MANCHESTER
COMMUNITY
COLLEGE

Institutional Self-Study
March 2002

Prepared for the

Commission on Institutions of Higher Education
New England Association of Schools and Colleges, Inc.

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Institutional Characteristics

Date: **December 1, 2001**

1. Corporate name of institution: **Manchester Community College**
2. Address: **Great Path, PO Box 1046**
   Manchester, CT 06045-1046
   (860) 512-3000
   http://www.mcc.commnet.edu
3. Date institution was chartered or authorized: **1963**
4. Date institution enrolled first students in degree programs: **1963**
5. Date institution awarded first degrees: **1965**
6. Type of control: **Public/State**
7. By what agency is the institution legally authorized to provide a program of education beyond high school, and what degrees is it authorized to grant?

   Connecticut General Statutes Section 10a-71 through 10a-80. Section 10a-72 states, "The board of trustees shall confer such certificates and degrees as are appropriate to the curricula of community-technical colleges subject to the approval of the Board of Governors of Higher Education." (A copy of Section 10a-72 is included on page viii.) The legislation in its entirety has been included in the workroom.)

8. Level of postsecondary offering:
   - **Diploma or certificate programs of at least two but less than four years**
   - **ssociate degree granting program of at least two years**
9. Type of undergraduate programs:
   - **Occupational training at the technical or semi-professional level (degree)**
   - **Two-year programs designed for full transfer to a baccalaureate degree**
   - **Liberal arts and general**
10. The calendar system at the institution is: **Semester**
11. What constitutes a "normal" credit hour load for students each semester?
    Undergraduate: **15 credit hours**

12. Student population:
    a. How many full-time students in degree programs?

       Headcount:

       Undergraduate: **1477** Male: **690** Female: **787**
    b. How many part-time students in degree programs?

       Headcount:

       Undergraduate: **2368** Male: **880** Female: **1488**
    c. How many full time equivalents (total student population)?

       Undergraduate: **2914**
    d. How many students (headcount) in non-credit, short-term courses? **4,125**

13. List all programs accredited by a nationally recognized specialized accrediting agency. List the name of the appropriate agency for each accredited program:

Nationally Accredited Program	**Accrediting Body**
Culinary Arts Program	American Culinary Federation Educational Institute Accrediting Commission
Foodservice Management Program	American Culinary Federation Educational Institute Accrediting Commission
Legal Assistant Program	American Bar Association
Medical Laboratory Technician Program	National Accreditation Agency for Clinical Laboratory Sciences
Occupational Therapy Assistant Program	Accreditation Council for Occupational Therapy Education
Respiratory Care Program	Commission on Accreditation of Allied Health Education Programs
Surgical Technology Program	Commission on Accreditation of Allied Health Education Programs

14. Chief Administrative Officers of the institution.

Function or Official	**Name**	Exact Title
Chair Board of Trustees	Lawrence J. Zollo	Chair, Board of Trustees of Community-Technical Colleges
President/Director	Dr. Jonathan Daube	President
Executive Vice President		Not Applicable
Chief Academic Officer	Dr. Alice Savage	Dean of Academic Affairs
Deans of Schools and Colleges	Not Applicable	Not Applicable
Chief Financial Officer	Thomas Bavier	Dean of Administrative Services
Chief Student Services Officer	Alfred Carter	Dean of Student Affairs
Planning/Institutional Research	Search in Progress	Director of Planning, Research and Assessment
Development	Lillian Ortiz	Dean of Institutional Development
Library	Dr. Randolph Fournier	Director of Library and Information Resources
Continuing Education	Melanie Haber	Associate Dean of Continuing Education
Grants/Research	Lillian Ortiz	Dean of Institutional Development
Admissions	Linda Thomas	Director of Admissions
Registrar	Nancy Haugh	Registrar
Financial Aid	Ivette Rivera-Dreyer	Director of Financial Aid
Public Relations	Charlene Tappan	Director of Communications
Alumni Association	Elizabeth Allyn	President of the Board of Directors of the MCC Alumni Association
Other (Information Resources and Technology)	Thomas White-Hassler	Dean of Information Resources and Technology
Other (Human Resources)	Deborah Wilson	Director of Human Resources

15. Supply a table of organization for the institution.
The college's organizational chart begins on page x.

16. Record briefly the central elements in the history of the institution:
MCC opened in September 1963 as a municipally sponsored institution under the authority of the Board of Education of the town of Manchester. The State Board of Education licensed the College to operate for a period of two years. On April 22, 1965, the State Department of Education accredited the College for a three-year period ending June 1968. On May 27, 1965, the General Assembly authorized MCC "to confer such degrees and grant such diplomas as are customary to higher education." In July 1965, the College was given the option of becoming part of the state system of higher education. The Manchester Board of Education voted to exercise the option, and on December 16, 1965, the control of the College was transferred to the newly established Board of Trustees for Regional Community Colleges of the State of Connecticut. In 1970-71, the College constructed interim facilities (now designated as the East campus) and in 1978 gained state approval for permanent facilities. Completion of the Frederick W. Lowe, Jr. Building in June of 1984 permitted consolidation of all college departments on the 160-acre Bidwell Street campus. Connecticut's twelve community colleges and five technical colleges were merged in 1991 under one board of trustees, the Board of Trustees of Connecticut Community-Technical College. This was seen as a step towards developing a state system of truly comprehensive community-technical colleges. In 1993, the College changed its name to Manchester Community-Technical College reflect the merger and embarked on the development of new technology courses and programs. In 2000, the Board of Trustees voted to remove the word "Technical" from the name of all the colleges under its authority, and Manchester once again became known as Manchester Community College. In 1992 the College conducted an institutional self-study for the purposes of reaccreditation and in 1997 completed an interim report that addressed the concerns indicated by the 1992 NEASC visiting team. With the implementation of *Banner*, in 1997, MCC and the Community-Technical College System began the process of integrating its student and financial information systems. The College offered its first on-line course in 1997, and web registration is currently being implemented. A "Master Plan" project that began in 1991 culminated in the construction of the Learning Resource Center that opened in the fall of 2000. This state-of-the-art building houses a new library, "smart" classrooms and well-equipped laboratories serving the science and foreign language classes. The College will move into the new Arts, Sciences and Technology Center and Academic Village during the fall of 2002. Currently, renovations continue within the Lowe Building as we phase out our dependence on the 30-year-old East Campus.

17. List the U.S. instructional locations other than the main campus at which students may earn 50% or more of the credits toward their degree. List the sites and the programs offered at each.
Not applicable.

18. List international instructional locations at which students may earn 50% or more of the credits toward their degree. List the sites and the programs offered at each.
Not applicable.

19. List those programs and academic and professional certificates of which 50% or more may be earned through on-line courses
Not applicable.

GENERAL STATUTES OF CONNECTICUT
VOLUME 3 - CHAPTER 185b
CONSTITUENT UNITS
PART I

REGIONAL COMMUNITY-TECHNICAL COLLEGES

Sec. 10a-72. (Formerly Sec. 10-38c). Duties of board of trustees. (a) Subject to state-wide policy and guidelines established by the Board of Governors of Higher Education, said board of trustees shall administer the regional community-technical colleges and plan for the expansion and development of the institutions within its jurisdiction and submit such plans to the Board of Governors of Higher Education for review and recommendations. The Commissioner of Public Works on request of the board of trustees shall, in accordance with section 4b-30, negotiate and execute leases on such physical facilities as the board of trustees may deem necessary for proper operation of such institutions, and said board of trustees may expend capital funds therefore, if such leasing is required during the planning and construction phases of institutions within its jurisdiction for which such capital funds were authorized. The board of trustees may appoint and remove the chief executive officer of each institution within its jurisdiction, and with respect to its own operation the board may appoint and remove a chancellor and an executive staff. The board of trustees may determine the size of the executive staff and the duties, terms and conditions of employment of a chancellor and staff, subject to personnel guidelines established by the Board of Governors of Higher Education in consultation with said board of trustees, provided said board of trustees may not appoint or reappoint members of the executive staff for terms longer than one year. The board of trustees may employ the faculty and other personnel needed to operate and maintain the institutions within its jurisdiction. Within the limitation of appropriations, the board of trustees shall fix the compensation of such personnel, establish terms and conditions of employment and prescribe their duties and qualifications. Said board of trustees shall determine who constitutes its professional staff and establish compensation and classification schedules for its professional staff. Said board shall annually submit to the Commissioner of Administrative Services a list of the positions which it has included within the professional staff. The board shall establish a division of technical and technological education. **The board of trustees shall confer such certificates and degrees as are appropriate to the curricula of community-technical colleges subject to the approval of the Board of Governors of Higher Education.** The board of trustees shall with the advice of, and subject to the approval of, the Board of Governors of Higher Education, prepare plans for the development of a regional community-technical college and submit the same to the Commissioner of Public Works and request said commissioner to select the site for such college. Within the limits of the bonding authority therefore, the commissioner, subject to the provisions of section 4b-23, may acquire such site and construct such buildings as are consistent with the plan of development approved by the Board of Governors of Higher Education.

(b) Subject to state-wide policy and guidelines established by the Board of Governors of Higher Education, the board of trustees shall:

(1) Make rules for the governance of the regional community-technical colleges, determine the general policies of said colleges, including those concerning the admission of students, and direct the expenditure of said colleges' funds within the amounts available;

(2) Develop mission statements for the regional community-technical colleges: The mission statement for the regional community-technical colleges shall include, but need not be limited to the following elements: (A) The educational needs of and constituencies served by said colleges; (B) the degrees offered by said colleges, and (C) the role and scope of each institution within the community-technical college system, which shall include each institution's particular strengths and specialties. The board of trustees shall submit the mission statement to the Board of Governors of Higher Education for review and approval in accordance with the provisions of section 10a-6;

(3) Establish policies for the regional community-technical colleges;

(4) Establish policies which protect academic freedom and the content of courses and degree programs;

(5) Submit to the Board of Governors of Higher Education, for approval, recommendations for the establishment of new academic programs;

(6) Make recommendations to the Board of Governors of Higher Education, when appropriate, regarding institutional mergers or closures;

(7) Coordinate the programs and services of the institutions under its jurisdiction;

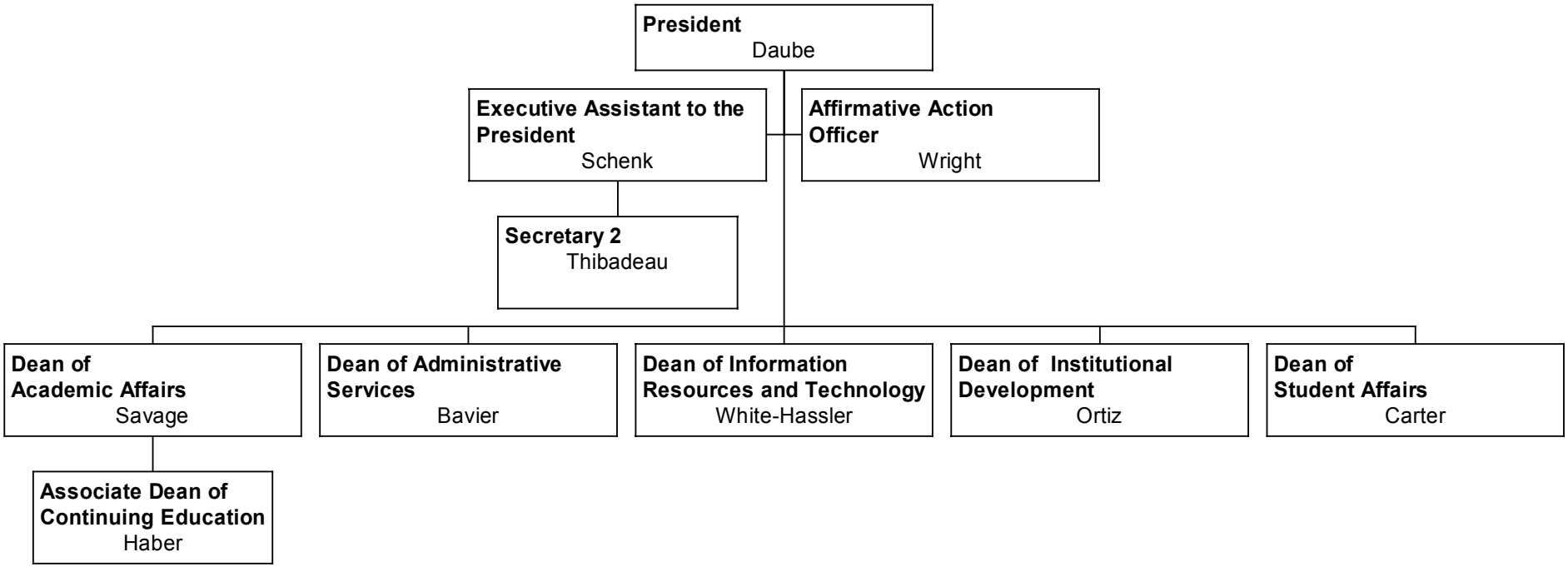
(8) Promote fund-raising by the institutions under its jurisdiction in order to assist such institutions, provided the board shall not directly engage in fund-raising except for purposes of providing funding for (A) scholarships or other direct student financial aid and (B) programs, services or activities at one or more of the institutions within its jurisdiction and report to the Commissioner of Higher Education and the joint standing committee of the General Assembly having cognizance of matters relating to education by January 1, 1994, and biennially thereafter, on all such fund-raising; and

(9) Charge the direct costs for a building project under its jurisdiction to the bond fund account for such project; provided, (A) such costs are charged in accordance with a procedure approved by the Treasurer and (B) nothing in this subdivision shall permit the charging of working capital costs, as defined in the applicable provisions of the Internal Revenue Code of 1986, or any subsequent corresponding internal revenue code of the United States, as from time to time amended, or costs originally paid from sources other than the bond fund account.

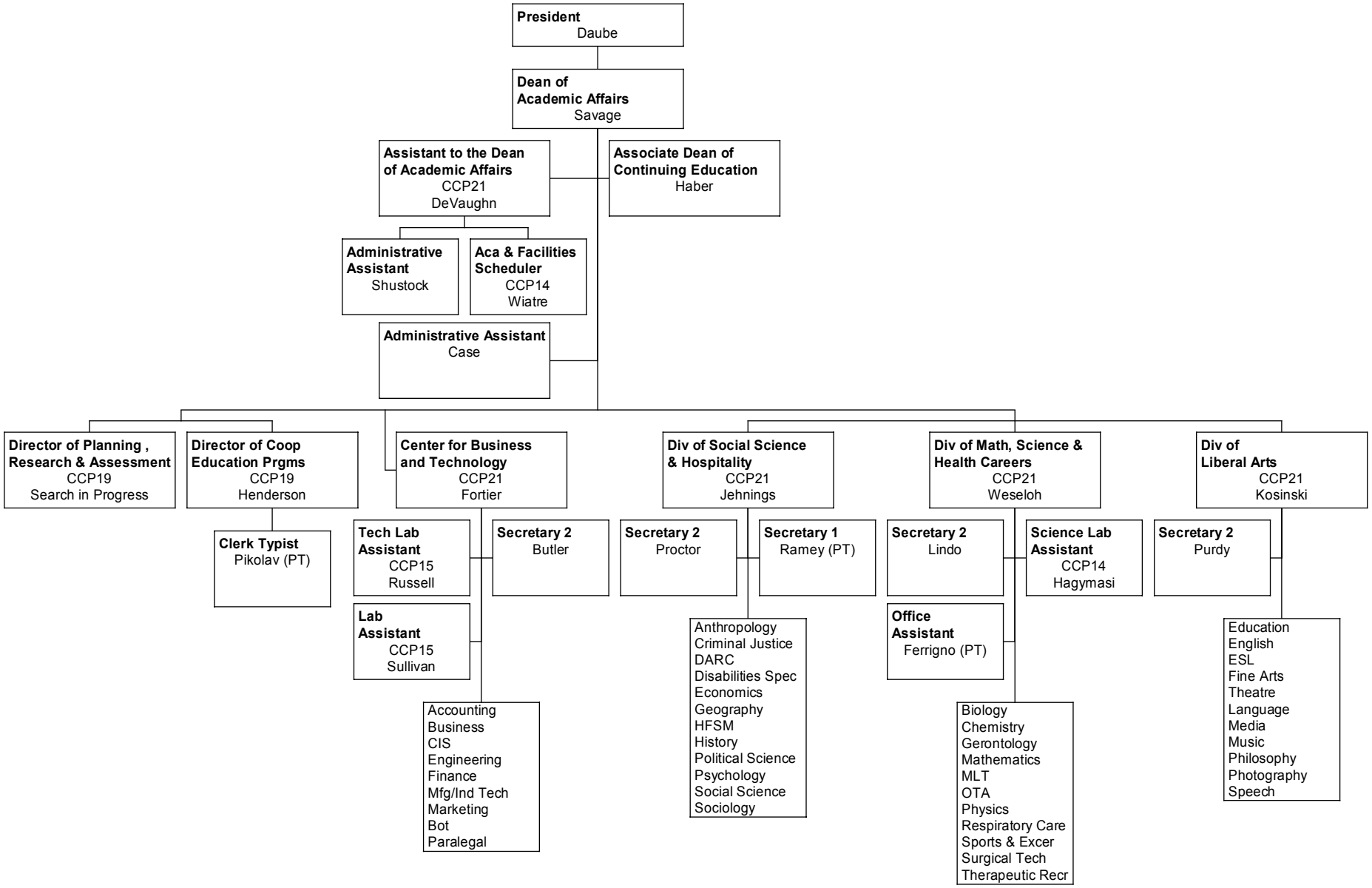
(c) The board of trustees shall: (1) Review and approve institutional budget requests and prepare and submit to the Board of Governors of Higher Education, in accordance with the provisions of section 10a-8, the budget requests; and (2) propose facility planning and capital expenditure budget priorities for the institutions and divisions under its jurisdiction. The board may request authority from the Treasurer to issue payment for claims against said colleges, other than a payment for payroll, debt service payable on state bonds to bondholders, paying agents, or trustees, or any payment the source of which includes the proceeds of a state bond issue.

Organizational Charts

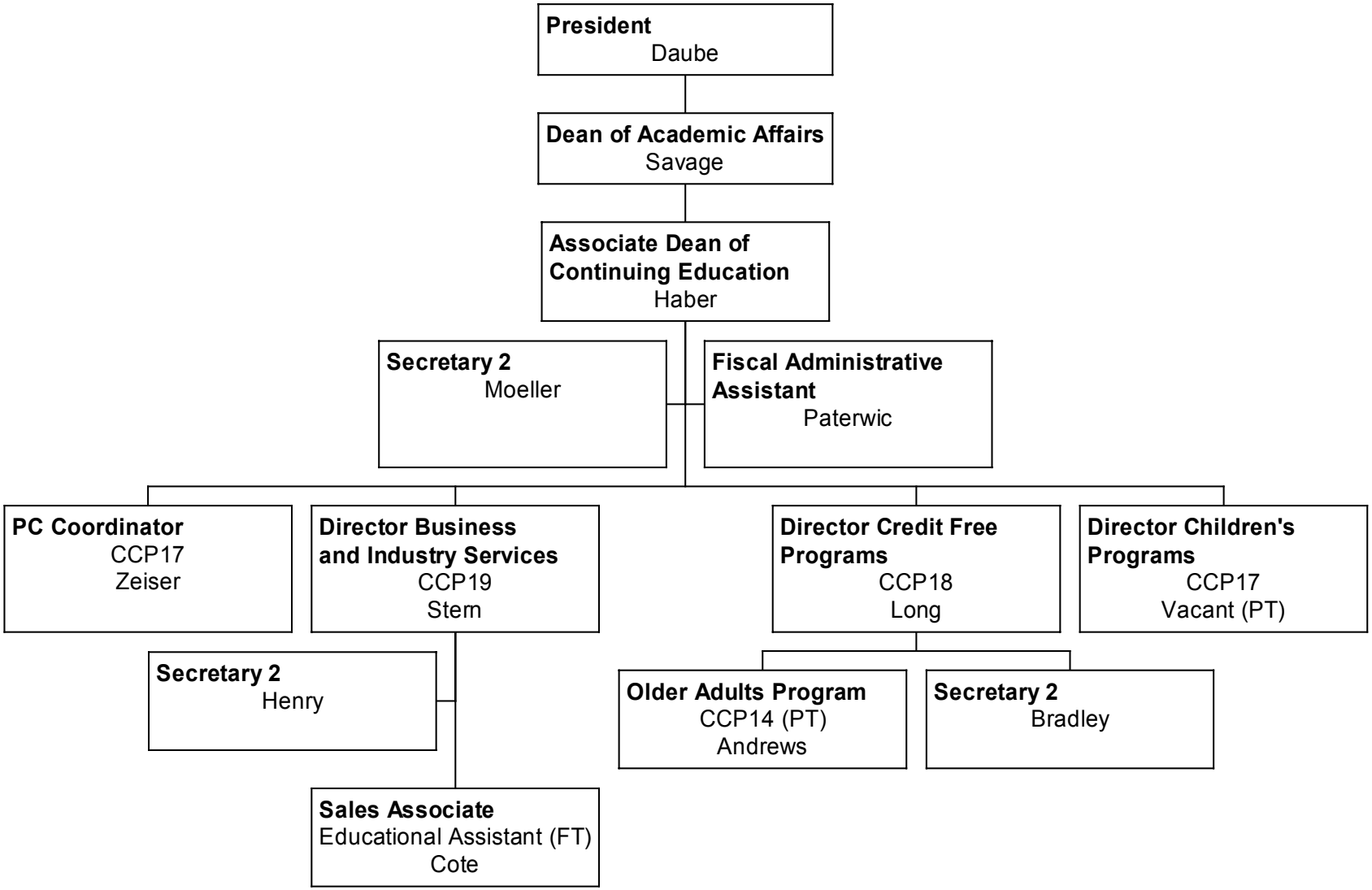
Manchester Community College
Organization Chart



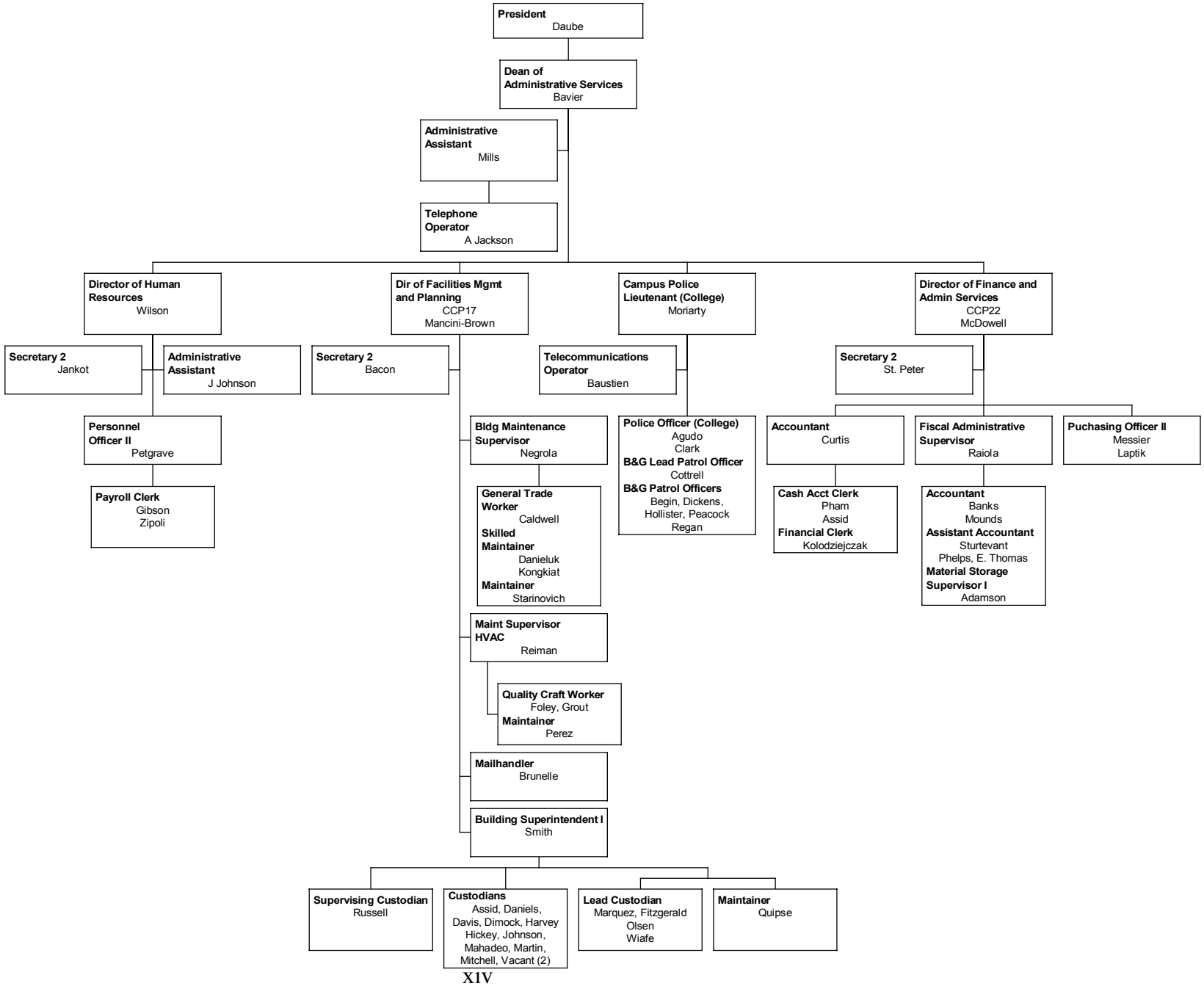
Manchester Community College
Division of Academic Affairs



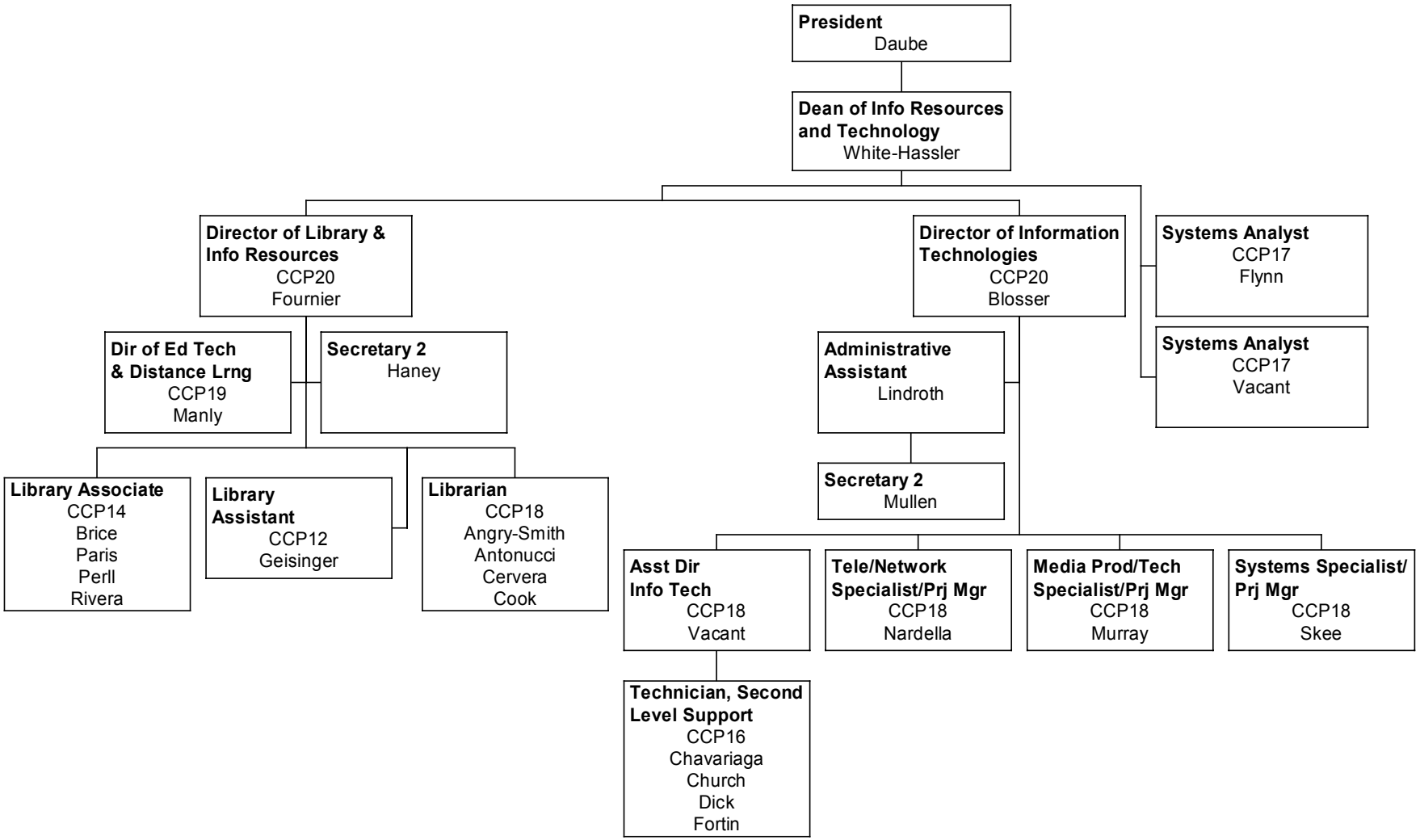
Manchester Community College
Division of Continuing Education



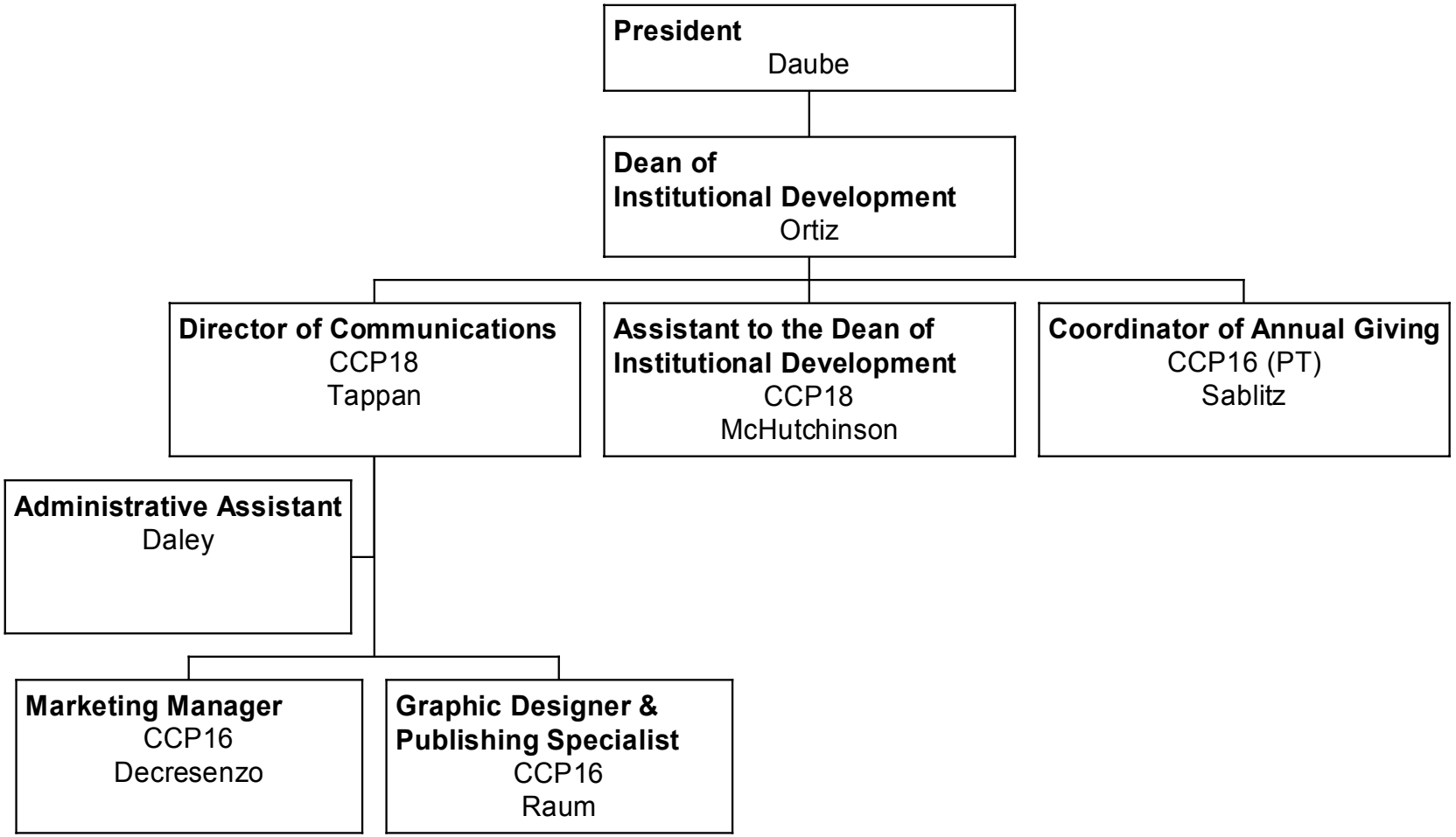
Manchester Community College
Division of Administrative Services



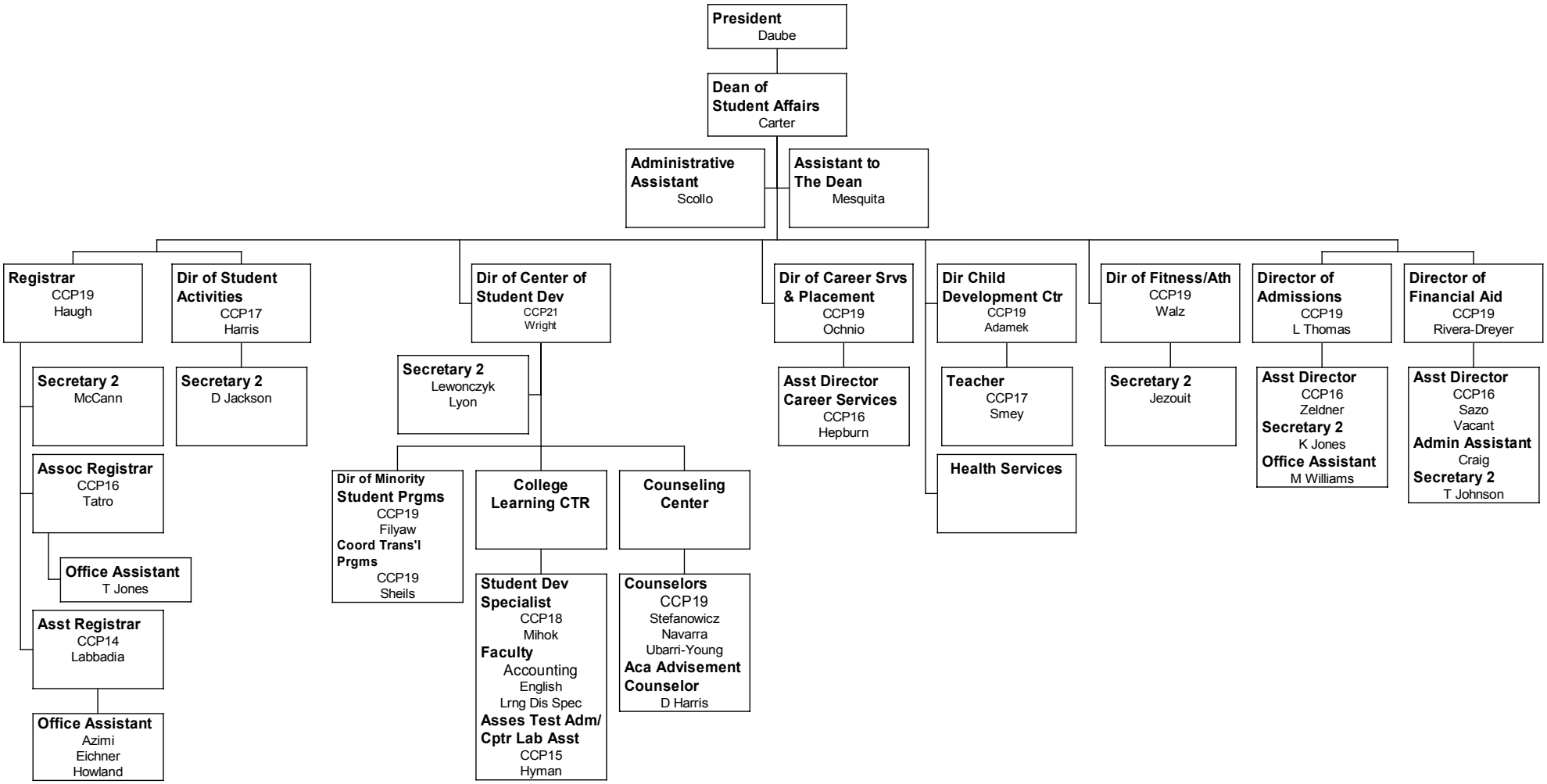
Manchester Community College
Division of Information Resources and Technology



Manchester Community College
Division of Institutional Development



Manchester Community College
Division of Student Affairs



PREFACE

In January 2000, President Jonathan Daube asked Michael DiRaimo (Professor of English) and Jill Raiola (Fiscal Administrative Supervisor) to serve as co-chairpersons of a Task Force that would carry out the process of institutional self-study for the purposes of reacrreditation by the New England Association of Schools and Colleges (NEASC). Both agreed, and together with the President they embarked on the process of nominating chairs and vice-chairs for each of the eleven standards that govern the self-study process. The selection of chairs and vice-chairs was guided by two basic principles: first, the chairs and vice-chairs were to work on standards that were not part of their immediate job duties and/or fell outside their primary areas of expertise; second, the chairs and vice-chairs taken as a whole should represent a broad cross-section of the College.

By the end of February 2000, the names of the chairs and vice-chairs for each of the standards committees were approved by the President. A meeting was held in late February to introduce chairs and vice-chairs to the *Standards for Reaccreditation* (1992) and to charge them with establishing committees that would be large enough and dedicated enough to carry out the research and reporting called for by the assigned standard. Again, the selection of committee members was to be guided by the previous two selection principles (members should come from outside the area of expertise defined by the standard; the committee should be representative of the College as a whole) and by a third condition: each committee should contain a community member who had a deep interest in the College but who was not currently employed by it. This member could be drawn from our Regional Advisory Council, local school boards, faculty with emeritus status, current or former students, etc. By mid-March of 2000, the chairs and vice-chairs, after much cold-calling, cajoling and irresistible persuasion, were ready to submit names of committee members to the President for approval. (Six of the eleven committees were able to bring on board a community member whose schedule allowed for active participation throughout the *entire* self-study process.) In late March of 2000, the chairs and vice chairs were once again called to a meeting with President Daube and the Task Force co-chairs, at which time they were asked to do the following:

- read the *1992 Institutional Self-Study*, the *1997 Interim Report*, and the responses by NEASC to each of these documents

- report the major findings of these documents to their committee members, especially where they are related to the standard under study

- distribute to, and discuss with, the committee members the standards for study.

Copies of the documents named above were put on reserve in the College Library or were made available by the Task Force co-chairs.

The Spring 2000 semester ended with the standards committees in place and the initial orientation to the self-study process completed. During that spring and summer, the Committee

on Mission began its spirited and earnest discussions of the College's Mission Statement. By the end of the July 2000, the Committee on Mission had produced a revised Mission Statement that
was approved by the President. The new statement grew out of the committee's internal discussions, its research of other mission statements, and the feedback it received following the dissemination of a draft of a revised statement to members of the

MCC Regional Advisory Council, the MCC Foundation, the Student Senate, the Alumni Board and all faculty and professional staff. The newly approved Mission Statement was distributed to all faculty and staff at the start of the Fall 2000 semester and has been included in the 2001-2002 *College Catalogue* (page 5).

With the start of the Fall 2000 semester, the standards committees resumed their research and discussions with relevant members from across the College community. In late October of 2000, the co-chairs of the Task Force attended a Self-Study Workshop in Durham, New Hampshire, and brought back to the College more specific and helpful information about the style and substance of the self-study document. The key points of this workshop were shared with the entire self-study team – close to 80 people – at an afternoon review session in the new College Library during the first week of November 2000. From that point on the standards committees worked diligently to complete their initial drafts by May 2001. During the 2000-2001 academic year, the College was also in the midst of two other important enterprises: *Strategic Planning* and the investigations of the *Enrollment and Retention Task Force*. These two activities were also being carried out by large committees representing a broad cross-section of the College, and many of their discoveries and conclusions were passed along to those working on the *Institutional Self-Study*. It is not an exaggeration to say that this was a very busy — yet very productive time — in the College's history when many people from across all areas of the institution were involved in making the College even better.

The standards committees also benefited from a visit by Dr. Judith Wittenberg of the New England Association of Schools and Colleges in late April 2001. Dr. Wittenberg offered additional guidance on the self-study process and answered questions from the chairs and vice-chairs. Her visit provided an opportunity for the chairs and vice-chairs to begin to focus their initial findings into short progress reports that would later become the core of the chapters themselves. Dr. Wittenberg's advice was most helpful and inspiring.

During May and June of 2001, the drafts of the various chapters – or sections thereof -- of the *Institutional Self-Study* began to come in. Each was read closely by the co-chairs of the Task Force and was distributed for review and commentary to members of the administration and persons working in areas affected by the standards. The result was a wave of feedback – re-phrasings, deletions, insertions, fact checks and challenging marginalia -- that was given either to the Task Force co-chairs or back to the standards committees for review and reconsideration. From mid-October to December, the Task Force co-chairs, working closely with the chairs and members of the standards committees, reviewed the feedback and made changes where appropriate. Not all chapters were created equal. Some needed only a bit of wordsmithing or the

insertion of a clinching statistic or two; others required more research, or better development of the standards, or some reorganization of material.

