Manchester Community College
New Discipline Review Instrument
September 2012

STANDARD I: DISCIPLINE MISSION

I.1 Mission Statement

I.1a. Discipline establishes mission and goals that are derived from and in support of the mission of the institution. (NEASC 1.3, 4.2)

I.1 Mission Statement

I.1b. Planning guides continuous discipline improvement. (NEASC 2.2, 4.4)

I.1 Mission Statement

I.1c. Discipline complements/supports enrollment in other college programs.

Mission Summary:

Strengths:

Challenges:

Recommendations:

(Note: any recommendations should be included in final Action Plan)

Appendix: Annual Department Action Plans

STANDARD II: DISCIPLINE DESIGN - Curriculum
II.1 CURRICULUM
  II.1a. Curriculum is directly related and appropriate to the purpose and goals of the institution. (NEASC 4.1)

Curriculum Summary:
  Strengths:

  Challenges:

  Recommendations:
  (Note: any recommendations should be included in final Action Plan)

Tables: Generated Credit Hours, Course Enrollments

STANDARD II: DISCIPLINE DESIGN – Learning Outcomes
II.1 CURRICULUM
    II.1b. Learning outcomes and skill standards required by the workforce/transfer institutions are documented.
      (NEASC 4.3, 4.33, 4.18)

      Learning Outcomes Summary:
          <u>Strengths:</u>

          <u>Challenges:</u>

          <u>Recommendations:</u>
          (Note: any recommendations should be included in final Action Plan)

<u>Appendices: Outcome Assessment Results</u>

STANDARD II: DISCIPLINE DESIGN – Linkages
II .2 Linkages, External Agreements and Affiliations
    II.2a. Disciplines have external agreements with schools and universities.

Linkages, External Agreements and Affiliations Summary:
    <u>Strengths:</u>

    <u>Challenges:</u>

    <u>Recommendations:</u>
    (Note: any recommendations should be included in final Action Plan)

<u>**STANDARD II: DISCIPLINE DESIGN – Instruction**</u>
II .3 Instruction
>   II.3a. Students are provided written information about the goals and requirements of each course and the
>   methods of evaluation to be employed. (NEASC 10.1)

II .3 Instruction
>   II.3b. Methods of instruction must be appropriate to the goals of each course and the capabilities of the
>   students. (NEASC 4.48-4.51)

II .3 Instruction
>   II.3c. Instruction must be evaluated regularly and results used to ensure quality instruction. (NEASC 5.18)

>   *Evaluation of instruction is done according to the collective bargaining agreement. Full time faculty are evaluated in each of the first two appointment periods; then once every three years for faculty on standard appointments and once every five years for faculty holding tenured appointments. The evaluation consists of an overall job evaluation, a classroom observation and consideration of the student evaluations of faculty. The faculty also provide a self-assessment and the faculty and supervisor develop a professional development plan with goals, objectives and a timeline for the next evaluation period.*

>   *Part time faculty are evaluated in the first, third, fifth semester of teaching and every fifth semester thereafter. A classroom observation is done in addition to an overall evaluation considering the results of student evaluations, the classroom observation and any other required job responsibilities including holding office hours, completing required paperwork, submitting an acceptable course outline, etc.*

>   *Student evaluations of faculty are done every semester in every credit course offered by the college. These evaluations are shared with the faculty and remain a part of the faculty file.*

II .3 Instruction
>   II.3d. Instructional methodologies support nontraditional delivery.

Instruction Summary:
>   <u>Strengths:</u>

>   <u>Challenges:</u>

>   <u>Recommendations:</u>
>   *(Note: any recommendations should be included in final Action Plan)*

<u>Appendix: Course syllabi (on curriculum proposal form)</u>
<u>Table: Comparison of online and on ground sections</u>

STANDARD III: DISCIPLINE OUTCOMES
III.1 Identification of students in the discipline
   III.1a Student enrollments in discipline courses is adequate.

