APPROVAL OF THE MASSACHUSETTS MARITIME ACADEMY SPECIAL MISSION PARTNERSHIP RENEWAL PLAN

MOVED: The Board of Higher Education ("Board") hereby approves the attached Massachusetts Maritime Academy Five-Year Special Mission Renewal Plan for a Partnership with the Commonwealth (the “MMA five-year Plan”), subject to the following exception:

The Massachusetts Maritime Academy will formally submit a revised list of peer institutions to the Board of Higher Education for review and approval at a later date.

Provided further that any material change to the Board approved MMA five-year Plan, including any change to the projection for total student charges, shall require approval by the Board pursuant to Section 7 of Chapter 15A of the General Laws.

The Board further authorizes the Commissioner to forward the MMA five-year Plan to the Secretary of Education for his review and approval pursuant to Section 7 of Chapter 15A of the General Laws.

Authority: Massachusetts General Laws Chapter 15A, Sections 7, 9 and 22
Contact: Aundrea Kelley, Deputy Commissioner, P-16 Policy and Collaborative Initiatives
The Massachusetts Maritime Academy Special Mission Renewal Plan for a Partnership with the Commonwealth

Background Information

The first Massachusetts Maritime Academy Special Mission Plan for a Partnership with the Commonwealth was submitted to the Board of Higher Education (BHE) pursuant to Outside Sections of the Massachusetts fiscal year 2004 budget (FY2004 Budget), and was approved on June 15, 2004. See Sections 49 and 50 of Chapter 26 of the Acts of 2003; Sections 160 and 163 of Chapter 352 of the Acts of 2004. Outside Section language in the FY2004 Budget provided that a board of trustees of a state or community college with the potential to expand its mission, profile, and orientation to a more regional or national focus may submit to the Board of Higher Education (BHE), for its approval, a five-year plan embracing an entrepreneurial model that leverages that potential in order to achieve higher levels of excellence. Id. The Legislature also approved supplementary language in the FY 2004 Budget which allowed Massachusetts Maritime Academy (MMA) to retain tuition and fees. See Section 160 of Chapter 352 of the Acts of 2004.

Outside Section 163 of Chapter 352 of the Acts of 2004 established that the Academy should submit its Partnership Plan proposal to the Board of Higher Education under clause (p) of section 22 of chapter 15A of the General Laws. Outside Section 163 called for the Partnership Plan to propose admissions standards and tuition rates, ensure that the proportion of Massachusetts undergraduates enrolled was at least 60%, keep in-state tuition rates affordable, appropriately balance out-of-state tuition to meet the financial needs of the college with the need to be competitive with peer institutions regionally and nationwide, and include provisions for performance standards specific to the mission of the college. In 2005 the Legislature approved language to make permanent the provision in Section 160 that had allowed the Academy trustees to retain all tuition and fee revenue. See Section 25 of Chapter 45 of the Acts of 2005.

Sections 49, 50, 160 and 163 in the FY2004 Budget was superseded by legislative language that became effective with the establishment of a new secretariat of education on March 10, 2008. The legislation establishing the secretariat also modified M.G.L. Chapter 15A, including Section 7 (attached), which sets forth the development, approval and adoption of campus missions; Section 9, which outlines powers and duties of the Board of Higher Education; and Section 22, which outlines the powers and duties of state and community college trustee boards.

Massachusetts Maritime Academy staff met and held discussions with DHE staff as the Academy worked to craft a Renewal Plan document that considers its needs and the legislative requirements and clearly informs Board members and other key stakeholders. The Renewal Plan is built upon a framework that has as its foundation a partnership among the College and its board of trustees, the Board of Higher Education and the State Legislature. The conditions of the partnership require the following:

1 http://www.mass.gov/legis/laws/mgl/15a/15a-7.htm
2 http://www.mass.gov/legis/laws/mgl/15a/15a-9.htm
• Tuition will be set by the Massachusetts Maritime Academy Board of Trustees and retained by the campus.
• Fringe benefits will be paid for by the Commonwealth for College employees paid for from retained tuition (excluding tuition for continuing education courses).
• BHE will remain the employer of record for all employees in collective bargaining units.
• Costs associated with any new tuition waiver programs will be funded by the Commonwealth.
• Massachusetts Maritime Academy will be treated as all other public colleges in funding provided for capital outlay and special funding initiatives.
• BHE and College staff will develop a budget formula, including the identification of peers, to be approved by the Board of Higher Education. This formula will serve as the basis of the BHE annual state appropriation request.
• MMA will maintain its commitment to student diversity and to participation in K-12 and community programs.

The motion before the Board asks for approval of the Massachusetts Maritime Academy Renewal Plan based on the Academy’s response to the relevant sections of Chapter 15A, which require that a five-year entrepreneurial plan include:

• **Budget and enrollment projections** (pages 9, 12, 32, 33)

  The business model that is proposed assumes that base state appropriations will remain the same in 2012 (not including ARRA funds) and will increase 3% per year through 2016. The business model reflects the College’s academic and strategic planning. It also assumes that all tuition is retained and that employee fringe benefits, mandatory tuition waivers and collective bargaining costs will be funded by the state. Massachusetts Maritime Academy projects that its ten year capital campaign will result in a total of $25 million in private funds raised and pledged to support the Academy by 2014. Funds raised will be targeted to scholarships and capital projects and will not have an immediate impact on the operating budget. Additional income will be realized from higher enrollment and higher tuition charged to out-of-state students. During the five-year Plan period, enrollment is projected to increase to 1400 undergraduates (1085 in-state, 60 out-of-state, and 255 New England) and 148 graduate students.

  Charges for in-state, New England Board of Higher Education (NEBHE) and out-of-state students will rise gradually. Out-of-state charges will be market driven but will always cover 100 percent of the cost of education.

• **Student Charges** (pages 20, 24, 26, 27)

  In-state tuition and fees will rise gradually and be capped by the total amount that is available to a student with 100 percent need through federal, state and campus grants. The limit on the tuition level for Massachusetts residents reflects the partnership between the College and the Commonwealth that recognizes the need for continued state appropriation. The College makes a commitment to using institutional resources to fund gaps in financial aid for Massachusetts residents in need of financial aid.
Out-of-state tuition rates will be set at an amount that will appropriately balance the financial needs of the College with the need to be competitive with peer institutions regionally and nationwide. Out-of-state charges will be market-driven but will always cover 100 percent of the cost of education.

- **Plans to ensure continuing access to the institution by residents of the Commonwealth** (pages 20)

  The legislative mandate that governs the Plan requires that the proportion of undergraduates who are Massachusetts residents total at least 60 percent. The Plan projects that the proportion of enrolled Massachusetts undergraduates will increase slightly from the current 76.7 percent to 77.5 percent by 2016.

- **Affirmative Action policies and programs** (pages 12, 20)

  By fall 2016, Massachusetts Maritime Academy intends to increase the ethnic and cultural diversity of the College’s student population by increasing ethnic and racial minority student enrollment. To help accomplish this goal, the College has initiated several outreach strategies, including dual enrollment, collaboration with secondary education personnel, targeted programs that bring ethnic minorities and women on campus, and increased articulation and transfer activity with community colleges and their graduates. Overall during the five year renewal period, the Academy will seek to recruit faculty and staff to reflect 40% gender diversity and 10% diversity from underrepresented population groups. The Academy also intends to increase the incoming female student population to 20% and incoming underrepresented ethnic and racial minority student enrollment to 12% by 2016.

- **Admission standards** (page 33, Appendix IV)

  The Academy adopted new admission standards at the time the original partnership was approved. These standards differ from BHE minimum standards in the number and distribution of college preparatory coursework required. Massachusetts Maritime Academy changed the required science courses from three to two (including two lab sciences). In addition the Academy adopted the sliding scale of high school GPA and SAT scores used by the University system for freshman applicants.

- **Performance agreement** (pages 15-33, Strategic Plan Excerpt pp. 8-25)

  The Academy has proposed performance standards and objectives that are similar to those developed by the BHE for all state colleges but that are adapted to the specific mission of Massachusetts Maritime Academy. The Academy will report to the BHE and the Legislature by April 1 of each year on its performance for the prior year based on these objectives.

  The Academy recognizes the importance of system-level data and will also continue to submit to the Board annual HEIRS instructional activity and degree files, as well as fall student and applicant files.
In recognition of the important features of the Massachusetts Maritime Academy Plan and the potential for the results to influence further Board of Higher Education policy and as was true for the original Plan, the Academy will continue to respond to reasonable requests from the Board for any information related to the Renewal Partnership Plan.
ATTACHMENT: STATUTORY LANGUAGE

Chapter 15A: Section 7. Mission statements, development, approval and adoption

Paragraph 4 (Language effective March 10, 2008)
“The board of trustees of a state or community college with the potential to expand its mission, profile, and orientation to a more regional or national focus may submit to the secretary and the board of higher education a five-year plan embracing an entrepreneurial model which leverages that potential in order to achieve higher levels of excellence. Such plans shall include, but not be limited to, budget and enrollment projections for each year, projections for total student charges for each year, projections for in-state and out-of-state enrollments for each year, and plans to insure continuing access to the institution by residents of the commonwealth and affirmative action policies and programs that affirm the need for and a commitment to maintaining and increasing access for economically disadvantaged and minority students. Said proposal, upon its receipt, shall be transmitted to the secretary of administration and finance, the chairs of the house and senate committees on ways and means, and the house and senate chairs of the joint committee on higher education. The secretary, in consultation with the council, shall have the authority to approve, reject, or propose amendments to said plan. Proposed amendments shall be returned to the institution's board of trustees. If the board of trustees approves said amendments, the plan shall be considered adopted. If the institution's board of trustees rejects the proposed changes, it may submit a redrafted plan, which will be treated as a new plan under the provisions of this section."

FY 2004 Budget Outside Sections appearing in the supplemental appropriations bill, Chapter 352 of the Acts of 2004:

Section 160. Notwithstanding any general or special law to the contrary, for fiscal years 2005 to 2010, inclusive, all tuition and fees received by a board of trustees of the Massachusetts Maritime Academy shall be retained by the board of trustees of that institution in a revolving trust fund or funds and shall be expended as the board of the institution may direct. Any balance in the trust funds at the close of a fiscal year shall be available for expenditure in subsequent fiscal years and shall not revert to the General Fund. Notwithstanding any general or special law to the contrary, for employees of public higher education institutions who are paid from tuition retained pursuant to this section, fringe benefits shall be funded as if those employees' salaries were supported by state appropriations. This section shall apply only to fringe benefits associated with salaries paid from tuition retained by the boards of trustees of public higher education institutions as a direct result of the implementation of this section.

Section 163. The Massachusetts Maritime Academy shall submit to the board of higher education, and said board shall consider, a proposal under clause (p) of section 22 of chapter 15A of the General Laws, as amended by section 63 of this act. The proposal shall establish tuition rates and admission standards for the college, and shall assure that the number of undergraduate degree candidates who are Massachusetts residents enrolled on October 1 of 2004 and each subsequent year thereafter shall be no less than 60 per cent of the total number of undergraduate degree candidates enrolled, or the number of Massachusetts residents enrolled on October 1, 2003, whichever is greater. In-state tuition rates for the college shall preserve affordability for Massachusetts residents. Out-of-state tuition rates shall appropriately balance the financial needs of the college with the need to be competitive with peer institutions regionally and nationwide. The proposal shall include provisions for performance standards specific to the mission of said college to be used in place of the performance measurements system otherwise in effect.
Massachusetts Maritime Academy
Special Mission Renewal Plan for a Partnership with the Commonwealth
# Massachusetts Maritime Academy
## Renewal Plan For A Partnership With The Commonwealth

### Part 1. Renewal Plan

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Part One: Renewal Plan

This document serves as the Massachusetts Maritime Academy’s (MMA’s) proposal to renew its special mission designation. The Board of Higher Education designated the Academy a Special Mission College in 2004, establishing at that time a partnership that permitted the Academy to determine a set of performance measures by which to gauge its success in meeting the broad objectives of its unique mission. The partnership further authorized the Academy to set and retain its student fees and tuition on campus. This proposal summarizes the first five years of the partnership and sets forth a series of revised goals to be met within the next five years.

I. Context

Founded in 1891 as the Massachusetts Nautical Training School, the Massachusetts Maritime Academy operated for the first seventy years as an independent, post-secondary educational institution fully supported by the Commonwealth and reporting directly to a Board of Commissioners appointed by the Governor. MMA became a member of the state college system in 1964. In the late 1990s, the Board of Higher Education (BHE) strongly suggested that all state colleges improve efficiency, accentuate job experience and training, adopt a more focused mission, and develop regional expertise in a few specialized majors. That description fit MMA perfectly. Following the BHE suggestion, Dr. Stanley Koplik, then Chancellor of Higher Education for Massachusetts, proposed in 1997 that the Commonwealth fund “Vanguard” colleges that would be independent from central control yet held to high institutional standards. MMA’s subsequent designation as a special mission college fulfilled this vision and enabled the Academy to return to a cutting-edge educational model that mirrors its original 1891 contract with the Commonwealth. Since the initial partnership agreement was implemented in 2004, this model has proven very effective and was recognized as such when NEASC renewed the Academy’s 10-year accreditation in 2011. We look forward to the upcoming five-year partnership with the Department of Higher Education as we work together to improve and enhance the unique programs offered at MMA.

The Academy’s distinctive mission becomes apparent when compared to other institutions within the Commonwealth’s state university system. MMA must also, however, evaluate its performance and goals in terms unique to the Nation’s state maritime academies, which most closely represent its peers. At such institutions, students in the license programs must sit for and pass the U.S. Coast Guard (USCG) license examination before receiving a diploma, a feature of maritime education characterized by educational requirements and regulatory guidelines not seen at more traditional institutions. The educational objectives are determined in part by external requirements, and each maritime academy is accountable for the quality of its programs to both the U.S. Coast Guard and the U.S. Maritime Administration (MARAD). In fact, a key performance indicator for maritime academies is enrollment in USCG license programs. Figure 1 shows MMA enrollment in license programs since 2001.
**Figure 1.** Enrollment in license programs at MMA since 2001.

Figure 2 compares graduates per year at MMA with those of its closest peers since 2008.

**Figure 2.** Total graduates among peer maritime academies, 2008-2011.

Figure 3 compares MMA license program graduates rates with those at its peer institutions.

**Figure 3.** Unlimited license graduates at peer maritime academies, 2008-2011.
By comparison with its peer maritime institutions, MMA has consistently ranked high in the number of license graduates entering the Nation’s workforce. 

Figure 4 compares MMA non-license graduation rates to those of its peers.

Figure 4. Non-license graduates at peer maritime academies, 2008-2011.

While in their degree programs, 10% of MMA students choose to complete the requisite instruction and to accept officer commissions in all branches of military service except the Air Force. The Academy is also pursuing an NROTC program, which will increase such opportunities among interested segments of the student population.

History of the Partnership

Upon being designated a special-mission college in 2004, the Academy submitted a required five-year operating plan outlining a series of strategic objectives and identifying methods for evaluating its success in meeting its distinctive mission. The plan also articulated the benefits to both the Commonwealth and the Nation of the relative autonomy afforded the Academy by its special-mission designation. One such benefit would be the ability to use its unique status to attract the highest caliber students and prepare them to enter a focused segment of the workforce with an unparalleled combination of education and practical experience. In doing so, the Academy would not only contribute to the dynamic needs of vital industries but also enhance the state’s reputation for educational leadership. The entrepreneurial model undertaken as a condition of the partnership agreement would enable the Academy to lay a solid foundation for success by making revenue levels more predictable while promoting innovative ways to increase revenue and reduce operating costs. Since the agreement was established, Massachusetts Maritime Academy has implemented new programs and instituted significant adjustments to existing programs in response to global changes in both education and industry. The increased latitude provided by its special-mission status has enabled the Academy to successfully align all such undertakings with its institutional mission while maintaining the distinctive character and quality of education for which it has been recognized since 1891.

