism emerged among GCC faculty members. There have been no cases of plagiarism brought to the dean for resolution or final decision, as faculty members have handled these cases at an individual level between themselves, the student, and the associate deans.

In 10 years, there have been no MCCC grievances of violation of academic freedom.

Nondiscrimination in Recruitment and Hiring Appointments

GCC is committed to providing equal opportunities for all community members in every area of the college including admission. As the only institution of higher education in Franklin County, GCC consistently welcomes students of every learning and social background. Students entering with a GED were 12% of fall 2009 enrollment and continue to be the college’s single largest feeder group when compared to individual area high schools. (See At-a-Glance Student Profiles.) With the exception of programs with a special admission process, every course offered by the college is open to enrollment and participation by a person who meets the prerequisites approved for a given course. As evidenced in Standard 6, a wide variety of support services is available to all students regardless of academic standing.

Applications data, as well as the Internal Scan, indicate that the yield on GCC applications for women, minorities, and students over 25 years old is notably lower than their counterparts. Many entering students are first-generation college students. Information about this characteristic is gleaned from a variety of sources (FASFA applications, voluntary responses on the Accuplacer Placement Test, and self-reporting on the CCSSE and SENSE survey); however, the inconsistency of the sources poses a disadvantage when applying for institutional grants or scholarships specific to this population. Since the 2000 Self-Study, GCC has increased the overall number of administrative and faculty positions held by minorities. In 2000, three minorities were full-time faculty or staff. For fall 2009, minority representation increased to five full-time faculty or staff and 13 adjunct faculty or staff. The increase may have been helped by the minority employee recruitment efforts described earlier in this Standard 11, but minority representation on campus remains low; as an example, people of color represent only 3.4% of college employees.
In 2006, the Diversity Task Force was formed to assess issues of inclusion, diversity, and equity at Greenfield Community College, with a focus on five major areas:

- External environment of the college and the diversity in the community
- Diversity of students and student services
- Diversity of staff and faculty, specifically in regards to recruitment, hiring, and retention efforts
- Diversity within the curriculum
- Campus climate

In its research, the task force found that “the leadership of the college is invested in improving access and equality for all students and staff, and is engaged in efforts to learn how to enhance their leadership abilities toward this goal.” In this report, the task force also noted that “most important are dedicated staff and faculty who continually strive to serve students of all backgrounds and unique circumstances, through teaching, advising, outreach and informal and formal support.” An overview of the report was given at an All College Meeting in February 2008 and issued to the entire campus.

The HR Department developed extensive guidelines for the search process to ensure an open and fair process, using a software program to support the search. Each position description comes from the Department and takes into consideration the state classification system. However, the structure and timeline of the hiring process is time consuming, thus limiting the available candidate pool and resulting in unfilled positions.

**Employee Safety and Privacy**

The HR Department exercises the highest standards of its profession to support the college’s mission. Strict employee privacy guidelines (disclosure and nondisclosure) are followed as outlined by the HR regulations, both federal and state, and by the profession’s best practices. A complete reference source is available in the HR Office. The college follows state and federal health and safety mandates; these regulations are located in the Physical Plant and HR Offices.

**Grievances—Employee and Staff; Fair Resolutions**

Grievance procedures for faculty and staff are outlined in collective-bargaining agreements (CBAs) and the employee handbook, and are handled by the HR Department. The nature of employee complaints that may end up as grievances varies (e.g., employee versus fellow employee, and employee versus supervisor). Most complaints and problems are of an informal nature, and sometimes the HR Director is involved in resolving these complaints. Sometimes complaints are not resolved informally and a formal grievance is filed. The college responds to the grievances according to the steps outlined in the various CBAs.

**Grievances—Student**

Most student grievances are dealt with informally, and only one incident was handled at the formal level in the FY2009.

**Student Privacy**

In compliance with FERPA and HIPPA regulations, GCC takes great care to protect all student records and any sensitive information contained therein. The college bookstore began requiring students to present photo IDs to make purchase against their student accounts in fall 2008, nine months before the FTC enacted Red Flag Rules (Identity Theft Protection Law).
As of 2005, GCC stopped using social security numbers for student ID and now generates a student ID upon receipt of an admission application. This ID does not contain any portion of the student’s social security number or date of birth. The GCC student ID is tagged to all student records, and students need the ID to access their student records online. The college has not developed a campus-wide policy regarding notification to students about their student ID and its uses on campus. GCC has yet to develop a secure method for students to either retrieve or be forwarded this information.

Faculty and staff can locate a student’s ID through Banner Self-Serve; however, facility with the software varies among faculty and staff.

The GCC IRB, overseen by the Dean of Institutional Support and Advancement, has 10 active protocols for fall 2009 research being done by GCC faculty or staff. Most IRB protocols are initiated when faculty or staff seek research help from the Institutional Research Office. Increasing communication about IRB with the campus may help increase overall awareness.

