Telling Our Story

MANCHESTER COMMUNITY COLLEGE
NEASC Interim Report

Published February 2017

Table of Contents

MCC NEASC Interim Report

Appendix

Introduction

Immediately after receiving the Commission's letter dated September 15, 2015, the College formed a steering committee to oversee the completion of this report.

The first steps were the creation of a project management plan and to send a delegation (David Nielsen and Catherine Seaver) to the Commission's orientation workshop. In February 2016, lead writers Lisa Sandoval and Rae Strickland joined the steering committee.

When the new standards became available, the College formed work groups with cross-campus representation to investigate each standard and area of emphasis and gather information and data for the report. This process took place during the Spring 2016 semester. At the end of that semester, Catherine Seaver accepted a position at another institution and Marcia Jehnings was named interim Dean of Academic Affairs and assumed Catherine's role on the steering committee. The writers began the work of organizing the data, outlining the areas of emphasis and standards and developing a theme and outline for the Reflective Essay. During the summer of 2016, the writers developed the outline into a draft.

In the initial "Procedures for Interim Reports" document, the description of the Reflective Essay offered three options: what students gain as a result of their education; assessment of student learning; and measures of student success, including retention and graduation. The steering committee, on advice from campus constituencies, had elected to focus on the third option for the reflective essay, and to address the first two options in the Areas of Emphasis and Standard Eight. However, in September 2016, we became aware of the new changes to the Interim Report procedure. We requested a deadline extension and a work session from the Commission, and on October 4, Vice President Tala Khudairi came to campus and provided guidance in reorganizing our report.

Names of Campus Participants

Steering Committee Membership

- Susan Barzottini, Professor of Information Systems/Technology, NEASC Liaison
- G. Duncan Harris, Dean of Student Affairs and Enrollment Management
- Marcia Jehnings, Interim Dean of Academic Affairs
- Katy Kleis-Carbone, Instructor of Criminal Justice
- David Nielsen, Director of Planning, Research and Assessment
- Catherine Seaver, Division Director, Business, Engineering and Technology
- Lisa Sandoval, Assistant Professor of English, Interim Report writer
- Rae Strickland, Professor of English, Interim Report writer

Work Groups Membership

All Steering Committee members plus:

- T.J. Barber, Director of Student Activities
- Brian Cleary, Director of the Academic Support Center

- Endia DeCordova, Dean of Institutional Advancement
- Nicole Esposito, Assistant Professor of Human Services
- Regina Ferrante, Director of Finance and Administrative Services
- Megan Finley, Instructor of Sociology
- Barry Grant, Director of Information Technology
- Jennifer Gutterman, Instructor of Computer Game Design
- Peter Harris, Director of Enrollment Management
- Robert Henderson, Director of Cooperative Education
- Martin Hart, Assistant Professor of Business and Accounting
- Deborah Herman, Director of Library and Educational Technology and Distance Learning
- Patricia Lindo, Director of Human Resources
- Pamela Mitchell, Associate Dean of Academic Affairs
- Jonathan Morris, Professor of Biology
- Christopher Paulin, Interim Division Director, Social Science, Business and Professional Careers
- Jason Scappaticci, Director, First Year and New Student Programs
- Florence Sheils, Director of Student Retention Programs
- Anita Sparrow, Registrar
- Charlene Tappan, Director of Marketing and Public Relations

President's Cabinet:

- Dr. Gena Glickman, President
- Endia DeCordova, Dean of Institutional Advancement
- Holly Foetsch, Director of Labor Relations
- Leah Glende, Manager of Affirmative Action, Diversity and Inclusion
- Melanie Haber, Dean of Continuing Education
- G. Duncan Harris, Dean of Student Affairs and Enrollment Management
- Marcia Jennings, Interim Dean of Academic Affairs
- Patricia Lindo, Director of Human Resources
- James McDowell, Dean of Administrative Services
- Sara Vincent, Executive Assistant to the President

President's Advisory Council Members:

Department Representatives

- Susan Alston, Executive Director, MCC Foundation
- Regina Ferrante, Director of Finance and Administration
- Sharale Golding, Interim Division Director, STEM
- Samantha Gonzalez, Division Director, Liberal and Creative Arts
- Barry Grant, Director of Information Technology

- Peter Harris, Director, Enrollment Management
- Mike Jordan-Reilly, Director, Public Relations
- Darlene Mancini-Brown, Director, Facilities Management and Planning
- Pamela Mitchell, Associate Dean, Academic Affairs
- David Nielsen, Director, Planning Research and Assessment
- Tory Niles-Outler, Principal, GPA
- Christopher Paulin, Interim Division Director, Social Science, Business and Professional Careers
- Charlene Tappan, Director, Marketing and Public Relations
- Nylsa Ubarri-Young, Counselor

Senate Representatives

- T.J. Barber, Chair, College Senate
- Francine Rosselli-Navarra, Chair, Academic Senate
- Shannakay Sweeney, President, Student Government
- Megan Ryan, Vice President, Student Government (alternate)

Faculty Representatives

- Stephania Davis, Associate Professor, Liberal and Creative Arts (alternate)
- Angelo Messore, Professor, Social Science, Business and Professional Careers
- Margaret Moriarty, Associate Professor, STEM

Classified Caucus Representative

- Carol Pongetti, Classified Staff Caucus

4Cs Union Chapter Representatives

- Kevin Skee, CCPs
- Carl Stafford, Faculty
- Patricia Burke, Part-timers

Institutional Overview

Access. Excellence. Relevance. Shared Understanding, Shared Responsibility, Shared Leadership – these are words and phrases that are embedded in the culture of Manchester Community College and, since its reaccreditation in 2012, MCC has had innumerable opportunities to affirm the viability of these concepts.

Manchester Community College is one of twelve community colleges in Connecticut, and a member of the Connecticut State Colleges and Universities system, which was founded in 2011. Since that time, Manchester Community College has been in a state of flux – balancing meeting the needs of students and the community on a local level with finding its place among the 17 CSCU schools.

As the second largest community college in Connecticut, MCC has had the luxury of personnel and budget resources to remain innovative and proactive. But that does not mean that fiscal pressures at the state level have not affected its programming and services. Rescissions on nearly an annual basis have required the College to evaluate each expenditure, and to creatively devise new methods of revenue generation. Throughout all this, however, MCC has remained true to its identity and to its mission.

MCC is a leader: it has vision, it is never afraid to challenge the status quo, it is first to volunteer, it embraces change, it sets the standard and is willing to share best practices. Its faculty and staff motivate students to achieve by sharing life lessons and, in turn, are inspired by those students and their stories. The College also understands that what happens outside the classroom is just as important as what goes on inside the classroom, and is committed to providing a fully-rounded educational experience.

In preparation for its first-ever capital campaign, the College had the opportunity to self-reflect on its first 50 years of existence, and to project what the next five decades could look like – to reaffirm its values and to tell its story to the community-at-large. That story – and each of the anecdotes and vignettes that support it – paint a picture of a vibrant, essential institution that cares deeply for its students and reflects the needs of the communities it serves. Response to the campaign - $14 million of the $20 million goal raised so far – demonstrates that the College's story resonates outside its walls, as well.

Recognition of MCC's delivery of quality, rigorous programming and dedication to student completion have been rewarded by the Aspen Institute, the US Department of Education and the US Department of Labor, to name a few. This recognition not only allows MCC to operate on the national stage, but it allows the benefits of such recognition – and the grant funds that often accompany it – to be used to benefit its current and future students, and to enhance the Connecticut workforce, as well.

MCC continues to look forward, while learning from its past. What will come of its next 50, 100, 150 years is unknown, but it is clear that the College has put into place the programs and practices that will ensure its continuing success.

Response to Areas Identified for Special Emphasis

1. Continuing to develop and implement a robust, College-wide system of assessing student learning and using the results for improvement.

A culture of assessment is firmly in place at the College. Since the College's last Self-Study, assessment efforts have been primarily directed toward state and system demands, especially PA 12-40 and the new Board of Regents (BOR) Transfer and Articulation Program (TAP). Over the next five years, a unification of assessment efforts is needed to create a seamless college-wide assessment program.

To avoid redundancy, this area of emphasis is addressed in full detail in the Reflective Essay.

2. Effectively managing enrollment to balance capacity with demand and addressing the impact of growth on admissions and registration, advising and financial aid.

The College formed an Enrollment Management Committee in Fall 2010 that has done extensive work in achieving a balance between the demand for services and MCC's ability to effectively meet that demand in response to Standard 2.3 (under the previous NEASC standards), cited by the Commission in its letter to President Glickman dated February 12, 2013. Since 2012, the focus of the Committee has shifted from addressing the stresses of growing enrollments to minimizing the impact of shrinking enrollments on student services while working to attract new students and retain continuing students. This new focus has led to five key initiatives: 1) reorganizing Student Affairs staff to better serve enrollment management; 2) increasing credit and non-credit enrollment; 3) improving our students' first year experience and outcomes; 4) developing an academic advising plan that will result in more students meeting their educational goals; and 5) investing in holistic student support and retention services. Our Enrollment Management Plan is aligned with our Strategic Plan and with the College's Mission Statement. The Enrollment Management Plan and the Strategic Plan are available on the College web site and linked in the Data First forms.

In order to best meet these initiatives and to address Standard 3.8 (previous NEASC standards), the Enrollment Management Committee spearheaded an extensive reorganization and cross-training program within the College's Student Affairs Division to ensure that personnel can best meet our students' needs. These efforts included the development of Enrollment Services Coordinators (ESCs) who are cross-trained in the areas of admissions, registration and financial aid to increase staffing in those areas on an as-needed basis. The College also has increased the use of automated calls to contact students regarding admissions, registration, advising, testing and tuition payments. The College aligned our enrollment management activities and calendar with the marketing and communications plans and aligned ESCs with the Bursar's Office to facilitate the enrollment process. The College also relocated all staff who provide services for new students, including testing, the First-Year Experience (FYE), and New Student Advising to one campus location, providing a "one-stop-shop" for students at the start of their MCC experience. Finally, the College has invested in new software (Symplicity and DegreeWorks) to streamline enrollment practices. The College will begin implementation of both technologies in the Spring 2017 semester.

The College's goal is to stabilize and/or increase enrollment in both credit and non-credit courses. In order to achieve this, the College implemented the following activities responding to student demands in a cost-effective manner and to better meet Standard 4.10 (previous NEASC standards):

- The Enrollment Management Committee and the Division Directors cooperated to create strategic academic schedules. In Fall 2015 and Fall 2016, for example, the College decreased the number of sections offered while increasing seat limits.
- The College implemented an Acceptance Day for new students during the Spring 2016 semester. Over 350 students and their parents attended the program. Similarly, the College overhauled its Open House and Guidance Breakfast programs to better meet

community need. The College has added free information sessions about many of our programs as well.

- The College is partnering with the Career Beginnings and Hartford Scholars Programs to track student enrollment/matriculation.
- The College is targeting online marketing directly to students, while maintaining traditional marketing vehicles to engage the community and stakeholders. In conjunction with the launch of the new website, the College has also invested in a re-branding campaign.
- The Enrollment Management Committee has offset the cost of running regular session classes by growing enrollment through the Continuing Education credit extension fund. Credit Extension fees increased from $2.1 million in FY 2011 to $2.9 million in FY 2015, an increase of 38 percent. A portion of the increase is attributable to a 15 percent increase in the per credit fee from the period FY 2011 to FY 2015. The remaining increase is related to substantial growth in enrollment in the credit extension program, specifically in the summer session and winter intersession.
- The College has also won several grants including a Hartford Foundation for Public Giving grant to support the medical office courses. The grant funds a non-credit Medical Office Certificate that students can then apply for up to six credits at MCC once they complete the courses. The College was also awarded a Trade Adjustment Assistance Community College and Career Training grant to implement Conventional Precision Manufacturing and Computer-Aided Manufacturing programs (Connecticut Advanced Manufacturing Initiative – CAMI) through the hybrid of the non-credit certificate program and the credit program under Academic Affairs. The College also collaborated with Capital Workforce Partners on the State of Connecticut Second Chance Grant for the Pre-Manufacturing program.

As a result of these initiatives, credit headcount decreases were minimized. Annual enrollment in distance learning courses has increased each of the past five years.
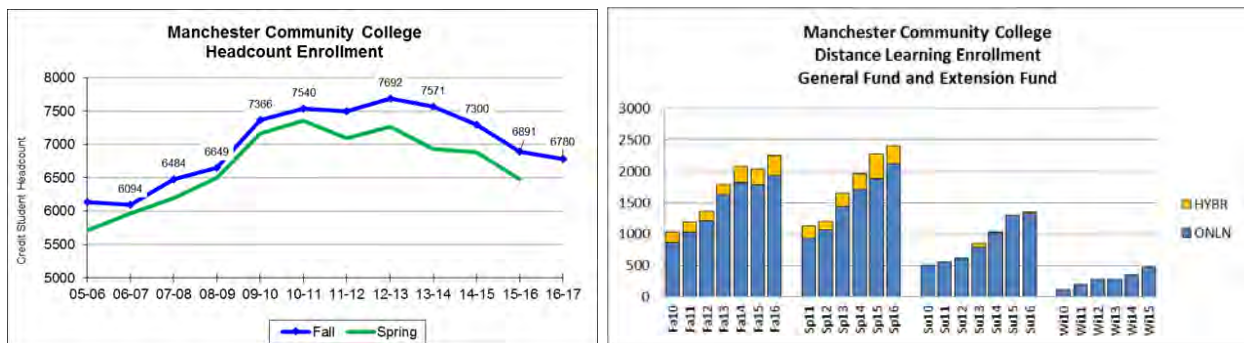
As of Spring 2016, enrollment in non-credit personal development courses has increased while workforce development enrollment decreased. Enrollment trends are detailed in the Standard Four Data First form and the MCC Fact Book available through the College web site.

Another focus of the Enrollment Management Committee has been the improvement of our students' first year experience and outcomes. During the Fall 2013 semester, the College launched a learning community initiative called the FIRST program (Foundations in Retention,

Success and Transition). In this program, first-time, full-time students are grouped into cohorts based on English placement and are provided with student service support. Two FIRST advisors/coordinators have been hired to provide oversight for students participating in the program. Students are recruited for the program from the pool of incoming new students for the fall semester. Students who desire to participate in the program attend a mandatory extended orientation that occurs in August. In Fall 2016, four themed FIRST cohorts in the areas of Business, Criminal Justice, Hospitality and Allied Health are being offered.

The College also reengineered our New Student Advising program to meet the unique needs of incoming students and to incorporate guided pathways theory. In part, as a result of restructuring, the College has experienced double digit increases in the numbers of new students registered as compared to similar timeframes last year.

Financially, the College worked with the MCC Foundation to provide increased funding to support academic success and retention initiatives. The MCC Foundation agreed to provide financial support for a retention micro-grant program. Funding for Fall 2016 was allocated to incoming first semester students with unmet financial need. Grants were also made to returning students who had promising GPAs but had not reenrolled for financial reasons. These students signed an agreement to receive the grant and participated in a financial literacy workshop with customized payment plans.

The Enrollment Management Committee also supports the development of academic advising plans that will result in more students meeting their educational goals. Counselors have been embedded in each academic division to coordinate advising efforts between departments and the counseling staff. These counseling liaisons worked with departmental faculty to send customized progress letters to all students. Content of the letters was tailored based on student academic performance - high performance, average performance, low/endanger of failing performance. Funding for advising initiatives such as Guided Pathways and the Roadmap (discussed in Area of Special Emphasis 4) will be expanded using TRIO-SSS grant funds.

Lastly, the Enrollment Management Committee has helped develop holistic student support and retention services, supporting Standard 6.11 (previous NEASC standards). These include services such as a Food Pantry, a Career Clothing Closet, financial literacy programs, a financial aid tool-kit, the Veterans mentoring program, Community Health Resources, the Aurora Program for women in prison, and YWCA Career Pathway Partnerships. The College has initiated a Second Chance program with prison inmates using Pell funding to attend college. The College has also participated in plenary meetings and a transportation study with CT Transit in hopes of identifying a means to reduce the financial burden on students accessing bus transportation.

3. Ensuring a sufficient number of full-time faculty to support the academic programs and providing appropriate opportunities for their professional development.

Although academic excellence is the first prong of the College's mission statement and improving the ratio of full- to part-time faculty is one of the College's strategic goals, real gains in the full-time faculty ranks continue to be elusive. However, the College meets Standard 5.3

(under the previous NEASC standards) cited by the commission in its letter to President Glickman dated February 12, 2013.

Although The State of Connecticut has issued several hiring freezes over the past five years, MCC has been able to fill some critical positions. In Fall 2015, the percentage of full-time faculty was at its highest point in ten years, and in the last five years we have hired 28 new full-time faculty members, resulting in a net gain. Please see the Standard 6 Data First form.

The percentage of institutional workload taught by full-time faculty had increased to 37% in both Fall 2014 and 2015, but decreased to 35% in Fall 2016. Enrollment management strategies, including increased class sizes, have resulted in fewer sections and the full-time faculty teaching a larger share of the instructional workload.

**Manchester Community College
Instructional Workload by Faculty Status**

	Fa10	Fa11	Fa12	Fa13	Fa14	Fa15	Fa16
PT	58%	60%	59%	58%	56%	56%	57%
FT	34%	33%	34%	35%	37%	37%	35%
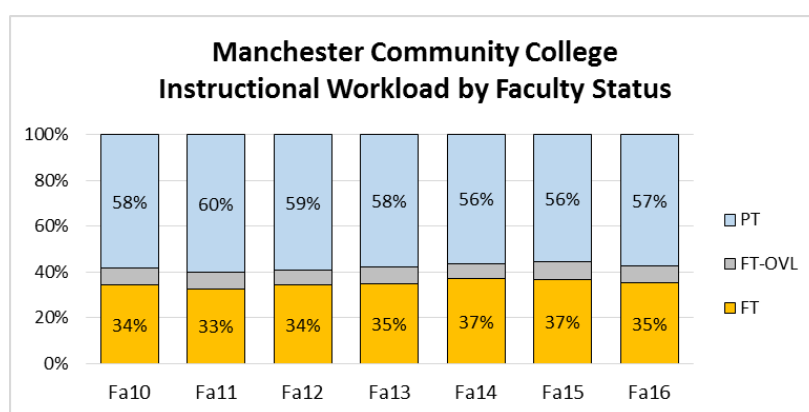
However, fifteen positions, including seven faculty positions, were unfilled as of Fall 2016. Currently, the College is in the process of searching for three full time tenure track faculty positions (biology, economics, and fine arts) to be hired for Spring 2017 or Fall 2018.

In response to Standard 5.13 (previous standards), the College provides professional development for all faculty, full- and part-time. Professional development funds provide opportunities for faculty and staff to participate in courses (credit or non-credit), workshops, seminars, conferences, and other educational activities which are job-related and which relate to the mission of the College.

The College also provides free professional development offered on campus through The Center for Teaching (CFT). These free, on-campus activities include:

- A Teachers' Café held each semester that includes presentations and workshops on classroom issues;
- Monthly workshops and discussions of case studies;
- The Narrative Teaching Program: an ongoing program focusing on the use of journaling to reflect on and improve teaching;
- The Teachers' Bureau: a program that allows faculty to learn from one another through mutual classroom visits and feedback;

- A luncheon or dinner with a featured speaker of interest to both faculty and staff held each semester;
- A mini-grant program through which departments and programs, as well as individual faculty, can apply for funds to sponsor events which will contribute to the professional development of faculty.

The Library and the Office of Distance Learning also offer free on-campus workshops and presentations for faculty throughout the year. These presentations often focus on newly available online resources such as Open Educational Resources and Library subscriptions to data services, as well as technical training in classroom technology.

MCC faculty also have access to professional development at the system level. For example, in addition to the on-campus activities offered by the local chapter of CFT, MCC faculty have free professional development opportunities involving all 12 Connecticut community colleges offered to them through the state-wide CFT organization. The BOR offers an ongoing menu of technical training workshops and webinars, and most departments are members of state or regional consortiums that offer frequent local, low-cost conferences and other professional development activities. All full-time faculty are eligible to receive $750 ($800 if presenting) in professional development funds yearly through the collective bargaining unit. Part-time faculty are eligible to receive $350 ($400 if presenting).

Manchester Community College developed and implemented its own Faculty Fellows program in Fall 2014 when the State curtailed funding for its minority mentoring program. This program provides training and mentorship to qualified minority applicants and helps them move into part-time faculty positions. Each mentee is matched with a faculty mentor and receives training about curriculum. Mentees are invited to various events on campus, including governance meetings, and they participate as a group in reading and discussing a book relevant to teaching and higher education. Each class of mentees also attends a "Community College 101" presentation.

The Fall 2015-16 cohort of Faculty Fellows included 16 mentees. Of the 16 in that cohort, five began teaching as adjunct instructors in Spring 2016. The current cohort of mentees (2016-17) has 10 mentees. When the College is able to hire full-time faculty, it expects to have a rich pool of applicants because of the professional development provided to our current adjunct instructors.

4. Strengthening advising and developmental instruction consistent with the new state requirements, to improve student graduation rates.

Advising

Although we have not yet satisfied our own goals in regard to advising, we have addressed Standard 5.19 (previous standards) as cited in the letter to President Glickman dated February 12, 2013. Since 2012, the College has invested many resources in improving advising on campus. Advising is not relegated to one office on campus, but is seen as a vital role of staff and faculty in promoting student success.

MCC's Advising and Counseling Services 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. Student advising is overseen and monitored by the Dean of Academic Affairs and Dean of Student Affairs and Enrollment Management working closely with the College Division Directors and divisional Counseling liaisons.   Midway through each semester the College sponsors Academic Advising Weeks. During this six-week period, when registration is open, 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 the names and contact information for assigned advisees. This key advising activity is publicized by classroom announcements, 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.

As reported in the NEASC Spring 2014 Progress Report, the Academic Advising Program conducted a Council for Academic Standard (CAS) program review in June 2012. In response to this self-study, significant modifications have been made to the advising program:

- The newly-created (Spring 2016) First Year and New Student Programs office is now responsible for meeting with all new students. During new student advising sessions, students receive valuable information regarding their placement, their Banner student information system accounts, registration, and first semester success strategies. Following the New Student Group Advising Seminars, students participate in a New Student Orientation that includes the following: a tour of campus and information on clubs and leadership opportunities, as well as sexual assault prevention and Title IX information. As described in the Reflective Essay, a number of first year programs provide ongoing advising and counseling to select populations of new students.

- The College has adopted an advising liaison model in which MCC's five full-time counselor-advisors are embedded in the academic divisions. These individuals work closely with the division directors, program coordinators, and faculty in these areas to ensure all students have the advising and counseling services they need.

- Improvements to the advising training program have been implemented including one-on-one and group training formats.   Training modules for faculty working with specialized student populations have been developed; modules include veterans, students experiencing academic difficulties, transferring students, and General Studies and Liberal Arts students.
- In Fall 2014, the College developed and implemented a Student Roadmap, funded by a grant from AACU, a visual timeline that highlights academic milestones for students. The Roadmap also provides contact information for offices and services that assist with each milestone. The College distributes the Roadmap to incoming students and displays this visual tool on posters and murals throughout the campus. The Roadmap was recently featured by the on the AACU website (http://www.aacu.org/aacu_news/aacunews14/september14/feature).
- The College has acquired an advising software platform called Symplicity and is currently in the process of customizing the product with the vendor. Symplicity/Insight is

a software package that allows institutions to effectively track advising activities for individual students. The system allows for the integration of electronic notes, appointment scheduling, recordkeeping, and general student announcements. Furthermore, Accommodate, a module of Symplicity designed for disabilities services, will be added and will allow the College to track and support this group of students. The College will use the system to track advising sessions; share advising notes; communicate with our advisees and run timely reports. The College began using the system during the Fall 2016 semester with full implementation in Spring 2017; three other Connecticut community colleges are currently using this program.

Developmental Education

The College's developmental program has undergone significant changes since the last self-study and these changes address Standards 6.4 and 6.5 (previous standards). Assessment related to developmental education is discussed in the Reflective Essay.

In 2012, the Connecticut Legislature enacted PA 12-40, a law restricting the ways in which developmental education can be offered to students. To address the legislation while continuing to serve the needs of students at MCC, the English and Math Departments use the results of assessment to develop new developmental courses, eliminating course sequences that had previously been provided for multiple-semester remediation. Now, students undergo thorough assessment when entering the College, where abilities in math, reading and writing are assessed with multiple measures including Accuplacer, SAT scores, and a challenge essay for English placement. These measures are being incorporated across the twelve community colleges.

Before the enactment of the legislation, students with very low levels of English and math proficiency were placed in classes that had similar curriculum to adult education courses. These students had few other options because adult education courses were not offered to students with high school diplomas. However, these students often needed more than one semester of remedial work in order to attempt college classes, and requiring more than one semester of remediation was now prohibited by law.

In order to remain committed to our value of access and to address the concerns of standard 6.8 (previous standards), the College used the results of assessment and developed an innovative program in cooperation with area adult education providers called Smart Start. Smart Start is a non-credit, free-of-charge bridge program designed to enhance students' basic reading, writing, math, and college-readiness skills and to help students transition to developmental and college-level courses. The program accommodates up to 34 students.

Enrolled MCC students qualify for the program if their Accuplacer scores do not meet the requirements for placement in MCC's developmental or college-level courses. Students with learning or physical disabilities are also evaluated and recommended for the program. Students with disabilities are given added support through a part-time disabilities specialist.

During the 12-week program, students attend three courses each week (three hours of English and math and one-and-a-half hours of basic skills). The courses include the following:

- English: The English course is designed to improve a student's reading and writing ability and to review basic grammar and punctuation rules. The course is taught by a qualified English instructor. In addition, during class time, a professional academic coach provides one-on-one support to students who need extra assistance.
- Math: The math component is structured to improve a student's arithmetic and algebraic problem-solving skills. Students are required to complete an 11-week online course called ALEKS Self-Study. While the course is designed to be completed independently, students in the Smart Start program benefit from attending a three-hour math lab each week. The math lab is staffed by one professional instructor and one peer tutor.
- Basic Skills: In this course, students are introduced to the college environment. To prepare them for college success, students learn and practice basic computer and time management skills. In addition, students are encouraged to explore their interests and career plans and to create a clear plan for how they will acquire the skills they will need to achieve their goals.

After replacing the lowest-level remedial classes with the Smart Start program, the College utilized the results of assessment and redesigned the higher level developmental courses with an eye to helping students become college-ready in a single semester. Students needing math remediation have the option of a self-paced, self-study program (ALEKS) or one of two developmental math courses, depending on student level of proficiency. Students needing reading or writing remediation also have more options. Rather than having to proceed through a sequence of courses, students with the lowest scores take English 096, a 6-hour course, while students with higher scores are placed in English 093, a 3-hour course. Although the classes differ in duration and design, English 096 and English 093 have the same learning outcomes, allowing students to enter English 101 after successful completion.

The College also offers credit bearing courses with embedded support for students scoring just below college level courses. MAT 139 and ENG 101 M award three college credits, but with the additional embedded tutoring, MAT 139 is four semester hours, and ENG 101 M is 4.5 semester hours. Assessment projects suggest that this embedded model has considerable promise to help students persist.

The English as a Second Language program was also recently revised to better serve students. The goals of all of these curriculum changes are to provide successful remediation within a semester of entering college.

Enrollment data for developmental courses can be found in the Standard 5 Data First form and in several MCC internal reports.

5. Maintaining financial stability while preserving the quality of the academic programs and services provided.

Manchester Community College continues to maintain a balanced budget and to provide excellent academic programs and services (as described in Standard 6 and the Reflective Essay) to our students and our community despite decreasing enrollment and state funding cuts. Our financial resources are described in the Standard 7 Data First form.

To address financial Standards 9.1 and 9.2 (previous standards), the College has relied on careful and consistent short- and long-term strategic planning, which is detailed in Standard 2. The long-range and operational plans are reviewed annually. The College's practices of documenting planning are evolving since the Strategic Plan is used as a communication tool. Updates to objectives are made annually; updates to tactics and accomplishments are made three times each academic year.

The College's response to financial constraints has been three-fold: 1) to stabilize enrollment, 2) to economize and streamline current resources, and 3) to look for additional funding. Enrollment management has been discussed above in the response to Special Emphasis Area 2. Further information about financial planning is provided in Standard 2. Please see Standard 7 for more information.

To better assist students, the College introduced online installment plans in July 2014. E-billing was implemented for the Fall 2016 semester. These System Office initiatives save staff time, printing and mailing costs. They also provide a valuable convenience to our students.

The College also hired an Acquisitions Manager in October 2012 to oversee and streamline the purchasing and contracting process. The Acquisitions Manager and her staff work closely with end users on the procurement of equipment, goods and services. Purchasing staff obtains quotes, researches the availability of contracts, and will author a contract, if necessary. The Acquisitions Manager ensures that all state guidelines are adhered to and protocols are followed.

The College completed an Energy Study in April 2012 and was able to implement cost-saving improvements. The System Office also conducted an energy audit, completed in Spring 2016, for all 17 state institutions. Based on this audit the College will be installing solar panels. The project start date is Spring 2017. These initiatives make a sustainable impact and further the College's push to be a greener campus.

A key savings measure has been the decision to refill only critical positions vacated by retirements and to reallocate positions to support academic initiatives. In FY 2017 the College anticipates savings of approximately $1.1 million as a result of holding positions vacant or deferring the hiring of these positions. Likewise, the College is reallocating existing resources to support new program growth. The Dental Assistant Program was added in FY 2013 and Radiography and Radiation Therapy were added in FY 2015. The College funded these new programs with existing resources. Purchases of equipment for these programs were made with state bond funds and philanthropic support.

In FY 2013 and FY 2014 the College received $4 million in bond funds for the purchase of capital equipment and for system technology initiatives. To date, $3.9 million has been encumbered or expended on replacement equipment, academic and IT initiatives, new operating equipment, technology upgrades and safety initiatives. The Dean of Administrative Affairs worked with other administrators and Division Directors to ensure that strategic initiatives received appropriate funding. The College also received an additional $974,000 in bond funds for deferred maintenance projects and system upgrades.

The College continues to look for additional resources. In FY 2015 the College submitted a grant inventory to the System Office that included all the grants awarded and the grants anticipated to be awarded. MCC has 37 grants totaling $20.8 million. The College has earned several federal grants in the past five years, including:

- CT Health and Life Sciences Career Initiative (HL-SCI) from the US Department of Labor
- Student Support Services (TRIO-SSS) from the US Department of Education
- CT Advanced Manufacturing Initiative (CAMI) from the US Department of Labor

The CAMI grant allowed the College to significantly renovate the current manufacturing labs and provide additional lab space with state-of-the-art equipment.

The College also continues to advocate for a change in the Connecticut State Colleges and Universities (CSCU) resource funding formula. Effective FY 2015, the funding formula was changed, providing some relief to the College's budget. The funding formula incorporates several factors which include total building square footage and FTEs. This change has significantly reduced the amount of tuition funds transferred from the College to the System Office. In FY 2014 the College transferred $4.1 million to the System Office; in FY 2015 the College transferred $1.2 million, a reduction of $2.9 million.

The MCC Foundation began a $14 million capital campaign in 2012 to support one-time program and academic initiatives such as:

- Expanding the Institute for Community Engagement and Outreach
- Building new labs for the engineering and technology programs
- Building new labs for Radiography and Radiation Therapy Programs
- Enhancing and upgrading culinary arts equipment
- Developing community arts and entrepreneurship programs
- Enhancing the Library
- Awarding student scholarships

The capital campaign met its original $14 million fundraising goal by mid-2016, prompting an increase of the goal to $20 million by 2020. As of November 2016, the total raised towards Campaign 2020 is $14,250,000.

6. Implementing the new College website.

The College launched our new website in October 2014 after a rigorous process of review and testing. MCC restructured the website to provide smoother navigation for users, especially student and community users. The site features responsive web design (the website layout adapts to the screen size of any device) as well as consistent and enhanced visual branding.

Most important, the College developed the new website in WordPress, an industry standard content management system that provides a simplified process for employees to manage web content, while keeping the user experience safe and secure, and streamlining overhead in

maintenance. MCC web content ownership is decentralized; individual departments, our content experts, are responsible for reviewing and updating web content. The Marketing Department maintains up-to-date, top layer content, such as the College's home page and Events Calendar, and works with individual departments and programs to review their dynamic content on a weekly basis and their static content on a bi-annual basis.

The College maintains up-to-date web versions of our Catalog, Enrollment Guide, Student Handbook, and program and departmental brochures. The Marketing Department maintains thorough quality control of MCC printed and electronic publications by comparing documents to each other, to the College's canon documents, to the editorial style guide, and to best practices.

 The College is committed to providing a full menu of services and opportunities through our website. Links can be found on the Standard Nine Data First form.

Although we have made progress since 2012, the website redesign is still a work in progress. In particular, the College has not yet evaluated the changes that have been made to meet NEASC standard 10.14 (previous standards).

7. Update on the College's success in assuring that its dual enrollment programs are offered in a manner consistent with the policy on dual enrollment programs.

Manchester Community College has a large and highly participatory dual enrollment program, the College Career Pathways (CCP) program, serving 15 high schools. During the 2014-2015 academic year, the College served 1,492 unique students in 1,996 seats and awarded 6,509 credits through this program. In 2015-2016 the College served 1,964 unique students in 2,064 seats and awarded 6,879 credits. Program and enrollment data can be found in Standard 3 Data First form.

The College and the College Career Pathways Consortium have been the recognized leaders in the CCP program and dual enrollment practices in Connecticut for several years. Since the development of the NEASC policy on dual enrollment in March 2014, the College has made substantive improvements to meet or exceed all the NEASC standards related to dual enrollment. Below are brief descriptions of the items that are factors in NEASC compliance with the Policy on Dual Enrollment Programs:

1. **Mission and Purposes**: The CCP program aims to provide high school students from the greater Hartford metropolitan region the opportunity to earn college credit by means of a high quality academic experience in the high school equal to that of the college classroom. The program gives students firsthand experience with the high academic standards and increased workload typical of college education, and requires students to exhibit the personal responsibility to be successful in college study. It provides teachers with ongoing, college-based professional development workshops that are directly related to the content, pedagogy and assessment of the MCC courses they teach; and it strengthens curricular, instructional and professional ties between partner high schools and the College. This program aligns with the College's mission to advance academic and personal growth of students and faculty "by providing comprehensive, innovative

and affordable learning opportunities to diverse populations" through the high schools served by CCP.

2. **Planning and Evaluation:** The CCP program receives oversight from the Dean of Academic Affairs, the BOR and the Connecticut State Department of Education (CSDE). The CCP program provides quantitative and qualitative reports that include program assessments and strategic planning for evaluation. In addition, each year a team of administrators and staff at the College meet to establish program priorities and make programmatic and grant allocation decisions.

3. **Organization and Governance:** The program is administered at the College by a 30-hour per week CCP Coordinator under the supervision of the Director of Cooperative Education and the Associate Dean of Academic Affairs. The program benefits greatly from enthusiastic support and participation from the administration and faculty, including faculty oversite of departmental courses.

4. **The Academic Program:** The College maintains a spreadsheet that articulates CCP courses, as well as the high school faculty at each participating institution who have been certified to teach these courses.

   The learning outcomes and the level of proficiency with informational resources required for all courses, regardless if they are taught at our main campus or through the CCP program, remain consistent.

   The College has a rigorous and comprehensive structure for the approval of CCP courses. High schools must complete and submit a course outline along with text information, sample assignments, and samples of graded student work and exams. MCC faculty are compensated to review submissions and perform site visits to make assessments of the classroom methodology and facilities, and they prepare a written report including their recommendations for course articulation. The recommendations are approved by individual departments, Division Directors and the Dean of Academic Affairs, and then articulation agreements are drafted and signed by several parties at both institutions.

   Comprehensive course reviews are performed on a regular schedule every three to five years. The process is similar to the initial course review and ensures the continued alignment of content, learning outcomes and rigor. As with the new course reviews, a detailed report is prepared by the College faculty reviewer and circulated and signed by several faculty and administrators at both institutions.

   Up to 18 college credits may be earned by the end of the senior year of high school. Students have the option of matriculation into an associate degree program at MCC during their senior year of high school.

5. **Students:** Sophomores, juniors and seniors are eligible to become CCP students. Students must complete a Concurrent Enrollment High School application online within the designated time period. Application procedures and time periods are available from

the CCP Coordinator at each high school. The College and the high school partners have worked together to develop prerequisites for CCP courses that mirror those required of students in attendance at the College, using multiple measures as appropriate.

The CCP program has a withdrawal policy that also mirrors the policy in place at the College, with some adjustments that reflect the differences inherent between the institutions, such as course duration.

Most student services such as career counseling and academic advising are provided to students by the high schools where they attend concurrent enrollment courses. Enrolled students receive an ID card with their student ID number that gives them access to some campus services, notably the Library and its subscription resources. In addition to access to library services, students who participate in the concurrent enrollment program receive several recruitment e-mails and information on how to receive academic advising, placement testing and assistance with the admissions process.

Concurrent enrollment coordinators from the high schools meet on campus with program staff five times annually to ensure that policies and practices specific to student services are adequately communicated, such as the use of student plans of study.

6. **Teaching, Learning, and Scholarship:** All high school teachers must apply for approval to teach CCP courses by submitting an application, a resume and transcripts to the College. Application packages are reviewed by designated department faculty to determine if they meet the standard the College would require for an adjunct faculty member for that course.

   All teachers who are approved for CCP courses must attend a three-hour orientation session related to the mission, goals, policies, standards and expectations for teachers in the program. In addition, every teacher must attend annual discipline-specific professional development activities at the College with department faculty to review curricula, pedagogy and methodology. Designated full-time faculty at the College are also available to answer questions for high school teachers as needed.

7. **Institutional Resources:** The program is funded with Carl D. Perkins funds and a CCP grant received by the College each year channeled through the Connecticut State Department of Education (CSDE), which provides programmatic oversight.

8. **Educational Effectiveness:** The College and the CCP Consortium actively work to assess student outcomes and program effectiveness. Institutional research on postsecondary CCP students documents that students who participate in CCP perform better on several success measures including college readiness, retention and graduation.

   College faculty review assessment instruments used at the high schools in concurrent enrollment courses and examine samples of graded student work on various assignments. Annual discipline-specific professional development activities are focused on pedagogy, methodology and assessment practices, and College faculty routinely share and

sometimes require use of the assignments or exams used in campus classes. One course (MAT 138) requires a standardized test score for college credit that is administered at the College. The College monitors grade success in each course and at each high school and periodically, typically before a course review, student success in the next course in the sequence taken at the College is tracked and reviewed. All information on program assessment is shared with the College faculty and administration, as well as with the high school coordinators and teachers. The College also tracks and compares the success of concurrent enrollment students who enroll as postsecondary students at MCC on eight success measures and compares them to the peer cohort as a whole.

9. **Integrity, Transparency and Public Disclosure**: The College actively maintains a website to publish information about the program available at www.manchestercc.edu/CCP that includes multiple student resources related to the program. In addition, links to resources for parents and resources for teachers are available here.

Standards Narrative

Standard 1: Mission and Purposes

The institution's mission and purposes are appropriate to higher education, consistent with its charter or other operating authority, and implemented in a manner that complies with the Standards of the Commission on Institutions of Higher Education. The institution's mission gives direction to its activities and provides a basis for the assessment and enhancement of the institution's effectiveness.

There have been no significant changes in this standard since our 2012 Self-Study.

Manchester Community College is a mission-driven institution, whose strategic goals align with the mission. The institution continues to meet this standard as follows:

1) *The institution's mission and purposes are appropriate to higher education, consistent with its charter or other operating authority, and implemented in a manner that complies with the Standards of the Commission on Institutions of Higher Education.*

The Manchester Community College mission statement was revised and formally adopted by the College in 2008. The mission statement is published on the College web page (link found in the Standard 1 Data First Form) in the College catalog and appears on all strategic planning documents. The mission statement states:

Manchester Community College advances academic, economic, civic, personal and cultural growth by providing comprehensive, innovative and affordable learning opportunities to diverse populations. We are a learning-centered community committed to access, excellence and relevance.

This statement is at the heart of all College activities. With its focus on access, excellence and relevance, the mission provides broad direction for our curricula while also addressing the College's many important roles beyond the campus borders.

2) *The institution's mission gives direction to its activities and provides a basis for the assessment and enhancement of the institution's effectiveness.*

This interim self-study highlights the many initiatives taken by the College since the 2012 Self-Study. Each of these initiatives, like all of the decisions of the College, is inspired by and in support of the Manchester Community College mission.

Standard 2: Planning and Evaluation

The institution undertakes planning and evaluation to accomplish and improve the achievement of its mission and purposes. It identifies its planning and evaluation priorities and pursues them effectively. The institution demonstrates its success in strategic, academic, financial, and other resource planning and the evaluation of its educational effectiveness.

Significant changes since 2012:

The College has created or further developed the following planning instruments that demonstrate MCC's strategic planning and priorities:

- Long-term strategic planning cycle now timed with NEASC reports
- Enrollment Management Plan
- CSCU Accountability Report
- CSCU Transfer and Articulation Program (TAP)
- MCC Guided Pathways initiative

MCC continues to meet this standard in the following ways:

1) *The institution undertakes planning and evaluation to accomplish and improve the achievement of its mission and purposes.*

MCC's strategic planning is flexible, dynamic and evolving. There is room for new initiatives and responses to new or urgent needs. The institution plans beyond a short-term horizon, employing strategic planning that involves realistic analyses of internal and external opportunities and constraints. The results of strategic planning are implemented in all units of the institution through financial, academic, enrollment, and other supporting plans. In addition to the planning instruments listed above, the College continues to use these instruments:

- Educational and Facilities Master Plans
- State of the College Report (every fall and spring semester) addressing key strategic issues
- Academic Program Review (each program completes a self-study every 5 years)

Web links to each of these instruments are available through the MCC web page and linked to the Standard 2 Data First form.

2) It identifies its planning and evaluation priorities and pursues them effectively.

MCC systematically collects and uses data necessary to support its planning efforts and to enhance institutional effectiveness. The data itself is reported in many ways, including the MCC Fact Book and the MCC Scorecard, available on the MCC web page.

This data is used not only in long-term strategic planning but also for identifying key financial strategies to cope with declining state funding, declining tuition revenue and repeated rescissions to the budget allocation. The College maintained a balanced budget in FY 2016, while simultaneously maintaining state-of-the-art information technology and infrastructure, by actively seeking to place its needs on the legislative agenda and before the bonding commission. The College also secured several major grants. In addition, we have invested in short- and long-term facility planning, marketing and communications, public relations and philanthropy and built alternate funding sources and markets. For example, the College implemented a wayfinding project in 2015-16, which increased and improved campus signage, planned and carried out repairs to roadways and the bus loop, and advocated for bonding dollars to support design of a new building. Simultaneously, the College has curbed costs by limiting the refilling of vacant positions.

Enrollment trends and environmental factors are also used to evaluate the viability of individual academic programs. The Surgical Technology A.S., Multimedia Studies A.A., Physical Therapist Assistant A.S, Polysomnography Certificate, Supply Chain Management Certificate, Sustainable Energy Certificate and Taxation Certificate programs were eliminated for Fall 2016. In response to market demands, new programs in health care, manufacturing and technology were added.

In addition, over the past five years MCC has doubled our investment in marketing. The latest "Make an Impact" campaign uses traditional media (broadcast and cable television, radio, and print) and new media vehicles (online advertising via social media and re-targeting). Furthermore, the public relations position was upgraded from associate to director level.

Manchester Community College Foundation advances the academic, economic, and personal growth of diverse populations by finding sources of funding that will be used to assist the College in achieving its mission and goals. The College has invested in additional staffing of the institutional development team.

The Development Office has launched the College's first-ever capital campaign and donations to the College foundation are at an all-time high. As of June 2016, the Foundation has raised 70 percent of its $20 million campaign fundraising goal, due largely in part to a bequest received from the estate of Manchester resident and philanthropist, Raymond F. "Sonny" Damato. In 2016, Foundation assets total nearly $5.5 million.

The Foundation has collaborated with individuals across campus and from the College's Program Advisory Committees and the business community to set the campaign's priorities.

3) *The institution demonstrates its success in strategic, academic, financial, and other resource planning and the evaluation of its educational effectiveness.*

Data has played a key role in decisions about how to maximize the resources MCC has. The College has focused its investment in first year programs, such as Summer Training and Retention Services (STARS), Foundations in Retention, Success and Transition (FIRST), and Student Outreach for Academic Retention (SOAR), that result in better retention and graduation rates (see Reflective Essay). In addition, the College has invested in numerous collaborative programs with regional high schools, including Gear Up, bridge programs, curriculum alignment initiatives, and College and Career Pathways (see Area of Special Emphasis 7) that improve both enrollment and entering students' preparedness for college-level work. The College has also undertaken new developmental education initiatives to address retention among underprepared students and to align with new legislation (see Area of Special Emphasis 4 and the Reflective Essay).

As described in Standard 7, the College has created and is in the process of carrying out strategic plans for improving IT, facilities, landscaping (including roads and bus stops) and signage.

Standard 3: Organization and Governance

The institution has a system of governance that facilitates the accomplishment of its mission and purposes and supports institutional effectiveness and integrity. Through its organization design and governance structure, the institution creates and sustains an environment that encourages teaching, learning, service, scholarship, and where appropriate, research and creative activity. It demonstrates administrative capacity by assuring provision of support adequate for the appropriate functioning of each organizational component. The institution has sufficient independence from any other entity to be held accountable for meeting Commission's Standards for Accreditation.

Significant changes since 2012:

MCC is still in a period of adjusting to changes at both the System level and local governance and administration levels. The impact of these changes has resulted in some confusion surrounding internal and external governance processes and procedures. One example of this is the curriculum approval process for the newly created TAP degrees. This process continues to evolve between the local campuses and the System Office. The College is still learning how to best function within the larger system, but we remain staunchly committed to our unique community college mission.

In response to these external changes, the College created a Governance Task Force in Fall 2016. This task force is charged with reviewing the existing governance document, seeking feedback from the campus community, and proposing changes as appropriate.

Manchester Community College continues to meet this standard as follows:

1) *The institution has a system of governance that facilitates the accomplishment of its mission and purposes and supports institutional effectiveness and integrity.*

The College operates under a shared governance system that is described by the governance document. As mentioned in the Significant Changes section, this document is scheduled for review, and a task force was formed in Fall 2016 to begin the review process. Responsibility for governance is distributed among several standing committees. Members are elected from the faculty, staff and students by a formal, regulated process. The governance document is published on the College website and agendas and minutes of standing committees are kept in public folders on the College website.

2) *Through its organization design and governance structure, the institution creates and sustains an environment that encourages teaching, learning, service, scholarship, and where appropriate, research and creative activity.*

In addition to the standing committees that report out at monthly all-campus meetings of the Academic Senate and the College Senate, the College encourages teaching, learning, service, scholarship and research, and creative activities through a variety of means. For example, the Leadership Institute is managed by faculty and staff and provides professional development for its members as well as leadership activities for the general College community throughout the academic year.

At the end of each academic year, the College holds the June Institute, which invites faculty and staff to provide input on strategic and organizational issues facing the College. Strategic priorities are shared with all staff during Opening Day workshops at the beginning of each semester.

3) *It demonstrates administrative capacity by assuring provision of support adequate for the appropriate functioning of each organizational component.*

The 2012 self-study highlighted "severe budget constraints" that continue to impact MCC's organizational structure and hiring.   MCC has had several changes in administration during the past five years, and at times, the College has operated with an Interim Academic Dean, or with a dean covering both Academic Affairs and Student Affairs.   In addition, the BOR has continued to evolve and has had several changes to the top administration. The BOR "sets statewide tuition and student fee policies; establishes financial aid policies; reviews, licenses, and accredits academic programs; and, in collaboration with institutional stakeholders, conducts searches for and selects campus presidents. In addition to governance responsibilities, the board also holds broad responsibilities for development and coordination of statewide higher education policy"

4) *The institution has sufficient independence from any other entity to be held accountable for meeting Commission's* Standards for Accreditation*.*

Manchester Community College is a member of the Connecticut State College and University System (CSCU), which includes the State's 12 community colleges, four state universities

(Eastern, Western, Southern and Central Connecticut State Universities) and Charter Oak State College. CSCU is administered by the BOR. The BOR mission statement acknowledges the distinct mission of Community Colleges, stating:

> As part of CSCU, the 12 Connecticut community colleges share a mission to make excellent higher education and lifelong learning affordable and accessible. Through unique and comprehensive degree and certificate programs, non-credit life-long learning opportunities and job skills training programs, they advance student aspirations to earn career-oriented degrees and certificates and to pursue their further education. The Colleges nurture student learning and success to transform students and equip them to contribute to the economic, intellectual, civic, cultural and social well-being of their communities. In doing so, the Colleges support the state, its businesses and other enterprises and its citizens with a skilled, well-trained and educated workforce.

Links to the BOR governance policies and mission statement are found in the Standard 3 Data First Form.

Standard Four: The Academic Program

The institution's academic programs are consistent with and serve to fulfill its mission and purposes. The institution works systematically and effectively to plan, provide, oversee, evaluate, improve, and assure the academic quality and integrity of its academic programs and the credits and degrees awarded. The institution sets a standard of student achievement appropriate to the degree or certificate awarded and develops the systematic means to understand how and what students are learning and to use the evidence obtained to improve the academic program.

Significant changes since 2012:

- As discussed in Standard 2, enrollment and market trends have resulted in the elimination of some programs and the creation of new programs in health careers, engineering and technology.
- A new General Education core has been developed and integrated into all programs. Each course approved for the General Education core went through a certification process that included submission of a plan for assessing student learning. See the Reflective Essay for more information.
- The Transfer and Articulation Program (TAP), creating pathways between MCC and the four state universities, has been instituted in eleven programs and nine more programs are slated for articulation in the 2016-17 academic year.
- The College is in the process of developing Guided Pathways to help students navigate through their chosen curriculum and achieve their goals.
- CSCU has instituted a "normalization" process to align programs so that they do not exceed 60 credits for completion rates.

The Academic Program at Manchester Community College meets this standard as follows:

1) *The institution's academic programs are consistent with and serve to fulfill its mission and purposes.*

MCC offers associate in art and associate in science degrees in over 40 disciplines. Broad areas of study include: accounting, business, business office technology, computer information systems, computer science and technology, engineering science and industrial technology, general studies, health careers, hospitality management, human services, humanities and the liberal arts and sciences.

MCC also offers 21 programs of a shorter duration in each of the areas listed above, resulting in the awarding of certificates. The certificate programs range from 6 to 30 credits, and some may be completed in as little as one year.

These programs and certificates fulfill our mission by serving students who are seeking direct entry to the workforce after graduation as well as those who wish to transfer to baccalaureate programs. In addition, all degree programs contain a 21-credit General Education core that exposes students to the knowledge domains and methodologies of the arts and humanities, the sciences including mathematics, and the social sciences.

2) *The institution works systematically and effectively to plan, provide, oversee, evaluate, improve, and assure the academic quality and integrity of its academic programs and the credits and degrees awarded.*

The College has a number of systems in place to safeguard and continually improve the academic quality and integrity of its certificate and degree programs, beginning with the curriculum process to create courses and programs. The curriculum process is overseen by the Curriculum Committee, an elected committee of faculty and staff who report to the Academic Senate. Ultimate responsibility for curriculum rests with the Academic Dean. The Curriculum Committee also determines if courses meet the rigorous standards of General Education and TAP certification. The Standard Operating Procedure for the curriculum process and the standards for certification as a General Education course can be found through links on the College web site.

To ensure academic quality and effectiveness, programs and disciplines are required to perform a self-study once every five years. The standards for the self-study report are modeled on NEASC institutional standards. Every department also writes a yearly action plan that includes a review and update of its E-Series forms. These updated E-Series forms are stored on a server to provide easy access by Academic Affairs administration and can be found in the appendix.

Self-studies allow the programs and departments to make data-based curricular decisions and close the loop on assessment processes. For example, the most recent review in the Graphic Design and Multimedia Studies resulted in the discontinuation of the multimedia studies program as it had lost relevance in the changing digital market place. The program was replaced with upgrades to the graphic design program and major innovations to the game design program, including seven new certificate program in specialized fields of game design technology. The

2015 review of the music program led to the creation of several new courses and accreditation by the National Association of Schools of Music, and the business department self-study led to the decision to revise all business curriculum to include Business 101 and to embed advising for business students in that course.

At the individual classroom level, the College has taken steps to ensure greater consistency across course sections in all divisions by creating a syllabus template. The template contains standardized language regarding College policies such as plagiarism and Title IX. Information about this template is also in the faculty handbooks. All syllabuses for each semester are sent to the Assistant to the Academic Dean who loads them on the College's server for access by academic administration.

The College also makes use of student evaluations, but this is an area in which the College is seeking to improve. Electronic course evaluations are available for students to use for credit classes during each semester. Students receive an email regarding evaluation deadlines and instructions. Unfortunately, there is a low participation rate despite concerted efforts to entice students to complete evaluations, including offering them food for coming to a room dedicated for completion of evaluations, even when volunteers stood outside the room inviting students in. Many faculty do their own course evaluations on paper outside of the electronic evaluation system.

3) *The institution sets a standard of student achievement appropriate to the degree or certificate awarded and develops the systematic means to understand how and what students are learning and to use the evidence obtained to improve the academic program.*

Since its last NEASC report, the College has broadened and strengthened its assessment of student learning through the implementation of systematic assessment tools. These assessment activities are described in the Reflective Essay.

In 2014, Manchester Community College was recognized by the Aspen Institute as being one of the top 150 community colleges nationwide (Aspen Prize Overview). Additionally, a team from the Aspen Institute and the Community College Research Center (CCRC) visited in 2015 to interview faculty, staff and students to learn more about the high success rate of MCC students after they transfer to baccalaureate institutions.

Standard Five: Students

Consistent with its mission, the institution sets and achieves realistic goals to enroll students who are broadly representative of the population the institution wishes to serve. The institution addresses its own goals for the achievement of diversity among its students and provides a safe environment that fosters the intellectual and personal development of its students. It endeavors to ensure the success of its students, offering the resources and services that provide them the opportunity to achieve the goals of their educational program as specified in institutional publications. The institution's interactions with students and prospective students are characterized by integrity.

There have been no significant changes since 2012.

Manchester Community College continues to meet this standard in the following ways:

1) *Consistent with its mission, the institution sets and achieves realistic goals to enroll students who are broadly representative of the population the institution wishes to serve.*

MCC admits students who meet the admissions requirements and who are college-ready or who require remedial or developmental studies to fortify their readiness for college-level coursework.

Demographically speaking:

- 48 percent of the credit students come from the primary service area of Andover, Bolton, Columbia, Coventry, East Hartford, Glastonbury, Hebron, Manchester, Mansfield/Storrs, Marlborough, South Windsor, Tolland, Union, Vernon/Rockville and Willington.
- Fall 2016 enrollment was 6,780 students (credit-only head count); 3,865 (full-time equivalent).
- The average student age is 25.
- 53 percent of students are women.
- 36 percent of students attend full time.
- MCC offers workforce training and skills enhancement, special advanced certifications or retraining in a new field for students who hold degrees up to and including the doctoral level.
- Approximately 43 percent of the credit students are from under-represented racial and ethnic groups.
- The Division of Continuing Education serves over 5,200 credit-free and 3,800 credit extension students each year.

Tables that further describe the student body can be found at: https://www.manchestercc.edu/wp-content/uploads/2015-16-Fact-Book.pdf and on the Standard 5 Data First forms.

2) The institution addresses its own goals for the achievement of diversity among its students and provides a safe environment that fosters the intellectual and personal development of its students.

The College is committed to ensuring equal opportunity to all members of its community and recognizes the diversity of its faculty, staff, and students as one of its most valuable assets. The College recognizes the contributions of groups during celebratory months (Hispanic Awareness, Black History, Women's, Native American History and Asian Pacific Islander) and has a month-long diversity campaign each April that culminates with a week-long celebration and festival. The College has active Diversity and Cultural Programs Committees that provide

campus diversity programming and are adequately funded to respond to diversity-related requests for funding from College community members.

The College affirms this commitment in a notice of nondiscrimination that can be found on most print materials and College webpages. It is available in English and Spanish. It reads:

> Manchester Community College does not discriminate on the basis of race, color, religious creed, age, gender, gender identity or expression, national origin, marital status, ancestry, present or past history of intellectual disability, learning disability or physical disability, veteran status, sexual orientation, genetic information or criminal record.

To ensure that all students have equal opportunity to an MCC education, the College 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, and disbursement of financial aid. As noted on the Standard 5 Data First form, MCC award over $17 million in federal financial aid each year. MCC favorably completed a financial aid audit conducted by the BOR internal auditors during the Fall 2015 semester and consistently favorably meets all state and federal reporting requirements.

MCC also files an Affirmative Action report with the Connecticut Commission on Human Rights and Opportunities (CHRO) each year, and we have passed an accessibility review.

> *3) It endeavors to ensure the success of its students, offering the resources and services that provide them the opportunity to achieve the goals of their educational program as specified in institutional publications.*

A wide range of student centered co-curricular activities and services that supplement and enhance classroom instruction are available to MCC students. Students are connected to these programs through referrals, recruiting, and a comprehensive communication plan.

Program and service offerings include MCC's Academic Advising Center. Advising, including orientation for new students, is further described in Area of Special Emphasis 4.

MCC's First-Year and New Student Programs office offers disadvantaged or under-prepared new students the opportunity to transition successfully into college through its Summer Training and Academic Retention Services (STARS) Program, the Smart Start Program, Academic Success Program workshops, the FIRST Program, and the Adults in Transition Program (AIT) Program. These programs are discussed in the Reflective Essay in more detail.

Disabilities Services helps students with disabilities to develop strategies that remove obstacles to the learning process. Ultimately, the aim of the program is to provide the same opportunity to learn all student on campus. Services include specialized advising and counseling, an array of

assistive technology, other supports, including readers and note-takers, and faculty training on specific teaching strategies for this population of students.

There are also a number of grants which assist in the area of students and special populations:

1. Grant specifically for ESL students (medical office assistant)
2. Second Chance grant for ex-offenders (pre-manufacturing)
3. SNAP Program
4. Underemployed and unemployed students (CAMI)

The College has also begun implementation of the Guided Pathways for Student Success (GPSS) Initiative. This national program is designed to improve student retention and graduation rates by creating streamlined course selection options. The College encourages our students to set academic and career goals as they begin their educational journey at MCC; then, advisors help students select courses using the Guided Pathways. Academic and Student Affairs Divisions adopted the Guided Pathways model as an organizing construct and integrated Pathways concepts into program design and workflows. Guided Pathways served as the theme of the joint Academic and Student Affairs retreat during the Spring 2016 semester. The College has created a depot of Guided Pathways program planning sheets in Blackboard, our course management system, for use in advising students. Departments have also begun to author new GPSS advising sheets that guide students towards optimal course selection and include student milestone goals. Finally, the College has reorganized the academic divisions and also created schools within those divisions to align with the seven Guided Pathways of study.