II. Five-Year Implementation Plan Renewal

Massachusetts Maritime Academy proposes an implementation plan renewal consistent with the outside
sections of the Massachusetts fiscal year 2004 State budget that pertain to the establishment of special-mission colleges:

- Section 15A of Chapter 7, which affords a college the opportunity to submit to the secretary and the board of higher education a five-year entrepreneurial plan proposing strategies that will enable the institution to “expand its mission, profile, and orientation to a more regional or national focus” and which “leverages that potential in order to achieve higher levels of excellence.”
- Section 160 permits a college to retain its tuition and fees throughout the partnership.
- Section 163 allows a college, consistent with its partnership proposal and with board of higher education oversight, to determine its fee structure, its enrollment goals, and the most appropriate methods against which to measure its successful performance.

A. Framework for the Plan

Massachusetts Maritime Academy proposes to continue working within the framework of the original implementation plan, making modifications as appropriate for the renewal period. Appendix I includes the sections of the Massachusetts General Laws that pertain to the establishment of the partnership, the original conditions of which include the following:

- Massachusetts Maritime Academy will retain its tuition and fees and establish appropriate charges for state, regional, and out-of-state students as permitted by the agreement.
- The Commonwealth will cover fringe benefits of employees whose salary is paid all or in part from retained tuition. Salaries paid by continuing education, grants, or other sources as identified in Chapter 15A, Section 7 of the Massachusetts General Laws will also be paid by the Commonwealth.
- The Department of Higher Education remains the “Employer of Record” for employees covered by state college collective bargaining units, and all MMA employees covered by collective bargaining units will remain within those units.
- The Academy will remain committed to educational partnerships that enhance the quality and diversity of the students it prepares for the regional and national workforce.

The Academy will add to the framework the following strategies:

- MMA will continue, through strategic planning, to implement initiatives that will result in programs that best support the regional and national demands of those sectors of the workforce served by its programs.
- MMA will continue to develop new programs in response to the changing global workforce, maintaining a leading role in preparing graduates for success in emerging fields related to its overall mission.

B. Financial Plan

1. Background and Assumptions

The distinctive mission of Massachusetts Maritime Academy is evident in its “learn-do-learn” philosophy, which underpins the educational model used to prepare MMA graduates for successful careers in those industries the Academy serves. In addition to winter sea terms on the training ship Kennedy, MMA students undertake practical education as participants in a wide variety of cooperative education, shipping, simulation, and laboratory experiences. These experiences form the cornerstone of
the unique education the Academy offers, a systematic blend of traditional classroom instruction with practical training and discovery that can best be accomplished by a very specific sequence of courses and requirements within each degree program. MMA focuses considerable resources to support this type of education and successfully lead students through the demanding and varied requirements.

The use of specialized facilities and laboratories is essential to academic programming at the Academy. In particular, the use of simulators to enhance educational programs and provide students with realistic scenarios appropriate to their disciplines is evident in the Academy’s commitment of resources to these vital technologies. In addition to a range of simulators already in place to serve many of its programs and a recent $1.5 million investment in Tug/ECDIS simulation, a $2.0 million full-mission ship’s simulator has been installed as a core component of the new American Bureau of Shipping Information Commons facility. This simulator will provide state-of-the-art training for marine transportation students, offering adaptable, real-world scenarios in waterways that span the globe. In addition to simulation technologies, MMA students participate in frequent and focused work in specialized laboratories, each designed to augment the traditional education acquired in the classroom. Such laboratories involve traditional and emerging technologies that run the gamut from marine engine and electrical systems to advanced software and sustainable energy technologies. In short, the typical MMA degree program utilizes a variety of resources in intensive learning environments.

The combination of these factors requires that the Academy deploy considerable resources to support the education of each student and that the students engaged in these specialized educational environments receive careful supervision and instruction that can only be provided in courses with a low student-to-instructor ratio. MMA has been very successful in providing the quality education necessary for this specialized instruction, and current methods have yielded excellent results, producing graduates who possess the skills and knowledge necessary for entering the workplace and performing to the high standards expected by their employers.

**Goals and Strategies**

Several primary goals in the strategic plan will enable the Academy to improve its financial position during the partnership. These goals include the following:

- develop and sustain prudent financial initiatives and practices throughout the partnership
- increase and reinforce the revenue stream generated through the Division of Graduate and Continuing Education (DGCE)
- reduce operating costs by deploying comprehensive measures to integrate sustainable and renewable energy technologies into campus infrastructure and programs
- increase undergraduate student enrollment to 1,400 by 2016
- further develop international student exchange programs with China and other nations, thereby generating additional revenue from student tuition and fees
- increase camps and conferences hosted on campus and utilize the newly acquired Beachmoor property for revenue-generating functions
- work to establish partnerships that will enable campuses to engage in collaborative and collective strategies for cost reduction

The Academy is able to generate revenue to support its resource-intensive educational programs by retaining tuition and fees in accordance with its special mission agreement and through a number of entrepreneurial initiatives, including the revenue generated through the Division of Graduate and Continuing Education. In a four-year period, MMA has succeed in doubling the revenue generated through DGCE programming from $375,000 per year to $750,000 per year, and future initiatives will sustain this positive trend. The Academy added two graduate programs in the past seven years and is planning to launch a graduate program in supply chain management by 2014.
While actively pursuing ways to increase revenue, the Academy is also firmly committed to strategies for reducing its operating costs. In 2007, when Massachusetts Executive Order 484 charged state agencies with obtaining energy from renewable sources, improving energy efficiency, and reducing greenhouse gas emissions and water consumption, the Academy was already undertaking initiatives consistent with these goals. Forming the President’s Sustainability Committee in 2007, the Academy has committed itself to a leadership role in employing sustainable and renewable energy technologies. The array of energy systems now deployed by MMA produce renewable energy, reduce energy consumption and greenhouse gas emissions, and provide significant learning opportunities for students. Producing over 4.5 megawatt hours of electricity since its installation in 2006, the MMA wind turbine generator saves the Academy an average of $200,000 annually. The vertical axis wind turbine generator, photovoltaic solar panels, and heat and power cogeneration microturbines found elsewhere on campus further attest to the Academy’s emphasis on sustainable energy technologies, and the installation of a geothermal heating and cooling system in the new ABS Information Commons exemplifies our continued commitment to energy efficiency. The Academy anticipates that the new facility will be the only state owned building within the Commonwealth certified as LEED platinum. Two campus construction projects received LEED gold certification within the last two years.

The campus also strives to reduce its energy consumption and environmental impact by considering energy efficiency in all facility construction and upgrades. A decentralization of the main power plant is now complete and will increase thermal efficiency by 20-30% with buildings relying on stand-alone heating and water systems. Energy efficiency has also been greatly enhanced by a computerized energy management system and additional improvements that include occupancy sensors, energy misers on vending machines, energy recovery ventilators, chilled beam HVAC systems, energy saving elevators, a Melink energy control system on the kitchen exhaust hood, solar-powered walkway and parking lot lights, and solar-powered trash compactors that facilitate a single-stream recycling effort. Presently, MMA generates 40% of its energy needs and exceeds the 15% goal established by EO 484 and American Colleges and University Presidents’ Climate Commitment. MMA’s leadership in this important area is also evident in the list of milestones achieved and awards received for energy efficiency and environmental management in recent years.

Responsible planning and the use of emerging energy technologies will continue to guide infrastructure expansion, facility design and construction, building renovations and upgrades, and daily operations at the Academy, resulting in significant reductions in operating costs.

In addition to DGCE programs and energy cost reduction initiatives, the Academy is engaged in exchange programs with China that generate additional revenue from higher tuition and fees. These innovative programs continue to develop, with plans for a more comprehensive program with Chinese maritime academies that will yield substantial revenue per student admitted.

MMA also plans to increase the number of camps and conferences hosted on campus and to promote the public use of the Beachmoor property for functions throughout the year. These activities present excellent opportunities for generating additional revenue.

The MMA financial model, including its goals and strategies, is both sound and prudent. Sound financial planning has resulted in 10 years of balanced operating budgets. The long-term financial health of the Academy, however, will depend in part on the extent to which it can rely on and predict revenue generated by its own initiatives and that received from external sources.
2. Enrollment Plan

*Growth of the Student Population*

MMA seeks to increase its total undergraduate student population to 1,400 by 2016, nearly realizing that goal in fall 2011 with an incoming freshman population of 364 students. Figure 5 shows the undergraduate enrollment trend at MMA over the last ten years.

![Undergraduate Fall Enrollment](image)

*Figure 5.* Undergraduate enrollment at MMA since 2001.

Figure 6 shows enrollment trends among MMA undergraduate programs since 2006.

![Undergraduate Enrollment by Major](image)

*Figure 6.* Enrollment trends by MMA program, 2006-2011.

Between 2003 and 2008, MMA gradually raised its admissions standards from the state college standard to the University of Massachusetts standard. Since 2006, the overall number of applications and deposits has increased, and the class of 2014 was admitted with an average combined mathematics and verbal SAT score of 1059 and grade point average of 3.0.
The Academy will continue to admit only those who demonstrate high levels of academic preparedness, as evidenced by SAT scores and secondary or collegiate grade point average (GPA), and whose applications predict success in its challenging regimental and academic environment. The admissions office will continue to maintain a waiting list, granting early acceptance to the most qualified applicants and admitting the remaining students on a rolling basis.

Figure 7 shows academic preparedness trends as measured by SAT scores and high school GPA since 2006.

![Figure 7](image1.png)

*Figure 7. Academic preparedness trends among fall freshmen at MMA since 2006.*

A 2011 retention report by Teresa Farnum & Associates indicates that freshman to sophomore retention continues to improve at MMA, with an increase from 75.6% for the incoming class of 2002 to 90% for the incoming class of 2010. Since 2005, the Academy has maintained an average 85% first-year retention rate. Figure 8 illustrates this trend.

![Figure 8](image2.png)

*Figure 8. MMA freshman to sophomore retention rate since 2002.*
Two new programs will help support the enrollment expansion effort: an undergraduate program in energy systems engineering planned for academic year 2013 and a new graduate program in supply chain management to be launched by 2014.

The increased student population will maximize the use of all campus resources, including not only its facilities and infrastructure but also its services and personnel. To meet this strategic enrollment goal, careful planning will be necessary to ensure that all educational and support departments work efficiently and maintain an uncompromising quality of student life and student education.

3. Projections for Student Charges

MMA plans to increase its student costs by not more than 5% each year. This percentage is based on the previously published higher education increases seen over the last several years.

4. Philanthropy and Grants

Six years ago, MMA mounted a robust and comprehensive advancement program and campaign, resulting in an expanding pipeline of human and financial capital for the future. On target to meet the $25 million goal established for 2014 by the Academy’s president and trustees, private sector donations to the Academy and the MMA Foundation have surpassed $16 million. Currently, we are $5 million and 50% ahead of our cumulative goals to date. The overarching fundraising focus remains on financial aid and faculty support, facilities improvement, and the purchase of equipment necessary to provide the highest quality education possible for MMA students.

According to the best data available to us, MMA attracted more private gifts and commitments in fiscal years 2009 and 2010 than any other Massachusetts state university and more than any other maritime college in America in 2010.

The Foundation has paid out to the Academy more that $7 million over the past ten years while still increasing the endowment by 88% from $3.7 million in fiscal year 2004 to $6.959 million in fiscal year 2010. The majority of these funds ($3,668,243 in fiscal year 2010) augments the budget or provides budget relief. MMA’s endowment per FTE student of $5,700 is second to only one other state university and more than twice the average reported by all the state universities last year.

5. Increased Efficiencies through Partnerships

Outreach efforts at MMA comprise three major initiatives: the Advanced Studies and Leadership Program (ASLP), the Worldwide Classroom program, and a dual-enrollment program. The very successful ASLP initiative, established through a partnership between Massachusetts Maritime Academy and the Cape Cod Collaborative, provides 150 exceptional middle school students from the Cape and Islands with a collegial learning and social experience emphasizing STEM, humanities, and leadership. The Worldwide Classroom program affords middle school students throughout New England a chance to participate in learning activities focused on the annual cadet sea term at MMA. Finally, a dual-enrollment program is conducted annually at no cost to students who enroll in college-level coursework in mathematics, chemistry, and current environmental problems. These programs continue to raise awareness of the unique educational opportunities available at the Academy and promote those opportunities to an increasingly diverse group of prospective students.

The Academy is also committed to its participation in CONNECT, a regional consortium of six institutions of higher education that has operated for several years. By collaborating with its CONNECT partners, the Academy has significantly lowered its annual audit fee, negotiated lower banking fees, and
selected a well-known and well-established investment firm, Eaton Vance. Recognizing the benefit of economy of scale, MMA actively participates in every collaborative effort to reduce costs.

In addition, the Academy issues very few RFRs, relying instead on consortia, such as Massachusetts Higher Education Consortium (MHEC) and Educational and Institutional Cooperative Purchasing (E&I). Working with these organizations, MMA has been able to reduce its copy service expenses by 12% and its office supply costs by 10%.

6. Enhanced Entrepreneurial Activities

MMA is fully committed to promoting its facilities to host and support a range of entrepreneurial activities, including camps, conferences, and other events. To that end, the Academy has recently acquired the Beachmoor, a property adjacent to campus that provides student housing, additional parking, and a venue for scheduling a wide array of functions. The facility has begun to host such events and has been very successful in this regard.

Through its Division of Graduate and Continuing Education, the Academy promotes professional training in maritime and other industrial fields. There exists considerable potential for expanding these offerings, and the Academy is exploring options for professional training courses that will serve the economic needs of the region while boosting revenue.

III. Commitments to the Commonwealth

A. Plans to Ensure Access and Affordability

_Tuition and Fees_  

When the concept of a special mission college was first proposed, there was concern that tuition and fees would increase dramatically. The original partnership set forth a five-year projection of tuition and fee increases that would allow families to budget appropriately for the cost of education. That schedule (3% for the first two years, 4% for the next two years, and 5% for the final year) was implemented over the five-year period of the pilot program. The total five-year increase was 19% during a time of economic uncertainty. It should be noted that this increase closely matched the Higher Education Price Index (HEPI) increases during the same time frame. By way of reference, the median Massachusetts family income in fiscal year 2009 was $81,569. Tuition and fees at MMA for the same period totaled $6,119, which is 8% of the median family income, well below the 10.5% goal projected in the 2005 submission for special mission college designation.

_Financial Aid_  

Historically, 70-75% of cadets rely on financial aid to help them meet educational expenses while attending MMA. They receive aid from three major sources: federal, state, and institutional funding. Until recently, the Academy provided $1.1 million in financial aid, with $200,000 going toward need-based aid, which enabled the Academy to cover 54% of the unmet need for eligible students. This figure placed the Academy at a level comparable to other maritime academies but below that of other state universities. The lower figure is due to program components unique and integral to maritime academies, including mandatory costs for room and board, sea term, orientation, and uniforms. Recently, however, the Academy has significantly increased the amount of institutional funds allocated to student financial aid (see Figure 9), particularly in its need-based financial aid programs. In fiscal year 2011, $200,000 of institutional need-based aid enables the Academy’s to meet nearly 55% of student need. Institutional need-based funding for fiscal year 2012 has increased 200% to $600,000. With this increased funding, MMA is on target to meet 70% of need for on-time financial aid applicants by fiscal year 2013.
anticipate an annual increase in institutional need-based funding that will align us with the other public universities in the Commonwealth and ultimately meet 90% of financial aid for on-time applicants.

