

Telling Our Story



**MANCHESTER COMMUNITY COLLEGE
NECHE SELF-STUDY**

Published February 2022

FEBRUARY 25, 2022

Prepared for the New England Commission of Higher Education



TELLING OUR STORY

2022 INSTITUTIONAL SELF-STUDY

MANCHESTER COMMUNITY COLLEGE

Great Path, Manchester, Connecticut 06040 | 860-512-3000 | www.manchestercc.edu

Contents

| | |
|------------------------------------------------------------------|----|
| TELLING OUR STORY | 1 |
| Contents | 3 |
| Introduction | 4 |
| Self-Study Teams..... | 5 |
| Institutional Overview..... | 8 |
| History | 8 |
| Meeting the Educational, Cultural and Economic Needs | 8 |
| Strengths | 9 |
| Challenges | 10 |
| Successes | 11 |
| Institutional Characteristics Form..... | 13 |
| CHIEF INSTITUTIONAL OFFICERS..... | 20 |
| ORGANIZATIONAL CHARTS | 21 |
| TABLE OF NECHE ACTION, ITEMS OF SPECIAL ATTENTION, CONCERNS..... | 30 |
| STANDARD ONE: MISSION AND PURPOSES | 32 |
| DESCRIPTION..... | 32 |
| APPRAISAL..... | 33 |
| PROJECTIONS | 34 |
| DATA FIRST FORMS | 35 |
| STANDARD TWO: PLANNING AND EVALUATION | 36 |
| DESCRIPTION..... | 36 |
| APPRAISAL..... | 39 |
| PROJECTIONS | 44 |
| DATA FIRST FORMS | 46 |
| STANDARD THREE: ORGANIZATION AND GOVERNANCE | 48 |
| DESCRIPTION..... | 48 |
| APPRAISAL..... | 53 |
| PROJECTIONS | 58 |
| DATA FIRST FORMS | 60 |
| STANDARD FOUR: THE ACADEMIC PROGRAM | 63 |
| DESCRIPTION..... | 63 |
| APPRAISAL..... | 70 |
| PROJECTIONS | 72 |
| DATA FIRST FORMS | 74 |

| | |
|---------------------------------------------------------------------|-----|
| STANDARD FIVE: STUDENTS | 85 |
| DESCRIPTION | 85 |
| APPRAISAL | 91 |
| PROJECTIONS | 98 |
| DATA FIRST FORMS | 100 |
| STANDARD SIX: TEACHING, LEARNING, and SCHOLARSHIP | 105 |
| DESCRIPTION | 105 |
| APPRAISAL | 111 |
| PROJECTIONS | 114 |
| DATA FIRST FORMS | 116 |
| STANDARD SEVEN: INSTITUTIONAL RESOURCES | 122 |
| DESCRIPTION | 122 |
| APPRAISAL | 132 |
| PROJECTIONS | 134 |
| DATA FIRST FORMS | 136 |
| STANDARD EIGHT: EDUCATIONAL EFFECTIVENESS | 148 |
| DESCRIPTION | 149 |
| APPRAISAL | 159 |
| PROJECTIONS | 161 |
| DATA FIRST FORMS | 162 |
| STANDARD NINE: INTEGRITY, TRANSPARENCY, and PUBLIC DISCLOSURE | 167 |
| DESCRIPTION | 167 |
| APPRAISAL | 172 |
| PROJECTIONS | 174 |
| DATA FIRST FORMS | 175 |
| Appendices | 187 |

Introduction

Manchester Community College recognizes that this Self-Study serves two balanced purposes. Externally, this Self-Study is comprehensive and clear evidence for the New England Commission of Higher Education that our institution meets—and in most cases, exceeds—the Standards of Accreditation that demonstrate how we provide excellent educational opportunities to our students. Internally, this Self-Study is a process that allows our institution to reflect on both our successes and those places where improvement can be made. That process reflects our values of shared understanding – shared responsibility – shared leadership and is mission-focused.

To reflect those values, collaboration and inclusiveness were key aspects of our planning and organization of this process. The Self-Study leadership team developed communication strategies, conducted focus groups, held interviews, administered surveys and provided feedback loops to engage our students, faculty, staff and community stakeholders in the process.

That leadership team, composed of faculty, staff and administration and under the direction of the interim dean of academic and student affairs was formed in Spring 2020 to begin the process. The team includes a project manager, two lead writers, the MCC NECHE liaison, the director of institutional research, and the dean. These members all have experience with accreditation at MCC or at previous institutions.

Under the direction of the dean, this team hosted the 2020 annual May Institute on May 22, 2020, which was themed as a kickoff event for our NECHE Self-Study. Our team was able to move what had been planned as an on-ground event to a virtual campus-wide meeting due to the pandemic. Hosted through Microsoft Teams, this meeting's agenda featured a welcome from the interim CEO, an introduction of the leadership and writing team, a brief introduction to NECHE and why our college participates in the NECHE accreditation process, an overview of each of the Standards of Accreditation and a timeline of the process, followed by an open Q&A session. This event was well-attended, and faculty and staff were invited after the meeting to volunteer to be part of the work.

Between Summer 2020 and Spring 2021, teams were established for each of the Standards, and team leads were appointed. Faculty who worked on these Standards teams were encouraged to count the time spent on this project towards their Additional Responsibilities (see Standard Six for more information). Campus leadership also ensured that staff workload allowed time for staff participation in the Standards teams. These Standards teams began meeting to collect and analyze evidence to describe and appraise how our college meets each Standard. To facilitate communication and to make documents readily available, the project manager developed a Microsoft Teams channel for the NECHE work. The channel provided templates for recording description and appraisal for each numbered point in the Standards and for collecting evidence available in digital format. The director of institutional research provided preliminary data through the Data First forms that were posted for each of the Standards, as well. The channel was one facet of the communication plan developed by the steering team. Assessment efforts on campus also focused specifically on our COVID-19 response as information and data were collected from students, faculty and staff. During this period, new members were added to the leadership team, including the key addition of the MCC library director, who agreed to develop the electronic workroom for the study. The campus community was kept apprised of the NECHE work during Opening Day virtual events in January 2021.

On May 24, 2021, the college held its annual (and again virtual) May Institute which was focused entirely on our Self-Study. The three-hour event featured an update on key findings from each of the Standards teams and breakout sessions where faculty and staff could provide feedback and ask questions about the Standards. Facilitators and notetakers were assigned to each breakout session to guide the discussion, answer questions and record feedback. This was followed by a report out session and an invitation for the campus community to send further feedback after the event.

During Summer 2021, the writing team drafted the first version of the Self-Study. In Fall 2021, this draft was reviewed by key leadership groups, including the CEO, his cabinet and statewide leaders. The CEO hosted feedback meetings for each of the Standards teams and collected more feedback on the draft. A revised version was shared campus-wide at the end of the semester and faculty, staff and administration were encouraged to share comments and feedback in December 2021 into January 2022.

Opening Day Spring 2022 featured an update on our Self-Study, a preview of the preparations for the NECHE visiting team and a hearty thank you to all the volunteers and reviewers whose research, writing and feedback were so vital to the development of this document. We have included a list of those campus members who provided their expertise, insight and institutional knowledge to our process.

We are pleased to share this Self-Study with you. We are confident that it is an accurate evaluation of how our institution meets the Standards of Accreditation in our service to our students and our community.

Self-Study Teams

Leadership and Writing Team:

- Fatma Salman, Interim Dean of Academic and Student Affairs
- Katherine Kleis, Professor of Criminal Justice
- David Nielsen, Director of Institutional Research
- Meghan Finley, Associate Professor of Sociology
- Lisa Sandoval, Associate Professor of English
- Deborah Herman, Director of Library and Educational Technology
- Amy Shaw, Assistant Professor of English

Standards 1: Mission and Purposes and 2: Planning and Evaluation

- Standard Team Lead: David Nielsen, Director of Institutional Research
- Samantha Gonzalez, Associate Professor of Communications
- Sara Vincent, Interim Regional Director of Recruitment, Admissions & Community
- Sandra Browne, Academic Associate, Academic Affairs
- Lisa Sandoval, Associate Professor of English
- Burcin Calafiore, Assistant Professor of Business
- Rosemary Ryan, Coordinator of the Dental Assistant Program
- Umesh Vig, Director of Student Affairs Operations
- Sherri Scudder, Registrar
- Kristin Mesick, Telecommunications Operator, MCC Police Department
- Brenda Geitz, Guided Pathways Advisor I

Standard 3: Organization and Governance

- Standard Team Lead: Nancy Bray, Professor of Psychology
- Angelo Messore, Professor of Political Science
- Benjamin Breault, Program Coordinator, GEAR UP
- Karyn Case, Executive Assistant, CEO's Office
- Umesh Vig, Director of Student Affairs Operations
- Mary Holland, Professor of Paralegal Studies
- Mary Lou Vredenburg, Associate Dean of Faculty
- Charlene Tappan, Director of Marketing and Public Relations

Standard 4: The Academic Program

- Standard Team Lead: Mary Lou Vredenburg, Associate Dean of Faculty
- Carolina Flores, Professor of Music
- Kimberly Hamilton-Bobrow, Professor of English
- Maura O'Connor, Professor of Graphic Design
- Michael Pence, Assistant Professor of Chemistry
- Sandra Rimetz, Professor of Computer Science
- Stacey Bottone, Professor of Information Management and Office Technology

Standard 5: Students

- Standard Team Leads: Stacy Giguere, Professor of Psychology and TJ Barber, Campus Associate Dean of Student Development
- Wanda Reyes-Dawes, Counselor
- Elijah Oliver, Enrollment Services Coordinator
- Michelle Nickerson, Guided Pathways Advisor II
- Claudia LaRocque, Assistant Professor of Accounting
- Brian Cleary, Director of Academic Support Center
- Anna Torres, Director of Financial Aid

Standard 6: Teaching, Learning and Scholarship

- Standard Team Lead: Negussie Tirfessa, Professor of Physics
- Sarah Cieglo, Professor of History
- James Gentile, Professor of English
- Ibtsam Mahfouz, Associate Professor of Computer Science
- Carla Adams, Professor of Information Management and Office Technology and Division Coordinator, SBP
- Andrew Sottile, Associate Professor of English
- Jessica Zolciak, Biology Lab Coordinator & Instructor of Biology
- Adam Saucier, Web Designer
- Pamela Mitchell, Associate Dean of Academic Affairs

Standard 7: Institutional Resources

- Standard Team Lead: Deborah Herman, Director of Library and Educational Technology
- Sharon Mills, Administrative Assistant, Administrative Affairs
- Doreen Forbes-Rogers, Educational Assistant
- Evelyn Kissi, Guided Pathways Advisor I
- Regina Ferrante, Director of Finance and Administrative Services
- Tom Reynolds, Dean of Institutional Advancement

Standard 8: Educational Effectiveness

- Standard Team Leads: Meghan Finley, Associate Professor of Sociology
- Jeanine DeRusha, Professor of English
- Sue Barzottini, Professor of Computer Technology
- Nora Uricchio, Program Coordinator of Radiation Therapy
- Miquel Pigott, Associate Dean of Continuing Education and Workforce Development
- Linsey Muldoon, Associate Professor of English
- Julie Green, Director of Career Services and Veterans Affairs

Standard 9: Integrity, Transparency and Public Disclosure

- Standard Team Lead: Charlene Tappan, Director of Marketing and Public Relations

Institutional Overview

Excellence is a term that is central to the identity of Manchester Community College. Our mission identifies us as “a learning-centered community committed to access, excellence and relevance.” A description of our campus reads, “Academic excellence, technology-rich classrooms and learning spaces, flexible schedules, small class sizes and low tuition provide a quality education that’s accessible to all who wish to learn.” Our first goal in our strategic plan is “Academic Excellence,” and our website claims proudly that we are “A Destination for Excellence.”

We recognize that “excellence” is not a set target, and over the last five years, since our NECHE interim report, we see that in order to maintain excellence, we have needed to be adaptable. We are writing this Self-Study during times of significant changes. Some of those changes have happened on a national (and international) scale, most notably the COVID-19 pandemic and the enrollment and fiscal challenges felt throughout higher education the United States. Other changes are specific to Connecticut, such as an aging general population, the decrease in the number of traditionally aged students and particularly the implementation of a state-wide merger of the public community colleges. In discussing the themes that we see emerging from this Self-Study, we note that our flexibility and our power to pivot have been vital assets. We hope to show in this Self-Study that as we pivot, we aim to find better solutions to support our students, better strategic use of our resources and better ways to achieve excellence.

Our ability to pivot pairs with our pride in serving our students. We note that the passion our faculty, staff and administration have for Manchester Community College is one of our strengths, but that passion has also caused conflict and concern regarding our loss of identity and independence. It is that same passion invested in our students and our community, however, that helps us recognize the benefits and opportunities that the merger will provide. This study reflects that passion and that balance between concern and optimism.

We believe that this study accurately reflects the challenges we face while simultaneously acknowledges that MCC meets and in many cases exceeds the Standards of Accreditation.

History

Academic excellence has always been a key part of our identity. Manchester Community College was established in 1963. Our mission, as recorded in our first catalog, expressed the same fundamental goals as our mission today:

To provide educational services for all in the town of Manchester and surrounding communities who seek and can profit by education beyond the secondary school, and to assist in meeting the educational, cultural, and economic needs of the town and its environs.

Manchester Community College was established as one of twelve public community colleges in Connecticut and later as a member of the Connecticut State Colleges and Universities system, which was founded in 2011.

Meeting the Educational, Cultural and Economic Needs

As one of the three largest community colleges in Connecticut, the college provides a broad range of programs and offers associate in art and associate in science degrees as well as a wide range of certificates. We have the resources to offer courses days and nights, in traditional and accelerated formats, on-ground, online and in hybrid modes. The college serves students who plan to transfer to baccalaureate programs and those who need vocational training to enter, re-enter or advance in their fields, as well as those who seek opportunities for personal growth and learning.

Manchester Community College is a community-invested institution. We partner with local businesses, schools and community organizations to best serve the greater Manchester area. As community partners, we understand the needs of our constituents, offer curriculum that is responsive and relevant to our region and its workforce needs, and through educational and cultural opportunities help our community to flourish.

Strengths

MCC has a beautiful and well-maintained physical campus. The Lowe Building, which was opened in 1984, sits opposite the Learning Resource Center and the Arts, Science & Technology Center with its iconic tower. These buildings were added to the campus in 2000 and 2003, respectively. In 2009, Great Path Academy, a magnet high school with its own addition, was incorporated onto the MCC campus. The structures all feature soaring ceilings, curved walls and light-filled atriums and halls. Along with state-of-the-art classrooms, labs, offices and meeting spaces, the campus features an auditorium, an art gallery, a full-service cafeteria, a café, a child-care center, a fitness center and the Damato Library, which features the Fireside Commons and the William R. Johnson Library Garden. The campus provides spaces for learning, meeting, performance and recreation.

Similarly, MCC has a well-developed and comprehensive online presence. In our study we demonstrate how our online presence has continued to develop and improve. This ranges from the overhaul of our website, to the development of online strategies to provide student services virtually, to the training and support of faculty in delivery of online classes.

MCC is a data-rich environment. This study shows how our campus has collected, analyzed and used data as a part of our strategic planning on all levels of campus activities. That data has also led to innovation and the implementation of strategies that make the most of our resources.

MCC's greatest strength, though, is its community. MCC is defined by its exceptional staff, its passionate faculty and its diverse and engaged student body. The theme of our human resources is one that we reference throughout this document. Our college recognizes the importance of adequate and capable staffing and has recently filled a number of key positions that were either vacant or interim. Likewise, as part of the Guided Pathways plans implemented at the state level as part of the merger strategy, we have increased our advising staff to a ratio of 250 students per advisor. Since our February 2021 data cutoff date for this study, we have increased our staffing, hiring the following positions:

| Name | Position | Date of Hire |
|----------------------------|-------------------------------------------------|--------------|
| Oggel, Kate M. | Lecturer, Fine Arts | 8/13/2021 |
| Ocasion, Gina Marie | Instructor, English | 8/25/2021 |
| Ross, Margery A. | Instructor, Biology | 8/25/2021 |
| Zolciak, Jessica | Instructor, Biology | 8/25/2021 |
| Egan, Timothy P. | Skilled Maintainer | 11/19/2021 |
| Glabach, Chad | Interim Director of Finance & Admin. Services | 12/17/2021 |
| Hiscox, Kaja Marie | Interim Academic Assoc/ Biology Lab Manager | 12/31/2021 |
| Mik, John | Interim Graphic Specialist | 12/31/2021 |
| Barber, Trent J. | Associate Dean of Student Development | 1/14/2022 |
| Fraser, Andrew R | Associate Dean of Campus Operations | 1/14/2022 |
| Leyes, Maureen E | Lecturer/Asst. Prof - OTA Fieldwork Coordinator | 1/14/2022 |
| Case, Karyn | Executive Assistant to CEO | 1/14/2022 |
| Del Valle, Crystal Morales | Instructor, Biology | 1/18/2022 |
| Ambia, Anamul | Lecturer, Manufacture | 1/18/2022 |

| | | |
|---------------------|-----------------------------|-----------|
| Peck, Emily J | Academic Associate | 1/28/2022 |
| Peyman, Sean | Maintainer | 2/11/2022 |
| Ribera, Amanda | Interim IT Technician 1 | 2/11/2022 |
| Lafzanidis, Hristos | Quality Craft Worker - HVAC | 2/25/2022 |

Challenges

During these past two years, our campus community has kept the ideal of “excellence” at the forefront of our Self-Study process, asking critically and carefully whether we have maintained our excellence in meeting the Standards for Accreditation. Since our last interim report in 2017, our college has needed to preserve its excellence in the face of a changing environment. In its approval letter in response to our last interim report in 2017, the New England Commission of Higher Education asked us to give special consideration to:

1. Continued review of our governance structure;
2. Continued development of a college-wide approach to assessment that includes assessment of the general education program and using assessment results for improvement;
3. Increased credit- and non-credit enrollment;
4. And assurance of sufficiency of faculty, including full-time faculty, to meet the needs of the institution.

We have further focused our attention in this Self-Study on additional considerations:

1. Evaluation of our response to the COVID-19 pandemic;
2. Implementation of best practices towards equity and inclusion on our campus;
3. Accounting our financial stability;
4. Improving stability of our campus leadership;
5. Independently meeting the Standards of Accreditation while also beginning the process of merging with our sister community colleges into the Connecticut State Community College.

We see that we have made significant progress towards excellence in all these areas. In Standard Three we document the ongoing process of evaluation and improvement of our campus governance structure but also discuss how our campus will function within the governance structure developed for Connecticut State Community College. In Standard Eight, we outline the successful changes we have made to our assessment processes, the annual schedule we have adopted and how our assessment findings are used to improve our teaching and learning practices. In Standard Five, we discuss our declining enrollment and the internal and external forces impacting our ability to enroll and retain students. We discuss the steps we are taking to halt the enrollment decline and to better support our students as they complete their educational goals. In Standard Six, we demonstrate the sufficiency of faculty and highlight the recent hiring of full-time faculty and the improved student-to-faculty ratio and full-time to part-time faculty ratio. The use of physical, financial and human resources at MCC is also discussed throughout the document. We have paid special attention to our finances and our staffing. In Standard Seven, we discuss the financial stability of our institution and highlight the success of our college’s Foundation and its generous support of our students. In Standard Three, we explain the changes in our administration and leadership.

Throughout the study, we address our response to COVID-19. This is a continuing issue and one that we expect will have lasting impacts. Some of those impacts will be positive ones, especially in our improved ability to provide online services to our students. We have also focused on developing strategies for mitigating the negative impacts and ensuring our students’ success. Similarly, our discussion of equity and inclusion at our college is a focal point throughout the Standards narrative. MCC is attentive to the experiences of our BIPOC students, faculty and staff. We recognize that continuous improvement is needed in how we serve all our students and ensure that success is within their reach.

The Self-Study is built on balance. We strive in this document to demonstrate how we continue to independently meet and exceed the Standards of Accreditation while at the same time, we show throughout the narrative how we are implementing steps towards the merger into one state community college. At times in this document, those two goals are in conflict, but we believe that in all cases, our focus on excellence in serving our students is consistent. One critical challenge in writing this report has been the speed of change in our environment. Our Self-Study team determined a February 2021 “cut-date” for collecting data, but since that time, changes in the state of the pandemic and in consolidation implementation has made some of the data collected already obsolete. We refer readers to the 2021-22 [Fact Book](#) for the most recent data on our campus. We note that changes are especially evident as we look at hiring practices since February 2021. Since that time, we have increased our administration, including the replacement of interim positions with permanent staffing, we have hired teaching faculty and most significantly, we have hired 21 of Guided Pathways advisors as part of our new advising model for the merged college.

Successes

We are proud of MCC. We see the good work we do reflected in the success of our students. Their success is our mission. Listed below are some of our major accomplishments and highlights at MCC since our 2017 interim report.

Accolades

- In 2018, MCC celebrated its 50th Anniversary.
- MCC was named the number one school among Connecticut community colleges by Best College in 2018.
- In 2018 and again in 2021, MCC was recognized as a Military Friendly School.
- Manchester Community College became an Achieving the Dream (ATD) college in 2020.

Holistic Services

- In 2019, the Cougar Pantry, our campus food pantry, was cited by one of our state representatives as the inspiration for HB 7257 – an act concerning food-insecure students at public institutions of higher education.
- In 2021, the state introduced Timely Care, a free 24/7 telehealth service for students. At the same time, the state expanded access to mental health services for students, as well.
- In 2022, MCC adopted the Guided Pathways advising model to provide personalized and comprehensive advising to help students achieve their academic goals.

Programming

- MCC hosts an annual Common Read, featuring programming, book talks and discussion groups. In 2019, this included a standing-room-only presentation by philanthropist and author of *The Other Wes Moore* and philanthropist Wes Moore. In 2022, Abdi Nor Iftin, author of *Call Me American* will be offering a virtual presentation and Q&A session for the MCC community.
- MCC hosts annual poetry readings by noted poets, including Ross Gay and Ada Limon.
- In September 2020, the college hosted a virtual Black Lives Matter event for the college community featuring local Black activists and student speakers.
- MCC performing arts programming hosts concerts throughout the year, featuring choirs, bands, small ensemble and solo performances.

- MCC's Hans Weiss Newspace Gallery hosts art shows by area artists, MCC students and MCC staff.
- The MCC library provides biannual virtual and in-person pet therapy during final exams.
- MCC staff and faculty participated in the Hartford Foundation Marathon in 2019 and 2020. Their team raised money for MCC student scholarships.

Facilities Improvements:

- The campus partnered with GE and Connecticut Green Bank to install solar panel arrays in 2020.
- Campus safety improvements include installation of security cameras in 2019 and a new networked LED lighting system in 2022.
- The college completed enterprise network migration in 2020. Other technology improvements include installation of VDI workstations throughout the campus.
- Campus-wide renovations and improvements have been completed, primarily in the radiology and bio-prep labs, in the Cheney dining room and in classrooms such as E202 and L124.

Grants, Funding and Partnerships:

- The Aurora Foundation for Women and Girls awarded Manchester Community College a \$20,000 grant to advance its Women in STEM initiative in 2019. In Spring 2020, our Gear-Up Grant was refunded \$2,237,797.
- The MCC TRIO STARS program was re-funded \$262,000 per year for five more years in Fall 2020. This funding supports target measures to support traditionally underserved student populations.
- National Endowment for the Humanities (NEH) Grant (February 2022): As the recipient of a more than \$145,000 NEH grant, Manchester Community College will spearhead a project to create a digital reader of art history essays authored largely by BIPOC scholars.
- In response to growing student need, the Manchester Community College Foundation distributed more than \$850,000 in scholarships in the 2021-22 academic year, which would be a record level of direct student support for the college.
- MCC and its community partner Hartford Hospital entered into an agreement for the hospital to take on loan several ventilators owned by the college's respiratory care program and used by our students for real-world training. Since these are actual working ventilators, they can and will be used in the care of COVID-19 patients during the pandemic.

More of our accomplishments and kudos can be found here:

<https://www.manchestercc.edu/newsroom/kudos/>

Institutional Characteristics Form

This form is to be completed and placed at the beginning of the self-study report:

Date: February 25, 2022

1. Corporate name of institution: Manchester Community College
2. Date institution was chartered or authorized: 1965
3. Date institution enrolled first students in degree programs: 1965
4. Date institution awarded first degrees: 1965
 - Public☒ State
☐ City
☐ Other
(Specify) _____
 - Private☐ Independent, not-for-profit
☐ Religious Group
(Name of Church) _____
☐ Proprietary
☐ Other: (Specify) _____
5. By what agency is the institution legally authorized to provide a program of education beyond high school, and what degrees is it authorized to grant? We are authorized by the State of Connecticut to award Certificates and Associate Degrees.
6. Level of postsecondary offering (check all that apply)

| | |
|---------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> Less than one year of work | <input type="checkbox"/> First professional degree |
| <input checked="" type="checkbox"/> At least one but less than two years | <input type="checkbox"/> Master's and/or work beyond the first professional degree |
| <input type="checkbox"/> Diploma or certificate programs of at least two but less than four years | <input type="checkbox"/> Work beyond the master's level but not at the doctoral level (e.g., Specialist in Education) |
| <input checked="" type="checkbox"/> Associate degree granting program of at least two years | <input type="checkbox"/> A doctor of philosophy or equivalent degree |
| <input type="checkbox"/> Four- or five-year baccalaureate degree granting program | <input type="checkbox"/> Other doctoral programs _____ |
| | <input type="checkbox"/> Other (Specify) _____ |
7. Type of undergraduate programs (check all that apply)

| | |
|-----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|
| <input checked="" type="checkbox"/> Occupational training at the crafts/clerical level (certificate or diploma) | <input checked="" type="checkbox"/> Liberal arts and general |
| <input checked="" type="checkbox"/> Occupational training at the technical or semi-professional level (degree) | <input type="checkbox"/> Teacher preparatory |
| <input checked="" type="checkbox"/> Two-year programs designed for full transfer to a baccalaureate degree | <input type="checkbox"/> Professional |
| | <input type="checkbox"/> Other _____ |

8. The calendar system at the institution is:

☒ Semester ☐ Quarter ☐ Trimester ☐ Other _____

10. What constitutes the credit hour load for a full-time equivalent (FTE) student each semester?

- a) Undergraduate 15 credit hours
- b) Graduate _____ credit hours
- c) Professional _____ credit hours

11. Student population:

a) Degree-seeking students:

| | Undergraduate Spring 2021 | Graduate | Total |
|-----------------------------|------------------------------|----------|-------|
| Full-time student headcount | 1165 | | 1165 |
| Part-time student headcount | 2923 | | 2923 |
| FTE | 2274 | | 2274 |

b) Number of students (headcount) in non-credit, short-term courses: 888 unduplicated non-credit students in 2020-21.

12. List all programs accredited by a nationally recognized, specialized accrediting agency.

| Program | Agency | Accredited since | Last Reviewed | Next Review |
|------------------------------------------------------------|---------------------------------------------------------------------------|------------------|---------------|-------------|
| Dental Assistant | Commission on Dental Accreditation of the American Dental Association | 2015 | 2015 | 2023 |
| Early Childhood Education and the Child Development Center | National Association for the Education of Young Children | 2013 | 2021 | 2023 |
| Foodservice Management | American Culinary Federation Educational Institute Accrediting Commission | 1989 | 2019 | 2024 |
| Culinary Arts | American Culinary Federation Educational Institute Accrediting Commission | 1989 | 2019 | 2024 |
| Music Studies | National Association for Schools of Music | 2016 | 2016 | 2022 |
| Occupational Therapy Assistant | Accreditation Council for Occupational Therapy Education | 1974 | 2012 | 2022 |
| Paralegal AS | American Bar Association | Approved 1984 | 2021 | 2023 |
| Paralegal Certificate | American Bar Association | Approved 1998 | 2021 | 2023 |
| Radiation Therapy | Joint Review Committee on Education in Radiologic Technology | 2014 | 2016 | 2024 |
| Radiography | Joint Review Committee on Education in Radiologic Technology | 2014 | 2016 | 2024 |
| Respiratory Care | Commission on Accreditation for Respiratory Care | 1965 | 2021 | 2031 |
| Surgical Technology | Commission on Accreditation of Allied Health Education Programs | 1997 | 2018 | 2028 |

13. Off-campus Locations. List all instructional locations other than the main campus. For each site, indicate whether the location offers full-degree programs or 50% or more of one or more degree programs. Record the full-time equivalent enrollment (FTE) for the most recent year. Add more rows as needed.

| | Full degree | 50%-99% | FTE |
|---------------------------|-------------|---------|-----|
| A. In-state Locations | | | |
| B. Out-of-state Locations | | | |

14. International Locations: For each overseas instructional location, indicate the name of the program, the location, and the headcount of students enrolled for the most recent year. An overseas instructional location is defined as “any overseas location of an institution, other than the main campus, at which the institution matriculates students to whom it offers any portion of a degree program or offers on-site instruction or instructional support for students enrolled in a predominantly or totally on-line program.” **Do not include study abroad locations.**

| Name of program(s) | Location | Headcount |
|--------------------|----------|-----------|
| | | |

15. Degrees and certificates offered 50% or more electronically: For each degree or Title IV-eligible certificate, indicate the level (certificate, associate's, baccalaureate, master's, professional, doctoral), the percentage of credits that may be completed on-line, and the FTE of matriculated students for the most recent year. Enter more rows as needed.

| Name of program | Degree level | % on-line | FTE Fall 2021 |
|--------------------------------------------------------------|--------------|-----------|---------------|
| Accounting | Associate | 50% | 38 |
| Accounting & Business Administration Transfer | Associate | 50% | 79 |
| Business Administration Career | Associate | 50% | 77 |
| Business Administration: Entrepreneurship Option | Associate | 50% | 29 |
| Business Office Technology: Medical Option | Associate | 50% | 13 |
| Business Office Technology: Office Support Specialist | Certificate | 50% | 1 |
| Communication | Associate | 50% | 7 |
| Communication: Journalism Option | Associate | 50% | 8 |
| Criminal Justice | Associate | 50% | 67 |
| CSCU Pathways to Transfer Degree: Business Studies | Associate | 50% | 62 |
| CSCU Pathways to Transfer Degree: Communication Studies | Associate | 50% | 18 |
| CSCU Pathways to Transfer Degree: Criminology Studies | Associate | 50% | 52 |
| CSCU Pathways to Transfer Degree: English Studies | Associate | 50% | 16 |
| CSCU Pathways to Transfer Degree: History Studies | Associate | 50% | 10 |
| CSCU Pathways to Transfer Degree: Political Science Studies | Associate | 50% | 12 |
| CSCU Pathways to Transfer Degree: Psychology Studies | Associate | 50% | 104 |
| CSCU Pathways to Transfer Degree: Social Work Studies | Associate | 50% | 54 |
| CSCU Pathways to Transfer Degree: Sociology Studies | Associate | 50% | 8 |
| Disabilities Specialist: Speech Language Pathology Assistant | Associate | 50% | 7 |
| Electronic Health Records Specialist | Certificate | 50% | 1 |
| Entrepreneurship – Small Business | Certificate | 50% | 3 |
| General Studies | Associate | 50% | 400 |
| Paralegal | Associate | 50% | 27 |
| Social Services | Associate | 50% | 19 |
| Web Technology | Certificate | 50% | 3 |
| Liberal Arts & Science | Associate | 50% | 67 |
| Management Information Systems | Associate | 50% | 17 |
| Marketing | Certificate | 50% | 3 |
| Marketing | Associate | 50% | 24 |

16. Instruction offered through contractual relationships: For each contractual relationship through which instruction is offered for a Title IV-eligible degree or certificate, indicate the name of the contractor, the location of instruction, the program name, and degree or certificate, and the number of credits that may be completed through the contractual relationship. Enter more rows as needed.

| Name of contractor | Location | Name of program | Degree or certificate | # of credits |
|--------------------|----------|-----------------|-----------------------|--------------|
| | | | | |

17. List by name and title the chief administrative officers of the institution. (Use the table on the following page.)
18. Supply a table of organization for the institution. While the organization of any institution will depend on its purpose, size and scope of operation, institutional organization usually includes four areas. Although every institution may not have a major administrative division for these areas, the following outline may be helpful in charting and describing the overall administrative organization:
- Organization of academic affairs, showing a line of responsibility to president for each department, school division, library, admissions office, and other units assigned to this area;
 - Organization of student affairs, including health services, student government, intercollegiate activities, and other units assigned to this area;
 - Organization of finances and business management, including plant operations and maintenance, non-academic personnel administration, IT, auxiliary enterprises, and other units assigned to this area;
 - Organization of institutional advancement, including fund development, public relations, alumni office and other units assigned to this area.

Please see pages 21-29 for complete organizational charts of our institution.

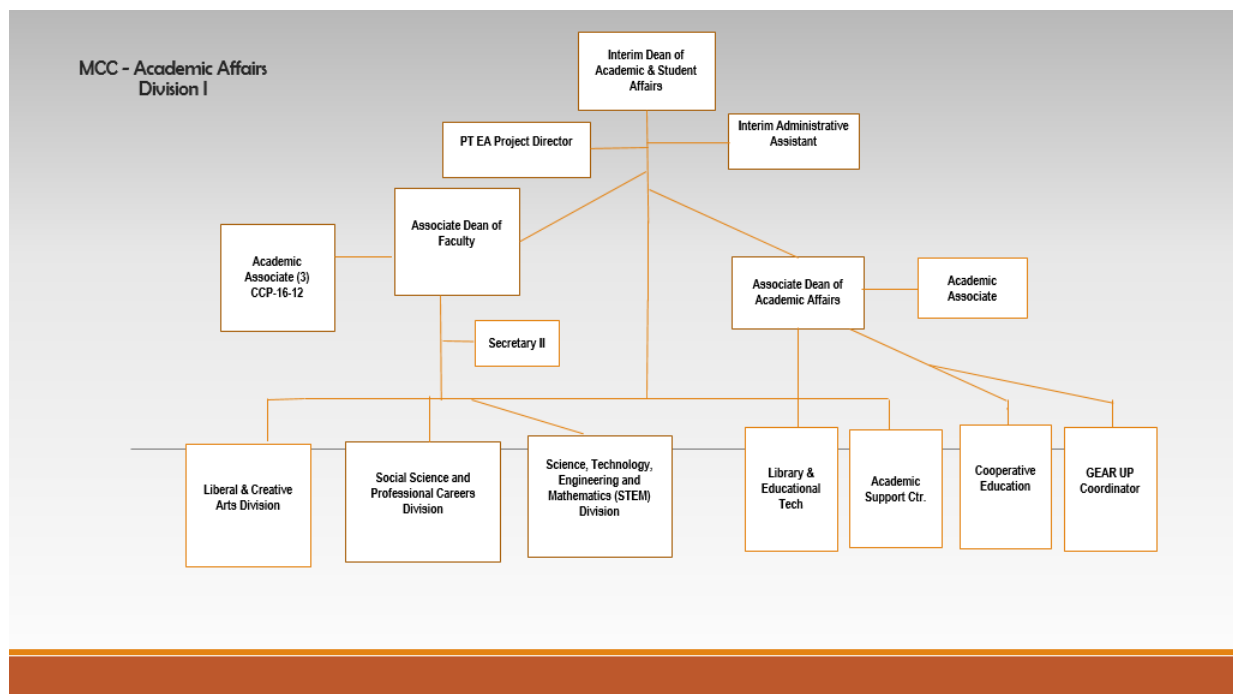
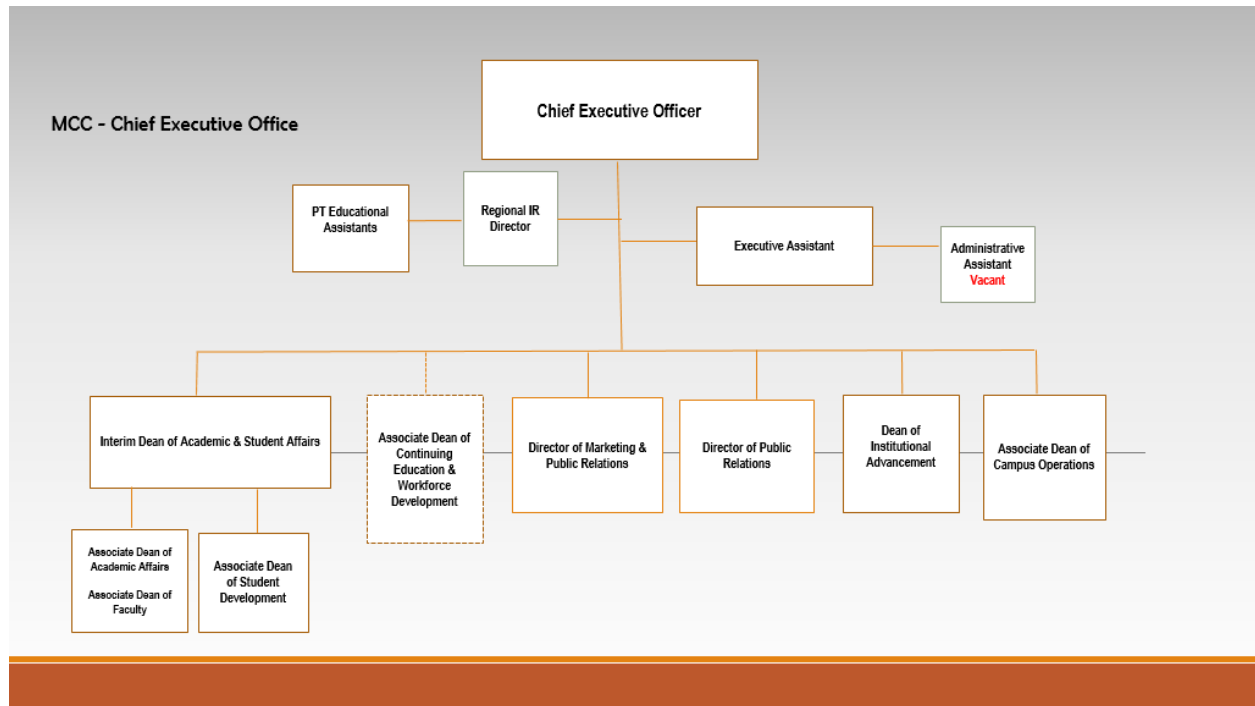
19. Record briefly the central elements in the history of the institution:
- Manchester Community College held its first Convocation on September 14, 1963. Nearly 120 students (most part-time) started that fall at MCC; two years later the first graduating class of seven received their degrees.
 - In 1971 MCC moved to its current location on a 160-acre parcel of land. In 1984 the college moved into its first permanent building, named the Loew Building after MCC's first president.
 - The Learning Resource Center (2000) and Arts, Sciences & Technology Center (2003) were the results of 10-years of major development of our physical resources. In 2009, Great Path Academy, a magnet high school, was opened on the MCC campus.
 - Oversight of the college changed in 2011, when the Board of Regents for Higher Education (BOR) was established, consolidating the governance of the state's twelve community colleges, four universities and Charter Oak College.

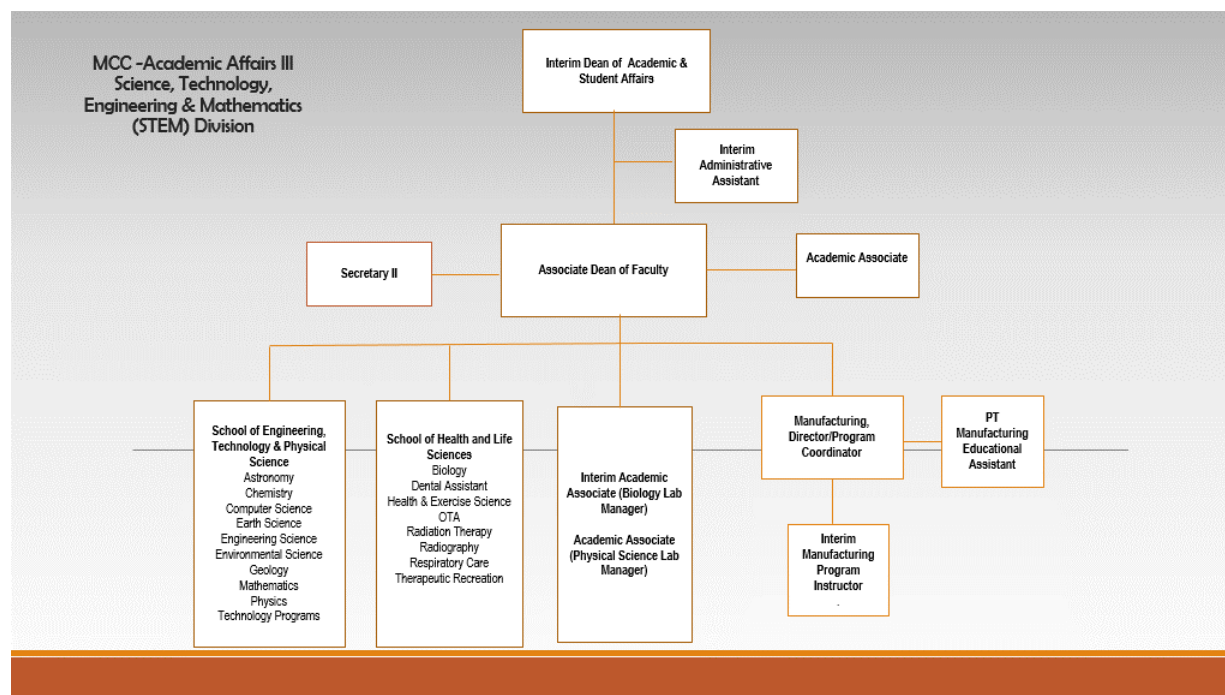
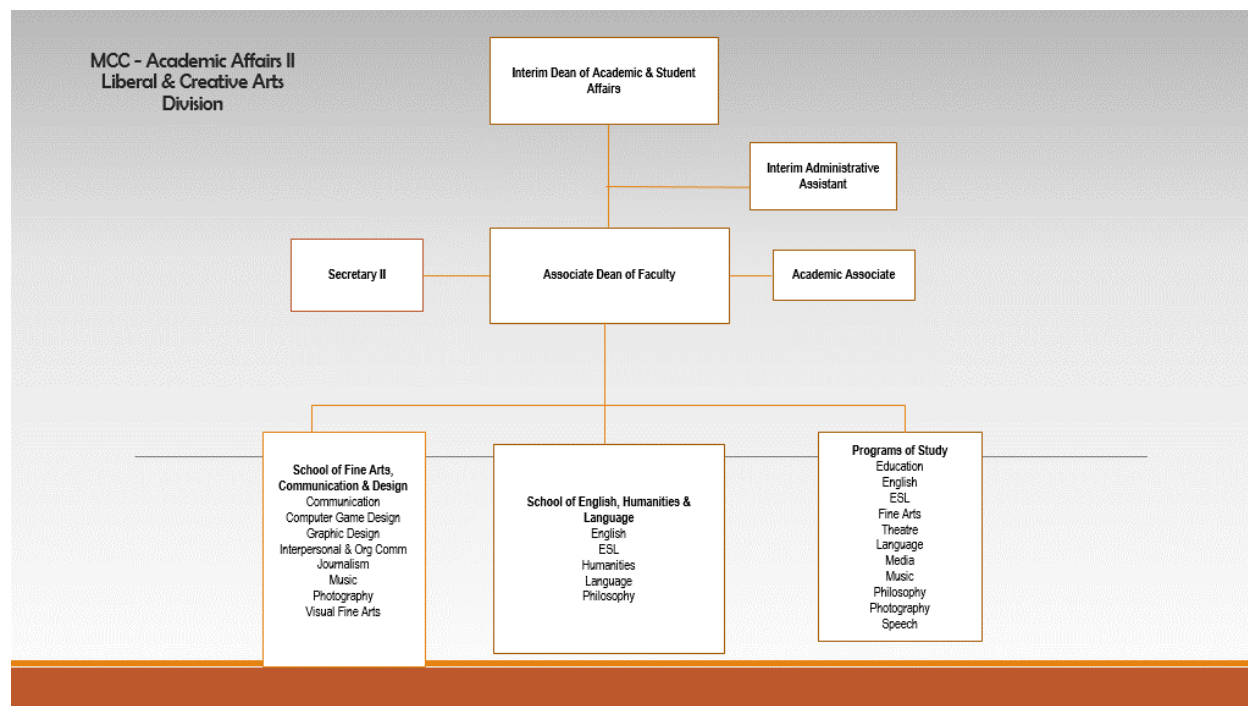
- 2013 marked the 50th anniversary of the college; The birthday theme, “50 Years Together. For Learning. For Life.” embodied the college’s commitment to lifelong learning, and to helping our students achieve their academic, economic, civic, personal and cultural goals.
- In 2016, in partnership with First Niagara Bank, the Town of Manchester, and the MCC Foundation, the college opened the Manchester Community College Arts and Education Center - MCC on Main. This 7,000 square feet facility housed an art and video gallery, an entrepreneurship center, a cafe and seminar and conference space. In 2017, the facility was rebranded as the Dehn Gallery and the Viscogliosi Entrepreneurship Center. In 2019, the Gallery and Entrepreneurship Center were moved back to the main campus, ending the MCC presence in that second location.
- In 2017, the BOR proposed the Students First plan to merge the Connecticut public community colleges into one single institution, the Connecticut State Community College. This began a period of transition for the college as it continued to meet our independent mission while also preparing for the merger.
- From 2017 to the present, the college's leadership has been in flux. Dr. Gina Glickman left the college in 2017 and was replaced by interim CEO Tanya Millner. Dr. Millner held the position until the appointment of Dr. Nicole Esposito in 2020, followed by the installation of our current Interim CEO and Regional Vice President, Dr. Rob Steinmetz, III in 2021.
- Of note, 2020 marked the onset of the COVID-19 pandemic, and the unprecedented move to online delivery of all services.
- As MCC approaches the merger in 2023, we serve nearly 8,000 students each year. We celebrate our successes, noting that MCC has graduated over 25,000 students since 1965. Thousands more students have transferred to baccalaureate institutions prior to receiving their associate degree.

CHIEF INSTITUTIONAL OFFICERS

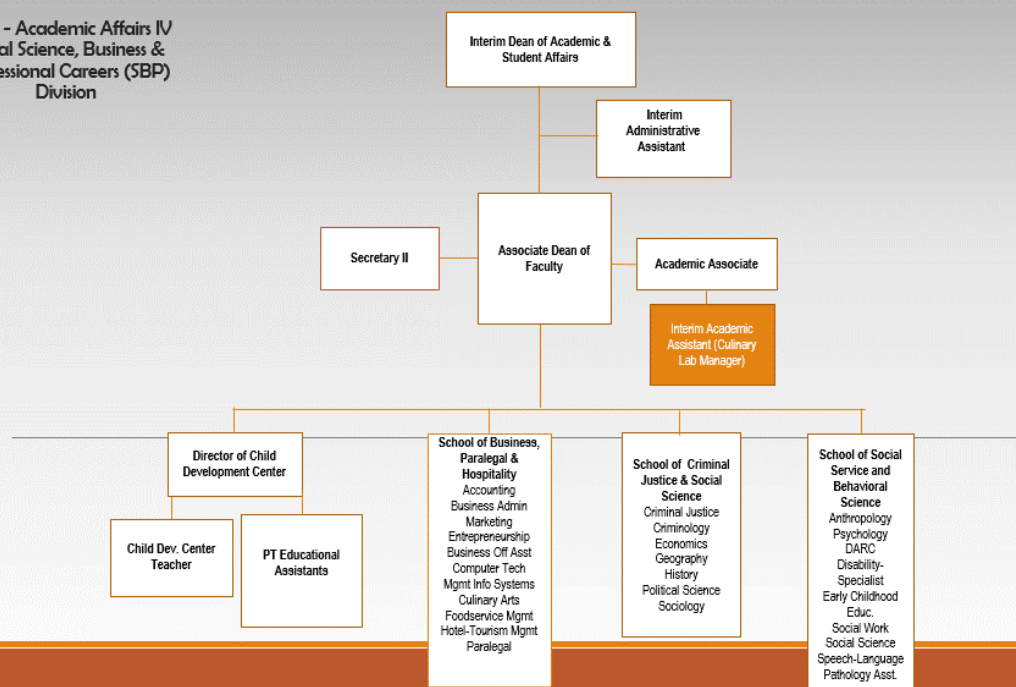
| Function or Office | Name | Exact Title | Year of Appointment |
|----------------------------------------------------------|------------------------------|------------------------------------------------------------------|---------------------|
| President/CEO | Robert Steinmetz, III, Ed.D. | Regional President, Capital-East Region | 2021 |
| Chief Academic Officer | Fatma Salman, PhD | Interim Dean of Academic and Student Affairs | 2020 |
| Deans of Schools and Colleges (insert rows as needed) | Mary Lou Vredenburg, PhD | Associate Dean of Faculty | 2020 |
| Chief Financial Officer | Chad Glabach | Interim Director of Finance and Administrative Services | 2022 |
| Chief Student Services Officer | Fatma Salman, PhD | Interim Dean of Academic and Student Affairs | 2020 |
| Planning | David Nielsen | Director of Institutional Research | 2002 |
| Institutional Research | David Nielsen | Director of Institutional Research | 2002 |
| Assessment | David Nielsen | Director of Institutional Research | 2002 |
| Development | Tom Reynolds, Ed.D. | Dean of Institutional Advancement | 2021 |
| Library | Deborah Herman | Director of Library and Educational Technology | 2013 |
| Chief Information Officer | Edgar Chavarriaga | Interim Director of Information Technology | 2020 |
| Continuing Education | Miquel Pigott | Associate Dean of Continuing Education and Workforce Development | 2020 |
| Distance Learning | Timothy Boto | Assistant Director, Educational Technology & Distance Learning | 2012 |
| Grants/Research | David Nielsen | Director Institutional Research | 2002 |
| Admissions | Mariah Thomas | Interim Associate Director of Admissions | 2020 |
| Human Resources | Patricia Lindo | CSCU Regional HR Generalist, Capital-East Region | 2020 |
| Registrar | Anita Sparrow | Registrar | 2006 |
| Financial Aid | Anna Torres | Director of Financial Aid | 2019 |
| Bursar | Patricia Veo | Bursar | 2020 |
| Public Relations | Charlene Tappan | Director of Marketing & Public Relations | 2000 |
| Alumni Association | Diana Reid | Director of Development and Alumni Relations | 2017 |
| MCC Foundation | Peter Grose | President, MCC Foundation Board | 2021 |

ORGANIZATIONAL CHARTS

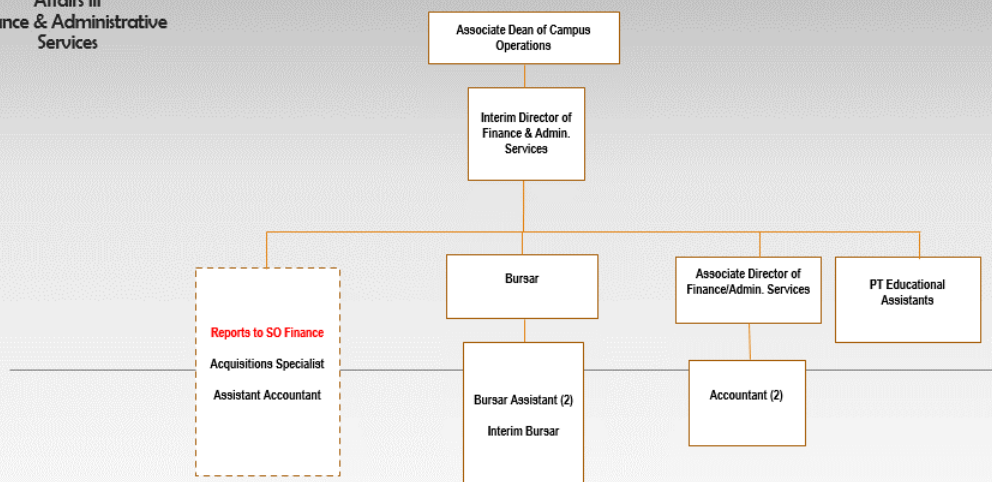


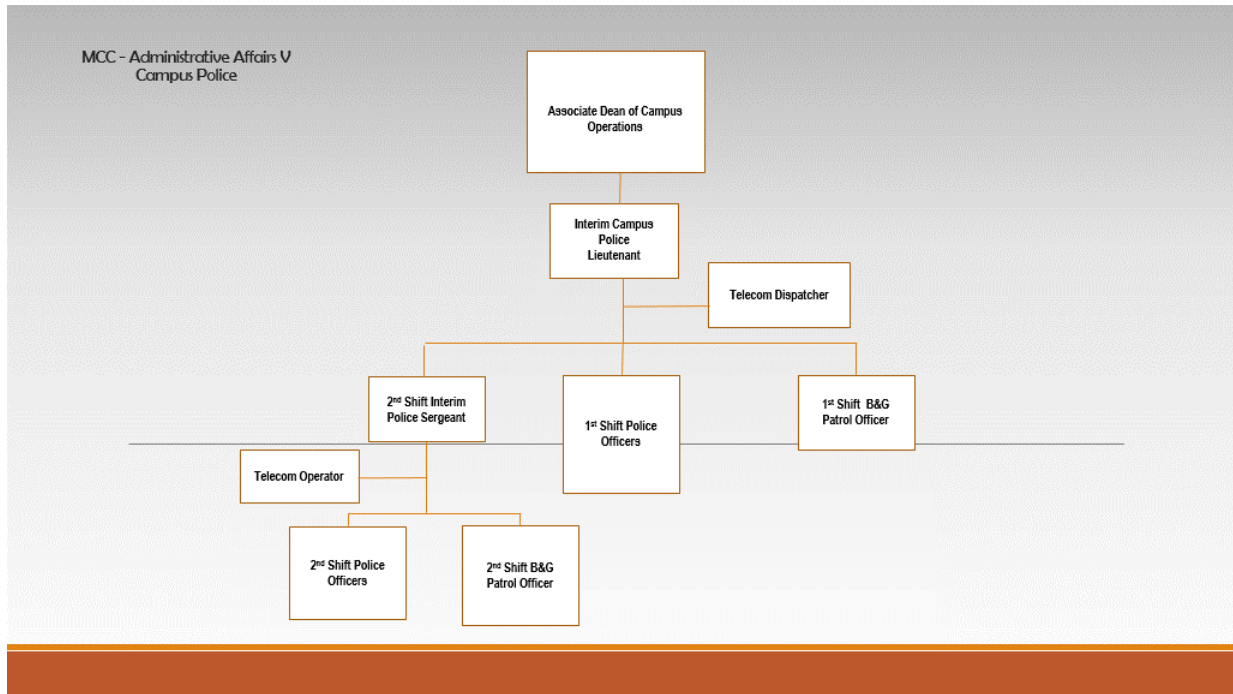
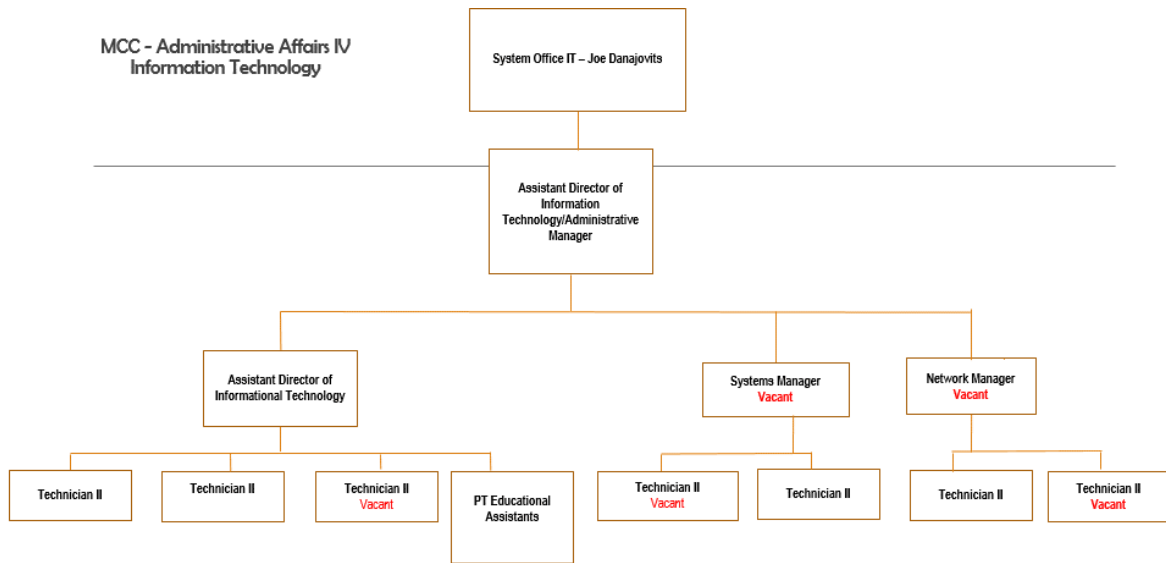


MCC - Academic Affairs IV
Social Science, Business &
Professional Careers (SBP)
Division

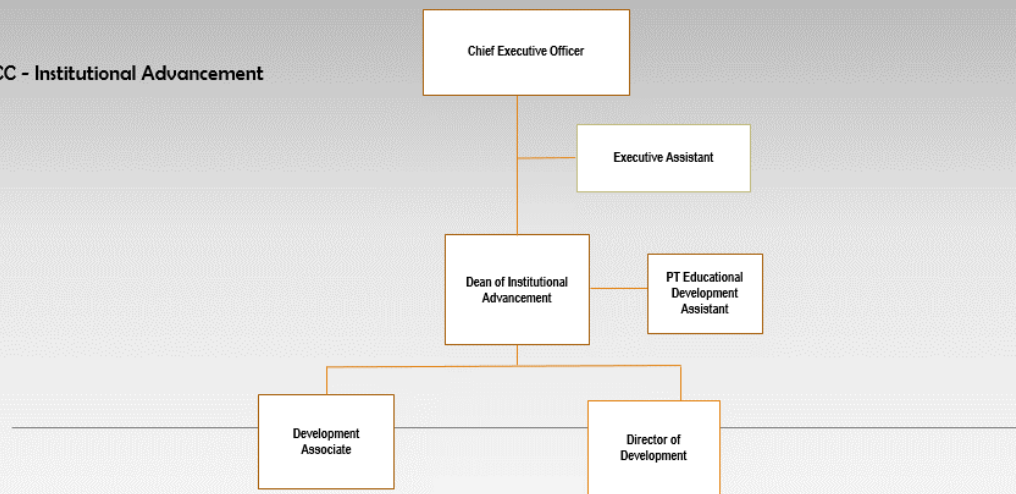


MCC - Administrative
Affairs III
Finance & Administrative
Services

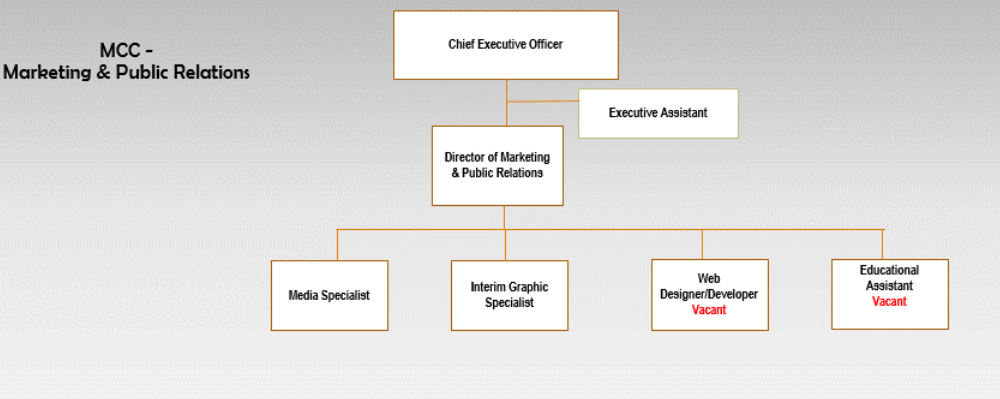


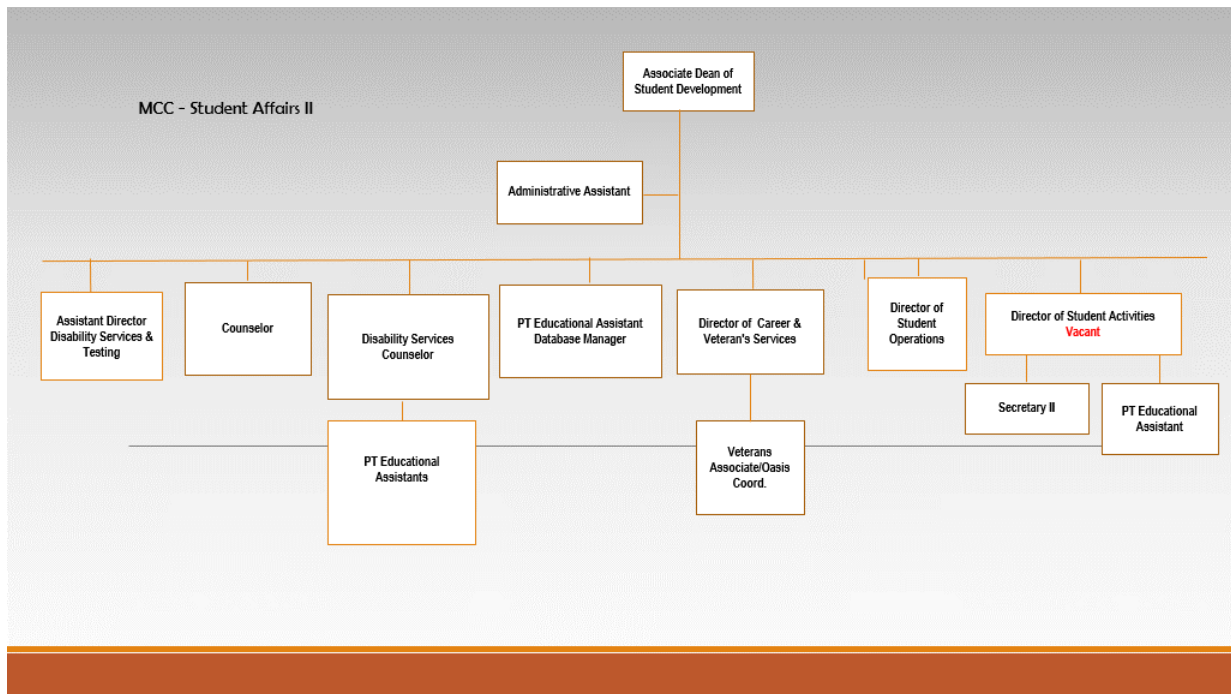
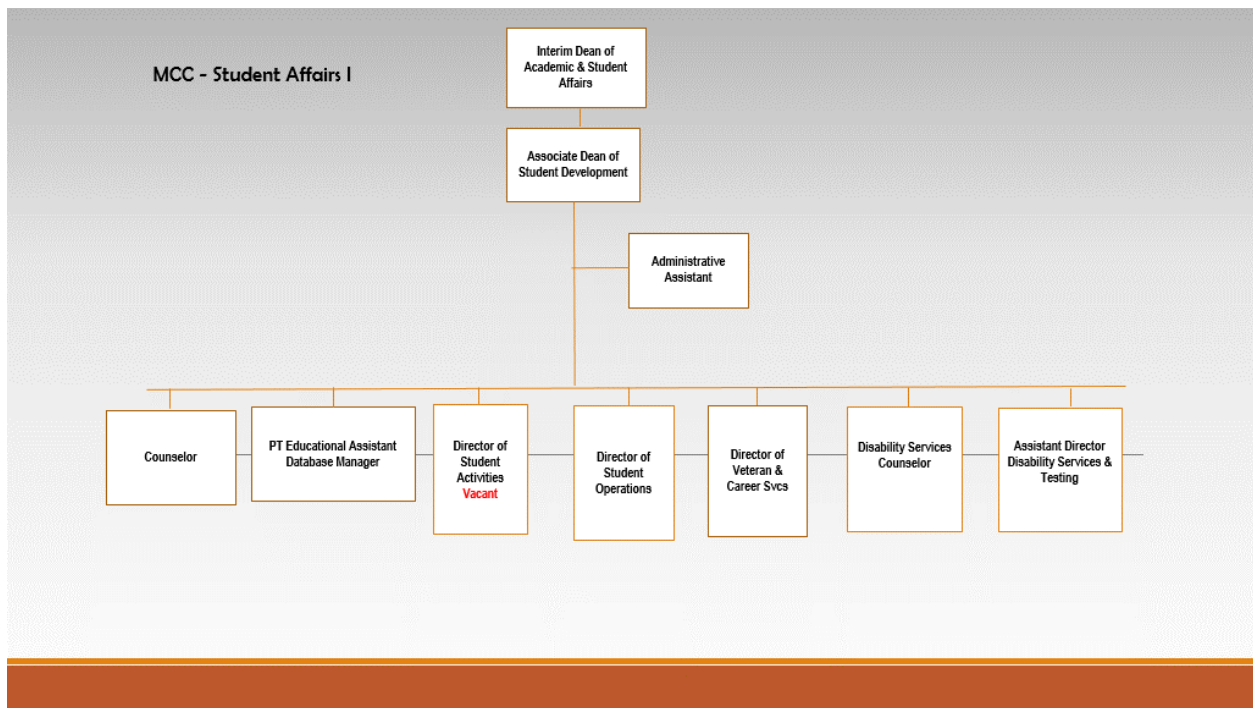


MCC - Institutional Advancement

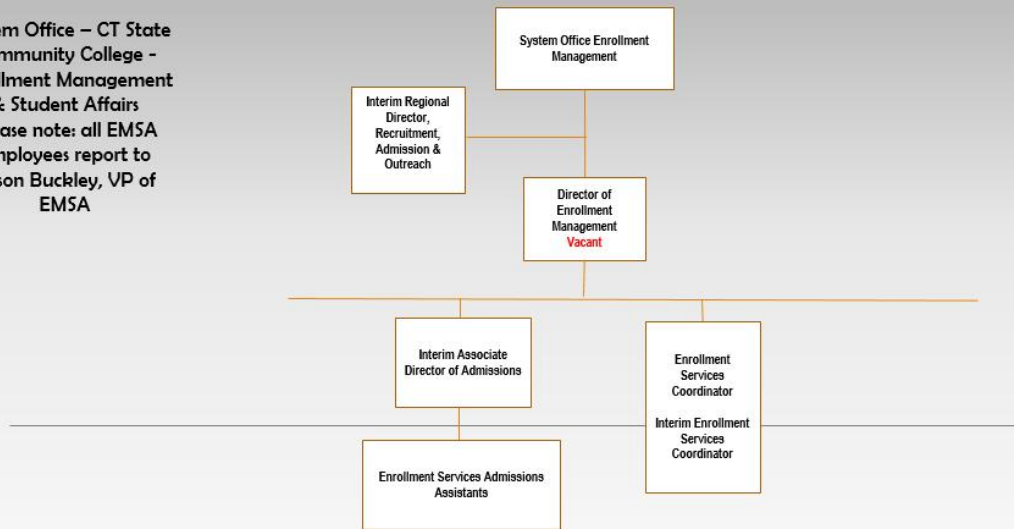


MCC - Marketing & Public Relations

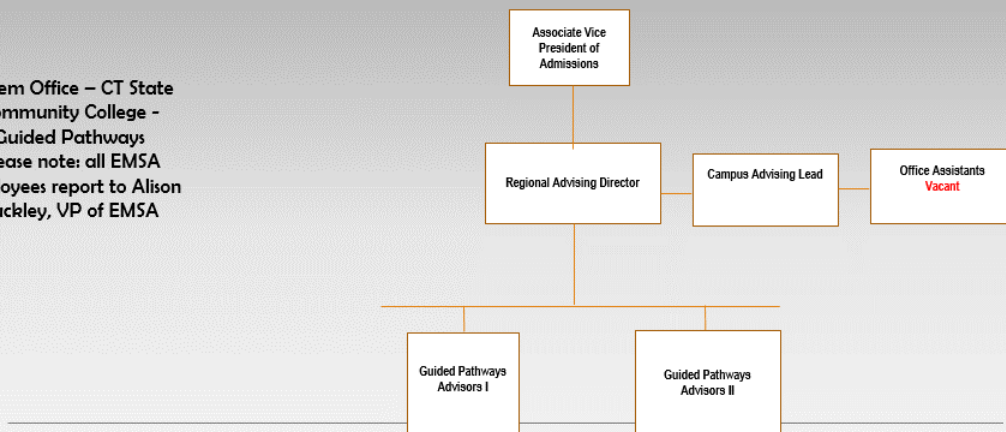




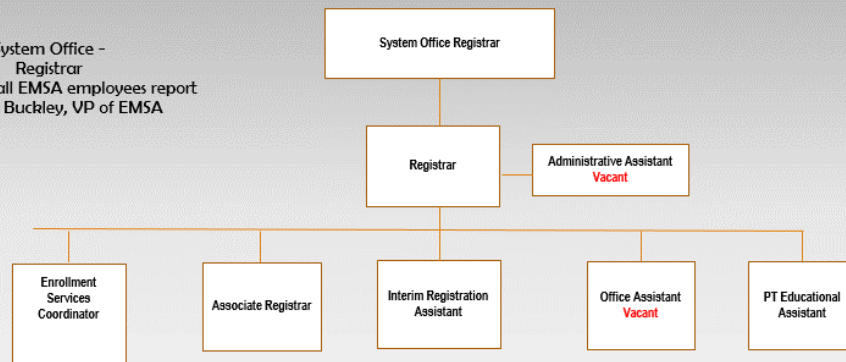
System Office – CT State
Community College -
Enrollment Management
& Student Affairs
Please note: all EMSA
employees report to
Alison Buckley, VP of
EMSA



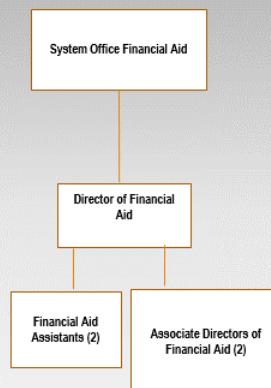
System Office – CT State
Community College -
Guided Pathways
Please note: all EMSA
employees report to Alison
Buckley, VP of EMSA



System Office -
Registrar
Please note: all EMSA employees report
to Alison Buckley, VP of EMSA



System Office -
Financial Aid
Please note: all EMSA
employees report to Alison
Buckley, VP of EMSA



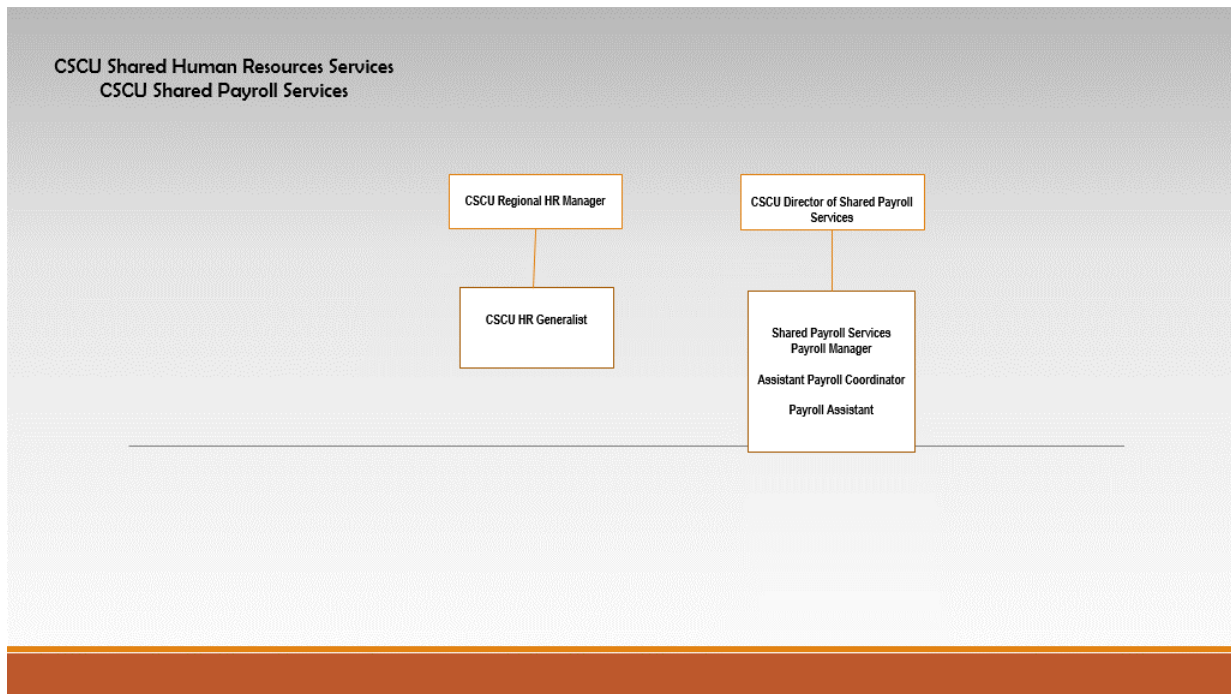
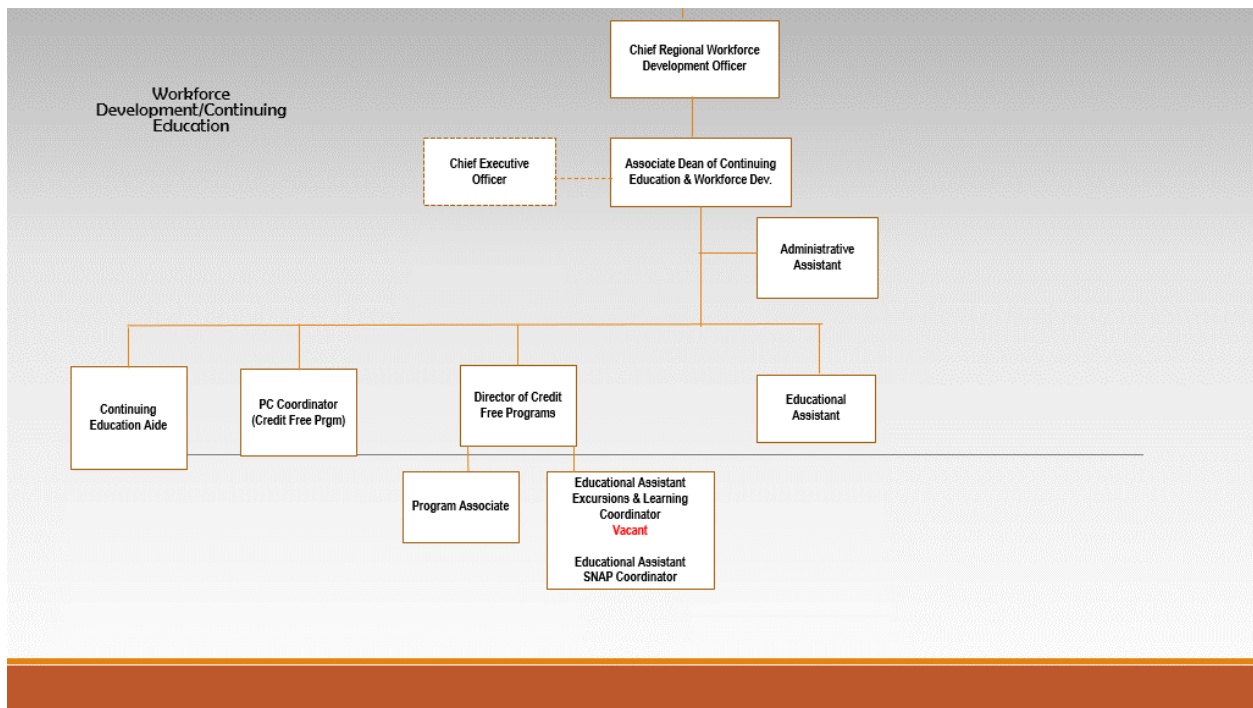


TABLE OF NECHE ACTION, ITEMS OF SPECIAL ATTENTION, CONCERNS

The New England Commission of Higher Education (NECHE) noted in its letter dated July 12, 2017 that the

interim report submitted by Manchester Community College was accepted because it responded to the concerns raised by the Commission in its letters of February 13, 2013, April 15, 2014, and October 10, 2014, and addressed each of the nine standards, including a reflective essay for Standard 8: Educational Effectiveness on student learning and success. The Commission commends Manchester Community College (MCC) for a well-written, cogent interim report, detailing the progress it has made since the last comprehensive evaluation.

In the same letter, NECHE requested that the college's 2022 Self-Study prepared for the comprehensive evaluation give special emphasis to the four main areas listed in the table below:

| Date of NECHE Letter | Special Areas of Emphasis | NECHE Standard References | Self-Study Page Number |
|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| 12 July 2017 | Review of governance structure. | Effectiveness of the institution's organizational structure and system of governance is improved through periodic and systematic review (3.19). | pp. 50-51 |
| 12 July 2017 | Development of a college-wide approach to assessment that includes assessment of the general education program and using assessment results for improvement. | <p>Assessment of learning is based on verifiable statements of what students are expected to gain, achieve, demonstrate, or know by the time they complete their academic program. The process of understanding what and how students are learning focuses on the course, competency, program, and institutional level. Assessment has the support of the institution's academic and institutional leadership and the systematic involvement of faculty and appropriate staff (8.3).</p> <p>The institution uses a variety of quantitative and qualitative methods and direct and indirect measures to understand the experiences and learning outcomes of its students, employing external perspectives including, as appropriate, benchmarks and peer comparisons (8.5).</p> <p>The results of assessment and quantitative measures of student success are a demonstrable factor in the institution's efforts to improve the learning opportunities and results for students (8.8).</p> <p>The general education requirement is coherent and substantive. It embodies the institution's</p> | <p>pp. 148-159</p> <p>pp. 149-151, 154-159</p> <p>pp. 154-159</p> <p>pp. 66-67, 70-71</p> |

| | | | |
|--------------|--------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| | | definition of an educated person and prepares students for the world in which they will live. The requirement informs the design of all general education courses, and provides criteria for its evaluation, including the assessment of what students learn (4.16). | |
| 12 July 2017 | Increase of credit- and non-credit enrollment and to improve student retention. | 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 (Students, statement of the Standard). The institution demonstrates its ability to admit students who can be successful in the institution's academic program, including specifically recruited populations. The institution's goals for retention and graduation reflect institutional purposes, and the results are used to inform recruitment and the review of programs and services (5.6). | pp. 105-110 |
| 12 July 2017 | Sufficiency of faculty, including full-time faculty, to meet the needs of the institution. | <p>There are an adequate number of faculty and academic staff, including librarians, advisors, and instructional designers, whose time commitment to the institution is sufficient to assure the accomplishment of class and out-of-class responsibilities essential for the fulfillment of institutional mission and purposes. Responsibilities include instruction, accessibility to students, and the systematic understanding of effective teaching/learning processes and outcomes in courses and programs for which they share responsibility; additional duties may include, e.g., student advisement, academic planning, and participation in policy-making, course and curricular development, research, and institutional governance (6.2).</p> <p>The institution periodically evaluates the sufficiency of and support for academic staff and their effectiveness in teaching and advising, scholarship, service, and as appropriate to institutional mission, research and creative activity. The results of these evaluations are used to enhance fulfillment of the institution's mission (6.14).</p> | pp. 107-108 |

STANDARD ONE: 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 New England Commission 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.

In our 2017 Five-Year Interim Report, we explained that our mission statement, which was formally adopted during the 2008-2009 academic year, has served our institution well. As we wrote in 2017, "Manchester Community College is a mission-driven institution, whose strategic goals align with the mission." Our current climate presents a number of challenges and changes, such as the COVID-19 pandemic, gaps in student achievement, the scarcity of resources and our system's proposed merger. Despite these hurdles, we have relied on our mission to guide our decisions and our responses to the challenges we have encountered. In that 2017 report, we stressed how our college meets the NECHE Standards in fulfilling our unique mission; throughout the 2022 Self-Study we have continued to share our description, appraisal and projections of our college through the lens of that mission statement.

DESCRIPTION

Our mission reads:

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.

Our college serves many purposes for our community. We see these purposes reflected in the ways that we serve the educational needs of our diverse student body and the greater Manchester region. As we have navigated the challenges of the current climate described above, our mission statement has guided our response and resolve. Our mission drives us to provide access, even when COVID-19 forced us to physically close our campus. Our mission prioritizes supporting the diverse needs of our students to address not only their academic needs, but also their economic, civic, personal and cultural needs as we work to increase equity. Our mission ensures that the services we provide are affordable to all members of our community, which is reflected in our ability to maintain fiscal viability while placing students' needs at the forefront of our decision-making. Finally, we remain steadfast in maintaining our mission as we navigate the merger process and begin to embrace the mission of our new institution, the CT State Community College. Manchester Community College's mission appears in the college [catalog](#), [Fact Book](#) and [Student Handbook](#). It is featured on the college [website](#) and on MCC faculty and staff business cards. The mission statement is featured on all [Strategic Planning](#) documents. Appropriately, our mission is prominently featured during our Opening Day events to orient our new faculty and staff to our purpose and to serve as a guiding reminder for our returning faculty and staff.

Paired with our mission is our statement of shared values, which appear as Guiding Principles alongside our mission statement in many of our primary documents, including the college website and the college catalog:

Manchester Community College demonstrates Shared Understanding of how our mission informs the work we do. We take Shared Responsibility for the fulfillment of our mission, and we are guided by Shared Leadership that upholds our mission.

APPRAISAL

Manchester Community College meets 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 New England Commission of Higher Education.

Manchester Community College's mission statement was revised and formally adopted by our governing bodies during the 2008-2009 academic year. It defines the distinctive character of our college as a learning-centered community. As we indicated in our 2012 Self-Study, this description "indicates that our central purpose is learning and that everyone in the community is committed to learning." Our mission acknowledges the diverse population that we serve and encompasses our history as an open-access, community-based and academically rigorous institution. The mission also provides vision for the future as we maintain relevance, comprehensively serve our students and innovate to improve those learning experiences. As we proposed in our 2012 Self-Study, we continue to monitor demographic changes and systematically review program areas to ensure that MCC offers academic and workplace training that responds to trends and demands in our service area. We have also continued to refine and further develop our assessment processes, an area of focus we identified in 2012 and discuss in Standard Eight. In our 2012 Self-Study, we particularly emphasized the need to explain the term "access" in light of issues such as developmental education and course availability. We discuss this further in Standards Four and Eight and have focused recently on examining access through an equity lens. While the term equity does not appear in our mission statement, we see equity goals as central to our mission (see Standard Two). Though our mission is broad in scope, we recognize the purposes described within it as concrete, realistic and in service of our community.

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

Because the mission is so relevant to our institution's work, the Manchester Community College Mission Statement appears in both print and digital publications. We have provided links to digital examples in the Data First form for this standard.

Our mission provides parameters for what we do and how we evaluate our success. As indicated above, we have used the mission as the basis for this 2022 Self-Study. In Standard Two, we discuss how our strategic planning process aligns with our mission and how the mission was central to the 2019-2020 strategic plan revision process and cycle, which we proposed in our 2012 Self-Study and have now established. In Standard Three, we explain how the college's governance structure upholds our mission. In Standard Four, we demonstrate how we identify ourselves as a learning-centered community as described by our mission. In Standard Five, we discuss how our interactions with our student body are guided by the mission statement. In Standard Six, we explain how our faculty use the mission statement to guide their additional responsibilities outside of the classroom. In Standard Seven, we demonstrate

how our resources support our mission. In Standard Eight, we describe how we assess the excellence that is at the heart of our mission. In Standard Nine, we demonstrate how we clearly and ethically share our mission and the work it inspires with the community we serve.

PROJECTIONS

According to [“Maintaining NECHE Standards on the Campus” \(p.105\)](#), the BOR projects that the “12 individually accredited colleges continue to meet the standards for accreditation during the consolidation process.” Specific to Standard One, the BOR explains that Mission and Purposes are

Directed for all institutions by the BOR. CEOs are responsible for ensuring that the institution achieves its mission and purpose.

Specifically, Manchester Community College:

1. Recognizes the need for periodic evaluation of the mission and purpose of the college; we do not plan at this time to do such assessment, nor have we scheduled it for a later date, since we are slated to adopt the mission of the CT State Community College in 2023. The CT State Community College mission has been developed with input from the 12 community colleges and inspires the initial strategic plan for the merged institution. It reads:

Connecticut State Community College provides access to academically rigorous and innovative education and training focused on student success. The College supports excellence in teaching and learning, makes data-informed decisions, promotes equity, advances positive change for the students, communities, and industries it serves, and awards associates degrees and certificates.

That mission is paired with a corresponding vision statement:

Connecticut State Community College will be recognized for exceptional student success, educational leadership, and transformative collaboration with business and industry, government, educational, and key stakeholders while advancing diverse opportunities for Connecticut’s citizens and communities.

We acknowledge the similar foci of the CT State Community College mission statement and MCC’s mission. Faculty and staff will assess and align the work that they do in light of the new mission statement while continuing to serve our community in the ways that we always have.

2. Expects to begin implementation of the CT State Community College in preparation for Fall 2023. Current MCC print and digital materials will be revised to reflect the CT State Community College mission.

DATA FIRST FORMS

Standard 1: Mission and Purposes

Attach a copy of the current mission statement.

| Document | | Website location | Date Approved by the Governing Board |
|---------------------------------|---|---------------------------------------------------------------------------------------|--------------------------------------|
| Institutional Mission Statement | ? | https://www.manchestercc.edu/about/ | ? |
| | | | 2009 |

| Mission Statement published | | Website location | Print Publication |
|-----------------------------|------------------|------------------|-------------------------------------------------------------------------------------------------------------------------------|
| ? | MCC Website | ? | https://www.manchestercc.edu/about/ |
| | Student Handbook | | https://www.manchestercc.edu/current-students/handbook/ |
| | College Catalog | | http://catalog.mcc.commnet.edu/ |
| | | | MCC 2019-20 Catalog |

| Related statements | | Website location | Print Publication |
|--------------------|-----------------------------|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ? | Strategic Plan (2019-20) | ? | https://www.manchestercc.edu/offices/chief-executive-officer/planning-research-and-assessment/strategic-plan/ |
| | Strategic Plan (2020-23) | | https://www.manchestercc.edu/planning-research-and-assessment/strategic-plan/ |
| | CT State Mission and Vision | | https://www.ct.edu/gp/policies#mission |

Please enter any explanatory notes in the box below

STANDARD TWO: 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.

Manchester Community College has developed productive cycles of planning, implementation and evaluation across our institution in fulfillment of our mission. This includes recent planning to maintain our fiscal viability, address challenges related to the COVID-19 pandemic and address inequity in student learning outcomes. We maintain this standard effectively as we indicated in our 2017 report: “MCC’s strategic planning is flexible, dynamic and evolving.” Both our planning and our evaluation are data-informed.

DESCRIPTION

Planning

To engage in a systemic, comprehensive, broadly-based, integrated and appropriate cycle of planning and evaluation, the college initiates planning in many venues and on many levels. MCC’s planning cycle begins holistically with the [Strategic Plan](#). The Strategic Plan is mission-based and is at the forefront of all the college’s work.

Our current Strategic Plan features seven broad goal areas, each of which represents an aspect of our mission statement. Each goal is described by an aspirational statement and followed by measurable objectives that identify key ways we can achieve those goals.

MCC widely publishes our Strategic Plan. It appears in several places on our [college website](#) and in our [Fact Book](#). It is featured on the agendas of our campus-wide Opening Day events and our May Institute.

The Strategic Plan also informs other key planning activities at MCC. These include:

- *Academic Departmental Action Plans, and subsequently, individual faculty Proposed Additional Responsibilities:*
Departments annually submit a proposed Action Plan. This plan delineates the work that each department expects to complete over the course of the year and is aligned with the Strategic Plan. In turn, faculty whose workload includes Additional Responsibilities (see Standard Six for a more detailed discussion of AR) align that work with both the Departmental Action Plans and the Strategic Plan. In recent years, faculty have also aligned these responsibilities with systemwide goals, and specifically in 2021, with work essential to merger efforts. Examples of both Action Plans and Proposed Additional Responsibilities can be found in the Work Room.
- *Enrollment Management:*
The Enrollment Management Plan was developed by the MCC Enrollment Management Committee (EMC), which was comprised of a broad cross-section of the MCC community. The EMC served as an enrollment “think tank” and had delegated authority to adjust the college’s current enrollment practices and implement new initiatives designed to improve enrollment outcomes in alignment with the College’s Strategic Plan. The annual Enrollment Management Plan provided briefs on key issues relating to MCC’s enrollment management and identified key strategies to be implemented by MCC faculty and staff (see our workroom for the most recent plan). In 2020, the EMC’s responsibilities were assumed by the system office. Enrollment

Management planning is no longer directly developed by MCC, though the statewide plan is informed by local enrollment needs. The EMC is discussed further in Standard Four. The Fall 2018 MCC Enrollment Management Plan and the CT State Enrollment Management Plan can be found in our workroom.