The final versions of the chapters were submitted to the President for approval in mid-December 2001 and to a team of proofreaders for last-minute corrections. President Daube's "Introduction and Overview," which follows this "Preface," conveys the essence of the *Institutional Self-Study* and highlights the key differences between Manchester Community College in 1992 and Manchester Community College in 2002. As we go to press, the *Institutional Self-Study* is being put up on the College's web site for all to read, talk about, debate, and enjoy.

The College is confident that this document represents an institutional consensus, one arrived at through the hard work of over 80 people representing the full spectrum of the College community and the vigorous, honest responses of numerous others who believe in Manchester Community College and all it does.

Members of the Reaccreditation Task Force

Michael DiRaimo, Professor, English, Co-Chair
Jill Raiola, Fiscal Administrative Supervisor, Co-Chair

Standard One: Mission and Purpose
Carl Ochnio, Director of Career Services and Placement (Chair)
Toni Dolan, Development Director, Co-op Initiatives, Inc., Hartford, CT and Co-Chair Regional Advisory Council (Vice-Chair)
Eleanor Coltman, Founder, Professor Emerita, Alumna and Former Member Board of Trustees
Dr. Jonathan Daube, President
Eileen Furey, Associate Professor and Coordinator of the Disability Specialist Program
Alice Grandgeorge, Professor, Mathematics
Edward Hogan, Professor and Coordinator of the Graphic Design Program
Craig Lappen, President, 21st Century Financial Advisors, Inc., Manchester, CT and Member Regional Advisory Council;
Voncille Wright, Director of Student Development, Affirmative Action Officer

Standard Two: Planning and Evaluation
Karen Powell, Assistant Professor, Sociology (Chair)
Melanie Haber, Associate Dean, Continuing Education (Vice-Chair)
Elena DeVaughn, Assistant to the Dean of Academic Affairs
Wesley Klein, Instructor, Biological Sciences
Pam Perll, Library Associate
Desreen Petgrave, Personnel Officer II

Standard Three: Organization and Governance
Robert Boland, Associate Professor, Law (Chair)
Joan Jakiela, Assistant Professor, Coordinator, Therapeutic Recreation & Gerontology Program (Vice-Chair)
Peter Harris, Director, Student Activities
Kenneth Klucznik, Associate Professor, English
Dr. Michael Pernal, Executive Vice President, Eastern Connecticut State University, Willimantic, CT and Member Regional Advisory Council
Margaret Schenk, Executive Assistant to the President
Thomas Zownir, Professor, Chemistry/Mathematics

Standard Four: Programs and Instruction
James M. Gentile, Instructor, English (Co-Chair)
Christopher Paulin, Assistant Professor, History (Co-Chair)
Robert Henderson, Coordinator, Cooperative Education (Vice-Chair)
Carl Antonucci, Librarian
Edgar Chavarriaga, Technician, Second Level Support
Daniel Long, Director, Credit Free Programs
Mariana Morton, Professor, English

Standard Five: Faculty
Eleanor Weseloh, Division Director, Math, Science and Health Careers
Rae Strickland, Instructor, English (Chair)
Marcia Jehnings, Division Director, Social Science and Hospitality (Vice-Chair)
Jorge Luis Cervera, Librarian
Nancy Haugh, Registrar
Jacqueline Jacoby, Superintendent, Glastonbury Public Schools, Glastonbury, CT and Member Regional Advisory Council
James McDowell, Director, Finance and Administrative Services
Ivette Rivera-Dreyer, Director, Financial Aid
Michael Robillard, Assistant Professor, Mathematics

Standard Six: Student Services
Douglas Dorsey, Instructor, Business (Chair)
Deborah Simmons, Assistant Professor, Music (Vice-Chair)
Georgia Buckles, Instructor, Accounting/Finance
Maura O'Connor, Instructor, Graphic Design
Yolanda Sazo, Assistant Director, Financial Aid

Standard Seven: Library and Information Resources
Mehrdad Faezi, Assistant Professor, Coordinator, Engineering/Industrial Technology (Chair)
Ann Hadley, Instructor, Earth/Environmental Science (Vice-Chair)
Elaine Horne, Professor, English
Philip Jones, Assistant Professor, Biology
Valerie Kier, Assistant Professor, Geography
Deborah Wilson, Director, Human Resources

Standard Eight: Physical Resources
Barbara Paskov, Instructor, Mathematics (Chair)
Gail Hammond, Assistant Professor, Learning Disabilities Specialist (Vice-Chair)
Frank Collins, Member, MCC Foundation Board
Patricia Cook, Professor, Accounting
Margaret Moriarty, Assistant Professor and Clinical Coordinator, Occupational Therapy Program
Joseph Navarra, Counselor
Susan Purdy, Secretary 2
Jean Wynn, Assistant Professor, Psychology/Sociology

Standard Nine: Financial Resources
Angelo Messore, Professor, Economics/Political Science (Chair)
Nance Kriscenski, Professor, Coordinator, Legal Assistant Program (Vice-Chair)
Kristin Debonne, MCC Graduate (deceased)
Diana Hossain, Professor, ESL/English
Kathleen McLaughlin, Professor, Mathematics
Kathleen McManus, Regional Director, Human Resources, Fleet Bank, Hartford, CT and President, MCC Foundation Board
Stanley Roesler, Coordinator, Personal Financial Planning (PT)
Grace Scollo, Administrative Assistant to the Dean of Student Affairs

Standard Ten: Public Disclosure
Eileen Stern, Director, Business & Industry Services (Chair)
Duncan Harris, Academic Advisement Counselor (Vice-Chair)
Tricia Baustien, Telecommunications Officer
Robert Kagan, Professor, Coordinator, Media Associates Program
Catherine Manly, Director, Educational Technology and Distance Learning
Myra Niver, Human Resources Specialist, Gerber Scientific Products
Mary Beth Reid, Executive Director, East Hartford Chamber of Commerce
Patrick Sullivan, Professor, English

Standard Eleven: Integrity
Wanda Haynes, Instructor, Reading/English (Chair)
Liston Filyaw, Director, Minority Student Programs, (Vice-Chair)
Diane Hillyer, Professor, Mathematics
Joanne Russell, Instructor, Biological Sciences
Candice Tatro, Associate Registrar
Guocun Yang, Assistant Professor, History

INTRODUCTION AND OVERVIEW

By Jonathan M. Daube, President

"When the NEASC visits early in the twenty-first century; we'll be here, better than ever." That is how I ended the Interim Report of five years ago, and I like to think that that promise has been kept.

"The sky's the limit, if that's what we decide." That is what I said to the faculty and staff last August, and I truly believe it. Let the reader judge: hype; or containing a grain of truth?

* * * *

When accrediting teams come to visit, institutions like to claim their uniqueness. Herewith one person's list—in no particular order—of ten reasons why coming to work at Manchester Community College is invigorating:

- The classified staff—maintainers, secretaries and others—take immense pride in the institution. They welcome new and hesitant "customers"; the place is clean; many of them take courses and earn degrees. They are true professionals.
- Collegiality reigns, especially on good days. People care about each other's well being; they go the extra mile to help a student or a colleague.
- The place is full of life; we have people of all ages and views and backgrounds and dispositions. People coming from over fifty different countries speak as many—or more—languages. When I interview people for positions, I promise that they will never be bored.
- Change is celebrated, but not mindlessly. The College is different from the way it was in 1992; in 2012 it will be different again. Such change as we can control—e.g. what is taught and how it is taught—is intentional.
- Community support is extraordinarily solid. Citizens respect the institution; graduates are proud of their degrees; the legislative and executive branches continue to be supportive.
- The College's mission is "owned" and increasingly understood by both community and employees. People know why Manchester Community College exists and what it needs to be doing.
- Diversity—however one defines the word—is increasingly accepted as a special strength, and the halls and classrooms have a different feel from, say, 1984, when the Lowe Building was opened. MCC reflects its rapidly changing primary service area, and there is general agreement that this is important. In the week following the events of September 11, people described the College as "safe."
- Enrollment is rising, after some lean years. In particular, continuing education/credit-free has shown remarkable growth. (More and more, employers are looking for skills rather than credentials.)
- The new building: how could one not mention this? The magical combination of a remarkable architect, the Department of Public Works, a dean with his head in the clouds and his feet in the dirt, teams of imaginative faculty and staff, a governor and legislature who

have been encouraging at the right times: all these and more have combined to give us a distinguished building that will shine long after the present generation is gone.
- MCC's management team is quite remarkable. The deans are very different from each other, yet work well with each other. Our directors and faculty leaders are strong and imaginative.

I cannot come up with ten reasons not to show up for work; just four intractable issues that I worry about from time to time:
- We academics do have our own mythology. As I wrote ten years ago, "Everyone thinks they are the College: students, faculty, staff, administrators, the president, trustees, System Office people, the Board of Governors, our founding parents, legislators, people in the fifteen towns in our primary service area, voters, employers, accreditors … the list goes on." And I should have added that they're all correct! Faculty think that they are the experts … and they are right. Administrators think they are accountable … and they are. Legislators and taxpayers think they own the place … and they do. So who should be making the key decisions, and how?
- Students—most of them—work and have family and other responsibilities. This brings some realities to their lives as learners. And yet, we all know that a key part of one's education is what is left when tests, assignments and course requirements have all been forgotten. How do we encourage them to attend art openings, concerts, and public lectures? How do we lure them into the library to read material that has not been required?
- The buildings—dare one admit it?—are, on occasion, not as full of life as one would wish. And it is hard to persuade people—faculty, students, community—to support events outside their own areas. (N.B.: art, music, and poetry have developed audiences … it can be done!) We need to find more effective ways to encourage people to be on campus during relatively unscheduled times: this would increase the probability of chance interactions, especially students visiting with faculty and staff.
- The budget is always a worry, never a certainty. We get funded to a certain level, but the percentage of cost borne by the State is not high. Sometimes one gets the feeling that the community colleges are seen as discretionary rather than the investment they are. One of my colleague-presidents tells me she feels like Sisyphus, the King of Corinth in Greek mythology who was punished in Hades by having repeatedly to roll a huge stone up a hill only to have it roll down again as soon as he had brought it to the top. The Chronicle of Higher Education of January 11, 2002, says that "Connecticut public college officials … may struggle to defend their biennial budgets from major rescissions … [They] have been asked … to plan on budget cuts of 5 percent."

* * * *

The visiting team will note a new spirit of acceptance of the need for public accountability. It is necessary, if only because our masters and the culture of the new century require it. But there is still a lingering suspicion on the part of some that measurement—assessment is the politically correct word—does not always or necessarily lead to more quality; in fact, it can discourage spontaneity. There was a wonderful Letter to the Editor in London's Observer dated April 9, 1989:

> "… When my family left New York for London 24 years ago, my mother had an earnest conversation with the headmaster of the local primary school—a tiny

> private establishment with 40 pupils per class and outside toilets—to check that her child's education was in good hands. She was particularly worried that, unlike my American school, this one did not carry out much classroom assessment. 'Madam,' the headmaster replied, 'When a child is hungry we believe in feeding it and not weighing it.'…"

But assessment is in our culture, and we claim, I think rightly, that the 1995 creation of an institutional research position has brought significant rationality and less hunch to our decision-making.

Ten years ago, the NEASC team was concerned that the College did not have the appropriate autonomy to make its own academic decisions. Five years later I wrote, "We have now acquired the freedom to make decisions about resources we do not have," and there has not been much change since then. As anyone in New England should know, we have, over the years, become state-assisted rather than state-supported. The taxpayer pays, maybe, for Monday and Tuesday; the student's tuition pays for the rest of the week.

As Chancellor Marc Herzog has eloquently pointed out, Connecticut is still the richest state in the Union, per capita, but the gap between rich and poor is increasing. This is an issue for us, and we welcome the visiting team's advice as to how to increase our visibility and our presence at the proverbial tables. (In real dollars, tuition-and-fees have increased by a factor of five or six since the College opened its doors in the sixties. Despite the holding of tuition for four years, costs have risen in the last decade. Take a look at the price of textbooks!)

According to a study commissioned by the College in 2000, for every dollar put into the College, $4.50 emerges in spending power in the larger community. How do we persuade decision-makers that public higher education is an investment, especially in hard times?

* * * *

I mentioned diversity above. It needs to be stressed that diversity implies far more than numbers—see the College's Strategic Plan; ask us about the Diversity Group—but numbers can tell a tale. Between the late eighties and December 2001, the percentage of minority employees at Manchester Community College has more than doubled:

Percentages of Full-Time Minorities

	Teaching Faculty	Unclassified Staff	Classified Staff	All Employees
1988	6%	9%	16%	12%
2001	14%	18%	40%	25%

Compare these numbers with some of the public school systems in our primary service area:

Percentages of Minorities
Connecticut Public Schools

	1991		1996		2001	
	Students	Staff	Students	Staff	Students	Staff
East Hartford	33.1%	2.0%	53.7%	4.8%	65.0%	6.8%
Manchester	15.8%	1.7%	27.7%	4.1%	36.3%	6.3%
TOTAL (15 towns)	15.1%	1.4%	21.0%	2.6%	25.4%	3.9%

Behind all these numbers are stories of cultural change that remind one of immigrations into the district before the Second World War.

Whenever a group, large or small, sits down to discuss the College's future, someone—it might as well be me—points out that we cannot be all things to all people. True, of course. But what should one cut? We tend to regard the continuing education division as the College's entrepreneurial wing, and I am very pleased that it is now generally regarded as central to the College's purposes, not peripheral. So we end up most things to most people! The enrollment numbers tell an encouraging story, and any of our Continuing Education catalogs is worth looking at for sheer variety.

Division of Continuing Education Enrollment

Semester	Business and Industry Services	Credit-free	TOTAL
Fall 2001	2,018	2,107	4,125
Fall 1996	972	850	1,822
Fall 1991	1,038*	692	1,730

*Includes Pratt & Whitney (362)

When we put together a book to mark the opening of *Phase I*, the Learning Resource Center (LRC), Governor Rowland wrote, "The prefabricated modular buildings … dated from 1971 and were designed to last between five and ten years … The people from the MCC service area deserved much better, and soon." Not only have the Governor and the legislature been entirely supportive of MCC's major building project; just as importantly, Governor Rowland and the Department of Public Works have given an extraordinary architect, Chad Floyd of Centerbrook Architects, and College personnel the freedom to design what we really thought we needed.

Many architects listen minimally to their clients; then design what they wanted in the first place; then disappear. (A footnote: when I arrived in 1987, I asked to be put in touch with the person(s) who had designed the Lowe Building, which had been finished only three years previously. Not to be found!) Centerbrook Architects worked with us, worked with us some more, and responded creatively to what we asked for. Examples:

- We wanted the library to be very central and very accessible.
- We wanted lots of light, even in interior spaces.

- We wanted the building to fit into its neighborhood. So you will see glass on the side facing the Lowe Building, but traditional brick facing Wetherell Street.
- We do not like rectangles and squares.
- We wanted art all over the building. So you will see pottery in the library and art on the galleria walls.
- We did like the homey atmosphere of the East Campus. To the extent possible in a large new building, this is replicated.
- We needed the building to be very high tech!
- We wanted the building to be very accessible. So instead of two or three free standing structures, we have one main building: great for people in wheelchairs; great in the winter or when it is raining.
- We wanted faculty to have a say in how classrooms and offices might look.

* * * *

But even more important than the new building is what goes on inside it. MCC takes its hiring, tenuring and promotion decisions very seriously, scrupulously following carefully articulated processes.

I meet with each search committee as it convenes, speed-read all applications, and interview almost all finalists. Thus, in a ten-year period, I must have personally interviewed over three hundred candidates for unclassified positions:

New Hires July 1 to June 30

Year	Faculty	CCPs	Unclassified Total	Classified
1991-1992	0	0	0	5
1992-1993	5	4	9	11
1993-1994	5	8	13	8
1994-1995	4	4	8	9
1995-1996	4	3	7	1
1996-1997	3	1	4	3
1997-1998	3	11	14	8
1998-1999	13	8	21	8
1999-2000	6	9	15	7
2000-2001	2	8	10	16
7/1-12/31-01	3	3	6	1
TOTAL	48	59	107	77

It is interesting to note that teaching faculty seem to apply for promotion more than do community college professionals (69% of those eligible in the past several years as against 53%) and; perhaps as a result, seem to do slightly better in the promotion stakes (41% of those eligible in the past several years as against 35%):

Promotion

Year	Faculty Eligible	Faculty Applied	Faculty Promoted	CCPs Eligible	CCPs Applied	CCPs Promoted	TOTAL Eligible	TOTAL Applied	TOTAL Promoted
91-92	22	15	9	16	11	6	38	26	15
92-93	21	13	8	20	12	6	41	25	14
93-94	20	13	10	15	9	4	35	22	14
94-95	21	13	7	19	10	8	40	23	15
95-96	22	15	8	14	5	5	36	20	13
96-97	24	15	9	13	7	6	37	22	15
97-98	27	19	12	17	7	5	44	26	17
98-99	26	16	7	10	5	4	36	21	11
99-00	25	21	10	17	11	8	42	32	18
00-01	22	15	5	14	9	4	36	24	9
01-02	29	23	20	23	9	7	52	32	27
TOTAL			105			63			168

The Promotion committee, the immediate supervisor, the appropriate dean and I carefully read all files of all applicants.

Similarly, tenure decisions are taken very seriously.

Tenure

Year	Faculty Tenured	CCPs Tenured	TOTAL Tenured
1991-1992	10	5	15
1992-1993	3	2	5
1993-1994	7	2	9
1994-1995	4	3	7
1995-1996	1	4	5
1996-1997	6	2	8
1997-1998	4	4	8
1998-1999	2	1	3
1999-2000	3	2	5
2000-2001	6	2	8
2001-2002	3	6	9
TOTAL	49	33	82

My point is that we at Manchester Community College spend a great deal of time on personnel decisions, none of which is regarded as routine or automatic. The resultant quality shows, I believe, and people who are hired, promoted, tenured can feel genuine pride in their accomplishments.

* * * *

As in 1992 and 1997, we asked people to serve on reaccreditation committees who were not experts in the area under scrutiny. This has allowed for almost 100 people to become acquainted with something new. (I might add that, after over 14 years as president of Manchester Community College, I am still learning new things about the institution.) A measure of how fast the College is changing: fully 45 percent of the people who were involved with putting together the 1997 Interim Report are no longer with us. Similarly, 55 percent of those involved ten years ago have left the College. It is hard to maintain institutional memory.

So we think that the NEASC team will be visiting a thriving and basically healthy institution in March 2002. There may be many issues on any particular day, of course, but hope and optimism and pride are in the air. Ten years ago, I wrote to President Ed Liston's team what I now repeat to President Fred Bartok's group:

> "We ask them to talk with us, to discuss, to argue. We ask them to read the prose [Mike DiRaimo's] in toto, for we believe that the total picture adds up to more than the content of each of the chapters. We have taken the position that the only absolute is that … all of us tell the truth as we see it; now we ask the visiting team to do no less, and no more: tell us what you see and how we can make the enterprise better."

Welcome to Manchester Community College!

Standard One: Mission and Purposes

Description

Manchester Community College has experienced many significant changes in the ten years since the *1992 Institutional Self-Study*.

- Our buildings have increased by 116,000 square feet and offer state-of-the art laboratories and classrooms that address the needs of 21st century learners.

- Our instruction has moved beyond the bounds of the traditional classroom and is now delivered over cable and on-line.

- Our student body is more diverse than ever, with the minority student population having more than doubled since 1992.

- Our enterprising administration, faculty and staff have worked together to pull MCC out of an enrollment decline in the mid-1990s by devising outreach, marketing and fundraising initiatives that have resulted in dramatic enrollment growth in the last two years.

These changes – there are many more that could be noted -- have made us more vital and responsive to our community's needs. Our evolution as a community college in the last decade has been inspired and sustained by the sense of ourselves that is revealed in our Mission Statement.

The College's Mission Statement was last revised in 1992 in preparation for reaccreditation by the New England Association of Schools and Colleges (NEASC). The statement that was fashioned at the time has appeared in all of the MCC Catalogues through 1999-2000. In preparation for the March 2002 NEASC visit, the College once again studied its Mission Statement to ensure (a) conformity with the overall mission set forth by the Board of Trustees of Community-Technical Colleges and (b) relevance to the needs and interests of MCC's students and community.

The Committee on Mission and Purposes, an eleven-member body consisting of the College's president, faculty, professional staff and community representatives, was convened in April 2000 and began a two-track process for reviewing—and possibly revising -- the College's mission statement. In the first phase, the Committee studied the mission statements of other community colleges, reviewed the "Mission/Vision Statement" of the Board of Trustees of Connecticut Community-Technical Colleges, and offered its own critique – sometimes heated but always astute -- of the MCC Mission Statement based on its review of these documents and its own "feel" for the pulse and character of the MCC community and student body. This phase of the review process was much enhanced by a visit from Dr. Ted Powell, the primary author in 1965 of the legislation that gave rise to the community college system in Connecticut and the system's first Executive Officer (the title is now Chancellor). Dr. Powell's remarks provided the

Committee with an insightful and often moving depiction of the history of open-access institutions here in Connecticut and across the nation, and offered his unique perspective on the changes in teaching, learning and funding that community colleges can expect to encounter in the decades ahead. The chair of the Committee on Mission also met with the Director of Institutional Research to explore the connection between the Mission Statement and the College's strategic planning activities. These early reviews and discussions enabled the Committee to begin making changes to the Mission Statement that had held sway since 1992.

In the second phase of this review process, which occurred concurrently with the first, the Committee solicited College- and community-wide responses through an April 5, 2000, memorandum from President Jonathan Daube to the MCC Regional Advisory Council, the MCC Foundation, the Student Senate, the Alumni Board, the MCC Older Adults Association and all full- and part-time faculty and staff. The responses were helpful and expressed, in their main thrust, the sentiment that our ten-year-old Mission Statement accurately captured the essence of MCC's aspirations and achievements but was somewhat lengthy, not "reader friendly," and a bit under-emphatic in indicating the College's commitment to *access* and *learner-centered* instruction.

Using all of the feedback it received from this review process and adapting the opening paragraph of the Mission/Vision Statement from the Board of Trustees of Community-Technical Colleges, the committee revised the former Mission Statement to read as follows:

Manchester Community College Mission Statement

Manchester Community College is a learner-centered institution committed to access, excellence and relevance.

MCC enriches the academic, economic and cultural life of the community it serves by providing comprehensive, innovative and affordable life-long learning opportunities to diverse populations.

To achieve this distinctive mission, Manchester Community College –

- ensures access to any who desire a college experience;
- maintains instruction of the highest quality;
- welcomes people of every ethnicity, national origin, religion, political belief, sexual orientation, age or disability;
- encourages mutual respect and understanding for people in all their diversity;
- offers support and guidance to those who lack the essential skills and resources that promote learning;
- offers programs and services designed to overcome academic, financial and social barriers;

- provides a foundation in general education through a full range of liberal arts and science offerings, as well as an array of courses for those who wish to develop or upgrade career skills;

- provides a wide range of extracurricular activities for students and the community, including conferences and seminars on academic, political, religious and social issues;

- provides a venue for athletic, artistic, recreational and social events; offers on- and off-campus programs tailored to the needs of the business community and other educational institutions.

This revised Mission Statement was formally accepted by President Daube on July 16, 2000, and distributed to the College's many constituencies (faculty, professional staff, alumni board, Foundation, Regional Advisory Council, etc.) on August 1, 2000. The revised Mission Statement appears on page 5 of the *2000-2001 Catalogue*. In addition to its appearance in the catalogue, all MCC business cards issued to faculty and professional staff beginning in Fall 2001 have printed on the back the first two sentences that introduce the latest Mission Statement.

Appraisal

We believe that the College's new Mission Statement accurately captures the broad sweep of our purposes both as part of a state-wide system and as a separate entity -- ensuring access, educating for career or transfer, providing educational support, enhancing the life of the community we serve, promoting diversity and respect for difference. We believe that this statement accurately reflects who we are and what we are capable of doing.

The College makes every effort to acquaint the faculty and professional staff with its mission and purposes. In fact, a standard question asked during the interviews for *all* potential faculty and professional staff positions is, "What is your understanding of the role and mission of the community college?" It has long been the College's aim that *all* of its employees develop a thorough knowledge of and a commitment to the unique aspirations of this institution. To further assist in this goal, the College continues to employ the practice of assigning a mentor to new hires on the faculty and professional staff, one aim of which is to clarify and promote the College's mission. The College could perhaps make a better effort at instilling a deeper awareness of the Mission Statement to new hires on the classified staff, most of whom are in the front lines of admissions, registration, office management, and campus maintenance – all of whom have a key role to play in making MCC a wholesome and productive institution.
With regard to assessing and revising our Mission Statement, the College has moved beyond the candid admission contained in the *1992 Institutional Self-Study*:

"When it comes to assessing the fulfillment of its mission and objectives by studying the impact on students and graduates, MCC admittedly comes up short. Heretofore, lack of funds, of staff, and of an effective management information system have prevented the complete attainment of that goal."

One hesitates to say that we have achieved the "complete attainment" of our goal with regard to assessing the fulfillment of our mission, but MCC has significantly improved upon the condition described above. As the rest of this *Self-Study* will attempt to show, we have since 1992 implemented more and better mechanisms for understanding what we do and how well we do it –

- we have a vigorous Strategic Plan that grew out of the Master Plan efforts of the early 1990's, which led to our new campus;

- we have a new, more comprehensive record-keeping system – Banner – which can provide up-to-the minute information on student demographics and performance;

- we have identified and publicized our programmatic and general education outcomes and are in are the process of designing protocols to measure them;

- we employ a variety of surveys in the area of Student Affairs to gauge student satisfaction with specific services and the College in general;

- we have an Enrollment and Retention Task Force and a Center for the Study of Local Issues that attempt to understand the ebbs and flows of student enrollment and persistence;

- we routinely draw upon the advice of the College's Regional Advisory Board, Program Advisory Committees, and employers and industry contacts to stay abreast regarding the needs and nature of our primary service area;

- we have an enhanced system for faculty evaluation that now includes a component that was not present in 1992: student course/instructor evaluation.

The parts are clearly there; what the College needs is a system for better coordinating the information derived from these many reports and assessment devices and using them in the service of mission review and revision. The College has had since 1995 a full-time Director of Institutional Research who has done a commendable job of centralizing the various data and presenting them on the MCC Homepage for all to access. However, since Fall 2000, just as the College was gearing up for the current reaccreditation process, the Director of Institutional Research was offered other administrative assignments within the College and the system, and we have had to make do with part-time services in this area for the past year and a half. Thus, the kind of data that make a comprehensive study of our institution's overall effectiveness are not as readily accessible as they should be. The College plans to rectify this problem by the early 2002. A job description has been advertised and a search committee has been formed to bring on board a new Director of Planning, Assessment and Research who, starting at his/her date of hire, will report to the Dean of Academic Affairs instead of the Division of Information Resources and Technology. This new alignment is being made in the interest of establishing a tighter link between institutional research and academic planning and assessment

Projection

- MCC can better know its mission and its success in achieving that mission by keeping active some type of "review committee" that studies the data provided by the offices and devices named above. Waiting every ten years or so to revise our Mission Statement has served us well in the past, but given the rapid rate at which educational and economic needs are changing, the College may be better served – and serve better – by more frequent evaluation of its mission and purposes. The College feels that mission review can be most effectively tied to the three-to-five year planning cycle called for by our new Strategic Plan and is committed to making that connection systematic and effective.

Standard Two: Planning and Evaluation

Description

Manchester Community College has been involved in planning of various kinds for the last ten years. Some of it has been remarkably successful. Some of the earlier efforts, while not always effective, have served as important learning experiences for the College. At present, we are in the early stages of on-going strategic planning that we believe will serve us well into the next decade.

A Brief History of Planning at MCC 1992-1999
This College's most structured and successful planning effort began in 1991, when we were known as Manchester Community-Technical College. Its aim was to redevelop and expand the campus to accommodate enrollment growth and modernize the traditional classroom. The **Master Planning Committee**, as it was called, included deans, faculty members and the Director of Facility Planning for the Board of Trustees of Community-Technical Colleges. Outside consultants in space management, educational planning, architecture and engineering helped to direct this effort. To obtain a better picture of how MCC would evolve and what types of facilities it needed to accommodate this evolution, the Committee conducted an elaborate three-year institutional self-examination that included extensive interviews and focus-group studies involving students, faculty, community members, local industry leaders and policy makers. The Committee released in 1993 the **MCTC Campus Master Plan**, which called for a newer and larger campus that featured room to grow, classrooms that could deliver "multi-modal" instruction, and space arrangements that would encourage more inter-departmental collaboration. The tangible results of this plan have arrived. The new MCC campus is nearly complete and it shows the extraordinary things that can happen as a result of careful, broad-based strategic planning. (The chapter on "Physical Resources" offers additional information on this planning effort.)

Planning did not end with the success of the **Master Plan** – in fact, the College's planning efforts had become galvanized.

In 1995, the College hired a Director of Institutional Research (later to be named Director of Assessment, Research and Planning), largely in response to NEASC's 1992 recommendation that our institution find a way to bring greater "coherence and establishment of priorites" to our planning efforts. Clearly "coherence" and the effective "establishment of priorities" were key features of the **Master Plan**, which was well underway. However, the College still needed to envision (i.e., plan) the pursuit of its mission while the **Master Plan** was being carried out -- and beyond. Thus, working with the Dean of Institutional Development, the Director of Institutional Research began to develop for MCC an *on-going* strategic planning process. Their efforts resulted in a document entitled *Recommended Process for Strategic Planning (1996)*, which created a rationale for strategic planning at MCC and offered a time-line for three major planning stages: College-wide assessment, action plans and evaluation.

To implement the strategies offered by this document, a **Strategic Planning Council** was established in the spring of 1996 consisting of the deans, interested faculty and staff. Between

1996-1997, the Council sponsored a series of large brainstorming sessions involving administration, faculty, staff, students and community members. At these sessions, participants were asked to conceptualize, list and prioritize the College's strengths, weaknesses and opportunities. A web-page was created to post the findings of these sessions and bring the planning efforts to as wide an audience as possible. The themes that emerged from these sessions resulted in a new document – *MCTC's Vision for the 21st Century (June 1997).*

This document listed six strategic goals for the College (e.g., "guarantee that no student will be turned away for lack of financial resources" or "ensure that all students are supported with technology appropriate to their academic success"). Based on those goals, the various "units" of the College – a concept that included individuals, committees, departments, etc., -- were asked to submit proposals that, if approved, would receive funding (or support of some kind) for one year. Proposals trickled in – some of great value, others less so. It was in this fits-and-starts manner that we "planned," until 1999, when as an institution we were determined to draw energy from the soon-to-arrive new campus, with its new look, classrooms and technology, to re-charge our planning efforts.

The New Strategic Plan -- 2000-2001

In 1999 the College was determined to make planning more purposeful, broad-based, and vigorous. Thus, in the summer of 1999 the Strategic Planning Council along with the President and the deans, met with a consultant to discuss revitalizing the planning process. The result was a November 1999 *Open Space Planning Session* that was attended by over one hundred people including the College's administration, faculty, staff, students, alumni and local business and political leaders. The information generated at the breakout sessions regarding the strengths, challenges and opportunities facing MCC was summarized and given to the Strategic Planning Council. Using these data, the Council developed a new planning document: **Strategic Plan: A New Campus for a New Century**, which was made available in June 2000.

This document provides the seven major vision statements that now govern planning at the College:

1. Academic Distinction – "Manchester Community College rises to national recognition and leadership for its excellent academic, cultural, recreational and athletic programs housed in state-of-the-art facilities and available to a broad range of students. Manchester Community College ensures exceptional educational experiences for its students by maintaining rigorous academic standards and providing student-centered learning that uses the most up-to-date technology. The faculty and staff are knowledgeable, talented, hardworking, and committed to the education of all students."

2. Accessibility - "Manchester Community College rises to national recognition and regional leadership through the accessibility of its academic programs and resources for life-long enrichment. The College opens its doors wide to serve the needs of all members of its community, especially those with economic and physical limitations, who can benefit from an on-campus experience."

3. Campus Environment – The College has "a state-of-the-art campus that provides a healthy, safe environment capable of supporting academic and life-enrichment programs of the highest quality…The facilities allow Manchester Community College to offer a wide variety of academic programs and courses that meet the needs of all students, regardless of their abilities or ambitions and that allow for growth in enrollment."

4. Diversity - MCC is "a model of diversity. The College is a place where students, faculty, staff and the community are motivated to live, work and interact with diverse people, interests, values and cultures."

5. Private and Public Partnerships – MCC cultivates "resources beyond its state-supported budget. Through gifts, grants, or collaborative ventures, the College is able to obtain the resources it needs to ensure quality service, provide academic scholarships, and buffer itself against the uncertainties of public funding."

6. Student-Centered Climate - The College provides "a learning environment that successfully identifies student needs and learning styles, and that addresses those needs effectively and conveniently. The College's standards are high, its instructional methodologies are student-focused, and its curricula are both relevant and rewarding. Classes and programs are available to students at a variety of times and in a variety of formats so that everyone has the opportunity to learn at his or her own pace and schedule."

7. Technological Enrichment – MCC has "technological advances that allow admissions and registration, tuition payment, advising, and financial aid procurement via a state-of-the-art, highly interactive student information system…The wide availability of courses via distance learning/on-line delivery allows students to gain knowledge at their convenience and pace…The faculty and staff at Manchester Community College keep abreast of new technological advances with the aid of on-site training and increased professional development funds for local seminars."

Another planning session was convened in August 2000, to determine the process that would be used to implement planning based on this enhanced vision. The six deans and the President were assigned to each of the seven areas as facilitators. Throughout Fall 2000 and Spring 2001, groups were convened to develop goals and strategies achievable in three-to-five years for each of the seven vision statements. The Strategic Planning Council then compiled the results of these efforts into a comprehensive document: **Strategic Plan, August 2001**.

During this same period of time, the **Task Force on Enrollment and Retention,** established in response to declining enrollments experienced by MCC and many of its sister colleges in the mid- to late-90s, was busy reviewing the processes and procedures used by the College to recruit, admit, register, serve and retain students. Between February 2000 and July 2001, the Task Force interviewed individuals from all departments and divisions on campus, studied procedures from successful academic institutions, attended conferences, and reviewed relevant documents. The document published by the Task Force in July 2001 concluded with numerous recommendations

for improving recruitment and retention, and strategies for implementing those recommendations. In short, the Task Force had produced an independent planning document that addressed almost all of the seven vision statements of the **Strategic Plan**.

Having both the *Strategic Plan, August 2001* and the *Report of the Task Force on Enrollment and Retention* in hand, the deans and the President closely examined both documents. They identified those goals, strategies and recommendations that had already been addressed during the process of developing both reports, those that were currently being addressed and those that still required attention. Responsibility for each item was assigned to a dean.

The College now intends to implement the following process to arrive at one consolidated strategic plan that is linked to the budget process and provides for an annual review:

- The President and deans are incorporating the recommendations of the Enrollment and Retention Task Force that require long-term planning into the completed Strategic Plan.

- The President and deans are prioritizing the resulting goals and strategies.

- The President and deans will assign responsibility and request action plans from the appropriate departments and divisions for each of the strategies identified in the major goal areas.

- The action plans will identify --
    1. the activities required for achieving the objectives,
    2. the resources required for carrying out the activities,
    3. the timelines for completing the activities,
    4. the personnel responsible for the activities and
    5. the measurable outcomes to assess the success of the activities.

    (See *Strategic Plan*, Team Reports, sec. I. Academic Distinction, for a sample. Action plans have already been provided for this area)

- The President and deans will review the prioritized goals and action plans and make the necessary budget linkages.

- Finally, the President and deans will identify timeframes and responsibilities for an annual planning cycle, which includes a mechanism for monitoring, reviewing, and updating of Strategic Plan goals and action plans.

- An updated Strategic Plan will be provided to the college community annually, with an opportunity for comment. The Strategic Planning Council will review any comments on the plan. Recommendations for modifications will be forwarded to the President from the Strategic Planning Council at least annually and on an "as needed" basis.

At last, MCC has a viable and active Strategic Plan that is built on clearly defined goals, wide-ranging input, and specific measures of achievement and accountability.

Appraisal

The 1992 NEASC visiting team emphasized that our College lacked a "coordinated planning process aimed at identifying campus priorities over the long term." MCC has gone above and beyond in addressing that deficiency over the last ten years, but not without some problems along the way.

The *Master Plan* of 1992, with the help of professional and community input, correctly envisioned a 21st century campus tailored to the needs of 21st century students and life-long learners. However, this document focused primarily on the physical and spatial goals of the College. The College's other planning efforts that were directed by the Dean of Institutional Development and the Director of Institutional Research between 1995-1999 constituted an honest attempt to address those other all-important areas such as curriculum, teaching, student support, financial aid, etc. This is most evident in the 1997 document, *MCTC's Vision for the 21st Century*, which offered an important supplement to the concerns of the *Master Plan*. However, this 1997 document was unable to inspire widespread "buy-in" and managed to attract only a few proposals from the various "units" of the College that took a long range view. For the most part, the projects and goals that were generated under this scheme were ones of short duration and reflected more the interests and needs of the proposers than they did the goals or vision set forth by the document. Also, the academic areas of the College were more likely to pursue planning proposals than were areas involving student affairs and support services. Granted, some good did grow out of this effort – a College Writing Center was established and funds were provided to support the nationally-known MCC Mock Trial participants – but on the whole the process did not encourage the kind of long-range thinking that improves institutional value.

Now however, the College has a plan that has the ambition of the *Master Plan* and that uses a collaborative and systematic approach for devising and evaluating strategic goals that previous documents lacked. For example, the strategic goals that were developed to support the vision of "Academic Distinction" began with a planning session chaired by the then-new Dean of Academic Affairs. The session involved faculty members, students, community members and members of academic advisory groups. Those assembled were asked to work in smaller groups to develop a set of high priority goals that would help the College achieve or enhance its "Academic Distinction." Besides setting forth goals, the groups were required to determine which resources were needed to achieve a particular goal, and which outcomes or measures could be employed to assess the goal's accomplishment. This information was collected, brought before the Academic Distinction Team and formalized into a plan of action that has been incorporated into the *Strategic Plan, August 2001*. This approach clearly removes the kind of territorial concerns that drove past planning efforts and asks for an increased measure of accountability.

The planning process is further enhanced by the availability of institutional data that are more comprehensive and accessible than they were ten years ago. Our relatively new Banner administrative software system provides information on student demographics, enrollments, and scheduling that has become increasingly helpful in curriculum development, the hiring and

expansion of faculty, and the scheduling of courses. Institutional data are also beginning to play a larger role in departmental activities such as tracking outcomes, establishing prerequisites, and developing curriculum.

Most importantly, under the new planning process, budgetary allocations will be made based upon these established priorities and strategies, rather than on the merits of individual proposals and lobbying efforts of various faculty, staff and departments.

Projection

- The College will continue to make effective use of the new BANNER system in researching and tracking data. The College is also in the process of hiring a new Director of Planning, Research and Assessment, who will report to the Dean of Academic Affairs and play a key role on the Strategic Planning Council.

- The Chancellor of the Connecticut Community College System has created a new position of Director of Planning and Research. This system-wide position should further enhance our planning activities by giving us access to information and support for planning at an even higher level than past. (The position is held by the former director from Manchester.)

- During the past few years the Outcomes Assessment Committee has worked with all academic departments to develop lists of expected outcomes for all programs and for the General Education core. This Committee is directing all academic departments and programs in the process of formulating appropriate measures to assess these outcomes and the effectiveness of the measures themselves.

Standard Three: Organization and Governance

Description

The Governing Board

Authority for the governance of Manchester Community College and the other eleven institutions in the community college system is vested in the Board of Trustees of Community-Technical Colleges.

The chief responsibilities of the Board as defined in CGS 10a-71-72 are to provide for the administration of the colleges, including expansion and development; to make rules and policies for the governance of the schools; to develop mission statements for the colleges; to submit to the Board of Governors recommendations for the establishment of new academic programs and academic mergers or closures; to coordinate programs and services; to promote fund raising; and to review and approve institutional budget requests. The Board consists of twenty-four members, twenty-two of whom are appointed by the Governor of the State. The Chair of the Board is also a gubernatorial appointee. Two members are elected from among the students of the constituent institutions.

Board committees meet regularly to carry out their responsibilities and are provided background information to assist in understanding their special areas. Records of all Board meetings are maintained and are available for public examination. The Presidents of the community colleges participate on committees without vote.

The Board of Trustees is authorized by CGS 10a-73 to appoint for each college a regional advisory council that works with and advises its President with respect to appropriate educational programs to meet constituent and community needs. The members of the council meet with the President and various college officers on a regular basis.

The Chancellor and Executive Staff

To assist in carrying out its mission, the Board maintains an executive staff, which exists independently of the administrations of the individual colleges. This staff is headed by the Chancellor who is the chief executive officer of the system. The Chancellor implements Board policy as it relates to the system as a whole and coordinates common efforts of the constituent colleges. The Chancellor is appointed by and reports to the Board and is responsible for the proper functioning of the Board and its committees, securing compliance with Board actions and maintaining the successful operation of the system. Executive staff members serve as managers and facilitators within specific functions such as academic affairs, computing services, fiscal affairs, personnel, and research. Frequent meetings between members of the executive staff and campus administrators enable a two-way flow of communication that promotes consensus on major administrative decisions.

The College Administration

The principal administrative officers of the College are the President, Dean of Academic Affairs, Dean of Administrative Services, Dean of Information Resources and Technology, Dean of Institutional Development, Dean of Student Affairs, Associate Dean of Continuing Education, and Director of Human Resources. The College has four academic division directors, various support service directors, eleven academic department chairs, and twenty-two academic program coordinators. Department chairs are nominated by their fellow department members. (Job descriptions for all of the above are in the *Workroom*. See also the Organizational Charts.)