Figure 9 depicts trends in financial aid at Massachusetts Maritime Academy since 2007.

![Financial Aid Grant Funding](image)

*Figure 9. Trends in MMA financial aid since fiscal year 2007.*

The two major federal grant programs are the Federal Pell Grant and the Federal Supplemental Education Opportunity Grant (FSEOG). MMA has experienced a 135% increase in Federal Pell Grant Funding between fiscal year 2007 and fiscal year 2011. Pell Grant recipients increased from 131 in fiscal year 2007 to 209 in fiscal year 2011. We have also seen an increase in the maximum Pell Grant amount from $4,050 in fiscal year 2007 to $5,550 in fiscal year 2011. Despite this increase, only 17% of our undergraduate student body qualifies for a Federal Pell Grant. Our funding for the FSEOG program has remained level at $59,699 since prior to fiscal year 2007.

The majority of state financial aid is through the Cash Grant Program, the Tuition Waiver Program, and the MSCBA Housing Grant. Over the past six years, funding through the Housing Grant Program has increased by 75% from $74,000 in fiscal year 2007 to $129,500 in fiscal year 2012. Unfortunately, we have experienced a 29% decrease in the Cash Grant Program and a 2% decrease in the Tuition Waiver Program over the same period.

As a result of these significant cuts in aid, we turned to institutional aid and private donations to help us better meet the needs of our students. Financial aid from institutional funding now comprises the majority of financial aid received by MMA cadets. Since fiscal year 2007, such funding has increased by 146%.

As we continue to support economically disadvantaged and minority students, MMA is currently meeting 73% of need for our on-time Pell Grant eligible students. Student need is based on a cost of attendance that comprises tuition, fees, room, board, books, supplies, uniforms (sea bag), winter training cruise, transportation, and personal expenses. Approximately 44% of our incoming minority financial aid applicants are Pell eligible for the 2011-2012 academic year.

As we increase our institutional need-based funding, a significant amount will be earmarked for our neediest population.
B. Affirmative Action Policies and Programs

As part of its five-year strategic plan, the Academy will strive to recruit faculty and staff to reflect 40% gender diversity and 10% diversity from underrepresented population groups. For enrollment, the current goal is to increase the incoming female student population to 20% and the underrepresented student population to 12% within the next five years. Among the means for obtaining these goals are the following initiatives:

- articulation agreements with schools in economically disadvantaged areas
- continued promotion and funding of the ASLP program.
- continued promotion and funding of the Women in Science and Leadership program
- establishment of a Junior NROTC program in Roxbury

The Academy strives to foster a supportive collegial environment in which all students are welcome and feel welcome. We embrace diversity as integral to society and a vital part of everyday life. Regrettably, we have not met our goals relative to diversity. We have continued to focus on this shortcoming, but despite a modest increase in total enrollment among women and minorities, the levels remain below our goals. With a current student population that is 5% underrepresented and 10% female, the Academy has made diversity an integral part of strategic planning.

Recruiting women to uniformed regimental programs is a challenge in our culture where gender stereotypes persist. These stereotypes create enrollment difficulties, such as those encountered in attracting men to the nursing profession where, despite lucrative salaries and a mathematics/science focus, the population of male nurses hovers at 7%. A 2016 goal of 20% incoming female cadets is an ambitious one, but meeting that goal is a high priority for our enrollment management personnel.

IV. Academic Planning

The Academy is engaged in robust academic planning that includes not only the addition of new programs in high demand but also a sustained improvement in the quality of faculty, staff, and students across campus. Currently, three significant academic program changes are in the planning stages:

- International Assembly for Collegiate Business Education (IACBE) accreditation of the International Maritime Business program by academic year 2012-2013
- the addition of a B.S. degree program in Energy Systems Engineering by academic year 2012-2013 designed for future accreditation by the Accreditation Board for Engineering and Technology (ABET)
- the addition of a master’s-level degree program in Supply Chain Management by 2014

Faculty and student growth will continue at a controlled rate, with special emphasis on diversity and the inclusion of individuals from underrepresented populations.

In addition, an increased emphasis on standardizing and improving assessment across campus is already underway, and approval was recently received to hire an institutional effectiveness director as well as a data analyst. The resulting team will develop institutional assessment protocols and implement program-specific assessment measures, both consistent with the unique demands of the Academy’s programs.
V. Future Directions

Consistent with its long history of adapting to changes in industry, MMA is emphasizing energy in its undergraduate programs and through DGCE. These program adjustments reflect an emerging emphasis on energy sustainability and management in many disciplines served by the MMA degree and specialized training programs. A third undergraduate engineering program will focus specifically on energy management.

The Academy is also currently designing a graduate program in business supply chain management, which will provide advanced study in those aspects of business specifically related to transportation of products by rail, sea, road, and air.

MMA plans to expand and strengthen its articulation agreements and partnerships, with additional programs and collaborative initiatives included in the strategic plan.

In addition, the Academy has identified as part of its strategic plan the implementation of an NROTC program to enhance its service to the Nation’s armed forces. The strategic plan calls for establishing the program before 2016.

Finally, the Academy has placed a strong emphasis on strategic planning for increasing diversity in its workforce and student population.

VI. MMA’s Alignment with VISION Project Goals

With its single unifying goal to “produce the best educated citizenry and workforce in the nation,” the VISION project represents an important aspect of MMA’s aspirations to become the nation’s pre-eminent maritime academy. In each of the four key areas, MMA is making and will continue to make significant progress.

A. College Participation

Three years ago the Academy established a pilot program that encourages incoming freshman to commence coursework during the summer prior to their initial fall semester. All incoming freshman who fail to meet the cut score on the Accuplacer examination for mathematics and are subsequently placed in a remedial, non-credit mathematics course may now take the course during the summer. The success rate for those who do so is approximately 75%.

For the past three years, the Academy has also supported a dual-enrollment program that encourages high school seniors to take a college-level course at the Academy for credit. Offered at no cost to participating students, the program helps students prepare for the transition to college regardless of which institution they choose to attend.

B. College Completion

The first year retention and overall graduation rates at MMA are among the highest of Massachusetts state universities, with a four-year graduation rate of approximately 44%, a five-year rate of 55%, and a six year rate of 64%. Our average first-year retention rate is 85%. The high retention rate results in part from the Regiment of Cadets, which provides individuals with a strong sense of belonging and purpose as well as a secure network of academic support for those experiencing academic difficulties. The Regiment of Cadets continues to be an effective component of the holistic educational process in place at MMA. We refer to the Regiment as our “leadership laboratory,” a learning experience that requires cadets to observe a strict code of conduct and rigid academic standards. Even those students dismissed for academic or conduct reasons tend to reapply at the rate of about 66%. This trend is attributable to the support system
and the guidance they receive upon dismissal, whereupon each student receives a specific list of steps to take to remedy or improve the academic or conduct issue before he or she is permitted to re-apply.

Another unique aspect of the Academy is the requirement that all 4th class (freshman) cadets participate in a sea term aboard the training ship. Like the Regiment, this experience helps bond the class of cadets while providing a unique opportunity to visit foreign ports of call. During this voyage, cadets sharpen their leadership and teamwork skills while living in berthing compartments with 60 shipmates and taking responsibility for such tasks as steering the ship or lighting fires in a boiler. As freshmen, students aboard ship attend lectures and practical training specific to each of the undergraduate degree programs. By doing so, they are better equipped to make an informed decision when declaring a major. For those cadets who ultimately choose one of the seagoing majors, additional sea terms will place them in charge of the bridge or engine room, thereby giving them practical experience unparalleled at the typical institution of higher education. In addition, cadets perform these responsibilities while being assessed according to strict international standards.

C. Student Learning

The Academy has adopted the ETS Proficiency Profile as an instrument for assessing and benchmarking its general education program. All freshman and seniors complete this examination, which allows MMA to compare itself to national norms. The Humanities Department has analyzed the results, determined that the data indicate a writing deficiency, and submitted to governance a proposal for an upper-level writing assessment program. Believed to be the only upper-level writing assessment program found among the state universities, the program will include all students in all majors.

All students in two of our undergraduate degree programs, Marine Transportation and Marine Engineering, are assessed through one-on-one practical demonstration and a third-party examination administered by the U.S. Coast Guard. Passing the Coast Guard examination is a requirement for graduation in these degree programs. The Academy subscribes to the philosophy that third-party examinations by external agencies provide objective and consistent feedback on the success of its educational programs. Currently, examinations administered thorough the Massachusetts Department of Public Safety, the Department of Environmental Protection, and the Board of Examining Engineers serve to validate student learning. For program assessment, the Academy avails itself of the knowledge and experience provided by six external advisory boards, which meet once or twice each year to discuss trends in the workforce and provide insight on possible directions for program improvement.

Finally, assessment of students in all majors is conducted through the Academy’s cooperative education program. Each student must complete an in-depth project that demonstrates knowledge in the discipline, and each student is evaluated by the host organization based on knowledge, work skills, and motivation. This real-life assessment yields excellent data for making program improvements. During our recent NEASC accreditation visit, the team strongly suggested that the Academy develop a systematic, standardized assessment rubric to integrate these experiences into the overall assessment program. MMA has taken this advice seriously, and we are currently discussing the best way to articulate both general and specific learning outcomes that will satisfy the assessment goals for each degree program.

D. Workforce Alignment

The academy prides itself on the ability of its graduates to find employment upon or shortly after completing their degrees. We believe that four key factors contribute to their success:

- the strength of the academic curriculum and its focus on STEM subjects
- a supportive alumni at work in fields related to each degree program
• experience gained through the co-op requirements for each of the undergraduate programs
• the close working relationship with industry maintained through six advisory boards
• spring and fall career fairs hosted on campus

A clear indicator of the Academy’s success is the recent employment survey for the graduating class of 2011. After surveying nearly 70% of students who completed all degree requirements, the Department of Career and Professional Services has determined that 97% of those surveyed are now employed or attending graduate school.

**Part Two: Performance Agreement**

**I. Maritime College Peer Group**

MMA will submit regular performance reports describing its progress in meeting those goals identified in the partnership agreement, including the broad planning objectives and the specific performance measures. For the purposes of these comparisons, the Academy feels that it is most appropriate to consider data gathered from comparatively sized maritime academies, including California Maritime Academy, SUNY Maritime College, and Maine Maritime Academy.

**II. Academic Quality Measures**

MMA’s institutional assessment has historically fallen to such external agencies as the U.S. Coast Guard, and its original educational programs were designed to meet external standards and criteria. As additional Bachelor of Science degrees were added, the Academy assumed greater responsibility for internal evaluation of student achievement according to higher education standards. The Academy maintains academic quality throughout its programs by careful strategic planning and through ongoing internal and external evaluation.

**A. Academics**

While adhering firmly to its original mission as a maritime college, the Academy has diversified its degree offerings in response to a changing environment for higher education and the needs of a dynamic maritime industry. Currently, the undergraduate academic programs feature six distinct majors that blend liberal arts and sciences with technical and professional studies: Emergency Management, Facilities Engineering, International Maritime Business, Marine Engineering, Marine Safety and Environmental Protection, and Marine Transportation. MMA also offers two Master’s degrees: Facilities Management and Emergency Management. The undergraduate faculty/student ratio is second only to Mass Art in the state university system. Most of our undergraduate programs require the use of simulators, small tonnage training craft, laboratories with rotating machinery, and specialized computer-based software unique to specific disciplines. In such educational environments as these, the Academy must maintain a low faculty/student ratio.

As a special-mission college, the ability to evaluate our success by comparison with peer institutions not only helps us engage in effective strategic planning and development of institutional goals but also helps us anticipate and adjust to trends in maritime education. Like our peer institutions, we rely heavily on specialized infrastructure to deliver the type of education necessary to prepare graduates for particular roles in industry. The quality of our facilities extends well beyond that of the traditional classroom; hence, it is imperative that the Academy engage in efficient space utilization and careful planning for improving and developing the limited facilities on our small campus. Such planning impacts directly the success of our students. An excellent example of such planning is the new American Bureau of Shipping Information Commons, which houses a $2.0 million ship simulator, technically advanced classrooms and learning spaces, an Academic Resource Center, and our entire library program. This multi-purpose...
facility represents a valuable contribution to the education of MMA students and will do so well into the future.

B. Academic Quality

The Academy has continued to maintain high academic standards for admission while significantly increasing enrollment over the past several years. All undergraduate programs require at least one semester of calculus along with a semester each of chemistry and physics. No other state university requires this level of quantitative reasoning for students in all of its degree programs. MMA has implemented a multi-phase assessment cycle based on established learning outcomes, consistent data collection, regular review and analysis of results, and program improvement in response to findings. The VPAA and assistant dean of academic affairs are primarily responsible for developing and implementing assessment protocols and ensuring that data are available for the purposes of institutional research.

The VPAA and department chairs play key roles in maintaining consistency and quality in the academic programs. On an 18-month cycle, all undergraduate and graduate programs report to the VPAA on their program objectives, learning outcomes, and assessment measures. Since 2005, programs have also undergone comprehensive review on a regular schedule, conducting individual self-studies using NEASC standards four and five. These studies include a program and curriculum review as well as an evaluation by an external reviewer, who visits the Academy and interviews administrators, faculty, staff, and students before completing and submitting a report to the VPAA. To date, a majority of departments and programs have completed the process, and the cycle is now being repeated. Further assessment of program quality is made possible through the use of external advisory boards, independent groups formed to provide professional industry oversight for degree programs and student cooperative education opportunities.

A good indicator of the effective measures in place to maintain academic quality is an observable decrease in the number of students subject to academic dismissal and an increase in those receiving honors. We believe that these trends reflect our consistent improvement in both academic quality and student motivation. These trends are illustrated in Figure 10.

![Figure 10](image-url)

*Figure 10. Trends in academic honors vs. academic review at MMA since 2008.*
Performance measures for academic quality include the following:

- completion of external reviews of social science and humanities programs in 2012
- completion of external review of the graduate program in Facilities Management in 2012
- maintenance of class sizes at current levels, with 80% of course sections having fewer than 35 students and none to exceed 50 students
- continued external review of all academic programs on a 6-year cycle

C. Learning Outcomes

MMA’s academic programs are evaluated according to both institutional and departmental outcome measures as part of the Academy’s effort to gauge the effect of its instructional methods and standards. General education outcomes are evaluated within departments and through standardized proficiency testing of both freshmen and seniors. Degree programs are also either establishing or improving outcomes assessment instruments, and each program reports annually on its progress at an assessment meeting in the fall semester.

The academic departments have begun implementing systematic methods for determining whether students have mastered program learning outcomes. The facilities engineering program, for example, has developed an examination to assess seniors in knowledge and skills needed for the discipline, an examination that provides valuable data for program improvement. Similarly, the marine safety and environmental protection program now administers a comprehensive examination to freshmen and seniors, providing data that make it possible to improve learning by adjusting program content and instructional methods.

Curricula in the undergraduate programs are designed to augment classroom instruction with the practical application of knowledge, requiring experiential learning opportunities appropriate to various stages in the educational process. As part of the Academy’s emphasis on combined education, practical knowledge is reinforced through laboratories and activities focused on simulations and exercises using real-world scenarios. In addition, students undertake increasingly extensive and sophisticated projects derived from cooperative education and other practical education opportunities. Likewise, graduate students progress through a course sequence and series of experiential learning opportunities designed to build upon and reinforce knowledge acquired throughout the programs, much of which will inform their capstone projects. All such activities are evaluated by instructors, advisors, exercise and simulation reviewers, or employers, resulting in comprehensive assessment of student achievement and performance at both the undergraduate and graduate levels.

