

**MANCHESTER  
COMMUNITY  
COLLEGE**

# **FACT BOOK**

**An overview of MCC Facts, Trends and Statistics**

**FALL 2022**

**Office of Institutional Research**

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Welcome to the 21<sup>th</sup> edition of the Manchester Community College FACT BOOK. I hope you find this document easy to use, and that the facts and statistics you need have been included. This book is updated annually with the latest enrollment, completion, demographic and comparative data available.

If you have additional data needs, or suggestions for future editions of the FACT BOOK, please contact the Office of Planning, Research and Assessment.

I look forward to serving the research and data needs of the college community.

Sincerely,  
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# THE MISSION OF MANCHESTER COMMUNITY COLLEGE

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.



# Strategic Plan 2020-2023

## **Mission**

*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. Provide and clarify effective student paths from entry to credentials through implementation of Guided Pathways practices.
2. Increase student success as evidenced by key measures of first year success and completion.
3. Engage in assessment projects each year at the department and program level that examine program, discipline, and/or general education outcomes.
4. Develop, align, and enhance curriculum to meet current and emerging student and workforce needs as determined by program and discipline reviews.
5. Enhance and expand use of innovative teaching and learning methods and modes that support high quality and equitable educational experiences for all students.

## **Enrollment Management**

*MCC is committed to recruiting new students and retaining current students through the achievement of their academic goals*

1. Implement a coordinated annual plan of outreach and communication to students and applicants.
2. Increase the number of applicants and yield rate by 1% each year.
3. Improve retention rates for both new and continuing students by 1% each year.
4. Increase number of adult students by 1% each year by identifying and addressing impediments to enrollment, including access to basic skills and course delivery offerings that align with student goals.
5. Increase course offerings that accommodate entering students, including those needing developmental options, those pursuing Guided Pathways areas of study, and those seeking a full-time schedule.

## **Student Support**

*MCC provides a holistic network of student support programs designed to address the academic and life challenges of our students and close achievement gaps.*

1. Provide training for faculty and staff to address students with special needs, including those with mental health issues, those on the autism spectrum, Veterans, the unemployed, and adults returning to education.
2. Develop a system and protocol for referrals to MCC supports and regional human service agencies.
3. Invest in student support programs that provide opportunities for cooperating and networking with peers, faculty, and staff.
4. Create a sustainable model that will address food insecurity among MCC students.
5. Invest in traditional student and academic support programs as part of holistic network of support: including the library, tutoring, career services, disability services, student clubs and activities, and Veterans O.A.S.I.S.

# Strategic Plan 2020-2023

## Advising

*MCC is a college where all students develop a clearly identified pathway to meet their educational goals.*

1. Increase access to advising opportunities for MCC students by increasing the number of faculty and staff engaged in advising, offering and promoting student success courses, and effectively utilizing advising tools.
2. Invest in training for faculty and staff to advise and efficiently use Degree Works and Insight.
3. Implement a holistic case management advising model in order to focus more specifically on identifying and meeting individual student needs.
4. Coordinate onboarding curricula presented in testing, new student advising, orientation and program-specific orientation programs for new students.

## 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 government, cultural institutions, businesses, 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.
4. Deepen connections between non-credit programs and our regional workforce partners to increase enrollment, job placements, and workplace credentials.

## College Culture

*MCC is a world-class organization that intentionally builds its capacity for shared leadership, shared understanding, and shared responsibility. The college fosters a culture that values diversity, inclusion, equity, and data-driven decision-making that creates a positive and innovative working and learning environment.*

1. Invest in internal communication that fosters shared leadership, shared understanding, and shared responsibility related to the needs of the college and our students.
2. Promote faculty and staff professional development by providing meaningful opportunities for training and exposure to innovative practices.
3. Invest in activities that promote and reinforce a culture of diversity, inclusion, collaboration, civility, and equity.
4. Ensure that academic and business processes for faculty and staff are consistent, streamlined and transparent.
5. Hire a workforce that is reflective of the diverse student population we serve.

## 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. Use broad engagement of faculty and staff to complete NECHE Accreditation report and processes.
3. Manage new regional and system approaches to service delivery that had previously been campus-based, including HR, IT, IR, Facilities, Finance and others.
4. Update governance documents to accommodate changes to administrative structures.
5. Clearly connect faculty Additional Responsibilities and Release Time to department, division, college, and system goals.

# CREDIT ENROLLMENT SUMMARY

<b>ENROLLMENT SUMMARY CREDIT BEARING COURSES</b>					
	<b><u>FULL-TIME HEADCOUNT</u></b>	<b><u>PART-TIME HEADCOUNT</u></b>	<b><u>TOTAL HEADCOUNT</u></b>	<b><u>GENERATED CREDIT HOURS</u></b>	<b><u>FTE</u></b>
Fa18	2,004	3,999	6,003	52,542	3,503
Fa19	1,824	3,687	5,511	48,067	3,204
Fa20	1,468	2,980	4,448	38,577	2,572
Fa21	1,462	3,032	4,494	38,389	2,559
Fa22	1,454	2,710	4,164	36,878	2,459
Sp17	1,778	4,289	6,067	50,867	3,391
Sp18	1,671	3,940	5,611	47,580	3,172
Sp19	1,571	3,788	5,359	45,545	3,036
Sp20	1,466	3,507	4,973	41,822	2,788
Sp21	1,165	2,923	4,088	34,108	2,274
Sp22	1,153	2,635	3,788	31,841	2,123

**Definitions:**

Census Date – most facts reported in this document are as of the census date (sometimes called freeze date) in that term, typically the 21st day of the semester.

Full-time – Students who are registered for 12 or more credits in a given semester, and have paid a flat rate for all those registered credits

Part-time – Students who pay a per-credit rate for their courses; most part-time students have registered for 11 or fewer credits in that semester

Headcount – Count of students registered in a given semester, regardless of the number of credits they’ve registered for

Generated Credit Hours – Sum of all academic credit hours registered, by all students (full-time and part-time), as of census date enrollment counts

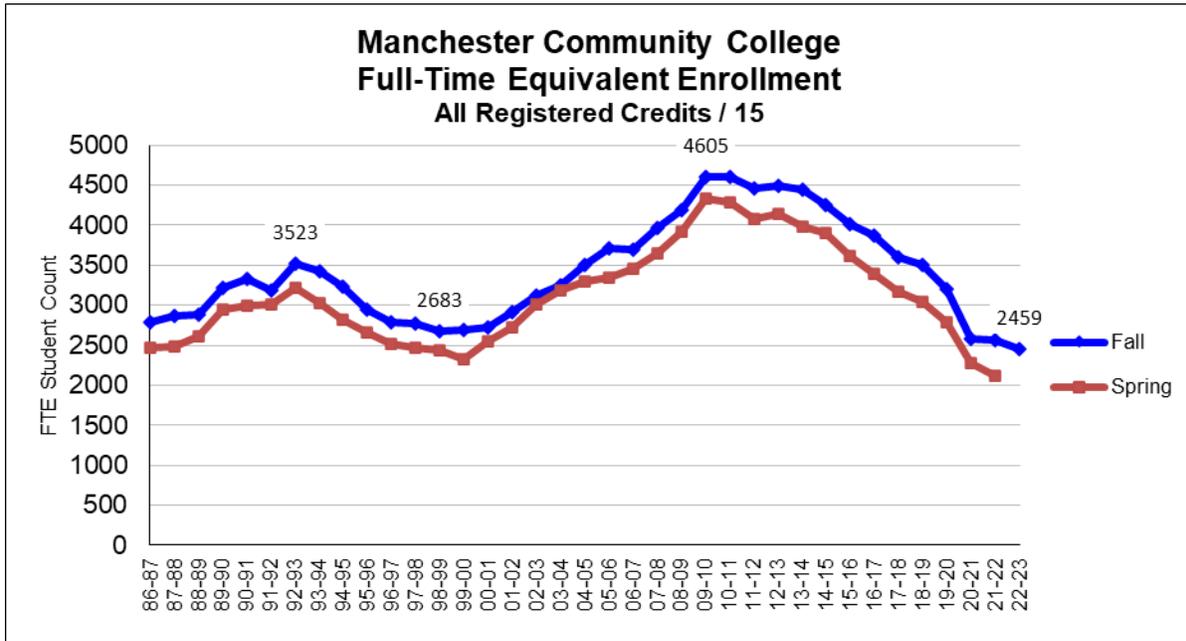
Full-time Equivalent (FTE) – A common measure of enrollment representing fifteen credit hours taken by MCC students. It allows the college to count students using a standard unit of measure, a “full-time equivalent.” FTE figures in this document reflect Banner enrollment and do not exclude audits.

Audit Exclusion - Following IPEDS definitions, students who are auditing (AU) all their registered credit classes are excluded from most student counts in the Fact Book.

# CREDIT ENROLLMENT

## FULL-TIME EQUIVALENT

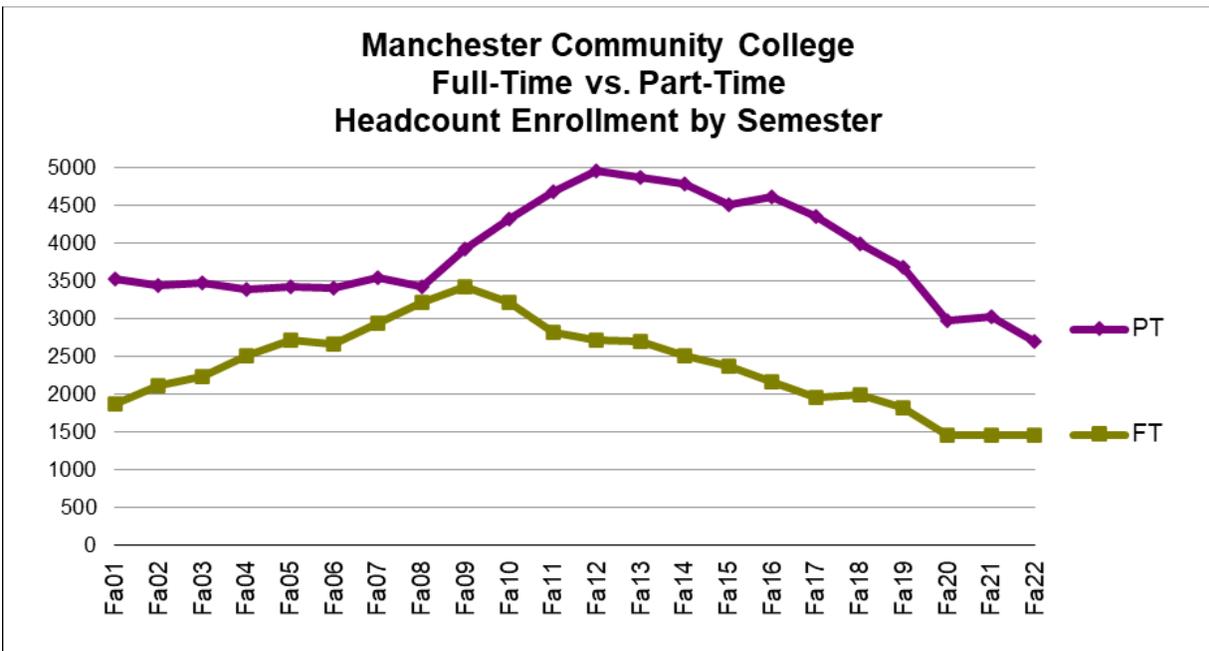
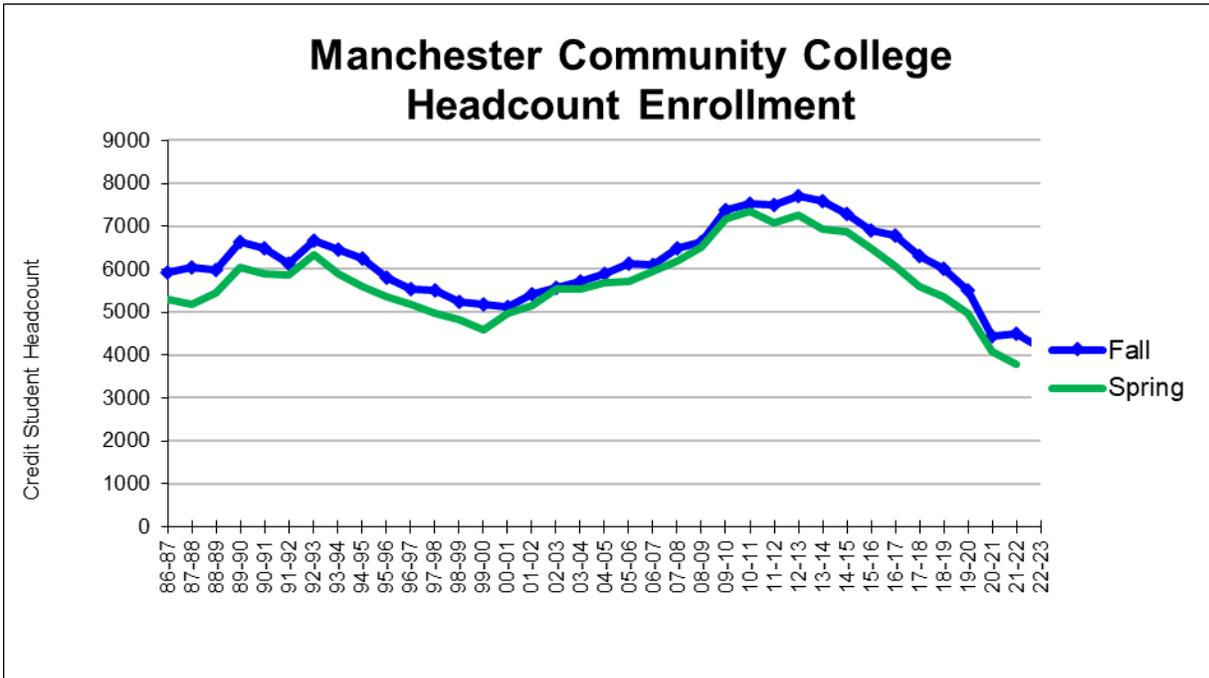
The chart below presents FTE counts for fall and spring semesters. The table below also includes an annualized figure (average of fall plus spring). After a decade of growth, FTE enrollment has been decreasing since 2009-10.