III.2 Student Completion
   III.2a. Course completion rates demonstrate discipline need and discipline effectiveness.
   III.2b Students progress satisfactorily to upper-level courses.

III.4 Customer Satisfaction
   III.4b. Disciplines measure and document student satisfaction.

Discipline Outcome Summary:
   Strengths:

   Challenges:

   Recommendations:
   (Note: any recommendations should be included in final Action Plan)

Table: Discipline enrollment data

STANDARD IV: DISCIPLINE RESOURCES
IV.1 Faculty

IV.1a. The number of faculty is adequate to support the discipline. (NEASC 5.3) (Contact the Director of Institutional Research for WLU for the discipline.)

(Sample) Faculty Workload (WLUs) for Forestry Courses by Status										
	Fa99	Fa00	Fa01	Fa02	Fa03	Sp00	Sp01	Sp02	Sp03	Sp04
FT	0	0	0	9	9	0	0	0	9	9
FT-OVL	0	0	0	0	0	0	0	0	0	0
PT	15	15	15	9	12	18	18	15	6	18
Total	15	15	15	18	21	18	18	15	15	27
% FT	0%	0%	0%	50%	43%	0%	0%	0%	60%	33%
MCC % FT	62%	62%	57%	54%	51%	69%	64%	56%	56%	53%

- If part-time faculty are used, describe the orientation and mentoring activities made available to them; include activities exclusive to your discipline.

IV.1 Faculty

IV.1b. Faculty meet competency requirements for teaching in the discipline area. (NEASC 5.2)

Faculty Name	Highest Degree Held	Relevant Experience

IV.1 Faculty

IV.1c. Disciplines provide professional development opportunities for faculty and demonstrate that such development occurs. (NEASC 5.13) IV.1c. Full-time discipline faculty participate in professional development activities each year. (NEASC 5.13)

Full time and part time faculty are supported financially for professional development at rates determined by the professional development committee as part of the collective bargaining agreement. Currently the full time faculty must be approved for a professional development opportunity and will be funded up to $750 per activity or $800 if they are making a presentation. The part time faculty may access up to $350 for professional development annually.

Faculty Name	Year	Professional Development Activity

Strengths

Challenges

Recommendations

STANDARD IV: DISCIPLINE RESOURCES, continued
IV.1 Faculty

Additional Faculty Information: Diversity (Contact the Director of Institutional Research for diversity statistics within the discipline.)

Diversity of Faculty Teaching Forestry Courses Section Count										
	Fa99	Fa00	Fa01	Fa02	Fa03		Sp00	Sp01	Sp02	Sp03	Sp04
FT Faculty											
White	4	4	2	3	4		5	4	3	4	4
Black	1	1	2	1	1		1	1	1	1	1
Hispanic	0	0	0	0	0		0	0	0	0	0
Asian	0	0	0	0	0		0	0	0	0	0
Am-Indian	0	0	0	0	0		0	0	0	0	0
Unknown	0	0	0	1	1		0	0	0	1	3
Total FT	5	5	4	5	6		6	5	4	6	8
% FT Minority	20%	20%	50%	25%	20%		17%	20%	25%	20%	20%
FT MCC % Minority*	12%	11%	11%	12%	12%		12%	11%	11%	11%	12%
PT Faculty											
White	4	4	2	3	4		5	4	3	4	4
Black	1	1	2	1	1		1	1	1	1	1
Hispanic	0	0	0	0	0		0	0	0	0	0
Asian	0	0	0	0	0		0	0	0	0	0
Am-Indian	0	0	0	0	0		0	0	0	0	0
Unknown	0	0	0	1	1		0	0	0	1	3
Total PT	5	5	4	5	6		6	5	4	6	8
% PT Minority	20%	20%	50%	25%	20%		17%	20%	25%	20%	20%
PT MCC % Minority*	12%	11%	11%	12%	12%		12%	11%	11%	11%	12%

Faculty Summary:

Strengths:

Challenges:

Recommendations:

(Note: any recommendations should be included in final Action Plan)