In addition to the assessment of student achievement in the classroom, student learning is increasingly evident in the quantitative and qualitative evidence available from departmental learning outcome measurements and from student evaluations obtained during cooperative education opportunities. Students also complete projects based on these opportunities, the assessment of which helps departments determine skill and knowledge deficiencies and improve programs accordingly.

Learning outcomes have been identified at the course, department, and campus-wide level. A schedule for departmental self-studies, along with the accompanying external review, ensures that academic integrity is maintained. The external reviews have proven to be a valuable assessment tool, providing an outside perspective to guide program oversight.
D. Writing Assessment

Because general education is essential to success in advanced coursework, it is necessary to determine how well students have mastered basic skills. To that end, the Academy has implemented two programs that assess general education learning outcomes: a writing evaluation and a general proficiency examination. MMA has identified writing as a skill of particular concern, leading to a systematic assessment process administered by the Department of Humanities. Freshmen enrolled in English Composition, a required course, complete a short writing diagnostic during the course, and another evaluation is conducted in Analysis and Interpretation of Literature, a second required course. This assessment protocol has yielded several years of data on student proficiency upon enrollment and the effect of instruction on student skills. To improve its general education program and determine the Academy’s success in providing students with its identified core competencies, MMA is now in its fourth year of administering the ETS Proficiency Profile examination to freshmen and seniors, establishing performance benchmarks and measuring improvement in primary subjects and skills. As a result, MMA is now able to compare itself to other institutions and better gauge and improve the impact of its general education and degree programs.

Results obtained through the ETS examination and our internal writing assessment program, combined with the advisory board feedback on writing skills, have prompted the development of a comprehensive upper-level writing assessment program. During academic year 2010-2011, our internal governance approved the program, which is being developed by the Humanities Department and will include a diagnostic and learning plan, two written assessments, and a portfolio review of all graduates. The program will be piloted during the 2011-2012 academic year and adopted fully the following year.

E. Performance and Knowledge-Based Assessments

Unique to the Academy are the requirements for cadets in the U.S. Coast Guard (USCG) license program to be evaluated individually on approximately 50 performance-based assessments and to pass a four-day, comprehensive examination administered by the USCG. To receive a degree, cadets in marine transportation and marine engineering majors must pass the examination. In addition, all undergraduate programs require two-month cooperative education or shipping experiences, and each cadet submits a comprehensive report on this experience to faculty for evaluation. These students are also evaluated by their supervisors on knowledge, work skills, and motivation.

F. Assessment through Advisory Councils

The Academy closely maintains its traditional ties with the industries it serves. Many faculty and staff members have worked in these industries, in which countless MMA graduates are also employed. Such a network is invaluable to the Academy for program evaluation and strategic planning. At maritime and professional meetings, through conference calls with peer institutions, and by means of formally recognized advisory boards, MMA receives regular input from key stakeholders, whose external perspectives provide feedback for evaluating the efficacy of its programs and its success in serving specific industries. Input of this quality also enables the Academy to base program improvement on current industry trends. MMA’s advisory councils are drawn from this network, and for over 20 years they have provided first-hand industry insight on current practices and trends, often yielding evidence for program and curriculum modifications. It was an advisory council that first signaled the need for improving student writing skills and that assisted with the development of both graduate degree programs. In addition, the advisory councils assist MMA in locating and obtaining undergraduate cooperative education opportunities.
G. Assessment through Comprehensive Projects

The graduate capstone project, which serves as a primary assessment tool, incorporates extensive research, and students are expected to produce projects that contribute to knowledge in the discipline. Students develop the project according to strict criteria and a specific timeline, researching a problem in their discipline and identifying a viable approach to mitigating the problem. In completing the capstone project, students apply knowledge gained in the program to formulate a research question, determine a methodology for seeking answers to the question, and deploy evidence to support their conclusions. The MS programs each require a comprehensive capstone projects that spans the entire duration of the program (approximately 18 months). The capstone student to advisor ration is 6 to 1. For each cohort, four capstone weekends are scheduled during which students meet with advisors, present their research, and solicit feedback on their ideas and progress. Undergraduate students also produce capstone projects in each of the degree programs and submit these projects for evaluation in their final semester. In academic year 2011-2012, academic departments will be tasked with determining the best options to ensure consistent assessment of capstone projects across programs. Cooperative education, whether shore-based or at sea, will be assessed by appropriate but similar criteria. In doing so, the Academy and its academic departments will ensure that learning outcomes are being both met and assessed.

H. Specialized Accreditation

The Academy recently completed its 10-year review by the New England Association of Schools and Colleges with a favorable report. MMA is, however, considering specialized accreditation for two of its undergraduate programs, one already developed and the other in the planning stages.

In a 2007 report to the Council of Presidents of the Massachusetts State Colleges, Dr. Richard G. Brandenburg encouraged all business programs in the state university system to seek some form of business accreditation. The Academy has spent the 2010-2011 academic year researching business accreditation for its International Maritime Business program, and we have determined that International Assembly for Collegiate Business Education (IACBE) accreditation would be the most appropriate. To satisfy the criteria for accreditation, some modifications to the current program curriculum were necessary. These changes were submitted to and approved through governance in spring 2011. The application process will commence in the 2011-2012 academic year.

Currently, a new engineering program is under development by faculty in the Engineering Department. The new bachelor’s degree program in Energy Systems Engineering is being developed with the intent of seeking accreditation by the Accreditation Board for Engineering and Technology (ABET). The first graduating class for this program will enter in fall of 2012, and the Academy anticipates applying for ABET accreditation in June of 2016.

I. Proposed B.S. Degree in Energy Systems Engineering

The Academy is currently the only institution in the state university system to offer engineering degrees, and approximately 45% of the MMA undergraduate population is enrolled in an engineering program. Seeking accreditation for the new Energy Systems Engineering program will enable the Academy to meet the high demand for graduates with specialized education in emerging energy technologies. The accredited engineering program will attract a talented group of students motivated to work at the cutting edge of energy technology and serve the Commonwealth and Nation in this vital sector of industry.

The Energy Systems Engineering program is closely aligned with the mission of the Academy, whose graduates are currently found operating and managing energy systems both afloat and ashore across the globe. Consistent with MMA’s “learn-do-learn” educational model, the new program will provide both
comprehensive classroom learning and practical education during cooperative education experiences. The program will be directed at preparing graduates to design and operate an array of current and future energy systems and facilities, including wind turbine power generation stations, geothermal heat and cooling recovery systems, hydropower generation stations, and active and passive solar heat recovery and power generation systems. Students in the program will complete 128 traditional academic credits as well as an underway period on the training ship *Kennedy* and two industry-based cooperative education experiences. Students will also be members of the Regiment of Cadets.

**J. Proposed M.S. Degree in Supply Chain Management**

This program, derived from the undergraduate program in International Maritime Business (IMB), will be developed and reviewed by the IMB Department and submitted for governance approval during the 2012-2013 academic year. Following local approvals, the proposed master’s degree will be submitted to the DHE. The target date for the first class recruited will be fall of 2014.

**III. Access and Affordability Measures**

To meet its objectives for access and affordability, the Academy will undertake a series of tactical steps, using a range of performance indicators to demonstrate its performance in meeting its strategic goals for both access and affordability.

To improve access by women and minorities, the Academy has established specific goals for 2016, by which time 20% of the incoming class will be female and 12% will be drawn from minority populations.

To ensure that MMA remains accessible for economically disadvantaged and minority students, the Academy will also continue its need-blind admissions policy and limit undergraduate tuition and mandatory fees for in-state residents, never to exceed the total grant aid available to Pell-eligible students from all federal, state and institutional sources. In addition, MMA is committed to increasing the amount of institutional need-based financial aid so that 70% of student need is met by fiscal year 2013 and 82% is met by fiscal year 2016. The Academy will also require that all recipients of the sea bag scholarships be Pell-eligible students and continue to encourage all new donor-based scholarships to require financial need as criteria for eligibility.

One factor that ensures access to the Academy is its relatively low tuition and fees, which remain competitive with our peer institutions. Figure 11 shows costs at MMA as compared with its peers.

![Figure 11. Tuition, Fees, Room, and Board cost for in-state students at the four peer institutions for the 2011-2012 academic year.](image-url)
IV. Student Success and Satisfaction Measures

As part of its strategic plan, MMA gradually expanded its undergraduate and graduate population from 949 students in fall 2005 to 1,188 in fall 2010, a 25% increase. This purposeful increase in student enrollment has positioned MMA to educate a more diverse group of students for an increasingly broad sector of the workforce without sacrificing the integrity and skill for which our graduates are recognized. We believe that this growth is consistent with our mission and purpose, and we have planned and implemented program adjustments necessary to maintain the high quality education for which MMA is noted. Major infrastructure additions and upgrades have been undertaken in recent years to support student growth.

Admission Standards

The Academy will continue to enroll 93% of students at or above the University of Massachusetts admission standards as determined by the BHE sliding scale.

Retention Rate

The Academy will maintain a first- to second-year retention rate of 85% or higher. Complementing this high retention rate, MMA will lead the comparison groups in retention.

Figures 12 and 13 compare MMA retention rates with those of MA state universities and with those of its peer group, respectively.

![Figure 12](image1.png)

**Figure 12.** MMA retention rates by comparison with MA state universities.

![Figure 13](image2.png)

**Figure 13.** MMA retention rates by comparison with its peer institutions.
MMA will continue to maintain a retention rate at or above 83%. Efforts are currently underway to increase training for training and retention officers (TROs) and training and retention assistants (TRAs), enhancing our retention efforts within the regimented student population, which will also have a positive effect on the MMA graduation rate.

**Graduation Rate**

The Academy also maintains a consistent four-year and six-year graduation rate with only slight annual variation. Since 2001, the four-year graduation rate has averaged 44%, while the six-year graduation rate has averaged 64% — the highest in the state university system. MMA plans to lead its comparison groups in graduation rates. Figure 14 shows the 6-year graduation rate at MMA as of 2004.

![MMA Six Year Graduation Rate](image)

**Figure 14.** MMA 6-year graduation rate.

Figures 15 and 16 compare MMA graduation rates with those of other MA state universities and those of its peer group, respectively.

![Six Year Graduation Rates for Fall 2004 First-time Freshmen](image)

**Figure 15.** MMA graduation rates by comparison with MA state universities.
Student Satisfaction

Overall, student satisfaction in three key areas has been positive and consistent. These areas include facilities, student experience, and student abilities. Figure 17 indicates the feedback received since 2004 from the student satisfaction survey completed by all seniors at MMA.

V. Service to the Commonwealth Measures

Having begun as a nautical training school in 1891, Massachusetts Maritime Academy has a long history of providing skilled graduates for those sectors of the workforce served by its programs. Throughout its history, the Academy has provided students with a solid educational foundation in science, technology, engineering, and mathematics—subjects essential to success. In addition, MMA has offered generations of students a unique practical learning experience through its cooperative education and commercial shipping programs, as well as through its onsite laboratories, shops, and simulators. Students at MMA also benefit from the maritime experience obtained through cadet sea terms on our training ship, through cooperative educational experiences on commercial ships, and through training in small craft on campus. Throughout their programs, students obtain professional licenses and certifications that lead to an expanding array of employment prospects. The Academy’s cooperative educational and commercial shipping opportunities augment academic training with practical experience, providing students with opportunities to learn managerial and leadership skills while in industry settings. These experiences add immeasurable value to undergraduate education at the Academy, and it is common for a student to receive a job offer from the hosting organization. Such experiences directly support the MMA mission and its service to industry.
Also contributing to graduate success in the workplace is the career preparation students receive during the academic program. The Department of Career and Professional Services supports students throughout their experience at the Academy, developing and facilitating seagoing and shoreside cooperative learning experiences, tracking student documentation for U.S. Coast Guard licensing, and providing training and resources for current students and graduates seeking employment or career enhancement.

The Academy continues to strengthen its position as a leader among international maritime academies, and its graduates are increasingly recognized worldwide as professionals of the highest caliber, partly as a result of the Academy’s developing international learning programs with Shanghai Maritime University and the International Maritime University of Panama. These programs offer unique immersion opportunities, exposing students to diverse educational and cultural experiences in a spirit of global cooperation. The success of these programs has added a valuable dimension to undergraduate education at MMA and improved the employment prospects of graduates.

Also contributing to workforce development is MMA’s Center for Maritime Training, which offers courses for professional mariners and others in the maritime industry and government sectors. A range of professional development opportunities is available through the center, including Standards of Training; Certification and Watchkeeping courses; advanced professional training; emergency management training; and license and certificate renewals. The center also offers advanced ship handling courses using manned models, a unique training module designed for senior-level officers and pilots. These programs are well-recognized by industry for their role in preparing professionals for career advancement.

Key performance measurements for service to the Commonwealth will include:

- increasing the number of cooperative education and commercial shipping opportunities available to cadets by 15% by 2015
- increasing the number and range of workshops offered by the Department of Career and Professional Services to 10% by 2015
- adding two exchange programs with foreign countries by 2015
- ensuring that 90% of graduates who seek employment after graduation find work in their field of interest within six months of their graduation

VI. Financial Health Measures

The Commonwealth has weathered the recent economic downturn. With the changing economic climate came uncertainty as the Academy attempted to accurately forecast its student revenue and approve a budget that would support the special mission while containing student costs. Through prudent management of its financial resources, MMA not only honored the partnership by adopting the modest annual fee increases set forth in the original agreement despite severe budget cuts from the state but also operated within its budget without drawing on reserve funds. Throughout the period, the Academy maintained its tuition and fee increases below the increases in the Higher Education Price Index.

State appropriations have declined significantly since fiscal year 2007. A corresponding increase in student tuition and fees has helped offset the reduced appropriation. Federal support has been consistent, with modest growth over the past three years. Most of the federal support is allocated to training ship maintenance and repair and for scholarships for a small number of students enrolled in officer commissioning programs. Figure 18 shows revenue sources since 2006.
The Academy continues to invest primarily in the areas of instruction and academic support while carefully managing expenses across all categories, as indicated in Figure 19.

Figure 20 indicates a positive growth in the MMA Foundation Endowment Fund and the MMA unrestricted cash reserve, or “rainy day fund,” which has enabled the Academy to fund local initiatives and acquire many high-tech simulators and training aids necessary to support our unique institution.
The Academy remains committed to managing costs by participating in consortia with other public institutions of higher education. The Commissioner’s Task Force has produced two noteworthy contracts to date. In the first case, several state universities and community colleges solicited bids from investment advisors. Eaton Vance was selected based on a matrix covering several areas, and savings to the Academy will include a reduction by as much as 40 basis points in investment fees. Based upon this success, a second consortium was formed to accept bids for audit services. Four years ago, MMA cut its fees by 50% by bidding out this service, and the new five-year bid cut the cost again by $20,000, a total savings of $100,000 over the contract period.

Several other incentives have reduced expenses, including the elimination of liability insurance and a reduction in the number of campus memberships in professional organizations.

An unqualified audit has been submitted in a timely manner for each year of the partnership. MMA’s endowment, specifically those net assets held by the MMA Foundation, has grown from $3.7 million at the end of fiscal year 2004 to $6.959 million by the end of fiscal year 2010, an 88% increase.

Key financial health performance measurements will include the following:

- maintain a tuition/fee rate increase that does not exceed 5% or result in total tuition/fee rates that exceed 10.5% of the median Massachusetts family income
- increase institutional need-based financial aid to $600,000 in 2012 and $800,000 in 2013
- exceed the national public average of meeting 70% of need-based financial aid by 2013; meet the state university average of 82% by 2016; and plan for the recently announced University of Massachusetts average of 90%
- continue its annual submission of an independent, unqualified audit by 15 October of each year
- hit the 2014 goal of $25 million in private gifts and commitments established in 2004
- double the Foundation’s net assets to $14 million by 2015
A. Strategic Planning

The strategic plan is discussed throughout the year as part of the agenda in senior staff, department head, and divisional meetings. The plan is posted on our web site, discussed at all levels on campus, and modified and updated annually—most recently in 2011.