Academic Year	FALL FTE	SPRING FTE	ANNUALIZED FTE	% Change Fall vs. Prior Fall
92-93	3523	3223	3373	+11%
98-99	2683	2434	2559	-3%
09-10	4605	4329	4467	+10%
18-19	3503	3036	3270	-3%
19-20	3204	2788	2996	-9%
20-21	2572	2274	2423	-20%
21-22	2559	2124	2342	-1%
22-23	2459			-4%

# CREDIT ENROLLMENT HEADCOUNT

The charts below present headcount enrollment for fall semesters. MCC's total headcount has decreased in all but one of the past ten years after peaking in Fall 2012. In Fall 2022 35% of the credit students are attending full-time.

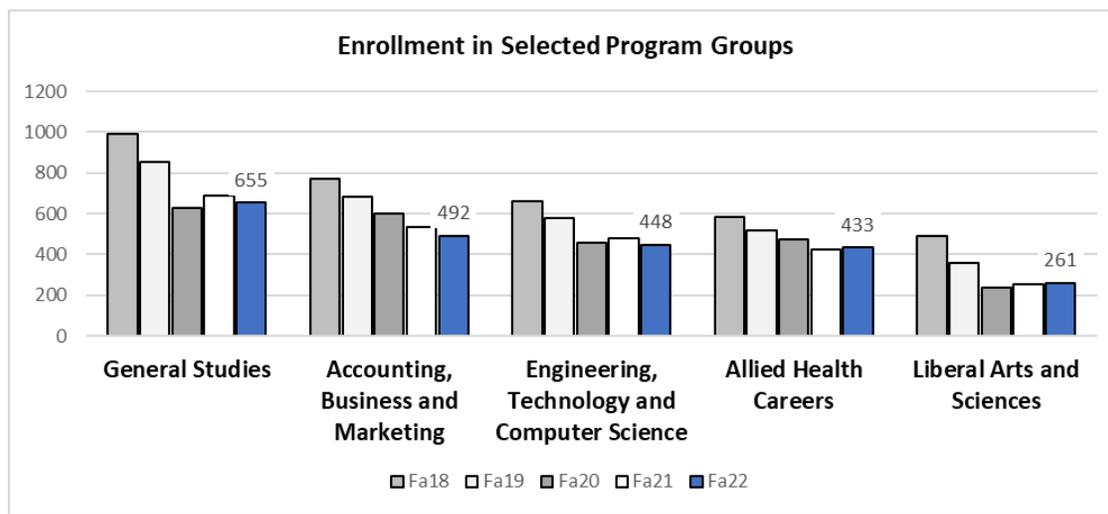


# CREDIT ENROLLMENT

## BY DEGREE AND CERTIFICATE PROGRAM MAJOR

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	Fa18	Fa19	Fa20	Fa21	Fa22	Fa22 vs Fa21	Fa22 vs Fa18
	<b>Grand Total</b>	<b>6003</b>	<b>5511</b>	<b>4448</b>	<b>4494</b>	<b>4164</b>	<b>-7%</b>
<b>Accounting, Business and Marketing</b>	769	685	599	534	492	-8%	-36%
Accounting - CERT	9	10	9	8	12	50%	33%
Acct & Bus Admin - AS	325	217	155	129	103	-20%	-68%
Acct: Career - AS	84	72	63	63	59	-6%	-30%
Bus Admin: Entrepreneurship Option - AS	60	50	51	52	63	21%	5%
Business Admin - AS	151	127	128	134	129	-4%	-15%
CSCU Transfer: Business Studies - AA	96	168	151	98	80	-18%	-17%
Entrepreneur/Small Business Cert - CERT	5	5	2	5	7		
Marketing - AS	39	35	36	41	35	-15%	-10%
Marketing - CERT		1	4	4	4		
<b>Allied Health Careers</b>	585	519	471	422	433	3%	-26%
CSCU Transfer: Exercise Science Studies - AA	26	34	42	33	25	-24%	-4%
Dental Assistant - CERT	11	1	10	5	9		
Fitness Specialist - CERT	1	1			1		
General Studies, Allied Health - AS	336	290	223	188	211	12%	-37%
Health & Exercise Science - AS	68	50	54	50	50	0%	-26%
Health Career Pathways - CERT	14	14	18	24	13	-46%	-7%
Occupational Therapy Asst - AS	44	45	40	37	36	-3%	-18%
Radiologic Science - AS	42	45	38	38	47	24%	12%
Respiratory Care - AS	33	29	32	31	29	-6%	-12%
Surgical Technology - AS	10	10	14	16	12	-25%	20%



# CREDIT ENROLLMENT

## BY DEGREE AND CERTIFICATE PROGRAM MAJOR

### PAGE 2 OF 5

	Fa18	Fa19	Fa20	Fa21	Fa22	Fa22 vs Fa21	Fa22 vs Fa18
<b>Grand Total</b>	<b>6003</b>	<b>5511</b>	<b>4448</b>	<b>4494</b>	<b>4164</b>	<b>-7%</b>	<b>-31%</b>
Communication	132	120	95	85	68	-20%	-48%
Communication - AS	86	40	26	12	5	-58%	-94%
Communication: Journalism Option - AS	19	18	22	14	8	-43%	-58%
Communication: Media - AS		6	9	22	18	-18%	
CSCU Transfer: Communication Studies - AA	26	53	32	31	28	-10%	8%
Media Technology - CERT		1	5	5	8	60%	
Public Relations - CERT		2	1		1		
Computer Game Design	93	98	72	80	79	-1%	-15%
Computer Game Design - AS	93	98	72	80	79	-1%	-15%
Criminal Justice	336	319	224	213	185	-13%	-45%
Corrections - CERT			2				
Criminal Justice - AS	253	214	136	119	117	-2%	-54%
Criminal Justice - CERT	8	4	6	6	2		
CSCU Transfer: Criminology Studies - AA	74	100	77	78	58	-26%	-22%
Forensics - CERT	1	1	3	10	8	-20%	700%
CSCU Transfer - English and Foreign Languages	27	38	37	24	15	-38%	-44%
CSCU Transfer: English Studies - AA	27	33	33	24	14	-42%	-48%
CSCU Transfer: French Studies - AA		1	2				
CSCU Transfer: Spanish Studies - AA		4	2		1		
CSCU Transfer - Global	33	46	36	32	32	0%	-3%
CSCU Transfer: Geography Studies - AA		1	1	1			
CSCU Transfer: History Studies - AA	13	23	16	13	17	31%	31%
CSCU Transfer: Political Science Studies - AA	20	22	19	18	14	-22%	-30%
CSCU Transfer: Economics Studies - AA					1		
CSCU Transfer - Math	11	23	11	9	10	11%	-9%
CSCU Transfer: Mathematics Students - AA	11	23	11	9	10	11%	-9%
CSCU Transfer - Psychology	134	163	143	160	148	-8%	10%
CSCU Transfer: Psychology Studies - AA	134	163	143	160	148	-8%	10%
CSCU Transfer - Science	104	142	116	97	83	-14%	-20%
CSCU Transfer: Biochemistry Studies - AA		1	5	7	9		
CSCU Transfer: Biology Studies - AA	85	104	82	65	61	-6%	-28%
CSCU Transfer: Chemistry Studies - AA	12	24	17	13	6		
CSCU Transfer: Physics Studies - AA	7	13	12	12	7		
CSCU Transfer - Sociology	4	8	11	12	10	-17%	150%
CSCU Transfer: Sociology Studies - AA	4	8	11	12	10	-17%	150%

# CREDIT ENROLLMENT

## BY DEGREE AND CERTIFICATE PROGRAM MAJOR

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	<u>Fa18</u>	<u>Fa19</u>	<u>Fa20</u>	<u>Fa21</u>	<u>Fa22</u>	<u>Fa22 vs Fa21</u>	<u>Fa22 vs Fa18</u>
<b>Grand Total</b>	<b>6003</b>	<b>5511</b>	<b>4448</b>	<b>4494</b>	<b>4164</b>	<b>-7%</b>	<b>-31%</b>
DARC	73	77	73	66	43	-35%	-41%
Drug and Alcohol Recovery Counselor - AS	73	77	73	66	43	-35%	-41%
Disabilities Specialist	49	31	33	24	30	25%	-39%
Disabilities Specialist - AS	33	22	25	10	10	0%	-70%
Disabilities Specialist - CERT	4	2	1	1			
Disabilities Specialist:							
Speech-Language Pathology Asst Option - AS	11	7	7	11	17	55%	55%
Speech Language Pathology Asst - CERT	1			2	3		
Early Childhood Education	144	117	101	113	87	-23%	-40%
CSCU Transfer: EarlyCTCStudies - AA	13	7	4				
CSCU Transfer: EarlyCTCStudies - AS	4	16	16	15	18	20%	350%
Early Childhood Education - AS	125	94	80	98	69	-30%	-45%
Pathways to Teaching - AA	2		1				
Engineering, Technology and Computer Science	658	580	458	479	448	-6%	-32%
Computer-Aided Design - CERT	3	5	2	3	2		
Computer Engineering Tech - AS	20	5	2	1	1		
Computer Network Tech - AS	81	79	56	54	48	-11%	-41%
Computer Network Tech - CERT	3	2	6	1	1		
Computer Programming Tech - CERT	5	2	1	1			
Computer Science - AS	43	18	10	4	1		
Computer Technology - AS	25	11	7	25	14	-44%	-44%
CSCU Transfer: Computer Science Studies - AA	98	135	129	123	126	2%	29%
Engineering Science - AS	226	203	159	172	151	-12%	-33%
Manufacturing Engineering Science - AS	60	54	45	60	63	5%	5%
Precision Manufacturing - CERT	3	2	2	7	20	186%	567%
Tech Stds: Comp-Aided Design Option - AS	11	13	7	5	6		
Tech Stds: Eng Technology Option - AS	15	17	9	8	10	25%	-33%
Tech Stds: Industrial Tech Option - AS	24	19	18	13	5		