- [Educational and Facilities Master Plan:](#)

The Master Plan for Manchester Community College was revised in 2017 and identifies the most important projects needed for renewed and expanded buildings in alignment with the Strategic Plan. Promoting sustainability in land use, buildings, operations, energy and resource use is also fundamental to the plan. The Master Plan was spearheaded by the system office and relied on a team comprised of MCC administration, faculty and staff who partnered with two outside consultants, Paulien & Associates, Inc. and JRR, LLC. This team comprehensively assessed MCC's existing campus: its context, access, land use, buildings, circulation, landscape and infrastructure. The team also assessed the existing and projected 10-year enrollment trends by program area to better determine the current and future physical needs of the campus. This work served as a foundation for understanding current constraints and for framing capital projects in the Master Plan to meet the college's high-priority needs in the next 10-year period. The facilities and this plan are further discussed in Standard Seven.

- [Budget:](#)

The College proposes an annual balanced budget that aligns our resources with our Strategic Plan goals. The college authors financial plans that provide long-term strategies for maintaining fiscal viability. The budget is discussed further in Standard Seven.

- [Library:](#)

The Library and Educational Technology Plan ensures that the information and technology needs of our students are met in alignment with our Strategic Plan. This annual document outlines key strategies and implementation of resources. The MCC Library Plan also aligns with the [2020-2023 Strategic Framework: Advancing Collaborations, Continuing to Thrive](#) developed by the Connecticut State Colleges & Universities Library Consortium. This plan focuses on four key areas and provides strategies for implementation for each:

- Breaking Down Barriers
- Partnering for Success
- Coordinating Collections and Powering Discovery
- Advocacy through Assessment

Library planning is discussed further in Standard Seven. The Library Plan is available in our Work Room.

- [Information Security Plan:](#)

The College's Information Security Plan is both supported by our Information Technology strategic planning and integrated into an institution-wide strategic planning effort. Information Technology is discussed further in Standard Seven.

- [Hazard Mitigation Plan:](#)

MCC is part of a plan being developed to proactively identify the hazards of and vulnerabilities to natural disasters at any of the 17 campuses of the Connecticut State Colleges and Universities, Board of Regents office and any actions or projects that could reduce these risks.

The Strategic Plan also informs essential short-term plans; one example is the planning implemented in response to the COVID-19 pandemic. The Strategic Plan's focus on access is reflected in the development of [plans for providing learning technology to students, for training faculty and staff and for safe reopening of the physical campus](#).

While the use of MCC resources is guided primarily by these campus plans, the College has also seen an increase in the use of MCC resources in service of system office Planning for merger efforts. These plans, including those for Achieving the Dream, [Guided Pathways](#), [Alignment of Programs and Curriculum](#), [Alignment and Completion of Math and English \(ACME\)](#) and [the merger](#), are available through the [CSCU website](#).

EVALUATION

Evaluation is a crucial aspect of the strategic planning cycle and happens at many levels. Faculty evaluate degrees, certificates, programs, curriculum, general and specific learning outcomes, and individual courses. This work is described in detail in Standard Eight. Departments throughout the college use data provided locally, statewide and nationally to evaluate their work and to determine strategies for improvement. The college recognizes the need to review and revise its planning at all levels and has typically used annual or five-year cycles for evaluative processes. Most importantly, our 10-year NECHE Self-Study process exemplifies the culture of self-evaluation at Manchester Community College.

A primary example of the college's evaluative process is demonstrated by the schedule, review and implementation of the Strategic Plan. In Fall 2019, the Strategic Planning Committee (SPC) began a year-long process, based on the planning review cycle, to develop the Strategic Plan for 2020-2023. The previous five-year plan, initially developed for 2012 to 2017, had been extended two additional years to 2019. The new three-year plan covers a truncated period due to the expected opening of the CT State Community College in 2023. The SPC is chaired by the Director of Institutional Research and is comprised of appointed administrators and elected faculty and staff representatives as detailed in the [College's Governance document](#).

During the 2019-2020 academic year, the SPC was expanded to engage more representation from the campus community in this planning process. The SPC employed a variation of the "Collaborative Strategic Planning in Higher Education" model developed by Patrick Sanaghan (2009). The SPC drafted a series of data-driven "[concept papers](#)," which

provide a foundation of shared understanding for our planning activities. They draw on findings from recent college meetings, surveys and forums; our most recent NEASC/NECHE self-study reports and our Enrollment Management plan. The intent of these papers is to provide context as our college community articulates a vision and focus for the next three years. We hope to identify what we value and how we want to meet our mission, despite the challenges that currently face our institution.

The document summarized five key areas for the college:

- Academic Excellence
- Equity
- Student Support Programming
- Advising
- Enrollment Management

The papers also highlighted current challenges for the college. As the papers explain,

We are experiencing a rapid decrease in enrollment, resulting in declining revenue. As a result, budget cuts and staffing vacancies have become the norm. In addition, MCC is working with sister colleges and the BOR (Board of Regents) to become a single community college in 2023. At the same time, the 4Cs (Congress of Connecticut Community Colleges) union contract and job protections expire in 2021.

The papers provide detailed information about these challenges, primarily focusing on budget restrictions, organization and staffing changes, and consolidation impacts.

The concept papers and strategic plan draft were provided to all campus administrators, faculty and staff. The SPC then planned a series of “Strategic Planning Teas;” these events were scheduled at various times throughout a two-week period. SPC members served as facilitators and notetakers at these meetings. Faculty, staff and administration were invited to attend these small group meetings to evaluate our current plan and to share their feedback, thoughts and ideas about where changes might be needed based on the data provided. As the concept papers explained, these teas would be an opportunity for our college community to “articulat[e] a vision and focus for the next three years” and “to identify what we value and how we want to meet our mission, despite the challenges that currently face our institution.” With feedback procured during the teas and with feedback sent via email, the SPC revised the draft of the Strategic Plan, which was then presented to the college CEO and her cabinet for final recommendations and approval. The Strategic Plan was then shared campus-wide and put into effect in Fall 2020.

APPRAISAL

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

In the college’s 2012 Self-Study, we discussed the steps we would take to develop a long-term planning cycle. That cycle has been in place since its completion in 2013 and aligns with our NECHE periodic review.

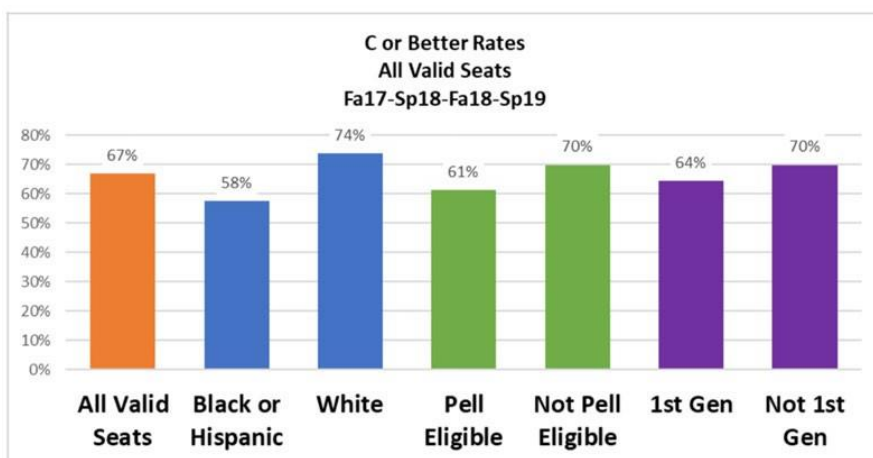
MCC continues to meet this standard in the following ways:

As described above, MCC’s strategic planning is dynamic and evolving. It is mission-centered but also flexible. Our Strategic Planning is data-informed. In 2012, we discussed the need for better ways to measure academic effectiveness and for better data regarding our students. In response to this need, MCC’s [Office of Institutional Research](#) provides a wide range of data which is then utilized for evaluation and continued planning. The college employs a full-time Director of Institutional Research who is supported by one part-time Educational Assistant. Our IR team works closely with the management team, faculty, staff, and committees to provide needed data and information. Banner, our student information system, provides robust data on students, academic history, courses, instructors and other

key information. We discuss our use of Key Performance Indicators (KPIs) and other assessment metrics in Standard Eight.

One recent example of how data informs our campus decisions is the collection and dissemination of data for our Achieving the Dream (ATD) campus initiative, which is tied to our strategic goals of Enrollment Management, Advising, Student Support, Academic Excellence and College Culture. Our ATD team has two campus leads and reports to the CEO. ATD Data Cafés in 2019 featured KPIs disaggregated by race, ethnicity and Pell status. In Spring 2020 at another ATD Institutional Capacity Assessment Tool Café, we shared a report that examined “C or Better” rates by courses and groups of courses, disaggregated by key demographic characteristics of our students.

| C or Better Rates Fa17-Sp18-Fa18-Sp19 Selected Course Groups | | | | | | | | |
|-----------------------------------------------------------------------------------------|----------------------------------------------|----------------------------------|------------------------------------|--------------|--------------------------------|------------------------------------|----------------|------------------------------|
| | <u>Count</u> <u>Valid</u> <u>Seats</u> | <u>All Valid</u> <u>Seats</u> | <u>Black or</u> <u>Hispanic</u> | <u>White</u> | <u>Pell</u> <u>Eligible</u> | <u>Not Pell</u> <u>Eligible</u> | <u>1st Gen</u> | <u>Not 1st</u> <u>Gen</u> |
| Grand Total | 62775 | 67% | 58% | 74% | 61% | 70% | 64% | 70% |
| Devl English | 1611 | 54% | 49% | 63% | 50% | 59% | 51% | 59% |
| Devl Math | 1259 | 47% | 40% | 58% | 43% | 51% | 44% | 52% |
| All 100s | 44925 | 65% | 56% | 72% | 60% | 68% | 62% | 68% |
| All 200s | 14496 | 77% | 70% | 81% | 73% | 78% | 77% | 76% |



The report finds that student learning outcome gaps exist in almost every 100-level course as exemplified by the table and graph above. The report provided more detailed tables of C or Better rates in high enrollment 100-level courses and groups of courses, organized by department and division. Discipline-specific packets with this information were provided to departments and divisions to help faculty teams evaluate how we are addressing issues of inequity and to inform action planning. The ATD team further asked departments to brainstorm strategies and approaches that would help alleviate this disparity and to use this data in the development of Departmental Action Plans.

This information was paired with survey data collected in a partnership with MCC’s Phi Theta Kappa chapter to learn more about student experiences and barriers to success (see our workroom for this survey and its results). The findings of the student survey align with data regularly collected by the

College, including measures of student success by race, ethnicity, Pell eligibility and first-generation status. In March 2021, the campus hosted a Strengths, Challenges, Opportunities, and Threats (SCOT) virtual workshop to discuss the campus ATD work with a particular focus on enrollment challenges over the last few years, which were exacerbated by the COVID-19 pandemic. The System also hosted ATD events in which MCC faculty and staff participated, including:

- Culturally Responsive Curriculum Workshop, March 2021
- Equitizing Syllabi Workshop, May 2021
- Building an Equity-Minded Campus, August 2021
- From Equity Talk to Equity Walk book discussion series, during the 2020-2021 academic year.

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

While our priorities and focus for planning and evaluation have evolved during the past ten years, MCC continues to meet this standard by instituting effective cycles of planning, implementation, and evaluation. As we have described above, strategic planning is implemented in all units of the institution through financial, academic, enrollment and other supporting plans.

Much of the success of our planning and evaluation processes derives from the wealth of data we are able to access. The data itself is reported in many ways, including the [concept papers](#), [MCC Fact Book](#), [Enrollment Updates](#), [Student Success Updates](#) and in many ad hoc reports for faculty and staff (see our workroom). This data is used to measure the effectiveness of our initiatives and to identify improvement strategies.

Key instruments used for planning, evaluation and communication include:

- Strategic Plan End of Year Report (located in our workroom)
- State of the College (located in our workroom): This bi-annual presentation from the CEO and leadership team updates faculty and staff on key strategic issues and highlights current initiatives
- Academic Program and Discipline Reviews: Each program completes a self-study every 5 years which includes institutional and labor data.
- Banner: The data system is shared between all Connecticut community colleges. It has a set of standard data extracts related to students, course, seats, instructors, finance and other areas of enterprise.
- Community College Survey of Student Engagement (CCSSE) (located in our workroom), Survey of Entering Student Engagement (SENSE) (located in our workroom) and other student surveys
- [Integrated Post-Secondary Education Data System \(IPEDS\)](#)
- [Guided Pathways KPIs](#)
- The Barriers to Student Success Survey (located in our workroom)
- Veterans Impact Statement (located in our workroom)

The success of our planning and evaluation is reflected throughout our institution. One area where such data-informed planning and evaluation have been especially successful is in addressing our financial needs, particularly when facing significant and ongoing budget challenges. The college prides itself on having maintained balanced budgets since our 2017 report, while maintaining our excellence. The

college no longer makes annual budget presentations; [our annual statements and budget information](#) is openly available on the college website. More information about our fiscal planning and evaluation is provided in Standard Seven.

As we have indicated above, systemwide merger planning and evaluation strategies have begun to inform much of the work done on campus, but the college also informs planning made at the state and system level. Recent examples include the MCC white paper for the new governor on strengths and priorities (located in our workroom) and the college input in the recruiting and hiring of the campus CEO (located in our workroom).

We have also benefitted from system-generated data. The CCSU Student Success Center, in collaboration with the Achieving the Dream systemwide initiative, now collects and distributes [Guided Pathways first year KPIs and equity data](#). This systemwide data allows the college to evaluate the effectiveness of retention strategies, developmental education and relative performance of students based on race, Pell eligibility, and other factors not only on our campus, but also in relation to the work of our sister colleges in the system. MCC's IR has used this data to create illustrated reports that look at trends and equity in key measures of first year student success.

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

As we describe above, MCC continues to identify priorities and to effectively pursue them.

Our planning has remained flexible, allowing us to address new and urgent needs, as best demonstrated by our response to the COVID-19 pandemic. Our COVID response was coordinated through our [COVID Response plan](#), our Three Phase Re-Opening Plans, and our COVID New Student Advising Action Plan (located in our workroom). The College quickly developed and implemented flexible strategies to provide our students with the support they need to succeed while maintaining the health and safety of the MCC community. This required strategic, academic, financial and resource planning at all levels of the College (2.6).

New strategies implemented included the development of online orientation, the implementation of new placement methods including self-reported high school GPAs and contact tracing. Other strategies were already in place, but were increased to meet demand, such as [technology loans](#) for students, primarily of chrome books and wi-fi hotspots, virtual [tutoring](#) and [advising](#) appointments, and use of the [LinkedIn Learning classroom support](#). Over the course of the pandemic, College leadership provided regular updates about COVID protocols, COVID exposure incidents, and resources available to faculty, staff, and students. Grant money from federal state and local organizations like the Hartford Foundation for Public Giving (HFPG), and immediate funding from the MCC Foundation, provided needed financial backing to implement these strategies.

Importantly, the college followed the implementation of these strategies with surveys of students and faculty (located in our workroom) to determine where adjustments were needed. The results of these surveys were shared campus-wide. This data was paired with data collected by the COVID systemwide survey implemented in Fall 2020 (located in our workroom). Both the dean of students office and the associate dean of faculty collected case-by-case details of individual student needs as referred by faculty, staff and students themselves (located in our workroom). They pointed out not only the difficulties our students, faculty and staff were facing, but also the places where positive and successful

learning experiences occurred. We also found that our contact tracing worked effectively when needed. More investigation is needed of the long-term impacts of the pandemic, especially on student retention, student success and the college budget.

Another example of this cycle of evaluation has been our website development. As we wrote in 2017, 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. In 2012, we committed ourselves to greater transparency, to include development of a digital repository for institutional research reports and strategic planning documents. While we have not created that intranet space, the IR office has made an effort to create more comprehensive reports that summarize context and key findings and distribute them widely. We still recognize the need for an intranet for reports and data that our college needs but are not available to the public. More information about the website revision and transparency can be found in our discussion of Standard Nine.

In other cases, we find that our planned strategies have not been sustainable. In our 2017 report, we discussed how we made data-informed decisions to invest in first-year programs that raise retention and graduation rates. This included programs like Summer Training and Retention Services ([STARS](#)), a U.S. Department of Education TRIO program; Foundations in Retention, Success and Transition (FIRST); and Student Outreach for Academic Retention (SOAR). While the STARS program continues to be a vibrant and effective program that successfully retains students, other initiatives that had positive impacts on student success like FIRST, SOAR, Brother-2-Brother and Sister-2-Sister are no longer active due to lack of funding and staffing. Other programs like Vet-II-Vet were suspended during the pandemic and have not yet been reestablished at our campus. At the same time, we have established new initiatives like the [Promoting Academically Successful Students \(PASS\)](#) program, which helps MCC students of color who are on academic probation transition to good standing and remain on track to graduate. PASS provides individualized academic support including development workshops emphasizing a growth mindset, peer support and self-responsibility. In addition, PASS students are required to participate in student advising, counseling and career exploration activities. We discuss STARS in more detail in Standard Five.

We note that since our 2017 report, our development of new initiatives has slowed. Our primary attention has turned to maintaining our current systems and preparing for changes related to the merger. We continue to plan beyond the short-term horizon while we recognize that 2023 will be a turning point. This results in a narrowing of our focus as we determine how we can best serve our current students and how we can best make the transition towards CT State. As we engage in new initiatives for our college, we are informed by our Strategic Plan and link our financial and human resources to our strategic priorities.

At this time, some planning functions have moved away from MCC's control and are now planned and supported by system office initiatives. There is sometimes a lack of coordination between system and MCC planning and evaluation efforts. For example, overlapping student surveys regarding COVID experiences were issued both by the college and by the system in Spring 2021. More effective coordination of these initiatives is needed to avoid duplication of efforts and to improve the feedback received from students.

Emerging CT State Community College plans are being shared with the MCC community; information on these plans can be found through the following resources:

- Strategic planning and academic program review, under the purview of the CSCC Associate Vice President of Planning and Effectiveness
- [Students First website](#)
- [Guided Pathways website](#)
- [Students First / One College Planning Documents](#)
- [Student Success Center Updates](#)
- [Systemwide KPI data](#)
- [Consolidation FAQs](#)

Recent communication from the CSCU President, dated October 2, 2019, (located in our workroom) emphasizes the continued importance of data-driven planning and evaluation:

Institutional Research (IR) is a critical function in our work to improve student success. The future IR structure for the single community college has all college IR professionals as part of a single statewide staff while working and maintaining critical relationships on their “home” campuses. The primary intent of this new structure is to ensure consistency and provide data for policy and decision making while addressing the local campus demands for data to support strategic planning and assessment.

PROJECTIONS

According to [“Maintaining NECHE Standards on the Campus” \(p.105\)](#), the BOR ensures that the college will meet this Standard in the following ways:

- CEOs continue to create, implement and assess campus-based goals and plans.
- CEOs working with campus-based Achieving the Dream (ATD) leads drive the plans for reforms under ATD framework.

Specifically at Manchester Community College, we project:

1. MCC administration, staff and faculty will continue to fulfill our mission through the implementation of our Strategic Plan. Our administration, staff and faculty will balance MCC’s local initiatives and CT State initiatives. The development of the CT State Strategic Plan has incorporated an analysis of the current Strategic Plans for all of the colleges as well as of the CSCU system, and all colleges are being encouraged to develop and revise their own Strategic Plans to align with the CT State plan as it is developed, but also to continue to address local conditions and contexts. As we move towards the merger, the MCC Leadership Team will continue to propose new initiatives that specifically meet the needs of our students and align with our Strategic Plan and reflect the mission and vision of the college. The Leadership Team will seek support from the MCC Foundation for implementation of those initiatives. After 2023, the CT State Community College is committed to supporting individual Manchester campus initiatives.
2. We will continue to collect and evaluate college-specific data, including enrollment data and KPIs. We will use this data to inform our local decisions and ensure that we are meeting the

needs of our students. The leadership of CT State is currently in the process of finalizing the organizational structure for the singly-accredited college, but like the individual colleges, relies on a number of metrics and indicators (as well as statutory and compliance requirements) to develop the organization. For example, CT State leadership also reviews the Key Performance Indicators (KPIs), and its Enrollment Management and Student Affairs (EMSA) division has already developed an enrollment plan. As another example, all colleges are slated to have the number of Guided Pathways Advisors that would enable them to carry a caseload recommended by national standards (i.e., 250:1).

3. We will continue to rely on planning and evaluation as we respond to the changing needs and lagging effects imposed by the COVID-19 pandemic. In Spring 2021 and then again in Fall 2021, we began to reinstate courses and services to traditional on-ground delivery while still maintaining online courses and services. These changes were made after careful evaluation of the safety and needs of our community and follow the steps developed in our planning to mitigate issues arising from the pandemic. The college will also evaluate those strategies, such as the availability of virtual office hours and appointments, established during the pandemic and maintain the best practices even when they are no longer required for quarantine reasons.
4. The CSCU Capital Program consistently integrates both long- and short-term planning with each institution. As a long-term effort, the system office will sponsor periodic Facility Master Plan updates with each of the institutions to identify academic, student support and student life campus goals and visions based on the colleges' projected demographics in each area of study. Final plans will designate key campus infrastructure requirements and funding thresholds for future bond funds of projects typically valued larger than \$2M. For short-term planning the system office facilities group with each campus facilities group will annually complete detailed condition site assessments. The assessments update academic enhancements, deferred maintenance, code compliance, facility enhancements, energy conservation, equipment needs and funding requirements. Periodically during each calendar year, the assessments will be reviewed and updated with the integration of campus senior staff. These projects are typically less than \$2M and utilize existing bond funds.
5. We are now in our third year with ATD. After a brief period where campus leads were replaced by a system-based model, ATD strategies have shifted back to the original coaching model where we have two dedicated coaches assigned to our campus. With this new model, the focus is back on local initiatives. Local ATD leaders are now meeting with our new ATD coaches and are in the process of determining next steps. ATD will move forward with projects in Spring 2022.

DATA FIRST FORMS

Standard 2: Planning and Evaluation

| PLANNING | | Year approved by governing board | Effective Dates | Website location |
|------------------------------------------------------------|---|----------------------------------------|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Strategic Plans | ? | ? | ? | |
| Immediately prior Strategic Plan | | | 2016-2020 | workroom |
| Current Strategic Plan | | | 2020-2023 | https://www.manchestercc.edu/planning-research-and-assessment/strategic-plan/ |
| Next Strategic Plan | | | 2023 | under development by CT State committee |
| | | Year completed | Effective Dates | Website location |
| Other institution-wide plans* | | | | |
| Master plan | | 2017 | | https://www.manchestercc.edu/about/educational-master-plan/ |
| Academic plan | | 2017 | | https://www.manchestercc.edu/about/educational-master-plan/ |
| Financial plan | | | | |
| Technology plan | | | | |
| Enrollment plan | | 2020 | | workroom |
| Development plan | | | | |
| Plans for major units (e.g., departments, library)* | | | | |
| Academic Dept Annual Action Plans | ? | | every 5 years | workroom |
| Guided Pathways Holistic Student Support Redesign | | 2020 | | https://www.ct.edu/files/pdfs/CSCU%20GP%20HSSR%20Working%20Group%20Conclusion.pdf |
| Guided Pathways Recruitment Architecture | | 2020 | | https://www.ct.edu/files/pdfs/CSCU%20GP%20Recruitment%20Architecture%20Working%20Group%20Conclusion.pdf |
| Guided Pathways ACME | | 2020 | | https://www.ct.edu/files/pdfs/CSCU%20GP%20ACME%20Working%20Group%20Conclusion.pdf |
| Library Mission Strategic Framework | | 2020 | | workroom |

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

EVALUATION

Academic

program review

Program review system (colleges and departments).
 System last updated:
 Program review schedule (e.g.,
 every 5 years)

Sample program review reports (name
 of unit or program)*

| |
|---------------------------------|
| Health Careers Dept Action Plan |
| |
| |

| Website location | |
|------------------|---------------|
| ? | |
| | every 5 years |
| ? | Workroom |
| | |
| | |

**System to review other functions
and units**

Program review schedule (every X years or website
 location of schedule)

Sample program review reports (name
 of unit or program)*

| |
|--|
| |
| |
| |

| |
|--|
| |
|--|

| |
|--|
| |
| |
| |

**Other significant institutional studies (Name and
web location)***

| |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Example: Advising:</i> www.notrealcollege.edu/advising |
| Developmental English and Math Updates |
| College Employees Satisfaction Survey, Climate Survey |
| CCSSE, SENSE Results |
| MCC COVID-19 Student Survey |
| MCC Fact Book: https://www.manchestercc.edu/wp-content/uploads/2020-21-Fact-Book.pdf |
| MCC Enrollment and Student Success Updates |
| MCC Employment and Wages Report |

*Insert additional
rows, as
appropriate.

Please enter any explanatory notes
in the box below

| |
|-------------------------------------------------------------------|
| Other significant institutional studies are available in workroom |
|-------------------------------------------------------------------|

| Date |
|---------------|
| 2014 |
| 2017 |
| 2019 and 2020 |
| 2019 |
| 2020 |
| 2021 |
| 2021 |
| 2021 |

STANDARD THREE: 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 organizational 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 autonomy and control of its programs and operations consistent with its mission to be held directly accountable for meeting the Commission's *Standards for Accreditation*.

In the response to our 2017 report, the Commission requested an update on MCC's "review of the College's governance structure, as evidence that the 'effectiveness of the institution's organizational structure and system of governance is improved through periodic and systematic review' (3.19)." MCC has continued to meet this Standard and has continued its practice of periodic review and revision of our organization and governance structures. Here we discuss both our MCC-specific organization and governance within the context of the statewide merger efforts.

DESCRIPTION

State Governance

MCC is governed by the Board of Regents for Higher Education. The BOR "serves as the governing body for the regional community-technical college system, the Connecticut State University System and Charter Oak State College pursuant to Subsection (a) of Section 211 of PA 11-48." The BOR is legally responsible for the quality and integrity of all 17 institutions. According to its website, the BOR carries out the following responsibilities:

[It] 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.

Public Act No. 11-48, Section 217 gives authority to the BOR over policies that range from mission building to the merger and closing of its institutions. A full list can be found in the Act.

The BOR bylaws attest that "The board shall reflect the state's geographic, racial and ethnic diversity. The voting members shall not be employed by or be a member of a board of trustees for any independent institution of higher education in this state or the Board of Trustees for The University of Connecticut nor shall they be employed by or be elected officials of any public agency." Members of the BOR work "honestly and in good faith in the best interests of the institution[s] towards the achievement of [their] educational purposes in a manner free from conflicts of interest." According to the State of Connecticut Office of State Ethics, all public officials and state employees are expected to adhere to the state's Code of Ethics. These laws prohibit public officials and state employees from using their public position or authority for personal financial benefit. Furthermore, the BOR has an independent audit committee "to assist Connecticut State Colleges and Universities (CSCU) management and the BOR in the effective discharge of their responsibilities. To this end, Internal Audit furnishes them with analyses, appraisals, recommendations, counsel, and information concerning the activities reviewed."

CT State Community College

On March 16, 2018, Mr. Mark Ojakian, former President of the Connecticut State Colleges and Universities, submitted to the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges a Substantive Change request document entitled *Students First: Securing Connecticut's Future Through Excellence in Higher Education*. In the document, the BOR formally declared its intention to establish one Community College for all of Connecticut, in which the existing 12 colleges would serve as campuses of the merged Connecticut State Community College. As a result of this plan, Manchester Community College is now an institution in transition, moving from a governance structure in which the college was one of 12 relatively autonomous, individually-accredited Connecticut community colleges, to a system in which MCC is one of 12 campuses of a singly-accredited Connecticut State Community College overseen by the BOR.

With the implementation of the CT State Merger plans, a new layer of governance has been overlaid onto the community college system. In our 2017 five-year report, we discussed initial governance and authority questions that arose with the implementation of the statewide Transfer and Articulation (TAP) programs and degrees. Since then, further directives to establish CT State are being implemented. We discuss these directives and their impact throughout this Self-Study.

In 2020, the new Connecticut State Community College organization was proposed, and leadership positions are being appointed. This includes the installation of three Regional Presidents, each of whom is responsible for the supervision of several colleges. MCC is one of five community colleges placed in Region 1: Capital-East. Dr. Robert R. Steinmetz, III was appointed in 2019 to serve as President for this Region. The essential duties of this position include executive leadership of the regional campuses. According to the [posted job description](#),

The primary role of the Regional President will be to guide the overall strategic direction of campuses in the region serving as a change agent for the new college structure and mission. Reporting to the CSCU President and serving on the President's Leadership Team, the Regional President ensures that institutional operations and priorities are coordinated across all campuses in a consistent manner and establishes new ways of working effectively across campuses to deploy resources efficiently and strategically to meet regional and local needs in support of teaching and learning.

In the future, the Regional Presidents will report directly to the CT State President.

Reporting lines are shifting as the CT State Community College is developed. According to the CSCU [Putting Students First in Connecticut](#),

The critical strategy underlying the Students First plan has been to centralized [sic] key back-office functions such as Financial Aid, Admission, Registration, and Advising at the state-level. . . . A key next step will be to establish service-level agreements with each of the campuses that will delineate how these relationships will look and be supported. These service level agreements are slated to be implemented beginning in the early spring of 2021.

At MCC, several administrative departments that had previously reported to the campus CEO or the campus deans became part of "shared services" that pool talent and expertise to better serve the twelve colleges in the system. [Service Level Agreements \(SLAs\)](#) have been issued by the system office to MCC that define how these departments will provide services to MCC and how MCC will reimburse the

system office for these services. Human Resources, Information Technology, Purchasing and Enrollment Services have been reassigned to off-campus supervisors. Services from these departments are now regulated by the SLAs, minimizing local control. This migration of departments will continue as the merger is implemented.

COLLEGE GOVERNANCE

Manchester Community College governance is described in its [Statement on College Governance](#), revised January 1, 2019, which outlines the college's governance structure, its composition and its various charges and responsibilities. This governance structure provides the needed organization and leadership for the pursuit of our campus mission and reflects our Shared Values of "Shared Understanding – Shared Responsibility – Shared Leadership." The Statement explains:

Manchester Community College is committed to providing broad access to information on college governance issues. In order to facilitate broad input and decentralization in decision-making at the college, there shall be three policy-making bodies . . . the Academic Senate, the College Senate, and the Student Government Association, [which] are subject to MCC and community college system policies and bargaining unit contracts, as well as applicable state and federal regulations.

The Statement affirms an independent structure, giving the three policy-making bodies the authority to both approve or veto and to recommend proposed college policies or procedures. At the same time, this document acknowledges the oversight role the BOR has in making "decisions concerning areas such as budget, academic standards, financial aid, hiring, facilities, planning, and so forth, for the colleges and universities in the system." Formerly, the President and now, the CEO reports directly to the governing Board and is responsible for executing decisions as dictated by the Board.

Faculty play a substantive role in each of the areas of college governance through mandatory representation on all college governance committees. Faculty have voting privileges on the college governance committees to which they are elected. These governance committees are the college's "policy-making bodies" with "the authority and responsibility to establish and advise on policies in defined areas of interest" (Statement on College Governance, 2018). Governance committees report out to academic divisions and the Academic Senate, with opportunity for all faculty to provide input on governance matters (whether on a particular committee or not).

Regular reports and motions animate routine assembly of the MCC governance bodies. Standing Committees, whose membership consists of faculty, staff and students, inform the work of the administration and of these governing bodies. These committees include Executive Committees for both Senates, Strategic Planning, Cultural Programming, Library and Academic Technology, Diversity, Jurisdiction, Promotion, Tenure and Emeritus. Reports from these governance committees are given as a standing agenda item for all three official, policy-making governance bodies. MCC governance bodies, chair meetings, division meetings and department meetings are held regularly according to their standard monthly schedules. During the pandemic, these schedules were maintained remotely through Microsoft Teams. Agendas and minutes are accessed through Teams and/or college email.

MCC's governance system includes periodic review of the Governance Document. As discussed in our 2017 Interim Report, the college created a task force to review and revise the Governance Document in 2016. Given the significant changes in organizational structure such as the elimination of division

director positions and the creation of associate deans, the Governance Document was again revised in 2019 and is currently in the midst of an additional review.

The CEO, Deans, Divisions and Departments

In alignment with the new organizational structure, the MCC President has been replaced by a Chief Executive Officer. This position was initially held by Interim CEO Dr. Tanya Millner. Dr. Nicole Esposito was hired as CEO in 2020 by the BOR. In Summer 2021 (after the cut date for this Self-Study), Regional President Steinmetz assumed the role of Interim CEO for the college in place of Dr. Esposito. According to the system office [CEO job description and posting](#), the CEO's authority contrasts with that formerly granted to the MCC President:

The Campus CEO is the lead campus administrator and serves as the on-site operational leader, providing guidance on developing and implementing strategic plans, as well as providing input on budgetary, enrollment, academic, and related matters. S/he is the chief liaison to the external community and works closely with the campus foundation as well as other stakeholders to generate resources for the campus. The Campus CEO will provide critical focus and expertise on continuous improvement, collaborative oversight of campus functions, and promotion of a safe and comfortable environment for teaching and learning. In addition, the Campus CEO must be knowledgeable of all facets of campus functions, adept at collaboration in a highly matrixed organization and able to identify opportunities for improving operational excellence, and providing an exceptional student learning experience. This position will report to their [sic] respective Regional President. Current direct reports include the campus leaders, Student Affairs, Administrative Services as well as other staff when necessary.

The CEO employs a cabinet of strategic advisors comprised of institutional leaders who represent the college's various divisions and offices. This cabinet meets regularly and supports the CEO's leadership. MCC's organizational structure, as formally managed by the President's Advisory Council, and now by the CEO's Advisory Council, is routinely reviewed; changes to this structure are shared with and feedback is solicited from the campus community through campus-wide meetings such as the annual fall Professional Day and the CEO's virtual Coffee Hours.

As of February 2021, the CEO's leadership team includes:

- Interim dean of academic and student affairs
 - Associate dean of faculty
 - Associate dean of academic affairs
- Associate dean of continuing education and workforce development
- Interim dean of student affairs, student conduct
- Dean of administration and CFO
- Dean of institutional advancement

This list reflects a reduced number of deans. Formerly, the college employed a dean of academic affairs, a dean of student affairs (these two positions are now one dean of academic and student affairs), a dean of administrative affairs and a dean of continuing education and workforce development.

The dean of academic and student affairs is responsible for monitoring and ensuring the success of the academic program, reports directly to the MCC CEO and serves as a non-voting member of the Academic Senate, the Academic Senate Executive Committee and the Curriculum Committee per the Statement on College Governance. Since our 2012 Self-Study, the college has undergone a number of organizational changes and has employed eight different academic affairs deans.

- 2009–2013 Dr. Joanne Russell (dean of academic affairs)
- 2013–2015 Dr. Sandra Palmer (first as interim dean of academic affairs and then provost and chief academic officer)
- Fall 2015 Dr. Duncan Harris (interim dean of academic affairs)
- 2016–2017 Marcia Jehnings (interim dean of academic affairs)
- Summer 2017 Melanie Haber (dean of continuing education and interim dean of academic affairs)
- 2017–2018 Dr. Tanya Millner (interim dean of academic affairs)
- 2018–2020 Dr. Tuesday Cooper (interim dean of academic affairs and continuing education)
- 2020–present Dr. Fatma Salman (interim dean of academic and student affairs)

Other organizational changes since 2017 include the consolidation of four academic divisions into three, the elimination of the academic division director role and the dean of continuing education, and the creation of the roles of associate dean of faculty and associate dean of academic affairs, both of whom report directly to the interim dean of academic and student affairs. Finally, an associate dean of continuing education and workforce development is now in place and reports to the chief regional workforce officer but continues to serve on the CEO's leadership team.

Curriculum Committee

College faculty are primarily responsible for curriculum development and revision at all stages of the curriculum process. Faculty develop new curriculum and curriculum revisions within their academic discipline or program and then present those proposals to the division for approval. Curriculum proposals are then sent for consideration by and approval of the College's Curriculum Committee. The [purpose of the Curriculum Committee](#) is "[t]o review all courses and curricula; to receive from divisions recommendations for changes in, additions to, or withdrawals of courses and curricula; to certify general education courses; and to develop and implement the processes and procedures by which all courses and curricular are reviewed." The Curriculum Committee includes six faculty members with voting privileges and three alternates elected from each academic division. The Curriculum Committee's monthly meeting agenda is disseminated to all points by email. The Curriculum Committee reports directly to the Academic Senate, which has the ultimate authority at the college to recommend new and revised curriculum. Curriculum approved by the Academic Senate is then forwarded to the BOR for final approval. We further discuss curriculum in Standard Four.

Academic Senate

The [Academic Senate](#) serves "as the main forum for discussion of issues related to the academic concerns and interests of faculty." The Academic Senate has "the authority and responsibility to discuss, recommend, and/or determine, as appropriate, policies that govern" academic advising, academic standards, curriculum, academic technology, the library and other academic concerns. All faculty members and community college professionals are voting members of the Academic Senate. Academic

Senate agendas and meeting minutes are provided to the entire college. Formerly, these documents were posted in intranet folders. More recently, these documents are shared via email each month. As of April 2020, faculty and staff can also easily access Academic Senate agendas and minutes in the Microsoft Teams folder.

College Senate

The College Senate is the main forum for discussion of issues that affect the entire college community, such as, but not limited to, campus buildings, grounds, non-academic technologies; campus health and safety; issues concerning admissions, registration, and financial aid; broad issues of campus culture; community and priorities. Formerly the College Senate was also responsible for the Academic Calendar. College Senate has the authority and responsibility to discuss, recommend and determine as an appropriate Government Association. The College Senate is co-chaired by one faculty and one staff. In 2018, MCC established a [College Senate Executive Committee](#), with the responsibility to “call the College Senate to meeting, to determine the agenda for all meetings of the College Senate and to maintain appropriate records thereof.”

Student Government Association

The Student Government Association (SGA) is composed of elected and non-elected students and is charged with expanding and coordinating a program of student activities; stimulating interest and support in the development, assessment, and execution of educational, social, cultural and recreational programs; and developing communication among students, administration and faculty. The SGA acts as the official voice of the student body and seeks to represent its best interests. The [SGA](#) has "the authority and responsibility to discuss, recommend, and as appropriate (within the context of MCC policy and community college system policies) determine policies that govern the activities and interests of the student body." The SGA meets regularly throughout the academic year, and during the pandemic continued to meet virtually.

APPRAISAL

In its response to our 2017 Five-Year Interim Report, the Commission expressed understanding that Manchester Community College appointed a Governance Task Force in Fall 2016 to review its existing governance document, collect input from the college community and propose necessary changes. The Spring 2022 Self-Study will afford MCC an opportunity to update the Commission on its review of the college's governance structure as evidence that the "effectiveness of the institution's organizational structure and system of governance is improved through periodic and systematic review.”

As we described above, MCC implemented the revised Statement of Governance in 2018 under the recommendations of the 2017 Task Force. Furthermore, MCC again revised this document in 2019 in response to the continued changes in organizational structure. Further review is currently underway.

In our appraisal of MCC related to Standard Three, the college observes that while our internal governance structures continue to meet this standard, despite significant organizational changes and staffing issues, the state governance structures and the implementation of the merger plan has decreased the autonomy of our institution. Concerns about the merger are expressed by the Congress

of Connecticut Community Colleges (4Cs) in a Public Comment to the CSCU's NECHE Update (see our workroom for a copy of this document).

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. This is a “living” document that is periodically reviewed and revised, most recently in 2019 (a review is currently in process). Responsibility for governance is distributed between campus administration and three main governance bodies, which are in turn supported by standing committees. Members are elected from the faculty, staff and students by a formal, regulated process. We find that the Governance Document is representative of the college community. The College Governance Document, where appropriate, assigns committee membership by role (for example, Director of Institutional Research on the Strategic Planning Committee) to assure that the appropriate expertise and responsibility are included.

One continued concern regards student participation in governance. While many MCC governance committees hold seats for student representatives, in practice students rarely serve in these capacities and rely primarily on the SGA as the voice of the student body in MCC governance. The governance document is published on the college website and agendas and minutes of standing committees are distributed through email. This system of governance effectively promotes the mission and purposes of MCC.

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

Each of the standing committees is guided by our college mission statement. The governance structure ensures that we are a learning-centered community and is inspired by shared values of “Shared Understanding – Shared Responsibility – Shared Leadership.” In addition to the standing committees that report out at monthly 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. At the end of each academic year, the college holds the May Institute (formerly 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 employees 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.

As we noted in 2017, “severe budget constraints” continue to impact MCC’s organizational structure and hiring. The college has continued to struggle with consistent staffing in many areas, including key administrative positions, and has undergone a number of organizational changes that have created a state of flux.

Along with these changes in administrative positions, the college also collapsed its four academic divisions into three. The associate dean of faculty has primary oversight over these divisions. Each division is supported by an academic associate. Communication between the faculty and the dean of

academic affairs has shifted. Formerly, the dean met with the division directors, who then held monthly division meetings that served as a conduit for communication between division faculty and college administration. Each department also meets monthly to discuss academic concerns and disseminate information. With the elimination of division directors, the associate dean of faculty holds monthly meetings for all program coordinators and department chairs to relay information about staffing, curriculum, advising, course scheduling, student engagements and more recently, COVID policies. This is also a forum for faculty leaders to ask questions and request assistance from the dean's office. The college has also assigned three faculty members to serve as division coordinators. These coordinators meet with the associate dean of faculty and then facilitate the monthly division meetings where information from administration is shared with the division faculty. Similarly, program coordinators and department chairs share information from administration with all faculty at monthly department meetings.

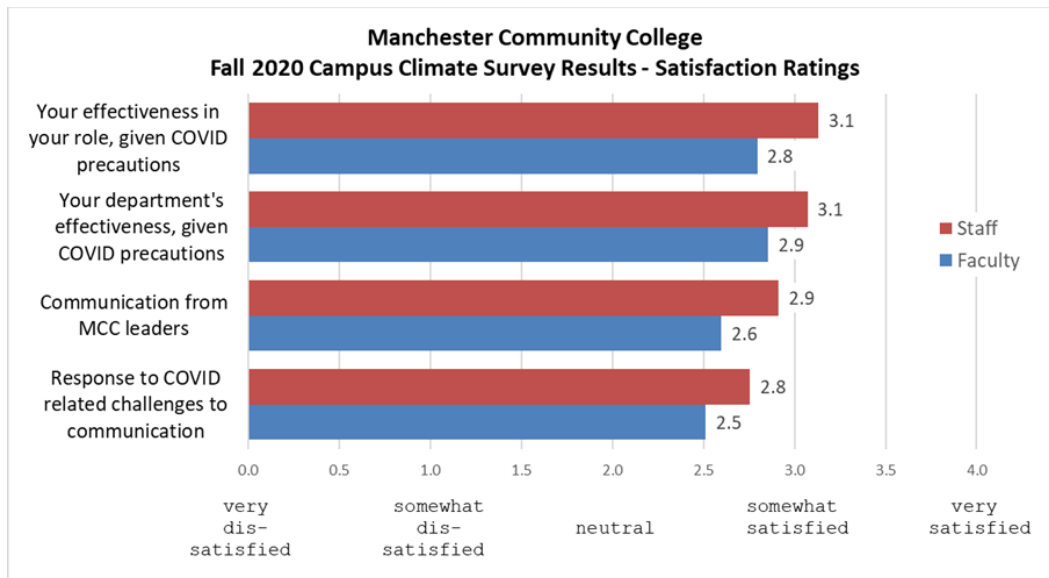
Another issue of concern is consistent and systematic use of a centralized, accessible location for filing governance committee agendas and minutes. In our 2012 Self-Study projection we wrote:

To address concerns about communication, meeting minutes, and documents, Institutional Research, MCC's Web Master, and Information Technology will create a central, single repository, easily accessible by faculty, staff, and students, as well as outside constituents as appropriate.

While these documents are produced, distributed and archived for many meetings, they exist over a range of platforms.

We note that both internally and statewide, both the campus and the system office responded effectively to the COVID-19 pandemic. Consistent with national trends, enrollments at Connecticut community colleges have declined significantly. In Fall 2019, [total student headcount](#) (including full and part-time students) was 45,905. By Fall 2020, this number had fallen to 38,978. Despite this decline in enrollment and the subsequent decline in tuition revenue, the system made effective choices to move most courses online to contain and limit the spread of COVID-19 among community college students and their families. Because logistics for implementing widespread testing protocols were not possible, the system office has employed a more decentralized decision-making approach, allowing the leadership team at MCC to decide how many courses should be taught on-ground and which courses should be taught online. A COVID response team was established on campus with broad representation by key stakeholders. This team determined how best to implement COVID protocols and determined which campus events and functions should be moved online, which included both the 2020 and 2021 graduation ceremonies. As demonstrated by our Fall 2020 Campus Climate Survey, faculty were either "neutral" or "somewhat satisfied" with respect to the following COVID-related questions:

- Survey responder's effectiveness in his or her role given COVID
- Survey responder's department's effectiveness given COVID
- Communication from MCC leaders
- Response to COVID-related challenges to communication



During the pandemic, clear, timely and transparent communication was a challenge for our campus community. We see that despite efforts to maintain communication through email and online campus meetings, such as campus wide CEO Coffee Hours, some communication was siloed, and student surveys suggest that students felt that more open communication was needed (please see the Climate Survey results in our workroom).

4. The institution has sufficient autonomy and control of its programs and operations consistent with its mission to be held directly accountable for meeting the Commission's *Standards of Accreditation*.

In our 2017 Statement, we wrote:

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.

As merger efforts have continued, we find that maintaining our unique community college mission and autonomy has been challenging at times. Similarly, we find that observations made in this Self-Study, which are current as of Spring 2021, are in a state of flux. We have tried to account for changes since Spring 2021 in our Introduction but have found it necessary to include some information about developments since that time in this particular Standard.

The college has participated in an ongoing dialogue regarding the CT State initiatives. Discussion of the CT State initiatives and updates on the merger have been regularly discussed at Academic Senate meetings starting in 2017 and continuing to the present. MCC representatives report out at Academic

Senate on progress being made in various workgroups and committees guiding the merger efforts. These include:

- Transfer and Articulation Policy (TAP)¹
- Framework Implementation Review Committee (FIRC)
- Aligned Program Review Committee (APRC)
- Guided Pathways Task Force (GPTF)
- Students First Academic and Student Affairs Consolidation Committee (SF ASA CC)
- General Education
- Shared Governance
- Alignment and Completion of Math and English (ACME)
- NECHE Substantive Change proposal for CSCC
- CSCC Executive Strategic Planning Council

Key Academic Senate events and decisions involving the merger include:

- In April 2017, the BOR presented initial plans for the merger of the 12 Connecticut State community colleges. In promotion of this plan, former CSCU President Mark Ojakian hosted a Town Hall at Manchester Community College to introduce Students First and explain the two-phase implementation plan. In response to the proposed plan, the MCC Academic Senate drafted and passed the following resolution in May 2017:

The Academic Senate of Manchester Community College moves that the BOR should reconsider its “one-college” model approach to the re-organization of the community colleges and examine a de-centralized model that reduces the size and cost of administration at the BOR and grants the community colleges greater autonomy to efficiently manage their affairs.

- In March 2019, the Academic Senate voted to support the petition [“Why the Consolidation of the Community Colleges is Bad for Students, Connecticut and You.”](#) This petition, drafted by Connecticut Community College and University faculty and community members from across the state, argues that the negative impact of merging the colleges outweighs any financial benefits of such a consolidation.
- In May 2019, the Academic Senate voted No Confidence in “Students First,” Mark Ojakian, consolidation and the BOR.
- In March 2020, the MCC Academic Senate passed the “Resolution on Non-Participation in Students First Academic and Student Affairs Consolidation Committees and the General Education Workgroup Effective Immediately.” This Resolution states that

the MCC Academic Senate, the representative shared governance body of Manchester Community College, cannot currently support the endorsement voting process for the proposed General Education or any other Students First curricula... therefore... the MCC Academic Senate is recalling all elected representatives to the Students First Workgroups (all names must be removed from all Students First documents including those that are sent to NECHE, the Legislature, and the media) except those representatives on the Shared Governance Workgroup and will not elect new representatives until there is a legitimate and representative shared

• ¹ We note that TAP precedes the 2017 Students First proposal but is an important part of the curriculum framework for the CT State Community College.

governance structure whereby faculty and staff can participate in decision-making and develop and manage the curricula for the proposed one college... [and] that we will continue work related to consolidation when 1. Financial and Human Resources are redistributed back to colleges from the system office; 2. A shared governance structure is developed, proposed, reviewed, officially approved by each of the twelve community colleges, and implemented in parallel to (or replacing as a single college) the current 12 individual college shared governance structures. (Please see the minutes from the March 2020 Academic Senate meeting in our workroom.)

In Fall 2020, the Students First Governance Workgroup distributed the Shared Governance Workgroup Proposal, which describes the framework for Governance at the local, regional, and statewide levels for CT State Community College. In May 2021 (after our Spring 2021 Self-Study date), the MCC Academic Senate was asked to endorse the Proposal but voted not to do so and instead sent feedback regarding concerns and suggested changes. We discuss the Proposal further in our projections for this Standard.

As discussed above, services from key departments are now regulated by SLAs, minimizing local control. During the transition to the SLA model, faculty and staff expressed concerns and confusion over how these regionalized services will work seamlessly on our campus. New protocols, such as the need to access Information Technology support through the CSCU website's Community College Help Center, are an adjustment for our campus community. With the regionalization of Human Resources, we already see the decisions that had been campus based are now being impacted by the needs of CT State. One example is the editing of job descriptions both for current employees and for new hires. We discuss this further in Standards Six and Seven. We recognize the positive impacts of the SLAs, which are according to the ["Enrollment Management and Student Affairs \(EMSA\) Service Level Agreement \(SLA\) Frequently Asked Questions"](#):

a critical step toward the merger of Connecticut's community colleges. Both the New England Commission of Higher Education (NECHE) – our accreditor – and the United States Department of Education have suggested that we implement steps wherein the 12 colleges act as a single aligned institution prior to the merger. All of Connecticut's community colleges are facing declining enrollments and budget shortfalls that require us to dramatically adjust standard operating procedures. By pooling our talent and resources and working together we can improve our services to students and meet our common enrollment, retention and completion goals while achieving operational savings. In addition, these agreements codify common benchmarks and performance measures. They are designed to foster a commitment to accountability. Both the management team of EMSA, and staff in campus departments will be held accountable for performance by the president/CEO, [sic] Performance will be measured and assessed against these common benchmarks for all teams, regardless of location. This change will support a culture of continuous assessment and improvement both during the transition and at Connecticut State Community College.

PROJECTIONS

According to ["Maintaining NECHE Standards on the Campus" \(p.105\)](#), the BOR ensures that the college will meet this Standard in the following ways:

- *CEOs are the final decision makers on their campus and and [sic] are responsible for college governance.*

- *The campus chief academic officer (CAO) continues to report to the CEO and, together, they are responsible for the quality of academic programming and instructional delivery.reforms [sic] under ATD framework.*
- *CEO assures the campus employs faculty and staff sufficient to operate and deliver services effectively.*

In practice, the college recognizes the following projections:

1. We expect further implementation of CT State initiatives, policies and practices and await further information from CSCU administration regarding the timeline and rollout strategies for these. The incorporation of CT State strategies such as Holistic Advising, Guided Pathways and Achieving the Dream practices will improve teaching, learning and student success, especially considering the need for equity as we head towards the merger in 2023. A statewide general education curriculum will make it easier for students to fulfill their general education requirements. Simplification of the application, admissions and financial aid processes would also be helpful to students, establishing one application that allows students to access classes and programs at all statewide community college campuses. We expect that the implementation of SLAs and the movement of departments from local to system oversight will continue as described by the CT State Community College Shared Governance Workgroup Proposal and the CT State Community College Organizational Charts in preparation for the 2023 merger. While these strategies are in development at MCC, we expect that some confusion and concern will arise from their implementation as faculty and staff adjust.
2. We recognize there is continued room for improvement in our current governance practices, such as the desire for increased student participation in campus governance and the need for more systematic archiving of agendas and minutes. Efforts toward increasing student recruitment and the use of Microsoft Teams for archiving will need to be evaluated. At the same time, successful practices put in place during the COVID pandemic, including virtual meetings of governance bodies and their committees, will continue as they provide further access to these meetings for more of our campus community.
3. CT State Community College has begun and will continue to hire administration for the CT State leadership team. Our systemic concern that administrative roles at the college have been stretched beyond capacity will be improved by the implementation of new administrative models that will include hiring the permanent leadership positions of associate dean of student development and associate dean of campus operations. In Fall 2021, we hired a permanent dean of institutional advancement and associate dean of continuing education and workforce development. Instability in the CEO role and having an interim dean of academic and student affairs are certainly problematic. However, we will move forward with permanent stable leadership as quickly as possible with the understanding that the permanent dean hired will be the dean of students and faculty.
4. MCC's governance structure will need to be evaluated. We expect that internal governance will continue to change as governance structures of the CT State Community College are put in place. Campus-specific committees, including governing committees related to academics, will likely have different responsibilities and authority as described in the [Connecticut State Community College Shared Governance Workgroup Proposal](#) dated April 2021. This document, though not endorsed by the college, provides insight into how this substandard might be affected by the merger. For example, the proposal envisions a systemwide Curriculum Congress with authority "to review and approve curriculum for" the merged community college and will replace the current campus

Curriculum Committee. Faculty representation will be based on area of study, not on individual campus. The proposal does call for a campus-level "Campus Senate" with authority to "handle educational issues that originate at the campus level." Any issues that are not "purely local" will be sent to the systemwide College Senate. Notably, this proposal reduces the roles of the campus CEO and the CAO in academic policymaking. However, our strong shared governance system puts us in a good place for representing MCC well in CT State shared governance groups. We also have well-established systems to seamlessly begin working within a new scope of a Campus Senate.

DATA FIRST FORMS

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

Please attach to this form:

- 1) A copy of the institution's organization chart(s).
- 2) A copy of the by-laws, enabling legislation, and/or other appropriate documentation to establish the legal authority of the institution to award degrees in accordance with applicable requirements.

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

The Board of Regents for Higher Education

Website location of documentation of relationship

<http://www.ct.edu/regents>

Governing Board

By-laws

Website location

<http://www.ct.edu/regents/bylaws>

Board members' names and affiliations

<http://www.ct.edu/regents/members>

Board committees *

Website location or document name for meeting minutes

| | |
|---|------------------------------------|
| ? | Academic and Student Affairs |
| | Audit |
| | Finance and Infrastructure |
| | Human Resources and Administration |
| | Executive |

<http://www.ct.edu/regents/minutes>

<http://www.ct.edu/regents/minutes>

<http://www.ct.edu/regents/minutes>

<http://www.ct.edu/regents/minutes>

<http://www.ct.edu/regents/minutes>

Major institutional faculty committees or governance groups*

Website location or document name for meeting minutes

| |
|-----------------------------------------|
| Academic Senate |
| Curriculum Committee |
| College Senate |
| Library & Academic Technology Committee |

workroom

workroom

workroom

workroom

Major institutional student committees or governance groups*

Website location or document name for meeting minutes

| |
|--------------------------------|
| Student Government Association |
| |
| |
| |

<https://www.manchestercc.edu/current-students/clubs/student-government-association/>

workroom (minutes & agendas)

Other major institutional committees or governance groups*

| |
|----------------------------------------|
| President's (CEO's) Advisory Committee |
| Enrollment Management Committee |
| Chairs/Coordinator's Meetings |
| |

Website location or document name for meeting minutes

workroom
workroom
workroom

*Insert additional rows as appropriate.

Please enter any explanatory notes in the box below

**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.)

| (Insert additional rows as appropriate.) | | | Enrollment* | | | |
|------------------------------------------|------------------------------------------|--------------------|----------------|---------------|--------------|--------------|
| Location (City, State/Country) | | | Date Initiated | 2 years prior | 1 year prior | Current year |
| | | | | (17-18) | (18-19) | (19-20) |
| ? | | | | | | |
| ? | Main campus | Manchester, CT USA | 1/1/1965 | 9,240 | 8,842 | 8,138 |
| ? | Other principal campuses | | | 0 | 0 | 0 |
| ? | Branch campuses (US) | | | 0 | 0 | 0 |
| ? | Other instructional locations (US) | | | 0 | 0 | 0 |
| ? | Branch campuses (overseas) | | | 0 | 0 | 0 |
| ? | Other instructional locations (overseas) | | | 0 | 0 | 0 |

Educational modalities

| Educational modalities | | | Enrollment* | | |
|----------------------------|--------------------|---------------------|----------------------|---------------------|---------------------|
| | Number of programs | Date First Initiate | 2 years prior (Fa18) | 1 year prior (Fa19) | Current year (Fa20) |
| Distance Learning Programs | | | | | |
| Programs 50-99% on-line | 30 | 1/1/09 | 5,150 | 4,316 | 2,752 |
| Programs 100% on-line | 0 | 1/1/12 | | | |
| ? Correspondence Education | | | | | |
| Low-Residency Programs | | | | | |
| Competency-based Programs | | | | | |

| | | | | | |
|--------------------------------------------------------|-------------------------|--|-----|-----|-----|
| Dual Enrollment Programs | High School Partnership | | 112 | 116 | 103 |
| 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

| |
|------------------------------------------------------------------------------------------------------------------------------|
| Total enrollment row is credit enrollment. DL programs based on NECHE Annual Report figures; no 100% programs in 2019-20. |
|------------------------------------------------------------------------------------------------------------------------------|

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 systematic means to understand how and what students are learning and to use the evidence obtained to improve the academic program.

In 2017, NEASC asked MCC to monitor and build upon the successes of its First Year Experience, the Transfer Articulation Policy (TAP), improve its developmental programs and expand its student-centered programs such as Smart Start. While the college has made great strides to sustain and grow some of these areas, it has also struggled to maintain its momentum amid ongoing financial and organizational changes.

DESCRIPTION

By using evidence to make informed decisions, Manchester Community College works collaboratively to uphold academic excellence. MCC's accomplishments in academic programming include work with remote learning, assessment and program improvements that provide students with the knowledge and skills necessary to meet its mission of access, relevance and excellence. The college provides a wide variety of credit-free programs that support our mission to advance academic, economic, civic, personal and cultural growth. The development, approval and assessment of academic programs are carefully overseen by committees comprised primarily of faculty with staff and administration representation. Despite the many changes faced by the college including economic constraints and a transition to the CT State system, MCC continues to focus on academic program evaluation and improvement.

The college offers rigorous programs designed to prepare students for baccalaureate degrees and/or sustainable employment while integrating co-curricular and lifelong learning opportunities. Manchester Community College offers 65 A.A. and A.S. degrees and 30 certificates. The institution offers two liberal arts and science degrees: A.A. and A.S. The A.A. and A.S. degrees for all the college's programs meet the degree definitions in NECHE's *Policy on Credits and Degrees*: at MCC, an associate degree is "an undergraduate degree normally representing the equivalent of two academic years of full-time study (and requiring a minimum of 60 semester credits) or its equivalent in depth and quality of experience."

Several degree programs are offered in diverse areas and each program requires completion of 60 credits. Credit hours for all MCC programs are equated to the "federal definition of a credit hour" as described in the NECHE *Policy on Credits and Degrees*. The programs provide a path for students to continue studies at regionally-accredited baccalaureate institutions ([TAP](#) and [CT Guarantee](#)). MCC's certificate programs range from six to 30 credits that are generally intended for additional occupational training. Many of the certificate programs are connected to associate degree programs led by a qualified program coordinator.

To meet MCC's mission to promote access, MCC offers traditional, hybrid and fully online courses in accelerated and full-semester formats across four sessions throughout the year: fall and spring (8, 12 and 15-week courses), summer (3, 6 and 8-week courses), and winter (3-week courses). Courses delivered in online and hybrid formats are consistent with the course objectives. Educational Technology and Distance Learning (ETDL) supports faculty to set up courses in the Blackboard Learning Management System (LMS). System training is available for faculty on-ground and online through the CTCC Edtech Training portal. In addition, a 6-week facilitated Best Practices of Online Pedagogy iTeach Certificate

program is available to all faculty (part and full-time). We discuss other training for faculty in Standard Six. Resources for students and faculty are also available for online course delivery 24/7 including tutorials and training.

The quality of our academic programming is monitored and evaluated through internal and external processes and review. The process and policies for program approval offered by the BOR ensure that program goals, structure and content are coherent and that programs meet or exceed basic quality standards with reasonable consistency. All credit courses are overseen by the academic dean and held to the same academic standards. MCC's catalog and program websites provide lists, descriptions and requirements for degree and certificate programs, course descriptions and availability and learning outcomes. In addition, the catalog contains comprehensive general education course descriptions and learning outcomes. Most programs also publish a recommended course sequence than can be found in DegreeWorks, an online portal that substantially enhances our ability to document and track student progress towards all degree requirements. A list of all programs can be found at the [CT BOR](#) website.

To ensure the quality of MCC's programs, faculty have a substantial voice in the development of curriculum and requirements for academic programs. As discussed in Standard Three, the college's governance structure includes key committees with faculty, staff and administration who develop, review, and approve academic programs. Faculty members initiate new programs; identify required content; create curriculum; and research costs, revenue, and local market demand for new programs (see [CSCU Academic Program Approval and Review](#)). The New Program Proposal form (see our workroom) requires a list of program learning outcomes, required courses and recommended sequencing.

Faculty members may propose a new course to their department by completing the [New Course Proposal](#) form, which is available on the college website. The New Course Proposal form describes the proposed course and identifies course outcomes, credit hours and instructional units.

The review and approval process for new courses and programs relies heavily on faculty input. Once the courses or programs are approved by the department or program, they are then reviewed for approval by the relevant division, the Curriculum Committee, Academic Senate, and the dean of academic affairs. Certificate programs up to 30 credits link to an existing program require approval by the BOR. New certificate programs of more than 30 credit hours and new certificate programs that do not link to an existing associate degree program of coursework require favorable review by the BOR. Revisions to existing courses and programs are also appropriately vetted and must follow the above procedures.

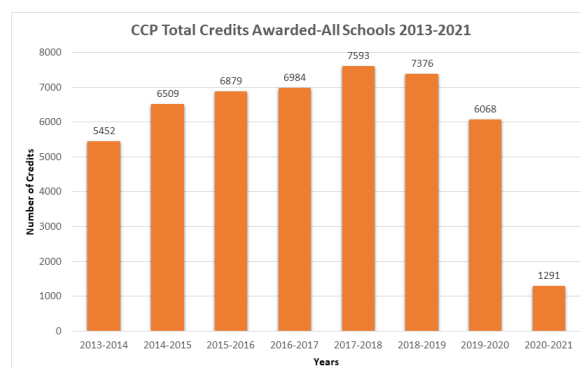
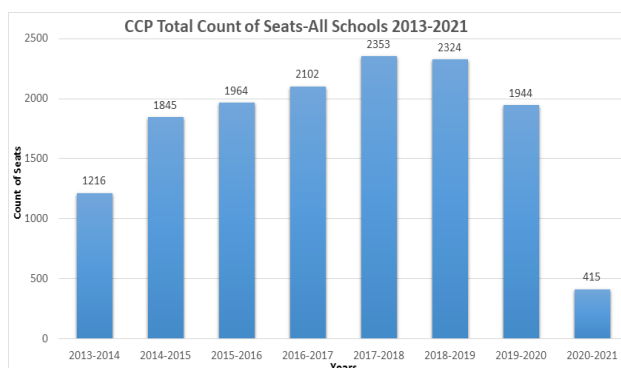
Educational experiences such as service learning and internships are components of approved credit courses and are properly reviewed through the course approval process. Examples of service-learning projects include activities organized and implemented by various academic departments and the former Institute for Community Engagement and Outreach (ICEO). MCC's Cooperative Education programs facilitate cooperative education and work experience opportunities required of or available to students and may receive credit for completion of cooperative experiences and concurrent co-op classes. Placements require between 150 and 300 hours of supervised work in a professional environment where students are required to take an accompanying seminar focused on workplace skills and development. Additionally, a site visit by the supervising faculty member and an evaluation by the site supervisor measure student learning.

Student enrollment in Cooperative Education courses declined by more than 50 percent from 2016 to 2020.

| Year (Calendar) | CCP Enrollment |
|-----------------|----------------|
| 2016 | 186 |
| 2017 | 141 |
| 2018 | 120 |
| 2019 | 112 |
| 2020 | 88 |

On average, about 30 percent of students accept paid placements for their internships and 70 percent accept unpaid internships from 2016-2020. During this period, 91 percent of students in paid placements and 26 percent of students in unpaid placements were offered long-term employment at their placement sites. 97 percent of students successfully completed their internships, and of those, 98 percent reported an increase in self-confidence and/or self-esteem in their learning assessments. 95 percent of employers evaluated student interns as having met or exceeded expectations.

High school students can earn college credit at MCC through two distinct programs offered by the college. The College Career Pathways (CCP) program at Manchester Community College consists of up to three years of secondary and two years or more of post-secondary education leading to an associate degree or post-secondary certificate in a specific career field for high school students. The program is established when an enrollment course agreement is signed between a specific high school and MCC. The total number of seats and total number of credits from all participating high schools increased from 2013-2014 to 2017-2018. However, the program experienced significant changes and was challenged by budget issues, which resulted in a decline beginning in 2018-2019 and further exacerbated by the pandemic in subsequent years.



The Institutional Research Office at the college has periodically tracked the performance of postsecondary dual enrollment students enrolled at MCC (those who completed College Career Pathways courses in high school and subsequently matriculated at MCC) and compared their performance to that of the non-dual enrollment cohort with the same characteristics, i.e., graduation year, using eight standardized success measures. Retention rates from year to year are similar for both cohorts, but in every other category, the dual enrollment postsecondary cohort consistently performed at a higher level than the cohort that did not take dual enrollment courses as high school students. CCP postsecondary students were more likely to test into college level English and math, more likely to complete those courses, more likely to be on the dean's list, less likely to be on academic probation and significantly more likely to graduate in 150 percent of normal time.

The High School Partnership (HSP) program allows students to take college classes while still in high school. Each semester, students may take up to two classes (eight credits maximum) on the MCC campus at any time outside of their high school hours. The HSP tuition waiver may only be applied to

Fall and Spring full-semester courses. Late start and/or accelerated courses are currently not covered by the HSP agreement.

Career-oriented programs at the college have external advisory committees that typically include professionals in the field, academics from other institutions and program graduates. In addition to offering academic oversight and excellence, advisory committees offer students opportunities for internships, post-graduate employment and career counseling. Program coordinators use the expertise of these committees, which typically meet twice a year, to ensure that program learning objectives are relevant and meet employment needs.

The college does its best to ensure that students can complete their education with a minimum of disruption. Although some higher-level courses are offered less frequently, students can complete their required courses within the recommended timeframe. According to MCC policy, students graduate using the catalog requirements listed at the time that they declared their major. The college makes every effort to provide students with course waivers, alternative variances or independent studies when required courses are unavailable. MCC follows the policies outlined by the BOR and NECHE for program suspension and termination, and students are advised during the two-year phaseout of the program.

Undergraduate Degree Programs

According to the BOR, an associate degree reflects the first two years of a baccalaureate degree program and permits transfer of these credits to four-year institutions. All associate degree programs require a minimum of 60 credit hours. The general education component of associate degree programs includes a balanced distribution of 21-plus credit hours of required courses or restrictive electives in broad areas of knowledge. The remaining 21-plus credits are program-specific required courses or restrictive electives. Course objectives and recommended course sequences are published in MCC's catalog.

General Education

All degree programs require a general education core, which provides a balanced exposure to different competencies in the arts, natural and physical sciences, social sciences and mathematics. These principles are grounded in the general education curriculum, in which 21-plus credits of the 6- plus credits fulfill each of the nine TAP competencies.

A new general education core was developed in 2015 and integrated into all programs. Each course approved for the general education core followed a certification process that included a submission of how the course meets at least one competency and a plan for assessing student learning that aligns with TAP. All degree programs contain a 21-credit general education core that exposes students to the knowledge domains and methodologies of the arts and humanities, sciences, mathematics and social sciences.

The general education knowledge areas are as follows:

- Aesthetic Dimensions (AD)
- Ethical Dimensions (ED)
- Historical Knowledge and Understanding (HK)
- Continuing Learning and Information Literacy (CLIL)
- Critical Analysis and Logical Thinking (CALT)
- Oral Communication (OC)

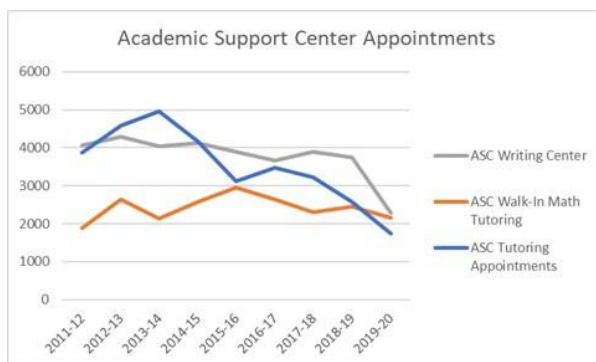
- Quantitative Reasoning (QR)
- Scientific Knowledge and Understanding (SK)
- Scientific Reasoning (SR)
- Social Phenomena (SP)
- Written Communication (WC)

The General Education competencies each contain a unique set of student learning outcomes that, together, qualify students for meeting their general education requirements. Some programs prescribe specific courses for each competency while others let students choose from a list of courses that have been approved to meet the competency's outcomes.

All degree programs require students to successfully complete a college-level English course (ENG*101: Composition) before they graduate. The English composition course introduces students to college-level reading, writing, and thinking. Passing English 101 with a C or better means students have successfully met three objectives: an ability to evaluate and interpret ideas from texts and use textual evidence appropriately, an ability to use expository essay writing conventions and an ability to use language clearly and effectively. In addition, many programs require higher-level English courses.

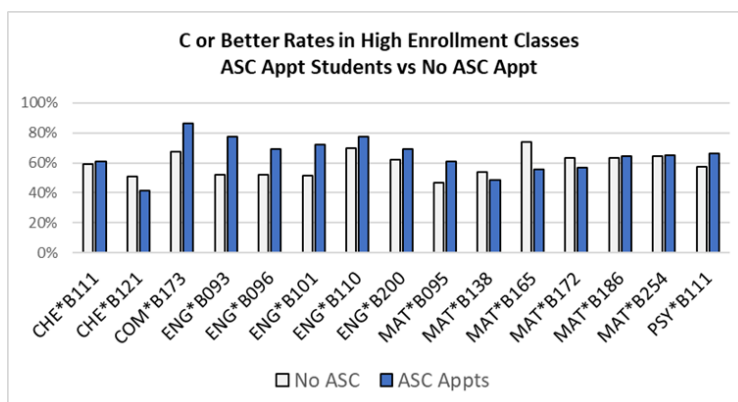
MCC also ensures that students use information resources and information technology as an integral part of their education. A requirement to pass ENG*101 is the successful completion of an information literacy module developed by library staff and implemented by English faculty. Librarians work with faculty to offer [information literacy classes](#) and [resources](#) to students throughout the year. The library's home page contains information about how to use the library and its resources and how to conduct research. Students can also log on to Blackboard and access subject guides, information literacy videos, library handouts and interactive modules. New student orientation sessions introduce students to campus technology, and student workers in the open labs provide basic computer assistance. The Academic Support Center (ASC) offers in-person and online technology tutoring. The library and our distance learning staff provide information and resources on how to use academic technology like Blackboard through instructional videos, handouts, interactive modules and so on.

As the college's enrollment has decreased, so have ASC appointments. The graph below demonstrates the number of tutoring appointments (via Tutor Trac software) at the ASC from Fall 2011 to Fall 2020. The closing of campus in Spring 2020 led to the more dramatic drop in 2019-20 appointments. Prior to that, writing center and walk-in math appointments had been mostly steady year-to-year, while tutoring appointments had been decreasing. The graph below includes 88,000 ASC appointments tied to a specific class. Most students who have ASC appointments go on to pass their class with a C or better.



| Manchester Community College | | | | |
|----------------------------------------------------------|--------|-----------|----------|-------|
| Impact of Academic Support Center | | | | |
| Fa11-Fa20 | | | | |
| Student's Number of ASC Appointments for Specified Class | | | | |
| Grade in Class | 1 Appt | 2-3 Appts | 4+ Appts | Total |
| C or Better | 5783 | 3721 | 4741 | 14245 |
| C-, D or F | 1747 | 1136 | 1222 | 4105 |
| Other | 863 | 574 | 551 | 1988 |
| Valid Total | 8393 | 5431 | 6514 | 20338 |
| % C or Better | 69% | 69% | 73% | 70% |

Students who attended tutoring sessions in the Academic Support Center were more likely to achieve a C or better in ten of the 15 high enrollment classes.



Major or Concentration

MCC's associate degree programs offer course instruction that provides learning opportunities needed for students' majors. Learning objectives and course requirements for each major are published in MCC's course catalog annually. Many programs, such as Allied Health, Criminal Justice, Culinary Arts, Game Design, Office Technology, and Communication use laboratory facilities, specialized computer labs or studios to replicate the experiences that students find in the profession. Several programs such as Human Services, Therapeutic Recreation, and Drug and Alcohol Recovery Counseling offer or require an internship where students put their learning to use in a professional, supervised setting. In the case of programs with external licensure requirements such as the Allied Health programs, students may be required to complete up to 1,000 hours in a clinical setting before taking a licensing exam.

MCC demonstrates effective administrative oversight of courses and programs. At the beginning of every semester, all faculty must submit syllabi for each course taught to the associate dean of academic affairs. These syllabi follow a syllabus template developed by the Academic Standards Committee (see our workroom) and may be reviewed for content and credit hour compliance by deans, associate deans (formerly division directors), department chairs and program coordinators and are kept on file. Working closely with the dean of academic affairs or the associate dean of faculty, a program coordinator or department chair oversees all aspects of a program or department including curriculum, program reviews, student recruitment and retention, hiring and evaluation of adjunct instructors and budget.

[Registration](#) instruction and policies are available in print and electronic publications that are updated each academic session. The Registrar's office works in conjunction with academic units to ensure that course prerequisites are appropriately represented within Banner and that students meet the prerequisites for all courses in which they enroll. DegreeWorks facilitates an effective method of transfer evaluation for students entering or exiting MCC.

MCC awards transfer credit for relevant work or military experience. BOR policy allows various methods of determining credit for prior experiential learning, including national standardized exams, discipline-specific licensure and portfolio review. These materials are reviewed by admissions staff and appropriate faculty. Credit for military experience is evaluated on an individual basis by admissions staff, and credit is granted only if appropriate documentation (e.g., completion certificates) is provided.

Graduation credit is awarded for all non-developmental courses completed with a grade greater than or equal to D-, a transcript notation of P (pass) or TR (transfer credit). No credit is awarded for courses with a grade of F or with an administrative notation of AU (audit), N (no grade), W (withdrawal) or I (Incomplete). MCC's catalog and the Student Handbook detail MCC's policies concerning the award of

credit and academic progress. The Academic Standards Committee periodically reviews and recommends revisions of such policies.

Credit is not awarded for [pre-collegiate level work](#). The college provides three non-credit, developmental English options (English 093, 096, and 101M) and three non-credit, developmental math options (Math, B5100, 096, 095). For students who are unprepared for these developmental courses, SmartStart is an option we describe below. These courses are part of MCC's strategies aimed at increasing student success (more student success strategies are described in detail in Standard Five). Developmental courses are designed with course registration numbers less than 100 and are labeled in the college catalog and online Banner course search system as zero-credit courses. Developmental courses contribute to student course load hours and to calculations of academic standing but do not provide credit toward graduation nor contribute to grade point average (GPA).

Most entering students provide scores to help determine their appropriate class placement in math and English. There have been dramatic changes in placement distributions over the past few years, due in part to the use of the new "Next Generation Accuplacer" and its new cut scores, the addition of high school GPA as a placement tool and more students taking the SAT. In Fall 2020, 69 percent of those who provided a score were ready for college level English, and 74 percent were ready for college level math—65 percent of those providing both tests were college-ready in both English and math (see our workroom).

In Fall 2020, credit students registered for over 12,000 seats. Only 3 percent of these seat registrations were in developmental classes. Of the 4,448 Fall 2020 credit students, 343 were registered in at least one developmental course, and 74 students were enrolled exclusively in developmental courses.

Passing English 101 and Math 109 or 138 are important milestones for most students and can be considered gatekeeper courses since they are prerequisites for many program courses. Students in the Fall 2018 cohort were less likely to reach these milestones than prior cohorts, in part because there were more students placed into lower levels at entry, notably English 096, SmartStart English and SmartStart Math (see our workroom).

MCC tracks students' credit and progress in several ways. Early in the semester, faculty submit names of students who are not making progress in their courses so they can be contacted and offered counseling and supports (see the Mid-Semester Academic Progress Project [MAPP] as described in Standard Five). Faculty are also required to enter "Non-Participation" (NP) grades in Banner for those students who do not submit any work within two weeks of the start of a 15-week course. Per the federal mandate, these students are then dropped from the course. At the end of each academic term, faculty members must record in Banner a letter grade for every student enrolled in the course. The Registrar's Office and the Office of Student Retention Services track credit awarded and student academic success, including probation.

The college offers many specialized support programs for students that we describe in detail in Standard Five.

Some programs maintain accreditation with their program-specific accrediting bodies. 11 programs of study at MCC have been awarded national accreditation:

- Dental Assistant is accredited by the Commission on Dental Accreditation of the American Dental Association

- Early Childhood Education and the Child Development Center are accredited by the National Association for the Education of Young Children
- Foodservice Management and Culinary Arts are accredited by the American Culinary Federation Educational Institute Accrediting Commission
- Music Studies is accredited by the National Association for Schools of Music
- Occupational Therapy Assistant is accredited by the Accreditation Council for Occupational Therapy Education
- Paralegal is approved by the American Bar Association
- Radiation Therapy and Radiography are accredited by the Joint Review Committee on Education in Radiologic Technology
- Respiratory Care is accredited by Commission on Accreditation for Respiratory Care
- Surgical Technology is accredited by the Commission on Accreditation of Allied Health Education Programs.

Institutional Effectiveness

MCC uses a wide variety of evidence to inform their decision making when improving the excellence, access and relevance of its education for students. MCC regularly uses Key Performance Indicators (KPIs), general education assessment reports, E-series, program/discipline reviews, formal and informal student evaluations as well as other student-related data. For instance, KPIs are shared annually with campuses to establish a baseline of student outcomes and then monitored and evaluated as work proceeds on designing and implementing pathways to scale.

MCC's use of evidence and collaboration helps guide the college's strong academic programming and improves areas such as general education courses based on the college's learning goals. Further, the development of programs is based on workforce needs and feedback from advisory committees and follows a rigorous internal approval process and an external process by the state of Connecticut that includes a cost-benefit analysis and consideration of opportunities for students upon graduation. Both disciplines and programs are thoroughly reviewed on a periodic basis and include an external perspective from other institutions and employers. An emphasis on assessment has led program faculty to review program learning outcomes and document measures of success. Information on program outcomes such as assessment and career placement is explored in more depth in Standard Eight.

APPRAISAL

We find that the college meets this Standard in the following ways.

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

MCC continues to offer unique and robust programs to its students that both enrich students' lives and meet community needs despite budget constraints and the changes brought on by the merger.

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 well-instituted process for the development and evaluation of academic programs that are overseen by our Curriculum Committee. We recognize the effectiveness of course and program development to meet the needs of our students and our community. Furthermore, as we

discuss in Standard Eight, we have developed a method of cyclical assessment and improvement of our curriculum.

One area of success is our general education program. The general education program has been reconfigured to include 85 courses that meet one of nine competencies. The college has developed an annual assessment process of general education-certified courses to determine the successes and challenges in its student learning outcomes. The results of this assessment are used to meet faculty teaching and student learning needs in various ways including pedagogical and technological support.

MCC has participated in the development of TAP since its inception. The college has been successful in developing and approving 30 TAP programs where students can complete an associate degree to then transfer to a state university (excluding UCONN in most cases). Transfer-out rates have been consistent year-to-year. About 13% of fall semester credit students have a registration at a 4-year in that same academic year, 22% by the end of year-2, and 30% by the end of year-3 (see our workbook).

To date, limited information has been available to monitor the success of TAP students after they transfer to a state university. While National Student Clearinghouse data can provide basic enrollment and completion information about our former students at their CSU, there has not yet been an evaluation of how many credits were accepted at the CSUs—a key component of the TAP framework—or other progress metrics.

One issue with our academic program's quality and integrity is the impact of course cancellations on degree completions. Approximately 300 courses have been canceled in the last five years due to low enrollments, and a larger proportion of cancellations occurred during the pandemic. These cancellations affected course offerings which, in turn, can prolong the time it takes to complete a program. Students are sometimes sent to other colleges to take a course (to transfer in) if an MCC course is canceled. For those students who request a variance for their courses, variance procedures are unclear and complicated.

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

The college applies nationally recognized standards defining both degrees and credits. Our institution is proud of the students who have earned their degree and certificates and recognize the academic achievement that those hours signify.

During the pandemic, many programs except for hands-on science, manufacturing and some arts labs/studios have gone to an online/LRON learning modality. Any on-ground sections in the 2020-2021 AY have been limited to small numbers of students for social distancing. Students struggled with access to digital platforms, laptops, Wi-Fi and necessary application programs for course work. Loaner programs were limited by funding sources.

Despite the many challenges that arose since March 2020, MCC has been innovative in its thoughtful response to remote learning. As such, the college has benefitted from new and effective pedagogical strategies and tools and increased its responsiveness to student learning and needs by using Microsoft Teams, Blackboard Collaborate, Proctorio, virtual office hours, tutoring, advising and

other academic supports. Considering the unprecedented difficulties that students faced, the system developed a [Credit/Non-Credit](#) option that students could use for courses completed since March 2020. While some four-year colleges and universities have not historically allowed the transfer of credit for online courses, several institutions including UCONN have been accepting online courses, including lab sciences, temporarily.

PROJECTIONS

According to [“Maintaining NECHE Standards on the Campus” \(p.105\)](#), the system office projects that:

- CEOs approve all local curriculum changes and proposals prior to review by CSCU Academic Council.
- CEOs approve all articulation agreements.
- College faculty are still responsible for their college's curriculum, reporting under the CAO and CEO.

In practice, the college projects that, under the merger, academic programs will shift their oversight from individual colleges to CT State department-specific academic discipline coordinators as reported in the [June 2020 CSCU Progress Report](#). In order to prepare for this, the system office created a series of workgroups under the [Students First](#) ASA Consolidation Committee and various College Success Teams that are intended to “ensur[e] that campuses are empowered to enact unified policy and practice in a way that fits with local campus needs and identity.” These committees, comprised of elected faculty and staff members, are charged with developing a new general education curriculum and corresponding aligned program curriculum across the twelve colleges. The groups develop a new general education curriculum and individual program curriculum alignment proposals and present them to each college for review and feedback. Once the feedback has been considered by these workgroups, the final proposal is returned to each campus for endorsement.

While the initial process to consolidate general education and curriculum alignment offered the opportunity to develop fresh perspectives and new ideas, it also created notable changes to the curriculum in disciplines and programs. The following modifications have been highlighted by faculty (as documented in the approved minutes of Academic Senate, division, and department meetings):

- The change from an optional “First Year Experience” course to a required “College and Career Success 101” course for all incoming students will increase the minimum number of credits required for graduation for some programs. Research has shown that such a required course is shown to increase retention rates, especially among first-generation students.
- The Alignment and Completion of Math and English (ACME) Committee recommended the implementation of an integrated developmental education model and the removal of all existing developmental math and English courses.
- Specific curriculum processes to approve, change or terminate an academic program have not been clearly communicated to faculty.
- Many program alignment teams have created common courses and developed common programs for career and transfer yet inconsistencies across the system remain such as credits and contact hours and will need to be resolved.
- Program alignment and a common general education curriculum will determine the inclusion of two levels of college ENG classes in every program.
- It is unknown what the assessment process will be under CT State though there will be assessment and accreditation positions to oversee its development and implementation. The academic structure includes a director of program review and assessment and a director of regional and specialized accreditation, reporting to an AVP of institutional effectiveness and

planning. This assures ongoing and systematic evaluation and continuous improvement (see the [CSCU NECHE Progress Report](#)).

- The Common Gen Ed Proposal has changed the categorization of some disciplines into new or different competencies. As a result, students will be less likely to be exposed to some disciplines.
- All individual transfer agreements with out-of-state institutions and in-state private universities will have to be revised through CT State.
- Since Fall 2020, there are more on-ground courses (adhering to 3 feet social distancing rules) to bring students back to campus.

DATA FIRST FORMS

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 | Bach. | Mast. | Clinical doct. | Prof. doct. | M.D., J.D., DDS | Ph. D. | Total Degree Seeking |
|-----------------------------------|-------------|-------|-------|----------------|-------------|-----------------|--------|----------------------|
| Main Campus FT | 1,781 | | | | | | | 1,781 |
| Main Campus PT | 3,119 | | | | | | | 3,119 |
| 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 PT | | | | | | | | 0 |
| Distance education FT | | | | | | | | 0 |
| Distance education PT | | | | | | | | 0 |
| Correspondence FT | | | | | | | | 0 |
| Correspondence PT | | | | | | | | 0 |
| Low-Residency FT | | | | | | | | 0 |
| Low-Residency PT | | | | | | | | 0 |
| Unduplicated Headcount Total | 4,900 | 0 | 0 | 0 | 0 | 0 | 0 | 4,900 |
| Total FTE | 2,971.00 | | | | | | | 2,971.00 |
| Enter FTE definition: | 15 credits | | | | | | | |
| Degrees Awarded, Most Recent Year | 571 | | | | | | | 571 |

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

Degree-seeking enrollment from Fa19.
Associate Degree Awards from 2019-20 (does not include Certificates).
Non-credit students excluded here because they are non-degree.

Standard 4: The Academic Program (Summary - Non-degree seeking Enrollment and Awards)

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 - seekin g (from previo us page) | Grand total |
|--------------------------------------|------------------------------------------------------------------------|----------------------------------|----------------------|-------------------------------------|-----------------------------------------------------------------------|----------------|
| Main Campus FT | 6 | 35 | | 41 | 1,781 | 1,822 |
| Main Campus PT | 78 | 492 | | 570 | 3,119 | 3,689 |
| 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 | 0 | 0 |
| Distance education PT | | | | 0 | 0 | 0 |
| 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 | 84 | 527 | 0 | 611 | 4,900 | 5,511 |
| Total FTE | 36.00 | 192.00 | | 228 | 2,971 | 3,199.00 |
| Enter FTE definition: | 15 credits | | | | | |
| Certificates Awarded, Most Recent Year | 53 | | | | | |

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

Fa19 cd ST for enrollment.
Su19-Fa19-Sp20 H08 for TitleIV Cert count (preliminary 0615).

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

?