B. Financial Resource Management

Through prudent management, MMA not only honored the partnership by adopting annual fee increases set forth in the agreement but also operated within its budget without drawing on reserve funds. Throughout the period, the Academy maintained its tuition and fees below the Higher Education Price Index, within the range seen at other state maritime academies and the state university system. And by planning for and promoting a steady growth in the student population, MMA managed to augment its budget, thereby ensuring adequate funding for instruction, academic support, and student affairs.

C. Capital Adaptation and Renewal

The Academy continues to invest heavily in capital adaptation and renewal. The Department of Higher Education requires that colleges invest 5% of their unrestricted E&G funds on a rolling three-year average, which the Academy routinely meets and surpasses. Over the past two years, MMA allocated 11.6% and 8.0%, and over the past six years, the allocation averaged 9.2%. Many of these projects are vetted by the Academy’s senior staff and are outlined in the appended strategic plan.

<table>
<thead>
<tr>
<th>Capital Adaptation and Renewal Expenditures: MMA Among State Universities</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>3-Yr. Rolling Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bridgewater State University</td>
<td>5.8</td>
<td>7.0</td>
<td>7.3</td>
<td>22.3</td>
<td>32.5</td>
<td>32.5</td>
<td>29.2</td>
</tr>
<tr>
<td>Fitchburg State University</td>
<td>12</td>
<td>21.6</td>
<td>16.4</td>
<td>18.5</td>
<td>253.3</td>
<td>14.2</td>
<td>18.7</td>
</tr>
<tr>
<td>Framingham State University</td>
<td>11.3</td>
<td>12.3</td>
<td>20.4</td>
<td>24.6</td>
<td>14.9</td>
<td>17.4</td>
<td>18.9</td>
</tr>
<tr>
<td>Massachusetts College of Art &amp; Design</td>
<td>7.0</td>
<td>4.6</td>
<td>5.5</td>
<td>5.7</td>
<td>6.9</td>
<td>8.1</td>
<td>6.9</td>
</tr>
<tr>
<td>Massachusetts College of Liberal Arts</td>
<td>12.1</td>
<td>26.2</td>
<td>13.8</td>
<td>11.5</td>
<td>12.3</td>
<td>3.2</td>
<td>9.1</td>
</tr>
<tr>
<td>Massachusetts Maritime Academy</td>
<td>5.1</td>
<td>8.1</td>
<td>13.9</td>
<td>8.2</td>
<td>8.0</td>
<td>11.6</td>
<td>9.2</td>
</tr>
<tr>
<td>Salem State University</td>
<td>12.9</td>
<td>6.4</td>
<td>9.7</td>
<td>11.0</td>
<td>6.4</td>
<td>5.2</td>
<td>7.5</td>
</tr>
<tr>
<td>Westfield State University</td>
<td>11.6</td>
<td>10.7</td>
<td>8.8</td>
<td>15.6</td>
<td>11.5</td>
<td>11.1</td>
<td></td>
</tr>
<tr>
<td>Worcester State University</td>
<td>6.4</td>
<td>8.0</td>
<td>7.5</td>
<td>8.8</td>
<td>29.4</td>
<td>6.1</td>
<td>15.1</td>
</tr>
<tr>
<td>State Universities</td>
<td>9.5</td>
<td>10.5</td>
<td>10.8</td>
<td>15.2</td>
<td>14.7</td>
<td>14.7</td>
<td>9.5</td>
</tr>
<tr>
<td>State Universities (excludes MCAD &amp; MMA)</td>
<td>9.9</td>
<td>11.1</td>
<td>11.1</td>
<td>16.6</td>
<td>15.5</td>
<td>15.5</td>
<td>14.2</td>
</tr>
</tbody>
</table>

VI. Five-Year Goals and Strategies for Completion by Academic Year 2016-2017

Several primary goals in the strategic plan will enable the Academy to improve during the partnership. These goals include the following:

*Table 1* (following page) outlines planned strategic growth in the student population at MMA:
Table 1

Predicted strategic growth in student population, 2012-2016.

<table>
<thead>
<tr>
<th>Entering Cohort</th>
<th>Undergraduate Cohort</th>
<th>Graduate Cohort</th>
<th>Incoming Class Enrollment</th>
<th>Total Undergraduate Fall Enrollment</th>
<th>Total Graduate Enrollment</th>
<th>Total Fall Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>360*</td>
<td>48</td>
<td>408</td>
<td>1303</td>
<td>96</td>
<td>1399</td>
</tr>
<tr>
<td>2013</td>
<td>370</td>
<td>48</td>
<td>418</td>
<td>1328</td>
<td>96</td>
<td>1424</td>
</tr>
<tr>
<td>2014</td>
<td>370</td>
<td>72**</td>
<td>442</td>
<td>1353</td>
<td>120</td>
<td>1473</td>
</tr>
<tr>
<td>2015</td>
<td>375</td>
<td>72</td>
<td>447</td>
<td>1378</td>
<td>148</td>
<td>1526</td>
</tr>
<tr>
<td>2016</td>
<td>375</td>
<td>72</td>
<td>447</td>
<td>1400</td>
<td>148</td>
<td>1548</td>
</tr>
</tbody>
</table>

*Includes students enrolled in the first cohort of the Bachelor of Science degree program in energy systems engineering degree program

**Includes students enrolled in the first cohort of the expected Master of Science degree program in supply chain management

The following list comprises five-year goals for the Academy:

- Achieve 12% underrepresented population in the class entering 2016
- Achieve 20% women in the class entering 2016
- Achieve 40% gender and 10% ethnic diversity of Academy faculty and staff
- Establish an NROTC unit
- Graduate the first cohort in the Bachelor of Science in International Maritime Business program with International Assembly for Collegiate Business Education (IACBE) accreditation
- Graduate the first cohort in the Bachelor of Science in Energy Systems Engineering program and apply for Accreditation Board for Engineering and Technology (ABET) accreditation for the program
- Complete the second cycle of the six-year rotation of self-studies (including external reviews) based on NEASC Standards 4 & 5 for all academic departments and majors
- Use the increased data collected over time by the Director of Instructional Effectiveness and the Campus-wide Committee on Assessment to inform planning and decision making
- Improve academic program assessments, to include employer surveys, advisory board meetings, and alumni focus groups for all majors; respond to assessments with corrective measures
• Evaluate the current exchange program with Shanghai Maritime University and the International Maritime University of Panama and research at least one other overseas academic relationship with a maritime college (China, Turkey, Korea, Australia, or South Vietnam), adding two exchange programs with foreign countries by 2015

• Maintain student cost increases at or below 5% each year

• Increase institutional need-based financial aid to $600,000 in 2012 and $800,000 in 2013

• Exceed the national public average of meeting 70% of need-based financial aid by 2013; meet the state university average of 82% by 2016; and plan for the recently announced University of Massachusetts average of 90%

• Meet the 2014 goal of $25 million in private gifts and commitments established in 2004

• Double the Foundation’s net assets to $14 million by 2015

• Work with state agency (DCAM) on the Marine Operations Support Facility building to replace the electrical service building and to sustain the Marine Department and Yacht and Marine Operations

• Complete the Hurley building repurposing for bookstore and offices

• Support advanced instructional technologies for the development of online academic content
Appendices

Appendix I: FY 2004 Budget Outside Sections

Chapter 15A, Section 7. The board of trustees of a state university or community college with the potential to expand its mission, profile, and orientation to a more regional or national focus may submit to the secretary and the board of higher education a five-year plan embracing an entrepreneurial model which leverages that potential in order to achieve higher levels of excellence. Such plans shall include, but not be limited to, budget and enrollment projections for each year, projections for total student charges for each year, projections for in-state and out-of-state enrollments for each year, and plans to insure continuing access to the institution by residents of the commonwealth and affirmative action policies and programs that affirm the need for and a commitment to maintaining and increasing access for economically disadvantaged and minority students. Said proposal, upon its receipt, shall be transmitted to the secretary of administration and finance, the chairs of the house and senate committees on ways and means, and the house and senate chairs of the joint committee on higher education. The secretary, in consultation with the council, shall have the authority to approve, reject, or propose amendments to said plan. Proposed amendments shall be returned to the institution’s board of trustees. If the board of trustees approves said amendments, the plan shall be considered adopted. If the institution's board of trustees rejects the proposed changes, it may submit a redrafted plan, which will be treated as a new plan under the provisions of this section.

Section 160. Notwithstanding any general or special law to the contrary, for fiscal years 2005 to 2010, inclusive, all tuition and fees received by a board of trustees of the Massachusetts Maritime Academy shall be retained by the board of trustees of that institution in a revolving trust fund or funds and shall be expended as the board of the institution may direct. Any balance in the trust funds at the close of a fiscal year shall be available for expenditure in subsequent fiscal years and shall not revert to the General Fund.

Notwithstanding any general or special law to the contrary, for employees of public higher education institutions who are paid from tuition retained pursuant to this section, fringe benefits shall be funded as if those employees’ salaries were supported by state appropriations. This section shall apply only to fringe benefits associated with salaries paid from tuition retained by the boards of trustees of public higher education institutions as a direct result of the implementation of this section.

Section 163. The Massachusetts Maritime Academy shall submit to the board of higher education, and said board shall consider, a proposal under clause (p) of section 22 of chapter 15A of the General Laws, as amended by section 63 of this act. The proposal shall establish tuition rates and admission standards for the college, and shall assure that the number of undergraduate degree candidates who are Massachusetts residents enrolled on October 1 of 2004 and each subsequent year thereafter shall be no less than 60 per cent of the total number of undergraduate degree candidates enrolled, or the number of Massachusetts residents enrolled on October 1, 2003, whichever is greater. In-state tuition rates for the college shall preserve affordability for Massachusetts residents. Out-of-state tuition rates shall appropriately balance the financial needs of the college with the need to be competitive with peer institutions regionally and nationwide. The proposal shall include provisions for performance standards specific to the mission of said college to be used in place of the performance measurements system otherwise in effect.
## Appendix II: Massachusetts Maritime Academy Historical Financial Data

### Operating Accounts

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I) Unrestricted Balance Carry Forward</td>
<td>7,132,250</td>
<td>9,265,745</td>
<td>10,837,675</td>
<td>12,263,872</td>
<td>12,652,992</td>
</tr>
<tr>
<td>II) Funding &amp; Revenue</td>
<td>28,647,174</td>
<td>32,047,107</td>
<td>33,167,426</td>
<td>36,835,424</td>
<td>37,703,754</td>
</tr>
<tr>
<td>III) FY Expenditure Operating</td>
<td>26,513,679</td>
<td>30,475,177</td>
<td>31,741,229</td>
<td>36,446,304</td>
<td>36,057,296</td>
</tr>
<tr>
<td>IV) Designated Fund Adjustment</td>
<td></td>
<td></td>
<td></td>
<td>3,336,000</td>
<td></td>
</tr>
<tr>
<td>V) Fund Balance Carry Forward – YR End</td>
<td>2,133,495</td>
<td>1,571,930</td>
<td>1,426,197</td>
<td>389,120</td>
<td>4,982,458</td>
</tr>
<tr>
<td>Total Fund Balance Carry Forward</td>
<td>9,265,745</td>
<td>10,837,675</td>
<td>12,263,872</td>
<td>12,652,992</td>
<td>17,635,450</td>
</tr>
</tbody>
</table>

### II) Funding & Revenue - SEGMENTS

A) State Funding | 12,929,705 | 13,863,256 | 13,293,467 | 10,853,524 | 12,330,691 |
B) State Capital Appropriation/ARRA | 571,000 | 851,035 | 200,000 | 4,621,206 | 1,016,242 |
C) Student Fees
   1) Tuition | 1,415,693 | 1,570,642 | 1,594,200 | 1,815,831 | 2,306,075 |
   2) Other Student Fees | 12,401,711 | 14,467,022 | 16,157,157 | 17,799,172 | 19,770,949 |
   Total Student Fees | 13,579,950 | 15,773,528 | 17,434,264 | 19,307,573 | 21,685,799 |
D) Other Campus Fees | 1,566,519 | 1,559,288 | 2,239,695 | 2,053,121 | 2,671,022 |
Total Funding and Revenue | 28,647,174 | 32,047,107 | 33,167,426 | 36,835,424 | 37,703,754 |

### III) FY Expenditure Operating

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>FTE Enrollment by Residency</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-State</td>
<td>769</td>
<td>844</td>
<td>900</td>
<td>928</td>
<td>930</td>
</tr>
<tr>
<td>Regional</td>
<td>166</td>
<td>166</td>
<td>160</td>
<td>171</td>
<td>202</td>
</tr>
<tr>
<td>Out-of-State</td>
<td>21</td>
<td>22</td>
<td>15</td>
<td>21</td>
<td>39</td>
</tr>
<tr>
<td>Total</td>
<td>956</td>
<td>1,032</td>
<td>1,075</td>
<td>1,120</td>
<td>1,171</td>
</tr>
<tr>
<td>Rate - Full Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-State</td>
<td>12,195</td>
<td>13,283</td>
<td>14,296</td>
<td>14,891</td>
<td>15,653</td>
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<tr>
<td>Regional</td>
<td>13,015</td>
<td>14,136</td>
<td>15,183</td>
<td>15,823</td>
<td>16,660</td>
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<tr>
<td>Out-of-State</td>
<td>23,324</td>
<td>24,857</td>
<td>26,333</td>
<td>27,530</td>
<td>29,303</td>
</tr>
<tr>
<td>Others fees</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sea term</td>
<td>3,094</td>
<td>3,218</td>
<td>3,372</td>
<td>3,472</td>
<td>3,688</td>
</tr>
<tr>
<td>Orientation</td>
<td>500</td>
<td>750</td>
<td>780</td>
<td>819</td>
<td>885</td>
</tr>
<tr>
<td>Co-ops</td>
<td>1,373</td>
<td>1,428</td>
<td>1,485</td>
<td>1,559</td>
<td>1,684</td>
</tr>
<tr>
<td>Average Operating Expenditures / FTE</td>
<td>27,734</td>
<td>29,530</td>
<td>29,527</td>
<td>32,541</td>
<td>30,792</td>
</tr>
</tbody>
</table>
## Appendix III: Massachusetts Maritime Academy FY 2012 to 2016

<table>
<thead>
<tr>
<th>Operating Accts</th>
<th>FY 2012 Budget</th>
<th>FY 2013 Budget</th>
<th>FY 2014 Budget</th>
<th>FY 2015 Budget</th>
<th>FY 2016 Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>I) Unrestricted Balance Carry Forward – Prior Year</td>
<td>17,635,450</td>
<td>17,747,450</td>
<td>15,859,450</td>
<td>14,359,450</td>
<td>14,359,450</td>
</tr>
<tr>
<td>II) Funding &amp; Revenue</td>
<td>37,192,056</td>
<td>39,645,367</td>
<td>42,343,580</td>
<td>45,039,992</td>
<td>47,967,251</td>
</tr>
<tr>
<td>III) FY Expenditure Operating</td>
<td>37,192,056</td>
<td>39,645,367</td>
<td>42,343,580</td>
<td>45,039,992</td>
<td>47,967,251</td>
</tr>
<tr>
<td>IV) Designated Fund adjustment</td>
<td>112,000</td>
<td>-1,888,000</td>
<td>-1,500,000</td>
<td>14,359,450</td>
<td>14,359,450</td>
</tr>
<tr>
<td>V) Fund Balance Carry Forward – Year End</td>
<td>17,747,450</td>
<td>15,859,450</td>
<td>14,359,450</td>
<td>14,359,450</td>
<td>14,359,450</td>
</tr>
</tbody>
</table>