STANDARD IV: DISCIPLINE RESOURCES
IV.2 Budget Adequacy
    IV.2a. Budget is adequate to support the discipline. (NEASC 4.2, 9.1)

BUDGET AND RESOURCE PLANNING:

The operating budget is proposed annually in the spring semester by the department faculty who propose budget needs in relation to the annual department action plan for the upcoming academic year. This proposal is then considered in relationship to the mission and goals of the college's strategic plan and is folded into the academic division budget. The division budget is reviewed by the division director and is folded into the Academic Affairs division budget, which is then considered by the President's Cabinet where the final budget is developed. The budget is in place for the beginning of the fiscal year, July 1.

    Budget consideration is also proposed at the department level for equipment and technology purchases. These proposals are evaluated each year based upon the available funding and the strategic needs of the college. Budget consideration for personnel and major facility renovations are considered in light of the overall resources and needs of the college.

Budget and Resource Summary:
    <u>Strengths:</u>

    <u>Challenges:</u>

    <u>Recommendations:</u>
    (Note: any recommendations should be included in final Action Plan)

Appendix: Operating Budget Worksheet
Department Action Plans

STANDARD V: DISCIPLINE SUPPORT SERVICES
V.1 Library and Other Learning Resources
  V.1a. Students and faculty are provided convenient, effective access to the library and other learning resources needed in their discipline. (NEASC 7.1, 7.2)
  V.1b. Library collections are sufficient in quality, level, diversity, quantity and currency to support and enrich the institution's academic offerings. (NEASC 7.2)

Contact the librarian liaison for your division for Program Specific Library resources. This will also include the standard resources available to all students.

V.1 Library and Other Learning Resources
  V.1c. The institution provides appropriate orientation and training for use of these resources. (NEASC 7.1)

V.2 Instructional Support
  V.2a. Facilities/equipment, and institutional support services and meet current technology standards and are adequate to support the discipline. (NEASC 8.1)
  V.2b. Facilities and instructional support services are adequate and easily accessible for discipline faculty and students.

General Purpose Classrooms at the college are all equipped with a DVD/CD player, LCD projector, document camera and a computer, which has access to the internet. This is the minimum standard for classrooms. Certain specialized classrooms and labs have standardized designs to support learning and teaching

V .3 Information/Educational Technology Resources and Systems
  V.3a. Information technology resources support disciplines at the appropriate levels.

Strengths:

Challenges:

Recommendations:

STANDARD V: DISCIPLINE SUPPORT SERVICES, continued
V.4 Student Development Services
    V.4a. Student development services support student success. (NEASC 6.1)
Student Services
A wide range of co-curricular activities and services that supplement and enhance classroom instruction are made available to MCC students.

MCC's Academic Advising Center offers comprehensive academic advising to all new and current students. MCC utilizes a "shared advising" model through which students are referred to their program-specific academic advisors. All new, full-time students who declare a General Studies or Liberal Arts and Sciences concentration are assigned an academic advisor who may come from the ranks of faculty or Student Affairs. Student advising is overseen and monitored by the Academic Advising Council, composed of volunteer faculty advisors, counselors, program coordinators, and division directors. About midway through each semester the Academic Advising Council sponsors Academic Advising Weeks. During this month-long period, students are notified to contact their academic advisors to discuss course selection for the upcoming semester. Faculty and staff who volunteer as advisors are also given a list of assigned advisees along with contact information. This key advising activity is publicized on MCC's website and Facebook account, on digital signage on campus, in the school newspaper, *The Live Wire*, and on MCC's radio station, ICE Radio.

All new students are required to attend a **New Student Group Advising Seminar** before registering for classes. These seminars, led by a counselor, review important features of the MCC catalog and College policies, point out the availability of support services, and emphasize the importance of attending a New Student Orientation (NSO). Following the group seminar, new students utilize MCC's website to search, register, and pay for courses. Students are also required to complete the Advising Profile/Survey Form before leaving this initial seminar.