> *4) The institution's interactions with students and prospective students are characterized by integrity.*

MCC's enrollment process features a six-step process for admission, financial aid, assessment testing and registration that is promoted on the College's website, in the Enrollment Guide, in the College Catalog, and in numerous brochures/postings.

The College values student input. The Student Government Association (SGA) sends representatives to standing committees. Furthermore, all students have an opportunity to speak directly with the presidents and deans at scheduled Meet the President and Deans events, held each semester.

Integrity is further discussed in Standard 9.

Standard 6: Teaching, Learning and Scholarship

The institution supports teaching and learning through a well-qualified faculty and academic staff, who, in structures and processes appropriate to the institution, collectively ensure the quality of instruction and support for student learning. Scholarship, research, and creative activities receive support appropriate to the institution's mission. The institution's faculty has primary responsibility for advancing the institution's academic purposes through teaching, learning, and scholarship.

There have been no significant changes since our 2012 Self-Study.

Manchester Community College continues to address this standard as follows:

1) *The institution supports teaching and learning through a well-qualified faculty and academic staff, who in structures and processes appropriate to the institution, collectively ensure the quality of instruction and support for student learning.*

All faculty, full- and part-time, are required to have a minimum of a master's degree. A few exceptions have been made in certain vocational fields in which work experience gives the candidate excellent qualifications. Any exceptions are reported to and approved by the Academic Dean. As seen in Standard 6 Data First forms, about two-thirds of full-time faculty are full professors and faculty departing for other institutions is unusual.

Academic excellence is the first goal stated in the College's Strategic Plan. The goal is described as, "MCC demonstrates academic excellence and rigor in its programs and courses, and continually improves the quality of learning, teaching and student support" by addressing these three key points:

- Developing and enhancing curriculum to meet student and workforce needs
- Creating and implementing a comprehensive assessment plan
- Increasing student access to advising and support services.

While full responsibility for addressing these points is shared by a number of constituents, two governance committees are charged with ensuring the quality of instruction and support for student learning: the Academic Standards Committee and the Curriculum Committee.

The Academic Standards Committee meets monthly to consider "matters of academic standards at the College by reviewing current policies and proposals for change and standardization of academic standards, recommending new policies or modifications or deletion of existing policies, and recommending MCC input on any system-proposed standardized policies" (The Statement on College Governance). Recent projects include reviewing credit-for-prior-learning procedures and grading policies.

The Curriculum Committee also meets monthly. It is charged with the review of "all courses and curricula; receives from divisions recommendations for changes in, additions to, or withdrawals of courses and curricula; and develops and implements the processes and procedures by which all courses and curricula are reviewed" (The Statement on College Governance). The

Curriculum Committee was responsible for the integration of the new General Education Core into all programs.

2) *Scholarship, research, and creative activities receive support appropriate to the institution's mission*

MCC supports scholarship, research and creative activities through the professional development opportunities detailed in the response the Area of Special Emphasis 3. Funding is provided to all full-time and part-time faculty for professional development, and free and local professional development opportunities are provided by the College and by the Center for Teaching (CFT) on the system-wide level involving all 12 Connecticut Community Colleges. Finally, faculty are eligible to apply for sabbatical leave beginning in their sixth year of full-time service.

3) *The institution's faculty has primary responsibility for advancing the institution's academic purposes through teaching, learning, and scholarship*

The mission statement asserts, "Manchester Community College advances academic, economic, civic, personal and cultural growth by providing comprehensive, innovative and affordable learning opportunities to diverse populations. We are a learning-centered community committed to access, excellence and relevance." The role of the faculty member, whether full- or part-time, is to provide these learning opportunities in and out of the classroom.

By contract, all faculty members must:

- Prepare and teach College-approved courses, including developing syllabuses and reading lists and keeping each course complete and up-to-date;
- Maintain contact with one's academic discipline(s) or areas of assigned responsibility, the development of knowledge in one's field of specialization and the teaching/learning process;
- Participate in career development and related advising activities or special retention programs in addition to the academic and career-oriented advising required of all faculty.

Standard 7: Institutional Resources

The institution has sufficient human, financial, information, physical, and technological resources and capacity to support its mission. Through periodic evaluation, the institution demonstrates that its resources are sufficient to sustain the quality of its educational program and to support institutional improvement now and in the foreseeable future. The institution demonstrates, through verifiable internal and external evidence, its financial capacity to graduate its entering class. The institution administers its resources in an ethical manner and assures effective systems of enterprise risk management, regulatory compliance, internal controls, and contingency management.

Significant changes since 2012:

- Substantial growth in fundraising, including the launch of the College's first capital campaign, and a corresponding growth in MCC Foundation support;
- Renovation of classroom spaces to serve new programs, including new manufacturing labs with state-of-the-art equipment and a radiography lab;
- Increase in Library resources including new OER;
- Implementation of new information technology including a fully-functioning virtual desktop infrastructure (VDI), expanded wireless coverage, and improved information security.

MCC continues to address this standard as follows:

The College has established operational master plans to ensure that our resources are used wisely to sustain the quality of the educational program and to promote future institutional improvement as discussed in Standard 2. The Dean of Administrative Affairs and the Directors of Finance, Facilities and IT, through educational master planning and facilities master planning, developed a long-range budget plan for facilities expansion, capital improvements, deferred maintenance, academic equipment, operating equipment and information technology. Furthermore, the college has adopted the following budgetary principles for 2016-17:

- Maintain a balanced budget
- Grow credit enrollment and programs
- Long-term schedule planning
- Maintain state-of-the-art information technology and infrastructure
- Strong legislative relationships
- Implement energy savings initiatives
- Build a culture of philanthropy
- Limited refilling of vacant positions
- Organizational/ structural changes

Human Resources:

The College has sufficient human resources to carry out its mission. As described in Standard 2, MCC has encountered staffing challenges because of budget constraints and hiring freezes, but has proactively addressed these challenges through reorganizational strategies.

All human resource policies must meet State of Connecticut regulations for fair and ethical practice.

Please see the Standard 7 Data First form in the appendix for more information**.**

Financial Resources:

MCC has sufficient financial resources to carry out its mission. Despite ongoing state budget issues, the College will operate with a balanced budget for the 2016-17 academic year. As discussed in Standard 2, the College is engaged in several strategic planning initiatives to keep the institution on a steady course through these difficult times. The following charts show the College's revenue and expenses trends through FY17. As seen in the Standard 7 Data First forms, tuition revenue has decreased as enrollment has decreased.
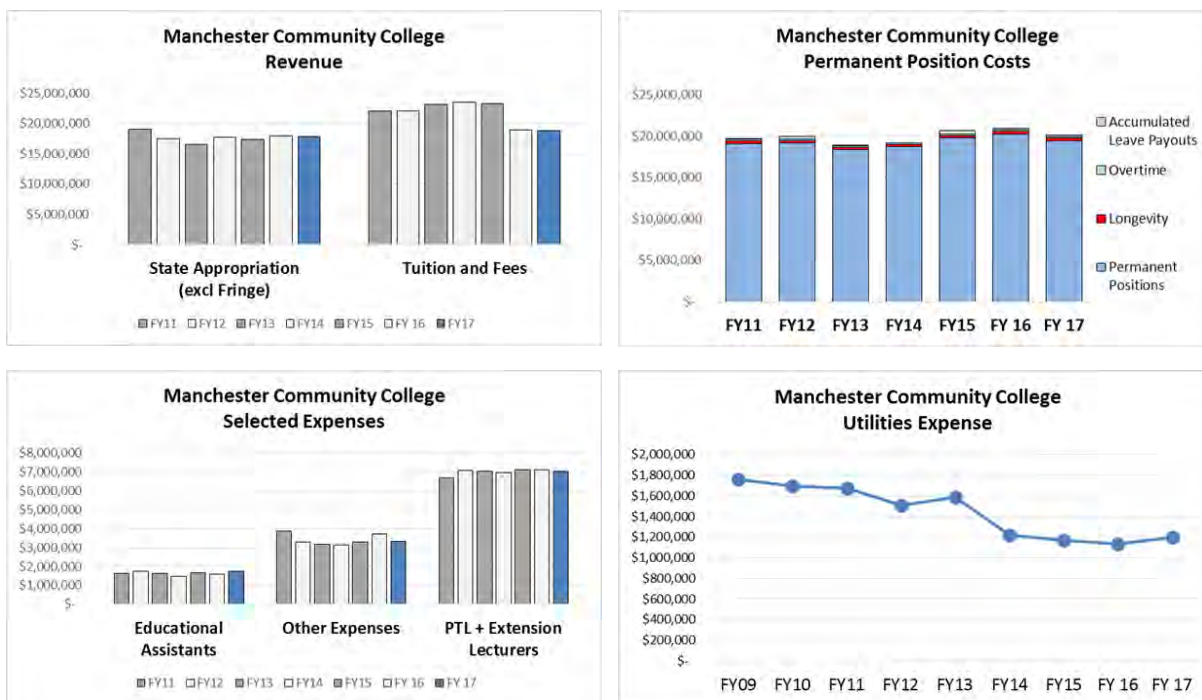
Throughout the College, departments have streamlined and economized. The Finance Office, System Office, and Purchasing Office have instituted new work initiatives to avoid repetition of tasks and to computerize processes. A 2012 campus energy audit resulted in cost-saving green initiatives.

In addition to State allocations and revenue from tuition and fees, MCC also receives support through its Foundation. The Foundation holds an endowment of approximately $2.3 million, with total assets of $5.5 million.

The Foundation supports College programs and student scholarships. As the chart below indicates, Foundation support of College programs has nearly doubled since 2012.
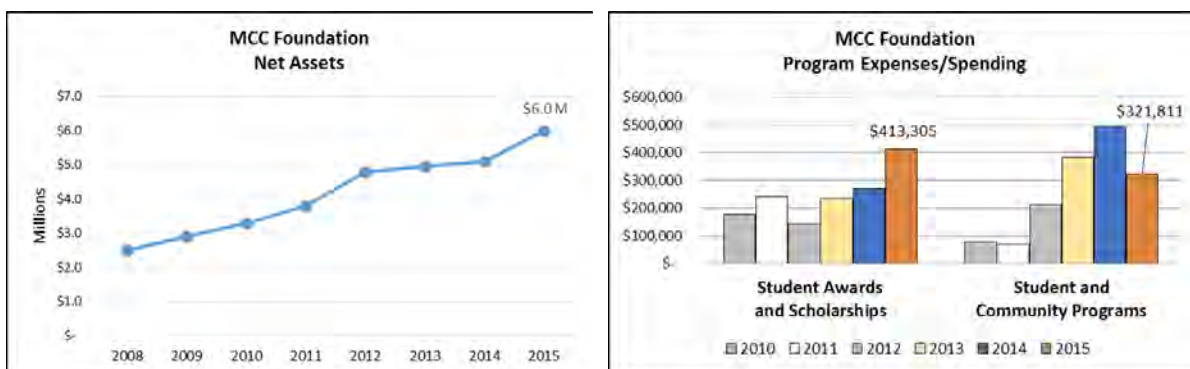
Information Resources

The College has sufficient information resources to carry out its mission. The Library is open 61 hours per week, Monday through Saturday, during the academic year. The Library subscribes to EBSCO's Academic E-book Collection that provides access to over 120,000 e-books. The Library also continues to expand subscription e-resource offerings beyond the traditional reference and abstracting/indexing databases to include more content types, such as streaming media and data sets. The Library has augmented its technology loan program to include iPads, Notebooks, and professional filmmaking kits. In January 2017, the Library will migrate to a new library management services platform shared by the 17 CSCU institutions and the Connecticut State Library. When fully implemented, the shared, cloud-based service will provide a single, easy-to-use research platform for students, faculty and staff.

Physical Resources

The College has sufficient physical resources to carry out its mission. The College has invested in facilities and technological infrastructure through the use of bond funds and has reallocated existing resources to support new program growth. Recent improvements include:

- Development of new manufacturing labs with state-of-the-art equipment in former general-purpose classrooms;
- Renovation of general-purpose classrooms to a computer lab dedicated for the Radiation Therapy program and a radiography lab;
- Improvements to parking lots and roadways and the construction of a bus shelter;
- New campus signage.

The Facilities Department maintains a Facilities Master Plan that aligns with the College's Educational Master Plan, completed in 2012. As of Fall 2016, the System Office is developing a comprehensive schedule for the review of existing plans and the funding for the preparation of new facilities master plans for all CSCU institutions. MCC is currently partnering with the System Office to update its master plan. Additionally, the College is currently implementing projects such as a bus stop/shelter project and is coordinating with the town to link bike paths with area sidewalks. The Signage master plan includes installation of door decals, interior wayfinding, interior signage, and exterior directional signposts.

Technology Resources

MCC's technological infrastructure meets the College's institutional mission and strategic priorities. MCC's Information Technology Department (IT) is responsible for almost all aspects of technology procurement and deployment, including hardware and software, and provides administrative and classroom computer support services for students, faculty and staff. The College has a high-performance network with advanced security appliances. The College partners with the Town of Manchester to provide free Internet access everywhere on campus.

Instructional delivery has been enhanced by instructor station work areas, flexible seating areas, remote supportability, and high-quality materials and workmanship. MCC has an inventory of 1,123 classroom computers, and 34 Smartboards located throughout campus. Technology-rich areas include language labs, science labs, respiratory care simulation applications, network and systems labs using virtual machine technology, advanced technology Continuing Education labs, Continuing Education mobile labs, math labs, speech classrooms, a manufacturing lab, and a culinary arts lab. Thirteen conference rooms have AV technology. Four new state of the art collaboration pods have been created in the library offering large flat panel displays, network access, and technology permitting "Bring-Your-Own-Device" collaboration, as well as installed computer systems. Enterprise license agreements (ELAs) for major software have been procured as well as aggregation and streamlining of major licensing agreements.

Standard Nine: Integrity, Transparency and Public Disclosure

The institution subscribes to and advocates high ethical standards in the management of its affairs and in its dealings with students, prospective students, faculty, staff, its governing board, external agencies and organizations, and the general public. Through its policies and practices, the institution endeavors to exemplify the values it articulates in its mission and related statements. In presenting the institution to students, prospective students, and other members of the public, the institutional website provides information that is complete, accurate, timely, readily accessible, clear, and sufficient for intended audiences to make informed decisions about the institution.

Significant changes since 2012:

- As discussed in Special Area of Emphasis 6, the College has redesigned its website.

Manchester Community College meets this standard in the following ways:

1) *The institution subscribes to and advocates high ethical standards in the management of its affairs and in its dealings with students, prospective students, faculty, staff, its governing board, external agencies and organizations, and the general public.*

MCC complies with all state and federal regulations, including financial aid mandates and the Family Educational Rights and Privacy Act (FERPA).   MCC's commitment to honesty and fairness is also demonstrated in the collective bargaining agreements; grievance procedures;

academic integrity guidelines and support; policies against harassment and workplace violence; policies in support of Affirmative Action and Equal Employment Opportunity, Title IX, Civil Rights, and ADA/Section 504 compliance. Guidelines and policies are published in the Faculty Handbook and explained during New Employee Orientation. Links to many of these are included on the Standard 9 Data First forms.

Locally, the College's Academic Standards Committee, made up of faculty and staff from across the College, regularly addresses issues involving academic rigor and integrity. MCC's expectations of students, faculty and staff are outlined in the Faculty Handbook, the Student Handbook, as well as on the 'Student Conduct' web page. Expectations of civility in the classroom appear on posters on campus, in brochures, on the College webpage and on MCC's Facebook page. Plagiarism policies and consequences, along with academic integrity policies, have been incorporated into the newly-released class syllabus template. When issues arise, Student Affairs staff act as advocates for students.

> 2) *Through its policies and practices, the institution endeavors to exemplify the values it articulates in its mission and related statements.*

MCC strives to be a transparent institution. To this end, the President holds periodic open forums of topics of campus-wide concern. Topics for recent open forums include the College budget, civility, hiring practices, shelter-in-place drills, temporary closure of the fitness center, temporary reduction of library hours and introduction of candidates for management positions. The President's communication practices also encourage transparency. In addition to an open door policy, the President sends campus-wide emails providing overviews of campus issues and makes a "State of the College" address at the beginning of every academic semester. Feedback from all these avenues have resulted in the President's office responding with Everyday Democracy activities and "Let's Talk" campus conversations on topics like race and culture and gender equity. The President also hosts informal coffee chats each month for faculty and staff to encourage one-on-one communication with her.

In Spring 2015, the student government led the "MCC Unites" celebration – a week-long event that highlighted social issues and concerns specifically regarding racial inequality in response to the events in Ferguson, MO and other current events highlighting racial injustice. In Spring 2016, the Diversity Committee launched the "MCC Speaks/MCC Listens" campaign to encourage ongoing dialogue.

> 3) *In presenting the institution to students, prospective students, and other members of the public, the institutional website provides information that is complete, accurate, timely, readily accessible, clear, and sufficient for intended audiences to make informed decisions about the institution.*

The rollout of the new website has provided the College with a much-needed tool to communicate and share information with faculty, staff, students and the community. The website changes have been detailed in the response to Area of Special Emphasis 6.

Reflective Essay on Educational Effectiveness

The institution demonstrates its effectiveness by ensuring satisfactory levels of student achievement on mission-appropriate student outcomes. Based on verifiable information, the institution understands what its students have gained as a result of their education and has useful evidence about the success of its recent graduates. This information is used for planning and improvement, resource allocation, and to inform the public about the institution. Student achievement is at a level appropriate for the degree awarded.

Manchester Community College continues to provide a wide variety of programs that support our mission to advance academic, economic, civic, cultural and personal growth.

We have implemented several initiatives that assess our educational effectiveness; these initiatives have taught us a great deal, and now we are seeing a defined assessment loop. This essay will detail our current status, review our successes and lay out plans for improvements over the next five years.

Part A: What students gain as a result of their education.

Description

As a result of their education, students gain academic and economic growth, seen primarily in their success transferring to baccalaureate institutions and/or finding employment. Above and beyond academic and economic growth, students gain heightened civic awareness, exposure to cultural experiences and opportunities for personal development.

Findings and Analysis: Academic Growth

Recent graduates are surveyed about their intention to transfer to another college or university. Almost half the respondents report they will transfer to a 4-year college:

Do you plan to attend a college or university for the coming fall semester?					
	2011-12	2012-13	2013-14	2014-15	4-Year Average
Yes, a community college	8%	10%	9%	6%	8%
Yes, a 4-year college	49%	38%	42%	48%	45%
Not sure yet	18%	23%	25%	23%	22%
No	25%	28%	24%	24%	25%
Valid Responses	242	141	173	109	665

Transfer Rates: In Fall 2011, MCC enrolled 7,499 students. By Fall 2015, four years later, 2,710 or 36 percent had enrolled at a 4-year college or university. Among MCC's Fall 2012 students, MCC data from the National Student Clearinghouse (NSC) suggests that 32 percent attended a 4-year institution by Fall 2015 (three years out); and among MCC's Fall 2013 students, 25 percent attended a 4-year institution by Fall 2015. MCC students from more recent terms have lower transfer-out rates because those students have had less time and fewer opportunities to enroll in another college.

To measure transfer rates, MCC considers all the credit students enrolled in a given term, without consideration of the number of credits earned, or their status when they entered MCC. These figures are created by combining MCC enrollment files with a single-record transfer-out data file that identifies the first and most recent 4-year institutions attended. Data files are generated using NSC data from the System Institutional Research Data Base (IRDB).
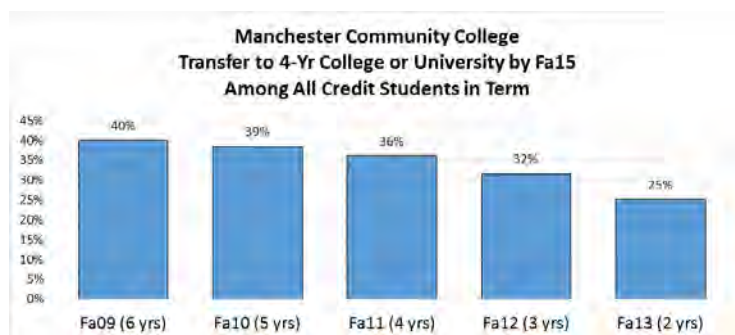
Central Connecticut State University (CCSU) was the most recent 4-year institution attended by almost 800 of MCC's Fall 2011 students, accounting for 30 percent of the most recent 4-year institutions, and nearly doubling the next most common 4-year. CCSU is followed by the University of Connecticut (UConn), Eastern Connecticut State University (ECSU) and Goodwin College.
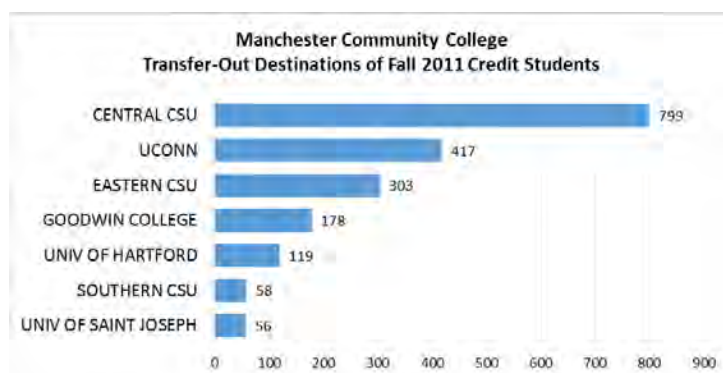
One advantage of looking at transfer-out data in this manner is that combining it with MCC student data allows the College to calculate transfer-out rates for specific academic programs. Students majoring in Liberal Arts and Sciences (LAS), Communication, Engineering and Business are among the most likely to transfer out. The table below details the transfer-out rates by selected program groups over several cohorts. One disadvantage of this measure is that it does not consider prior or subsequent enrollment at MCC, so the same student could appear in all four term columns in the table below.

% Attend 4-Year College or University During or After Credit Enrollment Term Through Fall 2015	Fa09 (6 Yrs Out)	Fa10 (5 Yrs Out)	Fa11 (4 Yrs Out)	Fa12 (3 Yrs Out)	Fa13 (2 Yrs Out)
Grand Total	40%	39%	36%	32%	25%
Liberal Arts & Sciences (NET)	49%	50%	48%	39%	32%
Music Studies (NET)	45%	36%	31%	24%	22%
Communication (NET)	44%	40%	43%	41%	29%
Early Childhood Education (NET)	43%	42%	36%	33%	22%
Accounting, Business and Paralegal (NET)	43%	41%	38%	34%	26%
Social Service (NET)	39%	38%	41%	30%	21%
Engineering, Technology and Computer Science(NET)	39%	37%	37%	32%	25%
Allied Health Careers (NET)	38%	34%	34%	24%	17%
Visual Fine Arts (NET)	36%	32%	29%	22%	20%
General Studies (NET)	36%	36%	33%	29%	22%
Environmental Science (NET)	35%	26%	43%	29%	21%
Criminal Justice (NET)	33%	32%	31%	28%	20%
Multimedia and Graphic Arts (NET)	31%	35%	31%	23%	14%
DARC (NET)	31%	32%	27%	27%	22%
Disabilities Specialist (NET)	27%	30%	34%	29%	29%
Hospitality (NET)	27%	18%	17%	11%	8%
Information Management and Technology (NET)	24%	19%	15%	15%	16%

Taking a closer look at programs with high transfer-out rates, the College sees relatively large groups of Communication students choosing ECSU, Engineering students choosing UConn, and LAS students choosing Goodwin. Faculty work closely with these 4-year institutions on curriculum alignment and articulation agreements.

	Accounting, Business & Paralegal	Communications	Engineering, Tech & Comp Sci	Liberal Arts & Sciences
Number of Fa11 Students	898	145	603	694
Number of Transfer-Out by Fa15	337	60	222	331
Four Year Out Transfer-Out Rate	38%	43%	37%	48%
Most Common Destinations				
CENTRAL CONNECTICUT STATE UNIVERSITY	38%	35%	41%	27%
UNIVERSITY OF CONNECTICUT	20%	7%	29%	22%
EASTERN CONNECTICUT STATE UNIVERSITY	11%	20%	5%	11%
UNIVERSITY OF HARTFORD	6%	3%	5%	4%
GOODWIN COLLEGE	3%	7%	2%	7%

In 2015, MCC was named as one of the top 150 community colleges nationwide by The Aspen Institute (https://www.manchestercc.edu/about/aspen-prize/). Additionally, MCC was one of six community college and partner institutions across the country to be identified by the Aspen Institute and the Community College Research Center (CCRC) to be included in the CCRC Playbook on Best Practices in Transfer.

Findings and Analysis: Economic Growth

In 2014, Economic Modeling Specialists International prepared an economic impact report for MCC
(https://www.manchestercc.edu/wpcontent/uploads/Manchester_ExecSum_1314_Final.pdf). In its findings, the report states:

> *The total investment made by MCC's students in FY 2013-14 amounted to $81.3 million, equal to $23 million in out-of-pocket expenses plus $58.3 million in forgone time and money.*

> *In return for their investment, MCC's students will receive a stream of higher future wages that will continue to grow through their working lives… the average associate's degree completer from MCC will see an increase in earnings of $12,400 each year compared to someone with a high school diploma or equivalent. Over a working lifetime, this increase in earnings amounts to an undiscounted value of approximately $520,800 in higher income.*

> *The present value of the higher future wages that MCC's students will receive over their working careers is $281.5 million. Dividing this value by the $81.3 million in student costs yields a benefit-cost ratio of 3.5. In other words, for every $1 students invest in MCC in the form of out-of-pocket expenses and forgone time and money, they receive a cumulative of $3.50 in higher future wages. The average annual rate of return for students is 14.8 percent. This is an impressive return compared, for example, to the less than 1 percent return per annum that is generally expected from saving money in today's standard bank savings accounts.*

Summary of Investment Analysis Results

Student Perspective	
$281,479	Benefits (thousands)
$81,316	Costs (thousands)
$200,163	Net present value (thousands)
3.5	Benefit-cost ratio
14.8 percent	Rate of return

Graduate Survey: MCC graduates are contacted in the summer following graduation and asked to complete a graduate survey. Since 2011 this has been a web survey hosted at Survey Monkey. Respondents are asked about their employment status. Most respondents to the survey report working full time or part time. Students are also asked several questions about their MCC education in reference to their employment.

Employment Status	MCC 4 Year Average (n=725)
Full-time employment	38%
Part-time employment	36%
Military Service, full time	0%
Unemployed, but actively seeking employment	17%
Unemployed, NOT actively seeking employment	9%
Valid Responses	725
For those employed:	
Community College Preparation	MCC 4 Year
Excellent	44%
Good	12%
Fair	40%
Poor	4%
Valid Responses	434

Ninety-six percent of graduates surveyed believe that their MCC experience has prepared them for the workforce.

Preschool through 20 and Workforce Information Network (P20WIN): In addition to the College's own surveys, MCC participates in a system-wide initiative. The P20WIN project, a collaboration of Connecticut state agencies including the BOR and the Connecticut Department of Labor, tracks success indicators of students, including wages. P20WIN is not conclusive and does not account for some MCC graduates, such as self-employed workers, members of the Armed Forces, and those who work out of state. It also aggregates all employees regardless of the number of hours worked. However, P20WIN does provide a snapshot of wages earned by MCC graduates.
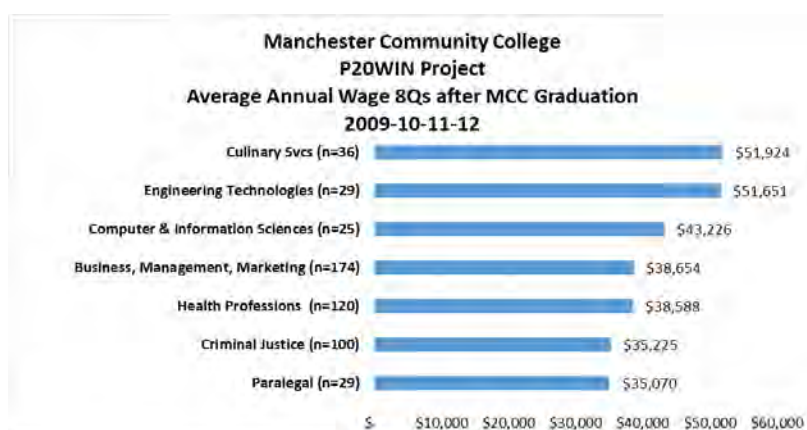
Findings and Analysis: Civic, Cultural and Personal Growth

The wealth of opportunities for civic, cultural and personal growth within the classroom (discussed in Section D) is augmented by the Student Affairs and Continuing Education Divisions. The following chart indicates the programming that has been tracked on our campus, as well as budget allocated for each program and tangible impacts resulting from the programs.

	Budget	**# Events**	**# Students**	**Notes**
Cultural programs				
Cultural Programs Committee	$10K in past now $16K	10-15	500-900	
Diversity Committee	0	6	500-900	Diversity week Heritage month events Opening Day MLK celebration
Heritage month events • Black History Month • Hispanic heritage Month • Asian-Pacific American Heritage Month • Native American Heritage Month	$2K in past now $3500 across the four months	11 events across the four months	500 300 100 100 Sum 1000	Opening and closing ceremonies Poster events
Women's programming		3		YWCA free women's health screenings
Common Read				
Civic programs				
Global Issues Conference	$4K	Annual or less	50	Estimate 50 of 200 attendees are students
Income Inequality Initiative	Professional development funds	1-2	250	Joint Forum on Inequality
Leadership programs (MCC Ambassadors)	$12K		6	Work-study awards
Student Government	$150K	30	5000+	Fall Welcome Festival Spring Fling Bus pass program
Student government leadership training	$10-12K		60	System-wide trainings Leadership symposium Books on leadership
Phi Theta Kappa	$1000 as club +fundraisers	8-10	380 members	Perform community service
Constitution day		1	200	
Manchester Political Union Debate	$225 student prizes	2/yr	50	

	Budget	# Events	# Students	Notes
Service learning		40	300+	Every funded MCC club must participate in a community service event
Habitat for Humanity Club	$1000 as club			Cardboard city Participation varies year-to-year
Computer Repair and Share Club	$1-4K		200	PC lottery gives away 100 PCs each year Repair helps 100 students
Administrative Professionals club	$1000			Club created the MCC clothing closet
Personal programs				
Depression screening	0	2	100+	100
Suicide prevention	$200	9		Suicide prevention Gatekeeper training sessions

As seen in the table above, thousands of MCC students participate in and benefit from the civic, personal, and cultural growth opportunities provided by this programming. In addition, an average of 5,000 individuals annually take advantage of personal development classes offered by our Continuing Education Division.
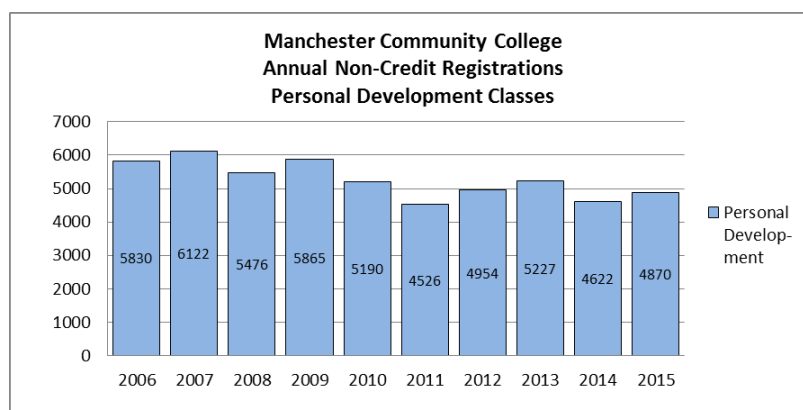
- *Appraisal / Projection*

Students leave MCC prepared to complete a baccalaureate degree or to enter the work force. The College will continue to provide the best possible educational opportunities to assure students can meet their academic and employment goals.

Projections:
- The implementation of TAP will provide students with a guaranteed path to transfer to sister CSCU institutions. The College will continue to expand the number of TAP offerings and ensure the quality of TAP programs (see Section D).
- The College will continue to work with local private four-year institutions to create seamless transfer agreements to provide our students with a wide range of transfer opportunities.
- The College will continue to explore trending work initiatives and employment pathways and develop curriculum to train students for employment in new and developing fields (see Section C).
- The College currently tracks the number of participants in our co-curricular and non-credit programming but needs to develop further methods to assess the effectiveness of these programs.

Part B. Assessment of student learning: "what and how students are learning."

Description:

Manchester Community College has made strides in assessing student learning since its last self-study report. A broad spectrum of assessment occurs on all levels: from program assessment to departmental-based assessment to the assessment of individual courses, and from General Education assessment to Developmental Education assessment to the Multi-State Collaborative to Advance Learning Outcomes.

The College has invested in training faculty in assessment strategies and best practices. Professional development training in assessment includes:

- Faculty attendance at the New England Educational Assessment Network (NEEAN) Spring and Fall Forums
- Faculty General Education Assessment Team attendance at the June 2015 NEEAN Summer Institute, an intensive two-day workshop focusing on developing a General Education assessment plan of action.
- Faculty training as VALUE rubric scorers for the Multi-State Collaborative discussed below.
- Faculty training at the CSCU Student Learning Outcomes Assessment Summit in May 2016, which the College hosted.

The expertise of our faculty is a key strength in our assessment success.

The College has put assessment of learning outcomes at the forefront of its strategic goals and has adopted a culture of assessment; outcome expectations are published in the College Catalog and on the College website and are routinely communicated to students on course syllabuses and often on individual course assignments. The MCC Outcomes Assessment Inventory can be viewed here: https://www.manchestercc.edu/wp-content/uploads/MCC-Outcomes-Assessment-Inventory.pdf. All assessment instruments for student learning clearly state the expected

outcomes and faculty have created rubrics for measuring those outcomes. The critical success indicators, measures and standards for successful program operation have been developed to support NEASC requirements, the system's goals, and the College's goals and objectives.

The diversity of assessment practices on campus is one of MCC's strengths. To highlight assessment successes at MCC, the Dean of Academic Affairs hosted an Assessment Showcase during Spring 2016.

Information about these areas of assessment are explained in the Findings and Analysis section below. The College has begun a thorough plan to assess our General Education Core. This is discussed in Section D of this essay.

- ***Findings and Analysis***

Self-Studies (E-Series)

To ensure that programmatic outcomes are aligned with institutional outcomes, rigorous program and discipline evaluation is conducted every five years. These self-studies assess how well programs and disciplines meet stated objectives as well as how programs/disciplines respond to identified state, system and institutional objectives and needs. All new courses and programs, as well as changes to existing courses and programs, go through a multi-stage approval process at the institution and state level (if applicable) that includes examination of the plan for assessment of learning outcomes. The College uses a standardized review instrument and maintains a regular cycle of review.

These self-studies provide a five-year overview of departmental and programmatic assessment cycles. Projects highlighted in the self-studies are implemented, assessed, analyzed and then reported using an annual departmental action plan.

Assessment Practices for External Accreditations

Nine programs of study offered by Manchester Community College have been awarded national accreditation. These accreditations are based, in part, on demonstration of comprehensive assessment of student learning.

Dental Assistant Certificate Program	Commission on Dental Accreditation (CODA) of the American Dental Association
Occupational Therapy Assistant Program	Accreditation Council for Occupational Therapy Education
Radiological Science Program with Radiation Therapy	Joint Review Committee on Education in Radiologic Technology
Radiological Science Program with Radiography	Joint Review Committee on Education in Radiologic Technology
Respiratory Care Program	Commission on Accreditation of Allied Health Education Programs

Paralegal Program	American Bar Association
Culinary Arts Program	American Culinary Federation Education Foundation (ACFEF)
Foodservice Management Program	American Culinary Federation Education Foundation (ACFEF)
Music Studies Program	National Association for Schools of Music

Multi-State Collaborative

Manchester Community College is one of the 88 two- and four-year public campuses throughout 12 states participating in the Multi-State Collaborative to Advance Learning Outcomes Assessment project supported by the Association of State Higher Education Executive Officers (SHEEO) and the Association of American Colleges and Universities (AAC&U). Since 2014, MCC submitted nearly 200 artifacts that were all evaluated and compared with student work from nine other states. We have had over 20 faculty members participate in the project and hundreds of students. MCC faculty have been trained as MSC scorers and have participated in collaborative scoring sessions.

The chart below details preliminary results for MCC students. The student work represented in the study only includes 200-level courses at MCC.

Multi-State Collaborative Assessment Project
Manchester Community College
Average of MCC Artifact Scores by Criterion

Criterion	Score
Quantitative Literacy (n=25)	2.1
Application/Analysis	2.0
Assumptions	1.3
Calculation	2.6
Communication	2.1
Interpretation	2.0
Representation	2.3
Written Communication (n=68)	2.3
Content Development	2.3
Context of and Purpose for Writing	2.6
Control of Syntax and Mechanics	2.3
Genre and Disciplinary Conventions	2.2
Sources and Evidence	2.0

Although we are pleased that MCC students perform well in these measures, there is still opportunity for improvement. The next step for the College will be to determine what curriculum changes can be made to increase student learning.

Developmental Education

The enactment of Connecticut state law PA 12-40 encouraged the College to focus assessment practices on developmental education. Faculty in the math and English departments assessed placement tools and results, developmental course offerings and delivery methods, and success

rates as students moved from developmental to college-level courses. Both the law and changes made based on the law are discussed in Area of Special Emphasis 4.

As each of these changes were enacted, thorough assessment was made to determine effectiveness and improve curriculum and student learning. Key findings of this assessment include:

Placement: With the introduction of multiple measures for placement in Fall 2013, placement into college-level English and math courses increased and placement into developmental courses decreased. In subsequent semesters, placement has stabilized in English, but continues to fluctuate in math. Almost half the new students each fall are college-ready in both English and math.
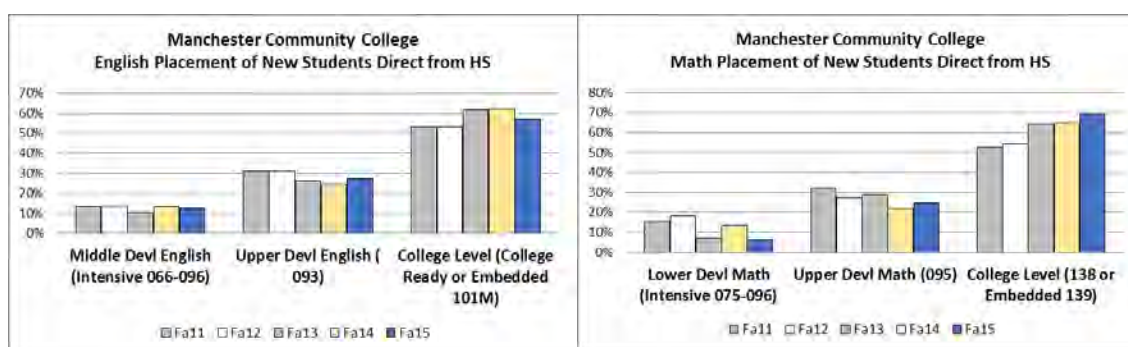
Assessment measures suggest that the new placement process used for incoming students is appropriate but with new factors such as the State of Connecticut mandate that all high school students will take SAT exams before graduation as of Fall 2015, further investigation is needed. Both the English and math departments continue to review the effectiveness of these placement strategies. The English department is currently reviewing the challenge essay prompt to determine if the multiple placement measures being used can be improved.

With the introduction of the challenge essay, about 15 percent of students have been placed into a higher-level English class than their Accuplacer scores alone would have allowed. These challenge essay students are less likely to earn a C or better in English 093 or English 101 versus those students whose Accuplacer or SAT scores placed them directly into English 101.
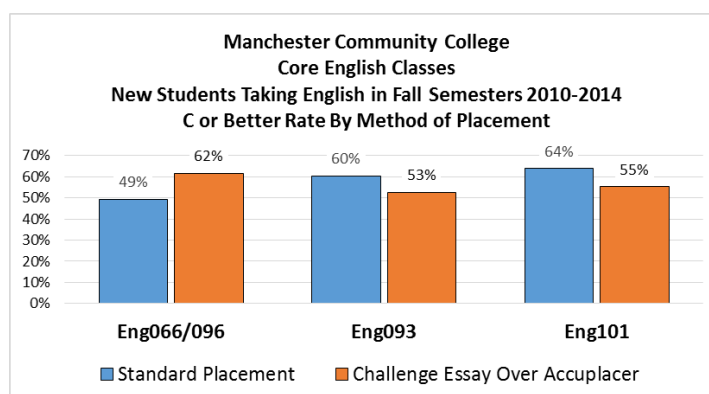
Pass rates in core English and math classes are continuously evaluated but because of the considerable variation from year-to-year, few trends have emerged. However, an increasing share of new full-time students have been passing gatekeeper classes within their first year, particularly in math, but a slight decrease in Fall 2015 warrants further investigation of the impact of the Student Outreach for Academic Retention (SOAR) program on Fall 2014 enrollment. There have been notable increases among those who start in developmental levels as well. Accelerating students' developmental curriculum, increasing the availability of academic support for students, among other factors, may be contributing to these increases. About 1 in 2 new full-time students pass college-level math within one year.
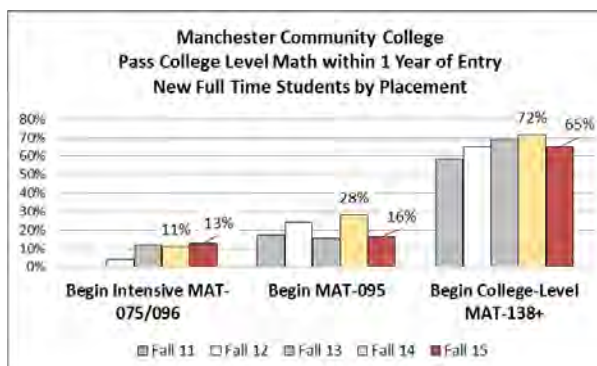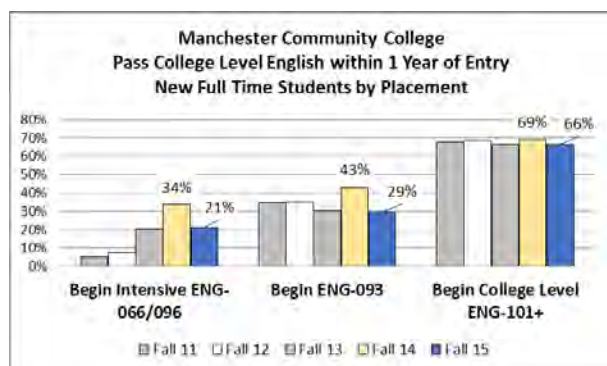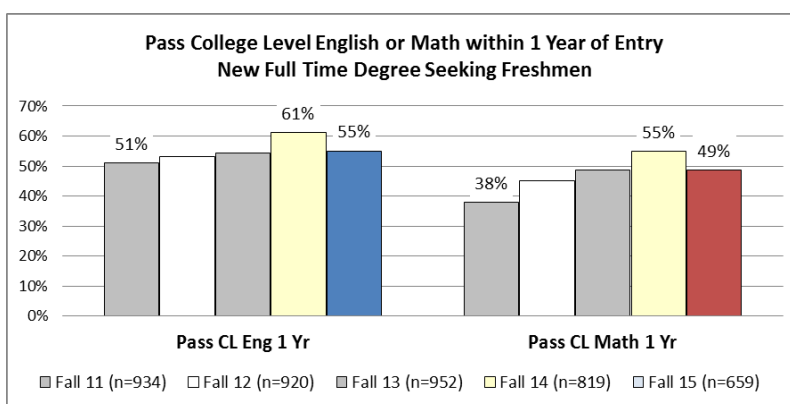
Individual Course Assessment

Some of the most important assessment work happening at the College is conducted by faculty to assess course outcomes in individual classes. During the Assessment Showcase in Spring 2016, faculty shared examples of excellence in assessment. These assessment projects highlighted "closed-loop" assessment practices based on the collection of data on student outcomes, the analysis of that data, the implementation of concrete changes to curriculum based on that analysis, and then further collection of data to determine success of those changes. In this essay, the College has chosen to highlight three of these projects that exemplify the effective assessment practices in place at MCC.

English 101 Composition:

Under the direction of the English 101 Assessment Committee, the English department adapted a common assignment for all sections of English 101 offered each semester.   The Committee collects a random sampling of student artifacts and then meets on a semester basis to evaluate these artifacts based on common curriculum outcomes and to recommend curriculum changes.

Specifically, the committee has focused on thesis and paragraph development, the use of summary, and the effective and ethical use of evidence following Modern Language Association (MLA) guidelines. The committee developed a rubric for assessment that aligns with the Written Communication outcomes specified by TAP. However, comparing artifacts to this rubric revealed inconsistencies that indicated the need for uniform assignment instructions.

The Committee has produced and distributed:

- A rubric for assessment of written communication outcomes;
- A boilerplate for the common assignment, to ensure that all students are receiving the same information necessary to complete the assignment. The boilerplate in turn provides the foundation for instructors to submit new assignments to fulfill the "lens/artifact" requirement, and the committee reviews these proposals and works with faculty to ensure their assignments meet the objectives and outcomes of the curriculum;
- A "best practices" email to all faculty in the English department each semester that highlights the Committee's progress, findings and recommendations;
- Two sets of guidelines for instructors and students: Effective Introductions and Summary and an MLA Checklist.

The committee shares its work with the department and has hosted several meetings for part-time and full-time instructors in which sample assignments are shared. These assessment practices have allowed the department to achieve greater uniformity over 60+ sections of English 101 each semester.

Community Engagement and Outreach:

The Sociology Department offers service learning in its courses. Students must volunteer at a local non-profit organization or agency over the course of the semester; students relate these experiences to course material in an assigned paper. The Civic Engagement rubric from the AAC&U VALUE rubrics is applied to the students' service learning papers in order to gauge their civic engagement and acquired academic knowledge. At the end of the semester, a sociology faculty member conducts a survey among her service learning courses to understand students' experiences with their specific service learning project (both as it applies to their service learning site and their understanding of the related course material). The faculty member also distributes a satisfaction survey with the service learning sites to gauge their experience with the students (convenience, utility/usefulness, reliability, etc.). In general, students are very supportive of service learning as a component of the course (72 percent) even though it was a challenging endeavor for students (time, convenience, transportation, etc.). Similarly, the sites

found the students' engagement to be helpful (93 percent) despite some of the challenges of managing their student volunteers (27 percent).

A follow-up survey is conducted six months later with these students to measure the degree to which students remember course material (as it applies to their service learning experience) and its relevance to social issues (as discussed in their sociology course). Students are asked if they are still involved with their service learning site, its mission, and/or any other non-profit organization or agency. The preliminary results from the data indicate that up to a third (32 percent) of students continue to volunteer or are otherwise engaged with their service learning site. More than half (53 percent) of these students are still engaged with the issue related to their service learning experience, while 79 percent say they want to be engaged in some form (working, volunteering, fundraising, philanthropy, etc.) with their chosen site or topic area now and/or in the future. The majority (88 percent) of the students retained the information/knowledge from the course material (as it pertained to their service learning experience) six months after the course had ended.

The assessment results have sparked a dialogue between the faculty member and the sites about ways to ease the burden of student volunteers on sites. Further, it raises interesting questions about which students are more likely to retain course material and/or continue to be civically engaged in their communities. Finally, the faculty member is considering adding a theory application to this paper. Sociological theory is often difficult for students to grasp and retain. Incorporating classical and/or contemporary theory into the service learning project may increase students' understanding of theory and its application.

As more and more faculty adopt service learning to their courses, the plan is to also expand this assessment to gauge our service learning impact on sites and students' learning. This assessment (or a different form of it) also will be applied to College-wide community relationships that are less academic in nature but very valuable nonetheless. Currently, the Institute for Community Engagement and Outreach (ICEO) is collecting information on the scope of community engagement across the College (not just via academic programs and disciplines). This will enable the College to have a better picture of MCC's connections and impact in the community.

Information Literacy

MCC instructional librarians and educational technology staff have made numerous improvements to the information literacy and library skills instruction provided to students. They have been prompted, in part, by TAP, which includes "Continuing Learning/Information Literacy" as a designated competency area for General Education. Accordingly, the College has also undertaken a revision of its general education curriculum and a few courses, including English 101, include information literacy as an embedded competency.

Establishing a baseline of students' proficiency in information literacy competencies became an important first step. The Project SAILS test (Standardized Assessment of Information Literacy Skills) was administered to 500 students, the majority of whom were first year or incoming students (91.6 percent) during Summer and Fall 2015. MCC students scored below the

benchmarks for all eight of the SAILS skill sets. Of particular concern, students scored the lowest on "Understanding Economic, Legal and Social Issues." Using assessment results, instruction librarians have worked with both the IDS 101 and English 101 faculty to incorporate the important academic skills of citing sources, understanding intellectual property and what constitutes plagiarism into the learning outcomes for those courses.

MCC instruction librarians prepared a draft document during the Summer 2016 that articulates the desired information literacy learning outcomes for the most commonly requested courses (e.g., English 101, English 200, Communication 173 (Public Speaking)). The skills are mapped to both the TAP continuing learning/information literacy outcomes as well as the new Association of College and Research Libraries (ACRL) *Framework for Information Literacy for Higher Education*. The draft was distributed to appropriate department chairs for input during the Summer and Fall 2016.

Beginning in the 2015-2016 academic year, MCC instructional librarians partnered with the coordinators of General Studies required course, IDS101 (First-Year Experience) to provide instruction in Information Literacy. Students were introduced to the library, its services and doing college-level research. Using the skills acquired in the class session, students completed an annotated bibliography assignment based on this year's Common Read selection, *The Beach*, by Alex Garland. After completing the class session with the librarians, students were expected to know how to:

- Locate specific items/locations in the MCC Library
- Seek the assistance of a librarian either face to face, via telephone, via chat 24/7, or via e-mail
- Find a book or DVD in the MCC Library using the MCC Library catalog
- Check-out a book at the MCC Library circulation desk
- Evaluate information on the web for currency, objectivity, authority and reputation
- Locate articles from research databases through the MCC Library website
- Find MLA citations from articles retrieved from research databases

During the 2016-17 academic year, the librarians plan to assess the student learning more formally, for example by evaluating a sample of completed annotated bibliography assignments against a rubric. The librarians also recognize that teaching how to avoid plagiarism is a priority for first-year students and plan to integrate this component into the FYE instruction program.

MCC instructional librarians and educational technology staff also collaborated with the English Department chairs during the Spring 2016 semester to develop, deploy and assess information literacy learning modules in all English 101 class sessions beginning in Summer 2016. These modules are delivered through Blackboard Learn. Completion of these modules is a requirement for receiving a grade in English 101, a course required of all degree-seeking students. The learning objectives of the modules are aligned to the TAP competencies for continuing learning/information literacy.

- *Appraisal / Projection*

A culture of assessment is firmly in place at the College. Since the College's last self-study, assessment efforts have been primarily driven by state and system demands, especially PA 12-40 and the new TAP program. Over the next five years, a unification of assessment efforts is needed to create a seamless College-wide assessment program.

Projections:
- The College will begin a search for a permanent Dean of Academic Affairs to replace the current Interim Dean. The new Dean will need to be a champion of assessment to guide and promote assessment across campus. The Dean will also be responsible for developing a campus-wide plan of assessment.
- In Spring 2017, the College will purchase assessment software to expedite collection and analysis of student artifacts. Budget has been allocated for this purchase. The College will train faculty and integrate the software into a comprehensive assessment program.
- A TAP Assessment Team has been established, as described in section D. The College will rely on this team to build on current General Education assessment and to direct future assessment efforts to meet system-wide standards.
- The College recognizes that further resources will be needed to improve assessment efforts on campus. The College administration has traditionally relied on faculty to complete assessment activities as part of their required additional responsibility hours. Further compensation, and likewise accountability, needs to be put in place to support assessment activities. The College will also consider the viability of creating a position to oversee academic assessment efforts.
- The College will continue to assess placement measures given the anticipated wide availability of SAT scores for incoming students.
- The College plans to continue its work with the Multi-State Collaborative. MCC will continue to submit student artifacts, train MCC faculty as scorers, and begin to close the assessment loop by making curriculum changes based on the MSC findings.

Part C: Measures of student success, including retention and graduation.

Description:

As reported in 2012, the College offers a wide array of student support services, including the Academic Support Center and several mentoring programs designed to address specific student needs. New since 2012 is the expansion of veterans' services to include a summer bridge program and additional advising/mentoring opportunities. MCC has also added holistic student services, including a food pantry and career clothing closet and a referral service for connecting students to local social service agencies. Marked improvement in student success has come from the expansion of first-year student programs. As a result of these initiatives, MCC has gained substantial ground in improving student success, as reflected by increases in retention and graduation rates.

Findings and Analysis:

The College has invested in several programs for first-year students that have improved student success compared to students who do not participate in first-year programs. The first-year programs are tailored to specific student needs, interests and/or demographics, and are scale-able models upon which the College can build.

Model Programs for First-Year Students:

Summer Training and Retention Service (STARS)

The mission of the STARS program is to provide support for qualified students from the beginning of their college career to graduation. Qualified students are recent high school graduates who are first-generation, financially disadvantaged and test into developmental English. Participants focus on building their academic skills for the rigors of college and developing their self-awareness as it relates to their success.

For six weeks during the summer and prior to beginning their first semester at MCC, students take a three-credit reading, writing and critical thinking course, a one-credit study skills class and attend a math lab. They also work one-on-one with tutors, mentors and advisors, as well as participate in cultural enrichment activities, and a college resource class. All these activities are designed to prepare the student for the academic year ahead.

One requirement for STARS is an initial placement into developmental English. STARS students re-take their placement tests at the end of the program, and nearly half become eligible for college-level English. At the end of their first year, nearly half of the STARS students have passed English 101, far exceeding the rate for other students initially placed into developmental English. STARS students exhibit rates of college-level math eligibility and completion at rates similar to or exceeding those of all new full-time students. In Summer 2016 the STARS program underwent a major expansion, supported in part by a US Department of Education TRIO-SSS grant. Participation grew from a cohort of 30 students to a cohort of 80.
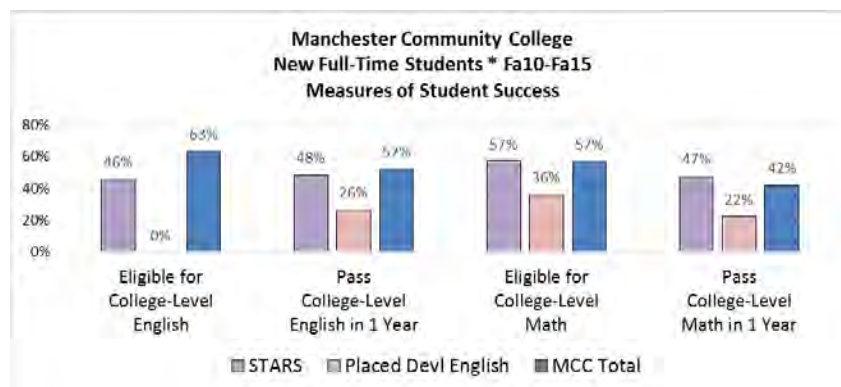
STARS students have retention rates that are higher than comparison groups, and considerably higher than students placed into developmental English. Further, more than half of the STARS students earn 24 or more credits in their first year, far exceeding the rate for comparison groups.

Manchester Community College
STARS vs. Comparison Groups
New Full-Time Students * Fa10-Fa15
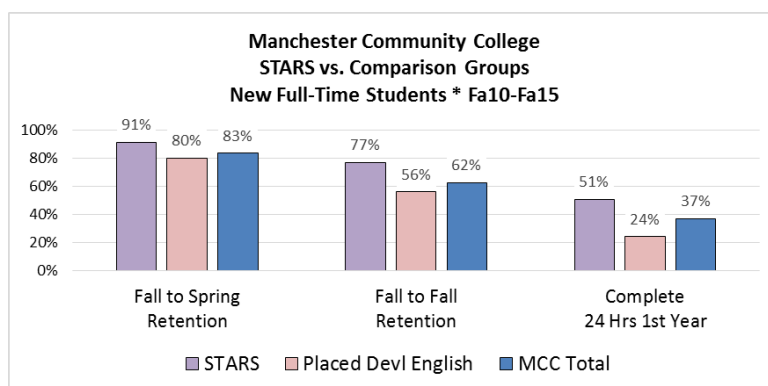
STARS students from past years far exceed the graduation rates of students placed into developmental English, and are on par with MCC's full cohort of new full-time students.

Manchester Community College
New Full-Time Students * Fa10-Fa15
Measures of Student Success
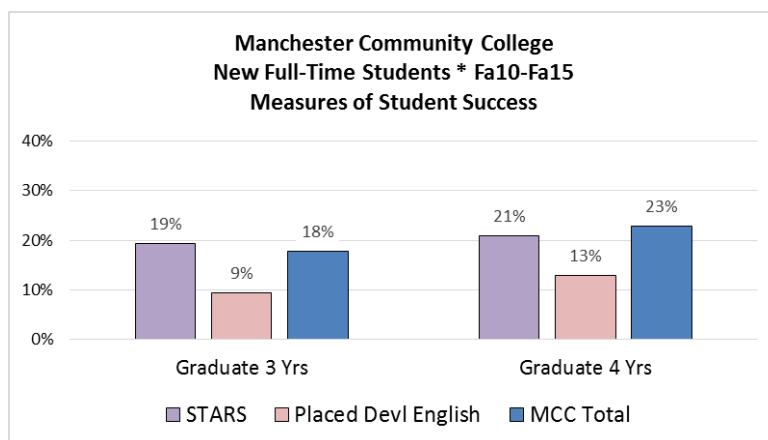
Foundations in Retention, Success and Transition (FIRST)

FIRST is committed to providing students with the support they need to have a successful first semester through the use of the learning-community model. FIRST offers important services and convenient schedules for students testing into developmental courses (ENG 093, ENG 096 and MAT 095.) Students in FIRST enjoy the benefits of a cohort-designed program, additional support and a specialized orientation.

Measures of student success suggest FIRST participants, compared with all new full-time students, are more likely to be retained, more likely to accumulate credits, and more likely to pass gatekeeper courses.