All administrative officers of the College are recruited, selected, and appointed in accordance with an affirmative action plan and program that includes advertising the position, creating a search advisory committee, granting structured interviews to selected eligible candidates, and recommending candidates unranked to the President, who has the authority to hire all faculty and staff. In the hiring of deans, the President recommends one finalist to the Board of Trustees. The President is appointed by the Board of Trustees, following a process that includes considerable input from various constituencies.

Renewal and termination of contracts, promotion, salary increases, job security, sabbatical and other leaves, and dismissals are covered by the *Collective Bargaining Agreement* and the *Board Policies and Procedures Manual* (*Workroom*). Retirement, pensions, and other benefits and conditions of employment fall under Title 5 ("State Employees") of the *General Statutes*.

The President is advised both formally and informally by internal and external groups. Internally and formally, he receives advice from the President's Advisory Council, which meets with him weekly. The group consists of the deans; Associate Dean of Continuing Education; Assistant to the Dean of Academic Affairs; Director of Admissions; Director of Communications; Director of Finance and Administrative Services; Director of Planning, Research and Assessment; Director of Human Resources; Director of Center for Student Development; and Executive Assistant to the President. It also includes a representative nominated by the College Senate, a representative nominated by the Faculty Senate, administrators on special projects and, on occasion, interested faculty/staff members.

The President also consults formally and informally with members of the College community: administrators, faculty, members of student government, union officials, classified staff, advisory committees, *ad hoc* committees, community leaders, legislators, and citizens from the communities served by the College. The President meets on a regular basis with the **President's Liaison Group** whose membership is derived from faculty and staff nominated by the College Senate and the Faculty Senate. The aim of the **President's Liaison Group** is to promote healthy and honest communication between the President and the College as a whole and to provide a forum through which the President can introduce new ideas and initiatives. (A detailed "Statement of Purpose" for the **PLG** is provided in the *Workroom*.)

The President is advised externally by personnel in the offices of the Board of Trustees of Community-Technical Colleges, the Department of Higher Education, the Council of Presidents, MCC's Regional Advisory Council, and other groups. The College has a Women's Caucus and a

Minority Caucus, which comprise both made professional and classified staff members. These groups focus on issues concerning the general status and welfare of women and minorities in the College community.

The present President (MCC's fourth) is strongly committed to the active promotion of pluralism, diversity, and social tolerance. The College seeks to enforce and strengthen these conditions through continual examination of policies and practices. A Commission on Civility helped put together strong institutional statements on harassment, pluralism, and social tolerance. (See *Student Handbook* in the *Workroom*.)

All of the above mechanisms are used to develop and promulgate policy. Policies are also established individually by deans, associate deans, and directors in their particular areas of responsibility.

Evaluation of the management team takes several forms. Each year the President is formally evaluated by the system Chancellor who may choose to seek local input, formal or informal, for this evaluation.

The President annually evaluates those management personnel who report directly to him using a system-standard management performance planning and evaluation process and forms (*Workroom*). After a conference, he writes a narrative about the evaluee at the end of the standard evaluation form and gives it to the evaluee for his/her signature. When the evaluation is signed, it is placed in the person's professional file. Bargaining-unit administrators (e.g., academic division directors) are evaluated by the appropriate supervisors using a standard evaluation form for professional staff (*Workroom*). This practice is conducted in accordance with the Collective Bargaining Agreement. If teaching is a part of an administrator's responsibilities, a standard classroom evaluation form is used along with a standard evaluation form for professional staff (*Workroom*).

There is currently no mechanism for the formal involvement of subordinate staff or faculty in the evaluations of management personnel, division directors, or other bargaining-unit administrators. There is, however, considerable informal involvement.

Internal Governance

Actions that the College is authorized to undertake locally include:

1. Providing and maintaining educational programs, proposing new courses and programs, and recommending the discontinuance of existing courses and programs.
2. Assuming educational and civic leadership roles in the community.
3. Implementing the various collective bargaining agreements locally.
4. Making appropriate recommendations to the Board of Trustees, through the president.
5. Planning and developing the College's plant and facilities.
6. Preparing and submitting a budget to the Chancellor and directing the expenditure of funds allocated by the Board from appropriations authorized by the General Assembly.

In MCC's early history—1963 to 1970—policy-making was accomplished either by the founding President alone, by the President and the Administrative Council, or by the President with the advice and consent of the entire professional staff. Especially in academic matters, the President relied on advice from the professional staff and its committees. In 1970, a system of college governance was adopted by the professional staff, the student body, and the Regional Advisory Council. This system, enunciated in MCC's *Statement on College Governance* (*Workroom*), established three separate bodies, each with its own area of responsibility: the College Senate, the Faculty Senate and the Student Senate. Standing "governance committees" were also constituted by the statement. In 1979, and again in 1996, the statement was revised and ratified by administrators, classified staff, the Faculty Senate, and the Student Senate. This document is still the chief and only formal descriptor of MCC's internal governance.

The College Senate consists of the following representation: the President, eight teaching faculty, six professional staff, eight students and two classified staff. The areas of responsibility of the College Senate may include the academic calendar, accreditation, admissions, campus planning, cultural programs, financial aid, and other areas not specifically within the jurisdiction of the Faculty Senate or the Student Senate or delegated to either by the Jurisdiction Committee.

The Cultural Programs Committee, a standing governance committee, reports to the College Senate. Its purpose is to develop, plan, and coordinate a strong, diverse cultural program that promotes further cultural growth while simultaneously extending and supplementing the totality of the College's offerings.

The Faculty Senate consists of unclassified staff who are faculty, including part-time faculty, unclassified staff who hold positions which are currently designated Professional 12 through 22, including part-time professional staff, the Dean of Academic Affairs, and division directors. The areas of responsibility of the Faculty Senate include curriculum change and development; emeritus recommendations; and academic standards, which includes academic probation, grading, withdrawal, examinations, incoming transfer credit, course waivers, credit by examination, establishment of graduation requirements, and approval of graduates

Standing Governance Committees Reporting to the Faculty Senate:

1. The **Academic Standards Committee** considers matters of academic standards by reviewing current policies and recommending new policies or modifications or deletions of existing policies.
2. The **Curriculum Committee** reviews all courses and curricula and receives from divisions recommendations for changes in, additions to, or withdrawals of courses and curricula.
3. The **Emeritus Committee** seeks to honor those faculty and unclassified staff who have served the College with distinction and draws upon the sentiments of faculty and staff in the selection process.
4. The **Faculty Senate Executive Committee** calls the Faculty Senate to meeting, determines the agenda for all meetings of the Faculty Senate and maintains appropriate records thereof.

5. The **Media Services Committee** reviews and advises on policies and acquisitions of the Library and what once was known as the Audio-Visual Department.

The Organization and Governance documents provide for student representation on three of the standing committees: Academic Standards; Curriculum; and Media Services Committee.

The Student Senate is made up of members of the student body elected annually by students. (See *Student Senate Constitution and By-laws* in the *Workroom*.) The Director of Student Activities or a designee and the academic advisors to the Student Senate are also members *ex officio*. The Student Senate has authority and responsibility to determine policies governing the activities and interests of the student body not in the purview of the College Senate or the Faculty Senate, or otherwise reserved for the President or the Board of Trustees.

The Jurisdiction Committee determines and reports which policy-advising body shall have jurisdiction over policy questions not otherwise enumerated in the governance document. It is required to report within 15 days to the constituent governing bodies seeking a ruling.

Recommendations on policy and procedure are made by all the governance committees to their parent bodies. If approved, these recommendations are forwarded to the President, who may accept or veto them. (A veto must occur within 30 days after receipt.)

Actions of all governing bodies are, of course, subject to state law and the policies established by the Board of Trustees, or by contractual agreement between the **Congress of Connecticut Community Colleges** (the bargaining unit) and the Board of Trustees.
Since the establishment of collective bargaining (ca. 1977), the Congress of Connecticut Community Colleges has been the legal bargaining unit for the faculty and professional staff of all twelve community colleges. Its membership consists of all unclassified personnel with the exception of Presidents, deans and associate deans, the directors of Human Resources, and executive assistants to the Presidents. Matters affecting working conditions and workload, appointment and reappointment of bargaining unit personnel, evaluation of personnel, duties and responsibilities, benefits, and retirement are governed by contractual arrangement between the Congress and the Board of Trustees, which contract must be accepted by the General Assembly. (See the *Collective Bargaining Agreement* in the *Workroom*.)

Four other collective bargaining organizations exist within the College. Members of Campus Security are represented by the Protective Services Employees Coalition. Clerical staff are members of the American Federation of State, County, and Municipal Employees. Maintenance Staff are represented by the Connecticut Employee Union Independent. Finally, certain professionals and paraprofessionals and one manager belong to the Administrative and Residual Employees Union. (Copies of various bargaining agreements are in the Workroom.)

Two other internal groups that exert considerable influence on the College, although they do not have direct policy-making roles, are the **Building and Grounds Advisory Committee** (formerly the Master Planning Committee) and the **Strategic Planning Council**.

The College also has an Alumni Association, an Older Adults Association, and the MCC Foundation, all of which play a major role at the College, support the College's mission, and especially help to provide scholarship opportunities.

Development and Administration of Instruction, Programs and Educational Policies

The **Dean of Academic Affairs**, under the direction and supervision of the President, serves as the chief academic officer of the College. The dean is responsible for overseeing the development of credit-bearing academic, certificate and credit-free programs. The dean encourages professional development, supervises the evaluation of teaching faculty and academic support staff, and develops and directs the implementation of academic policies and procedures.

The Dean of Academic Affairs receives support from the Assistant to the Dean of Academic Affairs. The Associate Dean of Continuing Education, the Director of Cooperative Education Programs, and four academic division directors report directly to the Dean of Academic Affairs.

The **academic division directors**, under the leadership of the Dean of Academic Affairs, supervise the instructional programs of their divisions. These directors serve as links between the faculty and the dean and the President. In Connecticut, division directors and the faculty they supervise belong to the same bargaining unit.

Several reorganizations of the College between 1998 and 1999 have resulted in changes to the structure of Academic Affairs. Formerly reporting to the Dean of Academic Affairs, the **Director of Library Services** now reports to the Dean of Information Resources and Technology, the **Director of the Center for Student Development** (formerly the College Learning Center) now reports to the Dean of Student Affairs, and the **Director of the Computer Center** has been modified within the structure of the newly created Division of Information Resources and Technology. In addition, the four academic divisions underwent two reorganizations in 1997 and 1998.

The current organization of the academic area includes **department chairs** and **program coordinators** who report to the academic division directors. The distinction between chairs and coordinators tends to be that most (not all) coordinators oversee career or degree granting programs while chairs oversee a discipline or subject area. However, at MCC this distinction is sometimes blurred. For instance, the person overseeing the Computer Information Systems department is called a “chair” even though her function is to manage a degree-bearing program. The same is true for the chair of Hospitality Management. It is perhaps best to view chairs and coordinators as carrying out parallel duties under different titles.

In the main, **department chairs** are responsible for implementing and evaluating curricular changes within their discipline, assisting with teaching assignments and selection of part-time faculty, overseeing part-time faculty instruction, recommending adequate support services, and providing general guidance for departmental faculty. Department chairs also assist division directors in developing academic programs, scheduling courses, and preparing budgets. The chairs are appointed by the President through a process that includes departmental elections and

the advice of the Dean of Academic Affairs. Department chairs receive from two- to three-course load reductions per academic year for serving in this capacity. **Program coordinators** (e.g., the coordinator of surgical technology) are responsible for many – and often all -- of the duties carried out by the chairs, in addition to the development and modification of programs, program evaluations, the establishment of and consultation with a program advisory committee, and academic advisement of students in their programs. Program coordinators receive one or more course load reductions for serving in this capacity. Unlike chairs, coordinators are not elected to the position by their area or department.

Faculty contributes to the development of educational policy via the appropriate divisional process designed for the creation, approval, and implementation of new courses and programs. The faculty's role in formulating policy is specified by the *Statement on College Governance* through the Faculty Senate, the College Senate, and the governance committees.

Formal **student participation** in the development and administration of educational programs and policies is provided for in the *Statement on College Governance*, particularly through student participation on various college wide committees, including Academic Standards Committee, Cultural Programs Committee, and Curriculum Committee

Appraisal

In order to evaluate Organization and Governance at MCC, the committee reviewed College documents and state statutes, and conducted individual and group interviews with a broad cross-section of administrators, faculty, staff, and students. Additionally, the committee solicited opinions via a survey (available in *Workroom*) distributed by e-mail to the College community.

Relationships between the College and the Board of Trustees continue to be generally productive. The Board delegates to the President authority to make such local decisions as hiring professionals and faculty. Decisions such as full-time hiring, promotion, merit awards, tenure and sabbaticals and other leaves no longer require Board vote.

The campus organization and governance system provides opportunities for faculty, staff, and students to be heard. The Faculty Senate continues to be most active among MCC's three governing bodies in contributing to the formulation of policy. The Faculty Senate remains an important outlet for the expression of faculty opinion. It offers the main opportunity for faculty and staff to meet on a regular basis and discuss issues of particular concern to them. However, some interviewees indicated that the name of the body "Faculty Senate" is too restrictive in that it fails to recognize the membership of the non-teaching professional staff (counselors, librarians, officers in registration and admissions, etc.) who are members the Faculty Senate. One often-voiced concern is that the name fosters an atmosphere that inhibits contribution from non-teaching professionals to the Faculty Senate. Another concern is that the Faculty Senate sometimes exercises jurisdiction over matters not specifically within its charge. The claim is that the Faculty Senate hears matters that should not be before it at all, or in some instances, should be presented to it only after the issue had been aired in more local venues – departments, division, or with affected individuals. This latter point is relevant more to communication than organization and governance. As to the first point, the Committee on Organization and

Governance feels that there may have been some technical overstepping of boundaries, but this has not been a serious problem.

The College Senate's role is in a state of flux. At present, its actual jurisdiction does not match its description in the governance document. The governance document, Section I B, gives the College Senate jurisdiction over seven areas:

1) academic calendar
2) accreditation
3) campus planning
4) cultural programs
5) financial aid
6) admissions policies, and
7) all other areas not specifically within the jurisdiction of the Faculty Senate, or the Student Senate, or delegated to either by the Jurisdiction Committee.

In recent years, the College Senate's primary focus has been on the academic calendar, while some of its other areas of jurisdiction have been carried out *de facto* by other units of the College. For example, the Strategic Planning Committee has emerged as the central force in campus planning; the College Senate has little to do with financial aid; although the Cultural Programs Committee still reports to the College Senate, the Student Senate has taken the lead in funding cultural events; reaccreditation is initiated by the President's office and conducted by a college-wide task force operating independently of the College Senate.

The College Senate has initiated an effort to exercise more jurisdiction over its initial charge. On November 21, 2000, the College Senate passed the following motion:

> "The College Senate reminds the cognizant officers in the areas of responsibility listed in Section 1. B. of the Governance Document that they are under the jurisdiction of the College Senate and subsequently must have College Senate review and approval of their activities."

The Student Senate remains typical of such community college bodies. Its officers serve for a relatively short term, generally reflect the more traditional age group of college students, do not often become actively involved in policy making, and rarely participate on governance committees. MCC's faculty, staff, and administration recognize that low student involvement in clubs and governance is problematic and is attempting to study ways to improve student participation. Some initial proposals – and they are only proposals at this point – are (1) to set student activity meetings at more accessible dates and times and (2) to actively recruit students to serve as class and senate officers.

The President and his staff appear to be keenly aware of the need to maintain good communication with campus constituencies. Indeed, the governance reorganization was intended, in great part, to address this need. To this end, the President actively seeks input from a variety of sources. Accordingly, the President and chief institutional officers are generally

perceived to be easily accessible to faculty, staff and students, reflecting a genuine desire to forge community.

The organization and governance structure is necessarily complex. New employees are given a copy of the Organization and Governance Document upon hiring. Further, organization and governance is discussed at new employees' first-year orientation meetings. Each semester the College releases to all faculty and staff a list of the members of each governance and organization committee. Despite this effort by the College, some employees feel that they do not understand organization and governance.

Externally, the State Legislature, the Board of Higher Education, the Board of Trustees, and system executive staff perform varying roles, some of which affect the implementation of policy at MCC. Internally, the President and his staff interact with various campus organizations to achieve policies that are balanced, objective and effective.

The *Statement on College Governance* was reviewed, and a revision adopted, in 1996. It was again reviewed by this committee in 2000-2001, and will be reviewed at least every ten years upon reaccreditation. Amendments to the *Statement on College Governance* can be initiated by two-thirds vote of any recognized constituent unit of the College community, including the College Senate, Faculty Senate, Student Senate, caucus of professional staff, and caucus of classified staff. The committee feels that the combination of a ten-year review and a broad right of initiative provides ample protection to ensure the effectiveness of the organization and governance structure at MCC.

The organization and responsibilities of the deans, associate deans, division directors, program coordinators, and department chairs are clear and well defined. It appears that deans and division directors have ample authority to operate their units effectively.

Projection

Under President Jonathan Daube, the organization and governance of Manchester Community College appears to be functioning very well. The recent appointment of a new Dean of Academic Affairs has brought the number of upper level administrators to a full complement. We expect MCC to maintain its areas of organizational excellence because of its history of success; the commitment of its administrators, faculty, staff and students; and its strong organization and governance document, which gives a voice to all parts of the community.

Meantime, the pursuit of two specific measures could improve the protocols of governance here at MCC:

- Although the College's political process may resolve the issues relating to the College Senate, the College may want to consider establishing a committee to review the jurisdiction and future role of the College Senate, along with other governing bodies.

- To eliminate the feeling of "disconnect" from the practices of policy-making that has been indicated both anecdotally and in the Committee's survey, the College will explore

ways to better publicize the organizational and governance structure of MCC through announcements at divisional and Faculty Senate meetings, through workshops on governance, and through a web page devoted entirely to matters related to describing "how things get done" in and outside of the College.

Standard Four: Programs and Instruction

I. Introduction

The College's distinctive mission to "provid[e] comprehensive, innovative and affordable life-long learning opportunities to diverse populations" is well realized through the programs and instruction it offers. The College "provides [both] a foundation in general education through a full-range of liberal arts and sciences offerings, as well as an array of courses for those who wish to develop or upgrade career skills." Programs, both degree and certificate, have immediate employment ends while the former also allow for transfer to baccalaureate institutions. These programs are described in the College catalog, with an overview of program design, curriculum, and learning outcomes provided. This information is also available on the College's web site as well as selectively in publications (booklets, brochures) produced by individual programs. While all of these programs are, of course, directed to personal fulfillment, other courses offered through various venues in the College allow those in the College's diverse service area to pursue personal, academic, and career interests.

The **Dean of Academic Affairs** oversees all matters related to the development, scheduling and assessment of academic programs and courses, both credit and credit-free. The Division of Continuing Education, which offers all of the College's credit-free programs and off-semester credit courses, is headed by the Associate Dean of Continuing Education who reports to the Dean of Academic Affairs.

II. Program Overview and Course Development

Program Overview

Each associate's degree program is "designed to give students a substantial and coherent introduction to the broad areas of human knowledge, their theories and methods of inquiry, plus in-depth study in at least one disciplinary or interdisciplinary area" (4.12). Each program "includes a general education requirement and a major or concentration requirement." The rationale behind and objectives for the various components of the requirement are explained in the catalog, and courses through which the student might fulfill each component are identified in a "Course Distribution Checklist" included in the catalog. Our associate's degree programs are in compliance with the "Definition of the General Education Component" adopted by the Board of Trustees for Connecticut Community-Technical Colleges on May 18, 1987:

"The general education component of the associate degree programs shall include a balanced distribution of required courses or restricted electives in the humanities, arts, natural and physical sciences, mathematics and social sciences, comprising at least one third of the minimum requirement for the degree."

Specifically, Manchester Community College requires all students who are pursuing an associate's degree to complete the following General Education core:

- English 111 (College Reading and Writing) 3 credits
- Arts 3 credits
- Humanities 3 credits
- Mathematics 3-5 credits
- Natural and Physical Science 3-4 credits
- Social sciences 3 credits
- Additional course from the above 3 credits

Each degree program also includes courses appropriate to the particular discipline. These courses are also identified and described fully in the College catalog. The requirements for each major "are based upon clearly defined and articulated learning objectives, including a mastery of the knowledge, methods, and theories pertinent to a particular area of inquiry." When programs provide "professional training, an effective relationship exists between curricular content and current practice in the field of specialization" (4.18). The integrity and relevance of program content is illustrated in the description of the individual programs below.

The "institution develops, approves, administers, and periodically reviews its degree programs under established, clearly defined, and effective institutional policies" (4.5). New programs are developed at either the departmental or divisional level and sent to both the Board of Trustees and the Department of Higher Education for review and approval. Once established, each program must establish an advisory committee consisting of community and business leaders and prepare periodic self-studies, some of which are mandated by the institution and some by accrediting agencies.

The institution further reviews enrollments for all programs and makes decisions on their viability, revising, suspending, or eliminating a program where necessary. The College complies with standard 4.6: "When programs are eliminated or program requirements are changed, . . . enrolled students may complete their education with a minimum of disruption." Students are allowed (but are not required) to complete their program as described in the Catalog under which they entered. The institution works with the student to fulfill all requirements.

The mission of the community college itself is such that not all students seek an associate's degree. While such a degree is usually prerequisite for transfer to a baccalaureate institution or for certain professional ends, a certificate might meet the professional ends of other students. Thus the College offers many focused certificate programs that do not expressly require general education courses but do require in-depth study in a specific discipline. Such study is again grounded in principles of relevance and integrity.

Course Development

The College's academic programs are supported by courses that "enhance the achievement of program objectives" (4.4). Individual courses and programs are critiqued and revised so as to reflect student abilities (e.g., developmental courses are created when needed and appropriate prerequisites are identified for courses); to incorporate advances in the field (e.g., courses take advantage of the latest technology); to enhance transfer opportunities (e.g., courses are

developed with an awareness of programs at other institutions); and to respond to community and business needs (e.g., advisory boards actively influence program development).

New courses are developed within a department and then must meet divisional approval. These courses are then submitted for review by a Curriculum Committee and then are presented at Faculty Senate by that Committee. Such courses then must secure institutional support. Opportunities exist to develop courses of an experimental nature. **Every five years, each department prepares a self-study report including a description and evaluation of current courses and a projection for future development**. Departmental self-studies are carefully reviewed by at least two evaluators from outside the institution. They read the report, visit the institution, meet with appropriate members of the faculty and administration, and prepare a report of their findings. The self-study and the evaluators' report are submitted to the Dean of Academic Affairs and the President for review and action. (Samples of recent departmental self-studies are available in the *Workroom*.)

In addition to this formal process, individual departments continually review and revise current courses. Division directors review course outlines developed for each course to ensure the integrity of courses offered. Each outline reflects the formal course syllabus, including the course description and course objectives as well as incorporating to some extent identified instructional techniques. When relevant, the course outline will also include General Education outcomes if a course meets such a requirement.

III. Programs

This section of the report addresses the varied associate's degree and certificate programs within each of the College's academic divisions, the interdivisional programs of General Studies and Liberal Arts, and the Division of Continuing Education. An overview of the offerings of each division is presented, followed by an appraisal. Projections for all academic programs, including Continuing Education, are provided in section IIIh.

IIIa. Divisions and Programs: The Relationship

The College's **four academic divisions – Math, Science and Health Careers**; the **Center for Business and Technologies**; **Liberal Arts**; **Social Science and Hospitality** – are the point of origination for associate's degree and certificate programs. Each division designs and monitors the quality of its program/certificate offerings utilizing the expertise of its faculty members and the advice of its advisory boards, where such exist. However, there are programs on campus that do not "belong" to any one division and are best considered to be "interdivisional" programs. These include the popular **General Studies** program and the various **Liberal Arts** concentrations.

IIIb. Division of Mathematics, Science and Health Careers

Description

The Division of Mathematics, Science and Health Careers offers seven associate's degree programs in health careers:

- **Medical Laboratory Technician**
- **Occupational Therapy Assistant**
- **Physical Therapist Assistant**
- **Respiratory Care**.
- **Sport and Exercise Studies**.
- **Surgical Technology**
- **Therapeutic Recreation**

The division also offers a **Pharmacy Technician** program through an articulation agreement with Gateway Community College (New Haven, CT), which awards the degree. In May 2000 the College received approval from the State Department of Higher Education to offer a **Speech Language Pathology Assistant** program. Graduates, as members of a rehabilitation team, will be prepared to work under the supervision of a Speech Pathologist to provide carefully defined speech-language services in such places as school systems and health care facilities. Accreditation criteria have been developed and approved by the Council on Academic Accreditation of the American Speech-Language and Hearing Association. The program cannot be implemented until a position becomes available to permit the hiring of a Program Coordinator. At that time the College will seek program accreditation.

The division currently offers two certificate programs:

- **Gerontology Certificate**
- **Therapeutic Recreation Certificate**

In August 1998 the **Phlebotomy Certificate** program was terminated. This was prompted by two main factors: a decrease in the number of facilities willing to serve as clinical sites, and the move by health care facilities to hire multi-skilled workers rather than those with only a single skill. All students who were enrolled in the program completed it.

In addition to the professional programs and certificates, the Division of Mathematics, Science and Health Careers determines and monitors the discipline-specific content of the **Liberal Arts and Science Degrees** that offer concentrations in Biology, Chemistry, Environmental Science, Mathematics, and Physics. All of the sequences include courses in the primary area of study, related and/or supporting mathematics and science courses, and a general education core. These curricula are intended to prepare students for transfer to a baccalaureate institution.

Finally, the division provides an array of **science and mathematics courses** that support other programs, such as those in engineering science and business. These may include required courses or those that satisfy the general education core. The mathematics curriculum in particular is developed to address a wide range of student abilities and to help meet diverse academic and professional needs.

The division is committed to the accurate placement of all students in mathematics. Before registering for a mathematics course, students are required to take the computerized, adaptive *Accuplacer* placement test. Exemptions are granted for individuals who have completed a

college level mathematics course with a grade of "C" or better. Students coming to the College with little preparation in mathematics typically begin their mathematics studies with a 3-semester hour, non-credit, developmental course, Math 098--Mathematical Modeling I: Number Sense and Geometry. Those who successfully complete it may then elect to progress into Math 101--Mathematical Modeling II: Algebraic Concepts, followed by Math 102--Mathematical Modeling III - Advanced Algebraic concepts. Science and engineering students may subsequently move into Pre-calculus, Calculus I, II and III, and Differential Equations. Linear algebra and set theory are also available. Business students generally complete a two-semester sequence in Modeling and Applied Calculus after Math 102. Introductory and advanced statistics courses are also available. Students pursuing the Liberal Arts degree may continue in the calculus sequence, or select statistics, contemporary mathematics, or liberal arts mathematics, depending upon their career and educational goals. Math 110, Quantitative Literacy, is a popular course for students in the General Studies program who have completed Math 098. This course also satisfies the mathematics general education requirement for a variety of associate's degree career programs.

Currently, the division has two programs in development. The State Department of Higher Education has licensed an **Environmental Science Technician A.S. Degree** program proposal. (Program accreditation from the State of Connecticut will be sought upon completion of the Arts, Sciences and Technology building and before the first class of students graduates.) The program was developed in response to a request from Manchester High School personnel who wished to provide an associate's degree path for their students enrolled in the School-to-Career Environmental, Natural Resources, and Agriculture Cluster. Because of a Tech Prep agreement between the College and the high school, four of the required program courses are articulated with the high school. Thus, students will enter MCC already having earned 13 credits toward the degree. The program also responds to state and federal legislation that challenges institutions to develop academic programs that integrate career exploration and academic and work-based learning. The curriculum will prepare graduates with the academic background and technical skills to perform laboratory and field tests to monitor environmental resources. Students choosing to do so will have the opportunity to continue their studies toward a baccalaureate degree in the same field.

An interdisciplinary team of faculty members has written an **Elementary Education A.S. Degree Transfer** program proposal. It will provide individuals who plan to become elementary school teachers with a strong preparation in mathematics and science. The program will be designed so that graduates may transfer to a baccalaureate institution to complete their degree. Because community colleges enroll more under-represented groups than do state baccalaureate institutions, the program has the potential to provide an educational and career path for these students and thus help diversify the elementary education workforce, especially in the fields of math and science.

For the past several years faculty in the division have collaborated with the Division of Continuing Education to offer credit-free courses of interest to potential or current health care professionals. When the Phlebotomy Program was terminated, the Coordinator designed a Multi-skilled Professional Program for healthcare workers who wished to learn new skills or upgrade their current ones. Health Careers faculty designed and continue to present "Health Career Opportunities for the Year …". It is a three-hour session in which participants develop a personal

profile and receive assistance with matching their strengths and interests with an appropriate health field. Health care professionals have been offered professional development opportunities through such courses as "Essentials of Hemodynamics Monitoring," "ECG Interpretation Made Easy," and others. Finally, introductory professional courses of the Medical Laboratory Technician Program have also been offered on a credit-free basis as a way of providing professional development opportunities or introducing individuals to a new career area.

Appraisal

All health careers programs undergo periodic review, either as mandated by their accrediting organizations or by the College's own program review process. In April 1999 the Medical Laboratory Technician Program received continued accreditation for seven years from the National Accrediting Agency for Clinical Laboratory Sciences. In August 2000, the Accreditation Council for Occupational Therapy Education voted to reaffirm the program status of accreditation for 7 years. The Physical Therapist Assistant Program was granted continued initial accreditation through 2003 by the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association in October 1999. The Commission on Accreditation for Respiratory Care met in March 2001 and voted to recommend that the Commission on Accreditation of Allied Health Education Programs (CAAHEP) grant accreditation to the Respiratory Care Program. This recommendation will be considered by CAAHEP at its next meeting. In October 1996, the Surgical Technology Program received continued accreditation from CAAHEP upon recommendation of the Accreditation Review Committee on Education in Surgical Technology. Finally, the Pharmacy Technician Program is accredited by the American Society of Health-System Pharmacists until 2001 when its next site visit will occur.

Graduates of the health careers programs that require credentialing examinations have consistently performed well. Medical Laboratory Technician Program graduates are eligible to sit for the national certification examinations offered by the Board of Registry of the American Society of Clinical Pathologists and the National Credentialing Agency for Laboratory Personnel. **The class of 2000 achieved a 100% pass rate and their over-all scores resulted in the college placing in the top 2% nationwide**. Upon completion of the Occupational Therapy Assistant Program, students are prepared to sit for the national certification examination for the profession of occupational therapy assistant administered by the National Board for Certification in Occupational Therapy. **MCC graduates regularly achieve a 100% pass rate.** Five of the six students who graduated from the Respiratory Care Program in May 2000 elected to take the entry-level examination administered by the National Board for Respiratory Care. **All passed and achieved a mean score that was 115% above the national average.**

Prior to the opening of the College's new Learning Resource Center (LRC) in Fall 2000, the Occupational Therapy Assistant and Respiratory Care Programs shared a small classroom/laboratory in a 30-year old temporary building. The Surgical Technology Program had no facilities on campus for preparing its students. Thus they were required to go off campus for their pre-clinical professional courses, which were taught by hospital staff, not by MCC program faculty. While the lack of adequate facilities did not interfere with the overall quality of instruction in these programs, it became a concern to faculty and program evaluators. Thus,

space for laboratories for all three was included in the design of the new building. Each now has a state of the art, high technology facility where class and laboratory sessions are held. Students are also able to work there during open lab time to practice their skills. In anticipation of the need for additional surgical technology faculty to teach the pre-clinical professional courses, the College created and filled the position of Clinical Coordinator. This individual also arranges and oversees the students' clinical experiences.

The major concern relative to the health careers programs is the declining pool of qualified applicants that has occurred over the past 10 years. While labor market projections are encouraging in many of these fields, changes in health care reimbursement legislation and personal economic need prompt many individuals to seek jobs in what are perceived as more lucrative and less demanding areas. During the 2000-2001 academic year, the enrollment in the Respiratory Care Program declined to such a point that it was considered for suspension. Fortunately, this did not happen based on the quality of the program, societal need, and the efforts of the program faculty, current and past students, advisory committee members, and hospital representatives to develop marketing and mentoring plans for the program. The College continues to monitor enrollments for all health careers programs, and faculty and staff are aggressive in their recruitment efforts. The limited funding available for professional marketing, and the lack of a college-wide marketing plan and personnel, place much the responsibility of promoting the health careers programs on the faculty and other college staff. The result is a fragmented process, which is successful because of the collaborative efforts of all involved.

The inability to implement the Speech-Language Pathology Assistant A.S. Degree Program is another concern. Until the College is able to secure a position of Program Coordinator, either through a retirement or approval to create an additional faculty position, it will not be possible. Currently, MCC is the only Connecticut community college authorized to offer such a program. However, current needs in existing programs have, of necessity, been given a higher priority. For example, this division recently had a position become available upon the retirement of the only full-time physics professor. It was a unanimous decision that it should be refilled as such in order to support the health careers, engineering, and computer science programs.

The Mathematics Department will address many issues over the upcoming years. The effectiveness of *Accuplacer* to place students into mathematics courses continues to be monitored. Because it is a skills-based instrument, it does not, in the opinion of the Mathematics Department, always provide an accurate recommendation. All students who place into Math 098 through *Accuplacer* are retested on the first day of class in order to provide additional placement information. The retest uses an instrument designed by the mathematics faculty. Typically, one or two students from each Math 098 section are moved into a higher mathematics class following the second test.

The Mathematics Department Self-Study completed during the 1994-1995 academic year recommended that by Fall 2000, maximum enrollments in Math 101 and 102 be reduced from 30 and 35 respectively to 25. It was also recommended that the maximum enrollments in Math 098 be maintained at 25. These limits are necessitated by the increased attention to the development of students' critical thinking skills, as well as the need to integrate the appropriate use of technology and a lab approach into the curriculum. While the goal for Math 098 has been

achieved, enrollment maximums for Math 101 and 102 remain at 28 and 30, respectively, because of budget constraints. In the past, enrollments in all three of these courses sometimes exceeded the maximums because faculty routinely accommodated students who otherwise would have been closed out of a class.

Effective Fall 2003, the Connecticut State University System will accept in transfer only those community college mathematics courses that have a pre-requisite of intermediate algebra. Community colleges were notified of this policy approximately two years ago. Since that time, the MCC mathematics faculty has made the necessary course revisions and informed other departments within the College, so that students will be in compliance by Fall 2001, the originally scheduled implementation date. As already noted, a number of science and mathematics courses within the division are articulated with area high schools that participate in the Tech Prep Program. This new requirement for course transfer is problematic for those mathematics courses that are part of Tech Prep agreements. As the courses are currently taught at the participating high schools, none would transfer to the CSU System under the new policy. This is contrary to the intent of Tech Prep. However, imposing the new pre-requisites on them would put the courses out of reach of the typical Tech Prep student. The MCC Mathematics faculty will work with the high schools with the hope of resolving this problem.

One final area of concern for the division is logistical and promises to be worked out over the upcoming two years. Mathematics classes are currently taught in four dedicated classrooms in the temporary buildings on the East Campus. However, these classrooms are small and limit the instructor's ability comfortably to incorporate collaborative learning activities. In addition, because not all mathematics classes can be scheduled in only three classrooms, faculty must carry needed equipment between buildings or campuses as they move from class to class. The situation will be resolved when the faculty moves into the Art, Sciences and Technology Center in Fall 2002. The new facility will include three state-of-the-art mathematics classrooms, storage facilities, and faculty offices, all located in adjacent areas.

Physical science classes (chemistry, physics, geology, earth and environmental sciences, meteorology, oceanography, and astronomy) are also taught on the East Campus. Those courses with laboratories (chemistry, physics, geology and astronomy) share antiquated chemistry and physics laboratories, which have limited technology access. With the completion of the Arts, Sciences and Technology Center in 2002, five state-of-the-art laboratories for inorganic chemistry, organic chemistry, earth sciences, and physics (mechanical and optical) will be available. In anticipation of this move, the faculty is beginning to review curriculum with a goal of incorporating appropriate technology in time to coincide with the move. The potential impact of the move of mathematics classes and physical science classes on those courses can be imagined by the impact of an earlier move of biology classes. Following the move into the Learning Resource Center in Summer 2000, biology classes are now offered in three new laboratories, one each for general biology, microbiology, and anatomy and physiology. Each lab is equipped with 10 PCs, which can function individually or as a network. Relevant software has been installed on them. Data acquisition probes that interface with the PCs have also been acquired. The new labs and related equipment purchases have led to a substantial revision of the biology laboratory curriculum by the faculty. Laboratory activities emphasize an inquiry-based approach and students spend their time learning science by doing science. Much of the concern

of the biology faculty focuses on budget limitations. The dramatic increase in the use of technology to support the curriculum has resulted in an overall increased cost for lab activities. Finally, it has been difficult for the faculty to offer higher level biology classes at low enrollments because of funding limitations.

It is hoped that the College will, through its resource planning and Strategic Plan, provide the funding needed to equip the new facilities with the hoped-for technology and to update that technology when it is necessary.

IIIc. Center for Business and Technologies

Description

The Center offers many degree programs and certificates of study under five distinct areas: Accounting and Business, Business Office Technologies, Computer Sciences and Technologies, Engineering Sciences and Industrial Technologies: Below is a list of the programs and certificates offered by the Center.

Accounting and Business (degree programs)

- **Accounting**
- **Accounting and Business Administration**
- **Business Administration Career**
- **Management Information Systems**
- **Marketing**
- **Paralegal, or Legal Assistant**
- Certificates of study are available in **Accounting**, **Marketing**, **Paralegal**, **Personal Financial Planning**, **Real Estate Management**, and **Taxation**.

Business Office Technologies (degree programs)

- **Administrative Assistant, Legal**
- **Administrative Assistant, Medical**
- **Administrative Assistant, Office**
- Certificates of study are offered for **Clerk/Typist**, **Medical Insurance Specialist**, **Medical Transcription**, **Office Skills Update**, **Receptionist, Records Management**, and **Word Processing**.

Computer Technologies and Information Systems

- **Computer Engineering Technology**
- **Computer Information Systems**
- **Computer Network Technology**
- **Computer Programming Technology**
- **Computer Science**
- **Computer Technology**
- **Microcomputer**

- Certificates of study are also available for **Information Systems**, **Maintenance Technology**, **Network Technology**, **Operating Systems Technology**, **Programming Technology**, **Microcomputer Processing**, and **Office Microcomputer**.

Engineering

- **Engineering Science**
- **Manufacturing Engineering Science**

The Engineering Science program provides direct entry into baccalaureate engineering programs at the University of Connecticut. The Manufacturing Engineering Science program offers, through the State's College of Technology Pathway Program, direct entry into industrial and engineering technology programs at Central Connecticut State University.

Industrial Technologies

- **Electronic Technology**
- **Industrial Engineering Technology**
- **Machine Tool Services Technology**
- **Quality Assurance Technology**
- **Tool, Gauge and Die-Maker Technology**
- A certificate of study is available in **Computer Aided Design (CAD).**

Appraisal

The various programs of the Center for Business and Technologies continue to evolve and expand in order to offer high-level academic programs and to meet the professional needs of the community. In particular, the success and growth of the Center's business and computer programs are an indication of the Center's responsiveness to technological developments. The programs are attractive to many members of the community. Businesses and industry view the programs as an affordable way to train their employees. In fact, advisory boards help shape the direction of programs so as to meet the needs of such concerns. Workers in businesses and industry view the programs as venues to professional development. In particular, several of the computer science programs prepare students for the core and elective computer industry network certification examinations such as the Microsoft MCP (Microsoft Certified Professional) and MCSE (Microsoft Certified Systems Engineer) certifications. And the Personal Financial Planning certificate program is only one of two community-college programs in the country, which prepares students for the Certified Financial Planner (CFP) examination. Finally, students who aspire to a baccalaureate degree view the many programs as opportunities to fulfill the first two years of baccalaureate study at a high quality yet convenient and affordable institution. The appeal and success of the programs is evidenced by steady and even growing enrollments. In Fall 2000, 300 students were registered in the Computer Science associate's degree program, making it the largest growing program at the College. Also in Fall 2000, 400 students were registered in either the Accounting program or the Business program (not including those students registered in the Marketing or Paralegal programs).

The Accounting program and the Business program have become more infused with technology so as to be consistent with business needs. The resources available in the LRC have facilitated

this updating of these programs. The Business Program is developing a certificate program in "Small Business Operations," which has been approved by the College and is currently before the Board of Trustees. This program will be an entrepreneurial course focusing on modern technology in business, web-based technology in business, and e-commerce. The development of the program indicates the Center's responsiveness to industry developments and its incorporation of new technologies into its programs.

The Business Office Technology program has been completely redesigned over the past two years to focus more on computer office technology. This redesign acknowledges the shift from secretarial to professional office assistance positions.

The Computer Science program at MCC offers more computer courses than any other computer program in the community college system and than many programs at the state universities. The program develops new courses in consultation with its advisory board. The most recent reworking of the curriculum resulted in the addition of ten courses under the Computer Science and Technology label. This program is responsive to the needs of a diverse student population. It allows transfer opportunities, having especially strong articulation agreements with the state university system and with the University of Connecticut. It also allows for professional development in the computer field as well as preparation for employment in the computer field. And in particular, the program prepares students for national certification examinations, as indicated above.

The faculty in this program remain current with developments in the field, participating in seminars conducted by textbook publishers, taking on-line courses, joining Microsoft User groups, and working with adjuncts employed in the business. The presence of adjunct faculty, who teach almost half of the courses, is a positive one. The adjuncts bring the latest knowledge into the program, provide an important contact with the industry, and offer students unique learning opportunities.

The success of the Computer Science program has led to several areas of concern. Foremost, courses usually fill within the first three weeks of registration; thus, not all interested students can be accommodated by the College. Space limitations make it impossible to add more courses, and even offering courses all day on Fridays and on Saturdays has not resolved this problem. Even if more courses could be added, the Center would face the problem of having to hire additional adjuncts.