In addition to academic advising, MCC's counseling staff members in the **Academic Advising Center** also offer short-term counseling on matters of stress, anxiety, academic difficulty, and decision-making. All counselor/student contacts are confidential in compliance with the Family Educational Rights and Privacy Act (FERPA). Counselors also determine whether a referral to an outside agency is needed. Full-time counselors serve as liaisons to specified academic areas and coordinate mentoring programs, veterans' services, women's services, career planning, college transfer, and services for students with disabilities. All counselors are credentialed with a Master's Degree in counseling, student development in higher education, or a related field.

MCC's Office of International Programs assists international students with their academic, social, and cultural needs by offering information, programs, activities, and services. In addition, the director of the English as a Second Language program advises students about MCC's four levels of ESL classes, which are kept small (15 students) to better serve students and are held in a foreign language lab that allows students use of audio and video files to interact with their instructor and peers. MCC's Continuing Education program offers non-credit courses for international or ESL students, such as "Accent Reduction" and "TOEFL Preparation." In addition, the Academic Support Center provides an ESL Conversation Lab where students can practice speaking English with faculty and tutors.

The Academic Support Center (ASC) provides individual tutoring by appointment or in a walk-in Writing Center, Math Lab, and ESL Conversation Lab. ASC also coordinates eTutoring, online tutoring administered by the Connecticut Distance Learning Consortium (CTDLC). On-ground and online tutors include peers, professional staff, and faculty. Peer tutors also are embedded in some online courses. ASC's tutor-training program is certified by the College Reading and Learning Association's International Tutor Program Certification. Online success coaching also is available to MCC students through the CTDLC. In the spring of 2009, the ASC moved to a new, more visible location on campus. ASC also changed its reporting line to Academic Affairs from Student Affairs and is led by a director who reports to the Academic Dean.

MCC's Office of Transitional Programs (OTP) offers disadvantaged or under-prepared new students the opportunity to transition successfully into college through its Summer Training and Academic Retention Services (STARS), Academic Success Program workshops, and the Adults in Transition Programs (AIT). The Director of OTP also coordinates a two-credit student development lab that is a required component of English 066.

The **STARS** program is available at no cost to academically under-prepared students who are either financially disadvantaged or first-generation college students. STARS applicants write an essay and interview for the 30 seats available each summer. The program provides these students with a head start on college-level coursework and offers strategies for success. During a six-week Summer Bridge Program, students take credit courses, participate in cultural enrichment activities and skill-building workshops, and work one-on-one with OTP specialists, tutors, and counselors to develop a plan of study for the academic year. STARS is funded by State grants, which are matched by the College.

Adults in Transition (AIT) is a one-semester OTP program that provides support for non- traditional-age students who are attending college for the first time or returning after a long absence. The program offers an intensive study skills workshop (one credit) prior to the start of the semester, a semester-long course on college life (two credits), and individualized academic advising.

MCC's **Office of Minority Student Programs** provides cultural programming as well as oversight for MCC's mentoring programs, **Sister-2-Sister (S2S) and Brother-2-Brother (B2B)**. These mentoring programs were established to address institutional concerns regarding the academic success rates of Hispanic and African-American students and in response to student requests for more formal opportunities for mentoring. Volunteers from Student Affairs, faculty, and staff serve as mentors. S2S and B2B provide students with a week-long college preparation "boot camp" in summer, bi-weekly "check-in" sessions, study halls, and community activities. In addition, cohort-based, three-credit, first-year experience courses for S2S and B2B students were added during the Fall 2011 semester.

In collaboration with all support services and mentoring programs, MCC established in 2009 an **Office of Student Retention Services (SRS)** to work with students seeking reinstatement following academic probation. SRS provides students with information about academic policies and opportunities that may help ensure future academic success. SRS offers information sessions both in and out of the classroom and collaborates with other student support areas such as the Academic Support Center, Office of Transitional Programs, Brother-2- Brother/Sister-2-Sister mentoring programs, Counseling /Career

Services, Services for Students with Disabilities, and Academic Advising.