The program will expand in Spring 2017, supported in part by a STEM grant from the Aurora Foundation.
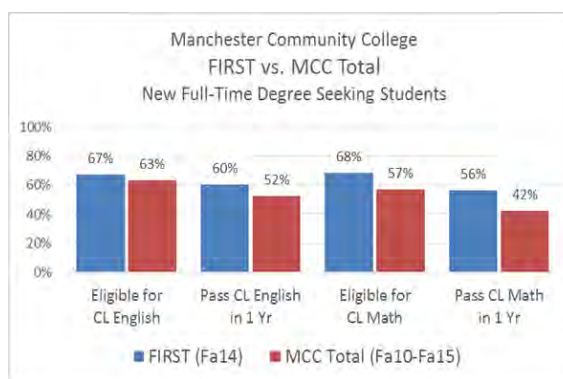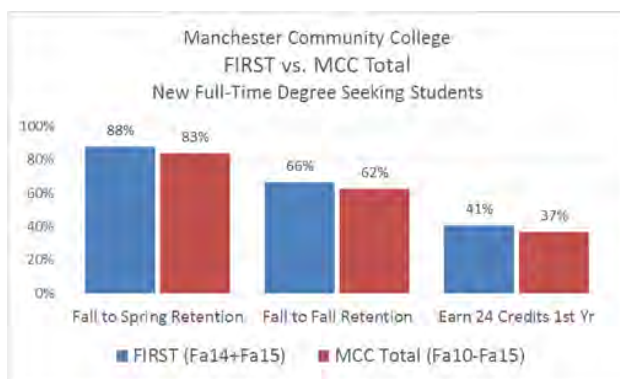
Student Outreach for Academic Retention (SOAR)

The SOAR program identifies students who are struggling in one or more courses at mid-semester. The students are immediately contacted to meet with one of the Student Development Specialists in Student Retention Services in order to get them on track for success. At this intake meeting the Student Development Specialists determine what barriers to success individual students face, and present strategies and services to help these students change their behaviors to better meet their academic goals.

The Student Development Specialists provide ongoing one-on-one weekly or bi-weekly academic coaching sessions. In addition, they have created and continue to deliver skills-building interactive workshops in note taking, active versus passive reading and time management. The Student Development Specialists advise SOAR students for all subsequent semesters.

Due to the implementation of SOAR, retention rates have increased. MCC new full time students in Fall 2014, the first cohort of students to benefit from SOAR services, demonstrate notably stronger retention rates from fall to spring. Please see the charts discussed under Scorecard (KPIs) for retention data.

Academic Support Center (ASC)

The Academic Support Center (ASC) supports academic success for all students by providing individual tutoring in all academic areas. The Writing Center and the Math Lab provide walk-in help.

YEAR:	'12 – '13	'13 – '14	'14 – '15
Individual Appointments	5,000	5,475	4,814
Writing Center Visits	4,279	4,060	4,122
Math Lab Visits	2,651	2,132	2,586
eTutoring	848	544	235
Total	**12,778**	**12,211**	**11,757**

The ASC handles about 12,000 visits per academic year. For the academic year Summer 2014-Spring 2015, the three subjects of math, English, and science (including biology, chemistry, and physics) accounted for 73.05 percent of tutoring visits.

According to survey results, students reported use of the full array of support services provided by the ASC.
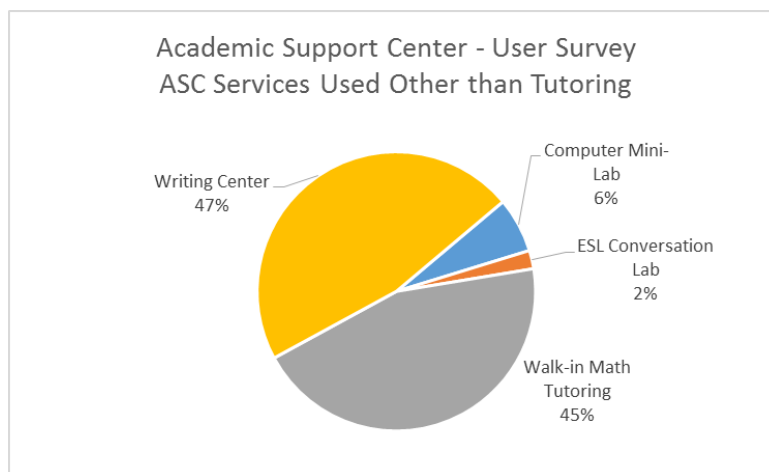
Students with fewer than 30 credits are almost twice as likely to use the ASC as students with more credits earned.

Students who take advantage of ASC services report high levels of satisfaction and less likelihood to withdraw from classes in subjects in which they received tutoring or support.

Students were asked "What areas, if any, have you seen improvement in as a result of using the ASC?" Survey results demonstrate improvement across multiple disciplines.

Students expressed high levels of satisfactions with their tutors, and all students surveyed said they would use ASC services again.
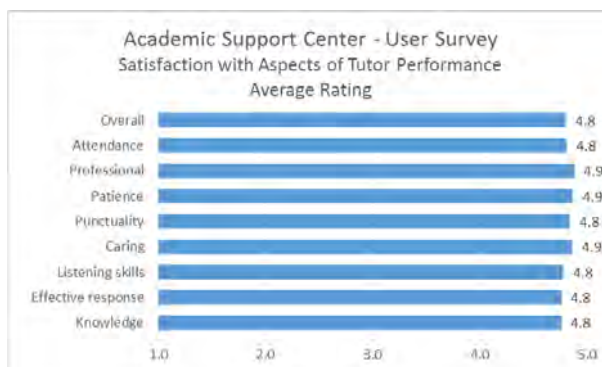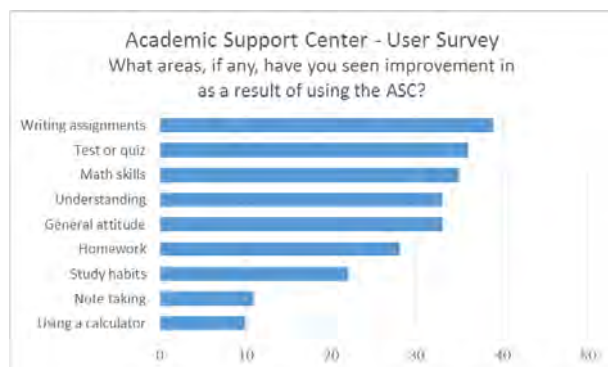
Key Performance Indicators (KPIs)/Scorecard
MCC uses a group of key performance indicators, or KPIs, on a regular basis to help evaluate our performance and progress with student success. These measures are featured in our Strategic

Plan and Enrollment Managment Plan. As these measures show, MCC retention and graduation rates have made notable increases over the past five years:

Retention Rate Summary
New Full Time Degree Seeking Freshmen

	% Return Next Spring	% Return next Fall
Fall 11 (n=934)	84%	64%
Fall 12 (n=920)		
Fall 13 (n=952)		
Fall 14 (n=819)	86%	66%
Fall 15 (n=659)	84%	60%

Manchester Community College
IPEDS Graduation Rates at 150% and 200%

Cohort	Award in 200% (4 Yrs)	Award in 150% (3 Yrs)
2004 Cohort (n=833)	17%	11%
2005 Cohort (n=883)	18%	12%
2006 Cohort (n=917)	18%	12%
2007 Cohort (n=1099)	19%	13%
2008 Cohort (n=1225)	20%	15%
2009 Cohort (n=1244)	23%	17%
2010 Cohort (n=1103)	23%	18%
2011 Cohort (n=934)	22%	16%
2012 Cohort (n=920)	23%	18%
Prelim 2013 Cohort (n=958)		16%

Manchester Community College
IPEDS Graduation Rate Survey
First Time Full Time Degree Seeking Students
Status After Three Years

Entering Fall Cohorts	Still Enrolled	Transfer	Graduate
2007 by Su10	19%	23%	12.9%
2008 by Su11	17%	26%	15.4%
2009 by Su12	22%	23%	17.0%
2010 by Su13	21%	21%	18.3%
2011 by Su14	22%	25%	16.0%
2012 by Su15	18%	24%	18.3%
Prelim 2013 by Su16	22%	22%	16.1%

Gatekeeper classes are a critical milestone for MCC students. English 101 and a college-level math class are required in every program. MCC has seen notable increases in KPIs related to placement and passing these gatekeeper classes.
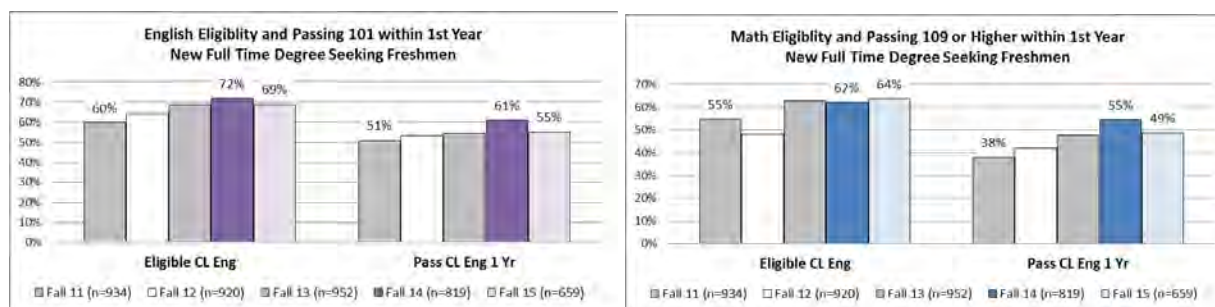
MCC has focused attention on students having a successful first year. In addition to gatekeeper classes, we track the share of students who earn 24 credits in their first year.
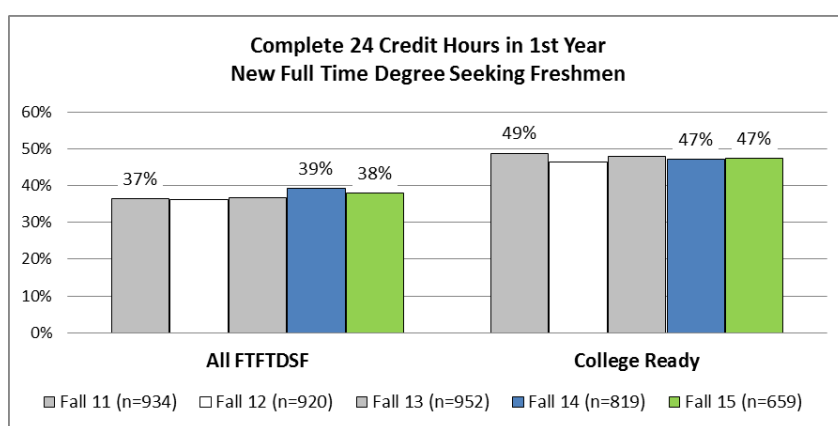
Degrees awarded is another KPI, and MCC has dramatically increased the number of degrees awarded each year.
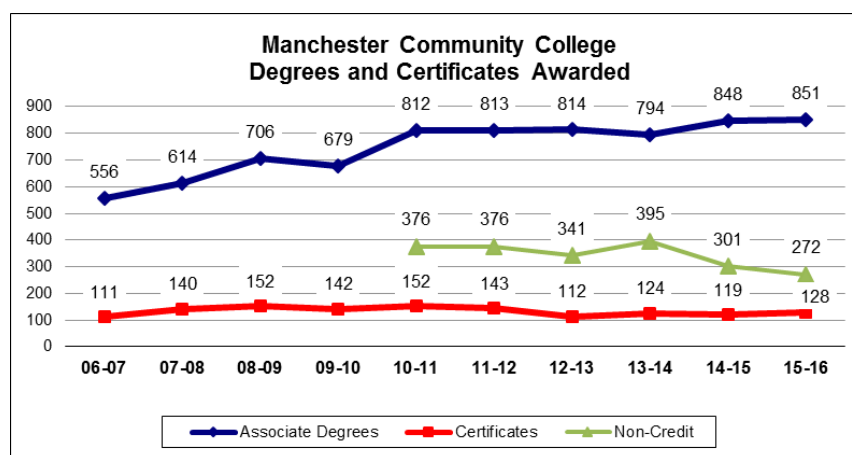
- *Appraisal / Projection*

Assessment and metrics suggest we still have opportunities to improve student success, particularly by expanding first-year programs and developing strategies for retention of students and streamlining their route to graduation through Guided Pathways for students in programs and Meta-Majors for students majoring in General Studies and Liberal Arts.

Projections:
- The College will develop and implement Guided Pathways, an advising strategy to help students complete programs faster.
- The College will develop and implement Meta-Majors, an advising strategy to help undecided students select courses that expose them to different career areas without limiting their programmatic choices.
- The College will develop and implement FIRST cohorts in each of the College's seven schools: School of Fine Arts, Communication and Design; School of English, Humanities and Language; School of Business, Paralegal and Hospitality; School of Criminal Justice and Social Science; School of Social Service and Behavioral Science; School of Health and Life Science; and School of Engineering, Technology, and Physical Science.
- The College will focus on workforce development needs and adult recruitment through the creation of college completion opportunities such as post-graduate options and targeted short-term certificate programs.

Part D: Satisfactory levels of student achievement on mission-appropriate student outcomes.

- *Description:*

Since its last self-study, the College has undergone a thorough and intense process to codify General Education outcomes. Multiple General Education plans were considered, and voted upon by the Academic Senate. In Fall 2015, the College achieved consensus on a plan that aligns General Education outcomes with the MCC mission.

The College feels that this new General Education core is especially successful in that it also meets the TAP Outcomes. TAP is a state-wide, mandated initiative to establish clearly articulated transfer pathways for programs between system community colleges, state universities and Charter Oak State College. Part of the TAP initiative includes the articulation of the Framework 30, a General Education core of classes developed by each community college that must be assessed to demonstrate that core learning competencies, mandated by the program, are met. To meet the demands of TAP, the College's General Education courses were certified by a board of faculty and academic affairs administration. Ongoing assessment of these courses is under the auspices of the department that houses each course and is overseen by a TAP General Education Assessment Committee and the Dean of Academic Affairs. More information about the Framework 30 and about TAP can be found here: http://www.ct.edu/initiatives/tap#policies.

The table below illustrates how TAP competencies map to mission statement goals.

TAP Competency	Mission Statement Goal				
	Academic Growth	Economic Growth	Civic Growth	Personal Growth	Cultural Growth
Written Communication	x			x	
Oral Communication	x			x	
Quantitative Reasoning	x	x		x	
Scientific Reasoning	x			x	
Critical Analysis / Logical Thinking	x			x	
Information Literacy	x		x	x	
Scientific Knowledge	x				x
Historical Knowledge	x				x
Social Phenomena Knowledge	x				x
Aesthetic Dimensions	x			x	x
Ethical Dimensions	x		x	x	

- *Findings and Analysis*

The College has begun the process of assessing the achievement of students on these mission-appropriate outcomes. At this stage, a General Education/TAP assessment team has been formed and charged. Faculty have continued to collect artifacts of authentic student work for assessment, and the College has investigated and selected software to be purchased which will facilitate the assessment process. This software will be implemented in Spring 2017. Within individual departments, assessment of General Education courses continues, but the College has not aggregated information from those individual assessment projects. Examples of three General Education assessment projects are included in Section B of this essay.

The College uses multiple tools to assess student achievement. Projects, such as the Institute for Community Engagement and Outreach (ICEO) and the assessment of service learning discussed in Section B, further demonstrate the civic growth of our students. Alongside departmental assessment of courses, the College participates in the Community College Survey of Student Engagement (CCSSE) and Survey of Entering Student Engagement (SENSE) to evaluate student experiences.

Manchester Community College has participated in CCSSE five times (Spring 2004, 2006, 2008, 2011, and 2015). Each time MCC received completed surveys from about 600 students with the exception of Spring 2015 when about 330 students completed the survey. In all cases, the students were randomly selected.

For each of the following factors, a score of 50 is the national benchmark, and three points above or below 50 suggests a meaningful difference. The national averages capture three years of responses, representing over 440,000 students. The results of this assessment project contributed

evidence toward new strategic directions in advising. See Area of Emphasis 4 for information about how this data was put to use.

National Averages set = 50.0 →

CCSSE Benchmark Scores
MCC Trend
National Average for Each Benchmark = 50

MCC 2004   MCC 2006   MCC 2008   MCC 2011   MCC 2015
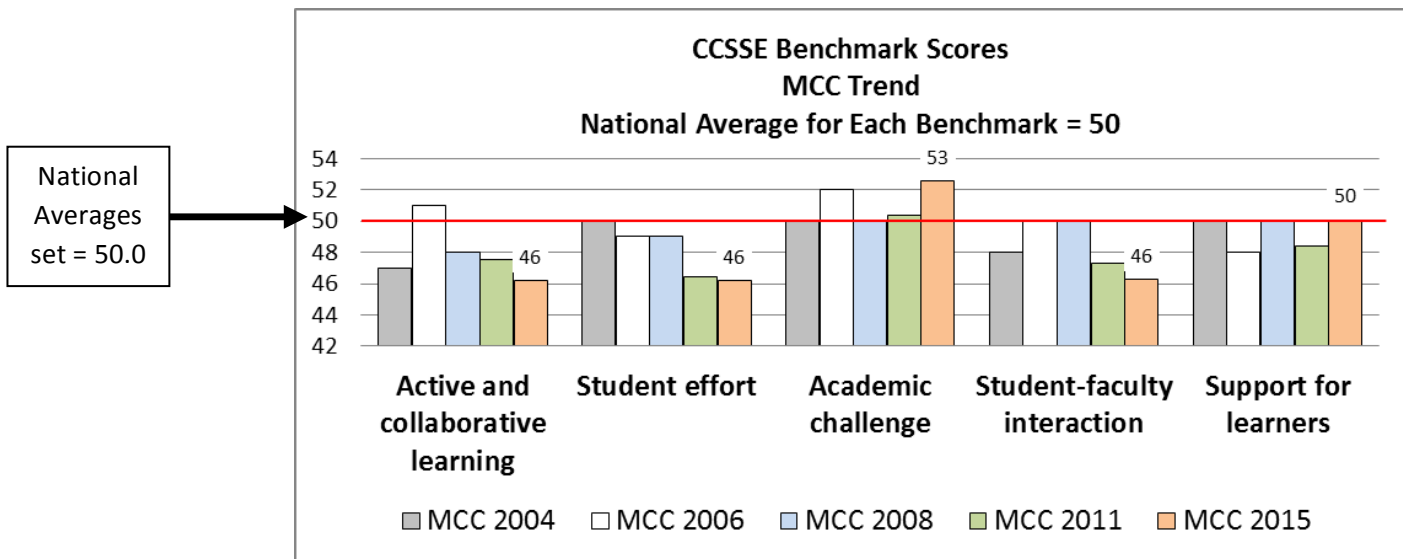
In Fall 2009 and Fall 2012, and again in Fall 2016, MCC has participated in SENSE. The survey focuses on institutional practices and student behaviors in the earliest weeks of their college experience. The survey was completed by 466 entering students in Fall 2009 and 552 students in Fall 2012. MCC participated for a third time in Fall 2016. Students not in their first term were not included in the analysis. These students who are new to the College were asked about their first impressions of the College in areas such as: intake processes; what kinds of work they are challenged to do; and how the College supports their learning.

For each of the following factors, a score of 50 is the national benchmark, and three points above or below 50 suggests a meaningful difference.

National Averages set = 50.0 →

Manchester Community College
SENSE Benchmark Results

MCC Fa09   MCC Fa12
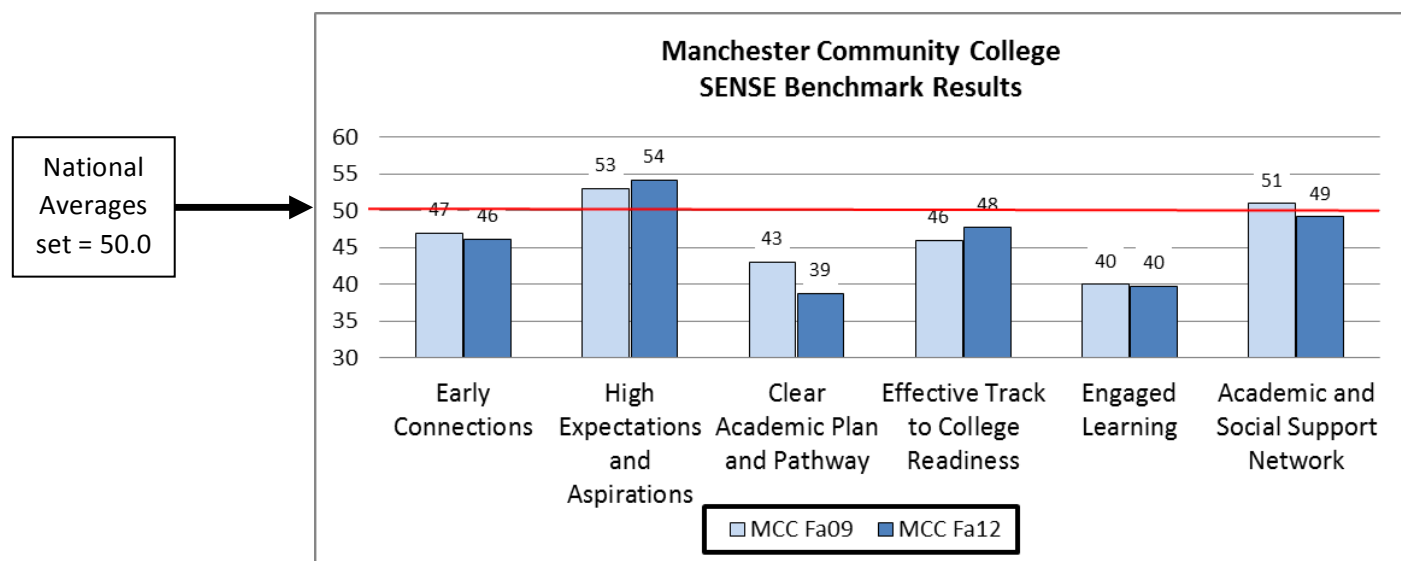
Based on this evidence, the College has invested in the development of the first-year programs and guided pathways described in Section C.

- *Appraisal / Projection*

The College has a clear path in place for assessing student achievement on mission-appropriate outcomes and has made progress towards assessing those outcomes.

Projections:
- The College will train faculty on the use of new assessment software (acquired Spring 2017) and implement that software in the assessment process.
- The College will develop and implement new strategies for assessing the effectiveness of co-curricular activities in the civic, personal and cultural growth of MCC students described in Section A.
- With the software in place, the College will complete its first assessment loop of all General Education outcomes under the direction of the General Education/TAP assessment team and the Dean of Academic Affairs. This assessment will be ongoing.

Institutional Plans

The College's Strategic Plan is aimed at achieving the strategic goals listed below. These goals come directly from the College's mission statement:

Manchester Community College advances academic, economic, civic, personal and cultural growth by providing comprehensive, innovative and affordable learning opportunities to diverse populations. We are a learning-centered community committed to access, excellence and relevance.

Academic Excellence
MCC demonstrates academic excellence and rigor in its programs and courses, and continually improves the quality of learning, teaching and student support.

1. Develop and enhance curriculum to meet student and workforce needs.
2. Create and implement a comprehensive assessment plan.
3. Increase student access to advising and support services

Student Success and Enrollment Management
MCC is a college where all students develop a clearly identified pathway to meet their educational goals.

1. Develop an academic advising program/plan that will result in more students meeting their educational goals
2. Improve our students' first year experience and outcomes
3. Invest in holistic student support and retention services
4. Increase credit and non-credit enrollment

Partnerships

MCC meets the needs of our students and stakeholders by leveraging the collective creativity, experience, and commitment of the college community and our regional partners.

1. Expand and develop connections with local and national governmental, cultural, business and educational institutions
2. Promote the work of MCC faculty, staff, students and alumni in the community
3. Develop a culture of philanthropy with internal and external partners

College Culture

MCC is a world-class organization where we intentionally build our capacity for shared leadership, shared understanding, and shared responsibility. The college fosters a culture of innovation, diversity and inclusion.

1. Develop an effective communication plan to support student success, faculty, staff and external stakeholders
2. Allocate resources in ways that encourage creativity and innovation in meeting the College's goals
3. Invest in programs that celebrate our diversity
4. Promote an environment of civility and collegiality among members of the college community
5. Promote an environment where each of the college's Divisions contribute to all five strategic goal areas

Stewardship

MCC actively protects its assets and continually seeks to develop new resources. The college's reputation, human resources, physical spaces, capital assets, technology infrastructure, alternative funding sources, and accreditation are all critical components of student success. The college explores and adopts sustainable practices.

1. Under a balanced budget, provide infrastructure that supports learning
2. Complete NEASC 5th Year report – process kicked off in Fall 2015, report due in January 2017

Appendix

Appendix A

Affirmation of Compliance with Federal Regulations to Title IV

AFFIRMATION OF COMPLIANCE WITH FEDERAL REGULATIONS RELATING TO TITLE IV

Periodically, member institutions are asked to affirm their compliance with federal requirements relating to Title IV program participation, including relevant requirements of the Higher Education Opportunity Act.

1. **Credit Hour:** Federal regulation defines a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates not less than: (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. (CIHE Policy 111. See also *Standards for Accreditation* 4.34.)

URL	http://catalog.mcc.commnet.edu/content.php?catoid=7&navoid=880#grades
Print Publications	Board of Trustees Policy Manual (Policy 3.2)
Self-study/Interim Report Page Reference	Draft pp. 27-29

**Please note that the Board of Regents are currently in the process of updated the website which hosts the policy manuals.

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

URL	http://catalog.mcc.commnet.edu/content.php?catoid=7&navoid=880#transfer_policies
Print Publications	Board of Trustees Policy Manual (Policy 3.17)
Self-study/Interim Report Page Reference	Draft pp. 27-29

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

URL	https://www.manchestercc.edu/current-students/student-rights/#
Print Publications	Manchester Community College Student Handbook (pg. 112); Board of Trustees Policy Manual (Policy 5.2.2)
Self-study/Interim Report Page Reference	Draft pp. 30-32 and pp. 40-41

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

Method(s) used for verification	Students in the Connecticut Community College System access the course management system through the system's portal, MyCommNet, a Luminis platform produced by SunGard. Students are each assigned a unique NET ID and create their own password the first time they log into the

	system in compliance with the requirements of the Higher Education Reauthorization Act. No additional charges are associated with the verification of the student identity. All student information is handled in accordance with FERPA requirements. MCC faculty members who teach with Blackboard are encouraged to use SafeAssign, a plagiarism-deterrent service, integrated into the course management system. Faculty can use SafeAssign to check submitted assignments against web resources and a data base. Content matches that may indicate plagiarism are flagged by SafeAssign. SafeAssign training is provided by ETDL. Training that prepares faculty for online teaching also provides numerous strategies to ensure that the students who register for courses and programs are the same students who participate and receive credit. These strategies include: use of authentic assignments and assessments; project-based learning; instructional forensics; requirement of multiple drafts; requirement of multi-stage submissions for long papers or projects (e.g. thesis topic, annotated bibliography, description of methodologies and preliminary findings, rough draft, final draft); and proctored or randomized standardized testing. In addition, MCC promotes awareness of its policies on academic honesty on its web site, and in the student and faculty handbooks. Information on plagiarism is available on the MCC library web page: http://libguides.manchestercc.edu/researchskills/plagiarism2.
Self-study/Interim Report Page Reference	Draft pp. 27-29

5. FOR COMPREHENSIVE EVALUATIONS ONLY: Public Notification of an Evaluation Visit and Opportunity for Public Comment: The institution has made an appropriate and timely effort to notify the public of an upcoming comprehensive evaluation and to solicit comments. (CIHE Policy 77.)

URL	NA
Print Publications	
Self-study Page Reference	

The undersigned affirms that _MANCHESTER Comm. COLLEGE_ (institution name) meets the above federal requirements relating to Title IV program participation, including those enumerated above.

Chief Executive Officer: _[signature]_ Date: _1-25-2017_

Appendix B

Most Recent Audited Financial Statement

http://www.ct.edu/files/pdfs/finance/finance-CCC-financial-statements-FY15.pdf

Connecticut Community Colleges

Financial Statements, Required Supplementary Information
and Supplemental Information

June 30, 2015

Members of the Board of Regents for Higher Education
(Between 7/1/14 – 6/30/15)

- Thirteen members appointed by the Governor and legislative leaders
- Two students chosen by their peers (Chair and Vice Chair of Student Advisory Committee)
- Six non-voting ex-officio members:
  - Four CT commissioners appointed by the Governor from the Departments of Public Health, Education, Economic and Community Development, and Labor
  - Chair and Vice Chair of the Faculty Advisory Committee

Regents as of 6/30/15 (1 vacancy)

Nicholas M. Donofrio, Chairman
Yvette Meléndez, Vice Chair
Richard J. Balducci
Eugene L. Bell (CCC Student)
Naomi K. Cohen
Lawrence J. DeNardis
Matt Fleury
Sarah E. Greco (CSU Student)
Merle W. Harris
David R. Jimenez
Craig Lappen
William J. McGurk
JoAnn H. Price
Elease E. Wright

Ex-Officio, Non-voting members

Stephen Adair – Chair of the Faculty Advisory Committee
Robert E. Brown – Vice Chair of the Faculty Advisory Committee
Jewel Mullen – Commissioner of the CT Department of Public Health
Dianna R. Wentzell – Commissioner of the State Board of Education (term began 1/8/15)
Sharon Palmer – Commissioner of the CT Department of Labor
Catherine Smith – Commissioner of the CT Department of Economic and Community Development

Former Board members (who served between 7/1/14 – 6/30/15)
Stefan Pryor – Commissioner of the State Board of Education (term ended 1/7/15)

Asnuntuck Community College
170 Elm Street
Enfield, CT 06082
James Lombella, President (Effective 5/30/2014, Interim 7/1/2013)

Capital Community College
950 Main Street
Hartford, CT 06103
Dr. Wilfredo Nieves, President

Gateway Community College
20 Church Street
New Haven, CT 06510
Dr. Dorsey L. Kendrick, President

Housatonic Community College
900 Lafayette Boulevard
Bridgeport, CT 06604
Ms. Anita Gliniecki, President (Retired)
Elizabeth Roop, Interim President (Effective 9/1/2014)

Manchester Community College
Great Path
Manchester, CT 06045-1046
Dr. Gena Glickman, President

Middlesex Community College
100 Training Hill Road
Middletown, CT 06457
Dr. Anna Wasescha, President

Naugatuck Valley Community College
750 Chase Parkway
Waterbury, CT 06708
Dr. Daisy Cocco DeFilippis, President

Northwestern Connecticut
Community College
Park Place East, Winsted, CT 06098
Dr. Barbara Douglass, President

Norwalk Community College
188 Richards Avenue
Norwalk, CT 06854
Dr. David L. Levinson, President

Quinebaug Valley Community College
742 Upper Maple Street
Danielson, CT 06239
Dr. Robert Miller, Interim President (July 2013)
Dr. Carmen Cid, Interim President (Aug 2013 to June 2014)
Dr. Carlee Drummer, President (Effective 7/1/2014)

Three Rivers Community College
574 New London Turnpike
Norwich, CT 06360
Dr. Grace S. Jones, President (Retired)
Dr. Mary Ellen Jukoski (Effective 7/1/2014)

Tunxis Community College
271 Scott Swamp Road
Farmington, CT 06032
Dr. Cathryn L. Addy, President

System Office, Connecticut State Colleges & Universities
39 & 61 Woodland Street
Hartford, CT 06105
Dr. Gregory W. Gray, President (Special Adviser to the President Effective 9/28/2015)
Mark E. Ojakian, Interim President (Effective 9/28/2015)

Connecticut Community Colleges

CONNECTICUT STATE
COLLEGES & UNIVERSITIES

Contents

June 30, 2015

CONNECTICUT STATE
COLLEGES & UNIVERSITIES

Introduction

The Management's Discussion and Analysis provides an overview of the financial position and activities of the Connecticut Community Colleges ("CCC" or "System") and its component units for the fiscal year ended June 30, 2015, along with comparative information for the fiscal year ended June 30, 2014. This discussion has been prepared by and is the responsibility of management, and should be read in conjunction with the financial statements and footnote disclosures which follow this section. The discussion immediately following reflects the System as it existed during fiscal year 2015.

The Board of Regents for Higher Education was established by the Connecticut General Assembly in 2011 (via Public Act 11-48 as amended by Public Act 11-61) bringing together the governance structure for the four Connecticut State Universities, twelve Connecticut Community Colleges and Charter Oak State College, effective July 1, 2011. The new Board of Regents for Higher Education is authorized under the provisions of this public act to "serve as the Board of Trustees for Community-Technical Colleges".

The Connecticut Community Colleges is a state-wide system of twelve regional community colleges. During the fall 2014 semester, approximately 55,154 students enrolled in credit courses and Full-Time Equivalent ("FTE") enrollment was 31,886. During fiscal year 2015 29,443 students also took a variety of non-credit skill-building programs. The CCC's offer two-year associate degrees and transfer programs, short-term certificates, and individual coursework in both credit and non-credit programs, often through partnerships with business and industry. In total, CCC employed over 2,100 full time employees at June 30, 2015.

The CCC system is composed of twelve primary institutions that make up the primary reporting entity. The primary reporting entity is financially accountable for the organizations that make up its legal entity. The System's twelve primary institutions include the following community colleges:

- Asnuntuck Community College ("Asnuntuck") in Enfield
- Capital Community College ("Capital") in Hartford
- Gateway Community College ("Gateway") in New Haven and North Haven
- Housatonic Community College ("Housatonic") in Bridgeport
- Manchester Community College ("Manchester") in Manchester
- Middlesex Community College ("Middlesex") in Middletown and Meriden
- Naugatuck Valley Community College ("Naugatuck Valley") in Waterbury and Danbury
- Northwestern Connecticut Community College ("Northwestern") in Winsted
- Norwalk Community College ("Norwalk") in Norwalk
- Quinebaug Valley Community College ("Quinebaug") in Danielson and Willimantic
- Three Rivers Community College ("Three Rivers") in Norwich
- Tunxis Community College ("Tunxis") in Farmington and Bristol

The CCCs serve an important role in the State's economy, providing convenient, accessible and flexible access to higher education for many of the State's residents, including "non-traditional" students age 22 or older. Open admission to all individuals who have a high school degree or equivalency, an emphasis on low student tuition and fees, and a policy goal of making financial aid available to meet the direct costs of attendance for students who demonstrate financial need, help to ensure access to all students regardless of income. In addition to the twelve primary locations, several CCCs have satellite locations in city centers affording even easier access to students who may not have transportation to attend the main campus. Satellite locations include downtown Danbury, Meriden, and Willimantic. The financial results of these satellite locations are included in the reports of the main campus, or Naugatuck Valley, Middlesex, and Quinebaug Valley Community College, respectively.

Using the Financial Statements

CCC's financial report includes the following financial statements: the Statements of Net Position, the Statements of Revenues, Expenses and Changes in Net Position and the Statements of Cash Flows. These financial statements are prepared in accordance with accounting principles generally accepted in the United States of America as defined by the Governmental Accounting Standards Board ("GASB"). GASB Statement No. 35 established standards for external financial reporting for public colleges and universities, and requires that financial statements be presented on a basis to focus on the financial

condition, results of operations, and cash flows of the System as a whole. As required by GASB Statements No. 34 and 35, a comparative analysis of fiscal year 2015 full financial statements and footnotes with fiscal year 2014 is also presented, both for the CCC *primary institution*, as well as for certain other organizations that have a significant related party relationship with CSUS (the "component units").

The component units are the twelve college foundations and two magnet high schools at Manchester Community College ("MCC") and Quinebaug Valley Community Colleges ("QVCC"). The Foundations are legally independent, tax-exempt non-profit organizations separate from university control, founded to foster and promote the growth, progress and general welfare of the Colleges and to solicit, receive and administer donations for such purposes. They are component units included within the System financial statements based on the requirements of GASB Statement No. 39, *Determining Whether Certain Organizations are Component Units – an amendment of GASB Statement No. 14* ("GASB 39"), regarding criteria for affiliated organizations. The Foundations manage the majority of the Colleges' endowments. However, the assets of these component units are not available to CCC for use at its discretion. Magnet high schools which are operating on CCC campuses are also legally separate, tax-exempt non-profit organizations. Each magnet school established is evaluated for inclusion within the System financial statements as a component unit based on the requirements of GASB Statement No. 39, *Determining Whether Certain Organizations are Component Units – an amendment of GASB Statement No. 14* ("GASB 39"). The Great Path Academy (GPA) at MCC and Quinebaug Middle College (QMC) at QVCC meet the criteria for inclusion as component units in the financial statements of CCC and are discretely presented and identified in a single column on the face of the CCC financial statements.

Financial Highlights

The Connecticut Community Colleges had total assets of $876.6 million, liabilities of $640.5 million, and a total net position balance of $234.8 million at June 30, 2015. Of this amount, -$520.7 million is classified as unrestricted net position, a $1.2 million increase from 2014. The large negative balance in unrestricted net position has been created by the adoption of GASB 68, as discussed within this report. Adoption of GASB 68 required the System to recognize a liability for pension plans, which were previously disclosed only at the State level. Adoption also required a restatement of 2014 balances. The offset to the pension liability was a debit to unrestricted net position as further discussed below. The table included below illustrates the unrestricted net position trends separate from the adjustment for pension liability.

Total operating revenues from student tuition and fees, grants and contracts, and other college activities (net of scholarship allowances) were $212.9 million, a 0.1% decrease over the previous year. Operating expenses were $579.2 million, an increase of 12.6% over the previous year, resulting in an operating loss of $366.4 million during the year ended June 30, 2015. Net non-operating revenues and other changes were $387.4 million, up 36.8% from the previous year, reflecting a $31.4 million increase in bond appropriations and a $72.8 million increase in general fund appropriations. The increase in general fund was primarily a result of $44.8 million for the 2014 reported pension contributions and $21.0 million in supplemental funding for early college preparedness, developmental education and other support. Overall the CCC's experienced a net increase in net position of $21.0 million during fiscal year 2015.

Cash and cash equivalents were $184.7 million at June 30, 2015, including $42.0 million of cash equivalents in the form of State bond appropriations administered by the CCC's, and $59.7 million of State bond appropriations administered by the Department of Administration Services ("DAS") on behalf of the System. DAS-administered cash equivalents (bond appropriations) increased from $28.4 million at June 30, 2014 to $59.7 million at June 30, 2015, reflecting expenditures of $8.8 million, new bond appropriations of $42.0 million and $2.0 million in transfers between DAS and the colleges and other adjustments. Total current assets were $227.2 million at June 30, 2015. The ratio of unrestricted current assets of $112.7 million to unrestricted current liabilities of $48.8 million is 2.3:1 in 2015, and was 2.1:1 in 2014. The current ratio reflects a financial position sufficient to provide short-term liquidity. However, as the State continues to address budget shortfalls over the next few years, management will continue to carefully monitor liquidity metrics. Non-current liabilities increased 0.3% from $588.1 million at June 30, 2014 to $589.8 million at June 30, 2015. This significant liability includes $551.7 million for pension liability and $37.9 million for the long-term portion of the accrued value of benefits earned by employees which must be paid out when they retire or otherwise terminate service in the future (net of the estimated amounts to be paid out in the upcoming year). These large and essentially unfunded liabilities continue to represent a long-term obligation impacting the System's financial flexibility.

CONNECTICUT STATE
COLLEGES & UNIVERSITIES
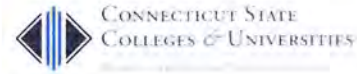
Statement of Net Position

The Statement of Net Position presents the overall financial position of the system at the end of the fiscal year, and includes all assets and liabilities of the Connecticut Community Colleges, including capital assets net of depreciation. The change in Net Position is one indicator of whether the overall financial condition of CCC has improved or worsened during the year.

Condensed Statements of Net Position
June 30, 2015 and 2014
(in thousands)

	2015	2014 Restated *	% Change
ASSETS			
Current assets	$ 227,235	$ 204,953	11 %
Non-current assets	649,324	651,596	(0) %
Total assets	876,559	856,549	2 %
Deferred outflows of resources	20,226	-	100% [1]
LIABILITIES			
Current liabilities	50,763	54,692	(7) %
Non-current liabilities	589,771	588,066 *	0 % [2]
Total liabilities	640,534	642,758	(0) %
Deferred inflows of resources	21,448	-	100% % [1]
NET POSITION			
Invested in capital assets	649,126	651,431	(0) %
Restricted-nonexpendable	20	20	- %
Restricted-expendable	106,380	99,035	7 %
Unrestricted	(520,723)	(536,695) *	3 % [2]
Total net position	234,803	213,791 *	10 % [2]
Total liabilities and net position	$ 875,337	$ 856,549	2 % [2]

[1] The 2014 amount for these line items are not directly comparable to the 2015 amount due to the adoption of GASB No. 68 effective July 1, 2014.

[2] Net position and non-current liabilities were restated to reflect the net pension liablity at June 30, 2014 of $550.0 million as if the GASB No. 68 liability was recorded in 2014.

Total assets were $876.6 million at the end of the 2015 fiscal year and up from $856.5million at the end of fiscal year 2014.

Current assets consist of cash and cash equivalents and accounts receivable. Current assets were $227.2 million at the end of fiscal year 2015. The $22.3 million net increase in current assets from the previous year is largely attributable to a $11.9 million increase in the cash equivalents and a $5.5 million increase in cash. Cash equivalents fluctuate as sizeable building projects are funded and then expended over a period of often two to three years. Accounts receivables totaled $41.3 million at the end of fiscal year 2015. This reflects a $3.8 million increase from the $37.5 million of accounts receivable at the end of fiscal year 2014. The increase was primarily attributable to a $2.7 million increase in grant receivables. Investment of cash is handled by the State of Connecticut Treasurer's Office, which invests cash balances in a Short Term Investment Fund ("STIF") on behalf of State agencies. The CCC's do not carry any other separate investments.
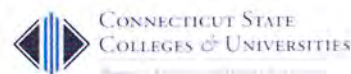
THE CCC's FINANCIAL POSITION
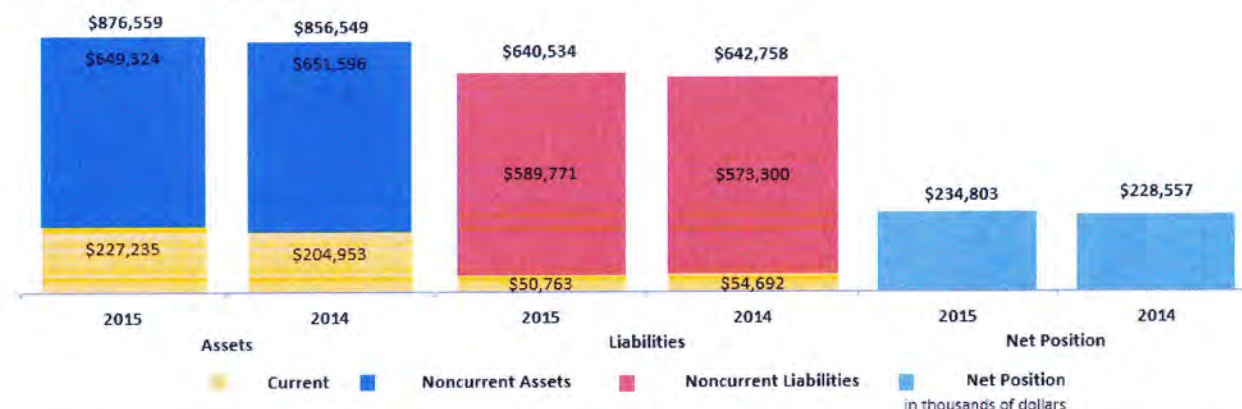
Non-current assets decreased 0.3% from $651.6 million at June 30, 2014, to $649.3 million at June 30, 2015. Net capital assets account for all but $198 thousand of non-current assets. The $198 thousand represents student loan receivables. At June 30, 2015, capital assets in service totaled $921.7 million, offset by $291.9 million in accumulated depreciation; this compared with $905.3 million and $266 million, respectively, at the end of fiscal year 2014. Buildings and building improvements increased by $7 million. Middlesex renovations to their Founders Hall accounted for $2 million. Expansion and upgrades related to Asnuntuck's manufacturing program accounted for $3.4 million.

Current liabilities consist primarily of accrued payroll and related benefits, unearned revenue, and accounts payable. Total liabilities were $640.5 million at the end of fiscal year 2015, an increase from $628.0 million at the end of fiscal year 2014. Employee salary and fringe benefits payable of $27.5 million and unapplied payments of $11.1 million, primarily collected in advance for late-summer and fall 2015 academic terms. Additional current liabilities include deferred revenues of $2.9 million for restricted grant activities to be performed, vendor accounts payable of $5.3 million, agency fund liabilities of $1.3 million, and $2.0 million for the estimated value of accrued compensated absences (sick and vacation time benefits) that will be paid within the coming year to employees who terminate or retire, as well as $0.4 million of retainage on facility projects.

Non-current liabilities consist almost exclusively of $551.7 million in pension liability and long-term accrued compensated absences ("ACA") – $37.9 million net of $2.0 million of current liabilities – to be paid out to terminating employees over time in the future beyond one year. The total ACA liability of $39.9 million (long-term and current) and pension liability of $551.7 million represents approximately five times the existing unrestricted current assets that are available to pay for these previously earned employee benefits, and causes the reported unrestricted net position balance to be significantly reduced. In practice, however, much of these payouts are funded through current-year revenues rather than through existing net position.

Pension liability is the CCC's proportionate share of the State Employee Retirement System's (SERS) and the Teachers Retirement System's (TRS) net pension liability. In June 2012 GASB released Statement No. 68, Accounting and Financial Reporting for Pensions – An Amendment of GASB Statement No. 27, with an effective date of June 30, 2015. This Statement established standards for measuring and recognizing future defined benefit pension liabilities. As defined in this Statement, SERS is considered a single employer plan and the CCC System is considered a cost-sharing employer of TRS. These accounting requirements do not impact the System's funding requirements for the pension plans. The System's total net pension obligation was $551.7 million and $550.0 million at June 30, 2015 and June 30, 2014 respectively.

The total *net position* balance includes $649.1 million *Invested in capital assets* net of related debt and depreciation. The Connecticut Community Colleges do not carry any capital debt, as property acquisitions, facility construction and major renovations are financed by capital appropriations made to one or more of the CCC's. Bonding and debt repayment are the responsibility of the State of Connecticut and are not reflected in the CCC financial statements. The Connecticut Community

Colleges continue to implement a long-range capital plan to provide for new and renovated campus facilities necessary to meet academic program needs.

THE CCC's NET POSITION

	2015	2014
Invested in Capital Assets	$649,126	$651,431
Restricted-Nonexpendable	$20	$20
Restricted-Expendable	$106,380	$99,035
Unrestricted	-$520,723	-$536,695

■ 2015   ● 2014   in thousands of dollars
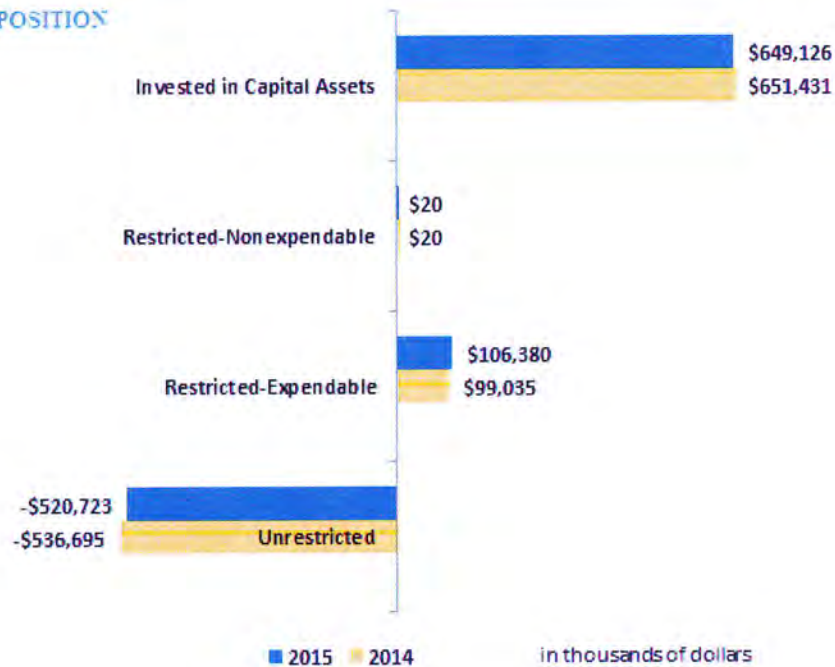
The $53.7 million in new bond fund appropriations in fiscal year 2015 included $11.7 million for System administered projects and repairs, and equipment, and $42 million for DAS-administered projects. The System-administered dollars funded a variety of small projects and IT initiatives including Ellucian Degree Works, a disaster recovery program and event management system. The $42 million included $39 million for renovations to Founders Hall at Naugatuck Valley to improve classrooms and laboratories for Allied Health and Nursing programs, including satellite space for Western Connecticut State University and UConn.

The CCC's have a minimal level of *Restricted-Nonexpendable* net position as the colleges do not generally carry any permanent endowment as a direct activity. *Restricted-Expendable* net position represent primarily bond fund appropriation balances at June 30, 2015 ($40.7 million in funds managed by the CCC's and $59.5 million for projects managed by DAS), funds held in restricted accounts pending distribution under the terms of the Board's collective bargaining agreement with its professional unions ($4.1 million), loan fund balances ($0.1 million), as well as private gifts and donations, mostly for scholarships, whose revenues have been recognized but not yet expended. Changes in restricted-expendable net position are related primarily to the change in bond fund appropriation revenues and expenses in connection with various facility projects.

Unrestricted net position ("UNP") has shifted to a substantial negative balance with the inclusion of the pension liability. This negative balance decreased by $6.9 million during fiscal year 2015. Excluding the pension liability, UNP increased by $12.4 million to $25.7 million during fiscal year 2015, following a decrease of $1.8 million in 2014 and $13.1 million decrease in 2013. The table below illustrates the fluctuations in aggregate CCC UNP over the past several years:

FY02	FY03	FY04	FY05	FY06	FY07	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15
$6.5	$4.1	$7.2	$10.2	$16.2	$29.8	$32.8	$24.2	$37.9	$39.2	$28.3	$15.2	$13.3	$25.7

UNP Adjusted for GASB 68 changes to reflect inclusion of Pension Liability: ($536.7) ($520.7)

THE CCC's UNRESTRICTED NET ASSETS (less NPL)

Unrestricted — $25,721 (2015), $13,329 (2014)

■ 2015 ■ 2014   in thousands of
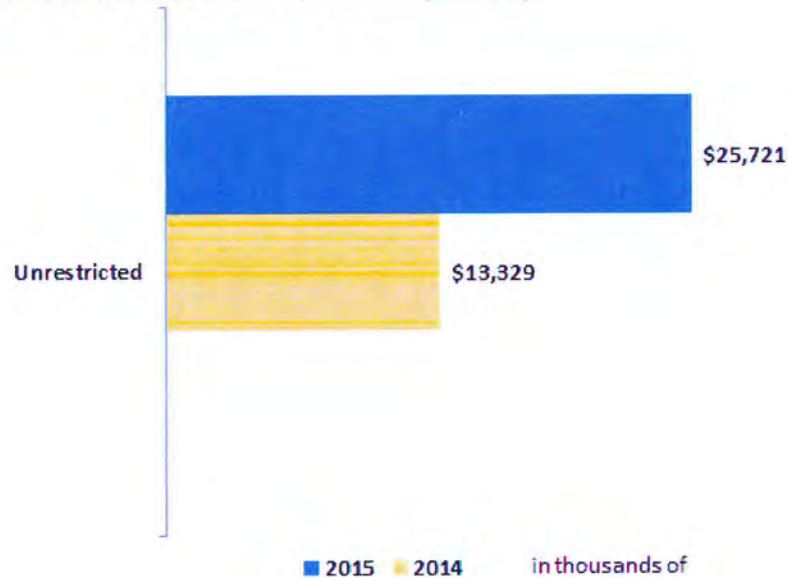
Statement of Revenues, Expenses and Changes in Net Position

The Statement of Revenues, Expenses and Changes in Net Position presents CCC's results of operations, as well as the non-operating revenues and expenses. Total *operating revenues* for fiscal year 2015 were $212.9 million after the reduction for scholarship allowances as required by GASB 35, down 0.1% from $213.1 million in fiscal year 2014. *Student tuition and fees* represent the largest portion of operating revenue on a gross basis, but are offset by student financial aid and waivers resulting in net tuition and fee revenue of $96 million after scholarship allowances. This differs from budgetary practices, which recognize revenue on a gross basis without offset for scholarship allowances. On a gross basis, fiscal year 2015 tuition revenues decreased 1.2% from the previous year, to $175.4 million,. These revenues reflect a FTE credit enrollment decrease of 3% in fiscal year 2015 and 1.6% in fiscal year 2014. Extension fee revenues increased slightly from $24.6 million in fiscal year 2014 to $24.8 million in fiscal year 2015. Credit extension decreased 0.8% while the non-credit extension increased 2.4%. Other fee revenues (gross) totaled $24.8 million at June 30, 2015.

REVENUE DISTRIBUTION

- All Other Revenue, 1.7%
- Gov't Grants, 19.6%
- General Fund Appropriation, 31.6%
- Tuition & Fees, Net, 17.3%
- General Fund Fringe, 20.1%
- Bond Fund Appropriation, 9.7%

- 6 -
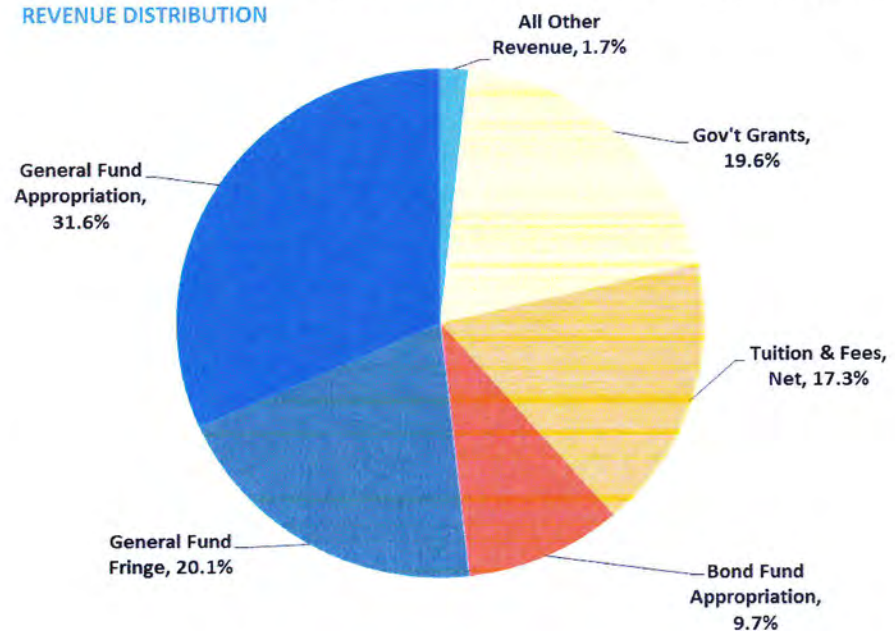
Condensed Statements of Revenues, Expenses and Changes in Net Position
Years Ended June 30, 2015 and 2014
(in thousands)

	2015	2014 Restated *	% Change
OPERATING REVENUES			
Student tuition and fees	$ 175,415	$ 177,470	-1 %
Less: Scholarship discounts and allowances	(79,421)	(78,025)	2 %
Net tuition and fees	95,994	99,445	(3) %
Government grants and contracts	109,033	105,693	3 %
Additional operating revenues	7,839	7,924	(1) %
Total operating revenues	212,866	213,062	(0) %
OPERATING EXPENSES	579,220	514,565	13 % [1]
Operating loss	(366,354)	(301,503)	(22) % [1]
NON-OPERATING REVENUES			
State appropriations - general fund *	331,960	259,155	28 % [1]
State appropriations - bond fund **	53,746	22,319	141 %
Other non-operating revenues (expenses), net	1,660	1,643	1 %
Net non-operating revenues	387,366	283,117	37 %
Net income	21,012	(18,386)	214 %
Change in net position	21,012	(18,386)	214 % [2]
NET POSITION			
Net position, beginning of year	213,791	232,177 *	(8) % [2]
Net position, end of year	$ 234,803	$ 213,791 *	$ 10 % [2]

* Including fringe benefits
** Including agency and DCS administered

[1] The 2014 amounts for these line items are not directly comparable to the 2015 amount due to the adoption of GASB No. 68 effective July 1, 2014.

[2] Net position was restated to reflect the net pension liablity at June 30, 2014 of $550.0 million as if the GASB No. 68 liability was recorded in 2014.

REVENUE SUMMARY

General Fund Appropriation: $175,700 (2015), $150,600 (2014)
General Fund Fringe: $111,500 (2015), $108,600 (2014)
Bond Fund Appropriation: $53,700 (2015), $22,300 (2014)
Tuition & Fees, Net: $96,000 (2015), $99,400 (2014)
Gov't Grants: $109,000 (2015), $105,700 (2014)
All Other Revenue: $9,500 (2015), $9,600 (2014)

■ 2015 ■ 2014   in thousands of dollars
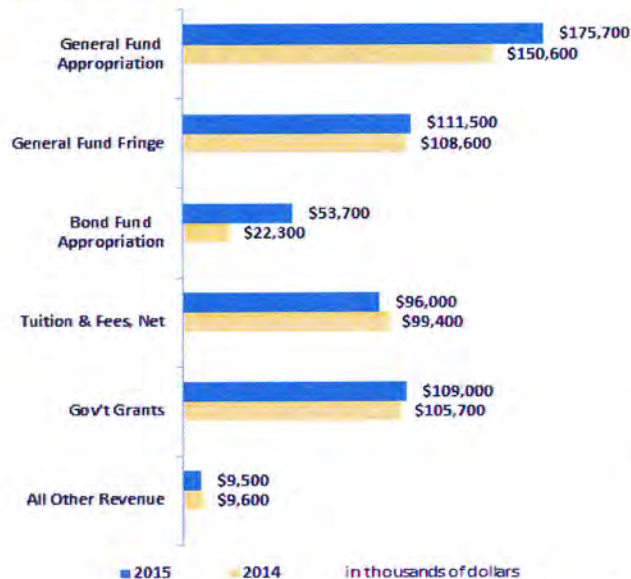
Government grant revenues are comprised primarily of student financial aid programs including the Federal Pell and Supplemental Education Opportunity Grant ("SEOG") programs. Other government grants include funding for various program-related activities. Government grant revenues at June 30, 2015 were $109.0 million; federal dollars were up $3.1 million and state dollars were up $0.2 million from the previous fiscal year.

Other revenues totaled $9.5 million in 2015, down from $9.6 million in fiscal year 2014. Other revenues include sales or commission revenues from college- or vendor-operated cafeterias, bookstores, and daycare centers, early childhood education, food services, and private gifts and grants.

Total operating expenses for fiscal year 2015 were $579.2 million, after reductions for the amount of student financial aid and waivers applied to student tuition and fees. This reflects an operating expense increase of 12.6% from

CONNECTICUT STATE
COLLEGES & UNIVERSITIES
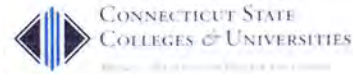
$514.6 million in fiscal year 2014. The $64.7 million increase in fiscal year 2015 crossed all functions and categories of expense. $41.2 million represents additional pension expense resulting from the implementation of GASB 68. A slight offset of $1.6 million came from a decrease in net scholarship aid.

