Telling Our Story

MANCHESTER COMMUNITY COLLEGE
NEASC SELF-STUDY

Published January 27, 2012

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MANCHESTER COMMUNITY COLLEGE

"Telling Our Story"

2012 Institutional Self-Study

Published January 27, 2012

Prepared for the New England Association of Schools and Colleges Commission on Institutions of Higher Education

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Institutional Overview

This self-study comes at an ideal time in Manchester Community College's history. MCC is approaching its 50th anniversary from a position of strength – the college community has achieved a firmer understanding of our mission and core values; we have established an integrated strategic planning process and are in the third year of implementing the 2009 strategic plan; and we have recently completed an analysis of long-term needs through an Educational and Facilities Master Plan. Further, our college culture is centered on student success and is characterized by a spirit of reflection, collaboration and willingness to change. The central themes of our mission – access, excellence and relevance – and our core values of *shared understanding, shared responsibility and shared leadership* – have positioned Manchester Community College for continued growth and continuous improvement.

For the past 25 years, the College has been engaged in an on-going process of re-evaluation and re-envisioning, the results of which can be seen in our attractive physical facilities and felt in our vitality and commitment. Consider our campus. In 1984, the College was proud to have moved into its first – and only -- permanent building – the Lowe Building. The spacious campus that you see today is the result of a ten-year, campus-wide master planning effort, begun in 1990, that analyzed and assessed the needs of students and community and created a campus that is both functional and beautiful. The Learning Resource Center (2000) and the Arts, Sciences &Technology Center (2003) are the most impressive outcomes of this process. Another significant change to MCC in the past decade has been the establishment of Great Path Academy – a magnet high school – on the MCC campus, with a new building completed in 2009.

In the year 2006, with the new facilities in place, MCC began, under the leadership of Dr. Jonathan Daube, MCC's president from 1987-2008, a campus-wide re-envisioning process that ultimately led to a new mission statement as part of the strategic planning process, the formulation of institutional learning goals (finalized in 2009), and an embrace of our core values: shared understanding, shared responsibility and shared leadership. In Spring 2006, a team of six comprising faculty, staff, and managers attended the Greater Expectations Institute, hosted by the Association of American College and Universities (AAC&U). At the Institute, the team developed campus-specific plans to align institutional purposes, policies, structures and practices to encourage the engagement, inclusion and high achievement of all students. After returning from the Institute, the team led a series of campus-wide discussions, called *MCC 2020: Sharing the Vision*, focused on providing opportunities for as many members of the community as possible to join conversations about the College's purpose, culture, and goals for student learning. These discussions gave rise to new learning goals and identified core values for our campus. These core values have become part of MCC's culture and character and are intentionally practiced when we make policy decisions, undertake new projects, or work through moments of disagreement.

Dr. Daube retired in June 2008 and was succeeded by Dr. Gena Glickman, the College's fifth president. During the president's first year of tenure, challenge came hard and fast: the State's economy was in serious decline and three deans retired. To address these developments, Dr. Glickman enlisted the campus in the creation of a comprehensive strategic plan and an analysis of potential growth in academic program areas. With enrollments continuing to grow, the College's physical resources – as new as they were – became strained. Thus, the College undertook a comprehensive analysis of the area's economic and workforce needs, and our ability to support them. The result is the current Educational and Facilities Master Plan that will guide our planning efforts over the next ten years. To provide programs to meet critical community needs in areas such as healthcare, engineering, technology, culinary, and the arts – the College, as it approaches its 50th anniversary, must again undertake a substantial facilities program. The master plan provides a framework for long- and short-term programmatic and space planning that is clear, flexible, and responsive to changing needs and conditions. This vital planning tool will also illustrate how the many factors of space, personnel, and infrastructure can be coordinated to deliver a high-quality educational experience.

At present, Manchester Community College is in the process adapting to a new landscape of much-tighter budgets and a significant reorganization of Connecticut's public higher education systems. The statewide reorganization of higher education has the potential to affect the System's organizational structure and mission, as well as our funding formulas. This historic change includes the elimination of the 18-member Board of Trustees for the Community-Technical College System and the 18-member Board of Trustees for the Connecticut State University (CSU) System and establishes a 19-member Board of Regents of Higher Education as the new governing body for both systems of higher education. Effective January 2012, the reorganization will consolidate administrative functions and streamline transfer from the 12 community colleges to the CSUs.

This self-study document, and the process undertaken to prepare it, reflects our core values of shared understanding, shared responsibility and shared leadership. We are pleased with the level of campus involvement in the process, and proud of the projections we developed as a result. Two of the themes that emerged across the standards are particularly noteworthy.