# CREDIT ENROLLMENT

## BY DEGREE AND CERTIFICATE PROGRAM MAJOR

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	<u>Fa18</u>	<u>Fa19</u>	<u>Fa20</u>	<u>Fa21</u>	<u>Fa22</u>	<u>Fa22 vs</u> <u>Fa21</u>	<u>Fa22 vs</u> <u>Fa18</u>
<b>Grand Total</b>	<b>6003</b>	<b>5511</b>	<b>4448</b>	<b>4494</b>	<b>4164</b>	<b>-7%</b>	<b>-31%</b>
Environmental Science	32	45	30	44	32	-27%	0%
Environmental Science - AS	32	45	30	44	32	-27%	0%
General Studies	993	855	628	686	655	-5%	-34%
General Studies - AS	983	847	616	669	638	-5%	-35%
General Studies, Education - AS	10	8	12	17	17	0%	70%
Graphic Design	101	91	67	76	85	12%	-16%
Graphic Design - AS	101	91	67	76	85	12%	-16%
Hospitality	134	153	106	114	124	9%	-7%
Culinary Arts - AS	113	124	86	84	90	7%	-20%
Culinary Arts - CERT	9	15	10	14	13	-7%	44%
Foodservice Management - AS	10	12	7	8	13	63%	30%
Professional Baker Cert - CERT	2	2	3	8	8		
Hotel-Tourism	18	19	17	14	13	-7%	-28%
Hotel-Tourism - CERT	3	2	1	3	1		
Hotel-Tourism Management - AS	15	17	16	11	12	9%	-20%
Human Services	185	199	180	150	127	-15%	-31%
CSCU Transfer: Social Work Studies - AA	86	119	114	91	79	-13%	-8%
Human Services - AS				18	27	50%	
Human Services - CERT				4	3		
Social Services - AS	94	78	63	37	18	-51%	-81%
Social Services - CERT	5	2	3				-100%
Information Management and Technology	81	75	78	89	69	-22%	-15%
BOT: Admin Assist - AS	11	8	8	8	7		
BOT: Admin Assist, Medical - AS	38	40	27	29	23	-21%	-39%
BOT: Medical Insurance Specialist - CERT	7	5	13	14	4		
BOT: Office Support Specialist - CERT	1	1	4	2	3		
Electronic Health Records Specialist CERT		2	1	2	3		
Management Information Systems - AS	22	13	19	25	24	-4%	9%
Social Media Specialist - CERT		2	2	1	2		
Web Technology - CERT	2	4	4	8	3		

# CREDIT ENROLLMENT

## BY DEGREE AND CERTIFICATE PROGRAM MAJOR

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	<u>Fa18</u>	<u>Fa19</u>	<u>Fa20</u>	<u>Fa21</u>	<u>Fa22</u>	<u>Fa22 vs</u> <u>Fa21</u>	<u>Fa22 vs</u> <u>Fa18</u>
<b>Grand Total</b>	<b>6003</b>	<b>5511</b>	<b>4448</b>	<b>4494</b>	<b>4164</b>	<b>-7%</b>	<b>-31%</b>
Liberal Arts and Sciences	488	358	237	252	261	4%	-47%
Liberal Arts and Science - AS	333	233	135	147	134	-9%	-60%
Liberal Arts and Science - AA	131	114	97	103	127	23%	-3%
Music Studies	59	53	47	44	31	-30%	-47%
Music Studies - AA	59	53	47	44	31	-30%	-47%
Non-Degree	514	478	403	509	440	-14%	-14%
Non-Degree Matriculated	57	59	42	33	21	-36%	-63%
Non-Degree Not Matriculated	457	419	361	476	419	-12%	-8%
Paralegal	101	87	76	69	57	-17%	-44%
Paralegal - AS	69	51	46	47	36	-23%	-48%
Paralegal - CERT	32	36	30	22	21	-5%	-34%
Therapeutic Recreation	35	31	33	35	28	-20%	-20%
Therapeutic Recreation - AS	26	24	24	21	16	-24%	-38%
Therapeutic Recreation - CERT	9	7	9	14	12	-14%	33%
Visual Fine Arts	110	101	66	62	79	27%	-28%
CSCU Transfer: Art Studies - AA	19	23	19	15	23	53%	21%
Photography - CERT				3	1		
Visual Fine Arts - AA	71	53	28	33	41	24%	-42%
Visual Fine Arts: Photography - AA	20	25	19	11	14	27%	-30%

# CREDIT ENROLLMENT

## GENERATED CREDIT HOURS BY DISCIPLINE

### FALL SEMESTERS

PAGE 1 OF 2

A way to quantify the activity in the courses offered by each academic area is to count the number of credit hours students register for in that discipline. A generated credit hour is calculated by:

- Multiplying the number of students in a particular section by the credit value for the course
- Calculating the sum of all sections and courses in the discipline, division, or college.

	<u>Fa18</u>	<u>Fa19</u>	<u>Fa20</u>	<u>Fa21</u>	<u>Fa22</u>	<u>Fa22 vs</u> <u>Fa21</u>	<u>Fa22 vs</u> <u>Fa18</u>
Grand Total	52658	48148	38592	38429	36966	-4%	-30%
ACC* - Accounting	1320	1236	1108	762	807	6%	-39%
ANT* - Anthropology	663	660	546	528	504	-5%	-24%
ART* - Art	1850	1742	1039	1387	1696	22%	-8%
AST* - Astronomy	248	241	192	231	205	-11%	-17%
BBG* - Business, General	1101	1125	1056	846	849	0%	-23%
BES* - Business, Entrepreneurship	138	120	132	75	60	-20%	-57%
BFN* - Business, Finance	438	396	348	357	321	-10%	-27%
BIO* - Biology	3099	2899	2663	2515	2290	-9%	-26%
BMG* - Business, Management	876	861	627	597	504	-16%	-42%
BMK* - Business, Marketing	342	288	324	318	237	-25%	-31%
BOT* - Business Office Technology	414	354	297	372	339	-9%	-18%
CAD* - Computer-Aided Design	150	171	156	198	174	-12%	16%
CCS* - College and Career Success				345	414	20%	
CHE* - Chemistry	1008	1076	856	916	864	-6%	-14%
CJS* - Criminal Justice	1488	1335	1098	993	774	-22%	-48%
COM* - Communication	3109	2820	2199	2202	2244	2%	-28%
CSA* - Computer Systems Applications	225	147	114	111	129	16%	-43%
CSC* - Computer Science	714	570	582	597	579	-3%	-19%
CST* - Computer Systems Technology	498	563	457	445	466	5%	-6%
DAR* - Drug and Alcohol Recovery Counselor	246	189	216	249	177	-29%	-28%
DAS* - Dental Assistant	204	120	120	124	87	-30%	-57%
DGA* - Digital Arts	677	783	834	792	735	-7%	9%
EAS* - Earth Science	408	249	225	198	243	23%	-40%
ECE* - Early Childhood Education	552	506	549	613	437	-29%	-21%
ECN* - Economics	1050	1071	678	636	576	-9%	-45%
EET* - Electrical Engineering Technology	24	28	24	48	40	-17%	67%
EGR* - Engineering Science	652	505	484	573	461	-20%	-29%

source: swrxS09 cd Section extracts, *Enroll x Academic Credits*

# CREDIT ENROLLMENT

## GENERATED CREDIT HOURS BY DISCIPLINE

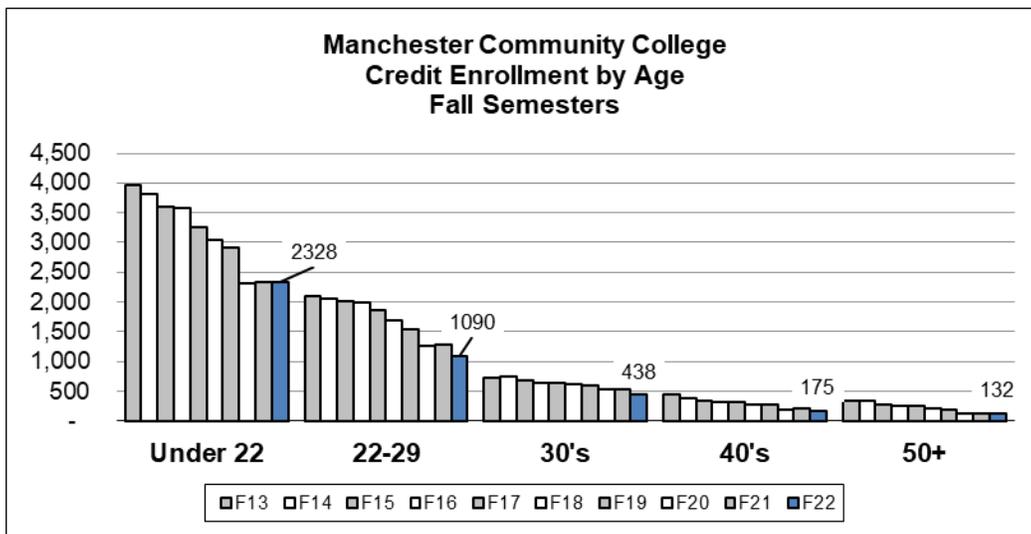
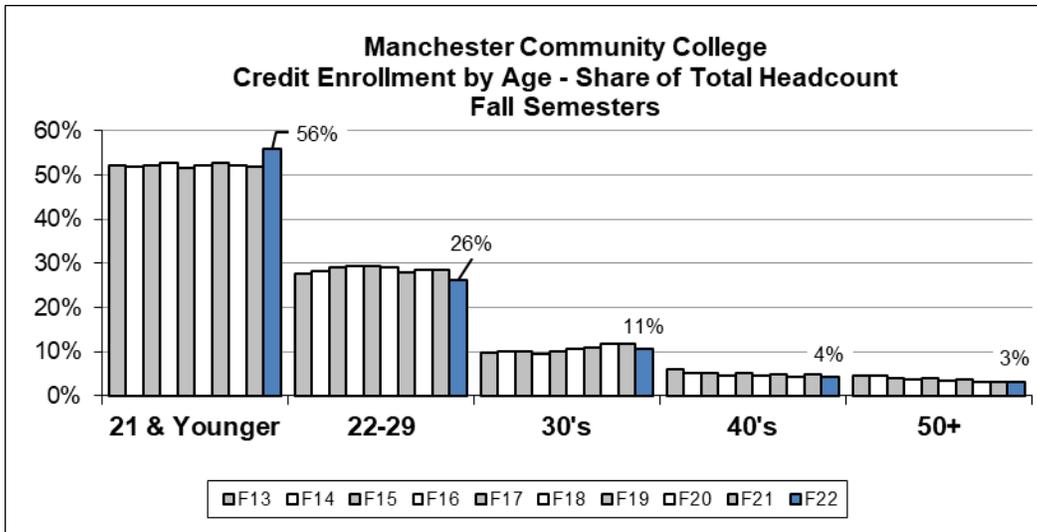
### FALL SEMESTERS

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	<u>Fa18</u>	<u>Fa19</u>	<u>Fa20</u>	<u>Fa21</u>	<u>Fa22</u>	<u>Fa22 vs</u> <u>Fa21</u>	<u>Fa22 vs</u> <u>Fa18</u>
Grand Total	52658	48148	38592	38429	36966	-4%	-30%
ENG* - English	7244	6303	4677	4545	4768	5%	-34%
ESL* - English as a Second Language	471	545	296	341	411	21%	-13%
EVS* - Environmental Science	417	396	294	282	315	12%	-24%
GEO* - Geography	417	393	312	321	285	-11%	-32%
GRA* - Graphic Design	306	318	234	249	342	37%	12%
HIM* - Health Information Management	66	33	42	36	21	-42%	-68%
HIS* - History	1542	1611	1152	1188	1182	-1%	-23%
HLT* - Health	216	186	174	69	72	4%	-67%
HPE* - Health, Physical Education	216	230	253	249	238	-4%	10%
HSE* - Human Services	729	735	699	549	486	-11%	-33%
HSP* - Hospitality Management	856	979	556	605	672	11%	-21%
HUM* - Humanities	336	297	165	246	225	-9%	-33%
LGL* - Legal	461	446	388	356	292	-18%	-37%
MAT* - Math	7046	5990	4936	4783	4795	0%	-32%
MFG* - Manufacturing Engineering Technology	414	271	249	315	342	9%	-17%
MUS* - Music	826	689	553	520	549	6%	-34%
OTA* - Occupational Therapy Assistant	301	309	288	277	262	-5%	-13%
PHL* - Philosophy	777	510	297	318	285	-10%	-63%
PHY* - Physics	775	760	536	643	467	-27%	-40%
POL* - Political Science	921	810	516	648	537	-17%	-42%
PSY* - Psychology	2805	2889	2391	2370	2142	-10%	-24%
RAD* - Radiography	307	352	284	299	375	25%	22%
RDT* - Radiation Therapy	144	144	126	108	144	33%	0%
RLS* - Recreation and Leisure	141	125	165	175	152	-13%	8%
RSP* - Respiratory Care	246	198	250	229	205	-10%	-17%
SD - Student Development	66	60	35	38	15	-61%	-77%
SGN* - Sign Language	99	63	105	150	138	-8%	39%
SLP* - Speech and Language Pathology	30	21	42	51	87	71%	190%
SOC* - Sociology	1497	1197	813	810	600	-26%	-60%
SPA* - Spanish	404	292	300	308	152	-51%	-62%
SSC* - Social Science	18	12	12	26	18	-31%	0%
SUR* - Surgical Technology	150	150	210	240	180	-25%	20%
THR* - Theatre	84	78	30	57	0		