Operating expenses include $442.5 million for salary and wages and related fringe benefits, or 76.4% of total operating expense. In addition, operating expenses include $34.9 million in net scholarship aid expense refunded to students, $29.2 million in depreciation expense and $72.6 million for all other service and supply costs. Supplies and services include $14.1 million in non-capital telecommunications and information technology-related services and supplies; premises and property-related expenses including utilities, security, maintenance and repairs, custodial and grounds, and other related costs totaling $28.5 million; and all other non-personnel costs of operating the colleges.

2015 OPERATING EXPENSES
by Program and Account Type

in thousands of dollars
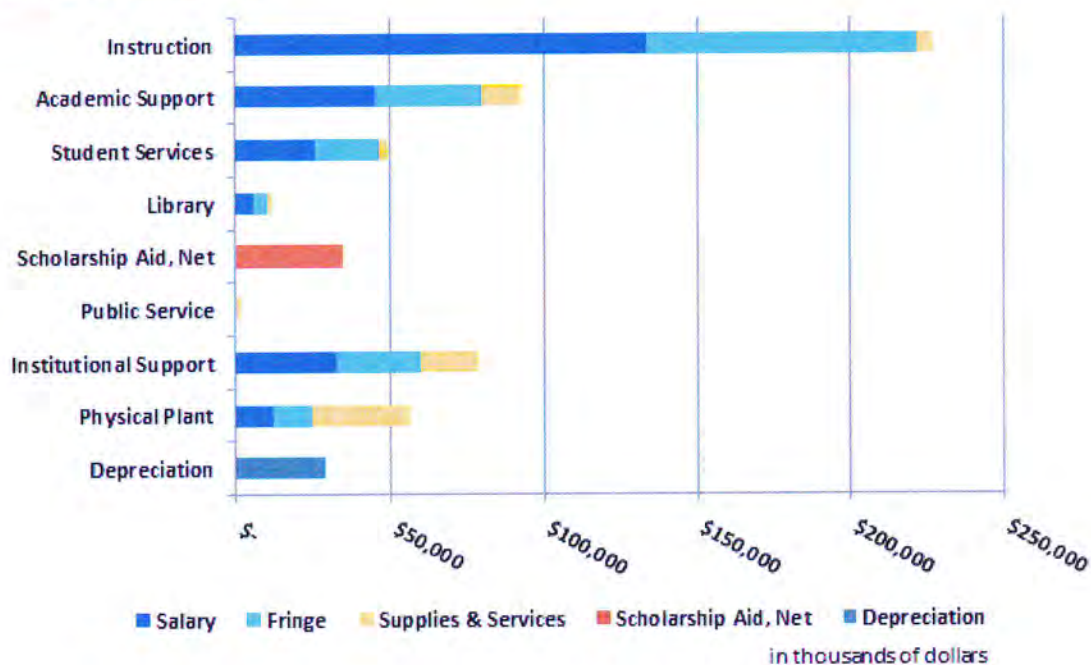
The Connecticut Community Colleges recorded an operating loss of $366.4 million during the year ended June 30, 2015. In major part, this results from the fact that the State general fund appropriation and related fringe benefits, as well as State bond fund appropriations are classified as *non-operating revenues* under GASB 35, although the expenditure of these resources on personnel, non-capital equipment and depreciation are considered to be an operating expense. Other non-operating activity includes private gifts and donations, investment income earned on cash balances invested by the State treasurer's office, and non-mandatory transfers between individual colleges and the System Office. The State general fund appropriation for salaries increased by 2.8% and the associated revenues to cover fringe benefit costs increased by 2.7%, to $154.7 million and $111.5 million, respectively. An additional $21.0 million of targeted General Fund appropriations was received to fund the CCC's portion of the BOR initiative titled "Transform CSCU 2020". Specifically, the majority of these additional funds were provided to support (1) developmental education efforts undertaken by the CCCs, and (2) a supplement in lieu of increases to tuition and fees which would have been required to cover cost increases. Unlike other General Fund appropriations; this $21.0 million included no component for fringe. Bond fund appropriation revenues increased from $22.3 million in 2014 to $53.7 million in 2015. When the full value of the general fund appropriation and fringe benefits, capital appropriations, and other non-operating revenue and expense is taken into account, the System recorded a total 2015 net increase in net position of $21.0 million compared with $18.4 million decrease in 2014.

EXPENSE BY ACCOUNT TYPE

Account Type	2015	2014
Salary	$256,500	$246,100
Fringe	$186,000	$135,900
Supplies & Services	$72,600	$67,600
Scholarship Aid, Net	$34,900	$36,600
Depreciation	$29,200	$28,400

■ 2015   ● 2014   in thousands of dollars
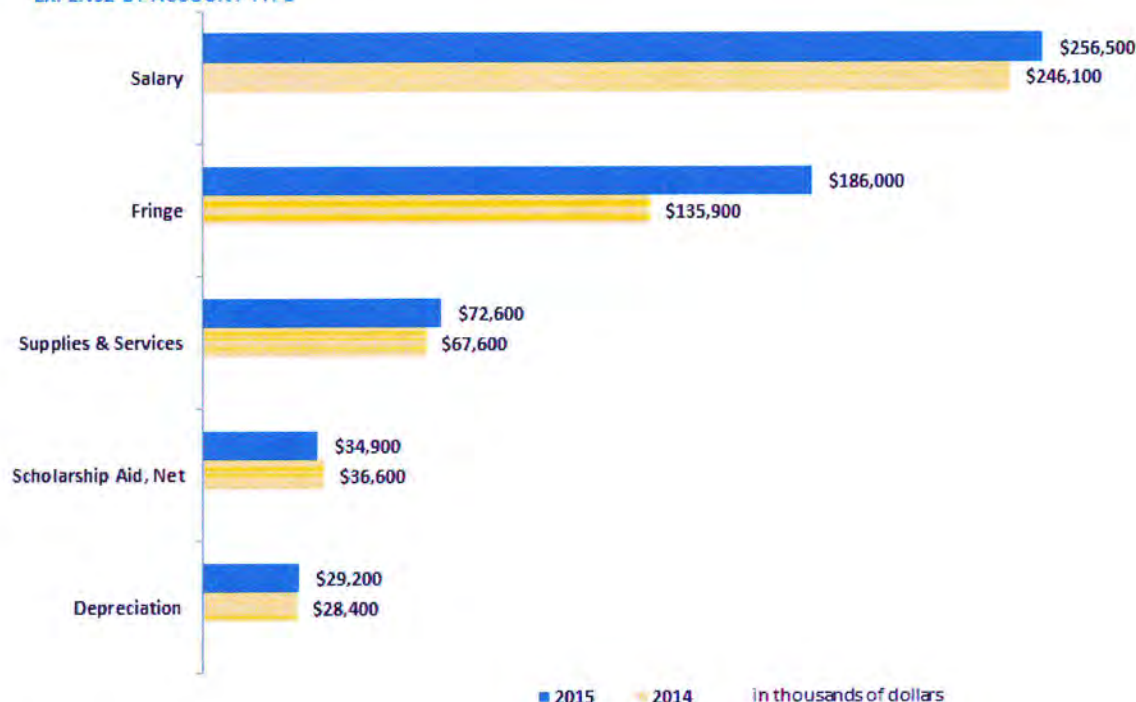
Statement of Cash Flows

The statement of cash flows presents the significant sources and uses of cash. Major sources of *operating activity* cash inflows include receipts of student tuition and fees ($95.2 million, down 1.3% from 2014) and receipts from government grants and contracts ($106.1 million, up 1.6% from 2014). Cash is also received from private grants and contracts, miscellaneous auxiliary and educational sales, and other activities. The largest operating cash outflows include salaries paid to employees ($255.0 million, up 6.1% from 2014), fringe benefits paid on behalf of employees ($142.1 million, up 6.8% from 2014), vendor payments ($81.0 million, up 5.0% from 2014) and payments to students ($37.7 million, down 5.7% from 2014) including financial aid grants and loans (above the amounts applied to tuition and fee charges), student work study or other employment, and tuition and fee refunds. Net cash used by operating activities increased 8.6% during fiscal year 2015 and declined 6.9% during fiscal year 2014.

The largest inflow of cash related to *non-capital financing* is State appropriations ($290.7 million), including general fund appropriations for salaries and related fringe benefits, and the portion of bond appropriations expended for non-capitalized equipment, deferred maintenance and other non-capital items. Other non-capital financing cash inflows include private gift receipts of $1.6 million and Federal Family Education Loan Program (FFELP) receipts of $8.7 million.

Capital financing cash flows result primarily from the receipt or reallocation of capital appropriations and from cash outlays made to purchase capital assets either by the CCC's directly, or by DAS on the System's behalf. During fiscal year 2015, capital financing net cash inflows of $47.8 million reflected the receipt of bond appropriations of $42.0 million of which went to college facility projects administered by DAS, and $5.8 million for repairs and maintenance, capital equipment and system technology initiatives at the colleges and system office. Cash provided by *investing activities* represents interest income earned on operating fund cash balances invested by the State treasurer on behalf of the System, and distributed quarterly. Cash inflows from the Short Term Investment Fund ("STIF") rose from $113 thousand in fiscal year 2014 to $134 thousand in fiscal year 2015.

- 9 -

CONNECTICUT STATE
COLLEGES & UNIVERSITIES

Condensed Statements of Cash Flows
Years Ended June 30, 2015, and 2014
(in thousands)

	2015	2014	% Change
NET CASH PROVIDED BY (USED IN)			
Operating activities	$ (304,494)	$ (280,327)	(9) %
Investing activities	134	113	19 %
Capital and related financing activities	20,743	(5,211)	498 %
Noncapital financing activities	301,016	270,058	11 %
Net change in cash and cash equivalents	17,399	(15,367)	213 %
CASH AND CASH EQUIVALENTS			
Cash and cash equivalents, beginning of year	167,269	182,636	(8) %
Cash and cash equivalents, end of year	$ 184,668	$ 167,269	10 %

Economic Outlook

The Connecticut Community Colleges will confront significant challenges and opportunities in the years ahead. The factors that will have the greatest financial impact on the CCC are projected flattening and declining high school graduates and the current fiscal condition of the state of Connecticut, which projects significant 2016 fiscal year-end budget deficits. The state has already implemented a budget rescission impacting all state agencies in fiscal year 2016, and has indicated that another rescission may be forthcoming in order to balance the state budget.

The following table illustrates Fall Full Time Equivalent ("FTE") student attendance at the CCCs:

Fall Headcount Enrollment and Full Time Equivalent						
Year Ended 30-Jun	Undergraduate	% Change	TOTAL	% Change	Full Time Equivalent	% Change
2015	55,154	-3.2%	55,154	-3.2%	31,886	-3.0%
2014	56,976	-2.2%	56,976	-2.2%	32,882	-1.6%
2013	58,228	1.9%	58,228	1.9%	33,410 *	0.6%
2012	57,152	-1.0%	57,152	-1.0%	33,200 *	-2.0%
2011	57,749	5.9%	57,749	5.9%	33,862 *	5.8%
2010	54,523	8.0%	54,523	8.0%	32,001 *	9.6%

* Prior year numbers have changed slightly from what was reported on this schedule in the 2013 financials. The difference represents two definitions offered by IPEDS, the Integrated Post-Secondary Education Data System. This is the primary source for post-secondary institutions in the United States. From 2014 forward, the numbers are calculated using the Instructional Activity definition.

- 10 -

The past two years have seen declining full time equivalent students, and the five-year trend shows some decline. CCC continues to attract non-traditional students and as discussed below, strategic initiatives are underway to expand the potential student population. In addition, the IPEDS data does not currently measure the attendance in non-credit programs which is a significant offering at the CCCs.

Looking forward, management is working towards strategic initiatives to improve and enhance operations of the CCC and entire system. The Board had previously engaged consulting support to review current enrollment management policies and practices with the goal of formulating new strategies to increase recruitment and retention of students.

Since its official formation in January, 2012, the Board of Regents has initiated a number of actions to employ best practices at the state universities and community colleges. "Excel CT", the strategic plan for the state universities, community colleges, and Charter Oak State College, was launched in FY 2014. Excel CT, later rebranded "Transform CSCU 2020", had the goal of improving the student experience by uniting the 17 CSCU institutions as one interdependent system, strengthen online learning capacity, and better aligning coursework with the strongest industry growth sectors.

After experiencing complications with the complexity and breadth of Transform CSCU 2020, management has determined that a better course of action is to regroup and simplify our strategic planning efforts. Many of the initiatives of Transform will be brought forward however, and the process ahead is expected to be more collaborative. The management team has gone back to the core values espoused by the Board when the Connecticut State Colleges & Universities ("CSCU") were first formed. The following is the mission of CSCU:

> The Connecticut State Colleges & Universities (CSCU) contribute to the creation of knowledge and the economic growth of the state of Connecticut by providing affordable, innovative, and rigorous programs. Our learning environments transform students and facilitate an ever increasing number of individuals to achieve their personal and career goals.

The Board also set forth five goals at the time:

Goal 1: A Successful First Year: Increase the number of students who successfully complete a first year of college.
Goal 2: Student Success: Graduate more students with the knowledge and skills to achieve their life and career goal.
Goal 3: Affordability and Sustainability: Maximize access to higher education by making attendance affordable and our institutions financially sustainable.
Goal 4: Innovation and Economic Growth: Create educational environments that cultivate innovation and prepare students for successful careers in a fast changing world.
Goal 5: Equity: Eliminate achievement disparities among different ethnic/racial, economic, and gender groups.

The seventeen institutions, under the supervision of each President, are evaluating how the institutional goals align with these five overarching goals.

Management continues to be strongly committed to advocating for forward-thinking, long-term shifts in University and system operations. The primary focus of our overarching strategies is to provide better services and experiences to students.

Additional Information

This financial report is designed to provide a general overview of CCC's finances and to show accountability for the funds it receives. Questions about this report or requests for additional financial information should be directed to Erika Steiner, Chief Financial Officer, Board of Regents for Higher Education, Connecticut State Colleges and Universities (860-493-0251). College-specific questions may also be directed to the Dean of Administration at each individual college.

Independent Auditor's Report

To the Board of Regents
of the Connecticut Community Colleges

We have audited the accompanying financial statements of the primary institution (an enterprise fund of the State of Connecticut), and the aggregate discretely presented component units (the aggregate of the Magnet High Schools and the Foundations) comprising the Connecticut Community Colleges (the "System"), as of June 30, 2015 and for the year then ended, and the related notes to the financial statements, which collectively comprise the System's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

Our responsibility is to express an opinion on the financial statements based on our audit. We did not audit the financial statements of the Foundations, which statements reflect total assets of $53.1 million and total net assets of $50.5 million as of June 30, 2015 and total revenues, capital gains and losses and other support of $8.2 million for the year then ended. Those statements were audited by other auditors whose reports have been furnished to us, and our opinion, insofar as it relates to the amounts included for the Foundations, is based solely on the reports of the other auditors. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on our judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, we consider internal control relevant to the System's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the System's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, based on our audit and the reports of other auditors, the financial statements referred to above present fairly, in all material respects, the respective financial position of the primary institution and the aggregate discretely presented component units of the Connecticut Community Colleges at

June 30, 2015, and the respective changes in financial position and, where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Emphasis of a Matter

As discussed in Note 1, the financial statements of the System, an institution of higher education of the State of Connecticut, are intended to present the financial position, the changes in financial position and cash flows of only that portion of the business-type activities of the State of Connecticut that is attributable to the transactions of the System. They do not purport to, and do not, present fairly the financial position of the State of Connecticut as of June 30, 2015, the changes in its financial position, or, where applicable, its cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America. Our opinion is not modified with respect to this matter.

As discussed in Note 3 of the financial statements, the System adopted Governmental Accounting Standards Board ("GASB") Statement No. 68, *Accounting and Financial Reporting for Pensions - an Amendment of GASB Statement No. 27* ("GASB 68"), effective July 1, 2014. Our opinion is not modified with respect to this matter.

Other Matters

The accompanying Management's Discussion and Analysis on pages 1 through 11 is required by accounting principles generally accepted in the United States of America to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We and other auditors have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the System's basic financial statements. The Schedule of Net Pension Liability and Related Ratios (Unaudited) and Schedule of Contributions (Unaudited) on pages 41 and 42 are required by accounting principles generally accepted in the United States of America to supplement the basic financial statements. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

The supplementary information included on pages 45 through 49 are presented for purposes of additional analysis and are not a required part of the basic financial statements. The information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records

used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves and other additional procedures, in accordance with auditing standards generally accepted in the United States of America by us. In our opinion, the supplementary information, based on our audit, are fairly stated, in all material respects, in relation to the basic financial statements taken as a whole.

PricewaterhouseCoopers LLP

January 14, 2016

Connecticut Community Colleges
Statements of Net Position
June 30, 2015
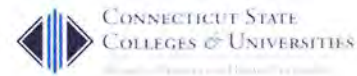
	Primary Institution (in thousands)		Component Unit Magnet High Schools (in thousands)	
Assets				
Current assets				
Cash and cash equivalents	$	184,668	$	2,494
Accounts receivable, due from the State		27,050		37
Accounts receivable other, net		14,295		84
Prepaid expenses		1,222		-
Total current assets		227,235		2,615
Non-current assets				
Capital assets, net		649,126		47,414
Student loans, net		198		-
Total non-current assets		649,324		47,414
Total assets	$	876,559	$	50,029
Deferred outflows of resources				
Deferred pension contributions		20,226		-
Total deferred outflows of resources	$	20,226	$	-
Liabilities				
Current liabilities				
Accounts payable	$	5,270	$	40
Accrued expenses - salary and fringe benefits		27,482		49
Accrued compensated absences - current portion		1,993		3
Deferred revenue		2,879		31
Unapplied payments		11,062		-
Retainage		371		-
Agency and loan fund liabilities		1,278		-
Other liabilities		428		-
Total current liabilities		50,763		123
Non-current liabilities				
Pension liability		551,736		
Accrued compensated absences - long term portion		37,878		58
Other long-term liabilities		157		-
Total non-current liabilities		589,771		58
Total liabilities		640,534		181
Deferred inflows of resources				
Deferred pension asset gains		21,448		-
Total deferred inflows of resources	$	21,448	$	-
Net position				
Invested in capital assets, net of related debt		649,126		47,414
Restricted				
Nonexpendable		20		-
Expendable		106,380		2,569
Unrestricted		(520,723)		(135)
Total net position	$	234,803	$	49,848

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

	Component Unit Foundations (in thousands)
Assets	
Cash and cash equivalents	$ 5,236
Accounts receivable, net	17
Contributions receivable, net	2,066
Grants receivable	353
Other receivables	421
Prepaid expenses and other assets	419
Investments	44,596
Total assets	$ 53,108
Liabilities	
Accounts payable and accrued expenses	$ 352
Annuities payable	151
Scholarships payable	11
Other liabilities	2,104
Total liabilities	2,618
Net Assets	
Unrestricted	2,768
Temporarily restricted	18,302
Permanently restricted	29,420
Total net assets	50,490
Total liabilities and net assets	$ 53,108

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

Connecticut Community Colleges
Statements of Revenues, Expenses and
Changes in Net Position
Years Ended June 30, 2015

CONNECTICUT STATE
COLLEGES & UNIVERSITIES
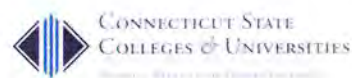
	Primary Institution (in thousands)	Component Unit Magnet High Schools (in thousands)
Operating revenue		
Student tuition and fees	$ 175,415	$ -
Less: Scholarship discounts and allowances	(79,421)	-
Net tuition and fees	95,994	-
Federal grants and contracts	99,965	4,604
State and local grants and contracts	9,068	(87)
Private grants and contracts	2,918	-
Sales and services of educational departments	766	-
Other operating revenues	4,155	1,104
Total operating revenues	212,866	5,621
Operating expenses		
Instruction	226,543	3,683
Public service	1,334	-
Academic support	92,371	533
Library	11,325	102
Student services	49,125	537
Scholarship aid, net	34,893	-
Institutional support	78,666	1,233
Physical plant	55,772	556
Depreciation	29,191	1,483
Total operating expenses	579,220	8,127
Operating loss	(366,354)	(2,506)
Nonoperating revenues		
State appropriations - general fund	331,960	727
State appropriations - bond funds	53,746	-
Private gifts	1,516	-
Interest income	131	-
Other non-operating revenues, net	13	26
Net non-operating revenue	387,366	753
Change in net position	21,012	(1,753)
Net position, as restated at July 1, 2014	213,791	51,601
Net position at end of year	$ 234,803	$ 49,848

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

Connecticut Community Colleges
Statements of Revenues, Expenses and
Changes in Net Assets – Component Unit
Years Ended June 30, 2015

CONNECTICUT STATE
COLLEGES & UNIVERSITIES

Statement of Revenues, Expenses and Changes in Net Assets - Component Units
Year Ended June 30, 2015

	Component Unit Foundations (in thousands)
Revenue, capital gains and losses and other support	
Gifts and grants	$ 5,787
Gifts in kind	4
Events and activities	888
Dividends and interest income	486
Net realized and unrealized gain/(loss) on investments	1,051
Total revenue, capital gains and losses and other support	8,216
Expenses	
Fundraising events	588
Campus facilities, projects and equipment	215
Grants	410
Museum	109
Program services	2,050
Scholarships, awards, and financial aid	2,093
Management and general	1,094
College advancement	933
Total expenses	7,492
Net Income (Loss)	724
Change in net assets	724
Net assets	
Net assets at beginning of year	49,766
Net assets at end of year	$ 50,490

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

Connecticut Community Colleges

Statements of Cash Flows

June 30, 2015

CONNECTICUT STATE
COLLEGES & UNIVERSITIES

		Primary Institution
		(in thousands)
Cash flows from operating activities		
Student tuition and fees	$	95,254
Government grants and contracts		106,113
Private grants and contracts		2,535
Sales and services of educational departments		741
Payments to employees		(254,963)
Payments for fringe benefits		(142,123)
Payments to students		(37,678)
Payments to vendors		(81,043)
Payments by Department of Construction Services		(232)
Other receipts, net		6,902
Net cash used in operating activities		(304,494)
Cash flows from investing activities		
Interest income		134
Net cash provided by investing activities		134
Cash flows from capital and related financing activities		
State appropriations		47,809
Payments by Department of Construction Services		(8,299)
Purchase of capital assets		(18,767)
Net cash (used in) provided by capital and related financing activities		20,743
Cash flows from noncapital financing activities		
State appropriations		290,706
Private gifts		1,580
Federal Family Education Loan program ("FFELP")		8,730
Net cash provided by noncapital financing activities		301,016
Net change in cash and cash equivalents		17,399
Cash and cash equivalents at beginning of year		167,269
Cash and cash equivalents at end of year	$	184,668
Reconciliation of operating loss to net cash used in operating activities:		
Operating loss	$	(366,354)
Adjustments to reconcile operating loss to net cash used in operating activities:		
Depreciation expense		29,191
Loss on disposal of capital assets, net		100
Operating Application of FFELP Receipts		(8,730)
Changes in operating assets and liabilities:		
Accounts receivable, net		(3,027)
Prepaid expenses and other assets		(1,059)
Accrued compensation and other		(5,108)
Pension Liability		1,712
Accounts payable		2,568
Deferred revenue		227
Changes in deferred outflows and inflows of resources:		
Deferred pension contributions		24,539
Deferred pension asset gains		21,447
Net cash used in operating activities	$	(304,494)

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

1. **Organization and Operations**

   The Connecticut Community Colleges (collectively referred to as "CCC" or the "System") are a state wide system of twelve regional community colleges, serving nearly half of the undergraduates in public higher education in the State of Connecticut (the "State"). The CCC's offer two-year associate degrees and transfer programs, short-term certificates and individual coursework in both credit and noncredit programs, often through partnerships with business and industry. The System has a combined enrollment of approximately 55,000 credit students and 29,000 additional noncredit students at its twelve colleges. The primary institutions that make up the financial statements include the CCC System Office ("SO") and the following community colleges: Asnuntuck Community College ("Asnuntuck"), Capital Community College ("Capital"), Gateway Community College ("Gateway"), Housatonic Community College ("Housatonic"), Manchester Community College ("Manchester"), Middlesex Community College ("Middlesex"), Naugatuck Valley Community College ("Naugatuck"), Northwestern Connecticut Community College ("Northwestern"), Norwalk Community College ("Norwalk"), Quinebaug Valley Community College ("Quinebaug"), Three Rivers Community College ("Three Rivers"), and Tunxis Community College ("Tunxis").

2. **Reporting of Component Units**

   Government Accounting Standards Board ("GASB") Statement No. 39, *Determining Whether Certain Organizations Are Component Units* ("GASB 39") and as amended GASB 61, *The Financial Reporting Entity*, requires several legally separate, tax-exempt, affiliated college foundations (collectively referred to as the "Foundations") to be considered component units of CCC and presented discretely in CCC's financial statements. The Foundations act primarily as fund-raising organizations to supplement the resources that are available to the colleges in support of their programs. Although the colleges do not control the timing or amount of receipts from the Foundations, the majority of resources, or income thereon, that the Foundations hold and invest are restricted to the activities of the colleges by the donors. Because these restricted resources held by the Foundations can only be used by, or for the benefit of, the colleges, the Foundations are considered component units of the colleges.

   The financial information of the college Foundations is discretely presented and identified in the "component unit" column of the various system-wide and college financial statements. Because under Connecticut statutes each Foundation may establish its own accounting (fiscal) year as any twelve month period, not all twelve Foundations have a fiscal year-end which coincides with the CCC June 30 year-end. Some Foundations have fiscal years which end at December 31. GASB 39 allows component unit information to be up to eleven months older than that of the CCC primary institution, therefore the component unit information reflects Foundation statements from each Foundation's most recent fiscal year, ended either December 31, 2014 or June 30, 2015.

   All Foundation financial statement information is based on separately audited financial statements. Those financial statements are audited by other accounting firms and are presented under standards promulgated by the Financial Accounting Standards Board ("FASB") rather than GASB. Under pre-existing Connecticut statutory and CCC Board policy requirements, various Foundation information including the audited Foundation financial statements, is reviewed at a high level by

the college president and the college chief financial official, and forwarded to the CCC System Office annually for transmittal to the State Auditors of Public Accounts. CCC management relies upon individual college and Foundation compliance with these requirements, and the independently audited Foundation financial statements, to ensure that information presented in the component unit section of the CCC financial statements is materially correct.

The Foundations are private non-profit organizations that report under FASB standards, including ASC 958-205 *Presentation of Financial Statements*. As such, certain revenue recognition criteria and presentation features are different from GASB revenue recognition criteria and presentation features. No modifications have been made to the Foundations' financial information in CCC's financial reporting entity for these differences. However, in some cases line items have been combined to reflect common terminology across all twelve college foundations. In addition, all other footnotes herein relate solely to the primary institution, the CCC's, excluding the respective component unit foundations.

CCC has responsibility for Great Path Academy ("GPA") and Quinebaug Valley Middle College High School ("QMC"), (together, "magnet high schools") which are inter-district magnet high schools located on the Manchester Community College and Quinebaug Valley Community College campuses, respectively. Magnet high schools are discretely presented and identified in a single column as component units on the face of CCC's statements of net position and statements of revenues, expenses and changes in net position. CCC does not consider magnet high schools to be part of the primary institution, because they are legally separate entities from CCC and they are separately managed and accounted for.

Affiliated alumni associations, if any, have not been included as component units of the colleges. They are considered immaterial for inclusion.

Complete financial statements for the Foundations can be obtained from the Finance Department at the Connecticut State Colleges and Universities System Office at 39 Woodland St. Hartford, CT 06105 or by phone at (860)723-0000.

3. **Significant Accounting Policies**

Basis of Presentation
The financial statements for the CCC primary institution have been prepared using the economic resources measurement focus and the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America, as prescribed by GASB. The System reports as a business type activity, as defined by GASB Statement No. 35, *Basic Financial Statements – and Management's Discussion and Analysis – For Public Colleges and Universities* ("GASB 35"). Business type activities are those that are financed in whole or in part by fees charged to external parties for goods or services.

CCC follows the provisions of GASB Statement No. 33, *Accounting and Financial Reporting for Nonexchange Transactions* ("GASB 33"), and GASB 35, as amended by GASB Statements No. 37, *Basic Financial Statements – and Management's Discussion and Analysis – for State and Local Governments: Omnibus, an amendment of GASB Statements No. 21 and No. 34*, ("GASB 37") and

No. 38, *Certain Financial Statement Note Disclosures* ("GASB 38"). GASB 33 requires that unconditional promises to give be recorded as receivables and revenues when CCC has met all applicable eligibility requirements. This statement also requires that unspent cash advances received for sponsored programs be recorded as deferred revenue rather than as restricted expendable net position. GASB 35 establishes standards for external financial reporting for public colleges and universities and requires that resources be classified for accounting and reporting purposes into the following four net position categories:

Invested in Capital Assets, Net of Related Debt
Capital assets, including restricted capital assets, net of accumulated depreciation and reduced by the outstanding principal balances of debt and other obligations, if applicable, attributable to the acquisition, construction or improvement of those assets. As of June 30, 2015, the CCC's do not carry any debt as all bonding is handled by the State.

Restricted – Nonexpendable
Net position subject to externally-imposed stipulations that are required to be retained in perpetuity, such as permanent endowments.

Restricted – Expendable
Net position subject to externally-imposed constraints imposed by grantors, contributors or laws or regulations of other governments or imposed by law through constitutional provisions or enabling legislation. Restricted expendable net position include capital appropriation balances, funds held in accordance with legally adopted collective bargaining agreements, unexpended balances in non-exchange grants, and institutional capital contribution balances in the Federal National Direct Student Loan and Nursing Loan programs. The balance of expendable net position restricted by enabling legislation at June 30, 2015 are $106,380,639.

Unrestricted
Net positions that do not meet the definition of "invested in capital assets, net of related debt" or "restricted."

GASB 35 also requires that the statements of net positions; revenues, expenses, and changes in net positions; and cash flows be reported on a combined basis.

The magnet high schools apply the same four net position categories as described above.

New Accounting Pronouncements Implemented
In June 2012, the GASB issued Statement No. 68, Accounting and Financial Reporting for Pensions, effective for the System's fiscal year beginning July 1, 2014. This Statement revises existing standards for employer financial statements relating to measuring and reporting pension liabilities for pension plans provided by the State to System employees. This Statement requires recognition of a liability equal to the net pension liability.

In November 2013, the GASB issued Statement No. 71, Pension Transition for Contributions Made Subsequent to the Measurement Date, effective for the System concurrently with the implementation of GASB Statement No. 68. This Statement addresses an issue in Statement No. 68 concerning transition provisions related to certain pension contributions made to defined benefit

pension plans prior to the implementation of that Statement by employer and non-employer contributing entities.

CCC implemented GASB Statement No. 63, *Financial Reporting of Deferred Outflow of Resources, Deferred Inflows of Resources, and Net Position* ("GASB 63"), effective June 30, 2013. CCC also implemented GASB Statement No. 65, *Items Previously Reported as Assets and Liabilities* ("GASB 65") effective June 30, 2013. Prior to GASB 68, CCC did not identify any significant deferred outflows of resources or deferred inflows of resources at June 30, 2013. As a result of GASB 68 implementation, CCC now recognizes deferred outflows of resources, pension contributions, and deferred inflows of resources, pension gains on assets.

Pension Obligations
The System records pension obligations equal to the net pension liability for its defined benefit plans. The net pension liability is measured as the total pension liability, less the amount of the pension plan's fiduciary net position. The total pension liability is determined based upon discounting projected benefit payments based on the benefit terms and legal agreements existing at the pension plan's fiscal year end. Projected benefit payments are required to be discounted using a single rate that reflects the expected rate of return on investments, to the extent that plan assets are available to pay benefits, and a tax-exempt, high-quality municipal bond rate when plan assets are not available.

Pension expense is recognized for benefits earned during the period, interest on the unfunded liability and changes in benefit terms. The differences between expected and actual experience and changes in assumptions about future economic or demographic factors are reported as deferred inflows or outflows of resources and are recognized over the average expected remaining service period for employees eligible for pension benefits. The differences between expected and actual returns are reported as deferred inflows or outflows and are recognized over five years.

Restatement of Opening Net Position Balance
Effective July 1, 2014, the System adopted GASB Statement No. 68, Accounting and financial Reporting for Pensions - an Amendment of GASB Statement No. 27 ("GASB No. 68"). The System also adopted GASB Statement No. 71, Pension Transition for Contributions made subsequent to the Measurement Date, an amendment of GASB Statement No. 68. GASB No. 68 replaces the requirements of GASB Statement No. 27, Accounting for Pensions by State and Local Governmental Employers, as well as the requirements of GASB Statement No. 50, Pension Disclosures, as they relate to pensions that are provided through pension plans administered as trusts or equivalent arrangements that meet certain criteria. GASB No. 68 establishes standards for measuring and recognizing liabilities, deferred outflows of resources, deferred inflows of resources, and expenses. For defined benefit pensions, GASB No. 68 identifies the methods and assumptions that should be used to project benefit payments, discount projected benefit payments to their actuarial present value, and attribute that present value to periods of employee service. Note disclosure and required supplementary information requirements about pensions also are addressed. In addition, GASB No. 68 details the recognition and disclosure requirements for employers with liabilities (payables) to a defined benefit pension plan and for employers whose employees are provided with defined contribution pensions.
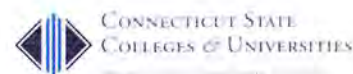
To the extent practical, GASB No. 68 requires retrospective adoption, which results in restatement of prior periods presented. Restatement of all prior periods presented is not practical because the pension plans are managed by the State of Connecticut and this information is not available. The total beginning net pension liability allocable to the System has been determined and the effect of adopting GASB No. 68 as of July 1, 2014 was as follows:

(in thousands of dollars)

Net position at June 30, 2014 (as previously reported)	$	763,815
Net pension liability		(550,024)
Change in net position		(550,024)
Net position at July 1, 2014 (as restated)	$	213,791

Cash and Cash Equivalents
Cash and cash equivalents consist of cash held by the state treasurer in a Short-Term Investment Fund ("STIF"), state general fund and capital appropriations, and petty cash. The STIF, stated at market value, is held on behalf of CCC by the State Treasurer and has original maturities of three months or less (see Note 4). Interest income is recognized on the accrual basis. The largest inflow of cash related to non-capital financing is State appropriations, including general fund appropriations for salaries of $175,664,484 fiscal year 2015, and related fringe benefit of $111,531,610 for fiscal year 2015, and the portion of bond appropriations expended for non-capitalized equipment, deferred maintenance and other non-capital items. The CCC's do not receive cash from the State in support of the general fund appropriation. The appropriation is treated as a cash equivalent for accounting and reporting purposes, and is included in the cash flow statement. Fringe benefit payments are made by the State Comptroller on behalf of the CCC's, and information regarding the associated fringe benefit expense is provided to the System with each biweekly payroll. This is treated as a cash equivalent on the statements of cash flows.

Capital Assets
Capital assets of the primary institutions and the magnet high schools are stated at historical cost or, in the case of donated property, at the fair value at the date of gift. Depreciation of capital assets is calculated on a straight-line basis over the respective asset's estimated useful life. Useful lives assigned to assets are identified in the following table:

Asset Class Description	Useful Life
Land	Not applicable
Land/site improvements	20-40 years
Buildings and building Improvements	3-40 years
Lease related	Life of lease
Library books	10 years
Furniture and equipment	3-15 years
Vehicles	4 years
Artwork non-collection	10 years
Fine arts & historical treasures	Not applicable
Software	5 years
Other personal property	10 years

CCC does not capitalize works of art or historical treasures that are held for exhibition, education, research and public service. These collections are neither disposed of for financial gain nor encumbered in any means. Accordingly, such collections are not recognized or capitalized for financial statement purposes. Title to all assets, whether purchased, constructed or donated, is held by the State of Connecticut.

Accrued Compensated Absences (ACA)
Employees earn the right to be compensated during absences for vacation leave, sick leave and related fringe benefits. The accompanying statements of net position reflect the accrual for the amounts earned as of year-end.

Deferred Revenue
Deferred revenue consists primarily of cash received under government grants and contracts which has not yet been earned as of year-end.

Unapplied Payments
Unapplied payments consist primarily of tuition and fees collected as of year-end, for the upcoming summer or fall semesters. Direct charges related to these semesters are reported in the period the tuition and fees are recognized as income.

Operating Activities
CCC policy for defining operating activities as reported on the statements of revenue, expenses and changes in net position are those that generally result from exchange transactions such as payments received for providing services and payments made for services or goods received. Nearly all of CCC expenses are from exchange transactions. Certain significant revenue streams relied upon for operations are recorded as non-operating revenues, as defined by GASB 35, including state appropriations, gifts and investment income.

Student Tuition and Fee Revenue
Student tuition and fee revenues are recognized in the period earned. Student tuition and fee revenue is presented net of scholarship aid applied to student accounts, while other financial aid refunded directly to students is presented as scholarship aid expenses, as required by GASB 35.

Student tuition, college services fees, student activity fees, extension credit and non-credit program fees, and other miscellaneous student fees, recorded as gross tuition and fee revenues, represent the largest portion of operating revenue, but are offset by student financial aid grants from federal, state, local and private sources as well as by institutional aid in the form of tuition remission and statutory and other tuition and fee waivers, used to pay off student tuition and fee charges, resulting in net tuition and fee revenue after scholarship allowances. The revenue for a summer session is split between the two fiscal years, with appropriate amounts being recognized in the accounting period in which they are earned or incurred and become measurable.

Private Gifts and Contributions
CCC receives gifts of financial support from private corporations, foundations and individuals. In such cases, revenue is recognized when a pledge representing an unconditional promise to pay is received and all eligibility requirements, including time requirements, have been met. In the absence of such promise, revenue is recognized when the gift is received. Contributions of assets other than cash are recorded at their estimated fair value.

Income Taxes
CCC is an agency of the State of Connecticut and is exempt from federal income taxes under Section 115(a) of the Internal Revenue Code and from state income taxes. Accordingly, no provision for income taxes has been recorded in the accompanying financial statements.

Use of Estimates
The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect amounts reported in the financial statements and accompanying notes. Actual results could differ from those estimates. Significant estimates include the accrual for employee compensated absences, collectability of accounts and loans receivable, the useful lives of property and equipment and the pension liability.

Subsequent Events
In accordance with generally accepted accounting principles, CCC evaluated subsequent events for the period after June 30, 2015 and through January 14, 2016, the date the financial statements were issued, and determined that there have been no subsequent events that would require recognition in the financial statements or disclosures in the notes of the financial statements.

4. **Cash and Cash Equivalents**

Cash and cash equivalents consists of the following at June 30, 2015 (in thousands):

	2015
Cash	$ 82,935
Cash equivalents	101,733
Cash and cash equivalents total	$ 184,668

Cash is invested in the State of Connecticut Treasurer's STIF, a combined investment pool of high quality, short-term money market instruments. All temporary surplus cash is invested in the STIF. CCC may add or withdraw monies on a daily basis with interest earned from date of deposit to date of withdrawal. The primary investment objectives of the STIF are the preservation of principal and the provision of liquidity to meet CCC daily cash flow requirements.

The STIF is managed by investment managers in accordance with the investment guidelines established by the State Treasurer. These guidelines prohibit investment in derivative securities other than floating rate securities which vary in the same direction as individual short-term money market indices, and limit the ability to enter into reverse repurchase agreements in amounts not to exceed 5.0% of the STIF's net assets at the time of execution.

CCC has assessed the Credit Risk and the Concentration of Credit Risk of its Cash and Cash Equivalents as follows:

Credit Risk – Credit risk is the risk that an investor will lose money because of the default of the security issuer or investment counterparty. CCC is only invested in the State of Connecticut Treasurer's STIF, which is a combined investment pool of high quality, short-term money market instruments. There is low risk to these types of investments.

Concentration of Credit Risk – Concentration of credit risk is assumed to arise when the amount of investments with one issuer exceeds 5 percent or more of the total value of investments. 100% of CCC's total cash and cash equivalents are invested in the STIF or consist of State general fund and capital bond fund appropriations allocated to the CCC which are backed by cash held by the State as of June 30, 2015.

5. **Accounts Receivable**

Accounts receivable consist of the following at June 30, 2015 (in thousands):

	2015
Tuition	$ 4,561
College services fees	376
Student activity fees	21
Extension fees	970
Payment plans and returned checks	441
Other student fees	215
Subtotal	6,584
Less: Allowance for doubtful accounts	(2,525)
Subtotal student tuition and fee receivables, net	4,059
Third party contracts	501
Government grants and contacts	7,142
STIF	32
Other receivables	3,394
Subtotal	11,069
Less: Allowance for doubtful accounts	(833)
Subotal other receivables, net	10,236
Total accounts receivable, net	$ 14,295

Student tuition and fees are due at a date established by each college not earlier than six weeks nor later than three weeks before the first day of classes unless other payment arrangements have been made. Any account not fully paid after the second week of class (end of add/drop) is entered into collections. Any unpaid account at June 30 that relates to a term from a previous fiscal year is considered doubtful and an allowance is established.

6. **Capital Assets**

Capital assets for the Primary Institution consist of the following at June 30, 2015 (in thousands):

	Balance at June 30, 2014	Additions	Disposals and Adjustments	Transfers	Balance at June 30, 2015
Land and land/site improvements	$ 25,216	$ 191	$ -	$ -	$ 25,407
Infrastructure	516	-	-	-	516
Building and building improvements	795,291	341	-	6,662	802,294
Furnishings and equipment	76,228	12,091	(2,302)	80	86,097
Library books	7,610	455	(1,056)	-	7,009
Software	439	-	-	-	439
	905,300	13,078	(3,358)	6,742	921,762
Less: Accumulated depreciation	(265,998)	(29,191)	3,318	-	(291,871)
	639,302	(16,113)	(40)	6,742	629,891
Construction-in-progress	12,129	13,915	(67)	(6,742)	19,235
Capital assets, net	$ 651,431	$ (2,198)	$ (107)	$ -	$ 649,126

Depreciation expense was $29,190,685 for the years ended June 30, 2015.

Capital assets for the Magnet Schools consist of the following at June 30, 2015 (in thousands):

	Balance at June 30, 2014	Additions	Disposals and Adjustments	Transfers	Balance at June 30, 2015
Building and building improvements	$ 51,788	$ 120	$ -	$ -	$ 51,908
Furnishings and equipment	1,627	103	(22)	-	1,708
	53,415	223	(22)	-	53,616
Less: Accumulated depreciation	(4,881)	(1,483)	22	-	(6,342)
	48,534	(1,260)	-	-	47,274
Construction-in-progress	105	35	-	-	140
Capital assets, net	$ 48,639	$ (1,225)	$ -	$ -	$ 47,414

Magnet School depreciation expense was $1,483,022 for the years ended June 30, 2015.

7. **Student Loans**

Student loans consist of the following at June 30, 2015 (in thousands):

	2015
Student loans receivable	$ 274
Less: Allowance for doubtful loans	(76)
	$ 198

The outstanding loans were granted as part of the Federal National Direct Student Loan and Nursing Loan programs. The allowance is equal to the total outstanding loans at year-end multiplied by the current year COHORT default rate. The COHORT default rate for each college is calculated individually for borrowers who entered repayment during fiscal years 2012, 2013 and 2014 as follows: (Total number of such borrowers with loans in default at fiscal year-end 2013, 2014 and 2015, i.e. a year later, respectively) *divided by* (Total number of such borrowers who entered repayment during fiscal years 2012, 2013 and 2014, respectively).

8. **Accrued Compensated Absences**

Accrued compensated absences consist of the following at June 30, 2015 (in thousands):

	2015
Accrued vacation	$ 16,617
Accrued sick leave	14,221
Other accrued fringe benefits	9,033
Total accrued compensated absences	39,871
Less: current portion	(1,993)
Accrued compensated absences - non-current portion	$ 37,878

Activity for compensated absences (in thousands), as of June 30, includes:

Balance as of June 30, 2014	$ 41,390
Increases in 2015	1,617
Payouts in 2015	(3,136)
Balance as of June 30, 2015	$ 39,871

These accruals represent amounts earned by all eligible employees through the end of the fiscal year. These accrued compensated absences ("ACA") will be settled over a number of years, and are not expected to have a significant impact on the future annual cash flows of the System. The current portion of ACA, is estimated to be 5.0% of the total liability and is reflected as a current liability.

9. **Pollution Remediation Obligations**

GASB Statement No. 49, *Accounting and Financial Reporting for Pollution Remediation Obligations* ("GASB 49") requires the CCCs to determine if any known pollution remediation obligations exist based on certain "obligating events". A pollution remediation obligation is an obligation to address the current or potential detrimental effects of existing pollution by participating in pollution remediation activities. If any obligations exist the CCCs must estimate expected outlays for the remediation on an expected cash flows basis.

At June 30, 2015, no pollution remediation obligations existed.

10. **Bonds Payable**

The State of Connecticut, through acts of its legislature, provides funding for certain major plant facilities of the System. The State obtains its funds for these construction projects from general obligation bonds which it issues from time to time. The State is responsible for all repayments of the bonds in accordance with bond indentures.

Debt service on bonds issued by the State to finance educational and general facilities is funded by the General fund of the State, which is in the custody of the State Treasurer. These bonds do not require repayment by CCC and, accordingly, the State's debt obligation attributable to CCC educational and general facilities is not reported as CCC debt in the accompanying financial statements.

11. **Retirement and Other Post Employment Benefits**

Plan Description
All regular full-time employees participate in one of two retirement plans. The State of Connecticut is statutorily responsible for the pension benefits of CCC employees who participate in the State Employees' Retirement System ("SERS"). SERS is the administrator of a single employer defined benefit public employee retirement system ("PERS"). The plan provides retirement, disability, death benefits and annual cost of living adjustments to plan members and their beneficiaries. Plan benefits, cost of living adjustments, contribution requirements of plan members and the State and other plan provisions are described in the General Statutes. The plan does not issue standalone financial reports. Information on the plan is currently publicly available in the State of Connecticut's Comprehensive Annual Financial Report prepared by the Office of the State Comptroller.

Tier III or the Hybrid Plan are the 2 primary SERS plan options available to CCC employees first hired into state service on or after July 1, 2011 (some employees are eligible to elect the Teachers Retirement System – TRS). Employees hired before July 1, 2011 participate in Tier I, Tier II, Tier IIA, Tier III, or TRS depending on several factors. CCC makes contributions on behalf of the employees in SERS plans through a fringe benefit charge assessed by the State of Connecticut. The Hybrid Plan, which became effective July 1, 2011 under the 2011 agreement between the State of Connecticut and the State Employee Bargaining Agent Coalition ("SEBAC"), provides a new

retirement plan option for employees hired on or after July 1, 2011 in a position statutorily defined as a state teacher or a professional staff member in higher education. The Hybrid Plan is a defined benefit plan that provides members with a life-time defined benefit the same as the benefit provided under SERS Tier III with the option at the time of retirement to elect to receive a lump sum payment of their contributions with a five percent employer match and four percent interest in lieu of a defined benefit.

Alternatively, employees may choose to participate in the Alternate Retirement Plan ("ARP") which is managed by Voya Financial. Under this arrangement, plan participants contribute 5% of their pay and the State contributes 8% to individual participants' investment accounts managed by Voya Financial. CCC contributes a fringe benefit charge to the State which includes the 8% employer contribution and an administrative charge. The aforementioned 2011 SEBAC agreement provides CCC employees who were both hired before July 1, 2011 and participating in ARP with a one-time irrevocable option through a date not yet determined of electing to transfer their membership from ARP to the Hybrid Plan and purchasing credit in the Hybrid Plan for their prior services at full actuarial cost.

Funding Policy
The contribution requirements of plan members and the State are established and may be amended by the State legislature subject to the contractual rights established by collective bargaining.

Tier I Plan B regular and Hazardous Duty members are required to contribute 2% and 4% of their annual salary up to the Social Security Taxable Wage Base plus 5% above that level. Tier I Plan C and Hybrid Plan members are required to contribute 5% of their annual salary. Tier IIA Plan and Tier III Plan regular and Hazardous Duty members are required to contribute 2% and 5% of their annual salaries, respectively.

The State is required to contribute at an actuarially determined rate, which may be reduced or increased by an act of the State legislature. The rate was 43.42% and 23.65% for SERS and TRS respectively for fiscal year ended June 30, 2015. The College contributed $42.8 million and $1.9 million for SERS and TRS respectively for fiscal year ended June 30, 2015, equal to 100% of the required contributions the year. Administrative costs of the plan are funded by the State.

Pension Liabilities, Pension Expense, and Deferred Outflows of
Resources and Deferred Inflows of Resources Related to Pensions
The Systems' net pension liability was measured as of June 30, 2014 and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of that date. The System's proportion of the net pension liability was based on a projection of the System's long-term share of contributions to the pension plan relative to the projected contributions of all participating entities and the State, actuarially determined. For the TRS plan, at June 30, 2014 the System's proportion was 0.1 %. For the SERS plan, at June 30, 2014 the System's proportion was 3.4%.

All SERS and TRS assets are available to pay any members benefits respectively. However, the portion of each plan's net pension liability attributable to the CCC System is tracked separately. The net pension liability for the CCC System as of June 30, 2015 for SERS and TRS was $540.6 million and $11.1 million respectively.

Actuarial Assumptions
SERS:
The total pension liability was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	2.75%
Salary increases	4.00% to 20.00%, including inflation
Investment rate of return net of pension plan investment expense, including inflation	8.00%

Mortality rates were based on the RP-2000 Employees table projected 15 years for men and 25 years for women with the Scale AA.

The actuarial assumptions used in the June 30, 2014 valuation were based on the results of the actuarial experience study as of June 30, 2013.

The long-term expected rate of return on pension plan investments was determined using a log-normal distribution analysis in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future rates of return by the target asset allocation percentage. The best estimates of geometric rates of return for each major asset class as of June 30, 2014 are summarized in the following table:

Asset Class	Target Allocation	Long-Term Expected Real Rate of Return
Large Cap U.S. Equities	21%	5.8%
Developed Non-U.S. Equities	18	6.6
Emerging Market (Non-U.S.)	9	8.3
Real Estate	7	5.1
Private Equity	11	7.6
Alternative Investments	8	4.1
Fixed Income	8	1.3
High Yield Bonds	5	3.9
Emerging Market Bond	4	3.7
TIPS	5	1.0
Cash	4	0.4

TRS:

The total pension liability was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	3.00%
Salary increases	3.75% to 7.00%, including inflation
Investment rate of return net of pension plan investment expense, including inflation	8.50%,

Mortality rates were based on the RP-2000 Combined Mortality Table RP-2000 projected 19 years using scale AA, with a two year setback for males and females for the period after service retirement and for dependent beneficiaries.

The long-term expected rate of return on pension plan investments was determined using a log-normal distribution analysis in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation. The target asset allocation and best estimates of arithmetic real rates of return for each major asset class are summarized in the following table:

Asset Class	Target Allocation	Long-Term Expected Real Rate of Return
Mutual Equity	25.0%	7.3%
Developed Markets ISF	20.0	7.5
Emerging Markets ISF	9.0	8.6
Core Fixed Income	13.0	1.7
Emerging Market Debt	4.0	4.8
High Yield	2.0	3.7
Inflation Linked Bonds	6.0	1.3
Liquidity Fund	6.0	0.7
Real Estate	5.0	5.9
Private Investment	10.0	10.9

Discount Rate

SERS:

The discount rate used to measure the total pension liability was 8.0%. The projection of cash flows used to determine the discount rate assumed that plan member contributions will be made at the current contribution rates and the Commonwealth's contributions will be made at rates equal to the difference between actuarially determined contributions rates and the member rates. Based on those assumptions, the net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan

investments was applied to all periods of projected benefit payments to determine the total pension liability.

TRS:

The discount rate used to measure the total pension liability was 8.50 percent. The projection of cash flows used to determine the discount rate assumed that plan member contributions will be made at the current contribution rate and that State contributions will be made at the actuarially determined rates in future years. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of Net Pension Liability (Asset) to Changes in Discount Rate

The following presents the current-period net pension liability of the CCC System calculated using the current-period discount rate assumption of 8.0 percent for SERS and 8.5 percent for TRS, as well as what the net pension liability would be if it were calculated using a discount rate that is 1-percentage-point lower or 1-percentage-point higher than the current rate:

	1% Decrease (SERS-7.0%) (TRS-7.5%)	Current Discount (SERS-8.0%) (TRS-8.5%)	1% Increase (SERS-9.0%) (TRS-9.5%)
SERS	$ 644,925,976	$ 540,627,381	$ 452,913,521
TRS	14,176,199	11,108,644	8,501,134

Pension Expense and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Defined Benefit Pension

For the year ended June 30, 2015, the System recognized pension expense of $47.7 million. Deferred outflows of resources and deferred inflows of resources for pensions attributed to the CCC System were related to the following sources for the year ended June 30, 2015:

CONNECTICUT STATE
COLLEGES & UNIVERSITIES

	SERS	TRS	Total
DEFERRED OUTFLOWS OF RESOURCES			
Difference between expected and actual experience	$ -	$ -	$ -
Changes of assumptions or other inputs	-	-	-
Net difference between projected and actual earnings on pension plan investements	-	-	-
Changes in Proportion and Differences Between Employer Contributions and Proportionate Share of Contributions	19,410,799	814,719	20,225,518
Total	$ 19,410,799	$ 814,719	$ 20,225,518
DEFERRED INFLOWS OF RESOURCES			
Difference between expected and actual experience	$ -	$ -	$ -
Changes of assumptions or other inputs	-	-	-
Net difference between projected and actual earnings on pension plan investments	19,308,133	938,375	20,246,508
Changes in Proportion and Differences Between Employer Contributions and Proportionate Share of Contributions	1,144,549	56,732	1,201,281
Total	$ 20,452,682	$ 995,107	$ 21,447,789

The net amount of deferred outflows of resources and deferred inflows of resources related to the pensions attributed to the CCC System that will be recognized in pension expense during the next five years and thereafter is as follows:

	SERS	TRS	Total
2016	$ (965,231)	$ (104,133)	$ (1,069,364)
2017	(965,231)	(104,133)	(1,069,364)
2018	(965,231)	(104,133)	(1,069,364)
2019	(965,297)	(104,130)	(1,069,427)
2020	2,819,106	130,463	2,949,569
Thereafter	$ -	$ 105,678	$ 105,678

Payable to the Defined Benefit Pension Plan
At June 30, 2015 the System reported a payable of $6.5 million for the outstanding amount of contributions to the pension plan required for the year ended June 30, 2015.

Other Post Employment Benefits
The State of Connecticut provides post retirement health care and life insurance benefits to eligible CCC employees, in accordance with Sections 5-257(d) and 5-259(a) of the Connecticut General Statutes. When employees retire, the State pays up to 100% of their health care insurance premium

cost (including the cost of dependent coverage). This benefit is available to retirees of the State Employees' Retirement System and participants in the Connecticut Alternate Retirement Program who meet certain age and service criteria.

The State also pays 100% of the premium cost for a portion of the employee's life insurance continued after retirement. The amount of life insurance continued at no cost to the retiree is determined in a formula based on the number of years of State service that the retiree had at the time of retirement. The State finances the cost of post retirement health care and life insurance benefits.

12. **Unrestricted Net Position**

Substantially all unrestricted net position are internally designated for unliquidated encumbrances, contingency reserves, academic, program and other initiatives, and capital programs. Unrestricted net position was -$520,723,687 at June 30, 2015. Of these amounts, $2,451,658, represents CCC's unliquidated encumbrances.

13. **Operating Leases**

CCC is party to one non-cancellable operating lease contract. Future minimum lease payments, all due over the next five fiscal years and thereafter under all existing operating lease contracts (cancellable and non-cancellable), are approximately as follows:

2016	1,359,595
2017	1,251,314
2018	977,991
2019	970,200
2020 to 2032	970,200 per year

The commitments above include a lease agreement entered into on July 1, 2012 by Gateway Community College with the City of New Haven for parking in the Temple Street Parking Garage for approximately $970,200 a year for 20 years. Rental and lease expense was $3,299,769 and $3,437,355 for the years ended June 30, 2015 and 2014, respectively.

14. **Commitments and Contingencies**

CCC is subject to other legal proceedings and claims which arise in the ordinary course of business. In the opinion of management, the amount of ultimate liability with respect to these actions will not materially affect the financial position, changes in net assets or cash flows of CCC.

CCC had outstanding purchase orders and related commitments for materials, services and capital expenditures that had not been received as of June 30, 2015. These commitments are not recorded as liabilities until materials or services are received. The commitments at June 30, 2015 were as follows:

CONNECTICUT STATE
COLLEGES & UNIVERSITIES

Asnuntuck Community College	$	7,780,723
Capital Community College		1,340,766
Gateway Community College		312,640
Housatonic Community College		2,393,297
Manchester Community College		836,590
Middlesex Community College		321,436
Naugatuck Valley Community College		555,525
Northwestern Connecticut Community College		433,672
Norwalk Community College		454,335
Quinebaug Valley Community College		298,504
Three Rivers Community College		474,058
Tunxis Community College		132,946
System Office		489,760
Total	$	15,824,252

15. Adjustment of Component Units – Foundations

Certain prior year balances in the foundation component units statements of net assets and statements of revenues, expenses and changes in net assets as reported by the foundations and audited by other auditors were restated.

16. Operating Expenses by Function

Operating expenses by functional classification for the years ended June 30, 2015 are summarized as follows (in thousands):

	Salaries and Wages	Fringe Benefits	Supplies and Services	Scholarship Aid	Depreciation	Total
Instruction	$ 133,720	$ 87,718	$ 5,105	$ -	$ -	$ 226,543
Public service	275	120	939	-	-	1,334
Academic support-other	45,361	34,484	12,526	-	-	92,371
Academic support-library	5,848	4,318	1,159	-	-	11,325
Student services	26,077	20,124	2,924	-	-	49,125
Scholarship aid	-	-	-	34,893	-	34,893
Institutional support	32,949	26,793	18,924	-	-	78,666
Physical plant	12,213	12,509	31,050	-	-	55,772
Depreciation	-	-	-	-	29,191	29,191
Total operating expenses	$ 256,443	$ 186,066	$ 72,627	$ 34,893	$ 29,191	$ 579,220

REQUIRED SUPPLEMENTARY INFORMATION

Connecticut Community Colleges
Schedule of Net Pension Liability
And Related Ratios (Unaudited)
Year Ended June 30, 2015
(in thousands)

CONNECTICUT STATE
COLLEGES & UNIVERSITIES
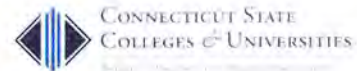
Schedule of Net Pension Liability and Related Ratios (Unaudited)

State Employee Retirement System Plan
Last 10 Fiscal Years [1]
(Dollar amounts in thousands)

	2015	2014
System's proportion of the net pension liability	3.38%	3.24%
System's proportionate share of the net pension liability	$ 540,627,381	$ 537,771,592
System's covered-employee payroll[2]	$ 117,736,763	$ 108,774,557
System's proportionate share of the net pension liability as a percentage of its covered-employee payroll	459%	494%
Plan Fiduciary net position as a percentage of the total pension liability	39.54%	[1]

Teachers Retirement System Plan
Last 10 Fiscal Years [1]
(Dollar amounts in thousands)

	2015	2014
System's proportion of the net pension liability	0.11%	0.11%
System's proportionate share of the net pension liability	$ 11,108,644	$ 12,252,555
State's proportionate share of the net pension liability associated with the System	$ 11,094,288	[1]
Total	$ 22,202,932	$ 12,252,555
System's covered-employee payroll[2]	$ 4,197,020	$ 4,000,839
System's proportionate share of the net pension liability as a percentage of its covered-employee payroll	265%	306%
Plan Fiduciary net position as a percentage of the total pension liability	61.56%	[1]

[1] Until a full 10-year trend is compiled, the System is presenting only information for years for which information is available.