For Fall Term, as of Census Date

Certificate (add more rows as needed)

| Number of credits* | 3 Years Prior (Fa 17) | 2 Years Prior (Fa 18) | 1 Year Prior (Fa 19) | Current Year (Fa 20) | Next Year Forward (goal) (Fa 21) |
|--------------------------|-----------------------------|-----------------------------|----------------------------|----------------------------|-------------------------------------------|
|--------------------------|-----------------------------|-----------------------------|----------------------------|----------------------------|-------------------------------------------|

| | | | | | | | |
|---|-------------------------------------------|-------|----|----|----|----|----|
| ? | Accounting - CERT | 22 | 15 | 9 | 10 | 9 | 9 |
| | BOT: Medical Insurance Specialist - CERT | 22 | 5 | 7 | 5 | 13 | 13 |
| | BOT: Office Support Specialist - CERT | 28-29 | 2 | 1 | 1 | 4 | 4 |
| | Child Development Assoc - CERT | | 1 | | | | |
| | Computer Aided Design - CERT | 15 | 2 | 3 | 5 | 2 | 2 |
| | Computer Maintenance Tech - CERT | | 1 | 1 | | | |
| | Computer Network Tech - CERT | 22 | 2 | 3 | 2 | 6 | 6 |
| | Computer Programming Tech - CERT | | 3 | 5 | 2 | 1 | 1 |
| | Corrections - CERT | 16-18 | 4 | | | 2 | 2 |
| | Criminal Justice - CERT | 30 | 8 | 8 | 4 | 6 | 6 |
| | Culinary Arts - CERT | 31 | 7 | 9 | 15 | 10 | 10 |
| | Dental Assistant - CERT | 34 | 9 | 11 | 1 | 10 | 10 |
| | Disabilities Specialist - CERT | 30 | 2 | 4 | 2 | 1 | 1 |
| | Electronic Health Records Specialist CERT | 18 | | | 2 | 1 | 1 |
| | Entrepreneur/Small Business Cert - CERT | 19 | 2 | 5 | 5 | 2 | 2 |
| | Fitness Specialist - CERT | | 1 | 1 | 1 | | |
| | Forensics - CERT | 28 | 2 | 1 | 1 | 3 | 3 |
| | Health Career Pathways - CERT | 28 | 8 | 14 | 14 | 18 | 18 |
| | Hotel-Tourism - CERT | 30 | 2 | 3 | 2 | 1 | 1 |
| | Internet Programming Tech - CERT | | | 1 | 1 | | |
| | Lean Manufacturing Certificate | 6 | 1 | | 1 | 1 | 1 |
| | Marketing - CERT | 18 | 1 | | 1 | 4 | 4 |
| | Media Technology - CERT | 18 | 3 | | 1 | 5 | 5 |
| | Paralegal - CERT | 23 | 32 | 32 | 36 | 30 | 30 |
| | Precision Manufacturing - CERT | 35 | 1 | 3 | 2 | 2 | 2 |

| | | | | | | |
|---------------------------------------|----|-----|-----|-----|-----|-----|
| Professional Baker Cert - CERT | 22 | 1 | 2 | 2 | 3 | 3 |
| Public Relations - CERT | 18 | | | 2 | 1 | 1 |
| Social Media Specialist - CERT | 19 | | | 2 | 2 | 2 |
| Social Services - CERT | 30 | 2 | 5 | 2 | 3 | 3 |
| Speech Language Pathology Asst - CERT | | 2 | 1 | | | |
| Sustainable Energy - CERT | | 1 | | | | |
| Therapeutic Recreation - CERT | 30 | 9 | 9 | 7 | 9 | 9 |
| Web Technology - CERT | 16 | 3 | 2 | 4 | 4 | 4 |
| | | | | | | |
| | | | | | | |
| Total | | 132 | 140 | 133 | 153 | 153 |

Associate (add more rows as needed)

| | | | | | | | |
|---|-----------------------------------------|-------|-----|-----|-----|-----|-----|
| ? | Acct & Bus Admin - AS | 62 | 352 | 325 | 217 | 155 | 155 |
| | Acct: Career - AS | 61 | 75 | 84 | 72 | 63 | 63 |
| | BOT: Admin Assist - AS | 61 | 15 | 11 | 8 | 8 | 8 |
| | BOT: Admin Assist, Medical - AS | 61 | 37 | 38 | 40 | 27 | 27 |
| | Bus Admin: Entrepreneurship Option - AS | 61 | 60 | 60 | 50 | 51 | 51 |
| | Business Admin - AS | 61 | 185 | 151 | 127 | 128 | 128 |
| | Communication - AS | | 87 | 86 | 40 | 26 | 26 |
| | Communication: Journalism Option - AS | 60 | 27 | 19 | 18 | 22 | 22 |
| | Communication: Media - AS | 61 | | | 6 | 9 | 9 |
| | Computer Engineering Tech - AS | | 30 | 20 | 5 | 2 | 2 |
| | Computer Game Design - AS | 60 | 83 | 93 | 98 | 72 | 72 |
| | Computer Network Tech - AS | 61-63 | 56 | 81 | 79 | 56 | 56 |
| | Computer Programming Tech - AS | | 42 | 24 | 7 | 4 | 4 |
| | Computer Science - AS | | 86 | 43 | 18 | 10 | 10 |
| | Computer Technology - AS | | 23 | 25 | 11 | 7 | 7 |
| | Criminal Justice - AS | 60 | 316 | 253 | 214 | 136 | 136 |
| | CSCU Transfer: Art Studies - AA | 61 | 5 | 19 | 23 | 19 | 19 |
| | CSCU Transfer: Biochem Studies - AA | | | | 1 | 5 | 5 |
| | CSCU Transfer: Biology Studies - AA | 61 | 44 | 85 | 104 | 82 | 82 |
| | CSCU Transfer: Business Studies - AA | 60-61 | 28 | 96 | 168 | 151 | 151 |

| | | | | | | |
|---------------------------------------------------------------------|-------|------|-----|-----|-----|-----|
| CSCU Transfer: Chemistry Studies - AA | 60 | 6 | 12 | 24 | 17 | 17 |
| CSCU Transfer: Communication Studies - AA | 60-61 | 10 | 26 | 53 | 32 | 32 |
| CSCU Transfer: CompuSciStudies - AA | 61 | 26 | 98 | 135 | 129 | 129 |
| CSCU Transfer: Criminology Studies - AA | 61-62 | 29 | 74 | 100 | 77 | 77 |
| CSCU Transfer: EarlyCTCStudies - AA | 60-61 | 6 | 13 | 7 | 4 | 4 |
| CSCU Transfer: EarlyCTCStudies - AS | | | 4 | 16 | 16 | 16 |
| CSCU Transfer: English Studies - AA | 60-61 | 9 | 27 | 33 | 33 | 33 |
| CSCU Transfer: ExerciSciStudies - AA | 61 | 10 | 26 | 34 | 42 | 42 |
| CSCU Transfer: French Studies - AA | 60 | | | 1 | 2 | 2 |
| CSCU Transfer: GeographyStudies - AA | | | | 1 | 1 | 1 |
| CSCU Transfer: History Studies - AA | 60-61 | 11 | 13 | 23 | 16 | 16 |
| CSCU Transfer: Mathematics Students - AA | 61 | 12 | 11 | 23 | 11 | 11 |
| CSCU Transfer: Physics Studies - AA | 62 | 3 | 7 | 13 | 12 | 12 |
| CSCU Transfer: Political Science Studies - AA | 60 | 9 | 20 | 22 | 19 | 19 |
| CSCU Transfer: Psychology Studies - AA | 60-61 | 72 | 134 | 163 | 143 | 143 |
| CSCU Transfer: Social Work Studies - AA | 61 | 28 | 86 | 119 | 114 | 114 |
| CSCU Transfer: Sociology Studies - AA | 60 | 4 | 4 | 8 | 11 | 11 |
| CSCU Transfer: Spanish Studies - AA | 60 | | | 4 | 2 | 2 |
| Culinary Arts - AS | 64 | 124 | 113 | 124 | 86 | 86 |
| Disabilities Specialist - AS | 60 | 49 | 33 | 22 | 25 | 25 |
| Disabilities Specialist: Speech-Language Pathology Asst Option - AS | 60 | 11 | 11 | 7 | 7 | 7 |
| Drug & Alcohol Recovery Counselor - AS | 60 | 90 | 73 | 77 | 73 | 73 |
| Early Childhood Education - AS | 60 | 147 | 125 | 94 | 80 | 80 |
| Engineering Science - AS | 64 | 207 | 226 | 203 | 159 | 159 |
| Environmental Science - AS | 60 | 42 | 32 | 45 | 30 | 30 |
| Foodservice Management - AS | 64 | 14 | 10 | 12 | 7 | 7 |
| General Studies - AS | 60 | 1123 | 983 | 847 | 616 | 616 |
| General Studies, Allied Health - AS | | 331 | 336 | 290 | 223 | 223 |
| General Studies, Education - AS | | 8 | 10 | 8 | 12 | 12 |
| Graphic Design - AS | 60 | 87 | 101 | 91 | 67 | 67 |
| Graphic Design: Multimedia Option - AS | | 1 | | | | |

| | | | | | | |
|-----------------------------------------------------|-------|-----|-----|-----|-----|-----|
| Health & Exercise Science - AS | 60 | 78 | 68 | 50 | 54 | 54 |
| Hotel-Tourism Management - AS | 60 | 22 | 15 | 17 | 16 | 16 |
| Industrial Technology | 66 | 1 | 1 | | | |
| Internet Programming Tech - AS | | | 2 | 1 | | |
| Interpersonal and Organizational Communication - AA | 60 | | 1 | | | |
| LAS: Biology - AS | | 37 | 15 | 5 | 1 | 1 |
| LAS: Chemistry - AS | | 4 | 4 | 2 | 2 | 2 |
| LAS: Computer Sci - AS | | 1 | | | | |
| LAS: Mathematics - AS | | 4 | 2 | 2 | | |
| LAS: Physics - AS | | 6 | 1 | 1 | 1 | 1 |
| LAS: Science - AS | | 3 | 2 | 1 | 1 | 1 |
| LAS: Social Science - AS | | 4 | | | | |
| Liberal Arts & Science - AS | 61 | 376 | 333 | 233 | 135 | 135 |
| Liberal Arts & Science - AA | 62 | 207 | 131 | 114 | 97 | 97 |
| Management Information Systems - AS | 60 | 30 | 22 | 13 | 19 | 19 |
| Manufacturing Engineering Science - AS | 60 | 32 | 60 | 54 | 45 | 45 |
| Marketing - AS | 61 | 31 | 39 | 35 | 36 | 36 |
| Multimedia Studies - AA | | 15 | | | | |
| Multimedia Studies: Computer Game Design - AA | | 14 | | | | |
| Music Studies - AA | 64 | 53 | 59 | 53 | 47 | 47 |
| Occupational Therapy Asst - AS | 61 | 42 | 44 | 45 | 40 | 40 |
| Paralegal - AS | 60 | 68 | 69 | 51 | 46 | 46 |
| Pathways to Teaching - AA | | 5 | 2 | | 1 | 1 |
| Public Relations * No DHE # - AS | | 1 | | | | |
| Radiologic Science - AS | 64-65 | 36 | 42 | 45 | 38 | 38 |
| Respiratory Care - AS | 68 | 30 | 33 | 29 | 32 | 32 |
| Social Services - AS | 60 | 135 | 94 | 78 | 63 | 63 |
| Surgical Technology - AS | 62 | 5 | 10 | 10 | 14 | 14 |
| Tech Stds: Comp-Aided Design Option - AS | 66 | 21 | 11 | 13 | 7 | 7 |
| Tech Stds: Electronics Tech Option - AS | | 7 | 3 | 1 | | |
| Tech Stds: Eng Technology Option - AS | 66 | 21 | 15 | 17 | 9 | 9 |
| Tech Stds: Industrial Tech Option - AS | | 33 | 24 | 19 | 18 | 18 |

| | | | | | | | |
|---|------------------------------------------|-------|-------|-------|-------|-------|-------|
| | Tech Stds: Lean Mfg & Supply Option - AS | | 5 | 2 | | | |
| | Tech Stds: Technology Mgmt Option - AS | | 2 | 2 | 2 | | |
| | Tech Studies: Machine Tech | | 1 | 1 | 1 | | |
| | Technology Studies - AS | | 2 | 4 | 1 | | |
| | Therapeutic Recreation - AS | 60 | 17 | 26 | 24 | 24 | 24 |
| | Visual Fine Arts - AA | 60 | 84 | 71 | 53 | 28 | 28 |
| | Visual Fine Arts: Photography - AA | 60-61 | 26 | 20 | 25 | 19 | 19 |
| | | | | | | | |
| | | | | | | | |
| ? | Undeclared | | | | | | |
| | Total | | 5,479 | 5,349 | 4,900 | 3,892 | 3,892 |

Baccalaureate (add more rows as needed)

| | | | | | | | |
|---|------------|--|-----|-----|-----|-----|-----|
| ? | | | | | | | |
| | Undeclared | | 710 | 514 | 478 | 403 | 403 |
| | Total | | 710 | 514 | 478 | 403 | 403 |

| | | | | | |
|---------------------|-------|-------|-------|-------|-------|
| Total Undergraduate | 6,321 | 6,003 | 5,511 | 4,448 | 4,448 |
|---------------------|-------|-------|-------|-------|-------|

* Enter here the number of credits students must complete in order to earn the credential (e.g., 69 credits in an A.S. in Nursing)

Please enter any explanatory notes in the box below

Excludes students exclusively auditing classes.
Credits are from Fa19 catalog.

**Standard 4: The Academic Program
(Headcount by GRADUATE Major)**

| | | | | | | | |
|---|----------------------------------|-------------------------------|-----------------------------------------------|-----------------------------------------------|----------------------------------------------|----------------------------------------------|----------------------------------------------------------|
| ? | For Fall Term, as of Census Date | | | | | | |
| ? | | <div>Number of credits*</div> | <div>3 Years Prior</div> <div>(Fall 2)</div> | <div>2 Years Prior</div> <div>(Fall 2)</div> | <div>1 Year Prior</div> <div>(Fall 2)</div> | <div>Current Year</div> <div>(Fall 2)</div> | <div>Next Year Forward (goal)</div> <div>(Fall 2)</div> |

Master's (add more rows as needed)

| | | | | | | | |
|---|-------|--|---|---|---|---|---|
| ? | | | | | | | |
| | Total | | 0 | 0 | 0 | 0 | 0 |

Doctorate (add more rows as needed)

| | | | | | | | |
|---|-------|--|---|---|---|---|---|
| ? | | | | | | | |
| | Total | | 0 | 0 | 0 | 0 | 0 |

First Professional (add more rows as needed)

| | | | | | | | |
|---|-------|--|---|---|---|---|---|
| ? | | | | | | | |
| | Total | | 0 | 0 | 0 | 0 | 0 |

Other; specify (add more rows as needed)

| | | | | | | |
|----------------|--|---|---|---|---|---|
| ? | | | | | | |
| Total | | 0 | 0 | 0 | 0 | 0 |
| Total Graduate | | 0 | 0 | 0 | 0 | 0 |

* Enter here the number of credits students must complete in order to earn the credential (e.g., 36 credits in an M.B.A.)

Please enter any explanatory notes in the box below

MCC does not have any graduate students nor programs.

Standard 4: The Academic Program (Credit Hours Generated and Information Literacy)

Credit Hours Generated By Department or Comparable Academic Unit

| | | | | | | |
|---|------------------------------------------|-----------------------------|-----------------------------|----------------------------|----------------------------|-------------------------------------------|
| ? | | 3 Years Prior (Fa 17) | 2 Years Prior (Fa 18) | 1 Year Prior (Fa 19) | Current Year (Fa 20) | Next Year Forward (goal) (Fa 21) |
| ? | ACC* - Accounting | 1,374 | 1,320 | 1,236 | 1,147 | 1,147 |
| | ANT* - Anthropology | 549 | 663 | 660 | 546 | 546 |
| | ART* - Art | 1,738 | 1,811 | 2,138 | 1,031 | 1,031 |
| | AST* - Astronomy | 230 | 248 | 241 | 192 | 192 |
| | BBG* - Business, General | 1,200 | 1,101 | 1,125 | 1,056 | 1,056 |
| | BES* - Business, Entrepreneurship | 81 | 138 | 120 | 132 | 132 |
| | BFN* - Business, Finance | 501 | 438 | 396 | 348 | 348 |
| | BIO* - Biology | 3,017 | 3,419 | 3,099 | 2,663 | 2,663 |
| | BMG* - Business, Management | 882 | 876 | 861 | 705 | 705 |
| | BMK* - Business, Marketing | 249 | 342 | 288 | 324 | 324 |
| | BOI* - Business Office Technology | 507 | 414 | 354 | 297 | 297 |
| | CAD* - Computer-Aided Design | 138 | 150 | 171 | 156 | 156 |
| | CHE* - Chemistry | 1,092 | 1,088 | 1,076 | 856 | 856 |
| | CJS* - Criminal Justice | 1,711 | 1,488 | 1,335 | 1,098 | 1,098 |
| | COM* - Communication | 3,360 | 3,108 | 2,820 | 2,199 | 2,199 |
| | CSA* - Computer Systems Applications | 153 | 225 | 147 | 114 | 114 |
| | CSC* - Computer Science | 684 | 714 | 570 | 582 | 582 |
| | CST* - Computer Systems Technology | 494 | 498 | 563 | 457 | 457 |
| | DAR* - Drug/Alcohol Recovery Counselor | 333 | 246 | 189 | 216 | 216 |
| | DAS* - Dental Assistant | 276 | 276 | 144 | 140 | 140 |
| | DGA* - Digital Arts | 672 | 675 | 774 | 822 | 822 |
| | EAS* - Earth Science | 405 | 408 | 249 | 225 | 225 |
| | ECE* - Early Childhood Education | 522 | 552 | 506 | 549 | 549 |
| | ECN* - Economics | 1,128 | 1,050 | 1,071 | 678 | 678 |
| | EET* - Electrical Engineering Technology | | 24 | 28 | 24 | 24 |

Graduate (add more rows as needed)

| | | | | | |
|-------|--------|--------|--------|--------|--------|
| Total | 54,965 | 53,656 | 49,357 | 39,208 | 39,208 |
| | | | | | |
| Total | 0 | 0 | 0 | 0 | 0 |

Information Literacy Sessions

Main campus

Sessions embedded in a class

Free-standing sessions

| (Fa 17) | (Fa 18) | (Fa 19) | (Fa 20) | (Fa 21) |
|---------|---------|---------|---------|---------|
| 60 | 39 | 41 | | |
| | | | | |

Branch/other locations

Sessions embedded in a class

Free-standing sessions

Online sessions

| | | | | |
|--|--|----|----|----|
| | | | | |
| | | | | |
| | | 66 | 91 | 91 |
| | | | | |

URL of Information Literacy Reports:

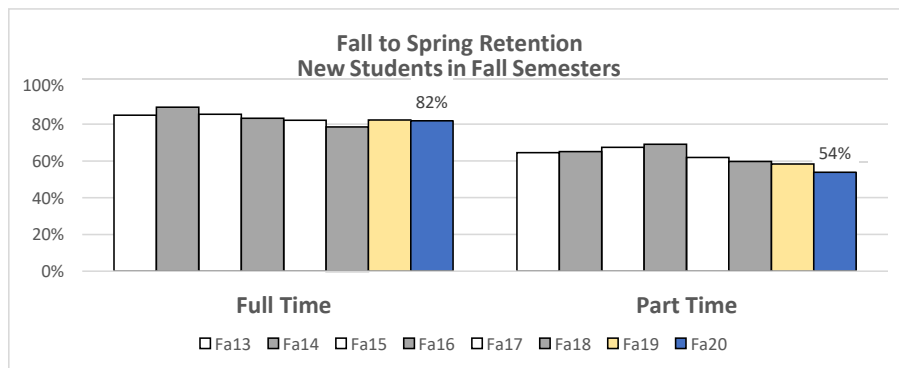
Please enter any explanatory notes in the box below

| |
|--|
| |
|--|

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, equity, and inclusion 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 and equity.

In our 2012 Self-Study, a key term in describing student advising and support is “access.” We wrote that we would develop a “comprehensive advising program” and that we would begin to implement online academic advising. We also pledged ourselves to redesign our student services, especially financial aid processes to better meet student needs. We find that in support of our mission, the college has improved our access and meets the changing and challenging needs of our students with adequate and effective support. In the NECHE response to our 2017 Interim Report, the Commission writes, “We look forward to learning, in the Spring 2022 self-study, of Manchester Community College's success in achieving its goals to increase credit- and non-credit enrollment and to improve student retention.” We find that our enrollment has declined, and retention rates have not increased significantly, though we recognize that in the current climate, especially facing the pandemic, our ability to hold retention rates steady is a success for the college.



DESCRIPTION

Admissions

The college enrolls a student body of over 15,000 per year from our service area of fifteen towns east of Hartford, Connecticut and beyond. Enrollments are broadly representative of the demographic diversity of the region. The student population also reflects the diversity typical of a two-year college, including traditional and non-traditional age students, degree-seeking students and career-changing students, students who need workforce training and retraining and those enrolled for personal enrichment.

Demographically:

- 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.
- Spring 2021: 4,088 students (credit only); 2,274 (full-time equivalent).

- Fall 2020: 4,448 students (credit-only); 2,572 (full-time equivalent).
- Average age: 25; 55 percent women; 33 percent full time.
- MCC serves “returning students” with associate, bachelor’s, master’s and doctoral degrees with workforce training and skills enhancement, special advanced certifications or retraining in a new field.
- Approximately 49 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 in our [Fact Book](#) and in the Standard Five Data First Forms. The college is committed to recruiting new students and retaining current students through the achievement of their academic goals. MCC admits students who meet the admissions requirements and who are college-ready or require remedial studies to prepare for college-level coursework.

[The college’s admissions process](#) is clearly outlined in the catalog, on the website, and in numerous brochures, postings, and informational emails. Formerly, we also published an enrollment guide but discontinued this publication when quickly changing policies related to the pandemic made it difficult to keep the document up to date. The admissions process features six steps for admissions, financial aid, assessment testing and registration.

Admissions hosts information sessions on campus (prior to the pandemic) and now virtually where prospective new, transfer and returning students are invited to learn more about MCC. During the presentations, participants receive an overview of the admissions and financial aid processes, program offerings, transfer options and various resources and support services available to students. Since 2015, admissions also hosts an annual open house, which is the largest recruitment effort at MCC. This event was canceled in 2020 due to the pandemic.

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 on [MCC’s website](#), as is information on the application process, deadlines and disbursement of financial aid. As of Spring 2021, MCC awarded more than \$10 million annually in federal, state and private aid. This includes a mix of merit-based and need-based aid.

The primary objective of the Financial Aid office is to meet the basic expenses of tuition and fees. Many of our students also qualify for additional assistance to cover educational expenses such as books, supplies and transportation costs. Our goal is to provide financial aid (grant/free money) to students to meet their financial needs without requiring student loans or the accumulation of other debt. The college has an institutional financial aid packaging philosophy to ensure fair distribution of funds to eligible students. Financial aid funds are awarded from available state, federal and institutional resources. The available funds are packaged based on a student's financial need and do not exceed the cost of attendance. The financial aid awards are made throughout the year on a first-come, first-served basis and are subject to available funding. Maximum consideration is given to students who apply by the college priority deadline.

We advise students to wait for a complete review of their financial aid eligibility before submitting a loan request. We make every effort to award students grant money, assuming they have eligibility or

assist them in seeking scholarship opportunities before awarding a student loan. If a student loan is necessary, the financial aid officer meets with the student for an entrance interview. During the [entrance interview](#), the financial aid officer goes over the terms of the loan as well as repayment options, consequences of default and the Master Promissory Note.

Starting in Fall 2020, first-time, full-time students at MCC are eligible for free community college through the [Pledge to Advance Connecticut \(PACT\)](#) program. During the 2019 session of the Connecticut General Assembly, Public Act 19-117 included the establishment of PACT, a last-dollar scholarship program intended to ensure that Connecticut high school graduates who are attending college for the first time will be able to attend a Connecticut community college without any out-of-pocket charges for tuition or mandatory fees.

Student readiness and [course placement](#) in English and mathematics are determined using a variety of tools. Prior to Spring 2020, placement was determined by a combination of testing scores. Connecticut Public Act No. 15-238 has led to statewide SAT testing for all Connecticut public high school students, making these scores a primary assessment tool. ACT and AP scores are also used if available. MCC also administers Accuplacer placement testing and collects a college-developed writing sample for students who do not have SAT scores or whose SAT scores fall under placement for college-level course work. In response to the pandemic, the college also began to use high school grade point average paired with the writing sample, which has moved to online Blackboard administration, as well as a math questionnaire, which follows nationally recognized Directed Self-Placement (DSP) models for developmental education. Placement practices are further discussed in Standard Four.

Student Services and Co-Curricular Experiences

Since 2017, the college has reorganized student support services, making them more accessible, efficient and transparent. Following several leadership changes over the last few years, reporting lines for various departments within the Student Affairs division have been reassigned. Most recently, areas within Student Affairs that used to report separately to the dean of student affairs have been consolidated into four “unit” areas based on common activities and purposes: [Student Life](#), [Career Services](#), Enrollment Management, and [Student Affairs](#) Operations. This redesign has reduced the number of reports that flow to the interim dean of academic and student affairs.

As of 2017, student interactions with advising and support at the college is tracked by Symplicity/Insight which allows faculty and staff to view notes and better understand issues and outcomes from prior advising meetings. Insight replaced a local and limited database program. After an initial all-campus training on this new tool for faculty and staff, Insight training has been periodically provided. Students are provided training during new student orientations and Next Step advising sessions and can find further directions and supports in the Student Handbook, on the college website and through emailed links to supports.

Advising

The college utilizes a [“shared advising” model](#) through which students who declare a major are advised on demand by faculty and professional staff. We discuss our advising practices in further detail in Standard Six.

Disabilities Services Office

[Disability Services](#) is committed to serving the diverse student population at MCC by promoting full participation and equal opportunity for students with disabilities to pursue higher education. Students

may be provided with assistive technology or software, or accommodations. A reasonable accommodation is a modification or adjustment to a course, program, service, job activity or facility that ensures an equal opportunity for qualified students with disabilities to participate in—and enjoy the benefits of—the service, program or activity. Aids, benefits or services need not produce equal results but must afford an equal opportunity to achieve equal results.

Student Retention Services

The college's [Student Retention Services](#) provides support to students who are under academic warning, probation or suspension. The college has multiple student support programs that fall under this office, including:

- **Promoting Academically Successful Students Program (PASS)**, which was funded by the Connecticut State Office of Higher Education and created to provide minority students on academic probation one-on-one support. It is discussed in Standard Two.
- **The Academic Coaching Program** is holistic and collaborative. This program pairs students on academic probation with faculty and staff mentors from across the college. In 2020, Academic Coaching services were opened to all students, including those in good standing who self-identified the need for additional support.

Student Support Programming

The college offers several initiatives in recruiting and supporting special populations that traditionally struggle to complete their degrees or certificates, including:

- **[AiT \(Adults in Transition\)](#)**: A program designed to help adult students start—or restart—a college career by reviewing skills with a support system of staff and peers.
- **FIRST (Foundations in Retention, Success and Transition)**: A cohort-based learning community model that offers supports and services to students who test into developmental courses in their first semester. This program was terminated in 2019 due to lack of staffing and resources.
- **[GEAR UP \(Gaining Early Awareness and Readiness for Undergraduate Programs\)](#)**: In partnership with K-12 schools, state agencies and community organizations, MCC works to increase East Hartford High School students' knowledge of college expectations and readiness, improve high school graduation and college enrollment rates and raise awareness about college options and financing. This program is funded by a Department of Education grant awarded to CSU.
- **REACT (Reaching Education Achievement for College Transition)**: This program supports continuing education students transition to college.
- **Smart Start**: A free, non-credit program that enhances basic English and math skills.
- **SOAR (Student Outreach for Academic Retention)**: Intensive, ongoing support for students struggling in one or more courses to build life, studying and time management skills through graduation.
- **[STARS \(Summer Training and Retention Services\)](#)**: A pre-college summer program that runs from mid-June to mid-August and is designed to prepare students for the academic year ahead supported, in part, by a U.S. Department of Education SSS TRIO grant. STARS is discussed in more detail below.
- **WISTEM (Women in STEM)**: A learning community designed to increase persistence, satisfaction and graduation rates of women pursuing STEM degrees and careers. This program was supported by the Aurora Foundation for Women and Girls from 2017 to 2020.
- **Sister-2-Sister and Brother-2-Brother**: In place from 2008 to 2017 and scheduled to be resumed in 2022, these programs address institutional concerns regarding the academic success rates of

Latino/a and African American students. Its mission is to provide additional support, mentoring and encouragement to students as they work towards their academic and professional goals.

- **Veteran II Veteran (VIIV) Peer Mentor Program:** Founded in Fall 2015 thanks to a generous gift from Monaco Ford in Glastonbury, VIIV assists veterans and service members with their transition to MCC and fosters a connection with faculty, staff and students via a structured peer mentoring system.

Academic Support Center

The college provides academic support and tutoring through the [Academic Support Center](#) (ASC). Information on ASC services is disseminated to students and the entire college community in print through flyers, brochures, and advertisements, electronically through email and on the college website, and in person during NSOs and classroom visits.

The ASC provides the following services:

- **Academic tutoring by appointment:** Individual and small group tutoring is available in math, English, science, accounting, business, social sciences, computers and other subjects for which tutors are available.
- **Walk-in writing center:** Tutors are available on a walk-in basis to assist students while they are engaged in the writing process in a fully equipped writing lab. This service has been suspended during the pandemic.
- **Assisted computer lab:** Eight computers are available on a walk-in basis.
- **Online tutoring:** The college provided access to eTutoringonline.org, a fully online tutoring service with synchronous and asynchronous options. Subjects included writing, math, accounting, biology, chemistry, sociology, information literacy and research methods. This service ended in 2019. During the pandemic, the ASC moved to locally provide onlinetutoring.
- **ESL conversation lab:** Faculty-led open discussions are designed for ESL students to strengthen their English comprehension and verbal skills. This service has been provided online during the pandemic.

ASC services moved from on-ground to online in response to the pandemic. Walk-in services ended, and all tutoring continues to be by appointment. Students book tutoring appointments via a link on the ASC website. One-to-one sessions between student and tutor take place in MS Teams videoconference.

Career Services

The [Career Services](#) office runs regularly scheduled job search skills workshops, organizes job fairs and coordinates alumni career panels, on-campus recruitment opportunities and various career-focused special events throughout the year. Career Services offers students and community job seekers an online, interactive career and education planning system called FOCUS-2. FOCUS-2 combines self-assessment, career exploration and decision-making into one comprehensive program. Career Services also hosts a web-based job board powered by College Central Network. Students and community job seekers can search through a list of local and national position openings, upload a résumé and apply for jobs directly through the portal. This resource also offers an e-portfolio building tool as well as a fully stocked career advice document library and over 100 podcasts on job search related topics.

OASIS

The [Veterans OASIS](#) provides a dedicated, supportive space for veterans and military service members to network, socialize and study as they integrate into the college experience. The Veteran's OASIS is staffed by MCC's School Certifying Official, veteran students and work-study assistants, all of whom are

dedicated to meeting the educational and transitional needs of veterans at MCC. The college offers mentoring, academic support and community engagements such as collaborations with the MCC VETS Club. The college also has implemented the Veteran-II-Veteran Peer Mentoring Program, which connects veteran students with other veteran students, resources and support they need to be successful in college. This program has been on a hiatus since Spring 2020 due to the pandemic.

Co-Curricular Activities

[Student Life](#) provides ample opportunities for students to engage in the campus community via social/cultural programming, the [Student Government Association](#) (SGA), the Campus Activities Board (CAB, SGA's programming board) and student clubs. The [electronic interest form for student clubs](#) includes a description and check box for students to connect with college governance committees, as well. Student Life also works with our systemwide Student Advisory Council (SAC) as those representatives sit on the SGA Executive Board. Since Fall 2016, each week Student Life has sent weekly event listings to all students, faculty and staff via the *Cougar Press* to keep the campus informed of programming, support services and other student opportunities. The college has also offered summer and winter leadership symposiums for students.

Recent developments have included virtual programming in conjunction with other state community colleges. In 2021, the college offered a multi-campus presentation by Lawrence Ross, author of *Blackballed: The Black and White Politics of Race on America's Campuses*; monthly presentations from the Hartford Consortium of Higher Education with Capital Community College, and the implementation—again with Capital—of Mission Control, an online gaming management software to promote campus-based gaming events.

Student Life and the whole college are committed to ensuring equal opportunity to all members of its community and recognize the diversity of its faculty, staff and students as one of its most valuable assets. 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.

Furthermore, the college recognizes the contributions of groups during celebratory months (Hispanic Awareness, Black History, Women's, 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.

As we explained in our 2017 Interim Report, MCC Athletics ceased operations at the end of Spring 2013 due to budget constraints. The college does not offer recreational athletics but does operate a fitness center. The [Center](#) is open from 9 AM–6 PM weekdays during the Fall and Spring semesters when the campus is open.

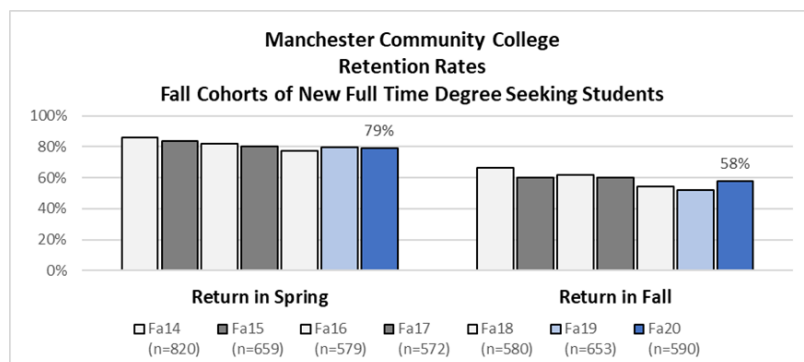
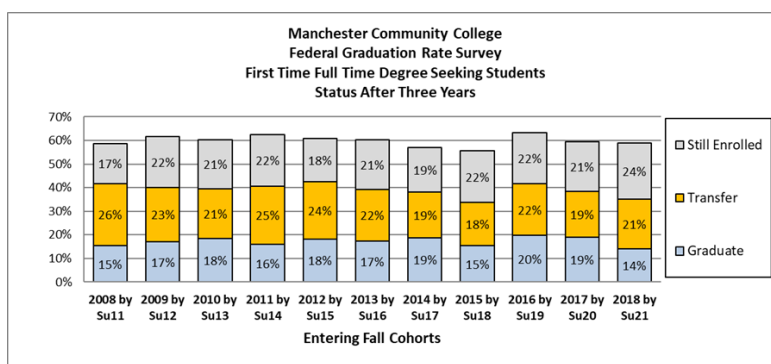
APPRAISAL

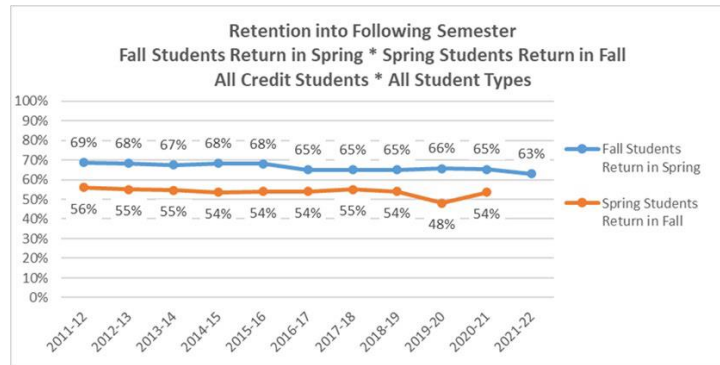
1. **Consistent with its mission, the institution sets and achieves realistic goals to enroll students who are broadly representative of the population the institution wishes to serve.**

While the college continues to enroll a diverse and representative student body, enrollment has continued to drop. As indicated by our [Fact Book](#), Manchester Community College credit enrollment has decreased by 25 percent over the past five years; the most significant drop in enrollment occurred in Fall 2020 and is directly linked to the pandemic.

The college demonstrates its ability to admit students who can be successful in our programs by the following:

- Increased graduation rates hovering between 19-20 percent for three of the last four years.
- Steady retention rates between Fall and Spring semesters for new full-time degree-seeking students.
- Steady retention rates overall between Fall and Spring over the last few years.
- Increased pass rate for students taking college-level math and English.





The college finds that the pandemic has, not surprisingly, had an impact on retention. Our data shows a significant dip in retention rates from Spring 2020 to Fall 2020 to 51 percent, as compared to Spring to Fall retention in 2019 of 57 percent. In addition, there was a decrease in the number of new, first-time college students by 24 percent and a decrease in new transfer students by 29 percent from Fall 2019 to Fall 2020. Fall 2020 to Spring 2021 retention is in line with percentages prior to the pandemic. The college's student supports appear to have mitigated COVID impacts and helped students stay enrolled.

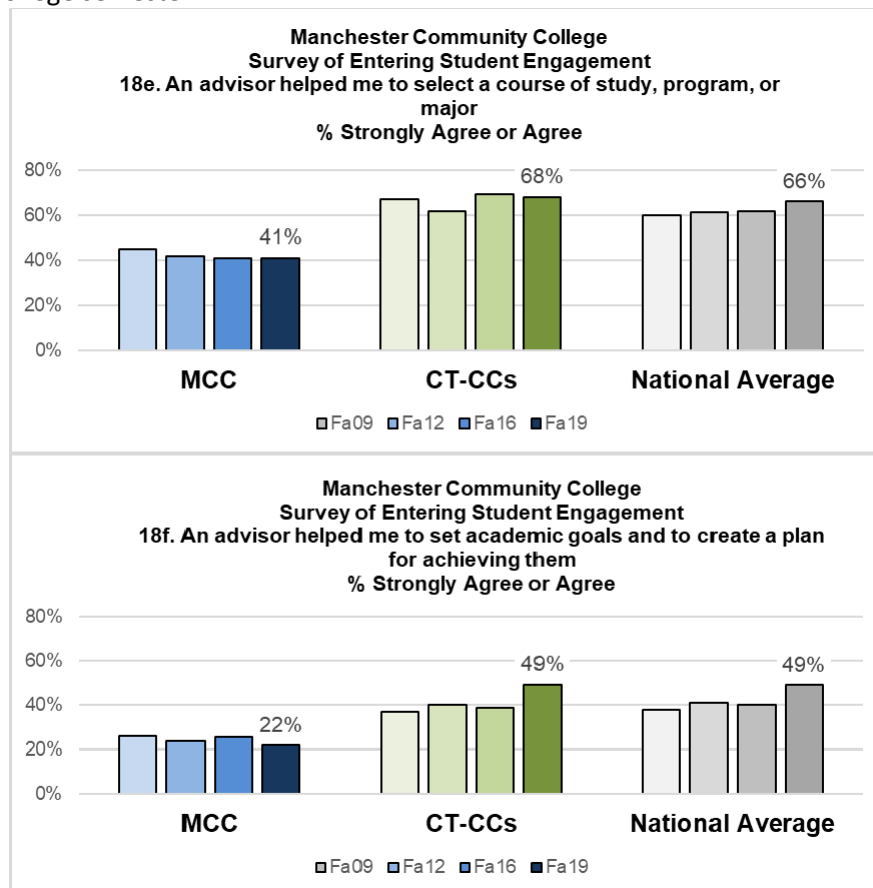
We find that the Enrollment Management team has adopted strategies to increase enrollment and retention. Several new technological tools have the potential to improve the quality of advising for students, faculty and staff. Students are having advisors assigned to them in Banner. Symplicity/Insight provides a single source of information about student appointments and outcomes with MCC service providers. DegreeWorks provides assistance with program requirements and scheduling.

Other strategies have been identified or piloted, but have not been pursued further. These include:

- Redesigning the academic course schedule to better meet the specific needs of students based on their degree audits, their preferred schedule and their preferred modalities. Currently, much of the academic course schedule is typically rolled from year to year with limited adjustments for the scheduling needs of the current student body or the incoming student population. A clear exception to this observation is the adjustments made to the course schedule to address student needs during the pandemic. After the mid-Spring 2020 move to total online delivery, the schedule has been carefully adjusted each semester to ensure adequate and safe delivery of courses based on COVID protocols provided by the CDC.
- Planned and blocked eight-week schedules of courses designed specifically for students who are placed in developmental math and/or English courses. These students often struggle to build a schedule that will further their pursuit of a degree. In 2019, the college piloted such a schedule, but the initiative has not been continued as leadership that coordinated and promoted this program has left the college.
- Redesigning placement strategies. We have seen that MCC's practice to use a variety of measurement tools for proper course placement is a strength. By creating an in-house, online writing sample we have improved services to our admitted students. However, placement is also

undergoing changes with Next Generation Accuplacer and work on the scores related to course assignments and using high school GPA as a multiple measure for English placement. This work was furthered during the pandemic because of the difficulty in providing remote placement testing. Placement testing is described in detail in Standard Four.

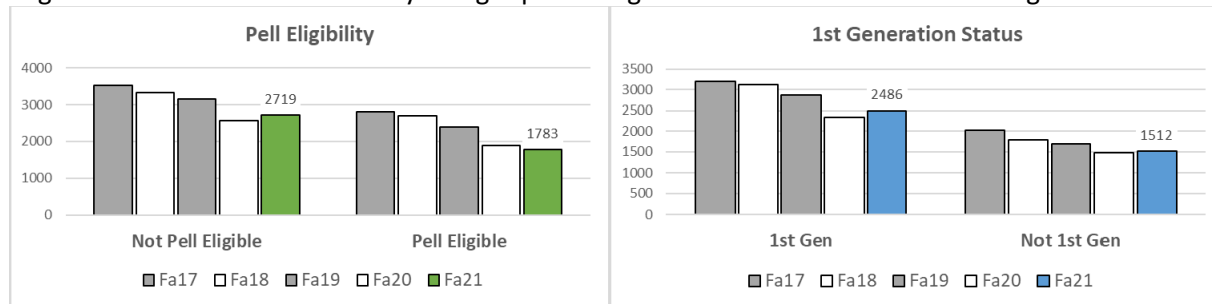
- **Advising strategies.** The college finds that to best serve students it is essential to provide them with repeated exposure to academic planning and advice and ensure sufficient staff to provide group advising, one-on-one advising and crisis counseling as needed. While the implementation of NSOs and NSAs help the Advising staff to reach more students, SENSE survey results indicate that almost half the new students who took the survey did not get an advisor's support in selecting their courses and program. In fact, almost 70 percent of survey respondents did not get assistance with setting goals and creating a plan to achieve those goals. SENSE surveys new students four to five weeks into their first college semester.



- **Effective leadership and staffing.** Student Affairs leadership, administration and reporting lines have been in flux in 2019-20. As in other areas of the college, our Counseling staff has shrunk since 2017 from five counselors to three (two in Advising and Counseling and one in Disabilities Services). In Fall 19 MCC hired one FT advisor instead of the planned two; choosing to use our limited resources to staff with PT seasonal advisors on EA contracts. There is a need for mental health experts within the counseling team. The First Year Programs team recently moved under the supervision of Academic Affairs; Counseling Services remain under Student Affairs. This has created issues for staffing New Student Orientation and Next Step Advising events.

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

Demographic changes in our student body show that the number of students with risk characteristics like financial need or being a first-generation college student have decreased. The number of Pell eligible students has decreased by a larger percentage than those who are not Pell eligible.



There have been a number of MCC and systemwide initiatives to address student foundational needs, including food insecurity, mental health, disabilities services, childcare, transportation, financial need and housing insecurity. These needs have been exacerbated by the pandemic. Two key examples of MCC addressing these foundational needs are the [Holistic Student Support Center](#) and the Cougar Food Pantry. National estimates suggest 45-50 percent of MCC's students will encounter food insecurity during their college career. Even more may face housing insecurity or even homelessness. From September 2018 through June 2019, MCC went through almost 140,000 pounds of food—most acquired from retail rescue and Foodshare, a non-profit organization that provides food services to the community. Recent funding for the food pantry has come from a VISTA grant supporting capacity building, Student Activity Fee budget, staff and student donations, Manchester Community College Foundation support and an equipment grant from Foodshare to purchase a commercial refrigerator. We note that the food pantry closed down during the early stages of pandemic in March 2020, but has since been reopened.

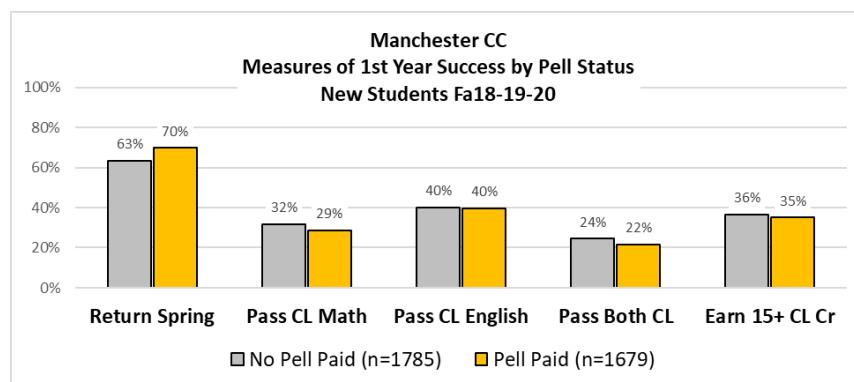
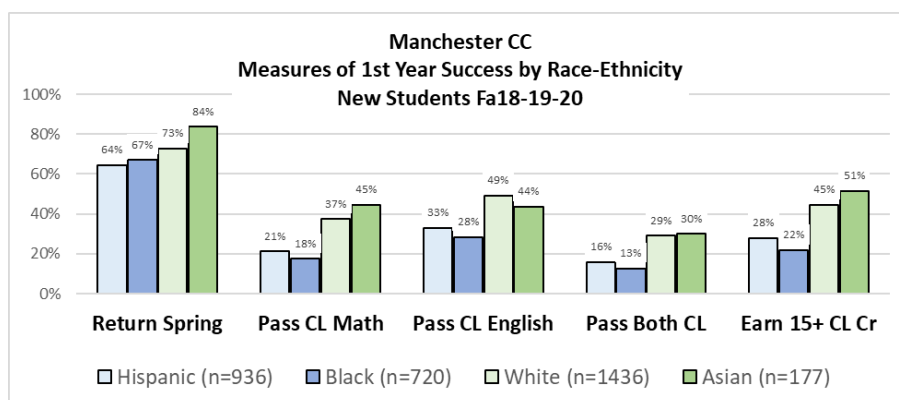
While the college works to provide an environment of holistic support, we also express concerns regarding measurable equity gaps. As we write in our [Concept Papers](#):

Concerns about equity and the achievement gap within the CSCU system underlie many current initiatives, including our participation in Achieving the Dream. These state-wide initiatives support our own college's effort to address these concerns, about which we have many questions:

1. *What should equity for our students mean at MCC?*
2. *What information do we need to better understand equity and our students?*
3. *What can be done in the classroom to promote equity of opportunity and outcomes?*
4. *How do we best address possible tensions between academic rigor and equity of outcomes?*
5. *What types of student support can promote equity of opportunity and outcomes?*
6. *How do we connect faculty to protocols for referring non-academic resources?*

[Achieving the Dream](#) (ATD) is a nationwide community of practice with coaching, resources, tools and a network of colleges to support student success work. ATD at Manchester Community College is a multi-year initiative with a focus on improving success rates and creating equity in opportunity and outcomes for all students. We highlight specific ATD work in Standard Two.

MCC has a very diverse student body that includes substantial numbers of students from groups that are historically underrepresented: almost half of the students are of color; almost half of the students are eligible for Pell Grants, a common measure of significant financial need; many students do not have computer and internet access at home; almost one in ten students register for accommodations with the Disability Services office. MCC data suggest significant achievement gaps exist when comparing students from historically underrepresented groups vs. comparison groups. For example, a smaller percentage of students of color reach key measures of success than white students. A smaller percentage of students who are eligible for Pell Grants reach these milestones than students with access to more financial support. A smaller percentage of students who are first-generation college students successfully navigate their first year of college than students with parents who have college degrees.

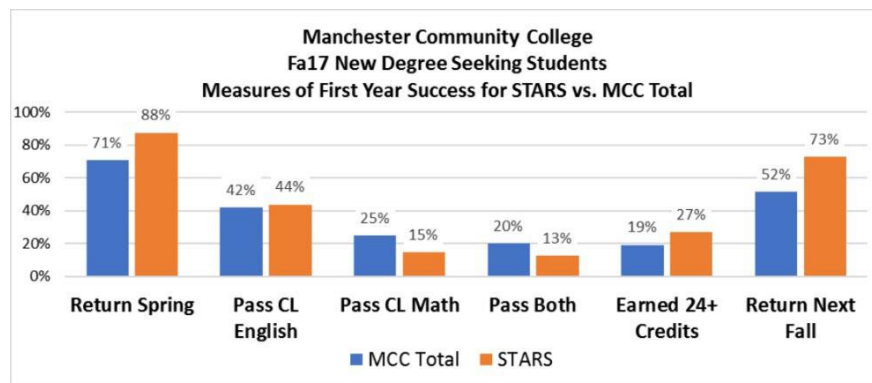


3. It endeavors to ensure the success of its students, offering the resources and services that provide them the opportunity to achieve the goals of their educational program as specified in institutional publications.

Since the last accreditation, and in support of our Strategic Planning goal of Enrollment Management, new technology such as Symplicity has allowed for both Academic and Student Affairs staff to keep better records of advising sessions with our advisees, as well as submit information regarding potential red flags via Early Alerts within the Symplicity platform. As with any new technology, consistent growth is paramount in keeping up with the latest versions for the enhancement of its use.

MCC provides a variety of support programs for our students. From advising and counseling, to mentoring programs mentioned above, to tutoring at the Academic Support Center and Math Lab, to holistic supports like the food pantry, to co-curricular clubs and organizations—there is a wide variety of programming and support available.

As we highlighted in our 2017 Interim Report, our STARS program continues to be a model of effective programming. STARS supports students from admission to graduation from MCC. Funded in part by a five-year grant from the US Department of Education, STARS begins with a six-week, pre-college summer program that runs from mid-June to mid-August. It is designed to prepare new, low-income and first-generation students for the coming academic year. Students practice and reinforce reading, writing and math skills; retake the English and math assessment tests to determine their placement in college-level courses; earn up to seven college credits; benefit from one-on-one guidance from tutors and peer mentors; develop time management and study skills, and more. The SSS Trio grant was extended another five years in Fall 2021, allowing the college to continue funding our STARS program. The chart below illustrates how a recent STARS cohort made up of at-risk students (shown in orange) was able to close the achievement gap vs. MCC averages on several of these measures of success.



Another impactful success program is Women in Science, Technology, Engineering and Mathematics (WiSTEM), a program for women at MCC who have a strong interest in the STEM fields, providing a place to learn, network and grow together on and off campus. WiSTEM has a foundation of a one semester IDS* 101: First Year Experience course themed specifically for WiSTEM, which includes reading, discussion and activities around the topics of personal responsibility, stress management, collaboration, self-awareness and community-building. This program has been supported by grants from the Aurora Foundation, but that funding is not expected to be available after 2019-20.

Recently, the college has also committed to promoting Open Educational Resources (OER):

- During the 2021 academic year, 107 courses in communication, world civilization, computer science and others utilized an OER textbook. All sections of Public Speaking (COM 173) use an OER textbook, *Stand up, Speak out: The Practice and Ethics of Public Speaking*. By using the Scholarly Publishing and Academic Resources Coalition (SPARC) OER savings calculation method to estimate student savings/avoidance, we found that the 2,028 students enrolled in OER courses saved a total of \$237,276.00 during that year.
- To promote course materials affordability, Manchester Community College course sections with textbook costs of \$40 or less are labeled NoLo (No Cost/Low Cost) in the Banner student information system.

- Since 2018, several MCC faculty have been awarded CSCU or state grants to support OER adoption. Manchester Community College has been recognized for submitting a high number of applications for OER grants as compared to other CSCU institutions.
- Two MCC librarians completed a 10-week certificate program offered by Creative Commons and serve as a faculty resource on open licensing, copyright and Fair Use.

4. The institution's interactions with students and prospective students are characterized by integrity and equity.

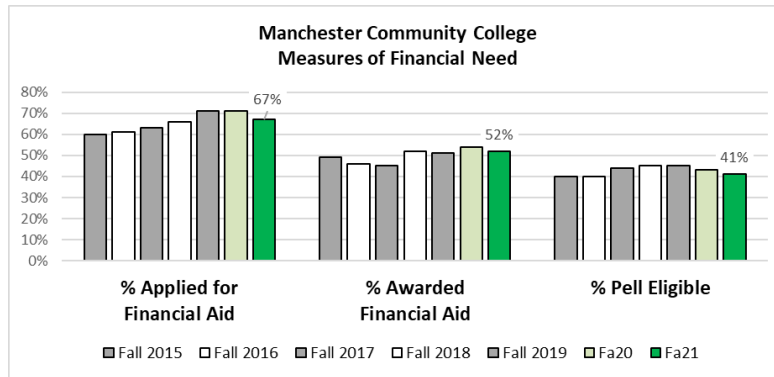
We find that the college's interactions with prospective students, current students and alumni are characterized by integrity. We discuss our communication with students through the website in Standard Nine and find that in direct interaction with students, our faculty, staff and administration adhere to high standards of integrity and are guided by college, system, and state-mandated policies. Many of these policies can be found in the [catalog](#) and in the [Faculty Handbook](#).

The college has increased its focus on equity in our interactions with our students. We find that while our mission and our intentions point towards equity, in practice, inequity is evident.

We have made improvements in our communication with potential students. In May 2020, the Admissions office implemented a fully online application portal (CRM Recruit). This allows students to submit the application and all supplemental documents digitally without having to come to campus, print out documents or rely on the mail. It also allows students to check the status of their application or make edits as necessary. From a processing standpoint, this has allowed us to ramp up our communication efforts, switching everything from manual processes to automated workflows. A multi-tiered communication plan was also put into place at this time allowing the Admissions office to program a workflow of emails that are sent to students automatically based on their stage of the enrollment cycle.

We also find that financially, MCC has made a strong commitment to its students. MCC has a very low cohort default rate despite the number of students who receive loans. The college recognizes that this is a result of our very strong commitment on counseling students about their loan obligations. We also complete exit interviews where we mail out exit materials once a student is no longer attending. The Financial Aid office does a great job in educating students on their student loan debt. However, lack of resources such as low staffing does not allow the staff enough time to educate students on financial literacy. The cohort default rate increased slightly from FY2015 to FY2017. Adding resources for students such as a third party servicer to educate students on their loan debt can help keep a low default rate.

We find that MCC is attentive to preserving affordability. One cost that has been monitored carefully is student fees. These fees are listed in full in our [catalog](#) and are explained on our [website](#). These fees, especially studio and lab fees, have been especially scrutinized in light of the pandemic and the move to online teaching.



PROJECTIONS

According to [“Maintaining NECHE Standards on the Campus” \(p.105\)](#), the BOR ensures that the college will meet this Standard in the following ways:

- While most community college programs are defined as "open access," CEOs assure college admissions standards are satisfied.
- CEOs are responsible for ensuring that all student services are provided, and the appropriate resources are available.
- CEOs can escalate an issue within the EMSA SLA (Enrollment Management Student Affairs Service Level Agreement) if a service is not meeting the expected standard.
- CEOs provide critical leadership for student services. Even in cases where the college employs third party servicers or where staff are supervised centrally, the CEO sets the direction for the campus staff.

In practice, the college projects:

1. Enrollment trends appear to be slowly improving. Fall 2021 enrollment was flat, and current predictors suggest that Spring 2022 enrollment will show a slight increase. Statewide initiatives like the PACT program, systemwide enrollment strategies and local enrollment practices will have positive impacts on enrollment trends. One area that has the potential for enrollment growth is the adult student population. Working collaboratively across divisions, MCC can enhance course offerings for adults, extend the credit for prior learning programs and grow distance learning.
2. [The Guided Pathways Holistic Case Management Advising](#) (HCMA) Policy that is being implemented by the system office for CT State Community College will provide a one-on-one holistic approach for students. The college expects significant increases in Advising staff prior to 2023, reducing student caseload to 250:1.
3. The testing coordinator is working with CSCU and the CT State Department of Education to develop an automatic download of shareable data such as SAT, AP and IB Scores. Having this data sent as an automatic download to our Banner database will benefit incoming students by eliminating the need to request these scores, making this one less item on the student's "to do" list and will also help college administrators determine the student's placement and transfer credit more quickly. The timeline is yet undetermined.

4. The system office is currently looking into a third party servicer that can assist the colleges in student loan counseling. One possible servicer that we already partner with for verification of files is Inceptia.org. The services from Inceptia may include return to repayment, grace counseling and repayment outreach.
5. The COVID-19 pandemic may have lasting impacts on our students and their ability to achieve their educational goals. As we strive to fulfill our mission, we must remain cognizant of the lasting impacts on this cohort of students, and we will need to assess progress towards completion and provide appropriate support.
6. As of Fall 2021, the system will contract TimelyCare, a health and wellness provider. All students enrolled at MCC can access one-on-one video chat appointments with a healthcare professional to address physical and mental health issues.
7. The college is working with the YWCA of Hartford and received a \$30k CCAMPIS grant to provide affordable afterschool care on campus for children ages 5-12. The cost of childcare will be graduated based on the Pell eligibility of the college student parent. The total operating cost is ~\$75,000 with the difference being made up initially from SAF funds courtesy of the Student Government Association (SGA).
8. Survey data shows students are dissatisfied with the ease and promptness of communication from the college. We will evaluate communications breakdown throughout the organization to ensure timely response to students.
9. We will continue to delegate resources to address issues that present barriers for our students. One such issue is our course offerings schedule. Data suggests that retooling our schedule will better support student needs, making it easier for them to progress through their programs and help the college plan appropriately for predicted enrollment. The dean of academic and student affairs, the associate dean of academic affairs and the associate dean of faculty will make strategic changes to the schedule over the next 18 months. This work will also be informed by ATD and Guided Pathways initiatives such as:
 - Investigating the feasibility of a regional weekend college schedule.
 - Developing and scaling of a 7-1-7 academic schedule.
 - Developing a more purposeful course sequence.
 - Providing an innovative schedule utilizing technology such as HyFlex and cross-campus listing of courses to maximize enrollment in low-enrolled course sections and promote student collaborations and lateral learning.
 - New economies of scale, which will lead to fewer course cancellations in low enrollment courses, maximizing access to the courses students need when they need them and increasing program completion.
 - Use of standard scheduling time blocks to maximize use of physical classrooms and minimize potential class overlaps detrimental to student planning.

DATA FIRST FORMS

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 (Fa 17) | 2 Years Prior (Fa 18) | 1 Year Prior (Fa 19) | Current Year (Fa 20) | Goal (specify year) (Fa 21) |
|---------------------------------------------------------------------------|-----------------------------|-----------------------------|----------------------------|----------------------------|-----------------------------------|
| Freshmen - Undergraduate | ? | | | | |
| Completed Applications | ? | 2,560 | 2,355 | 2,380 | 2,309 |
| Applications Accepted | ? | 2,553 | 2,346 | 2,363 | 2,263 |
| Applicants Enrolled | ? | 1,367 | 1,205 | 1,204 | 893 |
| % Accepted of Applied | | 99.7% | 99.6% | 99.3% | 98.0% |
| % Enrolled of Accepted | | 53.5% | 51.4% | 51.0% | 39.5% |
| Percent Change Year over Year | | | | | |
| Completed Applications | | na | -8.0% | 1.1% | -3.0% |
| Applications Accepted | | na | -8.1% | 0.7% | -4.2% |
| Applicants Enrolled | | na | -11.9% | -0.1% | -25.8% |
| Average of statistical indicator of aptitude of enrollees: (define below) | ? | | | | |
| | | | | | |

Transfers - Undergraduate

| | | | | | |
|------------------------|-------|-------|-------|-------|-------|
| Completed Applications | 1,527 | 1,577 | 1,301 | 1,146 | 1,146 |
| Applications Accepted | 1,519 | 1,568 | 1,285 | 1,095 | 1,095 |
| Applications Enrolled | 835 | 849 | 669 | 461 | 461 |
| % Accepted of Applied | 99.5% | 99.4% | 98.8% | 95.5% | 95.5% |
| % Enrolled of Accepted | 55.0% | 54.1% | 52.1% | 42.1% | 42.1% |

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

Open Admission

Standard 5: Students (Enrollment, 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

UNDERGRADUATE

| | | 3 Years Prior (Fa 17) | 2 Years Prior (Fa 18) | 1 Year Prior (Fa 19) | Curren t Year (Fa 20) | Goal (specify year) (Fa 21) |
|------------------------------|---------------------|--------------------------------|-----------------------------|----------------------------|--------------------------------|--------------------------------------|
| First Year | Full-Time Headcount | 1,329 | 1,368 | 1,218 | 974 | 974 |
| | Part-Time Headcount | 2,889 | 2,582 | 2,381 | 1,726 | 1,726 |
| | Total Headcount | 4,218 | 3,950 | 3,599 | 2,700 | 2,700 |
| | Total FTE | 2,405 | 2,317 | 2,105 | 1,597 | 1,597 |
| Second Year | Full-Time Headcount | 640 | 637 | 604 | 495 | 495 |
| | Part-Time Headcount | 1,463 | 1,416 | 1,308 | 1,253 | 1,253 |
| | Total Headcount | 2,103 | 2,053 | 1,912 | 1,748 | 1,748 |
| | Total FTE | 1,191 | 1,187 | 1,098 | 973 | 973 |
| 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 | 1,969 | 2,005 | 1,822 | 1,469 | 1,469 |
| | Part-Time Headcount | 4,352 | 3,998 | 3,689 | 2,979 | 2,979 |
| | Total Headcount | 6,321 | 6,003 | 5,511 | 4,448 | 4,448 |
| | Total FTE | 3,596 | 3,504 | 3,203 | 2,570 | 2,570 |
| % Change FTE Undergraduate | | na | -2.6% | -8.6% | -19.8% | 0.0% |

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 | 6,321 | 6,003 | 5,511 | 4,448 | 4,448 |
| Grand Total FTE | 3,596 | 3,504 | 3,203 | 2,570 | 2,570 |
| % Change Grand Total FTE | na | -2.6% | -8.6% | -19.8% | 0.0% |

Please enter any explanatory notes in the box below

First Year = 0-30 credits earned at Fall cd.
Second Year = 31 or more credits earned at Fall cd.

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/>

Three-year Cohort Default Rate
Three-year Loan repayment rate
(from College Scorecard)

| 2015 | 2016 | 2017 |
|-------|-------|-------|
| 4.30% | 6.90% | 6.70% |
| 7.20% | 3.80% | 11% |

| 3 Years Prior | 2 Years Prior | Most Recently Completed Year | Current Year | Goal (specify year) |
|---------------|---------------|------------------------------|--------------|---------------------|
| 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |

Student Financial Aid

| | | | | | |
|-------------------------|-------------|-------------|-------------|-------------|-------------|
| Total Federal Aid | \$9,458,710 | \$9,374,650 | \$8,787,509 | \$6,860,732 | \$6,860,732 |
| Grants | \$8,754,717 | \$8,506,230 | \$7,874,687 | \$6,410,399 | \$6,410,399 |
| Loans | \$542,606 | \$648,267 | \$697,145 | \$399,832 | \$399,832 |
| Work Study | \$161,388 | \$220,153 | \$215,677 | \$50,500 | \$50,500 |
| Total State Aid | \$1,282,739 | \$1,130,201 | \$1,048,630 | \$1,860,879 | \$1,860,879 |
| Total Institutional Aid | \$2,231,216 | \$1,901,156 | \$1,902,803 | \$1,715,968 | \$1,715,968 |
| Grants | \$2,231,216 | \$1,901,156 | \$1,902,803 | \$1,715,968 | \$1,715,968 |
| Loans | | | | | |
| Total Private Aid | \$75,000 | \$56,477 | \$95,808 | \$80,508 | \$80,508 |
| Grants | \$75,000 | \$56,477 | \$95,808 | \$80,508 | \$80,508 |
| 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 | 1% | 4% | 0% | 2% | 2% |
| English (reading, writing, communication skills) | 44% | 41% | 27% | 29% | 29% |
| Math | 42% | 41% | 20% | 26% | 26% |
| Other | | | | | |

Please enter any explanatory notes in the box below

Repayment Rates selected from March for each year (DN email from AT 04/24/20).
FinAid Amounts are PAID by source, does not include MCC Foundation (FinAidAward extracts).

**Standard 5: Students
(Student Diversity)**

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

For each type of diversity important to your institution (e.g., gender, race/ethnicity, first generation status, Pell eligibility), provide information on student admissions and enrollment below. Use current year data.

| Undergraduate Admissions information | Completed Applications | Applicants Accepted | Applicants Enrolled |
|--------------------------------------------------------------------------|------------------------|---------------------|---------------------|
| Category of Students (e.g., male/female); add more rows as needed | | | |
| Fa20 Total | 3,970 | 3,795 | 1,530 |
| Women | 2,344 | 2,231 | 866 |
| Men | 1,589 | 1,527 | 664 |
| American Indian or Alaska Native | 13 | 13 | 3 |
| Asian | 180 | 169 | 80 |
| Black or African-American | 843 | 800 | 291 |
| Hispanic | 997 | 956 | 342 |
| Multiple Races | 181 | 175 | 63 |
| Native Hawaiian or Other Pacific Islander | 4 | 4 | 1 |
| White | 1,628 | 1,558 | 724 |

| | | | | | | |
|-----------------------------------------------------|-------------------------------------------------------------------|------------------------|---------------------|---------------------|-------|------------------------|
| 1st Generation | | 2,172 | 2,068 | 746 | | |
| Pell Eligible | | 1,380 | 1,346 | 687 | | |
| | | | | | | |
| Graduate Admissions information | | Completed Applications | Applicants Accepted | Applicants Enrolled | | |
| ? | Category of Students (e.g., male/female); add more rows as needed | | | | | |
| | | | | | | |
| Undergraduate Enrollment information | | Full-time Students | Part-time Students | Total Head count | FT E | Head count Goal (Fa21) |
| ? | Category of Students (e.g., male/female); add more rows as needed | | | | | |
| | | | | | | |
| Fa20 Total | | 1,469 | 2,979 | 4,448 | 2,569 | 4,448 |
| 1. Nonresident alien | | 11 | 8 | 19 | 14 | 19 |
| 2. Hispanic/Latino | | 333 | 612 | 945 | 561 | 945 |
| 3. American Indian or Alaska Native | | 2 | 7 | 9 | 5 | 9 |
| 4. Asian | | 88 | 158 | 246 | 145 | 246 |
| 5. Black or African American | | 224 | 587 | 811 | 444 | 811 |
| 6. Native Hawaiian or Other Pacific Islander | | | 3 | 3 | 1 | 3 |
| 7. White | | 741 | 1,428 | 2,169 | 1,262 | 2,169 |
| 8. Two or more races | | 48 | 96 | 144 | 85 | 144 |
| 9. Race and ethnicity unknown | | 22 | 80 | 102 | 52 | 102 |
| Women | | 809 | 1,728 | 2,537 | 1,446 | 2,537 |
| Men | | 660 | 1,251 | 1,911 | 1,123 | 1,911 |
| | | | | 0 | | |
| Graduate Enrollment information | | Full-time Students | Part-time Students | Total Head count | FT E | Head count Goal |
| ? | Category of Students (e.g., male/female); add more rows as needed | | | | | |
| | | | | | | |
| | | | | 0 | | |
| Please enter any explanatory notes in the box below | | | | | | |
| Fa20 cd enrollment. | | | | | | |

STANDARD SIX: 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.

In its response to our 2017 Five Year Report, NECHE indicated that one special area of emphasis for MCC is "assuring the sufficiency of faculty, including full-time faculty, to meet the needs of the institution" and asked that this Self-Study "provide an update on MCC's continued efforts to assure the sufficiency of faculty, including full-time faculty to meet the needs of the institution, as expressed in" standards 6.2 and 6.14. We find that because of declining enrollment (which we discussed further in Standard Five) our staffing of full-time faculty has remained viable, even though the rate of new hires has not compensated for the number of faculty who have retired and/or left full-time teaching positions, including to take on administrative roles at the campus and at the system office. Furthermore, the decrease in enrollment, exacerbated by the pandemic, has decreased the number of sections offered and, as a result, the number of part-time faculty. This has increased the percentage of courses taught by full-time faculty.

DESCRIPTION

Faculty and Academic Staff

MCC has qualified and passionate faculty and academic staff. 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." The role of the faculty member, whether full- or part-time, is to provide these learning opportunities in and out of the classroom.

MCC defines scholarly expectations in a way consistent with its student and community focused mission. The Connecticut Congress of Community Colleges (4Cs) [contract](#) requires faculty to "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; in connection with career-oriented programs, this also involves working with program advisory committees."

Faculty Demographics

At the college, faculty categories, workloads, evaluation and professional development are defined in the 4Cs Collective Bargaining Agreement. According to the Data First form, in Fall 2020 the college had 93 full-time faculty, 283 part-time faculty, three counselors and six librarians. All full-time faculty have master's degrees; 26 percent of full-time faculty have doctorate degrees; and two faculty have professional licenses. We are proud that many of our faculty not only teach in their field but also practice and excel in that field as well. Our faculty includes published poets and writers, award winning artists, practicing lawyers, accountants and psychologists, entrepreneurs and radio personalities.

The college's faculty is ethnically diverse, though it does not reflect the demographics of our student population, which can be found in our [Fact Book](#):

- 55 percent of full-time and 63 percent of part-time faculty are white;
- 7 percent of full-time and 5 percent of part-time faculty are Black;
- 1 percent of full-time and 1 percent of part-time faculty are Asian;

- 5 percent of full-time and 4 percent of part-time faculty are Hispanic;
- 31 percent of full-time and 27 percent of part-time faculty are listed unknown;
- 1 percent are multi-racial.

Faculty Hiring

The college has hired 14 new full-time faculty since Fall 2017. During the same time, 21 full-time faculty members have left due to retirement and other reasons. In Fall 2020, MCC had 93 full time faculty, 283 part-time faculty, three counselors and six librarians and educational technologists. As of Fall 2020, 41 percent of the classes offered were taught by full-time faculty; this percentage does not include sections taught as overload by those full-time faculty.

Before 2020, the hiring process was administered by the college's Human Resources office, which enforced BOR policies and procedures for hiring within the context of MCC's needs and organizational structure. Campus-based hiring committees made recommendations to the CEO (formerly the President), who made the final hiring decisions. As of 2020, hiring is conducted through the CSCU process as outlined on the [CSCU Human Resources website](#). All faculty jobs are announced by the system office and simultaneously advertised on the college website. As in the past, faculty are involved in the hiring process. A search committee composed of faculty, staff and administration is assembled and charged. The regional human resources generalist, the CSCU talent acquisition specialist and the diversity and inclusion team work collaboratively with the search committees. The CSCU recruitment team oversees the search process including the interview process.

Faculty Responsibilities

The primary responsibility of our faculty is teaching and learning. According to the [Collective Bargaining Agreement](#) between the Board of Regents for Higher Education and Congress of Connecticut Community Colleges,

All Teaching Faculty members shall:

... prepare and teach college-approved courses in accordance with approved course descriptions and class schedules, including developing syllabi and reading lists and keeping each course taught complete and up to date;

... perform divisional or departmental responsibilities in the selection of texts and related teaching resources;

... engage in academic and career-oriented advising of students;

... 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; in connection with career-oriented programs, this also involves working with program advisory committees [(6.13)];

As described in the 4Cs [contract](#) Article X, faculty hired before July 2017 teach a total of 12 contact hours (four classes) per semester. In addition, they are required to perform additional responsibility (AR) activities equivalent to three credit hours per semester. AR is discussed in further detail below.

Beyond teaching, faculty are responsible for developing discipline and program curriculum and assessing their courses and programs by participating in the college's assessment process. Faculty are required to maintain three office hours per week according to the 4Cs contract.

Faculty may also be assigned work beyond the scope of contracted duties, such as serving as program coordinator or department chair. The Collective Bargaining Agreement codifies how release time is awarded for those specific duties. Faculty may also receive release time for other assignments at the discretion of administration.

Faculty Evaluation

Faculty are evaluated periodically on a specific schedule as defined by the contract (see Article XI of the [Agreement](#)). Faculty promotion guidelines are under Article XII of the 4Cs [contract](#). Full-time and part-time faculty evaluation guidelines are described in the [Faculty Handbook](#). According to the handbook, full-time faculty are evaluated every year during the first two years of employment, and every three years thereafter. Full-time tenured faculty are evaluated every five years by their supervisors (formerly by division directors but as of 2020, completed by the newly-created position of associate dean of faculty). Part-time faculty are evaluated during their first semester, third semester, and every fifth semester thereafter. Part-time faculty are evaluated by either a department chair, a program coordinator or a full-time faculty member who teaches in that discipline and represents the chair or coordinator. Additionally, student evaluations of instruction are provided to students each semester via myCommNet. Students are reminded to complete their evaluations through their MCC email. Faculty and their supervisors can access these evaluations.

There are several mechanisms for ensuring that the expectations of responsible and ethical behavior are established and followed by faculty. Faculty are required to complete periodic BOR ethics training as described in Standard Nine. Conditions of employment are clearly established in the 4Cs [contract](#); the contract also requires evaluation of faculty by both students and supervisors. Documentation necessary for evaluation of faculty and adherence to expectations are and set forth in the [Faculty Handbook](#).

The college also supports program and department-level evaluation, as well as evaluation of advising and student support services. We discuss this further in Standards Five, Six and Eight.

Faculty Compensation

Salary and fringe benefits are based on the 4Cs [contract](#) under Article XXI. The salary schedule, wage increase and annual step increases are also provided under this article. The policy for resolving grievances is clearly outlined in Article VII of the 4Cs contract.

Faculty Professional Development

Faculty and academic staff have various professional development opportunities. These include local and systemwide [Center For Teaching](#) (CFT) workshops and seminars. Annual and biannual CFT professional development opportunities include:

- Barnes Seminar: A three-day National Great Teachers retreat
- Schwab Institute for Academic Leadership: A systemwide conference featuring guest speakers
- Instructional skills workshops: Intense, multi-day, small-group training-the-teachers facilitated workshops
- Pathways for Teaching Success: Guest speakers present on teaching-focused issues
- Spirit of Teaching: A one-day teaching-focused retreat

MCC's local [CFT](#) also hosts ongoing activities, including:

- Teacher's Café
- Narrative Teaching
- Teachers Bureau

- Case Studies
- Fall and Spring luncheons

Further [training](#) on Blackboard (the CSU learning management system) and other CSU applications (such as Microsoft Teams, Microsoft Office Suite, Microsoft Outlook and WebEx) are provided by CSU on a regular basis. The system provides extensive online pedagogy and course delivery training through the iTeach program. Training and workshops starting in Summer 2020 and continuing to the present have been specially focused on providing resources and best practices for online teaching and use of distance learning tools.

New full-time faculty are integrated by connecting them to volunteer senior faculty mentors at the college. Workshops to introduce new full-time faculty to the college are provided during the first year of employment. Part-time faculty orientations are offered each Fall and Spring Opening Days.

Professional development funds are also available for taking courses and for those who would like to attend regional and national workshops and conferences. The amount of available funds is determined by the 4Cs [contract](#). The [Faculty Handbook](#) describes the procedure for securing approval for travel to conferences and workshops and professional development funds. In November 2020, CSU stated that the college should reimburse employees for approved professional development expenditures up to a maximum amount per semester as follows:

- Coursework: Full time @ \$4400; Part-time @ \$1800;
- Conferences: Full time @ \$2750; Part-time @ \$1200;
- Memberships: Full time @ \$650; Part-time @ \$275 (see the [Faculty Handbook](#))

Faculty are also eligible to apply for sabbatical leave beginning in the sixth year of full-time service "for scholarly or creative endeavors which will benefit the college and the staff member professionally, and/or enable the professional staff member to develop resources or materials to enrich his/her teaching effectiveness or the performance of administrative responsibilities." Standards for sabbatical leave, including scholarly and creative endeavors, are clearly outlined in the [Faculty Handbook](#).

Academic Freedom

Article VI of the 4Cs 2016-2021 Collective Bargaining [Agreement](#) states that "The Board of Regents recognizes that professional staff members are entitled to academic freedom." We discuss academic freedom in further detail in Standard Nine.

Teaching and Learning

As we explained in our 2017 Interim Report, 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.

Two governance committees are charged with ensuring the quality of instruction and support for student learning: the Academic Standards Committee and the Curriculum Committee. We discuss the work of both committees in further detail in Standard Four. While these two committees provide official

channels for addressing academic excellence, at MCC, we believe that the full responsibility for the quality of teaching and learning is shared by all the college's constituents.

Instruction

MCC teaching faculty are held to high standards of instruction, which furthers the college mission to meet the needs of our students and aligns with learning goals and course objectives. Faculty approaches are informed by their understanding of the college's diverse student population. Depending on department and program size, MCC offers a variety of instructors to present students with diverse instructional techniques and viewpoints. MCC enhances the quality of learning by supporting instructors who wish to experiment with innovative teaching approaches. Moreover, instruction is frequently assessed through artifact collection and classroom observation, and faculty rely on assessment work and collegewide assessment reports. These efforts are enhanced through disability services, academic support and educational technology. We discuss assessment practices in Standard Eight.

This innovation has been especially important during the pandemic. Not surprisingly, at the onset of COVID-19, all courses moved online, significantly increasing the number of online courses and the number of faculty with online experience. Prior to the pandemic, 80 percent of classes were on-ground. A shift was made to holding 90 percent of classes online in 2020. In 2021, faculty were allowed flexibility to offer asynchronous, synchronous (or live/remote online LRON) and hybrid modes, as well as traditional classrooms with lowered capacity and safety measures such as distancing in place.

Advising

MCC provides students with a multifaceted advising experience through Advising and programs of study, continuing to utilize the "shared advising" model. Students are advised on demand by faculty and professional staff. Due to the pandemic, advising has been provided through virtual appointments using Microsoft Teams, WebEx, Google Voice (individual student calls), regular emails, a GenInfoCounseling listserv, and the Let's Chat feature within the Advising webpage. During COVID-19, from March 22, 2020, to February 3, 2021, Insight has 6,637 appointment records for 3,003 students. Pre-COVID, from March 22, 2019, to February 3, 2020, Insight has 3,616 appointment records for 1,170 students. This shows that appointment records increased by 3,021, which is an 84 percent increase, during the pandemic.

To address the need for better oversight of advising, a new reporting line was moved under Enrollment Services, reporting to the director of strategic enrollment management as part of restructuring of Student Affairs in September 2020. This move aligns Advising offices and functions with those of Enrollment Services, providing seamless transition along the enrollment pipeline. Other advising enhancements include:

- **Tracking/Accountability of Advising Appointments:** In 2017, the college acquired Symplicity/Insight, an online advising platform. This product allows students to schedule appointments directly with advisors and for advisors to track appointments and input notes.
- **Next Step Advising (NSA):** The Advising office implemented group advising in 2019, allowing the advising team to meet with students in small groups to minimize appointment wait times, increase the number of students working directly with an advisor and introduce these students to success tools such as myCommNet and DegreeWorks. During NSA sessions, Student Retention Services can also provide additional support to students with holds on their accounts. The NSAs, as a more efficient model given our limited staffing, replace the previous Academic Advising Weeks, which

were a semesterly 6-week advising effort in support of course selection, which funneled continuing students to individual advising appointments with staff and faculty advisors.

- **Transfer Counseling:** Advising coordinates transfer fairs and provides extensive information on transfer through its website and office.
- **Counseling:** Advising provides short-term counseling on matters of stress, anxiety, academic difficulty and decision-making. All counselor and advisor/student contacts are confidential in compliance with the Family Educational Rights and Privacy Act (FERPA). Counselors also refer students to outside mental health and support services agencies as needed. Advisors collaborate with state agencies such as the Department of Labor, the Department of Children and Family Services and the Department of Social Services to provide holistic support to students.
- **Training:** Improvements to the advising training program are ongoing. With the move to Enrollment Services, there has been a newly implemented cross-training approach so that advisors better understand the enrollment process. MCC-specific training for faculty advisors was developed in-house by our college's counselor. We have included those training materials in our workroom.
- **Expanded Access:** Beginning in 2020, advisors were granted additional access in Banner (view holds, register students, etc.). These enhanced capabilities allow the advising team to directly address student issues that formerly had been forwarded to other offices. By providing multifunctional access to all student-serving staff, the college can more quickly eliminate problems that can mire student success.
- **Retention:** The retention function moved under Advising in 2017, providing enhanced staffing in this office. Additionally, in July 2019, MCC was the recipient of a state grant from the Department of Higher Education to create the Promoting Academically Successful Students (PASS) program. The program focuses on a diverse student body who are struggling academically (probation, suspension, etc.). The program provides academic coaching and tutoring throughout the semester to assist struggling students to return to good academic standing.
- **New Student Orientation:** Prompted by the pandemic, the traditional on-ground New Student Orientation (NSO) transitioned to an online format through Blackboard. The NSO covers critical information for enrollment and student success. Through this orientation, students also connect directly with an advisor for registration and other needs.

Culture and Social Awareness in Our Community

The college provides a wide array of cultural and social awareness events and programs for our students and community. The Cultural Affairs Committee and the MCC Foundation both support campus art, music and literary programs and events coordinated by or featuring faculty. A variety of clubs advised by faculty as part of their Additional Responsibilities (AR), including the Music, Art and Poetry Clubs, ICE Radio and the Writing Contest, provide extracurricular opportunities to explore the arts and are also, in some cases, tied directly to full degree programs in the arts. Faculty directs student musical performances and in turn they themselves perform. The college also prides itself on the artistic work of students and faculty on display throughout the campus and in our gallery. Our permanent art collection includes works by students and professional artists side; the value of that collection is over a quarter of a million dollars, supported through generous art donations and MCC Foundation Grants to purchase

student art. Faculty also facilitate programming to promote social awareness such as Empty Bowls, Cardboard City, Rebuilding Together and Habitat for Humanity.

APPRAISAL

The college acknowledges the excellence of our faculty but finds that there are some areas of concern in fulfillment of this Standard.

- 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.**

Well-Qualified Faculty and Academic Staff

There is a net loss of seven full-time faculty between Fall 2017 and Fall 2020. This loss is partially mitigated by the decrease in enrollment over this same period.

At the same time, the college's faculty diversity lags behind the diversity of its student body. Institutional efforts to address this have had limited success, and some programs designed to promote diversity are currently defunct, such as the Minority Faculty Fellowship, which pairs an experienced college professional with a qualified individual interested in beginning or advancing a career in the community colleges.

While we express concern about the adequate and diverse staffing, we do find that our faculty body continues to be well-qualified and committed to fulfilling the college's mission.

Structures and Processes

In our 2012 Self-Study, we projected that we would not only hire a number of new faculty, but that we would put into place strategies for improvement such as:

- Use of electronic self-identification forms for tracking the effectiveness of recruiting and the diversity of the applicant pool
- Implementation of advising technology (DegreeWorks) that allows easier tracking of student progress toward completion of the courses in their program
- Provision of regular orientations and professional workshops for adjunct faculty, and
- Establishment of a college policy on plagiarism and the inclusion of a required statement on academic integrity that appears in all MCC syllabi, as well as better tracking and monitoring of students who have academic integrity violations

We are pleased to note that these strategies have been put into regular practice at our institution. Some of our other 2012 projections have been implemented, but not always systemically or consistently. These include advising training for faculty and a process for students to evaluate their classes electronically. We find that a number of those 2012 projections, especially those regarding better hiring and training practices, have not been put into effect, including:

- Tracking faculty and staff service on search committees so that the opportunity to serve is consistently made available to a wide variety of employees
- Scheduling regular workshops on preparing promotion and tenure applications
- Schedule regular training for department chairs and program coordinators in the evaluation of part-time faculty

While our 2012 Self-Study projected that the dean of academic affairs would work with the Development office to oversee increased support of faculty sabbatical and funding for faculty presentations at national conferences, these activities are line items in the Full-Time Faculty 4Cs Contract and are determined by the bargaining unit.

As we acknowledge these improvements to our internal processes, we also note concerns regarding hiring processes and oversight, reporting lines, general guidance and communication, and evaluations resulting from the move towards merger and with the significant changes to MCC's own organizational structure. We discuss this further in Standard Seven.

The absence of division directors has left the brunt of their work, previously filled by four faculty administrators, on one associate dean of faculty and one associate dean of academic affairs. These deans are supported by three academic associates who work closely with the faculty and provide the necessary expertise in various administrative tasks. However, the academic associates do not have the authority to evaluate faculty or to advise faculty on issues of teaching and learning that are at the heart of faculty work. While the college has continued to provide venues for communication, such as monthly division meetings and Academic Senate meetings, periodic CEO Coffee Hours and BOR emails, the loss of division directors has eliminated a communication channel between faculty and administration. Changes and directives brought about especially by merger efforts are not adequately explained. Faculty are concerned with the lack of proper communication about the reporting structures for CT State Community College and have many questions regarding how the merged college departments will function.

Ensuring Quality of Instruction and Support of Student Learning

Our faculty are experts in the subjects they teach. One prime method of ensuring quality of instruction is the evaluation of faculty. We find that organizational changes, especially with the elimination of division directors and the short terms of many interim academic deans, have caused de-prioritization of evaluation of full-time faculty, with the exception of formal review required by contract-defined promotion and tenure awards, which are at the request of individual faculty members seeking such promotion. In some cases, peer evaluation is now being utilized to handle the workload. We also find that a systemic process for tracking these evaluations is not in place and is further complicated by the merger of human resources (which is discussed further in Standard Seven). Similarly, evaluation of part-time faculty is not systematically and universally applied, and recordkeeping of these evaluations and their timing is inconsistent. The process for evaluation of faculty teaching is compounded by the fact that 80+ percent of instruction is currently offered online due to the pandemic. Faculty express concern that, even in cases where faculty were not required to teach in online modalities and have only received minimum training, evaluations that did occur during the pandemic failed to assess strengths evident in on-ground teaching and focused instead on online practices. Faculty also note that the online evaluation form is outdated and does not accurately reflect current best practices in pedagogy. Student evaluations have a low response rate and faculty do not receive feedback from these evaluations in a timely fashion so that issues can be recognized and improvements effectively implemented.

An effective strategy for ensuring consistent quality of instruction has been the implementation of a syllabus template. This document provides standardized language for campus-wide policies and resources while allowing faculty to customize information based on their specific course design. Faculty are required to electronically submit syllabi to the Academic Affairs office where these documents are kept on record.

The college recognizes that adequate and timely training for faculty is a primary tool for ensuring quality of instruction. We find that the training provided by CFT is robust, diverse and that it promotes better teaching and learning practices in the classroom. The college also demonstrates its commitment to professional development by setting aside funds for faculty to attend conferences and workshops and to pursue further degrees. We note that these funds are distributed on a first come, first served basis and that a better distribution method may be needed.

In response to the pandemic, professional development activities that lend themselves to online delivery have continued, and further training and workshops to help faculty pivot to online instruction were provided in a timely and useful manner both locally and through the CSCU CFT. The pandemic has forced faculty to be creative in the way they deliver their contents. They include hybrid courses where labs are done on campus and lectures are delivered online; fully online courses with lab kits provided by online companies; and fully online courses with video simulation experiments. Faculty express concern that online delivery method does not lend itself well to “hands-on” fields such as healthcare, culinary, arts, science and engineering areas, but recognize that these solutions can bridge the gap. The faculty have been especially reliant on the director of educational technology and distance learning and his team to provide support and guidance.

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

Support Through AR

The primary way that the college supports scholarship, research and creative activities appropriate to our mission is through the AR as described above. The college, furthermore, is dependent on faculty AR to accomplish key roles that support the college mission such as curriculum development, advising, tutoring and interaction with students by serving as advisor/co-advisor to a student club. In response to the pandemic, faculty revised AR plans, pivoting work to virtual platforms when possible and using AR time to quickly convert courses to online modalities, to train in online teaching platforms and to learn and incorporate best practices for online teaching.

With the merger efforts, new processes and requirements for AR activity proposal and approval have been put in place. This included new oversight by the system office into faculty AR proposals and reports. In December 2020, faculty were required to submit a mid-year AR report to the system office and align AR with the following categories:

- Students First Support: These activities include CSCU systemwide activities and initiatives, Developmental Education Reform (i.e., PA12-40), General Education and Assessment and TAP Program Pathways.
- College Mission Critical: These activities include new courses/programs or revised programs/courses, tutoring, advising, enrollment or FYE.
- Other AR: These activities include academic initiatives or department-specific items.

Given the recent change to the AR reporting form to include Students First and other system initiatives, faculty express concern that their time, energy and expertise are being siphoned towards the merger efforts rather than serving the specific needs of our unique college.

While AR plans are reviewed and approved by the dean of academic affairs and feed into the departmental and division action plans, AR plans and reports are not widely shared. Because AR

proposals are developed by each individual faculty member, discrepancies appear in how the hours of responsibilities are calculated and what the additional responsibilities are. A systematic measurement of the effectiveness of AR work in promoting strategic goals has not been implemented.

The 2016-2021 Collective Bargaining Agreement removes Additional Responsibility activities for faculty hired as of July 2017. New faculty teach five courses per semester and do not fulfill contractual hours with AR. This change does create a positive benefit in increasing the percentage of courses taught by full-time rather than adjunct faculty. Faculty express concern, however, that the course load for new faculty members does not encourage them to participate in college initiatives, creative initiatives or engage in research. This is further complicated by contractual expectations for promotion that require faculty to detail participation and leadership activities in support of the college. Faculty fear that this uncompensated work in addition to the increased teaching load will be difficult to achieve effectively. This not only creates disparity between new faculty and senior faculty, but also limits the dedicated hours of service through AR that MCC depends on to fulfill essential services and responsibilities. Data has not yet been gathered regarding the impact of the five-course load on faculty involvement in student life and other contributions to the college. The college notes that some faculty who have an AR teaching load choose instead to teach a fifth course in lieu of AR. As of Fall 2020, 12 full-time faculty completed a Teaching in Lieu of AR (TILO) form.

Support through Professional Development Funds

Scholarship, research and creative endeavors are also supported through professional development (PD) funding. We find that while the scholarly expectations for full-time faculty are more clearly defined and supported more generously than for part-time faculty, funding for all faculty has increased. The college is offering more PD monies in 2020-21 than in previous years; for example, it has increased per-year allotments for attendance at conferences from \$2200 to \$2750 per semester. Faculty note that, due to the pandemic, travel for professional development has been greatly reduced, while not surprisingly, attendance for online conferences and trainings has increased.