The Engineering Science and Industrial Technologies programs have high rates of student success. **For example, while the national average for students to complete the first two years of an engineering program is fifty percent, the College's rate of success is sixty percent.** (Part of this can be explained by the greater maturity of the engineering students at MCC, who tend not to enter the program directly out of high school but some ten years later.) **Every student who has completed the engineering program has gone on to a four-year degree program.** These students are viewed highly by four-year institutions for they have proven themselves through completion of the challenging first two years of the engineering degree. They are rigorously recruited and often receive scholarships. It must be emphasized that these students especially benefit from The College of Technology Pathway Programs.

The strengths of the Center are projected to continue into the future. The Center has demonstrated its ability to remain current, meeting the needs of business and industry and developing courses that take advantage of the latest technology. Any limitations that may continue to exist will be related to space, as described above.

The Center anticipates continued growth as it meets employment needs within Connecticut. This is especially true for its Computer Science and Engineering programs. Concerning the former, the Connecticut Department of Labor's study of "Connecticut's Workforce and Occupations in Demand" indicates that computer-related occupations will dominate in growth in all nine of the State's major industry divisions. Computer engineers and technicians, computer programmers, and computer systems analysts are some of the positions where there will be fewer trained graduates than job openings available, and the Center is prepared to provide this training.

IIId. Division of Liberal Arts

Description

The Division of Liberal Arts at MCC comprises the traditional disciplines of **English**, **philosophy**, **fine arts**, **music** and **foreign languages**, combined with **theater**, **graphic design** and **communications**. The division offers numerous courses that support the College's interdivisional programs of Liberal Arts and General Studies and assist the student in his or her academic and personal development.

The following programs are offered through the Division of Liberal Arts:

- **Communications**
- **Graphic Design**
- **Journalism**
- **Multimedia**
- **Multimedia Studies**
- **Music**
- **Visual Fine Arts**

Certificate programs are offered in **Desktop Publishing, Media Technology** and **Public Relations**.

Since 1992 the division has improved its program offerings to reflect advances in technology and the workplace. Perhaps the most significant development is the establishment of two **multimedia programs** that move students beyond the print-based applications of graphic design and into the arena of computer-based delivery of information. The multimedia programs, which incorporate instruction in the most recent animation, digital video, and 3D modeling software, are experiencing healthy enrollments. The division also made changes to the **music program** that improve both its transferability and its appeal to those who simply wish to develop their understanding of music.

The division also offers a wide range of courses in English, fine arts, graphic design, humanities, media, music, philosophy, photography, French, Spanish and Japanese, speech and theater.

The size of the English faculty as well as the number of students it interacts with each semester makes the English Department an especially strong presence in the division. As has been the case with the Mathematics Department, the English Department has been responsive to the increasing developmental needs of entering students. It has redeveloped its writing sequence to focus on three stages of developmental English (English 093, English 096, English 098) and has rigorously enforced the standards necessary for progress to the next level. Most recently, 70 percent of entering students who took the placement test at MCC were placed in developmental English courses for which they had to earn a grade of C or higher to move to the next English level. The English Department was the first department at the College to offer an on-line course in 1997 (English 120 – Introduction to Literature). Since then the department continues to offer two or three on-line courses each semester in composition and literature.

The teachers of Spanish, French and ESL have also revised their courses to include an additional credit-hour (from 3 to 4 credits), enabling the students to make more effective use of new language lab (see chapter on "Physical Resources") and the opportunities it provides for practice in speaking and listening. The expanded credit-hour also makes the **language courses** more easily transferable to baccalaureate institutions. In addition to courses dedicated to language instruction at the elementary, intermediate and advanced levels, the French and Spanish instructors have designed courses that focus on developing conversational abilities and that explore various aspects of French and Spanish culture throughout the world.

Because of low enrollments, the College suspended **theater** as an associate's degree program in 2000, yet has maintained many of the theater courses that draw adequate enrollments: acting, theater practicum and survey of drama. The College also provides limited facilities for one or two small-scale theatrical performances in the course of the academic year. The possibility exists that the **theater** program could be re-instituted in the years ahead, pending better recruitment and improved enrollments.

Appraisal

The Division of Liberal Arts plays a formative role in the education of students in the College. In particular, it helps students become proficient in writing and speaking, teaches them to read and listen comprehensively, and engages them in a critical exploration of a vast array of human experiences and expressions. Students often enroll in individual courses offered by the division in order to meet General Education requirements, fulfill specific program requirements, or to pursue outside interests. The division has made exceptional efforts to keep its programs current and attractive and will continue to review programs in need of revision or suspension. One program that has struggled of late has been the **Journalism** program. Low enrollments have resulted in the cancellation of key program-related courses, necessitating that students work with the instructor in independent studies to fulfill requirements. This situation is an issue of concern, and the division is working to promote the program by bringing potential students on campus for workshops on journalism and journalism careers.

The division remains – and will remain --sensitive to the challenges some of our students might face in the cognitive, psychological, social, or economic arenas. To this end the division

maintains close ties with the Center for Student Development to learn more about the holistic needs of the students who come through our open door. Some of these ties include a member of the English department who is also the College's Learning Disabilities Specialist and a member of the English department who teaches a course each semester for the Adults in Transition Program. Moreover, the College's Writing Center, which is housed in the College Learning Center and staffed by English faculty, provides additional linkage between the areas of student support and academic instruction.

The division as a whole and the English Department in particular will continue its efforts to ensure that new students are placed in courses that are appropriate for their reading and writing abilities. Currently, the English Department is responsible for assessing the written portion of the College placement exam. This device was developed by the English Department and asks students to write an essay in response to a reading. These essays are then scored by two members of the English faculty using a departmentally approved rubric. The department believes in the efficacy of using a writing sample for placement and conducts at least two "norming" sessions a year to improve the way that student essays are scored. However, there is currently a system-wide effort to standardize the assessment procedure among the twelve community colleges using not a writing sample but an objective test. This effort has met generally with the disapproval of the individual colleges. The "hunch" among English faculty locally and throughout the community-college system is that a writing sample is the best indicator of student writing ability. But the department realizes that it cannot simply proceed on the basis of a strong intuition or past practice. Thus, the English Department will conduct more study in its use of the written placement sample to (a) ensure that it accurately assesses the abilities of incoming students and (b) understand its accuracy in contrast to a standard objective measure.

On a more practical level, the reading of placement essays can be a daunting task, especially during peak registration periods. English faculty members make every effort to read these essays accurately and promptly to ensure that students have their results as quickly as possible. One area of concern is the burden that this process imposes on the current ESL instructor who must be available to re-read placement tests earmarked as ESL in order to place the students into an appropriate level of instruction. At present, the ESL instructor is given neither release time nor additional compensation for carrying out a duty that keeps her essentially on-call throughout all of the registration/placement periods, even those that do not coincide with the faculty contract.

Part-time instructors play an important role in the division's mission. As the chapter on "Faculty" points out, the College has been very fortunate to attract qualified and dedicated part-time instructors and has made vigorous efforts to orient part-timers to the College and its culture. However, the Liberal Arts Division, especially the English Department, depends heavily on the part-time workforce. This condition has made it difficult to provide a full and effective integration of the part-timers into the life of the division and departments, especially as it relates to course philosophy, teaching methodologies and the various "norming sessions" conducted by the English Department. The English Department, and the division as a whole, will continue to work with the Dean of Academic Affairs to make the best case for more full-time faculty and, short of that, take advantage the services of the *Teaching and Learning Consultants* (see chapter on "Faculty") as it develops more and better ways to integrate part-time faculty into the routines of the College.

This division, especially the English Department, continues to be committed to the ideal of writing across the curriculum as a way of inculcating the need of written expression in college and career, and to improve a student's ability to think, analyze and express. The division hopes to renew its efforts and assistance to other areas of the College as they attempt to increase and improve the writing components of their courses, something that is becoming increasingly urgent given the increased developmental needs of the students entering MCC. Not surprisingly, teacher-student ratios will continue to be an element of the discussion regarding the teaching of writing and critical thinking across the curriculum. The division in general and the English Department in particular has fared fairly well with regard to class sizes, especially in comparison with some of our sister institutions. Enrollments in English 111 and English 098, to use two examples, are capped at 24 and 22 respectively, which puts them close to the NCTE recommended maximum of 20 students per class. This tends to be good news for writing teachers, but teachers of literature must deal with enrollments of 35 students per class, and many introductory courses outside the division, the place where writing across the curriculum measures are perhaps most urgent, have enrollment caps of between 40 and 50. The Liberal Arts Division, led by the English Department, will continue to encourage that more rigorous writing and revising units be assigned in more courses throughout the College and that instructors work with class sizes that allow writing assignments to be both manageable and effective.

IIIe. Division of Social Science and Hospitality

Description

The division offers its programs and courses out of two distinct areas, social services and hospitality careers.

Social Services (degree programs)

- **Criminal Justice**
- **Disability Specialist**
- **Drug and Alcohol Rehabilitation Counselor**
- **Early Childhood Education**
- **Social Service**

The division also offers a **Child Development Associate Certificate,** a **Disabilities Specialist Certificate**, a **Management of Substance Abuse Treatment Facilities Certificate**, two certificates from within the area of Criminal Justice, a **Law Enforcement Certificate** and a **Pre-Service Correction Certificate**, and a **Social Service Certificate**. Each of these certificates is designed primarily for in-service improvement and to enhance the skills of practitioners already working in these fields.

Hospitality Careers (degree programs)

- **Foodservice Management**
- **Hotel-Tourism Management**

The division offers a **Professional Cook Certificate** and **Professional Baker Certificate**. The certificate programs were developed to meet the needs of local businesses in providing a quality

education in a short time-frame. Students in the Foodservice and Hospitality areas gain hands-on by planning and providing culinary event in the College's Cheney Dining Room, a facility that is open to the public.

In addition to degree and certificate programs, the division houses the discipline areas of **anthropology, economics, geography, history, political science, psychology and sociology**. Enrollments of 30+ students are typical in anthropology, economics, geography, history and political science. Enrollments in sociology and psychology courses begin at about 40+. Both introductory and upper level courses are offered in each area. The introductory courses do not require any prerequisites as the division feels that students should be able to challenge themselves to succeed and have the opportunity to explore these interesting areas of study.

Appraisal

Enrollments are strong in all of the division's programs and are expected to stay at that level or increase. In the areas of Criminal Justice and Early Childhood Education, the employment need continues to be strong, and impending legislation will likely result in more employees being needed and at improved salaries. The social services programs, including Social Service, Disability Specialist, and Drug and Alcohol Rehabilitation Counselor (DARC), all are showing enrollment gains, and as the need for elderly care and rehabilitative services increases, these areas are likely to see further growth.

The Hospitality programs should see even more growth opportunities than in the past, with the planned convention center and retailing district in the downtown Hartford area. The Criminal Justice program has expanded its offerings beyond law enforcement to include corrections and forensics. The College has recently become a part of a consortium that offers training to people who will work in the Department of Corrections. In each of these areas, the need is strong and there are opportunities for transfer and career employment.

In Early Childhood Education, there is an increasing call for qualified workers that led to the development of the Child Development Associate certificate and the modification of the degree program. Opportunities for early childhood educators are abundant and our students are trained to provide the quality that is sometimes lacking in child care facilities. Although salaries in these areas are comparatively low in relation to the technology or business areas, students have an opportunity to obtain satisfying careers and frequently return to the College looking for skills development. Career change is certainly one reason that the enrollments in these areas are good. In Drug and Alcohol Counseling, the State now requires certification of all DARC employees, and the division has responded by designing a certificate in treatment management. The division is well poised to meet future challenges with a faculty that is aware of and involved in the decisions affecting legislation in these areas.

It is also expected that the disciplines in the social sciences will continue to thrive and support the other areas of the college in terms of meeting the General Education needs of all other programs**.**

IIIf. Interdivisional Programs

Description

The College offers associate's degrees in **General Studies** and **Liberal Arts**. These programs do not fall under the oversight of any one of the four academic divisions and require, instead, cross-divisional collaboration in matters of program revision and quality control.

The General Studies Degree contains the standard general education core and a broad range (29 credits) of unrestricted electives. Because of its flexibility, the General Studies degree continues to be one of the College's most popular degree programs, offering a repository for courses taken over a number of years from a number of disciplines at, perhaps, a number of institutions. It also allows students who make judicious use of the 29 unrestricted credits to design a concentration that serves the needs of transfer, career development or personal enrichment.

The College offers two generic **Liberal Arts** degrees (A.A. and A.S.), along with a number of liberal arts concentrations: **African/American Studies**, **Biology**, **Chemistry**, **Environmental Science**, **Mathematics**, **Physics**, **Pre-Med/Pre-Professional Preparation**, and **Women's Studies**. Liberal Arts, in all of its variations, constitutes a rigorous program of study, requiring of all students two semesters of Western Civilization, two semesters of laboratory science, upper level mathematics, and at least three semesters of English. Those Liberal Arts programs that offer a specific concentration are monitored by the academic division that offers courses in the concentration. For example, the Division of Mathematics, Science and Health Careers monitors the course content of concentrations in Biology, Chemistry, Environmental Science, etc. However, some concentrations are themselves interdisciplinary and require collaboration among divisions, as is the case with African-American Studies and Women's Studies.

Appraisal

The General Studies program has served students well since the College's inception, providing many earnest students with a flexible pathway toward the completion of a college degree. However, students who seek degrees in General Studies often receive minimal advisement because this program had no distinct program coordinator or advisor attached to it. The College also believes that its Liberal Arts programs are of the highest quality and are excellent platforms for students who wish to pursue baccalaureate study in the humanities, social sciences, teaching and law. However, enrollments in Liberal Arts are not robust and changes in the "concentrations" often take time to implement, given that faculty members from several divisions must be assembled to discuss and approve curricular changes. To address all of these problems, the College, has hired a Program Coordinator for the General Studies and Liberal Arts programs (this new position was created in response to a recommendation from the Enrollment and Retention Task Force). The new coordinator came from the faculty ranks and is being given a two-course release to ensure that these degree programs are well-advertised, that students understand the transfer and career value of these programs, and that changes to curriculum are carried out efficiently.

IIIg. Division of Continuing Education

The College's Continuing Education Division provides programs relevant to changing community needs and promotes the College as a focus of lifelong learning. Continuing Education coordinates extension credit courses, non-credit courses for adults, seniors and children, custom training for business and industry, grant funded programs, community service projects and an international travel program. Continuing Education programs are self-supporting. **More than 10,000 students enroll annually in programs sponsored by MCC's Division of Continuing Education.**

Extension Credit -- Description

The extension credit program has three formats: Summer Session, Winter Intersession, and Weekend College. Extension credit courses are offered to the general public and are identical to those offered by MCC's four academic divisions. Such "courses [offered] for abbreviated or concentrated time periods. . .[allow students to] acquire levels of knowledge, understanding, and competencies comparable to those. . [acquired] in more traditional time periods" (4.7). However, students pay a slightly higher per credit hour fee for extension courses ($73 per semester credit hour at the time of writing) and are subject to a less forgiving refund policy. These courses are tuition based and run when a per-course minimum enrollment is reached (it takes 15 students to run a 3-credit course in the extension program). Credit extension courses are also offered on-line.

Courses are chosen to be part of the Summer Session, Winter Intersession and Weekend College schedule by the academic division directors, in consultation with department heads, faculty and the Associate Dean of Continuing Education. Courses are taught by MCC's full-time faculty and adjuncts selected by division directors and department heads in the same manner as general fund faculty.

The Summer Session includes three-week, six-week, and eight-week day/evening courses beginning in May, June, and July. Winter Intersession courses meet for a three-week period immediately after Christmas. The Weekend College offers a schedule of classes on Friday evenings, and/or Saturday mornings, and/or afternoons. Students may also earn an Office Microcomputer Certificate through the Weekend College. New classes begin every six weeks, for a total of seven sessions per year.

Extension Credit -- Appraisal

Enrollments in credit extension are impressive and holding steady. The 1997 Winter Intersession offered 13 courses and enrolled 135 students; the 2000 Winter Intersession offered 11 courses and enrolled 115 students. The Summer 2000 credit extension program offered 89 courses and enrolled 1,527 students. Weekend College has proven to be one of the biggest growth areas of Continuing Education: during the 1997-1998 fiscal year, the Weekend College enrolled 384 students in 23 courses; during the 1999-2000 fiscal year, it enrolled 614 students in 50 courses.

The credit extension program is exploring new ways of delivering courses and entire certificate programs to better serve the needs of our students. These include opportunities for students to complete credit certificate programs on an accelerated schedule and through additional on-line courses.The credit extension program has immediate plans to expand the number of certificate programs that can be completed entirely as part of the Weekend College. Currently, only one program, the Microcomputer Certificate Program, can be completed in 10 months as part of Weekend College. For the academic year 2002-2003, two or more certificate programs (Web Design Certificate and Alcohol and Drug Abuse Counselor Certificate) may be added to Weekend College.

Changes in the format of the Weekend College are also being considered. One specific plan includes expanding the Weekend College program to include six-week sessions with classes offered during weekdays as well as weekends. Naturally, the name of the program will be changed to reflect its accelerated nature and the availability of courses.

Credit-Free Programs

Credit-Free Programs can currently be divided into three distinct but related programs: the Credit-Free Program, the Older Adult Association, and World Travel Expeditions.

The Credit-Free Program -- Description

The Credit-Free Program offers open enrollment courses and workshops for personal enrichment and professional development and promotes the College as a regional center for lifelong learning. Courses are scheduled seven days a week, both daytimes and evenings, on the MCC campus, at the East Hartford Community Cultural Center, and at South Windsor High School. Courses are also routinely scheduled to meet at local historical societies, performing art centers, museums, parks, dance studios, and health clubs. Typical course topics include: software applications, cuisine, investments and personal finances, foreign language, art and photography, writing and publishing, recreation and fitness, test preparation, workplace coping skills, job search techniques, to name just a few. The Credit-Free Program has four sessions (Spring, Fall, Winter and Summer) and produces a catalog with schedules and descriptions for each session. During the 2000 calendar year the Credit-Free Program offered 915 courses taught by 220 different instructors, many of who were professionals from the community and faculty from MCC and other colleges in the area.

The Credit-Free Program – Appraisal

The Credit-Free Program has experienced significant growth in the last three years. During the 1997-1998 fiscal year the Credit-Free Program offered 486 courses with an enrollment of 3,208 students. During the 1999-2000 fiscal year the Credit-Free Program offered 882 courses with an enrollment of 5,370 students.

However, growth is meaningless if it is at the expense of quality. The first systematic satisfaction and marketing survey (an end of class student evaluation) was conducted during the fall of 1999. At that time, 94% of the credit-free students rated their credit-free courses as excellent or very

good, and over half of those students were returning for a second, third or fourth course (based on a survey of nearly 800 credit-free students). On the winter survey 1999-2000 and spring survey 2000, 91% and 92% of the credit-free students respectively rated their courses as excellent or very good, and over half of those students were returning for a second, third or fourth course.

In the past three years the Credit-Free Program has forged important links with other academic divisions at the College, collaborating on projects that successfully integrate the credit and non-credit programs. The Credit-Free Program collaborated with the Division of Mathematics, Science and Health Careers to develop and promote courses as part of Continuing Education for Health Care Professionals, Recreation 2000, and the Multi-Skilled Health Care Professional Certificate Program. The Credit-Free Program collaborated with the Social Science and Hospitality Division to develop and promote courses as part of the Institute for the Study of Behavioral Addictions and the Principles of Cooking Series. The Credit-Free Program collaborated with the Liberal Arts Division to develop and promote the Center for Performance Studies and with the Center for Business and Technologies to develop and promote the Continuing Paralegal Education Series and the Certified Financial Planner Exam Preparation Seminars. The Credit-Free Program also routinely collaborates with individual faculty members to offer book discussion groups (four each semester) or special seminars such as "Advocating for Yourself and Child – Navigating Through the World with a Disability."

The Credit-Free Program will also offer courses that help employees keep abreast of technology and provide job training for work as a nurse aide, bartender, and freelance medical transcriptionist.

Finally, the Credit-Free Program cannot help but be affected by the Internet. Starting with Summer Session 2001, the Credit-Free Program will offer an expanded slate of credit-free on-line seminars. With the rest of the College, it hopes to offer on-line registration in the near future.

<u>The Older Adult Association – Description</u>

The Manchester Community College Older Adult Association (MCC-OAA) was founded in 1983 by College personnel, older students, and members of the community. Currently, more than 1,200 adults, 50 years of age and older, are enrolled members. They share a common interest in lifelong learning and enjoy the resources, opportunities, and atmosphere of a college campus. A constitution, bylaws and an elected Board of Directors govern the MCC-OAA. More than 40 committee volunteers coordinate the many events sponsored by the organization, including a monthly membership meeting which doubles as a lecture/entertainment series. Membership meetings are scheduled monthly, September through May. During the 2000-2001 academic year, more than 900 members participated in the monthly lecture/entertainment series. The Older Adult Association's Travel Committee arranges many popular motor coach day trips, overnight trips, and international travel. While some OAA members are students at the College, enrollment in college courses is not a condition of membership.

The Older Adult Association – Appraisal

The Older Adult Association has grown steadily in the past six years. In 1994 the Older Adult Association had roughly 350 dues paying members. In January of 2001 the Older Adult Association easily surpassed its goal of 1,000 dues paying members. As the Older Adult Association has grown, it has become more autonomous. Encouraged by the College, the Older Adult Association's Board of Directors is making decisions independently and shaping the future of the organization. However, the majority of OAA's members are white and between the ages of 70 and 85. To recruit younger and more culturally diverse members and make lifelong learning more accessible to all, including those on a fixed income, the OAA initiated a unique tuition rebate program. The OAA now reimburses its ill or needy members 30% of the tuition they pay for credit-free courses (up to $50 per course). As of April 2001, the OAA issued approximately $4,000 in rebates to 188 (duplicated) students for courses ranging from Nurse Aide to Elements of Fiction Writing. Recruiting younger (between the ages of 50 and 65) members and recruiting members from a broader range of the community are long term goals of the Association. To this end, the OAA hopes to continue its rebate program for as long as it is fiscally feasible.

World Travel Expeditions- -- Description

World Travel Expeditions (WTE), established in 1997, fosters cultural awareness and helps participants experience global connections by sponsoring guided tours of destinations throughout the world. WTE program "staff" researches travel opportunities, solicits and review bids from tour suppliers, schedule tours, and produces an annual catalog of destinations with complete itineraries. WTE also markets the destinations to prospective travelers and to other adult and continuing education programs seeking a cost-effective way to provide travel opportunities to the community.

Sample destinations have included Egypt, Peru, China, Greece, Spain, and Ireland. WTE tours are typically between one and two weeks long and are escorted by professional guides. Whenever possible, and if enrollment merits, college faculty and/or staff also accompany the trips. Short courses that explore history, art, architecture, language, politics and culture specific to trip destinations are routinely offered free-of-charge to program participants. Participants range in age from 18 to 80 and need not be students to participate. On behalf of the College, WTE recently applied for and received a two-year license from the United States Department of Treasury to conduct educational activities in Cuba. License approval has resulted in the creation of a one-credit course (Humanities 130/Social Science 130) and a one-week tour of Cuba to explore its history, culture and current events. During the Spring 2001 semester 73 participants traveled to Cuba with MCC.

World Travel Expeditions – Appraisal

WTE has experienced significant growth in the past several years. In an effort to recruit new participants, WTE has enlisted adult and continuing education programs from across the country as co-sponsors. Co-sponsors receive a share of program profits in exchange for advertising WTE tours. WTE is now co-sponsored by 22 different colleges and adult education programs,

including programs and colleges in Virginia, Indiana, Massachusetts, New Hampshire, Texas, and Arizona. Enrollments have also increased. More than 180 travelers toured with WTE during the 1996-1997 fiscal year. Four hundred and fifty-seven travelers toured with WTE during the 1999-2000 fiscal year. The number of destinations have also increased from two trips in 1997 to more than forty in 2001.

WTE plans to experiment with a mix of different travel opportunities in the next few years. Based on the success of the Spring 2001 Cuba excursion, which combined college credit with an international tour, other trips may be developed that bear credit. These trips will be instructor-led from start to finish and linked to a specially designed course syllabus. Similar trips have proven successful at other colleges and are often promoted by alumni associations. Additional trips will also be planned for both February and spring vacations for public school teachers. Trips scheduled during school vacations have been popular in the past and anecdotal evidence suggests that the number of public school teachers traveling with WTE is increasing. The possibility of offering CEUs for these trips is being explored.

Youth Programs – Description

Continuing Education's Youth Programs endeavor to take a leadership role in gifted education and enrichment programming for youth; to be an educational and community resource for towns in MCC's service area and beyond; to provide outreach to MCC's service area; and to collaborate with schools, social service agencies, cultural institutions, and community groups on educational and other worthwhile projects for youths. Currently, MCC's Youth Programs administers seven programs: **Spring Excursions in Learning**, **Family Excursions in Learning**, **Summer Excursions in Learning**, **Summer Scholars**, **High-School Mentorship Program**, and two grant-funded collaborative projects with the towns of Manchester and East Hartford. Instructors come from the community at large. In 2000, there were 92 part-time instructors who taught in MCC's Youth Programs; 98 percent were Connecticut-certified teachers. Seventy-five percent of the instructors have taught in the program for three or more years. Seventy-one teachers (77 percent) have advanced degrees.

The oldest and most well-known of the Youth Programs, **Summer Excursions in Learning**, is in its fourteenth year. This program offers a two-week intensive enrichment program for gifted/ creative/high achieving students, ages four to 14. The program, which runs the first two weeks in August, serves between 400 and 500 students annually. **Summer Scholars** allows qualifying high school students who seek academic challenges in addition to high school honors or advanced placement courses to enroll in college-level courses at MCC. Students earn both college and high school credit, subject to individual high school approval. The **High School Mentorship Program** is an outreach program designed for high school seniors who may not see college as an option for themselves. The targeted students are brought to campus to sit in on classes and are provided with a support system through a peer-mentoring program. Of the 96 high school seniors who participated in this program in the year 2000, 40 percent matriculated at MCC in the fall.

The **After-School Skills & Enrichment Academy** is a collaboration among MCC, the East Hartford Public Schools, and the Manchester Public Schools that is funded by an inter-district

grant from the Connecticut Department of Education. The Academy's focus is literacy. Over 138 student from third and fifth grade classes in Manchester and East Hartford attended programs designed to improve their reading and writing skills. Similarly, the **Goodwin Elementary School PM Enrichment Program** is an after-school enrichment program funded by a grant from the Connecticut Department of Education. It serves students in grades three to six at Goodwin Elementary School in East Hartford. In the year 2000, over 150 students participated.

Youth Programs – Appraisal

MCC's Youth Programs have expanded significantly since their inception, serving both a greater number of students and students from a broader segment of the community. In 2000, MCC's Youth Programs served 1,149 Pre-K to Grade 12 students. **Summer Excursions** continues to be MCC's most popular children's program. Despite the increasing number of new children's programs in our service area, between 400 and 500 students continue to enroll in Summer Excursions annually. By contrast, the enrollment and interest in **Family Excursions** was modest from its inception. In 1998, only 125 parents and students took advantage of the program; in 1999, it served 101 students and, last year, there were 86. **Family Excursions** will not be offered in the summer of 2001.

The reputation of MCC's youth programs far exceeds the college's service area. In 2000, students came from 58 towns in Connecticut from as far away as Hampton, Orange, Salem, Somers and Terryville. Graduates of MCC's Youth Programs have been accepted at Cornell, Dartmouth, Harvard, Holy Cross, Providence College, Rensselaer, Sarah Lawrence, Tufts, the University of Connecticut Honors Program, and Yale.

Plans for expanding the Youth Programs over the next five years include:

- on-line courses for youth and families;
- college-prep skills classes, such as word processing, SAT prep courses, speed reading, expository writing, etc;
- a middle-school leadership conference targeting students and community organizations in MCC's service area;
- hosting one of the CT Association of the Gifted statewide "Minds in Motion" conferences;
- collaborating with Business and Industry Services on a Junior Executives' Program to provide middle school students with mentoring and job-shadow opportunities in the Greater Manchester area.

Business and Industry Services -- Description

Continuing Education's Business and Industry Services is a part of a collaborative effort among Connecticut's twelve community colleges known as the Business and Industry Services Network (BISN). This entity provides community businesses, organizations, and state and municipal agencies with customized training and educational services. Business and Industry Services programs are employer-driven and change in response to the economic realities of the service

area. Training is offered when and where it is needed as identified by those contracting with the College for the training. Training is offered on campus or at the East Hartford Community Cultural Center or at a company's/agency's site. The following initiatives from the 2000-2001 academic year are representative of the programs designed, marketed and implemented by Business and Industry Services:

- During the 2000-2001 academic year, BISN offered 96 courses to Connecticut State employees as part of the Department of Administrative Services In-Service Training Program. Nine hundred sixty-eight State employees took advantage of the training program by attending such diverse workshops as Spanish for the Workplace; Blueprint Reading; OCR Scanning to Edit; Supervisory Survival Training; and Overworked, Overwrought and Overwhelmed.

- In January 2001, Business and Industry Services received an $80,000 grant from the Capitol Region Workforce Board to provide training to employees in the areas of manufacturing and information technology. BISN is working with more than 20 companies in the Manchester area, delivering customized training in Network Administration, e-Commerce, Internet Site Management, Supervisory Skills, and manufacturing Technology. By June 30, 2001, the end of the current grant period, more than 405 employees will have received training, which is provided both on site at the various companies and on the MCC campus.

- In spring 2001, BISN began collaborating with the Association of Long Term Care Financial Planners to offer training in Long Term Care Billing. This program is designed for individuals with a background in bookkeeping, accounting, or accounts receivable. The first cycle of this training is fully enrolled with 12 students. Upon successful completion, students will receive tuition reimbursement in full by the Association of Long Term Financial Planners.

- Business and Industry Services also partnered during Spring 2001 with the Department of Mental Retardation to offer Medication Administration Certification to employees of group homes.

- Business and Industry Services also offered in Spring 2001 the third cycle of a 26-week, 740-hour training program in Precision Machining. This comprehensive training program is designed for men and women who want to learn the technical skills needed to succeed in the field of manufacturing technology. Successful completion of the program leads to certification from the National Tooling and Machining Association.

- BISN continues to be involved with The East of the River Chambers of Commerce Training Consortium, which has trained hundreds of incumbent manufacturing workers in technical subjects such as engineering drawing, geometric dimensioning and tolerancing, gauging, shop math, supervisory skills, and computer aided design. This program has run for five years with funding by the Connecticut Department of Labor to offset the cost of training by 50 percent. During the 2000-2001 academic year, 57 students participated in five courses that were part of this ongoing program.

- BISN also continues to oversee MCC's Connecticut Charts a Course, a training program for home-based childcare workers. Segments of this program are funded through a grant by the Wheeler Clinic. During the 2000-2001 academic year, 141 students participated in seven courses as part of this ongoing program.

- BISN continues to provide customized training to individual companies and agencies. Examples include: Dynamic Gunver Technologies (operator certification); Fleet Financial Services (ESL); Sermatech Klock and Sermatech Mal (ESL and blueprint reading); and Pratt and Whitney Aircraft (keyboarding); Starting Fall 2001, BISN will service five local police departments (interview and investigation, officer re-certification). During the 2000-2001 academic year, 459 participants were enrolled in 38 courses.

Business and Industry Services – Appraisal

MCC's Business and Industry Services continues to be a partner in local and regional economic development. BISN must continually work to promote itself as a service provider and demonstrate that it is able to respond quickly and cost-effectively to the customer's needs while at the same time providing the highest quality training programs. To this end, BISN has evolved over the last decade from a one-person office to a team of specialists which includes, starting in the spring of 2001, a dedicated salesperson.

As the economy changes, BISN is poised to respond. In anticipation of a downturn in the economy, BISN is seeking more grants and funding to offset the cost of training in support of the service area's manufacturers. BISN is also working to achieve greater visibility in the community, developing contacts and maintaining communication with local business and industry through its new sales position. Future plans also include the development of various on-line programs, including a version of their Long Term Care Billing Program, and a web-mediated 90-hour Certified Professional Secretary Review Program.

IIIh. Projections for Divisional/Interdivisional Programs and Continuing Education

To improve and expand its course and program offerings, the College will focus on the following initiatives:

- Continue the process of developing and implementing a system for assessing the learning outcomes that have been developed for courses and programs, and for general education.

- Support and strengthen developmental education and enhance student achievement.

- Continue to explore and expand the integration and connections among credit, credit extension and credit free programs, with particular emphasis on curriculum, scheduling, space utilization and on-line components.

- Continue to work with program advisory committees and employers to develop strategies for dealing with enrollment declines in health careers programs.

- Utilize the new position of Coordinator of General Studies/Liberal Arts to oversee curriculum assessment and review and to coordinate the advising of General Studies and Liberal Arts majors.

- Improve connections with area high schools through assessment and improvement of the Tech Prep program, and through the establishment of a Middle College High School on the MCC campus. The Middle College High School is being developed in collaboration with six area boards of education to provide an innovative learning environment that helps students from diverse backgrounds develop values, self-discipline, work habits, and the academic and life skills needed to achieve success. (Documents describing the proposed Middle College High School are available in the *Workroom*.)

IV. Instruction

Description

Instructional Techniques

Instructors use a variety of strategies to address the needs of a diverse student body. Traditional techniques include lecture, demonstration, discussion, group work, workshop, and individual instruction. These techniques are increasingly supplemented by media resources and computer technology. Examples of courses that have recently integrated this technology into the classroom include biology, which has introduced a considerable amount of technology into laboratory sections (such as the Vernier interface systems in general biology); mathematics, which uses mathematical and statistical software (such as DERIVE and MINITAB); and the Graphic Arts Program. Classrooms in the Learning Resource Center have been designed to promote further the use of technology in instruction. (See the chapter on "Physical Resources" for a more detailed description of the LRC classrooms.)

An increasing number of courses are offered on-line, and faculty continue to develop such courses. The College has hired a Director of Educational Technologies and Distance Learning to offer guidance on course development incorporating technology. One faculty member recently received a Distance Learning Specialist Certification and has used her knowledge to make presentations to the Connecticut Department of Labor, the Connecticut Distance Learning Consortium, and to faculty.

The College is also at the forefront in developing unique instructional techniques. For example, a group of faculty members has been chosen to participate in a Universal Design for Instruction grant awarded to Joan McGuire, Sally Scott, and Stan Shaw of the Neag School of Education at the University of Connecticut. The participants will interact with faculty from the University and other post-secondary institutions to explore and test innovative instructional strategies. One aim

of the project is to compile these strategies and make them available on the web to all faculty members at the College.

Instruction at the College is responsive to the diverse needs of students. Both the mathematics and English departments are actively engaged in the redefinition, creation, and implementation of courses to meet the needs of developmental students. Faculty from the mathematics department participate in the Connecticut State University Basic Skills Council, where "issues of placement and placement testing, course content, articulation and transferability. . ., and . . . raising the standards and level of mathematical sophistication…" are addressed. Several faculty from the English department attended a conference on developmental education conducted by Hunter Boylan and subsequently formed a Divisional Committee on Developmental Education and the entire faculty participated in a day-long norming session conducted by an expert from outside the College.

Instructors are aware of the needs not only of developmental students but of advanced students, as well. Instructors in many departments offer Honors Options and Independent Studies to accommodate the needs of such students. Finally, the College makes every effort to assist students with special needs. The Counseling department regularly meets with students who have learning and physical disabilities and proposes classroom strategies to faculty to help students meet those needs.

Instruction Through Cooperative Education

The College's *Cooperative Education Program* gives students opportunities to learn through paid and unpaid work experiences that are directly related to their area of study. Students in paid work experience (co-ops) are required to perform a minimum of 300 hours of on-site work, and students in unpaid placements (internships) must complete 150 hours at the worksite. All students in the program are required to attend a two-hour pre-placement workshop in the co-op office and to register for a co-op seminar course that meets one hour a week during the semester. This course is designed to support the students in their placement experience by covering topics that include time management, conflict resolution, sexual harassment, and career skills development. The instructor of this course visits the worksite during the semester to interview the supervisor about the student progress.

Cooperative Education opportunities are available to students in the following areas of study:

Accounting
Business Administration
Administrative Assistant
Administrative Assistant, Legal
Administrative Assistant, Medical
Criminal Justice
Communication
Computer Information Systems
Culinary Arts
Disabilities Specialist
Early Childhood Education
Educational Associate
Food Service Management
General Studies
Gerontology
Graphic Design
Hospitality Management
Marketing
Multimedia Studies
Occupational Therapy
Paralegal Studies
Social Service
Sports and Exercise Studies
Therapeutic Recreation

In the ten-year period since the program was established in January 1992, over 1,500 students have successfully completed co-ops and internships. Co-op students have earned $3,832,000 during this period.

Additional Instructional Venues

The mission of the institution is further realized through "conferences, institutes, workshops, [and] other instructional activities . . ." (4.10). Such activities include the Global Issues Conference, the College Lecture Series, the Fullbright Lecture Series and the Poetry Readings, all offered throughout the year. These activities are widely advertised to the public. The institution also hosts conferences that bring both professionals and a wider public to the college, such as a January 2001 conference on developmental education. More information on the conferences and institutes at the College is available in the *Workroom*.

Instructional Development, Scholarship and Research

The chapter on "Faculty" provides more specific information on the various ways that the College provides faculty members with opportunities to improve their teaching. Within the institution, faculty members attend two-day workshops at the start of the fall and spring semester each academic year. These workshops address issues of institutional, divisional, and departmental concern such as outcomes assessment and classroom management. Within the system, faculty attend a Professional Day which typically includes an address from the Chancellor and participation in a choice of workshops, the most recent of which have focused on learning styles and the uses of technology in the classroom.

The College participates in the system-wide Center for Teaching, which disseminates information on classroom strategies, learning styles and evaluation protocols. The local efforts of the Center are coordinated by two MCC faculty members who receive a course release each to serve as Teaching and Learning Consultants. Each is appointed for a three-year term. The Consultants also conduct a Teaching Partners activity in which instructors are paired and observe each other's classes five or six times during alternate semesters. Later they exchange observations and devise strategies to improve their teaching. Partners receive a small stipend for their involvement.

Outside the institution, full-time faculty members take courses (credit or non-credit) and attend workshops, seminars, and conferences. Such participation is supported through professional development funds on a first-come, first-served basis. The procedure for disbursement of such funds is clearly explained in the *Full-Time Faculty Handbook*. Part-time faculty are also supported by professional development funds, though at a different rate. Again, the procedure for disbursement is clearly explained in the *Part-Time Faculty Handbook*.

Since MCC is a teaching institution, research is not its main objective. However, research can have a direct impact on teaching, and thus the College does encourage and recognize scholarly work. Faculty can propose research as part of their required additional responsibilities. Further,

while promotions are not based on research, faculty and staff can identify published and ongoing research as part of their promotion applications.

In preparation of this report, a survey was sent to faculty; twenty responses were received which indicated that research was conducted at the individual, departmental, and institutional level. At the individual level, faculty have been involved in single course work, certificate programs, and graduate work at the doctoral level. All of this work has an impact on instruction at the College, on program expansion and development, and on expansion of the College's mission into the community. For example, one faculty member received Eisenhower Professional Development funds from the Connecticut State Department of Education to carry out a collaborative project with Manchester Public Schools, training middle school math and science teachers in interdisciplinary units that utilize math and technology. At the departmental level, at least one department has pursued course work off campus. Faculty in the mathematics department completed one or more of three weeklong courses in chaos theory and fractal geometry, which focused on the use of technology to present these subjects in the classroom.

Admissions and Retention

Although instruction is associated primarily with the classroom, the College realizes that the admissions and placement process is a key element in helping students fulfill their desire to learn.

MCC is an open admissions institution that clearly states its criteria for admissions in the *College Catalog*. An applicant for admission should be a graduate from an approved school or hold an equivalency diploma. MCC accepts high school juniors or seniors (at participating high schools) with a "B" average or better to enroll at no cost. These students must also have a written recommendation from their principal or guidance counselor. The catalog also contains appropriate information on academic probation, suspension and "fresh start," an option that allows students who are re-admitting after a minimum three-year absence to maintain credit for past course work but to begin study with a "fresh" calculation of their GPA.

Placement tests are given in both English and mathematics in order to determine appropriate courses for each new student. Students with previous college experience in English and math are exempt from taking the placement test. If the tests indicate any deficiency in either or both subjects, developmental courses are required. MCC offers three levels of developmental courses in English (English 093, 096, and 098), four courses in ESL (English 106, 107, 116 and 117) and one level of developmental math (Math 098). All of these courses, with the exception of the ESL courses and English 096, are offered credit-free. English 096, a six-semester-hour course that combines reading development with writing, carries three undesignated credits. **New students are routinely given appointments with counselors and advisors following placement testing to ensure that they select a course of study that meets their abilities and work/home schedules.**

The College utilizes a variety of student-support mechanisms to improve retention such as the Summer Training and Academic Retention Service (STARS) and the College Learning Center. These services are described in greater detail in the section below.

Transfer credit agreements are arranged by each discipline in conjunction with the colleges and universities in Connecticut and throughout the United States. MCC also accepts transfer credit from other colleges and universities. These arrangements are generally long-standing and have passed a rigorous evaluation process. Currently, the College does not award credit for life-experience, but it does allow students to obtain course credit via CLEP or by "challenge exams" designed by academic departments. The Admissions Office regularly works in consultation with the departments and divisions in determining the transfer value of courses from other institutions that are unique or non-traditional. The College does not, at this time, offer credit for life experience.

Assessment of Instruction

At the time of the 1992 *Self Study*, the College had no *systematic* way of measuring the quality of classroom instruction. However, that is no longer the case. In 1999, all of Connecticut's public community colleges were required to implement a faculty evaluation process designed to ensure that instruction effectively addresses students at all levels and conveys information that is current and appropriate to a specific discipline. (Additional description of the "Faculty Evaluation" process is available in the chapter on "Faculty.")