[2] Actual covered employee payroll by pension plan is not avaialable. These figures are based on the total covered employee payroll reported by the pension plan multiplied by the percentage used for the portion of the NPL attributed to the System.

Connecticut Community Colleges
Schedule of Contributions (Unaudited)
Year Ended June 30, 2015
(in thousands)

CONNECTICUT STATE
COLLEGES & UNIVERSITIES

Schedule of Contributions (Unaudited)

State Employee Retirement System Plan
Last 10 Fiscal Years [1]
(Dollar amounts in thousands)

	2015	2014
Contractually required contribution	$ 42,836,587	$ 34,343,204
Contributions in relation to the contractually required contribution	(42,836,587)	(34,308,861)
Contribution deficiency (excess)	$ -	$ 34,343
System's covered-employee payroll [2]	$ 117,736,763	$ 108,774,557
Contributions as a percentage of covered employee payroll	36.38%	31.54%

Teachers Retirement System Plan
Last 10 Fiscal Years [1]
(Dollar amounts in thousands)

	2015
Contractually required contribution	$ 1,039,005
Contributions in relation to the contractually required contribution	(1,927,454)
Contribution deficiency (excess)	$ (888,449)
System's covered-employee payroll [2]	$ 4,197,020
Contributions as a percentage of covered employee payroll	45.92%

[1] Until a full 10-year trend is compiled, the System is presenting only information for years for which information is available.

[2] Actual covered employee payroll by pension plan is not avaialable. These figures are based on the total covered employee payroll reported by the pension plan multiplied by the percentage used for the portion of the NPL attributed to the System.

Connecticut Community Colleges
Notes to Required Supplemental Information (Unaudited)
Year Ended June 30, 2015
(in thousands)

CONNECTICUT STATE
COLLEGES & UNIVERSITIES

1. **Changes in Benefit Terms**

   For the June 30, 2014 valuation, there were two changes in benefit terms:

   a. The 2011 SEBAC Agreement changed the benefit multiplier for the portion of benefit below the breakpoint from 1.33% to 1.4%. This change was made effective for all active members who retire on or after July 1, 2013 in Tier II, IIA and III.

   b. A one-time decision was granted to members not eligible to retire by July 1, 2022 to elect to maintain the same normal retirement edibility applicable to members eligible to retire before July 1, 2022. Employees who elected by July 1, 2013 to maintain the eligibility are required to make additional employee contributions for the length of their remaining active service with SERS. The additional contribution was up to 0.72% of pensionable earnings.

SUPPLEMENTARY SCHEDULES

Connecticut Community Colleges
Combining Statement of Net Position
June 30, 2015
(in thousands)

Primary Institution

	Asnuntuck Community College	Capital Community College	Gateway Community College	Housatonic Community College	Manchester Community College	Middlesex Community College	Naugatuck Valley Community College	Northwestern Connecticut Community College	Norwalk Community College	Quinebaug Valley Community College	Three Rivers Community College	Tunxis Community College	System Office	Combined Total
Assets														
Current assets														
Cash and cash equivalents	$ 5,008	$ 11,997	$ 4,881	$ 20,575	$ 10,521	$ 3,164	$ 48,392	$ 4,685	$ 11,497	$ 12,185	$ 11,649	$ 5,983	$ 34,131	$ 184,668
Accounts receivable, due from the State	1,126	2,085	3,130	2,342	3,476	1,361	3,383	1,179	2,895	1,067	2,102	2,215	689	27,050
Accounts receivable other, net	567	1,849	1,700	366	1,291	1,478	2,903	138	1,527	813	646	573	444	14,295
Prepaid expenses	10	1	1	59	38	30	29	4	8	8	1	11	1,022	1,222
Total current assets	6,711	15,932	9,712	23,342	15,326	6,033	54,707	6,006	15,927	14,073	14,398	8,782	36,286	227,235
Non-current assets														
Capital assets, net	10,546	45,962	176,213	77,232	63,477	8,443	51,401	23,188	44,809	11,921	77,612	47,136	11,186	649,126
Student loans, net	24	-	(5)	(7)	-	95	(3)	4	-	-	70	20	-	198
Total non-current assets	10,570	45,962	176,208	77,225	63,477	8,538	51,398	23,192	44,809	11,921	77,682	47,156	11,186	649,324
Total assets	17,281	61,894	185,920	100,567	78,803	14,571	106,105	29,198	60,736	25,994	92,080	55,938	47,472	876,559
Deferred outflows of resources														-
Deferred pension contributions	-	-	-	-	-	-	-	-	-	-	-	-	20,226	20,226
Total deferred outflows of resources	-	-	-	-	-	-	-	-	-	-	-	-	20,226	20,226
Liabilities														
Current liabilities														
Accounts payable	336	194	302	258	498	217	285	137	1,055	35	295	144	1,514	5,270
Accrued expenses-salary and fringe benefits	1,348	2,662	4,242	2,831	4,243	1,846	4,230	1,284	3,955	1,228	2,553	2,804	(5,744)	27,482
Accrued compensated absences-current portion	83	156	222	149	201	110	234	80	221	84	150	155	148	1,993
Deferred revenue	8	510	199	14	117	216	190	27	355	247	125	101	770	2,879
Unapplied payments	423	335	1,503	638	2,029	661	1,663	283	1,588	223	614	1,231	(129)	11,062
Retainage	-	-	-	-	-	-	243	-	-	-	-	-	128	371
Agency and loan fund liabilities	41	31	71	102	154	86	305	45	235	45	125	38	-	1,278
Other liabilities	5	3	143	26	57	101	46	7	16	12	(4)	14	2	428
Total current liabilities	2,244	3,891	6,682	4,018	7,299	3,237	7,196	1,863	7,425	1,874	3,858	4,487	(3,311)	50,763
Non-current liabilities														
Pension Liability	-	-	-	-	-	-	-	-	-	-	-	-	551,736	551,736
Accrued compensated absences-long term portion	1,579	2,960	4,223	2,837	3,828	2,093	4,449	1,519	4,193	1,599	2,851	2,932	2,815	37,878
Other long-term liabilities	-	-	-	-	-	-	-	-	-	-	60	97	-	157
Total non-current liabilities	1,579	2,960	4,223	2,837	3,828	2,093	4,449	1,519	4,193	1,599	2,911	3,029	554,551	589,771
Total liabilities	3,823	6,851	10,905	6,855	11,127	5,330	11,645	3,382	11,618	3,473	6,769	7,516	551,240	640,534
Deferred inflows of resources														
Deferred pension asset gains	-	-	-	-	-	-	-	-	-	-	-	-	21,448	21,448
Total deferred inflows of resources	-	-	-	-	-	-	-	-	-	-	-	-	21,448	21,448
Net position														
Invested in capital assets, net of related debt	10,546	45,962	176,213	77,232	63,477	8,443	51,401	23,188	44,809	11,921	77,612	47,136	11,186	649,126
Restricted														
Nonexpendable	-	-	-	20	-	-	-	-	-	-	-	-	-	20
Expendable	2,462	6,082	3,101	6,160	2,452	1,598	39,954	1,516	3,850	6,501	2,899	4,333	25,472	106,380
Unrestricted	450	2,999	(4,299)	10,300	1,747	(800)	3,105	1,112	459	4,099	4,800	(3,047)	(541,648)	(520,723)
Total net position	$ 13,458	$ 55,043	$ 175,015	$ 93,712	$ 67,676	$ 9,241	$ 94,460	$ 25,816	$ 49,118	$ 22,521	$ 85,311	$ 48,422	$ (504,990)	$ 234,803

Connecticut Community Colleges
Combining Statement of Revenues, Expenses and Changes in Net Position
Year Ended June 30, 2015
(in thousands)

CONNECTICUT STATE
COLLEGES & UNIVERSITIES

Primary Institution

	Asnuntuck Community College	Capital Community College	Gateway Community College	Housatonic Community College	Manchester Community College	Middlesex Community College	Naugatuck Valley Community College	Northwestern Connecticut Community College	Norwalk Community College	Quinebaug Valley Community College	Three Rivers Community College	Tunxis Community College	System Office	Combined Total
Operating revenues														
Student tuition and fees	$ 6,222	$ 12,561	$ 25,108	$ 16,084	$ 23,279	$ 9,755	$ 22,641	$ 4,231	$ 22,042	$ 5,685	$ 13,445	$ 14,320	$ 42	$ 175,415
Less: Scholarship discounts and allowances	(2,734)	(8,159)	(12,504)	(8,309)	(9,226)	(3,969)	(9,545)	(2,068)	(7,874)	(3,224)	(6,527)	(5,282)	-	(79,421)
Net tuition and fees	3,488	4,402	12,604	7,775	14,053	5,786	13,096	2,163	14,168	2,461	6,918	9,038	42	95,994
Federal grants and contracts	2,925	9,667	14,618	10,305	10,029	5,693	13,129	2,409	13,567	3,350	6,985	5,827	1,461	99,965
State and local grants and contracts	248	438	1,420	850	917	362	1,548	220	782	951	742	464	126	9,068
Private grants and contracts	32	342	83	89	243	28	108	13	1,332	111	274	71	192	2,918
Sales and services of educational departments	24	20	26	234	14	4	97	-	222	-	-	125	-	766
Other operating revenues	103	291	874	355	530	175	458	87	311	155	561	255	-	4,155
Total operating revenues	6,820	15,160	29,625	19,608	25,786	12,048	28,436	4,892	30,382	7,028	15,480	15,780	1,821	212,866
Operating expenses														
Instruction	8,536	17,266	29,813	16,656	25,555	10,708	26,739	6,847	24,058	6,975	16,573	16,208	20,609	226,543
Public service	1	-	68	-	4	10	984	195	(1)	30	-	6	37	1,334
Academic support	3,802	5,890	9,029	8,203	8,770	5,612	11,519	2,766	9,482	3,574	5,302	6,966	11,456	92,371
Library	443	882	1,189	939	1,129	649	926	639	977	721	622	1,264	945	11,325
Student services	2,407	3,652	5,297	3,509	5,240	2,196	4,770	2,288	5,558	1,857	4,050	3,693	4,608	49,125
Scholarship aid, net	976	2,937	5,236	4,314	3,907	1,672	4,540	769	3,849	1,304	2,888	2,473	28	34,893
Institutional support	2,763	5,097	5,575	4,212	7,258	3,629	5,934	2,454	5,891	2,350	4,188	4,241	25,074	78,666
Physical plant	2,343	3,485	8,292	5,778	5,968	2,204	7,083	1,797	6,472	1,736	3,293	3,051	4,270	55,772
Depreciation	732	2,111	5,655	2,806	3,066	959	3,264	1,113	1,961	662	2,869	1,873	2,120	29,191
Total operating expenses	22,003	41,320	70,154	46,417	60,897	27,639	65,759	18,868	58,247	19,209	39,785	39,775	69,147	579,220
Operating loss	(15,183)	(26,160)	(40,529)	(26,809)	(35,111)	(15,591)	(37,323)	(13,976)	(27,865)	(12,181)	(24,305)	(23,995)	(67,326)	(366,354)
Nonoperating revenues (expenses)														
State appropriations - general fund	12,254	20,756	29,153	24,569	30,008	13,148	32,942	11,345	25,449	11,697	20,751	20,091	79,797	331,960
State appropriations - bond funds	2,910	158	317	982	400	167	39,352	295	1,655	418	292	282	6,518	53,746
Private gifts	134	1	134	-	40	96	74	228	523	184	98	3	1	1,516
Interest income	3	10	3	20	11	2	11	6	11	9	13	2	30	131
Other non-operating revenues (expenses), net	-	-	1	1	2	1	1	1	5	-	-	1	-	13
Net non-operating revenues	15,301	20,925	29,608	25,572	30,461	13,414	72,380	11,875	27,643	12,308	21,154	20,379	86,346	387,366
Net income (loss) before other changes	118	(5,235)	(10,921)	(1,237)	(4,650)	(2,177)	35,057	(2,101)	(222)	127	(3,151)	(3,616)	19,020	21,012
Other changes														
Capital and other additions (deductions)	1,330	-	-	453	-	894	670	-	400	107	1,854	161	(5,869)	-
Interagency transfers	724	2,458	4,795	1,272	2,503	1,303	1,874	1,186	(852)	525	1,006	(443)	(16,351)	-
Total other changes	2,054	2,458	4,795	1,725	2,503	2,197	2,544	1,186	(452)	632	2,860	(282)	(22,220)	-
Change in net position	2,172	(2,777)	(6,126)	488	(2,147)	20	37,601	(915)	(674)	759	(291)	(3,898)	(3,200)	21,012
Net position as restated at July 1, 2014	11,286	57,820	181,141	93,224	69,823	9,221	56,859	26,731	49,792	21,762	85,602	52,320	(501,790)	213,791
Net position at end of year	$ 13,458	$ 55,043	$ 175,015	$ 93,712	$ 67,676	$ 9,241	$ 94,460	$ 25,816	$ 49,118	$ 22,521	$ 85,311	$ 48,422	$ (504,990)	$ 234,803

Connecticut Community Colleges
Combining Statement of Cash Flows
Year Ended June 30, 2015
(in thousands)

Primary Institution

	Asnuntuck Community College	Capital Community College	Gateway Community College	Housatonic Community College	Manchester Community College	Middlesex Community College	Naugatuck Valley Community College	Northwestern Connecticut Community College	Norwalk Community College	Quinebaug Valley Community College	Three Rivers Community College	Tunxis Community College	System Office	Combined Total
Cash flows from operating activities														
Student tuition and fees	$ 3,283	$ 4,381	$ 12,323	$ 7,711	$ 14,010	$ 5,723	$ 12,330	$ 2,227	$ 14,705	$ 2,459	$ 6,584	$ 8,939	$ 579	$ 95,254
Government grants and contracts	2,925	10,056	16,372	11,261	10,630	5,962	13,482	2,589	13,341	3,908	7,860	6,120	1,607	106,113
Private grants and contracts	30	131	64	77	253	20	61	13	1,237	126	155	67	301	2,535
Sales and services of educational departments	24	16	27	215	14	4	97	-	223	-	-	121	-	741
Payments to employees	(10,491)	(20,126)	(32,240)	(21,059)	(29,759)	(13,568)	(31,798)	(9,529)	(28,106)	(9,803)	(19,163)	(19,630)	(9,691)	(254,963)
Payments for fringe benefits	(6,189)	(11,170)	(17,241)	(11,444)	(16,812)	(7,065)	(18,855)	(5,872)	(14,474)	(5,300)	(11,013)	(11,710)	(4,978)	(142,123)
Payments to students	(1,551)	(2,860)	(5,485)	(4,838)	(4,112)	(2,103)	(4,375)	(814)	(4,113)	(1,035)	(3,659)	(2,654)	(79)	(37,678)
Payments to vendors	(3,355)	(5,635)	(10,394)	(7,790)	(7,309)	(4,337)	(7,951)	(1,697)	(9,723)	(2,328)	(4,409)	(4,820)	(11,295)	(81,043)
Payments by Department of Public Works	-	(12)	-	-	-	(63)	-	-	-	(69)	(84)	-	(4)	(232)
Other receipts (payments), net	200	359	1,136	458	1,117	270	885	131	640	203	659	638	206	6,902
Net cash used in operating activities	(15,124)	(24,860)	(35,438)	(25,409)	(31,968)	(15,157)	(36,124)	(12,952)	(26,270)	(11,839)	(23,070)	(22,929)	(23,354)	(304,494)
Cash flows from investing activities														
Interest income	4	11	3	20	12	3	12	6	11	9	14	3	26	134
Net cash provided by investing activities	4	11	3	20	12	3	12	6	11	9	14	3	26	134
Cash flows from capital and related financing activities														
State appropriations	2,104	25	29	529	103	65	39,053	2	446	335	99	96	4,923	47,809
Payments by Department of Public Works	(1,005)	-	(20)	(1,685)	(295)	(15)	(3,580)	(122)	(512)	(468)	(473)	(123)	(1)	(8,299)
Purchase of capital assets	(608)	(684)	(293)	(204)	(955)	(905)	(386)	(89)	(847)	(640)	(490)	(269)	(12,397)	(18,767)
Interagency transfers	80	(47)	-	-	123	38	7	(13)	-	-	(137)	(1,646)	1,595	-
Net cash provided by (used in) capital and related financing activities	571	(706)	(284)	(1,360)	(1,024)	(817)	35,094	(222)	(913)	(773)	(1,001)	(1,942)	(5,880)	20,743
Cash flows from noncapital financing activities														
State appropriations	12,972	20,818	29,401	24,900	30,013	13,280	33,099	11,588	26,570	11,729	21,078	20,191	35,067	290,706
Private gifts	102	1	226	-	40	136	58	212	523	184	95	2	1	1,580
Federal Family Education Loan Program (FFELP)	885	643	1,170	1,426	450	563	1,151	160	91	-	1,417	774	-	8,730
Interagency transfers	643	2,338	4,604	1,272	2,406	860	1,868	1,235	(197)	551	1,164	1,249	(17,993)	-
Net cash provided by noncapital financing activities	14,602	23,800	35,401	27,598	32,909	14,839	36,176	13,195	26,987	12,464	23,754	22,216	17,075	301,016
Net increase (decrease) in cash and cash equivalents	53	(1,755)	(318)	849	(71)	(1,132)	35,158	27	(185)	(139)	(303)	(2,652)	(12,133)	17,399
Cash and cash equivalents at beginning of year	4,955	13,751	5,200	19,726	10,593	4,295	13,235	4,658	11,682	12,324	11,953	8,635	46,262	167,269
Cash and cash equivalents at end of year	$ 5,008	$ 11,996	$ 4,882	$ 20,575	$ 10,522	$ 3,163	$ 48,393	$ 4,685	$ 11,497	$ 12,185	$ 11,650	$ 5,983	$ 34,129	$ 184,668

Connecticut Community Colleges
Combining Statement of Net Position by Fund Group
Year Ended June 30, 2015
(in thousands)

CONNECTICUT STATE
COLLEGES & UNIVERSITIES

			Primary Institution			
	Operating and General Funds	Endowment, Loan, and Agency Funds	Agency Administered Bond Funds	DCS Administered Bond Funds	Invested in Capital Assets	Total
Assets						
Current assets						
Cash & cash equivalents	$ 81,741	$ 1,232	$ 41,957	$ 59,738	$ -	$ 184,668
Accounts receivable-general fund	27,050	-	-	-	-	27,050
Accounts receivable-other	14,269	26	-	-	-	14,295
Prepaid expense	209	-	1,013	-	-	1,222
Total current assets	123,269	1,258	42,970	59,738	-	227,235
Non-current assets						
Land and land/site improvements	-	-	-	-	25,407	25,407
Infrastructure	-	-	-	-	516	516
Buildings and building improvements	-	-	-	-	802,294	802,294
Furnishings and Equipment	-	-	-	-	86,097	86,097
Library books	-	-	-	-	7,009	7,009
Software	-	-	-	-	439	439
	-	-	-	-	921,762	921,762
Less: Accumulated depreciation	-	-	-	-	(291,871)	(291,871)
	-	-	-	-	629,891	629,891
Construction in progress	-	-	-	-	19,235	19,235
Capital Assets, net	-	-	-	-	649,126	649,126
Student loans, net						
Student loans receivable	(76)	274	-	-	-	198
Less: Allowance for doubtful loans	-	-	-	-	-	-
	(76)	274	-	-	-	198
Total non-current assets	(76)	274	-	-	649,126	649,324
Total assets	$ 123,193	$ 1,532	$ 42,970	$ 59,738	$ 649,126	$ 876,559
Deferred outflows of resources						
Deferred pension contributions	20,226	-	-	-	-	20,226
Total deferred outflows of resources	20,226	-	-	-	-	20,226
Liabilities						
Current liabilities						
Accounts payable	$ 3,083	$ -	$ 2,187	$ -	$ -	$ 5,270
Accrued expense - salary and fringe benefits	27,482	-	-	-	-	27,482
Accrued compensated absences-current portion	1,993	-	-	-	-	1,993
Deferred revenue	2,879	-	-	-	-	2,879
Unapplied payments	11,062	2	-	-	-	11,064
Retainage	-	-	128	243	-	371
Other liabilities	428	1,276	-	-	-	1,704
Total current liabilities	46,927	1,278	2,315	243	-	50,763
Non-current liabilities						
Pension Liability	551,736					551,736
Accrued compensated absences-long term portion	37,878	-	-	-	-	37,878
Student loans	-	157	-	-	-	157
Total non-current liabilities	589,614	157	-	-	-	589,771
Total liabilities	636,541	1,435	2,315	243	-	640,534
Deferred inflows of resources						
Deferred pension asset gainss	21,448	-	-	-	-	21,448
Total deferred inflows of resources	21,448	-	-	-	-	21,448
Net position						
Invested in capital assets, net of related debt	-	-	-	-	649,126	649,126
Restricted						
Non-expendable	-	20	-	-	-	20
Expendable	6,153	77	40,655	59,495	-	106,380
Unrestricted	(520,723)	-	-	-	-	(520,723)
Total net position	$ (514,570)	$ 97	$ 40,655	$ 59,495	$ 649,126	$ 234,803

Connecticut Community Colleges
Combining Statement of Revenues, Expenses and
Changes in Net Position by Fund Group
Year Ended June 30, 2015
(in thousands)

CONNECTICUT STATE
COLLEGES & UNIVERSITIES

	Primary Institution					
	Operating and General Funds	Endowment, Loan, and Agency Funds	Agency Administered Bond Funds	DCS Administered Bond Funds	Invested in Capital Assets	Total
Operating revenues						
Tuition and Fees	$ 175,415	$ -	$ -	$ -	$ -	$ 175,415
Less: Scholarship discounts and allowances	(79,421)	-	-	-	-	(79,421)
Net tuition and fees	95,994	-	-	-	-	95,994
Federal grants and contracts	99,965	-	-	-	-	99,965
State and local grants and contracts	9,068	-	-	-	-	9,068
Private grants and contracts	2,918	-	-	-	-	2,918
Sales and services of educational departments	766	-	-	-	-	766
Other operating revenues	4,143	-	-	(1)	13	4,155
Total operating revenues	212,854	-	-	(1)	13	212,866
Operating expenses						
Salaries and wages	256,443	-	-	-	-	256,443
Fringe benefits	186,066	-	-	-	-	186,066
Supplies and services	56,901	-	15,284	330	112	72,627
Scholarship aid, net	34,851	42	-	-	-	34,893
Depreciation	-	-	-	-	29,191	29,191
Total operating expenses	534,261	42	15,284	330	29,303	579,220
Operating loss	(321,407)	(42)	(15,284)	(331)	(29,290)	(366,354)
Nonoperating revenues (expenses)						
State appropriations - general fund	331,960	-	-	-	-	331,960
State appropriations - bond funds	-	-	11,785	41,961	-	53,746
Private gifts	1,468	-	-	-	48	1,516
Interest income	131	-	-	-	-	131
Other non-operating revenues (expenses), net	13	-	-	-	-	13
Net non-operating revenues	333,572	-	11,785	41,961	48	387,366
Net income (loss) before other changes	12,165	(42)	(3,499)	41,630	(29,242)	21,012
Other changes						
Capital and other additions (deductions)	(1,188)	-	(17,249)	(8,500)	26,937	-
Interagency transfers	4	(4)	1,995	(1,995)	-	-
Total Other Changes	(1,184)	(4)	(15,254)	(10,495)	26,937	-
Change in net position	10,981	(46)	(18,753)	31,135	(2,305)	21,012
Net position as restated at July 1, 2014	(525,551)	143	59,408	28,360	651,431	213,791
Net Position at end of year	$ (514,570)	$ 97	$ 40,655	$ 59,495	$ 649,126	$ 234,803

Appendix C

Auditor's Report to Management Letter

http://www.ct.edu/files/pdfs/Financials-FY15-RTM.pdf

Connecticut State Colleges and Universities

Report to Management
Year Ended June 30, 2015

pwc

pwc

December 9, 2015

To the Board of Regents of Higher Education of the
Connecticut State Colleges and Universities

In planning and performing our audits of the combined financial statements of Connecticut
Community Colleges ("CCC") and the combined financial statements of Connecticut State University
System ("CSUS"), including the System Office and the four individual Universities, as of and for the
year ended June 30, 2015, we considered CCC and CSUS's internal control with respect to financial
reporting in order to determine our auditing procedures for the purpose of expressing our opinion on
the combined financial statements, but not for the purpose of expressing an opinion on internal control
over financial reporting. Accordingly, we do not express opinions on CCC or CSUS's internal control
over financial reporting.

Our consideration of internal controls over financial reporting was for the limited purpose described in
the preceding paragraph and would not necessarily identify all deficiencies in internal control over
financial reporting that might be significant deficiencies or material weaknesses as defined below:

> Control Deficiency—exists when the design or operation of a control does not allow management or
> employees, in the normal course of performing their assigned functions, to prevent or detect
> misstatements on a timely basis.

> Significant Deficiency—a control deficiency, or combination of control deficiencies, that adversely
> affects the company's ability to initiate, authorize, record, process, or report financial data reliably
> in accordance with generally accepted accounting principles such that there is more than a remote
> likelihood that a misstatement of the entity's financial statements that is more than
> inconsequential will not be prevented or detected.

> Material Weakness—a control deficiency, or combination of control deficiencies, that results in
> more than a remote likelihood that a material misstatement of the financial statements will not be
> prevented or detected.

We noted certain matters involving internal control and its operation, and are submitting for your
consideration related recommendations designed to help CCC and CSUS make improvements. We are
providing you with a full detail report of all deficiencies and operational or business observations
identified through the audit process. A description of each matter is further described in the pages to
follow.

This report has been organized by current year comments and comments still applicable and closed
comments. In the current year comments and comments still applicable, detailed comments, findings,
observations, recommendations for improvement, and responses from Connecticut State Colleges and
Universities (CSCU) are outlined by entity for which the comment is applicable. The closed comments
section summarizes prior year findings and recommendations that CSCU have acted upon and have
adequately resolved.

Board of Regents
Connecticut State Colleges and Universities
December 9, 2015

The accompanying comments, recommendations and summaries are intended solely for the information and use of management and the Board of Regents of CCC and CSUS, and are not intended to be and should not be used by anyone other than these specified parties.

We appreciate the cooperation and assistance we have received from CCC and CSUS management and staff in developing our findings, observations and recommendations. We also appreciate the opportunity to have been of service to you, CCC and CSUS. Should you have any questions about our findings, observations and recommendations, this letter, or any other matter, please contact us at your convenience.

Very truly yours,

PricewaterhouseCoopers LLP

Hartford, CT

Connecticut State Colleges and Universities
Index to Report to Management
June 30, 2015

Current Year Comments and Prior Year Comments Still Applicable

I. Connecticut State Colleges and Universities ("CSCU")

A. Enterprise Wide Risk Management *

Prior Year Observation

Risks continue to expand and grow in every organization, especially in large decentralized organizations such as Connecticut State Colleges and Universities (CSCU). Strategic minded organizations cannot completely eliminate risk, however they do strive to understand their risks, how those risks can impact the organization's academic profile, reputation, health and safety of its students and financial profile, and how such risks can be mitigated to an acceptable level. Risk cannot be avoided, but it can be better understood and balanced in order for CSCU to effectively pursue its strategic goals.

Enterprise wide risk assessments are important, as it is the best way in which organizations can get a handle on the significance of each risk is to the achievement of its overall goals.

Prior Year Recommendation

CSCU should explore the possibilities of an enterprise risk management program and function. When considering this program, it should seek synergies among institutional compliance, internal audit, and existing risk management functions.

In order for these risk identification and mitigation activities to be successful within an institution, it is important to embed the key components of the risk and compliance framework within the entire organization. It is also important to determine what the criteria are for success and how success will be measured. In order for any risk or compliance program to be regarded as a long-term, viable option for the identification, assessment, and monitoring of risks, there must be perceived and real value derived from execution of the framework.

As educational institutions appropriately increase their focus on enhancing enterprise-wide risk, compliance, and internal functions, it will be important to focus on the efficiency and effectiveness of the integrated risk and compliance program. Ensuring that the return on investment in these individual functions is realized and that institutional accountability for risk identification, monitoring, training, and internal auditing is clear.

Management's Prior Year Response

We agree that enterprise risk management is a critical assessment and have kicked off the first of a series of discussions at CSCU. We are beginning with the system offices and will extend to the institutions when the framework is stable.

Current Year Update

This comment is still applicable.

Management's Response

We agree that CSCU remains a large decentralized organization and a significant transformation typically requires a hard look at the system of controls and associated risks. As part of our transformation, BOR has a number of new executives, all keenly interested in best and strategic practices. As part of the overall controls at BOR, the President holds staff meetings and one-on-one meetings with each of his staff every two weeks. This enables us to assess the most important activities within each function, as well as cross-functional activities.

The CSCU BOR has had an ongoing assessment of risks over the past calendar year, initially focused on BOR activities. It is apparent that a system wide Enterprise Risk Assessment function would be valuable to the accountability and integrity of the CSCU system as a whole. It is the intention of CSCU management to explore the development of a risk management function over the next year.

B. Financial reporting consistency

Observation
CSU's financial operations are decentralized amongst the four universities. With different general ledger charts of accounts at each of the four locations, financial reporting procedures, practices and reporting can often be inconsistent from campus to campus.

Management has been working on developing a consistent chart of accounts to assist in making the financial reporting process less cumbersome, however there are inconsistencies with reports, documentation and review procedures at each location.

Inconsistent practices result in greater control risk as well as a lengthy closing and audit process.

Recommendation
We believe that making a consistent general ledger chart of accounts will greatly benefit the university system. In addition, we recommend that management reinstall quarterly Controller meetings to discuss practices and procedures at each location. A list of differences should be developed and management should focus first on those differences that will most impact the efficiency of the closing process or reduce risks.

- A few items to consider as part of the this process which were identified through audit procedures performed include, Ensuring a consistent methodology in the calculation of current versus long-term classification of the accrued compensated absences; and

- Implementation of a process for identifying and maintaining a listing of commitments, including contracts and leasing agreements which should be disclosed within the financial statements

Management's Response
The process of developing a single chart of accounts has begun. A project team has been identified that includes the four university controllers as well as college accounting staff. The team will begin meeting regularly in 2016. Additionally quarterly Controller meetings will be proposed to discuss and reconcile ongoing differences in accounting processes and reporting.

II. Connecticut State Universities Systems Office ("CSUSO")

CSUSO Information Technology Comments

A. Perform Banner User Access Review

Observation

A periodic review of Banner user access rights was not completed during the 2015 fiscal year. Performing a timely periodic review of user access rights helps to ensure that access rights are commensurate with user job responsibilities. In addition, the review will also aid in detecting terminated or transferred users that may not have been processed through the standard working practices.

Recommendation

Management should conduct a periodic and cooperative review by both IT and business area owners of user access rights for the Banner application. Such regular reviews of access rights assigned to user accounts would help to ensure that user access to the application's functions and features are commensurate with their jobs responsibilities.

Management's Response

During the transition to a single instance of Banner Finance for the BOR, access was reviewed, granted or removed during the conversion of CSU staff to the new system. This control has been formalized in a procedure and will be conducted, semiannually per the procedure in October and April of each year. The procedure will require an extract of all Banner users at the BOR, plus a matching payroll extract from CORE. This single report is automated and can be done on demand, if necessary. Department managers will review the system access to confirm that no terminated employees retain access to the system, as well as ensure that users' access is appropriately configured so as to be commensurate with job responsibilities. The documentation of the event will be codified electronically on the BOR Share Drive.

B. Enhance New Banner Access Control

Observation

Management has designated the CFO and the Director of Budgeting as the two primary approvers to request new user access to the Banner application; however, evidential matter (e.g., email, signature, etc.) of their approval is not currently maintained as part of the standard new access process. Maintaining evidence of access approval to financially significant systems helps to ensure only authorized access is requested and subsequently provisioned by the Database Administrator.

Recommendation

Management should formalize the new Banner application access process to include the retention of evidence of a valid approval from the CFO and/or the Director Budgeting.

Management's Response
This procedure is also codified but was not followed; likely do to the infrequency of these events at the BOR. During the system consolidation staff turnover resulted in this approval process being given to the Director of budgeting. This approval process will transition back to the System Controller in addition to the CFO. Management will follow these procedures going forward.

III. Central Connecticut State University ("CCSU")

There are no comments applicable to CCSU.

IV. Eastern Connecticut State University ("ECSU")

There are no comments applicable to ECSU.

V. Southern Connecticut State University ("SCSU")

SCSU General Comments

A. **Timely P-Card Reviews** *

Prior Year Observation
Per policy, P-Card holders are subject to annual audits of P-Card activity. Testing revealed that PCard audits were not done timely in accordance with policy in four (4) out of fifteen (15) instances reviewed.

Prior Year Recommendation
Management should ensure that P-Card audits are performed timely in order to deter and detect misuse or fraudulent spending.

Management's Prior Year Response
Management agrees with the observation. The University is reviewing p-card procedures related to the scope of annual audits and due to the growth of the program (from 100 to over 600 cards) is realign personnel resources to provide timely audit reviews.

Current Year Update
This comment is still applicable. Per policy, P-Card holders are subject to annual audits of P-Card activity. Current year audit testing revealed that P-Card audits were not done timely in accordance with policy.

Management's Response
Management agrees with the observation. The University is in the final stages of updating the p-card policy/procedure manual and addressing the frequency of audits is part of this revision.

SCSU Information Technology Comments

B. Enhance Network Security Settings *

Prior Year Observation
The Windows Active Directory is configured with a minimum password length of eight (8) characters; however, there is currently no password expiration. Strong password parameters help to ensure the integrity of the information.

Prior Year Recommendation
Management should consider enhancing the network security settings to force periodic password changes to mitigate the risk of unauthorized access to the network.

Management's Prior Year Response
Management agrees. OIT will modify the password policy to include a forced expiration period, and once that is formalized, we will enforce it.

Current Year Update
This comment is open, PwC notes that the Active Directory password settings remain unchanged and the comment is open. Management has communicated that the finding has been remediated as of FY2016.

Management's Response
Management agrees. IT is completing the implementation of automatic password expiration in a systematic way that is meant to provide a non-disruptive experience.

C. User Access Termination for Contractors and Temporary Employees *

Prior Year Observation
End user access to systems and applications is removed upon formal communication from the HR department. Our review of the termination process identified that formal HR communication excludes user provisioning for contractors and temporary employees. Currently there is no formalized process for communicating contractors and temporary employees to the IT department that no longer require access to systems and applications. The lack of a formalized process for communicating contractors and temporary employees that no longer require system and application access increases the risk that access may remain active past the date for which it was authorized. In addition, testing performed to ensure that user access was removed from the Windows Active Directory as well as the Banner financial modules identified that three (3) of five (5) users sampled continue to have an active account.

Prior Year Recommendation
Management should work towards implementing a formalized process to ensure that all contractors and temporary employees have their access to systems and applications disabled/removed in a timely manner. Ensuring that all system and application users have their access disabled/removed timely will help management gain comfort that only authorized end users have active access to key financial and student information. In addition, management should continue to emphasize the importance of removing access which is no longer required to ensure that only authorized users have access to systems and applications.

Management's Prior Year Response
The auto-generated report of Terminated Employees that Windows Server Team has been relying upon to determine account eligibility, has not always been in sync with HR's most accurate and up-to-date records. Therefore, we will be modifying the current process so that the Windows Server Team will regularly receive notification and modify each individual Terminated User Email

5

notice, as they occur, rather than relying on the auto-generated report. This should resolve the issue as well as streamline the process. In addition to this process, per a prior agreement, on a quarterly basis HR will be providing lists from CORE-CT the following lists: These are the lists that PWC requests every year in preparation for their visit.

- New employees from last date supplied to present
- Transferred employees/new roles assigned from last date supplied to present
- Terminated employees from last date supplied to present
- All current and active employees

Current Year Update
This comment is open. Testing revealed that, of 20 terminated users tested, 3 users had an active Banner account and 1 user had an active A/D account. Upon identification of the active user, the account was immediately disabled by the network administrator.

Management's Response
The auto-generated report of Terminated Employees that Windows Server Team has been relying upon to determine account eligibility, has not always been in sync with HR's most accurate and up-to-date records. Therefore, we will be modifying the current process so that the Windows Server Team will regularly receive notification and modify each individual Terminated User Email notice, as they occur, rather than relying on the auto-generated report. This should resolve the issue as well as streamline the process. In addition to this process, per a prior agreement, on a quarterly basis HR will be providing lists from CORE-CT the following lists: These are the lists that PWC requests every year in preparation for their visit.

- New employees from last date supplied to present
- Transferred employees/new roles assigned from last date supplied to present
- Terminated employees from last date supplied to present
- All current and active employees

As for the three (3) cases with four (4) exceptions that PWC identified, IT learned that HR did not terminate two (2) in a timely fashion in the system and that one (1) resulted from a hardware update that caused a script not to run.

VI. Western Connecticut State University ("WCSU")

WCSU General Comments

A. Write off policy

Observation
Per WCSU policy, write offs of less than $1,000 occur every year and write offs greater than $1,000 require approval and are written off after being approved. Testing revealed that the approval was made but the entry was never recorded in the general ledger. The total amount of the write offs was approximately $701,400 and was fully reserved.

Recommendation
Management should ensure that write offs are appropriately recorded in the general ledger in a timely manner.

Management's Response
WCSU staff will continue to review all aspects of the general ledger to ensure timely entries. In the case of the write offs, OPM did not approve write offs until well after 6/30 which led to the omission of the entry. The write off entry was made in FY16.

VII. Connecticut Community Colleges ("CCC")

CCC Information Technology Comments

A. Perform Banner User Access Review *

Prior Year Observation
A periodic review of Banner user access rights was not completed during the 2013 or 2014 fiscal year. Performing a timely periodic review of user access rights helps to ensure that access rights are commensurate with user job responsibilities. In addition, the review will also aid in detecting terminated or transferred users that may not have been processed through the standard working practices.

Prior Year Recommendation
Management should conduct a periodic and cooperative review by both IT and business area owners of user access rights for the Banner application. Such regular reviews of access rights assigned to user accounts would help to ensure that user access to the application's functions and features are commensurate with their jobs responsibilities.

Management's Prior Year Response
The same procedure outlined for the BOR Banner Access Review will be applied to the 12 member institutions that make up the Connecticut Community Colleges. The same timeline and yearly dates will be applied to this procedure. To ensure separation of responsibilities, the BOR-IT will pull the access list to Banner, along with the payroll data from CORE and provide this information to the Deans of Administration at the 12 campuses. The Deans of Administration will review the system access to confirm that no terminated employees retain access to the system, as well as ensure that users' access is appropriately configured so as to be commensurate with job responsibilities. They will have 30 days to complete the review.

Current Year Update
This comment remains open, as no periodic access review was performed during fiscal year 2015.

Management's Response
This control has been formalized in a procedure and will be conducted, semiannually per the procedure in October and April of each year. The procedure will require an extract of all Banner users at the BOR, plus a matching payroll extract from CORE. This single report is automated and can be done on demand, if necessary. Department managers will review the system access to confirm that no terminated employees retain access to the system, as well as ensure that users' access is appropriately configured so as to be commensurate with job responsibilities. The documentation of the event will be codified electronically on the BOR Share Drive.

B. Develop Disaster Recovery/Business Continuity Plan *

Prior Year Observation
Management has not formally documented a disaster recovery or business continuity plan. Disaster recovery and business continuity plans together will help ensure that management will be able to recover in the event there is an operational failure resulting in a significant business interruption.

A full scale disaster recovery/business continuity plan continues to be an objective of the organization; however, management has not yet finalized a formal plan. Although no formally documented, the current disaster recovery strategy includes the establishment of a "warm" site in Enfield, CT. Management is moving forward to contract with a third party to design the "warm" site, expected to occur in December 2014.

Prior Year Recommendation
Management should continue to work on developing formal disaster recovery and business continuity plans. In addition, once developed, the plan should be tested and updated on a periodic basis. Although management has received funding and approval to conduct Business Impact Analysis with SunGard (in 2005); a formal disaster recovery/business continuity plan has not yet been finalized.

Management's Prior Year Response
Under the Transform 2020 IT Initiatives, there are a number of projects to lay the foundation for disaster recovery architecture and operations. These projects and the funding associates are required in the development of a DR plan, since no architecture or hardware exists to support DR operations. Once the architecture is in place and tested, then the actual plan will be developed, staff will be trained and the plan will be exercised to ensure operability.

Current Year Update
This comment remains open. A full scale disaster recovery/business continuity plan continues to be an objective of the organization; however, management has not yet finalized a formal plan.

Management's Response
Currently the BOR has signed a contract with VMWare for the development of a DR site and plan that will include RTO and RPO functions. The migration to the VSphere cloud will begin with critical log files, the Oracle Database, Banner, and the certification/security infrastructure to allow controlled access. This will take several years overall to complete. By the fall 2015, logs will be lifted to the cloud, 6 months later, the current hardware configurations in the data center will be migrated to virtual machines, and the process will be accelerated to completion. Once the architecture is in place and tested, then the actual plan will be developed, staff will be trained and the plan will be exercised to ensure operability.

Closed comments

The following prior year observations were resolved by Connecticut State Colleges and Universities:

CSCU

Financial Reporting - This comment is closed. Although we do recognize there continues to be turnover within the organization and management is working through ensuring there is appropriate oversight and review of financial transactions, including financial reporting and disclosures.

Accounting for Debt Service Reserve Funds - This comment is closed. No related errors were identified in the current year audit.

Federal award compliance and audit requirements (forward looking) - This comment is closed. This was a forward looking comment for guidance which has become effective this year. We do not perform audit work over the A-133.

CSUSO

Continuing disclosure requirements - This comment is closed. Management has put in place a review structure to assess continuing disclosure requirements related to its debt, on a quarterly, biannually and an annually basis.

Review Procedures over Potential Unrecorded Liabilities - This comment is closed. We noted no exceptions in our current year testing.

SCSU

Journal Entry Create, Post and Approve – This comment is closed. PwC retested this control in FY2015 and no exceptions were noted.

CCSU

Enhance Periodic Review of User Access Rights - This comment is closed. PwC retested this control in FY2015, no exceptions were noted.

CCC

Accrued Compensated Absences - This comment is closed. PwC noted no exceptions as part of current year testing.

Accounting for Leases – This comment is closed. PwC noted no exceptions as part of current year testing.

Appendix D

Interim Report Forms

INTERIM REPORT FORMS
GENERAL INFORMATION

Institution Name: Manchester Community College

OPE ID: **?** 139200

		Annual Audit	
		Certified:	Qualified
Financial Results for Year Ending:	**?** 06/30	Yes/No	Unqualified
Most Recent Year	**?** 2016	Yes	Yes
1 Year Prior	2015	Yes	Yes
2 Years Prior	2014	Yes	Yes

Fiscal Year Ends on: 06/30/16   (month/day)

Budget / Plans
     Current Year   2017
     Next Year   2016

Contact Person: **?** David Nielsen
     Title: Director of Planning, Research and Assessment
     Telephone No: 860-512-318
     E-mail address   Dnielsen@manchestercc.edu

Standard 1: Mission and Purposes

Attach a copy of the current mission statement.

Document		Website Location		Date Approved by the Governing
Institutional Mission Statement	?	s://www.manchestercc.edu/ab	?	college community revised in 2009

Standard 2: Planning and Evaluation

PLANNING		Year approved by governing board		Effective Dates		Website location
Strategic Plans	?		?		?	
Immediately prior Strategic Plan				2009-2014		
Current Strategic Plan				2014-2019		https://www.manchestercc.edu/wp-content/uploads/2014-2019-Strategic-Plan.pdf
Next Strategic Plan				2019-2023		

		Year completed		Effective Dates		Website location
Other institution-wide plans*						
Master plan		2012				https://www.manchestercc.edu/about/educational-master-plan/
Academic plan		2012				https://www.manchestercc.edu/about/educational-master-plan/
Financial plan						
Technology plan						
Enrollment plan		2016				https://www.manchestercc.edu/wp-content/uploads/2012-2015-Enrollment-Management-Plan.pdf
Development plan						

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

?

EVALUATION	Website location
Academic program review	
Program review system (colleges and departments). System last updated:	? 2016
Program review schedule (e.g., every 5 years)	every five years

*Insert additional rows, as appropriate.

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

Please attach to this form:

1) A copy of the institution's organization chart(s).

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

Name of the sponsoring entity	
Website location of documentation of relationship	

Governing Board

	Website location
By-laws	http://www.ct.edu/regents/bylaws
Board members' names and affiliations	http://www.ct.edu/regents/members

Please enter any explanatory notes in the box below

this worksheet, and several others should be revised; in this case because the merged cells prevent simple copy/paste from other sources, making this task much more difficult than it needs to be.

Standard 3: Organization and Governance
(Locations and Modalities)

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

(Insert additional rows as appropriate.)

	Location (City, State/Country)	Date Initiated	Enrollment* 2 years prior (FY 2013-14)	1 year prior (FY 2014-15)	Current year (FY 2015-16)
Main campus	Manchester, CT	1963	10,558	10,293	9,964
Other principal campuses					
Branch campuses (US)					
Other instructional locations (US)					
Branch campuses (overseas)					
Other instructional locations (overseas)					

Educational modalities

	Number of programs	Date First Initiated	Enrollment* 2 years prior (FY 2014)	1 year prior (FY 2015)	Current year (FY 2016)
Distance Learning Programs					
Programs 50-99% on-line	23		2,428	2,342	2,253
Programs 100% on-line	3		1,519	1,258	1,215
Correspondence Education					
Low-Residency Programs					
Competency-based Programs					
Dual Enrollment Programs	2		1,534	2,044	TBD
Contractual Arrangements involving the award of credit					

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

Please enter any explanatory notes in the box below

Dual Enrollment Programs = College Career Pathways and High School Partnership
Annual Unduplicated Headcount reflects credit enrollment only, not non-credit
Distance Learning Program Enrollment = fall census date

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

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

Degree Level/ Location & Modality	Associate's	Bachelor's	Master's	Clinical doctorates (e.g., Pharm.D., DPT, DNP)	Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.)	M.D., J.D., DDS	Ph.D.	Total Degree-Seeking
Main Campus FT	1,948							1,948
Main Campus PT	3,390							3,390
Other Principal Campus FT								0
Other Principal Campus PT								0
Branch campuses FT								0
Branch campuses PT								0
Other Locations FT								0
Other Locations PT								0
Overseas Locations FT								0
Overseas Locations FT								0
Distance education FT	30							30
Distance education PT	283							283
Correspondence FT								0
Correspondence PT								0
Low-Residency FT								0
Low-Residency PT								0
Unduplicated Headcount Total	5,651	0	0	0	0	0	0	5,651
Total FTE	3,369.00							3,369.00
Enter FTE definition:	Associate degree std credit hrs / 15							
Degrees Awarded, Most Recent Year	851							851

Notes:

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

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

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

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

Please enter any explanatory notes in the box below

This table is based on students enrolled in Associate degree programs. Certificate and non-degree students are excluded per the instructions. Distance Education rows based on students taking online classes exclusively (no traditional class registrations in Fa16).

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

Degree Level/ Location & Modality	Title IV-Eligible Certificates: Students Seeking Certificates	Non-Matriculated Students	Visiting Students	Total Non-degree-Seeking	Total degree-seeking (from previous page)	Grand total
Main Campus FT	25	163		188	1,948	2,136
Main Campus PT	90	823		913	3,390	4,303
Other Principal Campus FT				0	0	0
Other Principal Campus PT				0	0	0
Branch campuses FT				0	0	0
Branch campuses PT				0	0	0
Other Locations FT				0	0	0
Other Locations PT				0	0	0
Overseas Locations FT				0	0	0
Overseas Locations FT				0	0	0
Distance education FT				0	30	30
Distance education PT				0	283	283
Correspondence FT				0	0	0
Correspondence PT				0	0	0
Low-Residency FT				0	0	0
Low-Residency PT				0	0	0
Unduplicated Headcount Total	115	986	0	1,101	5,651	6,752
Total FTE	55.13	429.50		485	3,369	3,853.63
Enter FTE definition:	total credit hours / 15	total credit hours / 15			total credit hours / 15	total credit hours / 15
Certificates Awarded, Most Recent Year	128					

Notes:

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

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

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

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

Please enter any explanatory notes in the box below

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

For Fall Term, as of Census Date	3 Years Prior (Fall 2013)	2 Years Prior (Fall 2014)	1 Year Prior (Fall 2015)	Current Year (Fall 2016)	Next Year Forward (goal) (Fall 2017)
Certificate	218	184	155	143	143
Associate	6555	6380	5797	5651	5662
Baccalaureate					
Total Undergraduate	6,773	6,564	5,952	5,794	5,806

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

For Fall Term, as of Census Date	3 Years Prior (Fall 2)	2 Years Prior (Fall 2)	1 Year Prior (Fall 2)	Current Year (Fall 2)	Next Year Forward (goal) (Fall 2)
Master's					
Doctorate					
First Professional					
Other					
Total Graduate	0	0	0	0	0

Standard 4: The Academic Program
(Credit Hours Generated at the Undergraduate and Graduate Levels)

	3 Years Prior (Fall 2013)	2 Years Prior (Fall 2014)	1 Year Prior (Fall 2015)	Current Year (Fall 2016)	Next Year Forward (goal) (Fall 2017)
Undergraduate	66707.5	63877	60225.5	57975	58091
Graduate					
Total	66,708	63,877	60,226	57,975	58,091

Standard 4: The Academic Program
(Information Literacy sessions)

Main campus					
Sessions embedded in a class	113	101	124	71 to date	125
Free-standing sessions					
Branch/other locations					
Sessions embedded in a class					
Free-standing sessions					
Online sessions					
URL of Information Literacy Reports					

Please enter any explanatory notes in the box below

Headcount does not include credit non-degree students

Standard 5: Students

(Admissions, Fall Term)

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

?