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

College faculty work in collaboration with staff and administration to advance our academic purposes. While we recognize that teaching moments happen during all interactions between our students and the college, we are confident that faculty are responsible for fulfilling our mission, "advancing academic, economic, civic, personal and cultural growth by providing comprehensive, innovative and affordable learning opportunities to diverse populations." Faculty play a central role in our "learning-centered community." In Standard Four, we further addressed our curriculum process and the role of faculty in the development and evaluation of our programs.

PROJECTIONS

According to ["Maintaining NECHE Standards on the Campus" \(p.105\)](#), the BOR projects that Standard Six: Teaching, Learning and Scholarship will be met by:

- Faculty (sic) and all academic staff report[ing] to the campus CAO and/or CEO.
- All hiring decisions for FT and PT faculty [being] made by the CEO, with input from campus search committees.

In practice, MCC predicts that from 2022 to 2023:

1. A significant number of senior faculty eligible for retirement may choose to retire before the end of the current contract and the implementation of CT State Community College. Faculty hired to fill those vacancies and to meet newly recognized needs will be hired through the C SCU process and will be contracted to teach a five-course load without AR.
2. Future hiring processes will help increase the diversity of our faculty body, but we are unsure how processes that promote such hiring will be instituted by the system. MCC and the C SCU system need to develop a concrete and actionable plan to diversify the teaching body, both full and part-time. One step that the college has taken towards this goal is the reinstitution of the Minority Faculty Fellowship under the purview of the associate dean of faculty during Fall 2021 with a class of seven minority fellows.
3. Systemwide oversight of faculty teaching loads and AR will continue. The college recognizes that teaching and instruction standards are likely to be normed to a systemwide standard under the auspices of the CT State provost and vice president of academic affairs. Similarly, access to professional development funding and the process for doing so is likely to be normed to a systemwide standard.
4. Policies regarding the post-pandemic move back to on-ground delivery will continue to be developed and will reflect the changing CDC guidance, which is used to determine safe and responsible practices. For Spring 2022, full-time faculty will be asked to teach 50 percent of their load on-ground but will have flexibility in determining courses and modalities.

DATA FIRST FORMS

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

| 3 Years Prior | 2 Years Prior | 1 Year Prior | Current Year |
|------------------|------------------|-----------------|--------------|
| (Fa 17) | (Fa 18) | (Fa 19) | (Fa 20) |

? Number of Faculty by category

| | | | | |
|-----------------------|-----|-----|-----|-----|
| Full-time | 99 | 94 | 95 | 93 |
| Part-time | 357 | 346 | 323 | 283 |
| Adjunct | | | | |
| Clinical | | | | |
| Research | | | | |
| Visiting | | | | |
| Other; specify below: | | | | |
| | | | | |
| | | | | |
| | | | | |
| Total | 456 | 440 | 418 | 376 |

Percentage of Courses taught by full-time faculty

| | | | |
|--------|--------|--------|--------|
| 37.00% | 37.00% | 39.00% | 41.00% |
|--------|--------|--------|--------|

? Number of Faculty by rank, if applicable

| | | | | |
|-----------------------|-----|-----|-----|-----|
| Professor | 56 | 55 | 55 | 58 |
| Associate | 15 | 15 | 18 | 17 |
| Assistant | 19 | 18 | 13 | 13 |
| Instructor | 9 | 5 | 9 | 5 |
| Other; specify below: | | | | |
| PT, Adjunct, NCL | 357 | 346 | 323 | 283 |
| FT Lecturer | | 1 | | |
| | | | | |
| | | | | |
| Total | 456 | 440 | 418 | 376 |

? Number of Academic Staff by category

| | | | | |
|-------------------------------|----|----|----|----|
| Librarians | 4 | 4 | 4 | 4 |
| Advisors | | | | |
| Instructional Designers | | | | |
| Other; specify below: | | | | |
| Counselors | 5 | 4 | 3 | 3 |
| Educational Services (SOC-25) | 34 | 40 | 42 | 44 |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Total

45

50

51

53

Please enter any explanatory notes in the box below

Source=Annual IPEDS-HR reports; PT faculty includes NCLs
 % courses taught by FT faculty based on instructional WLUs (excluding OVL assignments)

**Standard 6: Teaching, Learning, and Scholarship
 (Highest Degrees, Fall Term)**



| 3 Years Prior | 2 Years Prior | 1 Year Prior | Current Year |
|------------------|------------------|-----------------|--------------|
| (Fa 17) | (Fa 18) | (Fa 19) | (Fa 20) |

Highest Degree Earned: Doctorate

| | | | | | |
|----------------|--------------|----|----|----|----|
| Faculty | Professor | 17 | 18 | 17 | 16 |
| | Associate | 4 | 5 | 4 | 4 |
| | Assistant | 4 | 2 | 3 | 2 |
| | Instructor | 1 | 1 | | |
| | No rank | | | | |
| | Other | | | | |
| | Total | 26 | 26 | 24 | 22 |

| | | | | | |
|-----------------------|-----------------|--|--|--|--|
| Academic Staff | Librarians | | | | |
| | Advisors | | | | |
| | Inst. Designers | | | | |
| Other; specify* | | | | | |

Highest Degree Earned: Master's

| | | | | | |
|----------------|--------------|----|----|----|----|
| Faculty | Professor | 39 | 37 | 38 | 40 |
| | Associate | 10 | 9 | 14 | 13 |
| | Assistant | 14 | 15 | 10 | 10 |
| | Instructor | 7 | 4 | 3 | |
| | No rank | | | | |
| | Other | | | | |
| | Total | 70 | 65 | 65 | 63 |

| | | | | | |
|-----------------------|-----------------|---|---|---|---|
| Academic Staff | Librarians | 4 | 4 | 4 | 4 |
| | Counselors | 5 | 4 | 3 | 3 |
| | Inst. Designers | | | | |
| Other; specify* | | | | | |

Highest Degree Earned: Bachelor's

| | | | | | |
|----------------|--------------|---|---|---|---|
| Faculty | Professor | | | | |
| | Associate | | | | |
| | Assistant | | | | |
| | Instructor | | | | |
| | No rank | | | | |
| | Other | | | | |
| | Total | 0 | 0 | 0 | 0 |

| | | | | | |
|-----------------------|------------|--|--|--|--|
| Academic Staff | Librarians | | | | |
|-----------------------|------------|--|--|--|--|

| | | | | |
|-----------------|--|--|--|--|
| Advisors | | | | |
| Inst. Designers | | | | |
| Other; specify* | | | | |

Highest Degree Earned: Professional License

| | | | | | |
|---------|------------|---|---|---|---|
| Faculty | Professor | 2 | 1 | 1 | 2 |
| | Associate | | | | |
| | Assistant | | | | |
| | Instructor | | | | |
| | No rank | | | | |
| | Other | | | | |
| | Total | | | | |

| | | | |
|---|---|---|---|
| | | | 2 |
| 1 | 1 | 1 | |
| | | | |
| 1 | | | |
| | | | |
| | | | |

| | | | | | |
|-----------------|-----------------|--|--|--|--|
| Academic Staff | Librarians | | | | |
| | Advisors | | | | |
| | Inst. Designers | | | | |
| Other; specify* | | | | | |

* Please insert additional rows as needed

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

| 3 Years Prior | | 2 Years Prior | | 1 Year Prior | | Current Year | |
|---------------|----|---------------|----|--------------|----|--------------|----|
| (Fa 2017) | | (Fa 2018) | | (Fa 2019) | | (Fa 2020) | |
| FT | PT | FT | PT | FT | PT | FT | PT |

? Number of Faculty Appointed

| | | | | | | | |
|------------|---|---|---|---|---|---|---|
| Professor | | | | | | 1 | |
| Associate | | | | | | 1 | |
| Assistant | | | | 1 | | | |
| Instructor | 3 | | | 6 | | 1 | |
| No rank | | | | | | | |
| Other | | 1 | | | | | |
| Total | 3 | 0 | 1 | 0 | 7 | 0 | 3 |

? Number of Faculty in Tenured Positions

| | | | | | | | | |
|------------|----|---|----|---|----|---|----|---|
| Professor | 56 | | 55 | | 52 | | 57 | |
| Associate | 7 | | 8 | | 9 | | 12 | |
| Assistant | 2 | | 4 | | 4 | | 5 | |
| Instructor | | | | | | | | |
| No rank | | | | | | | | |
| Other | | | | | | | | |
| Total | 65 | 0 | 67 | 0 | 65 | 0 | 74 | 0 |

? Number of Faculty Departing

| | | | | | | | | |
|-----------|--|--|---|--|--|--|--|--|
| Professor | | | 1 | | | | | |
|-----------|--|--|---|--|--|--|--|--|

Associate
 Assistant
 Instructor
 No rank
 Other

| | | | | | | | |
|---|--|---|--|---|--|---|--|
| 1 | | 1 | | | | | |
| 1 | | 1 | | | | | |
| | | | | 1 | | 1 | |
| | | | | | | | |
| | | 1 | | | | | |

| | | | | | | | | |
|-----------------------------------|---|---|---|---|---|---|---|---|
| Total | 2 | 0 | 4 | 0 | 1 | 0 | 1 | 0 |
| Number of Faculty Retiring | | | | | | | | |
| Professor | 2 | | 2 | | 4 | | 4 | |
| Associate | 1 | | | | | | | |
| Assistant | | | 1 | | | | | |
| Instructor | | | | | | | | |
| No rank | | | | | | | | |
| Other | | | | | | | | |
| Total | 3 | 0 | 3 | 0 | 4 | 0 | 4 | 0 |

Fall Teaching Load, in credit hours

| | | | | | | | | | |
|------------|---------|-------|-------|-------|-------|-------|-------|-------|-------|
| Professor | Maximum | 19.00 | | 18.00 | | 19.00 | | 21.00 | |
| | Median | 12.00 | | 12.00 | | 12.00 | | 12.00 | |
| Associate | Maximum | 18.00 | | 18.00 | | 15.00 | | 18.00 | |
| | Median | 12.00 | | 12.00 | | 12.00 | | 12.00 | |
| Assistant | Maximum | 16.00 | | 16.00 | | 15.00 | | 16.00 | |
| | Median | 12.00 | | 12.00 | | 12.00 | | 10.00 | |
| Instructor | Maximum | 15.00 | | 21.00 | | 18.00 | | 18.00 | |
| | Median | 15.00 | | 15.00 | | 15.00 | | 16.00 | |
| No rank | Maximum | | 48.00 | | 48.00 | | 48.00 | | 48.00 |
| | Median | | 4.00 | | 3.00 | | 3.00 | | 3.00 |
| Other | Maximum | | | | | | | | |
| | Median | | | | | | | | |

Explanation of teaching load if not measured in credit hours

Fall Teaching Load = Instructional Workload Units from I22

Standard 6: Teaching, Learning, and Scholarship
(Number of Faculty by Department or Comparable Unit, Fall Term)

| 3 Years Prior | | 2 Years Prior | | 1 Year Prior | | Current Year | |
|------------------|----|------------------|----|-----------------|----|-----------------|----|
| (Fa 2017) | | (Fa 2018) | | (Fa 2019) | | (Fa 2020) | |
| FT | PT | FT | PT | FT | PT | FT | PT |

Number of Faculty by Department (or comparable academic unit); insert additional rows as needed

| | | | | | | | | | |
|----------|-----------------------|----|----|----|----|---|----|---|----|
| ? | Allied Health | 8 | 23 | 8 | 20 | 8 | 22 | 8 | 20 |
| | Business | 10 | 15 | 11 | 14 | 9 | 14 | 9 | 15 |
| | Business Office Tech | 2 | 3 | 2 | 4 | 2 | 1 | 2 | 2 |
| | Communication | 6 | 18 | 6 | 17 | 7 | 15 | 6 | 14 |
| | CompTech | 2 | 0 | 2 | 1 | 1 | 0 | 1 | 0 |
| | Criminal Justice | 3 | 8 | 2 | 10 | 1 | 12 | 2 | 12 |
| | DARC | 1 | 3 | 0 | 4 | 0 | 3 | 0 | 2 |
| | Disability Specialist | 0 | 3 | 0 | 3 | 0 | 2 | 0 | 3 |
| | Early Childhood | 1 | 4 | 0 | 6 | 1 | 4 | 1 | 4 |
| | Earth Science | 1 | 3 | 1 | 3 | 1 | 2 | 1 | 1 |
| | Ecn-Geo-His-Pols | 7 | 17 | 7 | 15 | 7 | 17 | 7 | 11 |

| | | | | | | | | |
|------------------|-----|-----|-----|-----|-----|-----|-----|-----|
| Engineering | 6 | 18 | 5 | 21 | 7 | 14 | 7 | 14 |
| English | 14 | 47 | 16 | 36 | 15 | 29 | 12 | 32 |
| ESL | 1 | 4 | 1 | 5 | 1 | 5 | 1 | 4 |
| Fine Arts | 6 | 14 | 6 | 14 | 6 | 13 | 6 | 12 |
| Graphic Design | 3 | 8 | 2 | 11 | 2 | 12 | 2 | 13 |
| Hospitality | 4 | 9 | 3 | 7 | 4 | 7 | 4 | 5 |
| Human Services | 4 | 8 | 2 | 8 | 1 | 8 | 1 | 7 |
| IDS | 1 | 14 | 1 | 12 | 2 | 7 | 2 | 3 |
| Language | 1 | 3 | 1 | 1 | 1 | 0 | 1 | 0 |
| Life Science | 7 | 30 | 7 | 25 | 7 | 26 | 5 | 27 |
| Math | 7 | 27 | 9 | 26 | 8 | 26 | 8 | 22 |
| Music | 2 | 12 | 2 | 13 | 2 | 9 | 2 | 10 |
| Paralegal | 2 | 4 | 2 | 5 | 2 | 4 | 2 | 5 |
| Philosophy | 1 | 5 | 1 | 4 | 1 | 2 | 0 | 3 |
| Physical Science | 4 | 17 | 4 | 16 | 4 | 16 | 3 | 16 |
| Psychology | 7 | 13 | 5 | 18 | 6 | 19 | 6 | 15 |
| Sociology | 2 | 4 | 3 | 7 | 3 | 6 | 3 | 4 |
| Therapeutic Rec | 0 | 4 | 0 | 4 | 0 | 4 | 0 | 4 |
| Total | 113 | 338 | 109 | 330 | 109 | 299 | 102 | 280 |

Please enter any explanatory notes in the box below

Standard 6: Teaching, Learning, and Scholarship (Faculty and Academic Staff Diversity)

For each type of diversity important to your institution (e.g., gender, race/ethnicity, other), provide information on faculty and academic staff below. Use current year data.

| Faculty | Full-time | Part-time | Total Headcount | Headcount Goal |
|------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|-----------------|----------------|
| <div> <div>?</div> Category of Faculty (e.g., male/female, ethnicity categories); add more rows as needed </div> | | | | |
| b Hispanic | 5 | 12 | 17 | 17 |
| d Asian | 1 | 4 | 5 | 5 |
| e Black | 7 | 16 | 23 | 23 |
| g White | 53 | 209 | 262 | 262 |
| h mult | | 3 | 3 | 3 |
| i Unk | 30 | 90 | 120 | 120 |
| | | | 0 | 0 |
| Female | 59 | 173 | 232 | 232 |
| Male | 37 | 161 | 198 | 198 |
| | | | 0 | |
| | | | 0 | |

| Academic Staff | Full-time | Part-time | Total Headcount | Headcount Goal |
|----------------|-----------|-----------|-----------------|----------------|
|----------------|-----------|-----------|-----------------|----------------|

? Category of Academic Staff (e.g., male/female, ethnicity categories); add more rows as needed

| | | | | |
|------------|----|--|----|----|
| b Hispanic | 3 | | 3 | 3 |
| d Asian | 2 | | 2 | 2 |
| e Black | 8 | | 8 | 8 |
| g White | 32 | | 32 | 32 |
| h mult | 1 | | 1 | 1 |
| i Unk | 2 | | 2 | 2 |
| | | | 0 | 0 |
| Female | 36 | | 36 | 36 |
| Male | 12 | | 12 | 12 |
| | | | 0 | |
| | | | 0 | |

Please enter any explanatory notes in the box below

Academic Staff = Fa19 IPEDS-HR w SOC=25 including Library

STANDARD SEVEN: 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.

In 2017, we highlighted how planning was used to ensure “that our resources are used wisely to sustain the quality of the educational program and to promote future institutional improvement.” The college has continued to use planning and stewardship for these purposes but recognizes that merger efforts will supersede our unique college use of resources.

Currently, MCC has sufficient resources to meet its many human, financial, informational, physical and technological demands. More recently, the college has encountered changes to its various resources amidst ongoing financial constraints and a more recent systemwide transformation. These challenges were further exacerbated by the pandemic in Spring 2020. Nonetheless, responses to a campus climate survey distributed in the Fall of 2020 found that, of those resources most needed by faculty and staff to be most effective on campus during COVID were Personal Protective Equipment (PPE), clear COVID policies, technology, technological training for faculty and students, communication and leadership (see our workroom).

DESCRIPTION

Human Resources

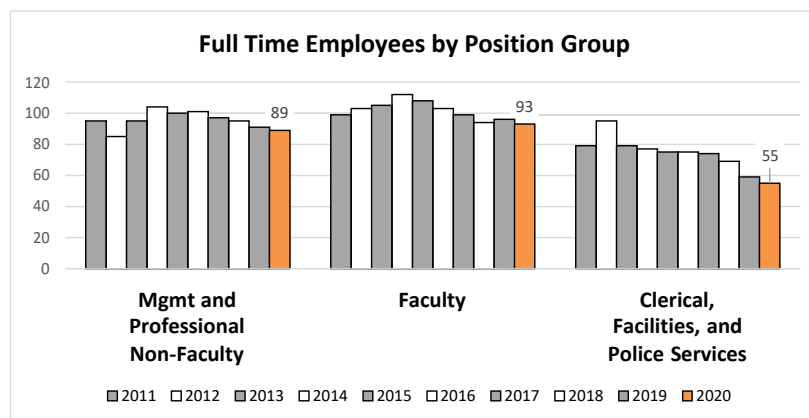
The college has had sufficient resources to carry out its mission to hire and diversify its faculty and staff in the past but struggles to sustain this work more recently. In recent years, MCC has encountered staffing challenges including hiring freezes due to state budget constraints. In addition, several staff positions have been transitioned to report directly to the system office while the college proactively addresses the remaining staffing challenges through reorganization strategies.

The college’s current [Strategic Plan](#) identifies objectives intended to support equity, diversity and inclusion in its hiring and employee retention practices, including the hiring of a “workforce that is reflective of the diverse student population we serve” and investing “in activities to promote and reinforce a culture of diversity, inclusion, collaboration, civility, and equity.” MCC ensures equal employment opportunities and meets all state requirements established for hiring. The college is grounded in a sound Affirmative Action foundation, annually submitting an Affirmative Action Plan to the Commission on Human Rights and Opportunities (CHRO) (see our workroom).

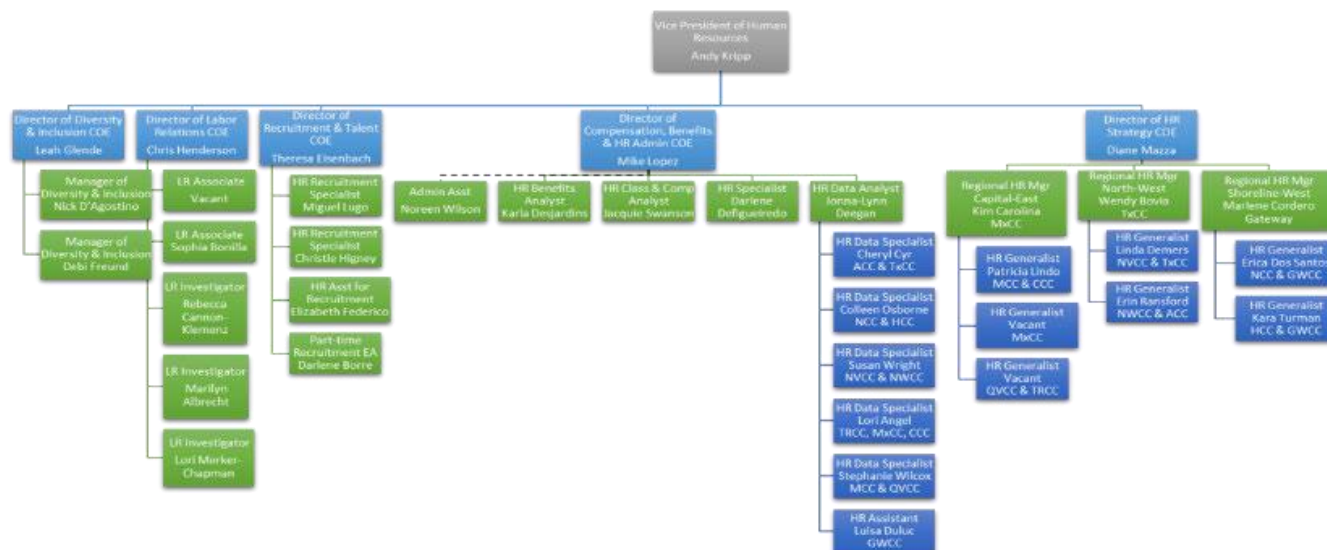
MCC expresses its commitment to honesty, civility and fairness to faculty and staff. MCC Human Resources (and more recently [Share Services Human Resources](#)) implement these values as outlined in collective bargaining agreements, grievance procedures, academic integrity guidelines and support, policies against harassment and workplace violence, policies in support of Affirmative Action and Equal Employment Opportunity, Title IX, Civil Rights, and ADA/Section 504 compliance, the Family Educational Rights and Privacy Act (FERPA) and a comprehensive Faculty Handbook. Completion of training on harassment prevention, diversity in the workplace, Title IX, Ethics 101, and workplace bullying and violence prevention is required of all CSCU employees (see the [Board of Regents Policies](#)).

The [4Cs Collective Bargaining Agreement](#) defines procedures for salary, fringe benefits, promotion, tenure, sabbatical leave/retraining and professional development. The Agreement also spells out grievance procedures available to faculty and staff and identifies the need to address grievances “fairly without fear of prejudice or reprisal.” The 4Cs Collective Bargaining Agreement also defines procedures on how to go about accessing professional development funds annually for part-time and full-time employees. Professional development for faculty and staff is available per academic year according to collective bargaining agreements and is strongly encouraged (see our workroom). The Board of Regents adheres to confidentiality protocols, and management staff can keep abreast of development in their fields to sharpen their skills and increase their knowledge. In addition, classified staff are granted reimbursement for professional development through the State of Connecticut Department of Administrative Services according to their collective bargaining agreement. Evaluations of faculty and staff are conducted regularly depending on the rules of their collective bargaining agreements (see our workroom).

MCC has experienced a drop-off in hiring for vacant positions. In addition to the migration of many staff to the system office’s Shared Services model, many faculty and staff positions have gone unfilled. In Standard Six, we discuss issues of vacant faculty positions. Facilities Department’s staffing is an increasing concern, which has been exacerbated by the increased workload brought on by COVID because of increased cleaning and equipment standards. The library’s staffing remains an issue and impacts library hours and accessibility for students. More information is available in the Standard Seven Data First forms.



In Spring 2020, [Human Resources](#) transitioned to a Shared Services model with campus HR staff reporting to a regional HR manager rather than college leadership. There is one remaining full-time HR generalist on campus. Specialization areas within Human Resources, such as labor relations and diversity and inclusion, will be handled within a Shared Services model whereby expertise is shared across the system and is no longer campus-based.



Financial Resources

The college has sufficient resources to carry out its mission despite multiple budget restrictions in recent years. The college has been successful in maintaining fiscal stability through the national and state economic challenges by remaining good stewards of its financial resources. MCC has been able to balance its budget every year despite the ongoing state budget issues and increasing allocations sent to the system office. MCC has done an excellent job anticipating the unpredictable state funding over the last few years. College operating reserves have remained stable over the last three years, which reflects the college's ability to respond to financial challenges and emergencies.

The college uses its strategic planning process involving participation from all areas of the college as guidance for establishing priorities and allocating resources required to effectively carry out its mission. The management teams identify institutional priorities, and budget proposals are vetted through the CEO's advisory council, open meetings, and the CEO's leadership team. The budget is reviewed and affirmed by the regional president, regional chief financial officer, and the system office. Departments submit requests for funding that align with the college's strategic plan and goals. In the event of a fiscal emergency, appropriate actions are taken, and resources are reallocated to support core functions and ensure the college follows contingency plans. Leadership identifies areas where adjustments or cuts could be made without significantly impacting the college's core functions.

The college maintains appropriate internal and external mechanisms and controls to evaluate its fiscal condition and financial management and to maintain its integrity. The annual budget incorporates enrollment projections, as well as changes to other sources of operating revenue. The college continuously reviews financial results throughout the year, formally prepares a mid-year spending plan and prepares internal financial reports. An in-depth Internal Control Questionnaire is prepared annually along with annual [financial statements](#) of the CT Community College system, which are subject to an independent audit.

The college periodically undergoes audits by the state auditors of public accounts. Recommendations are reviewed by the CEO and deans, and corrective actions are taken based on those recommendations. Financial statements are prepared in accordance with accepted accounting principles. Every five years,

the system office seeks bids from qualified public accounting firms for the contract to audit the twelve community colleges and system office. MCC's financial information is disclosed separately in the supplementary schedules included in the financial statements. The auditing firm reviews any audit findings with the CSCU chief financial officer, controller, and audit committee members.

The college preserves and enhances its financial resources so it can remain true to its mission. The college's unrestricted net assets in its operating reserves remained steady and remains for financial emergencies. The annual depreciation expenses impacted the total net assets of the college -\$3.1 million in FY2019 and FY2020, which accounts for the decrease. The majority of operating expenses is devoted to instruction, academic support, student services, and scholarship: 76.3 percent in FY2018, 77.7 percent in FY2019 and 76.2 percent in FY2020. The remaining operating expenses are used to indirectly support educational and service programs. MCC is financially stable and maintains educational quality by relying on careful planning, which is discussed in Standard Two. The college has been able to maintain these standards because most of its fringe benefit costs are paid by the state; funding is received from the state, from tuition and student fees, Manchester Community College Foundation and from federal, state, local and private grants, and bond funds.

| Manchester Community College Budget Summary | | | |
|----------------------------------------------------|---------|---------|---------|
| | FY 2018 | FY 2019 | FY 2020 |
| Unrestricted Net Assets Balance* | \$5.1M | \$5.3M | \$5.1M |
| Total Net Assets Balance** | \$62.2M | \$59.8M | \$56.5M |
| Operating Expenses*** | \$57.8M | \$54.4M | \$56.1M |
| State Funding | \$28.9M | \$32.1M | \$32.7M |
| Tuition, Fees, Other | \$23.5M | \$23.2M | \$21.2M |
| | | | |

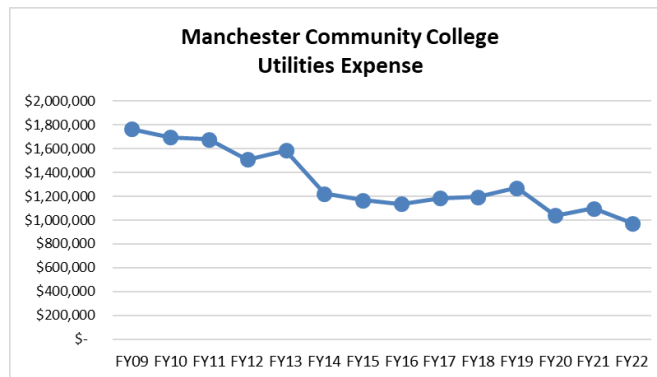
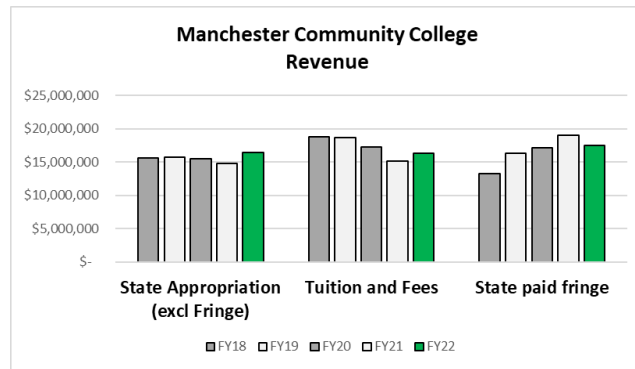
*"Unrestricted Net Assets" is the college's Operating Reserves, which have remained steady and can be used for financial emergencies.

**"Total Net Assets" is impacted by annual depreciation expense - \$3.1 million in AY2019 and AY2020, which accounts for the decrease.

***Does not include depreciation

The college's fiscal policies are clearly stated in writing and consistently implemented in compliance with ethical and sound financial practices. The financial procedures are available on the MCC intranet under Finance Systems Support. In addition, the Office of the State Comptroller has an [Accounting Manual for Trustee Accounts](#), which govern the Student Activities Fund. The CSCU Procurement Manual was updated in 2021. New policies approved by the Board of Regents can be found on the [CSCU website](#).

The college has been able to reorganize its departments and identify areas for saving to keep the institution on track during very turbulent times. The following charts show the college's revenue and expenses trends through FY2020. As seen in the Standard Five Data First forms, tuition revenue has decreased as enrollment has decreased.



The college has a highly qualified chief financial officer and a regional chief financial officer. The department is staffed by an associate director and two full-time accountants, one full-time assistant accountant and a full-time acquisitions associate. The department also employs several part-time staff in various capacities.

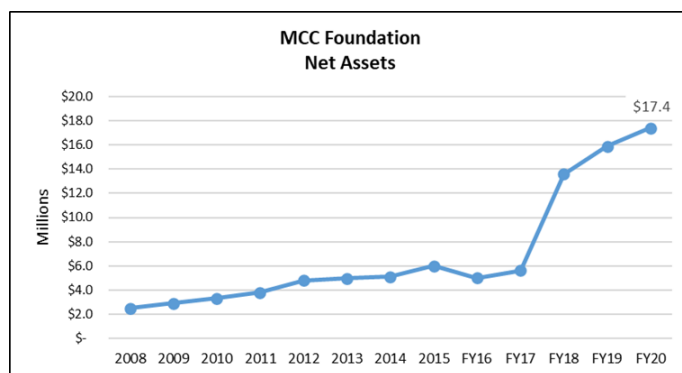
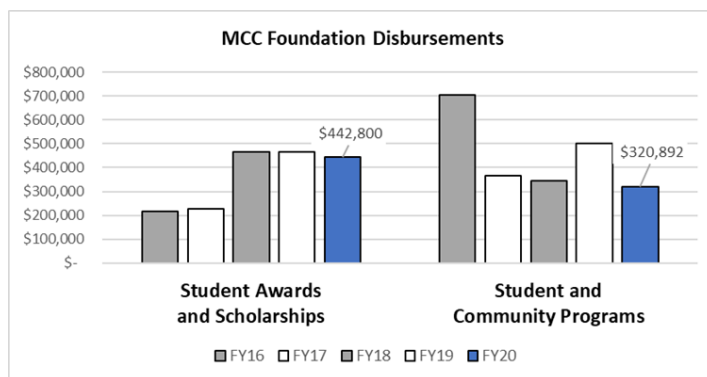
Not surprisingly, COVID exacerbated a decade-long downward trend in enrollment, which further impacted tuition and fee revenue. Fall 2020 and Spring 2021 enrollment and tuition revenue were significantly below expectations and at least partially attributable to the COVID-19 pandemic. At the request of the BOR, the college revised the FY2021 budget plan to incorporate the effects of enrollment declines in the Fall and the projected decline in the Spring, as well as related expenses. The pandemic has also had an adverse effect on institutional advancement and Foundation fundraising.

The college was reimbursed for some expenses related to COVID-19 in FY2020 by the State of Connecticut. MCC received federal HEERF and CARES monies in 2020. The institutional grant will be used to support college initiatives directly related to COVID such as supplementing technology for faculty and students. Through the 2020 CARES Act and 2021 Coronavirus Response and Relief Act, the federal government allocated approximately \$10,760,000 in relief funds to Manchester Community College for student and institutional aid. As of Spring 2021, the college has received \$3,235,201 in student aid, the majority of which has been distributed. It has also received \$7,524,805 in institutional aid, of which \$4,309,212 has been used to offset lost revenue and expenditures related to COVID. The remaining balances allocated to the college in prior COVID relief packages along with funds from the 2021 American Rescue Act will be utilized by the college and on planned projects that will be reviewed by CSCU system office-convened committees.

Many areas within the college have moved or are scheduled to move to Shared Services, which report to the system office. New processes and procedures are being implemented. According to the Service Level Agreement (SLA) for Shared Services, CSCC “shall administer the current . . . budget” and CSCC “shall review the . . . budget for adequate expenditures required to meet standards” for each of the Shared Services (see the sample SLAs in our workroom for more details).

MCC Foundation

The institution’s fundraising activities are carried out by the Manchester Community College Foundation in partnership with the college’s Office of Institutional Advancement. The Foundation is led by a board of directors consisting of 24 members. The Office of Institutional Advancement is led by a dean of institutional advancement who supervises 2.5 staff members. In fact, MCC Foundation disbursements help to advance the mission of the college, increase access to an MCC education and enhance the quality of programs and teaching and learning. From 2016 to 2020, over \$1.8 million in scholarship awards were awarded to 2,791 students.



The Foundation makes disbursements to the college each year to advance the mission and goals of the institution. The college’s Strategic Plan is shared with the Foundation Board to guide their decision-making on disbursements to the college. The plan also informs discussions with donor prospects about the focus of their giving. This information is contained on the college and Foundation websites, in fundraising appeal communications and in the case statement for the capital campaign.

The Foundation Board consists of six college staff and faculty, including one voting member and five non-voting members. College representatives include the chief executive officer, dean of institutional advancement, president of the Student Government Association, two faculty representatives and one staff representative. College administrators and faculty are encouraged to make proposals for projects

to be supported by the Foundation. These requests are reviewed by the relevant senior administrator, and the CEO approves all requests to the Foundation. This screening process encourages requests to the Foundation that are aligned with institutional needs and priorities.

The Foundation's financial statements are audited annually by an independent auditing firm. The audit is reviewed by the Foundation's Audit Committee, Finance Committee, and Board of Directors, and is shared with the Board of Regents. The Foundation has an Endowment Funds Spending Policy to guide the Board in determining the portion of endowment income that shall be expended on disbursements to the college. The Foundation has a Gift Acceptance Policy to guide the Board and college in the acceptance of gifts. The college has a Facilities Naming Policy to guide the college and Foundation in naming spaces on campus in recognition of leadership donors.

The pandemic has had an adverse effect on institutional advancement and Foundation fundraising. This is primarily due to the inability to bring visitors to campus, the inability of the Foundation Board and its committees to meet in person, the cancellation of the Foundation's signature fundraising event and the inability of the college staff and Foundation volunteers to visit donors and community partners off-campus. The effect is most evident in the decline in total giving, which resulted in a decrease in Foundation disbursements to the college.

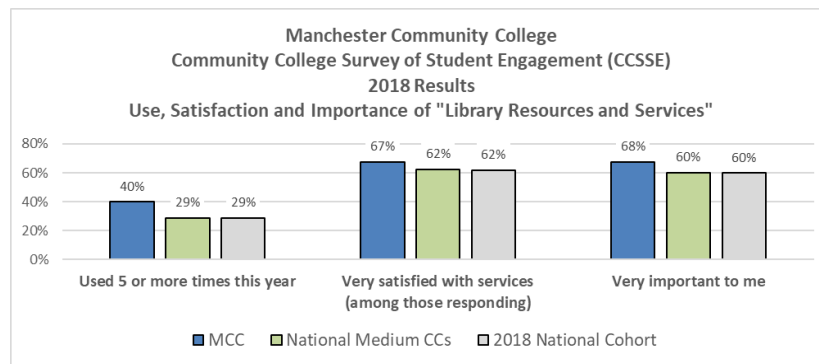
Information Resources

The college has sufficient information resources to carry out its mission despite increasing budget and structural challenges. The Raymond F. Damato Library is a member of the Connecticut State Colleges and Universities (CSCU) Library Consortium, which consists of twelve community colleges, the four state universities and the Connecticut State Library. The online catalog provides a simple, one-stop search function across all member libraries for books and e-books, videos, articles, digital media and more. The library occupies 35,000 square feet in the Learning Resources Center building. It offers numerous amenities, including six group study/collaboration rooms, over 50 Mac and PC computers, designated quiet study areas, Wi-Fi, laser printing (black & white and color), scanning and photocopying. Prior to March 2020, it was open an average of 59 hours per week, Monday through Saturday, during the academic year.

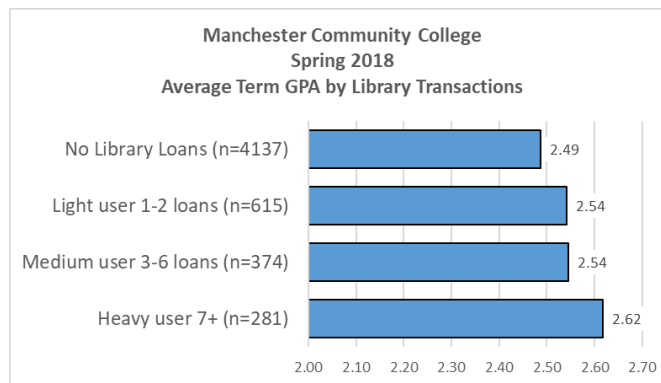
There is a wealth of information and resources at students' fingertips through the library. The library subscribes to thousands of online periodicals, and thousands of full-text articles can be accessed by databases. In addition, the library maintains an audio-visual collection of DVDs and CDs that include circulating and reserve materials. The library can acquire books, articles, DVDs and CDs that are not in the permanent collection through an interlibrary loan service. In addition to traditional materials like books and DVDs, students may borrow equipment such as laptops, internet hotspots, graphing calculators and iPads at the circulation desk. As of 2020, the library's physical collection consists of 59,501 volumes. Its digital collection comprises over half a million items that are accessible through the library's catalog both on and off-campus.

Research assistance and information literacy instruction is provided by four full-time professional librarians, including the director, and one part-time librarian, each of whom holds an American Library Association-accredited Master of Library Science degree. Assistance is available during library hours at the reference desk and online via email, text, 24/7 live chat and by appointment.

In 2018, MCC conducted the Community College Survey of Student Engagement (CCSSE) which demonstrates MCC students' appreciation and use of the Damato Library and its offerings.



In Spring 2018, the library collected data on library usage and student grade point average (GPA). There is a positive correlation between the number of library transactions and student GPA.



Physical Resources

The college has sufficient physical resources to carry out its mission. Manchester Community College is a 159-acre campus. The college's eleven buildings contain 46 general use classrooms and total almost half a million square feet. The college is commuter-oriented, with 1,969 parking spaces, and its compact layout is pedestrian-friendly. The Facilities Management and Planning department is comprised of 30 full-time employees in its Building Services and Grounds units. The department is responsible for the care and maintenance of all campus buildings, grounds and campus-wide systems. MCC's campus police department is responsible for ensuring the safety and security of the college. The Facilities department is staffed by six sworn police officers, three buildings and grounds officers and two dispatchers.

An academic and facilities masterplan for MCC, last updated in 2017, guides the Facilities' planning process, which is described in more detail in Standard Two. Through a public-private partnership, MCC completed a large-scale solar energy project in 2018. MCC's project is the largest in the CSCU system to date and provides roughly 45 percent of MCC's total electricity. Approximately \$211,000 was saved in electricity cost in AY2021 compared to AY2018. Since 2017, the Facilities department has upgraded classrooms, labs and structures. The Facilities department upgraded the large culinary dining room with new carpet, paint, and furniture; updated the carpet and paint in classrooms; installed new signage throughout the college and installed new dispensers in the water fountains.

The current operating budget for facilities is \$5,060/month (including operations, employees and utilities). There has been no money for expenditures for new construction (in 2020-21 and 2021-22).

There is a major renovation plan for the electrical system underway. The cost is \$2 million with Eversource covering half the cost.

Facilities has also undertaken major projects including an X-Ray lab, which included the installation of lead walls for safety, new flooring and the installation of X-Ray and other equipment for the academic program. Further, Facilities remodeled the VERT (Virtual Environment Radiotherapy Training) lab classroom for the Radiation Therapy program. The project included the installation of new flooring, painting and installation of the VERT equipment for the program. The college also updated the Manufacturing classrooms.

The college has undertaken activities to enhance safety on campus. The Facilities department erected new safety fencing around the gas and oil tanks, improved sidewalks, retro-commissioned the south utility plant, replaced the Arts, Science, and Technology (AST) Tower roof, roof ladder, exterior doors and implemented a building envelope. During COVID, the college installed wind guard at the MCC Bookstore entrance; upgraded all exterior door configurations and cylinders to single key access; implemented a photo identification system and six keycard entry points across campus; and installed a new camera system. During the pandemic, Facilities built safety structures such as plexiglass barriers to promote cleanliness and social distancing and monitored the volume of people entering the college.

Technology Resources

MCC's technological infrastructure meets the college's institutional mission and strategic priorities. MCC's Information Technology (IT) department 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 IT department worked to offset inequities created by the digital divide and exacerbated by the pandemic. The college and its IT department provided technology, free internet access near campus, trainings and constant support during the pandemic. Finally, it worked with the Disability Services Office to offset inequities by procuring specialized software and hardware to meet the varying needs of its students with disabilities.

MCC's technological infrastructure meets the college's institutional mission and strategic priorities. Since the transition to Shared Services in early 2021, the interim director of information technology provided leadership and direction for the MCC IT department, which includes an assistant director, a secretary, eight technicians and two support staff with specified roles.

Support for online teaching and learning as well as Blackboard Learning Management System is provided by one full-time assistant director of educational technology and distance learning and one part-time educational technology assistant.

The college has a high-performance network with advanced security appliances that provides a more than 20GB connection between campus buildings and one GB to each desktop through a fiber and/or copper interconnection. The enterprise resource planning (ERP) system, SCT Banner, is centrally managed at the system data center in Hartford and provides admission, registration, financial aid, finance, advising, placement testing and scheduling services. Blackboard Learning Management System serves as the college's primary e-learning platform. To improve system stability and reliability, courses were moved from Blackboard-managed hosting to the Software as a Service (SaaS) environment during Spring 2017 and are currently hosted on Amazon Web Services data centers.

Network access is provided to staff, faculty and students. There are 106 classroom spaces on campus, each of which are equipped with an instructor station, computer, projector, screen and document camera at a minimum. 45 of the 106 classrooms are equipped with computers for student use. MCC courses and programs are taught in classrooms outfitted with 1,778 networked computers, printers, audio visual equipment, projectors and screens to meet the needs of the general courses offered. Instructional delivery and day-to-day operations have been enhanced across the college by a network upgrade, Teams and OneDrive migrations, enclave implementation and VDI backend and client upgrade and computer upgrade to Win 10. Technology-rich areas include a TV studio upgrade, classroom technology upgrades and a new X-Ray Lab. The Information Technology department has also rewired the emergency blue lights and upgraded the college phone system. The IT department increased safety measures at the college before and during COVID by installing a Mutualink Interoperable Communication System, a digital radio system and a camera system.

The IT department continues to oversee the maintenance and upgrades to the college's language labs, science labs, respiratory care simulation applications, library, network and system labs using virtual machine technology, advanced technology, Continuing Education labs, Continuing Education mobile labs, math labs, speech classrooms, a manufacturing lab, PC lab and a culinary arts lab. The college has obtained Enterprise License Agreements (ELAs) for major software, which aggregate and streamline major licensing agreements. Departments and programs have benefitted from new technology such as Wacom tablets, a wide format color printer, a wide bed scanner, two document cameras for cel animation and Oculus Quest VR headsets.

In the college's most recent Community College Survey of Student Engagement (CCSSE) administration, MCC students were less likely than their medium-sized college and 2018 college cohort counterparts to use a computer lab five or more times during the academic year (24 percent; 32 percent; 32 percent). However, like their counterparts, MCC students were almost as likely to state that the computer lab is "very important" (54 percent, 55 percent, 55 percent).

MCC IT fully adopts and implements the [CSCU Information Security Policy](#) and the [CSCU Acceptable Use Information Technology Policy](#). MCC employees take compulsory courses on securing data procured through the [SANS Institute](#). Periodic security bulletins are sent to the campus community to raise awareness and alert them of security threats. MCC technology users are classified by access to data sensitivity and are fully trained and restricted by the software in accessing that data. MCC IT can respond to backup recovery needs. MCC IT uses security software to monitor the health of its computers and has not suffered minor security incidents the software has not been able to handle.

The IT department was invaluable in maintaining connections with students and bolstering the college's educational effectiveness during the COVID-19 pandemic. Information Technology supplied technology, internet access, and round-the-clock supports for faculty, staff and students thrust into a remote environment. The IT department deployed laptops to faculty, staff and students during the pandemic. MCC IT staff continue to be on standby to address any support issues not able to be handled remotely. The hours of operation of the college's IT helpdesk were augmented by a systemwide help desk that is now staffed 24/7. The level and depth of support has certainly increased given the disparate technological abilities of faculty, staff and students.

With the transition to live remote courses during the pandemic, the educational technology staff assisted faculty and students remotely for issues related to Blackboard, WebEx, Teams and course applications.

The need for instruction in basic computer skills and support was highlighted by the pandemic. Since 75 percent of classes and college activities were moved to an online format during the initial COVID outbreak, the IT support model quickly transformed to accommodate remote instruction, learning and conducting everyday business. Educational technology staff were invaluable during the transition to distance learning during the pandemic, as we increased our reliance on Blackboard, WebEx, Teams and other applications. The Educational Technology Council of the CCC developed a simplified playlist of videos for faculty and students accessing Blackboard for the first time, an Essential Skills for Attending Courses Remotely orientation course into which all students were automatically enrolled, redesigned the Faculty Orientation course and created a faculty peer mentoring program that was utilized by nearly 400 Connecticut Community College faculty. Proctorio test proctoring software was acquired by the CSCU system for its community colleges to support remote teaching and learning during the pandemic.

APPRAISAL

Manchester Community College meets Standard Seven in the following ways:

1) The institution has sufficient human, financial, information, physical, and technological resources, and capacity to support its mission.

The college effectively uses its resources in fulfillment of its mission. We express concern that our human capacity has continued to shrink, and the failure to refill staff positions is a continuing concern. Budget concerns, hiring freezes and the merger will continue to affect MCC's ability to fill positions. For example, the college experienced an 8.2 percent decrease in faculty/staff positions between Fall 2017 and Fall 2019. We discuss the impact on faculty positions in Standard Six but find that staffing issues have impacted all departments, and are especially noted in Facilities, the library, and IT. Some of these vacancies are offset by the drop in credit enrollment between Fall 2017 and Fall 2020. The loss of positions and its impact on student services as well as faculty/staff morale was a frequently cited concern in the most recent MCC Employee Climate Survey conducted in Fall 2020 (see workroom).

The college finds that our physical and virtual resources are stretched but adequate for fulfillment of our mission. Our Facilities, Library and IT departments have successfully implemented improvements and new resources across the campus that support the teaching, learning and safety of our community. For example, library staff successfully migrated to a library management services platform shared by the 17 CSCU institutions and the Connecticut State Library, which provides MCC students, faculty and staff with a modern research discovery platform that facilitates the sharing of physical collections across the system. Similarly, new facilities for specialized programs have been invaluable to our students. IT's role in supporting students, staff and faculty, especially during the pandemic, is evidence of their wise use of resources in support of our mission.

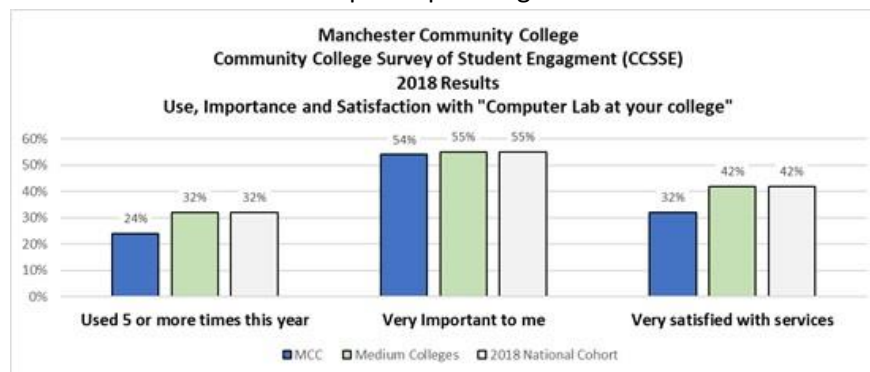
We recognize that there is need for more resources and continuous maintenance and upgrades of current resources. For example, Perkins+Will, the firm responsible for updating the Masterplan, found that as of 2017, the college had the third lowest space per student ratio in the CSCU system.

We discuss our financial resources in point 3 below.

2) 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.

Departments depend on our strategic planning and our culture of evaluation to determine the best use of our resources. We discuss planning further in Standard Two and evaluation in Standard Eight. We find, specifically, that departments such as the library and IT have relied on collegewide surveys to evaluate their users' experiences with informational and technological resources.

For example, a study of student library use conducted over three semesters (Fall 2017 through Fall 2018) found a strong correlation between library use and measures of student success such as GPA, dean's list and retention. Further, a 2018 CCSSE survey indicated high levels of student library use and satisfaction with library services that were well above the benchmarked institutions. During the pandemic, surveys of students and faculty asked questions about access to and comfort with technology. IT used those results in their response planning to COVID-based needs.



The community college library directors are concerned about the cost (in both time and money) of renegotiating individual college-licensed electronic resource subscriptions to expand access to all Connecticut State Community College campuses since pricing is typically based on student FTE. As a larger and better-funded college, Manchester Community College may not gain anything from this expansion and, depending upon whether additional funding is allocated to achieve parity of access across campuses, may lose access to certain resources.

We especially find that financially, MCC uses a strategic planning process involving participation from all areas of the college as guidance for establishing priorities and allocating resources required to effectively carry out the college mission. Opportunities for savings and/or reallocation of funding are identified throughout the year. The college maintains appropriate internal and external mechanisms and controls to evaluate its fiscal condition and financial management, and to maintain its integrity. Periodic audits are conducted by auditors focusing on internal controls and compliance with state laws and regulations. These mechanisms are evaluated on a regular basis to determine if improvements are needed to effectively and efficiently manage financial resources and maintain integrity and educational quality. A full audit and oversight by the college is now more challenging given that some departments including Enrollment Management and Student Affairs (EMSA) were shifted to the system office.

3) The institution demonstrates, through verifiable internal and external evidence, its financial capacity to graduate its entering class.

The college has been successful in maintaining fiscal stability through national and state economic challenges by remaining good stewards of its financial resources. The college's unrestricted net asset balance has remained stable over the last three years, which reflects the college's ability to respond to financial challenges and emergencies. For instance, MCC has developed and implemented well thought out budget plans that reflect reality including lower tuition and fee revenue due to a drop in enrollment.

Various Foundation disbursements help to advance the mission of the college, increase access to an MCC education and enhance the quality of programs and teaching and learning. Scholarships represent a significant portion of Foundation disbursements to the college. Foundation disbursements to the college are made possible by fundraising activities conducted by the Foundation in partnership with the college. The pre-pandemic spike in contributions is the result of the 2020 campaign and a large bequest. The campaign raised \$11,910,573 for scholarships and capital and programmatic improvements. Over 95 percent of the campaign came from an unanticipated unrestricted bequest of \$11.32 million and has resulted in a significant increase in the Foundation's endowment. Disbursements over the last five years were as follows:

| | FY 2016 | FY 2017 | FY 2018 | FY 2019 | FY 2020 |
|---------------------------------|-------------|-------------|--------------|--------------|--------------|
| Disbursements | \$921,146 | \$592,088 | \$813,872 | \$965,764 | \$763,692 |
| Scholarship Disbursements | \$216,707 | \$226,797 | \$467,520 | \$464,268 | \$442,800 |
| Students Receiving Scholarships | 387 | 398 | 750 | 683 | 573 |
| Contributions Received | \$928,946 | \$6,632,268 | \$3,728,375 | \$1,310,999 | \$428,503 |
| Endowment | \$5,043,061 | \$5,599,253 | 13,627,481\$ | \$15,857,913 | \$17,443,969 |

4) The institution administers its resources in an ethical manner and assures effective systems of enterprise risk management, regulatory compliance, internal controls, and contingency management.

The college is guided by internal and statewide policies and procedures that ensure ethical use and management of resources across the campus. We rely on planning tools to ensure compliance and contingency management. We discuss our integrity as a college in Standard Nine.

PROJECTIONS

According to ["Maintaining NECHE Standards on the Campus" \(p.105\)](#), the system office projects:

- Although Human Resource services are provided through shared services, the CEOs remain in charge of all personnel and hiring decisions for college faculty and staff.
- CEOs make final decisions on sabbaticals, promotions and tenure.
- CEOs make final decisions on all merit awards and recognition.
- CEOs remain responsible for campus talent recruitent [sic], part-time recruitment/adjunct, and employee support.
- CEOs approve college position requests.
- CEOs have full authority over the progressive discipline processes on their campuses.
- Although some of the services are provided through shared services, the 12 colleges control the college budget and finances.
- CEOs are responsible for the safety and security of all faculty, staff and students on their campus at all times.

In practice, Manchester Community College projects:

1. As departments are consolidated across the system, the college expects that lines of communication will improve and that regular practices of service will be implemented.
2. The college will continue its work to diversify its staff and faculty through initiatives like the Minority Faculty Fellowship. We hope that practices towards greater diversity are continued by Shared Services Human Resources.
3. In anticipation of 2023, the campus will continue to develop balanced budgets and financial accounting in an ethical and appropriate manner.
4. The college's institutional advancement structure will change. According to the CT State organizational charts (p. 22 of [CSCU NECHE Progress Report from June 2020](#)), the associate dean of institutional advancement will be implemented at the college and will report directly to the campus CEO.
5. Under the proposed CT State structure, the directors of the campus libraries would report to a collegewide library director, not campus-based leadership. At this early stage it is unclear how this change will affect library operations. This process will require considerable time and effort, which may not yield cost-savings. Since MCC's library collection is nearly 90 percent electronic, losing the ability to license electronic resources at the campus level may impact the library staff's ability to fulfill the teaching and learning needs of faculty and students.
6. The college's renovation budget for 2022 is estimated at \$2.6 million. The college has a goal of \$1.4 million in bond funding to offset these costs in 2022. Shared Services IT will continue to support the technology needs of the college and expects equipment will need to be replaced.

DATA FIRST FORMS

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 | | | 2 Years Prior | | | 1 Year Prior | | | Current Year | | |
|----------------------------------------------------------------------------------|---------------|-----|-------|---------------|-----|-------|--------------|-----|-------|--------------|-----|-------|
| | (Fa 2017) | | | (Fa 2018) | | | (Fa 2019) | | | (Fa 2020) | | |
| | FT | PT | Total | FT | PT | Total | FT | PT | Total | FT | PT | Total |
| Instructional Staff | 99 | 357 | 456 | 94 | 346 | 440 | 96 | 334 | 430 | 93 | 283 | 376 |
| Research Staff | | | 0 | | | 0 | | | 0 | | | 0 |
| Public Service Staff | | | 0 | | | 0 | | | 0 | | | 0 |
| Librarians | 3 | | 3 | 3 | | 3 | 3 | | 3 | 3 | | 3 |
| Library Technicians | 3 | | 3 | 3 | | 3 | 3 | | 3 | 3 | | 3 |
| Archivists, Curators, Museum staff | | | 0 | | | 0 | | | 0 | | | 0 |
| Student and Academic Affairs | 34 | 7 | 41 | 40 | 1 | 41 | 42 | 1 | 43 | 42 | | 42 |
| Management Occupations | 22 | | 22 | 15 | | 15 | 13 | | 13 | 11 | | 11 |
| Business and Financial Operations | 13 | | 13 | 14 | | 14 | 11 | | 11 | 12 | | 12 |
| Computer, Engineering and Science | 15 | | 15 | 14 | | 14 | 14 | | 14 | 13 | | 13 |
| Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media | 7 | | 7 | 6 | | 6 | 5 | | 5 | 5 | | 5 |
| Healthcare Practitioners and Technical | | | 0 | | | 0 | | | 0 | | | 0 |
| Service Occupations | 40 | | 40 | 37 | | 37 | 32 | 1 | 33 | 32 | 1 | 33 |
| Sales and Related Occupations | | | 0 | | | 0 | | | 0 | | | 0 |
| Office and Administrative Support | 30 | | 30 | 28 | | 28 | 24 | | 24 | 20 | | 20 |
| Natural Resources, Construction, Maintenance | 4 | | 4 | 4 | | 4 | 3 | | 3 | 3 | | 3 |
| Production, Transportation, Material Moving | | | 0 | | | 0 | | | 0 | | | 0 |
| Total | 270 | 364 | 634 | 258 | 347 | 605 | 246 | 336 | 582 | 237 | 284 | 521 |

Please enter any explanatory notes in the box below

IPEDS_HR reports by SOC group
Note that CT-CCs do not report Educational Assistants

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

| Fiscal Year ends - month & day: (6/30) | | 2 Years Prior (FY 2019) | 1 Year Prior (FY 2020) | Most Recent Year (FY2021) | Percent Change | |
|------------------------------------------|------------------------------------------|-------------------------------|------------------------------|------------------------------------|--------------------|--------------------------|
| | ASSETS (in 000s) | | | | 2yrs-1 yr prior | 1 yr – most recent |
| ? | Cash and Short-Term Investments | \$3 | \$3 | \$3 | 0.0% | 0.0% |
| ? | Cash held by State Treasurer | \$11,978 | \$10,900 | \$10,775 | -9.0% | -1.1% |
| ? | Deposits held by State Treasurer | | | | - | - |
| ? | Accounts Receivable, Net | \$6,210 | \$5,752 | \$5,717 | -7.4% | -0.6% |
| ? | Contributions Receivable, Net | | | | - | - |
| ? | Inventory and Prepaid Expenses | \$26 | \$12 | \$14 | -53.8% | 16.7% |
| ? | Long-Term Investments | | | | - | - |
| ? | Loans to Students | \$0 | \$0 | \$0 | - | - |
| ? | Funds held under bond agreement | | | | - | - |
| ? | Property, plants, and equipment, net | \$56,596 | \$54,110 | \$51,263 | -4.4% | -5.3% |
| ? | Other Assets | | \$0 | \$0 | - | - |
| | Total Assets | \$74,813 | \$70,777 | \$67,772 | -5.4% | -4.2% |
| | LIABILITIES (in 000s) | | | | | |
| ? | Accounts payable and accrued liabilities | \$6,497 | \$5,233 | \$5,877 | -19.5% | 12.3% |
| ? | Deferred revenue & refundable advances | \$2,219 | \$2,103 | \$1,530 | -5.2% | -27.2% |
| ? | Due to state | | | | - | - |
| ? | Due to affiliates | | | | - | - |
| ? | Annuity and life income obligations | | | | - | - |
| ? | Amounts held on behalf of others | | | | - | - |
| ? | Long-term investments | \$255 | \$221 | \$272 | -13.3% | 23.1% |
| ? | Refundable government advances | | | | - | - |
| ? | Other long-term liabilities | \$3,684 | \$3,425 | \$3,560 | -7.0% | 3.9% |
| | Total Liabilities | \$12,655 | \$10,982 | \$11,239 | -13.2% | 2.3% |
| | NET ASSETS (in 000s) | | | | | |
| | Unrestricted net assets | | | | | |

| | | | | | | |
|---|-----------------------------------------|-----------------|-----------------|-----------------|-------|-------|
| | Institutional | \$0 | \$0 | \$0 | - | - |
| ? | Foundation | | | | - | - |
| | Total | \$0 | \$0 | \$0 | - | - |
| | Temporarily restricted net assets | | | | | |
| | Institutional | | | | - | - |
| ? | Foundation | | | | - | - |
| | Total | \$0 | \$0 | \$0 | - | - |
| | Permanently restricted net assets | | | | | |
| | Institutional | \$62,158 | \$59,795 | \$56,533 | -3.8% | -5.5% |
| ? | Foundation | | | | - | - |
| | Total | \$62,158 | \$59,795 | \$56,533 | -3.8% | -5.5% |
| | Total Net Assets | \$62,158 | \$59,795 | \$56,533 | -3.8% | -5.5% |
| | TOTAL LIABILITIES and NET ASSETS | \$74,813 | \$70,777 | \$67,772 | -5.4% | -4.2% |

Please enter any explanatory notes in the box below

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

| Fiscal Year ends - month& day: (6/30) | | 3 Years Prior (FY2018) | 2 Years Prior (FY2019) | Most Recently Completed Year (FY 2020) | Current Year (FY 2020) | Next Year Forward (FY 2021) |
|---------------------------------------|---------------------------------------|------------------------------|------------------------------|----------------------------------------------------|---------------------------------|-----------------------------------------|
| | OPERATING REVENUES (in 000s) | | | | | |
| ? | Tuition and fees | \$23,294 | \$22,960 | \$21,785 | | |
| ? | Room and board | | | | | |
| ? | Less: Financial aid | -\$9,410 | -\$9,592 | -\$9,148 | | |
| | Net student fees | \$13,884 | \$13,368 | \$12,637 | \$0 | \$0 |
| ? | Government grants and contracts | \$6,030 | \$2,829 | \$2,126 | | |
| ? | Private gifts, grants and contracts | \$326 | \$480 | \$234 | | |
| ? | Other auxiliary enterprises | | | | | |
| | Endowment income used in operations | | | | | |
| ? | Other revenue (specify): | \$515 | \$389 | \$311 | | |
| | Other revenue (specify): | | | | | |
| | Net assets released from restrictions | | | | | |
| | Total Operating Revenues | \$20,755 | \$17,066 | \$15,308 | \$0 | \$0 |

| OPERATING EXPENSES (in 000s) | | | | | | |
|-----------------------------------------|--------------------------------------------------------------------|------------------|------------------|------------------|------------|------------|
| ? | Instruction | \$25,650 | \$25,123 | \$24,461 | | |
| ? | Research | | | | | |
| ? | Public Service | \$2 | \$2 | \$1 | | |
| ? | Academic Support | \$9,237 | \$9,150 | \$8,817 | | |
| ? | Student Services | \$5,773 | \$5,373 | \$5,070 | | |
| ? | Institutional Support | \$6,908 | \$6,696 | \$7,041 | | |
| | Fundraising and alumni relations | | | | | |
| ? | Operation, maintenance of plant (if not allocated) | \$6,727 | \$5,442 | \$6,298 | | |
| ? | Scholarships and fellowships (cash refunded by public institution) | \$3,355 | \$2,599 | \$4,465 | | |
| ? | Auxiliary enterprises | | | | | |
| ? | Depreciation (if not allocated) | \$3,174 | \$3,121 | \$3,110 | | |
| ? | Other expenses (specify): | | | | | |
| | Other expenses (specify): | | | | | |
| | Total operating expenditures | \$60,826 | \$57,506 | \$59,263 | \$0 | \$0 |
| | Change in net assets from operations | -\$40,071 | -\$40,440 | -\$43,955 | \$0 | \$0 |
| NON-OPERATING REVENUES (in 000s) | | | | | | |
| ? | State appropriations (net) | \$29,137 | \$31,136 | \$32,615 | | |
| ? | Investment return | \$163 | \$259 | \$168 | | |
| ? | Interest expense (public institutions) | | | | | |
| | Gifts, bequests, and contributions not used in operations | \$1 | \$0 | \$0 | | |
| ? | Other (specify): | \$8,467 | \$8,275 | \$7,722 | | |
| | Other (specify): | \$4 | \$0 | \$0 | | |
| | Other (specify): | \$0 | \$0 | \$959 | | |
| | Net non-operating revenues | \$37,772 | \$39,670 | \$41,464 | \$0 | \$0 |
| | Income before other revenues, expenses, gains, or losses | -\$2,299 | -\$770 | -\$2,491 | \$0 | \$0 |
| ? | Capital appropriations (public institutions) | \$823 | \$149 | \$729 | | |
| ? | Other (specify): | -\$1,944 | -\$1,722 | -\$1,514 | | |
| | TOTAL INCREASE/DECREASE IN NET ASSETS | -\$3,420 | -\$2,343 | -\$3,276 | \$0 | \$0 |

**Standard 7: Institutional Resources
(Statement of Debt)**

N/A: The College does not carry debt

| FISCAL YEAR ENDS month & day (/) | | | 3 Yea rs Prio r (FY 2) | 2 Yea rs Prio r (FY 2) | Most Recentl y Comple ted Year (FY 2) | Curre nt Year (FY 2) | Next Year Forwa rd (FY 2) |
|------------------------------------|--|---------------------------------------------------------------------------------------------------------|-------------------------------------------|-------------------------------------------|----------------------------------------------------------|-----------------------------------|-------------------------------------------|
| | | Long-term Debt | | | | | |
| | | Beginning balance | | | | | |
| | | Additions | | | | | |
| | | Reductions | | | | | |
| | | Ending balance | \$0 | \$0 | \$0 | \$0 | \$0 |
| | | Interest paid during fiscal year | | | | | |
| | | Current Portion | | | | | |
| | | | | | | | |
| | | Bond Rating | | | | | |
| | | | | | | | |
| | | Debt Service Coverage Operating Income / (Annual Interest + Current Portion of Debt) | | | | | |
| | | Debt to Net Assets Ratio Long-term Debt / Total Net Assets | | | | | |
| | | Debt to Assets Ratio Long-term Debt / Total Assets | | | | | |

Debt Covenants: (1) Describe interest rate, schedule, and structure of payments; and (2) indicate whether the debt covenants are being met. If not being met, describe the specific covenant violation (i.e., requirement of the lender vs. actual achieved by the institution). Also, indicate whether a waiver has been secured from the lender and/or if covenants were modified.

| |
|----------------------------------------------------------------------------|
| Line(s) of Credit: List the institutions line(s) of credit and their uses. |
| |
| Future borrowing plans (please describe). |
| |

**Standard 7: Institutional Resources
(Supplemental Data)**

| FISCAL YEAR ENDS month & day (06/30) | | 3 Years Prior (FY2 2018) | 2 Years Prior (FY2 2019) | Most Recently Completed Year (FY 2020) | Current Year (FY 2021) | Next Year Forward (FY 2022) |
|-----------------------------------------|------------------------------------------|--------------------------------|--------------------------------|-----------------------------------------------------|----------------------------|------------------------------------|
| | | | | | | |
| | NET ASSETS | | | | | |
| | Net assets beginning of year | \$62,158 | \$59,795 | \$56,533 | | |
| | Total increase/decrease in net assets | (\$3,420) | (\$2,343) | (\$3,275) | | |
| | Net assets end of year | \$58,738 | \$57,452 | \$53,258 | \$0 | \$0 |
| | | | | | | |
| | FINANCIAL AID | | | | | |
| | Source of funds | | | | | |
| | Unrestricted institutional | \$2,706 | \$2,123 | \$2,140 | | |
| | Federal, state and private grants | \$10,060 | \$9,741 | \$9,241 | | |
| | Restricted funds | | | | | |
| | Total | \$12,766 | \$11,864 | \$11,381 | \$0 | \$0 |
| | | | | | | |
| | % Discount of tuition and fees | -40.4% | -41.8% | -42.0% | | |

| | | | | | | |
|---|---------------------------------------------------------------|-------|------|------|--|--|
| ? | % Unrestricted discount | 11.6% | 9.2% | 9.8% | | |
| | Net Tuition Revenue per FTE | \$4 | \$4 | \$4 | | |
| | | | | | | |
| ? | FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE | | | | | |
| | | | | | | |
| | Please indicate your institution's endowment spending policy: | | | | | |
| | | | | | | |

**Standard 7: Institutional Resources
(Liquidity)**

| | FISCAL YEAR ENDS month & day (6/30) | 3 Years Prior (FY2018) | 2 Years Prior (FY2019) | Most Recently Completed Year (FY 2020) | Current Year (FY 2021) | Next Year Forward (FY 2022) |
|--|---------------------------------------------------------------------------------------------------------------------------------|-------------------------|------------------------|-----------------------------------------|-------------------------|------------------------------|
| | CASH FLOW | | | | | |
| | Cash and Cash Equivalents beginning of year | \$12,187 | \$11,981 | \$10,903 | | |
| | Cash Flow from Operating Activities | (\$35,786) | (\$40,026) | (\$40,830) | | |
| | Cash Flow from Investing Activities | \$133 | \$182 | \$252 | | |
| | Cash Flow from Financing Activities | \$35,447 | \$38,766 | \$40,453 | | |
| | Cash and Cash Equivalents end of year | \$11,981 | \$10,903 | \$10,778 | \$0 | \$0 |
| | LIQUIDITY RATIOS | | | | | |
| | Current Assets | \$18,217 | \$16,667 | \$16,509 | | |
| | Current Liabilities | \$8,972 | \$7,557 | \$7,679 | | |
| | Current Ratio | 2.03 | 2.21 | 2.15 | 0.00 | 0.00 |
| | Days Cash on Hand (((Cash and Cash Equivalents / [Operating Expenses + Depreciation and other noncash expenses])/ 365) | 75.85 | 73.17 | 70.06 | | |

| |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Please enter any explanatory notes in the box below that may impact the institution's cash flow. |
| |
| |
| Has the institution needed to access its restricted net assets or liquidate other financial assets to fund operations? If so, please describe and indicate when approvals (if required) were obtained from the state's authority. |
| |
| |
| Please enter any explanatory notes in the box below. |
| |

Standard 7: Institutional Resources (Information Resources)

| | 3 Years Prior | 2 Years Prior | Most Recently Completed Year | Current Year | Next Year Forward (goal) |
|--------------------------------------|------------------|------------------|---------------------------------------|-----------------|--------------------------------|
| | (FY 17- 18) | (FY 18- 19) | (FY 19- 20) | (FY 20- 21) | (FY 21- 22) |
| Total Expenditures | | | | | |
| Materials | \$150,300 | \$156,018 | \$149,295 | \$155,469 | \$155,469 |
| Salaries & wages (permanent staff) | \$749,093 | \$774,334 | \$769,807 | \$691,456 | \$691,456 |
| Salaries & wages (student employees) | \$16,281 | \$18,935 | \$20,458 | \$2,115 | \$2,115 |
| Other operating expenses | \$33,629 | \$52,516 | \$37,514 | \$42,065 | \$42,065 |
| Expenditures/FTE student | | | | | |
| Materials | | | | | |
| Salaries & wages (permanent staff) | | | | | |
| Salaries & wages (student employees) | | | | | |
| Other operating expenses | | | | | |
| Collections | | | | | |
| Percent available physically | 14% | 12% | 10% | 12% | 12% |
| Percent available electronically | 86% | 88% | 90% | 88% | 88% |
| Number of digital repositories | 0 | 0 | 0 | 1 | 1 |

Personnel (FTE)

| | | | | | |
|--------------------------------------------------|-----|-----|-----|-----|-----|
| Librarians - main campus | 4 | 4 | 4 | 4 | 4 |
| Librarians - branch /other locations | n/a | n/a | n/a | n/a | n/a |
| Other library personnel - main campus | 6 | 6 | 6 | 4 | 4 |
| Other library personnel - branch/other locations | n/a | n/a | n/a | n/a | n/a |

Availability/attendance

| | | | | | |
|------------------------------------------------|-----|-----|-----|-----|-----|
| ? Hours of operation/week main campus | 59 | 57 | 59 | 20 | 20 |
| Hours of operation/week branch/other locations | n/a | n/a | n/a | n/a | n/a |

****?** Consortia/Partnerships**

| |
|-----------------------------------------------------------------------------------|
| OCLC |
| Council of Connecticut Academic Library Directors |
| Connecticut Library Consortium |
| CSCU Library Consortium (CSCU System Libraries and the Connecticut State Library) |
| WALDO (Westchester Academic Library Directors) |

URL of most recent library annual report:

Please enter any explanatory notes in the box below

For FY 19-20, the Library was open 59 hours per week until Covid-19 closure in March 2020.

See Form 4.5 for data about Information Literacy

Standard 7: Institutional Resources (Technological Resources)

| | | | | ? |
|---------------|---------------|------------------------------|--------------|--------------------------|
| 3 Years Prior | 2 Years Prior | Most Recently Completed Year | Current Year | Next Year Forward (goal) |
| (FY 17-18) | (FY 18-19) | (FY 19-20) | (FY 20-21) | (FY 21-22) |

****?** Course management system**

Blackboard Learn

Number of classes using the system

| | | | | |
|-----|-----|-----|-------|-------|
| 193 | 210 | 227 | 1,036 | 1,036 |
|-----|-----|-----|-------|-------|

Bandwidth

On-campus network

| | | | | |
|-----|-----|------|------|--|
| 4GB | 4GB | 10GB | 10GB | |
|-----|-----|------|------|--|

| | | | | | |
|----------------------|----------|----------|----------|----------|--------|
| Off-campus access | | | | | |
| commodity internet | | | | | |
| (Mbps) | 1GB | 1GB | 2GB | 2GB | |
| high-performance | | | | | |
| networks (Mbps) | 10GB | 10GB | 10GB | 10GB | |
| Wireless protocol(s) | 802.11AC | 802.11AC | 802.11AC | 802.11AC | Wifi 6 |

Typical classroom technology

Main campus
Branch/other locations

| |
|----------------------------------------------------|
| VDIs, Desktops, Smart Boards, Printers, Projectors |
| N/A |

Software systems and versions

| | |
|---------------------------|------------------------------------------------------------------------------------------------------------------------|
| Students | *Blackboard Learn & Collaborate: Microsoft Teams, Cisco Webex, Zoom, MyCommnet portal |
| Finances | Ellucian Banner enterprise systems |
| Human Resources | Oracle PeopleSoft Core |
| Advancement | |
| Library | Ex Libris: Alma/Primo, Springshare: LibGuides, LibAnswers, LibCal, LibWizard, OCLC: Connexion, EZProxy, Worldshare ILL |
| Website Management | Wordpress |
| Portfolio Management | Extensis Portfolio |
| Interactive Video | |
| Conferencing | Blackboard Collaborate, Cisco Webex, Microsoft Teams, *Zoom |
| Digital Object Management | |

Website locations of technology policies/plans

| | |
|--------------------------------|-----------------------------------------------------------------------------------------------------|
| Integrity and security of data | https://www.ct.edu/files/it/BOR_IT-004.pdf |
| Privacy of individuals | https://www.ct.edu/files/it/BOR_IT-004.pdf |
| Appropriate use | https://www.ct.edu/files/it/BOR_IT-001.pdf |
| Disaster and recovery plan | |
| Technology replacement | |

Please enter any explanatory notes in the box below

Standard 7: Institutional Resources

(Physical Resources)

| Campus location | Serviceable Buildings | Assignable Square Feet (000) |
|-------------------------|-----------------------|------------------------------|
| Main campus | 11 | 281 |
| Other U.S. locations | | |
| International locations | | |

| | 3 Years Prior | 2 Years Prior | 1 Year Prior | Current Year | Next Year Forward (goal) |
|--|---------------|---------------|--------------|--------------|--------------------------|
| | (FY 2018) | (FY 2019) | (FY 2020) | (FY 2021) | (FY 2022) |

Revenue (\$000)

Capital appropriations (public institutions)
Operating budget
Gifts and grants
Debt
Total

| | | | | |
|---------|-------|---------|-----|-----|
| \$823 | \$149 | \$729 | | |
| \$766 | \$637 | \$585 | | |
| | | | | |
| | | | | |
| \$1,589 | \$786 | \$1,314 | \$0 | \$0 |

Expenditures (\$000)

New Construction
Renovations, maintenance, and equipment
Technology
Total

| | | | | |
|---------|---------|---------|-----|-----|
| \$4 | \$1 | \$0 | | |
| \$6,804 | \$5,649 | \$6,251 | | |
| \$1,967 | \$1,974 | \$2,832 | | |
| \$8,775 | \$7,624 | \$9,083 | \$0 | \$0 |

| Assignable square feet (000) | Main campus | Off-campus | Total |
|------------------------------|-------------|------------|-------|
| Classroom | 74 | | 74 |
| Laboratory | 70 | | 70 |
| Office | 60 | | 60 |
| Study | 27 | | 27 |
| Special | 15 | | 15 |
| General | 0 | | 0 |
| Support | 24 | | 24 |
| Residential | 0 | | 0 |
| Other | 11 | | 11 |

Major new buildings, past 10 years (add rows as needed)

| Building name | Purpose(s) | Assignable Square Feet (000) | Cost (000) | Year |
|---------------|------------|------------------------------|------------|------|
| | | | | |
| | | | | |

New buildings, planned for next 5 years (add rows as needed)

| Building name | Purpose(s) | Assignable Square Feet | Cost (000) | Year |
|---------------|------------|---------------------------|---------------|------|
| | | | | |

Major Renovations, past 10 years (add rows as needed)

The list below includes renovations costing \$2, 375 or more

| Building name | Purpose(s) | Assignable Square Feet | Cost (000) | Year |
|---------------|------------|---------------------------|---------------|------|
| Lowe | Firewall | 85.00 | \$2,375 | 2013 |

Renovations planned for next 5 years (add rows as needed)

The list below includes renovations costing \$XXX or more

| Building name | Purpose(s) | Assignable Square Feet | Cost (000) | Year |
|---------------|------------|---------------------------|---------------|------|
| | | | | |

Please enter any explanatory notes in the box below

STANDARD EIGHT: 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.

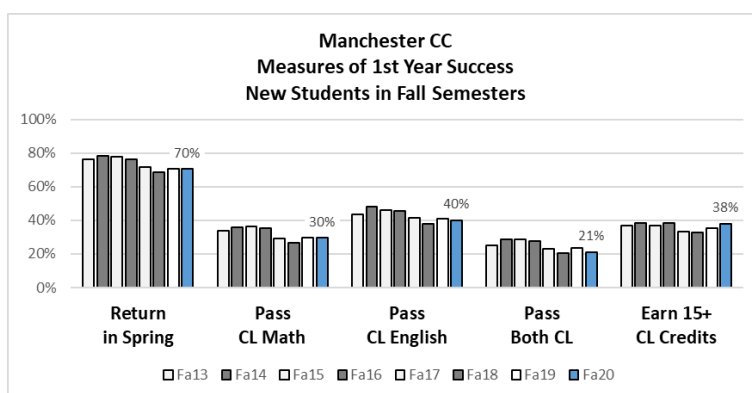
In accordance with MCC's mission to "advance academic, economic, civic, personal and cultural growth by providing comprehensive, innovative and affordable learning opportunities to diverse populations" and to serve as "a learning-centered community committed to access, excellence and relevance," MCC recognizes that students arrive at the college with varying levels of experience and preparation for higher education and can pursue different avenues toward their educational goals.

MCC's 2020-2023 Strategic Plan, described further in Standard Two, provides the foundation for ensuring student success with student support goals through institutional and educational effectiveness.

The Office of Institutional Research (formerly the Office of Planning, Research, and Assessment) collects a wide range of student success data and reports out in various formats so the college can monitor its educational effectiveness. This data is used by college departments and offices to inform decisions.

The college uses first-year success data on entering cohorts of new, first-time college students. The data combines our three most recent cohorts, new students entering in Fall 2017, Fall 2018, and Fall 2019, and follows each through their first fall-spring-summer year, and then registration for the next fall.

The chart below illustrates trends in these first-year metrics for all new MCC students in recent fall semesters. We note that while some improvement has been made in students' passing rates in gateway courses such as their first college-level English and Math courses, we express concern that these percentages fall in the 30-40 percent range in our most recent cohorts.



While MCC's mission applies to the entire student body, it recognizes the diverse makeup of its students. The college collects and analyzes data throughout the students' time at the college for various purposes. Data such as demographics, course loads and educational pathways are collected and analyzed to identify the optimal level of student success as well as areas for improvement.

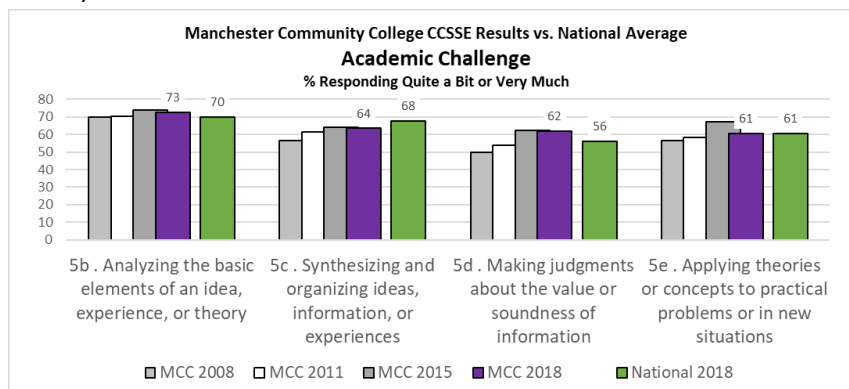
DESCRIPTION

Institution-level Goals

The [MCC Strategic Plan 2020-2023](#) lists many ways in which the college offers academic excellence to its students. MCC's Office of Institutional Research examines the educational effectiveness of the college by monitoring student pass rates by course, modality and programs. Other data includes cohort graduation and program completion rates, licensure passage rates (see Data First form), transfer and retention rates, Integrated Postsecondary Education Data Systems (IPEDS), and faculty and staff engagement and satisfaction through the use of quantitative and qualitative tools. These successes are reported to the college in our annual [Fact Book](#), Student Success Updates, and other ad hoc reports. In addition, MCC developed its new general education competencies and assessment using the [Transfer Articulation Policy](#) (TAP) and the [Framework30](#) to create a collegewide approach to measure the educational effectiveness of its [general education curriculum](#). This data is used by individual departments to make changes to course and program offerings.

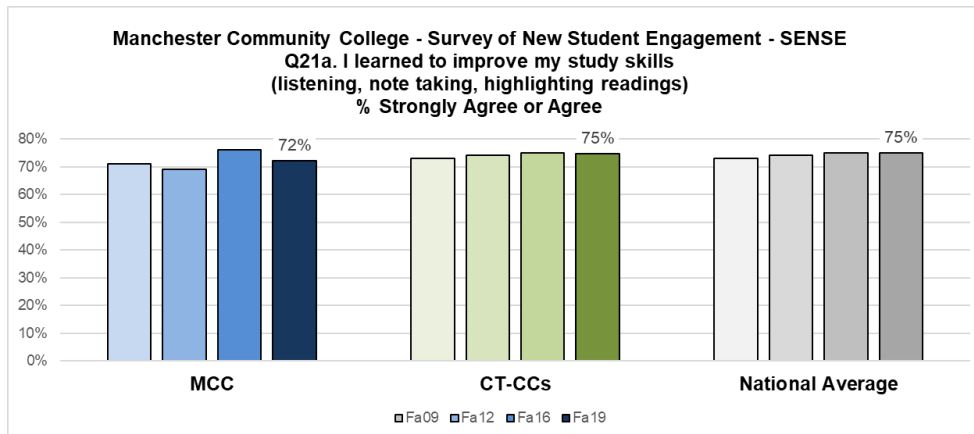
MCC collects, produces and reviews other measures of student progress and success, understanding that many MCC students vary their course loads, stop-out, restart or transfer credits to MCC. IR regularly tracks student data longitudinally to understand student pathways from point of entry, course pass rates, experience in distance learning, fall-to-fall retention rates at the college and within their programs, graduation rates, transfer rates, overall persistence rates and GPAs (see our workroom). MCC also measures the degree to which students succeed and are engaged in their learning. The Community College Survey of Student Engagement (CCSSE) has been administered regularly (see our workroom). This survey provides quantitative data that allows MCC to benchmark its students' successes against other two-year colleges, similar-sized institutions and Connecticut community colleges.

The college demonstrates that it successfully meets its goal of achieving academic excellence and that students are academically challenged compared to national benchmarks across a number of indicators. CCSSE found that in 2018 students were more likely than the national average to state that they are "quite a bit" or "very much" likely to agree that they learned how to "analyze the basic elements of an idea, experience, or theory" (73 percent vs. 70 percent) and "making judgements about the value or soundness of information" (62 percent vs. 56 percent). MCC students were just as likely as the national average to agree that they learned to "[apply] theories or concepts to practical problems or in new situations" (61 percent).

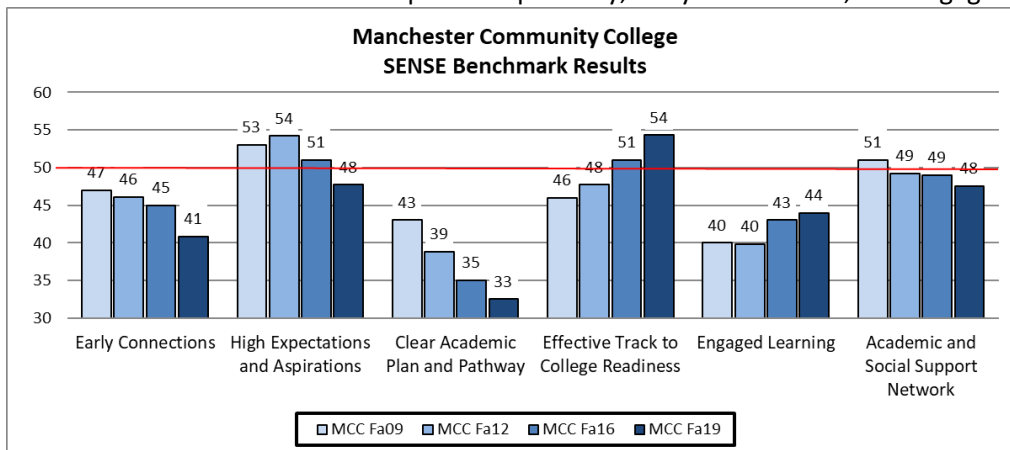


According to the 2019 Survey of Entering Student Engagement (SENSE) regarding "Effective Practice with Entering Students," MCC advances its underprepared students for college work (see our

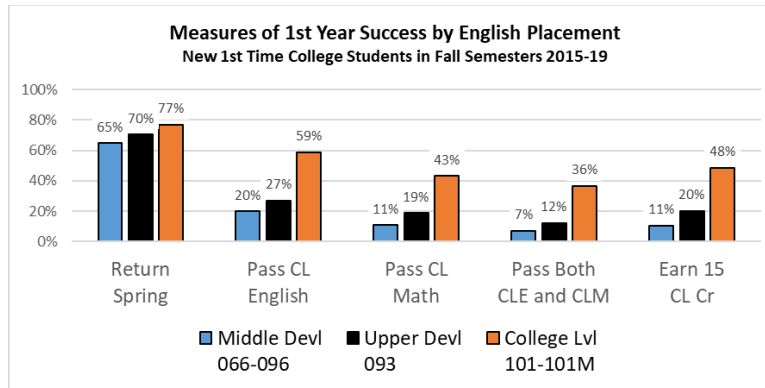
workroom). Nationally, while the majority of all entering student respondents report learning college success skills through a class or other experience at the college, an even higher percentage of developmental education students report gaining such skills. Nearly three-quarters (72 percent) of MCC respondents agree or strongly agree that they learned to improve their study skills through a class or other experience at their college during the first month of their first semester.



SENSE helps us simplify the data for our understanding by creating six “benchmark scores.” These factors represent groups of conceptually related survey items where the benchmark score is calculated by using the survey question responses (and average ratings). The national average benchmark score is always 50.0 (shown as red line in chart below). A difference of 3 or 4 points vs. 50 is considered a meaningful difference. MCC respondents rate slightly above the national benchmark scores for effective track to college readiness. MCC respondents rate significantly below three systems and national benchmarks in these areas: clear academic plan and pathway, early connections, and engaged learning.



College readiness is one of the more powerful predictors of first year success rates at MCC. The chart below compares students’ English eligibility at entry and shows how students eligible for college-level English are far more likely to meet these credit momentum, gateway momentum and retention KPIs.



Program-level Goals

Each program develops its own student-learning and program goals as it relates to the college's overarching strategic goals as well as their unique field. This information is listed in the college catalog and college website. Additionally, every course has a unique set of course learning objectives that appear on course syllabi. Each program has an advisory committee of business and community members with experience in the discipline or related profession to help inform the program and guide the assessment process. The programs at MCC also incorporate general education courses into their coursework to provide a robust and well-rounded educational and training experience for students. Each program must complete a self-study every five years to be submitted to the administration and the Board of Regents for review. A visiting team then comes to meet with the program to compare findings to MCC's mission and purpose to make recommendations for improvement.

Many programs at MCC also hold specialized accreditation that assists these programs in evaluating and assessing success. These programs must incorporate the requirements of their respective specialized accreditation and align with industry-related standards.