# CREDIT ENROLLMENT DEMOGRAPHIC PROFILES AGE

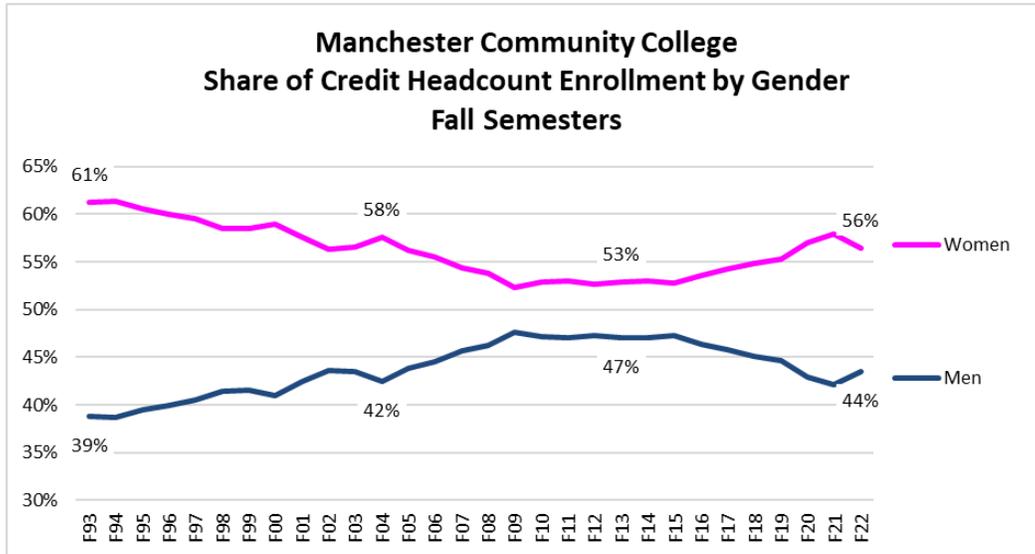
More than half of Manchester Community College students are “traditional college age,” 18-21 years old. The number of students in this age group had been decreasing for several years, reflecting larger demographic trends and decreasing numbers of Connecticut high school graduates. In Fa22 the share of credit students that are 18-21 increased dramatically.



Age distributions for MCC students are different for full-time and part-time students. 75% of full-time students are of “traditional” college age, 18-21 years old. Part-time students are more evenly distributed across a range of age groups. In Fall 2022 for example, 46% of part-time students were age 21 or younger, and another 30% were 22-29 years old. Just 8% of full-time students are age 30+, while 24% of part-time students are age 30+.

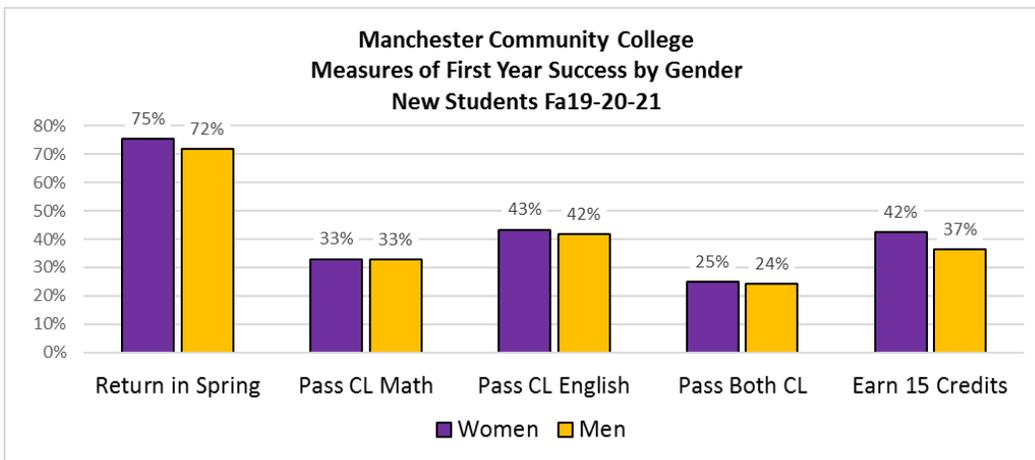
# CREDIT ENROLLMENT DEMOGRAPHIC PROFILES GENDER

Historically, women have outnumbered men among MCC students, and for much of the 1990s accounted for 60% or more of the credit students. Through the early 2000s that gap closed, and now over the past five years has widened again. In Fa22, women account for 56% of the credit students.



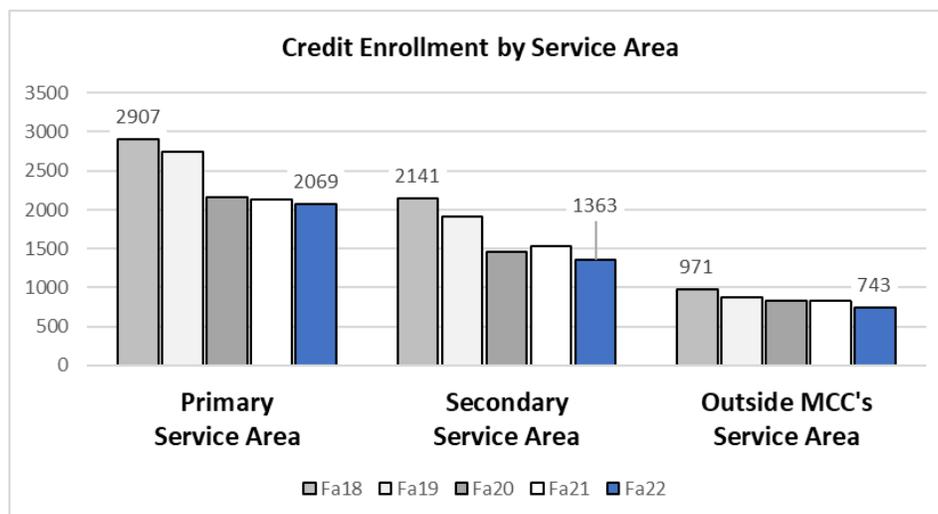
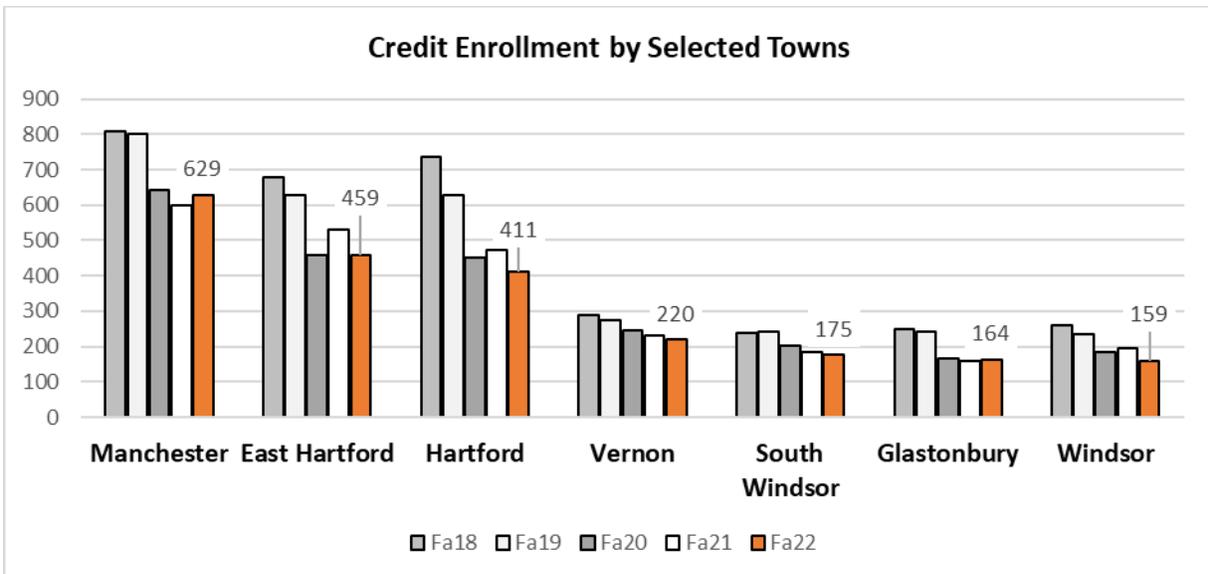
Gender distributions are similar for full-time vs. part-time students. Among full-time students, men and women had historically each accounted for about 50% of the credit enrollment; over the past few years, however, women have increased their share, and in Fa22 represent 52% of FTers. Among part-time students, women outnumber men 59% vs. 41% in Fa22.

Historically, women have earned more MCC degrees than men. Over the past five years 59% of the awards were earned by women. Measures of first year success are similar for men and women.



# CREDIT ENROLLMENT DEMOGRAPHIC PROFILES CURRENT TOWN OF REGISTERED STUDENTS

Students travel to Manchester Community College from a wide variety of towns in the area. Half our students live in towns within our primary service area\*, with Manchester and East Hartford the most common towns. In Fall 2022 33% students are from our secondary service area, including 411 students from Hartford, 159 from Windsor, and 124 from West Hartford.



\* Primary service area includes: Andover, Bolton, Columbia, Coventry, East Hartford, Glastonbury, Hebron, Manchester, Mansfield, Marlborough, South Windsor, Tolland, Union, Vernon, Willington

\*\* Secondary service area includes: Bloomfield, Colchester, East Hampton, East Windsor, Ellington, Enfield, Hartford, New Britain, Newington, Rocky Hill, Stafford, West Hartford, Wethersfield, Windham, Windsor, Windsor Locks