Credit Seeking Students Only - Including Continuing Education

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Goal (specify year)
	(Fall 2013)	(Fall 2014)	(Fall 2015)	(Fall 2016)	(Fall 2017)
Freshmen - Undergraduate ?					
Completed Applications ?	3,000	2,771	2,609	2,824	2,852
Applications Accepted ?	2,897	2,765	2,604	2,820	2,848
Applicants Enrolled ?	1,616	1,452	1,163	1,158	1,170
% Accepted of Applied	96.6%	99.8%	99.8%	99.9%	99.9%
% Enrolled of Accepted	55.8%	52.5%	44.7%	41.1%	41.1%
Percent Change Year over Year					
Completed Applications	na	-7.6%	-5.8%	8.2%	1.0%
Applications Accepted	na	-4.6%	-5.8%	8.3%	1.0%
Applicants Enrolled	na	-10.1%	-19.9%	-0.4%	1.0%
Average of statistical indicator of aptitude of enrollees: (define below) ?					
College Ready in English and Math	48%	48%	44%	43%	45%
Transfers - Undergraduate ?					
Completed Applications	1,600	1,769	1,605	1,574	1,590
Applications Accepted	1,600	1,769	1,605	1,574	1,590
Applications Enrolled	914	970	840	842	850
% Accepted of Applied	100.0%	100.0%	100.0%	100.0%	100.0%
% Enrolled of Accepted	57.1%	54.8%	52.3%	53.5%	53.5%
Master's Degree ?					
Completed Applications					
Applications Accepted					
Applications Enrolled					
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-
First Professional Degree ?					
Completed Applications					
Applications Accepted					
Applications Enrolled					
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-
Doctoral Degree ?					
Completed Applications					
Applications Accepted					
Applications Enrolled					
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-

Please enter any explanatory notes in the box below

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

Credit-Seeking Students Only - Including Continuing Education

		3 Years Prior (Fall 2013)	2 Years Prior (Fall 2014)	1 Year Prior (Fall 2015)	Current Year (Fall 2016)	Goal (specify year) (Fall 2017)
UNDERGRADUATE	?					
First Year	Full-Time Headcount ?	3,264	3,160	2,957	3,008	3,038
	Part-Time Headcount ?	2,011	1,775	1,656	1,441	1,455
	Total Headcount	5,275	4,935	4,613	4,449	4,493
	Total FTE ?	3,127	2,878	2,689	2,538	2,563
Second Year	Full-Time Headcount	1,607	1,644	1,580	1,622	1,638
	Part-Time Headcount	702	742	726	728	735
	Total Headcount	2,309	2,386	2,306	2,350	2,374
	Total FTE	1,324	1,385	1,333	1,332	1,345
Third Year	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	0	0	0	0	0
	Total FTE					
Fourth Year	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	0	0	0	0	0
	Total FTE					
Unclassified	Full-Time Headcount ?					
	Part-Time Headcount					
	Total Headcount	0	0	0	0	0
	Total FTE					
Total Undergraduate Students						
	Full-Time Headcount	4,871	4,804	4,537	4,630	4,676
	Part-Time Headcount	2,713	2,517	2,382	2,169	2,191
	Total Headcount	7,584	7,321	6,919	6,799	6,867
	Total FTE	4,450	4,263	4,022	3,870	3,908
% Change FTE Undergraduate		na	-4.2%	-5.6%	-3.8%	1.0%
GRADUATE	?					
	Full-Time Headcount ?					
	Part-Time Headcount ?					
	Total Headcount	0	0	0	0	0
	Total FTE ?					
% Change FTE Graduate		na	-	-	-	-
GRAND TOTAL						
Grand Total Headcount		7,584	7,321	6,919	6,799	6,867
Grand Total FTE		4,450	4,263	4,022	3,870	3,908
% Change Grand Total FTE		na	-4.2%	-5.6%	-3.8%	1.0%

Please enter any explanatory notes in the box below

Standard 5: Students
(Financial Aid, Debt, Developmental Courses)
Complete this form for each distinct student body identified by the institution (see Standard 5.1)

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

https://www.manchestercc.edu/about/

	(FY 2011)	(FY 2012)	(FY 2013)
? **Three-year Cohort Default Rate**	7.6	6.5	7.8
? **Three-year Loan repayment rate**			80%
(from College Scorecard)			

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Goal (specify year)
	(2013-14)	(2014-15)	(2015-16)	(FY 2016)	(FY 2017)
? **Student Financial Aid**					
Total Federal Aid	$17,142,386	$17,468,129	$17,232,342		
Grants	$16,495,993	$16,810,383	$16,479,432		
Loans	$446,938	$454,196	$512,118		
Work Study	$199,455	$203,550	$240,792		
Total State Aid	$892,062	$847,506	$797,227		
Total Institutional Aid	$3,583,554	$3,525,514	$4,852,754		
Grants	$3,485,844	$3,489,114	$4,852,754		
Loans					
Total Private Aid			$67,500		
Grants			$67,500		
Loans					
Student Debt					
Percent of students graduating with debt (include all students who graduated in this calculation)					
Undergraduates					
Graduates					
First professional students					
For students with debt:					
Average amount of debt for students leaving the institution with a degree					
Undergraduates					
Graduates					
First professional students					
Average amount of debt for students leaving the institution without a degree					
Undergraduates					
Graduate Students					
First professional students					

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

English as a Second/Other Language	2%	3%	3%	3%	
English (reading, writing, communication skills)	40%	36%	39%	41%	
Math	41%	40%	38%	41%	
Other					

Please enter any explanatory notes in the box below

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

	3 Years Prior (Fall 2012)	2 Years Prior (Fall 2013)	1 Year Prior (Fall 2014)	Current Year (Fall 2015)
? Number of Faculty by category				
Full-time	103	105	112	108
Part-time	416	391	412	574
Adjunct				
Clinical				
Research				
Visiting				
Other; specify below:				
Total	519	496	524	682
Percentage of Courses taught by full-time faculty				
	42.00%	44.00%	44.00%	43.00%
? Number of Faculty by rank, if applicable				
Professor	56	58	57	59
Associate	20	23	18	17
Assistant	17	10	17	15
Instructor	10	12	18	14
Other; specify below:				
Lecturer		2	2	3
Total	103	105	112	108
? Number of Academic Staff by category				
Librarians	8	7	7	7
Advisors	7	6	7	8
Instructional Designers				
Other; specify below:				
Other Library, Student, Academic	27	27	37	43
Total	42	40	51	58

Please enter any explanatory notes in the box below

Advisors defined as FT counselors; large number of faculty and staff participate in advising students;
Academic Staff by category = IPEDS-HR full time employees

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

	3 Years Prior (FY 2012)		2 Years Prior (FY 2013)		1 Year Prior (FY 2014)		Current Year (FY 2015)	
	FT	PT	FT	PT	FT	PT	FT	PT
❓ Number of Faculty Appointed								
Professor								
Associate	1							
Assistant	2		1		6			
Instructor	6		1		10		2	
No rank								
Other								
Total	9	0	2	0	16	0	2	0
❓ Number of Faculty in Tenured Positions								
Professor	59		55		58		56	
Associate	12		10		15		14	
Assistant	1		1		2		4	
Instructor								
No rank								
Other								
Total	72	0	66	0	75	0	74	0
❓ Number of Faculty Departing								
Professor					1			
Associate								
Assistant	1						1	
Instructor					1		2	
No rank								
Other								
Total	1	0	0	0	2	0	3	0
❓ Number of Faculty Retiring								
Professor	1		1		3		3	
Associate	2							
Assistant								
Instructor								
No rank								
Other								
Total	3	0	1	0	3	0	3	0

Please enter any explanatory notes in the box below

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

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

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

	3 Years Prior (FY 2012)			2 Years Prior (FY 2013)			1 Year Prior (FY 2014)			Current Year (FY 2015)		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Instructional Staff	103	416	519	105	391	496	112	412	524	108	357	465
Research Staff			0			0			0			0
Public Service Staff			0			0			0			0
Librarians	4		4	4		4	4		4	4		4
Library Technicians	4		4	3		3	3		3	3		3
Archivists, Curators, Museum staff			0			0			0			0
Student and Academic Affairs	27	6	33	27	7	34	37		37	43		43
Management Occupations	28		28	27	1	28	27		27	16		16
Business and Financial Operations	20	1	21	14	1	15	11		11	11		11
Computer, Engineering and Science	15		15	14		14	15		15	15		15
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media	7	8	15	6		6			0	8		8
Healthcare Practitioners and Technical			0			0			0			0
Service Occupations	10		10	39		39	40		40	39		39
Sales and Related Occupations			0			0			0			0
Office and Administrative Support	30	4	34	36	3	39	33	1	34	32		32
Natural Resources, Construction, Maintenance	36		36	4		4	4		4	4		4
Production, Transportation, Material Moving			0			0			0			0
Total	284	435	719	279	403	682	286	413	699	283	357	640

Please enter any explanatory notes in the box below

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

	Fiscal Year ends - month & day: (06/30)	2 Years Prior (FY 2014)	1 Year Prior (FY 2015)	Most Recent Year (FY 2016)	Percent Change 2 yrs-1 yr prior	1 yr-most recent
	ASSETS (in 000s)					
?	Cash and Short Term Investments	$3	$3	$3	0.0%	0.0%
?	Cash held by State Treasurer	$10,590	$10,518	$10,758	-0.7%	2.3%
?	Deposits held by State Treasurer				-	-
?	Accounts Receivable, Net	$4,629	$4,767	$5,572	3.0%	16.9%
?	Contributions Receivable, Net				-	-
?	Inventory and Prepaid Expenses	$0	$0	$0	-	-
?	Long-Term Investments				-	-
?	Loans to Students	$0	$0	$0	-	-
?	Funds held under bond agreement				-	-
?	Property, plants, and equipment, net	$65,188	$63,515	$61,323	-2.6%	-3.5%
?	Other Assets				-	-
	Total Assets	**$80,410**	**$78,803**	**$77,656**	-2.0%	-1.5%
	LIABILITIES (in 000s)					
?	Accounts payable and accrued liabilities	$4,312	$4,943	$5,251	14.6%	6.2%
?	Deferred revenue & refundable advances	$2,116	$2,184	$2,303	3.2%	5.4%
?	Due to state				-	-
?	Due to affiliates				-	-
?	Annuity and life income obligations				-	-
?	Amounts held on behalf of others	$200	$173	$187	-13.5%	8.1%
?	Long-term investments				-	-
?	Refundable government advances				-	-
?	Other long-term liabilities	$3,959	$3,827	$3,461	-3.3%	-9.6%
	Total Liabilities	**$10,587**	**$11,127**	**$11,202**	5.1%	0.7%
	NET ASSETS (in 000s)					
	Unrestricted net assets					
	Institutional	**$442**	**$1,747**	**$3,608**	295.2%	106.5%
?	Foundation				-	-
	Total	**$442**	**$1,747**	**$3,608**	295.2%	106.5%
	Temporarily restricted net assets					
	Institutional	**$69,381**	**$65,929**	**$62,846**	-5.0%	-4.7%
?	Foundation				-	-
	Total	**$69,381**	**$65,929**	**$62,846**	-5.0%	-4.7%
	Permanently restricted net assets					
	Institutional				-	-
?	Foundation				-	-
	Total	**$0**	**$0**	**$0**	-	-
	Total Net Assets	**$69,823**	**$67,676**	**$66,454**	-3.1%	-1.8%
	TOTAL LIABILITIES and NET ASSETS	**$80,410**	**$78,803**	**$77,656**	-2.0%	-1.5%

Please enter any explanatory notes in the box below

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

Fiscal Year ends - month& day: (06/30)	3 Years Prior (FY2014)	2 Years Prior (FY2015)	Most Recently Completed Year (FY2016)	Current Year (FY 2017)	Next Year Forward (FY 2018)
OPERATING REVENUES (in 000s)					
Tuition and fees	$23,575	$23,279	$23,196	$22,963	$22,504
Room and board					
Less: Financial aid	-$9,247	-$9,226	-$8,975	-$10,235	-$10,030
Net student fees	$14,328	$14,053	$14,221	$12,728	$12,474
Government grants and contracts	$11,653	$10,946	$13,899	$12,414	$12,166
Private gifts, grants and contracts	$90	$243	$162	$285	$279
Other auxiliary enterprises					
Endowment income used in operations					
Other revenue (specify):	$640	$544	$560	$638	$628
Other revenue (specify):					
Net assets released from restrictions					
Total Operating Revenues	**$26,711**	**$25,786**	**$28,842**	**$26,065**	**$25,547**
OPERATING EXPENSES (in 000s)					
Instruction	$24,390	$25,555	$26,150	$25,833	$25,316
Research					
Public Service	$2	$4	$2	$4	$4
Academic Support	$8,994	$9,899	$11,005	$10,059	$9,859
Student Services	$4,778	$5,240	$5,420	$5,388	$5,280
Institutional Support	$6,362	$7,258	$7,150	$6,695	$6,561
Fundraising and alumni relations					
Operation, maintenance of plant (if not allocated)	$5,888	$5,968	$6,403	$6,449	$6,320
Scholarships and fellowships (cash refunded by public institution)	$4,278	$3,907	$3,611	$2,877	$2,819
Auxiliary enterprises					
Depreciation (if not allocated)	$3,012	$3,066	$3,193	$3,089	$3,080
Other expenses (specify):					
Other expenses (specify):					
Total operating expenditures	**$57,704**	**$60,897**	**$62,934**	**$60,394**	**$59,239**
Change in net assets from operations	**-$30,993**	**-$35,111**	**-$34,092**	**-$34,329**	**-$33,692**
NON OPERATING REVENUES (in 000s)					
State appropriations (net)	**$31,324**	**$30,008**	**$31,794**	**$33,194**	**$32,415**
Investment return	**$12**	**$11**	**$28**	**$28**	**$25**
Interest expense (public institutions)					
Gifts, bequests and contributions not used in operations	**$49**	**$40**	**$0**	**$0**	
Other (specify):	**$2**	**$2**	**$2**	**$2**	**$2**
Other (specify):					
Other (specify):					
Net non-operating revenues	**$31,387**	**$30,061**	**$31,824**	**$33,224**	**$32,442**
Income before other revenues, expenses, gains, or losses	**$394**	**-$5,050**	**-$2,268**	**-$1,105**	**-$1,250**
Capital appropriations (public institutions)	**$1,513**	**$522**	**$1,217**	**$1,250**	**$1,250**
Other (specify):	**-$2,212**	**$2,381**	**-$172**	**-$145**	
TOTAL INCREASE/DECREASE IN NET ASSETS	**-$305**	**-$2,147**	**-$1,223**	**$0**	**$0**

Standard 7: Institutional Resources
(Statement of Debt)

FISCAL YEAR ENDS month & day (06/30)			3 Years Prior (FY2014)	2 Years Prior (FY2015)	Most Recently Completed Year (FY 2016)	Current Year (FY 2017)	Next Year Forward (FY 2018)
		Debt					
		Beginning balance	N/A	N/A	N/A	N/A	N/A
		Additions					
	?	Reductions					
		Ending balance	$0	$0	$0	$0	$0
		Interest paid during fiscal year					
		Current Portion					
		Bond Rating					

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

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

Future borrowing plans (please describe)

Please enter any explanatory notes in the box below

Standard 7: Institutional Resources
(Supplemental Data)

FISCAL YEAR ENDS month & day (06/30)	3 Years Prior (FY 2014)	2 Years Prior (FY 2015)	Most Recently Completed Year (FY 2016)	Current Year (FY 2017)	Next Year Forward (FY 2018)
NET ASSETS					
Net assets beginning of year	$70,128	$69,823	$67,676	$66,453	$66,453
Total increase/decrease in net assets	($305)	($2,147)	($1,223)	$0	$0
Net assets end of year	**$69,823**	**$67,676**	**$66,453**	**$66,453**	**$66,453**
FINANCIAL AID					
Source of funds					
Unrestricted institutional	$2,887	$2,937	$2,949	$2,877	$2,819
Federal, state and private grants	**$10,637**	**$10,196**	**$9,637**	**$10,463**	**$10,463**
Restricted funds					
Total	**$13,524**	**$13,133**	**$12,586**	**$13,340**	**$13,282**
% Discount of tuition and fees	-39.2%	-39.6%	-38.7%	-38.7%	-38.7%
? % Unrestricted discount	12.2%	12.6%	12.7%	12.7%	12.6%
? FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE					

Please indicate your institution's endowment spending policy:

Please enter any explanatory notes in the box below

Student Success Measures/ Prior Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(Fall 2012)	**(Fall 2013)**	**(Fall 2014)**	**(Fall 2015)**	**(Fall 2016)**
IPEDS <u>Retention</u> Data	Fa12 into Fa13	Fa13 into Fa14	Fa14 into Fa15	Fa15 into Fa16	Fa16 into Fa17
Associate degree students	61%	61%	66%	60%	65%
Bachelors degree students					
[?] IPEDS <u>Graduation</u> Data (150% of time)	Fa09 by Su12	Fa10 by Su13	Fa11 by Su14	Fa12 by Su15	Fa13 by Su16
Associate degree students	17%	18%	16%	18%	16%
Bachelors degree students					
[?] IPEDS <u>Outcomes Measures</u> Data					
First-time, full time students					
Awarded a degree within six years				24%	25%
Awarded a degree within eight years				26%	27%
Not awarded within eight years but still enrolled				3%	4%
First-time, part-time students					
Awarded a degree within six years				14%	15%
Awarded a degree within eight years				17%	18%
Not awarded within eight years but still enrolled				4%	5%
Non-first-time, full-time students					
Awarded a degree within six years				27%	28%
Awarded a degree within eight years				27%	28%
Not awarded within eight years but still enrolled				0%	1%
Non-first-time, part-time students					
Awarded a degree within six years				23%	24%
Awarded a degree within eight years				25%	26%
Not awarded within eight years but still enrolled				1%	2%
[?] **Other Undergraduate Retention/Persistence Rates (Add definitions/methodology in #1 below)**					
1 Complete 24 Credit Hours in First Year	36%	37%	39%	38%	40%
2 Pass College Level English in First Year	53%	54%	61%	55%	60%
3 Pass College Level Math in Firsty Year	58%	63%	63%	65%	65%
4					
5					
[?] **Other Undergraduate Graduation Rates (Add definitions/methodology in # 2 below)**					
1					
2					
3					
4					
5					
Definition and Methodology Explanations					
1 IPEDS Retention, IPEDS Graduation, and Other UGR Retention Rates based on cohorts of first time full time degree seeking freshmen					
2					

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

    IPEDS Outcomes Measures Data in Fa15 column based on Fa07 cohort

    IPEDS Outcomes Measuers Data first collected in Fa15

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

?	Category of Student/Outcome Measure	Bachelor Cohort Entering		Associate Cohort Entering	
		6 years ago	4 years ago	6 years ago	8 years ago
?	**First-time, Full-time Students**				
	Degree from original institution			24%	26%
	Not graduated, still enrolled at original institution				3%
	Degree from a different institution				
	Transferred to a different institution				8%
	Not graduated, never transferred, no longer enrolled				63%
?	**First-time, Part-time Students**				
	Degree from original institution			14%	17%
	Not graduated, still enrolled at original institution				4%
	Degree from a different institution				
	Transferred to a different institution				8%
	Not graduated, never transferred, no longer enrolled				71%
?	**Non-first-time, Full-time Students**				
	Degree from original institution			27%	27%
	Not graduated, still enrolled at original institution				0%
	Degree from a different institution				
	Transferred to a different institution				11%
	Not graduated, never transferred, no longer enrolled				62%
?	**Non-first-time, Part-time Students**				
	Degree from original institution			23%	25%
	Not graduated, still enrolled at original institution				1%
	Degree from a different institution				
	Transferred to a different institution				8%
	Not graduated, never transferred, no longer enrolled				66%

Measures of Student Achievement and Success/Institutional Performance and Goals

	3 Years Prior (FY 2)	2 Years Prior (FY2)	1 Year Prior (FY 2)	Current Year (FY 2)	Next Year Forward (goal) (FY 2)

Success of students pursuing higher degrees (add more rows as needed; add definitions/methodology in #1 below)

1					
2					
3					
4					

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

1					
2					
3					
4					

Definition and Methodology Explanations

1	
2	

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

		3-Years Prior		2 Years Prior		1 Year Prior		Most Recent Year	
		(FY 2013)		(FY 2014)		(FY 2015)		(FY 2016)	
?	**State Licensure Examination Passage Rates**								
	Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
1	Occupational Therapy Assistant	18	18	14	14	15	15	20	20
2	Respiratory Care	9	9	17	17	10	10	8	8
3	Surgical Technology	17	10						
4									
5									
?	**National Licensure Passage Rates**								
	Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
1									
2									
3									
4									
5									

?	**Job Placement Rates**								
	Major/time period	*	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs
1									
2									
3									
4									
5									

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

Web location of gainful employment report (if applicable)   https://www.manchestercc.edu/Gedt/

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

		3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
		(FY 2)	(FY2)	(FY 2)	(FY 2)	(FY 2)
?	**Completion Rates**					
1						
2						
3						
4						
5						
?	**Placement Rates**					
1						
2						
3						
4						
5						

Please enter any explanatory notes in the box below

No MaCC Title IV certificates had 10 or more completions, so completion and placement rates are not reported

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

Student Success Measures/ Prior Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	2012-13	2013-14	2014-15	2015-16	(Fall 2016)
? Master's Programs (Add definitions/methodology in #1 below)					
Retention rates first-to-second year					
Graduation rates @ 150% time					
Average time to degree					
Other measures, specify:					
? Doctoral Programs (Add definitions/methodology in #2 below)					
Retention rates first-to-second year					
Graduation rates @ 150% time					
Average time to degree					
Other measures, specify:					
? First Professional Programs (Add definitions/methodology in #3 below)					
Retention rates first-to-second year					
Graduation rates @ 150% time					
Average time to degree					
Other measures, specify:					
Distance Education (Add definitions/methodology in #4 below)					
Course completion rates	69%	73%	75%	89%	75%
Retention rates					
Graduation rates					
Other measures, specify:					
Branch Campus and Instructional Locations (Add definitions/methodology in #5 below)					
Course completion rates					
Retention rates					
Graduation rates					
Other measures, specify:					
Definition and Methodology Explanations					
1					
2					
3					
4					
5					

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

? Policies	Last Updated	? Website location where policy is posted	Responsible Office or Committee
Academic honesty	11/1/2016	http://libguides.manchestercc.edu/researchskills/citations	Library
Intellectual property rights	9/23/2015	https://www.manchestercc.edu/library/copyright-fair-use-guidelines/	Library
Conflict of interest	January 2014	http://www.ct.gov/ethics/lib/ethics/guides/2014/public_officials_and_state_employees_guide_rev-jan2014.pdf	State of Connecticut Office of State Ethics
Privacy rights	6/26/2015	https://www.manchestercc.edu/about/student-right-to-know-act-information/	Student Activities
Fairness for students			
Fairness for faculty			
Fairness for staff			
Academic freedom	July 2010	http://the4cs.wp-responsive.org/wp-content/uploads/sites/9/2011/07/Main-Contract-07-10.pdf	4Cs Collective Bargaining Unit
Research	N/A	N/A	N/A
Title IX	9/26/2016	https://www.manchestercc.edu/police-safety/title-ix-sexual-misconduct/	Academic Affairs
Other; specify			

Non-discrimination policies

	Last Updated	Website location	Responsible Office
Recruitment and admissions	2013	https://www.manchestercc.edu/	Affirmative Action, Diversity
Employment	2013	https://www.manchestercc.edu/	Affirmative Action, Diversity
Evaluation	2013	https://www.manchestercc.edu/	Affirmative Action, Diversity
Disciplinary action	2013	https://www.manchestercc.edu/	Affirmative Action, Diversity
Advancement	2013	https://www.manchestercc.edu/	Affirmative Action, Diversity
Other; specify	2013	https://www.manchestercc.edu/	Affirmative Action, Diversity

Resolution of grievances

	Last Updated	Website location	Responsible Office
Students	4/18.2016	https://www.manchestercc.edu/current-students/student-rights/	Dean of Student Affairs Office
Faculty	8/6/2015	https://www.manchestercc.edu/offices/president/diversity-and-inclusion/procedures-for-filing-discrimination-claims/	Affirmative Action, Diversity and Inclusion Office
	July 2010	http://the4cs.wp-responsive.org/wp-content/uploads/sites/9/2011/07/Main-Contract-07-10.pdf	4Cs Collective Bargaining Unit
Staff	8/6/2015	https://www.manchestercc.edu/offices/president/diversity-and-inclusion/procedures-for-filing-discrimination-claims/	Affirmative Action, Diversity and Inclusion Office
	varies	https://www.manchestercc.edu/offices/president/human-resources-and-payroll/union-contracts/	Human Resources
Other; specify	8/6/2015	https://www.manchestercc.edu/offices/president/diversity-and-inclusion/procedures-for-filing-discrimination-claims/	Affirmative Action, Diversity and Inclusion Office

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

Please enter any explanatory notes in the box below

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

Information	Website location and/or Relevant Publication(s)
How can inquiries be made about the institution? Where can questions be addressed?	http://www.manchestercc.edu
Notice of availability of publications and of audited financial statement or fair summary	https://www.manchestercc.edu/offices/administrative-affairs/finance-and-administrative-services/
Processes for admissions	https://www.manchestercc.edu/enrollment/
Processes for employment	https://www.manchestercc.edu/offices/president/human-resources-and-payroll/job-search-process/
Processes for grading	http://catalog.mcc.commnet.edu/content.php?catoid=7&navoid=880&hl=%22grades%22&returnto=search#grades
Processes for assessment	
Processes for student discipline	https://www.manchestercc.edu/current-students/conduct/
Processes for consideration of complaints and appeals	https://www.manchestercc.edu/current-students/student-rights/

List below the statements or promises made regarding program excellence, learning outcomes, success in placement, and achievements of graduates or faculty and indicate where valid documentation can be found.	
Statement/Promise	Website location and/or publication where valid documentation can be found

Date of last review of:	
Print publications	annual
Digital publications	ongoing

Please enter any explanatory notes in the box below

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

Information	Website location
Institutional catalog	http://catalog.mcc.commnet.edu/
Obligations and responsibilities of students and the institution	https://www.manchestercc.edu/wp-content/uploads/2016-2017-Student-Handbook.pdf
Information on admission and attendance	https://www.manchestercc.edu/enrollment/
Institutional mission and objectives	https://www.manchestercc.edu/about/
Expected educational outcomes	https://www.manchestercc.edu/about/institutional-learning-goals/
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	https://www.manchestercc.edu/about/accreditation/
Requirements, procedures and policies re: admissions	https://www.manchestercc.edu/enrollment/
Requirements, procedures and policies re: transfer credit	https://www.manchestercc.edu/enrollment/transfer-to-mcc/
A list of institutions with which the institution has an articulation agreement	https://www.manchestercc.edu/current-students/transfer-to-another-college-or-university/articulation-agreements/
Student fees, charges and refund policies	https://www.manchestercc.edu/enrollment/paying-for-college/tuition-and-fees/
Rules and regulations for student conduct	https://www.manchestercc.edu/current-students/conduct/
Procedures for student appeals and complaints	https://www.manchestercc.edu/current-students/student-rights/
Other information re: attending or withdrawing from the institution	https://www.manchestercc.edu/about/student-right-to-know-act-information/
Academic programs	https://www.manchestercc.edu/academics/programs/
Courses currently offered	http://catalog.mcc.commnet.edu/content.php?catoid=7&navoid=889
Other available educational opportunities	https://www.manchestercc.edu/programs-courses/catalogs/
Other academic policies and procedures	http://catalog.mcc.commnet.edu/
Requirements for degrees and other forms of academic recognition	http://catalog.mcc.commnet.edu/content.php?catoid=7&navoid=880&hl=%22dean%26%23039%3Bs+list%22&returnto=search#academic_honors
List of continuing faculty, indicating department or program affiliation, degrees held, and institutions granting them	http://catalog.mcc.commnet.edu/content.php?catoid=7&navoid=876
Names and positions of administrative officers	http://catalog.mcc.commnet.edu/content.php?catoid=7&navoid=876
Names, principal affiliations of governing board members	http://catalog.mcc.commnet.edu/content.php?catoid=7&navoid=876#Board_of_Trustees_of_Community-Technical_Colleges
instructional locations, and overseas operations at which students can enroll for a degree, along with a description of programs and services available at each location	N/A
Programs, courses, services, and personnel not available in any given academic year.	http://catalog.mcc.commnet.edu/content.php?catoid=7&navoid=889
Size and characteristics of the student body	https://www.manchestercc.edu/wp-content/uploads/2015-16-Fact-Book.pdf
Description of the campus setting	https://www.manchestercc.edu/about/campus-tour/
Availability of academic and other support services	https://www.manchestercc.edu/current-students/success/
Range of co-curricular and non-academic opportunities available to students	https://www.manchestercc.edu/current-students/resources/
Institutional learning and physical resources from which a student can reasonably be expected to benefit	https://www.manchestercc.edu/current-students/resources/
Institutional goals for students' education	https://www.manchestercc.edu/about/institutional-learning-goals/
Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate	https://www.manchestercc.edu/wp-content/uploads/2015-16-MCC-SRK-Retention-and-Graduation-Rates.pdf
Total cost of education and net price, including availability of financial aid and typical length of study	http://www.commnet.edu/finaid/netprice/b_npcalc.htm
Expected amount of student debt upon graduation and loan payment rates	N/A
Statement about accreditation	https://www.manchestercc.edu/about/accreditation/

Appendix E

Making Assessment More Explicit (E Series) Forms

NEASC Table E-1
Program: **Accounting Career, A.S. Degree**
(2) Where are the program learning goals published? MCC Catalog (catalog.mcc.commnet.edu) and MCC Website (www.manchestercc.edu)
(6) Date of most recent program review:

(1) **Program Learning Outcomes**	(3) **Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?**	(4) **Who interprets the evidence?** **What is the process?**	(5) **What changes have been made in the program, as a result of using the data/evidence?**
Demonstrate relevant content knowledge in required core business disciplines (accounting, business law, management and organizational behavior, and marketing) and apply concepts in problem solving through identifying and evaluating alternative solutions and offering a well- supported conclusion.	Exams, quizzes, research papers, case studies, group projects etc. are used to assess accuracy of outcomes.	The Accounting, Business and Paralegal Department members interpret the data during monthly department meetings.	Greater emphasis has been given to areas of weakness identified by poor student achievement on assessed artifacts. More detailed explanation has been provided to help students understand what they are being assessed on (i.e. more detailed rubrics, assignment instructions etc).
Recognize proper business acumen and decorum in professional interactions; demonstrate appropriate interpersonal communication and presentation skills and demeanor; demonstrate the ability to use presentation and team interpersonal skills effectively in class presentations.	Communication skills applied within the classroom setting through discussions, individual and group assignments and presentations.	Course instructors use assessment artifacts to assess.	Greater emphasis has been given to areas of weakness identified by poor student achievement on assessed artifacts. More detailed explanation has been provided to help students understand what they are being assessed on (i.e. more detailed rubrics, assignment instructions etc).
Recognize and respond thoughtfully to situations that present ethical dilemma, demonstrating the ability to identify ethical dilemmas and social responsibilities of business, an ability to confront ethical dilemmas, and apply ethical principles to business situations using concepts learned.	Exams, quizzes, research papers, case studies, etc. are used to assess accuracy of output.	Course instructors use assessment artifacts to assess.	Greater emphasis has been given to areas of weakness identified by poor student achievement on assessed artifacts. More detailed explanation has been provided to help students understand what they are being assessed on (i.e. more detailed rubrics, assignment instructions etc).

(1) **Program Learning Outcomes**	(3) **Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?**	(4) **Who interprets the evidence?** **What is the process?**	(5) **What changes have been made in the program, as a result of using the data/evidence?**
Apply concepts in core business disciplines and critical thinking skills to make sound financial decisions.	Exams, quizzes, research papers, case studies, etc. are used to assess accuracy of output.	Course instructors use assessment artifacts to assess.	Greater emphasis has been given to areas of weakness identified by poor student achievement on assessed artifacts. More detailed explanation has been provided to help students understand what they are being assessed on (i.e. more detailed rubrics, assignment instructions etc).
Demonstrate an understanding of the interrelationships between accounting and business courses.	Application of knowledge achieved through two hundred level program courses' integrative assignments, projects, exams and case studies.	Course instructors use assessment artifacts to assess.	Greater emphasis has been given to areas of weakness identified by poor student achievement on assessed artifacts. More detailed explanation has been provided to help students understand what they are being assessed on (i.e. more detailed rubrics, assignment instructions etc).

NEASC Table E-1
Program: **Accounting and Business Administration Transfer, A.S. Degree**
(2) Where are the program learning goals published? MCC Catalog (catalog.mcc.commnet.edu) and MCC Website (www.manchestercc.edu)
(6) Date of most recent program review:

(1) **Program Learning Outcomes**	(3) **Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?**	(4) **Who interprets the evidence?** **What is the process?**	(5) **What changes have been made in the program, as a result of using the data/evidence?**
Demonstrate relevant content knowledge in required core business disciplines (accounting, business law, management and organizational behavior, and marketing) and apply concepts in problem solving through identifying and evaluating alternative solutions and offering a well- supported conclusion.	Exams, quizzes, research papers, case studies, group projects etc. are used to assess accuracy of outcomes.	The Accounting, Business and Paralegal Department members interpret the data during monthly department meetings.	Greater emphasis has been given to areas of weakness identified by poor student achievement on assessed artifacts. More detailed explanation has been provided to help students understand what they are being assessed on (i.e. more detailed rubrics, assignment instructions etc).
Recognize proper business acumen and decorum in professional interactions; demonstrate appropriate interpersonal communication and presentation skills and demeanor; demonstrate the ability to use presentation and team interpersonal skills effectively in class presentations.	Communication skills applied within the classroom setting through discussions, individual and group assignments and presentations.	Course instructors use assessment artifacts to assess.	Greater emphasis has been given to areas of weakness identified by poor student achievement on assessed artifacts. More detailed explanation has been provided to help students understand what they are being assessed on (i.e. more detailed rubrics, assignment instructions etc).

(1) **Program Learning Outcomes**	(3) **Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?**	(4) **Who interprets the evidence?** **What is the process?**	(5) **What changes have been made in the program, as a result of using the data/evidence?**
Recognize and respond thoughtfully to situations that present ethical dilemma, demonstrating the ability to identify ethical dilemmas and social responsibilities of business, an ability to confront ethical dilemmas, and apply ethical principles to business situations using concepts learned.	Exams, quizzes, research papers, case studies, etc. are used to assess accuracy of output.	Course instructors use assessment artifacts to assess.	Greater emphasis has been given to areas of weakness identified by poor student achievement on assessed artifacts. More detailed explanation has been provided to help students understand what they are being assessed on (i.e. more detailed rubrics, assignment instructions etc).
Apply concepts in core business disciplines and critical thinking skills to make sound financial decisions.	Exams, quizzes, research papers, case studies, etc. are used to assess accuracy of output.	Course instructors use assessment artifacts to assess.	Greater emphasis has been given to areas of weakness identified by poor student achievement on assessed artifacts. More detailed explanation has been provided to help students understand what they are being assessed on (i.e. more detailed rubrics, assignment instructions etc).
Demonstrate an understanding of the interrelationships between accounting and business courses.	Application of knowledge achieved through two hundred level program courses' integrative assignments, projects, exams and case studies.	Course instructors use assessment artifacts to assess.	Greater emphasis has been given to areas of weakness identified by poor student achievement on assessed artifacts. More detailed explanation has been provided to help students understand what they are being assessed on (i.e. more detailed rubrics, assignment instructions etc).

NEASC Table E-1

Program: **Administrative Assistant, Legal Option, Business Technology, A.S. Degree**

Where are the claims for student achievement published? MCC Catalog (catalog.mcc.commnet.edu) and MCC Website (www.manchestercc.edu)

(1) What are the claims for student achievement or student success? **Learning Goals**	(3) Other than course completion and grades, what outcomes evidence is used to support the claims?	(4) Who interprets the evidence? What is the process?	(5) What changes have been made in the program, as a result of the claims or the evidence?
Read, understand and prepare standard types of business communications.	BOT program students must complete a Comprehensive Portfolio which includes the compilation of ten different business documents. BOT program students are directed to sit for the Microsoft Office Specialist Word certification exam (Exam #77-418) upon completion of the keyboarding/word processing course sequence of BOT 111 and BOT 112.	BOT Faculty review each portfolio using a detailed grading rubric. Eleven requirements are assessed. Microsoft/Certiport Test Administrators via MCC's Division of Continuing Education which serves as an Authorized Testing Center.	As of FA16, students will be uploading their BOT 112 portfolio to Blackboard Learn instead of LinkedIn. Faculty have worked with ETDL (Tim Boto) to activate the portfolio tool in Blackboard Learn LMS. Curriculum for BOT 111 and BOT 112 has been reviewed to ensure alignment with the Microsoft Office Specialist certification standards. See: https://www.microsoft.com/learning/en-us/exam-77-418.aspx

(1) **What are the claims for student achievement or student success?** **Learning Goals**	(3) **Other than course completion and grades, what outcomes evidence is used to support the claims?**	(4) **Who interprets the evidence?** **What is the process?**	(5) **What changes have been made in the program, as a result of the claims or the evidence?**
Demonstrate appropriate interpersonal and human relations skills.	Numerous individual and group projects and presentations are required across multiple courses. Faculty members observe and evaluate these assignments using a variety of project-specific rubrics. Students review each other's skills through observation (peer evaluation) using a variety of project-specific rubrics.	Feedback from employers and Advisory Board members, have indicated that students need to more fully develop interpersonal and human relations skills and that emphasis should also be placed not only on technical (hard) skills but interpersonal (soft) skills for our program students. Ongoing assessment work by IMT faculty will include: The development of a new course: Technology and Ethics The possible addition of BOT 254-Business Etiquette for the Global Economy to this degree program. The investigation of COM*173 Public Speaking as a possible requirement for all program majors.	Updated assessment work: On hold. Institutional syllabi will be reviewed for the following course: BOT* 254 Business Etiquette for the Global Economy during the fall of 2014. Due to changes in General Education, COM*173 is now required for this degree option.
Demonstrate appropriate business office procedures.	BOT program students are directed to sit for the Microsoft Office Specialist PowerPoint and Outlook certification exams (Exam #77-422 and 423) upon completion of the BOT 220 Computerized Communication.	Microsoft/Certiport Test Administrators via MCC's Division of Continuing Education which serves as an Authorized Testing Center.	BOT 220 curriculum has been reviewed to ensure alignment with the Microsoft Office Specialist certification standards. See: https://www.microsoft.com/learning/en-us/exam-77-422.aspx and https://www.microsoft.com/learning/en-us/exam-77-423.aspx

(1) What are the claims for student achievement or student success? Learning Goals	(3) Other than course completion and grades, what outcomes evidence is used to support the claims?	(4) Who interprets the evidence? What is the process?	(5) What changes have been made in the program, as a result of the claims or the evidence?
Demonstrate ability to perform office accounting tasks.	Numerous challenge problems, journals/workbooks, case studies, and a comprehensive review project which are evaluated by BOT faculty using task-specific rubrics. In conjunction with students, faculty members analyze, correct, and explain accounting errors.	During the spring of 2011, a faculty team reviewed the BOT*164 Office Accounting course and identified that students were learning accounting tasks in a more traditional "workbook" based format without the use of computerized accounting software.	During the fall of 2011, a 1-credit Computerized Accounting course (ACC*121 Introduction to Computerized Accounting Software) was added to the program to ensure that students could perform office accounting tasks in a technology-centered workplace. During the fall of 2012, IMT faculty examined pre-requisite data (Pass Rates By Eligibility) for the BOT 164 Office Accounting course, most specifically the success rate of students who are not currently at college-level Math. After analysis of the data, it was determined not to alter pre-reqs at this time. During the fall of 2014, new course materials (text, workbook, computer tool) were adopted for BOT 164 Office Accounting to give students more hands-on accounting practice.
Demonstrate the use of legal terminology in preparing forms, documents and transcribed.	Production Projects	There are only a few students enrolled in this degree option and consequently, few students enrolled in: BOT 171 Legal Documents and BOT 270 Legal Terminology & Transcription.	IMT faculty will be evaluating the viability of this program option during the upcoming Program Review.
Possess appropriate skills in the following software: operating system, word processing, spreadsheet, databases management, integrating office applications and presentation graphics.	a-f: Various projects across multiple required computer applications courses. Projects include: Software Simulations Hands-On Labs Integrated Projects and Capstones Faculty use MyITLab and SimNet, online assessment tools, to measure student learning in all of our computer applications courses. Learning modules	During the fall of 2012, one section of CSA 105 will not use the online assessment tool (MYITLAB) and students will be given the same assessment as those sections integrating the tool. Employers, members of our advisory board, and alumni have suggested further development of curriculum in the area of spreadsheet applications. Employers, members of our advisory board, and alumni have suggested further	IMT faculty will compare and contrast the use of online assessment tools vs. the traditional approach to teaching software skills to answer the question, "Does MYITLAB improve student learning?" Once all assessment data has been analyzed, the IMT faculty team will determine whether the online assessment tool, MYITLAB, is improving student success in our software applications course.

(1) What are the claims for student achievement or student success? Learning Goals	(3) Other than course completion and grades, what outcomes evidence is used to support the claims?	(4) Who interprets the evidence? What is the process?	(5) What changes have been made in the program, as a result of the claims or the evidence?
	and assessments are developed for students using a live in-the-application project grading tool. Once students submit the project, they receive immediate grading and detailed feedback. g. BOT program students are directed to sit for the Microsoft Office Specialist Excel and Access certification exams (Exam #77-420 and 424) upon completion of the following course sequence: CSA 105 Introduction to Software Applications and CSA 135 Spreadsheet Applications	development of curriculum in the area of web technologies. Part and full-time faculty interpret the evidence Part and full-time faculty interpret the evidence Full time faculty interpret the evidence collected from web-based assessment tools (MyITLAB) in determining instructional format for teaching software applications (traditional vs. web-based approach as well as on-ground vs. on-line). Microsoft/Certiport Test Administrators via MCC's Division of Continuing Education which serves as an Authorized Testing Center.	In the spring of 2012, CSA*135, an intermediate/advanced level spreadsheets course, has been added to this degree program to help students remain competitive in an increasingly technological workplace. During the fall of 2010, CST 114 Web Essentials was added to this degree program. This course teaches students to navigate through current web technologies such as Web 2.0 and cloud computing, apply advanced search techniques for research purposes, create a basic web page using a web authoring program, and apply these skills to the workplace or their career disciplines. (Note: In fall of 2012, this course was increased to 3 credits due to necessary content coverage) During the spring of 2013, an assessment meeting was held with all FT and PT faculty teaching CSA*105 to ensure that curriculum aligned across multiple sections. This included review and revision of a final project used in all sections. BOT* 231 Advanced Office Applications was moved to an on-line format through the use of MyITLAB. During the spring of 2014, full and part time faculty extensively reviewed the features and functionality of three major web-based tools, MyITLab, Simnet and SAM. Three publisher demonstrations were held in order to compare and contrast the various tools and which would be most ideal for students. As of fall 2014, MyITLab is being replaced with Simnet.

(1) **What are the claims for student achievement or student success?** **Learning Goals**	(3) **Other than course completion and grades, what outcomes evidence is used to support the claims?**	(4) **Who interprets the evidence?** **What is the process?**	(5) **What changes have been made in the program, as a result of the claims or the evidence?**
			Curriculum for CSA 105 and CSA 135 has been reviewed to ensure alignment with the Microsoft Office Specialist certification standards. See: https://www.microsoft.com/learning/en-us/exam-77-420.aspx and https://www.microsoft.com/learning/en-us/exam-77-424.aspx
Demonstrate speed and accuracy in keyboarding skills.	Students use a web-based assessment program (Keyboarding Pro Deluxe Online) in both the introductory and advanced level keyboarding classes to reinforce and measure proper keyboarding techniques. Through the use of interactive, self-paced modules, this program introduces keys and directs students through the proper keyboarding techniques, allowing the instructor to observe students and provide individualized instruction and coaching. Instructor observation is used to measure proper keyboarding technique in conjunction with a standardized Technique Rating Chart. Daily timed writings are also measured throughout the course of each semester using a standardized timing chart. This chart allows both the instructor and student to track student progress throughout the course of the semester.	BOT part and full-time faculty across the system meet bi-annually to discuss curriculum. One recent topic of discussion has been the use of on-line and hybrid formats to teach introductory college-level keyboarding courses and whether or not this is an effective approach. It has been pointed out by veteran keyboarding faculty that instructor coaching and observation are highly critical to a beginning keyboarder's success. "How is this addressed in the on-line or hybrid format?"	During the spring semester of 2014, web-based assessment tools were examined for BOT 111 Keyboarding for Information Processing I. During the fall semester of fall 2014, all keyboarding courses (BOT 101, BOT 111 and BOT 112) will employ a web-based learning environment. During the spring semester of 2015, the first fully online section of BOT 111 was successfully run; full-time faculty met with part-time faculty to review course outcomes.
Understand the importance of confidentiality in dealing with legal matters.	Case Studies	There are only a few students enrolled in this degree option and consequently, few students enrolled in the following courses: BOT 171 Legal Documents and BOT 270 Legal Terminology & Transcription.	IMT faculty will be evaluating the viability of this program option during the upcoming Program Review.

NEASC Table E-1

Program: **Administrative Assistant, Medical Option, Business Technology, A.S. Degree**

Where are the claims for student achievement published? MCC Catalog (catalog.mcc.commnet.edu) and MCC Website (www.manchestercc.edu)

(1) **What are the claims for student achievement or student success?** **Learning Goals**	(3) **Other than course completion and grades, what outcomes evidence is used to support the claims?**	(4) **Who interprets the evidence? What is the process?**	(5) **What changes have been made in the program, as a result of the claims or the evidence?**
Read, understand and prepare standard types of business communications.	BOT program students must complete a Comprehensive Portfolio which includes the compilation of ten different business documents. BOT program students are directed to sit for the Microsoft Office Specialist Word certification exam (Exam #77-418) upon completion of the keyboarding/word processing course sequence of BOT 111 and BOT 112.	BOT Faculty review each portfolio using a detailed grading rubric. Eleven requirements are assessed. Microsoft/Certiport Test Administrators via MCC's Division of Continuing Education which serves as an Authorized Testing Center.	As of FA16, students will be uploading their BOT 112 portfolio to Blackboard Learn instead of LinkedIn. Faculty have worked with ETDL (Tim Boto) to activate the portfolio tool in Blackboard Learn LMS. Curriculum for BOT 111 and BOT 112 has been reviewed to ensure alignment with the Microsoft Office Specialist certification standards. See: https://www.microsoft.com/learning/en-us/exam-77-418.aspx
Demonstrate appropriate interpersonal and human relations skills.	Numerous individual and group projects and presentations are required across multiple courses. Faculty members observe and evaluate these assignments using a variety of project-specific rubrics. Students review each other's skills through observation (peer evaluation) using a variety of project-specific rubrics.	Feedback from employers and Advisory Board members, have indicated that students need to more fully develop interpersonal and human relations skills and that emphasis should also be placed not only on technical (hard) skills but interpersonal (soft) skills for our program students. Ongoing assessment includes: The development of a new course: Technology and Ethics Possible addition of BOT 254-Business Etiquette for the Global Economy to this degree program. The investigation of COM*173 Public Speaking as a possible requirement for all majors. Using a curriculum map, cross-course analysis will be made to evaluate what units of curriculum need to be added to strengthen this specific outcome.	Updated assessment work: On hold. Institutional syllabi will be reviewed for the following course: BOT* 254 Business Etiquette for the Global Economy during the fall of 2014. Due to changes in General Education, COM*173 is now required for this degree option. Curriculum mapping will continue in the 2016/2017 academic year.

| Demonstrate appropriate business office procedures. | Numerous office tasks, individual and group projects are assigned across multiple required courses which are evaluated by BOT faculty using task-specific rubrics.

BOT program students are directed to sit for the Microsoft Office Specialist PowerPoint and Outlook certification exams (Exam #77-422 and 423) upon completion of the BOT 220 Computerized Communication.
BOT program students (Medical Option) are directed to sit for the Certified Electronic Health Records Specialist (CEHRS) exam offered by the National Health Association (NHA) | Feedback from employers and Advisory Board members, have indicated that medical office students need significant skills working with medical software applications. The widespread adoption of EHR in the healthcare industry has made this an immediate curriculum need in the BOT/medical option.

Microsoft/Certiport Test Administrators via MCC's Division of Continuing Education which serves as an Authorized Testing Center.
CEHRS certification is administered by certified proctors at statewide NHA authorized testing centers. | During the fall of 2013, BOT 288 Medical Practice Management Software Applications was offered to students for the first time. This hands-on computer applications course prepares medical professionals to efficiently use practice management software in managing the operational, patient and financial data in medical offices and hospital environments. Students will learn appointment scheduling, patient registration, procedure posting, electronic payment posting, patient billing and collections, report generation and file maintenance. During the spring of 2014, BOT 291 Electronic Health Records (new course) ran for the first time. This course provides a comprehensive understanding of the history, theory and functional benefits of Electronic Health Records (EHR). Through practical, hands-on learning activities, students will learn how to scan, import and convert health information into specialized EHR applications. Students will learn to review electronic health records for timeliness, completeness, accuracy, and appropriateness. Additionally, this course emphasizes the need for strict adherence to patient confidentiality laws, authorized release of information, and data security. Skills acquired in this course are relevant and can be applied in today's medical office, clinic, or information services/medical records division(s) of a hospital.

BOT 220 curriculum has been reviewed to ensure alignment with the Microsoft Office Specialist |

			certification standards. See: https://www.microsoft.com/learning/en-us/exam-77-422.aspx and https://www.microsoft.com/learning/en-us/exam-77-423.aspx BOT 288 and BOT 291 curriculum have been reviewed to ensure alignment with the CEHRS certification standards. See: http://www.nhanow.com/health-record.aspx
Demonstrate ability to perform office accounting tasks.	Numerous challenge problems, journals/workbooks, case studies, and a comprehensive review project which are evaluated by BOT faculty using task-specific rubrics. In conjunction with students, faculty members analyze, correct, and explain accounting errors.	During the spring of 2011, a faculty team reviewed the BOT*164 Office Accounting course and identified that students were learning accounting tasks in a more traditional "workbook" based format without the use of computerized accounting software.	During the fall of 2011, a 1-credit Computerized Accounting course (ACC*121 Introduction to Computerized Accounting Software) was added to the program to ensure that students could perform office accounting tasks in a technology-centered workplace. During the fall of 2012, IMT faculty examined pre-requisite data (Pass Rates By Eligibility) for the BOT 164 Office Accounting course, most specifically the success rate of students who are not currently at college-level Math. After analysis of the data, it was determined not to alter pre-reqs at this time. During the fall of 2014, new course materials (text, workbook, computer tool) were adopted for BOT 164 Office Accounting to give students more hands-on accounting practice.
Demonstrate the use of medical terminology.	Word-Building Medical Terminology Software System with interactive games is used to present prefixes, suffixes, word roots, combining forms, special endings, plural forms, abbreviations and symbols.	Students complete the numerous components of each learning module and then submit to BOT faculty for review and feedback.	During the spring of 2012, IMT faculty will examine pre-requisites for the BOT 180 Medical Terminology course, most specifically the success rate of students who are not currently at college-level English. During the fall of 2012, IMT faculty examined pre-requisite data (Pass Rates By Eligibility) for the BOT 180

			Medical Terminology course, most specifically the success rate of students who are not currently at college-level English. After analysis of the data, it was determined not alter pre-reqs at this time. Pronunciation software will be added in the fall of 2016.
Demonstrate correct billing and medical coding procedures.	Students are able to effectively use diagnostic and procedural coding classification systems (ICD-9 and 10, CPT-4, and HCPCS). BOT program students are directed to sit for the Certified Professional Coder (CPC) exam offered via the AAPC upon completion of the coding course sequence of BOT 181 and BOT 182. A capstone coding project will be assigned during the FA16.	The issue of fieldwork has been raised by alumni, adjunct faculty members and also by members of our Advisory Board. Currently, there is no required outside field work except for the hands-on practice included in the two coding courses (BOT 181 and BOT 182). Certified AAPC proctors administer the CPC exam at various authorized testing centers offered statewide. Using a rubric, faculty will evaluate the capstone coding project.	As of spring 2015, BOT 296 Cooperative Work Experience has been added into the BOT/Medical degree as an OR with Project Management. FT faculty continue to work with Director of Cooperative Education to secure suitable field work sites. FT faculty have reviewed/updated curriculum and course materials for BOT 181 Coding I and BOT 182 Coding II to ensure alignment with the Certified Professional Coder (CPC) standards offered via American Academy of Professional Coders (AAPC). As of FA16, students will be uploading their BOT 181 capstone coding project to Blackboard Learn. Faculty have worked with ETDL (Tim Boto) to activate the portfolio tool in Blackboard Learn LMS. Analysis of these ongoing projects will continue during the 2016/2017 academic year.
Possess appropriate skills in the following software: operating system, word processing, spreadsheet, databases management, integrating office applications and presentation graphics.	a-f: Various projects across multiple required computer applications courses. Projects include: Software Simulations Hands-On Labs Integrated Projects and Capstones Faculty use MyITLab and SimNet, online assessment tools, to measure student learning in all of our computer applications courses. Learning modules and assessments are	During the fall of 2012, one section of CSA 105 will not use the online assessment tool (MYITLAB) and students will be given the same assessment as those sections integrating the tool. Employers, members of our advisory board, and alumni have suggested further development of curriculum in the area of	IMT faculty will compare and contrast the use of online assessment tools vs. the traditional approach to teaching software skills to answer the question, "Does MYITLAB improve student learning?" Once all assessment data has been analyzed, the IMT faculty team will determine whether the online assessment tool, MYITLAB, is improving student

	developed for students using a live in-the-application project grading tool. Once students submit the project, they receive immediate grading and detailed feedback. g. Spring 2016 update: BOT program students are directed to sit for the Microsoft Office Specialist Excel and Access certification exams (Exam #77-420 and 424) upon completion of the following course sequence: CSA 105 Introduction to Software Applications and CSA 135 Spreadsheet Applications. A dedicated exam date has been set-up via Continuing Education.	spreadsheet applications. Employers, members of our advisory board, and alumni have suggested further development of curriculum in the area of web technologies. Part and full-time faculty interpret the evidence Part and full-time faculty interpret the evidence Full time faculty interpret the evidence collected from web-based assessment tools (MyITLAB) in determining instructional format for teaching software applications (traditional vs. web-based approach as well as on-ground vs. on-line). Microsoft/Certiport Test Administrators via MCC's Division of Continuing Education which serves as an Authorized Testing Center.	success in our software applications course. During the spring of 2013, an assessment meeting was held with all FT and PT faculty teaching CSA*105 to ensure that curriculum aligned across multiple sections. This included review and revision of a final project used in all sections. BOT* 231 Advanced Office Applications was moved to an on-line format through the use of MyITLAB. During the spring of 2014, full and part time faculty extensively reviewed the features and functionality of three major web-based tools, MyITLab, Simnet and SAM. Three publisher demonstrations were held in order to compare and contrast the various tools and which would be most ideal for students. As of fall 2014, MyITLab is being replaced with Simnet. Curriculum for CSA 105 and CSA 135 has been reviewed to ensure alignment with the Microsoft Office Specialist certification standards. See: https://www.microsoft.com/learning/en-us/exam-77-420.aspx and https://www.microsoft.com/learning/en-us/exam-77-424.aspx
Demonstrate speed and accuracy in keyboarding skills.	Students use a web-based assessment program in both the introductory and advanced level keyboarding classes to reinforce and measure proper keyboarding techniques. Through the use of interactive, self-paced modules, this program introduces keys and directs students through the proper keyboarding techniques, allowing the instructor to observe students and provide individualized instruction and coaching. Daily timed writings are also measured throughout the course of each semester using a standardized timing chart. This chart allows both the instructor and student to track student progress throughout the course of the semester.	BOT part and full-time faculty across the system meet bi-annually to discuss curriculum. One recent topic of discussion has been the use of on-line and hybrid formats to teach introductory college-level keyboarding courses and whether or not this is an effective approach.	During the fall semester of fall 2014, all keyboarding courses (BOT 101, BOT 111 and BOT 112) will employ a web-based learning environment. During the spring semester of 2015, the first fully online section of BOT 111 was successfully run; full-time faculty met with part-time faculty to review course outcomes.

NEASC Table E-1
Program: **Administrative Assistant, Office Option, Business Technology, A.S. Degree**
Where are the claims for student achievement published? MCC Catalog (catalog.mcc.commnet.edu) and MCC Website (www.manchestercc.edu)

(1) What are the claims for student achievement or student success? Learning Goals	(3) Other than course completion and grades, what outcomes evidence is used to support the claims?	(4) Who interprets the evidence? What is the process?	(5) What changes have been made in the program, as a result of the claims or the evidence?
Read, understand and prepare standard types of business communications.	BOT program students must complete a Comprehensive Portfolio which includes the compilation of ten different business documents. BOT program students are directed to sit for the Microsoft Office Specialist Word certification exam (Exam #77-418) upon completion of the keyboarding/word processing course sequence of BOT 111 and BOT 112.	BOT Faculty review each portfolio using a detailed grading rubric. Eleven requirements are assessed. Microsoft/Certiport Test Administrators via MCC's Division of Continuing Education which serves as an Authorized Testing Center.	As of FA16, students will be uploading their BOT 112 portfolio to Blackboard Learn instead of LinkedIn. Faculty have worked with ETDL (Tim Boto) to activate the portfolio tool in Blackboard Learn LMS. Curriculum for BOT 111 and BOT 112 has been reviewed to ensure alignment with the Microsoft Office Specialist certification standards. See: https://www.microsoft.com/learning/en-us/exam-77-418.aspx
Demonstrate appropriate interpersonal and human relations skills.	Numerous individual and group projects and presentations are required across multiple courses. Faculty members observe and evaluate these assignments using a variety of project-specific rubrics. Students review each other's skills through observation (peer evaluation) using a variety of project-specific rubrics.	Feedback from employers and Advisory Board members, have indicated that students need to more fully develop interpersonal and human relations skills and that emphasis should also be placed not only on technical (hard) skills but interpersonal (soft) skills for our program students.	Updated assessment work: On hold. Institutional syllabi will be reviewed for the following course: BOT* 254 Business Etiquette for the Global Economy during the fall of 2014. Due to changes in General Education, COM*173 is now required for this degree option. Curriculum mapping will continue in

(1) **What are the claims for student achievement or student success?** **Learning Goals**	(3) **Other than course completion and grades, what outcomes evidence is used to support the claims?**	(4) **Who interprets the evidence?** **What is the process?**	(5) **What changes have been made in the program, as a result of the claims or the evidence?**
		Ongoing assessment work by IMT faculty will include: The development of a new course: Technology and Ethics The possible addition of BOT 254-Business Etiquette for the Global Economy to this degree program. The investigation of COM*173 Public Speaking as a possible requirement for all program majors. Using a curriculum map, cross-course analysis will be made to evaluate what units of curriculum need to be added to strengthen this specific outcome.	the 2016/2017 academic year.
Demonstrate appropriate business office procedures.	BOT program students are directed to sit for the Microsoft Office Specialist PowerPoint and Outlook certification exams (Exam #77-422 and 423) upon completion of the BOT 220 Computerized Communication.	Microsoft/Certiport Test Administrators via MCC's Division of Continuing Education which serves as an Authorized Testing Center.	BOT 220 curriculum has been reviewed to ensure alignment with the Microsoft Office Specialist certification standards. See: https://www.microsoft.com/learning/en-us/exam-77-422.aspx and https://www.microsoft.com/learning/en-us/exam-77-423.aspx

(1) What are the claims for student achievement or student success? Learning Goals	(3) Other than course completion and grades, what outcomes evidence is used to support the claims?	(4) Who interprets the evidence? What is the process?	(5) What changes have been made in the program, as a result of the claims or the evidence?
Demonstrate ability to perform office accounting tasks.	Numerous challenge problems, journals/workbooks, case studies, and a comprehensive review project which are evaluated by BOT faculty using task-specific rubrics. In conjunction with students, faculty members analyze, correct, and explain accounting errors.	During the spring of 2011, a faculty team reviewed the BOT*164 Office Accounting course and identified that students were learning accounting tasks in a more traditional "workbook" based format without the use of computerized accounting software.	During the fall of 2011, a 1-credit Computerized Accounting course (ACC*121 Introduction to Computerized Accounting Software) was added to the program to ensure that students could perform office accounting tasks in a technology-centered workplace. During the fall of 2012, IMT faculty examined pre-requisite data (Pass Rates By Eligibility) for the BOT 164 Office Accounting course, most specifically the success rate of students who are not currently at college-level Math. After analysis of the data, it was determined not to alter pre-reqs at this time. During the fall of 2014, new course materials (text, workbook, computer tool) were adopted for BOT 164 Office Accounting to give students more hands-on accounting practice.
Possess appropriate skills in the following software: operating system, word processing, spreadsheet, databases management, integrating office applications and presentation graphics.	a-f: Various projects across multiple required computer applications courses. Projects include: Software Simulations Hands-On Labs Integrated Projects and Capstones Faculty use MyITLab and SimNet, online assessment tools, to measure student learning in all of our computer applications	During the fall of 2012, one section of CSA 105 will not use the online assessment tool (MYITLAB) and students will be given the same assessment as those sections integrating the tool. Employers, members of our advisory board, and alumni have suggested further	IMT faculty will compare and contrast the use of online assessment tools vs. the traditional approach to teaching software skills to answer the question, "Does MYITLAB improve student learning?" Once all assessment data has been analyzed, the IMT faculty team will determine whether the online assessment tool, MYITLAB, is improving student success in our

(1) **What are the claims for student achievement or student success?** **Learning Goals**	(3) **Other than course completion and grades, what outcomes evidence is used to support the claims?**	(4) **Who interprets the evidence?** **What is the process?**	(5) **What changes have been made in the program, as a result of the claims or the evidence?**
	courses. Learning modules and assessments are developed for students using a live in-the-application project grading tool. Once students submit the project, they receive immediate grading and detailed feedback. g. <u>Spring 2016 update:</u> BOT program students are directed to sit for the Microsoft Office Specialist Excel and Access certification exams (Exam #77-420 and 424) upon completion of the following course sequence: CSA 105 Introduction to Software Applications and CSA 135 Spreadsheet Applications. A dedicated exam date has been set-up via Continuing Education.	development of curriculum in the area of spreadsheet applications. Employers, members of our advisory board, and alumni have suggested further development of curriculum in the area of web technologies. Part and full-time faculty interpret the evidence Part and full-time faculty interpret the evidence Full time faculty interpret the evidence collected from web-based assessment tools (MyITLAB) in determining instructional format for teaching software applications (traditional vs. web-based approach as well as on-ground vs. on-line). Microsoft/Certiport Test Administrators via MCC's Division of Continuing Education which serves as an Authorized Testing Center.	software applications course. In the spring of 2012, CSA*135, an intermediate/advanced level spreadsheets course, has been added to this degree program to help students remain competitive in an increasingly technological workplace. During the fall of 2010, CST 114 Web Essentials was added to this degree program. This course teaches students to navigate through current web technologies such as Web 2.0 and cloud computing, apply advanced search techniques for research purposes, create a basic web page using a web authoring program, and apply these skills to the workplace or their career disciplines. (Note: In fall of 2012, this course was increased to 3 credits due to necessary content coverage) During the spring of 2013, an assessment meeting was held with all FT and PT faculty teaching CSA*105 to ensure that curriculum aligned across multiple sections. This included review and revision of a final project used in all sections. BOT* 231 Advanced Office Applications was moved to an on-line format through the use of MyITLAB. During the spring of 2014, full and part time faculty extensively reviewed the features and functionality of three major web-based tools, MyITLab, Simnet and SAM. Three publisher demonstrations were held in order to compare and contrast the various tools and which would be most ideal

(1) **What are the claims for student achievement or student success?** **Learning Goals**	(3) **Other than course completion and grades, what outcomes evidence is used to support the claims?**	(4) **Who interprets the evidence?** **What is the process?**	(5) **What changes have been made in the program, as a result of the claims or the evidence?**
			for students. As of fall 2014, MyITLab is being replaced with Simnet. Curriculum for CSA 105 and CSA 135 has been reviewed to ensure alignment with the Microsoft Office Specialist certification standards. See: https://www.microsoft.com/learning/en-us/exam-77-420.aspx and https://www.microsoft.com/learning/en-us/exam-77-424.aspx
Demonstrate speed and accuracy in keyboarding skills.	Students use a web-based assessment program (Keyboarding Pro Deluxe Online) in both the introductory and advanced level keyboarding classes to reinforce and measure proper keyboarding techniques. Through the use of interactive, self-paced modules, this program introduces keys and directs students through the proper keyboarding techniques, allowing the instructor to observe students and provide individualized instruction and coaching. Instructor observation is used to measure proper keyboarding technique in conjunction with a standardized Technique Rating Chart. Daily timed writings are also measured throughout the course of each semester using a standardized timing chart. This chart allows both the instructor and student to track student progress throughout the course of the semester.	BOT part and full-time faculty across the system meet bi-annually to discuss curriculum. One recent topic of discussion has been the use of on-line and hybrid formats to teach introductory college-level keyboarding courses and whether or not this is an effective approach. It has been pointed out by veteran keyboarding faculty that instructor coaching and observation are highly critical to a beginning keyboarder's success. "How is this addressed in the on-line or hybrid format?"	During the spring semester of 2014, web-based assessment tools were examined for BOT 111 Keyboarding for Information Processing I. During the fall semester of fall 2014, all keyboarding courses (BOT 101, BOT 111 and BOT 112) will employ a web-based learning environment. During the spring semester of 2015, the first fully online section of BOT 111 was successfully run; full-time faculty met with part-time faculty to review course outcomes.

NEASC Table E-1
Program: **Business Administration Career, A.S. Degree**
(2) Where are the program learning goals published? MCC Catalog (catalog.mcc.commnet.edu) and MCC Website (www.manchestercc.edu)
(6) Date of most recent program review:

(1) **Program Learning Outcomes**	(3) **Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?**	(4) **Who interprets the evidence?** **What is the process?**	(5) **What changes have been made in the program, as a result of using the data/evidence?**
Demonstrate relevant content knowledge in required core business disciplines (accounting, business law, management and organizational behavior, and marketing) and apply concepts in problem solving through identifying and evaluating alternative solutions and offering a well- supported conclusion.	Exams, quizzes, research papers, case studies, group projects etc. are used to assess accuracy of outcomes.	The Accounting, Business and Paralegal Department members interpret the data during monthly department meetings.	Greater emphasis has been given to areas of weakness identified by poor student achievement on assessed artifacts. More detailed explanation has been provided to help students understand what they are being assessed on (i.e. more detailed rubrics, assignment instructions etc).
Recognize proper business acumen and decorum in professional interactions; demonstrate appropriate interpersonal communication and presentation skills and demeanor; demonstrate the ability to use presentation and team interpersonal skills effectively in class presentations.	Communication skills applied within the classroom setting through discussions, individual and group assignments and presentations.	Course instructors use assessment artifacts to assess.	Greater emphasis has been given to areas of weakness identified by poor student achievement on assessed artifacts. More detailed explanation has been provided to help students understand what they are being assessed on (i.e. more detailed rubrics, assignment instructions etc).
Recognize and respond thoughtfully to situations that present ethical dilemma, demonstrating the ability to identify ethical dilemmas and social responsibilities of business, an ability to confront ethical dilemmas, and apply ethical principles to business situations using concepts learned.	Exams, quizzes, research papers, case studies, etc. are used to assess accuracy of output.	Course instructors use assessment artifacts to assess.	Greater emphasis has been given to areas of weakness identified by poor student achievement on assessed artifacts. More detailed explanation has been provided to help students understand what they are being assessed on (i.e. more detailed rubrics, assignment instructions etc).