Students complete their programs of study when they have successfully completed all course requirements, met the learning outcomes of their program and completed the institution's general education requirements. A degree audit by the registrar ensures that all students fulfill their program's requirements before earning a degree or certificate.

The Office of Institutional Research also monitors MCC graduates' employment through the P20WIN project (see our workroom), a data-sharing agreement between the CT's Department of Labor and its public higher education institutions. This report focuses on MCC graduates in the two years following their award, showing the number employed in CT and their annual wages at that point in time (see our workroom). Approximately six months after graduation, 76 percent of MCC students who graduated between 2016-2017 and 2018-2019 and were employed in CT earned a median annual wage of almost \$29,000. Further, it should be noted that manufacturing, social service, early childhood education, paralegal and several allied health programs have six-month employment rates over 80 percent. Several of these programs (manufacturing, paralegal and some allied health programs) have graduates with median annual wages over \$40,000.

Self-studies (E Series)

In 2017, MCC recommitted to the completion cycle of the E series to ensure that programmatic outcomes are aligned with institutional outcomes. Rigorous program and discipline evaluations are conducted every five years to assess how well programs and disciplines meet their stated objectives and respond to identified state, system and institutional objectives and needs. All new programs and courses, and changes to existing programs and courses, follow an evaluation and assessment process at the college and state-level using a standardized review instrument (see our workroom). Disciplines and programs have dedicated much of their efforts to creating and improving their programs under the system-level model expected to go into effect in 2023.

In conducting their program self-studies and E Series, programs identify workforce trends using U.S. Department of Labor data (see our workroom). Additionally, the MCC graduate survey provides program-specific job placement results following graduation (see our workroom). Some programs collect information about job placement following graduation, as well (see our workroom). Programs and certificates serve the broader college community through alignment with local workforce needs and transfer requirements.

MCC uses several approaches to assess the success of the TAP program (as described in Standard Four). Beginning in 2017, the newly formed MCC General Education Assessment Team led by the assessment coordinator(s) provides annual reports to the systemwide Framework Implementation Review Committee (FIRC) to assess student learning outcomes (SLOs) across nine TAP competencies using FIRC's suggested rubrics (see our workroom). In addition, MCC uses the E Series to measure the success of the TAP pathways through enrollment and graduation data. Below is a list of TAP programs and their new student enrollment, college-level credit earnings and retention rates from Fall 2017 through Fall 2019. Of the 797 students who started in the programs in one of these three cohorts, more than a quarter (26 percent) passed both college-level math and English; 40 percent successfully earned 15 or more credits in their first year; and less than half (48 percent) returned to MCC the following Fall semester. While many individual TAP programs can retain a significant proportion of students in their respective programs the following Spring, retention rates drop significantly in the Fall semester, with only chemistry, early childhood education and English TAP programs retaining a majority of its new, first-time college students in TAP majors (75 percent, 64 percent, 65 percent, respectively).

Below is a list of benchmarks comparing MCC's TAP enrollment and college-level pass and retention rates compared to other colleges in its region from Fall 2017 to Fall 2019. Overall, both MCC and the Capital East Region retain similar proportions of students in the Spring (76 percent; 75 percent, respectively) and the following fall (48 percent; 49 percent, respectively).

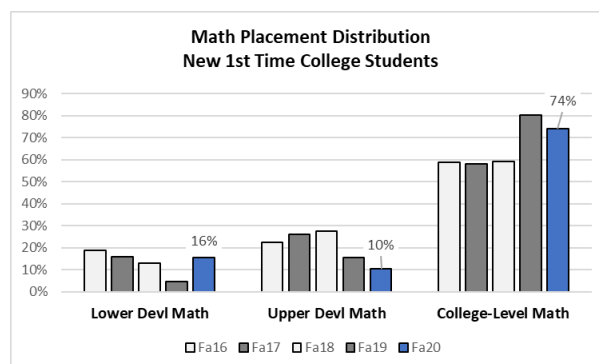
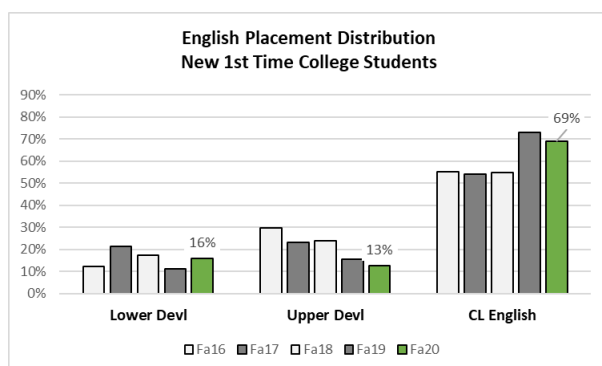
*Measures of First Year Success: New Students in Fall Semesters
MCC vs Capital East Region Total, Fall 2017, Fall 2018, and Fall 2019*

| | Fa17-18-19 New Students | | Earn 6+ CL Cr 1st Fall | | Return Spring | | Pass CL Math 1st Yr | | Pass CL English 1st Yr | | Pass Both CL Math and English | | Earn 15+ CL Cr 1st Yr | | Return Next Fall | |
|--------------------------------|----------------------------|---------|---------------------------|---------|------------------|---------|------------------------|---------|---------------------------|---------|-------------------------------------|---------|--------------------------|---------|---------------------|---------|
| | MaCC | CapEast | MaCC | CapEast | MaCC | CapEast | MaCC | CapEast | MaCC | CapEast | MaCC | CapEast | MaCC | CapEast | MaCC | CapEast |
| CSCU Transfer:Art Studies | 22 | 58 | 55% | 52% | 82% | 78% | 14% | 22% | 32% | 41% | 9% | 14% | 41% | 38% | 41% | 48% |
| CSCU Transfer: Biochem Studies | 0 | 4 | | 25% | | 75% | | 0% | | 25% | | 0% | | 25% | | 50% |
| CSCU Transfer: Biology Studies | 90 | 210 | 69% | 62% | 82% | 80% | 42% | 41% | 49% | 50% | 31% | 33% | 46% | 44% | 44% | 49% |
| CSCU Transfer:Business Studies | 118 | 276 | 55% | 54% | 73% | 74% | 37% | 37% | 51% | 46% | 30% | 28% | 45% | 40% | 48% | 49% |
| CSCU Transfer:ChemistryStudies | 16 | 40 | 63% | 55% | 75% | 73% | 63% | 50% | 63% | 60% | 56% | 45% | 56% | 43% | 75% | 58% |
| CSCU Transfer: Comm Studies | 28 | 78 | 50% | 54% | 64% | 69% | 29% | 27% | 36% | 50% | 21% | 23% | 32% | 33% | 46% | 51% |
| CSCU Transfer:CompuSciStudies | 95 | 184 | 61% | 60% | 83% | 79% | 49% | 47% | 53% | 53% | 39% | 38% | 44% | 45% | 56% | 53% |
| CSCU Transfer: Crim Studies | 95 | 229 | 46% | 49% | 72% | 72% | 21% | 23% | 39% | 44% | 19% | 19% | 36% | 38% | 52% | 52% |
| CSCU Transfer:EarlyCTCStudies | 14 | 28 | 86% | 82% | 93% | 93% | 21% | 25% | 50% | 57% | 21% | 25% | 50% | 54% | 64% | 64% |
| CSCU Transfer: English Studies | 23 | 60 | 57% | 53% | 74% | 70% | 43% | 33% | 48% | 45% | 30% | 27% | 52% | 40% | 65% | 52% |
| CSCU Transfer:ExerciSciStudies | 35 | 47 | 31% | 40% | 63% | 60% | 20% | 21% | 31% | 38% | 17% | 19% | 26% | 23% | 37% | 36% |
| CSCU Transfer:GeographyStudies | 1 | 3 | 100% | 33% | 100% | 67% | 0% | 0% | 100% | 67% | 0% | 0% | 100% | 33% | 100% | 67% |
| CSCU Transfer: History Studies | 16 | 46 | 63% | 57% | 100% | 89% | 44% | 30% | 63% | 54% | 38% | 26% | 50% | 50% | 50% | 57% |
| CSCU Transfer: Math Studies | 15 | 34 | 47% | 53% | 53% | 59% | 40% | 44% | 33% | 41% | 27% | 35% | 27% | 32% | 33% | 38% |
| CSCU Transfer:Physics Studies | 6 | 14 | 83% | 64% | 50% | 43% | 50% | 36% | 67% | 43% | 50% | 29% | 50% | 29% | 50% | 43% |
| CSCU Transfer: Pol Sci Studies | 12 | 39 | 50% | 72% | 42% | 67% | 17% | 46% | 25% | 49% | 17% | 36% | 33% | 54% | 42% | 54% |
| CSCU Transfer: Psych Studies | 134 | 324 | 55% | 54% | 78% | 73% | 28% | 31% | 47% | 46% | 25% | 26% | 34% | 36% | 47% | 46% |
| CSCU Transfer:SociologyStudies | 4 | 27 | 100% | 70% | 100% | 85% | 50% | 33% | 100% | 67% | 50% | 33% | 75% | 41% | 50% | 59% |
| CSCU Transfer:Socl Wrk Studies | 71 | 177 | 42% | 41% | 75% | 71% | 18% | 16% | 31% | 36% | 13% | 14% | 32% | 27% | 39% | 40% |
| CSCU Transfer:Spanish Studies | 2 | 6 | 50% | 67% | 50% | 83% | 0% | 17% | 0% | 33% | 0% | 17% | 50% | 50% | 50% | 67% |
| CSCU Transfer:Theatre Studies | 0 | 8 | | | | 88% | | 0% | | 25% | | 0% | | 13% | | 25% |
| Grand Total | 797 | 1892 | 55% | 54% | 76% | 74% | 33% | 32% | 45% | 47% | 26% | 26% | 40% | 38% | 48% | 49% |

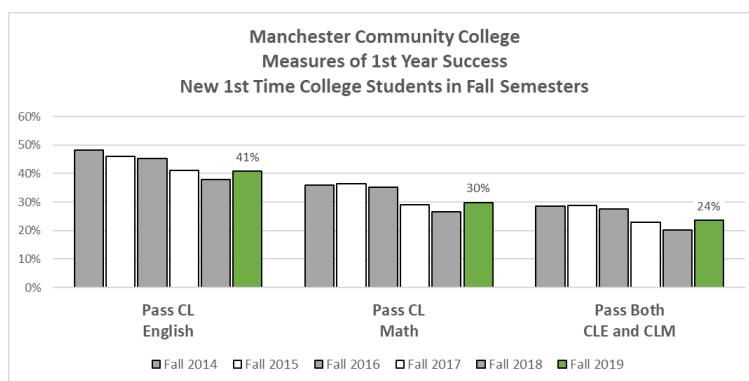
As stated, TAP was created as a seamless transfer of community college students' credits to the four-year state universities. This enrollment and graduation data is shared with TAP programs annually among the cross-sectional TAP team, a group of TAP program leaders, the college TAP manager, and the CSCU TAP manager. The TAP program leaders review their data and identify strategies to improve or sustain enrollment, retention and/or matriculation for their individual programs.

A significant challenge for TAP is knowing the overall success after students graduate from the MCC TAP programs. Systemwide TAP does not yet have data on whether MCC TAP program graduates continue to four-year state universities within their TAP program. In addition, TAP does not have data on whether students remain in their chosen TAP program; how long it takes to complete the program; if they ultimately graduate; or whether students continue their education or gain employment in their field once they graduate. MCC TAP program leaders have requested this information, and recently were told in Fall 2021 that the data is not available yet.

MCC's English and math departments assess placement tools and results and adjust developmental courses, their delivery methods and success rates for students enrolled in developmental programs. Most entering students provide scores to help determine their appropriate class placement in math and English. There have been dramatic changes in placement distributions over the past few years, due in part to the use of the new "Next Generation Accuplacer" (see Standard Five for more details) and its new cut scores, the addition of high school GPA as a placement tool and more students taking the SAT. In Fall 2020, 69 percent of those who provided a score were ready for college-level English, and 74 percent were ready for college-level math. 65 percent of those providing both tests were college-ready in both English and math.



In Fall 2020, credit students registered for over 12,000 seats. Only 3 percent of these seat registrations were in developmental classes. Of the 4,448 Fall 2020 credit students, 343 were registered in at least one developmental course, and 74 students were enrolled exclusively in developmental courses. Passing English 101 and Math 109 or 138 are important milestones for most students, and these can be considered gatekeeper courses since they are prerequisites for many program courses. Students in the Fall 2018 cohort were less likely to reach these milestones than prior cohorts, in part because there were more students placed into lower levels at entry, notably English 096, SmartStart English and SmartStart Math.



Course-level Goals

As discussed in our 2017 Five-Year Report to NEASC, MCC is committed to building assessment of its general education program. Beginning in 2017, the college began assessing SLOs in the college's general education courses annually. Each course must assess outcomes in the competency for which it was certified through the general education certification or curriculum committees. Faculty members include course SLOs on their syllabi, which are assessed by individual faculty or by departments.

The General Education Assessment Team worked with various faculty and departments to identify or develop assignments to assess SLOs; provide guidelines for assessing student artifacts; and create processes for assessment and report submission to the Team. The team drew from a newly developed set of TAP competencies, outcomes, and rubrics created by FIRC.

Beginning in 2017, the General Education Assessment Team created a process for assessing the competencies of its general education courses. Each year, faculty submit reports on assignments, rubrics, student artifacts, and assessments of each competency's SLOs (see our workroom). Faculty also explain how the course will be altered to improve SLOs for the following year along with requests for feedback on supports needed to help "close the loop" in the assessment process. The General Education Assessment Team reviews each report and provides feedback and resources to faculty and/or departments. In addition, the team writes a general report identifying areas of strengths and challenges

in faculty efforts to assess SLOs as well as a broad overview of each competency (see our workroom). This information not only informs the course- and department-level supports, but it also informs programming offered by other areas in the college including the Damato Library, the Academic Support Center (ASC), the Center for Teaching and Learning (CTL), and Educational Technology and Distance Learning (ETDL).

The General Education Assessment Report forms incorporate outcome-specific information, department-specific plans to improve SLOs and feedback on the assessment process and TAP outcomes. Most recently, the forms give faculty the opportunity to provide feedback on issues related to the COVID-19 response, equity and challenges with assessing SLOs.

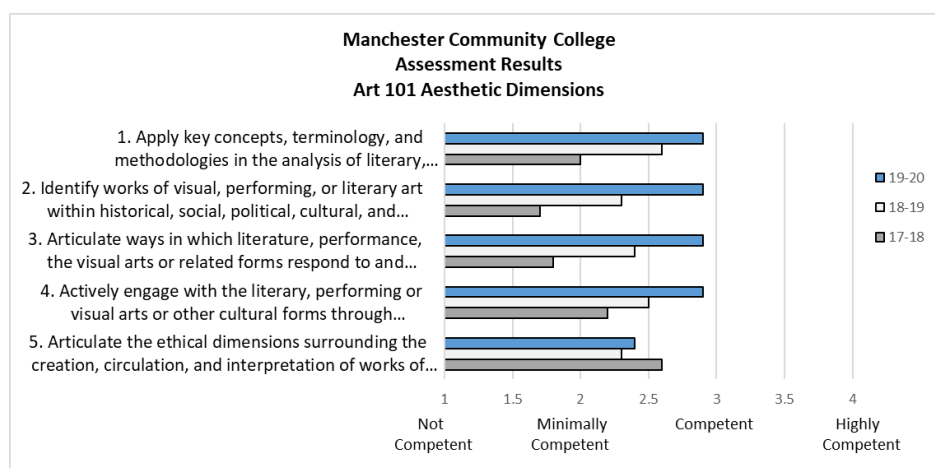
In the college's Interim NEASC report in 2017, MCC committed to continued participation in the Multi-State Collaborative Initiative (MSCI) to measure and compare its SLOs but ended its participation in the MSCI in 2017 due to budget constraints, thereby losing the ability to measure its success and progress across a number of important areas with comparable institutions.

As indicated in our Interim Report, MCC piloted use of Watermark Aqua (Taskstream), an assessment software purchased by the system that helps educational institutions manage assessment to align with learning management systems, compiles artifacts, creates a mechanism for "norming" evaluations of artifacts and offers a broad view of students' strengths and challenges. In practice, we found that Aqua was a useful tool for assessing writing heavy disciplines such as English but that it forced duplication of assessment reporting work for other disciplines such as the sciences. The college discontinued its use of Aqua and moved to a locally designed Blackboard tool. We recently learned that other colleges in the system use Aqua, and we may choose to revisit this program in the future.

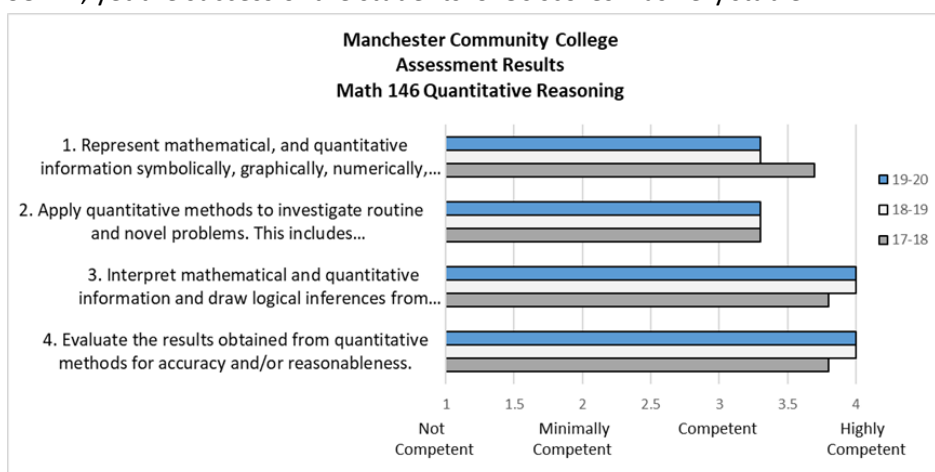
In 2020-2021, the General Education Assessment Team explored assessment trends. Departments that submitted three years (2017-2020) of general education assessment reports were given assessment feedback along with trend reports (see our workroom). These trends demonstrate the impact of pedagogical changes to improve SLOs across competencies. While many courses had lower SLO scores in Spring 2020 due to the shift to remote learning, some courses were able to sustain them.

Of the approximately 85 courses certified as general education courses (see our workroom), most courses submitted general assessment reports (approximately 80 percent submission rate each year, 72 percent during the pandemic). There are a few courses that do not run regularly (e.g., French) and others that have been more likely to be cancelled due to low enrollment thereby affecting the overall proportion of reports submitted.

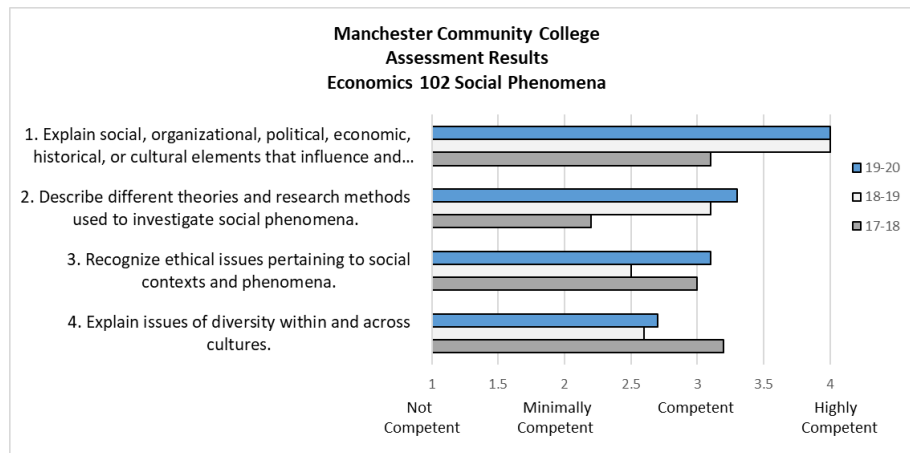
Art History I (ART*101) showed significant increases in mean averages of Aesthetic Dimensions SLOs since beginning the General Education Assessment reporting in AY 2017-2018. The ART*101 faculty adjusted the timing and content of course topics and assignments to improve SLOs in the following areas: applying the understanding of concepts and terminology in analyzing art forms; identifying influential contexts, societies and cultures; articulating ways art responds to and influences society and culture; and engaging with arts through artistic expression.



The Math for Liberal Arts course (MAT*146) trend reports demonstrate strong and stable Quantitative Reasoning SLOs from 2017-2020. Students are “competent” to “highly competent” in their ability to represent mathematical and quantitative information symbolically, graphically, numerically and verbally; apply quantitative methods to investigate routine and novel problems including calculations and procedures, mathematical and/or statistical modeling, prediction and evaluation; interpret mathematical and quantitative information and draw logical inferences from representation such as formulas, equations, graphs, tables and schematics; and evaluate the results obtained from quantitative methods for accuracy and reasonableness. The wording changes to the MAT*146 common assignment yielded strong results. It was difficult to help students develop quantitative reasoning skills in Spring 2020 due to COVID, yet the success of the students’ SLOs scores was very stable.



The Principles of Microeconomics (ECN*102) course improved in a number of its outcomes from 2017 to 2020 including the ability to explain economic elements that influence and/or are influenced by individuals and groups; explain theories and research methods used to investigate social phenomena; explain ethical issues pertaining to social contexts and phenomena; and explain issues of diversity within and across cultures. To improve SLOs, faculty prescribed research paper topics and scaffolded the research and writing process. As a result, most of the collected papers reflect strong competencies in research methods and the use of theories, concepts and models. Faculty note that students struggle to understand diversity in economics and plan to provide more resources and a common assignment.



MCC collects information from students regarding the quality and effectiveness of each course and course instruction. The college uses an online course evaluation form as well as instructors' own informal surveys and research to improve instruction and coursework (see our workroom). Historically, the online course evaluations do not have high completion rates and thus provide limited information to faculty about students' opinions about their courses and instruction.

In the 2019-2020 General Education Assessment reports, the General Education Assessment Team collected information about courses adjustments made in response to a COVID faculty survey (see our workroom). Faculty explained how they adjusted measures of SLOs during COVID and their assessment plans for AY2020-2021 (see our workroom). Faculty cited challenges with students' access to technology (computers, internet hot spots, specific software) as the chief barrier to student learning during COVID. Faculty admitted they struggled to transition course materials and assignments from on-ground courses to online courses mid-semester. Finally, faculty stated they had difficulty maintaining a sustained and meaningful connection with their students who were grappling with fear, familial, financial, and work constraints, as well as physical and mental health challenges during the pandemic.

In the 2019-2020 General Education Assessment reports, some faculty found that the shift to remote learning afforded them an opportunity to rebuild their courses or assignments and design their courses and measure SLOs in new and innovative ways. For example, some sociology faculty shifted their final assignment to apply to the COVID crisis. Students were asked to design a social research proposal to determine if there is a disparate impact of COVID using textbook, library and/or other materials. This project helped improve sociology's TAP Social Phenomena's research methods-specific outcome with which students typically struggle (see our workroom).

MCC collects information about the institution, initiatives, programs, courses and their disparate impact on the education and experiences of its students. The Office of Institutional Research collects data on underrepresented students (low income, students of color and first-generation students) in an effort to continuously improve academic offerings and increase retention and student success among underrepresented populations. Data is systematically and strategically used to support enrollment management; develop and evaluate programming; support grant applications and reporting; track student success measures; and meet the needs of its diverse student body.

Beginning in 2018, MCC collaborated with Achieving the Dream (ATD), a multi-year initiative with a focus on improving student success rates and creating equitable opportunities and outcomes for all our students. MCC worked with ATD, its coaches, resources, tools and a network of colleges to support student success work. The MCC ATD leadership team, a group composed of administrators, faculty

members, staff and students, collected administrative, faculty and student data to gauge campus knowledge and attitudes about equity to inform future planning at the college.

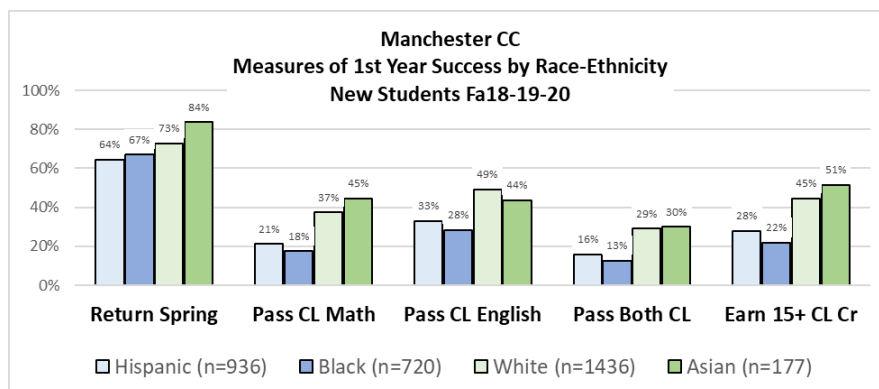
The MCC ATD leadership team used data to identify inequities and disparities in the college. The team explored course pass rate data by Pell grant status, race/ethnicity, and first-generation status (see our workroom). The data examines “C or Better” rates by courses and groups of courses, disaggregated by key demographic characteristics of our students. Overall, at MCC over the past two years, 67 percent of the registered students that received a valid grade (including W) resulted in a C or better. White students were far more likely to earn a C or better than students of color, 74 percent vs. 58 percent. Students eligible for Pell grants, a common measure of financial need, were far less likely to earn a C or better than students who were not eligible, 61 percent vs. 70 percent. First-generation students (neither parent earned a bachelor’s degree) are less likely than students who are not first generation to earn a C or better, 64 percent vs 70 percent.

The data also demonstrated that pass rates are lower and differences between demographic groups are more pronounced in “intensive developmental” courses and 100-level classes vs 200-level classes.

| C or Better Rates Fa17-Sp18-Fa18-Sp19 Selected Course Groups | | | | | | | | | |
|--------------------------------------------------------------|-------------------|-----------------|-------------------|-------|---------------|-------------------|---------|-------------|--|
| | Count Valid Seats | All Valid Seats | Black or Hispanic | White | Pell Eligible | Not Pell Eligible | 1st Gen | Not 1st Gen | |
| Grand Total | 62775 | 67% | 58% | 74% | 61% | 70% | 64% | 70% | |
| All 100s | 44925 | 65% | 56% | 72% | 60% | 68% | 62% | 68% | |
| All 200s | 14496 | 77% | 70% | 81% | 73% | 78% | 77% | 76% | |
| Devl English | 1611 | 54% | 49% | 63% | 50% | 59% | 51% | 59% | |
| ENG 100s | 5155 | 58% | 50% | 66% | 55% | 61% | 56% | 62% | |
| Devl Math | 1259 | 47% | 40% | 58% | 43% | 51% | 44% | 52% | |
| MAT 100s | 5327 | 59% | 50% | 66% | 55% | 62% | 57% | 64% | |

The students from MCC’s Phi Theta Kappa (PTK) chapter administered a survey to gauge students’ concerns and needs around equity. ATD, with permission from PTK, distributed the results of this survey to departments as part of a customized department packet on equity concerns (see our workroom). Departments were encouraged to review the information and to develop action items based on the findings of the survey and recognized students’ needs in the departments’ courses (see our workroom).

Measures of first-year success for minority students show significant differences vs. white students. Additional details are available in our Minority Student Report (see our workroom).



In Summer 2020, the college collected information from its faculty and students to address their most pressing needs as they pertained to teaching and learning during COVID-19. The Office of Institutional Research surveyed students about their educational and life experiences in the spring and their pressing needs going forward (workroom). In addition, the Office of Student Affairs and the associate dean of faculty collected information from students on their most pressing needs including laptops, hot spots and financial supports (workroom). This feedback, as well as the faculty COVID survey (workroom) collected by the General Education Assessment team, was used to help the college plan for the 2020-2021 academic year including technology, equipment, advising, and financial and mental health supports.

APPRAISAL

1. The institution demonstrates its effectiveness by ensuring satisfactory levels of student achievement on mission-appropriate student outcomes.

The college finds that the work of our General Education Assessment Team, our TAP Programs, and our specially accredited programs provide ample evidence in their yearly reports of student achievement of mission-appropriate student outcomes. We have highlighted some specific examples of general education courses and the results of SLO assessment above. We also annually compose course- and competency-level reports on our general education assessment, focusing on specified competencies, which is shared with the campus and with FIRC. However, we recognize that currently, we do not adequately collect SLO assessment data for all TAP programs. Our specially accredited programs collect SLO assessment data, which is shared with their accrediting bodies and appears in their self-studies.

As we continue to develop and grow our assessment culture, we see that there is opportunity to identify areas where SLOs are only reached at minimal levels and where improvements could be made. Further, the completion rate of the college student evaluations of faculty is typically very low. More direct information about student learning from the student perspective would help inform faculty teaching.

The Guided Pathways Initiative began publishing in 2020 Key Performance Indicators (KPIs) (workroom) for each of the twelve community colleges. While the college has not yet incorporated this data systematically in its assessment plans, we see this as a helpful resource that can be used in the future.

2. 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.

The college collects verifiable information in a number of venues. Primarily, surveys such as the CCSSE and internally-developed surveys provide information regarding students' own assessment of their achievement and satisfaction with their MCC education. In addition, the college tracks useful information about the employment of recent graduates by program area (workroom).

The college has been less successful in tracking success metrics on former students. While some individual programs, primarily those with special accreditation, have thorough tracking data, the college has struggled to maintain connections with our students once they have left the MCC community.

The Multi-State Collaborative Initiative provided an opportunity for evaluating the educational gains of our students against the benchmark of our peer institutions. To some extent the Guided Pathways KPI data can provide an opportunity to evaluate our students' achievement against our sister colleges', but we find that the exit from the MSCI has left a gap in our assessment practices.

As a result, the college's General Education Assessment Team worked closely with the Assessment Council, a group of assessment-focused faculty and institutional research staff from across all twelve community colleges, to create a statewide assessment collaborative to compare SLOs from across the colleges. In 2018, the college began to use its general education assessment reports from general education courses using FIRC's TAP competencies and outcomes, as well as rubrics to begin to build a statewide assessment collaborative.

3. This information is used for planning and improvement, resource allocation, and to inform the public about the institution.

The college uses information from resources including program reviews, assessment reports and advisory boards for planning and improvement. For instance, the culinary arts program's special accreditation report resulted in a revitalized dry storage space and filling a support staff position. MCC has struggled in its management of program/discipline review and E Series completion in recent years.

We find that the ATD work currently happening at our campus provides a unique opportunity to align our resources with our assessment of equity practices for educational effectiveness. In January 2020, the MCC ATD Team hosted a "Data Café," a day-long campus community event where data that highlights the equity gaps at our college was shared and discussed (workroom). Faculty, staff and administration were encouraged at the Café and in their respective departments to use this data to develop actionable items to build equity at the college. Specific strategies included improving curriculum; assessing soft skills such as time management; developing student supports through improved academic tutoring; and the use of KPIs to better identify areas of future need. We note that the move to a virtual environment in Spring 2020 hampered the implementation of ATD plans and that these actions, as well as others developed by departments within their own Action Plans, have not been put in place.

In Standards Two, Seven, and Nine, we discuss further how assessment data is used for planning and improving resource allocation and how this information is shared with the public through our website.

4. Student achievement is appropriate for the level of the degree awarded.

The college ensures that student achievement is at a level appropriate for the associate degree or certificate awarded by the college. We discuss the requirements for graduation from programs in Standard Four.

We find that our evaluation of the TAP programs is evidence of the alignment of student achievement on SLOs with their degree program. The rubric developed for assessing TAP competencies is on a scale of one to four. Students are regularly assessed at level two, which is appropriate for associate-level degree work.

PROJECTIONS

According to [“Maintaining NECHE Standards on the Campus” \(p.105\)](#), the system projects that:

- CEOs maintain individual campus-based Institutional Research staff to support the campus’s assessment activities.
- Evaluation of SLOs continues to be handled internally by assessment committees.

In practice, the college projects to accomplish the following goals unless otherwise superseded by CT State Community College’s plans:

1. We will continue to develop our assessment practice following the same schedule and strategies that are currently in place to “close the loop.” Each year, the college will identify broad assessment and competency trends and identify one to three areas for development to improve SLOs.
2. We will improve the schedule of program assessment for non-specialized programs beginning in Fall 2022 with annual reports due in the spring of each year.
3. We will implement FIRC’s revised TAP outcomes and rubrics for all general education courses beginning in Fall 2022 with annual reports due in the spring of each year.
4. We will collect all outstanding program/discipline reviews by Fall 2022 and maintain the requisite five-year schedule.
5. We will supplement the E Series form to include institutional outcomes beginning in Fall 2022. Program faculty will assess one to two program outcomes every academic year to ensure all outcomes are adequately assessed every five years.
6. We will review CSCU’s data success of TAP when made available for faculty to work with its state university counterparts to recruit, advise, retain and support TAP students.
7. We will develop an equity lens to student learning outcome assessment beginning in Fall 2022. We will synthesize this work with college-level data points and assessment, Guided Pathways KPIs and ATD to address equity issues pertaining to SLOs assessment in Spring 2022. This data will be reviewed annually and used to inform planning and supports for the following year.
8. We will continue to measure SLOs each year; benchmark the results across MCC departments or community colleges annually; and develop the Blackboard shell as a repository, norming tool and measure of success to improve student learning and inform strategic planning.

DATA FIRST FORMS

Standard 8: Educational Effectiveness (Undergraduate Retention and Graduation Rates)

| Student Success Measures/ Prior Performance and Goals | 3 Years Prior (FY 17-18) | 2 Years Prior (FY 18-19) | 1 Year Prior (FY 19-20) | Current Year (FY 20- 21) | Next Year Forward (goal) (FY 21-22) |
|----------------------------------------------------------------------------------------------------|--------------------------------------|--------------------------------------|----------------------------------|-----------------------------------|-------------------------------------------|
| IPEDS <u>Retention</u> Data | | | | | |
| Associate degree students | 63% | 62% | 54% | 52% | 52% |
| Bachelors degree students | | | | | |
| ? IPEDS <u>Graduation</u> Data (150% of time) | | | | | |
| Associate degree students | 19% | 15% | 20% | 19% | 19% |
| Bachelors degree students | | | | | |
| ? IPEDS <u>Outcomes Measures</u> Data | | | | | |
| First-time, full time students | | | | | |
| Awarded a degree within six years | | 26% | 26% | 25% | 25% |
| Awarded a degree within eight years | | 28% | 28% | 27% | 27% |
| Not awarded within eight years but still enrolled | | 3% | 3% | 3% | 3% |
| First-time, part-time students | | | | | |
| Awarded a degree within six years | | 12% | 16% | 13% | 13% |
| Awarded a degree within eight years | | 14% | 17% | 15% | 15% |
| Not awarded within eight years but still enrolled | | 4% | 3% | 4% | 4% |
| Non-first-time, full-time students | | | | | |
| Awarded a degree within six years | | 26% | 26% | 29% | 29% |
| Awarded a degree within eight years | | 27% | 26% | 29% | 29% |
| Not awarded within eight years but still enrolled | | 2% | 2% | 2% | 2% |
| Non-first-time, part-time students | | | | | |
| Awarded a degree within six years | | 19% | 21% | 19% | 19% |
| Awarded a degree within eight years | | 20% | 23% | 20% | 20% |
| Not awarded within eight years but still enrolled | | 4% | 2% | 2% | 2% |
| ? Other Undergraduate Retention/Persistence Rates (Add definitions/methodology in #1 below) | | | | | |
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| ? Other Undergraduate Graduation Rates (Add definitions/methodology in # 2 below) | | | | | |
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| Definition and Methodology Explanations | | | | | |
| 1 | | | | | |
| 2 | | | | | |

Columns use cohort reporting year ; Retention 20-21 is Fa19 cohort, Grad 150% 20-21 is Fa17 cohort, Outcomes 20-21 is Fa12 cohort

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

| | | Bachelor Cohort Entering | | Associate Cohort Entering 2013-14 | | |
|---|-------------------------------------------------------|--------------------------|-------------|-----------------------------------|---------------|---------------|
| ? | Category of Student/Outcome Measure | 6 years ago | 4 years ago | 8 years later | 6 years later | 4 years later |
| | | | | | | |
| ? | First-time, Full-time Students | | | | | |
| | Degree from original institution | | | 26% | 25% | 21% |
| | Not graduated, still enrolled at original institution | | | 3% | | |
| | Degree from a different institution | | | | | |
| | Transferred to a different institution | | | 32% | | |
| | Not graduated, never transferred, no longer enrolled | | | | | |
| ? | First-time, Part-time Students | | | | | |
| | Degree from original institution | | | 15% | 13% | 8% |
| | Not graduated, still enrolled at original institution | | | 2% | | |
| | Degree from a different institution | | | | | |
| | Transferred to a different institution | | | 29% | | |
| | Not graduated, never transferred, no longer enrolled | | | | | |
| ? | Non-first-time, Full-time Students | | | | | |
| | Degree from original institution | | | 29% | 27% | 25% |
| | Not graduated, still enrolled at original institution | | | 4% | | |
| | Degree from a different institution | | | | | |
| | Transferred to a different institution | | | 38% | | |
| | Not graduated, never transferred, no longer enrolled | | | | | |
| ? | Non-first-time, Part-time Students | | | | | |
| | Degree from original institution | | | 21% | 21% | 18% |
| | Not graduated, still enrolled at original institution | | | 1% | | |
| | Degree from a different institution | | | | | |
| | Transferred to a different institution | | | 39% | | |
| | Not graduated, never transferred, no longer enrolled | | | | | |

| 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 2017) | (FY 2018) | (FY 2019) | (FY 2020) |

? 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 | | | | | | | | | |
| 2 | | | | | | | | | |
| 3 | | | | | | | | | |
| 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 | Radiation Therapy | 6 | 6 | 3 | 3 | 7 | 6 | 7 | 7 |
| 2 | Radiography | 12 | 11 | 13 | 13 | 11 | 11 | 13 | 13 |
| 3 | Surgical Technology | | | 4 | 4 | 10 | 9 | 9 | 9 |
| 4 | Occupational Therapy | 20 | 19 | 16 | 16 | 16 | 15 | 16 | 16 |
| 5 | Respiratory Therapy | 16 | 16 | 10 | 10 | 14 | 14 | 7 | 7 |

? Job Placement Rates

| | Major/time period | * | # of grads | # with jobs | # of grads | # with jobs | # of grads | # with jobs | # of grads | # with jobs |
|---|-------------------|---|------------|-------------|------------|-------------|------------|-------------|------------|-------------|
| 1 | Radiation Therapy | | 5 | 5 | 3 | 3 | 7 | 7 | 7 | TBD |
| 2 | Radiography | | 11 | 11 | 13 | 13 | 11 | 11 | 13 | 13 |

| | | | | | | | | | |
|---|---------------------|--|--|---|---|----|---|---|---|
| 3 | Surgical Technology | | | 4 | 4 | 10 | 9 | 9 | 9 |
| 4 | | | | | | | | | |
| 5 | | | | | | | | | |

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

Web location of gainful employment report (if applicable)

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) | (FY2) | (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

Rad Therapy, Radiography to 2020
Job Placement rates are among graduates seeking employment

**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) |
|----------------------------------------------------------------------|---------------|---------------|--------------|--------------|--------------------------|
| | (FY 2) | (FY 2) | (FY 2) | (FY 2) | (FY 2) |
| ? 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

| | | | | |
|--|--|--|--|--|
| | | | | |
| | | | | |

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 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, including information about student success, that is complete, accurate, timely, readily accessible, clear, and sufficient for intended audiences to make informed decisions about the institution.

DESCRIPTION

Integrity

MCC promotes high ethical standards and pursues our goals and values through academic excellence and integrity, accessibility, equitable and clearly stated practice and policies, and observance of state and federal legal requirements. MCC is continuing to refine its understanding of inclusiveness and internal communication to better achieve its mission and ensure the integrity of its operations.

MCC expects that members of our community will act responsibly and with integrity. The college community models these values through commitment to our mission, which guides our policies and practices. MCC's dedication to shared understanding, shared responsibility and shared leadership encourages broad consideration of all its institutional matters. This open consideration has shaped the revision of MCC's strategic plan and addressed previous concerns about institutional transparency and communication. College governance committees include representatives from MCC, including faculty, staff, and students to address diversity and inclusion.

MCC leadership routinely holds conversations with the campus community including faculty, staff and students. Monthly CEO Advisory Council meetings are a primary tool for conveying collegewide information to representatives at this meeting who then share that information with the college bodies they represent. Additionally, President Gena Glickman offered "Let's Talk" conversations in the Fireside Common Room to discuss issues of race, ethnicity and gender; Interim CEO Tanya Millner held informational sessions during regularly scheduled all-campus meeting times; and CEO Nicole Esposito provided frequent "CEO Coffee Hour" discussions to update the college on pressing issues. MCC leadership created a culture of communication by practicing accessibility via open door policies, email updates and "State of the College" overviews on Opening Day. Presidents and CEOs also provided campus climate surveys to gauge the attitudes and experiences of the campus (workroom).

The college's policies reflect a strong commitment to truth, clarity and fairness. The college defines academic integrity in the [Student Handbook](#), and [Faculty Handbook](#), as well as in the course catalog under "[Student Responsibilities](#)." MCC announces its policies on academic honesty in the college's [Student Code of Conduct](#) and provides information on plagiarism on MCC's [Library](#) webpage and on the syllabus template used for all course syllabi (workroom). The Offices of Academic and Student Affairs encourage faculty to uphold academic integrity, and the college's Academic Standards Committee, made up of faculty and staff from across the college, addresses issues involving academic integrity. MCC's commitment to honesty and fairness is also demonstrated in the collective bargaining agreements (workroom); grievance procedures (workroom); academic integrity guidelines and support; policies against discrimination, [harassment](#), and [workplace violence](#); policies in support of [Affirmative Action](#), [Equal Employment Opportunity](#), [Title IX](#), Disability Services ([ADA/Section 504 compliance](#)); the [Family Educational Rights and Privacy Act](#) (FERPA); and the [Faculty Handbook](#).

MCC is also committed to academic freedom. Article VI of the 4Cs Bargaining Agreement (2016-2021) states that all full and part-time faculty are entitled to academic freedom in conducting research and publishing results and in their teaching responsibilities. Freedom of expression and open dialogue is encouraged in classrooms, at student government and activities proceedings and in student-sponsored media such as MCC's student newspaper, the *LiveWire*. Tenure is possible for both teaching and non-teaching faculty.

In addition to the policies noted above, MCC adheres to the letter of applicable legal requirements. MCC operates under the formal authority of the Board of Regents (BOR) and complies with state and federal regulations concerning financial aid and the Family Educational Rights and Privacy Act (FERPA). The Board of Regents polices ensure that programs are coherent in their goals, structure, content and standards. BOR policy also defines all approved associate degree programs and certificates. MCC's commitment to upholding these policies is illustrated through participation in local and systemwide governance committees, campus activities and initiatives such as the Center for Teaching and Learning, General Education assessment and Achieving the Dream (ATD).

MCC also adheres to non-discriminatory policies and practices in recruitment, admissions, employment, personnel evaluation, disciplinary action and advancement. The college's [nondiscrimination clause](#) is posted on the college homepage and on MCC recruitment material and employment documents.

The CEO is fully committed to providing the leadership that seeks to remove all discriminatory barriers to equal employment opportunity, upward mobility and retention initiatives. The CSCU Title IX Coordinator (formerly MCC's Chief Diversity Officer) coordinates diversity initiatives and training mandated for all state employees, and guides search committees to ensure confidentiality and fairness in compliance with Affirmative Action goals. College hiring searches are typically conducted at the national level to attract a well-qualified and diverse applicant pool, and openings are advertised in the *Chronicle of Higher Education*, *Diverse Issues in Higher Education*, and the *Hispanic Outlook in Higher Education*. Finally, MCC complies with the 4Cs Collective Bargaining Agreement concerning the contract's grievance procedure, which identifies the need to address grievances "fairly without fear of prejudice or reprisal."

MCC manages academic programs, administrative operations and interactions with current and prospective students in a fair manner. To manage academic programs, MCC's governance structure includes a series of committees with both faculty and administrative staff involved in the development, approval and monitoring of academic programs. MCC uses Banner to manage the college's comprehensive data including admission, registration, placement testing and scheduling. Network access is provided to the college with individual identification and password. Banner use follows FERPA rules to protect student information. MCC's online transcript evaluation, DegreeWorks, creates a more efficient method for advising and course planning. MCC has several comprehensive articulation agreements with local public and private four-year colleges including the Transfer Articulation Program (TAP) with the Connecticut State Universities and in a Guaranteed Admission Program (GAP) with the University of Connecticut. These programs assure ease of transfer between MCC and the state's public baccalaureate institutions.

MCC communicates its sense of integrity and responsibility to its constituents. MCC's expectations of its students and their interactions with faculty and staff are outlined in the Faculty Handbook, the Student Handbook, as well as on the Student Conduct web page. Students are made aware of MCC policies on integrity and responsibility: 1. Comprehensive explanation of "Student Rights and Responsibilities" in the Student Handbook, 2. Through academic honesty (plagiarism) policies and consequences provided on course syllabi, 3. Expectations of civility in the classroom appear on MCC's Facebook page, and 4.

through New Student Orientation. MCC expresses its commitment to honesty, civility, and fairness to faculty and staff through 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, the Family Educational Rights and Privacy Act (FERPA), a comprehensive Faculty Handbook, and New Employee Orientation.

Grievance procedures afford faculty, staff and students the opportunity to voice concerns and come to a fair resolution to a problem. The college is both self-governed and subject to the policies and procedures of CSCU and the various collective bargaining units on campus. Student grievance policies can be found in the online Student Handbook, the online catalog, the college website, the Faculty Handbook and the CSCU website. Faculty and staff grievance procedures can be found within the individual collective bargaining contracts, which are posted on the CSCU website; management grievance procedures are also found on the CSCU website. MCC does not have an employee handbook of its own; all employee policies are either CSCU or collective bargaining unit.

The college takes responsibility for all its activities and ensures they are reflective of its mission. The BOR policy on facilities usage can be found in the [CSCU Guidelines for Communication with Federal and State Public Officials and Political Activity on Campus](#). Normal operations of college functions require appropriate management approval. All activities taking place at the college are centrally scheduled, and plans are vetted by the facilities and administrative staff. The website calendar notifies Public Relations of upcoming activities before they are made public. The college carries liability insurance that covers “owned” activities and requires proof of liability insurance for all events held on campus by an outside organization. The college follows a strict policy regarding external groups using college facilities and requires approval by the CEO, and strictly enforces policies regarding the availability of alcohol at college events. Student activities must be supervised by a faculty or staff member.

The college has complied with all the requirements of the Commission, as well as its predecessor, NEASC. NECHE is viewed as a partner in ensuring MCC offers high quality, viable programs to its students. MCC faculty and staff have participated in regional meetings and accreditation training opportunities when available. In preparation for upcoming review, the college asked NECHE for guidance in writing the Self-Study in light of the pending merger. As such, the college maintains an open dialogue with NECHE, both institutionally and through individuals’ participation on accreditation teams.

Transparency

MCC’s website is the main source of accessible and sufficient information for prospective and current students. Prospective students will find clear and prominent information about MCC’s programs of study including degrees and certificates as well as course descriptions and schedules. There is also important information about placement assessments for entering students and for visiting students interested in taking courses. Information on how to pay for college is prominently displayed on the site with links to Financial Aid along with student debt information. MCC also provides a multitude of testimonials, information on programs, financing opportunities and student resources so prospective students can make informed decisions about their education.

On the homepage in the top navigation bar, prospective students will find information about how to apply to the college with step-by-step instructions. The website contains direct links to the six steps for enrollment on its homepage pulldown menu as well as on the "Getting Started" page. The webpage allows prospective students to self-identify (new, transfer, readmit, etc.) and access admissions and

enrollment information particular to that segment of the student population. There are specialized landing pages for any prospective students who are entering the site via a paid or unpaid ad campaign.

The MCC website is designed with prospective and current students as its primary audiences. The website employs decentralized content management where subject matter experts provide content for the site. Enrollment-related content matches the "six easy steps to enrollment" model used for recruiting students. Subject matter experts are encouraged to review and update their content regularly. The web team constantly reviews the site for needed updates and corrections and operates under a plan for continuous improvement and benchmarking against other higher education websites and high-quality industry sites. Additionally, a link to the Capital-East employment page is accessible from the MCC homepage pull-down menu.

The MCC website contains the college's canon documents. These include the college's [academic catalog](#), [non-credit program schedules](#), the [Student](#) and [Faculty Handbooks](#), the [Fact Book](#), and the [academic calendar](#).

Common to most websites, the MCC website has a "[Contact Us](#)" page that provides direct contact information to key areas of the college. Prioritized are portals to enrollment information; general office contact information is provided, as well. The website also has a "[Website Feedback](#)" contact form that appears on the homepage and interior page footers which, while intended for use just for website issues, is often used for general questions. In early 2021, the MCC website feedback was actively encouraged, with a channel ad soliciting them on the front page, and emails to students and employees. The college's [financial statements](#) and related documents are also posted annually on the college's website.

The website's content is closely vetted and monitored using a content-management system overseen by Marketing and Public Relations. The Director of Marketing and Public Relations, who oversees quality control of the website content, examines the site regularly and submits incorrect and out-of-date content to content owners for review and correction. Every effort is made to copy from, or link to, in order to minimize the opportunity for content drift. Where available, the college posts credentialing results on its program webpages. For example, the [Occupational Therapy Assistant program](#) posts graduation rates, certification results, and general cohort performance as required by their accrediting agency. The college avoids making any claims that cannot be measured and substantiated. Before embracing outside statements of program excellence (i.e., HubSpot, Niche, Best Colleges), the source is vetted for relevance and validity. The college's social media accounts are monitored seven days a week, as well as outside normal operating hours, and they are often used as points of inquiry by the public.

MCC has a process for ensuring that academic and program information posted to its website is current. The information is reviewed by program coordinators and department chairs for accuracy and consistency and is maintained by the web designer/developer. Individual program goals are listed on most program webpages (workroom). Accredited programs publish outcomes such as job placement, completion and exam pass rates on their program webpage (workroom). MCC programs often include a link to the U.S. Department of Labor Bureau of Labor Statistics, where prospective students can find data and information about careers and salary trends related to potential employment (workroom).

Content updates comply with World Wide Web Consortium (W3C) Web Accessibility Standards, and tools such as WAVE Web Accessibility Evaluation Tool, PowerMapper Accessibility and Validator and Adobe Acrobat ProC Accessibility Tools are used to ensure ADA compliance. A statement of [web accessibility](#) provides an avenue for users to report accessibility issues as well as request alternatives to web functions or initiatives.

Public Disclosure

Manchester Community College honestly and comprehensively discloses information about its mission, operations and programs using traditional and electronic formats. The college's mission statement is the very first item listed in the college catalog. It is accompanied by the college's guiding principles. The college's academic policies are contained in the [catalog](#) and clearly spell out the obligations of students and the institution.

Much of the Public Disclosure information can be found in the college catalog and the [Student Right to Know](#), the [Planning, Research, and Assessment \(PRA\) Office](#), and formerly [Institutional Research](#) (IR) page, and accessed from the college website. The catalog is electronic and is published annually. It also contains [accreditation](#) and [affiliation](#) information, detailing the college's status and partnerships. Information about student achievement and institutional performance is collected by the IR page including an annual [Fact Book](#), the fact sheet, various dashboards and numerous reports that demonstrate success and performance.

The college catalog, both in print and on the website, lists all courses offered at MCC. The CT Community College's [online course registration system](#) maintains an up-to-the-minute listing of all courses being offered in any given semester. Every effort is made to keep information about MCC programs and services current on the website. Each curriculum page in the catalog lists the learning outcome for each degree and certificate; the program pages on the website address student achievement in a "softer" manner i.e., the expectation of degree completion or transfer. The electronic catalog is created using a third-party software and overseen by Academic Affairs. The online catalog is linked from the college website.

Former and returning students seeking access to catalog information from past years can find [archived copies](#) from as early as 1998 on the college's website. Printed copies of pre-1998 catalogs are available in the Admissions office, where staff can assist students in the transcript evaluation of past coursework. Those academic programs that are individually accredited are noted as such in online curricula. Also, all curriculum information and schedules that provide information on courses and activities offered through [Continuing Education and Workforce Development](#) are available on the website and mailed directly to select homes.

Licensure exam results, especially in the allied health fields, is available through the CT Department of Higher Education (Board of Regents) and the U.S. Department of Education in its National Center on Education Statistics. The accomplishments of students, faculty, staff and alumni—all of which we view as indicative of successful learning and teaching—are routinely shared with the college community and the community at large through the website, campus events, news releases, and so on (workroom). The most recent professional accomplishments and special achievements of the faculty and staff are listed on the website under "[Kudos](#)."

Additionally, information that students need to successfully navigate outside the classroom is available on the website and from academic and student services personnel. This information includes procedures and policies related to the [admissions](#) and [transfer of credit to our college](#) and [transfer](#) to other colleges; [student fees, charges, withdraws, and refund policies](#); rules for [student conduct](#); [academic programs](#) and [courses](#); [academic policies and procedures](#); and the [requirements for degrees](#) or other forms of academic recognition such as [certificates](#), [academic awards](#), [scholarships](#), and so on.

It is important that students and other members of the public know who teaches at the college, who manages the college and who delivers the services that occur outside the classroom. The college's catalog lists [current managers, faculty and professional staff](#), indicating department/program affiliation,

educational background and contract status (full-time or part-time). The directory of faculty and staff provided on the college website contains a more accurate and up-to-date listing of MCC employees than does the catalog, which is published (electronically) annually. The members of the [MCC Foundation](#) and [Regional Advisory Council](#) are identified on the website as well as in the catalog.

The college publishes information in its catalog and on the website about the [total cost of education](#), including the availability of financial aid. The cost of a typical academic year, including personal expenses, is included for students' and families' planning purposes, using a [net price calculator](#) that is linked to the Board of Regents (BOR) website. The college also provides numerous other resources to help students navigate paying for college, housed on the [Student-Right-to-Know](#) page which includes a comprehensive financial aid microsite to provide information to students on aid options.

The website also gives students and the public opportunities to ask questions about programs and services. Every page on the website contains contact information for that page's particular content, a "Contact Us" link, and the college's general phone number. In the college's publications, special attention is paid to providing important phone numbers and program contacts both as separate sections and embedded in the program information. When necessary, the college provides notice of "availability upon request" for our publications in alternate formats.

The canon experts carefully review these key documents every 12 months as part of the production process. The Marketing and Public Relations office is responsible for copyediting/proofreading and for ensuring accuracy of the content of the printed documents. The individual providing final quality control for the printed document performs the same role for the website, and no content is uploaded without appropriate review. By decentralizing the creation of content but centralizing its quality review, we minimize errors and keep data current.

The college uses the social media sites Facebook, Twitter, LinkedIn and Instagram as instruments of public disclosure where appropriate. In order to ensure the accuracy of the information appearing on the college's official social media pages. Marketing and Public Relations employee manages the page and its content, correcting any inaccurate information that may be posted to users. At this time, the college Facebook page is intended as a supplement to the canon documents and not a primary channel of information.

MCC faculty and staff are expected to reflect the mission and values of the college. Employees who interact with the public are encouraged to wear MCC name badges and are provided with business cards. The college has provided an email signature generator to ensure that contact information on emails is consistent across all employees. Offices and cubicles are clearly labelled with employee names and where it fits the signage standards and position titles. In anticipation of the merger, a third-party call center has been contracted with by CSCU to handle enrollment services calls.

APPRAISAL

We find 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.**

The college maintains high ethical standards in our dealings with all our constituents. This is evident from our care in meeting policies and procedures requirements ranging from FERPA to the Higher Education Reauthorization Act, that ensure that our students and community are treated respectfully

and with integrity. We note that the staff and faculty are trained to apply FERPA standards in all communications and recordkeeping. We also protect our students' privacy and uphold integrity online through compliance with the requirements of the Higher Education Reauthorization Act; for example, access to Blackboard courses requires authentication through myCommNet with a unique Net ID and student-created passwords. Our other contractual documents, ranging from the Student and Faculty Handbooks to the catalog are readily available on the website, as well.

We also note that student conduct information is available to support a learning environment conducive to educational achievement and the integration of the intellectual, social and personal growth of our students. MCC upholds specific policies regarding academic integrity, noted in the Faculty Handbook, Student Handbook, and MCC's catalog under "Student Responsibilities." In addition, the college also promotes its policies on academic honesty in the college's Student Code of Conduct and information on plagiarism on MCC's library webpage. All faculty members are encouraged to report academic integrity violations to the dean of student affairs in writing or by email. When cheating or plagiarism is reported to the Student Affairs office, the student meets with the dean of student affairs to discuss academic integrity and possible sanctions for violations. The student can be placed in "Disciplinary Warning" or "Disciplinary Probation" for violations of the Student Code of Conduct. In addition, The BOR/CSCU Student Code of Conduct handbook is posted on the website.

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

The college's policies and practices, and particularly its website, exemplify the values articulated in our mission. MCC maintains and communicates its policies and procedures in a clear and consistent manner.

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

Students, prospective students, faculty, staff, the BOR, external agencies and organizations and the public have multiple ways to access information about our college, ranging from in-person communication, to print materials, to our website. That is why the college's expectation of superior customer service encourages timely and thoughtful responses to student and community inquiries and high ethical standards. Requests of a specific or unusual nature that cannot be satisfied by our standard documents are referred to the CEO's Office or the Planning, Research, and Assessment office where the expectation of quality service is also a high priority.

Most important for customer service and thorough, accurate public disclosure was the college's goal of overhauling its website, which is much improved since our 2012 Self-Study. The new iteration is based on research into effective academic websites and with attention to accessibility, better content management capabilities, device-independent layout (layout that adapts automatically and appropriately to multiple devices without compromising readability or legibility), and progressive enhancement, which allows the site to function well on older browsers while offering modern browsers an enhanced experience. In addition to being more accessible, the website ensures that the values we articulate in our mission statement are also reflected in the information we share with our students and community. A prime example of this is the "Student Right to Know" information page.

The college strives for accuracy and consistency of information contained in its print and electronic publications at the time of their production. Content is developed and reviewed by Marketing and Public

Relations, employing a rigorous timeline. The college eliminated the paper catalog and relies entirely on an online version. Moving from a print to an online catalog supports the campus's sustainability efforts and ensures that students have access to the most up-to-date information, but it requires internet access which may create equity and accessibility problems for potential and current students.

We do find that there are some challenges to maintaining accuracy on our website. The increasing use of electronic sources of information, especially the college's website, has taxed the ability of staff from various areas of the college to supply and present the most current information to students and the public. One example is the [Transfer Planning](#) information page. We find that while information is available regarding transfer through our Transfer Articulation Programs (TAP) with the CT State Universities and our Guaranteed Admissions Program (GAP) with the University of Connecticut, other information regarding transfer articulation does not appear on the website.

The website provides clear and ample contact information (names, titles, emails and phone numbers) on each page of the website, but we find that some basic information that one would expect to be easily accessible, such as withdrawal policies and lists of current faculty members, is not easy to locate. Keeping current the directory of faculty and staff is subject to the constraints and properties of the source databases. For example, a faculty member on sabbatical—who is still getting paid and therefore remains in the employee database—will appear in the faculty directory. Manual manipulation of this function by the CSCU Information Technology department will be necessary to meet this requirement.

The remote nature of our work during the pandemic and the ongoing transition in the merger have complicated the college's shared understanding of staffing and organization. Questions arise regarding the current organizational chart and the changing nature of people's roles as they transition to shared services in regard to their job descriptions, reporting lines and their continued involvement in college work such as committee work.

PROJECTIONS

According to ["Maintaining NECHE Standards on the Campus" \(p.105\)](#), the system office projects:

- CEOs maintain responsibility for the content of communications including the catalog, academic programs and courses, and accreditation status.
- CEOs have primary accountability and responsibility for community services, outreach for basic student and community supports and referrals, and the community partnerships for arts and cultural experiences on campus and in the community.

In practice, the college finds that:

1. A website for the CT State Community College is being designed. The workgroup responsible for developing the preliminary plan, the Website and Streamline Application (WASA) workgroup, has been discharged after its completion of this plan. We expect that the CT State Community College website will begin running in Summer or Fall 2022 to support recruitment for the Fall 2023 opening semester at CT State. This work is currently being undertaken at the CSCU system office.
2. CT State plans to hire 14 Marketing and Public Relations positions at CT State Community College to streamline the work of 42 staff across the 12 colleges. We anticipate this could significantly alter the marketing of individual campuses as we know it.
3. We note that members of Manchester Community College began working with the system office in Fall 2021 to develop protocols for systemwide improvement of ADA compliance to better serve students with disabilities across the state. The college's web designer/developer recent

contributed heavily to a new [CSCU policy on accessibility](#) and is co-chairing the local rollout, as well as authoring systemwide training material.

We expect that as we transition from a single unique college to one campus of the CT State Community College that more outgoing communications will reflect the new CT State. At the same time, we expect that further internal communications will clarify how our college now and the CT State Community College in 2023 will maintain our ethical, effective, and appropriate communication with our community.

DATA FIRST FORMS

Standard 9: Integrity, Transparency, and Public Disclosure (Integrity)

| Policies | Last Updated | Website location where policy is posted | Responsible Office or Committee |
|------------------------------|--------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
| Academic honesty | 7/29/20 | https://www.ct.edu/files/policies/2.1%20StudentCodeofConduct.pdf | CSCU |
| Intellectual property rights | | https://www.ct.edu/files/pdfs/Copyright%20and%20Creative%20Commons%20presentation%20March%201%202019.pdf | CSCU |
| | | https://www.manchestercc.edu/about/student-right-to-know-act-information/ferpa-and-virtual-learning/ | CSCU |
| | 7/22/20 | https://www.manchestercc.edu/about/student-right-to-know-act-information/ferpa-and-virtual-learning/ | MCC Library |
| Conflict of interest | 10/19/17 | https://www.ct.edu/files/policies/4.10%20Code%20of%20Conduct%20for%20RegentsEmployeesVolunteers.pdf | CSCU |
| | 9/19/13 | https://www.ct.edu/files/pdfs/hr-policy-ethics.pdf | CSCU |
| | 3/2/2017 | https://www.ct.edu/files/policies/2.2%20FERPA%20and%20Directory%20Info.pdf | CSCU |
| Privacy rights | May 2020 | http://catalog.mcc.commnet.edu/content.php?catoid=12&navoid=1139&hl=%22directory%22&returnto=search#students_rights | Academic Affairs |
| Fairness for students | 7/29/2020 | https://www.ct.edu/files/policies/2.1%20StudentCodeofConduct.pdf | CSCU |
| | 6/6/2016 | https://www.ct.edu/files/policies/5.2%20Sexual%20misconduct%20reporting%20support%20and%20processes.pdf | CSCU |
| | 9/6/2020 | https://www.manchestercc.edu/public-safety/title-ix-sexual-misconduct/ | |
| | 11/22/17 | https://www.manchestercc.edu/offices/chief-executive-officer/diversity-and-inclusion/procedures-for-filing-discrimination-claims/ | |
| | May 2020 | http://catalog.mcc.commnet.edu/content.php?catoid=12&navoid=1139&hl=%22grievance%22&returnto=search#students_rights | Student Affairs |
| | | https://www.ct.edu/complaint | CSCU |

| | | | |
|----------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| Fairness for faculty | 2016 | http://the4cs.org/wp-content/uploads/sites/9/2019/06/FINALCongress2021Contract061119.pdf | 4Cs |
| | | https://www.ct.edu/files/pdfs/BOR-AAP-Grievance.pdf | CSCU |
| | | https://www.ct.edu/files/pdfs/policy-Discrimination-Complaint-Procedure.pdf | CSCU |
| | | https://www.ct.edu/hr/labor | CSCU |
| Fairness for staff | 2016 | http://the4cs.org/wp-content/uploads/sites/9/2019/06/FINALCongress2021Contract061119.pdf | 4Cs |
| | | https://www.ct.edu/files/pdfs/BOR-AAP-Grievance.pdf | CSCU |
| | | https://www.ct.edu/files/pdfs/policy-Discrimination-Complaint-Procedure.pdf | CSCU |
| | | https://www.ct.edu/hr/labor | CSCU |
| Academic freedom | | https://www.ct.edu/files/policies/4.8%20HR%20Policies%20for%20Mgmt%20Conf%20Employees.pdf | CSCU |
| | 10/19/17 | https://www.ct.edu/files/policies/4.10%20Code%20of%20Conduct%20for%20RegentsEmployeesVolunteers.pdf | CSCU |
| | 2016 | http://the4cs.org/wp-content/uploads/sites/9/2019/06/FINALCongress2021Contract061119.pdf | 4Cs |
| | 7/29/2020 | https://www.ct.edu/files/policies/2.1%20StudentCodeofConduct.pdf | CSCU |
| Research | 2016 | http://the4cs.org/wp-content/uploads/sites/9/2019/06/FINALCongress2021Contract061119.pdf | 4Cs |
| | 11/21/13 | https://www.ct.edu/files/pdfs/hr-policy-faculty-consulting.pdf | CSCU |
| | 10/20/16 | https://www.ct.edu/files/policies/4.4%20Faculty%20Consulting%200&%20Research.pdf | CSCU |
| | | https://www.ct.edu/legal/title9 | CSCU Legal Affairs |
| Title IX | 7/29/2020 | https://www.ct.edu/files/policies/4.11%20-%20Statement%20of%20Title%20IX%20Policy.pdf | CSCU |
| | 9/6/2020 | https://www.manchestercc.edu/public-safety/title-ix-sexual-misconduct/ | Public Safety |
| Other; specify | | | |
| | | | |
| | | | |

Non-discrimination policies

| | | | |
|----------------------------|------|-----------------------------------------------------------------------|--|
| Recruitment and admissions | 2020 | http://www.manchestercc.edu | |
|----------------------------|------|-----------------------------------------------------------------------|--|

| | | | |
|---------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| | 9/17/2020 | https://www.manchestercc.edu/bienvenidos/ | |
| Employment | 7/14/2000 | https://www.ct.edu/files/csus-resolutions/00-062.pdf | CSCU |
| | | https://www.ct.edu/hr/recruit | CSCU |
| Evaluation | | http://ct.edu/hr | CSCU |
| Disciplinary action | 7/29/2020 | https://www.ct.edu/files/policies/2.1%20StudentCodeofConduct.pdf | CSCU |
| | 1/9/2020 | https://www.manchestercc.edu/public-safety/campus-rules-and-regulations/ | Public Safety |
| | 7/6/2017 | https://www.manchestercc.edu/public-safety/title-ix-sexual-misconduct/statement-regarding-sexual-violence/ | Public Safety |
| | 10/6/2020 | https://www.manchestercc.edu/about/covid-19-information/safety-requirements-campus/ | Student Affairs |
| | 6/20/2016 | https://www.manchestercc.edu/offices/information-technology/security/information-security-plan/ | CSCU IT |
| | 2016 | https://www.ct.gov/opm/lib/opm/olr/contracts/np-2_maintenance_and_service_2016-2021.pdf | Affiliated Local 511 American Federation of State, County and Municipal Employees |
| | 2016 | https://portal.ct.gov/-/media/OPM/OLR/Contracts/NP3_AdministrativeClerical2016-2021.pdf | 4Cs |
| | 2016 | https://portal.ct.gov/-/media/OPM/OLR/Contracts/NP5ProtectiveServices20162021pdf.pdf | CT Police and Fire Union |
| | 2016 | https://portal.ct.gov/-/media/OPM/OLR/Contracts/P5AdministrativeandResidual20162021pdf.pdf | Administrative and Residual Employees Union |
| | 2016 | http://the4cs.org | 4Cs |
| Advancement | | http://ct.edu/hr | CSCU |
| Other; specify | | | |
| | | | |
| | | | |

Resolution of grievances

| | | | |
|----------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| Students | 6/6/2016 | https://www.ct.edu/files/policies/5.2%20Sexual%20misconduct%20reporting%20support%20and%20processes.pdf | CSCU |
| | 9/9/2020 | https://www.manchestercc.edu/public-safety/title-ix-sexual-misconduct/ | |
| | 11/22/17 | https://www.manchestercc.edu/offices/chief-executive-officer/diversity-and-inclusion/procedures-for-filing-discrimination-claims/ | |

| | | | |
|---------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|
| Faculty | 9/25/2018 | https://www.manchestercc.edu/current-students/student-rights/ | Student Affairs |
| | May 2020 | http://catalog.mcc.commnet.edu/content.php?catoid=12&navoid=1139&hl=%22grievance%22&returnto=search#students_rights | Student Affairs |
| | | https://www.ct.edu/complaint | CSCU |
| | | https://www.ct.edu/files/pdfs/policy-Discrimination-Complaint-Procedure.pdf | CSCU |
| | 2016 | http://the4cs.org/wp-content/uploads/sites/9/2019/06/FINALCongress2021Contract061119.pdf | 4Cs |
| | 6/16/2016 | https://www.ct.edu/files/policies/5.2%20Sexual%20misconduct%20reporting%20support%20and%20processes.pdf | CSCU |
| | | https://www.ct.edu/files/pdfs/BOR-AAP-Grievance.pdf | CSCU |
| | 9/9/2020 | https://www.manchestercc.edu/public-safety/title-ix-sexual-misconduct/ | Public Safety |
| | 11/22/17 | https://www.manchestercc.edu/offices/chief-executive-officer/diversity-and-inclusion/procedures-for-filing-discrimination-claims/ | |
| | | https://www.ct.edu/files/pdfs/policy-Discrimination-Complaint-Procedure.pdf | CSCU |
| Staff | | https://www.ct.edu/hr/labor | CSCU |
| | 2016 | http://the4cs.org/wp-content/uploads/sites/9/2019/06/FINALCongress2021Contract061119.pdf | 4Cs |
| | 6/16/2016 | https://www.ct.edu/files/policies/5.2%20Sexual%20misconduct%20reporting%20support%20and%20processes.pdf | CSCU |
| | | https://www.ct.edu/files/pdfs/BOR-AAP-Grievance.pdf | CSCU |
| | 9/9/2020 | https://www.manchestercc.edu/public-safety/title-ix-sexual-misconduct/ | Public Safety |
| | 11/22/17 | https://www.manchestercc.edu/offices/chief-executive-officer/diversity-and-inclusion/procedures-for-filing-discrimination-claims/ | |
| | | https://www.ct.edu/files/pdfs/policy-Discrimination-Complaint-Procedure.pdf | CSCU |
| | | https://www.ct.edu/hr/labor | CSCU |
| | 10/20/20 | https://www.ct.edu/files/policies/4.8%20HR%20Policies%20for%20Mgmt%20Conf%20Employees.pdf | CSCU |
| | 2016 | https://www.ct.gov/opm/lib/opm/olr/contracts/np-2_maintenance_and_service_2016-2021.pdf | Affiliated Local 511 |
| | 2016 | https://portal.ct.gov/-/media/OPM/OLR/Contracts/NP3_AdministrativeClerical2016-2021.pdf | American Federation of State, County and Municipal Employees |
| | 2016 | https://portal.ct.gov/-/media/OPM/OLR/Contracts/NP5ProtectiveServices20162021pdf.pdf | CT Police and Fire Union |

| | | | |
|----------------|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|
| | | | Administra tive and Residual Employees Union |
| Other; specify | 2016 | https://portal.ct.gov/- /media/OPM/OLR/Contracts/P5AdministrativeandResidual20162021pdf. pdf | |
| | | | |
| | | | |

| 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? | www.facebook.com/myMCC www.twitter.com/MCC_CT www.livewiremcc.org https://www.manchestercc.edu/contact-us/website-feedback/ https://www.manchestercc.edu/current-students/handbook/ |
| Notice of availability of publications and of audited financial statement or fair summary | https://www.manchestercc.edu/catalogs/ https://www.manchestercc.edu/offices/administrative-affairs/finance-and-administrative-services/ https://www.manchestercc.edu/about/student-right-to-know-act-information/ |
| Processes for admissions | https://www.manchestercc.edu/learn-more https://www.manchestercc.edu/enrollment |

| | |
|-------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | https://www.manchestercc.edu/enrollment/admissions/ https://www.manchestercc.edu/future-students/ https://www.manchestercc.edu/future-students/incoming-transfer-student/ https://www.manchestercc.edu/future-students/non-degree-student/ https://www.manchestercc.edu/future-students/veteran-student/ https://www.manchestercc.edu/future-students/readmit-student/ https://www.manchestercc.edu/future-students/high-school-partnership-student/ https://www.manchestercc.edu/future-students/senior-citizen-student/ https://www.manchestercc.edu/future-students/health-career-student/ https://www.manchestercc.edu/enrollment/admissions/international-students/ |
| Processes for employment | https://www.manchestercc.edu/about/employment-opportunities/ https://www.manchestercc.edu/enrollment/financial-aid/work-study-student-placement-process/ https://www.manchestercc.edu/enrollment/financial-aid/work-study-frequently-asked-questions/ https://www.manchestercc.edu/continuing-education/teaching-continuing-education/ https://www.manchestercc.edu/current-students/career/ https://www.manchestercc.edu/current-students/career/students-alumni-community-members/ |
| Processes for grading | https://www.manchestercc.edu/enrollment/registrar/ http://catalog.mcc.commnet.edu/content.php?catoid=12&navoid=1139&hl=%22grades%22&returnto=search#grades |
| Processes for assessment | http://catalog.mcc.commnet.edu/content.php?catoid=12&navoid=1139&hl=%22grades%22&returnto=search#grades https://www.manchestercc.edu/wp-content/uploads/Faculty-Handbook.pdf |
| Processes for student discipline | https://www.manchestercc.edu/employees/threat-assessment-and-behavioral-intervention/ https://www.manchestercc.edu/current-students/conduct/ https://www.manchestercc.edu/library/copyright-fair-use-guidelines/ https://www.ct.edu/files/policies/2.1%20StudentCodeofConduct.pdf https://www.manchestercc.edu/public-safety/title-ix-sexual-misconduct/ |
| Processes for consideration of complaints and appeals | https://www.ct.edu/files/policies/2.1%20StudentCodeofConduct.pdf https://www.manchestercc.edu/current-students/conduct/ https://www.ct.edu/files/policies/5.2%20Sexual%20misconduct%20reporting%20support%20and%20processes.pdf https://www.manchestercc.edu/public-safety/title-ix-sexual-misconduct/ |

| | |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | https://www.manchestercc.edu/offices/chief-executive-officer/diversity-and-inclusion/procedures-for-filing-discrimination-claims/ https://www.manchestercc.edu/current-students/student-rights/ http://the4cs.org/wp-content/uploads/sites/9/2019/06/FINALCongress2021Contract061119.pdf http://catalog.mcc.commnet.edu/content.php?catoid=12&navoid=1139&hl=%22grievance%22&returnto=search#students_rights https://www.ct.edu/complaint https://www.ct.edu/files/pdfs/BOR-AAP-Grievance.pdf https://www.ct.edu/files/pdfs/policy-Discrimination-Complaint-Procedure.pdf https://www.ct.edu/hr/labor https://www.ct.edu/files/policies/4.8%20HR%20Policies%20for%20Mgmt%20Conf%20Employees.pdf |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| 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 |
| All health career programs assert that student are prepared for applicable certification and licensure; success metrics are posted on program webpages where available. | https://www.manchestercc.edu/offices/academic-affairs/divisions/science-technology-engineering-mathematics/health-careers/ |
| Any statements of program excellence can be found on the appropriate catalog page. | http://catalog.mcc.commnet.edu/content.php?catoid=12&navoid=1146 http://catalog.mcc.commnet.edu/content.php?catoid=12&navoid=1147 |
| Special recognition can be found on the website | https://www.manchestercc.edu/about/ https://www.manchestercc.edu/veterans/ |
| MCC complies with Student Right to Know Act | https://www.manchestercc.edu/about/student-right-to-know-act-information/ https://www.manchestercc.edu/newsroom/kudos/ |
| Achievements of employees and students are shared broadly | www.facebook.com/myMCC www.twitter.com/MCC_CT https://www.manchestercc.edu/newsroom/ |
| Learning outcomes are included on each degree and certificate curriculum page | http://catalog.mcc.commnet.edu/content.php?catoid=12&navoid=1146 http://catalog.mcc.commnet.edu/content.php?catoid=12&navoid=1147 |
| Other notations of academic program excellence can be found on program/major pages | https://www.manchestercc.edu/academics/programs/ |
| | |

| | |
|-------------------------|--|
| Date of last review of: | |
|-------------------------|--|

| | |
|----------------------|---------|
| Print publications | Ongoing |
| 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 | http://catalog.mcc.commnet.edu/ https://www.manchestercc.edu/current-students/handbook/ https://www.manchestercc.edu/wp-content/uploads/Faculty-Handbook.pdf www.ct.edu https://www.manchestercc.edu/current-students/conduct/ https://www.manchestercc.edu/about/student-right-to-know-act-information/ferpa-and-virtual-learning/ https://www.manchestercc.edu/current-students/student-rights/ https://www.manchestercc.edu/about/student-right-to-know-act-information/ |
| Information on admission and attendance | https://www.manchestercc.edu/offices/chief-executive-officer/planning-research-and-assessment/ https://www.manchestercc.edu/wp-content/uploads/2020-21-Fact-Book.pdf https://www.manchestercc.edu/about/mcc-facts/ https://www.manchestercc.edu/wp-content/uploads/Fall-2019-Enrollment-Update.pdf https://www.manchestercc.edu/enrollment www.manchestercc.edu/enroll www.manchestercc.edu/admissions www.manchestercc.edu/registrar https://www.manchestercc.edu/enrollment/admissions/international-students/admissions-and-sevis-i-20-application-process/ |
| Institutional mission and objectives | http://catalog.mcc.commnet.edu/#mission_statement http://catalog.mcc.commnet.edu/content.php?catoid=12&navoid=1146 http://catalog.mcc.commnet.edu/content.php?catoid=12&navoid=1147 https://www.manchestercc.edu/about/institutional-learning-goals/ |
| Expected educational outcomes | http://catalog.mcc.commnet.edu/content.php?catoid=12&navoid=1146 http://catalog.mcc.commnet.edu/content.php?catoid=12&navoid=1147 |
| Status as public or independent | https://www.manchestercc.edu/about/ |

| | |
|------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| t institution; status as not-for- profit or for-profit; religious affiliation | |
| Requiremen ts, procedures and policies re: admissions | www.manchestercc.edu/enrollment www.manchestercc.edu/admissions http://catalog.mcc.commnet.edu/content.php?catoid=12&navoid=1126&hl=%22public%22&returnto=search#Continuing_Note_of_Nondiscrimination |
| Requiremen ts, procedures and policies re: transfer credit | www.ct.edu/transfer www.manchestercc.edu/transfertickets www.manchestercc.edu/transfer |
| A list of institutions with which the institution has an articulation agreement | www.manchestercc.edu/transfertickets www.ct.edu/transfer www.manchestercc.edu/transfer |
| Student fees, charges and refund policies | https://www.manchestercc.edu/enrollment/paying-for-college/tuition-and-fees/ https://www.manchestercc.edu/veterans/benefits-waivers/ct-tuition-waiver/ https://www.manchestercc.edu/enrollment/registrar/withdrawal-and-refund-policies/ https://www.manchestercc.edu/enrollment/financial-aid/policies/#withdrawal https://www.manchestercc.edu/enrollment/financial-aid/policies/#refund https://www.manchestercc.edu/enrollment/admissions/international-students/admissions-and-sevis-i-20-application-process/ http://catalog.mcc.commnet.edu/content.php?catoid=12&navoid=1131 |
| Rules and regulations for student conduct | https://www.manchestercc.edu/current-students/conduct/ https://www.ct.edu/files/policies/2.1%20StudentCodeofConduct.pdf |
| Procedures for student appeals and complaints | https://www.ct.edu/files/policies/5.2%20Sexual%20misconduct%20reporting%20support%20and%20processes.pdf https://www.manchestercc.edu/public-safety/title-ix-sexual-misconduct/ https://www.manchestercc.edu/offices/chief-executive-officer/diversity-and-inclusion/procedures-for-filing-discrimination-claims/ https://www.manchestercc.edu/current-students/student-rights/ http://catalog.mcc.commnet.edu/content.php?catoid=12&navoid=1139&hl=%22grievance%22&returnto=search#students_rights https://www.ct.edu/complaint https://www.ct.edu/files/pdfs/BOR-AAP-Grievance.pdf https://www.ct.edu/files/pdfs/policy-Discrimination-Complaint-Procedure.pdf https://www.ct.edu/hr/labor https://www.ct.edu/files/policies/4.8%20HR%20Policies%20for%20Mgmt%20Conf%20Employees.pdf |
| Other information | https://www.manchestercc.edu/enrollment/registrar/withdrawal-and-refund-policies/ |

| | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| re: attending or withdrawing from the institution | https://www.manchestercc.edu/enrollment/financial-aid/policies/ https://www.manchestercc.edu/catalogs/academic-calendar/ |
| Academic programs | https://www.manchestercc.edu/academics/ https://www.manchestercc.edu/academics/programs/ http://catalog.mcc.commnet.edu/content.php?catoid=12&navoid=1146 http://catalog.mcc.commnet.edu/content.php?catoid=12&navoid=1147 |
| Courses currently offered | http://catalog.mcc.commnet.edu/content.php?catoid=12&navoid=1148 https://www.manchestercc.edu/search-for-courses/ |
| Other available educational opportunities | https://www.manchestercc.edu/continuing-education/ www.manchestercc.edu/transfer |
| Other academic policies and procedures | http://catalog.mcc.commnet.edu/content.php?catoid=12&navoid=1139 http://catalog.mcc.commnet.edu/content.php?catoid=12&navoid=1138 http://catalog.mcc.commnet.edu/content.php?catoid=12&navoid=1159 http://catalog.mcc.commnet.edu/content.php?catoid=12&navoid=1156 https://www.ct.edu/regents/policies |
| Requirements for degrees and other forms of academic recognition | http://catalog.mcc.commnet.edu/content.php?catoid=12&navoid=1146 http://catalog.mcc.commnet.edu/content.php?catoid=12&navoid=1147 https://www.manchestercc.edu/current-students/success/path-to-graduation/ https://www.manchestercc.edu/enrollment/registrar/ http://catalog.mcc.commnet.edu/content.php?catoid=12&navoid=1139&hl=%22list%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=12&navoid=1135 |
| Names and positions of administrative officers | http://catalog.mcc.commnet.edu/content.php?catoid=12&navoid=1135 |
| Names, principal affiliations of governing board members | https://www.manchestercc.edu/employees/regional-advisory-council/ https://www.manchestercc.edu/program-advisory-boards/ http://catalog.mcc.commnet.edu/content.php?catoid=12&navoid=1135#Regional_Advisory_Council http://catalog.mcc.commnet.edu/content.php?catoid=12&navoid=1135#External_Advisory_Committee_Members |
| Locations and programs available at branch | N/A |

| | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| campuses, other 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 | |
| Programs, courses, services, and personnel not available in any given academic year. | https://www.manchestercc.edu/catalogs/archive/ |
| Size and characteristics of the student body | https://www.manchestercc.edu/wp-content/uploads/2020-21-Fact-Book.pdf https://www.manchestercc.edu/about/mcc-facts/ |
| Description of the campus setting | https://www.manchestercc.edu/about/mcc-facts/ https://www.manchestercc.edu/about/campus-life/ https://www.manchestercc.edu/about/ |
| Availability of academic and other support services | https://www.manchestercc.edu/current-students/career/ https://www.manchestercc.edu/current-students/resources/academic-support-center/ https://www.manchestercc.edu/offices/student-affairs/advising-counseling/ https://www.manchestercc.edu/offices/student-affairs/disability-services/ https://www.manchestercc.edu/library/ https://www.manchestercc.edu/online-learning/ https://www.manchestercc.edu/offices/information-technology/ https://www.manchestercc.edu/current-students/ https://www.manchestercc.edu/veterans/ |
| Range of co-curricular and non-academic opportunities available to students | https://www.manchestercc.edu/current-students/activities/ https://www.manchestercc.edu/events/# |

| | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Institutional learning and physical resources from which a student can reasonably be expected to benefit | https://www.manchestercc.edu/wp-content/uploads/about/pdf/MCCCampusMap.pdf https://www.manchestercc.edu/about/ |
| Institutional goals for students' education | https://www.manchestercc.edu/about/institutional-learning-goals/ http://catalog.mcc.commnet.edu/content.php?catoid=12&navoid=1146 http://catalog.mcc.commnet.edu/content.php?catoid=12&navoid=1147 https://www.manchestercc.edu/offices/chief-executive-officer/planning-research-and-assessment/ |
| 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 | http://catalog.mcc.commnet.edu/content.php?catoid=12&navoid=1146 http://catalog.mcc.commnet.edu/content.php?catoid=12&navoid=1147 https://www.manchestercc.edu/wp-content/uploads/Fall-2019-Student-Success-Update.pdf https://www.manchestercc.edu/wp-content/uploads/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://bor.ct.edu/finaid/netprice/b_npcalc.html https://www.manchestercc.edu/enrollment/paying-for-college/tuition-and-fees/ https://www.manchestercc.edu/enrollment/paying-for-college/ https://www.manchestercc.edu/enrollment/financial-aid/ http://catalog.mcc.commnet.edu/content.php?catoid=12&navoid=1146 http://catalog.mcc.commnet.edu/content.php?catoid=12&navoid=1147 |
| Expected amount of student debt upon graduation and loan payment rates | https://www.manchestercc.edu/enrollment/financial-aid/ https://www.manchestercc.edu/enrollment/financial-aid/policies/ https://www.ct.edu/files/policies/5.9%20Financial%20Aid%20Policy%20Philosophy%20Code%20of%20Conduct%20Community%20Colleges.pdf https://www.manchestercc.edu/enrollment/financial-aid/frequently-asked-questions/ |
| Statement about | https://www.manchestercc.edu/about/accreditation/ |

| | |
|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| accreditation | https://www.manchestercc.edu/about/accreditation/neche/ http://catalog.mcc.commnet.edu/#accreditations_memberships |
|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



FEBRUARY 25, 2022

Prepared for the New England Commission of Higher Education



Appendix

Contents

Affirmation of Compliance with federal requirements of Title IV

Data Forms on Making Assessment More Explicit (E forms)

Most recent audited financial statements

Auditor's management letter

List of supporting documents available in the workroom or provided electronically

MANCHESTER COMMUNITY COLLEGE

Great Path, Manchester, Connecticut 06040 | 860-512-3000 | www.manchestercc.edu

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 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. (NECHE Policy 95. See also *Standards for Accreditation* 4.29-4.32 and 9.18.)

| | |
|---------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| URL | https://www.manchestercc.edu/enrollment/transfer-to-mcc/ https://www.manchestercc.edu/offices/guided-pathways-advising/transfer-planning/ https://catalog.mcc.commnet.edu/content.php?catoid=13&navoid=1184#transfer_policies https://www.ct.edu/files/policies/1.5%20Transfer%20and%20Articulation%20Policy.pdf https://www.ct.edu/tap#policies https://www.ct.edu/files/policies/1.5%20Transfer%20and%20Articulation%20Policy.pdf |
| Print Publications | Board of Regents Policy Manual (Policy 1.5) |
| Self-study/Fifth-year Report Page Reference | pp. 49, 54, 100, 116, 119 |

- 2. 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 9.18.)

| | |
|---------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| URL | https://www.manchestercc.edu/current-students/student-rights/ https://www.manchestercc.edu/current-students/conduct/ https://www.ct.edu/files/policies/2.1%20StudentCodeofConduct.pdf |
| Print Publications | Board of Regents Policy Manual (Policy 2.1) |
| Self-study/Fifth-year Report Page Reference | p. 113-114, 116-117 |

- 3. 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. (NECHE 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 |
|---------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

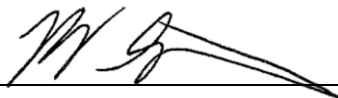
| | |
|---------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>requirements.</p> <p>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.</p> <p>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.</p> <p>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: https://libguides.manchestercc.edu/researchskills/plagiarism2</p> <p>Beginning in 2020, the Connecticut Community Colleges partnered with a service provider, Proctorio, to offer optional computer-based examination proctoring. Integrated into the Blackboard Learn Learning Management System (LMS), Proctorio equips faculty with tools to monitor and restrict online testing environments and to review academic integrity reports directly from their grade book.</p> <p>Proctorio is an online proctoring tool with identity verification, test monitoring, and other features to ensure academic integrity. It is integrated into Blackboard and requires no changes to the content of a course and no extra software downloads are necessary. Instructors receive training on how to enable desired security features of Proctorio. During an exam, the software captures movements and sends a summary of video and other data to the instructor for review. Proctorio will flag activity that might not be allowed. The instructor will then be able to review the video and data to decide if any action is necessary. A multitude of privacy provisions have been established to ensure student privacy and FERPA compliance. Proctorio is VPAT certified, ADA and 508 compliant, and fully accessible to those with disabilities. Instructors utilizing Proctorio are required to provide a statement in the course syllabi outlining the role, use and function of Proctorio.</p> |
| Self-study/Fifth-year Report Page Reference | p. 49 |

4. 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. (NECHE Policy 77.)

| | |
|---------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| URL | https://www.manchestercc.edu/about/accreditation/ |
| Print Publications | Journal Inquirer, Hartford Courant, Live Wire (campus newspaper), Manchester Patch. Email communication – campuswide distribution lists – faculty/staff & students |
| Self-study Page Reference | Electronic Workroom |

The undersigned affirms that Manchester Community College meets the above federal requirements relating to Title IV program participation, including those enumerated above.