Full-time faculty are evaluated each of the first two years of an appointment; then once every two years for non-tenured faculty and once every three years for tenured faculty. The evaluation process involves input from the faculty member, the students and the division director. The director visits the instructor's class to evaluate the presentation of the lesson, the degree of student-teacher interaction, and the overall effectiveness of the class. The director then completes an "Instructional Observation Form," selecting the form appropriate to the class: "Classroom and ESL Settings," "Clinical Settings," and "Laboratory and Studio Settings." The instructor completes a "Self-Appraisal Form" on professional goals, activities, and future projects. The instructor also is called to reflect on what he/she has done "to create a challenging and stimulating teaching/learning environment."

In addition, each full-time and part-time faculty member is reviewed by his/her students in a standard course evaluation that is distributed sometime around the tenth week of the semester. The evaluation process consists of a form administered by a student during class, but in the instructor's absence. The form contains a list of statements for which the student must indicate the degree of his or her agreement or disagreement. It also contains a space where the student can provide written commentary. The form is adapted to reflect five instructional situations: "[General] Instruction," "ESL Instruction," "Laboratory Instruction," "Clinical Instruction" and "Studio Instruction."

Using all of the devices described above, the division director then completes an "Overall Performance Form." Finally, a "Professional Development Plan" is completed by the faculty member. This document outlines professional goals and objectives for the next evaluation period and describes activities for assessing their achievement. The instructor's overall evaluation is submitted to the Dean of Academic Affairs for review. When appropriate, the dean and the

division director discuss ways to improve faculty performance or to disseminate and promote successful teaching strategies.

Part-time faculty members are evaluated during their first semester of teaching and every third semester thereafter. The procedure for part-timers is less complicated, consisting of a classroom visit by the department chair, program coordinator or a full-time department member. Each class taught by a part-timer is evaluated by the students using the course evaluation form described above. These two evaluation devices are passed along to the division director and eventually to the Dean of Academic Affairs for review and commentary.

Both full-time and part-time faculty may request an optional peer evaluation at any time. The peer might be selected mutually by the evaluee and the President or by the evaluee. The consultants from the Center for Teaching will also, at an instructor's request, visit a class and offer a confidential critique.

Instructors for credit-free Continuing Education courses are also required to distribute a student evaluation form. Course evaluations in Continuing Education have been routinely used for over a decade.

Appraisal/Projection

The College can point to a variety of indicators to show that it is doing the job of teaching quite well. As the information in the "Programs" section of this chapter shows, teaching at MCC often results in impressive learning. Two of our health careers programs (MLT and OTA) produce students who regularly achieve 100% pass rates on certification exams; the Engineering Science and Technologies program produces students with two-year completion rates of 60%, which is 10% higher than the national average for similar programs; credit-free courses offered out of Continuing Education since 1999 are routinely evaluated as very good or excellent by over 90% of the students; and the Cooperative Education area reports that since 1992, 97% of its student participants successfully completed the program and 98.2% reported and increase of self-confidence or self-esteem. With the new faculty development protocol, especially the student evaluation component, instructors are now in a better position to recognize their specific areas of strength and weakness in the presentation and evaluation of course content. Moreover, the new faculty evaluation system encourages collaborations between instructors and division directors in developing strategies for growth in effective teaching.

The College will continue to provide its faculty with growth opportunities in the form of professional development workshops, technology training and peer collaborations, like those encouraged by the *Teaching Partners* program. However, we also realize that we need more systematic and comprehensive methods for measuring the effectiveness of instruction in all areas of the curriculum. Thus, the College will continue to pursue effective ways to measure student performance in the area of general education and all academic programs, knowing that the results of such measures provide the best advice on how well instruction works.

V. Instructional Support Services

The Counseling Center, the College Learning Center, and the Office of Transitional Programs ensure that adequate mechanisms exist to address the needs of a diverse student population and to help realize the success (variously defined) of such a population (4.34). The College uses "appropriate methods of evaluation to identify deficiencies and offers appropriate developmental or remedial support . . ." (4.35). Such support occurs within departments and divisions, as indicated earlier in the description the English and mathematics departments, and within College support services.

Counseling Center – Description

The Counseling Center provides a broad range of services and activities: academic advising, career and personal counseling, services for students with disabilities, transfer counseling, and workshops on personal and social issues. The Center also maintains a library of career and transfer information.

Academic advising is the single largest function of the counseling center. All new students are required to meet with a counselor prior to registering for classes, and returning students are encouraged to do the same. Counselors also coordinate transfer fairs and related activities, and monitor articulation agreements with other colleges and universities. Services for students with disabilities are coordinated by one of the full-time counselors who can provide adaptive equipment and make arrangements for readers and scribes. Faculty members with disabilities are also supported by these services. The Counseling Center also presents several workshops each year on personal enhancement topics such as stress management and relationship skills.

Counseling Center – Appraisal

The services provided by the Counseling Center are essential to the success of a large number of students. The Center supports the academic functions of the College directly as the main source for student advising, transfer information, and career counseling. The Center staff demonstrates a high level of commitment to the students and the ideals of the community college. Because people are multidimensional and academic success is dependent on emotional and personal well-being, the counseling services available in the Center are important factors in the retention and success of many students. Counselors work collaboratively with the academic affairs area by regularly attending the meetings of academic divisions to keep abreast of changes in course design, prerequisites and instructional delivery systems. Academic advising has improved dramatically in recent years, especially for new students. (See chapter on "Student Services" for more information on advising and its recent successes.) The College has created an Academic Advising Committee with representatives from both Student Affairs and Academic Affairs, which continues to study ways to improve advising, especially for returning students.

Counseling Center -- Projection

- Improvement and consolidation of academic counseling and advising is a priority for the next few years. The next phase of campus construction will enable the Counseling Center

to dedicate space to academic advising, which will greatly enhance the delivery of this service. The Center has employed a new coordinator for this function. This new coordinator, in conjunction with the newly formed Academic Advising Committee, plans to study national models for providing systematic and thorough academic advising.

College Learning Center – Description

The college provides extensive academic support to students through the programs and services of the College Learning Center. The four major functions of the Center are assessment testing, tutoring, computer instruction and lab services, and delivery of workshops on time management and the development of study skills. Assessment testing is required for all incoming students and is administered in the CLC. Scores from computerized, system-approved *Accuplacer* tests and in-house writing samples determine students' eligibility for basic level college courses in math and English.

Tutoring services are extensive and highly diversified. The Center employs a math and science specialist, a business specialist, and an English specialist. Tutors reinforce classroom content by developing clearly defined goals for students. The Writing Center is a function of the CLC that employs educational assistants and peer tutors to work individually and in small groups with students to evaluate and improve writing skills. Tutors frequently visit developmental English classes to encourage students to use the Center and to understand the content of the courses, the nature of the writing assignments and the expectations of individual instructors. The Writing Center has also sponsored open workshops on writing-related issues.

Computer aided instruction is a key component of tutoring services, and the College Learning Center solicits software programs from course instructors to ensure congruence of effort. Computer lab monitors assist students with the operation of the programs and equipment so that technology does not become a barrier to learning.

The College Learning Center – Appraisal

The College Learning Center provides a support mechanism essential to the achievement of the College's mission. The CLC is accessible to students, with lengthy hours of availability during the week and some hours on the weekend. The Center offers a variety of related activities and programs in one location, making it convenient for students to access multiple services as needed. In addition, the Center staff is adept at providing a supportive and comfortable environment for students that encourages continued use. The tutors and staff are exceptional in their level of training and skill, and also in their commitment to the students they serve. The Center is equipped with appropriate technology, and receives technological assistance from the campus IT department. In short, the functions of the CLC are well integrated into the academic enterprise and receive excellent support from the faculty and the administration.

Tutoring positions are often funded through grants or other "soft money" sources, and more direct funding for these positions would be desirable. The Center has space that can be described as adequate, but at peak periods the Center is very busy and sometimes every seat is filled.

The Counseling Center -- Projection

- Use of the College Learning Center is expected to increase in step with recent trends growing enrollments at the College and in developmental courses. Space needs will be addressed as campus construction progresses through 2004. To keep pace with the growth of courses available to students through distance learning, the CLC plans to develop an interactive web site that will allow students to access tutoring and other services on-line and, when possible, in real time. The Center is exploring the options for expanding testing services to include specialized assessment of student attributes such as learning styles that might be shared with students and instructors to enhance the overall educational outcomes of the student. Tutor certification processes for professional and especially peer tutors are also being considered for future implementation.

Office of Transitional Programs – Description

The Office of Transitional Programs (OTP) houses **four distinct programs** that support the educational experience of college students with special academic and/or social needs.

- The **Adults in Transition program (AIT)** is a one-semester program that provides support for women and men who are resuming their education after a long absence. The program consists of a one-credit study skills course and a two-credit transition development course.

- **Summer Training and Academic Retention Services (STARS)** is an intensive six-week summer program for students transitioning to the college environment. The program is structured to include a three-credit student development course with a focus on writing, a one-credit study skills course, and an optional one-credit health and physical education course. The program also engages students in cultural enrichment and community service activities.

- The **Academic Success Program (ASP)** is designed for students enrolled in developmental courses and offers support through workshops, seminars, lectures, and individual advising sessions. Students receive ongoing support from an assigned student development specialist who monitors the progress of the student and provides a link to other campus departments and services as appropriate.

- The **Women's Center** provides an open and friendly atmosphere for women of all ages to meet and exchange ideas. The Center maintains a small library of books, periodicals and videos of special interest to women. A variety of workshops and activities are offered to the campus and the community on related topics.

Office of Transitional Programs -- Appraisal

The Office of Transitional Programs is notable for its ability to create a *connection* to the College for students who might otherwise have difficulty accessing the resources needed to realize their potential for academic success. The strong sense of affiliation with the College, the faculty, and

their peers that students develop as a result of participation in these programs predicts a greater rate of student retention and academic accomplishment. Strong collaboration across college departments in the areas of planning, teaching, advising, outreach, and evaluation has contributed to the success of these programs. The programs are student-centered, and program staff has demonstrated an exceptional level of commitment to the students and the mission of the college.

The Office would benefit from improved methods for assessing student outcomes and tracking program participants. Staffing is an issue, with one full-time and four part-time staff attached to the programs, and no clerical staff, which creates some problems with communication. The space currently available, especially for the Women's Center, is not adequate.

Office of Transitional Programs -- Projection

- The OTP will continue to develop a database to monitor and track students' success during and after their participation in the programs offered by the Office. This mechanism will greatly enhance the Office's ability to assess both student outcomes and program effectiveness. Toward this end, professional development in the form of advanced training skills for program staff is also being planned.

VI. Summary

The variety of programs offered by the College and the quality of instruction within those programs is high. Students first entering the institution have various resources – publications, a web site, faculty and administration, advisors, and counselors – to shape their introduction to college study. Once enrolled, students have available a rigorous curriculum which allows for intellectual growth and professional development. Students may also avail themselves of the wide array of credit-free course offerings that are designed primarily for personal enrichment and fun. Regardless of the approach they take, MCC students find that in all instances their learning is enhanced by instructors who use traditional and innovative approaches and by a support staff that addresses the full educational experience of the students.

Standard Five: Faculty

Description

Manchester Community College is justly proud of its reputation, both locally and statewide, as an excellent teaching institution. This reputation is due in large part to the dedication of the faculty itself and the institutional mechanisms in place to recruit, develop and support the faculty in its many endeavors.

Faculty – Numbers, Credentials and Contractual Responsibilities

As of Spring 2001, MCC had 95 full-time faculty positions. Ninety-four of the positions were filled; one is currently vacant. The College also has a pool of roughly 300 part-time instructors who are called upon to teach in all four of its academic divisions and in Continuing Education. Faculty qualifications include advanced degrees, scholarship, advanced study, creative activities and a great deal of professional experience, training and credentials. Many faculty members hold several degrees.

Thirty members of the faculty are professors, 14 are associate professors, 29 are assistant professors, and 22 are instructors. Sixty members of the full-time faculty are tenured. The scholarship, advanced study, and creative activities of the faculty are evidenced by their publications, research and project development. Specifics about these activities can be found in the "Programs and Instruction" section of this report.

On average, MCC maintains a small instructor/student ratio that is usually somewhat less than 20 students per instructor. (The highest enrollment cap for courses at MCC is 50 students and the lowest is 15.) This ratio allows MCC instructors to have direct contact with individual students and is one of the key components of MCC's success as a teaching institution. The College does not employ teaching assistants.

The responsibilities of faculty, both full- and part-time, are delineated in the Collective Bargaining Agreement (in *Workroom*). The Congress of Connecticut Community Colleges, also known as The 4C's, represents the faculty and community-college professionals, such as counselors and librarians. **Full-time faculty members** are required by this Agreement to teach 12 credit/contact hours and provide 3 office hours each semester. These duties constitute 80 percent of their total workload. The remaining 20 percent of the faculty workload – also known as "Added Responsibilities" – consists of Service-to the-College activities and initiatives that contribute to the mission and goals of the College and that occupy at least 10 hours of work time per week. These include, but are not limited to, the following activities:

- preparation of special reports such as accreditation reports;
- participation in special college projects, grant development, surveys, and studies;
- development of new instructional techniques, course offerings or programs, or major revisions of courses or programs;

- participation in community service activities, consistent with the mission of the college;
- participation in career-development activities, advising activities or retention efforts;
- participation in academic and career-oriented advising beyond what is required of all faculty;
- participation on college-wide committees;
- advising student organizations and activities;
- conducting peer evaluations requested by the college administration;
- service on divisional/departmental committees;
- providing assistance in student registration and add/drop procedures;
- developing professional development activities generally applicable to the department, division or college.

Each faculty member is expected to consult with his or her division director in preparing an "Added Responsibility Proposal." This document is then submitted to the division director by June 1 of each year and forwarded to the Dean of Academic Affairs for review and approval. (See *Workroom* for sample "Added Responsibilities" proposals.) Under the current *Collective Bargaining Agreement*, a faculty member is not required to perform added responsibilities if he or she elects to teach an additional three (3) contact hours. (Very few faculty members presently avail themselves of this option.) **A part-time faculty member** may teach a maximum of 8 credit hours in the entire Connecticut Community College system and is required to hold one office hour per week.

Recruiting, Appointing and Informing New Faculty Members

Manchester Community College has created an orderly and inclusive process for filling **full-time** academic vacancies. Announcements for full-time teaching positions at the College routinely stipulate the Board of Trustees' minimum qualifications for hire:

- a master's degree in the field,
- a minimum of two years of teaching experience on the post-secondary level, and
- an understanding of the role and mission of the community college.

Applicants who do not have any of these minimum requirements are asked to clearly demonstrate how their education and/or past work experience is equivalent. Once a full-time

teaching position is announced, the President appoints a search committee chair. The chair in turn identifies prospective search committee members and forwards the list to Dean of Academic Affairs for review and approval. The President gives final approval to the committee membership. Once the members are approved, the chair then contacts each one to confirm his or her interest in participating. In the case of faculty vacancies, approximately half of the search committee consists of teaching staff members. The institution is firmly committed to the philosophy of diversity and inclusion in all aspects of the College's operation. Therefore, search committees must include non-teaching staff members as well as individuals representing diverse backgrounds. In creating the search committee, every attempt is made to reflect the composition of the college community.

The search committee members meet with the President, the Dean of Academic Affairs, the Director of Human Resources and the Affirmative Action Officer **prior to** reviewing applications and resumes. At that meeting, the search process is explained to the committee members, along with highlights from the *Affirmative Action Plan* indicating the diversity profile of the College, to ensure a fair and objective interview process. Since the institution is also committed to affirmative action, search committees are encouraged to select, whenever possible, qualified faculty candidates who will enhance the racial, ethnic, and gender diversity of our academic community.

Searches for full-time, tenure-track faculty are conducted at the national level in an effort to attract a well-qualified and diverse applicant pool. Faculty vacancies are advertised in local publications as well as national ones, such as *The Chronicle of Higher Education*, *Black Issues in Higher Education* and *The Hispanic Outlook in Higher Education*. The College's Department of Human Resources also uses mailing lists from different organizations such as the NAACP to diversify further the applicant pool. Faculty openings are also posted on the College web site. For positions that are highly specialized (e.g., surgical technology, computer science, graphic design), more extensive publicity is provided through professional publications. Search committees read applications and select an interview pool, which is forwarded to the Dean of Academic Affairs and the President who may add names to the interview pool, if they so choose. The search committee completes its task once it has conducted interviews and sent a list of three to five finalists to the Dean of Academic Affairs and the President, who will then conduct their own interviews and ensure that reference checks are made. After interviewing the finalists and reviewing input from the search committee and the academic dean, the President makes the final choice.

As they are hired, full-time faculty members receive an employment contract, a copy of the *Collective Bargaining Agreement*, and the *Full-Time Faculty Handbook*, which describes a broad range of information from grading policies, to the standard contents of course outlines, to safety and emergency procedures. The *Handbook* is developed in the academic dean's office and revised annually for accuracy and thoroughness. The current dean is planning to assemble a group of faculty to assist in the annual review of this document.

Three years ago a new employee orientation program was established at MCC. Although not obligatory, all new employees, including faculty members, are encouraged to attend this year-long program. The President makes it his duty to meet with the new employees two to three

times in the course of the year. In addition, a series of activities and meetings are held that provide new employees the opportunity to meet and interact with other members of the college community and to discuss important issues such as promotion and tenure or opportunities for career growth. To facilitate further the new faculty member's transition into MCC, each new hire is assigned a veteran faculty member who serves as a mentor for one year.

Part-time instructors are not selected through the search process described above. Advertisements for part-time faculty positions are placed in the *Hartford Courant* and local minority publications, as well as on MCC's web site. Applicants send their resumes and applications to department chairs and/or program coordinators who review their credentials, interview the candidates and, in consultation with the division director, offer a one-semester contract to qualified applicants. On occasion, the academic departments proactively contact the local universities to encourage advanced graduate students to enter the part-time applicant pool.

Part-time faculty do not receive as complete a program of immersion as do the full-time employees, yet many efforts are made to keep them connected to the College and to encourage their involvement in the life of the institution. Upon hire, each part-timer is given a *Part-time Faculty Handbook*, complete with a letter from the Dean of Academic Affairs, which includes most of the contents of the *Full-time Faculty Handbook*, except for information on tenure and promotion. (The *Part-time Faculty Handbook* is also reviewed annually by the Dean of Academic Affairs.) New part-timers are also given the *Collective Bargaining Agreement*. At the start of each semester, an evening of orientation is provided for all part-timers, both veterans and new hires. At this session, the President and Dean of Academic Affairs offer their greetings. Later, veteran part-timers and some full-time faculty members inform the new hires of the resources available at MCC to assist them in matters of pedagogy, scholarship, student rights and grievance. From the mid-nineties to 2000, the College granted a course release to a full-time faculty member to coordinate orientation and mentoring activities for part-time faculty. This effort has been recently enhanced by the establishment on campus of the *Teaching and Learning Consultants* project (explained in greater detail below) that provides professional development opportunities for all teaching faculty, and makes a vigorous effort to extend these opportunities to part-timers.

Faculty Security, Assignments and Workload

The *Collective Bargaining Agreement* stipulates three types of appointments for full-time faculty: a standard one-year appointment, a tenured continuing appointment, and a full-time lecturer appointment for one year or less. Full-time faculty members are eligible for promotion every three years and eligible for tenure after six full years of service. Each year the Office of Human Resources publishes and distributes College-wide a list of all those who are eligible to apply for either. The *Agreement* defines the procedures for promotion, tenure and sabbatical leave/retraining and the grievance process.

Promotion: Full-time faculty members may apply for promotion every three years. The process requires the applicant to use a system-wide promotion form to demonstrate growth in teaching, professional development, and noteworthy service to the College and community. This application is forwarded to an elected promotion committee that reviews and ranks the

candidates. Each applicant is informed of his or her rank by the Promotion Committee, and the ranked list is forwarded to the President, who makes the final promotion decision based on the merits of the applications and other considerations such as the recommendation of the Dean of Academic Affairs.

Tenure: Full-time faculty members may apply for tenure in their sixth year of service. Tenure applicants submit their applications to the elected Tenure Committee, which recommends for or against tenure for each candidate. This list is then forwarded to the President, who has final say. There is no fixed number of "tenure slots" based on budgetary considerations; theoretically, everyone who applies could be granted tenure. As mentioned earlier, tenure is held by 60 of the 94 full-time faculty members currently under contract.

Sabbatical Leave & Retraining: Full-time faculty members may apply for a full- or half-year sabbatical after six full years of service. The process requires applicants to submit a detailed description of the sabbatical project and, just as important, to demonstrate how that project serves the initiatives and mission of the College. The applications are reviewed by an elected committee, applicants are ranked, and the rankings are sent to the President who grants leave to the candidate(s) whose plans best serve the College. Given our College's mission and emphases, sabbatical leave applications that propose enhancements in teaching and learning, diversity building, the development of new courses/programs, etc., tend to be viewed more favorably than the completion of a scholarly study, or dissertation, or work of art. **Retraining** applicants request paid leave in order to develop new skills or knowledge that will enable them to enhance existing programs or serve in another area of the College. These applications are reviewed by a committee, ranked and sent to the President for approval. (Retraining applications are rare.)

Grievance: The Collective Bargaining Agreement spells out the grievance procedures available to faculty and identifies the need to adjust grievances "fairly without fear of prejudice or reprisal."

Workload: As noted earlier, the faculty workload is spelled out by the *Collective Bargaining Agreement*. The Dean of Academic Affairs and the President can approve course release time for faculty members participating in "high-demand" projects that serve the College. In the past, course release time has been granted for the development of on-line courses, the oversight of reaccreditation activities, the development of liaison activities and programs for part-time instructors, to name just a few. The dean and/or President determine whether and how much release time is merited by a faculty member's project. Faculty assignments and workloads are consistent with the institution's mission and purposes. They are equitably determined to allow faculty members adequate time to provide effective instruction, advise and evaluate students, continue professional growth, and participate in scholarship, research, and service compatible with the mission and purposes of the institution. Faculty workloads are reappraised periodically and adjusted as institutional conditions change.

Salary: The Collective Bargaining Agreement sets salaries and benefit levels designed to ensure MCC's continued ability to attract and maintain an instructional staff of sufficiently high quality to allow the institution to carry out its mission and purposes. In 1999, an arbitration award (in *Workroom*) offered additional salary enhancements to instructors in laboratory and studio

courses. Salary and fringe benefits are also covered under the collective bargaining agreement. (Salary schedules are provided in Schedule C of the Agreement.) Additional longevity compensation is provided in accordance with this agreement. Fringe benefits are provided by the State of Connecticut and cover all state employees. Faculty members, along with the entire College staff, are also eligible for "special merit recognition," which is given in an annual lump sum of roughly $1,500. Merit awards are determined by the President is accordance with guidelines established by the Board of Trustees.

Faculty Presence in College Life and Governance

The MCC faculty plays a central role in college governance, especially in the areas of curriculum development and academic standards, and is visible in the administrative hierarchy. The College has eight major governance committees, excluding the Faculty Senate, with a total of roughly seventy seats; faculty members hold 44 of those seats. The four contract committees – Promotion, Tenure, Sabbatical Leave, and Retraining – comprise 24 seats, 16 of which are held by teaching faculty. In addition, there are 28 committees that help the College in other ways to fulfill its mission such as the Enrollment and Retention Task Force, the Strategic Planning Council, the Annual Student Awards Reception Committee, the Graduation Committee and the Planning Committee for An Evening of Fine Wines. The teaching faculty is well-represented on all of these committees, and some faculty members serve as chairs. In addition, current and former faculty members direct the Newspace Art Gallery, the Institute for Local History, the Institute on Disability and Community Inclusion, and the MCC Writing Center.
The teaching faculty also plays an important role in MCC's administrative hierarchy. Twelve faculty members serve as department chairs, and 22 serve as program coordinators.

Faculty Effectiveness

The process for assessing faculty effectiveness is much more thorough and detailed than it was at the time of the last institutional self-study in 1992. At that time, a faculty member's evaluation consisted of a classroom observation by a division director that was folded into an overall evaluation that assessed the faulty member's teaching skill and service to the College. Clearly missing from this evaluative approach was student feedback and a *formalized* opportunity by which the instructor and the division director could discuss areas for growth. Also missing was an opportunity for the faculty member to assess his or her own performance and plans for development.

The most recent *Collective Bargaining Agreement*, along with a new "Faculty Development and Review Plan" recently adopted by the Board of Trustees Labor/Management Committee, attempts to make up for these deficiencies.

A faculty member's evaluation now consists of the following components:

1. classroom observation by director or chair
2. a compilation of student evaluations
3. a professional-development plan and self study
4. an Overall Performance Report.

The faculty member and evaluator are expected to meet and discuss the classroom observation and the contents of the professional development plan at least twice in the evaluation process. The evaluator uses the fourth item, the Overall Performance Report, to describe and assess the faculty member's effectiveness in terms of four rubrics: Knowledge, Application of Knowledge, Interpersonal Skills, and Motivation. (The new evaluation instruments, instructions for how to use them, and examples can be viewed on the Community-Technical College web site: www.commnet.edu/co/emprel/.) This evaluation process is conducted every three years for tenured faculty and every two years for non-tenured faculty. The new evaluation process emphasizes goal-setting and provides a basis for the division directors to work closely with individual faculty members to assist in improving performance where needed and recognizing excellence.

Evaluations are kept in a faculty member's personnel file for a minimum of ten years. By contract, management or a professional staff member may arrange for an evaluation by a mutually acceptable peer(s) for the purpose of self-improvement. Such an evaluation would not be placed in the official personnel record of the staff member. (This option is rarely used.)

Part-time faculty members are evaluated every third semester. The part-time faculty evaluation includes a classroom observation by a program coordinator or department chair and a compilation of student evaluations.

Professional Development Opportunities

MCC encourages its faculty members – both part-time and full -- to keep current in their fields. Faculty members are contractually entitled to $500 of reimbursement for professional development each academic year. Faculty members may use all or part of this allotment to take courses for skill development or advanced degrees, to attend conferences in specialized fields or in general education, or to support professional development in co-curricular areas such as advising and retention. This money comes from a "pot" of dollars set aside by the Chancellor's Office for each college in the system based on a formula. Rarely does any campus in the system have $500 for each of its faculty members. Nonetheless, MCC faculty take full advantage of this opportunity, and in most years the reimbursement fund is used up well before the end of the academic year. Faculty are thus encouraged to apply early. To enhance opportunities for faculty development, each of the academic division directors has the discretion to take funds out of his or her operating expenses to provide additional support. In addition, many faculty members undertake professional development activities at their own expense.

There are other opportunities for professional development at the College. The *Connecticut Distance Learning Consortium* (available on-line at www.ctdlc.edu) awards grants to faculty members interested in designing on-line or web-mediated courses. The *Center For Teaching*, a state-funded institute devoted exclusively to community college instructors in Connecticut, sponsors a wide array of workshops, lectures and information services designed to enhance teaching and learning in the community college classroom. The *Center for Teaching* also funds the *Teaching and Learning Consultants* project designed to bring professional development to the individual campuses in the system. At MCC, a course release was recently provided to each

of two faculty members who serve as the coordinators for *Teaching and Learning Consultants*. The *TLC* has only recently begun its operations, but its plans include the establishment of a Teaching Partners program, guest speaker luncheons and workshops devoted to improving teaching strategies.

Other professional development opportunities are sometimes made available by the President and the deans during "Professional Days" at the start of each semester.

Academic Freedom and Ethical Considerations

The academic freedom of MCC faculty members is protected under the *Collective Bargaining Agreement*. Academic freedoms include freedom in research and in publication, as well as freedom in the classroom to design course syllabi and develop an individual approach to the curriculum and the assigned topics. Occasionally division directors will receive complaints from students about a faculty member's choice of topics, assignments or reading material. While the complaint will, of course, be brought to the faculty member's attention, it is customary for the division director to use the meeting with the student as a "teachable moment" for addressing issues of academic discourse, diversity and academic freedom.

MCC also has mechanisms to ensure that faculty act responsibly and ethically, observe the established conditions of their employment, and otherwise function in a manner consistent with the mission and purposes of the institution. Employee Rights, Rights of the Board of Trustees, Rights of the Union, and Academic Freedom are all defined in the *Collective Bargaining Agreement.*

Appraisal

Clearly, the full-time teaching faculty contributes much more to the College than merely expertise in their subject areas. In addition to being full-time instructors, they are part-time advisors, governance participants, fund-raisers, special events coordinators and much more. This mix of responsibilities makes MCC the vital institution that it is; faculty input and influence is felt in almost all aspects of College life.

The faculty, by and large, is pleased that student input is now a part of faculty evaluation and that the evaluation process itself allows for self-assessment and encourages communication with division directors in designing a sound professional development plan. This new protocol obviously provides a fuller, more accurate picture of faculty competence than does the past practice. However, two concerns regularly emerge. The first concern is with the student evaluation form. Some faculty members are concerned that the forms are distributed by students from the class being evaluated with no faculty or staff person present. The second concern is that the new evaluation format is somewhat redundant, especially in the self-assessment and professional development portions. Faculty and administration realize, however, that this process for gauging faculty effectiveness is relatively new and anticipates that a labor-management committee on the system level will fine-tune the process.

The faculty-student connection is at the heart of our institutional effectiveness – students thrive in an environment where faculty are qualified, committed and available. This College, like any other, is concerned that a healthy teacher-student connection could suffer in the face of a large part-time teaching staff. As noted earlier, MCC has roughly 95 full-time faculty members and relies on about 225-250 part-time faculty members to supply its staffing needs each semester. While the part-time faculty hold academic credentials similar to those of the full-time faculty, they do not provide, nor should they be expected to provide, the kind of availability and services required of full-timers. The Chancellor's Office has issued a loose guideline recommending that no more than 30 percent of courses on a campus be covered by part-time faculty. Generally, MCC is in compliance with this guideline. This College, like any other, would appreciate and benefit from a larger full-time presence, but we know that this condition is not likely to change any time soon. In the face of this reality, the College has done an admirable job of keeping its part-timers informed about and connected to this institution. The new presence of the Teaching and Learning Consultants should improve our efforts at cultivating our part-timers through its outreach efforts and workshops.

Many faculty members are also concerned that promotion will not be available to all who merit it. Following a 1998 State of Connecticut retirement incentive, MCC hired over the next two years approximately 30 new full-time faculty members, most of whom will become eligible for promotion at about the same time (2001-2002). However, there is concern over the availability of state funds to support salary increases and provide sufficient promotion slots for all who qualify. This situation, some feel, will only grow worse as the recent crop of hires goes through the process. The promotion constraints currently in place could lead to future morale problems and problems in retaining talented faculty and staff. In the past year (2000-2001), however, nearly all the faculty members who applied for promotion were promoted, so the concern may not be justified. It is hoped that the College will continue to promote its talented, able faculty and that the concerns noted above will be put to rest.

Projection

- The new LRC building has drastically changed the teaching technology available to faculty. MCC will continue to see rapid changes with the completion of *Phase II* of the building plan. The College will continue to ensure that faculty stay abreast of the impact of new technology on their teaching.

- While the College has made a strong commitment to having a diverse faculty, it needs to continue its attempts to recruit more minority faculty for both full- and part-time positions and then to value their presence fully.

- The College must continue to work with the Connecticut Community College System to refine the process for evaluating faculty (full- and part-time) to ensure that the process is meaningful and helpful to all concerned.

Standard Six: Student Services

Description

Introduction

The primary goal of the Division of Student Affairs is to assist students in developing their potential, both personally and intellectually. The philosophy of the Student Affairs Division is printed on page 24 of the *2000-2001 College Catalog*, along with a set of "Learning Outcomes" that summarize the division's aims. In addition, the *Student Handbook* (in *Workroom*) reiterates in its prefacing pages the College's commitment to supporting the *whole* student and to promoting growth in self-awareness. The words of the Dean of Student Affairs say it best: "You have to know someone important! You have to know yourself!" (*Student Handbook*, page 5).

The Division of Student Affairs at MCC comprises the following areas:

- Admissions
- Career Services
- Center for Student Development:
    - Counseling and Academic Advising
    - College Learning Center
    - Minority Student Programming
    - Transitional Programs
- Child Development Center
- Financial Aid
- Fitness and Athletics
- Health Services
- Registration and Records
- Student Activities
- Veterans Affairs

Each of these areas is vigorously engaged in giving our students access to all those services that will result in a satisfying and well-rounded educational experience.

Admissions, Registration and Financial Aid

Manchester Community College is an open admissions institution, with selective placement for specific health career programs. The College accepts applicants who are graduates of approved secondary schools or home schooling programs and who have earned high school equivalencies. Students who do not have a high school diploma or its equivalent may enroll at the College as part-time, non-matriculating students. Students preparing for a G.E.D. or diploma may also simultaneously be enrolled at MCC.

New students and students returning to MCC after a 5-year absence or more must submit an admissions application. Students born after December 31, 1956, must provide proof of measles and rubella immunization.

Students seeking **admission** to MCC must take the system-approved placement test (Accuplacer) to help determine proper placement in college level mathematics and English. (More information on placement testing is provided in the chapter on "Programs and Instruction.") Students may be exempt from these tests if they have already earned a grade of C or better in a college-level English composition course and/or a college-level mathematics course. The College also abides by a system-wide policy that exempts any enrolling student over age 62 from taking the placement test. Placement testing has become a routine part of the admissions process, especially for new students. Students who for some reason have not taken the placement test yet wish to register for classes may do so. However, they are not allowed to take any course for which mathematics or English is a prerequisite, and they cannot take more than nine credits at the College. The placement test is administered by a testing coordinator who works out of the College Learning Center. The test results are entered into the Banner records system and can be easily accessed by counselors and advisors assisting students in course selection.

The College offers a lengthy and convenient period of registration for both the fall and spring semesters as well as for intercession, summer and weekend classes. This period includes evening as well as weekend hours. **Registration** priority is based on the number of credits that a student has earned. Late registration is available up to the day classes begin, but students are strongly encouraged to register earlier. Placement testing is scheduled to take place during all registration periods except late registration. Students may use the first week of the semester as an Add and Drop period to adjust their schedules. (Registration schedules are contained in the Course Schedule booklets provided in the *Workroom*.) Students may register in person at the registrar's desk, by an on-campus mail drop or by fax. Starting in late fall of 2001, students with more **than** 45 credits may **register on-line** for the upcoming semester using Web for Students**.**

Besides coordinating registration activities with other areas of Student Affairs, the **Registrar's Office** also maintains all student records. The privacy of these records are governed and protected by policies of the Board of Trustees and guidelines issued by the Family Educational Rights and Privacy Act (FERPA).

The **Financial Aid Office**, which is open to students five days plus one evening a week, provides financial aid in the form of Pell Grants, SEOG Grants, CAP Grants (Connecticut Assistance to Public Colleges), MCC Grants, and federal and state work-study awards. The Financial Aid Office also provides students with information and assistance in applying for state and federal student loans. Since the last self-study the number of aid applicants and recipients has increased dramatically. Fortunately, funds have grown by 300% since 1999 and the College has been able to increase its financial aid award packages. The increase in funding has allowed students to meet direct costs and a large percentage of indirect costs (transportation, books, room and board, and miscellaneous expenses). The Financial Aid Office has also increased services to students by providing workshops in application procedures, debt management counseling and federal financial aid forms on the Web. The Financial Aid Office is audited yearly by the State and every two years by the federal government.

The Financial Aid Office also handles tuition payment for current and former members of the armed forces. Under Title 38 of the United States Code, the College is an approved agency for

the training and education of veterans. The Director of Financial Aid is responsible for all veterans' requests for tuition assistance and reports to the Veterans' Administration on the status of enrolled veterans.

Center for Student Development

One of the major changes in student services that has occurred since 1992 has been the consolidation in 1996 of various student-support functions under a single **Center for Student Development.** The Center includes the following operations:

- College Learning Center
- Counseling Center
- Minority Student Programs and
- Transitional Programs.

The College Learning Center: One of the key services that helps students overcome academic difficulties is the College Learning Center (CLC), which oversees placement testing and provides tutorial instruction in mathematics, English, reading, accounting and science. Besides one-on-one tutorial instruction, the CLC conducts group tutoring sessions and sponsors workshops on test-taking, time-management and essay writing. The CLC also provides 24 computers for student use in writing papers, doing research or running instructional software. One of the computers is an OMNI with assistive technologies specially designed for special needs students. Three members of the CLC staff are also faculty members who teach two courses in the English, mathematics and business departments respectively and who coordinate tutorial services in those subject areas. In the 1999-2000 academic year, the CLC hired twenty-one part-time tutors in a variety of subject areas, each of whom had a minimum of a bachelor's degree. In 1999 the CLC joined forces with the English department to create and house a Writing Center, separate from its tutoring services in English. The aim of the Writing Center is to give students, faculty and staff a place to discuss and explore writing in all its forms: practical, academic and creative. More information about the CLC is available in the chapter on "Programs and Instruction."

The Counseling Center: This office provides students both personal and academic counseling or may refer them to other areas of the College that can aid in their personal and intellectual development. The staff, which includes four full-time and five part-time counselors, provides guidance in the area of career planning, time management, personal skills assessment, college transfer, special needs and, perhaps most importantly, academic advising. Each of the full-time counselors is assigned to one of four areas of specialization: *advising*, *career counseling*, *special needs* and *transfer*. One of the counselors teaches a three-credit course entitled *Career Life Planning* (Student Development 101) and the entire counseling staff was instrumental in working as equal partners with the academic divisions in designing a three-credit course, *First-Year Experience: Foundations for College Success* (Student Development 111). Sections of these courses are taught by full-time counselors.

The Counseling Center has also enhanced student access to information about college **transfer**. Most recently, MCC has entered into an agreement with the Connecticut State University system

that guarantees admission of MCC students. Also, MCC and Eastern Connecticut State University have fashioned a transfer compact that provides joint admission to both institutions and full credit transfer upon completion of an associate's degree. MCC also participates in the PATHWAYS program with the University of Connecticut and Central Connecticut State University for Engineering Sciences and Technology students. The course equivalencies established by these and other agreements not only facilitate transfer, but also enable students to enroll in courses not available at their home colleges. The counseling office also houses a much used resource room that contains information about other colleges and sponsors an annual **College Transfer Fair** that is attended by over fifty private and public colleges in the region. This event is augmented by "mini" transfer days and transfer workshops staffed by the counselors and other staff from the Office of Student Affairs. In addition, students with high GPA's are invited by the President each semester to attend an information session on college transfer, with special emphasis given to the wide range of choices that students have but may not be fully aware of.

The Counseling Center also provides support and services to **students with disabilities**. One of the full-time counselors is charged with ensuring the availability and coordination of these services and monitoring the College's overall compliance with ADA guidelines. This effort receives further assistance from a member of the English faculty who specializes in the needs of learning disabled students and serves half-time in the counseling area. Students with special needs who self-identify will receive from the College appropriate supports in the form of alternative testing accommodations, interpreters, note-takers and assistive devices. When appropriate and when students agree, the counseling office works with individual faculty members to discuss specific learning needs and to design appropriate instructional materials and formats. The counseling staff remains current in this area by attending conferences and by active participation in system- and statewide organizations on disability and higher education. The Counseling Center is active in the creation and promotion of the College's annual **Disability Awareness Day** and sits on the **ADA Compliance Committee**, which has College-wide membership. A brochure entitled *Beyond Disabilities* (in *Workroom*), produced and distributed by the Counseling Center, apprises disabled students of the services available to them.

Most recently, the Counseling Center has invested much energy in improving the process of **academic advising** for all MCC students. Recently, one of the full-time counselors was put in charge of this function to ensure both better student coverage and more faculty participation. The College has improved its *new* student advising efforts over the last three years by "catching" students at the point of admissions. New students are now given an advising appointment upon completion of placement testing. The entire counseling staff clears its calendar of other obligations to make itself available for these advising sessions. New student advising usually begins with small group sessions during which the students are given an overview of the College's policies and procedures. Individual conferences take place following these sessions. During the "Walk In" registration period just prior to the start of each semester, a slightly different approach is taken. The counseling office, along with a core of twenty or so faculty volunteers, provides two to three weeks of Course Selection Assistance (CSA) for both new and returning students. These sessions are well advertised and registration staff is trained to refer confused or uncertain students to the CSA sessions prior to registering for classes. To improve further its advising practices, the College has established a twelve-member **Academic Advising**

Council, which includes representatives from academic and student affairs. The charge of this committee is to evaluate advising procedures and to suggest ways to improve access to advising for all students, new and returning.

Minority Student Programs: Recruitment efforts in minority communities have significantly increased enrollment of African-American, Hispanic-American, Asian-American, and Native American students. In 1991, the College enrolled 760 minority students; in 2001 that number had risen to 1160. Students from the categories named above now comprise over a quarter of the College's overall population.

The Office of Minority Student Programs (OMSP) plays a vital role in supporting minority students in all phases of their college life. Activities and programs sponsored by this office (e.g., scholarship information sessions and minority student luncheon) address the unique challenges and concerns of minority students. In the past ten years, OMSP has sponsored and collaborated with other departments to offer programs such as the Annual Cultural Diversity Day, the Latino Festival, and cultural/artistic events that offer a global perspective to foster appreciation of diversity at MCC. The OMSP also gives out between $4,000 and $5,000 each year in the form of "mini-grants" to help members of the College community design their own events or activities that support global and minority perspectives. In the past these funds have been used to improve the library's collection of non-Western literature, provide recruitment efforts for minority students in local high schools, sponsor panel discussions on women's issues and bring Native American and West African storytellers to classrooms and the Child Development Center.

Clubs and organizations such as the Hispanic Cultural Club, the Multicultural Club and Umoja (formerly the Afrocentric Student Organization) also provide community support for minority students. Members of the faculty and staff serve as advisors and mentors to these organizations.

Office of Transitional Programs: The College makes available to students four programs that are designed to increase student preparation for and retention in college-level studies.