# CREDIT ENROLLMENT

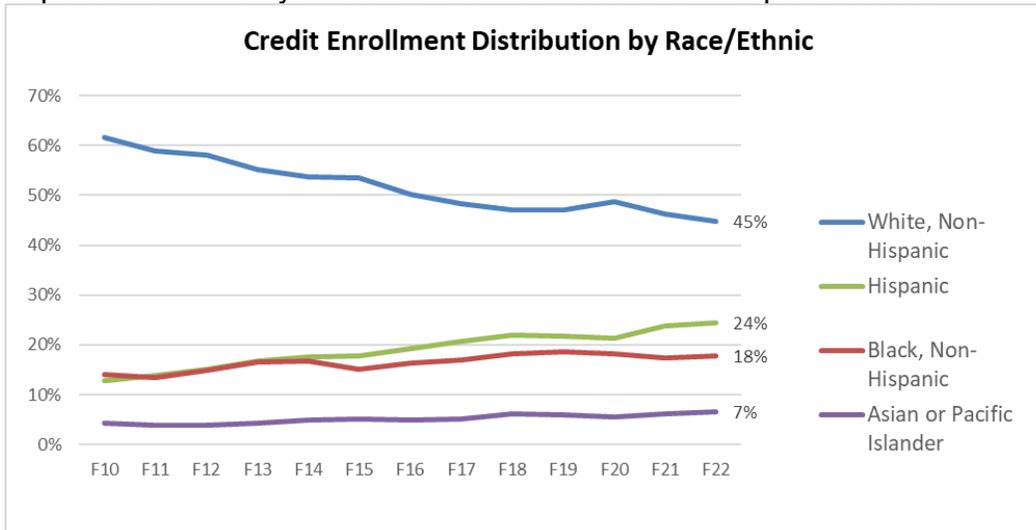
## DEMOGRAPHIC PROFILE

### CURRENT TOWN OF REGISTERED STUDENTS

	<u>Fa18</u>	<u>Fa19</u>	<u>Fa20</u>	<u>Fa21</u>	<u>Fa22</u>	<u>Fa22 vs</u> <u>Fa21</u>	<u>Fa22 vs</u> <u>Fa18</u>
PSA Total	2890	2727	2146	2119	2052	-3%	-29%
Andover	30	22	26	30	29	-3%	-3%
Bolton	43	51	36	27	25	-7%	-42%
Columbia	43	28	37	26	32	23%	-26%
Coventry	133	119	83	86	64	-26%	-52%
East Hartford	680	629	457	531	459	-14%	-33%
Glastonbury	249	240	167	160	164	3%	-34%
Hebron	75	63	55	58	57	-2%	-24%
Manchester	808	800	643	598	629	5%	-22%
Mansfield	72	71	55	37	32	-14%	-56%
Marlborough	49	38	36	33	33	0%	-33%
South Windsor	239	241	201	185	175	-5%	-27%
Tolland	131	113	88	91	105	15%	-20%
Vernon	290	273	247	231	220	-5%	-24%
Willington	48	39	15	26	28	8%	-42%
SSA Total	2473	2199	1688	1731	1567	-9%	-37%
Bloomfield	147	153	108	110	110	0%	-25%
Colchester	51	54	36	34	41	21%	-20%
East Hampton	44	41	43	45	39	-13%	-11%
East Windsor	46	36	24	32	40	25%	-13%
Ellington	138	132	99	104	105	1%	-24%
Enfield	91	72	57	54	44	-19%	-52%
Hartford	738	629	450	471	411	-13%	-44%
New Britain	128	129	115	91	83	-9%	-35%
Newington	143	111	96	73	81	11%	-43%
Rocky Hill	86	80	64	81	65	-20%	-24%
Stafford	71	54	53	56	37	-34%	-48%
West Hartford	191	176	132	121	124	2%	-35%
Wethersfield	194	171	126	147	117	-20%	-40%
Windham	76	73	60	66	55	-17%	-28%
Windsor	260	236	183	194	159	-18%	-39%
Windsor Locks	69	52	42	52	56	8%	-19%

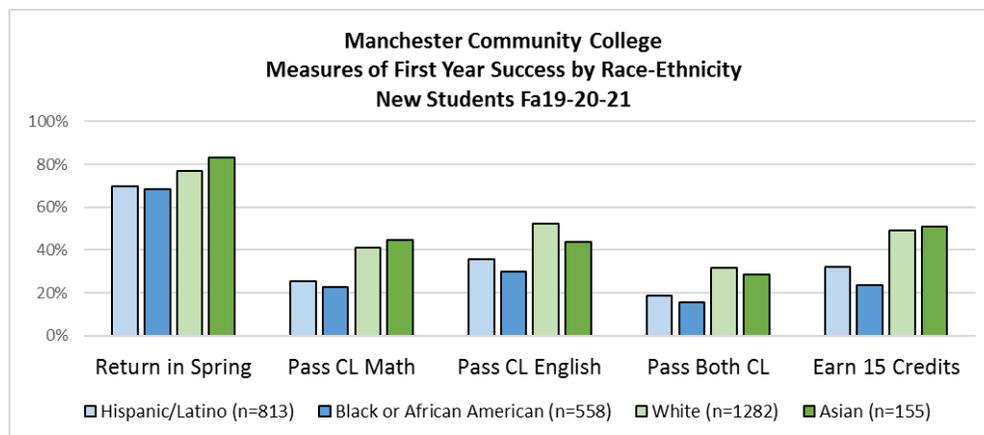
# CREDIT ENROLLMENT DEMOGRAPHIC PROFILES ETHNICITY AND RACE

Manchester Community College educates a diverse group of students. One way to measure diversity is students' self-identified ethnicity and race. While 45% of the students self-identify as white, the proportion of minority students has increased over the past decade.



	<u>F18</u>	<u>F19</u>	<u>F20</u>	<u>F21</u>	<u>F22</u>
White, Non-Hispanic	49%	48%	49%	46%	45%
Black, Non-Hispanic	19%	19%	18%	17%	18%
Hispanic	23%	22%	21%	24%	24%
Asian or Pacific Islander	6%	6%	6%	6%	7%
Valid Total	5774	5346	4327	4380	4076
Valid Total as % of Total Enrolled	96%	97%	97%	97%	98%

Measures of first-year success for Hispanic and Black students show a significant achievement gap vs. white and Asian students.

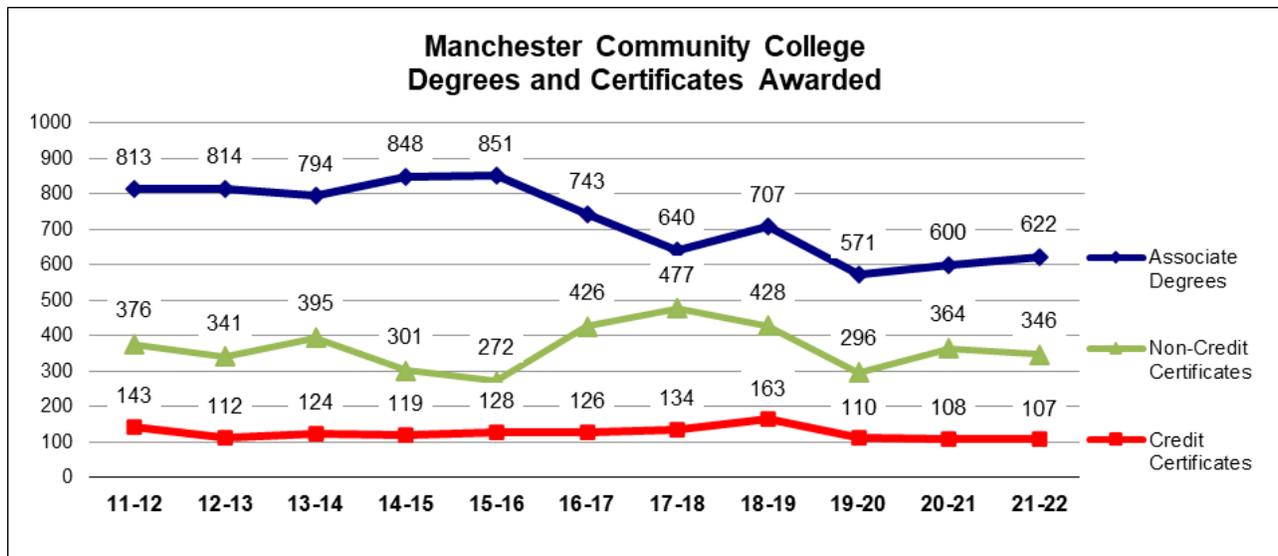


# AWARDS

## DEGREES AND CERTIFICATES AWARDED BY PROGRAM MAJOR

PAGE 1 OF 4

AWARDS	2017-18	2018-19	2019-20	2020-21	2021-22	21-22 vs 20-21	21-22 vs 17-18
<b>Grand Total</b>	<b>774</b>	<b>871</b>	<b>681</b>	<b>708</b>	<b>729</b>	<b>3%</b>	<b>-6%</b>
<b>Accounting, Business and Marketing</b>	<b>115</b>	<b>131</b>	<b>103</b>	<b>109</b>	<b>118</b>	<b>8%</b>	<b>3%</b>
Accounting - CERT	11	5	1		1		
Acct and Bus Admin - AS	70	86	58	47	47	0%	-33%
Acct: Career - AS	3	8	6	6	11	83%	267%
Bus Admin: Entrepreneurship Option - AS	4	10	4	7	8		
Business Admin - AS	15	14	24	25	27	8%	80%
CSCU Transfer: Business Studies - AA			1	14	11	-21%	
Entrepreneur/Small Business Cert - CERT		2		1	5		
Marketing - AS	10	5	9	9	5		
Marketing - CERT	2	1			3		
<b>Allied Health Careers</b>	<b>72</b>	<b>117</b>	<b>78</b>	<b>116</b>	<b>89</b>	<b>-23%</b>	<b>24%</b>
CSCU Transfer: Exercise Science Studies - AA		3	3	5	13	160%	
Dental Assistant - CERT	12	11	12	17	6		
Fitness Specialist - CERT	1			1			
Health and Exercise Science - AS	12	9		5	5		
Health Career Pathways - CERT	1	36	15	13	6		
Occupational Therapy Asst - AS	16	16	12	22	17	-23%	6%
Radiologic Science - AS	16	18	20	22	16	-27%	0%
Respiratory Care - AS	10	14	7	17	11	-35%	10%
Surgical Technology - AS	4	10	9	14	15	7%	275%



# AWARDS

## DEGREES AND CERTIFICATES AWARDED BY PROGRAM MAJOR

PAGE 2 OF 4

AWARDS	2017-18	2018-19	2019-20	2020-21	2021-22	21-22 vs 20-21	21-22 vs 17-18
<b>Grand Total</b>	<b>774</b>	<b>871</b>	<b>681</b>	<b>708</b>	<b>729</b>	<b>3%</b>	<b>-6%</b>
Communication	14	15	15	11	18	64%	29%
Communication - AS	6	10	1				
Communication: Journalism Option - AS	5	1			4		
Communication: Media - AS			1	4	6		
CSCU Transfer: Communication Studies - AA	3	2	13	5	5		
Media Technology - CERT		1		1	3		
Public Relations - CERT				1			
Computer Game Design	10	6	5	10	11	10%	10%
Computer Game Design - AS	10	6	5	10	11	10%	10%
Criminal Justice	52	52	40	41	35	-15%	-33%
Corrections - CERT	1	1	2	1	1		
Criminal Justice - AS	46	44	26	32	19	-41%	-59%
Criminal Justice - CERT	3	3	1		1		
CSCU Transfer: Criminology Studies - AA		1	10	6	14	133%	
Forensics - CERT		3	1	2			
CSCU Transfer in Disciplines	3	20	29	30	47	57%	1467%
CSCU Transfer: Biology Studies - AA				2	3		
CSCU Transfer: Chemistry Studies - AA				1	4		
CSCU Transfer: English Studies - AA		2	3	2	5		
CSCU Transfer: History Studies - AA		4	4	3			
CSCU Transfer: Mathematics Students - AA	1	2	1	4	2		
CSCU Transfer: Physics Studies - AA				1	2		
CSCU Transfer: Political Science Studies - AA		3	2	4	4		
CSCU Transfer: Psychology Studies - AA	1	9	18	13	27	108%	
CSCU Transfer: Sociology Studies - AA	1		1				
DARC	16	12	8	11	19	73%	19%
Drug and Alcohol Recovery Counselor - AS	16	12	8	11	19	73%	19%
Disabilities Specialist	11	10	4	11	9	-18%	-18%
Disabilities Specialist - AS	10	10	4	11	5		
Disabilities Specialist: Speech-Language Pathology Asst Option - AS	1				4		

# AWARDS

## DEGREES AND CERTIFICATES AWARDED BY PROGRAM MAJOR

PAGE 3 OF 4

AWARDS	2017-18	2018-19	2019-20	2020-21	2021-22	21-22 vs 20-21	21-22 vs 17-18
<b>Grand Total</b>	<b>774</b>	<b>871</b>	<b>681</b>	<b>708</b>	<b>729</b>	<b>3%</b>	<b>-6%</b>
Early Childhood Education	18	16	11	14	14	0%	-22%
CSCU Transfer: EarlyCTCStudies - AS		2	1	4	6		
Early Childhood Education - AS	18	14	10	10	8		
Engineering, Technology and Computer Science	111	114	95	71	93	31%	-16%
CMM (Quality) Programming - CERT					2		
Computer Aided Design - CERT	3	9	6	4	3		
Computer Network Tech - AS	6	9	11	16	7		
Computer Network Tech - CERT		7	4	1	2		
CSCU Transfer: CompuSciStudies - AA	1	6	4	9	13	44%	1200%
Engineering Science - AS	33	28	25	17	19	12%	-42%
Manufacturing Engineering Science - AS	6	5	5	4	11	175%	83%
Precision Manufacturing - CERT	35	38	28	16	33	106%	-6%
Tech Stds: Comp-Aided Design Option - AS	2	1	3	2	2		
Tech Stds: Eng Technology Option - AS	1	1			1		
Tech Stds: Industrial Tech Option - AS		1	2	2			
Environmental Science	3	5	7	3	2		
Environmental Science - AS	3	5	7	3	2		
General Studies	152	161	112	102	121	19%	-20%
General Studies - AS	152	161	112	102	121	19%	-20%
Graphic Design	6	15	8	15	8		
Graphic Design - AS	6	15	8	15	8		
Hospitality	26	16	27	18	23	28%	-12%
Culinary Arts - AS	16	12	15	10	13	30%	-19%
Culinary Arts - CERT			1		2		
Foodservice Management - AS	7	3	8	3	5		
Professional Baker Cert - CERT	3	1	3	5	3		
Hotel-Tourism	5	3	4	2	3		
Hotel-Tourism Management - AS	4	2	4	2	3		