### IV) Designated Funds
- A) Outside Capital Funding | 1,612,000 | 612,000 |
- B) Capital Expenditure | 1,500,000 | 2,500,000 | 1,500,000 |
- Net Designated Fund | 3,448,000 | 1,560,000 | 60,000 |

### II) Funding & Revenue - SEGMENTS
- A) State Funding | 12,330,691 | 12,700,612 | 13,081,630 | 13,474,079 | 13,878,301 |
- B) State Capital Appropriation/ARRA |
- C) Student Fees
  1) Tuition | 2,396,088 | 2,721,568 | 3,081,682 | 3,392,750 | 3,733,704 |
  3) Other Student Fees | 20,808,817 | 22,574,638 | 24,545,592 | 26,542,530 | 28,733,699 |
  4) Total Student Fees | 22,753,065 | 24,782,989 | 27,046,149 | 29,294,969 | 31,763,324 |
- D) Other Campus Fees | 2,108,300 | 2,161,766 | 2,215,801 | 2,270,417 | 2,325,626 |
- Total Funding and Revenue | 37,192,056 | 39,645,367 | 42,343,580 | 45,039,992 | 47,967,251 |

### III) FY Expenditure Operating
<table>
<thead>
<tr>
<th>Enrollment &amp; Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>FTE Enrollment by Residency</td>
</tr>
<tr>
<td>In-State</td>
</tr>
<tr>
<td>Regional</td>
</tr>
<tr>
<td>Out-of-State</td>
</tr>
<tr>
<td>Total</td>
</tr>
<tr>
<td>Rate - Full Year</td>
</tr>
<tr>
<td>In-State</td>
</tr>
<tr>
<td>Regional</td>
</tr>
<tr>
<td>Out-of-State</td>
</tr>
<tr>
<td>Others fees</td>
</tr>
<tr>
<td>Sea term</td>
</tr>
<tr>
<td>Orientation</td>
</tr>
<tr>
<td>Co-ops</td>
</tr>
<tr>
<td>Average Operating Expenditures per FTE</td>
</tr>
</tbody>
</table>

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# Appendix IV. Admissions Standards

<table>
<thead>
<tr>
<th>Prerequisite</th>
<th>Discipline</th>
<th>Minimum Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required college preparatory courses:</td>
<td>English</td>
<td>4 Years</td>
</tr>
<tr>
<td></td>
<td>Mathematics (Algebra I &amp; II, and Geometry or Trigonometry, or comparable coursework)</td>
<td>3 Years</td>
</tr>
<tr>
<td></td>
<td>Sciences (2 years with a laboratory)</td>
<td>2 Years</td>
</tr>
<tr>
<td></td>
<td>Social Sciences (including 1 year in US History)</td>
<td>2 Years</td>
</tr>
<tr>
<td></td>
<td>Forgeign Languages (single language)</td>
<td>2 Years</td>
</tr>
<tr>
<td></td>
<td>Electives (From the above subjects or from the Arts &amp; Humanities or Computer Science)</td>
<td>2 Years</td>
</tr>
<tr>
<td>Minimum total units</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Minimum high school grade-point average</td>
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<td>3.0</td>
</tr>
<tr>
<td>Sliding scale for applicants with GPA below 3.0</td>
<td></td>
<td>GPA/minimum combined SAT (verbal and math):</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.51-2.99 920</td>
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<td></td>
<td>2.41-2.50 960</td>
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<td></td>
<td>2.31-2.40 1000</td>
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<td></td>
<td></td>
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<tr>
<td></td>
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<td>2.00-2.10 1120</td>
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<td>Cut off for admission</td>
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<tr>
<td>Transfer students</td>
<td></td>
<td>12-23 transferable college credits &amp; minimum 2.5 college GPA</td>
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<td></td>
<td></td>
<td>Up to 23 transferable college credits, minimum 2.0 GPA, and high school transcript that meets freshman admissions standards.</td>
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<td>24 or more transferable credits with a minimum 2.0 college GPA.</td>
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<td>Statement of Purpose</td>
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<td>300 words discussing most important reasons for selecting MMA as a possible college</td>
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<td>Letters of Recommendation</td>
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<td>2 letters of recommendation</td>
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Massachusetts Maritime Academy

5-Year Strategic Plan

(FY 2012-2016)

Submitted By: [Signature]  Date: 15 Sep 2011
President

Approved By: [Signature]  Date: 15 Sep 2011
MMA Board of Trustees
“It is far better to foresee even without certainty than not to foresee at all.” Henri Poincare

MMA 5-Year Strategic Plan (FY 2012-2016)
0.0 EXECUTIVE SUMMARY

This document puts the senior management’s forecast for the future of the Massachusetts Maritime Academy into a strategic planning format that is, hopefully, both readable and easily referenced. It begins with the four overarching Governing Objectives that have formed the basis of past strategic plans previously submitted to our accrediting authority, NEASC. It then incorporates the MMA Trustee’s approved Tactical Goals and Objectives for the president for 2011-2012 and adds the strategic plans that are needed to support this plan for the next five years. These strategic plans are the result of many meetings with the various stakeholders of the Academy and then distilled at two, daylong campus planning sessions that involved the entire senior staff of the Academy. In that way, all of the stakeholders have been represented throughout the planning process and all have a stake in the eventual achievement of these goals.

Using a nautical analogy, the governing objectives on page 7 represent the harbor of our eventual destination. The tactical goals and objectives that start on page 8 are the courses and speeds required to get us to the intended port of call. Obviously, once we embark on this plan, there may be various course and speed changes as circumstances change with time and as new opportunities - or new dangers - present themselves. While no one can predict the future, with careful planning, vigilant watch standing and appropriate mid-course corrections, we may be able to avoid the rocks and shoals that will strand the less careful mariner and we will arrive at the port of our dreams. If we want this college to go from “good” to “great”, these are the steps we must take to make that transition.

“Good fortune is what happens when opportunity meets with planning.” Thomas Alva Edison

MMA 5-Year Strategic Plan (FY 2012-2016)
1.0 MISSION OF THE MASSACHUSETTS MARITIME ACADEMY

The mission of Massachusetts Maritime Academy is to graduate educated men and women to serve the maritime industry as licensed officers or to serve the transportation, engineering, environmental, and industrial interests of the Commonwealth and the Nation.

The Academy supports national defense by the commissioning of officers in the U.S. Merchant Marine and the U.S. Armed Forces.

The Academy believes in learning through application and requires students to spend a portion of their academic program at sea or in internships or cooperatives.

Resident life is regimented, instilling in cadets honor, responsibility, discipline and leadership.

A complementary mission is to provide lifelong learning opportunities, particularly for those in marine industries and to serve the Commonwealth and region in furthering its maritime interests.

1.1 MOTTO OF THE MASSACHUSETTS MARITIME ACADEMY

Discipline, Knowledge, Leadership

“To be prepared is half the victory.” Miguel de Cervantes Saavedra

MMA 5-Year Strategic Plan (FY 2012-2016)
2.0 OUR VISION

We serve the transportation, engineering, environmental, and industrial – as well as the maritime and commercial – business interests of the Commonwealth and nation, but our traditions, values, ethics, and aspirations are all rooted in the mariner’s profession, and we will remain true to our roots in all we undertake. We will carry out this part of our mission by identifying ways to meet these broader goals, through graduate, undergraduate, and non-credit programs, which build on the distinctive competencies we have developed during more than a century as a maritime academy. We will seek to instill in all undergraduates officer-like qualities, regardless of whether any choose to seek a commission. We will continue the honorable tradition we share with other American military colleges of producing the Citizen-Sailor/Soldier, equally prepared to serve the community in peace and the nation in war.

As we broaden our scope of academic offerings, the emphasis on curricular design will continue to adhere to our educational philosophy: Learn – Do – Learn. This successful learning model has been developed through our license-track programs and includes as an essential element, opportunities for the practical application of theories and concepts learned through sea terms, commercial shipping experiences or internships in real world corporate settings.

While alternative student life models will co-exist at the Academy, especially in graduate and evening programs, the Regiment of Cadets will remain, as it has for more than a century, the central feature of undergraduate residence life. The mission of the Regiment will continue to be the development in its members of character, honor, discipline, integrity, leadership, and self-discipline. The limited option of civilian status for non-traditional students will be carefully managed to serve the needs of those students while avoiding unintended negative impacts on the Regiment.

Our commitment to lifelong learning, especially in the form of continuing professional education in our areas of special expertise, but also through workforce development and similar activities supporting the economic progress of the Commonwealth and all its citizens, will lead us to develop creative and innovative program delivery strategies reaching far beyond our Taylor’s Point campus.

In all we do, the Academy will uphold the rights and dignity of the individual, whether student, faculty, or staff; will never discriminate on basis of race, sex, sexual orientation, color, national origin, age, religion or disability; and will strive to create and maintain a learning community based on fairness and civility in the pursuit of knowledge.

Massachusetts Maritime Academy aspires to excellence in all it undertakes. Specifically, we aspire to become and remain the foremost institution of maritime higher education in the world, and will, through the development and application of appropriate measures and benchmarks, strive continuously toward that foremost of our institutional goals.

“Proper preparation prevents poor performance.” Charlie Batch
3.0 GOVERNING OBJECTIVES

The following Governing Objectives create the framework for the Academy’s long-range institutional goals:

3.1 Achieve a More Diverse 1,400-Member Student Body
3.2 Enhance and Improve in Both Excellence and Diversity our Student Body, Faculty and Staff
3.3 Improve Institutional Effectiveness
3.4 Optimize Available Resources in Support of the Mission of the Academy

“If you don’t have a plan for yourself, you’ll be part of someone else’s.” American Proverb
4.0 TACTICAL OBJECTIVES

Preamble
Achieving these desired outcomes will require the concerted and focused efforts of many members of the MMA administration and faculty. However, the objectives and their many coordinate steps cannot be accomplished by the MMA organization absent the presidential leadership that is assumed by the following proposed performance commitments.

4.1 Strategic Growth of the Student Population

Strategic Goal
MMA will seek sustained growth in the undergraduate and graduate student populations to reach a 1,548-member student body. The following table identifies the annual growth goals:

<table>
<thead>
<tr>
<th>Entering Cohort</th>
<th>Undergraduate Cohort</th>
<th>Graduate Cohort</th>
<th>Incoming Class Enrollment</th>
<th>Total Undergraduate Fall Enrollment</th>
<th>Total Graduate Enrollment</th>
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<td>72</td>
<td>447</td>
<td>1400</td>
<td>148</td>
<td>1548</td>
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*Includes students enrolled in the first cohort of the expected Master of Science in Supply Chain Management degree program

MMA will seek increasingly competitive admissions of its undergraduate students by expanding the applicant pool of qualified applicants and admitting those who demonstrate high levels of academic preparedness as evidenced by SAT scores and secondary or collegiate grade point average (GPA). Continuing to utilize a wait-list, high achieving students that exceed the BHE standards will be considered and allowed early acceptance. Remaining students meeting BHE standards will be considered for admittance on a rolling, first come, first serve basis.

Meeting or increasing overall retention will aid in growing the total enrollment numbers. A graduate program in supply chain management is scheduled to begin enrolling for a fall 2014 cohort increasing the master’s program by 24 students. Combining the success of the undergraduate and graduate programs to increase the quality of the MMA student population while slowly growing the entering class will bring the total number of students to 1,548 by 2016.

Strategic Rationale
A larger student body will maximize the utilization of campus faculty/staff, space, technology, and campus resources. In order to meet the strategic goals, collaborative work with campus departments need to be utilized. Enrollment, Student Services, Academics, Athletics, Marine Operations and others need to work together to balance the needs of a larger student body.

MMA 5-Year Strategic Plan (FY 2012-2016)
The following represents the current and future enrollment plan for the Academy to recruit and retain high achieving, diverse student population; remain efficient as a special mission college and remain ahead of other state maritime academies in regimental enrollment:

- **Increase efforts to attract underrepresented student populations**
  - Increase need based awards (based on FAFSA calculations for unmet need) for all AHANA and MMA Grant incoming students (minorities and women)
  - Continued targeting name lists of women/minorities
  - Continue working with athletic coaching staff on recruitment of potential scholar athletes
  - Continue Women’s Leadership Symposium
  - Launch Stemming Ambition, Innovation and Leadership (SAIL) program
  - Explore programs/relationships aimed to bring women/minorities on campus
  - Investigate realities of a 3-week program (SAIL)
  - Continue cadet blog pages
  - Explore new web page interface
  - Expand MMA on-line presence

- **Continue outreach to secondary education personnel**
  - Combine book award programs (STEM/Coaching/Leadership)
  - Explore programs/relationships at the teacher/counselor level
  - Participate in guidance counselor association meetings
  - Identify youth programs to partner with
  - Continue growth of FTV, teacher/coordinator, blog page

- **Strengthen SSOP/Transfer program**
  - Participate in CONNECT Joint Admissions (President’s Transfer Program)
  - Continue growth in working with deny/defer/wait list students for SSOP
  - Revisit articulation agreements with community colleges
  - Investigate IMBU articulation agreement with Cape Cod Community College
  - Explore Transfer Day open house event

- **Attract and retain a qualified student body**
  - Explore mentoring opportunities
  - Track and monitor inquiries/applicants
  - Partner with STEM focused high schools
  - Roll-out new prospective view book, active apply, and other marketing materials
  - Increase training for TRA/TRO’s

**Tactical Performance Metrics for 2011-12**

- Maintain first to second year retention rate at or above 85%
- Ensure 93% of incoming students meet or exceed University of Massachusetts admission requirements (per BHE sliding scale)
- Maintain or exceed 4-year graduation rate of 44%
- Maintain or exceed 6-year graduation rate of 64%
- Enroll minimum 12% women for an incoming class
- Enroll minimum 9% minorities for an incoming class
- Implement Active Apply on-line application process
Strategic Performance Metrics for 2012-16

- Achieve 12% underrepresented populations in the class entering in 2016
- Achieve 20% women in the class entering in 2016

4.2 *Staff Development: Invest in and Improve the Diversity and Performance of the MMA Faculty and Staff*

**Strategic Goal**
Extend ownership of the president’s performance objectives to the executive staff so that there is a sense of cohesion with all members of the staff pulling in the same strategic direction, and shared commitments to being accountable for performance results. Develop the talents and abilities of faculty and staff members though financial encouragements and other incentives to allow employees to pursue additional professional development in their areas of expertise.

Recognizing that females and members of underrepresented racial and ethnic groups can face personal and social isolation issues once on campus, the college will strive to create a welcoming and inclusive environment that values diversity and increases employee satisfaction. Diversity visibility efforts initiated through the Affirmative Action Office will involve all departments and will become a campus-wide effort.

MMA is committed to achieving a diverse staff and student population. Diversity efforts with employee hiring will continue to build on the recent success with more focused advertising and with an emphasis on advertising through personal and professional contacts. Efforts to promote equal opportunity will involve the continual evaluation of internal practices and procedures to remove barriers to appointment and advancement.

**Strategic Rationale**
Improved performance and diversity of the executive team, faculty and staff should result from making the president’s performance goals and objectives a public document so that there are shared commitments to the achievement of the same strategic outcomes. Emphasis on additional faculty/staff education and enhanced opportunities for professional development coupled with financial incentives provided by MMA will encourage continued advances in the education levels and relevant professional experiences of MMA employees.