- The newest of these is the **Summer Training and Academic Retention Services** or **STARS** program. Focusing primarily on at-risk students, this program provides a six-week pre-entry curriculum in the summer months that includes a one-credit study skills course, a three-credit student development course with a strong writing component, an optional one-credit health/fitness course, and activities designed for community and cultural enrichment. The first STARS program in 1999 was completed by 28 students. That number grew to 34 students in 2000 and 47 students in 2001.

- The College's **Adults in Transition Program**, or **AIT**, serves the non-traditional student population. Founded in 1989, AIT helps students to start (or re-start) their college careers after a long absence from school. AIT offers one-on-one counseling, personal assistance in the admissions and registration process, and a semester's worth of academic support in the form of a one-credit study skills course and two-credit transition development course that introduces AIT students to college life and studies.

- Finally, the Office of Transitional Programs serves struggling students through the **Academic Success Program** or **ASP**. At about the mid-point of each semester, the ASP staff asks faculty to fill out grade report forms on their students. (Faculty responses are running at about 80%.) Those students who are receiving grades of C- or lower, especially those in developmental courses, are called in for conferences with student development specialists. Together, the students and specialists attempt to devise strategies that will promote academic success and link students with other support services of the College.

- The **Women's Center**, while not technically a "transitional" program, nonetheless adds value to the college experience by providing women students with a friendly place to study, meet and exchange ideas. Located in room 124 of the Lowe Building, the Center houses a small library of books, periodicals and videos, and sponsors workshops and activities on women's issues. The Director of the Women's Center and Women's Programming is working directly with library personnel to update and expand library offerings in the area of women's issues in order to support instruction in the Women's Studies Concentration in the Liberal Arts curriculum.

New Student Orientation

The Division of Student Affairs provides a comprehensive orientation for incoming students at the start of both the fall and spring semesters. Students are offered a five-hour orientation during the day or a three-hour session in the evening. During the orientation students are given a tour of the campus, meet several administrators, counselors and faculty members, and attend the College Convocation. Orientation participants also attend a panel discussion during which current students provide an "insider's view" of life at MCC and field questions from the audience. The orientation also includes a presentation on using the Internet for college studies as well as some remarks on academic writing. The closing activities for orientation include an evaluation of the day's activities, the distribution of a gift pack to all participants and a raffle. At the start of the Fall 2000 semester, 700 of the approximately 1,750 incoming students attended one of the orientation sessions. Materials that were handed out at the orientation sessions are made available to students who were unable to attend at counters and kiosks outside the Admissions Office.

Career Services

The Career Services Office assists students in finding both full- and part-time employment and gives employers an opportunity to publicize positions in the College community. On-going activities include helping students improve the skills necessary for an effective job search including interviewing, resume writing and job-search strategies. In addition, Career Services offers a job posting service, a computerized job bank and alumni career panels. New features offered by the Career Services Office include the following:

- **MCC Job Line**: Introduced to the College community in 1993, this fast, free and convenient service enables employers and job seekers to post and listen to employment opportunities 24 hours a day. MCC was the first community college in New England to

utilize this technology. In 1995 MCC received an award from the League of Innovation in the Community College and was cited in a national publication. Over 5,000 employers have registered to use this service.

- **MCC Employer Guide For Graduates & Job Seekers:** This magazine-quality guide promoting career opportunities with local companies is distributed to MCC graduates and used as a resource in the Career Services office. In addition, a copy of the guide is provided to job seekers that attend the College's annual job fair. This cost-effective recruiting tool has been well-received by employers and the year 2001 marks the third annual publication of the guide. MCC was the first community college in Connecticut to offer this type of resource to employers and job seekers. (Document available in the *Workroom*.)

- **Job Search/Career Related Speakers:** The Career Services office has brought nationally known and recognized speakers to campus to discuss job, career and employment related issues. The speakers have included Richard Irish, Tom Jackson, Lawrence Otis Graham, Jeremy Rifkin, Brian Jud and Mary Jacobsen. These speakers have brought thousands of people to the MCC campus and have provided the College with a statewide reputation for quality programs.

- **Job Fairs:** Career Services sponsors an annual **regional job fair** held during the spring semester. Currently, the event brings over 100 employers to campus and thousands of job seekers. Employer and job-seeker evaluations of the event are consistently positive. For the past three years (1998-2001) the office of Career Services has sponsored **part-time job fairs** early in the fall semester, all of which have been well received by employers and job seekers.

Career Services has also assisted MCC's students in obtaining **summer employment** via a summer camp and resort job fair, a summer job fair and the distribution of a *Summer Employment Guide*, which provides information on summer employment opportunities and describes the best strategies to use in applying for these positions. Early during the spring semester the Career Services Office sends a letter to all potential graduates highlighting the activities, resources and services of the office. Finally, recognizing the importance and value of community service, Career Services has coordinated an annual **Community Service Fair** at MCC. It provides an opportunity for community service organizations to visit the campus each fall and promote their opportunities to the students of the college.

Extracurricular: Athletics and Student Organizations

Athletics and Fitness: The Department of Fitness and Athletics is an integral part of MCC's educational experience, providing students with opportunities for personal growth and satisfaction outside the traditional classroom. The College participates in a full schedule of intercollegiate competitive sports. Men's sports include soccer, baseball and basketball; women's sports include basketball, soccer and softball. These sports involved 160 student-athletes in 2000-2001. The Director of Fitness and Athletics monitors the academic progress of all athletes by soliciting from faculty members twice a semester grade reports on student athletes. The

results of these reports are used to provide appropriate interventions for those athletes who are struggling in the classroom.

The department also maintains a fully equipped Fitness Center, which is designed to promote physical and mental health for all members of the College community. The Center can be used free-of-charge by students; faculty and staff pay only nominal fees for its use. Regular fitness programs are offered in yoga, aerobics, relaxation/meditation, body conditioning, fitness walking, personal training and body fat testing. The Fitness Center was used more than 4,800 times in 2000-01. In addition to a variety of exercise activities, the Center distributes information on health-related lifestyle issues and provides health testing for students and area residents. Upon completion of *Phase II* of campus construction in the fall of 2002, the Fitness Center will be relocated in the Program Center of the Lowe Building.

Student Clubs and Organizations: The primary forum for student involvement is the Student Senate, an elected organization that represents the entire student body and oversees student clubs, organizations, programs and publications, all of which are funded out of the student activity fees. As the official voice of the student body, the Senate presents student issues and concerns to the College administration and holds memberships on key college-wide governance and policy-making committees: Academic Standards Committee, Curriculum Committee and College Senate. Students are strongly encouraged to participate in student-sponsored events, governing committees, clubs and organizations to develop leadership skills, to build friendship networks and to enhance their professional and academic development

The **Student Senate** charters and funds (through student activity fees) many clubs and organizations. As of April 2001, the following Student groups were active: the Live Wire (student newspaper), Umoja (an Afrocentric student organization), Alpha Mu Gamma Honor Society, Association on Disabilities and Community Inclusion, Gay Lesbian Bi-Sexual Alliance, Hispanic Cultural Club, Le Cercle Francais, MCC Dance Team, MCC Organization of Substance Abuse Counselors, Mock Trial Club, Parents Club, Occupational Therapy Club, Paralegal Club, Phi Theta Kappa Society Honor Society, Photography Club, Science and Engineering Club, Spanish Club and Supported Education Club. The **Student Senate Activities Committee** plans trips, dances, lectures, fundraisers, and other activities. The **Cultural Programs Committee**, elected annually from among students and staff, plans and coordinates diverse cultural offerings that complement the College's academic programs. These include poetry readings, dramatic productions, art exhibits, dance and musical events, international presentations and prominent speakers.

To promote the importance of extra-curricular activities on campus and to nurture promising student leaders, the Office of Student Activities has paid for five student leaders to attend the **National Student Leadership Conference** in each of the last seven years.

Student Rights and Responsibilities

The *Student Handbook* contains a comprehensive statement of student rights. Among these are:

1. the right to an atmosphere conducive to learning

2. the right to impartial, nondiscriminatory treatment
3. the right to be judged solely on academic performance
4. the right to make un-coerced personal and political choices and
5. the right to engage in reasoned disagreement with views presented in a course of study.

In support of these rights, the *Handbook* outlines two procedures for hearing student complaints: the review of academic standing and the student grievance procedure. A student may seek review of an assigned grade, an academic evaluation, or any other decision affecting his or her academic status. A student may also file a grievance alleging violation of Board or College policies in a non-academic matter by an agent of the College. Both procedures guarantee due process, a full hearing of the matter in dispute and protection of the rights of all concerned. In 1998 the **Student Disruptive Behavior Policy Committee** was formed at the urging of the Faculty Senate to assist in this process. The committee was charged with advising the Dean of Student Affairs and the Dean of Academic Affairs in their review of policies on student conduct and complaints. The Committee's work resulted in three concrete achievements:

- it called greater attention to the rights of students as spelled out in the *Handbook*;
- new forms were developed for documenting faculty/student complaints;
- an expert in student-faculty relations was invited to speak to faculty and staff during Opening Day Workshops for the Spring 2001 semester.

The committee has since been disbanded as it has completed its objectives.

The *Student Handbook* also lists the ethical expectations of students in matters of tolerance and respect (page 16). In addition, the *Handbook* specifically lists the lapses in student conduct that could result in disciplinary action along with the procedures for disciplinary action (page 17).

Health Services and the Child Development Center

The **Health Services Office** provides health/wellness education, first aid and emergency care, treatment of minor illnesses and health assessment and screening services.
The health services staff consists of a Director of Health Services (a registered nurse) who works 18 hours per week and is paid from Student Services funds. The director consults with college personnel to gauge student needs regarding health education programs and gives lectures and workshops based on expressed needs. Membership in the College Health Association of Nursing Directors (CHAND) and the American College Health Association (ACHA) enables the director to remain current with the latest research and clinical developments in the health care field. As a member of the steering committee of the Connecticut College and University Health Awareness Promotion and Education Network (CT HAPPEN), the director also remains current with information concerning health education of HIV/AIDS for college students.

The director maintains a list of physicians and agencies for referrals, including low cost clinics for students who have no insurance, as well as coordinating the state-mandated measles and rubella immunization program and blood drives. Enrolled students are covered by group

insurance but have the option of purchasing additional low-cost coverage. The office provides insurance application forms and accident claim report forms. When the office is closed, the campus police provide emergency care. Emergency phones are conveniently located in classrooms and in parking lots.

The Office of Student Affairs also oversees the operation of the College's **Child Development Center (CDC)**, located in the Lowe Building, which supports students and faculty by providing affordable, convenient, high quality child care on campus, along with counseling and referral sources for parents. Staffed by experienced professionals and student teachers, the Center operates a pre-school program for children ages 32 months through five years. The CDC is open during the day only, but hours are reasonably flexible to accommodate the needs of student-parents. Fees are competitive, with some scholarship funds available. The CDC has developed a collaborative relationship with the MCC education department whose many students use the Center as an observation site. This program has become a model for other colleges. Because of the recent campus construction, the CDC playground was moved to a more distant yet more attractive location on the opposite side of the Lowe Building.

Appraisal

Student Affairs is proud of its operations, both in their extent and quality. To ensure that quality is maintained, **the Dean of Student Affairs requires each of the units to submit semi-annual and annual reports** that record not only the numbers of students served but also the general satisfaction with the service offered, along with the unit's accomplishments and concerns. Each area is allowed to design its own assessment instrument and encouraged to use the results to modify and improve services. (Recent samples of these reports are available in the *Workroom*.) Moreover, Student Affairs derives a generic picture of its performance from the **annual Survey of Graduates**, which is mandated by the system office and the results of which are compiled and made available on the MCC web page. Each spring Student Affairs meets for an **annual retreat** at which they review the results of their various assessments and discuss the past year's experiences in an effort to provide new and better ways of serving students. It is during this time, and shortly after, that the contents of the *Student Handbook* are reviewed and brought up to date.

The Division of Student Affairs also sponsors each year a **joint retreat with the** Academic Affairs Division at which representatives from both areas of the College renew their sense of shared purpose (something that is all-too-easy to forget in the bustle of the semester) and to brainstorm ideas for improved methods for meeting student needs inside and outside the classroom. These collaborative sessions increase dialogue and generate new ideas on topics such as special needs students, learning styles, classroom decorum and the advising of returning students. The **Academic Advising Council,** with its broad-based membership, owes its existence, in large measure, to the many conversations that have taken place among faculty, counselors and service staff at these retreats. Also, out of these encounters, the counseling office has created an *Advising Handbook* and training modules for all faculty members who wish to volunteer their efforts in the advising of returning students. The **spirit of collaboration** is further built into the Student Affairs operation in places like the College Learning Center, where three tutoring supervisors hold departmental membership, in the Adults in Transition Program where two faculty advisors are also full-time faculty members, and in the Counseling Center, where the

learning disabilities specialist teaches half-time in the English department. One of the newest course offerings at MCC, *Student Development 111: Foundations for College Success*, grew out of the many passionate conversations that have taken place between student affairs and academic affairs over the level of preparation that today's college students display. This course, taught by both counselors and teaching faculty, has been designed to acquaint today's students with the expectations of the college classroom and to enable success.

The Division of Student Affairs, realizing that the first impression is often the lasting impression, has made great strides in the last three years to improve the "up front" attention that students receive when they come to the College to enroll for the first time. Some of these changes were made in response to student comments about services on the various surveys they were asked to complete and on the basis of anecdotal reports. For instance, the 1999 Survey of Graduates revealed that 20% of the students were dissatisfied with the registration process and 24% were dissatisfied with the availability of advising by counselors. While these numbers are not in and of themselves problematic and while the precise cause of the dissatisfaction is difficult to pinpoint, the Division of Student Affairs was nonetheless proactive in its efforts to make admissions, registration and testing as seamless, efficient and satisfying as possible for its clients. The functions of those areas are now more fully integrated, a change that was further assisted by the introduction of the integrated Banner records system, and new students now receive advising appointments along with the results of the placement test. Admissions and registration hours were expanded to include some Saturdays, and in-person registration has been supplemented by on-campus registration drops and the newest experiments with on-line registration. The Financial Aid Office was redesigned to provide students with more privacy, and the **New Student Testing-Admissions-Registration (NSTAR) Committee** was formed and charged with annually assessing and modifying the registration process where needed. NSTAR's membership includes representatives from all areas of Student Affairs, from the cashier's office and from faculty.

Student Affairs believes that the practices and procedures described above are likely to have a positive impact on **student retention**. The Dean of Student Affairs serves as co-chair of the College's **Enrollment and Retention Task Force**, which was established in response to declining enrollments at MCC between 1993 and 1999. The investigations of the Task Force revealed that the College's student retention was good but not impressive. The College had experienced a "stop-out" rate from fall-to-fall semesters of roughly 50% in each of the years between 1994 and 1999. This rate was slightly above the national average of 47.7% for associate's degree institutions, as determined by ACT. However, in 1999, MCC witnessed a promising fall-to-spring retention rate of 62%. It is the belief of the Office of Student Affairs that the changes in frontline service and advising noted above have contributed to this improvement. It is hoped that similar retention rates will be seen in the fall-to-fall figures for 2000 and 2001.

The Division of Student Affairs has greatly improved advising opportunities for new students. During the "New Student" advising periods for Fall 1999, Fall 2000 and Fall 2001, the Counseling Office served 616, 596 and 592 students respectively. Advising contacts for the spring semesters of 2000, and 2001 were 163 and 220 respectively. (Typically, spring enrollments, especially for new students, are much lower than fall enrollments.) During August 2001, in the two-week Course Selection Assistance period just prior to the start of the semester,

the Counseling Office served 854 new students. These most recent figures show that MCC is now able to provide formal advising for roughly 80% of its new students.

However, the College realizes that greater attention must be given to advising returning and transfer students. MCC students who are enrolled in specific programs are often well-advised by their program coordinators and new students who register for classes prior to the Walk In registration period are given ample opportunity to meet with counselors. However, many students, especially those enrolled in the popular General Studies curriculum, often "go it alone" when it comes to course selection in later semesters. The new full-time counselor in charge of advising is aware of this gap in student service and has plans to, in his words, "change the culture of advising at MCC." One proposed improvement calls for the expansion of faculty participation in the advising process by establishing on-line advising and a mid-semester advising period during which faculty will dedicate specific office hours to course selection assistance. Students will be informed of these opportunities for consultation through advertisements in the class schedule booklets and in-class announcements by instructors. These efforts will be greatly assisted by the presence of the newly named program coordinator for General Studies and Liberal Arts, who will work in collaboration with counseling to ensure that all students are well served.

For years the Division of Student Affairs and the College in general have felt that MCC students needed more space to relax and socialize between classes. At present, students have available to them a cafeteria and a make-shift game/television room located at the far end of the Program Center in the Lowe Building, which is separated from the rest of the Center by an accordion screen. However, the completion of *Phase II* construction in late 2002 will bring about more and better spaces for student interaction and relaxation outside the classroom. The new *Arts Sciences and Technologies* building will house a dedicated student lounge on the second floor of the tower. Also, the Program Center of the Lowe Building will, upon completion of *Phase II*, be transformed into a comprehensive student activities area that will include a game room, a fitness and training center, and offices for the activities of student clubs and organizations. MCC will take on the look and function of a campus that is attractive and actively encourages student development outside the classroom.

Finally, a sentiment has persisted on campus that the Office of Health Services is somewhat understaffed.

Projection

The Division of Student Affairs will continue to find ways to improve its services to students to enable the College to fulfill its mission.

- Student Affairs will continue to collaborate with Academic Affairs in designing streamlined admissions and registration procedures. In particular the Counseling Office, under the leadership of the counselor in charge of advising, will continue to pursue plans to offer all students mid-semester advising services that are adequately advertised and staffed. To assist in this endeavor, the Office of Student Affairs will exploit opportunities

present in the new campus construction to establish an "Advising Center" that is open and staffed year-round and situated in a highly visible area of the campus.

- Student Affairs will develop a plan for providing appropriate support services for students who are enrolled in distance education courses and have little physical contact with the College.

- Student Affairs will continue to expand access to the College by utilizing on-line resources for admissions, registration and advising, and ensure that this system is efficient and user-friendly.

- Student Affairs will continue to examine and refine its local assessment instruments and collaborate with other student affairs units in the community college system to develop and implement a mechanism for measuring *overall* student satisfaction with instruction and services.

Standard Seven: Library and Information Resources

Background

At the time of the last self-study, the MCC library, along with the area known as "instructional media," reported to the Dean of Academic Affairs. However, in 1998 the College revised this arrangement to address more effectively the increasing role that technology would play in the way that information is accessed and dispensed on campus. One major impetus behind this revision was the soon-to-arrive Learning Resource Center (LRC) that would contain "smart" classrooms, computer labs, computer-equipped conference rooms, a television studio, a state-of-the art language lab and, most importantly, an expanded library that featured all the essential elements of the digital age: internet access, electronic databases, CD and DVD stations. To accommodate and manage this dramatic shift into 21st century technologies, a new administrative area was created at MCC: the **Division of Information Resources and Technology (DIRT)**. In its original conception, DIRT, under the direction of the newly appointed Dean of Information Resources and Technology, would oversee the operations of *the library*, *planning and assessment*, and all *technological support* related both to instruction and administration (see the organizational chart at the front of this document). As of this writing, DIRT is still fine-tuning its organizational structure to ensure greater efficiencies and services, but it continues to be responsible for the operation of the library and related information resources, including distance learning. DIRT also determines the budget for the library, maintains all computer and network facilities housed inside and outside the library, and provides support in related areas of educational technologies such as A/V equipment and production, satellite downlink technology, interactive video and display materials (posters, transparencies, signs, etc.)

I. Library

Ia. Description

<u>The Facilities</u>

The centerpiece of the new **Learning Resource Center** is the College Library, which opened on October 28, 2000. In its size, contents, and aesthetic appearance, the library is a much different facility from what it was in 1992. At 35,000 square feet, the new library is nearly triple the size of the former library, which was located in the Lowe Building, and can comfortably accommodate 300 patrons at a time. The total number of titles has grown from roughly 37,000 to 52,000, and the service hours have expanded from 65 to 70, with hours on Sunday from noon to 4 p.m. The Library contains a large, glass-enclosed room, Fireside Commons, that doubles as a quiet and comfortable study area, as well as a reception area for lectures, readings and campus socials. The entrance to the library is monitored by a 3M Electronic Article Surveillance System that comes equipped with a traffic counter and a magnetic alarm device to prevent theft of materials and equipment.

The MCC library provides access to over 50,000 books, 500 periodical subscriptions, and an abundance of on-line periodical and electronic databases. Most recently, Manchester and its sister community colleges developed a comprehensive on-line catalogue system, LIBRIS, which

provides access to all the holdings of Connecticut's twelve community colleges. In addition, the library provides 60 computer stations (as opposed to 16 in 1997) and a growing collection of media-based materials including CDs, videos, and DVDs. Both Intel and Macintosh computer platforms are available, as are a number of network-ready study carrels, which allow patrons to use personal laptops for writing or research. Just outside the library is the spacious Library Instruction Room which houses 25 computers, two printers, a data projection unit, document camera, VCR and a touch pad control that operates all devices. The library staff offers over 120 library instruction classes in this room yearly.

The Conference Room, adjacent to the Instruction Room, comfortably seats over 20 people and is equipped with a 70" monitor, VCR, electronic screen, computer workstation, VCR, document camera, and four ceiling speakers. The Conference Room also has the capability to project satellite downlinks and cable television shows.

Students also have ample area for quiet study. Five group-study rooms are provided at the back of the library, four of which can accommodate six students each, while the fifth can seat more than 15 people. Each room has a computer workstation and two whiteboards. The largest of these rooms is also equipped with a data projection unit, electronic screen, VCR, and two ceiling speakers.

The Staff

At the time of this writing, the MCC library staff comprises eleven full-time positions. Reporting directly to the Director of Library and Information Resources are four librarians, the Director of Educational Technology and Distance Learning, and one administrative assistant. The library also employs five library assistants (LTA's) who are responsible for a variety of functions that include circulation, inter-library loan, periodicals and purchasing/cataloguing. It should be pointed out that the Director of Educational Technology and Distance Learning is not involved in the day-to-day functions of the library but works with faculty to develop on-line and web-assisted courses, and ensures that appropriate learning resources are available to instructors and students involved in these non-traditional course formats. The full-time staff is supported each semester by five part-time educational assistants whose work hours range from four to 18 hours per week.

The Collections

The library's collections are built and revised via formal linkages between the four full-time librarians and the academic areas of the College. Each full-time librarian is assigned to a cluster of subject areas (see document in the *Workroom*) and is responsible for maintaining contact with the relevant departments and divisions when updating the collections. The librarians also regularly consult three important publications in their assessment of the library's holdings: *Choice*, *Library Journal* and *Books for College Libraries*. When the College develops new programs, the resources needed for that program are described in the program proposal. The academic divisions provide the librarians with a copy of the program proposal to ensure that the appropriate purchases are made. Faculty members may at any time request from the library the purchase of materials needed to support instruction in their courses. These requests are generally

always honored. Librarians also closely monitor reference requests from all library users to determine purchases for the collections. In the last ten years, the College has seen its greatest growth in the area of visual/digital media. The library now holds over 900 CDs, 140 DVDs and 1,507 videotapes.

Use of the periodicals collection is monitored daily by the library assistant in charge of that area. These daily figures are compiled monthly. At the end of the academic year (May-June), the library assistant in charge of periodicals, in consultation with the librarians and the Director of Library Services, determines which titles need to be added or eliminated from the periodicals collection. Faculty members and staff are always apprised of changes to the periodicals collections that may affect their areas. As in the case of books, faculty may request any periodical title that supports instruction in their area and, generally, such requests are honored. The periodicals area offers students access to 16 full-text databases, 12 of which are available through the Connecticut Digital Library (iCONN.org). The library continues to maintain hard copies of five major indexes: *Readers' Guide to Periodical Literature*, *Social Sciences Index*, *Art Index*, *Index for Legal Research* and *Book Review Digest*.

Besides the availability of books and periodicals on site, the patrons of the MCC library have access to inter-library loan services. Requests for material not available at MCC may be made in person, or on-line through the MCC library web page, or by fax or telephone. The library utilizes OCLC in processing a majority of the loan requests. The College also participates in an agreement with over 30 academic libraries in Connecticut (CCALD), which enables faculty and staff to share books and other materials in a timely and efficient manner. All patrons of the library have access to ERIC to obtain full-text articles.

The library also houses modest archives that contain information related to the College and its history. One of the full-time librarians is designated as College archivist.

Ib. Appraisal

The "new" library has received much praise from its patrons because of its spaciousness, its quiet and comfortable atmosphere, its helpful staff, and the wide array of resources – both traditional and new – for locating information. The library, based on statistics from the spring of 2000, serves about 5,700 active cardholders. Based on the automatic door counts, library traffic has increased by about 50% since its relocation in the LRC. Approximately 15,400 items circulated out of the library in 1999. The MCC library is a busy, active place. Nonetheless, the College realizes that it can improve some areas of library operations and collections.

The current collection meets ALA standards for adequacy in colleges of 3,000 FTE or fewer. In addition, the new library has planned for growth in its collections in the design of the LRC. The current shelving arrangement gives the library room for expansion of 13% in its circulating collection and 20% in its reference collection. The library staff believes that with the careful weeding of old titles and the increasing reliance on electronic databases sufficient space is available for growing the collections to meet the needs of our academic programs and the public.

The periodicals collection is quite strong in its titles and currency. The system for monitoring periodicals use (described above) seems to be working well and ensures that appropriate materials are available to faculty and students. However, the MCC library, like other libraries, is discovering that use of hard copy periodicals has been dropping since the arrival of on-line resources and full-text databases. As a result the MCC periodicals collection is becoming more of a popular than an academic collection. The library staff is closely monitoring this trend to ensure that the periodicals collection adequately supports all purposes, academic as well as leisure-related.

Also, the reference collection is extensive and up-to-date. In fact the library maintains an automatic "standing order" that ensures that new editions of key reference materials are made quickly available. The general collection is also strong in several areas, especially Western Civilization, literature and culinary arts. However, more work needs to be done to update holdings in those areas where substantive changes happen quickly or where the College is expanding its course and program offerings. For example, in the summer of 2000 a faculty member from the computer technologies area worked, on her own time, with a librarian to weed out and add computer-related titles needed by faculty and students in our rapidly expanding computer courses. The Director of the Library and Information Resources is currently working with the division director for the Center of Technology and Business Careers to update holdings in business, management and accounting. These recent efforts, while well-intentioned and ultimately effective, reveal that the College needs to establish a more *systematic* collections policy, one that regularly engages the academic departments in the monitoring and development of collections and does not rely on the occasional phone call or chance encounter of librarian and faculty member. As of this writing, the Director and the library staff have begun drafting a revised collections policy that should be ready for review by the fall of 2002.

The College's archives will, in the years ahead, become increasingly important to those who want to study the College's history and its impact on the region. However, it is not an exaggeration to say that the archives are in disarray, with materials gathered under broad generic headings (Records of the College in General, Records of the Board of Trustees, Alumni Association, etc.). These materials are not inventoried. Those who wish to view the archives or study their contents must work their way through over-stuffed file drawers, the contents of which are not clearly labeled or organized. This has been the condition of the archives since the early 1980s. The librarian who was appointed archivist in 1998 is forced to assign a low priority to the archives given the demands of his other duties. Unless some significant release time or reassignment of duties is implemented, the MCC archives will most likely remain in their current state.

The library attempts to monitor patron use via the electronic door count, which is recorded three times a day and compiled monthly. The results are used to improve the scheduling of staff during busy periods. Admittedly, the library has been less than systematic in assessing the kinds of services utilized by patrons and their overall satisfaction with these services. Until 1998, the library did intermittently ask patrons to submit suggestions in a public suggestion box or to fill out periodic surveys. The Director of Library Services (as she was called at the time) would use this feedback to discuss changes with the staff. However, this activity fell by the wayside for two primary reasons. First, the library has had two Directors in the last three years, each of

whom had other important priorities during their period of adjustment; second, the library was so consumed by the logistics of moving its operations to its new location in the LRC that matters like satisfaction surveys, unfortunately, occupied less attention. The library staff knows that assessment of its services is essential to effective planning and hopes to implement some type of evaluative instrument by 2002.

Despite the limitations described above, the library has what it believes is sufficient anecdotal evidence to claim that it is doing a commendable job. Nonetheless, it could benefit from increases in staff and budget in the years ahead, especially as information services become more technology driven. Increasingly, library users will require more guidance in obtaining information and, perhaps more importantly, assessing the quality and relevance the information obtained. Even though the library staff meets the ALA minimum for a college the size of Manchester (10 full-time employees), additional staff persons could be used in two key ways. First, a systems programmer dedicated to working with the LIBRIS on-line system would enable the library to streamline its cataloguing practices. Second, more educational assistants to cover basic service functions would enable the librarians to attend to other tasks such as the improvement of the archives.

As one might expect, the College has experienced some growing pains as it has moved into its new campus. The usual generic concerns associated with change have arisen – parking is more inconvenient, space is not adequate, equipment does not meet a particular need, offices are too small (or too roomy!). No growing, dynamic institution is ever without such worries. However, a concern has arisen with regard to the library and its relationship with the Division of Information Resources and Technology that needs to be noted. Specifically, the library staff feels that its operation both in terms of staffing and budget is viewed as less of a priority than all the other functions that DIRT must oversee and support. These developments have resulted in occasional difficulties in communication between the Director of the Library and the Dean of IRT. This is clearly a period of adjustment for the College as well as the library staff and IRT. It is hoped that time, patience and open communication will bring the interests of the library and IRT into better alignment.

Ic. Projection

- The library will continue to revise its collections policy to include more systematic and streamlined ways of engaging academic departments in the building and trimming of collections, especially in areas such as computers and technology where changes in subject matter occur rather frequently. This policy should become effective by 2002.

- The library will continue its efforts in designing an effective assessment instrument that will evaluate facilities and services and ensure that the results of these surveys will be used in budget, collections and equipment planning.

- The Dean of IRT along with the Director of the Library and Information Resources will continue their dialogue to improve communications to ensure that the operations of the entire division serve the interest and mission of the College.

II. Information Resource Services

IIa. Description

During the 2000-2001 academic year, the Division of Information Resources and Technology (DIRT) implemented a structural reorganization to improve its services. Under the new structure, the staff of the former Instructional Media Center was moved to report to the Director of Information Technology. Reporting to the Director of Information Technology are the Coordinator of the Technology Support Group, the Audio/Visual Production Specialist, the Computer Systems Specialist, the Telecommunications and Networks Specialist, a staff person for the Copy Center, and two general operations staff people. The Coordinator of the Technology Support Group as well as the three specialists form a technical support "think tank" to support the entire curriculum.

The new **Technology Support Group** carries out most of the functions of the former Instructional Media Center. Reporting to the Coordinator of the Technology Support Group are five full time staff technicians and four part time staff technicians. The Technology Support Group technicians are located in room B-105 of the new Learning Resources Center (LRC). This group carries out a number of functions related to the effective utilization of information resources for faculty, staff and students. These include: video production, slide assemblage, satellite downlinks, production of classroom aids (e.g., transparencies), and the maintenance and updating of all equipment and networks.

The **Help Desk** of the Division of Information Resources and Technology will be located in B-111 of the LRC. The Help Desk is staffed from 8:30 am to 8:00 pm for campus-wide assistance. Requests for any assistance in information technology are received at the Help Desk, and requests are logged into a tracking system.

The **Audio/Visual Production Specialist** is in charge of the Television Studio located in the Learning Resources Center (LRC). The TV Studio is equipped with five digital cameras. One of the cameras has a teleprompter attached to it. The studio has a movable lighting grid suspended from the ceiling. (This studio is the production site of the College's public access cable program , MCC Presents.) The control room has the equipment to support the digital cameras in the studio. This includes camera control units for each camera, video switcher, frame store unit, monitors, video recorders and video playback decks. There is also an audio mixer, CD and cassette player, character generator, and an intercom system. The control room has the lighting board to control the lights in the TV studio.

The **Copy Center** has one full-time staff person, currently located in Lowe 207. There are two large job copiers in the Center. There are plans to expand this area into a Duplication Center for all paper, audio, video, DVD and other types of media duplication. Currently, there are additional large-job copy machines located in Faculty East, in the Division of Math, Science and Health Careers, and in the Office of Continuing Education.

The LRC houses a new state-of-the art **language classroom** (see chapter on "Physical Facilities") used in the instruction of French, Spanish and ESL. The language classroom (Room B210) is, like most of the other LRC classrooms, a technologized learning resource that is monitored and maintained by the Division of Information Resources and Technology. This room can accommodate 25 students at a time and is available for classroom instruction, tutoring and individual study.

Although the Director and staff of Educational Technology and Distance Learning report to the Director of Library and Informational Resources, they also work closely with the staff under the Director of Information Technology. The **Distance Education** program at MCC is relatively new. Three new Distance Learning classrooms are part of the LRC, although they are not yet operational. Equipment in each of these classrooms includes two large-screen monitors, a document camera, a VCR, a control panel, and connections for laptop computers. There will also be a multimedia work/development and technology training room or "sandbox" in the LRC Room 108. The staff from the Technology Support Group and the staff of the Educational Technology and Distance Learning program will be available to assist faculty and staff with project work. The operation of this room is currently under development.

IIb. Appriaisal

The Division of Information Resources and Technology (DIRT) was reorganized in order to align the staff to shore up existing services and provide support in emerging areas. The number of DIRT support staff has not grown to keep pace with the expanding volume and variety of teaching technology devices on campus. For instance, the audio recording capabilities in the new auditorium, multimedia courseware development, and new curriculum directions such as courses in MIDI in the music program will require an audio specialist to be successful. The ratio of PCs to technicians and the complexity and size of the College network is growing beyond reasonable expectations of what staff can do. Faculty reliance on powerful classroom technology decreases tolerance for technology failure. The College will either have to provide more technicians or accept lower levels of service and increased technology outages. The hiring of two additional full time computer/media technicians would greatly assist in alleviating these problems, especially when the Center for Arts, Sciences and Technology has been completed. Also, due to the complexity of new technology and increased level of use of the television studio, an additional full-time staff person in Media Production would be very beneficial.

IIc. Projection

- Every technology introduced into our organization increases the amount of information available to faculty, staff and students. Similarly, new technology calls for more training and development if all of the College's constituencies are to access and apply information effectively. Thus, the College will continue to utilize the new **Teaching and Technology Guild** (which assists faculty in their efforts to incorporate technology into instruction) and the **Banner Users Group** as forums where faculty and staff can share expertise and discuss issues related to the use of technology in learning and planning.

- When the Division of Information Resources and Technology was created, library services, computing, telecommunication, and institutional research activities were melded into one division. To encourage the "synergies" of this new alignment and promote more effective communications among the several areas, the DIRT advisory structure will be re-thought and re-chartered. This effort will focus primarily on the functions of four committees: the **Teaching and Technology Guild**, **Academic Computing Advisory Committee**, **Technology Advisory Committee, Audio/Visual Committee**.

- DIRT will also be working closely with the library in its collection development to ensure that acquisitions will be more closely aligned with curriculum changes and technology needs.

Standard Eight: Physical Resources

Background

Manchester Community College cannot help but be enormously proud of its new, state-of-the-art campus and all that it provides in the way of function and design.

In 1992, just as the NEASC Visiting Team was completing its task, MCC had initiated a **Master Plan** process that would result in the largest campus expansion project ever undertaken by any community college in Connecticut. At that time, administration and faculty were expressing a belief that we were outgrowing our facilities and that innovations in technology and teaching would require a different kind of facility – one that could accommodate student growth, one that could readily incorporate technology and its numerous applications, one that could allow instructors to use a variety of methods and classroom arrangements that went far beyond the familiar "talk and chalk" format, and one that could provide a comfortable and productive gathering place for the community at large. These were lean times in Connecticut and public funds were not available to pay for the consultants and studies necessary to determine what we lacked, if and how we were growing, and what we needed to remain viable as an open-access institution. The College, largely through the efforts of the Dean of Administrative Services and the President, lobbied the Board of Trustees and received permission to use our own funds to hire a consultant to help plan our future.

A careful study of our 1992 status conducted by the architectural firm Stecker, LaBau, Arneill, and McManus and by associated consultants revealed some salient facts:

- At 47 square feet per student we were, in one sense, the "smallest" of any community college in the system and near the bottom of the list when compared to community colleges in New York and Massachusetts.

- Many classrooms were not capable of being upgraded to accommodate new teaching technologies and decentralized classroom arrangements.

- Our science labs were old, crowded and difficult to renovate, a fact that could affect the accreditation status of our allied health programs.

- The arrival of new programs in engineering science and engineering technology (mandated following a merger of the community and the technical colleges) required more space, especially space dedicated to computers and technical labs.

- The technical and career training needs of the upcoming decade would, according to consultant Dr. Richard Alfred, result in rapid growth in student enrollments. (Alas, this forecast did not quite pan out, but it proved to be most helpful at the time.)

Armed with these and other discoveries, the College persuaded the Board of Trustees to lobby the State Legislature to look favorably upon our needs. It did, and MCC moved to the top of the

new-construction priority list. This moment marked the beginning of the College's most vigorous, comprehensive and collaborative planning effort in what was then its twenty-nine year history. A **Master Planning Committee** was formed and the result is our new $59,000,000 campus, the final phase of which should be completed early in 2003.

In 1992, Manchester Community College felt most fortunate to have its well-maintained, spacious campus and approximately 235,00 square feet of building space to carry out its purposes. By 2003, the MCC campus will contain **397,000 square feet of building space.** It will have **43% more classroom and lab space, 23% more student seats**, and **twice the number of conference rooms**. We are positioned to accommodate **significant growth in enrollment.** Our patient planning, persuasive lobbying and our belief in our mission has been richly rewarded.

Campus Overview

Manchester Community College is situated on 160 acres of land approximately nine miles east of Hartford, CT, ideally located at the crossroads of three major highways, I-84, I-384 and I-291. The campus is nestled in a field of old maples, oaks, and pines and is crisscrossed by the town-owned bike/walking path, which makes for a pleasant flow of people-traffic during the day and conveys an air of friendliness and accessibility. Also located on the grounds, at the base of a green hillside, is the Manchester Band Shell (not owned or operated by the College), which is the site of our annual commencement exercises and a summer music series. The campus has three primary areas of activity.

1. The **East Campus**, which was opened in 1971 and is scheduled for closing in 2003, is a "village" of pre-fabricated buildings enclosing a courtyard that is sometimes used for outdoor classes, poetry readings and quiet study.

2. The **Frederick W. Lowe, Jr. Building**, opened in 1984 to ease overcrowding on the East Campus, is still in use. Lowe is a multi-purpose building that houses classrooms, student service areas, and some administrative activities. This building has undergone extensive renovation recently.

3. The new campus, consisting of the **Learning Resource Center (LRC)** and the soon-to-be-completed **Arts, Sciences and Technology Center (AST)**, is an impressive state-of the-art facility that currently houses the library, some faculty offices, "smart" classrooms, conference rooms, and a television studio.

4. Currently, MCC utilizes only one off-site facility, the **East Hartford Cultural Center**, which is owned and maintained by the Town of East Hartford. Credit-free courses and programs are the sole offerings at this venue.

The Older Campuses

Description of East Campus

The East Campus comprises a group of 14 pre-fabricated buildings and trailers named with letter designations (e.g. Building A, Building F, etc.) that were installed in 1971. When it was in full operation, the East Campus offered 85,000 square feet of instructional and office space. This campus is designed village-style, with the separate buildings arranged around a courtyard. In the early 1990s, Building M (a newer model pre-fab) was installed on the fringe of this campus and currently houses the Athletics department, one conference room, several offices, and a classroom. A music practice trailer was also added in the mid-90s, which houses a piano keyboard lab and computerized equipment. A service road provides access to the buildings on this campus. The East Campus was established to eliminate overcrowding at the College's small single-building campus on Hartford Road, which had been in service since 1965. The useful life of the East Campus was expected to be about ten years, yet it has survived, after much expensive renovation and rehabilitation, to this day. In fact, the condition of this much-utilized and rapidly aging facility was one of the factors that made our plea for a new campus in the early 1990s more compelling.

The relocation of some programs, services and faculty into the Learning Resource Center in Fall 2000 reduced operations on the East Campus. Labs used for allied health programs were also closed along with one faculty building (Building H). The College Bookstore, located in Building E, moved to the Lowe Building. Below is a breakdown of what is currently located on the East Campus:

Classrooms, Labs and Studios – Classrooms are located primarily in the A, B, D and F buildings. Building D also contains three computer labs, chemistry labs, and a satellite/media equipment area for use on the East Campus. Building E contains some offices for art labs and all the instructional facilities associated with the art program. Most classrooms are equipped with overhead projectors, televisions and VCRs. Handicap access is available at all classrooms, labs and faculty facilities currently in operation on the East Campus.

Faculty Offices -- English, humanities mathematics and some engineering faculty are located in Building G, also known as Faculty East. Two art instructors are located in Building E. Two math instructors and one chemistry instructor are located in Building F.

Photocopying – A large photocopier is available in Faculty East and a smaller (and slower) one in Building F.

Security -- Campus police have a satellite office in Building F.

Relaxation and Study Areas – Vending machines, tables and chairs are located in the foyer of Building E and a quiet study area for students is provided in Building F.

Auditorium – The Alumni Auditorium (Building J) is used for occasional Faculty Senate meetings and theater instruction.

Maintenance – Two maintenance workers are assigned to maintain the buildings on East Campus.