Chief Executive Officer: _____



Date: February 25, 2022

March, 2016, June 2020, August 2021

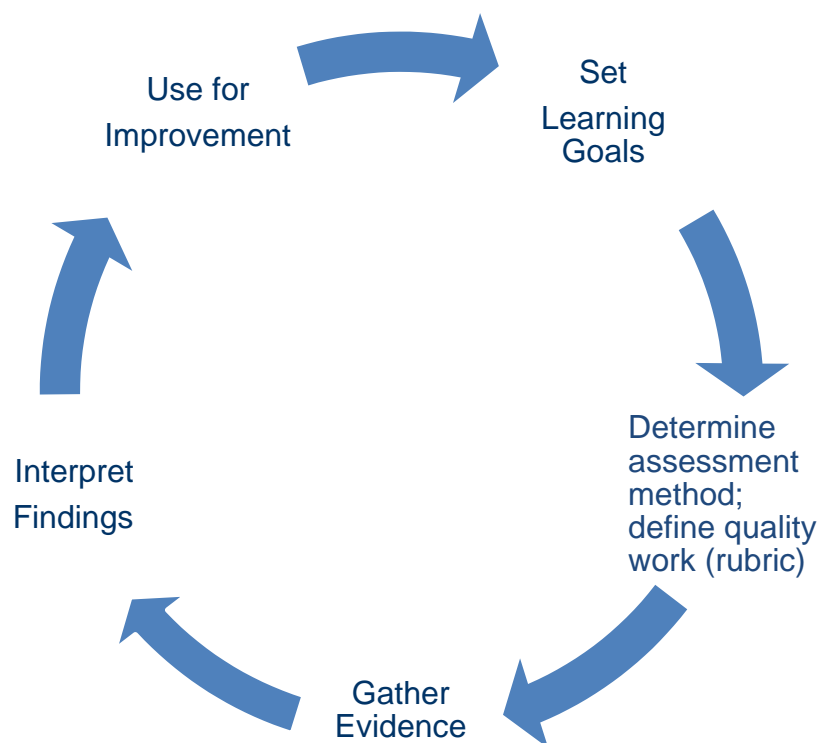
Where are the claims for student achievement published? MCC Catalog and MCC Website (www.mcc.commnet.edu)

| (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. Analyze theory and techniques of baking and pastry arts. | Products are created in the laboratory. The items are analyzed for presentation, adherence to food standards, taste and techniques | The Chef instructor interprets outcomes based on the rubrics and standard formulas. Feedback is provided to students. | Specific skill sets have been added to the rubric providing more precise outcome assessment. that align with course objectives. |
| 2. 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 | The Chef instructor interprets outcomes based on the rubrics and standard formulas. Feedback is provided to students. | Specific skill sets have been added to the rubric providing more precise outcome assessment. that align with course objectives |
| 3. Prepare basic foods in quantity, including various regional foods. | Students have a basic understanding of ingredients and preparation of regional cuisine and practice quantity food production. | The Chef instructor interprets outcomes based on the rubrics and standard recipes. Feedback is also provided to students from patrons. | Specific skill sets have been added to the rubric providing more precise outcome assessment. that align with course objectives |
| 4. 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, | The Chef instructor interprets outcomes based on the rubrics and standard recipes. Feedback is also provided to students from patrons | Specific skill sets have been added to the rubric providing more precise outcome assessment. that align with course objectives |
| 5. 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 | Hospitality instructor interprets outcomes based on the rubrics Feedback is also provided from patrons | Replacement of Food and Beverage Mgmt with a Service Mgmt course with additional emphasis on dining room service. |

| | | | |
|------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| 6. Evaluate the establishment and maintenance of a safe and sanitary foodservice operation including HACCP and State of Connecticut law. | All students are Serv Safe certified in accordance with state law. Students practice safety standards in food laboratory | Evidence ranges from certification to visual inspections by Hospitality staff. | Food Safety certification course is a prerequisite or must be taken concurrently with basic foods course (HSP101 and HSP103). |
| 7. 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 | The Chef instructor interprets outcomes based on the rubrics and standard formulas. Feedback is provided to students. | Course techniques have been upgraded to reflect latest industry trends. |
| 8. Create artisan breads. | Products are created in the laboratory. The items and formulas are analyzed for presentation, adherence to food standards, taste and techniques | The Chef instructor interprets outcomes based on the rubrics and standard formulas. Feedback is provided to students. | Assignments have been added to enhance student's knowledge of Artisan bread by focusing on formula development by students. |
| 9. Create and cater events. | Students plan, cater and produce a meal for a client or special events promoted by the college. | The Chef instructor interprets outcomes based on the rubrics and standard formulas. Feedback is provided to students. | Specific skill sets have been added to the rubric providing more precise outcome assessment. that align with course objectives |
| 10. 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. | Professors & Chef instructors interpret outcomes, through written assignments a examination | None |
| 11. 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 | Instructors interpret outcomes. Final projects and, group analysis is evaluated | Group feedback is provided by formal evaluation by student peers |
| 12. Demonstrate appropriate problem-solving techniques in addressing management problems. | Problem solving is addressed on a daily basis In the hospitality setting at all course levels. Problems may be encountered with food, equipment, customer or interpersonal relationships. | Hospitality instructors and laboratory manager interpret problem solving techniques used by students | Continue best practice in pursuit of industry standards. |

| | | | |
|--------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| 13. Differentiate styles of marketing, sales analysis and planning for the hospitality industry. | Concepts are practiced through management projects in the classroom setting | Hospitality instructors evaluate outcomes of sale and marketing projects. | Continued best practice in pursuit of latest sales and marketing trends |
| 14. Prepare menus incorporating costs, acquisition and inventory controls. | Menus are designed and produced by students. Students prepare purchase orders and practice food costing within financial constraints | Hospitality instructors review purchase orders for accuracy and food costs and provide feedback prior to menu execution. | Continue best practice in pursuit of industry standards. |
| 15. Transfer acquired knowledge to the world of work. | Students are assessed in a co-operative work experience placement in accordance to their career direction. | Hospitality instructor and employer evaluate the student | Course has been moved to an online platform. Continue best practice in pursuit of industry standards |

Assessment Cycle



NEASC TABLE E-1B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION, REV. 3/2021

Program:

Academic Year:

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. |
|----------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|
| American Culinary Federation | 3/25/19 | ACFEF Standard: 4.09 - The program faculty must show evidence of professional growth on an annual basis in instructional and technical skills. | Faculty and staff Hire a full time Storeroom Lab Coordinator, (hired as 3/20/20) Hire a full-time faculty member as per the recommendation – ongoing | Spring 2024 |
| | | ACFEF Standard: 6.07 - United States Territory and International programs must meet or exceed safety and sanitation guidelines as established through the United States Department of Labor's Occupational Health and Safety Administration (OSHA) and United States FDA Food Code and / or guidelines established by International Government Agencies to monitor safety and sanitation. | Facility and Sanitation Maintain/repair equipment from college budget, Uphold a state-of- the-art facility, through college budgetary support. Providing necessary tools, supplies needed to meet ACF outcomes. | |
| | | | | |



| | | | | |
|--|--|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| | | | Program Strength(s) Faculty/staff Standard 5.03 – Bi-lingual faculty members who impacted our population of Spanish speaking students. Large population of ESL students with Spanish as a first language, aided in the success and retention of this population. Knowledgeable adjuncts with diverse field experience. | |
| | | | Program Strength(s) College culture/services Standard 1.03: Very good Culinary Program website. Standard 2.01 - Very detailed and concise mission statement. Student Services and Strong Advisory Committee. | |
| | | | Program Strength(s) Curriculum Objectives and Competencies Standard 5.02 - Grading rubrics in labs are consistent as all chef instructors are to employ the same rubric in lab. | |



MANCHESTER
COMMUNITY
COLLEGE



| | | | | |
|--|--|--|----------------------------------------------------------------------------|--|
| | | | Standard 5.16 - Very good template used "Equipment Proficiency Rubric". | |
| | | | | |



NEASC Table E-1A: Assessment of Student Learning

Program: Drug and Alcohol Recovery Counselor

Academic Year: 2020-2021

Date of most recent program review: Ongoing in the current 2020-21 Academic Year

Where are the program learning goals published? [Program: Drug and Alcohol Recovery Counselor, A.S.* - Manchester Community College - Acalog ACMS™ \(commnet.edu\)](#)

| (1) Program Learning Outcomes | (2) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? | (3) Who interprets the evidence? What is the process? | (4) What changes have been made in the program, as a result of using the data/evidence? |
|------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Understand addiction and a variety of models and theories of addiction and other problems related to addictions. | These outcomes are assessed in DAR 101 and DAR 158. The students are able to describe the behavioral, psychological, physical health and social effects of psychoactive substances by the discussion board, presentations and assignments that measure the student's learning outcomes. | The instructors and program coordinator assess the evidence by the outcome. The assignments, discussion boards and quizzes are linked to the student's grades in the coursework. | During the program review this academic year (2021-2022) the outcomes have been linked to students successfully completing work, student evaluations, feedback, coursework and external internship sites. In the future, the suggestion would be to create a graduate survey to assess the outcome of the student's skills. |

| | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Understand treatment, philosophies, practices, policies, and models of treatment, recovery, relapse prevention, and continuing care for addiction and other substance-related issues. | These outcomes are assessed in DAR 111 and DAR 213. The students recognize the importance of individuals, families, social networks, and community systems in the treatment and recovery process by the discussion board, quizzes and assignments that measure the student's learning outcomes. | The instructors and program coordinator assess the evidence by the outcome. The assignments, discussion boards and quizzes are linked to the student's grades in the coursework. | During the program review this academic year (2021-2022) the outcomes have been linked to students successfully completing work, student evaluations, feedback, coursework and external internship sites. In the future, the suggestion would be to create a graduate survey to assess the outcome of the student's skills. |
| Understand the knowledge and establish diagnostic criteria for substance use disorders and describe treatment modalities and placement criteria within the continuum of care. | These outcomes are assessed in DAR 158 and HSE 281. The students are able to state the diagnostic criteria, different treatment modalities and continuum of care by the discussion board, quizzes and assignments that measure the student's learning outcomes. | The instructors and program coordinator assess the evidence by the outcome. The assignments, discussion boards and quizzes are linked to the student's grades in the coursework. | During the program review this academic year (2021-2022) the outcomes have been linked to students successfully completing work, student evaluations, feedback, coursework and external internship sites. In the future, the suggestion would be to create a graduate survey to assess the outcome of the student's skills. |

| | | | |
|--------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Demonstrate professionalism and understand the importance of self-awareness in one's personal, professional and cultural life. | These outcomes are assessed in HSE 281, DAR 251 and HSE 211. The students understand the professionalism and ethical and behavioral standards of conduct in the helping relationship by the discussion board, quizzes and assignments that measure the student's learning outcomes. | The instructors and program coordinator assess the evidence by the outcome. The assignments, discussion boards and quizzes are linked to the student's grades in the coursework. | During the program review this academic year (2021-2022) the outcomes have been linked to students successfully completing work, student evaluations, feedback, coursework and external internship sites. In the future, the suggestion would be to create a graduate survey to assess the outcome of the student's skills. |
|--------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

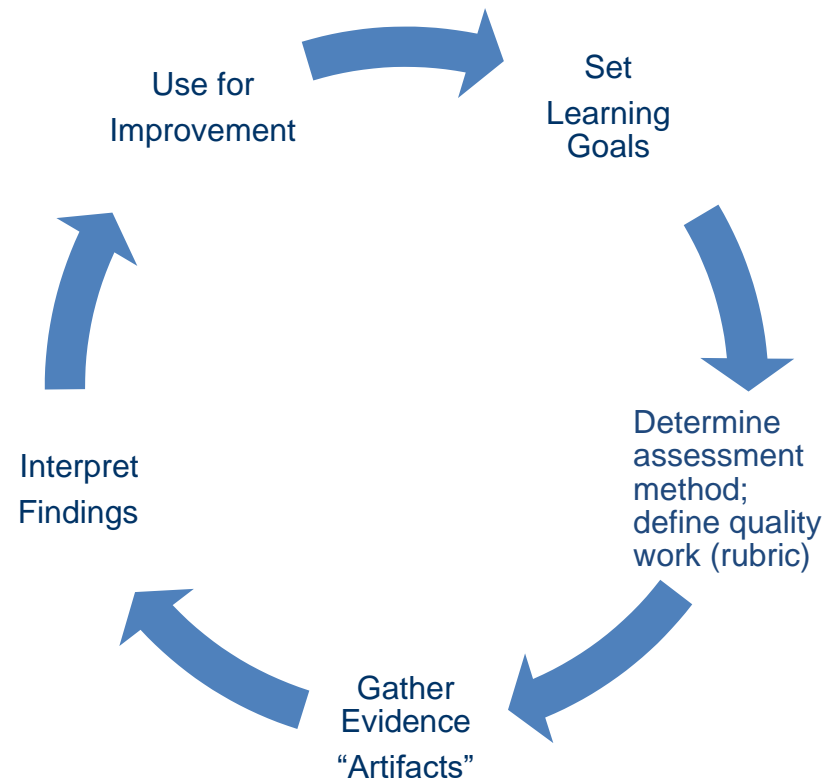
Where are the claims for student achievement published? MCC Catalog and MCC Website (www.mcc.commnet.edu)

| (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. 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 | The Chef instructor interprets outcomes based on the rubrics and standard formulas. Feedback is provided to students. | Specific skill sets have been added to the rubric providing more precise outcome assessment. that align with course objectives |
| 2. Prepare menus incorporating cost, acquisition, and inventory controls. | Menus are designed and produced by students. Students prepare purchase orders and practice food costing within financial constraints | Hospitality instructors review purchase orders for accuracy and food costs and provide feedback prior to menu execution. | Continue best practice in pursuit of industry standards. |
| 3. 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 |
| 4. Create and cater events. | Students plan, cater, and produce a meal for a client or special events promoted by the college. | The Chef instructor interprets outcomes based on the rubrics and standard formulas. Feedback is provided to students. | Specific skill sets have been added to the rubric providing more precise outcome assessment. that align with course objectives |
| 5. Prepare basic foods in quantity, including various regional foods. | Students have a basic understanding of ingredients and preparation of regional cuisine and practice quantity food production. | The Chef instructor interprets outcomes based on the rubrics and standard recipes. Feedback is also provided to students from patrons. | Specific skill sets have been added to the rubric providing more precise outcome assessment. that align with course objectives |

| | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| 6. 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 | The Chef instructor interprets outcomes based on the rubrics and standard recipes. Feedback is also provided to students from patrons | Specific skill sets have been added to the rubric providing more precise outcome assessment. that align with course objectives |
| 7. Evaluate the establishment and maintenance of a safe and sanitary foodservice operation, including Hazard Analysis Critical Control Points and State of Connecticut law. | All students are Serv Safe certified in accordance with state law. Students practice safety standards in food laboratory | Evidence ranges from certification to visual inspections by Hospitality staff. | Food Safety certification course is a prerequisite or must be taken concurrently with basic foods course (HSP101 and HSP103). |
| 8. 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 | Hospitality instructor interprets outcomes based on the rubrics Feedback is also provided from patrons | Replacement of Food and Beverage Mgmt. with a Service Mgmt. course with additional emphasis on dining room service. |
| 9. 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 | Instructors interpret outcomes. Final projects and, group analysis are evaluated | Group feedback is provided by formal evaluation by student peers |
| 10. Demonstrate appropriate problem-solving techniques in addressing management problems. | Problem solving is addressed on a daily basis in the hospitality setting at all course levels. Problems may be encountered with food, equipment, customer, or interpersonal relationships. | Hospitality instructors and laboratory manager interpret problem solving techniques used by students | Continue best practice in pursuit of industry standards. |
| 11. 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 |
| 12. 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. Professors evaluate costing outcomes | Program Outcomes undergoing revision |

| | | | |
|---------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|---------------------------------------------------------------------------|-------------------------------------------------------------------------|
| 13. Differentiate styles of marketing, sales analysis, and planning for the hospitality industry. | Concepts are practiced through management projects in the classroom setting | Hospitality instructors evaluate outcomes of sale and marketing projects. | Continued best practice in pursuit of latest sales and marketing trends |
|---------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|---------------------------------------------------------------------------|-------------------------------------------------------------------------|

Assessment Cycle



NEASC Table E-1A: ASSESSMENT OF STUDENT LEARNING

Program: Graphic Design

Academic Year: 2020-2021

Date of most recent program review: 2020-21

Where are the program learning goals published? MCC Catalog and MCC Website (www.manchestercc.edu)

| (1) Program Learning Outcomes | (2) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? | (3) Who interprets the evidence? What is the process? | (4) What changes have been made in the program, as a result of using the data/evidence? |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. Demonstrate an understanding and appreciation of graphic design as a form of communication and art.</p> <p>2. Demonstrate an ability to use design processes and principles to create visual products that convey a specific message to a targeted audience.</p> <p>3. Demonstrate creative thinking skills and strategies and use problem-solving techniques across a wide range of media.</p> <p>4. Demonstrate an understanding of how creative processes and skills are integrated with printing and other reproduction processes found in the graphic design field.</p> | <p>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</p> | <p>The graphic design portfolio is reviewed by faculty in the term before a student applies for graduation and is an opportunity to offer a student a chance to receive advice and guidance with their future plans as well as make adjustments to their portfolio for possible transfer.</p> | <p>The description of the portfolio review process described under items 2 & 3 constitute the methodology for the Graphic Design Program.</p> <p>An exit portfolio review includes all program majors preparing to graduate.</p> |

| | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| <p>5. Demonstrate knowledge of new technologies such as computer graphics and web distribution that continue to evolve into important production tools.</p> <p>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.</p> | <p>graphic arts.</p> <p>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.</p> | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|

+ NEASC Table E-1A: ASSESSMENT OF STUDENT LEARNING

Program: Health and Exercise Science Program

Academic Year: 2020-2021

Date of most recent program review: 2021

Where are the program learning goals published? MCC Catalog and MCC Website (www.mcc.commnet.edu)

| (1) Program Learning Outcomes | (2) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? | (3) Who interprets the evidence? What is the process? | (4) What changes have been made in the program, as a result of using the data/evidence? |
|--------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| 1. Understand basic knowledge in anatomy and physiology to apply to health and fitness testing, training and prescription. | Term papers, group presentations, exams, and class reports. | Evaluated by faculty in BIO*111, HPE*105, HPE*243, BIO*211 and BIO*212. | Use of online learning tools to assist with textbook. |
| 2. Evaluate a subject's wellness profile using a holistic wellness model that promotes health beyond just the physical aspect. | Practical exams, group presentations, participation in the Employee Fitness Program | Evaluated by faculty in HLT*151 and HPE*245. | N/A |
| 3. Develop an exercise program to improve a client's health, fitness and sport performance. | Practical exams, group presentations, participation in the Employee Fitness Program. | Evaluated by faculty in HPE*245, HPE*246, and HPE*247. | Updated textbook in HPE*245 and HPE*247 for |

| | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| | | | more practical application of program design. |
| 4. Obtain the necessary math skills to understand scientific literature as well as compute metabolic equations for fitness testing and prescription. | Term papers, class reports, presentations, practical experience, as well as participation in the Employee Fitness Center. | Evaluated by faculty in HPE*245, HPE*241. | N/A |
| 5. Implement a behavioral modification plan to maximize the health and fitness of a subject. | Project, case study assignments and participation in the Employee Fitness Center. | Evaluated by faculty in HLT*151, HPE*245. | Create online projects for virtual learning. |
| 6. Develop excellent communication skills in both public speaking as well as written communication. | Presentations, practical exams. | Evaluated by faculty in COM*173, HPE*245, HPE*246 | Create online presentation opportunities for virtual learning. Add additional practical exams. |
| 7. Understand a variety of public health issues, especially those of physical activity, nutrition and unhealthy behaviors | Class reports, practical experience, as well as participation in the Employee Fitness Center. | Evaluated by faculty in HPE*245, HPE*246 and clinical supervisor in HLT*295. | Create online projects for virtual learning. |
| 8. Apply concepts of fitness, health and wellness at a fieldwork placement site. | Class reports, practical experience, as well as participation in the Employee Fitness Center. | Evaluated by faculty in HPE*245, HPE*246 and clinical supervisor in HLT*295. | Create additional virtual internship opportunities to assist with COVID restrictions. |

NEASC Table E-1A: ASSESSMENT OF STUDENT LEARNING –

Program: MUSIC STUDIES, A.A. DEGREE

Academic Year: 2020-2021

Date of most recent program review:

November 2-4, 2014-Granted Deferred Accreditation

November 2016 Granted Full Accreditation

NOTE: NASM music accreditation site visit was postponed in Spring of 2021 due to COVID Pandemic and CT community college's planned consolidation. The site visit is planned for Fall 2022.

Where are the program learning goals published? MCC Catalog and MCC Website (www.manchestercc.edu) under Music Studies Degree and Music Studies Webpage.

| (1) Program Learning Outcomes | (2) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? | (3) Who interprets the evidence? What is the process? | (4) What changes have been made in the program, as a result of using the data/evidence? |
|----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. 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 following a rubric in which | The evidence is reviewed by music program coordinator. At the beginning of the course students receives a copy of the concert review assignment and the rubric used for assessment. | During the lock down period , with students having limited access to the campus facilities including the library, The instructor was able to supplement textbook materials with digital resources. Of the various instructional platforms available via Blackboard, the Zoom platform was the most effective in presenting music content and ensuring students had the least |

| | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>the review is evaluated based upon historical periods and musical concepts presented in the course. The rubric also provides guidance in assessing the students spelling, grammar and sentence construction.</p> <p>In March 2020, all course instruction was shifted to remote learning. The abrupt shift to remote learning was an adjustment for students. Graduates were able to meet learning outcomes with the efforts of the music staff to ensure students were meeting course objectives.</p> <p>In Fall 2021, music performances in CT have resumed live performances giving students the opportunity to actively engage in the music experience thereby completing required concert review assignments.</p> | | <p>number of obstacles in attending the virtual class sessions.</p> <p>Changes in course delivery, resources and teaching methods were essential to meeting student learning outcomes.</p> <p>In Fall 2021, with a reduction in the positivity rate of CT and the availability of the COVID vaccine, students are having more access to facilities on the campus including the library and the bookstore.</p> <p>To improve my online instruction, I took an 6-week course on how to teach online. As the campus begins to schedule more classes on grounds, I will still plan to incorporate techniques that I have learned via the online teacher training.</p> |
| <p>2. 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.</p> | <p>Despite the extreme limitations created in teaching music theory and ear training through a remote process, my colleague Dr. Carolina Flores did an admirable job in researching the best practices for managing theory instruction online. Her efforts ensured that music students received the required instruction in music theory, ear training and piano to meet learning outcomes.</p> | <p>Performance outcomes number 2, 3, and 4 are assessed by music instructor and reviewed by Dr. Flores.</p> | <p>In fall 2021, Dr. Flores, who oversees theory, ear training and group piano instruction has moved all instruction to a traditional format. However, the most effective instructional methods for teaching ear training is still through in-person instruction. Students are still required to demonstrate a proficiency in the areas of theory, ear training and</p> |

| | | | |
|----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | <p>group piano through a course of study which includes four semesters each of the following courses:</p> <ul style="list-style-type: none"> a. Music Theory I, II, III, IV. b. Ear Training I, II, III, IV. c. Group Piano I, II, III, IV. <p>Students can receive “credit by examination” of any one of the courses listed above provided that they can successfully complete a placement exam and pass with a letter grade of “C” or and above.</p> <p>Students transferring from other NASM accredited institutions who have taken comparable course of study in the areas listed above must also demonstrate their proficiency by taking a placement exam.</p> <p>Dr. Flores oversees the administering of the placement exams for the subjects listed above.</p> |
| 3. Demonstrate an ability to perform solo music selections and within a music ensemble group (i.e., chorale, madrigal, chamber, jazz). | <p>Solo and group ensembles perform at the end of each semester as part of the MCC Winter/Spring Arts Festivals.</p> <p>Digital recordings are made of each performance to serve as an assessment tool for student performances, for music department records, for</p> | All faculty who oversee a performance ensemble interprets the evidence. | <p>The music department has resumed on ground fall and spring Arts Festivals. This allows music students ensemble performances to a live audience.</p> |

| | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>marketing, and for scheduled program reviews.</p> <p>After Spring 2020, students were able to participate in music ensemble instruction on grounds. Video recording of the ensemble's final performances were posted on line.</p> | | |
| <p>4. Demonstrate technical facility and knowledge on specified instrument or voice (i.e., soprano, tenor, piano, guitar, clarinet, violin)</p> | <p>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 student's performance.</p> | <p>The MCC music faculty evaluate student capstone performances.</p> | <p>Each student completing four semesters of Applied Music (I, II, III, IV) are to perform in a capstone recital. During the capstone performance, students are encouraged to offer historical information and musical challenges of the performance of the selected compositions. Capstone recitals are scheduled at the end of each semester.</p> |

OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION
PROGRAM: MUSIC STUDIES A. A DEGREE 2021-2022

| (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. |
|----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|
| National Association of Schools of Music | Jan. 31, 2022 Completion of NASM HEADS data Survey | <p>In Fall 2019, MCC's music department received a letter from NASM expressing concerns over the proposed consolidation and its impact on the continued accreditation of the institution.</p> <p>To oversee the course content of proposed programs offered as one community college, my colleague Dr. Carolina Flores was selected to serve on the systemwide committee to assess courses currently offered by the 12 individual campuses. Her commendable work was ensure curriculums aligned regarding content. The concerns expressed by NASM compelled her to take on the duties to of the committee to ensure the various music degree programs offered throughout the state offered courses with the same content as our accredited program.</p> <p>In Fall of 2021, I arranged a conference call with representatives from the system and music faculty from the various campuses to meet with the executive director of NASM, Karyn Monahan. She answered numerous questions from individuals in attendance.</p> <p>She stated that due to the independence of the physical institution offering the accredited degree, the program would not loose their accreditation. She stated emphatically that no other institution offering a music program could not claim accreditation if they have not gone through the process of applying for accreditation.</p> | NASM requires a HEADS data survey to be completed and submitted to the national office by the first week in January of each year. The survey is required for the years the institution is not undergoing a site visit and completion of a self-study report. | Fall 2022 is the next department self-study and NASM cite visit. |

| | | | | |
|--|--|------------------------------------------------------------------------------------|--|--|
| | | The postponed site visit by NASM due to COVID, has been rescheduled for Fall 2022. | | |
| | | | | |



NEASC Table E-1A: Assessment of Student Learning

Program: Social Service

Academic Year: 2020-21

Date of most recent program review: Ongoing in the current 2020-21 Academic Year

Where are the program learning goals published? http://catalog.mcc.commnet.edu/preview_program.php?catoid=12&poid=1681&returnto=1146

| (1) Program Learning Outcomes | (2) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? | (3) Who interprets the evidence? What is the process? | (4) What changes have been made in the program, as a result of using the data/evidence? |
|---------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Understand the past, present and future of human services. | These outcomes are assessed in HSE 101. Various assignments and presentations are desired to measure these learning outcomes. | The instructors and program coordinator assess the evidence. The assignments and presentations are linked to the student grades in the coursework. | During the program review this academic year (2020-21) these outcomes have been linked to specific coursework to ensure that as students successfully complete the coursework, they are meeting the learning outcomes. In addition, a suggestion for the future is creating a graduate survey to assess the outcomes and skills of out graduates. |

| | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>2. Be prepared for group facilitation and participation, grant proposal writing, and oral and written expressions appropriate to human services.</p> | <p>These outcomes are assessed in HSE 241, HSE 210 and HSE 281 in particular. Various assignments and presentations are desired to measure these learning outcomes.</p> | <p>The instructors and program coordinator assess the evidence. The assignments and presentations are linked to the student grades in the coursework.</p> | <p>During the program review this academic year (2020-21) these outcomes have been linked to specific coursework to ensure that as students successfully complete the coursework, they are meeting the learning outcomes. In addition, a suggestion for the future is creating a graduate survey to assess the outcomes and skills of out graduates.</p> |
| <p>3. Conduct interviews, assessments, and basic human service research.</p> | <p>These outcomes are assessed in HSE 210, HSE 251 and HSE 281. Various assignments and presentations are desired to measure these learning outcomes.</p> | <p>The instructors and program coordinator assess the evidence. The assignments and presentations are linked to the student grades in the coursework.</p> | <p>During the program review this academic year (2020-21) these outcomes have been linked to specific coursework to ensure that as students successfully complete the coursework, they are meeting the learning outcomes. In addition, a suggestion for the future is creating a graduate survey to assess the outcomes and skills of out graduates.</p> |
| <p>4. Be prepared to address the needs of client populations during the internship experience.</p> | <p>These outcomes are assessed in HSE 101, 210 and HSE 251. Various assignments and presentations are desired to measure these learning outcomes.</p> | <p>The instructors and program coordinator assess the evidence. The assignments and presentations are linked to the student</p> | <p>During the program review this academic year (2020-21) these outcomes have been linked to specific coursework to ensure that as students</p> |

| | | | |
|--------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | grades in the coursework. | successfully complete the coursework, they are meeting the learning outcomes. In addition, a suggestion for the future is creating a graduate survey to assess the outcomes and skills of out graduates. |
| 5. Demonstrate knowledge of human service skills necessary to interact effectively with individuals, families or groups. | These outcomes are assessed in HSE 210 &HSE 251. Various assignments and presentations are desired to measure these learning outcomes. | The instructors and program coordinator assess the evidence. The assignments and presentations are linked to the student grades in the coursework. | During the program review this academic year (2020-21) these outcomes have been linked to specific coursework to ensure that as students successfully complete the coursework, they are meeting the learning outcomes. In addition, a suggestion for the future is creating a graduate survey to assess the outcomes and skills of out graduates. |



NEASC Table E-1A: Assessment of Student Learning

Program: Radiologic Science Radiation Therapy Program

Academic Year: 2020-21

Date of most recent program review: Spring 2021

Where are the program learning goals published? On the MCC web site radiation therapy program page.

***Data reviewed is a year later to get the 1 yr graduation evaluation and employer evaluation as well as the National American Registry of Radiologic Technology annual data for comparison.**

| (1) Program Learning Outcomes | (2) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? | (3) Who interprets the evidence? What is the process? | (4) What changes have been made in the program, as a result of using the data/evidence? |
|--------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Graduates will pass the ARRT exam on the first attempt and score at or above the national average. | ARRT exam results-1 st attempt Data from 2020 graduates | The program coordinator summarizes the data. The MCC Radiation therapy program data is compared to the national average. This information is presented and discussed at the annual advisory committee. | Small modifications to the curriculum reinforcing content areas that may need more attention. |
| 2. Graduates will obtain employment in radiation therapy. | Graduate Evaluation Data from 2020 graduates | The program coordinator summarizes the data and is presented and discussed at the annual advisory committee. | No modifications are needed however, continual networking occurs. The program networks with clinical affiliates as well as contact program alumni to left |

| | | | |
|---------------------------------------------------------------------------|----------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | of jobs for the new graduates. The program coordinator is very involved in the state and national society, which enables networking opportunities for the students. |
| 3. The program will provide competent graduates for the community. | Program Completion Rate Employer evaluation Data from 2020 graduates | The program coordinator summarizes the data and is presented and discussed at the annual advisory committee. | Modifications made to the clinical competencies and lab instruction to ensure students graduate with the proper skills needed to work in a highly technical quickly changing medical environment. |
| 4. Students will be satisfied with didactic course instruction. | Course Instruction Evaluation | The program coordinator summarizes the data and is presented and discussed at the annual advisory committee. Feedback is given to didactic faculty on an annual basis. Suggestions from students are discussed and modifications are made as needed. | Numerous discussions with faculty about students lack of knowledge of basic math skills. Physics faculty worked with the program coordinators to develop a packet for students to review prior to the physics class instruction. Math faculty volunteered to assist students who had difficulty with the math concepts. |
| 5. Students will be satisfied with clinical instruction. | Clinical staff evaluation | The program coordinator summarizes the data and is presented and discussed at the annual advisory committee. Feedback is given to each clinical site. | Several clinical sites use this feedback given to staff, which is included as a performance review. |

OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION PROGRAM:_____

| (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 Radiologic Technology (JRCERT) | 9/2015 | Full 8 year accreditation granted | <ul style="list-style-type: none"> • Program Completion rate • Program ARRT National certification 1st time passrate • Program Employment rate | Third Quarter 2024. |
| | Interim report submitted 12/2020 | Report will be reviewed by the Board July 2021 | | |



NEASC Table E-1A: Assessment of Student Learning

Program: Business Office Technology, Medical Option, A.S. Degree

Academic Year: 2019-2020

Date of most recent program review: 2016

Where are the program learning goals published? MCC Catalog and MCC Website (www.manchestercc.edu)

| (1) Program Learning Outcomes | (2) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? | (3) Who interprets the evidence? What is the process? | (4) What changes have been made in the program, as a result of using the data/evidence? |
|---------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Create and modify standard types of business communications in both printed and electronic forms. | a. BOT program students complete a digital portfolio which includes the compilation of various projects and assignments. b. 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 | a. BOT Faculty review each portfolio using a detailed grading rubric. b. Microsoft/Certiport Test Administrators via MCC's Division of Continuing Education serves as an Authorized Testing Center. | a. Students upload their digital portfolio to Blackboard Learn. Faculty have worked with ETDL to activate the portfolio tool in Blackboard Learn LMS. Curriculum for BOT 111 and BOT 112/BOT 137 is reviewed each semester to ensure alignment with the Microsoft Office Specialist certification standards. See: https://www.microsoft.com/learning/en-us/exam-77-418.aspx |
| 2. Demonstrate appropriate interpersonal and human relations skills required for success in a professional setting. | Numerous individual and group projects and presentations are required across multiple courses. | Feedback from both employers and Advisory Board members have | COM*173 Public Speaking has been made a program requirement. |

| | | | |
|---------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>Faculty members observe and evaluate these assignments using a variety of project-specific rubrics.</p> <p>Students review each other's skills through observation (peer evaluation) using a variety of project-specific rubrics.</p> | <p>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. This information is integrated in various courses throughout the program for reinforcement.</p> | |
| <p>3. Execute medical office procedures used in today's technological work environment.</p> | <p>Numerous office tasks, software, individual and group projects are assigned across multiple required courses which are evaluated by BOT faculty using task-specific rubrics.</p> | <p>Feedback from employers and Advisory Board members, have indicated that medical office students need significant hands-on practice time working with medical software applications. The widespread adoption of EHR in the healthcare industry has made this an immediate curriculum focus.</p> | <p>Faculty have integrated the following tools into BOT 288 and BOT 291 course sequence:</p> <p>Medical Office Simulated Software using Cengage MindTap</p> <p>Medical Clinical Workflow: MedTrak Systems</p> <p>By way of these tools, students get hands-on practice management software experience in managing the operational, patient and financial data in medical offices and hospital environments. Students learn appointment scheduling, patient registration, procedure posting, electronic payment posting, patient billing and collections, report generation and file maintenance.</p> |
| <p>4. Understand and perform medical practice management/patient accounting operations.</p> | <p>Numerous challenge problems, journals/workbooks, case studies, and a comprehensive review project are</p> | <p>BOT Faculty using task-specific rubrics.</p> | <p>See above</p> |

| | | | |
|-------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>used throughout most core curriculum.</p> <p>In conjunction with students, faculty members analyze, correct, and explain accounting errors.</p> | | |
| 5. Define and apply medical terminology. | Word-Building Medical Terminology Software System with interactive games and pronunciation application 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. Students complete a culminating final project in this course. | A pronunciation application has been added into the course. Students download an app used in conjunction with MindTap to access this useful tool. |
| 6. Demonstrate accuracy in medical billing and coding procedures. | <p>a. Students are able to effectively use diagnostic and procedural coding classification systems (ICD-10-CM, CPT-4, and HCPCS).</p> <p>b. 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.</p> <p>c. A capstone coding project is assigned to students in BOT* 182.</p> | <p>a. 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).</p> <p>b. A faculty member is a certified AAPC proctor who can now administer the CPC exam on site.</p> <p>c. Using a rubric, faculty will evaluate the capstone coding project.</p> | <p>a. As 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.</p> <p>b. FT faculty continuously review/update 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).</p> <p>c. Students upload their capstone coding project to Blackboard Learn.</p> <p>Analysis of these ongoing projects will continue during the next academic year.</p> |

| | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>7. Acquire up-to-date technology skills in the following areas: word processing, spreadsheet, database, presentation, personal information management, web technologies, and speech recognition.</p> | <p>Various projects across multiple required computer applications courses. Projects include:</p> <ul style="list-style-type: none"> ○ Software Simulations ○ Hands-On Labs ○ Integrated Projects and Capstones <p>Faculty use MyITLab, an online assessment tool, to measure student learning in all of our computer applications 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.</p> | <p>Faculty use a common capstone project with a common grading rubric to measure student learning.</p> | <p>The Final Project and Final Grading Rubric have been updated to align 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</p> |
| <p>8. Demonstrate keyboarding and data-entry speed and accuracy using industry accepted standards.</p> | <p>Students use a web-based 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. Pre-timing and Post-timings are tracked each semester to measure student progress.</p> | <p>Instructor observation is used to measure proper keyboarding technique in conjunction with a standardized Technique Rating Chart. Students can also self-assess using online reports. Timed writings are measured throughout the course of each semester using a standardized timing chart across sections. This chart allows both the instructor and student to track student progress throughout the course of the semester.</p> | <p>The Paradigm Online Keyboarding Lab is used in the keyboarding course. Using this tool, instructors can generate extensive reports measuring student progress. Students can also self-assess using a specialized report called Prescriptive Analysis. This online report measures success rate as a % by key and allows students to link directly to practice activities that can help to improve those success rates.</p> |
| <p>9. Understand and adhere to the importance of federal regulations, medical ethics, legal implications, and patient confidentiality when handling protected health information.</p> | <p>Students are directed to sit for the Certified Electronic Health Records Specialist (CEHRS) exam offered by the National Health Association (NHA).</p> | <p>CEHRS certification is administered by a certified proctor (faculty member) on site. MCC is looking into becoming an NHA authorized testing center.</p> | <p>Full and part time faculty will consider scheduling an annual meeting to regularly ensure that the BOT 288 and BOT 291 curriculum aligns with the CEHRS certification standards if MCC becomes a proctored testing site. See:</p> |

| | | | |
|--|--|--|-------------------------------------------------------------------------------------------------|
| | | | http://www.nhanow.com/health-record.aspx |
|--|--|--|-------------------------------------------------------------------------------------------------|



NEASC Table E-1A: Assessment of Student Learning

Program: Business Office Technology, Office Option, A.S. Degree

Academic Year: 2019-2020

Date of most recent program review: 2016

Where are the program learning goals published? MCC Catalog and MCC Website (www.manchestercc.edu)

| (1) Program Learning Outcomes | (2) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? | (3) Who interprets the evidence? What is the process? | (4) What changes have been made in the program, as a result of using the data/evidence? |
|----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Create and modify standard types of business communications in both printed and electronic forms. | a. BOT program students complete a digital portfolio which includes the compilation of various projects and assignments. b. 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 | a. BOT Faculty review each portfolio using a detailed grading rubric. b. Microsoft/Certiport Test Administrators via MCC's Division of Continuing Education serves as an Authorized Testing Center. | a. Students upload their digital portfolio to Blackboard Learn. b. Curriculum for BOT 111 and BOT 112/BOT 137 is reviewed every semester to ensure alignment with the Microsoft Office Specialist certification standards. See: https://www.microsoft.com/learning/en-us/exam-77-418.aspx The Skills-Based Rubric for the Final Portfolio assessment in BOT 111 has been updated. |
| 2. Demonstrate strong interpersonal and human relations skills required for success in a professional setting. | Numerous individual and group projects and presentations are required across multiple courses. Faculty members observe and | Feedback from both employers and Advisory Board members have indicated that students | COM*173 Public Speaking and BMG* 204 Managerial Communications are now both program requirements. |

| | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>evaluate these assignments using a variety of project-specific rubrics.</p> <p>Students review each other's skills through observation (peer evaluation) using a variety of project-specific rubrics.</p> | <p>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.</p> | <p>A comprehensive Mock Interview final project has been incorporated into the BMG*204 course. Students develop employment documents and have to participate in a live "mock interview".</p> <p>Access to Interview Stream, a web-based tool, has been given to students in BMG*204 (Career Services) allowing students to practice and hone their job interviewing skills.</p> |
| 3. Execute business office procedures used in today's technological work environment. | <p>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 BOT 220 Computerized Communication.</p> | <p>Microsoft/Certiport Test Administrators via MCC's Division of Continuing Education which serves as an Authorized Testing Center.</p> | <p>BOT 220 curriculum is will be continuously 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</p> |
| 4. Perform and analyze office accounting tasks and activities. | <p>Numerous challenge problems, journals/workbooks, case studies, and a comprehensive review project are used in this area to support student outcomes.</p> <p>In conjunction with students, faculty members analyze, correct, and explain accounting errors.</p> | <p>BOT Faculty use task-specific rubrics to evaluate and measure this process.</p> | <p>BOT 164 will be restructured for an online delivery using digital tools that measure a student's proficiency with accounting tasks.</p> |
| 5. Acquire up-to-date technology skills in the following areas: word processing, spreadsheet, database, presentation, personal information management, web technologies, and speech recognition. | <p>Various projects across multiple required computer applications courses. Projects include:</p> <ul style="list-style-type: none"> ○ Software Simulations ○ Hands-On Labs ○ Integrated Projects and Capstones <p>Faculty use MyITLab, an online assessment tool, to measure student</p> | <p>a. Full and part time faculty interpret the evidence collected from web-based assessment tools (MyITLAB) in determining instructional format for teaching software applications (traditional</p> | <p>a. Curriculum for CSA 105 will be continually 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</p> |

| | | | |
|-------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | learning in all of our computer applications 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. | vs. web-based approach as well as on-ground vs. on-line). b. Microsoft/Certiport Test Administrators via MCC's Division of Continuing Education which serves as an Authorized Testing Center. | /learning/en-us/exam-77-424.aspx b. The Skills-based rubric for the Final Project has been updated. |
| 6. Demonstrate keyboarding and data-entry speed and accuracy using industry accepted standards. | Students use a web-based 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. Pre-timing and Post-timings are tracked each semester to measure student progress. | a. Instructor observation is used to measure proper keyboarding technique in conjunction with a standardized Technique Rating Chart. b. Timed writings are measured throughout the course of each semester using a standardized timing chart across sections. This chart allows both the instructor and student to track student progress throughout the course of the semester. | Using the Paradigm web-based keyboarding program, instructors can generate extensive reports measuring student progress at various stages in the semester (pre, mid, and post timing assessments measuring speed and accuracy). |
| 7. Organize and maintain project files and databases. | Students complete a 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. Students write a 3-5 page Lessons Learned document evaluating what they learned during the project and what they learned from the course. | Faculty using project-specific rubric. | CST* 205 Project Management is now a required course in the program. BOT faculty will plan to meet with faculty member teaching course to consider adding this Lessons Learned project to BOT student's digital portfolio. |



NEASC Table E-1A: Assessment of Student Learning

Program: Computer Science, A.S.

Academic Year: 2019-2020

Date of most recent program review: last one was 2016-2017

Where are the program learning goals published? https://catalog.mcc.commnet.edu/preview_program.php?catoid=10&poid=1333&returnto=1056

| (1) Program Learning Outcomes | (2) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? | (3) Who interprets the evidence? What is the process? | (4) What changes have been made in the program, as a result of using the data/evidence? |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Demonstrate the ability to understand a problem and develop logically structured solutions through the use of a modern programming language such as Java | Students are required to complete an end of semester project to demonstrate their ability to translate real world problems into programs with solutions. | Faculty and chair. Faculty collect electronic artifacts and forward to department chair. | Two courses have been converted to use OER textbooks. This reduces the cost for students, in addition to allowing students to retain their textbooks and reference them in future semesters/courses as needed. Because of COVID, classes were LRON. Some students had issues connecting during class time due to a slow internet speed. Lectures have been pre-recorded and posted on Blackboard for students to access when they are unable to attend class. They are also available for students to watch when they want to review specific concepts. |
| 2. Apply the use of data modeling and relational database design for the design and implementation of a database application. | Students are required to complete an end of semester project to demonstrate their ability to translate real world problems into programs with solutions. | Same as above. | Same as above. |

| | | | |
|----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| 3. Understand the fundamental operating principles of a computer on an architectural level. | This outcome is satisfied by students taking EET 252 - Digital Electronics, which is talked about in the Engineering Sciences report. | Discussed in the Engineering Sciences report. | Discussed in the Engineering Sciences report. |
| 4. Acquire an understanding of modern abstract mathematics as it relates to computer science | This outcome is based on MAT 287 – Discrete Mathematics, which is managed by the Math department. | Managed by the Math department. | Managed by the Math department. |
| 5. Apply the use of HTML, CSS, JavaScript, Bootstrap and jQuery to the design and creation of a website. | Students choose a topic of their choice and throughout the semester are given assignments that will result in the end in producing a website. At the end of the semester, students have a website to showcase what they have learned throughout the course. | Faculty and chair. Faculty collect electronic artifacts and forward to department chair. | The department chair is invited to class at the end of the semester to provide students with feedback on their websites. |

NEASC Table E-1A: ASSESSMENT OF STUDENT LEARNING

Program: Environmental Science, A.S.

Academic Year: 2019-2020

Date of most recent program review: 2011

Where are the program learning goals published? MCC Catalog and MCC Website (www.mcc.commnet.edu)

| (1) Program Learning Outcomes | (2) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? | (3) Who interprets the evidence? What is the process? | (4) What changes have been made in the program, as a result of using the data/evidence? |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| 1. 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 |
| 2. 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 |

| | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| <p>3. Applies abstract principles of environmental sciences to practical applications as demonstrated in building projects, designing experiments or other practical applications.</p> | <p>Students Complete a project evaluating the efficiency and utility of various types of wind turbines.</p> <p>Students Complete an evaluation of transportation options in their own community and other locations.</p> | <p>Evaluated by faculty in EVS* 131.</p> <p>Evaluated by faculty EVS* 130 and by the students in EVS* 130</p> | |
| <p>4. Demonstrate interrelationships and connections with other subject areas associated with a college-level education.</p> | <p>Students Complete a General Education Common Assignment on Climate Change</p> <p>Ecology Field Studies project.</p> | <p>Evaluated by faculty in EVS* 100.</p> <p>Evaluated by faculty in BIO* 173.</p> | <p>EVS 100 has been certified as a General Education Course and The Climate Change Project is the Common Assignment</p> |



NEASC Table E-1A: Assessment of Student Learning

Program: Social Service

Academic Year: 2019-20

Date of most recent program review: 1999, new one planned for 2020-21

Where are the program learning goals published? http://catalog.mcc.commnet.edu/preview_program.php?catoid=12&poid=1681&returnto=1146

| (1) Program Learning Outcomes | (2) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? | (3) Who interprets the evidence? What is the process? | (4) What changes have been made in the program, as a result of using the data/evidence? |
|--------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| 1. Understand the past, present and future of human services. | These outcomes are assessed in HSE 101. Various assignments and presentations are desired to measure these learning outcomes. | The instructors and program coordinator assess the evidence. The assignments and presentations are linked to the student grades in the coursework. | We will be completing a program review in 2020-21 to assess the data and make relevant changes. |
| 2. Be prepared for group facilitation and participation, grant proposal writing, and oral and written expressions appropriate to human services. | These outcomes are assessed in HSE 241, HSE 210 and HSE 281 in particular. Various assignments and presentations are desired to measure these learning outcomes. | The instructors and program coordinator assess the evidence. The assignments and presentations are linked to the student grades in the coursework. | We will be completing a program review in 2020-21 to assess the data and make relevant changes. |

| | | | |
|--------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| 3. Conduct interviews, assessments, and basic human service research. | These outcomes are assessed in HSE 210, HSE 251 and HSE 281. Various assignments and presentations are desired to measure these learning outcomes. | The instructors and program coordinator assess the evidence. The assignments and presentations are linked to the student grades in the coursework. | We will be completing a program review in 2020-21 to assess the data and make relevant changes. |
| 4. Be prepared to address the needs of client populations during the internship experience. | These outcomes are assessed in HSE 101, 210 and HSE 251. Various assignments and presentations are desired to measure these learning outcomes. | The instructors and program coordinator assess the evidence. The assignments and presentations are linked to the student grades in the coursework. | We will be completing a program review in 2020-21 to assess the data and make relevant changes. |
| 5. Demonstrate knowledge of human service skills necessary to interact effectively with individuals, families or groups. | These outcomes are assessed in HSE 210 &HSE 251. Various assignments and presentations are desired to measure these learning outcomes. | The instructors and program coordinator assess the evidence. The assignments and presentations are linked to the student grades in the coursework. | We will be completing a program review in 2020-21 to assess the data and make relevant changes. |

NEASC Table E-1A: ASSESSMENT OF STUDENT LEARNING

Program: Liberal Arts, A.A.

Academic Year: 2019-2020

Date of most recent program review: Self-Study submitted for review in Spring 2019, Evaluator visit planned for Fall 2019. No previous program review exists.

Where are the program learning goals published? MCC Catalog and MCC Website (www.manchestercc.edu)

| (1) Program Learning Outcomes | (2) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? | (3) Who interprets the evidence? What is the process? | (4) What changes have been made in the program, as a result of using the data/evidence? |
|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. 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, Department Chairs, and Program/Course Coordinators. General Education courses are also assessed by the General Education Assessment Committee. | The LAS Self-Study was forwarded to Administration for review in Fall 2019. An evaluator visit is planned for Fall 2019 and a new action plan will be developed from the results of the Self-Study and the evaluator visit. It is currently suggested in the LAS self-study to reduce and revise the program outcomes. The upcoming BOR program alignment may also lead to new outcomes for LAS as mandated from the central office or committees formed by the central office. Also, all General Education courses are now assessed and |

| (1) Program Learning Outcomes | (2) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? | (3) Who interprets the evidence? What is the process? | (4) What changes have been made in the program, as a result of using the data/evidence? |
|------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| | | | reviewed yearly by the General Education Assessment committee and are expected to make changes based on that feedback. |
| 2. 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. |
| 3. 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. |
| 4. Demonstrate knowledge of the major developments in western civilization. | Assigned work in HIS*101/102/121/122. | Same as above. | Same as above. |
| 5. 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. |
| 6. 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. |
| 7. 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. |
| 8. 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 | (2) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? | (3) Who interprets the evidence? What is the process? | (4) What changes have been made in the program, as a result of using the data/evidence? |
|---------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| 9. 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. |
| 10. 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. |
| 11. 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. |
| 12. 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. | Same as above. |
| 13. 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: Computer Game Design****Academic Year: 2018-19**

Date of most recent program review: This program would be in its seventh year, but underwent a complete re-design in 2016, so the current iteration of this program as a stand-alone degree (not an option,) is only two years old and has not yet been subjected to a formal program review, although because it is so closely integrated with our Graphic Design A.S., it is evaluated in part, in the Graphic Design Program Review underway this year.

Where are the program learning goals published? MCC Catalog and MCC Website (www.manchestercc.edu)

| (1) Program Learning Outcomes | (2) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? | (3) Who interprets the evidence? What is the process? | (4) What changes have been made in the program, as a result of using the data/evidence? |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>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.</p> <p>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).</p> <p>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.</p> <p>4. Use their training to pursue employment in digital game development including, but not limited to, digital animation, 3D modeling, character design, model</p> | <p>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.</p> <p>NOTE: this process of general portfolio development and review is a necessary</p> | <p>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.</p> | <p>The description of the portfolio review process described under items 3 & 4 actually constitute a methodology for the program.</p> <p>The exit portfolio review includes all program majors preparing to graduate.</p> |

| | | | |
|----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| design and implementation of a database application. | practice. For the theoretical part of the course, homework assignments that focus on the vocabulary and theory have also been developed. | | review the theoretical aspects of the chapter like definitions. |
| 3. Understand the fundamental operating principles of a computer on an architectural level. | This outcome is satisfied by students taking EET 252 - Digital Electronics. Managed by Engineering Sciences. | Managed by Engineering Sciences. | Managed by Engineering Sciences. A lab component has been added to the course to provide students with hands on experience. |
| 4. Acquire an understanding of modern abstract mathematics as it relates to computer science | This outcome is based on MAT 287 – Discrete Mathematics, which is managed by the Math department. | Managed by the Math department. | Managed by the Math department. |
| 5. Apply the use of HTML, CSS, JavaScript, Bootstrap and jQuery to the design and creation of a website. | Students are asked at the end of the semester to create a website that shows what they learned that semester. | Same as above. | Students demo their website to their classmates at the end of the semester and receive constructive feedback from them to incorporate in making their website better. |

NEASC TABLE E-1A: ASSESSMENT OF STUDENT LEARNING**Program: Interpersonal and Organizational Communication, A.A.****Academic Year: 2018-2019****Date of most recent program review: 2016****Where are the program learning goals published?** MCC Catalog and MCC Website <http://www.mcc.commnet.edu/academic/degrees/>

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 that has not been able to be brought to the BOR due to the BOR's own suspension of name and program changes during the development of TAP Pathways as well as persistent administrative turnover at the level of Academic Dean and more recently the President. 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 | (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. 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 been revised on the basis of student feedback and performance on metrics. The final oral presentation assignment and written paper in Interpersonal and Organizational Comm courses altered to more explicitly focus the work on explaining theories as well as applying them, and doing so in multiple modalities (written and oral). |
| 2. 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. | Specific reading section on identity created for Introduction to Communication, Social Media, and Intercultural Communication courses. |
| 3. Analyze how context affects topic and style of interactions. | Students who take Introduction to Communication, Interpersonal Communication, Intercultural Communication, Social Media 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 | (2) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? | (3) Who interprets the evidence? What is the process? | (4) What changes have been made in the program, as a result of using the data/evidence? |
|-----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| 12. 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. |
| 13. Demonstrate knowledge of the major developments in western civilization. | Assigned work in HIS*101/102/121/122. | Same as above. | Same as above. |
| 14. 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. |
| 15. 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. |
| 16. 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. |
| 17. 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. |
| 18. 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. |
| 19. 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. |
| 20. 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. |

| (1) Program Learning Outcomes | (2) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? | (3) Who interprets the evidence? What is the process? | (4) What changes have been made in the program, as a result of using the data/evidence? |
|---------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| 21. 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. | Same as above. |
| 22. 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-1

Program: **Visual Fine Arts, A.A. Degree**

Academic Year: 2018-2019

(2) Where are the program learning goals published? MCC Catalog and MCC Website (www.mcc.commnet.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? |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 23. 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. |
| 24. 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. Six studio art courses are certified as general education with learning objectives that encompass “historical, cross-cultural appreciation.” Research papers, oral presentations, field trips and gallery | 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, syllabi | VFA discipline heads have been actively incorporating projects that emphasize the historical and cross-cultural aspects of art into each course and tweaking the projects as [art of the annual general education assessment cycle. For instance, to name a few examples, Drawing I |

| | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | reviews are required in many of the studio art classes. | evaluation, and the annual general education assessment cycle that relies on collected artifacts (different for each course) | 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. |
| 25. 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. |
| 26. 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. | From semester to semester projects have been revised to emphasize different concepts and strengthen outcomes. The curriculum for both Intro to 2-D and Intro to 3-D are in the process of being evaluated. |

| | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>27. Compile a comprehensive portfolio of work that reflects the breadth of their study and prepares them for transfer to baccalaureate institutions.</p> | <p>Most VFA studio art courses require a final portfolio, compiled of projects completed during the semester (ceramics, sculpture, printmaking etc) or as a stand-alone “capstone” final project (all photography courses). When work from all required disciplines are combined, students have a comprehensive portfolio they can use as part of the transfer process. VFA graduates are required to take Intro to 2-D, Drawing, Painting, Photography, Intro to 3-D, Sculpture and Ceramics. Advanced courses taken as electives help students polish and refine their portfolios.</p> | <p>MCC’s 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.</p> | <p>Individual faculty work with students in their disciplines to prepare portfolios for transfer, often catering portfolios to specific schools. To do so, faculty keep abreast of current transfer requirements at the schools that our students regularly apply to.</p> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

NEASC Table E-1

Program: **Accounting Career, A.S. Degree**

(2) Where are the program learning goals publishes? MCC Catalog and MCC Website (www.mcc.commnet.edu)

(6) Date of most recent program review: 2015

| (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 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. | Increase department collaboration as well as discipline specific collaboration with colleagues at other institutions. Faculty stays current through conferences and webinars. 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). |
| 2. 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. | Host etiquette dinner and guest speakers. Embed business etiquette in relevant courses. Multiple courses require oral presentations. 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). |
| 3. 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. | Incorporate current events to demonstrate application of learning. 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). |

| | | | |
|----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4. 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. | Collaborate and determine relevant learning tools. Require Principles of Finance Students participate in Stock Market Contest. 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). |
| 5. 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. | Align curriculum to support retention of knowledge. Comprehensive multi-discipline projects in 200 level courses. 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 and MCC Website (www.mcc.commnet.edu)

(6) Date of most recent program review: 2015

| (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 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. | Increase department collaboration as well as discipline specific collaboration with colleagues at other institutions. Faculty stays current through conferences and webinars. 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). |
| 2. 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. | Host etiquette dinner and guest speakers. Embed business etiquette in relevant courses. Multiple courses require oral presentations. 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). |
| 3. 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. | Incorporate current events to demonstrate application of learning. 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). |

| | | | |
|----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4. 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. | Collaborate and determine relevant learning tools. Require Principles of Finance Students participate in Stock Market Contest. 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). |
| 5. 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. | Align curriculum to support retention of knowledge. Comprehensive multi-discipline projects in 200 level courses. 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: **Business Administration Career, A.S. Degree**

(2) Where are the program learning goals publishes? MCC Catalog and MCC Website (www.mcc.commnet.edu)

(6) Date of most recent program review: 2015

| (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 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. | Increase department collaboration as well as discipline specific collaboration with colleagues at other institutions. Faculty stay current through conferences and webinars. 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). |
| 2. 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. | Host etiquette dinner and guest speakers. Embed business etiquette in relevant courses. Multiple courses require oral presentations. 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). |
| 3. 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. | Incorporate current events to demonstrate application of learning. 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). |

| | | | |
|----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4. 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. | Collaborate and determine relevant learning tools. Require Principles of Finance Students participate in Stock Market Contest. 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). |
| 5. 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. | Align curriculum to support retention of knowledge. Comprehensive multi-discipline projects in 200 level courses. 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 et |

NEASC Table E-1A: ASSESSMENT OF STUDENT LEARNING

Program: Disability Specialist and Speech and Language Pathology Assistant Option

Academic Year: 2017-2018

Date of most recent program review: April 28th, 2016

Where are the program learning goals published? MCC Catalog and MCC Website (www.mcc.commnet.edu)

| (1) Program Learning Outcomes | (2) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? | (3) Who interprets the evidence? What is the process? | (4) What changes have been made in the program, as a result of using the data/evidence? |
|--------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. 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. | 2. Students independently research an area of interest for a final research paper. This has improved APA writing skills and basic information literacy skills. 3. One challenge that presented during this semester was the imbalance of student participation in discussions of reading materials. In the future, journal articles will be collected more |

| | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|
| | | | frequently to ensure the reading is being completed. |
| 4. Identify current trends and issues, and define the impact of current national and state laws and policies, affecting people with disabilities and their families. | <p>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).</p> <p>2. A summary statement is required at the end of the semester in PSY* 193: Issues and Trends in Disabilities.</p> <p>3. PSY* 193 is taught as a seminar and heavily based on discussion and participation</p> | <p>1. Class instructor</p> <p>2. Evaluation by the instructor with regard to issues and trends in the field.</p> <p>3. Close attention is paid by the instructor, guest speakers, and class members with regard to participants' thoughts and comments. "Teachable moments" are frequent.</p> | No changes needed |
| 5. Compare various learning theories and their application to children with disabilities. | <p>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</p> | <p>1. Class instructor evaluates student based on the criteria given in the syllabus at the start of the semester.</p> <p>2. SLP class instructors evaluate students based on criteria</p> | No changes needed |

| | | | |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|--|
| | <p>disability. This is a group project with a minimum group size of 3 and a maximum group size of 5.</p> <p>2. Students in SLP 111 and SLP 112 develop basic understanding of language development and disabilities of communication.</p> | <p>provided in the syllabus. This includes, but is not limited to, exams, quizzes and group work.</p> | |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|--|

NEASC Table E-1

Program: **Entrepreneurship Option, Business Administration Career, A.S. Degree**

(2) Where are the program learning goals publishes? MCC Catalog and MCC Website (www.mcc.commnet.edu)

(6) Date of most recent program review: 2015

| (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 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. | Increase department collaboration as well as discipline specific collaboration with colleagues at other institutions. Faculty stays current through conferences and webinars. 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). |
| 2. 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. | Host etiquette dinner and guest speakers. Embed business etiquette in relevant courses. Multiple courses require oral presentations. 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). |
| 3. 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. | Incorporate current events to demonstrate application of learning. 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). |
| 4. Apply concepts in core business disciplines and critical thinking skills to | Exams, quizzes, research papers, case studies, etc. are used to assess accuracy | Course instructors use assessment artifacts to assess. | Collaborate and determine relevant learning tools. Require Principles of Finance Students participate in Stock Market Contest. Greater emphasis has been |

| | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| make sound financial decisions. | of output. | | 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). |
| 5. 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. | Align curriculum to support retention of knowledge. Comprehensive multi-discipline projects in 200 level courses. 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). |
| 6. 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. | Added International Curriculum modules to the curriculum; hosted International Business Forum of best practices; CIBER Partnership and Global Studies courses added as an elective; plus Hosted Global Speakers Series; incorporated case studies and assessments. |

NEASC Table E-1A: ASSESSMENT OF STUDENT LEARNING

Program: Liberal Arts, A.A.

Academic Year: 2017-2018

Date of most recent program review: No previous review exists, a review should be undertaken soon.

Where are the program learning goals published? MCC Catalog and MCC Website (www.manchestercc.edu)

| (1) Program Learning Outcomes | (2) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? | (3) Who interprets the evidence? What is the process? | (4) What changes have been made in the program, as a result of using the data/evidence? |
|------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. 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, Department Chairs, and Program/Course Coordinators. General Education courses are also assessed by the General Education Assessment Committee. | All General Education courses are now assessed and reviewed yearly by the General Education Assessment committee and are expected to make changes based on that feedback. |
| 2. 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. |
| 3. 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. |

| (1) Program Learning Outcomes | (2) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? | (3) Who interprets the evidence? What is the process? | (4) What changes have been made in the program, as a result of using the data/evidence? |
|---------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| 4. Demonstrate knowledge of the major developments in western civilization. | Assigned work in HIS*101/102/121/122. | Same as above. | Same as above. |
| 5. 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. |
| 6. 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. |
| 7. 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. |
| 8. 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. |
| 9. 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. |
| 10. 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. |
| 11. 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. |
| 12. 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. | Same as above. |

| (1) Program Learning Outcomes | (2) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? | (3) Who interprets the evidence? What is the process? | (4) What changes have been made in the program, as a result of using the data/evidence? |
|------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|-----------------------------------------------------------------------------------------|
| | | | |
| 13. 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: 2017-2018

Date of most recent program review: No program review exists, should be undertaken soon.

Where are the program learning goals published? MCC Catalog and MCC Website (www.manchestercc.edu)

| (1) Program Learning Outcomes | (2) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? | (3) Who interprets the evidence? What is the process? | (4) What changes have been made in the program, as a result of using the data/evidence? |
|------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. 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, Department Chairs, and department/ program faculty. General Education courses are also assessed by the General Education Assessment Committee. | All General Education courses are now assessed and reviewed yearly by the General Education Assessment committee and are expected to make changes based on that feedback. |
| 2. 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. |
| 3. 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. |
| 4. Demonstrate knowledge of the major developments in western civilization. | Assigned work in HIS*101/102/121/122. | Same as above. | Same as above. |

| (1) Program Learning Outcomes | (2) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? | (3) Who interprets the evidence? What is the process? | (4) What changes have been made in the program, as a result of using the data/evidence? |
|---------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| 5. 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. |
| 6. 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. |
| 7. 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. |
| 8. 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. |
| 9. 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. |
| 10. 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. |
| 11. 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. |
| 12. 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. | Same as above. |

(2) Where are the program learning goals published? MCC Catalog and MCC Website (www.mcc.commnet.edu)

(6) Date of most recent program review: 2015

| (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 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. | Increase department collaboration as well as discipline specific collaboration with colleagues at other institutions. Faculty stays current through conferences and webinars. 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). |
| 2. 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. | Host etiquette dinner and guest speakers. Embed business etiquette in relevant courses. Multiple courses require oral presentations. 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). |
| 3. Demonstrate the ability to identify situations that present ethical dilemmas and lapses and understand and apply the concepts related to | Exams, quizzes, research papers, case studies, etc. are used to assess accuracy of output. | Course instructors use assessment artifacts to assess. | Incorporate current events to demonstrate application of learning. 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 |

| | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ethics and the social responsibilities of businesses in order to respond thoughtfully. | | | on (i.e. more detailed rubrics, assignment instructions etc). |
| 4. 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. | Collaborate and determine relevant learning tools. Require Principles of Finance Students participate in Stock Market Contest. 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). |
| 5. 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. | Align curriculum to support retention of knowledge. Comprehensive multi-discipline projects in 200 level courses. 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). |
| 6. 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.: | 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. |



**Connecticut
Community Colleges**

2020

Financial Statements

INCLUDING

Required Supplementary Information
Additional Supplemental Information

June 30, 2020

Connecticut Community Colleges Mission Statement

As part of the Connecticut State Colleges & Universities (CSCU) system, the twelve 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.



**Members of the Board of Regents for Higher Education
(Between 7/1/19 – 6/30/20)**

- Thirteen members: nine appointed by the Governor; four appointed by 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 6/30/20

(Two vacancies: both legislative appointees.)

Matt Fleury, Chair
Merle W. Harris, Vice Chair
Richard J. Balducci
Aviva D. Budd
Naomi K. Cohen
Felice Gray-Kemp
Holly Howery
David R. Jimenez
JoAnn Ryan
Elease E. Wright
Monica Maldonado, SAC, Chair
Elena Ruiz, Vice Chair of Student Advisory Committee

EX-OFFICIO, NON-VOTING MEMBERS

David Blitz –Chair of the Faculty Advisory Committee
Colena Sesanker – Vice Chair of the Faculty Advisory Committee
Kurt Westby – Commissioner of the CT Department of Labor
Dr. Miguel A. Cardona – Commissioner of the State Department of Education
David Lehman – Commissioner of Department of Economic and Community Development (joined March 2019)
Dr. Deidre Gifford - Acting Commissioner CT Dept. of Public Health

Former Board members (who served between 7/1/19 – 6/30/20)

Pete Rosa

Renée D. Coleman-Mitchell, Former Commissioner, Department of Public Health

Connecticut Community College Presidents/CEOs 7/1/2019 through 6/30/2020¹

Asnuntuck Community College
170 Elm Street
Enfield, CT 06082
Dr. Michelle Coach, Interim Campus CEO

Capital Community College
950 Main Street
Hartford, CT 06103
Dr. Duncan Harris, Campus CEO

Gateway Community College
20 Church Street
New Haven, CT 06510
Dr. William (Terry) Brown, Campus CEO

Housatonic Community College
900 Lafayette Boulevard
Bridgeport, CT 06604
Dr. Dwyane Smith, Campus CEO

Manchester Community College
Great Path
Manchester, CT 06045-1046
Dr. Nicole Esposito, Campus CEO

Middlesex Community College
100 Training Hill Road
Middletown, CT 06457
Dr. Steven Minkler, Campus CEO

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. Michael Rooke, President

Norwalk Community College
188 Richards Avenue
Norwalk, CT 06854
Cheryl De Vonish, J.D., Campus CEO

Quinebaug Valley Community College
742 Upper Maple Street
Danielson, CT 06239
Dr. Rose Ellis, Campus CEO

Three Rivers Community College
574 New London Turnpike
Norwich, CT 06360
Dr. Mary Ellen Jukoski, President

Tunxis Community College
271 Scott Swamp Road
Farmington, CT 06032
Dr. Darryl Reome, Campus CEO

System Office, Connecticut State Colleges & Universities (CSCU)
61 Woodland Street, Hartford, CT 06105
Mark E. Ojakian, CSCU President

¹ Where 6/30/2020 is last date, successor effective 7/1/2020 is also included.

| | |
|---------------------------------------------------------------------------------------------|-------------|
| Management’s Discussion and Analysis (Unaudited) | Page |
| Introduction | 1 |
| Using the Financial Statements | 2 |
| Financial Highlights | 2 |
| Condensed Statements of Net Position | 3 |
| Condensed Statements of Revenues, Expenses and Changes in Net Position | 6 |
| Condensed Statements of Cash Flows | 9 |
| Economic Outlook | 9 |
| Report of Independent Certified Public Accountants | 11 |
| Financial Statements | |
| Statements of Net Position - Primary Institution | 14 |
| Statements of Net Position - Component Unit Magnet School | 15 |
| Statements of Financial Position - Component Unit Foundations | 16 |
| Statements of Revenues, Expenses and Changes in Net Position - Primary Institution | 17 |
| Statements of Revenues, Expenses and Changes in Net Position - Component Unit Magnet School | 18 |
| Statements of Activities - Component Unit Foundations | 19 |
| Statements of Cash Flows | 20 |
| Notes to Financial Statements | 21 |
| Required Supplementary Information (Unaudited) | |
| Schedules of Net Pension Liability and Related Ratios | 45 |
| Schedules of Contributions | 47 |
| Notes to the Required Supplementary Information | 49 |
| Supplementary Schedules | |
| Combining Statements of Net Position | 51 |
| Combining Statements of Revenues, Expenses and Changes in Net Position | 53 |
| Combining Statements of Cash Flows | 55 |
| Combining Statements of Net Position by Fund Group | 57 |
| Combining Statements of Revenues, Expenses and Changes in Net Position by Fund Group | 59 |
| Notes to Supplementary Schedules | 61 |

Introduction

Management's Discussion and Analysis (MD&A) provides an overview of the financial position and activities of the Connecticut Community Colleges ("CCC" or "The System") and its component units for the fiscal year ended June 30, 2020. 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 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 2019 semester, 45,905 students enrolled in credit courses and Full-Time Equivalent ("FTE") enrollment was 26,418. During calendar year 2020, approximately 19,500 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 approximately 1,200 full time employees at June 30, 2020.

The CCC system is composed of twelve 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 Valley") in Danielson and Willimantic
- Three Rivers Community College ("Three Rivers") in Norwich
- Tunxis Community College ("Tunxis") in Farmington and Bristol

The CCC's 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 CCC's 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, respectively.

Using the Financial Statements

CCC's financial report includes the following financial statements: the Statement of Net Position, the Statement of Revenues, Expenses and Changes in Net Position and the Statement 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, fiscal year 2020 and 2019 financial statements and footnotes are presented for the CCC *primary institution*, as well as for certain other organizations that have a significant related party relationship with CCC (the "component units").

The component units are the twelve college foundations (the "Foundations") and the Great Path Academy ("GPA"), a magnet high school at Manchester Community College ("MCC"). Magnet high schools which are operating on CCC campuses are legally separate, tax-exempt non-profit organizations. Each magnet school established is evaluated for inclusion within the System financial statements as a component unit. The Great Path Academy at MCC meets the criteria for inclusion as a component unit in the financial statements of CCC and is discretely presented and identified in a single column on the face of the CCC financial statements. The Foundations are legally independent, tax-exempt non-profit organizations separate from College 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. 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. The MD&A discusses CCC's financial statements only and not those of its component units.

Financial Highlights

The Connecticut Community Colleges had total assets of \$883.4 million, liabilities of \$2.2 billion, and a total net position balance of (\$824.9) million at June 30, 2020. Of the total net position balance, (\$1.5) billion is classified as unrestricted net position, a \$141.7 million decrease from 2019. The large negative balance in unrestricted net position is a result of the adoption of GASB 68 (Pensions) in fiscal year 2015 and GASB 75 (Other Post-Employment Benefits) in fiscal year 2018. Adoption of GASB 68 required the System to recognize a net liability for pension plans, which was previously disclosed only at the State level. The adoption of GASB 75 required the System to recognize the net liability for other post-employment benefits (OPEB). The offset to the net pension and OPEB liabilities was a reduction in unrestricted net position as further discussed below.

Total operating revenues from student tuition and fees, grants and contracts, and other college activities (net of scholarship allowances) were \$125.1 million, a 6.6% decrease from the previous year. Operating expenses were \$691.5 million, an increase of 16.2% from the previous year, resulting in an operating loss of \$566.3 million during the year ended June 30, 2020. The increase in operating expenses is mainly due to increase in the pension and OPEB expenses recorded for fiscal year 2020. Without reflecting that expense, CCC operating expenses increased to \$556.9 million from \$541.3 million from in fiscal year 2019, just 2.9%. Net non-operating revenues and other changes were \$408.8 million, up 5.2% from the previous year, which was primarily the result of \$9.2M in Federal emergency grant revenue, which the System received from the Coronavirus Aid, Relief, and Economic Security Act ("CARES"): Higher Education Emergency Relief Fund, and an increase in appropriations of \$11.7 million. Overall the CCC's experienced a decrease in net position of \$157.5 million during fiscal year 2020.

Cash and cash equivalents were \$125.0 million at June 30, 2020, including \$13.7 million of cash equivalents in the form of unspent State bond appropriations administered by the CCC's, and \$21.7 million of unspent State bond appropriations administered by the Department of Administration Services ("DAS") on behalf of the System. Total current assets were \$176.1 million at June 30, 2020, a decrease of \$10.5 million. The current ratio identifies the amount of resources available to meet current obligations. This ratio of unrestricted current assets of \$139.0 million to unrestricted current liabilities of \$66.7 million is 2.1:1 in 2020, and was 2.2:1 in 2019. 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 \$25.6 million from \$1.7 billion at June 30, 2019 to \$2.1 billion at June 30, 2020. This significant

liability includes \$920.9 million for the CCC allocation of the state pension plan obligation, \$1.1 billion for the CCC allocation of the state's OPEB obligation and \$37.1 million for the long-term portion of the accrued value of benefits, other than pension and OPEB, 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).

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 accumulated 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, 2020 and 2019

(in thousands)

| | 2020 | 2019 | % Change |
|--------------------------------------------------|---------------------|---------------------|-----------------|
| ASSETS | | | |
| Current assets | \$ 176,139 | \$ 186,611 | -5.6% |
| Non-current assets | 707,232 | 718,296 | -1.5% |
| Total assets | <u>883,371</u> | <u>904,907</u> | <u>-2.4%</u> |
| DEFERRED OUTFLOWS OF RESOURCES | 558,096 | 262,286 | 112.8% |
| LIABILITIES | | | |
| Current liabilities | 71,098 | 71,058 | 0.1% |
| Non-current liabilities | 2,086,073 | 1,661,154 | 25.6% |
| Total liabilities | <u>2,157,171</u> | <u>1,732,212</u> | <u>24.5%</u> |
| DEFERRED INFLOWS OF RESOURCES | 109,161 | 102,360 | 6.6% |
| NET POSITION | | | |
| Invested in capital assets - net of related debt | 706,804 | 718,061 | -1.6% |
| Restricted nonexpendable | 20 | 20 | 0.0% |
| Restricted expendable | 35,724 | 40,209 | -11.2% |
| Unrestricted | (1,567,414) | (1,425,669) | -9.9% |
| Total net position | <u>\$ (824,866)</u> | <u>\$ (667,379)</u> | <u>-23.6%</u> |

Current assets consist of cash and cash equivalents and accounts receivable. The \$10.5 million decrease in current assets from the previous year is largely attributable to a \$12.0 million decrease in the cash and cash equivalents. Cash equivalents fluctuate as sizeable building projects are funded and then expended over a period of two to three years. 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.

Non-current assets decreased 1.5% from \$718.3 million at June 30, 2019, to \$707.2 million at June 30, 2020. Net capital assets account for all but \$0.4 million of non-current assets, which represents student loan receivables. At June 30, 2020, capital assets in service totaled \$1.1 billion, offset by \$423.0 million in accumulated depreciation. Additions include \$5.1 million in various site and building improvements across the campuses and \$1.2 million in

technology across the campuses. There were \$13.4 million in additions to Construction in Progress, including \$6.2 million in Naugatuck Valley renovations to physical plant, \$2.8 million in site improvements at Naugatuck Valley, \$1.5 million in Housatonic structure improvements, and \$1.3 million in ventilation work at Asnuntuck. Completed projects included \$1.1 million in total for HVAC work, lab renovations, façade repairs, and other various projects. In total, capital asset additions of \$23.1 million were offset by current year depreciation of \$30.1 million.

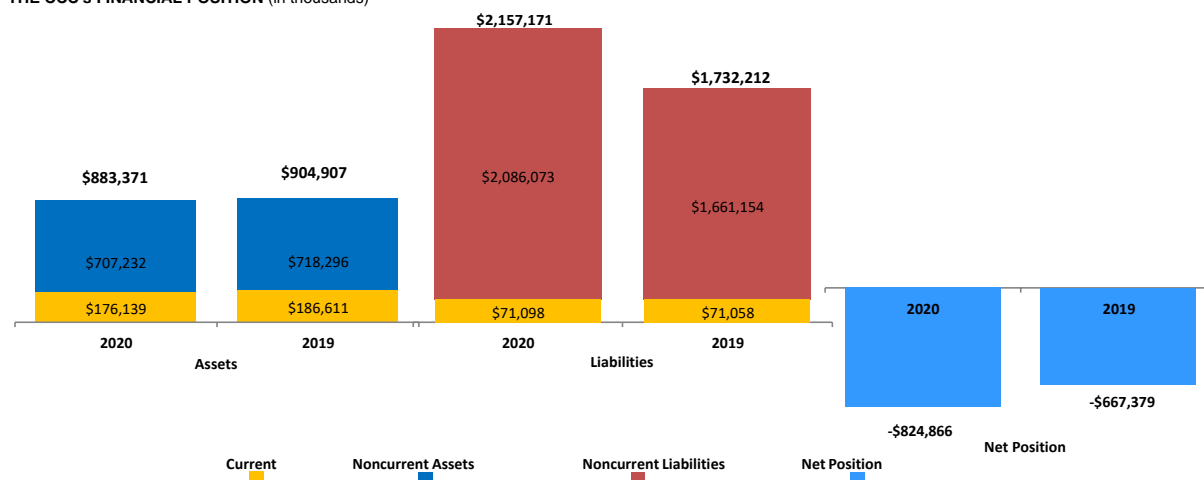
Current liabilities consist primarily of accrued payroll and related benefits of \$43.7 million and unearned tuition, fees and grant revenue of \$15.0 million, primarily collected in advance for late-summer and fall 2020 academic terms. Additional current liabilities include vendor accounts payable of \$5.1 million, retainage of \$0.5 million, and \$3.2 million for the estimated value of accrued compensated absences that will be paid within the coming year to employees who terminate or retire.

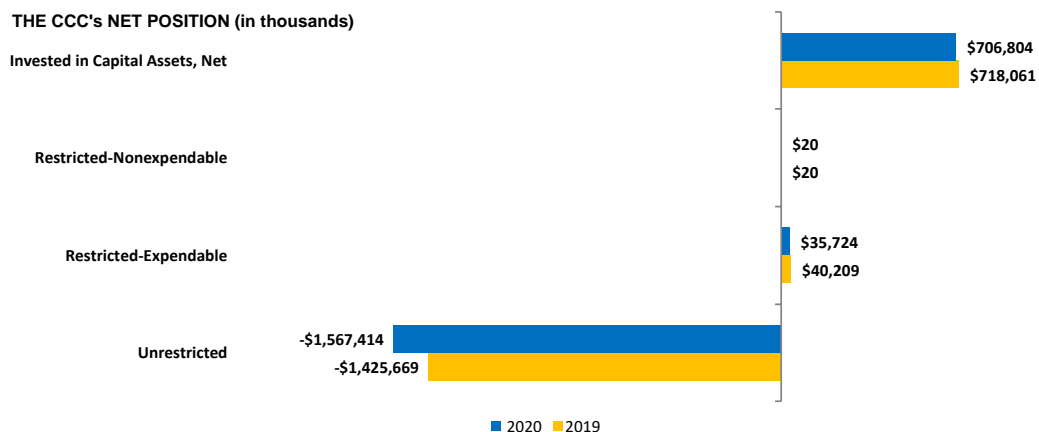
Non-current liabilities consist almost exclusively of \$920.9 million in pension liability, \$1.1 billion in OPEB liability and \$37.1 million of long-term accrued compensated absences ("ACA") to be paid out to terminating employees over time in the future beyond one year. *Pension liabilities* represent the System's proportionate share of the State Employee Retirement System's (SERS) and the Teachers Retirement System's (TRS) net pension liability. *Other post-employment benefits* liability represents the System's proportionate share of the State's OPEB liability as a whole. The pension and OPEB liabilities increased significantly in fiscal year 2020, an increase of \$125.2 million and \$298.3 million, respectively.

Total liabilities were \$2.2 billion at the end of fiscal year 2020 and \$1.7 billion at the end of fiscal year 2019, and the increase is driven primarily by the \$423.4-million-dollar increase in the net pension and net OPEB liabilities. The total ACA liability of \$40.4 million (long-term and current), pension liability of \$920.0 million and OPEB liability of \$1.1 billion, represents approximately fifteen 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 negative. In practice, however, much of these payouts are funded through current-year revenues rather than through existing net position.

Deferred inflows and outflows of resources are related to future periods. In the colleges financial statements this is primarily related to the impact of recognizing net pension and net OPEB liabilities. They reflect differences between projected and actual assumptions and earnings, changes in actuarial assumptions, changes in proportion and differences between contributions and the proportionate share of contributions and employer contributions subsequent to the measurement date.

THE CCC's FINANCIAL POSITION (in thousands)





The *total net position* includes \$706.8 million *Invested in capital assets* net of 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 \$22.4 million in bond fund appropriations in fiscal year 2020 was for System administered projects, repairs, and equipment. The System-administered dollars funded a variety of small projects and IT initiatives.

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 which is generally held by the supporting foundations. *Restricted-Expendable* net position here represents primarily bond fund appropriation balances at June 30, 2020 (\$11.9 million in funds managed by the CCC's and \$21.2 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, 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 negative balance with the recognition of the pension and OPEB liabilities. Excluding the activity related to the actuarially determined net pension and OPEB liabilities, UNP decreased by \$7.3 million to \$32.6 million during fiscal year 2020. The table below illustrates the fluctuations in aggregate CCC UNP over the past six years adjusted for net pension liability beginning in fiscal year 2015 and net OPEB liability beginning in fiscal year 2017:

| | FY15 | FY16 | FY17 | FY18 | FY19 | FY20 |
|-----------------|---------|------------|--------------|-----------|--------------|-------------|
| UNP Adjusted \$ | 25.7 | \$ 37.7 | \$ 45.7 | \$ 44.9 | \$ 39.9 | \$ 32.6 |
| UNP \$ | (475.9) | \$ (466.0) | \$ (1,374.8) | (1,366.8) | \$ (1,425.7) | \$(1,567.4) |

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 2020 were \$125.2 million after the reduction for scholarship allowances, a decrease of 6.6% from \$134.0 million in fiscal year 2019. *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 \$92.7 million. This differs from budgetary practices, which recognize revenues on a gross basis without offset for scholarship allowances. On a gross basis,

fiscal year 2020 tuition revenues decreased by 3.8% from the previous year. These revenues reflect an FTE credit enrollment decrease of 4.7% in fiscal year 2020.

The Connecticut Community Colleges recorded an operating loss of \$566.3 million during the year ended June 30, 2020. This results primarily 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*, although the expenditure of these resources on personnel, non-capital equipment and depreciation are considered to be operating expenses. 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 large increase in fringe benefits in fiscal year 2020 is a result of the pension and OPEB liabilities. The fringe on pension and OPEB expenses increased from \$54.0 million in fiscal year 2019 to \$134.4 million in fiscal 2020. The State general fund appropriation for salaries increased to \$175.1 million and the associated revenues to cover fringe benefit costs increased to \$125.8 million, a total increase of \$17.4 million. Bond fund appropriation revenues decreased from \$28.1 million in 2019 to \$22.4 million in 2020.

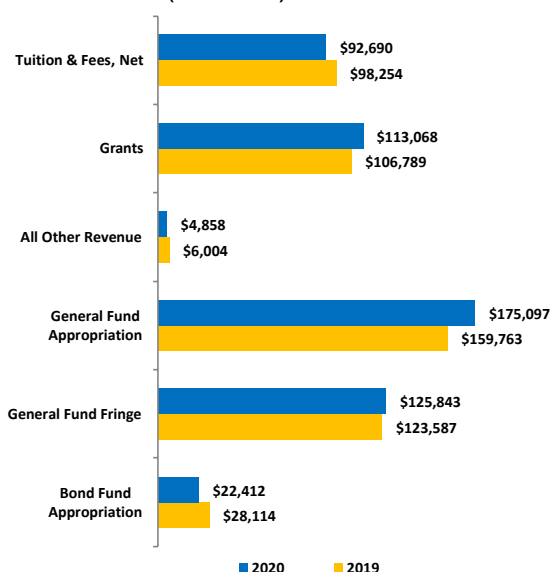
Condensed Statements of Revenues, Expenses and Changes in Net Position
For the Years Ended June 30, 2020 and 2019
(in thousands)

| | 2020 | 2019 | % Change |
|------------------------------------------|--------------|--------------|----------|
| OPERATING REVENUES | | | |
| Tuition and fees, net | \$ 92,690 | \$ 98,254 | -5.7% |
| Grants and contracts | 28,831 | 31,645 | -8.9% |
| Other revenues | 3,645 | 4,065 | -10.3% |
| Total operating revenues | 125,166 | 133,964 | -6.6% |
| OPERATING EXPENSES | | | |
| Expenses before depreciation | 661,298 | 564,733 | 17.1% |
| Depreciation | 30,156 | 30,522 | -1.2% |
| Total operating expenses | 691,455 | 595,255 | 16.2% |
| Operating loss | (566,288) | (461,291) | 22.8% |
| NON-OPERATING REVENUES (EXPENSES) | | | |
| State appropriations - general fund | 300,940 | 283,350 | 6.2% |
| State appropriations - bond fund | 22,412 | 28,114 | -20.3% |
| PELL grant revenue | 75,036 | 75,144 | -0.1% |
| Federal emergency grant revenue | 9,201 | - | N/A |
| Other nonoperating revenues, net | 1,213 | 1,940 | -37.5% |
| Total non-operating revenues | 408,802 | 388,548 | 5.2% |
| NET POSITION | | | |
| Change in net position | (157,487) | (72,743) | -116.5% |
| Net position, beginning of year | (667,379) | (594,636) | -12.2% |
| Net position, end of year | \$ (824,866) | \$ (667,379) | -23.6% |

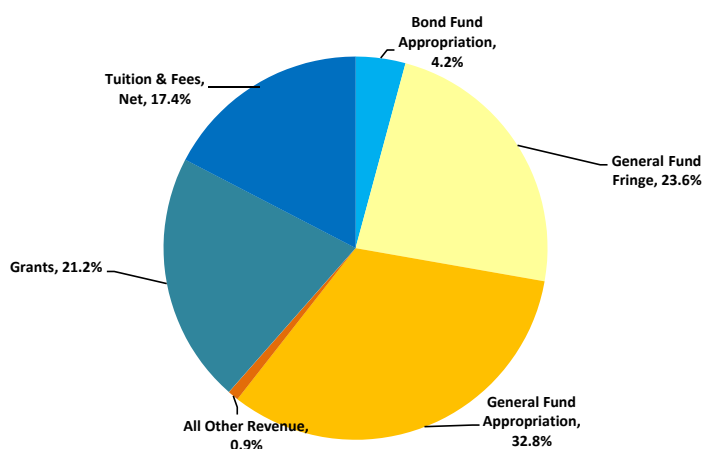
Government grant revenues are comprised primarily of student financial aid programs including the Supplemental Education Opportunity Grant ("SEOG") programs. Other government grants include funding for various program-related activities. Grant revenues (which includes non-operating Pell grants and non-operating Federal emergency grant revenue) at June 30, 2020 were \$113.1 million, an increase of \$6.3 million from the previous fiscal year. The Federal emergency grant revenue is the CARES Act grant revenue awarded to the colleges that was expended during fiscal year 2020.