**Tactical Performance Metrics for 2011-12**
- Quarterly meetings of “Direct Reports” (prior to Committee Days) to focus on progress toward strategic goals; those members of the executive staff whose functional responsibilities are aligned with specific presidential goals should adopt them as personal performance commitments and be encouraged to contribute to and augment the plans of implementation.
- Maintain the campus based funding for faculty travel in support of professional development at $25,000 year
- Provide $25,000 in campus based funding to support professional development and increased academic achievement opportunities for administrators/APA union employees
- Provide $25,000 in campus based funding to support professional development and increased academic achievement opportunities for excluded personnel
Provide $25,000 in campus based funding to support professional development and increased academic achievement opportunities for AFSCME employees.

Remove barriers to underrepresented populations and promote equal opportunity through modification of practices in hiring and recruiting, specifically the continued development of a blind application system which screens candidate demographic information from search committees.

Introduce new Affirmative Action and Search Committee Guidelines.

Resume “Blind” Screening: Beginning with a pilot program launched in FY11, the HR Office will continue the practice of removing name and gender information from all resumes prior to initial screening by the hiring committees.

Best-practices Sharing: The HR Office will continue to share with and learn from our sister state universities and the CONNECT membership regarding creative programs to foster a diverse workplace.

Manager Training: Beginning in FY12 the HR Office will add a module on diversity awareness as an integral part of our manager training program.

Date-driven Decision Making: The HR Office will review employee retention data to ascertain if diversity plays a role in employee retention.

Mentoring Program: The HR Office will design and launch a pilot program that offers mentoring to new underrepresented employees.

On-campus Basic Computer Skills: Outreach to Onset, Wareham, Bourne, Hyannis, New Bedford communities, including 8 – 10 hours of Microsoft Word and Excel instruction to encourage and train local applicants. Targeted communities to be identified by ethnic churches, and social groups (Cape Verdean Club of Onset, etc).

Strategic Performance Metrics for 2012-16

Remove barriers to underrepresented populations, promote equal opportunity, and increase minority retention through administration of employee diversity satisfaction survey.

Augment efforts to proactively recruit minority applicants through Academy initiated contact with potential candidates in diverse venues.

Develop relationships with career services offices at colleges and universities with high rates of diversity.

By 2016 diversify the gender and ethnic composition of the senior staff to more closely represent the MMA student, faculty and staff populations.

Achieve 40% gender and 10% ethnic diversity of Academy faculty and staff by 2016.

![EEO Statistics - Faculty and Staff](image)
4.3 **Strategic Additions and Improvements to the Academic Program**

**Strategic Goal**
Maintain the highest quality and integrity of our entire academic program, both credit and non-credit, graduate and undergraduate.

**Strategic Rationale**
In the face of severe worldwide recession and subsequent state budget reductions, providing quality education with a significant growth in undergraduate enrollment has been a challenge. We are fortunate to find part-time instructors to maintain both the quality and the low faculty/student ratio for which the Academy is known.

After hiring six new tenure track faculty for the start of the 2011 fall semester, we are currently at our highest permanent instructional staffing level. As we make use of the new Information Commons, we will gain space for faculty offices in the Hurley Library. The conversion of the Hurley Library is scheduled to commence during FY12.

The Engineering department is currently developing a new undergraduate program, Energy Systems Engineering, and will seek ABET accreditation for the program. The Energy Systems Engineering degree program is currently under review by an external reviewer and is scheduled to be offered to freshmen in the fall of 2012.

The Division of Graduate and Continuing Education (DGCE) continues to flourish. There are three distinct components to the revenue generated by DGCE: the two Master’s programs, all undergraduate coursework not provided during the conventional semester time frames and professional training to mariners. The manned-model program has proven to be a solid revenue stream for the DGCE while allowing the academy to maintain contact with professionals who are working in the shipping industry. A new manned model, engineered and built by our Marine Department, was added to the fleet this past year. DGCE will to continue to increase out-reach to industry to increase training similar to that provided to FM Global and EMCOR.

The Academy will host the five year USCG/MARAD audit in November 2011. Departmental self-studies and external reviews will be conducted by the Humanities and Social Science departments. External reviews provide testament to how the academy measures up against standards established by a third party. The outcome of which will provide guidance into our future decision making relative to curriculum development.
Tactical Performance Metrics for 2011-12

- Improve academic program assessments to include employer surveys, advisory board meetings and alumni focus groups for all majors, and respond with corrective measures.
- Gather statistical data which allows trending of graduates 1-5 years out of school.
- Hire tenure track faculty as necessary to offset growing enrollment and retirements.
- Receive approval from DHE for new Energy Systems Engineering major which will satisfy ABET engineering accreditation criteria.
- Initiate the process for applying for IACBE accreditation for the IMB undergraduate program
- Evaluate current exchange program with SMU and Panama and research at least one other overseas academic relationship with a maritime college (China, Turkey, Korea, Australia, or South Vietnam).
- Expand on articulation agreements with community colleges, specifically with our IMB program.
- Host the USCG audit in November 2011.
- Continue to promote Energy Management minor to industry.
- Enroll new full cohorts (24 students) for Master’s Degree in Emergency Management and the Master’s Degree in Facilities Management

Strategic Performance Metrics for 2012-16

- Investigate potential third master’s program, potential satellite locations for existing programs, or partnering with another higher education program for a new graduate program in Supply Chain Management by 2014.

4.4 Strategic Student-Centered Capital Construction and Renewable Energy

Strategic Goal
Provide the high quality physical resources and capital improvements to Academy facilities that effectively meet the present and future academic needs of the students. Accelerate and expand the Academy’s efforts in renewable/alternative/”green” energy initiatives. Create a campus culture that is committed to environmental sustainability at all levels.

Strategic Rationale
The library, increasingly known as a “learning center” on most college campuses, should be the heart of a college. The MMA Hurley Library, long in critical need of replacement, will be transitioned into our new ABS Information Commons. This will allow us to repurpose the Hurley Building, move the bookstore and uniform store out of the dormitory and provide space for other administrative and educational uses. Additionally, the Academy will begin the formal study to expand and improve the dormitory complex.
Over 53% of MMA students are enrolled in engineering involving some form of power generation. On-campus opportunities to study and observe alternative energy systems using wind power, bio-diesel, fuel cell technologies, micro-turbines, photo-voltaic arrays, solar thermal, geothermal, or other “green” energy sources, will contribute to the education of MMA graduates, making them more versatile as the world explores options to fossil fuels. While not a core academic program, these initiatives would contribute to the MMA intellectual environment in ways that help attract and retain students.

Additionally, MMA’s sustainability programs must comply with Executive Order 484 (EO 484) and the American College and University President’s Climate commitment (ACUPCC). The campus will continue to install and/or purchase renewable energy, energy and water efficiency measures including reducing consumption, greenhouse gas emission reduction, and green cleaning and purchasing programs.

As a wide variety of adverse environmental factors continue to affect quality of life and our ability to provide a quality education, we will need to embrace the goals of sustainability and accountability both as individuals and as an institution. We will encourage the efforts of student organizations that raise environmental awareness and initiate new techniques for achieving environmental sustainability. With a focus on these issues, we can make Massachusetts Maritime Academy known for the quality of our environmental stewardship, thereby attracting students committed to living in a resource conscious manner and cultivate a willingness to involve all campus members in the process of achieving greater campus sustainability.

Tactical Performance Metrics for 2011-12
- Complete construction on the new ABS Information Commons
- Maintain a strategically prioritized capital plan.
- Update campus master plan.
- Investigate acquiring the Armory building or other nearby property.
- Complete decentralization of the Power Plant.
- Develop a plan to relocate the existing Facilities and Marine Departments and remove existing metal buildings.
- Develop a plan to repurpose Hurley Library
- Relocate several departments from the dormitory complex to Hurley Library. to increase dormitory space for cadets.
- Investigate dormitory expansion.
- Investigate Trigen Plant.
- Complete study to expand Waste Water Treatment Plant.
- Meet annual commitment to ACUPCC and Executive Order 484.
- Educate students, faculty, and staff about the environmental impact of their actions.
- Promote programs encouraging the development of responsible behavior and environmental awareness in residence hall and other student activities.
- Conduct feasibility study for photovoltaic arrays and/or solar thermal for gymnasium.
- Ensure appropriate levels of energy efficiency in all renovations and new construction.
- Investigate grey water usage system and well water for irrigation.
- Add hybrid vehicles to the MMA fleet, as appropriate.
- Continue best practice sharing through CONNECT.
MMA 5-Year Strategic Plan (FY 2012-2016)

Strategic Performance Metrics 2012-16

- Relocate Facilities and Marine Operations (2013)
- Begin dormitory expansion (2013)
- Complete Harrington building envelope work (2014)
- Complete Admiral’s Hall expansion (2014)
- Continue HVAC and Energy Management System upgrades (FY13-16)
- Obtain Leadership in Energy and Environmental Design (LEED) certification of all new construction and major building projects (ongoing).
- Fulfill commitment to ACUPCC and Executive Order 484 (ongoing).
- Install Solar/PV on Alumni Gym (2013)
- Install Trigen Plant (2014).
- Acquire funding for a Waterfront Protection Plan

Massachusetts Maritime Academy
Deferred Maintenance Capital Projects
FY2012

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<td>600,000</td>
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<td>8,500,000</td>
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<td>Projects proposed for ACCBCH funds</td>
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<tr>
<td>CAP12</td>
<td>Campus Beautification</td>
<td>1,000,000</td>
<td>1,000,000</td>
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<tr>
<td>ARRA Project Closouts in FY12</td>
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<tr>
<td>ARRA</td>
<td>Harrington/TSE/Power Plant</td>
<td>1,000,000</td>
<td>1,000,000</td>
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<td></td>
<td>Addendum to replace HVAC system</td>
<td>100,000</td>
<td>100,000</td>
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<td>2,400,000</td>
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<td>Other Proposed Projects</td>
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<td>1 Bridge Simulator</td>
<td>Project closedout in FY12</td>
<td>1,200,000</td>
<td>1,200,000</td>
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<td>2 Wastewater Plant Effluent Study</td>
<td>Ongoing</td>
<td>15,000</td>
<td>15,000</td>
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<td>3 Fleet Safety</td>
<td>Maritime Park</td>
<td>60,000</td>
<td>60,000</td>
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<td>4 Athletic Track Resurfacing</td>
<td>Includes Barrington Way</td>
<td>80,000</td>
<td>80,000</td>
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<td>5 Parking</td>
<td>Harrington Football Plant</td>
<td>100,000</td>
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<td>6 Harrington HVAC Upgrade</td>
<td>HVAC not included in decentralization</td>
<td>500,000</td>
<td>500,000</td>
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<td>7 Hurley Library HVAC</td>
<td>HVAC not included in decentralization</td>
<td>500,000</td>
<td>500,000</td>
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<td>8 Wastewater Plant Expansion Study</td>
<td>Study</td>
<td>60,000</td>
<td>60,000</td>
<td></td>
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<tr>
<td>9 Waterfront Protection</td>
<td>Study done in FY18</td>
<td>8,000,000</td>
<td>8,000,000</td>
<td></td>
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<tr>
<td>11 Waterfront Building</td>
<td>Study done in FY18</td>
<td>2,000,000</td>
<td>2,000,000</td>
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<td>12 Travel Lift</td>
<td>Marine Society, Seaport Council</td>
<td>200,000</td>
<td>200,000</td>
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<td>12,709,000</td>
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<td></td>
<td>26,932,000</td>
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</table>
4.5 Exercise Diligent & Effective Oversight of MMA’s Financial Performance

**Strategic Goal**
Maintain day-to-day contact with MMA’s key financial indicators so that there is constant and regular monitoring of the institution’s financial health. Through the reporting structure, this goal also provides early identification of negative financial deviations that require corrective action and early warnings to the trustees to meet the test of “no surprises”.

**Strategic Rationale**
While MMA’s central mission is the education of students, the mission cannot be fulfilled without concurrently strong financial performance. The president’s role is to provide direct oversight and instill in all subordinates this requirement for financial accountability.

**Tactical Performance Metrics for 2011-12**
- Complete an on-time unqualified audit.
- Obtain FCC Licensing as a COLEM.
- Implement internal control program to include sessions on fraud, waste and abuse.
- Develop and implement a dash board financial reporting system.
- Fully implement electronic banking including e-payments, e-refunds, ACH transfers, etc.
- Continue to communicate with trustees and senior staff on the critical indicators of financial performance with an internal process for day-to-day monitoring of indicator performance.
- At each formal meeting of the Board of Trustees report on the performance, success and shortfalls, and between board meetings send electronic messages to all trustees to record latest significant financial results.
- Budget FY 2012 to finish the year with net surplus while maintaining the established high level of academic performance and student support services.
- Investment performance: meet or exceed historic returns for a conservatively balanced investment portfolio (5%).
- In Academic Year 2012 endeavor to increase tuition and fees by not more than 5%.
- Complete risk assessment on PCI compliance

**Strategic Performance Metrics for 2012-16**
- Establish an NROTC Unit.
- Financial Aid – increase the amount of funding for unmet need from 50% (FY11) to 60% (FY12) to 65% (FY13).
- Increase the amount of institution funds available to $600,000 (FY12) and $800,000 (FY13).

4.6 Allocate Time and Energies to MMA’s Advancement Priorities

**Strategic Goal**
Build a comprehensive advancement program; provide pipelines of human and financial capital for the future of the Academy, its cadets and faculty. Secure gift commitments totaling $25 million by June 30, 2014 (July 1, 2004 – June 30, 2014) and at least $31 million by June 30, 2016 (July 1, 2004 – June 30, 2016) to assist MMA in becoming the biggest and best American
maritime academy in the world, while continuing to deliver one of the most efficient Advancement programs among the state and maritime colleges.

**Strategic Rationale**
The costs of MMA’s standards for excellence, ambitious plans for the future and commitment to keep the Academy affordable to the cadets who meet our high standards well surpass present revenue streams. Fund-raising is an imperative part of building a solid foundation for the future success of the Academy and our cadets.

The following represents the current and future advancement plan for the Academy:

- Use the capital plan and other strategic priorities of the President and Trustees (ex. funding for scholarships, budget relief and endowment) to drive outreach strategies within the Foundation, private donors, public agencies and the Academy Alumni Association and Parents Association.
- Secure funding for designated priorities while keeping fundraising costs very competitive. Fundraising priorities are currently:
  - Need-based and merit-based financial aid to ensure that MMA cadets will continue to be defined by their capacity and commitment rather than by their financial resources.
  - Faculty support to enable MMA to attract and retain the best faculty and to keep them on the cutting edge of their fields.
  - Instructional equipment and laboratories to ensure the best preparation for the next generation of maritime leaders at sea and ashore.
- Cultivate, solicit and steward our present and prospective donors, including corporations, so they will provide MMA and the cadets the financial resources for future success.
- Through research, we will identify qualified prospects and conduct personal and corporate visits on and off campus to establish and build upon relationships with our best present and potential donors.
- Continue to build upon our Annual Giving, Leadership Gifts and Corporate and Foundation (Grants) Giving programs.
- Increase Gift Planning program by promoting mutually advantageous gift planning vehicles to augment outright gifts and pledges from alumni, parents, grandparents and friends.
- Upgrade Advancement Office platforms to more effectively leverage social media outlets (Linked-In, Facebook, Twitter, etc.) and to become more efficient with on-line donations, on-line event registration, cultivation activities, solicitation, career networking and stewardship.
- Collaborate with the Alumni Association, support their dedication and efforts, work together to prospect and contact alumni.
- Foster a culture of philanthropy within the entire Massachusetts Maritime Academy Community.