# AWARDS

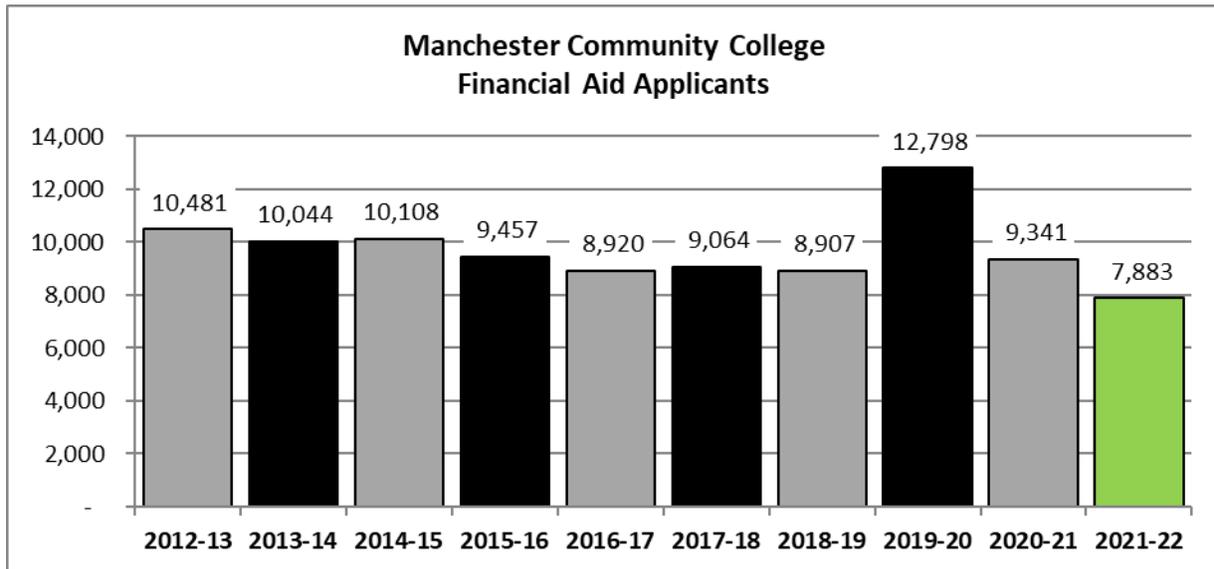
## DEGREES AND CERTIFICATES AWARDED

### PAGE 4 OF 4

AWARDS	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>	<u>2020-21</u>	<u>2021-22</u>	<u>21-22</u> <u>vs 20-21</u>	<u>21-22</u> <u>vs 17-18</u>
<b>Grand Total</b>	<b>774</b>	<b>871</b>	<b>681</b>	<b>708</b>	<b>729</b>	<b>3%</b>	<b>-6%</b>
Human Services	5	10	23	36	22	-39%	340%
CSCU Transfer: Social Work Studies - AA	1	1	13	15	11	-27%	1000%
Human Services - CERT					1		
Social Services - AS	4	7	9	17	9		
Social Services - CERT		2	1	4	1		
Information Management and Technology	31	33	25	30	28	-7%	-10%
BOT: Admin Assist - AS	2	1		2	3		
BOT: Admin Assist, Medical - AS	6	9	4	6	7		
BOT: Medical Insurance Specialist - CERT	8	12	15	10	11	10%	38%
BOT: Office Support Specialist - CERT	1	1		3	2		
Electronic Health Records Specialist CERT	3	7	4	3	3		
Management Information Systems - AS	7	3	2	3	1		
Social Media Specialist - CERT				1			
Web Technology - CERT	4			2	1		
Liberal Arts and Sciences	68	74	39	32	30	-6%	-56%
Liberal Arts and Science - AS	32	34	25	12	13	8%	-59%
Liberal Arts and Science - AA	36	40	14	20	17	-15%	-53%
Music Studies	5	4	5	3	4		
Music Studies - AA	5	4	5	3	4		
Paralegal	27	33	28	24	24	0%	-11%
Paralegal - AS	11	16	17	7	9	29%	-18%
Paralegal - CERT	16	17	11	17	15	-12%	-6%
Therapeutic Recreation	4	12	5	9	6		
Therapeutic Recreation - AS		7	2	5	4		
Therapeutic Recreation - CERT	4	5	3	4	2		
Visual Fine Arts	20	12	10	10	5		
CSCU Transfer: Art Studies - AA			1	2			
Photography - CERT	7			1			
Visual Fine Arts - AA	7	9	6	7	3		
Visual Fine Arts: Photography - AA	5	3	3		2		

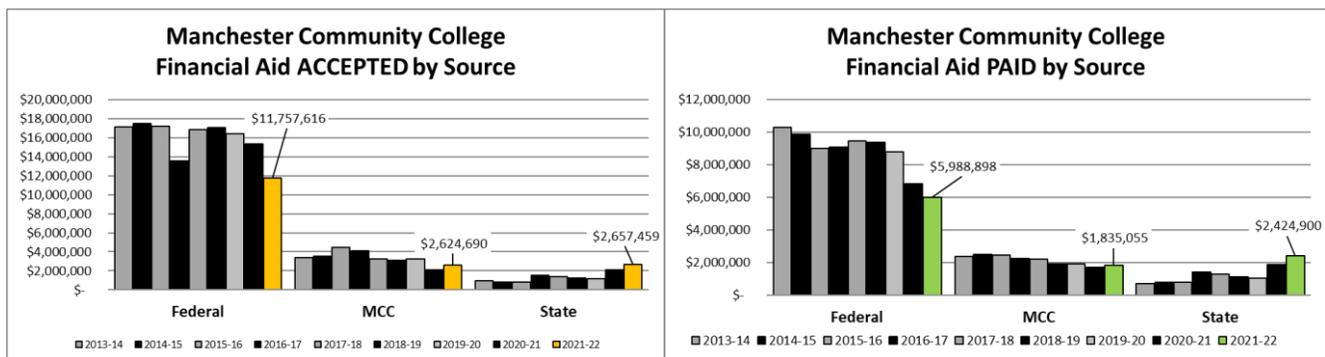
# FINANCIAL AID

MCC has seen a dramatic increase over the past decade in the share of students applying for financial aid. Last year (2020-21), we had over 9,000 potential students apply for financial aid. MCC offered a financial aid award to over half of the enrolled applicants, and disbursed \$11.8 million to 2,700 students.



	<u>Fall</u> <u>2018</u>	<u>Fall</u> <u>2019</u>	<u>Fall</u> <u>2020</u>	<u>Fall</u> <u>2021</u>	<u>Fall</u> <u>2022</u>
Credit Students	6,003	5,511	4,448	4,494	4,164
% Applied for Financial Aid	66%	71%	71%	67%	72%
% Awarded Financial Aid	52%	51%	54%	52%	59%
% Pell Eligible	45%	45%	43%	41%	43%

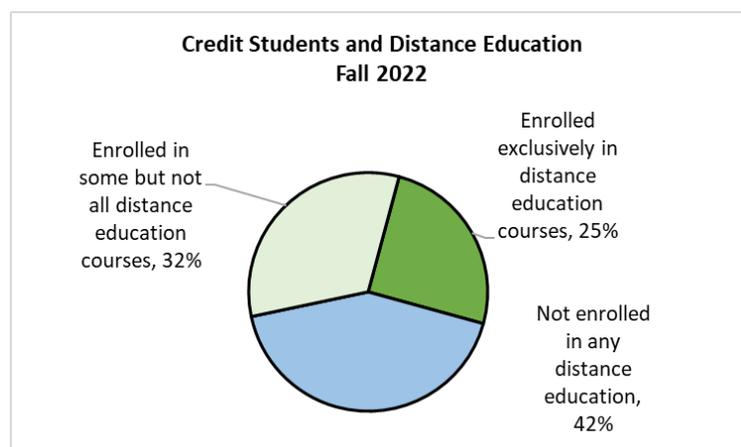
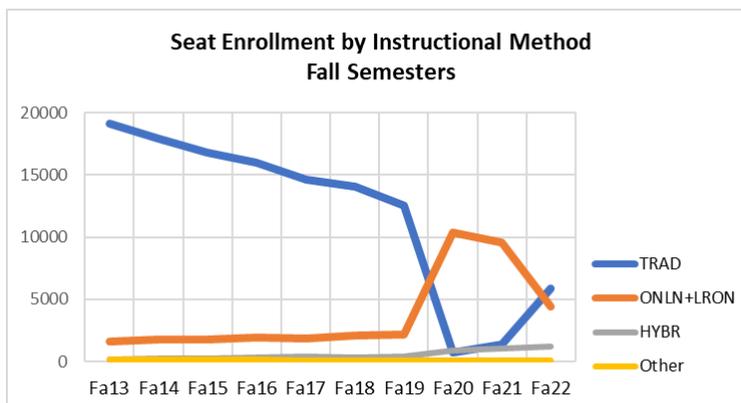
About 58% of the \$10.3 million in 2021-22 disbursed funds were federal grants. About \$2.4M was from the State of Connecticut, and \$1.8M was from MCC. In addition to federal, state and institutional aid, the MCC Foundation distributed \$855,750 in student awards and scholarships to MCC students in calendar 2021, plus over \$350,000 for program support.



Source: Financial Aid Student and Award extracts

# DISTANCE LEARNING

The COVID response of 2020 and 2021 had a dramatic effect on distance learning at MCC. The college moved from having 80% of classes on-ground to having 90% of classes in online formats. In Fall 2022 38% of seat enrollment is in online classes, and 58% of credit students are enrolled in one or more distance education courses.



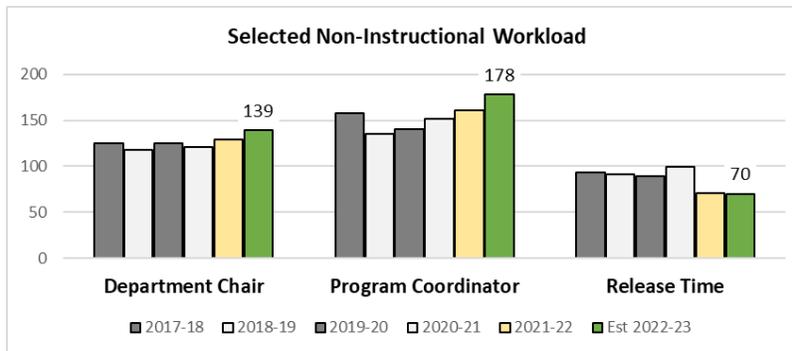
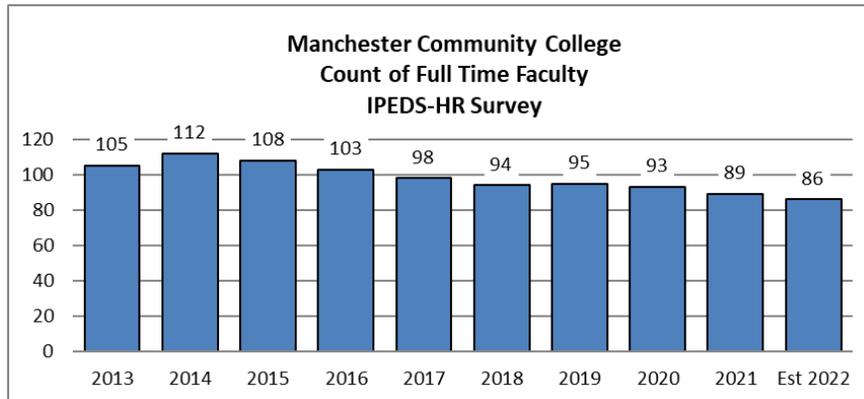
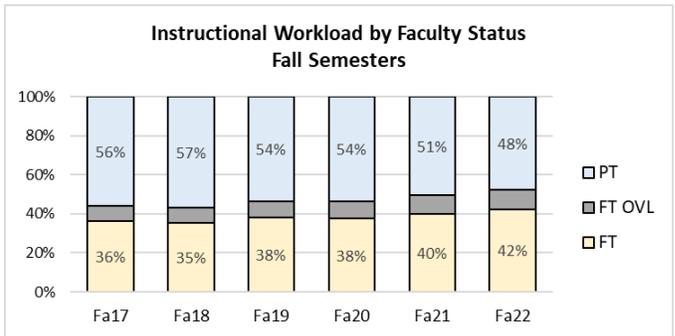
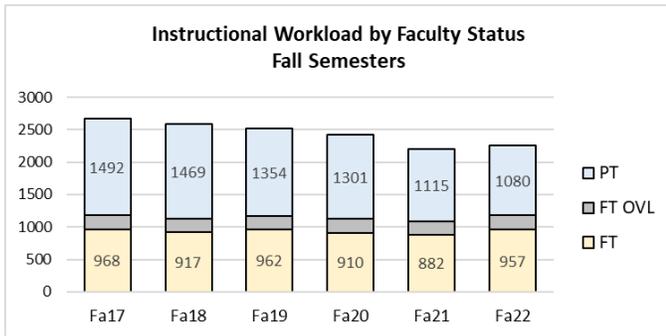
<b>Online Credit Enrollment by Selected Subjects</b>					
<b>Fall Semesters * ONLN and LRON</b>					
	Fa18	Fa19	Fa20	Fa21	Fa22
Grand Total	2080	2140	10396	9535	4410
MAT* - Math	55	58	1258	1204	510
ENG* - English	173	172	1278	1198	454
PSY* - Psychology	152	181	779	708	325
HIS* - History	80	81	363	358	175
ART* - Art	100	82	243	215	158
BBG* - Business, General	104	131	317	263	148
COM* - Communication	167	134	555	499	145
POL* - Political Science	29	28	137	183	144
ACC* - Accounting	122	129	239	193	140