Appraisal of the East Campus

The East campus has provided many years of service to the College, and even now, in its last few years of operation, it houses roughly 30% of the courses offered in any given semester. For some faculty members and students, it has been a familiar and homey place, despite its disrepair. For others, it has provided in these last few years an unpleasant environment in which to work, study and socialize. For instance, over the last two years, the part-time faculty members who work for the English and mathematics departments – roughly seventy in all – have had to share two small offices in Faculty East and Building F, with as many as four faculty members working or holding office hours at the same time. As one would expect with old structures like those of Faculty East, it was not uncommon for students, faculty and staff to encounter stopped pipes, bug infestations, or hard-to-regulate classroom temperatures during the summer and winter. Some faculty members have also noted that they have had limited space on East Campus for confidential meetings with colleagues and students or that classroom storage space was at a premium. Happily, all of this is about to change. The *Arts, Sciences and Technology* building will open in 2003, the residents of the East Campus will be relocated, and these inconveniences and problems should no longer exist.

Description of the Lowe Building

The Frederick W. Lowe, Jr. Building opened in the summer of 1984 and had been informally referred to by students and staff alike as the "main" campus of MCC until the opening of the Learning Resource Center in the fall of 2000. Lowe is a two-story multi-purpose building of about 150,000 square feet that contains instructional, administrative and community service facilities.

In anticipation of the campus expansion and the closing of the East Campus, the Lowe Building has undergone extensive renovation. On the first floor by the main entrance there is a large, open student lounge area with couches. This large open area, minus the couches, can be turned into an orderly queuing area during peak registration periods. The campus bookstore (formerly on the East Campus), the campus police, and the Career Services office can be found here as well. Adjacent to this lounge is an art gallery and a 400-seat program center, where many campus and community assemblies are held. The Admissions and Registrar's offices are located across from the front entrance and are clearly marked. Beyond this area there is a cafeteria and a bright, open atrium area for dining. The first floor also houses three general purpose classrooms and three classrooms/labs equipped for use by students enrolled in business office careers and computer science classes. Located nearby are the College Learning Center, the Center for Student Development (which includes counseling and financial aid), the Child Development Center, the nurse's office, and the business and cashier's office.

The second floor of the Lowe Building is home to nine general purpose classrooms, some with a capacity of up to 50 students, and several faculty offices. The President's Office, the Office of

Human Resources, the payroll office, the Office of Marketing, Public Relations and Publications, and the Division of Information Resources and Technology can also be found on the second floor. On a balcony overlooking the dining atrium on the first floor is a smaller, quieter student lounge where students may study or relax. A large area of the second floor is devoted to food preparation facilities used by the instructors and students in MCC's hospitality and culinary programs, as well as the Cheney Dining Room, which is used to provide meals for special guests and events. The area of the second floor closest to the Learning Resource Center has been turned into a suite of administrative offices (the deanery) for Academic Affairs, Institutional Development, Administrative Services and Student Affairs. A carpeted, glass-enclosed walkway links this area of the Lowe Building with the LRC.

Appraisal of the Lowe Building

The renovations to the Lowe Building have brought about many welcome changes. First and foremost, for over a decade the office of the campus police had been tucked away in one of the small side corridors of the Lowe Building. Now it occupies a very visible position in the large open area beyond the front entrance. Similarly, the payroll office, which for years was situated in the basement of the Lowe Building has been brought up to the second floor and located near the Office of Human Resources. The comfort level of visitors and guests has also been enhanced by the welcoming design of the waiting area that serves the deanery on the second floor.

On the student-services side, the College Learning Center has received an Omni 3000 computer complete with voice activation and text scanner to better assist students with learning disabilities, and the Writing Center has a place of its own and no longer has to gather tables and chairs from a large study area to perform its function. The new Writing Center, located inside the College Learning Center, is well-marked and comfortably furnished.

The Dean of Administrative Services has also found funds to improve handicap accessibility in some of the bathrooms in Lowe and has equipped one of the classrooms on the second floor with projection devices and a computer to assist disabled teaching faculty in their classroom presentations. In addition, a replacement plan for the equipment and furniture in the food preparation area of the Lowe Building has been approved. These upgrades will provide our students with the most modern facilities and keep MCC's hospitality and culinary program competitive with other programs in the area.

However, some aspects of the Lowe Building still merit attention. First, it has been noted that Lowe still needs a more visible Information Booth, complete with emergency phone, to assist students and visitors. The current Information Booth is located along a wall midway between the Registrar's Office and the cafeteria, and often cannot be seen through student traffic during peak hours. Ideally, this booth should be staffed by someone who is knowledgeable about the College and can help students navigate their way through the many corridors, pathways and parking lots that will surround us by 2003. Second, the smaller elevator by the College Learning Center is narrow, opens and closely quickly, and does not always stop at a point flush with the floor. These factors may make the elevator difficult to use, especially by disabled people. Third, the outdoor play area for the Child Development Center had to be relocated due to the construction of the Arts, Sciences and Technology Building. The play area is now located on the end of the Lowe

Building opposite the Child Development Center, a location which requires the CDC staff and the children to walk the full length of Lowe. For some, this has been an inconvenience.

The New Campus

Description of the Learning Resource Center (LRC)

The Learning Resource Center opened in the fall of 2000. This building, which adds 113,000 square feet to the MCC campus, contains two functional floors topped by a gallery of glass panes that lend an overall clerestory effect. The main entrance is marked by a glass tower that extends above the building and provides the architectural element that has inspired the College's new logo. The building is divided into two wings, A and B. The A Wing contains the library on the first floor and a large suite of offices for faculty and staff on the second floor. The B Wing houses on its first floor the Division of Continuing Education, laboratories for health and science courses, a television studio, computer labs and several offices devoted to Educational Technology Services. The second floor of B Wing is devoted to multi-purpose classrooms and the language lab. Below are some of the physical highlights of the LRC:

- The **library** contains 26,000 square feet and occupies most of the first floor of A Wing. In addition to its regular holdings of books and periodicals, the library features 60 computer workstations for accessing the internet and electronic databases**,** five special carrels for viewing and listening to tapes, CDs and DVDs, five group study rooms equipped with internet access, and a large instruction room (fully equipped with computers and projection devices) located just outside the library entrance. This room can be used by large classes, small groups or individuals. One special feature of the new library is the large, glass-enclosed Fireside Commons, complete with a working fireplace. This area offers a quiet and peaceful place to study and provides library patrons with study carrels, comfortable couches and stuffed chairs. Although this room is primarily used for study, it can accommodate lecture events, poetry readings, and other social gatherings.

- The **classrooms** in the LRC building are multi-purpose and fully state-of-the art. Instructors can move from computerized presentations to lecture format to small group breakout with considerable ease. The majority of the classrooms in the LRC have been used mostly for courses in allied health, biology, computer information systems, accounting and business, and graphic arts. Our typical multi-purpose classroom comes equipped with a teaching station that contains a document camera, a computer with internet access, a video deck, projection devices and touch pad controls for ease of operation.

- The LRC offers 19 **labs** for science and computer students totaling 21,000 square feet. Six of the laboratories are devoted to the sciences and health careers: three biology labs, one respiratory care lab, one occupational therapy lab and one surgical technology lab. The occupational therapy lab offers a fully functional kitchen and bathroom, and the

surgical technology lab offers a full-scale operating room. The computer labs have the most up-to-date equipment and software.

- The new **language classroom**, located on the second floor of B Wing, serves our instructors and students in Spanish, French and English as a Second Language. The room holds 27 carrels, each with a computer that is linked to a master console anchored by a *Sony LLC-8000CA/LL* that offers the instructor a wide array of functions such as document projection, internet access and audio-visual distribution.

- Within the 5000 square feet devoted to the Educational Technologies area, there is a fully equipped **television studio and control room** that is used for productions of the College's cable access program *MCC Presents* and is available to the College's communications students for their course projects. On the second floor of the LRC there is a **distance learning lab** complete with video cameras and monitors for courses that are delivered locally and to remote sites.

- The faculty and staff **office area** located on the second floor of A Wing contains 62 offices spread over 10,000 square feet. These offices are roomy and well-equipped.

One special grace note of the Learning Resource Center is the way that it incorporates art to introduce a colorful and light-hearted atmosphere, something that is often in short supply in large public buildings. The entrance to the LRC is itself a work of art. Sculptor Chris Janney (commissioned by the State) designed the six support columns of the tower to emit colored light and sounds as people pass in and out of the LRC. These columns can also be programmed to play music, read poetry, and "perform" the multi-media projects of MCC students. Also, the gallery hallway that crosses the front of A Wing is decorated with student and faculty art.

The Campus Grounds

As noted earlier, the MCC campus is an attractive green space in the heart of a major Connecticut suburb. In the spring and summer, the areas around the buildings and the various courtyards are landscaped and filled with flowers by the facilities and grounds employees. Some of the large old trees were removed to accommodate campus expansion, but many remain and the College has plans to replace some of those that were removed. Since the campus expansion, our parking facilities have grown by over 400 spaces and now permit parking for over 1700 cars. To ensure the safety of staff and students, 10 emergency telephones have been installed throughout Parking Lot C. The College also has two baseball fields and one soccer field, all of which are maintained by facilities and grounds employees. The newest addition to the campus is a retention pond located at the end of Great Path, the main entry road to the campus. The College recently contracted with an expert in wetlands landscape design who together with faculty and staff volunteers will plant approximately 10,000 indigenous wetlands plants in the retention pond. In addition to creating a balanced ecological system, the pond will provide an outdoor laboratory for faculty and students.

Appraisal of the Learning Resource Center and Campus Grounds

Early reports – mostly anecdotal – are that the LRC is a wonderful place both to learn and work. Study space, especially in the library, is plentiful; the classrooms are comfortable and versatile; meeting space has been significantly increased with the addition of four large conference rooms; and computer labs are abundant. Moreover, the facility is bright and colorful and contains large gathering areas, like the Fireside Commons and the open gallery space, where students and the public can assemble for special events.

The College has carefully planned for this expansion ensuring that the upkeep of facilities and equipment would be maintained at the highest level. The College reorganized the Department of Buildings and Grounds in the spring of 2000 in anticipation of occupying the Learning Resource Center. The position of Director of Facilities Management and Planning was created to manage the department. Another new position, Maintenance Supervisor, HVAC, was established and filled in order to maintain and manage the new HVAC systems in the LRC. The third shift custodial services department was expanded with several new positions and the supervisor of the third shift was upgraded from Custodial Supervisor to Building Superintendent. Two new buildings and grounds positions were also added to the Campus Police.

To ensure that the College continues to plan its facilities and spaces effectively, the Master Planning Committee was transformed into the Campus Facilities and Grounds Advisory Committee. This body advises the Dean of Administrative Services on matters of facilities and grounds maintenance and contributes to the strategic planning process related to the campus environment.

Another measure taken to ensure that the College's technological infrastructure be properly maintained and upgraded was the establishment of a Department of Information Resources and Technology in 1998. At the time of the last reaccreditation, the College's academic and administrative computing needs were serviced by a Computer Center, which consisted of a six-person staff reporting to the Academic Affairs Division. Today, our larger, more technologized campus is serviced by the Department of Information Resources and Technology, which consists of twelve full-time employees ranging from the Dean of IRT to systems analysts to technical support personnel. This staff is supplemented by six part-time employees.

Projection: All Physical Resources

- The College will continue to make effective use of its planning mechanisms to ensure that facilities and equipment are adequate to serve the needs of students, staff and the community at large. Planning efforts will be especially vigilant in the area of new purchases and upgrades for technology and equipment used in the classroom and laboratory.

- The College will conduct a comprehensive environmental assessment study related to air quality, hazardous waste management, asbestos and emissions. This study, conducted in conjunction with a consultant hired to examine the community-college system, will

attempt to bring Manchester and the other colleges into compliance with state and federal regulations.

- The College, under the direction of a consultant from the State Department of Higher Education, will conduct an assessment of all building systems from roofs to floors. This study will be used to assist the College in the management and maintenance of its facilities.

Standard Nine: Financial Resources

Description

Manchester Committee College is one of Connecticut's twelve public community colleges, all of which are governed by the Board of Trustees of Community-Technical Colleges. The Board sets the tuition and fees schedules for *all* twelve community colleges. The individual colleges are not empowered to adjust these schedules nor can they implement fees or surcharges.

The Budget of the Community College System

The Community College system is principally funded by appropriations made by the Connecticut General Assembly as part of the state budgetary process. The Connecticut General Statutes, as amended in 1992, provide for the development of a biennial budget effective with the FY 1994 – FY 1995 biennium. The Board of Trustees sets its biennial budget request in the summer of even numbered years. The General Assembly undertakes the approval process in the spring of odd numbered years. A midterm budget adjustment may be considered by the General Assembly during the first year and prior to the beginning of the second year. Just recently, for example, the State reduced the College's FY 2000-2001 budget by $256,282. The General Assembly is currently considering the biennial budget for 2002-2004. The Board of Trustees has proposed a system-wide current services budget request of $124,221,955 for the first year of the biennium; the Governor has recommended a system-wide budget of $120,244,763.

In preparing the budget request, the Chancellor of the Board of Trustees of Community-Technical Colleges, working with the Council of Presidents, develops guidelines that are responsive to the strategic planning concerns of both the system and individual colleges and that incorporate state guidelines established by the Office of Policy and Management and the Board of Governors for Higher Education. These guidelines are presented to the Board of Trustees for review and adoption.

Working in conjunction with the individual colleges, the budget request is developed by the Chancellor's Office at the fund, account, and program level and is based on priority needs established at each college consistent with the system guidelines. The budget document includes a current services budget, with appropriate inflationary parameters. Statewide formulas are used as a guideline in the areas of instruction, library, physical plant operations and maintenance. The budget request may be expanded to provide enhanced educational services, although increases in the budget request have been limited.

The budget request includes two main budgets:

- the Operating Budget (which includes the General Fund and the Operating Fund) meets the financial obligations for the day to day operation of the system; and

- the Capital Budget, funds capital improvements such as construction of new facilities, alterations and renovations to facilities, and new and replacement capital equipment that has a value of greater than $1,000 and a life use of greater than one year.

The budget request is reviewed by the Board of Trustees' Budget and Facilities Committee, and then submitted for consideration by the full Board. After Board approval, the formal budget request is forwarded to the State Board of Governors for Higher Education for submission to the Governor. After review by the Office of Policy and Management, the Governor's budget recommendations are sent to the General Assembly. The Appropriations Committee is responsible for recommendations regarding the Operating Budget. The General Assembly's Finance, Revenue and Bonding Committee is responsible for the Capital Budget.

The legislative process provides opportunities for conferences, formal testimony before legislative committees, and lobbying of legislators. At this point in the process, MCC takes a proactive approach to lobbying for funds and resources to help it fulfill its mission, especially when the economic climate indicates budget cuts for state services in general, including higher education. At the prompting of President Daube, the College created a **Legislative Action Committee** in 1996 (formerly called Committee to Advocate Commitment of Higher Education or CACHE) to keep the needs of the College and its students squarely before the State Legislature. The Legislative Action Committee, a voluntary, campus-wide effort has carried out its advocacy mission through personal testimony at appropriations hearings, direct contact with legislators, and letter writing campaigns from students, staff and community that urgently make the case for maintaining a thriving community college system.

Funds appropriated through the legislature's Appropriations Act and Bond Act for current services, capital equipment and deferred maintenance are allocated to the Board of Trustees, which is delegated responsibility under the Connecticut statutes for distribution of funds within the system. These funds are in the possession of the Treasurer of the State of Connecticut with fund accounts being maintained by the Comptroller of the State of Connecticut. Capital projects are administered externally by the Department of Public Works.

The process of allocating system funds to each college is based on a comprehensive resource allocation model that provides for equitable distribution of funds available to the system. The allocation system provides the following distributions to each campus:

- personnel salaries - (Note that approximately $4.6 million of fringe benefits for system employees are paid separately by the State of Connecticut.)
- operating expenses - with sub-categories for plant operation, fuel and utilities, leasing, contractual clinical instruction, campus security
- equipment - with sub-categories for educational and general equipment, library acquisitions, and capital equipment
- fixed charges – which include student financial aid, statutory and other authorized tuition waivers, and refunds of tuition.

The distribution of the General Fund Appropriation and the tuition-supported portion of the Operating Fund attempts to maintain the current level of services but also recognizes operating cost differences among the colleges and their projected expenditure levels. Changes in allocations may be based on increased enrollment, inflation factors, or other variables. Colleges are asked to project full-time equivalent (FTE) enrollment and tuition revenue as part of the

budget process. Colleges exceeding their projected revenue goals receive 100% of the additional revenue. Colleges not meeting their revenue goal are subject to budget authorization reductions during the fiscal year. This practice, initiated in FY 1997/98, resulted in the College setting conservative revenue goals. Although Manchester Community College has exceeded its projected revenue goals during the past four fiscal years, a pattern of enrollment declines resulted in the decrease of the College's annual enrollment projections.

Fiscal Year	FTE Goal	Tuition Revenue Goal	FTE Actual	Tuition Revenue Actual	Tuition Revenue Variance
1997/1998	2560	$4,884,032	2621	$5,078,593	$194,561
1998/1999	2576	$4,917,331	2558	$4,929,847	$12,516
1999/2000	2506	$4,958,436	2510	$4,980,288	$21,852
2000/2001	2510	$5,191,156	2637	$5,448,800	$257,644

The Chancellor reviews the budget allocation plan with each college and the Council of Presidents. The allocation plan is subsequently reviewed and approved by the Board of Trustees. Once allocated, each college has significant discretion in the management of its budget within specific categories of personnel, equipment and other operating expenses. *The Higher Education Flexibility Act* has eliminated much of the bureaucratic oversight from external state agencies in the areas of fiscal operations, purchasing and personnel.

Components of MCC's Operating Budget

Manchester Community College's **Operating Budget** includes two statutorily authorized funds: the General Fund and the Operating Fund.

The source of the General Fund is state appropriations, and it is used to pay personnel salaries. Any unused portion is returned to the State. The College has limited control over this funding source since salary levels for personnel are set by statewide collective bargaining agreements. However, MCC has the ability to reallocate personal service expenditures from the Operating Fund to the General Fund.

The major sources of the *Operating Fund* are tuition and fees, grants, contracts, gifts, investment income, sales and services of educational activities, and sales and services of auxiliary enterprises. The State Treasurer invests these proceeds as part of the State of Connecticut Short Term Investment Fund (STIF), with income credited to the appropriate account. The Operating Fund is used to pay for personal services, such as those of part-time lecturers and educational assistants, along with the fringe benefits due those employees; other expenses; equipment; and financial aid. *Any unused balance is retained by MCC in its Operating Fund balance*. It should be noted here that in its management of this fund, the Board of Trustees uses a financial accounting and reporting system that complies with national standards for higher education.

For the fiscal year ending June 30, 2000, current revenues to the total Operating Budget were $20,502,107. The largest sources of these revenues were state appropriations (64%) and tuition

(24%). Expenditures of $21,153,628 were primarily for salaries and wages (71%), and other expenses, e.g. supplies, maintenance, personal service agreements (14%). This resulted in a planned reduction of the Operating Fund balance of $651,521, leaving an Operating Fund balance of $4,159,881.

The total project costs associated with the Learning Resource Center, opened in 2000, are $26.2 million. In addition to bonded amounts of $22.3 million, state funding of $1.9 million and additional system funding of $1 million are insufficient, and an additional $1 million will be drawn down from the Operating Fund balance. The total project costs associated with the Art, Sciences and Technology Center, which will be completed in 2002, are $33.5 million.

Additional state funding of $2.6 million and a commitment from the system for an additional $1.6 million will still require a projected reduction of the Operating Fund balance of $2 million. Although planned for, these additional reductions in the Operating Fund balance will leave a balance at the end of FY 2002 of $1,030,094, barely exceeding the state-required minimum of $1,000,000.

The State Auditor of Public Accounts regularly examines the institution's financial records. These are reviewed with the Dean of Administrative Services, Director of Finance and Administrative Services, Fiscal Administrative Supervisor and other key employees in the Business Office. The auditors' most recent comments addressed the dating and execution of personal service agreements and inventory. New governmental accounting standards are to be implemented regarding depreciation and revenue recognition in the near future. All funds are subject to governmental audit, except for the **MCC Foundation**, **Cougar Club**, and **Alumni Association** (each explained below), which are subject to a separate annual audit.

As a public institution, Manchester Community College may rely on the State of Connecticut to provide it with at least a basic level of funding. State appropriations for the College's unrestricted operating fund rose from $11.6 million in FY 1997-98 to $12.9 million in FY 1998-99 to $13 million in FY 1999-2000 to $13.7 million in FY 2000-01. Clearly, the State's financial support for the College has increased over the past four years, albeit modestly. State funding for Manchester Community College is not out of line with funding for comparable community colleges in the New England region. For example, Holyoke Community College in nearby Massachusetts, a school similar in size and function to MCC, received $13.7 million in state funding for FY 1999 from the Commonwealth of Massachusetts.

In addition to state appropriations, the College also derives a significant amount of revenue from student tuition. In FY 1997-98 tuition revenue was $5 million. It dropped slightly to $4.9 million in FY 1998-99, remained at roughly same level for FY 1999-00, and rose to $5.4 million for FY 2000-01. Tuition revenue accounted for 26.6% of total revenues in FY 1997-98, 24.3% of total revenues in FY 1998-99, 24.29% of total revenues in FY 1999-00, and 25% of total revenues in FY 2000-01. In effect, tuition income has held fairly constant at about one-quarter of total revenue over the past four fiscal years. At present, tuition at MCC is $70 per semester hour for Connecticut residents. Thus, a three-credit course costs $252 (including college service and student activity fees). Full-time tuition for a Connecticut resident is $943 per semester ($1,886 for the academic year). Over the past ten years tuition at MCC has risen significantly. For

example, in the fall of 1990 a student paid $50 per semester hour, or $176 for a three-credit course (including applicable fees). Full-time tuition for one semester in 1990 was $671 for Connecticut residents. Since that time, full-time tuition per semester has increased by 40.5%. Despite this sharp rise, MCC, as do its sister community colleges, continues to remain a bargain in comparison to the Connecticut's public and private baccalaureate institutions. *(At the time of writing, the Board of Trustees just voted a modest tuition increase.)*

Grants and Fund-Raising Activities

The Dean of Institutional Development is responsible for developing and maintaining relationships with individuals and institutions that provide long-term funding sources for the College. The dean has oversight responsibility for the **MCC Alumni Association**, the **Cougar Club**, and the **MCC Foundation**, which are supported by staff from the Office of Institutional Development. Institutional Development receives approximately 3% of the overall college budget and uses those funds for marketing and public relations, as well as office supplies and equipment. The Institutional Development staff does not include a position exclusively dedicated to pursuing new grants. However, a **Grants Resource Team (GRT)** has been established to (a) develop procedures for developing grants and (b) provide advice to potential grant writers. The GRT does not search for funding opportunities, nor does it write grants for individual faculty and staff. Several enterprising members of the faculty and staff have, over the past ten years, secured a number of grants to purchase equipment, fund scholarships, provide teacher training and establish or enhance academic programs. Here is a sampling of some of the College's more noteworthy grant achievements over the last five years:

- an award of $80,000 from the Hartford-based Foundation for Public Giving to help establish a Child Development Certificate curriculum and enhance the Early Childhood Education degree program;

- an award of $17,000 from the State Department of Higher Education (Eisenhower Professional Development Program) to provide training and workshops for teachers of mathematics in the area high schools;

- an award of $36,000 from Community Enterprises, Inc., to underwrite the costs of MCC's supported-education training program in Culinary Arts;

- awards of $100,000 in each of the academic years 1999-2000 and 2000-2001 from Perkins Grants to assist area high schools in the operation of their Tech Prep programs;

The MCC Foundation, established in 1968, is made up of more than 20 prominent members from the communities in the College's service area. The Foundation raises money through personal contributions, gifts, bequests, events, and corporate donations. Recent contributions have been substantial. A portion of these funds is placed in an Endowment Fund that receives a 50% match from the State of Connecticut.

In June 2000, the **Foundation** received from Dr. Merrill Rubinow, one of the original founders of MCC, an endowed gift of $110,000 in memory of his wife Grace E. Rubinow. The income generated by this gift is used exclusively for student scholarships.

The **Foundation** also sponsors, in conjunction with the staff, faculty and students of MCC, a gala fundraiser called *An Evening of Fine Wines*. Initiated in 1992, this popular town-gown event is the College's largest fundraiser, which for each of the last two years (2000 and 2001) has raised more than $100,000, net of expenses. In 1998, MCC received a large donation of wines from the collection of Vincent and Geraldine Lesunaitis. The couple had developed a relationship with Professor Glenn Lemaire of MCC's Culinary Arts Program and was familiar with the *An Evening of Fine Wines* auction. When Vincent Lesunaitis passed away in 1998, Geraldine Lesunaitis donated $150,000 of their wine collection to the MCC Foundation for the purpose of raising funds through the annual *An Evening of Fine Wines*. The collection will be auctioned in portions through 2003.

Auction attendees have the opportunity to bid on items – fine wines, vacations, arts and crafts -- in both a *live* and *silent* auction format. In addition to providing 20 wine-tasting tables, guests are served hors d'oeuvres, coffees and a Viennese table of desserts, prepared and served by students of the MCC Hospitality Management Programs. Proceeds from *An Evening of Fine Wines* are used primarily to fund student scholarships and, to a lesser extent, to support the financial and equipment needs of several of the College's support services/academic programs. *Between 2000 and 2001, more than 176 MCC students received a total of $76,000 from the both the MCC Foundation Scholarships and the Wine Auction Scholarships.*

Another fund-raising initiative of the **MCC Foundation** is the *MCC Garden Brick Project*, which invites community members purchase commemorative bricks to be located in the Brick Garden outside the Library in the Learning Resource Center. Proceeds are invested in the MCC Foundation Endowment Fund.

The **Foundation** also oversees the activities and investments of the **MCC Cougar Club**, a group of sports boosters from the community. Over the last two years the Club has raised approximately $10-12,000 to support athletics at MCC. Each year, the **MCC Alumni Association** conducts a phonathon to raise money from MCC graduates to support scholarships, programmatic needs and other special needs. The Alumni Association has total assets, held by the **Foundation**, of $141,816.

Appraisal

The Committee on Financial Resources interviewed many of the participants in the budgetary process in order to assess its responsiveness and efficiency. Interviews at all levels of the organization - with the President, deans, directors of academic divisions - were conducted. Input was also sought from the registrar's staff, the library director, admissions, athletics, continuing education staff, and facilities management, as well as through an e-mail to all faculty and staff. From these interviews, the following appraisal emerged:

1. The budget process is generally seen as a very open and participatory process across the campus. In all areas, funding is based on historical figures (FTE) and/or formulas such as maintenance per square footage. (Many on campus – and across the system -- feel, however, that these state-approved formulas, especially the FTE formula, may not take into account the full cost of services to students at MCC and the other community colleges in Connecticut.) The process is also responsive to limited additional requests for funding, at the discretion of the respective deans. The local sentiment is that funding is adequate to maintain the current level of services. Participants generally reported satisfaction with their role in the process of allocating the discretionary funding that is available. Communication with the Business Office is reportedly good. Periodic budget reports submitted to units of the College through the Banner system were welcomed and carefully reviewed, allowing units to stay within budget parameters. Greater local control of resources has eased the expenditure process, although the process still remains cumbersome in some respects. For example, a contract with a state employee requires three forms, with multiple original signatures from two different agencies.

2. Funding, while relatively stable, is inadequate to meet growth and new initiatives. For example, new programs of study are approved, but approval is not tied to funding. Consequently, a newly approved program may not run. Certain areas of the College have reported significant under-funding, e.g. institutional development, athletics, admissions and library. There is a concern about long-term under-funding for educational capital equipment, utilized in the classroom and in areas such as the library, college learning center, counseling, and in accommodating students with disabilities. Generally, these expenditures are bonded through the capital fund. Although the state budget is unlikely to increase, technological needs are increasing and replacement is frequent. Educational support requires more technology that must be frequently updated to remain current. There is presently no financial plan that provides for the systematic replacement of obsolete equipment. Some may point to the College's robust Operating Fund balance ($4,000,000 as of 2001) as a funding source funds for such purchases and upgrades, but this fund is committed to other uses. The Operating Fund balance has been earmarked to cover costs associated with the College's most recent wave of construction (*Phase II*) and will, in all likelihood, decrease the fund balance to the minimum required by the Board of Trustees ($1,000,000) sometime in academic year 2002-2003.

3. Funding from the State of Connecticut alone will not fully satisfy the goals of the College. Obviously, with an increase in tuition there is a corresponding increase in tuition revenues. In theory, tuition increases represent a potential source of additional revenue, but many of the citizens of this State understand that frequent or "seismic" increases in tuition do not comport with the concepts of access and opportunity that define community colleges. In addition, this College and its sister institutions are legally obliged to abide by state- and system-mandated changes in fees and tuition. MCC has devised two effective strategies for stalling or offsetting tuition hikes. One avenue has been to mobilize the lobbying powers of the **Legislative Action Committee** to keep the economic needs of community college students in the public eye. Another avenue has been to establish a modest source of private funds through the fundraising efforts of the Office of Institutional Development whose many scholarship opportunities and programs

assist our students in making tuition more affordable. Our private funding and endowment is growing fairly rapidly.

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4. The Master Planning process begun in 1992 positioned MCC to obtain funds for major new construction, and the College's foresight has fostered a pleasant and productive working relationship with the Chancellor's Office. The College has responded to change through the strategic planning process, which has a broad base of participation. Although strategic planning has been developed, it remains loosely tied to the budget. Nonetheless, the College has demonstrated its ability to respond to changes and engage in productive, long-range planning. The strategic planning process has encouraged strategic thinking about MCC's future.

Projection

- Throughout all areas of the College, The Committee on Financial Resources found general satisfaction with the budget process. However, there is concern that new sources of funding are not being fully explored. The July 2000 final report of the Task Force on Enrollment and Retention urges on page 17 that the College "[C]onsider the cost effectiveness of hiring a full-time grant writer, or provide release time to promote the active pursuit of grants. [The College should provide] professional day workshops on how to locate and prepare grants to meet existing funding needs." Pending the establishment and funding of that position, Committee on Financial resources recommends that immediate steps be taken to obtain the services of freelance grant writers to develop funding for a variety of new initiatives, including newly approved programs that have not yet been offered.

- The College should continue to develop its long-range planning and engage college-wide participation in the process. This will enable MCC to guarantee appropriate funding to support its mission. It must remain poised to maximize future opportunities from all sources through continuation and strengthening of the planning processes. As part of the improvement of the planning process, the link between the goals of the various portions of the strategic plan and the budget shout be more clearly spelled out for both the strategic planners and the College as a whole.

- The Office of Institutional Development has significantly increased donations in the past decade. The next step is to make the college community more aware of the availability of funds. The MCC Foundation and the Office of Institutional Development would undoubtedly benefit from providing more detailed information on the kinds of scholarships available and how they are awarded.

Standard Ten: Public Disclosure

Description

The decade since the 1992 self-study has seen many important changes in the apparatus and substance of its public disclosure. The standard itself has changed its name from Publications and Advertising to Public Disclosure, intimating a stronger emphasis on integrity and accuracy in the way that institutions make themselves visible. The public saw our name change from Manchester Community College to Manchester Community-Technical College in 1993 then return to the familiar and time-honored MCC in 1999. The College has consolidated the publications, marketing, and community relations departments under a single entity: the Office of Marketing, Public Relations and Publications (OMPRP). Our many documents now sport a new logo, a "glass tower," which represents the signature feature of our new campus. Most dramatic of all, the College has entered the digital age and now has web-based visibility, something that few of us had envisioned back in 1992.

The Office of Marketing, Public Relations and Publications has three primary functions: (a) the preparation and review of most college publications, (b) the preparation and placement of advertising designed to promote college activities and to attract students during registration periods, and (c) oversight of media relations and press releases. Between 1999-2000, more than 200 publications were generated by the College and channeled through this Office, a feat that is quite remarkable given the thin staffing that existed there until recently. As of August 2001, the OMPRP has grown to include seven staff members: a director, a full-time graphic designer and publishing specialist, two (2) part-time graphic artists, a part-time public relations specialist, a full-time marketing manager, and an administrative assistant.

Below is a description of the major publications that are produced by OMPRP.

The College Catalog -- The major document that comes out of the OMPRP is the college catalog. This book is updated yearly to reflect changes in our mission (clearly stated on page 5 of the catalog), courses, programs, services, faculty, and staff.

The catalog is the most comprehensive document distributed to the public by MCC. It contains a wealth of information about the operation of the College as well as information designed to help students understand our programs and course offerings. Most of the catalog is devoted to a listing of the various degree and certificate programs along with an outline of required courses for each program. Toward the back of the catalog, there is a listing of and description of the courses currently offered at MCC as well as a current list of all the faculty (full- and part-time), administrators and members of the Board of Governors for Higher Education, the Board of Trustees of Community-Technical Colleges, and the College's Regional Advisory Council. The catalogue also contains *all* of the other types of information called for in the standards 10.3, 10.4 and 10.6 of Public Disclosure. Our catalog, along with links to the catalogs of the other eleven Connecticut community colleges, is available on-line (www.mcc.commnet.edu).

The academic content of the catalog is generated primarily by faculty and coordinated through the departments and division directors. Other portions of the catalogue – admissions information, faculty information, support services, etc. – are produced in conjunction with the appropriate departments. In the fall of 2000, a **Catalog Review Committee** was formed at MCC. Its membership includes faculty, staff and students, and its charge is to review the catalog for content, accuracy and appearance. This committee was formed in large measure in response to recommendations made in the last *Self-Study* and works in conjunction with the OMPRP, which manages deadlines and production schedules and has responsibility for the design of the catalog. In preparation for the catalog's yearly publication, sections of the document are distributed to the appropriate departments for review and update. This process offers individuals ample opportunity to make changes and revise content.

Since the last reaccredidation review, much of the look of our catalog and the language used to describe academic programs has been carefully examined and revised for clarity and thoroughness.

- The appearance of the catalog has improved significantly. It now displays a smartly designed multi-colored cover, complete with the new campus logo. In addition, it features more photographs, the general thrust of which highlights one of our key institutional strengths: diversity in the student body and within faculty and staff.

- The descriptions of the academic programs now inform students (and prospective employers) of the skills or "outcomes" that MCC students can be expected to master in the course of their study. Along with this, the catalog now presents a more detailed description of the General Education component that resides within all of our programs (pages 27 and 28 of the catalog) and clearly labels the General Education requirements within each program.

Class Schedule Booklet -- The class schedule, published each spring and fall, provides students, faculty and advisors with information on registration, scheduling, and the courses and instructors available in an upcoming semester. It also includes *some* general information about the College and answers most of the issues contained in Standard 10. We realize that for many students, the Class Schedule Booklet is their first "textual exposure" to the College and for that reason it was slowly expanded over the last ten years to include application and registration forms, web site information, course descriptions, campus maps, and information on special programs and services. This booklet is now made available to students on-line (www.online.commnet.edu), with links to the class schedules of our sister community colleges where students can easily search for courses by institution, subject or time of day. Moreover, students are encouraged on several pages of the booklet to make use of the College's other on-line services and information (see pages 18 and 20 of the *Fall 2001 Class Schedule*). Each semester, returning students receive via mail a Class Schedule Booklet, along with their other registration material for the upcoming semester.

As a special "grace note," the class schedule features a color cover and color section headings that coordinate with the color scheme established in the design college of the college catalog.

The *process for developing the schedule,* especially its academic component, is a collaborative one. It begins with the OMPRP distributing a production calendar to the appropriate parties, who then update their sections on a shared computer network file. Academic division heads, department chairs and the facilities scheduler work together to produce the actual schedule portion of the document. All of these individuals are responsible for ensuring that the material contained in the booklet is current, accurate, and relevant to student needs, particularly with regard to numbers of course sections, class meeting times and classrooms.

The MCC Student Handbook -- The *MCC Student Handbook* is a compact booklet that lends itself to mass distribution. This 52-page document gives our students an exhaustive explanation of academic policies, student rights, security regulations, special services and important offices and phone numbers. The contents of this booklet are reviewed annually by the Student Affairs Division and given to OMPRP for design and publication. The *Handbook* is regularly distributed at New Student Orientation, which takes place at the start of each semester. It is made available throughout the year in racks located near the Admissions Office and Student Activities Suite and can be found on-line through the MCC web page.

Advertising Material -- The Office of Marketing, Public Relations and Publications is also responsible for preparing and placing advertising designed to promote college activities and to attract students during registration periods. Advertisements promoting college activities are usually placed in *The Hartford Courant* (the major paper in the State), and *The Journal Inquirer* (serving Manchester and the surrounding towns.) In addition to these two papers, ads for registration and recruitment are also placed in *The Hartford Advocate, The East Hartford Gazette, The River East News, The Glastonbury Citizen* and in five regional editions of the *Local Reminder*.

The last reaccreditation report recommended that a glossy, colorful view-book be printed as a marketing/advertising tool to mail to potential students and to distribute at college fairs or when students visit the campus. A view book was printed for a few years in the early 1990's but was dropped due to cost.

The College, through OMPRP, participates in a system-wide marketing plan that puts out "generic" ads for the Connecticut Community Colleges in print and on radio.

In addition to its use of newspapers, radios and the occasional billboard, OMPRP is moving ahead with a "direct mail campaign," which is likely to reach more people for less cost than other types of media advertising. To date, this plan has adopted two strategies: (1) the mailing of a postcard to "potential" returning students informing them of the availability and location of class schedules for the upcoming semester and (2) a mass mailing to prospective students obtained from mailing lists that includes a fact sheet about the college along with admissions and registration materials.

Two other major avenues of disclosure exist for which the OMPRP has partial input.

The MCC Web Site

In April 1996, the College entered the digital world of digital with its first-ever web site (www.mcc.commnet.edu), designed and managed by the Division of Institutional Research and Technology. It is not an exaggeration to say that this "document" is rapidly becoming the major point of visibility for the College. Between 1998 and August 2001, the web site received over 486,929 "hits," close to half of which (212,283) came from off-campus. The web site contains the most recent catalog, class schedules, and calendar of events, all of which are supplied by OMPRP. Also available on the web site are reports from the Director of Planning, Assessment and Research, which are helpful tools in ensuring both accurate public disclosure and institutional planning.

Along with its growth in the area of distance learning, the College is coming to rely more heavily on the web site to assist student in the registration process via "Web for Students." For this on-line service, students can use their Banner IDs to access their own schedules, course availability and cancellations. This new approach to public disclosure and student service is in its earliest phases.

Public Disclosure and the Division of Continuing Education

As the chapter on "Programs and Instruction" has indicated, the College's Division of Continuing Education is robust and highly successful in providing the community with credit and credit-free courses, work force training and life-enrichment programs. Given the numerous courses it runs and the number of sessions it provides, Continuing Education works largely independently of the Office of Marketing, Public Relations and Publications in producing all its public documents. The major documents that come out of Continuing Education are:

- *Credit-Free Course Schedule (Fall, Spring and Summer)*
- *Excursions in Learning Schedule (Spring and Summer)*
- *Annual Weekend College Schedule*
- *Winter Credit and Credit-Free Intercession Schedule*
- *Credit Summer Schedule*
- *World Expeditions Travel Schedule*

Each of these documents clearly spells out the costs and registration procedures involved in taking classes through Continuing Education. In addition to these documents, Continuing Education also generates fliers and brochures for special programs (e.g., Travel Careers Certificate, Nurse-Aide Certificate, EMT Certification, etc.). The Business and Industry Services area of Continuing Education is, at the time of this writing, in the process of producing fliers and brochures earmarked for distribution to local businesses and chambers of commerce. To assist in the production of all these documents – both large and small – the Continuing Education Division employs a part-time graphic artist who works in conjunction with the "content generators" within the division.

Appraisal

The College is for the most part pleased with the accuracy, thoroughness and readability of the information it provides to the public from its various departments and divisions. In addition, the Office of Marketing, Public Relations and Publications has designed an attractive and consistent "look" for the College's major documents that is part of the overall rhetoric of vigorous recruitment and sound public relations. The very recent improvements in staffing levels in OMPRP have made its work demands more manageable and offer more opportunity for thinking through common practices and encouraging innovation. Also, the OMPRP is now better positioned to assist other persons or departments (e.g., Minority Student Programs, the Global Issues Conference Committee, student clubs, etc.) as they create their own public documents, ensuring that these entities display the "look and voice" that is coming to be the signature of MCC. The Director of OMPRP is attempting to establish a design template that can be used by any individual or group at MCC interested in making some public disclosure.

Although the Division of Continuing Education and the OMPRP create separate document streams, the output from each area seems to do the job it sets out to do. Continuing Education has had robust enrollments of late, and that fact alone constitutes at least anecdotal evidence that the advertising and marketing of its courses and services is effective. Relations between the two areas is excellent. The OMPRP reviews the annual Continuing Education Market Plan and reviews CE's print ads to ensure they possess a look and style consistent with other public documents. In addition, members of the marketing and design staff from the OMPRP are currently assisting the Business and Industry Services area of Continuing Education in the creation of its newest brochures and pamphlets.

One concern of the Committee on Public Disclosure is that the *MCC Student Handbook*, while thorough and smartly designed, is not reaching as many students as it should. It is imperative that students know their rights, the College's disciplinary procedures and the myriad opportunities for extra- and co-curricular activities. Thus, the College should find better mechanisms for distributing this booklet. One suggestion is that the *Handbook* be mailed to new students, along with their class schedules and registration materials.

One area where the College must reconcile differing tendencies is in the look and voice of its web site. The technical interests of web designers and the communication interests of the OMPRP must be effectively blended if we are to have a web site that is user friendly, accurate and attractive. To this end, a web oversight committee was formed in August 2001 to facilitate precisely that outcome. This committee – known as the **Web Roundtable** – draws its membership from the five major areas of the College: Academic Affairs, Student Affairs, Administrative Services, Institutional Development, and the Division of Institutional Research and Technology. The College's web steward is also a member of this committee. The charge of this group is three-fold:

- re-design the public face of the web site
- formulate policies and procedures for revising the contents of the web site
- effectively integrate the web site with other information systems, especially Banner.