**Tactical Performance Metrics for 2011-12**
- Secure total FY12 gifts and commitments to the Academy and Foundation in the range of $2.3 million; compared to a five-year rolling average of $1.9 million (this figure excludes the ABS and Clean Harbors principal gifts.) Having already raised $18.4 million toward the $25 million goal embraced by the trustees in 2005, this FY12 target should bring the cumulative total close to $21 million by June 30, 2012.
Annual Giving
- Increase Admirals Circle Members from 192 in FY11 to 220 in FY12
  - Direct mail, phonathon, e-solicitations
- Increase reunion giving for 25th and 50th by 10%
- Board of Trustees (Academy and Foundation) 100% participation
- Senior Class Giving Program 100% participation
- Increase % of alumni who give back (study to be completed.)

Leadership Giving – Individual and Corporate
- Qualify 90 new prospective donors.
- Sustain and/or grow the pace of 500 personal and corporate visits among present and potential donors.
- Continue to offer dollar for dollar matching incentives for new naming gifts of $5k or more for designated priorities:
  - The Gschwend Family of Scholarships will continue to match all $5k+ new gifts or increases for scholarships held by the Foundation, until all Gschwend Trust monies held by the Foundation are distributed out to the first come first served.
  - The ABS gift will match dollar for dollar such gifts for named spaces within the ABS Information Commons.
  - The Clean Harbors gift will match dollar for dollar such gifts for named spaces within the Clean Harbors Athletic Center.
- Contact at least 100 of MMA’s best present and potential donors to discuss how they can build their own corporate or individual legacies at MMA. Market a menu of naming opportunities:
  - Named Scholarship Funds
  - Named Current Use and Endowment Funds
  - Named Physical Spaces (buildings, simulators, classrooms, labs, bricks etc.)
- Work with faculty and administration to submit at least 15 grant requests and full grant proposals.
- Collaborate with Boat Donations on a regular basis to identify other possible funding opportunities with boat donation prospects and donors.

Planned Giving (Gift Planning) – Build deferred giving and bequest program – 1891 Society, currently 28 members, build to at least 40.

Alumni Relations – Work extremely closely with the Academy Alumni Association to assist with their efforts and collaborate on the annual and leadership gift potential of individual members.

Athletics Fundraising – Work with Athletic department to create Buccaneer athletic fundraising goals, prospect identification and strategy. Goal $100,000.

Sustain MMA’s position in the top quarter of MA public colleges in costs per dollar raised.

Sustain MMA’s position in the top quarter of MA public colleges in Foundation net assets per FTE student.

Strategic Performance Metrics for 2012-16

Having completed in FY10 the Commission for the Future of the Academy to augment the Academy’s vision, position, plans and priorities for the 21st century, in FY12 we will mobilize the Academy and Foundation trustees and other top present and potential donors to
raise the remaining $7 million dollars of the $25 million campaign goal we have been committed to completing in ten years or less.

4.7 Develop Campus-Wide Emergency Preparedness Plans

Strategic Goal
Maintain comprehensive action plans for dealing with campus-wide emergencies and threats.

Strategic Rationale
The original campus Comprehensive Emergency Management Plan was drafted and submitted to the Board of Higher Education in May 2007. Since the Comprehensive Emergency Management Plan was submitted, the Academy has had several Emergency Management Table-top exercises and drills. Currently the Academy is updating and implementing a new plan to cover increasing enrollment; the acquisition of the Beachmoor property, and the American Bureau of Shipping Information Commons coming online. The plan and procedures are updated regularly to ensure the safety and security of the entire Academy community and facilities.

Tactical Performance Metrics for 2011-12
- Conduct, record, and report on exercises of at least one campus-wide emergency during the fall and spring semester.
- Conduct weekly drills aboard the training ship during the sea term semester.
- Augment and improve campus emergency warning system with additional broadcast speakers, add sirens and warning capabilities, and integrate with existing CCTV security system.
- Complete a library disaster plan and submit to campus emergency response.
- Revise “Be Safe” plans to include American Bureau of Shipping Information Commons, Beachmoor, and training ship expansion.
- Implement security card access to all dormitories with remote control center.
- Achieve 100% cadet participation in Emergency Notification System.
- Conduct, record, and report on exercises of at least one campus-wide emergency during the fall and spring semester

Strategic Performance Metrics 2012-16
- Update All-threats assessment (2014).

4.8 Develop a Data Gathering Management System with Appropriate Personnel that Measures Campus Assessment and Student Outcomes and Responds with Corrective Measures

Strategic Goal
Determine the appropriate statistical measuring tools to accurately measure undergraduate and graduate learning outcomes. Use those tools to reliably gauge the quality of outcomes for MMA.
graduates. Continue to administer the Exit Survey of Graduating Seniors and administer a survey of alumni after they have been graduated and in the work place at the two-year point and again at the five-year point, coordinated through Career Services.

**Strategic Rationale**
The quality of mission fulfillment at MMA is best measured by candid reflections of on-campus experience and in the context of post-graduate personal and professional development.

**Tactical Performance Metrics 2011-12**
- Develop and administer a comprehensive report that measures campus-wide outcomes at the point of graduation (relative to the Exit Survey).
- Implement techniques that reach out to alumni to measure their reflections of their MMA experiences.
- Develop and implement a systematic assessment tool for evaluating graduates and industry satisfaction.
- Continue to conduct self studies and external reviews of all academic departments/majors on a rotating basis
- Continually review all survey results and implement improvements to the top five based on the results (Public Safety department, online registration, poor writing skills, Coast Guard data, regimental discipline)

4.9 **Strategic Initiatives for Enterprise Accounts**

**Strategic Goal**
The Academy must rely upon more self-generated funds from enterprise accounts, or profit centers. These funds are separate and distinct from “advancement” monies in that the Division of Graduate and Continuing Education (DGCE) and Department of Camps and Conference exchange services for receivables; and the Yacht and Boat Donations Program must sustain appropriate ownership or control of donated assets for at least three years.

**Strategic Rationale**
By whichever means the profit centers raise funds, the Academy must be able to rely upon successful management by meeting annual performance metrics. Successful performance will assist the Academy’s overall goals of sustainability and growth while maintaining academic excellence. During times of economic turmoil and reduced state funding, it will be the funds generated by these enterprise accounts that sustain our operations.

**Tactical Performance Metrics for 2011-12**
- Yacht and Boat Donations Program will continue to ascertain if donated vessels should be sold “as is” as soon as possible, or be retained under “significant intervening use” or material improvement” for longer periods. Vessels sold “as is” will represent at least 50% of vessels accepted, and yield net sales of $100,000.
- Yacht and Boat Donations Program will determine which vessels under “significant intervening use” and “material improvement” will be sold or chartered and will seek net sales or accounts receivable of such vessels of at least $250,000.
Yacht and Boat Donations Program will seek and accept the donation of vessels that will support the inventory of power vessels and sailing vessels that is needed to support cadet activities and to sustain a competitive edge in sailing programs. The total value of donated boats will be in excess of $250,000.

DGCE will seek to increase net revenue to $725,000 for FY12.

Camps & Conferences will seek to grow its net revenue from $200,000 to $255,000 by increasing rental rates by 4%, reducing program expenses (including overtime), drafting a long term business plan, utilizing space more efficiently and expanding winter programs.

4.10 Maximum Utilization of Maritime Assets – Ship/Waterfront/Simulators

Strategic Goal
The Academy possesses a large investment in maritime assets through purchases and donations, as well as the management of the federally-load T.S. Kennedy. In addition the Academy has invested in the purchase and upgrade of advanced computer-aided simulation equipment for the training of deck cadets, engineering cadets and certain cadets in alternative majors. The proper management of these assets is critical to the delivery of services to our cadets and continuing education students.

Strategic Rationale
In order to properly manage the sustainability of maritime assets and simulators, there must be a mechanism to determine the effective use, and to measure the cost of such operations against the academic advancement made through the use of those assets. Routinely the Division of Marine Operations (Training Ship Department) continually coordinates with the US Department of Transportation Maritime Administration on annual maintenance budgets and bi-annual dry-dock specifications, and will liaison with the US Coast Guard on annual safety inspections.

- The Division of Marine Operations (Marine Department) insures that the T.V. Ranger and numerous small craft such as tugs, barges, motor-whaleboats and monomoys are maintained and ready to support academics in both academic semesters.
- The Division of Marine Operations (Marine Department) also insures the Herring Pond sailing/shiphandling facility is activated annually in the spring, including the launching of manned-models, Vanguard 420 Fleet, Tech Dingys and other support craft to support both DGCE and the Division of Student Services.
- The Division of Marine Operations (Marine Department and the Yacht and Boat Donations Program) engages in an annual analysis of the fleet of vessels, and ascertain if new purchases, construction or targeted donations are needed to support the anticipated needs in the near term future.
- Meanwhile, DGCE and the Division of Student Services makes annual recommendations to the Division of Marine Operations as to future needs of maritime assets.
- The Division of Operations (Simulator Department) insures that all simulators are maintained and ready to support academic programs in both academic semesters. Also, the Division of Operations (Simulator Department), upon the notification by DGCE, will have specific simulators maintained and ready to support continuing education programs during the winter and summer intercessions, and also be prepared to support DGCE.
• during evenings and weekends during Academic semesters. They also consult with the appropriate Academic Department on an annual basis to evaluate the use of the simulation equipment, and to determine if additions or modifications are required.

Tactical Performance Metrics for 2011-12
- Division of Marine Operations (Training Ship Department) will insure the T.S. Kennedy is maintained and ready to be activated for the annual sea term.
- Division of Marine Operations (Training Ship Department) will be prepared to activate the T.S. Kennedy for an Orientation Mini-Cruise during the August Orientation Program.

Strategic Performance Metrics for 2012-16
- Work with state agency (DCAM) on the Marine Operations Support Facility building to replace electrical service building and to sustain Marine Department, Yacht and Marine Operations.
- Seek state funding to initiate detailed design and environmental compliance toward contracting of Waterfront Protection System (WPS).
- Prepare Notice of Intent with local authorities to install manned model (blockage factor) channel in Herring Pond.
- Coordinate with Academics Division to create a Yacht and Marine Management major or minor
- Critically analyze capital assets and plan for upgrades and/or replacement craft
- Sustain local permitting to maintain pier and float systems in Buzzards Bay and Herring Ponds including appropriate dredging permits

4.11 Adapt to Changes in Technology

Strategic Goal
Adapt to Changes in Technology by providing technology and support to the MMA campus community that enables and enhances the academic and administrative functions of the College.

Strategic Rationale
Improve existing systems while steadily expanding into new areas of technology. Position ourselves where we can provide high quality applications and services by providing an infrastructure that is standardized, easily managed, and can offer the ability to accommodate new technologies and protocols. Strive to offer systems and services that provide a clear value to the College and its community. MA will Adapt to Changes in Technology by adhering to the following initiatives:

Tactical Performance Metrics for 2011-12
- Increase internet bandwidth by 20%
- Advance network security utilizing packet shaping and security information and events management
- Install 48 lab computers for lab usage
- Introduce new virtual desktop technology, install 40 virtual desktop devices
- Migrate academy email to cloud based service
- Install and integrate new lecture capture technology

MMA 5-Year Strategic Plan (FY 2012-2016)
- Install at least 24 new wireless access points to expand wireless network
- Add/upgrade at least 6 technology class/conference rooms
- Integrate new Datatel reporting tools to automate file generation
- Assess hosted web site services, migrate web site to hosted, cloud based service
- Add 6 new kiosk computing stations
- Install and configure new network core and integrate Information Commons network services
- Provide at least 1.5 FTE (Information Technology personnel) to support instructional technology
- Upgrade campus security system software
- Integrate physical security systems for Information Commons, install 8 card readers and 2 video surveillance cameras
- Provide proposal for dorm security to install card readers on all exterior doors
- Develop and utilize reporting and feedback mechanisms to qualify end user support experience

**Strategic Performance Metrics for 2012-16**
- Advance Academic and Administrative Computing Services
  - Provide Software & Hardware Maintenance Services for Academic and Administrative systems, improve system performance:
    - (FY2013) Advance Learning Management systems to provide features and functions to facilitate online programs
    - (FY2013-FY2016) Evaluate administrative and academic application services to integrate new features and functions
  - Develop IT staff knowledge in the development of custom applications that integrate with Administrative and Academic systems:
    - (FY2013-FY2016) Provide software development training for IT Staff
    - (FY2013-FY2016) Analyze needs for custom developed software
    - (FY2013-FY2016) Develop custom applications
  - Maintain computing labs with latest hardware and software:
    - (FY2013-FY2014) Develop formal software request system for computer lab software installation
    - (FY2013-FY2016) Advance and expand virtual desktop interface technology
    - (FY2013-FY2016) Maintain 3 year replacement schedule
  - Information Commons:
    - (FY2013-2016) Support advanced instructional technologies for development of online academic content
  - Web based services:
    - (FY2013) Provide access for all departments to add/update content on MMA website
    - (FY2014) Evaluate Blackboard system software for upgrade or alternative LMS

*MMA 5-Year Strategic Plan (FY 2012-2016)*
o (FY2011-FY2016) Develop custom departmental web applications as needs evolve
  o (FY2013-FY2016) Integrate new online/mobile services

- Advance Network Infrastructure
  - Advance data services:
    o (FY2013-FY2016) Expand wireless networking services
    o (FY2013) Implement advanced data analysis systems for network/content security
    o (FY2013-FY2016) Expand/Upgrade Network based security system with video surveillance, access control, and emergency broadcast features
    o (FY2014) Evaluate needs for more bandwidth
    o (FY2014) Evaluate data delivery services to identify cost savings
    o (FY2014-FY2016) Evaluate data equipment and service needs to accommodate new technologies and protocols

- Advance Network and Systems Management
  - Improve network management:
    o (FY2013-2016) Develop advanced management reporting techniques
    o (FY2013-FY2016) Integrate all phases of standardized switching and wireless service expansion with network and systems management services
    o (FY2013-FY2016) Improve management system to monitor and control new technologies and protocols
  - Streamline data center operations:
    o (FY2013-FY2016) Expand virtualized environment and migrate software services and applications to virtualized environment as current servers expire
  - Improve Disaster Recovery Plans (DRP):
    o (FY2013-FY2016) Update DRP as new systems and technologies are introduced at MMA
    o (FY2013-FY2016) Test DRP Components every two years
    o (FY2013) Develop off-campus recovery site

- Advance Instructional Technology
  - Increase the number of technology enabled classrooms:
    o (FY2013-FY2016) Implement presentation and teaching technology in all classrooms
  - Facilitate and organize training for faculty on instructional technology systems:
    o (FY2013-FY2016) Develop and implement instructional technology systems that are simple and user friendly to promote use in the teaching and learning process. Facilitate training in the use of these systems.
  - Introduce new student resources (i.e. Dorm computer labs, etc):
    o (FY2013-FY2016) Add at least one new technology, IT resource or service per year

MMA 5-Year Strategic Plan (FY 2012-2016)
• Advance streaming video, audio, and electronic content production systems in conjunction with Academic development of on-line course and programs:
  o (FY2013-FY2016) Design, install and support instructional technology systems to provide building blocks for academic content production, on-line program development, and other

☐ Improve End User Support and Services
  • Integrate tracking tools for user support:
    o (FY2013-FY2016) Develop reporting techniques to quantify user support service
    o (FY2013-FY2016) Develop feedback mechanism to evaluate user support experience
    o (FY2013-FY2016) Improve technical problem response and resolution time

☐ Other
  • Research new technologies:
    o (FY2013-FY2016) Research and evaluate new technologies and their application to the MMA environment to provide advanced services and/or cost savings
  • IT Staff Training:
    o (FY2013-FY2016) Organize and provide high quality technical training for IT staff in their respective areas of expertise, provide some level of “cross” training for overlapping knowledge within the IT infrastructure