MCC is also committed to ensuring equal access and opportunities for academic success to students with disabilities in accordance with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. This service provides accommodations such as readers, proctors and scribes, adaptive equipment, etc. (see *Student Handbook* and **Services for Students with Disabilities**: Policies and Procedures Manual for Students).

MCC also offers a comprehensive financial aid program of grants, loans, work-study stipends, and scholarships to qualifying students and encourages all students to apply early. Eligibility criteria are clearly indicated in the College catalog and enrollment guide and on MCC's website, along with information on the application process, deadlines, disbursement of financial aid, etc. Additionally, students who apply for student loans meet with a financial aid counselor to discuss other options and the ramifications of incurring debt.

The College recently instituted a comprehensive **Veterans Service Program**, which includes the Veterans Affairs Support Team (VAST), the Veterans Advisory Committee (VAC), and the Veterans O.A.S.I.S. (Operation Academic Support for Incoming Service Members). Staff members from Counseling, Career Services, Financial Aid, Admissions, and Academic Support collaborate to ensure that appropriate support services for veterans are in place. Twice a year veterans are offered specialized academic advising and tutoring through Veterans Advising Week. Approximately 72 veterans took advantage of this opportunity during the Fall 2011 semester. The College has formed partnerships with the Hartford Vet Center, the VA Healthcare Outreach Team, and the Connecticut Department of Labor-Veterans Division. The College also allocated dedicated veteran social and programming space, called Veterans O.A.S.I.S., during the Spring 2010 semester.

MCC Career Services provides workshops on career planning and job search skills, and sponsors job fairs and career panels. The office also administers a statewide, online job board, coordinates on-campus recruitment, and brings nationally recognized speakers to the College to address career development and job search strategies. These programs and services are available to students, alumni, and community members.

Further assistance is offered through a wide range of web, fax, and phone services for online as well as on-campus students. Online resources enable students to carry out admissions and registration activities, pay tuition and fees, request transcripts, contact financial aid, consult course schedules at all 12 Connecticut community colleges, and view grades. Online resources also enable students to utilize library resources, contact faculty and advisors, access tutoring services, complete course evaluations, and vote for student government officers. Technical support is available to students through MCC's Educational & Distance Learning Department, the Connecticut Community College System's 24/7 Online Support Center, and the MCC Help Desk.

MCC also supports students' safety and wellness. MCC Campus Police ensure the safety of all members of the campus community through professional police service, active crime prevention, and proactive patrols that are responsive and respectful (see *Student Handbook*). MCC's Threat Assessment and

Behavioral Intervention (TABI) group meets regularly to ensure that the campus provides a safe and civil environment. Annual crime statistics are reported in the "Annual Security Report," which is available to the public on the College website. The **College's Athletics and Fitness** department provides enrichment of the physical, mental, and social lives of students and community members through physical activity and intercollegiate competition. MCC is a National Junior College Athletic Association (NJCAA) Division III Region XXI school offering nationally competitive programs in men's soccer, women's soccer, and women's basketball. Athletics and Fitness also operates MCC's Fitness Center, open to the College community and the public, which offers intramural and recreational programs, as well as various health and wellness activities.

The *Student Handbook* provides information on student rights and privacy and also outlines the process by which students may file grievances. The College abides by item 5.7 in Notification of Rights Under the Family Educational Rights Privacy Act (FERPA) as it pertains to student records and privacy. MCC student records are only given out or copied by student request.

V.5 Advisory Committee
    V.5a. Department/discipline Advisory committee membership reflects diversity of the community.

V.5 Advisory Committee
    V.5b. Discipline Advisory Committee meets at least once a year, maintains written minutes in appropriate format reflecting industry involvement, advises on curriculum matters and encourages opportunities for increasing underrepresented populations in the discipline.

Discipline Support Services Summary:
Strengths:

Challenges:

Recommendations:
(Note: any recommendations should be included in final Action Plan)

Appendix: Advisory Committee Membership (if applicable)