Source: swrxS09 cd and IRDB

# FACULTY LOAD

## SHARE OF INSTRUCTIONAL WORKLOAD TAUGHT BY FULL TIME FACULTY

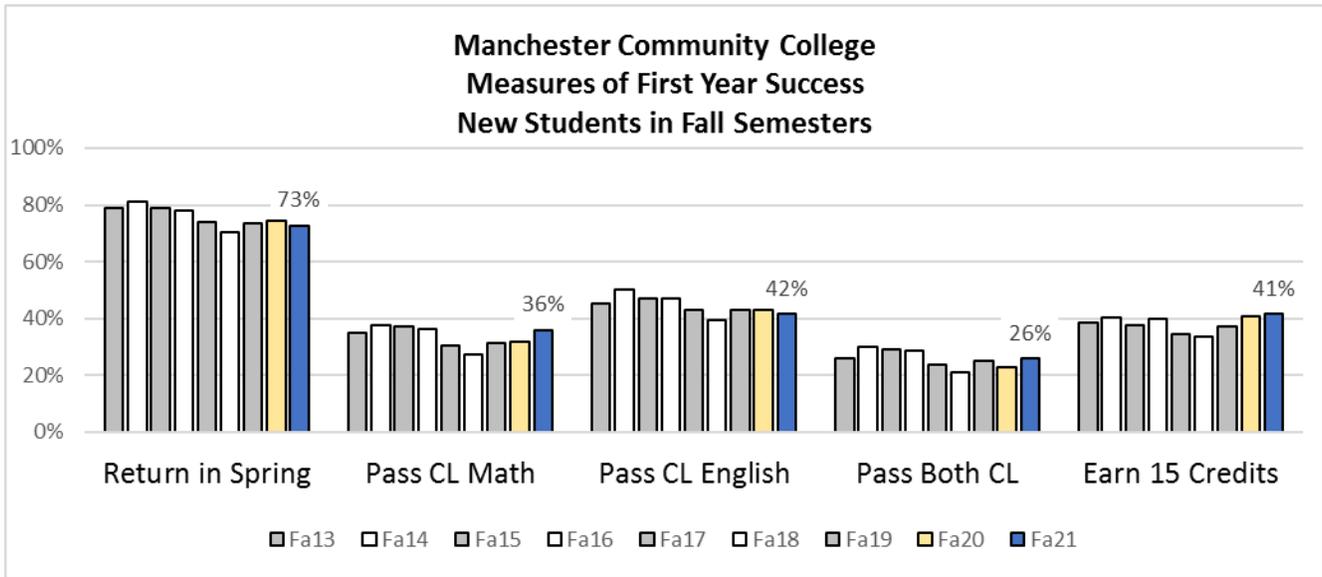
Historically, MCC's full-time faculty have accounted for less than half of the instructional workload each fall semester. Full-time faculty are critically important for the academic quality of the institution, as their role includes creating new programs, updating curriculum in existing areas, working with employers and other stakeholders in the region, coordinating the work of part-time faculty, advising students, and more. In Fall 2022 the share of instructional workload taught by 86 active full-time faculty on regular load is 42%, with an additional 10% from these full-time faculty on overload assignments.



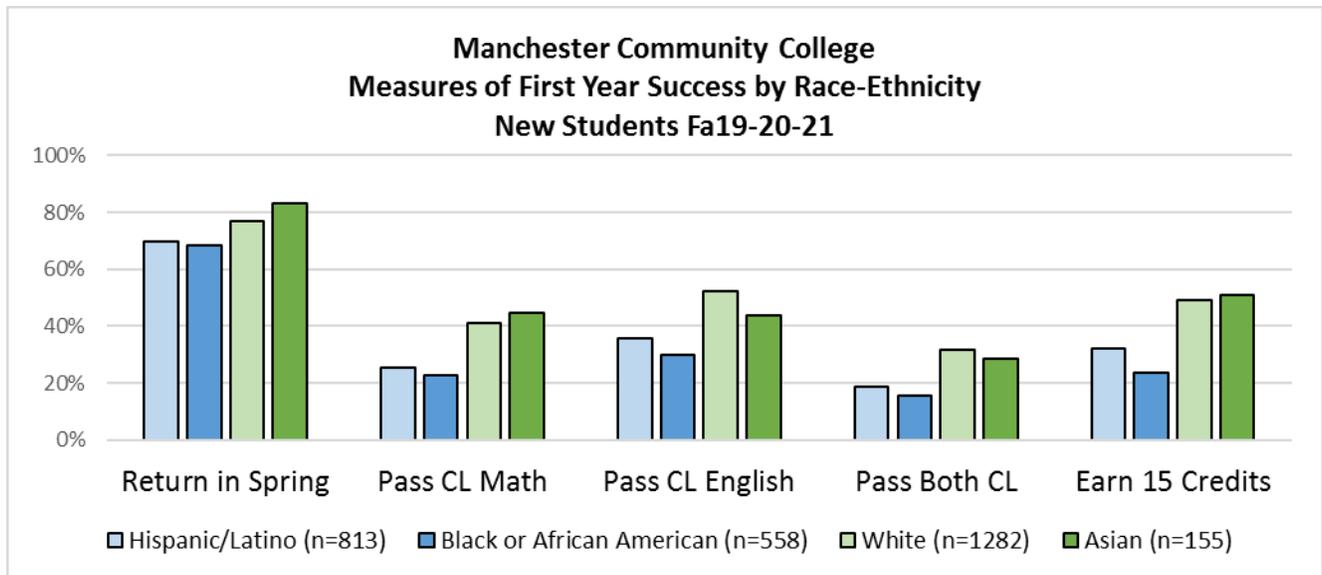
Instructional Workload Source: swrxI22 Faculty Load extracts  
 All records with assignment type FOVL, POVL or SPLT are counted as OVL in this summary analysis  
 Count of FT faculty Source: IPEDS Human Resources Survey – based on Fall HR census; Fa22 is pre-report estimate

# MEASURES OF FIRST YEAR SUCCESS SUMMARY

There is a new emphasis on short-term measures of success to assess the effectiveness of innovations. The Guided Pathways KPIs have been demonstrated nationally to correlate with completion. These KPIs measure credit momentum, gateway momentum, and retention. MCC rates are similar to system and regional averages.



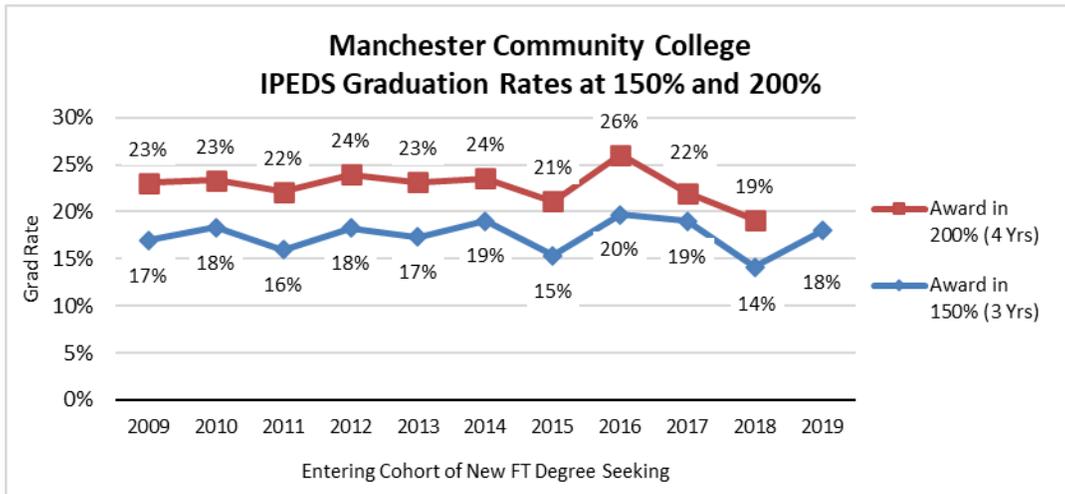
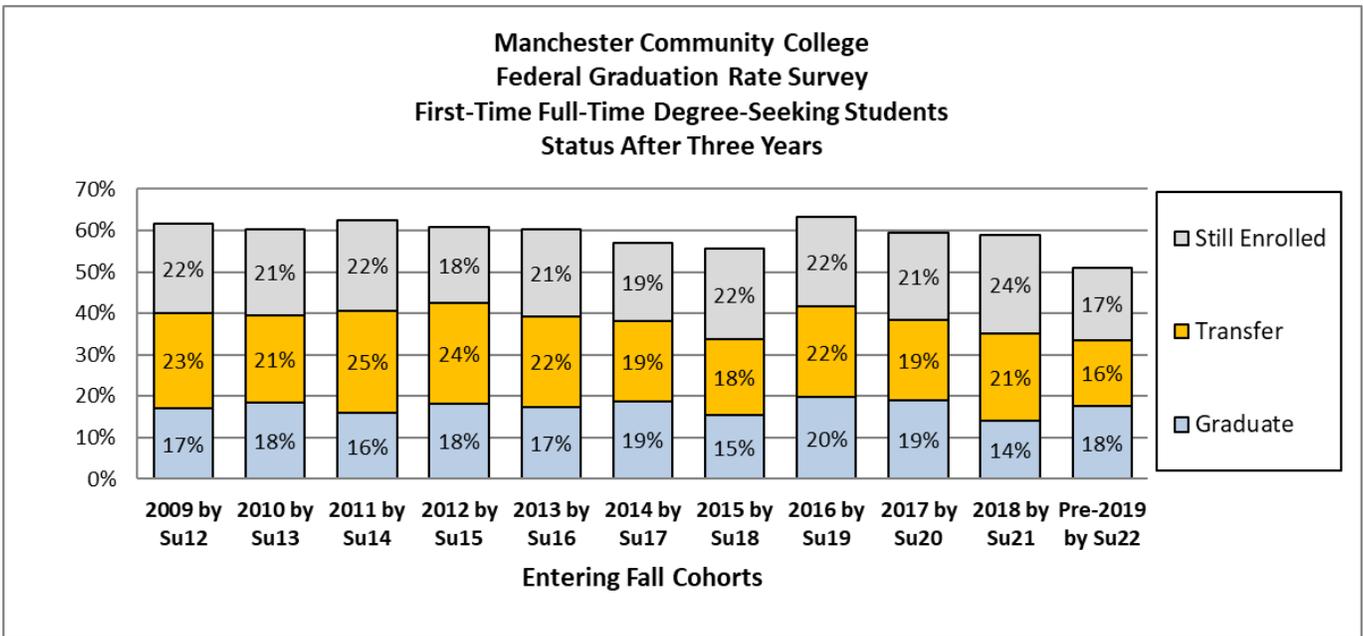
Looking at KPI rates by students' race/ethnicity suggest an achievement gap. White and Asian students meet these credit momentum, gateway momentum and retention KPIs than Hispanic and Black students.