**MCCC and AFSCME on the GCC Campus**

The two AFSCME stewards feel that a good professional relationship exists between the ASFCME union representatives and the college’s administration. If AFSCME representatives learn of any new state initiatives that may directly affect GCC’s AFSCME members (e.g., a proposed increase to employee health insurance cost), they send an email communication to all members. As a matter of practice and professional courtesy, they notify the President’s Office in advance when the office may receive inquiries about these initiatives, including how these initiatives may also impact GCC employees who are not AFSCME members. The AFSCME Labor Management Committee, formed in 2006, meets four to six times per year for open dialogue.

Overall, a good professional relationship exists between GCCPA union members and the college’s administration. Both the college administrative staff and the GCCPA Executive Committee feel that communications between them could be more effective and acknowledge that there is room for improvement. During an all-college Self-Study feedback meeting, December 1, 2008, addressing the draft Description of the Self-Study, a MCCC member made a suggestion to “improve the communication/relationship between union representatives on campus and the college administration.”

**NEASC Relations and Standards**

GCC’s inclusive activity with various NEASC accreditation processes (Self Study, focused reviews, and five-year reviews), participation in NEASC workshops, and interaction with NEASC personnel all demonstrate GCC’s support for and integrity with the CIHE.

In February 2010, just at the conclusion of the two-year Self-Study process, the GCC Institutional Research Office administered a quick online survey to identify the extent of participation and knowledge of opportunities to participate in the 2010 Self-Study process. One hundred seventy-five people responded (a 50% response rate). The table below shows the institutional composition of survey respondents.

**Institutional Composition of Survey Respondents**

<table>
<thead>
<tr>
<th>Full-Time Faculty</th>
<th>Adjunct Faculty</th>
<th>Staff</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>42 (24% of respondents)</td>
<td>37 (21% of respondents)</td>
<td>93 (53% of respondents)</td>
<td>16 (9% of respondents)</td>
</tr>
<tr>
<td>71% of full-time faculty</td>
<td>28% of adjunct faculty</td>
<td>65% of full and part-time staff</td>
<td>NA</td>
</tr>
</tbody>
</table>
Overall, the most popular ways of participating in the Self-Study process were:

- Responded to the college-wide Self-Study Survey (April 2009): 48%
- Reviewed or provided feedback via email on the Self-Study draft: 45%
- Attended college-wide meetings on the Self-Study: 41%
- Participated in departmental meetings for Self-Study feedback: 37%

Modeled after the Academic Advising Center’s 2009 This I Believe poster series reflecting on the advising beliefs of faculty and staff, responses to the following question were gleaned:

“I believe the 2010 Self-Study report for Greenfield Community College presents the college honestly and, overall, is an accurate representation of its strengths and its areas for improvement.”

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>70 (42%)</td>
<td>40 (24%)</td>
<td>52 (31%)</td>
<td>4 (2%)</td>
<td>0</td>
</tr>
</tbody>
</table>

Although two-thirds of respondents supported the honesty of the Self-Study, the reasons of the neutral one-third are not known.

On April 26, 2010, the College Council unanimously endorsed the 2010 Institutional Self-Study and recommended that the Assembly ratify that endorsement. At the Annual Meeting on May 3, 2010, the Assembly unanimously ratified the College Council’s endorsement of the Self-Study. (See Assembly minutes on Blackboard.)

**PROJECTION**

Review the projections in the 2010 Self-Study, and incorporate them into ongoing institutional planning.

- **Who:** President; deans; Assembly
- **When:** Begin planning fall 2010, then ongoing

Implement the findings of the diversity report in regards to promoting equal employment opportunities at GCC.

- **Who:** President; Director of Human Resources; Diversity Standing Committee
- **When:** Begin planning fall 2010, then ongoing

Develop timely employment and hiring practices.

- **Who:** Human Resources with President’s staff
- **When:** Spring 2011

Improve communications between MCCC and college administration by evaluating their historical relationship on campus, evaluating current proceedings, and developing guidelines for communication now and into the future.

- **Who:** GCCPA; College Administration; Director of Human Resources
- **When:** Now and ongoing
Develop policy and procedures in compliance with FERPA and the profession’s best practices, to maintain Student Record Integrity and distribute Student IDs upon record creation. Provide student IDs with information about ID use, student privacy, record protection, and identity theft.

Who: Dean of Student and Academic Affairs; Dean of Institutional Support and Advancement; Enrollment Services; Information Technology
When: Fall 2010

Consistently define, collect, and analyze data regarding first-generation students.

Who: Dean of Student and Academic Affairs; Dean of Institutional Support and Advancement; Enrollment Management; Institutional Research
When: Spring 2011–spring 2012, then ongoing

Review and revise the college's Academic Honesty Policy along with the student judicial process to identify both student and faculty concerns regarding plagiarism at GCC and propose strategies that are best suited to GCC’s learning environment and culture.

Who: Dean of Student and Academic Affairs; Faculty
When: Fall 2011