Other operating and non-operating revenues totaled \$4.9 million, down from \$6.0 million in 2019. Other revenues include sales or commission revenues from college- or vendor-operated cafeterias, bookstores, and daycare centers, early childhood education, and food services.

REVENUE SUMMARY (in thousands)

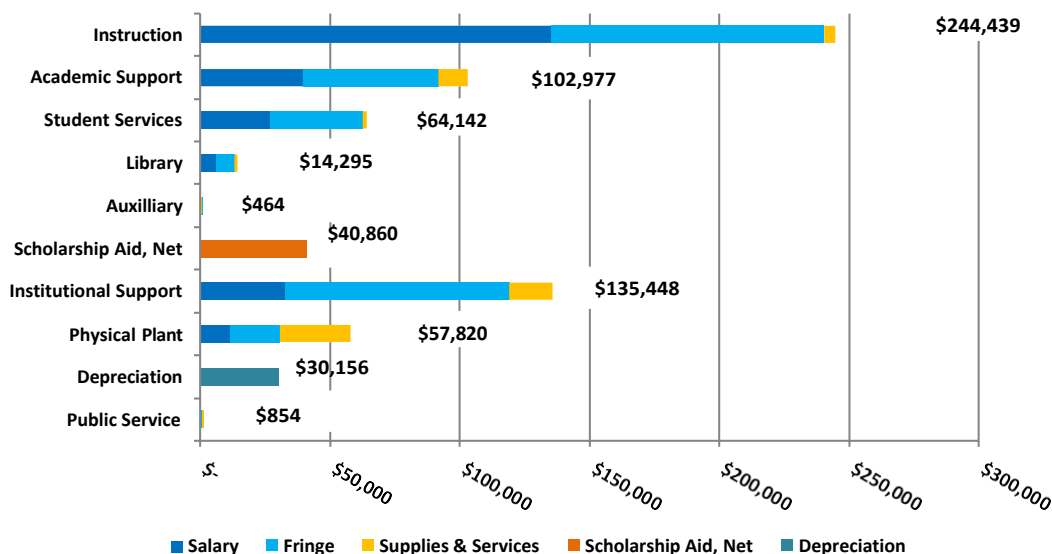


REVENUE DISTRIBUTION (FY 2020)

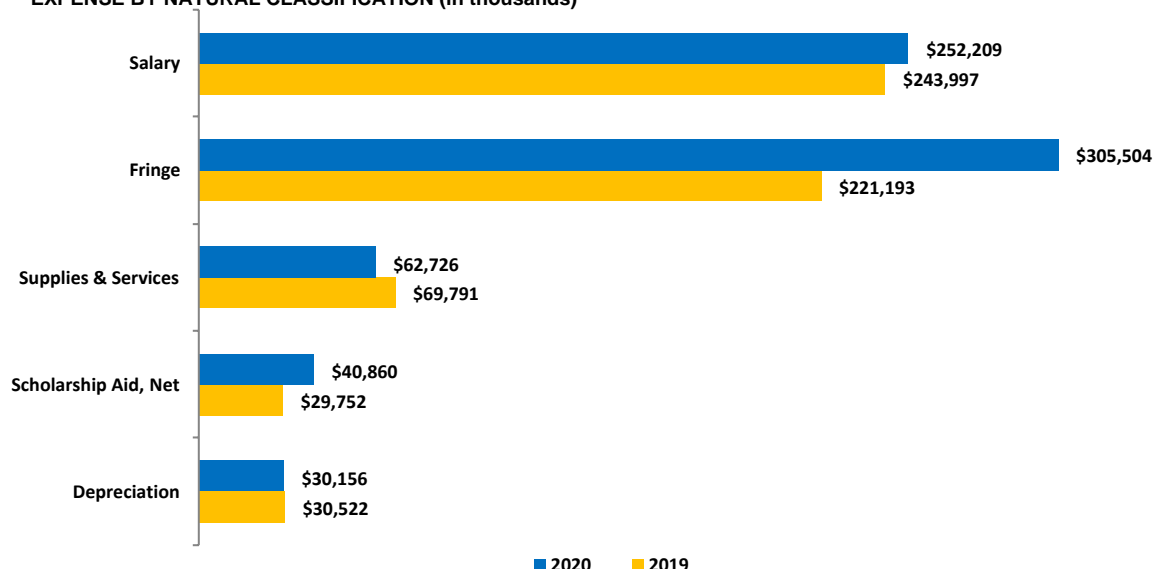


Total operating expenses for fiscal year 2020 were \$691.5 million, after reductions for the amount of student financial aid and waivers applied to student tuition and fees. This reflects an operating expense increase of 16.2% from \$595.3 million in fiscal year 2019. The \$96.2 million increase in fiscal year 2020 is primarily due to the change in pension and OPEB expense booked with GASB 68 and 75 requirements. Without reflecting that expense, CCC operating expenses increased to \$556.9 million from \$541.3 million, just 2.9%. Operating expenses include \$557.7 million for salary and wages and related fringe benefits, or 80.7% of total operating expense. In addition, operating expenses include \$40.9 million in net scholarship aid expense provided to students, \$30.2 million in depreciation expense and \$62.7 million for all other service and supply costs. Supplies and services include 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 all other non-personnel costs of operating the colleges.

OPERATING EXPENSES (in thousands)
by Program and Account Type



EXPENSE BY NATURAL CLASSIFICATION (in thousands)



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 of \$87.0 million, down \$8.3 million from 2019, and receipts from government grants and contracts of \$23.9 million, down \$2.7 million from 2019. 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 of \$248.4 million, down 0.5% from 2019, fringe benefits paid on behalf of employees of \$167.1 million, down 0.5% from 2019, vendor payments of \$71.3 million, down 5.0% from 2019 and payments to students of \$42.9 million, up 17.4% from 2019. Payments to students includes financial aid grants and loans (in excess of the amounts applied to tuition and fee charges), student work study or other employment, and tuition and fee refunds. The increase this year is due to the CARES Student Grants, which totaled \$9.1 million in 2020. Overall, net cash used by operating activities increased 3.1% during fiscal year 2020.

The largest inflow of cash related to *non-capital financing* is State appropriations, which were \$302.0 million, including general fund appropriations to cover 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 Pell grants and Federal emergency grants (CARES) of \$85.5 million, private gift receipts of \$1.8 million and Federal Family Education Loan Program (FFELP) receipts of \$9.7 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 2020, capital financing net cash inflows of \$17.2 million reflected the receipt of bond appropriations, \$8.6 million of which was spent on college facility projects administered by DAS, and \$13.3 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 \$1.4 million in fiscal year 2019 to \$1.9 million in fiscal year 2020.

Condensed Statements of Cash Flows
Year Ended June 30, 2020 and 2019
(in thousands)

| | 2020 | 2019 | % Change |
|----------------------------------------------|-------------------|-------------------|--------------|
| NET CASH PROVIDED BY (USED IN) | | | |
| Operating activities | \$ (408,336) | \$ (396,126) | 3.1% |
| Noncapital financing activities | 399,040 | 387,537 | -3.0% |
| Capital and related financing activities | (4,673) | (3,221) | 45.1% |
| Investing activities | <u>1,942</u> | <u>1,425</u> | <u>36.3%</u> |
| Net change in cash and cash equivalents | (12,028) | (10,385) | -15.8% |
| CASH AND CASH EQUIVALENTS | | | |
| Cash and cash equivalents, beginning of year | <u>137,012</u> | <u>147,397</u> | <u>-7.0%</u> |
| Cash and cash equivalents, end of year | <u>\$ 124,984</u> | <u>\$ 137,012</u> | <u>-8.8%</u> |

Economic Outlook

Connecticut and CSCU are in a period of immense economic uncertainty. The COVID-19 pandemic and ensuing economic dislocation have caused major budget and operational disruption in higher education and throughout the economy. State tax revenues are very difficult to predict, particularly for Connecticut's highly volatile income tax collections from capital gains, self-employment, and small business sectors, each of which faces its own pandemic-related challenges. This may result in lower levels of state subsidy to support operations, and a more challenging environment in which to make organizational changes to improve student success.

The economic behavior of our students and prospective students is also very hard to predict. The decline in Community College enrollment has been over 15% compared to pre-pandemic conditions. CSCU, and higher education as an industry, must try to understand when and under what circumstances these students will return.

This is key because CSCU was confronting an underlying weakness in enrollment throughout the system before the pandemic changed our operations. The system needs to find a way not simply to return to 2019 enrollment levels, but to increase enrollment to levels that can sustain CSCU's diverse footprint of institutions.

Finally, CSCU will need to adapt to the changes in the economy that occur as we recover from the loss of jobs and income that occurred in 2020. CSCU institutions must, for instance, adapt to changes in the staffing needs in healthcare, manufacturing, and criminal justice sectors as they change during this downturn and recovery. CSCU is a committed partner to the state in meeting its economic development goals, and that will require adaptation as the needs of the state develop.

CSCU continues to make unprecedented changes through the merger of community colleges, reorganization of back-office functions under shared services, and austerity demanded by the sudden drop in revenue experienced in the Fall of 2020. These changes will allow us to meet the longer-term changes in the economy by making CSCU more dynamic and resilient.

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 the CSCU Chief Financial Officer, Connecticut State Colleges & Universities (860-723-0251). College-specific questions may also be directed to the Dean of Administration and/or Director of Finance at each individual college.

GRANT THORNTON LLP
75 State Street, 13th Floor
Boston, MA 02109

D +1 617 723 7900
F +1 617 723 3640

REPORT OF INDEPENDENT CERTIFIED PUBLIC ACCOUNTANTS

The Board of Regents of
Connecticut State Colleges and Universities

Report on the financial statements

We have audited the accompanying financial statements of the business-type activities and the aggregate discretely presented component units of the Connecticut Community Colleges, an enterprise fund of the State of Connecticut (collectively, the "System") as of and for the year ended June 30, 2020, 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 these 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 opinions on these financial statements based on our audit. We did not audit the financial statements of 11 of the 12 aggregated discretely presented component units (the affiliated foundations (the "Foundations")), which statements reflect total assets of \$68.7 million and total net assets of \$66.5 million as of June 30, 2020, and total revenues, capital gains and losses, and other support of \$14.1 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 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 the auditor's 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, the auditor considers 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 opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the business-type activities and the aggregate discretely presented component units of the Connecticut Community Colleges as of June 30, 2020, 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 matter

As discussed in Note 1, the financial statements present only the System, an enterprise fund of the State of Connecticut and do not purport to, and do not present fairly, the financial position of the State of Connecticut as of June 30, 2020, the changes in its financial position or where applicable, its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America. Our opinion is not modified with respect to this matter.

Other matters*Required supplementary information*

Accounting principles generally accepted in the United States of America require that the accompanying Management's Discussion and Analysis on pages 1 through 10 and the Schedule of Net Pension Liability and Related Ratios, Schedule of Net Other Post-Employment Benefits and Related Ratios, and Schedule of Contributions on pages 45 through 49 be presented to supplement the basic financial statements. Such information, although not a required 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. This required supplementary information is the responsibility of management. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America. These limited procedures 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.

Supplementary information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the Entity's basic financial statements. The supplemental Combining Statement of Net Position, Combining Statement of Revenues, Expenses, and Changes in Net Position, Combining Statement of Cash Flows, Combining Statement of Net Position by Fund Group, and Combining Statement of Revenues, Expenses and Changes in Net Position by Fund Group included on pages 51 through 61 are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such supplementary 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. These additional procedures included comparing and reconciling the 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. In our opinion, the supplementary information is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Report on 2019 summarized comparative information

We have previously audited the System's 2019 basic financial statements, and we expressed unmodified audit opinions on the respective financial statements of the business-type activities and the aggregate discretely presented component units in our report dated June 10, 2020. In our opinion, the accompanying summarized comparative information as of and for the year ended June 30, 2019 is consistent, in all material respects, with the audited financial statements from which it has been derived.

Grant Thornton LLP

Boston, Massachusetts
March 4, 2021

Connecticut Community Colleges

Combined Statements of Net Position

June 30, 2020 and 2019

CSCU

| | 2020 | 2019 |
|------------------------------------------------------|------------------|------------------|
| Assets | | |
| Current assets | | |
| Cash and cash equivalents | \$ 124,984,361 | \$ 137,012,369 |
| Accounts receivable, due from the State | 33,608,127 | 30,141,227 |
| Accounts receivable other, net | 17,218,964 | 19,127,691 |
| Prepaid expenses and other current assets | 327,526 | 330,135 |
| Total current assets | 176,138,978 | 186,611,422 |
| Non-current assets | | |
| Investment in plant | 1,129,852,592 | 1,117,088,049 |
| Accumulated depreciation | (423,048,898) | (399,026,754) |
| Investment in plant, net of accumulated depreciation | 706,803,694 | 718,061,295 |
| Student loans, net | 428,307 | 234,279 |
| Total non-current assets | 707,232,001 | 718,295,574 |
| Total assets | \$ 883,370,979 | \$ 904,906,996 |
| Deferred outflows of resources | | |
| Deferred pension | \$ 265,264,534 | \$ 216,468,505 |
| Deferred other post employment benefits | 292,831,066 | 45,817,895 |
| Total deferred outflows of resources | \$ 558,095,600 | \$ 262,286,400 |
| Liabilities | | |
| Current liabilities | | |
| Accounts payable | \$ 5,075,780 | \$ 6,091,989 |
| Accrued expenses - salary and fringe benefits | 43,738,441 | 40,600,862 |
| Accrued compensated absences - current portion | 3,282,959 | 3,145,344 |
| Unearned tuition and grant revenue | 15,020,483 | 14,996,470 |
| Retainage | 495,701 | 3,363,748 |
| Agency and loan fund liabilities | 2,464,589 | 2,059,983 |
| Other liabilities | 1,020,046 | 799,862 |
| Total current liabilities | 71,097,999 | 71,058,258 |
| Non-current liabilities | | |
| Pension liability, net | 920,928,258 | 795,762,269 |
| Other post employment benefits liability net | 1,128,067,973 | 829,795,327 |
| Accrued compensated absences - long term portion | 37,077,217 | 35,554,815 |
| Federal loan program advances | - | 41,944 |
| Total non-current liabilities | 2,086,073,448 | 1,661,154,355 |
| Total liabilities | \$ 2,157,171,447 | \$ 1,732,212,613 |
| Deferred inflows of resources | | |
| Deferred pension | \$ 18,776,641 | \$ 25,095,368 |
| Deferred other post employment benefits | 90,384,212 | 77,264,341 |
| Total deferred inflows of resources | \$ 109,160,853 | \$ 102,359,709 |
| Net position | | |
| Invested in capital assets, net | \$ 706,803,694 | \$ 718,061,295 |
| Restricted | | |
| Nonexpendable | 20,000 | 20,000 |
| Expendable | 35,724,382 | 40,209,248 |
| Unrestricted | (1,567,413,797) | (1,425,669,469) |
| Total net position | \$ (824,865,721) | \$ (667,378,926) |

Connecticut Community Colleges

Statements of Net Position – Component Unit – Magnet School

June 30, 2020 and 2019

CSCU

| | <u>2020</u> | <u>2019</u> |
|------------------------------------------------------|----------------------|----------------------|
| Assets | | |
| Current assets | | |
| Cash and cash equivalents | \$ 2,733,185 | \$ 1,525,500 |
| Accounts receivable, due from the State | 15,078 | 51,998 |
| Accounts receivable other, net | <u>-</u> | <u>260,790</u> |
| Total current assets | <u>2,748,263</u> | <u>1,838,288</u> |
| Non-current assets | | |
| Investment in plant | 32,322,939 | 32,322,939 |
| Accumulated depreciation | <u>(9,663,222)</u> | <u>(8,832,521)</u> |
| Investment in plant, net of accumulated depreciation | 22,659,717 | 23,490,418 |
| Total assets | <u>\$ 25,407,980</u> | <u>\$ 25,328,706</u> |
| Liabilities | | |
| Current liabilities | | |
| Accounts payable | \$ 358,345 | \$ 224,263 |
| Accrued expenses - salary and fringe benefits | 50,517 | 52,397 |
| Accrued compensated absences - current portion | <u>4,796</u> | <u>2,578</u> |
| Total current liabilities | <u>413,658</u> | <u>279,238</u> |
| Non-current liabilities | | |
| Accrued compensated absences - long term portion | <u>53,060</u> | <u>29,829</u> |
| Total non-current liabilities | <u>53,060</u> | <u>29,829</u> |
| Total liabilities | <u>\$ 466,718</u> | <u>\$ 309,067</u> |
| Net position | | |
| Invested in capital assets, net | \$ 22,659,717 | \$ 23,490,418 |
| Unrestricted | <u>2,281,545</u> | <u>1,529,221</u> |
| Total net position | <u>\$ 24,941,262</u> | <u>\$ 25,019,639</u> |

Connecticut Community Colleges

Combined Statements of Financial Position – Component Unit – Foundations

June 30, 2020 and 2019

CSCU

| | <u>2020</u> | <u>2019</u> |
|---------------------------------------|----------------------|----------------------|
| Assets | | |
| Cash and cash equivalents | \$ 5,913,534 | \$ 4,413,908 |
| Accounts receivable, net | 34,300 | 23,995 |
| Contributions receivable, net | 435,510 | 1,361,167 |
| Prepaid expenses and other assets | 56,388 | 68,640 |
| Investments | <u>64,345,522</u> | <u>60,074,905</u> |
| Total assets | <u>\$ 70,785,254</u> | <u>\$ 65,942,615</u> |
| Liabilities | | |
| Accounts payable and accrued expenses | \$ 731,199 | \$ 694,373 |
| Grants payable | 1,292,042 | 1,196,373 |
| Annuities payable | 35,521 | 41,920 |
| Scholarships payable | 88,642 | 16,905 |
| Other liabilities | <u>110,000</u> | <u>157,302</u> |
| Total liabilities | <u>2,257,404</u> | <u>2,106,873</u> |
| Net Assets | | |
| Without donor restrictions | 15,151,705 | 12,898,721 |
| With donor restrictions | <u>53,376,145</u> | <u>50,937,021</u> |
| Total net assets | <u>68,527,850</u> | <u>63,835,742</u> |
| Total liabilities and net assets | <u>\$ 70,785,254</u> | <u>\$ 65,942,615</u> |

Connecticut Community Colleges

Combined Statements of Revenues, Expenses, and Changes in Net Position

For the Years Ended June 30, 2020 and 2019

CSCU

| | <u>2020</u> | <u>2019</u> |
|--------------------------------------------|-------------------------|-------------------------|
| Operating revenues | | |
| Student tuition and fees | \$ 176,460,816 | \$ 183,201,245 |
| Less: Scholarship discounts and allowances | <u>(83,771,167)</u> | <u>(84,947,563)</u> |
| Net tuition and fees | 92,689,649 | 98,253,683 |
| Federal grants and contracts | 12,114,800 | 13,970,305 |
| State and local grants and contracts | 11,901,055 | 11,854,182 |
| Nongovernment grants and contracts | 4,815,529 | 5,820,452 |
| Auxiliary revenues | 415,126 | 564,095 |
| Other operating revenues | <u>3,230,081</u> | <u>3,500,863</u> |
| Total operating revenues | <u>125,166,240</u> | <u>133,963,580</u> |
| Operating expenses | | |
| Salaries and wages | 252,209,342 | 243,996,943 |
| Fringe benefits | 305,503,637 | 221,193,001 |
| Professional services and fees | 9,491,192 | 8,829,036 |
| Educational services and support | 8,705,604 | 9,483,569 |
| Travel expenses | 2,075,633 | 2,575,083 |
| Operation of facilities | 27,102,684 | 29,787,785 |
| Other operating supplies and expenses | 15,350,696 | 19,115,878 |
| Scholarship aid, net | 40,859,546 | 29,751,640 |
| Depreciation expense | <u>30,156,387</u> | <u>30,521,990</u> |
| Total operating expenses | <u>691,454,721</u> | <u>595,254,925</u> |
| Operating loss | <u>(566,288,481)</u> | <u>(461,291,345)</u> |
| Nonoperating revenues | | |
| State appropriation - general fund | 300,940,479 | 283,350,238 |
| State appropriation - bond fund | 22,411,768 | 28,114,359 |
| Pell grant revenue | 75,035,663 | 75,144,201 |
| Federal emergency grant revenue | 9,201,051 | - |
| Investment income | <u>1,212,724</u> | <u>1,939,621</u> |
| Total nonoperating revenues | <u>408,801,686</u> | <u>388,548,419</u> |
| Change in net position | <u>(157,486,795)</u> | <u>(72,742,926)</u> |
| Net position, beginning of year | <u>(667,378,926)</u> | <u>(594,636,000)</u> |
| Net position, end of year | <u>\$ (824,865,721)</u> | <u>\$ (667,378,926)</u> |

Connecticut Community Colleges

Statements of Revenue, Expense, and Changes in Net Position

Component Unit – Magnet School

June 30, 2020 and 2019

CSCU

| | <u>2020</u> | <u>2019</u> |
|---------------------------------------|----------------------|-------------------|
| Operating revenues | | |
| Federal grants and contracts | \$ 3,382,700 | \$ 3,404,417 |
| Other operating revenues | <u>1,042,951</u> | <u>1,178,097</u> |
| Total operating revenues | <u>4,425,651</u> | <u>4,582,514</u> |
| Operating expenses | | |
| Salaries and wages | 2,795,407 | 2,914,781 |
| Fringe benefits | 1,123,929 | 1,244,387 |
| Other operating supplies and expenses | 369,806 | 449,011 |
| Depreciation expense | <u>830,701</u> | <u>846,220</u> |
| Total operating expenses | <u>5,119,843</u> | <u>5,454,399</u> |
| Operating loss | <u>(694,192)</u> | <u>(871,885)</u> |
| Nonoperating revenues | | |
| State appropriation - general fund | <u>615,815</u> | <u>809,181</u> |
| Total nonoperating revenues | <u>615,815</u> | <u>809,181</u> |
| Change in net position | <u>(78,377)</u> | <u>(62,704)</u> |
| Net position, beginning of year | <u>25,019,639</u> | <u>25,082,343</u> |
| Net position, end of year | <u>\$ 24,941,262</u> | <u>25,019,639</u> |

Connecticut Community Colleges**Combined Statements of Activities – Component Unit - Foundations**

For the Years Ended June 30, 2020 and 2019



| | <u>2020</u> | <u>2019</u> |
|-----------------------------------------|----------------------|----------------------|
| Revenue | | |
| Gifts and grants | \$ 8,811,273 | \$ 9,843,729 |
| Events and activities | 682,950 | 830,634 |
| Investment return, net | <u>4,735,920</u> | <u>1,406,949</u> |
| Total revenue | <u>14,230,143</u> | <u>12,081,312</u> |
| Expenses | | |
| Program services | \$ 3,849,313 | \$ 3,944,570 |
| Scholarships, awards, and financial aid | 2,762,361 | 2,459,399 |
| Fundraising events | 793,094 | 938,531 |
| Management and general | 1,105,185 | 1,162,431 |
| College advancement | <u>1,028,082</u> | <u>1,735,390</u> |
| Total expenses | <u>9,538,035</u> | <u>10,240,321</u> |
| Change in net assets | 4,692,108 | 1,840,991 |
| Net assets at beginning of year | <u>\$ 63,835,742</u> | <u>\$ 61,994,751</u> |
| Net assets at end of year | <u>\$ 68,527,850</u> | <u>\$ 63,835,742</u> |

Connecticut Community Colleges

Combined Statements of Cash Flows

June 30, 2020 and 2019

CSCU

| | Primary Institution | |
|----------------------------------------------------------------------------------|---------------------|------------------|
| | 2020 | 2019 |
| Cash flows from operating activities | | |
| Student tuition and fees | \$ 87,000,100 | \$ 95,287,158 |
| Government grants and contracts | 23,944,104 | 26,673,539 |
| Private grants and contracts | 3,773,307 | 4,282,830 |
| Sales and services of educational departments | 618,474 | 794,495 |
| Payments to employees | (248,378,963) | (249,713,477) |
| Payments for fringe benefits | (167,165,887) | (167,934,153) |
| Payments to students | (42,895,744) | (36,546,921) |
| Payments to vendors | (71,268,694) | (75,038,011) |
| Payments by Department of Construction Services (DCS) | (20,000) | (306,619) |
| Other receipts, net | 6,057,287 | 6,374,617 |
| Net cash used in operating activities | (408,336,017) | (396,126,542) |
| Cash flows from investing activities | | |
| Interest income | 1,941,785 | 1,425,962 |
| Net cash provided by investing activities | 1,941,785 | 1,425,962 |
| Cash flows from capital and related financing activities | | |
| State appropriations | 17,253,418 | 16,243,161 |
| Payments by Department of Construction Services (DCS) | (8,625,104) | (4,236,093) |
| Purchase of capital assets | (13,301,782) | (15,228,216) |
| Net cash used in capital and related financing activities | (4,673,468) | (3,221,148) |
| Cash flows from noncapital financing activities | | |
| State appropriations | 302,011,130 | 300,685,389 |
| Nonoperating federal grants | 85,516,937 | 75,217,632 |
| Private gifts | 1,835,084 | 1,726,901 |
| Federal Family Education Loan Program (FFELP) | 9,676,540 | 9,906,773 |
| Net cash provided by noncapital financing activities | 399,039,691 | 387,536,695 |
| Net decrease in cash and cash equivalents | (12,028,009) | (10,385,033) |
| Cash and cash equivalents at beginning of year | \$ 137,012,369 | \$ 147,397,402 |
| Cash and cash equivalents at end of year | \$ 124,984,361 | \$ 137,012,369 |
| Reconciliation of operating loss to net cash used in operating activities: | | |
| Operating loss | \$ (566,288,481) | \$ (461,291,345) |
| Adjustments to reconcile operating loss to net cash used in operating activities | | |
| Depreciation expense | 30,156,387 | 30,521,990 |
| Loss on disposal of capital assets, net | 766,403 | 872,645 |
| Operating application of FFELP receipts | (9,676,540) | (9,906,773) |
| Changes in operating assets and liabilities: | | |
| Accounts receivable, net | (3,203,125) | (2,325,655) |
| Prepaid expenses and other assets | 29,885 | 6,956 |
| Accrued compensation and other | 4,797,596 | (10,136,979) |
| Pension liability, net | 125,165,989 | 36,383,269 |
| Other post-employment benefits liability | 298,272,646 | (18,049,673) |
| Accounts payable and other liabilities | 627,263 | 1,539,244 |
| Unearned tuition, fees and grant revenue | 24,013 | 613,470 |
| Changes in deferred outflows and inflows of resources: | | |
| Deferred pension outflows | (48,796,029) | 9,220,495 |
| Deferred other post-employment benefits outflows | (247,013,171) | (3,824,895) |
| Deferred pension inflows | (6,318,727) | 1,368 |
| Deferred other post-employment benefits inflows | 13,119,871 | 30,249,341 |
| Net cash used in operating activities | \$ (408,336,017) | \$ (396,126,542) |

1. Summary of Significant Accounting Policies**Organization**

The Connecticut State Colleges and Universities System ("CSCU") was established by the State of Connecticut (the "State") in 2011 via Public Act 11-48 as amended by Public Act 11-61. This brought together the governance structure for the Connecticut State University System ("CSU"), the Connecticut Community College System ("CCC" or "the Colleges") and Charter Oak State College ("COSC") under the newly formed Board of Regents for Higher Education. The financial statements presented herein represent only the financial activities of CCC. Separate financial statements are issued for CSU and COSC.

CSCU consists of seventeen separate institutions including four state universities, twelve community colleges and Charter Oak State College. The CSCU system offers associate degrees, baccalaureate, graduate and certificate programs, applied doctoral degree programs in education as well as short-term certificates and individual coursework in both credit and noncredit programs.

Basis of Presentation

The financial statements for the CCC institutions 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 ("GAAP"), as prescribed by the Government Accounting Standards Board ("GASB"). Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. 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"), and their aggregate discretely presented component units.

CCC's financial statements include three statements: the statement of net position, the statement of revenues, expenses, and changes in net position and the statement of cash flows.

- The statement of net position present information on all of the system's assets, liabilities, deferred outflows and inflows, and net position.
- The statement of revenues, expenses and changes in net position present information showing how the incumbent system's net position changed during the fiscal years presented. All changes in net position are reported when the underlying event giving rise to the change occurs, regardless of the timing of related cash flows. Thus, certain revenues and expenses are reported in these statements for items that will only result in cash flows in future fiscal periods (e.g., the accrual for compensated absences).
- The statement of cash flows are presented using the direct method. The direct method of cash flow reporting portrays net cash flow from operations by major class of operating receipts and expenditures (e.g., payments to employees for salaries and benefits).

There are several legally separate, tax-exempt, affiliated organizations (the "Foundations" and the "magnet high school") which must be reported as component units of CCC and are presented discretely in these 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. The

majority of resources or income thereon that the Foundations hold and invest is restricted to the activities of the Colleges by the donors. Since 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 CCC's primary institutions.

The Foundations are private nonprofit organizations that report under Financial Accounting Standards Board ("FASB") standards, which include guidelines for *Financial Reporting for Not-for-Profit Organizations*. 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 Foundation's financial information in CCC's financial reporting entity for these differences. The disclosures included in the financial statements address only CCC and the magnet high school and not the related Foundations. Each of the foundations issues a separate audited financial statement which may be obtained by contacting the System's office at 61 Woodland Street, Hartford, CT 06105.

Great Path Academy is an inter-district magnet high school located on the Manchester Community College campus. GPA is discretely presented and identified in a single column as a component unit on the face of CCC's statement of net position and statement of revenues, expenses and changes in net position. CCC does not consider other magnet high schools to be component units of CCC primary institutions, because they are legally separate entities from CCC and they are separately managed and accounted for.

Net Position

Resources are classified for reporting purposes into the following four net position categories:

- **Invested in Capital Assets, Net**

Capital assets, at historical cost or fair market value on date of gift, net of accumulated depreciation. Similar net assets are included in net assets without donor restrictions in the statements of the foundation component units.

- **Restricted Nonexpendable**

Net position subject to externally imposed stipulations that they be maintained in perpetuity by CCC. Similar net assets are referred to as net assets with donor restrictions in the statements of the foundation component units.

- **Restricted Expendable**

Net position whose use by CCC is subject to externally imposed stipulations that can be fulfilled by actions of CCC pursuant to those stipulations or that expire by the passage of time. Similar net assets are referred to as net assets with donor restrictions in the statements of the foundation component units.

- **Unrestricted**

Net position that is not subject to externally imposed stipulations is considered unrestricted. Unrestricted net position may be designated for the specific purpose by actions of management or the Board of Regents ("BOR") or may otherwise be utilized to satisfy certain contractual agreements with outside parties. Substantially all unrestricted net position will be utilized for support for academic and research programs and initiatives, and capital programs.

Classification of Assets and Liabilities

CCC presents short-term and long-term assets and liabilities in the statement of net position. Short-term assets include balances with maturities of one year or less, and assets expected to be received or used within one year or less, from June 30. Long-term assets represent balances with maturities of greater than one year, and assets expected to be received or used after one year, from June 30. Cash and cash equivalents and investments presented as short-term in the statement of net position include balances with a maturity of one year or less from June 30. Long-term cash and cash equivalents and investments include balances with a maturity of greater than one year from June 30 and balances that have externally imposed restrictions as to use.

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 2).

The largest inflow of cash related to non-capital financing is State appropriations and the portion of bond appropriations expended for non-capitalized equipment, deferred maintenance and other non-capital items. The appropriation is treated as a cash equivalent for accounting and reporting purposes, and is included in the cash flow statement.

Fair Value of Financial Instruments

Fair value approximates carrying value for cash and cash equivalents, notes and accounts receivable, accounts payable, accrued interest and deposits.

Investment in Plant

Capital assets of the primary institutions and magnet school are stated at historical cost or, in the case of donated property, at acquisition value at the date of the gift. Land, capitalized collections, and construction in progress are not depreciated. 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 as follows:

| <u>Asset Class Description</u> | <u>Useful Life</u> |
|---------------------------------------|---------------------------|
| Buildings | 40 years |
| Site & Building Improvements | 20 years |
| Technology | 5 years |
| Library Materials | 10 years |
| Vehicles | 10 years |
| Software | 5 years |
| Non-Collectible Artwork | 10 years |
| Other Equipment | 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.

Major construction projects for new physical plant and original equipment financed by the State capital outlay appropriations are managed and controlled by the Division of Construction Services of the State of Connecticut ("DCS").

Title to all assets, whether purchased, constructed or donated, is held physically by the State.

Accrued Compensated Absences (ACA)

Employees earn the right to be compensated during absences for vacation leave, sick leave and related fringe benefits. The accompanying statement of net position reflects the accrual for the amounts earned as of year-end.

Pension & Other Post Employment Obligations

The System records pension and other post-employment benefit obligations equal to the net liability for its defined benefit and retiree health plans. These net liabilities are measured as the total pension and health liability, less the amount of the respective plan's fiduciary net position. The total liability is determined based upon discounting projected benefit payments based on the benefit terms and legal agreements existing at the 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. Because there are other state entities participating in the plans, the net liability recorded by CCC is based on an allocation of the total net liability, as determined by an independent actuary.

Pension and other post-employment benefit expenses are 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.

Deferred Revenue

Deferred revenue consists primarily of tuition and fees collected as of year-end for the upcoming summer or fall semesters.

Tuition and Fees 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 expense. Student tuition, college services fees, student activity fees, extension credit and non-credit program fees, and other miscellaneous student fees are 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.

Operating Activities

Operating activities as reported on the statement 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, including state appropriations, Pell grants, gifts and investment income.

Income Taxes

CCC is a component unit of the State and is exempt from federal and state income taxes under the doctrine of intergovernmental tax immunity found in the U.S. Constitution. Accordingly, no provision for income taxes has been recorded in the accompanying financial statements. CCC qualifies as a public charity eligible to receive charitable contributions under Section 170(b)(1)(A)(ii) of the Internal Revenue Code, as amended (the "Code").

Use of Estimates

The preparation of financial statements in conformity with GAAP requires management to make estimates and assumptions that affect the amounts reported in the financial statements and accompanying notes at June 30 and revenues and expenses recognized during the reporting period. Major estimates include the accrual for employee compensated absences, pension and other post-employment benefit liabilities, estimated lives of capital assets and the allowances for doubtful accounts. Actual results could differ from those estimates.

Component Units

The component units represent the 12 college foundations (the "Foundations") and the Great Path Academy ("GPA"), a magnet high school at Manchester Community College ("MCC"). The GPA at MCC is a discretely presented component unit, identified in a single column on the CCC financial statements.

GASB Pronouncements Effective in Future Fiscal Years

In January 2017, GASB released Statement No. 84, *Fiduciary Activities*. This Statement establishes criteria for identifying fiduciary activities of all state and local governments. The focus of the criteria generally is on (1) whether a government is controlling the assets of the fiduciary activity and (2) the beneficiaries with whom a fiduciary relationship exists. This Statement also provides for recognition of a liability to the beneficiaries in a fiduciary fund when an event has occurred that compels the government to disburse fiduciary resources. The requirements of this Statement are effective for reporting periods beginning after December 15, 2019, with earlier application encouraged.

In June 2017, GASB released Statement No. 87, *Leases*. The objective of this Statement is to better meet the information needs of financial statement users by improving accounting and financial reporting for leases by governments. This statement requires the recognition of certain lease assets and liabilities for leases that previously were classified as operating leases and recognized as inflows of resources or outflows of resources based on the payment provisions of the contract. Under this Statement, a lessee is required to recognize a lease liability and an intangible right-to-use lease asset, and a lessor is required to recognize a lease receivable and a deferred inflow of resources, thereby enhancing the relevance and consistency of information about governments' leasing activities. The requirements of this Statement are effective for reporting periods beginning after December 15, 2020 in accordance with GASB 95, with earlier application encouraged.

In June 2018, GASB released Statement No. 89, *Accounting for Interest Cost Incurred before the End of a Construction Period*. This statement establishes accounting requirements for interest cost incurred before the end of a construction period. The requirements of this Statement are effective for reporting periods beginning after December 15, 2020 in accordance with GASB 95, with earlier application encouraged.

In May 2019, GASB released Statement No. 91. The primary objectives of this Statement are to provide a single method of reporting conduit debt obligations by issuers and eliminate diversity in practice associated with (1) commitments extended by issuers, (2) arrangements associated with conduit debt obligations, and (3) related note disclosures. The requirements of this Statement are

effective for reporting periods beginning after December 15, 2021 in accordance with GASB 95, with earlier application encouraged.

Correction of Immaterial Errors

CSCU recorded certain adjustments to correct immaterial errors previously reported in the prior year related to pension and other post-employment benefit expenses. The net impact on the Statement of Revenues, Expenses, and Changes in Net Position for the year ended June 30, 2019 was a \$12.0 million decrease in net position.

Reclassifications

Certain amounts in the 2019 Combined Statements of Financial Position – Component Unit – Foundations, Statement of Revenue, Expense, and Change in Net Position – Component Unit – Magnet School, and Combined Statements of Activities – Component Unit – Foundation have been reclassified to conform to the current year's presentation. There was no effect on net position.

Subsequent Events

In accordance with generally accepted accounting principles, CSCU has evaluated subsequent events for the period after June 30, 2020, through March 4, 2021, the date the financial statements were issued.

In March 2020, the World Health Organization declared the outbreak of a novel coronavirus (COVID-19) as a pandemic, which continues to spread throughout the United States. As a result, all on-campus coursework and student activities were suspended effective March 13, 2020. All employees, except certain identified essential employees, were required to work from home. Almost all courses have been converted to online courses.

The Colleges were awarded a total of \$28.5 million from the Coronavirus Aid, Relief, and Economic Security Act ("CARES"): Higher Education Emergency Relief Fund to address the unprecedented COVID-19 challenges. As of June 30, 2020, the College had disbursed \$9.1 million of the Emergency Financial Aid Grants to students and this amount is included in student aid expenses and is shown in non-operating revenue. The Colleges have not yet drawn down the institutional portion under the grant. The remaining balances from the CARES Act will be drawn down and spent in 2021.

While the disruption is currently expected to be temporary, there is uncertainty around the duration. Therefore, while CSCU expects this matter to negatively impact its financial position for 2021, the related financial impact cannot be reasonably estimated at this time.

2. Cash and Cash Equivalents

Cash and cash equivalents are invested in the State Treasurer's STIF, a combined investment pool of high quality, short-term money market instruments. 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 participants' 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 five percent (5%) of the STIF's net assets at the time of execution.

Cash and cash equivalents also include operating funds held by the State in a pooled, interest credit program which earns interest at a rate determined monthly by the Office of the State Treasurer. The interest rate at June 30, 2020 and 2019 was 0.35% and 2.42%, respectively.

Cash and cash equivalents at June 30 are as follows:

| | <u>2020</u> | <u>2019</u> |
|---------------------------|-----------------------|-----------------------|
| Cash | \$ 89,637,172 | \$ 95,122,748 |
| Cash equivalents | <u>35,347,195</u> | <u>41,889,621</u> |
| Cash and cash equivalents | <u>\$ 124,984,367</u> | <u>\$ 137,012,369</u> |

Investments are pooled by the State and separate accounting is maintained as to the amounts allocable to the various funds and programs.

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 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% or more of the total value of investments. 100% of CCC total cash, cash equivalents and investments were invested in the STIF or consist of State general fund and capital bond fund appropriations allocated to CCC as of June 30, 2020 and 2019.

Interest Rate Risk – Interest rate risk is the risk that changes in interest rates will adversely affect the fair market value of an investment. Interest rate risk is managed by establishing targets for the preferred duration of the fixed income component of the investment portfolio by asset class by limiting investments through target allocations to different asset classes.

3. Accounts Receivable Other, Net

Accounts receivable other, net consists of the following at June 30:

| | <u>2020</u> | <u>2019</u> |
|---------------------------------------------|----------------------|----------------------|
| Tuition and fees | \$ 16,961,614 | \$ 12,520,808 |
| Less: allowance for doubtful accounts | <u>(9,204,447)</u> | <u>(5,166,054)</u> |
| Student tuition and fee receivables, net | 7,757,167 | 7,354,755 |
| Third-party contracts | 1,877,690 | 2,194,521 |
| Government and private grants and contracts | 5,947,343 | 5,644,273 |
| Other receivables | <u>2,283,711</u> | <u>4,376,232</u> |
| Subtotal | 10,108,743 | 12,215,027 |
| Less: allowance for doubtful accounts | <u>(646,946)</u> | <u>(442,090)</u> |
| Other receivables, net | 9,461,797 | 11,772,937 |
| Accounts receivable other, net | <u>\$ 17,218,964</u> | <u>\$ 19,127,691</u> |

Connecticut Community Colleges

Notes to Financial Statements

June 30, 2020 and 2019

CSCU

4. Capital Assets

Capital assets consist of the following at June 30:

| | Balance at June 30, 2019 | Additions | Disposals and Adjustments | Transfers | Balance at June 30, 2020 |
|------------------------------------|-----------------------------|-----------------------|------------------------------|-------------|-----------------------------|
| Land and land/site improvements | \$ 30,929,230 | \$ 2,869,084 | \$ (2,684,459) | \$ - | \$ 31,113,855 |
| Building and building improvements | 899,198,629 | 2,985,790 | (1,782,722) | 893,210 | 901,294,907 |
| Furniture and equipment | 92,756,451 | 3,633,878 | (4,429,024) | 239,471 | 92,200,776 |
| Library books | 5,061,121 | 155,615 | (1,421,427) | - | 3,795,309 |
| Software | <u>283,871</u> | <u>26,160</u> | <u>(20,320)</u> | <u>-</u> | <u>289,711</u> |
| | 1,028,229,302 | 9,670,527 | (10,337,953) | 1,132,681 | 1,028,694,558 |
| Less: accumulated depreciation | <u>(399,026,754)</u> | <u>(30,156,387)</u> | <u>6,134,244</u> | <u>-</u> | <u>(423,048,898)</u> |
| | 629,202,548 | (20,485,860) | (4,203,709) | 1,132,681 | 605,645,660 |
| Construction in progress | 88,858,747 | 13,431,968 | - | (1,132,681) | 101,158,034 |
| Capital assets, net | <u>\$ 718,061,295</u> | <u>\$ (7,053,892)</u> | <u>\$ (4,203,709)</u> | <u>\$ -</u> | <u>\$ 706,803,694</u> |

| | Balance at June 30, 2018 | Additions | Disposals and Adjustments | Transfers | Balance at June 30, 2019 |
|------------------------------------|-----------------------------|-----------------------|------------------------------|--------------|-----------------------------|
| Land and land/site improvements | \$ 28,336,283 | \$ 802,447 | \$ - | \$ 1,790,499 | \$ 30,929,229 |
| Building and building improvements | 891,473,316 | 2,470,088 | (592,457) | 5,847,681 | 899,198,628 |
| Furniture and equipment | 90,290,570 | 4,873,541 | (2,407,658) | - | 92,756,453 |
| Library books | 5,060,160 | 961 | - | - | 5,061,121 |
| Software | <u>210,000</u> | <u>115,481</u> | <u>(41,610)</u> | <u>-</u> | <u>283,871</u> |
| | 1,015,370,329 | 8,262,518 | (3,041,725) | 7,638,180 | 1,028,229,302 |
| Less: accumulated depreciation | <u>(369,727,213)</u> | <u>(30,521,990)</u> | <u>1,222,449</u> | <u>-</u> | <u>(399,026,754)</u> |
| | 645,643,116 | (22,259,472) | (1,819,276) | 7,638,180 | 629,202,548 |
| Construction in progress | 83,540,938 | 12,955,989 | - | (7,638,180) | 88,858,747 |
| Capital assets, net | <u>\$ 729,184,054</u> | <u>\$ (9,303,483)</u> | <u>\$ (1,819,276)</u> | <u>\$ -</u> | <u>\$ 718,061,295</u> |

5. Accrued Compensated Absences

Accrued compensated absences consist of the following at June 30:

| | 2020 | 2019 |
|----------------------------------------------------|----------------------|----------------------|
| Accrued vacation | \$ 17,882,981 | \$ 16,001,873 |
| Accrued sick leave | 10,547,368 | 12,336,050 |
| Other accrued fringe benefits | <u>11,929,827</u> | <u>10,362,235</u> |
| Total accrued compensated absences | 40,360,176 | 38,700,158 |
| Less: current portion | <u>(3,282,959)</u> | <u>(3,145,344)</u> |
| Accrued compensated absences - non-current portion | <u>\$ 37,077,217</u> | <u>\$ 35,554,815</u> |

Activity for compensated absences as of June 30 includes:

| | | |
|---------------------------------------|----|--------------------|
| Balance as of June 30, 2018 | \$ | 39,878,432 |
| Additions in 2019 | | 1,758,965 |
| Benefits paid to participants in 2019 | | <u>(2,937,239)</u> |
| Balance as of June 30, 2019 | \$ | <u>38,700,158</u> |
| Additions in 2020 | | 4,663,726 |
| Benefits paid to participants in 2020 | | <u>(3,003,708)</u> |
| Balance as of June 30, 2020 | \$ | <u>40,360,176</u> |

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 based on recent past history.

6. Related Parties

Periodically, public acts may be signed into law by the Governor stating that the Secretary of the Office of Policy and Management may approve monies to be transferred from CSCU's operating reserves to the State's General Fund. The CCC made no transfers to the State during fiscal year 2020 or 2019.

The System Office administers certain activities centrally for the provision of management information systems and services to the Colleges. Primary among these activities are administration of certain system-wide information systems, telecommunications, capital projects planning and budgeting and technical support. Costs of such activities, including the allocation of funds to the Colleges from bond proceeds, are included in the activity of the System Office and supported by revenues from State appropriations and Colleges' tuition and fee revenues, which are allocated to the System Office through the budget allocation process.

Accrued salaries and related fringe benefit costs for CSCU employees within CCC, whose salaries will be charged to the State General Fund represent a related party balance. CCC has also recorded a receivable from the State related to allocated bond financing for capital projects when allotted by the Governor.

Amounts due from the State for the year ended June 30 are as follows:

| | <u>2020</u> | <u>2019</u> |
|------------------------------------------------------------------------------------------------|----------------------|----------------------|
| Receivable for accrued salaries, interest and fringe benefits to be paid by State General Fund | \$ <u>33,608,127</u> | \$ <u>30,141,227</u> |

The accompanying statements of net position includes balances among related parties. Significant balances for the year ended June 30 are as follows:

| | <u>2020</u> | <u>2019</u> |
|----------------------------------------------------------|----------------------|----------------------|
| Cash balances held with the State on behalf of the CCC's | \$ <u>89,639,692</u> | \$ <u>95,122,728</u> |

7. Commitments, Contingencies and Leases

CCC makes expenditures in connection with restricted government grants and contracts which are subject to final audit by government agencies. CCC is of the opinion that the amount of disallowances, if any, sustained through such audits would not materially affect the financial position of CCC.

CCC is a defendant in various legal actions arising out of the normal course of its operations. Although the final outcome of such actions cannot be determined now, management is of the opinion that eventual liability, if any, will not have a material effect on CCC's financial position.

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

| | <u>2020</u> | <u>2019</u> |
|--------------------------------------------|----------------|----------------|
| Asnuntuck Community College | \$ 5,917,989 | \$ 1,351,103 |
| Capital Community College | 1,029,442 | 411,440 |
| Gateway Community College | 205,197 | 442,356 |
| Housatonic Community College | 1,487,341 | 723,412 |
| Manchester Community College | 1,016,843 | 23,708 |
| Middlesex Community College | 494,354 | 571,377 |
| Naugatuck Valley Community College | 764,010 | 41,268 |
| Northwestern Connecticut Community College | 806,677 | 196,659 |
| Norwalk Community College | 892,887 | 461,550 |
| Quinebaug Valley Community College | 1,228,679 | 261,074 |
| System Office | 654,018 | 8,776,338 |
| Three Rivers Community College | 343,245 | 1,420,748 |
| Tunxis Community College | <u>472,059</u> | <u>253,572</u> |
| | \$ 15,312,740 | \$ 14,934,605 |

CCC is party to one non-cancellable operating lease contract entered into on July 1, 2012 by Gateway with the City of New Haven for parking in the Temple Street Parking Garage for \$970,200 per year for 20 years.

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 as follows:

| | |
|---------------------|------------------|
| Year ending June 30 | |
| 2021 | \$ 1,857,032 |
| 2022 | 1,817,034 |
| 2023 | 1,824,108 |
| 2024 | 1,824,108 |
| 2025 | 1,824,108 |
| Thereafter | <u>6,884,715</u> |
| | \$ 16,031,105 |

Rental and lease expense was \$3.2 million and \$3.6 million for the years ended June 30, 2020 and 2019, respectively.

8. Pension Plans*Plan Description*

All regular full-time employees participate in one of two retirement plans. The State is statutorily responsible for the pension benefits of CSCU 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"). SERS provides retirement, disability, death benefits and 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 agreements between the State and the State Employee Bargaining Agent Coalition ("SEBAC") as authorized by the General Statutes. SERS does not issue standalone financial reports. Information on the plan is currently publicly available in the State's Comprehensive Annual Financial Report prepared by the Office of the State Comptroller, and in annual actuarial valuations prepared by the State Retirement Commission.

Employees hired before July 1, 2011 participate in Tier I, Tier II, Tier IIA, or TRS depending on several factors.

Employees hired after July 1, 2011 but before July 31, 2017 were eligible to participate in Tier III or the Hybrid Plan, the 2 primary SERS plan options available (some employees are eligible to elect the Teachers Retirement System - "TRS"). The Hybrid Plan, which became effective July 1, 2011 under the 2011 agreement between the SEBAC, provides a 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 5% employer match and 4% interest in lieu of a defined benefit.

Employees hired after July 1, 2017 are eligible to participate in Tier IV as a result of the 2017 SEBAC agreement. The SERS Tier IV plan is comprised of both a traditional Defined Benefit component and a new Defined Contribution component. The Tier IV Defined Benefit component provides a pre-defined monthly retirement income for life, with the amount being affected by years of service, retirement age, and the member's final average earnings for members that satisfy the Tier IV minimum age and service eligibility requirements. The Tier IV Defined Contribution component establishes an account consisting of an accumulation of employee and employer contributions both set equal to 1%, as well as investment gains or losses. Each Tier IV member will have an account with the third party administrator of the State Alternate Retirement Program ("ARP"). CSCU makes contributions on behalf of the employees in SERS plans through a fringe benefit charge assessed by the State.

Alternatively, employees may choose to participate in the ARP, which is a defined contribution plan managed by Prudential. Under this arrangement, plan participants contribute 6.5% of their pay, or they can opt out of the 6.5% and contribute 5% and the State contributes 6.5% to individual participants' investment accounts managed by Prudential. CSCU pays a fringe benefit charge to the State, which includes the 6.5% employer contribution, employee health benefits and an administrative charge.

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 Plan B Hazardous Duty members are required to contribute 2% and 4% of their annual salary up to the Social Security Taxable Wage Base, respectively, 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. Tier IV employees contribute 5% of their salary (8% for hybrid and hazardous duty members) plus 1% into the defined contribution component.

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 59.99% and 64.30% for SERS and 33.40% and 41.84% for TRS for the fiscal year ended June 30, 2020 and 2019, respectively. The State contributed \$61.5 million and \$2.0 million, on behalf of the System, for SERS and TRS, respectively, for fiscal year 2020, equal to 100.0% and 79.2%, respectively, of the required contributions that year. The State contributed \$51.3 million and \$1.3 million, on behalf of the System, for SERS and TRS, respectively, for fiscal year 2019, equal to 100.0% and 53.1%, respectively, of the required contributions that year.

Net Pension Liability

The Systems' net pension liability is valued one year in arrears. The net pension liability recorded in the financial statements as of June 30, 2020 and 2019 was measured and valued as of June 30, 2019 and 2018, respectively and the total pension liability used to calculate the net pension liability was determined by the most current actuarial valuation as of those dates. 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, the CCC System's proportion was 0.19% as of June 30, 2020 and 2019. For the SERS plan, the CCC System's proportion was 3.89% and 3.55% as of June 30, 2020 and 2019, respectively.

All SERS and TRS assets are available to pay any participants benefits. However, the portion of each plan's net pension liability attributable to the CCC System is calculated separately. The net pension liability for the CCC System as of June 30, 2020 for SERS and TRS was \$888.2 million and \$32.7 million, respectively. The net pension liability for the CCC System as of June 30, 2019 for SERS and TRS was \$770.5 million and \$25.3 million, respectively.

Actuarial Assumptions for SERS:

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

| Measurement Year | 2019 | 2018 |
|---------------------------------------------------------------------------------------|-----------------|-----------------|
| Inflation | 2.50% | 2.50% |
| Salary increases including inflation | 3.50% to 19.50% | 3.50% to 19.50% |
| Investment rate of return net of pension plan investment expense, including inflation | 6.90% | 6.90% |

Mortality rates were based on the RP-2014 White Collar Mortality Table projected to 2020 by scale BB at 100% for males and 95% for females.

The actuarial assumptions used in the June 30, 2019 valuation (which was the basis for recording the June 30, 2020 financial statement liabilities) were based on the results of the actuarial experience study as of June 30, 2019. The actuarial assumptions used in the June 30, 2018 valuation (which was the basis for recording the June 30, 2019 financial statement liabilities) were based on the results of the actuarial experience study as of June 30, 2018.

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 the 2019 measurement date are summarized in the following table:

| Asset Class | Target Allocation | Long-Term Expected Real Rate of Return |
|-----------------------------------|--------------------------|-----------------------------------------------|
| Domestic Equity Fund | 20.0% | 5.6% |
| Developed Market Intl. Stock Fund | 11.0% | 6.0% |
| Emerging Market Intl. Stock Fund | 9.0% | 7.9% |
| Core Fixed Income Fund | 16.0% | 2.1% |
| Inflation Linked Bond Fund | 5.0% | 1.1% |
| Emerging Market Debt Fund | 5.0% | 2.7% |
| High Yield Bond Fund | 6.0% | 4.0% |
| Real Estate Fund | 10.0% | 4.5% |
| Private Equity | 10.0% | 7.3% |
| Alternative Investments | 7.0% | 2.9% |
| Liquidity Fund | 1.0% | 0.4% |
| | <u>100.0%</u> | |

The best estimates of geometric rates of return for each major asset class as of the 2018 measurement date are summarized in the following table:

| Asset Class | Target Allocation | Long-Term Expected Real Rate of Return |
|-----------------------------|--------------------------|-----------------------------------------------|
| Large Cap U.S. Equities | 21.0% | 5.8% |
| Developed Non-U.S. Equities | 18.0% | 6.6% |
| Emerging Market (Non-U.S.) | 9.0% | 8.3% |
| Real Estate | 7.0% | 5.1% |
| Private Equity | 11.0% | 7.6% |
| Alternative Investments | 8.0% | 4.1% |
| Fixed Income | 8.0% | 1.3% |
| High Yield Bonds | 5.0% | 3.9% |
| Emerging Market Bond | 4.0% | 3.7% |
| TIPS | 5.0% | 1.0% |
| Cash | 4.0% | 0.4% |
| | <u>100.0%</u> | |

Actuarial Assumptions for TRS:

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

| Measurement Year | 2019 | 2018 |
|---------------------------------------------------------------------------------------|----------------|----------------|
| Inflation | 2.50% | 2.75% |
| Salary increases including inflation | 3.25% to 6.50% | 3.25% to 6.50% |
| Investment rate of return net of pension plan investment expense, including inflation | 6.90% | 8.00% |

Mortality rates were based on the RPH-2014 White Collar table with employee and annuitant rates blended from ages 50 to 80, projected to the year 2020 using the BB improvement scale and further adjusted to grade in increases (5% for females and 8% for males) to rates over age 80 for the period after service retirement and for dependent beneficiaries as well as for active members.

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 as of the 2019 measurement date are summarized in the following table:

| Asset Class | Target Allocation | Long-Term Expected Real Rate of Return |
|------------------------------------------------|-------------------|----------------------------------------|
| Public Equity - US Equity | 20.0% | 8.1% |
| Public Equity - International Developed Equity | 11.0% | 8.5% |
| Public Equity - Emerging Markets Equity | 9.0% | 10.4% |
| Fixed Income - Core Fixed Income | 16.0% | 4.6% |
| Fixed Income - Inflation Linked Bonds | 5.0% | 3.6% |
| Fixed Income - High Yield | 6.0% | 6.5% |
| Fixed Income - Emerging Market Debt | 5.0% | 5.2% |
| Private Equity | 10.0% | 9.8% |
| Real Estate | 10.0% | 7.0% |
| Alternative Investments - Real Assets | 4.0% | 8.2% |
| Alternative Investments - Hedge Funds | 3.0% | 5.4% |
| Liquidity Fund | 1.0% | 2.9% |
| | 100.0% | |

The target asset allocation and best estimates of arithmetic real rates of return for each major asset class as of the 2018 measurement date are summarized in the following table:

| Asset Class | Target Allocation | Long-Term Expected Real Rate of Return |
|-----------------------------|--------------------------|-----------------------------------------------|
| Large Cap U.S. Equities | 21.0% | 5.8% |
| Developed Non-U.S. Equities | 18.0% | 6.6% |
| Emerging Market (Non-U.S.) | 9.0% | 8.3% |
| Real Estate | 7.0% | 5.1% |
| Private Equity | 11.0% | 7.6% |
| Alternative Investments | 8.0% | 4.1% |
| Fixed Income | 7.0% | 1.3% |
| High Yield Bonds | 5.0% | 3.9% |
| Emerging Market Bond | 5.0% | 3.7% |
| Inflation Linked Bonds | 3.0% | 1.0% |
| Cash | 6.0% | 0.4% |
| | <u>100.0%</u> | |

Discount Rate for SERS:

The discount rate used to measure the total pension liability was 6.9% in the 2019 and 2018 measurement years. 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 State'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.

Discount Rate for TRS:

The discount rate used to measure the total pension liability was 6.9% and 8.0% in the 2019 and 2018 measurement years, respectively. 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 to Changes in Discount Rate

The following table presents the current-period net pension liability of the CCC System calculated using the current-period discount rate assumption of 6.9% for SERS and 6.9% for TRS, as well as what the net pension liability would be if it were calculated using a discount rate that is 1% lower or 1% higher than the current rate:

| | 1% Decrease (SERS - 5.9%) (TRS - 5.9%) | Current Discount (SERS - 6.9%) (TRS - 6.9%) | 1% Increase (SERS - 7.9%) (TRS - 7.9%) |
|------|-------------------------------------------------------|------------------------------------------------------------|-------------------------------------------------------|
| SERS | \$ 1,060,711,199 | \$ 888,169,892 | \$ 744,242,753 |
| TRS | 40,862,160 | 32,757,768 | 25,944,401 |

The following table presents the June 30, 2018 measurement date net pension liability of the CCC System calculated using the current-period discount rate assumption of 6.9% for SERS and 8.0% for TRS, as well as what the net pension liability would be if it were calculated using a discount rate that is 1% lower or 1% higher than the current rate:

| | 1% Decrease (SERS-5.9%) (TRS-7.0%) | Current Discount (SERS-6.9%) (TRS-8.0%) | 1% Increase (SERS-7.9%) (TRS-9.0%) |
|------|------------------------------------------|-----------------------------------------------|------------------------------------------|
| SERS | \$ 919,449,353 | \$ 770,504,174 | \$ 646,225,687 |
| TRS | 31,921,699 | 25,258,143 | 19,622,974 |

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

For the year ended June 30, 2020 and 2019, the CCC System recognized pension expense of \$66.0 and \$43.0 million for SERS and \$4.1 and \$2.6 million for TRS, respectively. A schedule of deferred outflows and inflows of resources as of June 30, 2020 and 2019 is presented in Note 13. The net amount of deferred outflows 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 is as follows:

| Fiscal Years Ending June 30, | SERS | TRS | Total |
|---------------------------------|-----------------------|----------------------|-----------------------|
| 2020 | \$ 66,672,687 | \$ 3,568,628 | \$ 70,241,315 |
| 2021 | 44,679,218 | 2,913,462 | 47,592,680 |
| 2022 | 22,826,093 | 3,123,915 | 25,950,008 |
| 2023 | 23,321,480 | 2,862,434 | 26,183,914 |
| 2024 | 11,823,374 | 1,572,939 | 13,396,313 |
| Thereafter | - | 442,621 | 442,621 |
| Total | \$ 169,322,852 | \$ 14,483,999 | \$ 183,806,851 |

9. Other Post-Employment Benefits

The State provides post-retirement health care and life insurance benefits to eligible CSCU 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.

There is a single State sponsored defined benefit OPEB plan open to CSCU employees, the State Employee OPEB Plan ("SEOPEBP"). The State Comptroller's Healthcare Policy and Benefits Division under the direction of the Connecticut State Employees Retirement Commission

administers the SEOPEBP. The membership of the commission is composed of the State Treasurer or designee, who is a nonvoting ex-officio member; fifteen trustees, including six trustees representing state employees; six trustees representing state management; two trustees who are professional actuaries and one neutral trustee who serves as chairman. Also, the State Comptroller, ex officio, serves as the nonvoting secretary. The Governor makes all appointments except the employee trustees, who are selected by employee bargaining agents. Management and employee trustees make the appointments of the chairman and the actuarial trustee positions.

Plan Description

SEOPEBP is a single-employer defined benefit OPEB plan that covers retired employees of CSCU who are receiving benefits from any State-sponsored retirement system. The plan provides healthcare and life insurance benefits to eligible retirees and their spouses. Plan benefits, required contributions of plan participants and the State, and other plan provisions are described in Sections 5-257 and 5-259 of the General Statutes.

Funding Policy

The contribution requirements of the plan members and the State are established and may be amended by the State legislature, or by agreement between the State and employees' unions, upon approval by the State legislature. The cost of providing plan benefits is financed 100% by the State on a pay-as-you-go basis through an annual appropriation in the General fund outside of the CSCU entities. CSCU contributes and helps fund the annual appropriation based upon a designated fringe rate established by the State.

Investments

The State Treasurer employs several outside consulting firms as external money and investment managers, to assist the State's Chief Investment Officer, as they manage the investment programs of the SEOPEBP. Plan assets are managed primarily through assets allocation decisions with the main objective being to maximize investment returns over the long term at an acceptable level of risk. There is no concentration of investments in any one organization that represents 5.0% or more of plan net position available for benefits.

The following is the asset allocation policy as of June 30, 2020:

| Asset Class | Target Allocation | Long-Term Expected |
|-------------------------------------------|--------------------------|----------------------------|
| | | Real Rate of Return |
| Domestic Equity Fund | 20% | 5.6% |
| Developed Market International Stock Fund | 11% | 6.0% |
| Emerging Markets International Stock Fund | 9% | 7.9% |
| Core Fixed Income | 16% | 2.1% |
| Inflation Linked Bond Fund | 5% | 1.1% |
| Emerging Market Debt Fund | 5% | 2.7% |
| High Yield Bond Fund | 6% | 4.0% |
| Real Estate Fund | 10% | 4.5% |
| Private Equity | 10% | 7.3% |
| Alternative Investments | 7% | 2.9% |
| Liquidity Fund | 1% | 0.4% |
| | 100% | |

The following is the asset allocation policy as of June 30, 2019:

| 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% |
| Inflation Linked Bonds | 5% | 1.0% |
| Cash | 4% | 0.4% |
| | <u>100%</u> | |

Net OPEB Liability

The Systems' net OPEB liability is valued one year in arrears. The net OPEB liability recorded in the financial statements as of June 30, 2020 of \$1.1 billion was measured and valued as of June 30, 2019 and the total liability used to calculate the net liability was determined by the most current actuarial valuation as of that date. The net OPEB liability recorded in the financial statements as of June 30, 2019 of \$829.8 million was measured and valued as of June 30, 2018 and the total liability used to calculate the net liability was determined by the most current actuarial valuation as of that date. The System's proportion of the net OPEB liability was based on a projection of the System's long-term share of contributions to the OPEB plan relative to the projected contributions of all participating entities and the State, actuarially determined.

For the SEOPEBP plan, at June 30, 2020 and 2019, the System's proportion was 5.5% and 4.8%, respectively. All plan assets are available to pay any participants benefits. However, the portion of each plan's net liability attributable to CSCU is calculated separately.

Actuarial Assumptions:

The total OPEB liability was determined by actuarial valuations as of June 30, 2019 and 2018, using the following actuarial assumptions:

| Measurement Year | 2019 |
|------------------------------|-------------------------------------------------------------------|
| Payroll growth rate | 3.50% |
| Salary increases | 3.25% to 19.50% varying by years of service and retirement system |
| Discount rate | 3.58% |
| Healthcare cost trend rates: | |
| Medical | 6.0% graded to 4.5% over 6 years |
| Prescription drug | 3.00% |
| Dental and Part B | 4.50% |
| Administrative expense | 3.00% |
| Measurement Year | 2018 |
| Payroll growth rate | 3.50% |
| Salary increases | 3.25% to 19.50% varying by years of service and retirement system |
| Discount rate | 3.95% |
| Healthcare cost trend rates: | |
| Medical | 6.5% graded to 4.5% over 4 years |
| Prescription drug | 8.0% graded to 4.5% over 7 years |
| Dental and Part B | 4.50% |
| Administrative expense | 3.00% |

Mortality rates for the SEOPBP were based on the RP-2000 Healthy Annuitant Mortality Table for male rates projected 15 years (set back 2 years) and female rates projected 25 years (set back one year) under Scale AA.

The projection of cash flows used to determine the discount rate was performed in accordance with GASB pronouncements.

On December 20, 2019, there was a change in law, which repealed the excise "Cadillac" tax. The OPEB valuation has not taken this into account; this may have an impact on future OPEB obligations.

The following presents the current period net OPEB liability, as well as what the net OPEB liability would be if it were calculated using a discount rate and healthcare cost trend rate that is 1% lower or 1% higher than the current rate utilized:

For measurement date of June 30, 2019:

Discount rate comparison:

| | 1% Decrease in Discount Rate (2.58%) | Current Discount Rate (3.58%) | 1% Increase in Discount Rate (4.58%) |
|--------------------|-----------------------------------------|----------------------------------|-----------------------------------------|
| Net OPEB Liability | \$ 1,312,895,145 | \$ 1,128,067,973 | \$ 978,030,010 |

Health care trend rate comparison:

| | 1% Decrease in Trend Rates | Current Trend Rates | 1% Increase in Trend Rates |
|--------------------|-------------------------------|---------------------|-------------------------------|
| Net OPEB Liability | \$ 967,033,757 | \$ 1,128,067,973 | \$ 1,331,323,079 |

For measurement date of June 30, 2018:

Discount rate comparison:

| | 1% Decrease in Discount Rate (2.95%) | Current Discount Rate (3.95%) | 1% Increase in Discount Rate (4.95%) |
|--------------------|-----------------------------------------|----------------------------------|-----------------------------------------|
| Net OPEB Liability | \$ 962,501,995 | \$ 829,795,327 | \$ 722,029,015 |

Health care trend rate comparison:

| | 1% Decrease in Trend Rates | Current Trend Rates | 1% Increase in Trend Rates |
|--------------------|-------------------------------|---------------------|-------------------------------|
| Net OPEB Liability | \$ 706,793,365 | \$ 829,795,327 | \$ 985,656,616 |

OPEB Expense, Deferred Outflows and Deferred Inflows of Resources Related to OPEB

For the year ended June 30, 2020 and 2019, the CCC System recognized OPEB expense of \$64.3 million and \$8.4 million, respectively. A schedule of deferred outflows and inflows of resources as of June 30, 2020 and 2019 is presented in Note 13. The net amount of deferred outflows and deferred inflows of resources related to OPEB attributed to the CCC System that will be recognized in pension expense during the next five years is as follows:

| Fiscal Years Ending June 30, | OPEB |
|---------------------------------|---------------|
| 2021 | \$ 31,378,101 |
| 2022 | 31,377,991 |
| 2023 | 37,548,741 |
| 2024 | 47,405,671 |
| 2025 | 11,337,092 |
| Thereafter | \$ - |

10. Unearned Tuition, Fees and Grant Revenue

Unearned tuition and fees and grants and contracts revenue for the year ended June 30 are as follows:

| | <u>2020</u> | <u>2019</u> |
|------------------------------------------|----------------------|----------------------|
| Unearned tuition and fees | \$ 4,862,714 | \$ 7,998,336 |
| Grants and contracts | 9,738,119 | 6,617,716 |
| Unapplied payments and other | <u>419,651</u> | <u>380,418</u> |
| Total unearned tuition and grant revenue | <u>\$ 15,020,483</u> | <u>\$ 14,996,470</u> |

11. Natural Classification with Functional Classification

The operating expenses by functional classification for the years ended June 30, 2020 and 2019 are summarized as follows:

| Year Ended June 30, 2020 | | | | | | | | | | |
|--------------------------|-----------------------|-----------------------|--------------------------------|----------------------------------|---------------------|-------------------------|---------------------------------------|----------------------|----------------------|--------------------------|
| | Salaries and wages | Fringe benefits | Professional services and fees | Educational services and support | Travel expenses | Operation of facilities | Other operating supplies and expenses | Scholarship aid, net | Depreciation expense | Total operating expenses |
| Academic support | \$ 39,463,760 | \$ 52,213,107 | \$ 2,120,077 | \$ 2,424,739 | \$ 1,423,134 | \$ 1,002,998 | \$ 4,328,879 | \$ - | \$ - | \$ 102,976,694 |
| Auxiliary enterprises | 128,468 | 85,137 | 126,922 | - | - | 22,032 | 101,848 | - | - | 464,408 |
| Institutional support | 32,625,614 | 86,217,005 | 4,906,824 | 1,755,503 | 326,145 | 498,428 | 9,118,235 | - | - | 135,447,755 |
| Instruction | 135,246,525 | 105,062,646 | 530,595 | 2,938,731 | 150,961 | 186,967 | 322,416 | - | - | 244,438,840 |
| Library | 5,991,941 | 7,215,141 | 328,545 | 614,586 | 6,156 | 11,688 | 127,200 | - | - | 14,295,257 |
| Physical plant | 11,679,903 | 18,879,480 | 984,535 | 15,720 | 22,371 | 25,300,523 | 937,139 | - | 30,156,387 | 87,976,058 |
| Public service | 219,865 | 274,427 | 43,542 | 171,625 | 6,542 | 5,283 | 133,210 | - | - | 854,493 |
| Scholarship aid | - | - | - | - | - | - | - | 40,859,546 | - | 40,859,546 |
| Student services | 26,853,266 | 35,556,694 | 450,151 | 784,700 | 140,324 | 74,765 | 281,769 | - | - | 64,141,669 |
| | <u>\$ 252,209,342</u> | <u>\$ 305,503,637</u> | <u>\$ 9,491,192</u> | <u>\$ 8,705,604</u> | <u>\$ 2,075,633</u> | <u>\$ 27,102,684</u> | <u>\$ 15,350,696</u> | <u>\$ 40,859,546</u> | <u>\$ 30,156,387</u> | <u>\$ 691,454,720</u> |
| Year Ended June 30, 2019 | | | | | | | | | | |
| | Salaries and wages | Fringe benefits | Professional services and fees | Educational services and support | Travel expenses | Operation of facilities | Other operating supplies and expenses | Scholarship aid, net | Depreciation expense | Total operating expenses |
| Academic support | \$ 39,859,009 | \$ 38,394,612 | \$ 668,188 | \$ 2,408,088 | \$ 1,800,167 | \$ 909,435 | \$ 5,718,356 | \$ - | \$ - | \$ 89,757,855 |
| Auxiliary enterprises | 99,866 | 81,516 | 172,319 | 1,075 | 30 | 31,394 | 126,046 | - | - | 512,247 |
| Institutional support | 30,559,916 | 31,079,525 | 5,264,338 | 544,500 | 359,180 | 503,198 | 9,789,456 | - | - | 78,100,113 |
| Instruction | 129,434,417 | 106,014,658 | 534,818 | 4,371,097 | 185,055 | 309,894 | 1,579,753 | - | - | 242,429,692 |
| Library | 5,735,943 | 5,084,386 | 372,005 | 768,695 | 9,128 | 30,364 | 220,728 | - | - | 12,221,249 |
| Physical plant | 11,420,779 | 14,459,772 | 1,188,529 | 20,358 | 29,537 | 27,861,378 | 776,926 | - | 30,521,990 | 86,279,269 |
| Public service | 224,119 | 178,351 | 107,026 | 403,238 | 10,419 | 3,960 | 193,131 | - | - | 1,120,245 |
| Scholarship aid | - | - | - | - | - | - | - | 29,751,640 | - | 29,751,640 |
| Student services | 26,662,894 | 25,900,181 | 521,813 | 966,518 | 181,566 | 138,162 | 711,480 | - | - | 55,082,614 |
| | <u>\$ 243,996,943</u> | <u>\$ 221,193,001</u> | <u>\$ 8,829,036</u> | <u>\$ 9,483,569</u> | <u>\$ 2,575,083</u> | <u>\$ 29,787,785</u> | <u>\$ 19,115,879</u> | <u>\$ 29,751,640</u> | <u>\$ 30,521,990</u> | <u>\$ 595,254,925</u> |

12. Bonds Payable

The State, 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.

13. Deferred Outflows and Inflows of Resources

Deferred outflows and deferred inflows of resources consisted of the following as of June 30, 2020 and 2019:

| As of June 30, 2020 | SERS | TRS | OPEB | Total |
|---------------------------------------------------------------------------------------------------------------|-----------------------|----------------------|-----------------------|-----------------------|
| DEFERRED OUTFLOWS OF RESOURCES | | | | |
| Difference between expected and actual experience | \$ 60,343,823 | \$ - | \$ - | \$ 60,343,823 |
| Changes of assumptions or other inputs | 8,028,965 | 8,028,965 | 150,694,994 | 217,024,882 |
| Net difference between projected and actual earnings on pension plan investments | - | 544,071 | - | 544,071 |
| Changes in proportion and differences between employer contributions and proportionate share of contributions | 66,450,317 | 8,915,392 | 98,736,714 | 174,102,423 |
| Employer contributions after measurement date | 61,038,647 | 1,642,396 | 43,399,359 | 106,080,402 |
| Total | \$ 246,133,710 | \$ 19,130,824 | \$ 292,831,067 | \$ 558,095,601 |
| DEFERRED INFLOWS OF RESOURCES | | | | |
| Difference between expected and actual experience | \$ - | \$ 816,224 | \$ 28,466,466 | \$ 29,282,690 |
| Changes of assumptions or other inputs | - | - | 37,361,074 | 37,361,074 |
| Net difference between projected and actual earnings on pension plan investments | 2,113,332 | - | 244,752 | 2,358,084 |
| Changes in proportion and differences between employer contributions and proportionate share of contributions | 13,658,879 | 2,188,306 | 24,311,820 | 40,159,005 |
| Total | \$ 15,772,211 | \$ 3,004,530 | \$ 90,384,112 | \$ 109,160,853 |

Connecticut Community Colleges

Notes to Financial Statements

June 30, 2020 and 2019



| As of June 30, 2019 | SERS | TRS | OPEB | Total |
|---------------------------------------------------------------------------------------------------------------|----------------------|---------------------|---------------------|----------------------|
| DEFERRED OUTFLOWS OF RESOURCES | | | | |
| Difference between expected and actual experience | \$ 27,196,000 | \$ - | \$ - | \$ 27,196,000 |
| Changes of assumptions or other inputs | 83,955,085 | 2,375,791 | - | 86,330,876 |
| Net difference between projected and actual earnings on pension plan investments | - | 467,063 | - | 467,063 |
| Changes in proportion and differences between employer contributions and proportionate share of contributions | 28,027,996 | 11,033,559 | 4,750,635 | 43,812,190 |
| Employer contributions after measurement date | 61,450,290 | 1,962,721 | 41,067,260 | 104,480,271 |
| Total | \$200,629,371 | \$15,839,134 | \$45,817,895 | \$262,286,400 |
| DEFERRED INFLOWS OF RESOURCES | | | | |
| Difference between expected and actual experience | \$ - | \$ 1,042,732 | \$ - | \$ 1,042,732 |
| Changes of assumptions or other inputs | - | - | 43,874,511 | 43,874,511 |
| Net difference between projected and actual earnings on pension plan investments | 2,415,634 | - | 333,468 | 2,749,102 |
| Changes in proportion and differences between employer contributions and proportionate share of contributions | 19,529,544 | 2,107,458 | 33,056,362 | 54,693,364 |
| Total | \$21,945,178 | \$3,150,190 | \$77,264,341 | \$102,359,709 |

REQUIRED SUPPLEMENTARY INFORMATION

Connecticut Community Colleges

Schedule of Net Pension Liability and Related Ratios (Unaudited)

Years Ended June 30, 2020, 2019, 2018, 2017, 2016, 2015 and 2014

CSCU

Schedule of Net Pension Liability and Related Ratios

State Employee Retirement System Plan

Last 10 Fiscal Years ¹

(in thousands)

| | 2020 | 2019 | 2018 | 2017 | 2016 | 2015 | 2014 |
|---------------------------------------------------------------------------------------------------------------|------------|------------|------------|------------|------------|------------|------------------|
| CCC System's proportion of the net pension liability | 3.89% | 3.55% | 3.55% | 3.61% | 3.60% | 3.38% | 3.24% |
| CCC System's proportionate share of the net pension liability | \$ 888,170 | \$ 770,504 | \$ 747,249 | \$ 829,328 | \$ 594,978 | \$ 540,627 | \$ 537,772 |
| CCC System's covered-employee payroll | \$ 143,525 | \$ 121,796 | \$ 136,569 | \$ 134,378 | \$ 130,285 | \$ 117,737 | \$ 108,775 |
| CCC System's proportionate share of the net pension liability as a percentage of its covered-employee payroll | 619% | 633% | 547% | 617% | 457% | 459% | 494% |
| Plan Fiduciary net position as a percentage of the total pension liability | 36.79% | 36.62% | 36.25% | 31.69% | 39.23% | 39.54% | N/A ¹ |

Teachers Retirement System Plan

Last 10 Fiscal Years ¹

(in thousands)

| | 2020 | 2019 | 2018 | 2017 | 2016 | 2015 | 2014 |
|---------------------------------------------------------------------------------------------------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| CCC System's proportion of the net pension liability | 0.19% | 0.19% | 0.09% | 0.09% | 0.11% | 0.11% | 0.11% |
| CCC System's proportionate share of the net pension liability | \$ 32,758 | \$ 25,258 | \$ 12,130 | \$ 12,798 | \$ 12,018 | \$ 11,109 | \$ 12,253 |
| State's proportionate share of the net pension liability associated with the System | \$ 32,758 | \$ 25,258 | \$ 12,130 | \$ 12,798 | \$ 12,018 | \$ 11,094 | N/A ¹ |
| Total | <u>\$ 65,516</u> | <u>\$ 50,516</u> | <u>\$ 24,260</u> | <u>\$ 25,596</u> | <u>\$ 24,036</u> | <u>\$ 22,203</u> | <u>\$ 12,253</u> |
| CCC System's covered-employee payroll | \$ 5,559 | \$ 6,578 | \$ 3,549 | \$ 3,549 | \$ 4,327 | \$ 4,197 | \$ 4,001 |
| CCC System's proportionate share of the net pension liability as a percentage of its covered-employee payroll | 589% | 384% | 342% | 361% | 278% | 265% | 306% |
| Plan Fiduciary net position as a percentage of the total pension liability | 52.00% | 57.69% | 55.93% | 52.26% | 59.50% | 61.56% | N/A ¹ |

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

Connecticut Community Colleges

Schedule of Net Pension Liability and Related Ratios (Unaudited)

Years Ended June 30, 2020, 2019, 2018, 2017, 2016, 2015 and 2014

CSCU

Schedule of Net Other Post Employment Benefits Liability and Related Ratios

Last 10 Fiscal Years ¹

| | <u>2020</u> | <u>2019</u> | <u>2018</u> | <u>2017</u> |
|--------------------------------------------------------------------------------------------------------|------------------|----------------|----------------|----------------|
| System's proportion of the net OPEB liability | 5.45% | 4.81% | 3.90% | 4.03% |
| System's proportionate share of the net OPEB liability | \$ 1,128,067,973 | \$ 834,514,351 | \$ 841,977,711 | \$ 869,278,680 |
| System's covered-employee payroll | \$ 197,396,304 | \$ 194,411,536 | \$ 200,795,770 | \$ 206,023,378 |
| System's proportionate share of the net OPEB liability as a percentage of its covered-employee payroll | 571% | 429% | 419% | N/A |
| Plan Fiduciary net position as a percentage of the total OPEB liability | 5.47% | 4.69% | 3.03% | 1.94% |

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

Connecticut Community Colleges

Schedule of Contributions (Unaudited)

Years Ended June 30, 2020, 2019, 2018, 2017, 2016, 2015 and 2014

CSCU

State Employee Retirement System Plan

Last 10 Fiscal Years ¹
(in thousands)

| | 2020 | 2019 | 2018 | 2017 | 2016 | 2015 |
|----------------------------------------------------------------------|-------------|-------------|---------------|---------------|---------------|-------------|
| Contractually required contribution | 61,450 | \$ 51,270 | \$ 55,136 | \$ 54,676 | \$ 49,636 | \$ 42,837 |
| Contributions in relation to the contractually required contribution | (61,450) | (51,270) | (54,695) | (54,239) | (49,388) | (42,837) |
| Contribution deficiency (excess) | <u>\$ -</u> | <u>\$ -</u> | <u>\$ 441</u> | <u>\$ 437</u> | <u>\$ 248</u> | <u>\$ -</u> |
| CCC System's covered-employee payroll | \$ 143,525 | \$ 121,796 | \$ 136,569 | \$ 136,569 | \$ 130,285 | \$ 117,737 |
| Contributions as a percentage of covered employee payroll | 42.81% | 42.09% | 40.05% | 39.72% | 37.91% | 36.38% |

Teachers Retirement System Plan

Last 10 Fiscal Years ¹
(in thousands)

| | 2020 | 2019 | 2018 | 2017 | 2016 | 2015 |
|----------------------------------------------------------------------|---------------|-----------------|---------------|-----------------|-----------------|-----------------|
| Contractually required contribution | \$ 2,480 | \$ 2,441 | \$ 909 | \$ 876 | \$ 1,078 | \$ 1,039 |
| Contributions in relation to the contractually required contribution | (1,963) | (1,296) | (551) | (1,613) | (1,970) | (1,927) |
| Contribution deficiency (excess) | <u>\$ 517</u> | <u>\$ 1,145</u> | <u>\$ 358</u> | <u>\$ (737)</u> | <u>\$ (892)</u> | <u>\$ (888)</u> |
| CCC System's covered-employee payroll | \$ 5,559 | \$ 6,578 | \$ 3,549 | \$ 3,549 | \$ 4,327 | \$ 4,197 |
| Contributions as a percentage of covered employee payroll | 35.31% | 19.70% | 15.53% | 45.45% | 45.53% | 45.91% |

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

**Schedule of Contributions
Other Post Employment Benefits**

Last 10 Fiscal Years ¹

| | 2020 | 2019 | 2018 | 2017 |
|----------------------------------------------------------------------|----------------|----------------|----------------|----------------|
| Contractually required contribution | 41,067,260 | 38,542,153 | 32,590,354 | 30,682,270 |
| Contributions in relation to the contractually required contribution | (41,067,260) | (38,542,153) | (32,590,354) | (30,682,270) |
| Contribution deficiency (excess) | <u>\$ -</u> | <u>\$ -</u> | <u>\$ -</u> | <u>\$ -</u> |
| System's covered-employee payroll | \$ 197,396,304 | \$ 194,411,536 | \$ 200,795,770 | \$ 206,023,378 |
| Contributions as a percentage of covered employee payroll | 20.80% | 19.83% | 16.23% | 14.89% |

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

1. Supplementary Information

Pension Plans

Changes of benefit terms:

- Beginning July 1, 2019, annual interest credited on mandatory contributions set at 4.0%.
- For members retiring on or after July 1, 2019 with a partial refund option election (Plan N), if 50% of the benefits paid prior to death do not exceed the Member's mandatory contributions plus interest frozen at the date of the benefit commencement, the difference is paid to the Member's beneficiary.

Changes of assumptions:

- Reduce the inflation assumption from 2.75% to 2.50%.
- Reduce the real rate of return assumption from 5.25% to 4.40% which, when combined with the inflation assumption change results in a decrease in the investment rate of return assumption from 8.00% to 6.90%.
- Increase the annual rate of wage increase assumption from 0.50% to 0.75%.
- Phase in to a level dollar amortization method for the June 30, 2024 valuation.

State Employee OPEB Plan

Changes of assumptions:

- The discount rate was updated in accordance with GASB Statement No. 75 to 3.58% as of June 30, 2019 and 3.95% as of June 30, 2018.
- The mortality rates for SERS, ARP, Hybrid and Other were updated to be consistent with the corresponding retirement plan assumptions.
- Per capita health costs, administrative expenses, and retiree contributions were updated for recent experience.
- Health care trend rates and retiree contribution increase rates were adjusted.