The Web Roundtable will use its monthly meetings to harmonize the interests of all areas of the College in producing a web site that will, in all likelihood, one day become the primary point entrance, registration, and advising for our students. For this reason the Director of OMPRP is enthusiastic about her place at the table on this committee and hopes to improve, where needed, the clarity and design of some of the top levels of the web site.

Projection

- At the time of the *1992 Self Study*, the Committee on Publications and Advertising called for the formation of a **Catalog Review Committee** to improve what, at the time, were readability problems in the catalog and schedules, and to double check the accuracy of the information provided by departments and divisions in the generation of our public documents. That committee now exists and will be effectively utilized in the service of Standard 10.10 by providing a "systematic" review of the content and accuracy of, at the very least, our main document, the college catalog.

Standard Eleven: Integrity

Description

At Manchester Community College, we are committed to promoting high ethical standards and fair treatment of all members of the College community and the public we serve. The Committee on Integrity gathered information and solicited input from the College community in an effort to determine if our performance meets the obligations articulated in the integrity standard. Our research indicates that it does.

The College works collaboratively with and is supported by a number of external organizations. These include the MCC Foundation, the Alumni Association, the Older Adults Association and the Regional Advisory Council. Guidance and input is sought, welcomed and encouraged from members of these groups.

In addition, the College maintains memberships in numerous professional organizations including, but not limited to, the American Association of Higher Education, the American Association of Community Colleges, the Association of American Colleges and Universities, the Association of College Personnel Administrators, the Association of College Unions International, the National Association of College and University Business Officers, the National Council for Resource Development, the National Association for Campus Activities and Phi Theta Kappa. Several of our staff serve as members in local chambers of commerce. Our association with these organizations attests to our interest in understanding the larger context of our enterprise and seeking opportunities for improvement and innovation.

The administration believes that College-wide committees provide an effective forum to address ongoing issues on campus. Examples include the Strategic Planning Council, the Enrollment and Retention Task Force, the Facilities Planning Committee and the Web Roundtable. Participation is encouraged from all areas of the college community.

As a public institution governed by the Board of Trustees for Community-Technical Colleges, the College is accountable to numerous external state agencies, including the Department of Higher Education, the State Treasurer and the Office of the Comptroller. To ensure compliance with state policies and procedures, our financial records are audited by the Auditors of Public Accounts annually and the Office of the Comptroller monthly. In addition, the college undergoes periodic audits of its federal grants. As a member of a twelve community college system, many of our administrative policies and procedures are mandated through the Chancellor's Office. The Office of Finance and Administrative Services is directed by a CPA. Effective in fiscal year 2001-2002, the College will undergo a financial audit by PricewaterhouseCoopers, a national independent accounting firm. The objective of this additional audit will be to render an opinion of the College's financial statements in accordance with national accounting standards.

The Student Handbook, the Faculty Handbook, the Part-Time Faculty Handbook and the College Catalog formalize educational policies and procedures at MCC. These publications are reviewed and revised annually.

The College has numerous mechanisms for both the formal and informal resolutions of complaints. Collective bargaining agreements govern the rights of faculty and staff and include formal grievance procedures for the fair resolution of disputes. Article VI of the Collective Bargaining Agreement formally entitles faculty to academic freedom. This same agreement mandates the use of peer committees to recommend promotions and tenure of qualified individuals to the President.

The rights and responsibilities of students are detailed in the *Student Handbook*. Information regarding the procedures for the equitable resolution of their grievances is also found there. The Office of the Dean of Student Affairs is responsible for resolving all complaints relating to violation of Board or College policies other than the assignment of grades or other academic evaluations. It should be noted that for the six-month period ending in November 2001, the Office of Student Affairs received only 21 formal complaints from students. As of December 1, 2001, all have been resolved. The Dean of Academic Affairs is responsible for the resolution of grievances relating to grades and other academic decisions. Unlike in 1992, students at MCC are now asked to assess instruction at the close of each semester through a formal course evaluation process. The appropriate academic division director reviews these evaluations and helps faculty members formulate strategies for improvement when necessary.

The College complies with the *1974 Privacy Rights of Parents and Students*. It requires a student's permission prior to the release of any information not identified as "directory information." Students are informed of this policy in a number of publications, including the college catalog and the *Student Handbook*. To further protect student privacy, the Financial Aid Office was remodeled in 1999-2000 to provide private spaces for financial aid counseling.

The Board of Trustees of Community-Technical Colleges, through Manchester Community College, is authorized by the Connecticut General Assembly to confer associate in arts and associate in science degrees to candidates who have met all requirements. The College also awards certificates upon successful completion of planned programs of study. Our catalog clearly articulates these requirements, and the evaluation of students is based solely on academic performance.

MCC advocates non-discriminatory policies and practices in recruitment, admissions, employment, evaluation and advancement. The College is proud to be an equal opportunity employer. When vacancies occur, search committees are assembled that reflect the diversity of our college community. Moreover, our Affirmative Action Officer oversees every step of the hiring process to ensure compliance with affirmative action policies and guidelines.

Annually, the College prepares an equal opportunity policy statement and a summary of affirmative action objectives (in *Workroom*). The Equal Opportunity Committee works closely with the Affirmative Action Officer to coordinate this process. Copies of the documents, which address the College's hiring practices and the minority set-aside contract policies are available in the deans' offices, the library and the Office of Affirmative Action. Faculty and staff are encouraged to review the plan and make comments during a 60-day review period prior to its submission to the Connecticut Commission of Human Rights and Opportunities. Students are made aware of the existence of these documents in the Student Handbook. The President's

support of our affirmative action plan is demonstrated by his personally meeting with every search committee to reiterate the College's commitment to affirmative action goals.

The College constantly strives to create increased awareness, tolerance and positive regard in the arena of cultural diversity. It supports the Office of Minority Programs, which is dedicated to promoting and presenting a variety of cultural events throughout the year. These include performance events that celebrate cultural uniqueness, luncheon roundtables on diversity and the annual College-wide Cultural Diversity Festival. The College also annually sponsors a Global Issues Conference, which provides a day of professional lectures on the culture and economics of selected countries. In addition, the College fiscally supports and encourages participation in an annual Global Majority Retreat. Last year 12 minority professional and classified staff members attended this function. Of the 27 clubs and organizations supported by Student Activity Funds in 2001, 33% cite the education and promotion of inclusion and/or diversity issues in their charters. The college also supports a Minority Caucus, participates in Race-Study Circles and sponsors a Disabilities Awareness Day.

The College is committed to open, honest dialog in an effort to build a community based on respect and inclusion. In the fall of 2001, following the events of September 11, three open forums were held to air the feelings and passions that were generated by that event. All three were initiated by President Daube. Members of the public attended, along with faculty and students. Each forum was attended by over 200 people. Based on the successful attendance and the healthy exchange of ideas, the College held an all-day conference on Islam later in Fall 2001, which was open to the public and very well attended.

The College has strongly encouraged the participation of the faculty and staff in state-sponsored activities designed to promote a productive, healthy and tolerant workplace. All supervisors attended a workshop on sexual harassment in 1993 and, more recently, an information session on the State of Connecticut's Employee Assistance Program. Virtually every employee attended a diversity awareness workshop in Spring 2001, and many of our classified staff participated in an ergonomic workshop early in Fall 2001.

Appraisal

It is clear that Manchester Community College strives to ensure its integrity in all phases of its operation:

- We offer courses and programs that are rigorous, relevant and subject to periodic review.
- We seek highly qualified faculty and staff who are in tune with the College's mission and who bring to the institution a variety of outlooks and dispositions.
- We provide ample opportunities for the professional growth for our faculty and we continue to integrate the part-time faculty into the life and habits of the College.

- We systematically assess our students' abilities as they enter the College and offer many services – the College Learning Center, Office of Transitional Programs, etc. -- for students who desire academic success.

- We promote lively and valuable life-long learning activities for people of all ages in a variety of formats through our Division of Continuing Education.

- We have internal governance and planning processes that are broad-based and participatory, valuing the input of all members of the College community.

- We offer physical facilities that are well-maintained, comfortable and carefully monitored for compliance with health and safety regulations.

- We seek formal and informal ways to continually build understanding and respect among students, staff, administration, faculty and the community we serve.

There is one area where the College must be more thorough, and that is in the way that it acquaints new employees with The Code of Ethics for State Employees and the Community-Technical Colleges of Connecticut Ethical Conduct Policy. Unfortunately, a recent review indicated that employees hired since 1998 have not been informed of our ethics codes. The Committee on Integrity recommends that these ethics documents be included in the new employee orientation package. It would be beneficial to the College to distribute annually the codes of ethics to each employee. An annual distribution would serve as a reminder to all of the value the College places upon ethical behavior.

Projection

Over the next ten years, Manchester Community College will continue its commitment to promoting high ethical standards and fair treatment of all members of the College community and the public we serve.

- We will continue to deal honestly and fairly with all our institutional stakeholders including students, faculty, staff, the Board of Trustees of Community-Technical Colleges, our Foundation board, community affiliates, external agencies and the commissions of our accrediting bodies.

- We will strengthen our community bonds and continue to solicit objective input from those outside of our formal campus boundaries. Recently, the College established the Public Issues Institute, directed on a part-time basis by a former state legislator, to further enhance community support. Its purpose is to "foster community participation in the development of public policy."

- We will continue to utilize College-wide committees to foster the inclusion of the many diverse voices that represent our college environment.

- We will continue to strengthen our proficiencies in the area of cultural competencies and to increase our recruitment efforts for minority faculty, both full- and part-time.

- We will continue to assess the effectiveness of our ethical policies and procedures through active participation in the five-year self-studies of our academic programs and the ten-year institutional self-study. In addition, the annual distribution of our ethical code of conduct will encourage an ongoing dialog regarding our aims and ethos.

CIHE DATA FORM I
CURRENT FUND REVENUES AND EXPENDITURES (000 OMITTED)

FISCAL YEAR ENDS MONTH 6 DAY 30	3 YEARS PRIOR (FY 1998)	2 YEARS PRIOR (FY 1999)	1 YEAR PRIOR (FY 2000)	MOST RECENTLY COMPLETED FY (FY 2001)	CURRENT BUDGET (FY 2002)
CURRENT FUND REVENUES RESTRICTED & UNRESTRICTED					
1) TUITION & FEES	7,122	6,903	6,882	7,592	8,045
2) GOVERNMENT APPROPRIATIONS	15,034	16,746	17,565	18,185	20,027
3) GOVERNMENT GRANTS & CONTRACTS	1,699	1,976	1,947	2,927	2,953
4) PRIVATE GIFTS, GRANTS & CONTRACTS	107	75	84	96	96
5) ENDOWMENT INCOME	0	0	0	0	0
6) AUXILIARY ENTERPRISES	0	0	0	0	0
7) OTHER	317	498	555	525	523
8) **TOTAL REVENUES**	**24,279**	**26,198**	**27,033**	**29,325**	**31,644**
CURRENT FUND EXPENDITURES RESTRICTED & UNRESTRICTED					
9) INSTRUCTION	8,094	9,016	9,653	10,752	11,160
10) RESEARCH	0	0	0	0	0
11) PUBLIC SERVICE	156	109	82	59	199
12) ACADEMIC SUPPORT	3,333	3,558	4,662	4,281	4,421
13) STUDENT SERVICES	2,039	2,447	2,885	2,697	3,083
14) INSTITUTIONAL SUPPORT	3,810	4,467	5,221	5,130	5,509
15) OPERATION, MAINTENANCE OF PLANT	1,412	1,713	1,681	2,362	2,715
16) SCHOLARSHIPS & FELLOWSHIPS	2,269	2,661	2,714	3,662	3,650
17) MANDATORY TRANSFERS	0	0	0	0	0
18) NONMANDATORY TRANSFERS	1,506	1,147	759	1,204	771
19 AUXILIARY ENTERPRISES	0	0	0	0	0
20) OTHER	0	0	0	0	0
21) **TOTAL EXPENDITURES**	**22,619**	**25,118**	**27,657**	**30,147**	**31,508**
22) REVENUE LESS EXPENDITURES	**1,660**	**1,080**	**(624)**	**(822)**	**136**
23) REVENUE LESS EXPENDITURES NOT INCL AUXILIARY ENTERPRISES	**1,660**	**1,080**	**(624)**	**(822)**	**136**
24) TUITION AND FEES CHARGE FOR FULL TIME UNDERGRADUATE STUDENT	$ 907	$ 907	$ 907	$ 943	$ 944

CIHE DATA FORM II
CHANGES IN FUND BALANCE AND INDEBTEDNESS (000 OMITTED)

FISCAL YEAR ENDS MONTH 6 DAY 30	3 YEARS PRIOR (FY 1998)	2 YEARS PRIOR (FY 1999)	1 YEAR PRIOR (FY 2000)	MOST RECENTLY COMPLETED FY (FY 2001)	CURRENT BUDGET (FY 2002)
CURRENT-UNRESTRICTED					
FUND BALANCE BEGINNING OF YEAR	130	1,758	2,670	1,827	998
NET INCREASE/(DECREASE)	1,628	912	-843	-829	140
FUND BALANCE END OF YEAR*	**1,758**	**2,670**	**1,827**	**998**	**1,138**
CURRENT-RESTRICTED					
FUND BALANCE BEGINNING OF YEAR	-8	2	-23	-1	17
NET INCREASE/(DECREASE)	10	-25	22	18	-4
FUND BALANCE END OF YEAR	**2**	**-23**	**-1**	**17**	**13**
LOAN FUNDS					
FUND BALANCE BEGINNING OF YEAR	1	-1	77	66	67
NET INCREASE/(DECREASE)	-2	78	-11	1	12
FUND BALANCE END OF YEAR	**-1**	**77**	**66**	**67**	**79**
ENDOWMENT & SIMILAR FUNDS					
FUND BALANCE BEGINNING OF YEAR	0	0	0	0	0
NET INCREASE/(DECREASE)	0	0	0	0	
FUND BALANCE END OF YEAR	**0**	**0**	**0**	**0**	**0**
ANNUITY & LIFE INCOME FUNDS					
FUND BALANCE BEGINNING OF YEAR	0	0	0	0	0
NET INCREASE/(DECREASE)	0	0	0	0	
FUND BALANCE END OF YEAR	**0**	**0**	**0**	**0**	**0**
PLANT FUNDS					
FUND BALANCE BEGINNING OF YEAR	108	260	1,210	324	222
NET INCREASE/(DECREASE)	152	950	-886	-102	-222
FUND BALANCE END OF YEAR	**260**	**1,210**	**324**	**222**	**0**
INDEBTEDNESS ON PHYSICAL PLANT					
BALANCE OWED ON PRINCIPAL AT BEGINNING OF YEAR	0	0	0	0	0
ADDITIONAL PRINCIPAL BORROWED DURING YEAR	0	0	0	0	0
PAYMENTS MADE ON PRINCIPAL DURING YEAR	0	0	0	0	0
BALANCE OWED ON PRINCIPAL AT END OF YEAR	0	0	0	0	0
INTEREST PAYMENTS ON PHYSICAL PLANT INDEBTEDNESS	0	0	0	0	0

* Fund Balance includes accrued vacation and sick leave liability totalling $2,072 in FY01 and FY02 projected.

CIHE DATA FORM III
STUDENT ADMISSIONS DATA (FALL TERM)
Credit seeking students only, including Continuing Education

FALL TERM (YEAR)	4 YEARS AGO (FY 1997/1998)	3 YEARS AGO (FY 1998/1999)	2 YEARS AGO (FY 1999/2000)	1 YEAR AGO (FY 2000/2001)	CURRENT YEAR (FY 2001/2002)
Freshman					
Completed Applications	Data Not Available	2130	1408	1480	1500
Applications Accepted		2130	1408	1480	1500
Applicants Enrolled		1437	922	981	983
Statistical Indicator of Aptitude of Enrollees used by Institution	Open Admission Policy				
Transfers - Undergraduate					
Completed Applications	Data Not Available	30	729	925	862
Applications Accepted		30	729	925	862
Applicants Enrolled		24	532	661	606
Master's Degree					
Completed Applications					
Applications Accepted					
Applicants Enrolled					
First Professional Degree - All Programs					
Completed Applications					
Applications Accepted					
Applicants Enrolled					
Doctoral Degree					
Completed Applications					
Applications Accepted					
Applicants Enrolled					

CHIE DATA FORM IV

STUDENT ENROLLMENT DATA (FALL TERM)

Credit seeking students only, including Continuing Education

UNDERGRADUATE		4 YEARS AGO (FY 1997/1998)	3 YEARS AGO (FY 1998/1999)	2 YEARS AGO (FY 1999/2000)	1 YEAR AGO (FY 2000/2001)	CURRENT YEAR (FY 2001/2002)
First Year:	Full-Time Headcount		**915**	**1007**	**1066**	
	Part-Time Headcount		2300	2225	2048	
	Total Headcount	**0**	**3215**	**3232**	**3114**	**0**
	Total FTE		1635	1684	1673	
Second Year:	Full-Time Headcount		589	**613**	590	
	Part-Time Headcount		1396	1347	1279	
	Total Headcount	**0**	**1985**	**1960**	**1869**	**0**
	Total FTE		1022	1015	974	
Third Year:	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	**0**	**0**	**0**	**0**	**0**
	Total FTE					
Fourth Year:	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	**0**	**0**	**0**	**0**	**0**
	Total FTE					
Unclassified:	Full-Time Headcount		12	0	58	
	Part-Time Headcount		40	0	94	
	Total Headcount	**0**	**52**	**0**	**152**	**0**
	Total FTE		26	0	83	
Total Headcount Undergraduate		**5495**	**5252**	**5192**	**5135**	**5405**
Total FTE Undergraduate		**2767**	**2683**	**2699**	**2730**	**2914**

GRADUATE						
	Full-Time Headcount					
	Part-Time Headcount					
Total Headcount Graduate		**0**	**0**	**0**	**0**	**0**
Total FTE Graduate						

Grand Total Headcount	**5495**	**5252**	**5192**	**5135**	**5405**
Grand Total FTE	**2767**	**2683**	**2699**	**2730**	**2914**

CIHE DATA FORM V

PROJECTED FINANCIAL, TUITION & ENROLLMENT DATA FOR NEXT THREE YEARS

Fiscal Years	**FY 2002/2003**	**FY 2003/2004**	**FY 2004/2005**
Projected Financial Data (000s omitted)			
Total Current Fund Revenues	$ 33,989	$ 35,740	$ 37,375
Total Current Fund Expenditures (including Mandatory Transfers for Principal and Interest)	$ 35,989	$ 35,740	$ 37,375
Revenues less Expenditures	**$ (2,000)**	**$ -**	**$ -**
Other Transfers			
Change in Current Fund Balance	**$ (2,000)**	**$ -**	**$ -**

Year	**FY 2002/2003**	**FY 2003/2004**	**FY 2004/2005**
Projected Tuition and Fees Charge for Full-Time Student	$ 944	$ 944	$ 944

Projected Enrollment - Fall Term

(Credit Seeking Students Only, including Continuing Education)

Year	**FY 2002/2003**	**FY 2003/2004**	**FY 2004/2005**
Undergraduate			
Full-Time Headcount	$ 1,966	$ 2,064	$ 2,167
Part-Time Headcount	$ 3,710	$ 3,895	$ 4,090
Total Headcount	**$ 5,676**	**$ 5,959**	**$ 6,257**
Total FTE	$ 3,060	$ 3,213	$ 3,373
Graduate			
Full-Time Headcount			
Part-Time Headcount			
Total Headcount	**$ -**	**$ -**	**$ -**
Total FTE			

CIHE DATA FORM VI
FACULTY PROFILE

	4 YEARS AGO (FY 1997/1998)		3 YEARS AGO (FY 1998/1999)		2 YEARS AGO (FY 1999/2000)		1 YEAR AGO (FY 2000/2001)		CURRENT YEAR (FY 2001/2002)	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
NUMBER OF FACULTY										
PROFESS0R	26		30		29		31		37	
ASSOCIATE	17		15		15		13		11	
ASSISTANT	16		17		25		27		27	
INSTRUCTOR	18		29		24		22		15	
OTHER	4		2		1		1			
TOTAL	**81**	**0**	**93**	**0**	**94**	**0**	**94**	**0**	**90**	**0**
AGE (RANGE/MEAN)										
PROFESSOR	40-59/50		40-64/52		45-64/53		35-64/54		36-62/53	
ASSOCIATE	35-54/45		35-54/48		35-64/49		40-64/50		40-64/51	
ASSISTANT	30-70/44		30-70/45		30-70/46		30-70/46		30-70/48	
INSTRUCTOR	30-54/43		25-54/42		25-59/44		30-59/45		30-56/44	
OTHER	28-53/40		40-54/47		55		45			
MALE/FEMALE										
PROFESSOR	10/16		13/17		12/17		12/19		12/24	
ASSOCIATE	7/10		4/11		3/12		2/10		4/7	
ASSISTANT	9/7		10/7		14/11		15/12		13/14	
INSTRUCTOR	5/13		8/21		8/16		6/16		5/10	
OTHER	0/4		0/2		0/1		1/0			
TOTAL	**31/46**	**0**	**35/56**	**0**	**37/57**	**0**	**37/57**	**0**	**35/55**	**0**
YEARS AT THIS INSTITUTION (RANGE/MEDIAN)										
PROFESSOR	10-31/19		8-32/13		9-34/15		10-35/15		9-31/16	
ASSOCIATE	7-27/10		8-28/11		6/30/10		6-31/11		5-28/9	
ASSISTANT	4-17/9		1-18/5		1-20/6		2-21/7		1-21/7	
INSTRUCTOR	1-12/4		1-13/2		1-14/3		1-15/2		1-7/3	
OTHER	1		1-2		3		1			

CIHE DATA FORM VI
FACULTY PROFILE (continued)

	4 YEARS AGO (FY 1997/1998)		3 YEARS AGO (FY 1998/1999)		2 YEARS AGO (FY 1999/2000)		1 YEAR AGO (FY 2000/2001)		CURRENT YEAR (FY 2001/2002)	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
HIGHEST DEGREE EARNED										
DOCTORATE										
PROFESSOR	3		4		4		4		4	
ASSOCIATE	2		1		2		2		4	
ASSISTANT	2		2		5		6		7	
INSTRUCTOR	3		4		8		5		2	
OTHER										
TOTAL	**10**	**0**	**11**	**0**	**19**	**0**	**17**	**0**	**17**	**0**
MASTER'S										
PROFESSOR	21		24		23		25		30	
ASSOCIATE	15		14		12		10		5	
ASSISTANT	10		11		16		16		18	
INSTRUCTOR	14		24		16		16		11	
OTHER	3		2		1		1			
TOTAL	**63**	**0**	**75**	**0**	**68**	**0**	**68**	**0**	**64**	**0**
BACHELOR'S										
PROFESSOR	1		1		1		1		1	
ASSOCIATE	0									
ASSISTANT	1		1		1		2		1	
INSTRUCTOR	1		1						1	
OTHER	1									
TOTAL	**4**	**0**	**3**	**0**	**2**	**0**	**3**	**0**	**3**	**0**
PROFESSIONAL LICENSE Includes J.D., D.O.										
PROFESSOR	1		1		1		1		2	
ASSOCIATE	0				1		1		2	
ASSISTANT	3		3		3		3		1	
INSTRUCTOR	0						1		1	
OTHER	0									
TOTAL	**4**	**0**	**4**	**0**	**5**	**0**	**6**	**0**	**6**	**0**

CIHE DATA FORM VI
FACULTY PROFILE (continued)

	4 YEARS AGO (FY 1997/1998)		3 YEARS AGO (FY 1998/1999)		2 YEARS AGO (FY 1999/2000)		1 YEAR AGO (FY 2000/2001)		CURRENT YEAR (FY 2001/2002)	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
TEACHING LOAD										
FALL TERM ONLY FOR EACH YEAR (RANGE/MEDIAN IN CREDIT HOURS)										
PROFESSOR	12		12		12		12		12	
ASSOCIATE	12		12		12		12		12	
ASSISTANT	12		12		12		12		12	
INSTRUCTOR	12		12		12		12		12	
OTHER	12									
BASE SALARY FOR ACADEMIC YEAR (RANGE/MEAN)										
PROFESSOR	47-68/58		49-71/60		50-72/61		52-75/64		55-79/67	
ASSOCIATE	41-51/50		43-62/52		44-62/54		45-63/54		48-69/55	
ASSISTANT	36-51/43		38-53/46		39-54/47		40-56/48		42-59/51	
INSTRUCTOR	34-46/40		35-48/42		36-49/43		37-51/44		39-54/42	
OTHER	34		35		36		37			
FRINGE BENEFITS (RANGE/MEDIAN)										
PROFESSOR	35.85	7.62	35.55	6.74	41.28	7.47	39.26	7.99	42.29	7.47
ASSOCIATE	35.85	7.62	35.55	6.74	41.28	7.47	39.26	7.99	42.29	7.47
ASSISTANT	35.85	7.62	35.55	6.74	41.28	7.47	39.26	7.99	42.29	7.47
INSTRUCTOR	35.85	7.62	35.55	6.74	41.28	7.47	39.26	7.99	42.29	7.47
OTHER	35.85	7.62	35.55	6.74	41.28	7.47	39.26	7.99	42.29	7.47
NUMBER OF FACULTY APPOINTED										
PROFESSOR	26		30		29		31		37	
ASSOCIATE	17		15		15		13		11	
ASSISTANT	16		17		25		27		27	
INSTRUCTOR	18		29		24		22		15	
OTHER	4				1		1			
TOTAL	**81**	**0**	**91**	**0**	**94**	**0**	**94**	**0**	**90**	**0**

CIHE DATA FORM VI
FACULTY PROFILE (continued)

	4 YEARS AGO (FY 1997/1998)		3 YEARS AGO (FY 1998/1999)		2 YEARS AGO (FY 1999/2000)		1 YEAR AGO (FY 2000/2001)		CURRENT YEAR (FY 2001/2002)	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
NUMBER OF FACULTY IN TENURED POSITIONS										
PROFESSOR	22		26		28		31		37	
ASSOCIATE	13		11		13		13		9	
ASSISTANT	14		14		11		14		12	
INSTRUCTOR	3		3		3		2		1	
OTHER										
TOTAL	**52**	**0**	**54**	**0**	**55**	**0**	**60**	**0**	**59**	**0**
NUMBER OF FACULTY DEPARTING										
PROFESSOR	0		0		0		0			
ASSOCIATE	0		0		0		0			
ASSISTANT	0		0		0		0			
INSTRUCTOR	2		0		0		2			
OTHER					0		0			
TOTAL	**2**	**0**	**0**	**0**	**0**	**0**	**2**	**0**	**0**	**0**
NUMBER OF FACULTY RETIRING										
PROFESSOR	13		0		2		2			
ASSOCIATE	2		0		0		0			
ASSISTANT	2		0		0		0			
INSTRUCTOR	0		0		0		0			
OTHER										
TOTAL	**17**	**0**	**0**	**0**	**2**	**0**	**2**	**0**	**0**	**0**

CIHE DATA FORM VI
FACULTY PROFILE (continued)

	4 YEARS AGO (FY 1997/1998)		3 YEARS AGO (FY 1998/1999)		2 YEARS AGO (FY 1999/2000)		1 YEAR AGO (FY 2000/2001)		CURRENT YEAR (FY 2001/2002)	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
NUMBER OF FACULTY BY DEPARTMENT (OR COMPARABLE ACADEMIC UNIT)										
NAME OF DEPARTMENT OR ACADEMIC UNIT										
Accounting	3		2		2		3		2	
Biology	3		3		4		4		4	
Business	2		3		3		3		3	
Chemistry	2		2		2		2		2	
College Learning Center	3		3		3		3		3	
Computer Information Systems	4		4		6		6		5	
Criminal Justice	2		2		2		2		2	
Disability Specialist	0		1		1		1		1	
Economics	1		2		1		1		1	
Education	2		2		2		1		1	
Engineering	3		3		2		2		2	
English	12		13		13		13		13	
Fine Arts	2		3		3		3		3	
Geography	0		2		1		1		1	
Gerontology/Therapeutic Recreation	1		1		1		1		1	
Graphic Design Faculty	1		2		2		2		2	
History	2		2		2		2		2	
Hospitality	6		7		7		7		7	
Mathematics	7		8		8		8		8	
Media	2		2		2		2		2	
Medical Lab Technician	1		1		1		1		1	
Music	1		1		1		1		1	
Occupational Therapy Assistant	1		2		2		2		2	
Office Administrative Careers	0		2		2		2		2	
Paralegal	2		2		2		2		2	
Philosophy	1		1		1		1		1	
Photography	1		1		1		1		1	
Physics	1		1		1		1		0	
Political Science	1		1		1		1		1	
Psychology	4		4		4		4		3	
Respiratory Care	1		1		1		1		1	
Romance Languages	2		2		2		2		2	
Social Service	1		1		1		1		1	
Sociology	2		1		2		2		2	
Speech	1		1		1		1		1	
Sport & Exercise Studies	1		1		1		1		1	
Surgical Technology	1		2		2		2		2	
Theatre	1		1		1		1		1	
Total	**81**		**93**		**94**	**0**	**94**	**0**	**90**	

CIHE DATA FORM VII

STUDENT HEADCOUNT BY UNDERGRADUATE MAJOR AND GRADUATE PROGRAM

UNDERGRADUATE- ASSOCIATE DEGREES

FALL TERM (YEAR)	4 YEARS AGO (FY 1997/1998)	3 YEARS AGO (FY 1998/1999)	2 YEARS AGO (FY 1999/2000)	1 YEAR AGO (FY 2000/2001)	CURRENT YEAR (FY 2001/2002)
Accounting and Business Administration Transfer,	159	172	205	200	217
Accounting, A. S. Degree	154	128	96	80	63
Administrative Assistant, Legal- Business Office Technology, A. S. Degree	22	10	12	9	14
Administrative Assistant, Medical- Business Office Technology, A. S. Degree	26	28	27	27	16
Administrative Assistant, Office- Business Office Technology, A. S. Degree	42	29	35	36	28
Business Administration Career, A. S. Degree	207	171	189	189	168
Communications, A. S. Degree	65	68	91	103	96
Computer Engineering Technology, A. S. Degree	0	0	0	0	11
Computer Information Systems, A. S. Degree	131	183	236	237	191
Computer Network Technology, A. S. Degree	0	0	0	0	14
Computer Programming Technology, A. S. Degree	0	0	0	0	14
Computer Science, A. S. Degree	3	17	25	9	18
Computer Technology, A. S. Degree	0	0	0	0	6
Criminal Justice, A. S. Degree	246	224	254	203	234
Disabilities Specialist, A. S. Degree	28	29	37	30	22
Drug and Alcohol Rehabilitation Counselor, A. S.	34	38	46	51	44
Early Childhood Education, A. S. Degree	161	149	201	174	138
Engineering Science, A. S. Degree	66	62	80	77	61
Foodservice Management, A. S. Degree	59	55	59	57	50
General Studies, A. S. Degree	1468	1836	1385	1150	1303
Graphic Design, A. S. Degree	60	80	75	80	83
Hotel-Tourism Management, A. S. Degree	31	26	24	28	27
Industrial Technology, A. S. Degree	35	43	43	37	29
Liberal Arts and Science, A. A. Degree	2	3	1	42	25
Liberal Arts and Science, A. S. Degree	346	320	323	307	240
Manufacturing Engineering Science, A. S. Degree	23	19	25	16	11
Marketing, A. S. Degree	42	46	35	42	33
Medical Laboratory Technician, A. S. Degree	19	15	24	15	23
Microcomputer Option, Computer Information	9	20	33	54	40
Multimedia Option, Graphic Design, A. S. Degree	0	13	35	33	29
Multimedia Studies, A. A. Degree	3	4	0	9	16
Occupational Therapy Assistant, A. S. Degree	60	41	42	27	11
Paralegal, A. S. Degree	147	127	130	108	85
Physical Therapist Assistant, A. S. Degree	2	11	15	8	6
Respiratory Care, A. S. Degree	12	23	22	19	25
Social Service, A. S. Degree	124	137	114	133	123
Sport and Exercise Studies, A. S. Degree	46	44	61	59	48
Surgical Technology, A. S. Degree	27	14	12	13	17
Therapeutic Recreation, A. S. Degree	0	0	0	2	9
Visual Fine Arts, A. A. Degree	73	59	68	78	60
Associate Degree Total	**3932**	**4244**	**4060**	**3742**	**3648**
Undeclared Total	**1380**	**812**	**879**	**1133**	**1560**

CIHE DATA FORM VII

STUDENT HEADCOUNT BY UNDERGRADUATE MAJOR & GRADUATE PROGRAM (Continued)

UNDERGRADUATE- CERTIFICATES

FALL TERM (YEAR)	4 YEARS AGO (FY 1997/1998)	3 YEARS AGO (FY 1998/1999)	2 YEARS AGO (FY 1999/2000)	1 YEAR AGO (FY 2000/2001)	CURRENT YEAR (FY 2001/2002)
Current Programs in 2001-2002 MCC Catalog					
Accounting, Certificate	12	9	10	15	13
BOT: Clerk Typist, Certificate	1	0	4	2	1
BOT: Medical Insurance Specialist, Certificate		0	0	0	4
BOT: Medical Transcription, Certificate	2	3	6	4	2
BOT: Office Skills Update, Certificate	3	4	1	1	0
BOT: Receptionist, Certificate	0	0	0	1	0
BOT: Records Management, Certificate	1	1	2	2	2
BOT: Word Processing, Certificate	9	2	3	1	3
Computer Information Systems, Certificate		22	34	24	15
Computer Maintenance Technology, Certificate		0	0	0	2
Computer Network Technology, Certificate		0	0	0	0
Computer Operating Systems Technology, Certificate		0	0	0	0
Computer Programming Technology, Certificate	12	0	0	0	1
Computer-Aided Design (CAD), Certificate		0	0	0	0
Criminal Justice Law Enforcement, Certificate	8	14	15	11	5
Criminal Justice Pre-Service Correction, Certificate		0	0	0	0
Culinary Arts, Certificate	51	50	53	65	42
Culinary Arts, Professional Bakers, Certificate		0	0	0	0
Culinary Arts, Professional Cooks, Certificate		0	0	0	0
Desktop Publishing, Certificate	6	5	4	1	2
Disabilities Specialist, Certificate	2	1	0	4	1
Drug and Alcohol Rehabilitation Counselor, Management of Substance Abuse Treatment Facilities, Certificate	0	0	0	0	0
Early Childhood Education, Child Development Associate, Cert	4	4	12	2	6
Gerontology, Certificate	2	5	6	4	0
Marketing, Certificate	5	1	1	2	3
Media Technology, Certificate	2	2	2	2	0
Microcomputer Processing, Certificate	2	5	9	4	4
Office Microcomputer, Certificate	0		1	1	3
Paralegal, Certificate	0	4	12	13	20
Personal Financial Planning, Certificate	10	17	31	37	21
Pharmacy Technician, Certificate			0	0	0
Phlebotomy, Certificate	3	2	0	1	0
Public Relations, Certificate	1	2	1	0	0
Real Estate Management, Certificate	9	5	1	2	2
Social Service, Certificate	6	3	7	8	8
Taxation, Certificate	2	2	6	4	1
Therapeutic Recreation, Certificate	30	33	32	49	36
TOTAL CERTIFICATE PROGRAMS	**183**	**196**	**253**	**260**	**197**

CIHE DATA FORM VIII
CREDIT HOURS GENERATED BY DEPARTMENT OR COMPARABLE ACADEMIC UNIT

Discipline	4 YEARS AGO (FY 1997/1998)	3 YEARS AGO (FY 1998/1999)	2 YEARS AGO (FY 1999/2000)	1 YEAR AGO (FY 2000/2001)	CURRENT YEAR (FY 2001/2002)
Accounting	Data Not Available	1445	1330	1224	1359
Allied Health		7	50	6	8
American Sign Language		162	discontinued	discontinued	discontinued
Anthropology		183	222	273	336
Astronomy		193	198	207	193
Biology		2019	1844	1665	1724
Business		1809	1533	1533	1689
Business Office Technology		869	915	915	1068
Chemistry		597	624	576	648
Communications		1612	1668	1472	1697
Computer Information Systems		2740	2676	2800	1295
Computer Science		78	156	258	1058
Computer Technology			64	188	893
Criminal Justice		1282	1228	1164	1349
Drug/Alcohol Rehabilitation Counselor		312	417	330	309
Earth Science		159	150	171	186
Economics		636	750	750	756
Education		426	561	555	540
Electronics		79	32	76	59
Engineering		183	148	138	120
English		6001	6094	6638	6946
Environmental Science		90	84	78	168
Finance		183	315	300	240
Fine Arts		1654	1596	1665	1696
French		183	174	192	240
Geography		354	573	558	630
Geology			63	72	80
Gerontology				22	
Health/Physical Education		228	275	230	236
History		1119	1041	1122	1308
Hospitality/Food Service		853	761	892	870
Human Services		474	600	558	636
Humanities			75	18	
Japanese		48	99	60	132
Legal		708	618	604	478
Manufacturing		165	144	117	105
Mathematics		4022	4255	4031	4330
Medical Laboratory Technician		80	123	185	121
Meterology		66	57	54	
Multimedia		93	126	177	225
Music		459	476	510	473
Occupational Therapy Assistant		437	260	228	131
Oceanography		90	90	90	87
Pharmacy Technician			7		6
Philosophy		555	648	651	732
Photography		361	404	284	252
Physical Therapy Assistant		104	88	28	44
Physics		396	264	316	312
Political Science		507	762	723	879
Psychology		2922	2872	2727	3243
Quantitative Methods		153	147	168	162
Recreation					81
Repiratory Care		137	144	108	145
Social Science		466	336	451	526
Sociology		1449	1320	1356	1572
Spanish		498	459	464	564
Student Development		145	93	480	354
Surgical Technology		119	106	82	102
Theatre		209	231	213	201
Therapeutic Recreation		117	144	213	120
TOTAL		**40236**	**40490**	**40966**	**43714**

Major Insurance Coverage

The State Insurance Risk Management Board provides insurance coverage pursuant to Connecticut's General Statute Section 4a-19, 20 and 21. The table below summarizes the major insurance coverage provided to all Connecticut State Agencies.

Major Insurance Coverage Provided to All State Agencies	
Property Insurance	
Insurance Company/Policy #	FM Global Insurance Company – CS202
Policy Period	11/1/00 – 11/1/03
Coverage	All Risk property coverage for all State buildings and contents. Replacement Cost coverage subject to policy terms and conditions
Deductible	$250,000 per occurrence, except lower deductible for scheduled fine arts, electronic data processing equipment and miscellaneous equipment
Boiler & Machinery	
Insurance Company/Policy #	Hartford Steam Boiler & Inspection company – FBP824189
Policy Period	11/1/00 – 11/1/02
Coverage	Boiler & Machinery (Equipment Breakdown Coverage)
Limit/Deductible	$250,000,000 Limit, $250,000 deductible
Automobile Liability	
Insurance Company/Policy #	General Star National Insurance Company – NXG380212
Policy Period	12/31/01-12/31/02
Coverage	Excess Automobile Liability Coverage
Limit	$5,000,000 Excess of $3,000,000 Self-Insured Retention
Commercial General Liability	
Insurance Company/Policy #	General Star National Insurance Company – NXG380213
Policy Period	12/31/01-12/31/02
Coverage	Excess Commercial General Liability coverage for Highway Liability and various scheduled exposures on file with the Insurance and Risk Management Board
Limit	$5,000,000 Excess of $3,000,000 Self-Insured Retention
Excess Liability	
Insurance Company/Policy #	Continental Casualty Company – RDX249181219
Policy Period	12/31/01 – 12/31/02
Coverage	Excess Liability over and above the Automobile and Commercial General Liability policies
Limit	$17,000,000 Excess of Underlying and commercial General Liability policies.
Automobile Physical Damage	
Insurance Company/Policy #	Lexington Insurance Company – 8526458
Policy Period	11/1/01 – 12/31/02
Coverage	Collision and comprehensive physical damage coverage on scheduled vehicles
Limit	$2,500 per occurrence
Student Malpractice	
Insurance Company/Policy #	CIGNA – AHI923642
Policy Period	8/25/01 – 8/25/02
Coverage	Professional Liability coverage for scheduled students enrolled in Allied Health curriculum
Limit	$1,000,000/Occurrence, $3,000,000/Aggregate
Airport Liability	

Major Insurance Coverage Provided to All State Agencies	
Insurance Company/Policy #	Old Republic Insurance Company – PR89103
Policy Period	6/10/001 – 6/10/02
Coverage	Airport Liability coverage for Bradley International Airport and other State owned airports
Limit/Deductible	$100,000,000 Limit per occurrence $50,000 deductible per occurrence
Excess Rail Liability	
Insurance Company/Policy #	Lexington Insurance Company – UB72497
Policy Period	9/1/01 – 9/1/02
Coverage	Excess Rail Liability coverage for CDOT/Metro north Commuter rail Operations between New Haven and New York City
Limit	$125,000,000 Per occurrence and annual aggregate $25,000,000 Self-insured retention
Marine Hull and Protection Indemnity	
Insurance Company/Policy #	Hartford Fire Insurance Company – 02 OM BT0469
Policy Period	6/15/01 – 6/15/02
Coverage	Hull (Property) and Protection & Indemnity (Liability) coverage on scheduled vessels
Deductible	$25,000 Protection & Indemnity 2% to $50,000 Hull
Comprehensive Crime Bond	
Insurance Company/Policy #	Travelers casualty & Surety Company – 007BY10307152BCM
Policy Period	5/1/01 – 5/1/04
Coverage	Statutory Bond on all State Employees
Limit/Deductible	$1,000,000 Dishonesty, Forgery or Alteration $500,000 Robbery or Burglary $100,000 Deductible per occurrence
Public Officials' Bond	
Insurance Company/Policy #	Travelers Casualty & Surety Company of America – 007S103168491BCM
Policy Period	3/1/01 – 3/1/02
Coverage	Statutory Public Officials Bond on scheduled Constitutional Officers and commissioners
Limit	Schedule per individual