(1) **Program Learning Outcomes**	(3) **Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?**	(4) **Who interprets the evidence?** **What is the process?**	(5) **What changes have been made in the program, as a result of using the data/evidence?**
Apply concepts in core business disciplines and critical thinking skills to make sound financial decisions.	Exams, quizzes, research papers, case studies, etc. are used to assess accuracy of output.	Course instructors use assessment artifacts to assess.	Greater emphasis has been given to areas of weakness identified by poor student achievement on assessed artifacts. More detailed explanation has been provided to help students understand what they are being assessed on (i.e. more detailed rubrics, assignment instructions etc).
Demonstrate an understanding of the interrelationships between accounting and business courses.	Application of knowledge achieved through two hundred level program courses' integrative assignments, projects, exams and case studies.	Course instructors use assessment artifacts to assess.	Greater emphasis has been given to areas of weakness identified by poor student achievement on assessed artifacts. More detailed explanation has been provided to help students understand what they are being assessed on (i.e. more detailed rubrics, assignment instructions etc).

NEASC TABLE E-1A: ASSESSMENT OF STUDENT LEARNING
Program: **Communication, A.S.**

Academic Year: 2016-2017

Date of most recent program review: 2015
Where are the program learning goals published? MCC Catalog (catalog.mcc.commnet.edu) and MCC Website (www.manchestercc.edu)

(1) Program Learning Outcomes	(3) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(4) Who interprets the evidence? What is the process?	(5) What changes have been made in the program, as a result of using the data/evidence?
1. Write copy for radio and television.	Various script assignments and video projects	Individual teacher reviews copy according to standards established for that particular course. Copy is evaluated based on writing style, creativity and accuracy.	Evaluation criteria are changed in response to changes in professional copy writing standards. New assignments are developed when appropriate.
2. Research and write newspaper and feature stories.	Newspaper Articles	Individual teacher reviews articles and stories according to standards established for that particular course. Material is evaluated based on accuracy, style and technical considerations.	Evaluation criteria are changed in response to changes in accepted industry writing style standards. New assignments are developed when appropriate.
3. Operate video cameras.	Video Projects	Individual teacher reviews videos according to visual composition and technical standards established for that particular course.	Evaluation criteria are changed based on changes in equipment and changes in accepted professional video style.
4. Use computer-based video editing programs.	Edited Video Projects using Final Cut Pro software	Individual teacher reviews edited videos according to standards established for that particular course. Evaluation is based on technical mastery of software and creativity.	Evaluation criteria are changed based on changes in the editing software program. New assignments are developed when appropriate. A new version of the editing program was utilized in 2012/2013.

(1) Program Learning Outcomes	(3) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(4) Who interprets the evidence? What is the process?	(5) What changes have been made in the program, as a result of using the data/evidence?
5. Conduct Interviews for news stories and radio and television programs	Written scriptwriting assignments and video productions in the TV studio	Instructors review both scripts of stories as well as tapes/computer files of interviews and programs according to standards established for that particular course. Evaluation is based on both quality of questions as well as broadcast performance skills during interview.	Evaluation criteria are changed based on changes in accepted broadcast industry practices.
6. Write scripts for radio and television programs.	Written scripts for radio and TV Programs	Individual teacher reviews scripts according to standards established for that particular course. Scripts are judged based on accuracy, creativity and technical competency.	Evaluation criteria are changed based on changes in accepted broadcast industry practices. New assignments are developed when appropriate.
7. Develop and deliver effective oral presentations.	Oral presentations delivered in class	A rubric has been developed by faculty that is shared among all Public Speaking faculty. Presentations are critiqued by both faculty and students.	This rubric was piloted in 2010 and 2011 and instructors have utilized it since then. Persuasive speeches will be analyzed in spring 2017. Greater emphasis has been given to areas of weakness identified by poor student achievement on assessed artifacts (e.g., organizational structure).
8. Study the role and effect of mass media upon society.	Examinations, papers and presentations	Papers, exams and presentations are reviewed and evaluated by individual instructors based on content, accuracy and style.	Course material and projects are modified yearly in response to changes in the field.

NEASC Table E-1A: ASSESSMENT OF STUDENT LEARNING
Program: **Computer Game Design**
Academic Year: 2015-2016
Date of most recent program review: This program is in its fourth year and has not yet been subjected to a formal program review.
Where are the program learning goals published? MCC Catalog (catalog.mcc.commnet.edu) and MCC Website (www.manchestercc.edu)

(1) **Program Learning Outcomes**	(3) **Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?**	(4) **Who interprets the evidence?** **What is the process?**	(5) **What changes have been made in the program, as a result of using the data/evidence?**
1. Demonstrate practical skills in computer-based game design and development including animation, character design, 3D modeling and animation, game art design and production, game level design and creation, and the use of available game engines. 2. Demonstrate an ability to plan interactive and game projects and produce all the elements involved in such projects (graphics, sound, animation, video and game play mechanics). 3. Demonstrate an awareness of the variety of software in game design and production and the manner in which this software can be integrated in the development of projects. 4. Use their training to pursue employment in digital game development including, but not limited to, digital animation, 3D modeling, character design, model rigging, digital sound engineering, digital video production and editing, CD-ROM and computer game development, digital graphic arts and special effects production.	Students collect work from various program-related classes and assemble a comprehensive portfolio demonstrating skills acquired in different classes. Work includes printed matter from computer graphics classes, storyboards from video and animation classes, website design plans, as well as games produced for class projects. The development of a portfolio is a necessary step for anyone seeking employment in game design and development. **NOTE:** this process of general portfolio development and review is a necessary procedure for all students in any field of creative arts. In addition to ongoing portfolio development we have instituted an exit portfolio process for graduating students that allows us to review the program's effectiveness with the student and offer some final advice as they move on.	The general portfolio is reviewed by all members of our design and media faculty in the same term that a student applies for graduation and is an opportunity to offer a student a last chance to receive advice and guidance with their future plans.	The description of the portfolio review process described under items 3 & 4 actually constitute a new methodology for the program and as such are themselves the changes that are being made to the program as a result of the claims made under item 1. One change that will be implemented in the next academic year is to change the exit portfolio review from a voluntary process for the student to a mandatory process for all graduates.

NEASC Table E-1A: ASSESSMENT OF STUDENT LEARNING
Program: **Computer Networking Technology**
Academic Year: 2016-2017
Date of most recent program review:
Where are the program learning goals published? MCC Catalog (catalog.mcc.commnet.edu) and MCC Website (www.manchestercc.edu)

(1) Program Learning Outcomes	(3) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(4) Who interprets the evidence? What is the process?	(5) What changes have been made in the program, as a result of using the data/evidence?
Write structured programming code.	Students are given an end of semester coding project.	Faculty review student work.	Greater emphasis is given to the teaching of functions by introducing functions earlier in intro programming classes.
Repair and service computer hardware.	Students use skills learned in course in support of external Computer Share and Repair Club.	Club advisor supervises students.	Basic electronics concepts were added to the course. Pure sine wave UPS for PFC power supplies added to course.
Understand computer networking theory.	A 10 page assessment is administered to students in multiple courses to measure their understanding and retention of basic networking theory concepts.	Faculty review student work.	Time allocated to various topics is rebalanced. Some lab work is expanded while other lab work is reduced. Mathematical foundation of networking theory is continually reviewed and reinforced.
Implement computer networking theory.	Students use VMware to build large scale virtual networks comprises all types of servers: DHCP, WINS, DNS, DC.	Faculty review student work.	New computers have been ordered to allow students to build larger and more realistic networks with modern operating systems.
Understand and implement advanced networking infrastructure (switches and routers) concepts.	Use professional grade CISCO routers and switches to build physical networks. Large scale final project.	Faculty review student work.	Additional CISCO routers and switches have been ordered and implemented to allow students to work in smaller groups.
Understand computer and network security concepts.	Teaching methodology was compared to similar schools - community colleges and state universities.	Faculty review textbook and instructional resources.	Course has been transformed into a hybrid course using an online virtual lab environment.

NEASC Table E-1A: ASSESSMENT OF STUDENT LEARNING
Program: **Computer Programming Technology**
Academic Year: 2016-2017
Date of most recent program review:
Where are the program learning goals published? MCC Catalog (catalog.mcc.commnet.edu) and MCC Website (www.manchestercc.edu)

(1) **Program Learning Outcomes**	(3) **Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?**	(4) **Who interprets the evidence?** **What is the process?**	(5) **What changes have been made in the program, as a result of using the data/evidence?**
Write structured programming code.	Students are asked to write an end-of-semester programming project such as a computer game. Students are given a comprehensive assessment in second C++ course to measure understanding and retention of concepts covered in introductory programming course.	Faculty review student work.	Greater emphasis is given to the teaching of functions by introducing functions earlier in intro programming classes.
Use basic web technologies - HTML, CSS, JavaScript, MySQL and PHP.	Use are required to build and host an external website which can be reviewed by multiple faculty members. Website is used for multiple courses.	Faculty review student work.	Students have been asked to start building their external website with the first web course, rather than waiting until later courses.
Understand proper database design.	Students are required to build a database for the backend of an external website which can be reviewed by multiple faculty members.	Faculty review student work.	Better integration between database and PHP course. Switched to same author for both textbooks.
Understand computer networking theory.	A 10 page assessment is administered to students in multiple courses to measure their understanding and retention of basic networking theory concepts.	Faculty review student work.	Time allocated to various topics is rebalanced. Some lab work is expanded while other lab work is reduced. Mathematical foundation of networking theory is continually reviewed and reinforced.

NEASC Table E-1A: ASSESSMENT OF STUDENT LEARNING

Program: **Computer Science**

Academic Year: 2016-2017

Date of most recent program review:

Where are the program learning goals published? MCC Catalog (catalog.mcc.commnet.edu) and MCC Website (www.manchestercc.edu)

(1) Program Learning Outcomes	(3) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(4) Who interprets the evidence? What is the process?	(5) What changes have been made in the program, as a result of using the data/evidence?
Write structured programming code.	Students are asked to write an end-of-semester programming project such as a computer game. Students are given a comprehensive assessment in second C++ course to measure understanding and retention of concepts covered in introductory programming course.	Faculty review student work.	Greater emphasis is given to the teaching of functions by introducing functions earlier in intro programming classes.
Understand proper database design.	Students are required to build a database for the backend of an external website which can be reviewed by multiple faculty members.	Faculty review student work.	Better integration between database and PHP course. Switched to same author for both textbooks.
Understand computer networking theory.	A 10 page assessment is administered to students in multiple courses to measure their understanding and retention of basic networking theory concepts.	Faculty review student work.	Time allocated to various topics is rebalanced. Some lab work is expanded while other lab work is reduced. Mathematical foundation of networking theory is continually reviewed and reinforced.

NEASC Table E-1A: ASSESSMENT OF STUDENT LEARNING
Program: Computer Technology
Academic Year: 2016-2017
Date of most recent program review:
Where are the program learning goals published? MCC Catalog (catalog.mcc.commnet.edu) and MCC Website (www.manchestercc.edu)

(1) Program Learning Outcomes	(3) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(4) Who interprets the evidence? What is the process?	(5) What changes have been made in the program, as a result of using the data/evidence?
Write structured programming code.	Students are given an end of semester coding project.	Faculty review student work.	Greater emphasis is given to the teaching of functions by introducing functions earlier in intro programming classes.
Repair and service computer hardware.	Students use skills learned in course in support of external Computer Share and Repair Club.	Club advisor supervises students.	Basic electronics concepts were added to the course. Pure sine wave UPS for PFC power supplies added to course.
Understand computer networking theory.	A 10 page assessment is administered to students in multiple courses to measure their understanding and retention of basic networking theory concepts.	Faculty review student work.	Time allocated to various topics is rebalanced. Some lab work is expanded while other lab work is reduced. Mathematical foundation of networking theory is continually reviewed and reinforced.
Implement computer networking theory.	Students use VMware to build large scale virtual networks comprises all types of servers: DHCP, WINS, DNS, DC.	Faculty review student work.	New computers have been ordered to allow students to build larger and more realistic networks with modern operating systems.
Understand and implement advanced networking infrastructure (switches and routers) concepts.	Use professional grade CISCO routers and switches to build physical networks. Large scale final project.	Faculty review student work.	Additional CISCO routers and switches have been ordered and implemented to allow students to work in smaller groups.

NEASC Table E-1
Program: **Criminal Justice, A.S. Degree**
Where are the claims for student achievement published? MCC Catalog (catalog.mcc.commnet.edu) and MCC Website (www.manchestercc.edu)

(1) **What are the claims for student achievement or student success?** **Learning Goals: At the completion of the program, students will be able to:**	(3) **Other than course completion and grades, what outcomes evidence is used to support the claims?**	(4) **Who interprets the evidence?** **What is the process?**	(5) **What changes have been made in the program, as a result of the claims or the evidence?**
Demonstrate a general understanding and appreciation of the role of the criminal justice system at local, state, and federal levels.	As a result of prior E-Series analysis, this new program goal was created. The Department assessed this goal through the use of a special test designed to evaluate this knowledge area and administered it to upper level students in the criminal justice program.	A full-time faculty of the criminal justice department interpreted the evidence. For each learning goal, a specialized test was created that was specifically designed to evaluate knowledge of the claimed goal. A rubric was created to assess success and tests will be graded according to the rubric.	After reviewing the results of the special test that was designed to evaluate this knowledge area to upper level students in the Criminal Justice program, some problem areas were identified. The full time faculty will be developing a revised test in the future to administer again to the upper level students.
Demonstrate knowledge of appropriate codes of professional ethics and the capability to critically and reflectively engage ethical issues in criminal justice, particularly questions of social responsibility and professional decision-making.	As a result of prior E-Series analysis, this new program goal was created. The Department assessed this goal through the use of a special test designed to evaluate this knowledge area and administered it to upper level students in the criminal justice program..	A full-time faculty of the criminal justice department interpreted the evidence. For each learning goal, a specialized test was created that was specifically designed to evaluate knowledge of the claimed goal. A rubric was created to assess success and tests will be graded according to the rubric.	After reviewing the results of the special test that was designed to evaluate this knowledge area to upper level students in the Criminal Justice program, some problem areas were identified. The full time faculty will be developing a revised test in the future to administer again to the upper level students.

(1) **What are the claims for student achievement or student success?** **Learning Goals: At the completion of the program, students will be able to:**	(3) **Other than course completion and grades, what outcomes evidence is used to support the claims?**	(4) **Who interprets the evidence?** **What is the process?**	(5) **What changes have been made in the program, as a result of the claims or the evidence?**
Demonstrate knowledge of the theories, principles, judicial and correctional processes, legal institutions, and methods of law enforcement	As a result of prior E-Series analysis, this new program goal was created. The Department assessed this goal through the use of a special test designed to evaluate this knowledge area and administered it to upper level students in the criminal justice program.	A full-time faculty of the criminal justice department interpreted the evidence. For each learning goal, a specialized test was created that was specifically designed to evaluate knowledge of the claimed goal. A rubric was created to assess success and tests will be graded according to the rubric.	After reviewing the results of the special test that was designed to evaluate this knowledge area to upper level students in the Criminal Justice program, some problem areas were identified. The full time faculty will be developing a revised test in the future to administer again to the upper level students. .
Demonstrate a sound basic education in criminal justice for graduates who choose to pursue a bachelor's degree.	As a result of prior E-Series analysis, this new program goal was created. The Department assessed this goal through the use of a special test designed to evaluate this knowledge area and administered it to upper level students in the criminal justice program.	A full-time faculty of the criminal justice department interpreted the evidence. For each learning goal, a specialized test was created that was specifically designed to evaluate knowledge of the claimed goal. A rubric was created to assess success and tests will be graded according to the rubric.	After reviewing the results of the special test that was designed to evaluate this knowledge area to upper level students in the Criminal Justice program, some problem areas were identified. The full time faculty will be developing a revised test in the future to administer again to the upper level students. .

NEASC Table E-1
Program: **Culinary Arts, A.S. Degree**
Where are the claims for student achievement published? MCC Catalog (catalog.mcc.commnet.edu) and MCC Website (www.manchestercc.edu)

(1) What are the claims for student achievement or student success? Learning Goals	(3) Other than course completion and grades, what outcomes evidence is used to support the claims?	(4) Who interprets the evidence? What is the process?	(5) What changes have been made in the program, as a result of the claims or the evidence?
Analyze theory and techniques of baking and pastry arts.	Products are created in the laboratory. The recipe items are analyzed for presentation, adherence to food standards, taste and techniques	Students give opinions on products and Chef instructors interpret outcomes. Rubrics are used.	A product evaluation forms has been recently added to aid on the student understanding of the evaluations
Analyze theory and techniques of food preparation and presentation.	Products are created in the laboratory. The recipe items are analyzed for presentation, adherence to food standards, taste and techniques	Students give opinions on products and Chef instructors interpret outcomes. Rubrics are used.	None
Prepare basic foods in quantity, including various regional foods.	Students are fluent in ingredients and preparation based in American cuisine. Regional menus are created and meals planned and produced by each student	Chef instructors and laboratory manager interpret outcomes.	Grade assessment sheet has been upgraded to rubrics providing more precise outcome assessment.
Prepare ethnic cuisine in quantity.	Students are fluent in ingredients and preparation of cuisines for multiple ethnicities. World regional menus are created and meals are produced by each student,	Chef instructors and laboratory manager interpret outcomes.	Grade assessment sheet have been upgraded to rubrics providing more precise outcome assessment.
Setup and operate the "front of the house."	All students participate in front of the house activities, ranging from set up to serving in the dining room	Chef instructors and laboratory manager interpret outcomes.	Grade assessment has been upgraded to rubrics providing more precise outcome assessment.
Evaluate the establishment and maintenance of a safe and sanitary foodservice operation including HACCP and State of Connecticut law.	All students are certified Serv Safe which includes HACCP principles, and state law. Student s compile a sanitary inspection of the culinary arts center. Students adhere to rules while in food laboratory	Professors and chef instructors. Evidence ranges from certification to visual inspections	Physical state of the facility has been upgraded

(1) What are the claims for student achievement or student success? Learning Goals	(3) Other than course completion and grades, what outcomes evidence is used to support the claims?	(4) Who interprets the evidence? What is the process?	(5) What changes have been made in the program, as a result of the claims or the evidence?
Decorate layer cakes with molded and sculpted decorations.	Products are created in the laboratory. The decorative aspects are analyzed for presentation, adherence to food standards, and techniques, at each level	Students give opinions on decorative elements and Chef instructors interpret outcomes.	none
Create artisan breads.	Products are created in the laboratory. The items and formulas are analyzed for presentation, adherence to food standards, taste and techniques	Students give opinions on products and Chef instructors interpret outcomes. Rubrics are used.	none
Create and cater events.	Students plan, cater and produce a meal for a client	Chef instructors and laboratory manager interpret outcomes. Client/ student interaction is evaluated by the Chef.	Grade assessment sheet has been upgraded to rubrics providing more precise outcome assessment.
Summarize basic principles and concepts of the hospitality industry.	Projects are completed applying these ideals. Principles and concepts are practiced though management and hands on work in the lab.	Chef instructors and laboratory manager interpret outcomes. Examination	None
Summarize managerial techniques and human resources management practice.	Students practice managerial techniques in a real life laboratory setting. Projects, role play, group work activity are completed in HR areas	Chef instructors and laboratory manager interpret outcomes. Projects and, group analysis is evaluated	Classes were recently upgraded to include more group and hands on problem solving
Demonstrate appropriate problem-solving techniques in addressing management problems.	Problem solving is addressed on a daily basis In the laboratory setting at all course levels. Problems may be encountered with food, hard equipment, customer or interpersonal relationships.	Chef instructors and laboratory manager interpret s problem solving techniques uses in relation to student management and self assessment	None
Differentiate styles of marketing, sales analysis and planning for the hospitality industry.	Projects are completed applying these ideals. Principles and concepts are practiced though management planning for catering management	Professors evaluate outcomes of sale and marketing projects. Client/ student interaction is evaluated by the Chef.	None
Prepare menus incorporating costs, acquisition and inventory controls.	Menus are created; meals are produced by each student, multiple	Chef instructors and laboratory manager.	Grade assessment sheet has been upgraded to rubrics

(1) **What are the claims for student achievement or student success?** **Learning Goals**	(3) **Other than course completion and grades, what outcomes evidence is used to support the claims?**	(4) **Who interprets the evidence?** **What is the process?**	(5) **What changes have been made in the program, as a result of the claims or the evidence?**
	times. Food and supplies are ordered, meals are cost controlled with real figures	Mathematical examination	providing more precise outcome assessment.
Transfer acquired knowledge to the world of work.	Students are assessed in a co-operative work experience placement in accordance to their career direction. Evidence of skill transfer is also assessed in the MCC laboratory and dining facility	Chef instructors and laboratory manager interpret outcomes onsite. Methods off site vary from management evaluation to written reports	None

NEASC Table E-1A: ASSESSMENT OF STUDENT LEARNING

Program: **Disability Specialist**

Academic Year: 2015-2016

Date of most recent program review: April 28th, 2016

Where are the program learning goals published? MCC Catalog MCC Catalog (catalog.mcc.commnet.edu) and MCC Website (www.manchestercc.edu)

(1) Program Learning Outcomes	(3) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(4) Who interprets the evidence? What is the process?	(5) What changes have been made in the program, as a result of using the data/evidence?
Define and discuss basic definitions, causes, psychological characteristics and educational approaches relevant to children with disabilities	1. In groups, students choose one topic (e.g., autism, learning disabilities, inclusion, family support, gifted/talented students, etc.) relating to exceptional children and provide a group presentation at the end of the semester. In addition, this requires gathering data from peer-reviewed research articles.	1. Evaluation is by the instructor using guidelines provided to students during the first few weeks of the semester. This is also provided in the student syllabus. Students work on the group presentation project for 10 weeks and present their final work to the class at the end of the semester.	1. This group project has improved students ability to independently research an area of interest. It has also improved presentation skills and use of library resources. One challenge that presented during this semester was the imbalance of group member participation. In the future, students will be given individual presentation grades rather than an average for the entire group.
Recognize children and adults with disabilities for their unique abilities rather than their limitations.	1. During the program (PSY* 173, 193 & HSE 294), students must complete projects that require them to personally connect to a person (child or adult) with a disability. For one assignment, they spend at least 2 hours talking with and learning from a person with a disability. The students complete a 1-2 page paper describing what they *learned* from rather than about the person. The second assignment requires students in their internship to create strength-based program plan for one person with a disability. They must choose a person from their internship experience that they are directly working with.	1. Evaluation by instructor. The instructor can determine from the language used (e.g., People First) and the comments made, how the students views the person with whom they spoke. 2. The instructor listens closely to ensure that students are using People First language; if they are sharing the skills, competencies, and gifts of the children or adults with whom they work or if they focus only on the needs or	1. HSE 294: Disability Specialist Seminar class will be eliminated and replaced with HSE 281: Human Service Fieldwork I. This will also result in the removal of the Co-op education course. This will be a way to combine the content of both the co-op and Seminar course without going over the 60 credit program limit.

(1) **Program Learning Outcomes**	(3) **Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?**	(4) **Who interprets the evidence?** **What is the process?**	(5) **What changes have been made in the program, as a result of using the data/evidence?**
	2. In HSE* 294: Disability Specialist Seminar, students recap the work they are doing during their internship. Through class discussion, it is possible to ascertain how students view the people with whom they work.	negative aspects of the person. The instructor listens for strength-based assessment of students they are working with.	
Identify current trends and issues, and define the impact of current national and state laws and policies, affecting people with disabilities and their families.	1. In PSY* 193, students complete a journal of Impressions in which they must record their thoughts on the impact speakers have on them (the students). 2. A summary statement is required at the end of the semester in PSY* 193: Issues and Trends in Disabilities. 3. PSY* 193 is taught as a seminar and heavily based on discussion and participation. 4. In PSY* 173: Adults with Disabilities, various speakers (including people with disabilities) address issues, trends, and laws, especially the Americans with Disabilities Act. The impact of the issue, trend or law is discussed. 5. PSY* 173: Adults with Disabilities requires students, in groups, to give a presentation on an issue or trend related to adults with disabilities	1. Class instructor 2. Evaluation by the instructor with regard to issues and trends in the field. 3. Close attention is paid by the instructor, guest speakers, and class members with regard to participants' thoughts and comments. "Teachable moments" are frequent.	No changes needed

(1) Program Learning Outcomes	(3) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(4) Who interprets the evidence? What is the process?	(5) What changes have been made in the program, as a result of using the data/evidence?
Compare various learning theories and their application to children and adults with disabilities.	1. Students in PSY* 183: Learning and Disabilities define a type of disability (e.g., autism, blindness, intellectual disability, ADD/ADHD, etc) and teach the class a lesson designed to assist the learning of people with that disability. This is a group project with a minimum group size of 3 and a maximum group size of 5.	1. Class instructor evaluates student based on the criteria given in the syllabus at the start of the semester.	No changes needed
Demonstrate an understanding of ethical standards including confidentiality.	1. Three times during the program (PSY* 163, 173, 193), students must complete a Walking With Project. They spend at least 2 hours talking with and learning from a person with a disability. In the 1-2 page paper describing what they *learned* from rather than about the person, students must adhere to confidentiality standards. 3. Within the context of the capstone Disability Specialist Seminar, students complete a case study utilizing the Life Building exercises. Adherence to confidentiality standards is a major part of the evaluation of the case study. 4. Confidentiality is further demonstrated by Disability Specialist AS and certificate students in HSE* 251: individuals and Families via two interviews and the oral presentations that accompany them.	1. Instructors in each class. 2. Evaluation by class instructor. Acceptable ethical standards (including those of the Council for Exceptional Children and the American Association on Intellectual Disability) are evaluated. 3. Evaluation by class instructor. Acceptable ethical standards in the Human Service field are evaluated. 4. Evaluation by the instructor.	

NEASC Table E-1A: ASSESSMENT OF STUDENT LEARNING
Program: **Drug & Alcohol Recovery Counselor (DARC)**
Academic Year: 2015-2016
Date of most recent program review: Completed Nov. 2015
Where are the program learning goals published? MCC Catalog (catalog.mcc.commnet.edu) and MCC Website (www.manchestercc.edu)

(1) **Program Learning Outcomes**	(3) **Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?**	(4) **Who interprets the evidence? What is the process?**	(5) **What changes have been made in the program, as a result of using the data/evidence?**
1. Understand addiction and a variety of models and theories of addiction and other problems related to addictions. Be able to describe the behavioral, psychological, physical health and social effects of psychoactive substances on the user and significant others.	-Tests -In class observation by instructor -Classroom and homework assignments, role plays -Internship Application Interview where questions regarding this area may be questioned or probed and reported back to program coordinator -Reports from the interns during the seminar class on what theories and techniques are used at their internship site.	-MCC instructor(s) -DARC Program Coordinator -Intern Interview Panel -Internship Site Supervisors through weekly progress reports	
2. Understand treatment, describe the philosophies, practices, poli-cies, and outcomes of the most generally accepted and scientifically supported models of treatment, recovery, relapse prevention, and continuing care for addiction and other substance-related problems. Recognize the importance of family, social networks, and community systems in the treatment and recovery process.	-Tests -Classroom and homework assignments, role plays -Internship Application Interview where questions regarding this area may be questioned or probed and reported back to program coordinator - Work at internship sites could involve working with families and doing genograms on client's family -In class assignments that have students practice counseling skills in individual and group settings and preparing assessments, treatment plans and biopsychosocial reports.	-MCC instructor(s) -DARC Program Coordinator -Intern Interview Panel -Internship Site Supervisors through weekly progress reports	

(1) Program Learning Outcomes	(3) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(4) Who interprets the evidence? What is the process?	(5) What changes have been made in the program, as a result of using the data/evidence?
3. Apply knowledge and understand the established diagnostic criteria for substance use disorders and describe treatment modalities and placement criteria within the continuum of care and provide treatment services appropriate to the personal and cultural identity and language of the client.	-Tests -Classroom and homework assignments, role plays -Internship experience would allow for in-class experience to transfer to the clinical setting and be reported by site supervisor in weekly progress reports.	-MCC instructor(s) -DARC Program Coordinator -Intern Interview Panel -Internship Site Supervisors through weekly progress reports	
4. Demonstrate professionalism and understand the importance of self-awareness in one's personal, professional, and cultural life. Understand the addiction professional's obligations to adhere to ethical and behavioral standards of conduct in the helping relationship.	-Introduction of Ethical Dilemmas/Situations in any DARC course. These may be from course texts or from examples from instructors -Intern site supervisor weekly reports Intern clinical supervisor's weekly reports could inform instructor of an ethical issue that the intern had encountered and dealt with during the week. The intern could also introduce the issue in the weekly intern seminar for discussion -Behavior in the classroom as observed by the instructor(s) -Internship clinical supervisor would report any problems or issues to Internship Academic Supervisor or Program Coordinator -Internship Application Interview where questions regarding this area may be questioned or probed and reported back to program coordinator	-MCC instructor(s) -DARC Program Coordinator -Intern Interview Panel -Internship Site Supervisors through weekly progress reports	-The Psychology course "Pathways to Personal Growth" was added as a required course in 2008 to insure that each DARC student would have a semester/course devoted to self examination. This was done to help insure that each DARC student would have an opportunity to look within themselves to realize that the counselor's own mental, physical and spiritual health and maturity are paramount in becoming a professional counselor. - There is usually a class in the internship that is devoted to professionalism (dress, behavior etc) that is taught in the internship class

NEASC Table E-1A: ASSESSMENT OF STUDENT LEARNING
Program: **Early Childhood Education**
Academic Year: 2015-2016
Date of most recent program review: 2013, NAEYC Accreditation Visit
Where are the program learning goals published? MCC Catalog (catalog.mcc.commnet.edu) and MCC Website (www.manchestercc.edu)

(1) **Program Learning Outcomes**	(3) **Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?**	(4) **Who interprets the evidence?** **What is the process?**	(5) **What changes have been made in the program, as a result of using the data/evidence?**
To support young children in early childhood programs using skills in observation, documentation, assessment, and application.	Formal written observations of children, teachers, and the learning environment, a teacher research article based upon student observations, and a formal child observation portfolio will be used as evidence in ECE 101, 103, 224, and 295.	Course instructors interpret evidence. Rubrics that match the National Association for the Education of Young Children (NAEYC) Standards are used to evaluate teacher research article and student teaching professional portfolio.	The revisions of observation reports and rubrics have been made and used. More emphasis will be placed on the interpretation, analysis, and explanation of the objective observation.
To plan, implement, and evaluate developmentally appropriate lesson/activity plans that foster children's social, emotional, physical, and intellectual development, and involve families.	Lesson/activity plans will be evaluated in ECE 101, 103, and 295.	Course instructors interpret evidence. Evidence is evaluated using a rubric that matches the National Association for the Education of Young Children (NAEYC) Standards.	A revision of the lesson/activity plan rubric has been made to clarify NAEYC Standards and provide students with clearer instructions. The name of the lesson/activity plans has been changed to learning experience plans in order to coincide with the State of Connecticut's terminology. More instructional emphasis will be placed on evaluating the success of the learning experience in the conclusion section of the learning experience plan.

(1) Program Learning Outcomes	(3) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(4) Who interprets the evidence? What is the process?	(5) What changes have been made in the program, as a result of using the data/evidence?
To demonstrate effective teaching strategies in an early childhood program, based upon child development theory and family involvement principles, which include setting up the learning environment, letting children practice skills and ideas, interacting positively with children, colleagues, and families, and modeling behavior we want children to emulate.	A professional portfolio and student teaching performance evaluation forms will be used as evidence in ECE 295.	Course instructor evaluates professional portfolio using a rubric that matches the National Association for the Education of Young Children (NAEYC) Standards. Students do a self-assessment of their teaching skills, and cooperating teacher and class instructor observe and evaluate student teaching performance.	Student teachers complete a professional portfolio that includes learning experience plans. The Instructor uses a rubric to assess students' portfolios in relation to NAEYC Standards. The rubrics have been revised in order to make them clearer for students, as well as a better match for NAEYC Standards. Cooperating teachers and student self-assessment forms have also been revised to correspond with the instructor rubric and NAEYC Standards. Almost all student teachers have met or substantially met the NAEYC Standards. Cooperating teachers' final assessments and student self-assessments confirm this. More emphasis has been placed on communicating with families and involving families in their children's education both in classroom discussions and as part of the written learning experience plans.

(1) Program Learning Outcomes	(3) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(4) Who interprets the evidence? What is the process?	(5) What changes have been made in the program, as a result of using the data/evidence?
To evaluate the quality of an early childhood program through curriculum activities, routines, and teacher and child engagement, the learning environment, teacher/child interaction, and family involvement.	Formal written observations of children, teachers, and the learning environment, a teacher research article based upon student's observations, and a formal child observation portfolio will be used as evidence in ECE 101, 224, and 295.	Instructors of ECE*101, 224, and 295 use rubrics to evaluate students' work in Key Assessments for those courses that correspond to NAEYC Standards.	Students have successfully met the NAEYC Standards that correspond to the Key Assessments in ECE*101. 224, and 295. However, based upon student data and analysis, more emphasis has been placed on certain sections of the assignments, as well as allocating more classroom instructional time to those sections. In addition rubrics have been revised to make them clearer to students and to aid in clearer data collection and analysis relative to NAEYC Standards.

NEASC Table E-1
Program: **Engineering Science, A.S. Degree**
Where are the claims for student achievement published? MCC Catalog (catalog.mcc.commnet.edu) and MCC Website (www.manchestercc.edu)

(1) **What are the claims for student achievement or student success?** **(Student Learning Outcomes)**	(3) **Other than course completion and grades, what outcomes evidence is used to support the claims?**	(4) **Who interprets the evidence?** **What is the process?**	(5) **What changes have been made in the program, as a result of the claims or the evidence?**
Be prepared to transfer into a Bachelor of Science degree program as a continuing student in the Engineering Pathway program. Provided the transferring schools' credit requirements are met, the students will transfer as juniors.	Ad-hoc interviews with students who have been accepted into engineering programs at baccalaureate institutions. Feedback from members of advisory board. Advisory Board has members that are affiliated with baccalaureate programs in engineering and technology.	Members of Engineering and Technology Department discuss advisory board and student feedback at departmental meetings.	The department has created options for the degree program in order to improve the transferability of the program to different engineering fields.
Demonstrate the ability to assist in research and development, design, and production, testing and various other functions associated with engineering.	None	None	None
Demonstrate a good understanding of engineering principles/concepts.	None	None	None
Demonstrates a good understanding of Mathematical concepts.	None	None	None
Demonstrate a good working knowledge of state-of-the-art hardware and software in support of engineering design.	None	None	None
Demonstrate the ability to think through a problem in a logical manner.	None	None	None
Organize and carry to through to a conclusion, the solution to a problem.	None	None	None
Demonstrate good communication skills.	None	None	None
Demonstrate teamwork skills.	None	None	None

NEASC Table E-1

Program: **Entrepreneurship Option, Business Administration Career, A.S. Degree**

(2) Where are the program learning goals published? MCC Catalog (catalog.mcc.commnet.edu) and MCC Website (www.manchestercc.edu)

(6) Date of most recent program review:

(1) **Program Learning Outcomes**	(3) **Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?**	(4) **Who interprets the evidence?** **What is the process?**	(5) **What changes have been made in the program, as a result of using the data/evidence?**
Demonstrate relevant content knowledge in required core business disciplines (accounting, business law, management and organizational behavior, and marketing) and apply concepts in problem solving through identifying and evaluating alternative solutions and offering a well- supported conclusion.	Exams, quizzes, research papers, case studies, group projects etc. are used to assess accuracy of outcomes.	The Accounting, Business and Paralegal Department members interpret the data during monthly department meetings.	Greater emphasis has been given to areas of weakness identified by poor student achievement on assessed artifacts. More detailed explanation has been provided to help students understand what they are being assessed on (i.e. more detailed rubrics, assignment instructions etc).
Recognize proper business acumen and decorum in professional interactions; demonstrate appropriate interpersonal communication and presentation skills and demeanor; demonstrate the ability to use presentation and team interpersonal skills effectively in class presentations.	Communication skills applied within the classroom setting through discussions, individual and group assignments and presentations.	Course instructors use assessment artifacts to assess.	Greater emphasis has been given to areas of weakness identified by poor student achievement on assessed artifacts. More detailed explanation has been provided to help students understand what they are being assessed on (i.e. more detailed rubrics, assignment instructions etc).
Recognize and respond thoughtfully to situations that present ethical dilemma, demonstrating the ability to identify ethical dilemmas and social responsibilities of business, an ability to confront ethical dilemmas, and apply ethical principles to business situations using concepts learned.	Exams, quizzes, research papers, case studies, etc. are used to assess accuracy of output.	Course instructors use assessment artifacts to assess.	Greater emphasis has been given to areas of weakness identified by poor student achievement on assessed artifacts. More detailed explanation has been provided to help students understand what they are being assessed on (i.e. more detailed rubrics, assignment instructions etc).

(1) **Program Learning Outcomes**	(3) **Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?**	(4) **Who interprets the evidence?** **What is the process?**	(5) **What changes have been made in the program, as a result of using the data/evidence?**
Apply concepts in core business disciplines and critical thinking skills to make sound financial decisions.	Exams, quizzes, research papers, case studies, etc. are used to assess accuracy of output.	Course instructors use assessment artifacts to assess.	Greater emphasis has been given to areas of weakness identified by poor student achievement on assessed artifacts. More detailed explanation has been provided to help students understand what they are being assessed on (i.e. more detailed rubrics, assignment instructions etc).
Demonstrate an understanding of the interrelationships between accounting and business courses.	Application of knowledge achieved through two hundred level program courses' integrative assignments, projects, exams and case studies.	Course instructors use assessment artifacts to assess.	Greater emphasis has been given to areas of weakness identified by poor student achievement on assessed artifacts. More detailed explanation has been provided to help students understand what they are being assessed on (i.e. more detailed rubrics, assignment instructions etc).
Recognize the vital role small business plays in the global economy. Develop and apply decision-making skills to strategic business planning.	Application of knowledge achieved through assignments such as preparing a business plan, elevator pitch, feasibility analysis of the potential business.	Course instructors use assessment artifacts to assess.	Greater emphasis has been given to areas of weakness identified by poor student achievement on assessed artifacts. More detailed explanation has been provided to help students understand what they are being assessed on (i.e. more detailed rubrics, assignment instructions etc).

NEASC Table E-1A: ASSESSMENT OF STUDENT LEARNING

Program: **Environmental Science, A.S.**

Academic Year: 2016-2017

Date of most recent program review: 2011

Where are the program learning goals published? MCC Catalog (catalog.mcc.commnet.edu) and MCC Website (www.manchestercc.edu)

(1) **Program Learning Outcomes**	(3) **Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?**	(4) **Who interprets the evidence?** **What is the process?**	(5) **What changes have been made in the program, as a result of using the data/evidence?**
Understand and be skilled at collecting, analyzing and presenting scientific data by various means including up-to-date computer technologies.	Students complete a laboratory activity involving the retreat of the Nisqually Glacier on Mount Rainier. Ecology Field Studies project.	Evaluated by faculty in GLG* 121. Evaluated by faculty in BIO* 173.	GLG 121 has been certified as a General Education Course and The Nisqually Glacier Project is the Common Assignment
Communicates knowledge and understanding of environmental sciences and related societal issues in appropriate written, oral and mathematical means.	Students Complete a General Education Common Assignment on Climate Change Students complete a laboratory activity involving the retreat of the Nisqually Glacier on Mount Rainier. Ecology Field Studies project.	Evaluated by faculty in EVS* 100. Evaluated by faculty in GLG* 121. Evaluated by faculty in BIO* 173.	EVS 100 has been certified as a General Education Course and The Climate Change Project is the Common Assignment
Applies abstract principles of environmental sciences to practical applications as demonstrated in building projects, designing experiments or other practical applications.	Students Complete a project evaluating the efficiency and utility of various types of wind turbines. Students Complete an evaluation of transportation options in their own community and other locations.	Evaluated by faculty in EVS* 131. Evaluated by faculty EVS* 130 and by the students in EVS* 130	
Demonstrate interrelationships and connections with other subject areas associated with a college-level education.	Students Complete a General Education Common Assignment on Climate Change Ecology Field Studies project.	Evaluated by faculty in EVS* 100. Evaluated by faculty in BIO* 173.	EVS 100 has been certified as a General Education Course and The Climate Change Project is the Common Assignment

NEASC Table E-1
Program: **Foodservice Management, A.S. Degree**
Where are the claims for student achievement published? MCC Catalog (catalog.mcc.commnet.edu) and MCC Website (www.manchestercc.edu)

(1) **What are the claims for student achievement or student success?** **Learning Goals**	(3) **Other than course completion and grades, what outcomes evidence is used to support the claims?**	(4) **Who interprets the evidence?** **What is the process?**	(5) **What changes have been made in the program, as a result of the claims or the evidence?**
Analyze theory and techniques of food preparation and presentation.	Products are created in the laboratory. The recipe items are analyzed for presentation, adherence to food standards, taste and techniques	Students give opinions on products and Chef instructors interpret outcomes. Rubrics are used.	A product evaluation forms has been recently added to aid on the student understanding of the evaluations
Prepare menus incorporating cost, acquisition and inventory controls.	Menus are created; meals are produced by each student, multiple times. Food and supplies are ordered, meals are cost controlled with real figures	Chef instructors and laboratory manager Mathematical examination	Grade assessment sheet have been upgraded to rubrics providing more precise outcome assessment.
Summarize basic principles and concepts of the hospitality industry.	Projects are completed applying these ideals. Principles and concepts are practiced though management and hands on work in the lab.	Chef instructors and laboratory manager interpret outcomes Examination.	None
Create and cater events.	Students plan, cater and produce a meal for a client	Chef instructors and laboratory manager interpret outcomes. Client/ student interaction is evaluated by the Chef.	Grade assessment sheet has been upgraded to rubrics providing more precise outcome assessment.
Prepare basic foods in quantity, including various regional foods.	Students are fluent in ingredients and preparation based in American cuisine. Regional menus are created and meals planned and produced by each student.	Chef instructors and laboratory manager interpret outcomes.	Grade assessment sheet has been upgraded to rubrics providing more precise outcome assessment.
Prepare ethnic cuisine in quantity.	Students are fluent in ingredients and preparation of cuisines for multiple ethnicities. World regional menus are created and meals are produced by each student,	Chef instructors and laboratory manager interpret outcomes.	Grade assessment sheet have been upgraded to rubrics providing more precise outcome assessment.

(1) What are the claims for student achievement or student success? Learning Goals	(3) Other than course completion and grades, what outcomes evidence is used to support the claims?	(4) Who interprets the evidence? What is the process?	(5) What changes have been made in the program, as a result of the claims or the evidence?
Evaluate the establishment and maintenance of a safe and sanitary foodservice operation, including Hazard Analysis Critical Control Point and State of Connecticut law.	All students are certified Serve Safe which includes Haccp principles, and state law. Student s compile a sanitary inspection of the culinary arts center. Students adhere to rules while in food laboratory	Professors and chef instructors. Evidence ranges from certification to visual inspections	Physical state of the facility has been upgraded
Setup and operate the 'front of the house'.	All students participate in front of the house activities, ranging from set up to serving in the dining room	Chef instructors and laboratory manager interpret outcomes.	Grade assessment has been upgraded to rubrics providing more precise outcome assessment.
Summarize managerial techniques and human resources management practice.	Students practice managerial techniques in a real life laboratory setting. Projects, role play, group work activity are completed in HR areas	Chef instructors and laboratory manager interpret outcomes. Projects and, group analysis is evaluated	Classes were recently upgraded to include more group and hands on problem solving
Demonstrate appropriate problem-solving techniques in addressing management problems.	Problem solving is addressed on a daily basis In the laboratory setting at all course levels. Problems may be encountered with food, hard equipment, customer or interpersonal relationships.	Chef instructors and laboratory manager interpret s problem solving techniques uses in relation to student management and self assessment	None
Evaluate equipment design and layout for a foodservice facility.	Students design a food service facility based on proper design and layout features. Students critically analyze their work in environmental relation to foods produced.	Chef instructors evaluate designs and facilitate analysis in the food lab	Program Outcomes undergoing revision
Apply knowledge of computers to the hospitality industry.	Students employ the use of computers in food lab for menu development, purchasing, procurement and cost control.	Chef instructors and laboratory manager interpret outcomes. Professor evaluate costing outcomes	Program Outcomes undergoing revision
Differentiate styles of marketing, sales analysis and planning for the hospitality industry.	Projects are completed applying these ideals. Principles and concepts are practiced though management planning for catering management	Professors evaluate outcomes of sale and marketing projects. Client/ student interaction is evaluated by the Chef.	None

NEASC Table E-1A: ASSESSMENT OF STUDENT LEARNING
Program: **General Studies, A.S.**
Academic Year: 2014-2015
Date of most recent program review: 2012
Where are the program learning goals published? MCC Catalog (catalog.mcc.commnet.edu) and MCC Website (www.manchestercc.edu)

(1) Program Learning Outcomes	(3) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(4) Who interprets the evidence? What is the process?	(5) What changes have been made in the program, as a result of using the data/evidence?
6. Demonstrate a clear connection among elective choices and their personal, occupational or academic ambitions.	In addition to exit interviews and alumnae surveys, the CCSE survey has been used to map various areas of student engagement and success within the General Studies Program. Aspen Institute data provided key indexes to the success rate of MCC General Studies students at their transfer institution; this Aspen data also compared the success rate and degree completion rate to other institutions, nationally.	The co-coordinators. At the end of an assessment cycle or academic year, the General Studies Program Coordinators meet with Department Chairs to discuss the results of their assessment projects and work. The General Studies Council, a cross-divisional committee -- meets annually in May to discuss curriculum issues and to recommend changes to the Academic Dean.	We have compiled a list of more than a dozen certificate programs that can be completed along with a General Studies degree while staying at or under 60 credits. IDS 101 (or similar experience) is now required of General Studies students. Among other things this course helps students see how their academic choices affect "their personal, occupational or academic ambitions."
7. Work with others, including culturally and intellectually diverse peoples; think critically; and gain an appreciation for life-long learning.	Faculty has not yet decided on a method to evaluate cultural and intellectual diversity.	The co-coordinators would evaluate the findings of the faculty.	In 2014-15, General Studies students were required to take IDS 101 which "fosters an understanding and appreciation for the diversity of the college community" as well as critical thinking.

(1) Program Learning Outcomes	(3) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(4) Who interprets the evidence? What is the process?	(5) What changes have been made in the program, as a result of using the data/evidence?
8. Become adept in written and spoken communication skills.	Students are required to take ENG 101 – Composition which rigorously teaches the rudiments of college level writing. The effectiveness of this instruction is checked through the evaluation of randomly selected written artifacts (essays) by an English faculty committee. In 2014-15, General Studies students were not required to take courses that taught spoken communication skills.	The English department would interpret the evidence. Committee reads the artifacts and reports out to the department who then may suggest changes in curriculum.	The ENG 101 Assessment Committee is still in the process of refining the process. The General Studies program has begun requiring students to take a course that emphasizes spoken communication from among a group that includes COM 172, COM 173 and COM 278.

NEASC Table E-1A: ASSESSMENT OF STUDENT LEARNING
Program: **Graphic Design**
Academic Year: 2015-2016
Date of most recent program review: 2011
Where are the program learning goals published? MCC Catalog (catalog.mcc.commnet.edu) and MCC Website (www.manchestercc.edu)

(1) **Program Learning Outcomes**	(3) **Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?**	(4) **Who interprets the evidence?** **What is the process?**	(5) **What changes have been made in the program, as a result of using the data/evidence?**
1.Demonstrate an understanding and appreciation of graphic design as a form of communication and art. 2. Demonstrate an ability to use design processes and principles to create visual products that convey a specific message to a targeted audience. 3. Demonstrate creative thinking skills and strategies and use problem-solving techniques across a wide range of media. 4. Demonstrate an understanding of how creative processes and skills are integrated with printing and other reproduction processes found in the graphic design field. 5. Demonstrate knowledge of new technologies such as computer graphics and web distribution that continue to evolve into important production tools. 6. Demonstrate an awareness of the varied career paths within the graphics industry including, but not limited to, art direction, illustration, project design, production art, graphic design, web development and media direction.	Students collect work from various program-related classes and assemble a comprehensive portfolio demonstrating skills acquired in different classes. Work includes printed matter from computer graphics classes, illustration work, various graphic design examples (such as logo work, typography, and page layout), and website plans produced for class projects. The development of a portfolio is a necessary step for anyone seeking employment in the graphic arts. **NOTE:** this process of general portfolio development and review was developed in response to our most recent program review. In addition to ongoing portfolio development we have instituted an exit portfolio process for graduating students that allows us to review the program's effectiveness with the student and offer some final advice as they move on.	The general portfolio is reviewed by all members of our design and media faculty in the same term that a student applies for graduation and is an opportunity to offer a student a last chance to receive advice and guidance with their future plans.	The description of the portfolio review process described under items 3 & 4 actually constitute a new methodology for the program and as such are themselves the changes that are being made to the program as a result of the claims made under item 1. One change that will be implemented in the next academic year is to change the exit portfolio review from a voluntary process for the student to a mandatory process for all graduates.

NEASC Table E-1A: ASSESSMENT OF STUDENT LEARNING
Program: **Health and Exercise Science Program**
Academic Year: 2016-2017
Date of most recent program review: 2015
Where are the program learning goals published? MCC Catalog (catalog.mcc.commnet.edu) and MCC Website (www.manchestercc.edu)

(1) **Program Learning Outcomes**	(3) **Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?**	(4) **Who interprets the evidence?** **What is the process?**	(5) **What changes have been made in the program, as a result of using the data/evidence?**
Disciplinary knowledge and skills: Students will gain basic knowledge in anatomy and physiology to apply to health and fitness testing, training and prescription. Students will also gain knowledge in a holistic wellness model that promotes health beyond just the physical aspect.	Term papers, group presentations, exams and class reports.	Evaluated by faculty in BIO*111, HPE*105, HLT*151, BIO*211 and BIO*212.	HPE*105, Introduction to Exercise Science, is a new course in the curriculum for this academic year which will introduce the entire exercise science field as a whole before moving into the specific disciplines. One of the strongest recommendations from the Program Review was also to add Anatomy and Physiology I and II to the curriculum. This will be the first academic including these courses as required courses in the curriculum.
Laboratory skills: Provide practical experience for students to perform fitness testing and exercise and sport training.	Practical exams, group presentations, participation in the Employee Fitness Program	Evaluated by faculty in HPE*105, HPE*241 and HPE*245.	The Program Review also identified the need for more hands-on practice for the students within the curriculum. HPE*241 Exercise Physiology with Lab and HPE*245 Prescription & Programming II are both lab courses that allow students to gain these practical skills that they need to enter the working field with knowledge, understanding and experience with fitness testing. In addition, each student in HPE*245 are assigned two clients in the Employee Fitness Program to assess on their own.

(1) **Program Learning Outcomes**	(3) **Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?**	(4) **Who interprets the evidence?** **What is the process?**	(5) **What changes have been made in the program, as a result of using the data/evidence?**
Quantitative skills: Students will have the necessary math skills to understand scientific literature as well as compute metabolic equations for fitness testing and prescription.	Exams, case studies, presentations.	Evaluated by faculty in HPE*105, HPE*241 and HPE*245.	New courses were implemented into the curriculum after the Program Review, however these will have similar content in regards to quantitative skills.
Communication skills: Provide opportunities for students to develop excellent communication skills in both public speaking as well as written communication. Students will engage in both group and individual speaking opportunities to prepare them for employment.	Group and individual presentations, as well as participation in the Employee Fitness Center.	Evaluated by faculty in COM*173, HLT*151, HPE*105, HPE*217, HPE*241, HPE*245, HPE*246.	New courses were implemented that will continue to have students present and practice their communication skills. However, the addition of participating in the Employee Fitness Program allows them to work with two clients each semester. This provides excellent opportunities for students to develop their communication skills while interacting with their assigned clients.
Social responsibility: Encourage students to be thoughtful of public health issues, especially those of physical activity, nutrition and unhealthy behaviors. Motivate students to be mindful and proactive in helping to resolve these issues in their community.	Term papers, class reports, presentations, practical experience.	Evaluated by faculty in HLT*151, BIO*111, HPE*105, HPE*217, HPE*245, HPE*246, HPE*295.	New courses have been added to the curriculum, however the opportunities to engage in the community will remain similar to the past. Each course has at least one assignment regarding public health issues.
Community involvement: Provide opportunities for students to engage in a variety of health, wellness and fitness events at the college as the surrounding communities.	Class reports, presentations, practical experience.	Evaluated by faculty in HLT*151, HPE*105, HPE*257, HPE*295.	New courses have been added to the curriculum, however the opportunities to engage in the community will remain similar to the past. Each course has at least one assignment regarding involvement in the community.

NEASC Table E-1A: ASSESSMENT OF STUDENT LEARNING
Program: **Hotel-Tourism Management, A.S.**
Academic Year: 2015-2016
Date of most recent program review:
Where are the program learning goals published? MCC Catalog (catalog.mcc.commnet.edu) and MCC Website (www.manchestercc.edu)

(1) **Program Learning Outcomes**	(3) **Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?**	(4) **Who interprets the evidence?** **What is the process?**	(5) **What changes have been made in the program, as a result of using the data/evidence?**
9. Analyze theory and techniques of food preparation and presentation.	Products are created in the laboratory. The recipe items are analyzed for presentation, adherence to food standards, taste and techniques	Students give opinions on products and Chef instructors interpret outcomes. Rubrics are used.	A product evaluation forms has been recently added to aid on the student understanding of the evaluations
10. Prepare menus incorporating costs, acquisition and inventory controls.	Menus are created; meals are produced by each student, multiple times. Food and supplies are ordered, meals are cost controlled with real figures	Chef instructors and laboratory manager. Mathematical examination	Grade assessment sheet has been upgraded to rubrics providing more precise outcome assessment.
11. Summarize basic principles and concept of the hospitality industry.	Projects are completed applying these ideals. Principles and concepts are practiced though management and hands on work in the lab.	Chef instructors and laboratory manager porfessors interpret outcomes. Examination	None
12. Prepare basic foods in quantity, including various regional foods.	Students are fluent in ingredients and preparation based in American cuisine. Regional menus are created and meals planned and produced by each student	Chef instructors and laboratory manager interpret outcomes.	Grade assessment sheet has been upgraded to rubrics providing more precise outcome assessment.
13. Evaluate the establishment and maintenance of a safe and sanitary foodservice operation, including Hazard Analysis Critical Control Point and Connecticut state law.	All students are certified Serve Safe which includes Haccp principles, and state law. Student s compile a sanitary inspection of the culinary arts center. Students adhere to rules while in food laboratory	Professors and chef instructors. Evidence ranges from certification to visual inspections	Physical state of the facility has been upgraded
14. Set up and operate the "front of the house."	All students participate in front of the house activities, ranging from set up to serving in the dining room	Chef instructors and laboratory manager interpret outcomes.	Grade assessment has been upgraded to rubrics providing more precise outcome assessment.

(1) Program Learning Outcomes	(3) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(4) Who interprets the evidence? What is the process?	(5) What changes have been made in the program, as a result of using the data/evidence?
15. Summarize managerial techniques and human resources management practice.	Students practice managerial techniques in a real life laboratory setting. Projects, role play, group work activity are completed in HR areas	Chef instructors and professors interpret outcomes. Projects and, group analysis is evaluated	Classes were recently upgraded to include more group and hands on problem solving
16. Demonstrate appropriate problem-solving techniques in addressing management problems.	Problem solving is addressed on a daily basis in the laboratory setting at all course levels. Problems may be encountered with food, front desk, customer or interpersonal relationships.	Chef instructors and professors interpret problem solving techniques uses in relation to student management and self assessment	None
17. Apply knowledge of computers to the hospitality industry.	Students understand the use of computers for menu development, purchasing, cost control and MIS and PMS hotel control systems	Chef instructors and professors interpret outcomes. Professor evaluate costing outcomes, examination	Program Outcomes undergoing revision
18. Differentiate styles of marketing, sales analysis and planning for the hospitality industry.	Projects are completed applying these ideals. Principles and concepts are practiced though management planning within Hotels and tourism models	Professors evaluate outcomes of sale and marketing projects. Guest/ student interaction is evaluated	None
19. Transfer acquired knowledge to the world of work.	Students are assessed in a co-operative work experience placement in accordance to their career direction. Evidence of skill transfer is also assessed in the MCC laboratory and dining facility	Chef instructors and professors interpret outcomes onsite. Methods off site vary from management evaluation to written reports.	None
20. Outline the legal responsibilities and rights of guests and employees.	Process of hotel/tourism management through effective communication skills. Leadership styles analyzed for appropriate use with guests and employees. Analysis of motivational techniques/problems. Discuss procedures for attitudinal changes.	Professors interpret outcomes. Projects and, group analysis is evaluated. Also evaluated are problem solving techniques uses in relation to student management and self-assessment	None
21. Apply office procedures and forms necessary to room guests	Outline the organization, structure and functional areas in various	Professors interpret outcomes. Projects and,	Program Outcomes undergoing revision

(1) **Program Learning Outcomes**	(3) **Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?**	(4) **Who interprets the evidence?** **What is the process?**	(5) **What changes have been made in the program, as a result of using the data/evidence?**
and control cash.	hospitality/hotel tourism models and operations	group analysis is evaluated.	

NEASC TABLE E-1A: ASSESSMENT OF STUDENT LEARNING
Program: Interpersonal and Organizational Communication, A.A.
Academic Year: 2016-2017
Date of most recent program review: 2016
Where are the program learning goals published? MCC Catalog (catalog.mcc.commnet.edu) and MCC Website (www.manchestercc.edu)
NOTE: The degree is new and has not been marketed due to a need to change the name (transfer schools raised questions about the name of the degree). The department proposed a new name in the fall 2015 semester. Additionally, until the degree receives final certification, financial aid has been unavailable to students which has kept enrollment artificially low.