SUPPLEMENTARY SCHEDULES

Connecticut Community Colleges
Combining Statement of Net Position
Year Ended June 30, 2020

CSCU

| | 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 | \$ 4,201,551 | \$ 1,263,801 | \$ 578,409 | \$ 14,453,230 | \$ 10,778,360 | \$ 4,981,720 | \$ 13,798,708 | \$ 2,799,649 | \$ 14,609,235 | \$ 9,411,835 | \$ 10,715,646 | \$ 3,022,112 | \$ 34,370,104 | \$ 124,984,361 |
| Accounts receivable, due from the State | 1,315,167 | 2,777,953 | 3,885,436 | 2,856,389 | 4,281,610 | 1,849,188 | 4,523,657 | 1,334,744 | 3,116,965 | 1,279,639 | 2,378,586 | 2,354,703 | 1,654,090 | 33,608,127 |
| Accounts receivable other, net | 980,451 | 2,007,180 | 1,727,195 | 2,001,658 | 1,435,645 | 741,992 | 2,129,849 | 359,524 | 738,208 | 524,589 | 1,318,982 | 2,193,104 | 1,060,588 | 17,218,964 |
| Prepaid expenses and other current assets | 1,073 | 1,445 | 1,714 | 19,113 | 13,851 | 12,385 | 7,149 | 2,000 | 2,684 | 260 | 1,023 | 6,990 | 257,839 | 327,526 |
| Total current assets | <u>6,498,242</u> | <u>6,050,379</u> | <u>6,192,755</u> | <u>19,330,390</u> | <u>16,509,466</u> | <u>7,585,284</u> | <u>20,459,363</u> | <u>4,495,917</u> | <u>18,467,093</u> | <u>11,216,322</u> | <u>14,414,237</u> | <u>7,576,909</u> | <u>37,342,620</u> | <u>176,138,978</u> |
| Non-current assets | | | | | | | | | | | | | | |
| Investment in plant | 47,816,917 | 73,680,486 | 198,620,309 | 151,587,351 | 113,925,914 | 22,147,637 | 169,125,298 | 62,539,838 | 74,998,940 | 29,591,138 | 100,104,274 | 63,837,176 | 21,877,314 | 1,129,852,592 |
| Accumulated depreciation | (11,586,553) | (35,064,110) | (47,353,371) | (39,501,747) | (62,662,447) | (14,593,728) | (79,185,214) | (16,533,680) | (30,485,948) | (11,760,040) | (33,672,507) | (22,520,979) | (18,128,573) | (423,048,898) |
| Investment in plant, net of accumulated depreciation | <u>36,230,364</u> | <u>38,616,376</u> | <u>151,266,938</u> | <u>112,085,603</u> | <u>51,263,467</u> | <u>7,553,910</u> | <u>89,940,083</u> | <u>46,006,158</u> | <u>44,512,992</u> | <u>17,831,098</u> | <u>66,431,767</u> | <u>41,316,197</u> | <u>3,748,741</u> | <u>706,803,694</u> |
| Student loans, net | 112,216 | - | 8,093 | (1,206) | - | (6,647) | - | - | 32,519 | - | (32,526) | 315,858 | - | 428,307 |
| Total non-current assets | <u>36,342,580</u> | <u>38,616,376</u> | <u>151,275,031</u> | <u>112,084,397</u> | <u>51,263,467</u> | <u>7,547,263</u> | <u>89,940,083</u> | <u>46,006,158</u> | <u>44,545,511</u> | <u>17,831,098</u> | <u>66,399,241</u> | <u>41,632,055</u> | <u>3,748,741</u> | <u>707,232,001</u> |
| Total assets | <u>\$ 42,840,822</u> | <u>\$ 44,666,756</u> | <u>\$ 157,467,786</u> | <u>\$ 131,414,787</u> | <u>\$ 67,772,933</u> | <u>\$ 15,132,547</u> | <u>\$ 110,399,447</u> | <u>\$ 50,502,074</u> | <u>\$ 63,012,604</u> | <u>\$ 29,047,420</u> | <u>\$ 80,813,478</u> | <u>\$ 49,208,964</u> | <u>\$ 41,091,361</u> | <u>\$ 883,370,979</u> |
| Deferred outflows of resources | | | | | | | | | | | | | | |
| Deferred pension | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 265,264,534 | \$ 265,264,534 |
| Deferred other post employment benefits | - | - | - | - | - | - | - | - | - | - | - | - | 292,831,066 | 292,831,066 |
| Total deferred outflows of resources | <u>\$ -</u> | <u>\$ -</u> | <u>\$ -</u> | <u>\$ -</u> | <u>\$ -</u> | <u>\$ -</u> | <u>\$ -</u> | <u>\$ -</u> | <u>\$ -</u> | <u>\$ -</u> | <u>\$ -</u> | <u>\$ -</u> | <u>\$ 558,095,600</u> | <u>\$ 558,095,600</u> |
| Liabilities | | | | | | | | | | | | | | |
| Current liabilities | | | | | | | | | | | | | | |
| Accounts payable | \$ 47,524 | \$ 142,888 | \$ 413,712 | \$ 498,466 | \$ 260,482 | \$ 18,512 | \$ 160,804 | \$ 45,424 | \$ 250,340 | \$ 24,824 | \$ 121,546 | \$ 433,812 | \$ 2,657,446 | \$ 5,075,780 |
| Accrued expenses - salary and fringe benefits | 1,791,736 | 3,573,489 | 5,523,215 | 3,774,994 | 5,302,475 | 2,378,176 | 5,532,408 | 1,519,088 | 4,431,817 | 1,472,989 | 3,297,772 | 3,279,147 | 1,861,137 | 43,738,441 |
| Accrued compensated absences - current portion | 146,754 | 247,663 | 340,486 | 241,812 | 313,889 | 167,937 | 370,561 | 131,497 | 305,102 | 116,524 | 225,223 | 267,154 | 408,359 | 3,282,959 |
| Unearned tuition and grant revenue | 218,265 | 2,254,702 | 793,842 | 931,390 | 1,394,332 | 1,815,628 | 1,240,300 | 151,371 | 1,371,780 | 276,123 | 625,546 | 710,031 | 3,237,174 | 15,020,483 |
| Retainage | - | - | - | - | - | - | 495,701 | - | - | - | - | - | - | 495,701 |
| Agency and loan fund liabilities | 54,725 | 129,283 | 340,088 | 120,201 | 275,643 | 228,857 | 403,408 | 64,466 | 371,586 | 72,057 | 195,116 | 209,158 | - | 2,464,589 |
| Other liabilities | 36,000 | 110,873 | 149,486 | 78,846 | 132,082 | 60,216 | 81,256 | 11,041 | 123,491 | 12,021 | 137,765 | 86,969 | - | 1,020,046 |
| Total current liabilities | <u>2,295,005</u> | <u>6,458,898</u> | <u>7,560,829</u> | <u>5,645,708</u> | <u>7,678,904</u> | <u>4,669,324</u> | <u>8,284,438</u> | <u>1,922,887</u> | <u>6,854,117</u> | <u>1,974,538</u> | <u>4,602,968</u> | <u>4,986,271</u> | <u>8,164,115</u> | <u>71,097,999</u> |
| Non-current liabilities | | | | | | | | | | | | | | |
| Pension liability, net | - | - | - | - | - | - | - | - | - | - | - | - | 920,928,258 | 920,928,258 |
| Other post employment benefits liability net | - | - | - | - | - | - | - | - | - | - | - | - | 1,128,067,973 | 1,128,067,973 |
| Accrued compensated absences - long term portion | 1,645,242 | 2,789,490 | 3,857,659 | 2,737,027 | 3,560,656 | 1,901,522 | 4,203,389 | 1,470,105 | 3,461,441 | 1,329,573 | 2,560,926 | 2,984,808 | 4,575,379 | 37,077,217 |
| Total non-current liabilities | <u>1,645,242</u> | <u>2,789,490</u> | <u>3,857,659</u> | <u>2,737,027</u> | <u>3,560,656</u> | <u>1,901,522</u> | <u>4,203,389</u> | <u>1,470,105</u> | <u>3,461,441</u> | <u>1,329,573</u> | <u>2,560,926</u> | <u>2,984,808</u> | <u>2,053,571,610</u> | <u>2,086,073,448</u> |
| Total liabilities | <u>\$ 3,940,246</u> | <u>\$ 9,248,387</u> | <u>\$ 11,418,488</u> | <u>\$ 8,382,734</u> | <u>\$ 11,239,560</u> | <u>\$ 6,570,846</u> | <u>\$ 12,487,827</u> | <u>\$ 3,392,992</u> | <u>\$ 10,315,558</u> | <u>\$ 3,304,111</u> | <u>\$ 7,163,894</u> | <u>\$ 7,971,079</u> | <u>\$ 2,061,735,725</u> | <u>\$ 2,157,171,447</u> |
| Deferred inflows of resources | | | | | | | | | | | | | | |
| Deferred pension | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 18,776,641 | \$ 18,776,641 |
| Deferred other post employment benefits | - | - | - | - | - | - | - | - | - | - | - | - | 90,384,212 | 90,384,212 |
| Total deferred inflows of resources | <u>\$ -</u> | <u>\$ -</u> | <u>\$ -</u> | <u>\$ -</u> | <u>\$ -</u> | <u>\$ -</u> | <u>\$ -</u> | <u>\$ -</u> | <u>\$ -</u> | <u>\$ -</u> | <u>\$ -</u> | <u>\$ -</u> | <u>\$ 109,160,853</u> | <u>\$ 109,160,853</u> |
| Net position | | | | | | | | | | | | | | |
| Invested in capital assets, net | \$ 36,230,364 | \$ 38,616,376 | \$ 151,266,938 | \$ 112,085,603 | \$ 51,263,467 | \$ 7,553,909 | \$ 89,940,083 | \$ 46,006,158 | \$ 44,512,992 | \$ 17,831,098 | \$ 66,431,767 | \$ 41,316,197 | \$ 3,748,741 | \$ 706,803,694 |
| Restricted | | | | | | | | | | | | | | |
| Nonexpendable | - | - | - | 20,000 | - | - | - | - | - | - | - | - | - | 20,000 |
| Expendable | 2,105,087 | 5,438,987 | 279,585 | 1,981,362 | 176,517 | 441,712 | 3,546,376 | 1,648,007 | 5,841,282 | 678,511 | 161,541 | 587,276 | 12,838,138 | 35,724,382 |
| Unrestricted | 565,125 | (8,636,995) | (5,497,226) | 8,945,087 | 5,093,390 | 566,080 | 4,425,160 | (545,083) | 2,342,771 | 7,233,700 | 7,056,276 | (665,588) | (1,588,296,494) | (1,567,413,797) |
| Total net position | <u>\$ 38,900,576</u> | <u>\$ 35,418,368</u> | <u>\$ 146,049,297</u> | <u>\$ 123,032,053</u> | <u>\$ 56,533,373</u> | <u>\$ 8,561,701</u> | <u>\$ 97,911,620</u> | <u>\$ 47,109,082</u> | <u>\$ 52,697,046</u> | <u>\$ 25,743,309</u> | <u>\$ 73,649,584</u> | <u>\$ 41,237,885</u> | <u>\$ (1,571,709,616)</u> | <u>\$ (824,865,721)</u> |

Connecticut Community Colleges
Combining Statement of Net Position
Year Ended June 30, 2019

CSCU

| | 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 | \$ 5,612,132 | \$ 3,746,329 | \$ 2,104,274 | \$ 17,998,670 | \$ 10,903,129 | \$ 5,131,239 | \$ 12,531,801 | \$ 3,531,158 | \$ 14,761,663 | \$ 9,588,905 | \$ 12,283,655 | \$ 4,524,668 | \$ 34,294,746 | \$ 137,012,369 |
| Accounts receivable, due from the State | 1,203,630 | 2,392,344 | 3,426,118 | 2,684,928 | 3,730,640 | 1,704,130 | 4,069,525 | 1,239,302 | 3,221,907 | 1,182,259 | 2,289,199 | 2,075,423 | 921,822 | 30,141,227 |
| Accounts receivable other, net | 882,362 | 2,572,416 | 1,894,552 | 1,575,142 | 2,021,733 | 759,366 | 2,475,527 | 288,434 | 1,021,024 | 417,496 | 1,745,339 | 1,376,084 | 2,098,215 | 19,127,691 |
| Prepaid expenses and other current assets | 3,447 | 429 | 883 | 8,860 | 11,536 | 36,898 | 25,926 | 667 | 1,416 | 921 | 3,261 | 2,752 | 233,140 | 330,134 |
| Total current assets | <u>7,701,571</u> | <u>8,711,519</u> | <u>7,425,827</u> | <u>22,267,600</u> | <u>16,667,038</u> | <u>7,631,633</u> | <u>19,102,778</u> | <u>5,059,562</u> | <u>19,006,010</u> | <u>11,189,582</u> | <u>16,321,454</u> | <u>7,978,927</u> | <u>37,547,923</u> | <u>186,611,422</u> |
| Non-current assets | | | | | | | | | | | | | | |
| Investment in plant | 46,392,783 | 73,017,830 | 198,495,725 | 149,357,842 | 113,840,426 | 21,851,187 | 161,850,844 | 62,216,088 | 72,641,104 | 29,691,837 | 99,072,304 | 63,871,770 | 24,788,310 | 1,117,088,049 |
| Accumulated depreciation | (9,504,820) | (33,235,351) | (42,197,209) | (37,438,043) | (59,730,544) | (13,945,118) | (75,885,920) | (15,473,554) | (28,686,238) | (10,863,086) | (31,030,735) | (21,158,359) | (19,877,777) | (399,026,754) |
| Investment in plant, net of accumulated depreciation | 36,887,963 | 39,782,479 | 156,298,516 | 111,919,799 | 54,109,883 | 7,906,069 | 85,964,924 | 46,742,534 | 43,954,867 | 18,828,751 | 68,041,569 | 42,713,410 | 4,910,533 | 718,061,295 |
| Student loans, net | 153,084 | - | - | - | - | 4,505 | - | - | - | - | - | 76,691 | - | 234,279 |
| Total non-current assets | <u>37,041,047</u> | <u>39,782,479</u> | <u>156,298,516</u> | <u>111,919,799</u> | <u>54,109,883</u> | <u>7,910,574</u> | <u>85,964,924</u> | <u>46,742,534</u> | <u>43,954,867</u> | <u>18,828,751</u> | <u>68,041,569</u> | <u>42,790,101</u> | <u>4,910,533</u> | <u>718,295,574</u> |
| Total assets | <u>\$ 44,742,618</u> | <u>\$ 48,493,998</u> | <u>\$ 163,724,343</u> | <u>\$ 134,187,398</u> | <u>\$ 70,776,921</u> | <u>\$ 15,542,206</u> | <u>\$ 105,067,701</u> | <u>\$ 51,802,095</u> | <u>\$ 62,960,876</u> | <u>\$ 30,018,332</u> | <u>\$ 84,363,023</u> | <u>\$ 50,769,028</u> | <u>\$ 42,458,456</u> | <u>\$ 904,906,996</u> |
| Deferred outflows of resources | | | | | | | | | | | | | | |
| Deferred pension | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 216,468,505 | \$ 216,468,505 |
| Deferred other post employment benefits | - | - | - | - | - | - | - | - | - | - | - | - | 45,817,895 | 45,817,895 |
| Total deferred outflows of resources | <u>\$ -</u> | <u>\$ -</u> | <u>\$ -</u> | <u>\$ -</u> | <u>\$ -</u> | <u>\$ -</u> | <u>\$ -</u> | <u>\$ -</u> | <u>\$ -</u> | <u>\$ -</u> | <u>\$ -</u> | <u>\$ -</u> | <u>\$ 262,286,400</u> | <u>\$ 262,286,400</u> |
| Liabilities | | | | | | | | | | | | | | |
| Current liabilities | | | | | | | | | | | | | | |
| Accounts payable | \$ 1,052,661 | \$ 304,883 | \$ 297,761 | \$ 405,431 | \$ 146,593 | \$ 514,934 | \$ 406,363 | \$ 167,623 | \$ 635,121 | \$ 135,816 | \$ 357,265 | \$ 471,078 | \$ 1,196,461 | \$ 6,091,989 |
| Accrued expenses - salary and fringe benefits | 1,705,395 | 3,042,514 | 5,040,001 | 3,553,298 | 4,784,621 | 2,247,171 | 5,256,726 | 1,457,662 | 4,563,567 | 1,396,728 | 3,289,287 | 3,011,727 | 1,252,167 | 40,600,862 |
| Accrued compensated absences - current portion | 137,466 | 234,006 | 325,582 | 246,892 | 301,663 | 163,559 | 372,291 | 125,100 | 307,159 | 105,113 | 230,702 | 248,692 | 347,121 | 3,145,344 |
| Unearned tuition and grant revenue | 175,362 | 1,632,078 | 1,371,163 | 705,612 | 1,973,233 | 1,158,027 | 1,633,657 | 222,491 | 1,275,431 | 168,657 | 796,141 | 958,479 | 2,926,139 | 14,996,470 |
| Retainage | - | - | - | 1,426,156 | - | - | 145,823 | 1,791,769 | - | - | - | - | - | 3,363,748 |
| Agency and loan fund liabilities | 35,269 | 108,524 | 265,792 | 89,089 | 229,116 | 192,123 | 358,624 | 52,197 | 303,830 | 50,065 | 228,885 | 146,468 | - | 2,059,983 |
| Other liabilities | 34,968 | 56,981 | 105,845 | 75,545 | 121,350 | 50,134 | 51,648 | 1,874 | 177,221 | 8,425 | 60,502 | 55,369 | - | 799,862 |
| Total current liabilities | <u>3,141,121</u> | <u>5,378,984</u> | <u>7,406,144</u> | <u>6,502,023</u> | <u>7,556,576</u> | <u>4,325,946</u> | <u>8,225,132</u> | <u>3,818,716</u> | <u>7,262,329</u> | <u>1,864,803</u> | <u>4,962,782</u> | <u>4,891,813</u> | <u>5,721,888</u> | <u>71,058,258</u> |
| Non-current liabilities | | | | | | | | | | | | | | |
| Pension liability, net | - | - | - | - | - | - | - | - | - | - | - | - | 795,762,269 | 795,762,269 |
| Other post employment benefits liability net | - | - | - | - | - | - | - | - | - | - | - | - | 829,795,327 | 829,795,327 |
| Accrued compensated absences - long term portion | 1,542,499 | 2,638,406 | 3,692,781 | 2,793,226 | 3,425,396 | 1,853,086 | 4,222,525 | 1,399,344 | 3,484,189 | 1,203,328 | 2,621,542 | 2,780,572 | 3,897,920 | 35,554,815 |
| Federal loan program advances | - | - | - | - | - | - | - | - | - | - | - | 41,944 | - | 41,944 |
| Total non-current liabilities | <u>1,542,499</u> | <u>2,638,406</u> | <u>3,692,781</u> | <u>2,793,226</u> | <u>3,425,396</u> | <u>1,853,086</u> | <u>4,222,525</u> | <u>1,399,344</u> | <u>3,484,189</u> | <u>1,203,328</u> | <u>2,621,542</u> | <u>2,822,517</u> | <u>1,629,455,516</u> | <u>1,661,154,355</u> |
| Total liabilities | <u>\$ 4,683,620</u> | <u>\$ 8,017,390</u> | <u>\$ 11,098,925</u> | <u>\$ 9,295,250</u> | <u>\$ 10,981,972</u> | <u>\$ 6,179,032</u> | <u>\$ 12,447,657</u> | <u>\$ 5,218,060</u> | <u>\$ 10,746,517</u> | <u>\$ 3,068,132</u> | <u>\$ 7,584,324</u> | <u>\$ 7,714,330</u> | <u>\$ 1,635,177,405</u> | <u>\$ 1,732,212,613</u> |
| Deferred inflows of resources | | | | | | | | | | | | | | |
| Deferred pension | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 25,095,368 | \$ 25,095,368 |
| Deferred other post employment benefits | - | - | - | - | - | - | - | - | - | - | - | - | 77,264,341 | 77,264,341 |
| Total deferred inflows of resources | <u>\$ -</u> | <u>\$ -</u> | <u>\$ -</u> | <u>\$ -</u> | <u>\$ -</u> | <u>\$ -</u> | <u>\$ -</u> | <u>\$ -</u> | <u>\$ -</u> | <u>\$ -</u> | <u>\$ -</u> | <u>\$ -</u> | <u>\$ 102,359,709</u> | <u>\$ 102,359,709</u> |
| Net position | | | | | | | | | | | | | | |
| Invested in capital assets, net | \$ 36,887,963 | \$ 39,782,479 | \$ 156,298,516 | \$ 111,919,799 | \$ 54,109,883 | \$ 7,906,069 | \$ 85,964,924 | \$ 46,742,534 | \$ 43,954,867 | \$ 18,828,751 | \$ 68,041,569 | \$ 42,713,410 | \$ 4,910,533 | \$ 718,061,295 |
| Restricted | | | | | | | | | | | | | | |
| Nonexpendable | - | - | - | 20,000 | - | - | - | - | - | - | - | - | - | 20,000 |
| Expendable | 2,564,433 | 5,535,477 | 682,636 | 2,719,868 | 349,706 | 332,234 | 1,703,677 | 232,649 | 6,406,426 | 960,485 | 1,025,297 | 1,160,707 | 16,535,654 | 40,209,248 |
| Unrestricted | 606,602 | (4,841,348) | (4,355,733) | 10,232,482 | 5,335,361 | 1,124,871 | 4,951,444 | (391,148) | 1,853,066 | 7,160,965 | 7,711,834 | (819,419) | (1,454,238,444) | (1,425,669,469) |
| Total net position | <u>\$ 40,058,998</u> | <u>\$ 40,476,607</u> | <u>\$ 152,625,418</u> | <u>\$ 124,892,149</u> | <u>\$ 59,794,949</u> | <u>\$ 9,363,174</u> | <u>\$ 92,620,045</u> | <u>\$ 46,584,036</u> | <u>\$ 52,214,359</u> | <u>\$ 26,950,200</u> | <u>\$ 76,778,699</u> | <u>\$ 43,054,698</u> | <u>\$ (1,432,792,258)</u> | <u>\$ (667,378,926)</u> |

Connecticut Community Colleges

Combining Statement of Revenues, Expenses and Changes in Net Position

Year Ended June 30, 2020

CSCU

| | 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 | \$ 7,538,343 | \$ 12,245,917 | \$ 25,817,359 | \$ 16,745,982 | \$ 21,784,829 | \$ 9,397,067 | \$ 23,275,883 | \$ 4,477,930 | \$ 20,871,724 | \$ 5,079,021 | \$ 13,819,226 | \$ 15,407,534 | - | \$ 176,460,816 |
| Less: Scholarship discounts and allowances | (3,603,996) | (7,253,434) | (12,873,313) | (9,721,116) | (9,148,136) | (3,519,990) | (10,046,927) | (2,383,131) | (8,825,240) | (2,438,198) | (7,124,845) | (6,832,840) | - | (83,771,167) |
| Net tuition and fees | 3,934,347 | 4,992,484 | 12,944,046 | 7,024,866 | 12,636,693 | 5,877,077 | 13,228,957 | 2,094,799 | 12,046,483 | 2,640,823 | 6,694,381 | 8,574,694 | - | 92,689,649 |
| Federal grants and contracts | 734,081 | 1,534,806 | 898,681 | 1,177,976 | 865,959 | 287,073 | 2,325,260 | 716,503 | 1,628,045 | 215,608 | 512,616 | 1,072,200 | 145,991 | 12,114,800 |
| State and local grants and contracts | 400,940 | 863,725 | 2,247,979 | 1,408,686 | 1,260,220 | 512,413 | 1,798,990 | 197,599 | 989,771 | 355,070 | 772,026 | 897,930 | 195,707 | 11,901,055 |
| Nongovernment grants and contracts | 266,545 | 528,168 | 112,317 | 371,175 | 233,590 | 54,014 | 383,169 | 332,629 | 1,599,828 | 380,051 | 346,925 | 64,035 | 143,084 | 4,815,529 |
| Auxiliary revenues | - | - | 130,591 | - | 57,533 | - | - | - | - | - | 227,003 | - | - | 415,126 |
| Other operating revenues | 386,063 | 151,718 | 601,529 | 394,516 | 252,605 | 134,948 | 362,615 | 33,913 | 278,219 | 108,442 | 283,232 | 152,325 | 89,956 | 3,230,081 |
| Total operating revenues | 5,721,977 | 8,070,901 | 16,935,144 | 10,377,219 | 15,306,599 | 6,865,525 | 18,098,991 | 3,375,443 | 16,542,345 | 3,699,994 | 8,836,182 | 10,761,183 | 574,738 | 125,166,240 |
| Operating expenses | | | | | | | | | | | | | | |
| Salaries and wages | 11,738,849 | 19,444,880 | 31,826,102 | 22,538,875 | 27,143,214 | 12,812,269 | 31,781,658 | 9,040,006 | 25,771,494 | 8,904,982 | 18,783,602 | 19,077,977 | 13,345,435 | 252,209,342 |
| Fringe benefits | 8,063,543 | 13,986,547 | 20,743,039 | 15,216,541 | 19,439,482 | 8,560,354 | 23,136,909 | 6,345,216 | 15,484,537 | 6,256,927 | 12,390,483 | 12,618,539 | 143,261,521 | 305,503,637 |
| Professional services and fees | 395,251 | 324,228 | 731,513 | 524,412 | 436,467 | 337,055 | 593,817 | 174,742 | 501,589 | 287,719 | 392,626 | 453,422 | 4,338,350 | 9,491,192 |
| Educational services and support | 333,510 | 670,253 | 495,817 | 568,100 | 819,130 | 740,047 | 767,181 | 305,153 | 485,725 | 372,920 | 873,869 | 656,022 | 1,617,875 | 8,705,604 |
| Travel expenses | 115,567 | 108,629 | 232,507 | 209,875 | 238,816 | 87,062 | 118,659 | 114,077 | 177,120 | 89,266 | 103,008 | 191,152 | 289,895 | 2,075,633 |
| Operation of facilities | 1,098,655 | 2,366,064 | 5,051,988 | 3,932,760 | 1,930,057 | 867,739 | 2,611,462 | 775,119 | 3,814,900 | 711,915 | 1,640,442 | 2,145,116 | 156,467 | 27,102,684 |
| Other operating supplies and expenses | 468,670 | 384,895 | 1,082,062 | 634,505 | 1,674,605 | 686,192 | 985,775 | 56,524 | 871,387 | 374,526 | 634,648 | 877,610 | 6,619,296 | 15,350,696 |
| Scholarship aid, net | 1,386,828 | 3,146,350 | 5,698,807 | 4,594,820 | 4,465,010 | 1,810,196 | 6,312,606 | 714,194 | 4,775,853 | 1,117,961 | 3,075,869 | 3,315,025 | 446,027 | 40,859,546 |
| Depreciation expense | 2,272,460 | 1,991,159 | 5,315,223 | 2,979,555 | 3,110,342 | 843,455 | 3,542,879 | 1,139,345 | 2,026,110 | 1,053,545 | 2,923,753 | 1,561,708 | 1,396,851 | 30,156,387 |
| Total operating expenses | 25,873,334 | 42,423,006 | 71,177,058 | 51,199,445 | 59,257,123 | 26,744,369 | 69,850,946 | 18,664,377 | 53,908,714 | 19,169,760 | 40,818,301 | 40,896,570 | 171,471,718 | 691,454,721 |
| Operating loss | (20,151,357) | (34,352,105) | (54,241,914) | (40,822,226) | (43,950,524) | (19,878,844) | (51,751,955) | (15,288,934) | (37,366,369) | (15,469,766) | (31,982,119) | (30,135,387) | (170,896,980) | (566,288,481) |
| Nonoperating revenues | | | | | | | | | | | | | | |
| State appropriation - general fund | 14,246,832 | 21,592,670 | 36,290,500 | 26,551,763 | 32,615,420 | 15,169,491 | 37,698,636 | 11,955,345 | 27,795,213 | 12,054,430 | 21,711,458 | 21,585,369 | 21,673,353 | 300,940,479 |
| State appropriation - bond fund | 154,330 | 479,416 | 209,912 | 190,736 | 728,989 | 824,571 | 8,867,339 | 61,578 | 491,774 | 62,155 | 1,008,158 | 677,023 | 8,655,788 | 22,411,768 |
| Pell grant revenue | 3,011,066 | 6,421,763 | 11,484,844 | 9,476,263 | 7,721,997 | 3,157,311 | 9,899,791 | 1,876,848 | 7,936,008 | 2,024,348 | 5,921,672 | 6,103,751 | - | 75,035,663 |
| Federal emergency grant revenue | 398,551 | 773,778 | 1,463,128 | 1,230,535 | 959,214 | 387,206 | 1,179,258 | 169,968 | 885,769 | 292,852 | 760,154 | 700,639 | - | 9,201,051 |
| Investment income | 15,383 | - | 5,832 | 206,172 | 167,989 | 56,721 | 103,757 | 25,413 | 135,634 | 132,038 | 148,610 | 25,196 | 189,980 | 1,212,724 |
| Total nonoperating revenues | 17,826,162 | 29,267,627 | 49,454,215 | 37,655,469 | 42,193,609 | 19,595,300 | 57,748,780 | 14,089,152 | 37,244,398 | 14,565,822 | 29,550,053 | 29,091,978 | 30,519,121 | 408,801,686 |
| Loss before other changes in net position | (2,325,196) | (5,084,478) | (4,787,699) | (3,166,757) | (1,756,916) | (283,544) | 5,996,825 | (1,199,782) | (121,971) | (903,944) | (2,432,066) | (1,043,409) | (140,377,858) | (157,486,795) |
| Other changes in net position | | | | | | | | | | | | | | |
| Capital and other additions (deductions) | 1,452,388 | 727,039 | (56,434) | 2,518,530 | 4,083 | 20,801 | 980,577 | 1,856,395 | 2,027,270 | 24,044 | 114,062 | 112,499 | (9,781,255) | - |
| Interagency transfers | (285,616) | (700,800) | (1,731,989) | (1,211,870) | (1,508,743) | (538,731) | (1,685,827) | (131,567) | (1,422,612) | (326,991) | (811,111) | (885,902) | 11,241,757 | - |
| Total other changes in net position | 1,166,773 | 26,239 | (1,788,422) | 1,306,660 | (1,504,660) | (517,930) | (705,250) | 1,724,828 | 604,658 | (302,946) | (697,049) | (773,403) | 1,460,502 | - |
| Change in net position | (1,158,423) | (5,058,239) | (6,576,121) | (1,860,097) | (3,261,576) | (801,474) | 5,291,575 | 525,046 | 482,687 | (1,206,890) | (3,129,115) | (1,816,812) | (138,917,356) | (157,486,795) |
| Net position, beginning of year | 40,058,999 | 40,476,607 | 152,625,418 | 124,892,149 | 59,794,949 | 9,363,174 | 92,620,045 | 46,584,036 | 52,214,359 | 26,950,200 | 76,778,699 | 43,054,698 | (1,432,792,258) | (667,378,926) |
| Net position, end of year | \$ 38,900,576 | \$ 35,418,369 | \$ 146,049,297 | \$ 123,032,052 | \$ 56,533,373 | \$ 8,561,701 | \$ 97,911,620 | \$ 52,697,046 | \$ 25,743,309 | \$ 73,649,584 | \$ 41,237,885 | \$ (1,571,709,614) | \$ (824,865,721) | |

Connecticut Community Colleges

Combining Statement of Revenues, Expenses and Changes in Net Position

Year Ended June 30, 2019

CSCU

| | 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 | \$ 7,962,329 | \$ 12,681,558 | \$ 26,123,895 | \$ 17,551,673 | \$ 22,960,384 | \$ 9,818,889 | \$ 24,144,039 | \$ 4,299,984 | \$ 21,989,910 | \$ 5,047,075 | \$ 14,667,219 | \$ 15,718,358 | \$ 235,933 | \$ 183,201,246 |
| Less: Scholarship discounts and allowances | (3,588,637) | (7,479,229) | (12,704,169) | (10,144,074) | (9,591,727) | (3,961,577) | (10,118,728) | (2,250,017) | (8,706,770) | (2,591,019) | (7,238,620) | (6,572,995) | - | (84,947,563) |
| Net tuition and fees | 4,373,692 | 5,202,329 | 13,419,726 | 7,407,598 | 13,368,657 | 5,857,312 | 14,025,310 | 2,049,967 | 13,283,140 | 2,456,056 | 7,428,599 | 9,145,362 | 235,933 | 98,253,683 |
| Federal grants and contracts | 606,478 | 1,298,128 | 1,016,627 | 1,158,195 | 1,645,245 | 283,413 | 3,928,093 | 724,108 | 1,376,579 | 203,527 | 566,029 | 1,135,626 | 28,259 | 13,970,305 |
| State and local grants and contracts | 376,393 | 812,733 | 2,200,640 | 1,418,704 | 1,183,865 | 498,790 | 1,874,719 | 240,754 | 1,140,825 | 327,775 | 787,986 | 830,381 | 160,616 | 11,854,182 |
| Nongovernment grants and contracts | 298,588 | 601,202 | 241,438 | 807,768 | 479,697 | 95,993 | 432,812 | 180,526 | 1,844,919 | 396,110 | 325,903 | 101,626 | 13,871 | 5,820,452 |
| Auxiliary revenues | - | - | 169,430 | - | 87,341 | - | - | - | - | - | 307,324 | - | - | 564,095 |
| Other operating revenues | 166,409 | 129,877 | 388,129 | 446,929 | 300,944 | 105,714 | 397,729 | 30,959 | 362,859 | 64,868 | 477,429 | 430,311 | 198,706 | 3,500,862 |
| Total operating revenues | 5,821,559 | 8,044,269 | 17,435,991 | 11,239,195 | 17,065,748 | 6,841,221 | 20,658,663 | 3,226,315 | 18,008,321 | 3,448,338 | 9,893,270 | 11,643,306 | 637,984 | 133,963,580 |
| Operating expenses | | | | | | | | | | | | | | |
| Salaries and wages | 11,198,390 | 18,368,521 | 30,659,726 | 21,722,935 | 26,969,190 | 12,279,709 | 31,733,521 | 8,668,228 | 25,821,150 | 8,405,128 | 18,329,350 | 18,703,506 | 11,137,590 | 243,996,943 |
| Fringe benefits | 7,568,830 | 13,159,525 | 20,095,694 | 15,364,011 | 19,256,220 | 8,176,915 | 23,299,091 | 6,215,088 | 15,647,622 | 5,742,151 | 12,541,319 | 12,314,946 | 61,811,588 | 221,193,001 |
| Professional services and fees | 600,928 | 330,933 | 841,069 | 712,814 | 790,195 | 433,162 | 735,766 | 173,074 | 521,993 | 595,023 | 600,334 | 434,260 | 2,059,486 | 8,829,036 |
| Educational services and support | 638,136 | 742,794 | 679,725 | 923,820 | 844,650 | 1,053,637 | 1,037,816 | 377,928 | 561,842 | 378,320 | 423,449 | 803,129 | 1,018,323 | 9,483,569 |
| Travel expenses | 157,274 | 169,295 | 202,142 | 289,906 | 296,849 | 133,981 | 172,080 | 106,025 | 280,430 | 70,050 | 188,255 | 189,279 | 319,515 | 2,575,083 |
| Operation of facilities | 1,174,817 | 2,375,985 | 6,048,141 | 4,386,283 | 1,959,410 | 1,083,710 | 2,513,164 | 1,031,645 | 4,108,975 | 908,709 | 1,955,047 | 1,963,326 | 278,571 | 29,787,785 |
| Other operating supplies and expenses | 1,792,915 | 441,757 | 1,341,270 | 993,462 | 1,059,259 | 739,797 | 1,423,896 | 457,171 | 1,518,952 | 474,050 | 758,044 | 1,337,435 | 6,777,872 | 19,115,879 |
| Scholarship aid, net | 1,123,428 | 2,390,674 | 4,023,385 | 3,245,562 | 3,197,850 | 1,279,205 | 5,003,196 | 455,178 | 3,870,996 | 847,982 | 1,877,246 | 2,185,109 | 251,831 | 29,751,640 |
| Depreciation expense | 2,115,123 | 2,042,623 | 5,359,521 | 2,758,959 | 3,121,235 | 875,633 | 3,753,562 | 1,108,004 | 1,862,565 | 1,057,992 | 2,830,391 | 1,610,569 | 2,025,813 | 30,521,990 |
| Total operating expenses | 26,369,842 | 40,022,106 | 69,250,670 | 50,397,751 | 57,494,857 | 26,055,749 | 69,672,092 | 18,592,342 | 54,194,526 | 18,479,405 | 39,503,436 | 39,541,559 | 85,680,589 | 595,254,925 |
| Operating loss | (20,548,283) | (31,977,837) | (51,814,679) | (39,158,557) | (40,429,109) | (19,214,528) | (49,013,429) | (15,366,027) | (36,186,205) | (15,031,067) | (29,610,167) | (27,898,253) | (85,043,205) | (461,291,345) |
| Nonoperating revenues | | | | | | | | | | | | | | - |
| State appropriation - general fund | 12,638,253 | 21,295,417 | 33,354,449 | 24,518,634 | 31,135,503 | 13,457,851 | 36,991,192 | 10,988,590 | 24,681,045 | 10,041,922 | 20,821,569 | 19,263,327 | 24,162,487 | 283,350,238 |
| State appropriation - bond fund | 3,599,580 | 304,135 | 1,040,539 | 1,342,582 | 208,241 | 893,665 | 2,136,081 | 574,840 | 1,246,261 | 801,509 | 1,558,162 | 720,100 | 13,688,663 | 28,114,359 |
| Pell grant revenue | 2,950,983 | 6,655,679 | 11,023,093 | 9,359,738 | 8,274,897 | 3,363,752 | 9,781,077 | 1,690,355 | 7,682,024 | 2,297,395 | 5,953,519 | 6,111,688 | 75,144,201 | 75,144,201 |
| Investment income | 18,791 | 1,391 | 36,995 | 305,607 | 259,045 | 91,546 | 239,810 | 37,330 | 196,927 | 163,689 | 251,797 | 29,509 | 306,985 | 1,939,620 |
| Total nonoperating revenues | 19,207,606 | 28,256,623 | 45,455,076 | 35,526,762 | 39,877,686 | 17,806,814 | 49,148,159 | 13,291,115 | 33,806,257 | 13,304,514 | 28,585,047 | 26,124,624 | 38,158,134 | 388,548,419 |
| Loss before other changes in net position | (1,340,676) | (3,721,214) | (6,359,604) | (3,631,795) | (551,423) | (1,407,713) | 134,731 | (2,074,912) | (2,379,949) | (1,726,553) | (1,025,119) | (1,773,629) | (46,885,071) | (72,742,926) |
| Other changes in net position | | | | | | | | | | | | | | |
| Capital and other additions (deductions) | 2,692,186 | 1,148,154 | 5,088 | (105,612) | 278,768 | 1,166,795 | 283,626 | 927,986 | 1,152,805 | 355,992 | 337,557 | 37,636 | (8,280,982) | - |
| Interagency transfers | 680,488 | (692,333) | (404,067) | (670,444) | (2,090,396) | 695,092 | (2,594,311) | 686,961 | 772,502 | 1,326,760 | (714,738) | 21,690 | 2,982,795 | - |
| Total other changes in net position | 3,372,674 | 455,821 | (398,978) | (776,056) | (1,811,628) | 1,861,887 | (2,310,685) | 1,614,948 | 1,925,308 | 1,682,752 | (377,181) | 59,326 | (5,298,187) | - |
| Change in net position | 2,031,998 | (3,265,393) | (6,758,582) | (4,407,851) | (2,363,051) | 454,174 | (2,175,955) | (459,964) | (454,641) | (43,800) | (1,402,301) | (1,714,302) | (52,183,258) | (72,742,926) |
| Net position, beginning of year | 38,027,000 | 43,742,000 | 159,384,000 | 129,300,000 | 62,158,000 | 8,909,000 | 94,796,000 | 47,044,000 | 52,669,000 | 26,994,000 | 78,181,000 | 44,769,000 | (1,380,609,000) | (594,636,000) |
| Net position, end of year | \$ 40,058,998 | \$ 40,476,607 | \$ 152,625,418 | \$ 124,892,149 | \$ 59,794,949 | \$ 9,363,174 | \$ 92,620,045 | \$ 46,584,036 | \$ 52,214,359 | \$ 26,950,200 | \$ 76,778,699 | \$ 43,054,698 | \$ (1,432,792,258) | \$ (667,378,926) |

Connecticut Community Colleges
Combining Statement of Cash Flows
Year Ended June 30, 2020

CSCU

| | 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 | \$ 3,428,005 | \$ 5,047,108 | \$ 12,024,016 | \$ 6,710,378 | \$ 11,913,746 | \$ 5,266,442 | \$ 11,693,351 | \$ 1,879,054 | \$ 12,190,767 | \$ 2,502,378 | \$ 6,942,766 | \$ 7,089,038 | \$ 313,051 | \$ 87,000,100 |
| Government grants and contracts | 833,793 | 2,203,967 | 3,346,663 | 2,654,483 | 1,886,864 | 989,032 | 4,702,130 | 930,893 | 2,778,714 | 580,503 | 1,146,346 | 1,606,057 | 284,659 | 23,944,104 |
| Private grants and contracts | 347,855 | 517,638 | 91,144 | 426,015 | 476,124 | 19,000 | 429,769 | 74,042 | 637,149 | 121,210 | 240,311 | 18,050 | 375,000 | 3,773,307 |
| Sales and services of educational departments | 5,342 | 16,260 | 20,530 | 71,566 | 164,904 | 7,106 | 93,923 | - | 142,444 | - | - | 96,399 | - | 618,474 |
| Payments to employees | (11,610,809) | (18,965,983) | (31,210,200) | (22,195,154) | (26,647,001) | (12,554,576) | (31,525,059) | (8,953,421) | (25,772,089) | (8,902,154) | (18,494,902) | (18,817,239) | (12,730,376) | (248,378,963) |
| Payments for fringe benefits | (7,884,846) | (13,572,734) | (20,141,089) | (14,902,998) | (18,960,295) | (8,357,216) | (22,678,115) | (6,226,113) | (15,463,776) | (6,125,655) | (12,295,764) | (12,323,430) | (8,233,856) | (167,165,887) |
| Payments to students | (2,199,022) | (3,602,996) | (5,480,679) | (4,542,550) | (4,452,283) | (2,081,027) | (6,250,355) | (1,004,652) | (4,939,733) | (914,448) | (3,673,693) | (3,696,128) | (58,178) | (42,895,744) |
| Payments to vendors | (3,750,731) | (4,666,473) | (8,042,156) | (6,646,211) | (5,644,660) | (3,436,076) | (5,897,886) | (1,685,084) | (6,896,756) | (2,067,348) | (4,393,389) | (5,250,295) | (12,891,629) | (71,268,694) |
| Payments by Department of Construction Services (DCS) | - | - | - | - | - | - | - | - | - | - | - | (20,000) | - | (20,000) |
| Other receipts, net | 262,306 | 308,387 | 604,677 | 425,769 | 432,599 | 112,139 | 281,422 | 96,386 | 383,424 | 126,670 | 426,247 | 728,927 | 1,868,334 | 6,057,287 |
| Net cash used in operating activities | (20,568,107) | (32,714,826) | (48,787,094) | (37,998,702) | (40,830,002) | (20,035,176) | (49,150,820) | (14,888,895) | (36,939,857) | (14,678,844) | (30,102,078) | (30,568,621) | (31,072,995) | (408,336,017) |
| Cash flows from investing activities | | | | | | | | | | | | | | |
| Interest income | 19,556 | - | 24,344 | 306,714 | 251,841 | 90,195 | 224,021 | 37,195 | 203,876 | 186,025 | 240,990 | 36,330 | 320,698 | 1,941,785 |
| Net cash provided by investing activities | 19,556 | - | 24,344 | 306,714 | 251,841 | 90,195 | 224,021 | 37,195 | 203,876 | 186,025 | 240,990 | 36,330 | 320,698 | 1,941,785 |
| Cash flows from capital and related financing activities | | | | | | | | | | | | | | |
| State appropriations | 11,437 | 5,399 | 137,800 | 59,125 | 23,094 | 361,234 | 8,505,609 | - | 12,072 | 1,296 | 700,937 | - | 7,435,415 | 17,253,418 |
| Payments by Department of Construction Services (DCS) | (6,000) | - | - | (1,770,911) | - | - | (5,962,071) | (323,034) | (486,221) | (16,546) | - | (50,264) | (10,057) | (8,625,104) |
| Purchase of capital assets | (164,355) | (118,958) | (370,643) | (222,982) | (166,816) | (490,171) | (355,229) | (15,232) | (25,802) | (15,193) | (1,365,515) | (56,453) | (9,934,433) | (13,301,782) |
| Net cash (used in) provided by capital and related financing activities | (158,918) | (113,559) | (232,843) | (1,934,768) | (143,722) | (128,937) | 2,188,309 | (338,266) | (499,951) | (30,443) | (664,578) | (106,717) | (2,509,075) | (4,673,468) |
| Cash flows from noncapital financing activities | | | | | | | | | | | | | | |
| State appropriations | 14,250,177 | 21,644,818 | 35,818,969 | 26,396,578 | 32,720,886 | 15,459,437 | 37,418,806 | 11,915,794 | 28,379,857 | 12,011,160 | 21,912,539 | 21,941,346 | 22,140,763 | 302,011,130 |
| Nonoperating federal grants | 3,470,431 | 8,362,358 | 12,853,170 | 10,412,269 | 8,687,728 | 4,477,996 | 11,056,414 | 2,046,371 | 8,632,645 | 2,424,590 | 6,665,755 | 6,427,210 | - | 85,516,937 |
| Private gifts | 87,347 | 42,400 | - | - | - | 54,706 | 54,954 | 228,045 | 1,055,064 | 237,432 | 74,593 | 543 | - | 1,835,084 |
| Federal Family Education Loan Program (FFELP) | 1,774,551 | 950,908 | 529,578 | 484,339 | 697,240 | 470,992 | 1,161,050 | 399,814 | 438,551 | - | 1,116,261 | 1,653,256 | - | 9,676,540 |
| Interagency transfers | (285,618) | (654,627) | (1,731,989) | (1,211,870) | (1,508,740) | (538,732) | (1,685,827) | (131,567) | (1,422,613) | (326,990) | (811,491) | (885,903) | 11,195,967 | - |
| Net cash provided by noncapital financing activities | 19,296,888 | 30,345,857 | 47,469,728 | 36,081,316 | 40,597,114 | 19,924,399 | 48,005,397 | 14,458,457 | 37,083,504 | 14,346,192 | 28,957,657 | 29,136,452 | 33,336,730 | 399,039,691 |
| Net increase (decrease) in cash and cash equivalents | (1,410,581) | (2,482,528) | (1,525,865) | (3,545,440) | (124,769) | (149,519) | 1,266,907 | (731,509) | (152,428) | (177,070) | (1,568,009) | (1,502,556) | 75,358 | (12,028,009) |
| Cash and cash equivalents at beginning of year | 5,612,132 | 3,746,329 | 2,104,274 | 17,998,670 | 10,903,129 | 5,131,239 | 12,531,801 | 3,531,158 | 14,761,663 | 9,588,905 | 12,283,655 | 4,524,668 | 34,294,746 | 137,012,369 |
| Cash and cash equivalents at end of year | \$ 4,201,551 | \$ 1,263,801 | \$ 578,409 | \$ 14,453,230 | \$ 10,778,360 | \$ 4,981,720 | \$ 13,798,708 | \$ 2,799,649 | \$ 14,609,236 | \$ 9,411,835 | \$ 10,715,646 | \$ 3,022,112 | \$ 34,370,104 | \$ 124,984,361 |

Connecticut Community Colleges
Combining Statement of Cash Flows
Year Ended June 30, 2019

CSCU

| | 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 | \$ 3,753,784 | 5,243,705 | 13,054,611 | 7,261,662 | 12,855,563 | 6,084,646 | 13,318,515 | 1,984,750 | 13,496,912 | 2,328,420 | 7,326,418 | 8,125,760 | 452,412 | \$ 95,287,158 |
| Government grants and contracts | 1,037,890 | 2,154,881 | 3,439,960 | 2,770,937 | 2,764,455 | 791,837 | 6,140,643 | 866,603 | 2,545,071 | 664,488 | 1,380,518 | 1,990,172 | 126,084 | 26,673,539 |
| Private grants and contracts | 86,850 | 674,235 | 269,611 | 640,849 | 198,347 | 47,550 | 467,943 | 77,819 | 994,104 | 209,983 | 301,251 | 68,800 | 245,488 | 4,282,830 |
| Sales and services of educational departments | 18,135 | 25,461 | 42,996 | 120,553 | 114,359 | 3,820 | 132,847 | - | 196,278 | - | - | 140,046 | - | 794,495 |
| Payments to employees | (11,321,196) | (18,955,886) | (31,098,397) | (22,332,620) | (27,969,140) | (12,425,371) | (32,473,636) | (8,831,368) | (26,346,078) | (8,885,678) | (18,481,100) | (19,153,787) | (11,439,220) | (249,713,477) |
| Payments for fringe benefits | (7,551,081) | (13,058,377) | (20,341,247) | (15,229,961) | (19,490,548) | (8,190,261) | (23,383,305) | (6,280,135) | (15,894,752) | (5,849,600) | (12,593,060) | (12,508,493) | (7,563,333) | (167,934,153) |
| Payments to students | (2,129,326) | (2,991,402) | (4,375,579) | (3,522,236) | (3,837,938) | (1,819,204) | (5,297,827) | (851,228) | (4,706,590) | (817,709) | (2,983,668) | (3,076,612) | (137,602) | (36,546,921) |
| Payments to vendors | (3,847,298) | (4,636,412) | (9,835,725) | (8,329,057) | (5,425,209) | (3,478,236) | (6,536,102) | (2,218,134) | (7,233,298) | (2,628,647) | (4,840,750) | (5,295,877) | (10,733,266) | (75,038,011) |
| Payments by Department of Construction | - | - | - | - | - | - | - | - | (85,052) | - | - | - | (221,567) | (306,619) |
| Services (DCS) | - | - | - | - | - | - | - | - | 371,676 | - | - | - | - | 6,374,617 |
| Other receipts, net | 241,208 | 166,366 | 492,656 | 307,911 | 764,422 | 139,182 | 255,886 | 166,271 | 147,966 | 729,525 | 375,229 | 2,216,319 | - | - |
| Net cash used in operating activities | (19,711,034) | (31,377,429) | (48,351,114) | (38,311,962) | (40,025,689) | (18,846,037) | (47,375,036) | (15,085,422) | (36,661,729) | (14,830,777) | (29,160,866) | (29,334,762) | (27,054,685) | (396,126,542) |
| Cash flows from investing activities | | | | | | | | | | | | | | |
| Interest income | 21,095 | 4,382 | 41,209 | 218,611 | 182,460 | 68,158 | 168,006 | 27,087 | 132,672 | 107,633 | 182,665 | 33,852 | 238,132 | 1,425,962 |
| Net cash provided by investing activities | 21,095 | 4,382 | 41,209 | 218,611 | 182,460 | 68,158 | 168,006 | 27,087 | 132,672 | 107,633 | 182,665 | 33,852 | 238,132 | 1,425,962 |
| Cash flows from capital and related financing activities | | | | | | | | | | | | | | |
| State appropriations | 1,110,054 | 34,503 | 288,496 | 382,413 | 52,806 | 74,830 | 1,531,773 | 43,259 | 692,028 | 27,272 | 1,057,191 | - | 10,948,536 | 16,243,161 |
| Payments by Department of Construction | (24,225) | - | - | (2,019,861) | (919) | (1,438) | (943,748) | (362,189) | (708,036) | (43,613) | (132,064) | - | - | (4,236,093) |
| Services (DCS) | (886,200) | (99,833) | (374,305) | (529,883) | (351,284) | (74,362) | (1,622,965) | (44,136) | (131,319) | (198,674) | (73,279) | (503,484) | (10,338,492) | (15,228,216) |
| Purchase of capital assets | - | (5,000) | - | (230,344) | (59,240) | - | (16,500) | - | 174,144 | 149,245 | (57,673) | - | 45,368 | - |
| Interagency transfers | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Net cash (used in) provided by capital and related financing activities | 199,629 | (70,330) | (85,809) | (2,397,675) | (358,637) | (970) | (1,051,440) | (363,066) | 26,817 | (65,770) | 794,175 | (503,484) | 655,412 | (3,221,148) |
| Cash flows from noncapital financing activities | | | | | | | | | | | | | | |
| State appropriations | 15,227,553 | 22,056,989 | 34,899,308 | 25,729,932 | 32,216,732 | 14,412,573 | 38,011,254 | 11,863,172 | 25,850,223 | 11,126,430 | 21,556,530 | 20,724,756 | 27,009,937 | 300,685,389 |
| Pell grants | 2,810,272 | 6,644,377 | 11,042,633 | 9,450,258 | 8,288,726 | 3,362,619 | 9,785,237 | 1,684,741 | 7,777,410 | 2,329,110 | 5,930,391 | 6,111,858 | - | 75,217,632 |
| Private gifts | 262,214 | 37,600 | - | - | - | 72,953 | 43,904 | 118,586 | 956,977 | 201,250 | 31,739 | 1,678 | - | 1,726,901 |
| Federal Family Education Loan Program (FFELP) | 1,759,640 | 921,117 | 705,810 | 488,744 | 649,770 | 394,809 | 930,335 | 371,966 | 667,858 | - | 1,129,652 | 1,887,072 | - | 9,906,773 |
| Interagency transfers | 680,488 | (687,333) | (282,186) | (440,100) | (2,031,156) | 694,693 | (2,636,069) | 686,961 | 683,411 | 1,235,795 | (656,784) | 21,915 | 2,730,365 | - |
| Net cash provided by noncapital financing activities | 20,740,167 | 28,972,750 | 46,365,565 | 35,228,834 | 39,124,072 | 18,937,647 | 46,134,661 | 14,725,426 | 35,935,879 | 14,892,585 | 27,991,528 | 28,747,279 | 29,740,302 | 387,536,695 |
| Net increase (decrease) in cash and cash equivalents | 1,249,857 | (2,470,627) | (2,030,149) | (5,262,192) | (1,077,794) | 158,798 | (2,123,809) | (695,975) | (566,361) | 103,671 | (192,498) | (1,057,115) | 3,579,161 | (10,385,033) |
| Cash and cash equivalents at beginning of year | 4,362,275 | 6,216,956 | 4,134,423 | 23,260,862 | 11,980,923 | 4,972,441 | 14,655,610 | 4,227,133 | 15,328,024 | 9,485,234 | 12,476,153 | 5,581,783 | 30,715,585 | 147,397,402 |
| Cash and cash equivalents at end of year | \$ 5,612,132 | \$ 3,746,329 | \$ 2,104,274 | \$ 17,998,670 | \$ 10,903,129 | \$ 5,131,239 | \$ 12,531,801 | \$ 3,531,158 | \$ 14,761,663 | \$ 9,588,905 | \$ 12,283,655 | \$ 4,524,668 | \$ 34,294,746 | \$ 137,012,369 |

Connecticut Community Colleges
Combining Statement of Net Position by Fund Group
As of June 30, 2020



| | Primary Institution | | | | | Total |
|------------------------------------------------------|-----------------------------|-----------------------------------|--------------------------------|-----------------------------|----------------------------|-------------------------|
| | Operating and General Funds | Endowment, Loan, and Agency Funds | Agency Administered Bond Funds | DCS Administered Bond Funds | Invested in Capital Assets | |
| Assets | | | | | | |
| Current assets | | | | | | |
| Cash and cash equivalents | \$ 88,628,332 | \$ 2,039,036 | \$ 12,664,875 | \$ 21,652,118 | - | \$ 124,984,361 |
| Accounts receivable, due from the State | 33,608,127 | - | - | - | - | 33,608,127 |
| Accounts receivable other, net | 16,734,765 | 48,991 | 435,208 | - | - | 17,218,964 |
| Prepaid expenses and other current assets | 72,159 | - | 255,368 | - | - | 327,526 |
| Total current assets | <u>139,043,382</u> | <u>2,088,027</u> | <u>13,355,450</u> | <u>21,652,118</u> | - | <u>176,138,978</u> |
| Non-current assets | | | | | | |
| Investment in plant | - | - | - | - | 1,129,852,592 | 1,129,852,592 |
| Accumulated depreciation | - | - | - | - | (423,048,898) | (423,048,898) |
| Investment in plant, net of accumulated depreciation | - | - | - | - | 706,803,694 | 706,803,694 |
| Student loans, net | - | 428,307 | - | - | - | 428,307 |
| Total non-current assets | <u>-</u> | <u>428,307</u> | <u>-</u> | <u>-</u> | <u>706,803,694</u> | <u>707,232,001</u> |
| Total assets | <u>\$ 139,043,382</u> | <u>\$ 2,516,334</u> | <u>\$ 13,355,450</u> | <u>\$ 21,652,118</u> | <u>\$ 706,803,694</u> | <u>\$ 883,370,979</u> |
| Deferred outflows of resources | | | | | | |
| Deferred pension | \$ 265,264,534 | - | - | - | - | \$ 265,264,534 |
| Deferred other post employment benefits | 292,831,066 | - | - | - | - | 292,831,066 |
| Total deferred outflows of resources | <u>\$ 558,095,600</u> | <u>-</u> | <u>-</u> | <u>-</u> | <u>-</u> | <u>\$ 558,095,600</u> |
| Liabilities | | | | | | |
| Current liabilities | | | | | | |
| Accounts payable | \$ 3,710,500 | - | \$ 1,365,280 | - | - | \$ 5,075,780 |
| Accrued expenses - salary and fringe benefits | 43,738,441 | - | - | - | - | 43,738,441 |
| Accrued compensated absences - current portion | 3,282,959 | - | - | - | - | 3,282,959 |
| Unearned tuition and grant revenue | 15,020,483 | - | - | - | - | 15,020,483 |
| Retainage | - | - | - | 495,701 | - | 495,701 |
| Agency and loan fund liabilities | - | 2,464,589 | - | - | - | 2,464,589 |
| Other liabilities | 1,020,046 | - | - | - | - | 1,020,046 |
| Total current liabilities | <u>66,772,429</u> | <u>2,464,589</u> | <u>1,365,280</u> | <u>495,701</u> | <u>-</u> | <u>71,097,999</u> |
| Non-current liabilities | | | | | | |
| Pension liability, net | 920,928,258 | - | - | - | - | 920,928,258 |
| Other post employment benefits liability net | 1,128,067,973 | - | - | - | - | 1,128,067,973 |
| Accrued compensated absences - long term portion | 37,077,217 | - | - | - | - | 37,077,217 |
| Total non-current liabilities | <u>2,086,073,448</u> | <u>-</u> | <u>-</u> | <u>-</u> | <u>-</u> | <u>2,086,073,448</u> |
| Total liabilities | <u>\$ 2,152,845,877</u> | <u>\$ 2,464,589</u> | <u>\$ 1,365,280</u> | <u>\$ 495,701</u> | <u>\$ -</u> | <u>\$ 2,157,171,447</u> |
| Deferred inflows of resources | | | | | | |
| Deferred pension | \$ 18,776,641 | - | - | - | - | \$ 18,776,641 |
| Deferred other post employment benefits | 90,384,212 | - | - | - | - | 90,384,212 |
| Total deferred inflows of resources | <u>\$ 109,160,853</u> | <u>-</u> | <u>-</u> | <u>-</u> | <u>-</u> | <u>\$ 109,160,853</u> |
| Net position | | | | | | |
| Invested in capital assets, net | \$ - | - | - | - | 706,803,694 | \$ 706,803,694 |
| Restricted | | | | | | |
| Nonexpendable | - | 20,000 | - | - | - | 20,000 |
| Expendable | 2,546,050 | 31,745 | 11,990,170 | 21,156,417 | - | 35,724,382 |
| Unrestricted | <u>(1,567,413,797)</u> | <u>-</u> | <u>-</u> | <u>-</u> | <u>-</u> | <u>(1,567,413,797)</u> |
| Total net position | <u>\$ (1,564,867,746)</u> | <u>\$ 51,745</u> | <u>\$ 11,990,170</u> | <u>\$ 21,156,417</u> | <u>\$ 706,803,694</u> | <u>\$ (824,865,721)</u> |

Connecticut Community Colleges
Combining Statement of Net Position by Fund Group
As of June 30, 2019

CSCU

| | Operating and General Funds | Endowment, Loan, and Agency Funds | Agency Administered Bond Funds | DCS Administered Bond Funds | Invested in Capital Assets | Total |
|--------------------------------------------|--------------------------------|-----------------------------------------|--------------------------------------|-----------------------------------|-------------------------------|-------------------------|
| Operating revenues | | | | | | |
| Student tuition and fees | \$ 183,201,246 | \$ - | \$ - | \$ - | \$ - | \$ 183,201,246 |
| Less: Scholarship discounts and allowances | (84,947,563) | - | - | - | - | (84,947,563) |
| Net tuition and fees | 98,253,683 | - | - | - | - | 98,253,683 |
| Federal grants and contracts | 13,970,305 | - | - | - | - | 13,970,305 |
| State and local grants and contracts | 11,854,182 | - | - | - | - | 11,854,182 |
| Nongovernment grants and contracts | 5,789,537 | - | - | - | 30,916 | 5,820,452 |
| Auxiliary revenues | 564,095 | - | - | - | - | 564,095 |
| Other operating revenues | 3,480,867 | - | - | - | 19,995 | 3,500,862 |
| Total operating revenues | 133,912,669 | - | - | - | 50,911 | 133,963,580 |
| Operating expenses | | | | | | |
| Salaries and wages | 243,996,943 | - | - | - | - | 243,996,943 |
| Fringe benefits | 221,193,001 | - | - | - | - | 221,193,001 |
| Professional services and fees | 7,823,001 | 255 | 935,916 | 141,995 | (72,131) | 8,829,037 |
| Educational services and support | 8,219,220 | - | 1,264,349 | - | - | 9,483,569 |
| Travel expenses | 2,575,082 | - | - | - | - | 2,575,082 |
| Operation of facilities | 26,807,322 | - | 2,980,462 | - | - | 29,787,785 |
| Other operating supplies and expenses | 11,306,040 | - | 7,809,839 | - | - | 19,115,879 |
| Scholarship aid, net | 29,751,640 | - | - | - | - | 29,751,640 |
| Depreciation expense | - | - | - | - | 30,521,990 | 30,521,990 |
| Total operating expenses | 551,672,249 | 255 | 12,990,567 | 141,995 | 30,449,858 | 595,254,925 |
| Operating loss | (417,759,580) | (255) | (12,990,567) | (141,995) | (30,398,948) | (449,327,678) |
| Nonoperating revenues | | | | | | |
| State appropriation - general fund | 283,350,238 | - | - | - | - | 283,350,238 |
| State appropriation - bond fund | - | - | 26,684,634 | 1,429,725 | - | 28,114,359 |
| Pell grant revenue | 75,144,201 | - | - | - | - | 75,144,201 |
| Investment income | 1,939,620 | - | - | - | - | 1,939,620 |
| Total nonoperating revenues | 360,434,059 | - | 26,684,634 | 1,429,725 | - | 388,548,418 |
| Loss before other changes in net position | (57,325,521) | (255) | 13,694,067 | 1,287,730 | (30,398,948) | (72,742,926) |
| Other changes in net position | | | | | | |
| Capital and other additions (deductions) | (1,445,274) | - | (12,483,150) | (5,347,819) | 19,276,243 | - |
| Interagency transfers | 188,488 | - | - | (188,488) | - | - |
| Total other changes in net position | (1,256,786) | - | (12,483,150) | (5,536,307) | 19,276,243 | - |
| Change in net position | (58,582,307) | (255) | 1,210,918 | (4,248,577) | (11,122,705) | (72,742,926) |
| Net position, beginning of year | (1,364,208,000) | 52,000 | 17,698,000 | 22,638,000 | 729,184,000 | (594,636,000) |
| Net position, end of year | <u>\$ (1,422,790,307)</u> | <u>\$ 51,745</u> | <u>\$ 18,908,918</u> | <u>\$ 18,389,423</u> | <u>\$ 718,061,295</u> | <u>\$ (667,378,926)</u> |

Connecticut Community Colleges

Combining Statement of Revenues, Expenses and Changes in Net Position by Fund Group

Year Ended June 30, 2020

CSCU

| | Primary Institution | | | | | Total |
|--------------------------------------------|--------------------------------|-----------------------------------------|--------------------------------------|-----------------------------------|-------------------------------|-------------------------|
| | Operating and General Funds | Endowment, Loan, and Agency Funds | Agency Administered Bond Funds | DCS Administered Bond Funds | Invested in Capital Assets | |
| Operating revenues | | | | | | |
| Student tuition and fees | \$ 176,460,816 | \$ - | \$ - | \$ - | \$ - | \$ 176,460,816 |
| Less: Scholarship discounts and allowances | (83,771,167) | - | - | - | - | (83,771,167) |
| Net tuition and fees | 92,689,649 | - | - | - | - | 92,689,649 |
| Federal grants and contracts | 12,114,800 | - | - | - | - | 12,114,800 |
| State and local grants and contracts | 11,901,055 | - | - | - | - | 11,901,055 |
| Nongovernment grants and contracts | 4,803,727 | - | - | - | 11,803 | 4,815,529 |
| Auxiliary revenues | 415,126 | - | - | - | - | 415,126 |
| Other operating revenues | 3,179,529 | - | - | - | 50,551 | 3,230,081 |
| Total operating revenues | 125,103,886 | - | - | - | 62,354 | 125,166,240 |
| Operating expenses | | | | | | |
| Salaries and wages | 252,209,342 | - | - | - | - | 252,209,342 |
| Fringe benefits | 305,503,637 | - | - | - | - | 305,503,637 |
| Professional services and fees | 8,530,826 | - | 960,366 | - | - | 9,491,192 |
| Educational services and support | 7,988,264 | - | 717,339 | - | - | 8,705,604 |
| Travel expenses | 2,072,687 | - | 2,946 | - | - | 2,075,633 |
| Operation of facilities | 24,511,372 | - | 2,591,312 | - | - | 27,102,684 |
| Other operating supplies and expenses | 10,870,191 | - | 4,480,505 | - | - | 15,350,696 |
| Scholarship aid, net | 40,859,546 | - | - | - | - | 40,859,546 |
| Depreciation expense | - | - | - | - | 30,156,387 | 30,156,387 |
| Total operating expenses | 652,545,866 | - | 8,752,467 | - | 30,156,387 | 691,454,721 |
| Operating loss | (527,441,980) | - | (8,752,467) | - | (30,094,033) | (566,288,481) |
| Nonoperating revenues | | | | | | |
| State appropriation - general fund | 300,940,479 | - | - | - | - | 300,940,479 |
| State appropriation - bond fund | - | - | 13,887,716 | 8,524,052 | - | 22,411,768 |
| Pell grant revenue | 75,035,663 | - | - | - | - | 75,035,663 |
| Federal emergency grant revenue | 9,201,051 | - | - | - | - | 9,201,051 |
| Investment income | 1,212,724 | - | - | - | - | 1,212,724 |
| Total nonoperating revenues | 386,389,918 | - | 13,887,716 | 8,524,052 | - | 408,801,686 |
| Loss before other changes in net position | (141,052,062) | - | 5,135,249 | 8,524,052 | (30,094,033) | (157,486,795) |
| Other changes in net position | | | | | | |
| Capital and other additions (deductions) | (1,025,378) | - | (12,053,997) | (5,757,058) | 18,836,432 | - |
| Total other changes in net position | (1,025,378) | - | (12,053,997) | (5,757,058) | 18,836,432 | - |
| Change in net position | (142,077,440) | - | (6,918,747) | 2,766,994 | (11,257,601) | (157,486,795) |
| Net position, beginning of year | (1,422,790,306) | 51,745 | 18,908,918 | 18,389,423 | 718,061,295 | (667,378,926) |
| Net position, end of year | <u>\$ (1,564,867,746)</u> | <u>\$ 51,745</u> | <u>\$ 11,990,170</u> | <u>\$ 21,156,417</u> | <u>\$ 706,803,694</u> | <u>\$ (824,865,721)</u> |

Connecticut Community Colleges

Combining Statement of Revenues, Expenses and Changes in Net Position by Fund Group

Year Ended June 30, 2019

CSCU

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 | | | | | | |
| Student tuition and fees | \$ 183,201,246 | \$ - | \$ - | \$ - | \$ - | \$ 183,201,246 |
| Less: Scholarship discounts and allowances | (84,947,563) | - | - | - | - | (84,947,563) |
| Net tuition and fees | 98,253,683 | - | - | - | - | 98,253,683 |
| Federal grants and contracts | 13,970,305 | - | - | - | - | 13,970,305 |
| State and local grants and contracts | 11,854,182 | - | - | - | - | 11,854,182 |
| Nongovernment grants and contracts | 5,789,537 | - | - | - | 30,916 | 5,820,452 |
| Auxiliary revenues | 564,095 | - | - | - | - | 564,095 |
| Other operating revenues | 3,480,867 | - | - | - | 19,995 | 3,500,862 |
| Total operating revenues | 133,912,669 | - | - | - | 50,911 | 133,963,580 |
| Operating expenses | | | | | | |
| Salaries and wages | 243,996,943 | - | - | - | - | 243,996,943 |
| Fringe benefits | 221,193,001 | - | - | - | - | 221,193,001 |
| Professional services and fees | 7,823,001 | 255 | 935,916 | 141,995 | (72,131) | 8,829,037 |
| Educational services and support | 8,219,220 | - | 1,264,349 | - | - | 9,483,569 |
| Travel expenses | 2,575,082 | - | - | - | - | 2,575,082 |
| Operation of facilities | 26,807,322 | - | 2,980,462 | - | - | 29,787,785 |
| Other operating supplies and expenses | 11,306,040 | - | 7,809,839 | - | - | 19,115,879 |
| Scholarship aid, net | 29,751,640 | - | - | - | - | 29,751,640 |
| Depreciation expense | - | - | - | - | 30,521,990 | 30,521,990 |
| Total operating expenses | 551,672,249 | 255 | 12,990,567 | 141,995 | 30,449,858 | 595,254,925 |
| Operating loss | (417,759,580) | (255) | (12,990,567) | (141,995) | (30,398,948) | (449,327,678) |
| Nonoperating revenues | | | | | | |
| State appropriation - general fund | 283,350,238 | - | - | - | - | 283,350,238 |
| State appropriation - bond fund | - | - | 26,684,634 | 1,429,725 | - | 28,114,359 |
| Pell grant revenue | 75,144,201 | - | - | - | - | 75,144,201 |
| Investment income | 1,939,620 | - | - | - | - | 1,939,620 |
| Total nonoperating revenues | 360,434,059 | - | 26,684,634 | 1,429,725 | - | 388,548,418 |
| Loss before other changes in net position | (57,325,521) | (255) | 13,694,067 | 1,287,730 | (30,398,948) | (72,742,926) |
| Other changes in net position | | | | | | |
| Capital and other additions (deductions) | (1,445,274) | - | (12,483,150) | (5,347,819) | 19,276,243 | - |
| Interagency transfers | 188,488 | - | - | (188,488) | - | - |
| Total other changes in net position | (1,256,786) | - | (12,483,150) | (5,536,307) | 19,276,243 | - |
| Change in net position | (58,582,307) | (255) | 1,210,918 | (4,248,577) | (11,122,705) | (72,742,926) |
| Net position, beginning of year | (1,364,208,000) | 52,000 | 17,698,000 | 22,638,000 | 729,184,000 | (594,636,000) |
| Net position, end of year | \$ (1,422,790,307) | \$ 51,745 | \$ 18,908,918 | \$ 18,389,423 | \$ 718,061,295 | \$ (667,378,926) |

1. Basis of Presentation of Supplemental Information

The supplementary schedules are presented to provide information from the stand-alone books and records of the colleges and system office. The supplementary schedules exclude certain eliminating entries necessary to prepare the consolidated financial statements of CCC. The supplementary schedules also do not include the impact of the adoption of GASB 68, *Pensions*, or GASB 75, *Other Post-employment Benefits*, on the individual colleges as reported in the financial statements of CCC because the liability has not been allocated to the colleges but rather is reflected only at the CCC system level in the basic financial statements.



Required Communications to the Audit Committee of the Board of Regents of the Connecticut State Colleges and Universities

Fiscal year ended June 30, 2020

December 16, 2020

This communication is intended solely for the information and use of management and those charged with governance of CSU and is not intended to be and should not be used by anyone other than these specified parties.

12/16/2020 Audit Committee Agenda Packet Page 4 of 188



Open items as of December 11, 2020

All three entities

- Review of revised Financial Statements

Universities

- Engagement Quality Control Reviewer to review Pension/OPEB

CCC

- Finalization of pension/OPEB adjusting entries and reviews of updated workpapers/calculations, and revised APA report
- Manager/Partner Review of State Appropriations, Net Assets, Journal Entries, and GPA
- Audited financial statements for 2 foundations

COSC

- Manager/Partner Review of Journal Entries
- Review of Cash Flow Support

Upon finalization of these items, GT will perform updating inquiries with management prior to issuance of our reports. When we complete the remaining open items, any matters that are required to be communicated to the Audit Committee that have not been communicated at the meeting on December 16, 2020, will be included in an addendum to this document within 40 days of issuance of our reports, if necessary.

Significant risks and other areas of focus

The following provides an overview of the areas of audit focus based on our risk assessments. The audit was executed in accordance with the plan presented to the audit committee in June 2020, except as it relates to the timeline for completion.

| Areas of focus | Results |
|----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Tuition and Fee Revenues* & related receivables/deferrals | <ul style="list-style-type: none"> • Performed disaggregated revenue analyses analyzing student tuition & fee revenue relative to enrollment data • Performed detailed transaction testing over student tuition & fee revenues • Tested completeness & accuracy of deferred revenue based on academic term in which student was registered & payment received • Performed a statistical sample of outstanding student receivable balances and inspected supporting cash receipts and/or ensured management's reserve/collections policy was being followed • Tested management's process for establishing an allowance for doubtful accounts No exceptions noted |
| Grant revenue | <ul style="list-style-type: none"> • Tested a selection of grant deferred revenue balances • Performed detailed transaction testing over grant revenue No exceptions noted |
| Net Pension & OPEB Liabilities (and related deferred inflows/outflows & expense) | <ul style="list-style-type: none"> • Reviewed management's methodology and journal entries to record pension/OPEB liability and related accounting • Reviewed the reports issued by the Auditors of Public Accounts • Performed testing over the census data used by the State to calculate liabilities Refer to Summary of Adjustments for errors identified (pg 6-7) |

*- denotes a significant risk

Significant risks and other areas of focus, continued

| Areas of focus | Results |
|----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| State and Capital Appropriations | <ul style="list-style-type: none"> Reconciled amounts to the GL, including confirmation of certain amounts with the State No exceptions noted |
| Capital Assets | <ul style="list-style-type: none"> Vouched a sample of capitalized amounts to supporting invoice/disbursement detail & analytically reviewed depreciation expense for reasonableness No exceptions noted |
| Auxiliary revenues | <ul style="list-style-type: none"> Performed detailed transaction testing over auxiliary revenue (room & board, meal plan, other fees) Tested a selection of student receivable balances Reviewed management's allowance for doubtful accounts No exceptions noted |
| Debt | <ul style="list-style-type: none"> Confirmed amounts outstanding Tested cash activity to source documentation Tested interest expense for reasonableness No exceptions noted |

COVID-19 pandemic

Accounting and reporting considerations

The COVID-19 pandemic impacted the operations and financial results of the CSCU entities to varying degrees. The pandemic has had, and will likely continue to have, an ongoing impact in the following accounting and disclosure areas specific to CSCU:

- 1) **Impact of various federal relief programs-** Universities and Community Colleges were eligible to participate in certain federal government relief programs to mitigate the financial impacts of the pandemic. GT performed testing of the CARES Act funding received (Part A- Student portion and Part B- Institution portion). These amounts are presented as non-operating revenues in the Statement of Revenues, Expenses and Changes in Net Position.
- 2) **Disclosures of risks and uncertainties-** Disclosure of risks and uncertainties related to future operations/activities, accounting estimates, and vulnerabilities, among others were included in the draft financial statements. GT reviewed the disclosures for accuracy and transparency.

Use of the Work of Others

Other Auditors

Foundations: GT noted that each of the Foundations at the Universities, Community Colleges, and Charter Oak have separate auditors. In our auditor's report on each entity's financial statements, we make reference to the audits performed by the other unaffiliated auditors. GT notes for 1 of the foundations of CSUS, a prior period error was identified & recorded in the current year. There is a passed adjustment to correct opening Net Position. Refer to the Summary of Adjustments for details (pg 6-7).

Net Pension and OPEB Liabilities and related accounts: The State of Connecticut engages the State Auditor of Connecticut to perform the audit of the valuation prepared by independent actuaries as part of recording the Net Pension and OPEB Liabilities, related deferred inflows/outflows and pension/OPEB expense. We assess the qualifications of the state auditor in connection with our audits over CSCU entities.

Specialists

IT— The audit team includes IT specialists who performed design effectiveness testing of Banner for CSUS and CCC as well as Jenzabar at Charter Oak. Results of that aspect of the audits were previously communicated in September 2020.

Summary of Adjustments

| | Corrected Misstatements | Uncorrected Misstatements | Disclosure Adjustments | Omitted Disclosures |
|------|----------------------------|----------------------------|------------------------|---------------------|
| CSUS | None noted | Yes – see pg 7 for details | None noted | None noted |
| CCC | Yes – see pg 7 for details | None noted | None noted | None noted |
| COSC | None noted | None noted | None noted | None noted |

Summary of Adjustments (cont.)

| Entity | Nature of Adjustment | Commentary |
|--------|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CSUS | Uncorrected | In the audited financial statements of the CCSU Foundation, a correction of a prior period error (\$539k) related to misclassification of net assets was reported. Management of the CCSU Foundation corrected this prior period error through the current period Statement of Activities. This correction should have been corrected through an adjustment to opening net assets rather than through the current period activities. There is no impact to the total change in net assets as a result of this adjustment. |
| CCC | Corrected | <p>During Grant Thornton's review of the draft financial statements as well as testing of the detailed workpapers supporting the entries to record pension and OPBE related activities and balances, a large fluctuation related to Pension/OPEB expense was deemed unusual, which prompted further investigation. Management discovered a clerical error in a supporting schedule that impacted the calculation, which resulted in an adjustment to the F/S. The adjustment impacts various Pension/OPEB related line items in both the balance sheet and P&L.</p> <ul style="list-style-type: none"> - Impact to F/S line item "Change in Net Position" was ~\$60M. - Zero (\$0) impact to "Adjusted Unrestricted Net Position" (non-GAAP measure presented in MD&A), given adjustment was isolated to accounting for Pension/OPEB. |
| CCC | Corrected | Management identified a prior period error in which a project that should have been capitalized to CIP was expensed. As a result, CIP & the opening balance of Net Position were adjusted by \$1.4M to correct this error. |

12/16/2020 Audit Committee Agenda Packet Page 11 of 188

Other Required Communications

Professional standards require that we communicate the following matters to you, as applicable.

| |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Going concern matters |
| Fraud and noncompliance with laws and regulations |
| Significant deficiencies and material weaknesses in internal control over financial reporting <ul style="list-style-type: none">• Refer to page 13 |
| Use of other auditors <ul style="list-style-type: none">• Refer to page 5 |
| Use of internal audit |
| Related parties and related party transactions <ul style="list-style-type: none">• No transactions outside the ordinary course of business were identified |



Other Required Communications

(continued)

| Disagreements with management |
|---------------------------------------------------------------------------------------------------|
| Management's consultations with other accountants |
| Significant issues discussed with management |
| Significant difficulties encountered during the audit |
| Other significant findings or issues that are relevant to you and your oversight responsibilities |
| Modifications to the auditor's report |
| Other information in documents containing audited financial statements |



Quality of Accounting Practices

Accounting policies

There were no significant changes in the accounting policies during the period.

Significant accounting estimates

- Net pension and OPEB liability and related deferred inflows/outflows
- Liability for compensated absences
- Useful lives of depreciable assets
- Allocation of expenses among functional expense classifications
- Allowance for student receivables

Internal control matters

Responsibility

We are responsible for obtaining reasonable assurance about whether the financial statements are free of material misstatement. Our audit included consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Company's internal control. Accordingly, we express no such opinion. Control deficiencies that are of a lesser magnitude than a significant deficiency will be communicated to management.



Internal control matters (continued)

Definitions

The objective of the audit was to report on the financial statements as a whole and not to provide assurance on internal control over financial reporting.



Control deficiency

A deficiency in internal control 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 deficiency, or combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those responsible for oversight of the entity's financial reporting.



Material weakness

A deficiency, or combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the Company's annual or interim financial statements will not be prevented or detected on a timely basis.

Internal Controls Matters, continued

In our prior year communications, we communicated a material weakness. We have reviewed management's remediation efforts and provided an update for our assessment in the context of the fiscal year 2020 audit.

| Findings reported in FY19 | Severity of Finding (As Assessed in FY19) | FY20 Update |
|-----------------------------------------------------------------------------------------------------------|-------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CCC - Failure to close accounting records & prepare financial statements with accuracy in a timely manner | Material Weakness | Remediated in FY20 - Grant Thornton obtained an understanding of management's policies & procedures put in place to address the prior year Material Weakness. Based on our observation & procedures performed in conjunction with the FY20 audit, we believe management has effectively remediated the prior year control finding. |

Commitment to Promote Ethical and Professional Excellence

We are committed to promoting ethical and professional excellence. To advance this commitment, we have put in place a phone and internet-based hotline system.

The Ethics Hotline (1.866.739.4134) provides individuals a means to call and report ethical concerns.

The EthicsPoint URL link can be accessed from our external website or through this link:

https://secure.ethicspoint.com/domain/en/report_custom.asp?clientid=15191

Disclaimer: EthicsPoint is not intended to act as a substitute for a company's "whistleblower" obligations.

This communication is intended solely for the information and use of management and those charged with governance of Connecticut State Colleges & Universities and is not intended to be and should not be used by anyone other than these specified parties.

Manchester Community College
MCC NECHE Self Study 2022 Workroom Materials

The following is a preliminary list of materials available in the Team Workroom. The majority of these materials will be accessed using the “electronic workroom” unless otherwise noted with an asterisk (*), indicating the item will be located in the workroom in hard copy only.

| Standard | Workroom Material |
|-----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Standard 1 Mission and Purposes | 2020-2021 MCC Catalog 2020-2023 MCC Strategic Plan 2019-2020 MCC Strategic Planning Concept Papers Educational Master Plan 2017 MCC 2020: Sharing the Vision CT State NECHE Update June 2021 (“Maintaining NECHE Standards on campus”) |
| Standard 2 Planning and Evaluation | 2020-2023 MCC Strategic Plan 2019-2020 MCC Strategic Planning Concept Papers 2019-2020 Strategic Planning Report 2020 MCC Fact Book 2020-2021 MCC Catalog Strategic Planning Committee Agendas and Minutes Academic Department Action Plans (sample) 2018 MCC Enrollment Management Plan CT State Enrollment Management Plan Educational and Facilities Master Plan Budget documentation: <ul style="list-style-type: none"> • CARES ACT Higher Education Emergency Relief Fund Reporting: Emergency Financial Aid Grants to Students • FY2020 Manchester Community College Budget Summary • FY2020 Manchester Community College Budget Mid-Year Update • Connecticut Community Colleges Financial Statements Library and Educational Technology Plan Informational Security Plan Hazard Mitigation Plan Strategic Planning COVID response College Governance Document Achieving the Dream (ATD): Fall 2020 Capacity Café Report Achieving the Dream (ATD): MCC Priority Goals |

Manchester Community College
MCC NECHE Self Study 2022 Workroom Materials

| | |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>ATD Institutional Capacity Assessment Tool Café: “C or Better” pass rates</p> <p>Fall 2019 PTK Survey and Results</p> <p>ATD Department Packet 2020 (samples)</p> <p>Enrollment Updates</p> <p>Student Success Updates</p> <p>Ad hoc reports for faculty, staff, and students</p> <p>Strategic Plan End-of-Year Report</p> <p>State of the College documents</p> <p>Academic Program and Discipline Reviews*</p> <p>Community College Survey of Student Engagement (CCSSE) report</p> <p>Survey of Entering Student Engagement (SENSE) report</p> <p>IPEDS Data Feedback 2020 Report</p> <p>Guided Pathways Key Performance Indicators</p> <p>Barriers to Student Success Survey</p> <p>Veterans Impact Statement</p> <p>MCC strengths and priorities white paper</p> <p>MCC input for CEO search</p> <p>COVID Response Plan</p> <p>Three Phase Re-Opening Plans</p> <p>COVID New Student Advising Action Plan</p> <p>Spring 2020 MCC COVID-19 Student Survey Results</p> <p>Faculty COVID-19 Assessment Report Spring 2020</p> <p>CSCU COVID survey Fall 2020</p> <p>Dean’s List of Students’ Needs during COVID</p> <p>CT State NECHE Update June 2021 (“Maintaining NECHE Standards on campus”)</p> |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Manchester Community College
MCC NECHE Self Study 2022 Workroom Materials

| | |
|---------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Standard 3 Organization and Governance | <p>Students First: Securing Connecticut's Future Through Excellence in Higher Education, 2018</p> <p>CSCU Putting Students First in Connecticut</p> <p>Service Level Agreements (SLAs) (FAQS)</p> <p>Statement on College Governance</p> <p>Governance Committees' agendas and minutes, membership lists</p> <p>Congress of Connecticut Community Colleges (4Cs) in a Public Comment to the CSCU's NECHE Update</p> <p>CSCU Governance Document</p> <p>Fall Headcount numbers, 1993-2020</p> <p>Fall 2020 MCC Campus Climate Survey</p> <p>Enrollment Management and Student Affairs (EMSA) Service Level Agreement (SLA)</p> <p>Frequently Asked Questions</p> <p>Shared Governance Proposal for Endorsement, April 2021</p> <p>Employee Handbook</p> <p>BOR bylaws, agendas/minutes, sub-committee agendas/minutes</p> <p>Job descriptions for any positions</p> |
| Standard 4 The Academic Program | <p>Catalogs</p> <p>New Program Proposal form</p> <p>List of new programs since 2012</p> <p>Programs discontinued since 2012</p> <p>New Course Proposal form</p> <p>Academic Standards Committee Syllabus Template</p> <p>Sample syllabi</p> <p>2020 MCC Fact Book</p> <p>MCC Placement of new students (Fall 17-18-19-20)</p> <p>CT State NECHE Update June 2021 ("Maintaining NECHE Standards on campus")</p> <p>CSCU-NECHE-Progress-Report-June-2020</p> |
| Standard 5 Faculty Students, | <p>2020 MCC Fact Book</p> <p>Survey of Entering Student Engagement (SENSE)</p> <p>2019-2020 MCC Strategic Planning Concept papers</p> <p>2020-2021 MCC Catalog</p> <p>Faculty Handbook</p> |

Manchester Community College
MCC NECHE Self Study 2022 Workroom Materials

| | |
|-----------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>CT State NECHE Update June 2021 (“Maintaining NECHE Standards on campus”)</p> <p>Orientation materials</p> <p>Sample communication to students re: resources during COVID</p> |
| Standard 6 Teaching, Learning, and Scholarship | <p>Congress of Connecticut Community Colleges (4Cs) contract 2017-2021</p> <p>2020 MCC Fact Book</p> <p>Faculty Handbook</p> <p>CT State NECHE Update June 2021 (“Maintaining NECHE Standards on campus”)</p> <p>Faculty CVs</p> <p>Promotion/tenure criteria and process outline</p> <p>List of professional development activities (opening day)/CFT</p> |
| Standard 7 Institutional Resources | <p>2020-2023 MCC Strategic Plan</p> <p>Affirmative Action Plan</p> <p>Congress of Connecticut Community Colleges (4Cs) contract 2017-2021</p> <p>Financial Statements (MCC and CT State)</p> <p>MCC Foundation Annual Report</p> <p>CSCU Procurement Manual, 2020</p> <p>Community College Survey of Student Engagement (CCSSE), 2018</p> <p>CSCU Information Security Policy</p> <p>CSCU Acceptable Use Information Technology Policy</p> <p>Fall 2020 MCC Campus Climate Survey</p> <p>Spring 2020 MCC COVID-19 Student Survey Results</p> <p>Faculty COVID-19 Assessment Report Spring 2020</p> <p>CSCU COVID Survey Fall 2020</p> <p>CT State NECHE Update June 2021 (“Maintaining NECHE Standards on campus”)</p> <p>CSCU NECHE Progress Report, June 2020</p> <p>User statistics/reports – library, tutoring center</p> <p>Title IX reports</p> <p>Technology or infrastructure plans/annual reports</p> |
| Standard 8 Educational Effectiveness | <p>2020-2023 MCC Strategic Plan</p> <p>Measures of First Year Success Report</p> <p>Student Success Reports</p> <p>College Survey of Student Engagement (CCSSE), 2018</p> <p>Survey of Entering Student Engagement (SENSE), 2019</p> |

Manchester Community College
MCC NECHE Self Study 2022 Workroom Materials

| | |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>Measures of First Years Success Report</p> <p>Academic Program and Discipline Instruments</p> <p>Academic Program and Discipline Reviews*</p> <p>E Series (Academic Programs and TAP)</p> <p>P20Win Project (employment)</p> <p>MCC Program US Dept of Labor Workforce Trends</p> <p>MCC Program Graduate Surveys and Results</p> <p>MCC Program Job Placement Information</p> <p>TAP competencies and rubrics</p> <p>TAP reports</p> <p>List of General Education courses by TAP competency</p> <p>General Education Assessment Blackboard Shell:</p> <ul style="list-style-type: none"> • General Education Assessment Submission Reports (by competency) • General Education Assessment Reports to MCC • General Education Assessment Reports to FIRC • General Education Assessment Trend Reports by course • Sample feedback to faculty and departments • General Education Assessment Reports – COVID <p>Faculty COVID-19 Assessment Report Spring 2020</p> <p>MCC Course Evaluation form</p> <p>Sample Sociology assignment and assessment success during COVID</p> <p>Achieving the Dream (ATD): Fall 2020 Capacity Café Report</p> <p>Achieving the Dream: MCC Priority Goals</p> <p>ATD Institutional Capacity Assessment Tool Café: “C or Better” pass rates</p> <p>Fall 2019 PTK Survey and Results</p> <p>ATD Department Packet 2020</p> <p>Minority Student Report</p> <p>Spring 2020 MCC COVID-19 Student Survey Results</p> <p>Faculty COVID-19 Assessment Report Spring 2020</p> <p>Dean’s List of Students’ Needs during COVID</p> <p>Guided Pathways Initiative: Key Performance Indicators (KPIs)</p> <p>CT State NECHE Update June 2021 (“Maintaining NECHE Standards on campus”)</p> <p>Graduation/retention data</p> |
| Standard 9 | Fall 2020 MCC Campus Climate Surveys |

Manchester Community College
MCC NECHE Self Study 2022 Workroom Materials

| | |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Integrity, Transparency, and Public Disclosure | <p>2020-2021 MCC Catalog</p> <p>2020 MCC Fact Book</p> <p>2020-2021 MCC Course Catalog</p> <p>Student Code of Conduct</p> <p>Faculty Handbook</p> <p>Student Handbook</p> <p>Academic Standards Committee syllabus template</p> <p>Congress of Connecticut Community College (4Cs) Bargaining Unit Contract (2017-2021)</p> <p>Grievance Procedures</p> <p>Policies:</p> <ul style="list-style-type: none"> • Anti-discrimination, harassment, and workplace violence; • Affirmative Action • Equal Employment Opportunity • Title IX • Disability Services (ADA/Section 504 compliance) • Family Educational Rights and Privacy Act (FERPA) <p>The Live Wire (samples)</p> <p>CSCU Guidelines for Communication with Federal and State Public Officials and Political Activity on Campus</p> <p>MCC Academic Catalog</p> <p>MCC Non-credit Catalog</p> <p>MCC Academic Calendar</p> <p>Academic Programs' job, completion, test pass rates, US Dept of Labor statistics</p> <p>CT State NECHE Update June 2021 ("Maintaining NECHE Standards on campus")</p> <p>Marketing materials</p> |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



MANCHESTER
COMMUNITY
COLLEGE

Great Path, M.S. #1
P.O. Box 1046
Manchester, CT 06045-1046
www.manchestercc.edu