# GRADUATION RATES SUMMARY

Federal graduation and retention rates are calculated by following cohorts of “first-time, full-time, degree-seeking freshmen.” The graduation rates below reflect the number that have earned an award after “150%” of normal time, or three years for associate degree-seeking students.

Community colleges complement graduation rates by measuring how many students in these cohorts, after three years, had transferred to another higher education institution, or were still enrolled at their starting institution. In each of the past ten cohorts, between 14% and 20% earned an MCC award within 150% of normal time. Preliminary data suggests that among students in the 2019 cohort who had not earned an MCC degree, 16% had transferred and 17% were still enrolled at MCC. Adding a fourth year to the time period (200%) increased the Fa18 cohort’s graduation rate from 14% at three years, to 19% after four years.



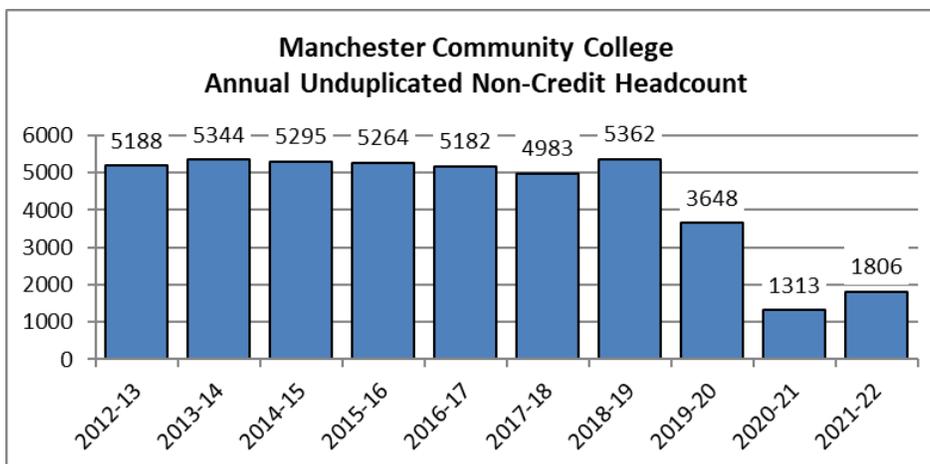
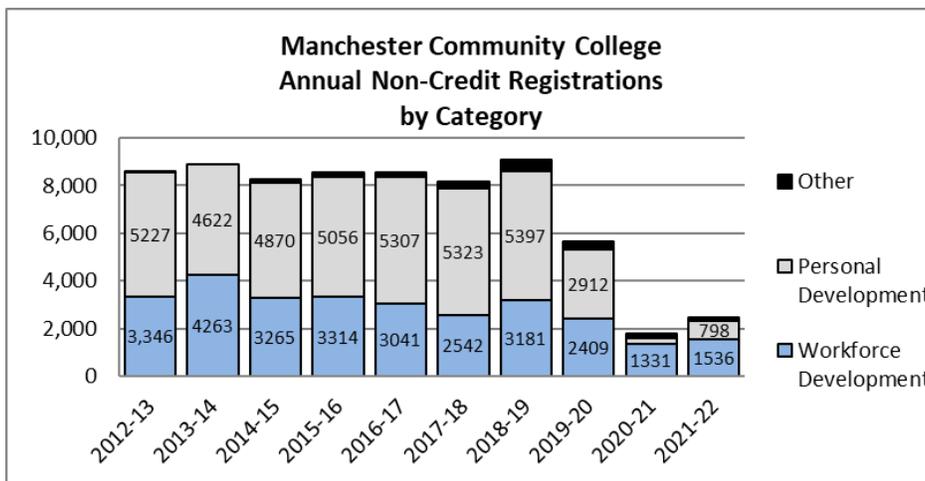
Manchester Community College  
Office of Institutional Research

# NON-CREDIT ENROLLMENT SUMMARY

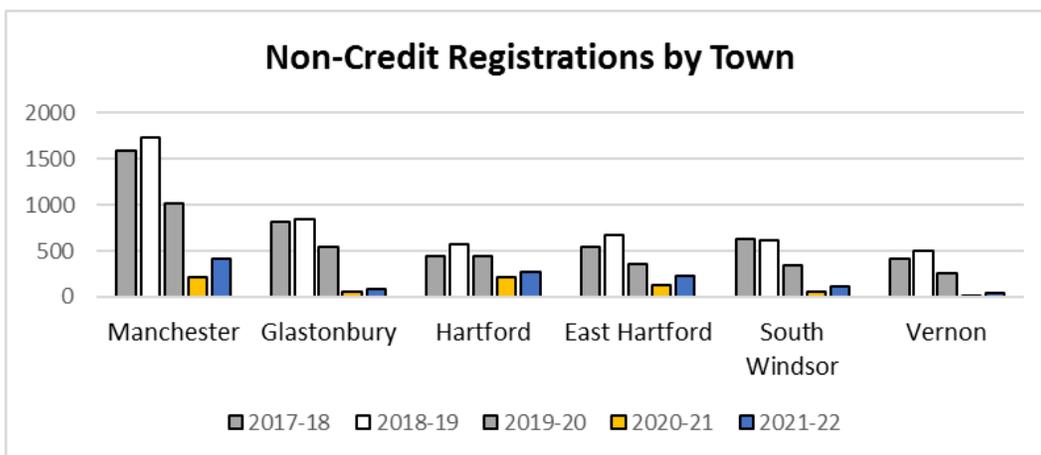
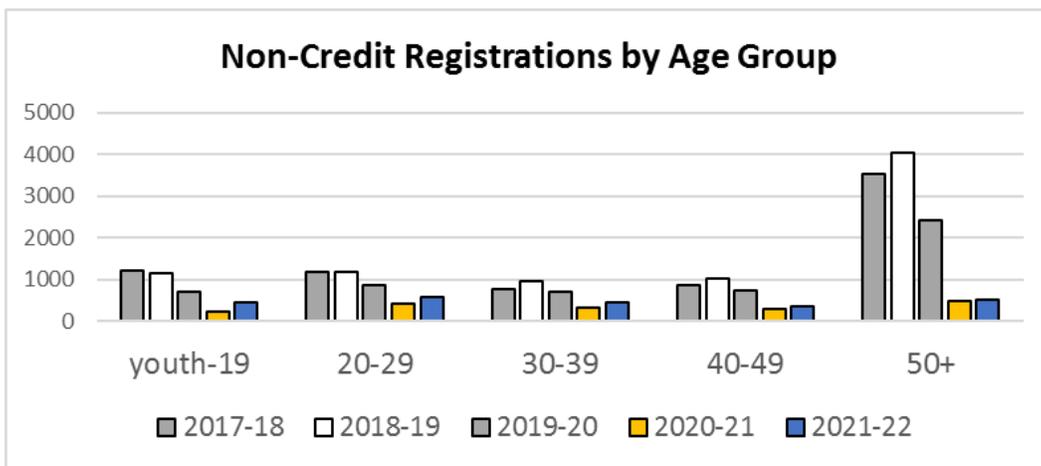
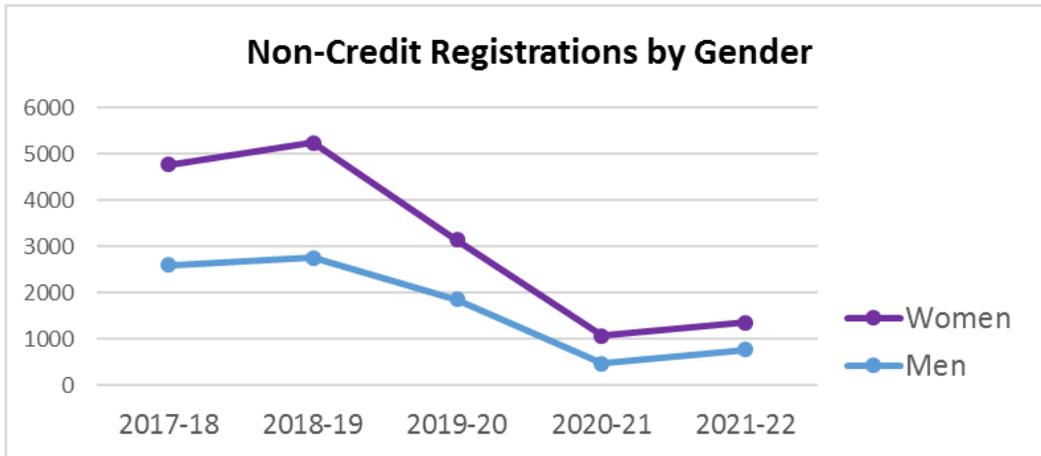
Non-credit offerings represent an important part of MCC’s efforts to meet our mission. The College’s Workforce Development area provides programs relevant to changing community needs and promotes the college as a focus of life-long learning. Measuring the enrollments of non-credit courses requires a different set of measures than what we use to count credit enrollments.

- Non-credit counts both “seat registrations” and unduplicated headcount, but not FTEs. Since non-credit courses vary in the number of hours or meetings, counting seats allows us to better capture the level of activity, and unduplicated headcounts minimize the impact of students who take several classes within a program.
- Non-credit uses academic years as opposed to semesters or annualized counts. Non-credit offerings do not follow the traditional academic calendar, and using a full year enables us to better capture the level of activity.

Non-credit offerings include classes for personal enrichment, professional development, and custom training for business and industry. The pandemic is largely responsible for significant enrollment drops in the 2020-21 academic year.



# NON-CREDIT ENROLLMENT DEMOGRAPHIC PROFILE



# Manchester Community College

## SUMMARY

### Fall 2022

#### CREDIT ENROLLMENT

FTE 2459 -4% vs Fa21  
 Headcount 4164 -7% vs Fa21

#### STUDENT PROFILE

Women 2351 56%  
Men 1813 44%  
 Total 4164 100%

Full-Time 1455 35%  
Part Time 2709 65%  
 Total 4164 100%

#### Student Type

Continuing 2240 54%  
 New 1012 24%  
 Transfer 583 14%  
 Re-Admit 220 5%  
HS Partnership 109 3%  
 Total 4164 100%

#### Age Distribution

Younger than 18 262 6%  
 18-19 1271 31%  
 20-21 795 19%  
 22-24 606 15%  
 25-29 484 12%  
 30-34 279 7%  
 35-39 159 4%  
 40-49 175 4%  
50 and older 133 3%  
 Total 4164 100%

#### Ethnic Distribution

White, Non-Hispanic 1864 45%  
 Black, Non-Hispanic 744 18%  
 Hispanic 1016 24%  
 Asian or P-Islander 264 6%  
 Other 194 5%  
Not Reported 82 2%  
 Total 4164 100%

#### ENROLLMENT BY TOWN

Manchester	629	15%
East Hartford	458	11%
Hartford	411	10%
Vernon	219	5%
South Windsor	173	4%
Glastonbury	162	4%
Windsor	158	4%
West Hartford	124	3%
Wethersfield	116	3%
Bloomfield	110	3%
Ellington	105	3%
Tolland	105	3%
New Britain	83	2%
Newington	81	2%
Rocky Hill	65	2%
Coventry	64	2%
Hebron	56	1%
Windsor Locks	56	1%
All other	989	24%

<u>MCC TOTAL</u>	<u>4164</u>	<u>100%</u>
PRIMARY SERVICE AREA		50%
SECONDARY SERVICE AREA		33%

#### DEGREE SOUGHT

AA	930	22%
AS	2629	63%
CERT	165	4%
NON-DEGREE	<u>440</u>	<u>11%</u>
	4164	100%

#### **CREDIT FREE SUMMARY**

<u>Registrations</u>	<u>2021-22</u>
Personal Development Total	798
Workforce Development Total	1,536
Custom Business and Industry	700
44% Age 1-29	55% Women
19% Age 30-39	17% from Manchester
15% Age 40-49	
22% Age 50+	