1) Program Learning Outcomes	(3) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(4) Who interprets the evidence? What is the process?	(5) What changes have been made in the program, as a result of using the data/evidence?
Explain major theories in interpersonal and organizational communication.	Writing assignments, oral presentations, and examinations test student learning in this area.	Exams, presentations and written work are evaluated by the instructor through application of a rubric.	Readings have shifted to articles rather than textbooks, which have allowed us to more carefully tailor the readings. Revision of the final oral presentation assignment and written paper in Interpersonal and Organizational Comm courses redesigned.
Understand how identity is negotiated, enacted, and maintained.	Writing assignments, oral presentations, and examinations test student learning in this area in Introduction to, Interpersonal, and Organizational Communication.	Exams, presentations and written work are evaluated by the instructor through application of a rubric.	Readings have shifted to articles rather than textbooks, which have allowed us to more carefully tailor the readings. Revision of the final oral presentation assignment and written paper in Interpersonal and Organizational Comm courses redesigned.
Analyze how context affects topic and style of interactions.	Students who take Introduction to Communication, Interpersonal Communication, and Public Speaking participate in in-class activities and write essays that address the issue of context and style.	Exams, presentations and written work are evaluated by the instructor through application of a rubric.	A new assignment instruction sheet with detailed explanations and a rubric has been provided to help students understand what faculty assess them on in Public Speaking. The rhetorical analysis paper was rewritten to more explicitly direct student attention to these issues.

1) **Program Learning Outcomes**	(3) **Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?**	(4) **Who interprets the evidence? What is the process?**	(5) **What changes have been made in the program, as a result of using the data/evidence?**
Conduct a meeting.	Students in Group Communication conduct meetings of students and community discussions.	Instructors observe meetings and review minutes.	Greater attention to group formation processes and norms have been integrated into the readings and are explicitly noted in the description of written assignments. Moderator training has also been offered to select students.
Demonstrate awareness of cultural forms, patterns, and styles of communication.	Each core course in the program addresses the role of culture. Written assignments, exams and oral presentations are used to assess this outcome.	Exams, presentations and written work are evaluated by the instructor through application of a rubric.	New assignments for the Intercultural Communication course were developed to apply course concepts and theories to the development of media products that facilitate cultural learning on the part of the producer and consumer of the product.

NEASC TABLE E-1A: ASSESSMENT OF STUDENT LEARNING
Program: Journalism Option, Communication, A.S.
Academic Year: 2016-2017
Date of most recent program review: 2015
Where are the program learning goals published? MCC Catalog (catalog.mcc.commnet.edu) and MCC Website (www.manchestercc.edu)

(1) Program Learning Outcomes	(3) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(4) Who interprets the evidence? What is the process?	(5) What changes have been made in the program, as a result of using the data/evidence?
1. Report and write basic news stories including accident and fire stories, news conferences and meetings using standard newswriting style	Students will write a variety of news stories mirroring the types of assignments that journalists typically cover for print and the web. Additionally, all students will write several stories for the college paper, *Live Wire*.	Faculty, all of whom are, or have been professional journalists, review stories. The Associated Press Stylebook is used as a text in order to ensure professional standards are met.	In response to changes in the journalism industry, three courses have been combined into one Journalism I course; A Journalism II will be developed in Fall 2017
2. Identify, report and write feature stories.	Students are required to take a course focusing on writing longer, non-fiction stories. In this class they engage in writing memoirs, personal essays, travel writing and feature writing. Each student produces a body of work that they share with their classmates.	Stories are critiqued within the class and then reviewed and graded by the instructor using contemporary writing standards in journalism	A new course, Creative Writing: Non Fiction, was introduced into the curriculum in 2010. This course specifically focuses on teaching techniques so that students can write feature articles for magazines and journals.
3. Report and write for television news programming.	Various news script assignments and video news projects.	Instructors review copy and video stories according to standards established for that particular course. Student work is evaluated based on contemporary broadcast journalism standards.	Evaluation criteria are changed in response to changes in professional broadcast journalism standards. New assignments, such as shooting video for the web, are developed as warranted.

(1) Program Learning Outcomes	(3) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(4) Who interprets the evidence? What is the process?	(5) What changes have been made in the program, as a result of using the data/evidence?
4. Operate under the Society of Professional Journalists Code of Ethics and understand the ethics involved in making journalistic and editorial choices.	Students write papers, take exams and make oral presentations that require them to demonstrate an understanding of ethics in journalism.	All material is reviewed and evaluated by instructors who are experienced journalists.	Students read textbooks that speak directly to ethics in journalism, and these are supplemented by case studies that arise during the semester, thus ensuring that the material is current.
5. Choose appropriate sources, conduct interviews and use quotation and attribution correctly.	Writing assignments and examinations test student learning in this area.	Exams and written work are evaluated by the instructor.	The Associated Press Stylebook is updated regularly so students learn contemporary newsroom standards.
6. Define and assess the role of the news media within the context of history, government and society.	Students write papers, participate in discussions, take exams and make oral presentations in a variety of required classes including Contemporary Issues in Journalism, Writing and Reporting News Stories and Mass Communications.	All material is reviewed and evaluated by instructors who have significant experience in the profession.	All courses are updated regularly to reflect changes in technology and trends and issues in the field.

NEASC Table E-1A: ASSESSMENT OF STUDENT LEARNING

Program: **Liberal Arts, A.A.**

Academic Year: 2015-2016

Date of most recent program review:

Where are the program learning goals published? MCC Catalog (catalog.mcc.commnet.edu) and MCC Website (www.manchestercc.edu)

(1) Program Learning Outcomes	(3) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(4) Who interprets the evidence? What is the process?	(5) What changes have been made in the program, as a result of using the data/evidence?
Read, write and communicate analytically in forms that involve and document outside sources.	Assigned work in ENG*100/110/200, ANT*101, SOC*101, PSY*111, ECN*101/102, GEO*101/111, POL*101/111/112, HIS*101/102/121/122/201/202, COM*173, and PHL*101/111.	Course Instructors and Program/Course Coordinators. General Education courses are also assessed by the General Education Assessment Committee.	Same as above. – No prior program assessment completed. All program outcomes will need revision due to adoption of new system general education outcomes. Program review currently in progress.
Understand the major literary, artistic and philosophical features of western and non-western cultures.	Assigned work in ART*101/102/206, ENG*110/221/222/232/245/246/262/263, MUS*101, and PHL*101/111.	Same as above.	Same as above.
Define the concept and function of culture.	Assigned work in ANT*101, SOC*101, PSY*111, ECN*101/102, GEO*101/111, POL*101/111/112, HIS*101/102/121/122 /201/202/215/224/242/272/280/284, ART*101/102, and MUS*101.	Same as above.	Same as above.
Demonstrate knowledge of the major developments in western civilization.	Assigned work in HIS*101/102/121/122.	Same as above.	Same as above.
Understand world events in terms of social scientific theories and paradigms.	Assigned work in ANT*101, PSY*111, SOC*101, ECN*101/102, GEO*101/111, POL*101/111/112, and HIS*101/102/121/ 122/201/202/ 215/224/242/272/280/284.	Same as above.	Same as above.
Demonstrate the ability to conduct meaningful research.	All non-elective courses in the LAS A.S. program include research papers or projects relevant to their discipline. Any of these may be used to assess the ability to conduct meaningful research.	Same as above.	Same as above.
Use mathematical tools and technology to create mathematical models.	Assigned work in MAT*146/148/165/172/186/254/256.	Same as above.	Same as above.
Analyze and solve problems numerically, graphically and symbolically.	Assigned work in MAT*146/148/165/172/186/254/256.	Same as above.	Same as above.
Use appropriate techniques to gather and analyze data.	Assigned work in BIO*121/122, CHE*121/122, and PHY*121/122/221/222.	Same as above.	Same as above.

(1) Program Learning Outcomes	(3) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(4) Who interprets the evidence? What is the process?	(5) What changes have been made in the program, as a result of using the data/evidence?
Apply the scientific method to solving problems.	Assigned work in BIO*121/122, CHE*121/122, PHY*121/122/221/222, ANT*101, PSY*111, and SOC*101.	Same as above.	Same as above.
Understand and apply scientific principles.	Assigned work in BIO*121/122, CHE*121/122, PHY*121/122/221/222, ANT*101, and PSY*111.	Same as above.	Same as above.
Work with others, including culturally and intellectually diverse peoples; think critically; and gain an appreciation for life-long learning.	Critical thinking is assessed through assigned work in ANT*101, PSY*111, SOC*101, ECN*101/102, GEO*101/111, POL*101/111/112, PHL*101/111, and HIS*101/102/121/122/201/202.	Same as above.	"Work with others" is not explicitly assessed as a distinct outcome. This outcome will be removed pending current program review.

As instructors do not assess the "cultural and intellectual diversity" of their students, this phrase will be removed pending current program review.

"Gain an appreciation for life-long learning" is not an easily measurable outcome. This outcome will be revised pending current program review. |
| Demonstrate proficiency in a foreign language at the intermediate level. | Assigned work in foreign language classes (FRE*111/112/211/212, SGN*101/102/103, and SPA*108/111/112/208/211/212) | Same as above. | Same as above. |

NEASC Table E-1A: ASSESSMENT OF STUDENT LEARNING
Program: **Liberal Arts, A.S.**
Academic Year: 2
Date of most recent program review: None available
Where are the program learning goals published? MCC Catalog (catalog.mcc.commnet.edu) and MCC Website (www.manchestercc.edu)

(1) Program Learning Outcomes	(3) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(4) Who interprets the evidence? What is the process?	(5) What changes have been made in the program, as a result of using the data/evidence?
Read, write and communicate analytically in forms that involve and document outside sources.	Assigned work in ENG*100/110/200, ANT*101, SOC*101, PSY*111, ECN*101/102, GEO*101/111, POL*101/111/112, HIS*101/102/121/122/201/202, COM*173, and PHL*101/111.	Course instructors and department/ program faculty. General Education courses are also assessed by the General Education Assessment Committee.	Same as above. – No prior program assessment completed. All program outcomes will need revision due to adoption of new system general education outcomes. Program review currently in progress.
Understand the major literary, artistic and philosophical features of western and non-western cultures.	Assigned work in ART*101/102/206, ENG*110/221/222/232/245/246/262/263, MUS*101, and PHL*101/111.	Same as above.	Same as above.
Define the concept and function of culture.	Assigned work in ANT*101, SOC*101, PSY*111, ECN*101/102, GEO*101/111, POL*101/111/112, HIS*101/102/121/122 /201/202/215/224/242/272/280/284, ART*101/102, and MUS*101.	Same as above.	Same as above.
Demonstrate knowledge of the major developments in western civilization.	Assigned work in HIS*101/102/121/122.	Same as above.	Same as above.
Understand world events in terms of social scientific theories and paradigms.	Assigned work in ANT*101, PSY*111, SOC*101, ECN*101/102, GEO*101/111, POL*101/111/112, and HIS*101/102/121/ 122/201/202/ 215/224/242/272/280/284.	Same as above.	Same as above.
Demonstrate the ability to conduct meaningful research.	All non-elective courses in the LAS A.S. program include research papers or projects relevant to their discipline. Any of these may be used to assess the ability to conduct meaningful research.	Same as above.	Same as above.
Use mathematical tools and technology to create mathematical models.	Assigned work in MAT*146/148/165/172/186/254/256.	Same as above.	Same as above.
Analyze and solve problems numerically, graphically and symbolically.	Assigned work in MAT*146/148/165/172/186/254/256.	Same as above.	Same as above.

(1) Program Learning Outcomes	(3) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(4) Who interprets the evidence? What is the process?	(5) What changes have been made in the program, as a result of using the data/evidence?
Use appropriate techniques to gather and analyze data.	Assigned work in BIO*121/122, CHE*121/122, and PHY*121/122/221/222.	Same as above.	Same as above.
Apply the scientific method to solving problems.	Assigned work in BIO*121/122, CHE*121/122, PHY*121/122/221/222, ANT*101, PSY*111, and SOC*101.	Same as above.	Same as above.
Understand and apply scientific principles.	Assigned work in BIO*121/122, CHE*121/122, PHY*121/122/221/222, ANT*101, and PSY*111.	Same as above.	Same as above.
Work with others, including culturally and intellectually diverse peoples; think critically; and gain an appreciation for life-long learning.	Critical thinking is assessed through assigned work in ANT*101, PSY*111, SOC*101, ECN*101/102, GEO*101/111, POL*101/111/112, PHL*101/111, and HIS*101/102/121/122/201/202.	Same as above.	"Work with others" is not explicitly assessed as a distinct outcome. This outcome will be removed pending current program review. As instructors do not assess the "cultural and intellectual diversity" of their students, this phrase will be removed pending current program review. "Gain an appreciation for life-long learning" is not an easily measurable outcome. This outcome will be revised pending current program review.

NEASC Table E-1

Program: **Management Information Systems, A.S. Degree (updated May 2016)**

Where are the claims for student achievement published? MCC Catalog (catalog.mcc.commnet.edu) and MCC Website (www.manchestercc.edu)

(1) **What are the claims for student achievement or student success?** **Learning Goals**	(3) **Other than course completion and grades, what outcomes evidence is used to support the claims?**	(4) **Who interprets the evidence?** **What is the process?**	(5) **What changes have been made in the program, as a result of the claims or the evidence?**
1. Demonstrate knowledge of core business functions including financial and managerial accounting, management, marketing and business law.	The MIS Program starts with core business courses that are common to all business degrees students. The MIS student must complete 5 business courses: • Financial Accounting • Managerial Accounting • Principles of Marketing • Principles of Management • Legal Environment of Business The curriculum in the business courses is developed and assessed by the MCC Business Department. More information about the evidence in each of these courses can be found on NEASC Table E-1 Accounting and Business Administration Transfer A.S.	Business Department Faculty	Refer to - NEASC Table E-1 Accounting and Business Administration Transfer A.S.
2. Demonstrate an understanding of information technology components (hardware, software and communications) that make up the information technology infrastructure of organizations and explain how information technology innovation affects organizations.	Students are required to take a structured programming course, a networking theory course, and Introduction to Management Information Systems. Each of these courses develops and expands knowledge of information technology components. MIS students get an understanding of software by learning to programming. They write functioning code and test their programs in the structured programming course. The students learn about communication and hardware by taking the Introductory Networking course and The Intro to	Information Management and Technology (IMT) Faculty (MIS Course) and Computer Programming and Network (CPN) Faculty evaluation of individual student coding and networking project results.	A new structured programming course was developed for non-computer science majors (CSC 124 – Python). This decision was a result of the reviewing student's individual project work. The Computer Science majors needed a more rigorous assessment of knowledge in the area of structured program to proceed to the higher level courses. MIS majors need to know more basic information for their discipline. A new course was created by CPN Faculty for this purpose.

(1) **What are the claims for student achievement or student success?** **Learning Goals**	(3) **Other than course completion and grades, what outcomes evidence is used to support the claims?**	(4) **Who interprets the evidence?** **What is the process?**	(5) **What changes have been made in the program, as a result of the claims or the evidence?**
	MIS course devotes 25% of the course time to understanding information technology components. An example assignment requires students to use their knowledge as the Department Manager for a staff of 45 people The student must analyze IT requirements and prepare a detailed budget using MS Excel to purchase hardware, software and overhead cost of communications. The student must explain why they have made the choices they did and whether $80,000 is enough.		Additionally, feedback from 4 yr. transfer programs indicated a need for students to use MS Excel and Access for business analysis leading to the use of the MyMISLab course site in the Intro to MIS course. A new course was created and added to the program allow students to develop their spreadsheet skills to a more advanced level (CSA 135 Spreadsheet Applications was added to the curriculum in Sp13)
3. Explain how information systems are used to support organizational goals.	Business Case Studies and a group project highlighting Porter's Models of Competitive Strategy and how business can use technology to gain competitive advantage are used to assess this learning goal	IMT Faculty, Student Reviewers in Class using rubrics.	Porter's Models are taught and emphasized in more than one course. Student's use of these models to propose how technology can provide business with a competitive advantage needed more focus however and the case study has been reorganized to require more analysis and assessment in this area.
4. Describe the basic methodologies used to develop and implement computer information systems.	Abstract thinking is a core business skill. Students practice business process analysis and use Business Process Modeling Notation (BPMN) with an exercise that uses MS Visio. Students also complete a	IMT Faculty review of BPMN documents.	MIS students must develop abstract thinking and modeling exercises throughout the curriculum help demonstrate this. The MIS course has been enhanced to allow more practice of this skill. Basic business process knowledge is becoming an employer expectation of students
5. Apply basic knowledge of project management tools and techniques, including preparing a project charter, project	All MIS students take the Project Management Course and propose an	IMT Faculty, Outside Project Sponsor, use project	The students must write a 3-5 page lessons learned document

(1) What are the claims for student achievement or student success? Learning Goals	(3) Other than course completion and grades, what outcomes evidence is used to support the claims?	(4) Who interprets the evidence? What is the process?	(5) What changes have been made in the program, as a result of the claims or the evidence?
schedule and project scope document.	8 week group project with a "real sponsor". Some of these projects are community service projects. The class selects between 3-4 projects to complete using PM tools and techniques and processes. The fully online summer PM course uses a simulated 7 week project called Fixer Upper where they must plan to purchase, renovate and rental a house.	deliverables produced by the teams and the Lessons Learned reports to evaluate the PM course.	evaluating what they learned during the project and what they learned from the course. Based on this feedback the course has been improved each semester. Project communications, and project scope development are two areas that students struggled with during the project execution and content has been refined in these areas.
6. Identify and explain the interrelationship between information technology and business.	The Intro to MIS course emphasizes this learning outcome with a discussion of MIS Careers. The MIS student is studying to become the bridge between IT and business by understanding both areas. The student completing this program will complete course work in the area of business and in the area of IT. IMT Faculty facilitate a detailed discussion and group activity of the CIO, business analyst, system analyst, database manager careers to show the knowledge, skills and competencies required.	IMT Faculty lead and evaluate the group discussions.	During the classroom discussion it was revealed that many students do not understand the MIS career option. As a result the Department is making efforts to better inform students about this program. This continues to be an area of work for IMT. A MIS Careers assignment has been added to the beginning of the course to highlight the career choices available.
7. Describe the concepts and principles of database design and development, and the importance of databases in organizations.	Students use MS Access to develop a simple database and conduct queries and reports. They also learn the concepts of relational databases, data warehousing and data analysis.	IMT Faculty using project/assignment results.	The MIS course has been updated each semester to cover new technologies and techniques as they develop in industry. The course allows students to get hands-on understanding of database development and queries.
8. Demonstrate the ability to organize and present information	Individual classroom presentations Group projects using online	IMT Faculty using rubrics and electronic audit trails to	Courses have been updated to included instruction on

(1) **What are the claims for student achievement or student success?** **Learning Goals**	(3) **Other than course completion and grades, what outcomes evidence is used to support the claims?**	(4) **Who interprets the evidence?** **What is the process?**	(5) **What changes have been made in the program, as a result of the claims or the evidence?**
effectively through written, spoken and electronic channels.	collaboration tools like Google Docs and wikis	gauge student participation.	electronic collaboration and online tools.
9. Apply basic knowledge of business functions and information systems to solve problems and develop solutions.	Group case study projects/Project Management Team work	IMT Faculty - case studies are reviewed and evaluated to evaluate whether key concepts are understood.	
10. Recognize the importance of working in teams to achieve common goals, and collaborate effectively in group assignments.	Students work on course related group projects throughout the curriculum. Students must work together to complete an 8 week project in Project Management, they complete a database project , a network design projects, online business/technology case collaborations using online collaboration tools. In the MIS course, typically taken at the beginning of the curriculum, students struggle completing collaborative projects, by the Project management course at the end of their course work the collaborations are improved.	IMT Faculty using rubrics and observation.	Group Project guidelines and instructions have been changed to better define the expectations and roles of all group members. Group work/team work continues to be an area that needs attention as students need more help with collaboration skills. Collaboration is an area that will continue to develop in the curriculum.

NEASC Table E-1A: ASSESSMENT OF STUDENT LEARNING
Program: **Manufacturing Engineering Technology, A.S. Degree**
Academic Year: 2016-2017
Date of most recent program review:
Where are the program learning goals published? MCC Catalog (catalog.mcc.commnet.edu) and MCC Website (www.manchestercc.edu)

(1) **Program Learning Outcomes**	(3) **Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?**	(4) **Who interprets the evidence?** **What is the process?**	(5) **What changes have been made in the program, as a result of using the data/evidence?**
Be prepared to transfer into a Bachelor of Science degree program, specifically CCSU, as a continuing student in the College of Technology Pathway program. Provided the transferring schools' credit requirements are met, the students will transfer as juniors	Ad-hoc interviews with students who have been accepted into Manufacturing Engineering Technology B.S. program at CCSU. Feedback from members of advisory board. Advisory Board has members that are affiliated with baccalaureate programs in engineering and technology.	Members of Engineering and Technology Department discuss advisory board and student feedback at departmental meetings.	Program has been reduced from 67-68 credits to 60 credits in order to comply with TAP requirements as well as provide a better transition to either the workforce or CCSU's B.S. degrees
Demonstrate an understanding of the latest manufacturing processes utilized by industry.	Feedback from members of advisory board and employers	Faculty Industrial Relationship	Program reduced by 2 courses. More technical elective options were added to prepare students for the path that would provide them with better employability
Demonstrates a good understanding of Mathematical concepts.	None	Faculty review student work	None
Demonstrate a good working knowledge of state-of-the-art hardware and software in support of manufacturing field	None	Faculty review student work	None
Demonstrate the ability to think through a problem in a logical manner	None	Faculty review student work	None
Organize and carry through to a conclusion, the solution to a problem	None	Faculty review student work	None
Demonstrate good communication skills	None	Faculty review student work	None
Demonstrate teamwork skills	None	Faculty review student work	None

NEASC Table E-1
Program: **Marketing, A.S. Degree**
(2) Where are the program learning goals published? MCC Catalog (catalog.mcc.commnet.edu) and MCC Website (www.manchestercc.edu)
(6) Date of most recent program review:

(1) Program Learning Outcomes	(3) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(4) Who interprets the evidence? What is the process?	(5) What changes have been made in the program, as a result of using the data/evidence?
Demonstrate relevant content knowledge in required core business disciplines (accounting, business law, management and organizational behavior, and marketing) and apply concepts in problem solving through identifying and evaluating alternative solutions and offering a well-supported conclusion.	Exams, quizzes, research papers, case studies, group projects etc. are used to assess accuracy of outcomes.	The Accounting, Business and Paralegal Department members interpret the data during monthly department meetings.	Greater emphasis has been given to areas of weakness identified by poor student achievement on assessed artifacts. More detailed explanation has been provided to help students understand what they are being assessed on (i.e. more detailed rubrics, assignment instructions etc).
Recognize proper business acumen and decorum in professional interactions; demonstrate appropriate interpersonal communication and presentation skills and demeanor; demonstrate the ability to use presentation and team interpersonal skills effectively in class presentations.	Communication skills applied within the classroom setting through discussions, individual and group assignments and presentations.	Course instructors use assessment artifacts to assess.	Greater emphasis has been given to areas of weakness identified by poor student achievement on assessed artifacts. More detailed explanation has been provided to help students understand what they are being assessed on (i.e. more detailed rubrics, assignment instructions etc).
Demonstrate the ability to identify situations that present ethical dilemmas and lapses and understand and apply the concepts related to ethics and the social responsibilities of businesses in order to respond thoughtfully.	Exams, quizzes, research papers, case studies, etc. are used to assess accuracy of output.	Course instructors use assessment artifacts to assess.	Greater emphasis has been given to areas of weakness identified by poor student achievement on assessed artifacts. More detailed explanation has been provided to help students understand what they are being assessed on (i.e. more detailed rubrics, assignment instructions etc).

(1) Program Learning Outcomes	(3) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(4) Who interprets the evidence? What is the process?	(5) What changes have been made in the program, as a result of using the data/evidence?
Apply concepts in core accounting and business disciplines and demonstrate critical thinking skills to make sound business decisions.	Exams, quizzes, research papers, case studies, etc. are used to assess accuracy of output.	Course instructors use assessment artifacts to assess.	Greater emphasis has been given to areas of weakness identified by poor student achievement on assessed artifacts. More detailed explanation has been provided to help students understand what they are being assessed on (i.e. more detailed rubrics, assignment instructions etc).
Demonstrate an understanding of the interrelationships between accounting and business courses.	Application of knowledge achieved through two hundred level program courses' integrative assignments, projects, exams and case studies.	Course instructors use assessment artifacts to assess.	Greater emphasis has been given to areas of weakness identified by poor student achievement on assessed artifacts. More detailed explanation has been provided to help students understand what they are being assessed on (i.e. more detailed rubrics, assignment instructions etc).
Demonstrate the ability to effectively present marketing and promotion plans and to make an effective sales presentation, all of which reflect an understanding of the target audience, environmental factors, and sound strategic decisions based on thorough research and an understanding of marketing and other business-related principles.	Marketing: Each student as a member of a team creates and presents a marketing plan to the class. Principles of Advertising: small teams create and present promotional plans to the class.:	Both the instructor and 2-3 students use a rubric to evaluate all aspects of the plan presentation. This feedback is given to the students. At the end of the presentation, students ask questions and offer oral feedback about what worked and where there were problems.	1. Materials describing the projects have been revised to be more specific and to include a rubric. 2. Self and team evaluations are handed in by each student as an opportunity for reflection and self-reflection. 3. Instructors start the project earlier in the semester and work with teams in class as an advisor.

NEASC Table E-1A: ASSESSMENT OF STUDENT LEARNING –
Program: **MUSIC STUDIES, A.A. DEGREE**, Academic Year: 2015-2016 (Date of most recent program review: November 2-4, 2014) Where
are the program learning goals published? MCC Catalog (catalog.mcc.commnet.edu) and MCC Website (www.manchestercc.edu)

(1) Program Learning Outcomes	(3) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(4) Who interprets the evidence? What is the process?	(5) What changes have been made in the program, as a result of using the data/evidence?
Demonstrate a historical/cross-cultural awareness and appreciation of Western European and American contemporary music.	Music students are required to take three semesters of music history (two semesters of Western European and one semester of American contemporary music.) To assess learning outcomes, students are required to attend two concerts representative of the musical styles introduced in the respective courses and write a concert review for each concert demonstrating an understanding of the concepts presented in the course.	The evidence is reviewed by the classroom instructor and members of the assessment committee based upon an assessment rubric distributed to each student in the course and available to each student via Blackboard. Students are to review the rubric and concert guide prior to attending the performance. The instructor is available to address any of their questions and concerns.	The inclusion of the concert guide and the rubric has been distributed to each member of faculty teaching one of the courses. During the Aug. 2014 adjunct music faculty meeting, an agreement was made to have this assignment as the common assignment for all music history courses, group piano, voice and guitar courses.
Demonstrate skills and techniques that reflect an understanding of the theoretical aspect of music, including: an understanding of music theory fundamentals; exploration and development of voice leading principles; aural skills and accompaniment and improvisation techniques.	The music department underwent a self-study and on-site visitation by members of the National Association for Schools of Music. Additions and expansion to core music curriculum have been made to comply with their recommendations and to more thoroughly provide opportunities for meeting the program. Music students will be required to take four semesters of music theory, ear training and piano. The scope and sequence of the courses listed above will reinforce skill development towards stated outcomes. Students completing the four semesters of the music curriculum will demonstrate an understanding of the theoretical aspect of music through the selection, analysis, preparation of three musical compositions for performance in a capstone group lecture recital.	Performance outcomes number 2, 3, and 4 are assessed by music faculty at designated points throughout the four-semester curriculum.	After one year of implementation of the revised curriculum, the following changes have been made to aid students in achieving learning outcome number two. -Students taking a music theory level must co-register for the same ear training level. As of present, Music Theory I, III and Ear Training I, III are only offered during the fall. Music Theory and Ear Training II and IV are offered in the spring due to FTE's and budgetary concerns. This will ensure that students can complete the degree in two years. -Students must pass with a "C" or above to enroll in the next level.

(1) **Program Learning Outcomes**	(3) **Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?**	(4) **Who interprets the evidence?** **What is the process?**	(5) **What changes have been made in the program, as a result of using the data/evidence?**
Demonstrate an ability to perform solo music selections and within a music ensemble group (i.e., chorale, madrigal, chamber, jazz).	Solo and group ensembles perform at the end of each semester as part of the MCC Winter/Spring Arts Festivals. Digital recordings are made of each performance to serve as an assessment tool for student performances, music department records, marketing, and for scheduled program reviews.		This method of assessment continues to be an effective tool.
Demonstrate technical facility and knowledge on specified instrument or voice (i.e., soprano, tenor, piano, guitar, clarinet, violin)	As a result of the NASM program review, the curriculum has been revised to offer students four semesters of applied music instruction that include one hour per week of individualized music instruction and hour per week of a group music master class. Site visitors felt that private instructors provided by the institution offer greater oversight and ability to assess student's musical development. Assessments of the student's technical facility include scheduled musical performances of individual students during the master class in which the students learn to constructively self critique and critique each other. During the class performances students assess various aspects of the performance (i.e., stage presence, preparation, knowledge of composition, technical execution and expression) by completing a form. Students also provide verbal critiques of the performance. Performing students are given the opportunity to review written critiques. At the end of each semester music students are required to participate in a music jury in which music faculty offer verbal/written critique of the students performance.		Since the implementation of the revised curriculum greater efforts have been made to ensure that new and returning students receive proper advisement. All perspective students are required to undergo an audition to assess music proficiency. New students will not be able to register for applied music courses without approval by program coordinator. The webpage has been revised to provide prospective students with detailed information about the program, audition dates and the audition process. The guided pathways advising sheets have been revised to provide information reflecting the recent changes to the program.

NEASC Table E-1B. Inventory of Specialized and Program Accreditation

Program: **Occupational Therapy Assistant**

Academic Year: 2015-2016

Date of most recent program review:

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
ACOTE Accreditation Council for Occupational Therapy Education	2012 Site visit Feb 16 Acceptance of Annual Report; August 2016 Acceptance of Interim Report.	ɒ issues identified; ɒ issues identified; Need to update program brochure (done), provide evidence of outcome measure for physical agent modalities (done), update website and online catalogue for congruency in credits taken in the third semester of the program (done).	Pass rate, post graduation on National Board for Certification(NBCOT) Exam. Pass Rate, over past 3 years, remains at 100%. Graduation rate, over past 3 years (91%).	Beyond Annual Report, next site visit will occur in 2022.

NEASC Table E-1
Program: **Paralegal, A.S. Degree**
Where are the claims for student achievement published? MCC Catalog (catalog.mcc.commnet.edu) and MCC Website (www.manchestercc.edu)

(1) What are the claims for student achievement or student success? Learning Goals	(3) Other than course completion and grades, what outcomes evidence is used to support the claims?	(4) Who interprets the evidence? What is the process?	(5) What changes have been made in the program, as a result of the claims or the evidence?
Recognize and describe the proper role of the paralegal in the delivery of legal services to the public and apply the ethical rules that govern the conduct of the legal profession.	Statistical data from a comprehensive substantive examination and/or examination of student portfolios.	Legal professionals including program coordinator, paralegal faculty, and advisory committee through review and discussion of data and artifacts.	Curriculum modified to incorporate capstone course. Review of ethical rules in capstone course.
Demonstrate critical thinking, reasoning and analytical skills, conduct factual and legal research using print and computerized methods, and organize and present information effectively, both orally and in writing.	Statistical data from a comprehensive substantive examination and/or examination of student portfolios.	Legal professionals including program coordinator, paralegal faculty, and advisory committee through review and discussion of data and artifacts.	Curriculum modified to incorporate capstone course. New projects in portfolio. Emphasis on preparation of correspondence across the curriculum. Use of grading rubric to evaluate class participation.
Describe the organization of the American legal system, apply procedural law to litigation and administrative agency law, and demonstrate substantive knowledge of principles of law.	Statistical data from a comprehensive substantive examination and/or examination of student portfolios.	Legal professionals including program coordinator, paralegal faculty, and advisory committee through review and discussion of data and artifacts.	Curriculum modified to incorporate capstone course. Increased use of hypothetical fact patterns.
Draft and interpret legal documents, including pleadings, deeds, mortgages, probate documents, court forms, business documents, and contracts for review by the supervising attorney.	Statistical data from a comprehensive substantive examination and/or examination of student portfolios.	Legal professionals including program coordinator, paralegal faculty, and advisory committee through review and discussion of data and artifacts.	Curriculum modified to incorporate capstone course. Practical skills application increased.

(1) **What are the claims for student achievement or student success?** **Learning Goals**	(3) **Other than course completion and grades, what outcomes evidence is used to support the claims?**	(4) **Who interprets the evidence?** **What is the process?**	(5) **What changes have been made in the program, as a result of the claims or the evidence?**
Perform file and case management tasks in accordance with office policy and court procedures, using problem-solving, organizational and computer skills.	Statistical data from a comprehensive substantive examination and/or examination of student portfolios.	Legal professionals including program coordinator, paralegal faculty, and advisory committee through review and discussion of data and artifacts.	Curriculum modified to incorporate capstone course. Judicial department speaker on electronic filing. Increased emphasis on law office management software.
Recognize opportunities for professional development through continuing education and affiliation with professional organizations.	Statistical data from a comprehensive substantive examination and/or examination of student portfolios.	Legal professionals including program coordinator, paralegal faculty, and advisory committee through review and discussion of data and artifacts.	Curriculum modified to incorporate capstone course. Promote state bar and paralegal association membership. Law Day presentations.

NEASC Table E-1
Program: **Pathway to Teaching Careers, A.A. Degree**
Where are the claims for student achievement published? MCC Catalog (catalog.mcc.commnet.edu) and MCC Website (www.manchestercc.edu)

(1) **What are the claims for student achievement or student success?** **Learning Goals**	(3) **Other than course completion and grades, what outcomes evidence is used to support the claims?**	(4) **Who interprets the evidence?** **What is the process?**	(5) **What changes have been made in the program, as a result of the claims or the evidence?**
Describe the role of the teacher in the classroom.	In EDU* 110 students will (1) find and read three sources describing the role of the teacher in the classroom and write a 1500 word essay comparing and contrasting the points of view in the sources. (2) Following this activity, the students will complete a placement with a classroom teacher and then do a presentation to their classmates summarizing the three sources in part (1) and describing how the teacher in their placement modeled or did not model these roles.	EDU* 110 Instructors	Introduction of 3 credit hour class (EDU 110) to augment EDU 104 (1 credit class) in effort to expand students' familiarity and understanding.
Demonstrate an understanding of the requirements for earning teacher certification based on academic program requirements and state certification requirements.	In EDU* 110, students will research the CSDE website to determine the requirements for certification in Connecticut for the certificate they expect to pursue. (Written evidence.) They will also determine which Connecticut colleges and universities offer programs to attain these certificates. (Written evidence.) Students will determine Praxis requirements involved in the certificate they are pursuing and complete practice Praxis exam items.	EDU* 110 Instructors	Introduction of 3 credit hour class (EDU 110) to augment EDU 104 (1 credit class) in effort to expand students' familiarity and understanding.
Demonstrate the ability to think critically, evaluate information and sources, use that information ethically, and write clearly and effectively.	General Education courses will be assessed using rubrics for Critical and Creative Thinking, Information Literacy, and Written Communication.	General Education Assessment Committee will assess using appropriate rubrics	Currently reviewing and updating learning goals and measures for program.

(1) **What are the claims for student achievement or student success?** **Learning Goals**	(3) **Other than course completion and grades, what outcomes evidence is used to support the claims?**	(4) **Who interprets the evidence?** **What is the process?**	(5) **What changes have been made in the program, as a result of the claims or the evidence?**
Demonstrate the ability to work within a group effectively.	General Education Intellectual Skill IDS* 201 course.	General Education Assessment Committee will assess the IDS* 201 course using appropriate rubrics	The new General Education Core will become part of the Pathways degree program for students beginning the program in Fall 2013.

NEASC Table E-1A: ASSESSMENT OF STUDENT LEARNING

Program: **Photography Option, Visual Fine Arts A.A.**

Academic Year: 2015-2016

Date of most recent program review: VFA Program was reviewed in 2011

Where are the program learning goals published? MCC Catalog (catalog.mcc.commnet.edu) and MCC Website (www.manchestercc.edu)

(1) **Program Learning Outcomes**	(3) **Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?**	(4) **Who interprets the evidence?** **What is the process?**	(5) **What changes have been made in the program, as a result of using the data/evidence?**
Demonstrate an understanding of terminology, concepts and techniques relating to photography.	Students in all photography courses must apply and interpret information from class in order to complete projects and produce a separate final portfolio. Project and portfolio images are presented and critiqued in class.	Students present their own work and comment on others' work in critique in accord to project guidelines. Projects and portfolio are graded using rubrics by instructor.	
Demonstrate the ability to use a camera's creative controls to manifest intent.	Intro courses ART 141 and ART 250 involve a series of skill-based, technique-specific projects and final portfolios that require students to demonstrate proficient camera handling. Project and portfolio images are presented and critiqued in class.	Students present their own work and comment on others' work in critique. Projects and portfolio are graded using rubrics by instructor. Work is selected from the final portfolio for the student show at the end of each semester. The Photography Option coordinator reviews the work in the student show and communicates concerns (if any) to the adjunct teaching faculty.	In an attempt to clarify student expectations, the Photography Option coordinator reviews the work in the student show and communicates concerns (if any) to the adjunct teaching faculty. This pertains specifically to outcomes 2, 3, 4 and 6.
Demonstrate proficiency at traditional silver darkroom techniques including 35mm and medium format film processing and printing.	Analog, darkroom courses ART 141 and ART 142 involve a series of skill-based, technique-specific projects and final portfolios that require students to demonstrate technical proficiency with analog cameras and processes. Project and portfolio images are presented and critiqued in class.	Students present their own work and comment on others' work in critique. Projects and portfolio are graded using rubrics by instructor. Work is selected from the final portfolio for the student show at the end of each semester. The Photography Option coordinator reviews the work in the student show and communicates concerns (if any) to the adjunct teaching faculty.	

(1) **Program Learning Outcomes**	(3) **Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?**	(4) **Who interprets the evidence?** **What is the process?**	(5) **What changes have been made in the program, as a result of using the data/evidence?**
Demonstrate proficiency at digital image capture, editing and output with an emphasis on developing up-to-date Adobe Photoshop skills.	Digital photography courses ART 250 and ART 281 involve a series of skill-based, technique-specific projects and a final portfolio that require students to demonstrate technical proficiency with digital cameras and Adobe PhotoShop. Project and portfolio images are presented and critiqued in class. Print portfolios are required.	Students present their own work and comment on others' work in critique. Projects and portfolio are graded using rubrics by instructor. Work is selected from the final portfolio for the student show at the end of each semester. The Photography Option coordinator reviews the work in the student show and communicates concerns (if any) to the adjunct teaching faculty.	
Be able to use a variety of situation-specific natural and studio lighting techniques.	ART 141 Photography I and ART 250 Digital Photography II courses incorporate a general lighting project and ART 142 Photography II and ART 281 Digital Photography II incorporate a studio lighting project. Project images are presented and critiqued in class.	Students present their own work and comment on others' work in critique. Projects and portfolio are graded using rubrics by instructor.	
Make informed and meaningful aesthetic decisions, with an emphasis on critical thinking and problem solving.	Students in all photography courses complete between 6 and 8 "problem-based" projects as well as produce a separate final portfolio. Portfolios represent personal work and can employ multiple techniques and formats. Project and portfolio images are presented and critiqued in class.	Students present their own work and comment on others' work in critique. Projects and portfolio are graded using rubrics by instructor. Work is selected from the final portfolio for the student show at the end of each semester. The Photography Option coordinator reviews the work in the student show and communicates concerns (if any) to the adjunct teaching faculty.	

(1) Program Learning Outcomes	(3) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(4) Who interprets the evidence? What is the process?	(5) What changes have been made in the program, as a result of using the data/evidence?
Develop an appreciation of the many vocational and creative applications of the medium and an understanding of its cultural, historical and contemporary context.	In addition to exam related material, students in ART 242 and ART 281 must complete research projects. In ART 281 students must research a prominent photographer, shoot in that photographer's style and present both the paper and images in class. In ART 242 students must curate a theme based imaginary show that includes their own work in the context of iconic photographers.	Students present papers and a PowerPoint in class. Images are critiqued by the class. Paper, presentation and images are graded using a rubric by the instructor.	Based on projects completed in ART 142 and ART 281, it was decided that students should have more exposure to photography's cultural, historical and contemporary context and exposure should start in the intro courses. Students in ART 141 now have a project exploring the cultural history of photography and students in ART 250 have a project that explores ethics and photography.
Be able to articulate and explain the decisions made as part of the image production process.	All photography students must present work in critique. ART 142 and ART 281 students write a "portfolio proposal" and an end of term "reflection" paper to accompany their final portfolios.	Students present their own work and comment on others' work in critique. Proposals and reflections are part of the ongoing dialog with the professor. The reflection in particular addresses the decision making process.	The artist statement project was deemed too complex for ART 281 and ART 142. Photography II and Digital Photography II artist statements have been replaced with a different writing project, a personal "reflection" on the portfolio process.
Develop an exhibition-quality portfolio that can be used for transfer to a college or university offering a bachelor's degree in art and/or photography or for use by those seeking immediate employment in a variety of entry-level positions in the field of photography	ART 142 and ART 281 students work all semester to produce a final, cohesive, thematic 12 image portfolio separate from the work they do for projects. These portfolios start with a written proposal and end with a reflection. In between there are 3-4 portfolio critiques.	Students present their own work and comment on others' work in critique in a series of between 3 and 4 portfolio critiques. Work is selected from the final portfolio for the student show at the end of each semester where it is on public display for approximately one month.	Some students needed more time to fully realize a portfolio idea. ART 242 Photography III and ART 286 Photography IV courses have been added to help students develop the strongest possible portfolios. These courses are electives. Students in these classes concentrate on portfolios (that include an artist statement).

NEASC Table E-1B. Inventory of Specialized and Program Accreditation

Program: **Radiation Therapy**

Academic Year: 2015-2016

Date of most recent program review:

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
Joint Review Committee on Education in Radiologic Technology (JRCERT) 20 N. Wacker Drive, Suite 2850 Chicago, IL 60606-3182 Phone: 312.704.5300 Fax: 312.704.5304 www.jrcert.org	Site Visit September 15 & 16m 2016, Currently waiting for action letter from agency.	waiting official report from the JRCERT rogram #: 0933	2016: 100% board pass rate 2016: 88% job placement rate.	Awaiting official report from the JRCERT. Maximum accreditation 8 years.

NEASC Table E-1B. Inventory of Specialized and Program Accreditation

Program: **Radiography**

Academic Year: 2015-2016

Date of most recent program review:

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
Joint Review Committee on Education in Radiologic Technology (JRCERT) 20 N. Wacker Drive, Suite 2850 Chicago, IL 60606-3182 Phone: 312.704.5300 Fax: 312.704.5304 Website:www.jrcert.org E-mail: mail@jrcert.org	8 year maximum received in 2008 as Hartford Hospital Radiography Program		First MCC graduating class of Radiography program students obtained American Registry of Radiologic Technologists (ARRT) pass rate of 80% on first attempt; 100% on second attempt within two months of first attempt (All ARRT certified between June and August 2016	JRCERT Radiography Self Study submitted 12/22/15 JRCERT Radiography Site Visit performed September 15 – 16, 2016 JRCERT Report of Findings due 12/2/2016
			Employment rate of 90% for graduating class	

NEASC Table E-1B. Inventory of Specialized and Program Accreditation

Program: **Respiratory Care Program**

Academic Year: 2015-2016

Date of most recent program review:

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
Committee on Accreditation for Respiratory Care (CoARC)	April 2011	l accreditation standards met.	Attrition rates, CRT pass rates, RRT pass rates, job placement rates, graduate and employer surveys results, program resource and student resource survey results	2016 Annual Report 2021 next re-accreditation visit

NEASC Table E-1A: ASSESSMENT OF STUDENT LEARNING

Program: **Social Services A.S.**

Academic Year: 2016-2017

Date of most recent program review: 1999

Where are the program learning goals published? MCC Catalog (catalog.mcc.commnet.edu) and MCC Website (www.manchestercc.edu)

(1) Program Learning Outcomes	(3) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(4) Who interprets the evidence? What is the process?	(5) What changes have been made in the program, as a result of using the data/evidence?
Understand the past, present and future of human services.	Required interviews of service providers in all freshmen human service courses. Oral presentations based on the following: gathered empirical and traditional data, role playing, inclusions and responses of students during classroom discussions. Field placement agency student evaluations. Student self-evaluations Student collaborative work experiences, assigned and unassigned. Each students written assessment of what they have learned during the semester.	The instructors are the primary interpreters along with agency personnel. Students are also part of the process as they critique and support the work of fellow classmates.	Reinforcing of human service assignment requirements. For example, all 101 courses require an interviewing project with a service provider or in another area of service provision. All HSE*210, HSE* 241 and HSE* 251 courses require formal interviews with individuals related to topics being studied and discussed. Students are expected to present oral summaries along with written assignments.
Be prepared for group facilitation and participation, grant proposal writing and oral and written expressions appropriate to human services.	Students begin working in preliminary groups as part of HSE* B101. All Social Service Program participants are required to successfully complete a course focused on group work. Skills developed in the group work course (B210) are utilized extensively in field placement (B281 & B282) and in the grant writing course (B241). Successful outcomes in the three aforementioned areas are evidence	The instructors and students interpret the process based on in class exercises, student questions, in class discussions and student research results.	Offering ongoing reinforcement of the required skills. Maintain a reasonable flow and complexity of information. Allowing students to explore and take a lead when they are interested and comfortable.

(1)	(3)	(4)	(5)
Program Learning Outcomes	**Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?**	**Who interprets the evidence? What is the process?**	**What changes have been made in the program, as a result of using the data/evidence?**
	that students have developed the necessary group skills and ongoing reinforcement will continue. All students are required to work collaboratively in the preparation of grant documents and summary oral group presentations. Writing is ongoing including journaling and report writing. This includes documents used by social service agencies. Lastly, feedback from program graduates helps support claims of preparation.		
Conduct interview assessments and basic human service research	Students are able to talk in depth about the content of their interviews. They are able to learn from those experiences and to formulate questions based on those experiences. As a result, they are able to make realistic informed assessment/interpretations of client needs. They also begin to acknowledge that their research and overall learning will continue throughout their professional lives.	The instructors interpret the process although in B241 and B210, the entire class participates in the final process/evaluation. The class and instructor determine if the requirements for certain assignments have in fact been met. This activity happens before the bulk of a groups' assignment begins thus giving each group a chance to modify their research before in-depth work begins.	Maintain and continue to reinforce the necessary skills needed to be a service provider.

(1) Program Learning Outcomes	(3) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(4) Who interprets the evidence? What is the process?	(5) What changes have been made in the program, as a result of using the data/evidence?
Be prepared in the areas of service provision to client populations during field placements.	Discussion of diversity begins in the introductory course (B101) and continues throughout the human service courses. All areas of diversity are discussed and integrated into the content under discussion. Students enthusiastically participate in these discussions and often share their backgrounds as part of the discussions. DVD's on specific topics encourage lively discussions and often offer insight. The language and tone used by students regarding client populations is also an indication of areas that may need attention.	The instructor interprets the evidence based on student responses to assignments in class discussions and questions that arise during office hours.	A wider variety of client population representatives have been invited to classes. The program focus now includes an international focus rather than just local or national. The learning of and use of additional languages, including sign, has been strongly encouraged to connect with client populations and attract employers.
Knowledge of the human service skills necessary to interact effectively with individuals, families or groups.	Successful completion of skill based activities such as interviewing. In-class activities allow the instructor to see student strengths and weaknesses. During class room exercises, the instructor is able to see the following skills in action: students interviewing one another student assessments role playing/family sculpture etc. construction of action plans sharing of information negotiations evaluations active listening & observing utilization of social work tools such as communication exercises.	The instructor and sometimes member of the class participate in the interpretation of evidence. The process involves watching the above skills in action and then commenting on what was seen. Constructive feedback is the goal.	Continue the current process with modifications as needed. Reinforcement of skills is ongoing.

NEASC Table E-1A: ASSESSMENT OF STUDENT LEARNING
Program: **Disability Specialist- Speech and Language Pathology Assistant Option**
Academic Year: 2016-2017
Date of most recent program review: April 28th, 2016
Where are the program learning goals published? MCC Catalog (catalog.mcc.commnet.edu) and MCC Website (www.manchestercc.edu)

(1) **Program Learning Outcomes**	(3) **Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?**	(4) **Who interprets the evidence?** **What is the process?**	(5) **What changes have been made in the program, as a result of using the data/evidence?**
Define and discuss basic definitions, causes, psychological characteristics and educational approaches relevant to children with disabilities	1. In groups, students choose one topic (e.g., autism, learning disabilities, inclusion, family support, gifted/talented students, etc.) relating to exceptional children and provide a group presentation at the end of the semester. In addition, this requires gathering data from peer-reviewed research articles.	1. Evaluation is by the instructor using guidelines provided to students during the first few weeks of the semester. This is also provided in the student syllabus. Students work on the group presentation project for 10 weeks and present their final work to the class at the end of the semester.	1. This group project has improved students ability to independently research an area of interest. It has also improved presentation skills and use of library resources. One challenge that presented during this semester was the imbalance of group member participation. In the future, students will be given individual presentation grades rather than an average for the entire group.
Identify current trends and issues, and define the impact of current national and state laws and policies, affecting people with disabilities and their families.	1. In PSY* 193, students complete a journal of Impressions in which they must record their thoughts on the impact speakers have on them (the students). 2. A summary statement is required at the end of the semester in PSY* 193: Issues and Trends in Disabilities. 3. PSY* 193 is taught as a seminar and heavily based on discussion and participation	1. Class instructor 2. Evaluation by the instructor with regard to issues and trends in the field. 3. Close attention is paid by the instructor, guest speakers, and class members with regard to participants' thoughts and comments. "Teachable moments" are frequent.	No changes needed

(1) Program Learning Outcomes	(3) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(4) Who interprets the evidence? What is the process?	(5) What changes have been made in the program, as a result of using the data/evidence?
Compare various learning theories and their application to children with disabilities.	Students in PSY* 183: Learning and Disabilities define a type of disability (e.g., autism, blindness, intellectual disability, ADD/ADHD, etc) and teach the class a lesson designed to assist the learning of people with that disability. This is a group project with a minimum group size of 3 and a maximum group size of 5. Students in SLP 111 and SLP 112 develop basic understanding of language development and disabilities of communication.	Class instructor evaluates student based on the criteria given in the syllabus at the start of the semester. SLP class instructors evaluate students based on criteria provided in the syllabus. This includes, but is not limited to, exams, quizzes and group work.	No changes needed
Demonstrate an understanding of ethical standards including confidentiality.	Several courses cover this content. (PSY* 163, 193 SLP 11 and SLP 112), Students are also required to complete case studies about people with various disabilities. In a 1-2 page paper they describe what they *learned* from rather than about the person, students must adhere to confidentiality standards. 3. Confidentiality is further demonstrated by Disability Specialist AS and certificate students in HSE* 251: individuals and Families via two interviews and the oral presentations that accompany them.	1. Instructors in each class. 2. Evaluation by class instructor. Acceptable ethical standards (including those of the Council for Exceptional Children and the American Association on Intellectual Disability) are evaluated. 3. Evaluation by class instructor. Acceptable ethical standards in the Human Service field are evaluated. 4. Evaluation by the instructor.	

NEASC Table E-1A: ASSESSMENT OF STUDENT LEARNING
Program: **Technology Studies, A.S. Degree with 7 options: Computer-Aided Design; Electronics Technology; Engineering Technology; Industrial Technology; Lean Manufacturing; Technology Education; Technology Management**
Academic Year: 2016-2017
Date of most recent program review:
Where are the program learning goals published? MCC Catalog (catalog.mcc.commnet.edu) and MCC Website (www.manchestercc.edu)

(1) **Program Learning Outcomes**	(3) **Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?**	(4) **Who interprets the evidence?** **What is the process?**	(5) **What changes have been made in the program, as a result of using the data/evidence?**
Be prepared to transfer into a Bachelor of Science degree program, specifically CCSU's Technology Programs, as a continuing student in the College of Technology Pathway. Provided the transferring schools' credit requirements are met, the students will transfer as juniors	Ad-hoc interviews with students who have been accepted into Manufacturing Engineering Technology B.S. program at CCSU. Feedback from members of advisory board. Advisory Board has members that are affiliated with baccalaureate programs in engineering and technology.	Members of Engineering and Technology Department discuss advisory board and student feedback at departmental meetings.	The program has 7 options to cater to the needs of industry as well as to provide the opportunity for the graduates of these options to transfer smoothly into the Technology programs at CCSU.
Demonstrate an understanding of the latest manufacturing processes utilized by industry and, depending on the option, a solid understanding of Lean Manufacturing concepts and CAD and CAM concepts	Feedback from members of advisory board and employers	Faculty Industrial Relationship	None
Demonstrates a good understanding of Mathematical concepts.	None	Faculty review student work	None
Demonstrate a good working knowledge of state-of-the-art hardware and software in support of manufacturing field	None	Faculty review student work	None
Demonstrate the ability to think through a problem in a logical manner	None	Faculty review student work	None
Organize and carry through to a conclusion, the solution to a problem	None	Faculty review student work	None
Demonstrate good communication skills	None	Faculty review student work	None
Demonstrate teamwork skills	None	Faculty review student work	None

NEASC Table E-1A: ASSESSMENT OF STUDENT LEARNING
Program: **Therapeutic Recreation**
Academic Year: 2016-2017
Date of most recent program review:
Where are the program learning goals published? MCC Catalog (catalog.mcc.commnet.edu) and MCC Website (www.manchestercc.edu)

(1) **Program Learning Outcomes**	(3) **Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?**	(4) **Who interprets the evidence?** **What is the process?**	(5) **What changes have been made in the program, as a result of using the data/evidence?**
Learning outcomes of RLS 295: Meet the state health code requirements to hold the position of a therapeutic recreation director in the State of Connecticut. Demonstrate the ability to successfully assess, plan, implement and evaluate Therapeutic recreation programs for individuals with special needs both in clinical and community setting. Demonstrate professional behavior consistent with the therapeutic recreation code of ethics.	Completion of Portfolio	Site Supervisor and TR Program Coordinator	Increase sites to include more community-based recreation programs
	Completion of Practicum in RLS 295 to include 30 competencies		Increased competencies from 25 to 30.
	Job placement % rate		

NEASC Table E-1A: ASSESSMENT OF STUDENT LEARNING
Program: **Visual Fine Arts A.A.**
Academic Year: 2015-2016
Date of most recent program review: VFA Program was reviewed in 2011
Where are the program learning goals published? MCC Catalog (catalog.mcc.commnet.edu) and MCC Website (www.manchestercc.edu)

(1) **Program Learning Outcomes**	(3) **Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?**	(4) **Who interprets the evidence?** **What is the process?**	(5) **What changes have been made in the program, as a result of using the data/evidence?**
Execute skills and techniques necessary for studio art and demonstrate dexterity with tools, knowledge of equipment specific to various media, and the safe use of all materials and equipment.	After each semester, the VFA Department hangs a large student art show to showcase the work of students during the past semester. The work on display comes from every VFA studio section and provides concrete evidence of both broad and discipline specific skills, tools and techniques.	Department Chair interprets and evaluates learning goals through classroom visits, syllabi evaluation, class outcomes (works) - student shows, graduation and transfer rates. Individual instructors evaluate skills, tool use and techniques through assigned projects and class portfolios.	The VFA Department has been operating with six full time faculty each with expertise in different media, which we are referring to as discipline heads (art history, drawing, ceramics, painting, photography & sculpture). To streamline assessment these VFA faculty have volunteered to oversee discipline areas. For instance, the drawing instructor evaluates the drawings in the student show and communicates with the drawing adjuncts.
Demonstrate an historical, cross-cultural appreciation and awareness of the field of visual art.	The VFA offers four different art history courses each semester, each addressing a different time period. Students research and write in these courses. Additionally, research papers, field trips and gallery reviews are required in many of the studio art classes.	Individual instructors generally evaluate papers and presentations using rubrics designed by the discipline heads. Department Chair and discipline heads interpret and evaluate this through classroom visits and syllabi evaluation.	VFA discipline heads have been actively incorporating projects that emphasize the historical and cross-cultural aspects of art into each course. For instance, to name a few examples, Drawing I courses now require four gallery reviews, Digital Photography I courses require an ethics paper, and The History of African European & African American Art from the Renaissance to the Modern Era is a new course.

(1) Program Learning Outcomes	(3) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(4) Who interprets the evidence? What is the process?	(5) What changes have been made in the program, as a result of using the data/evidence?
Demonstrate creative thinking; the ability to solve aesthetic, technical and conceptual problems; and critical awareness.	Students in all VFA courses must interpret and apply information from class in order to complete projects and produce a separate final portfolio. Projects are generally thought of and presented as "problems" with more than one right answer. Project and portfolio work is presented and critiqued in class using appropriate terminology and referencing relevant concepts.	Individual instructors generally evaluate projects and students' progress in critique. The Department Chair and discipline heads interpret and evaluate this through classroom visits and syllabi evaluation. Work from projects and portfolio are part of the student show and discussed by all full time VFA faculty.	The VFA curriculum is continually evolving to meet the needs of the students; courses are routinely updated and new courses are added.
Demonstrate an understanding of the principles and elements of two- and three-dimensional design and their applications to various studio disciplines.	All VFA course are based in the foundation of the Principles and Elements of Design - through course completion and completion of projects students demonstrate the understanding and knowledge of these studio principles by producing portfolios in individual classes and work for the student show.	Individual faculty evaluate course portfolios and the Department Chair and discipline heads evaluate the work presented in the student show and communicate with each other and the adjunct faculty.	On a course by course basis, projects have been changed to emphasize different things and remedy perceived weaknesses.

(1) Program Learning Outcomes	(3) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(4) Who interprets the evidence? What is the process?	(5) What changes have been made in the program, as a result of using the data/evidence?
Compile a comprehensive portfolio of work that reflects the breadth of their study and prepares them for transfer to baccalaureate institutions.	The VFA Department developed a "Professional Practices for Visual Fine Artists" portfolio preparation course for third and fourth semester VFA students. This course will be a practical guide for students who want to transfer to a baccalaureate institution or pursue a career in the visual fine arts. It will also serve as a tool for capstone assessment.	MCC's comprehensive VFA Program prepares graduates to transfer into four-year institutions as juniors. Students from the VFA Program have transferred to highly regarded art schools, colleges and universities across the country. Our students have been accepted with advanced standing at institutions including: Rhode Island School of Design, Pratt Institute, San Francisco Art Institute, Syracuse University, Massachusetts College of Art, Art Institute of Boston, School of Visual Studies, Chicago Art Institute, The University of Connecticut and University of Hartford Art School.	This course was not required for graduation and the enrollment was very low. The possibility of offering this course on a regular basis was deemed unfeasible. Instead, individual faculty work with students in their disciplines to prepare portfolios for transfer.

ACADEMIC EXCELLENCE • STUDENT SUCCESS AND ENROLLMENT MANAGEMENT • PAR
ENT MANAGEMENT • PARTNERSHIPS • COLLEGE CULTURE • ACADEMIC EXCELLENCE
ADEMIC EXCELLENCE • STUDENT SUCCESS AND ENROLLMENT MANAGEMENT • PAR
ENT MANAGEMENT • PARTNERSHIPS • COLLEGE CULTURE • ACADEMIC EXCELLENCE
ADEMIC EXCELLENCE • STUDENT SUCCESS AND ENROLLMENT MANAGEMENT • PAR