The first is that we were not surprised by the projections. When the narratives pointed out areas for improvement, they usually indicated concerns of which the larger college community was well aware. In many cases, the concerns and issues described in the *Self-Study* are already being addressed in committees or as part of strategic planning. This made sense to us, not because we did not look closely for areas of weakness and concern, but because, as a college community, we have become quite adept at reflection, re-assessment, and making plans to improve. Beginning with our *MCC 2020* discussions, continuing through to our search for a new president, to re-writing our mission statement, to building a new strategic plan, and now embedding action planning into the way we do business – we have been practicing and developing these skills as a college community for several years now.

For example, our General Education revision was guided by institutional learning goals that resulted from the campus-wide *MCC 2020* discussions. These General Education revisions, to be implemented in Fall 2012, will provide us with a more coherent program that will guide curriculum development and help us assess how well students meet key, well-defined learning goals. Important elements of the General Education revision include an integrated learning approach, exposure to original works in key knowledge areas, and a substantial writing assignment in each general education course.

Similarly, college-wide discussions about developmental education and under-prepared students over the past several years have resulted in new curriculum models in developmental English and math courses, new pre-requisites for most of our introductory level college classes, and enhanced connections with area high schools. We tested and implemented a re-design of our developmental math sequence built around a national best practice model—modular self-paced math. Developmental English courses have been re-designed to include a student development component. English and math faculty are working directly with faculty from area high schools on curriculum alignment and college readiness. The *Self-Study* details how this work will continue.

Projections related to student support programs also build on recent enhancements in several areas, including the academic advising program, the New Student Orientation program, new student advising, the Veteran's OASIS Center, student clubs, and two major mentoring programs: Brother-to-Brother and Sister-to-Sister.

A second key theme is that we had several projections closely tied to developing our college culture, one characterized by sharing leadership, encouraging innovation, valuing diversity, and providing professional development. MCC's Leadership Institute and Institute for Community Engagement will be leading many of these efforts.

Central to this development of our college culture is improving communication processes. Evidence collected for the *Self-Study* suggested that communication is seen as both a strength and a weakness at MCC. Our projections in this area relate to clarifying a number of questions and practices regarding the movement of information: Who initiates communication? Are we sure that all communications are effectively delivered to the appropriate staff? Have we ensured that all faculty and staff have access to communication channels? Do we communicate and act consistently, especially in the giving of directives involving policies and procedures? Is our communication with one another consistently civil and respectful? A Communications Task Force was charged in Fall 2011 to examine these matters and provide additional recommendations for our campus community.

MCC's accomplishments over the past ten years include:

- Unprecedented enrollment growth, and corresponding increase in awards earned
- Improved retention and graduation rates
- New degree programs in areas of workforce need
- Renewed emphasis on academic rigor, including new pre-requisites
- Outcomes assessment, General Education reform, institutional learning goals
- Comprehensive advising model, mentoring programs, new student orientation
- Student recognition in the form of robust honor societies and the award of the Jack Kent Cook Scholarship to five MCC students in the last seven years.
- Foundation/endowment growth
- Articulation agreements with the University of Connecticut and Eastern Connecticut State University
- Strategic planning processes, a strategic plan, and an Educational and Facilities Master Plan
- Professional development through the Center for Teaching and the Leadership Institute
- Expanded online offerings and support services
- Service Learning opportunities
- College governance review and revision
- College readiness initiatives – high school partnerships, STARS bridge program, Adults in Transition courses, and developmental education re-designs
- Diversity initiatives

Despite the arid budget landscape, cross-divisional cooperation, community outreach and new business ties are flourishing. These new and strengthening partnerships are creating new initiatives such as:

- A new downtown Manchester location in cooperation with area businesses, which will include an art gallery and non-credit programming
- Growth in courses and programs with alternative delivery formats, including accelerated and online courses and programs to meet non-traditional student demand
- Development and launch of cross-departmental web-based services to support online students
- The Institute of Community Engagement and Outreach, which connects the College to the community, promotes open, respectful dialogue and fosters engagement among our constituencies
- An internal marketing campaign to increase student awareness of the importance of graduation and to increase the number applying for graduation
- AmeriCorps Vista Volunteer program and its work with faculty and students to provide service learning opportunities with the Manchester Master Plan for Neighborhood and Families
- Continued examination of how the goals of "access," "excellence," and "relevance" relate to one another and give rise to a productive, educated citizenry

Manchester Community College faculty and staff are passionate about what they do - provide high quality and effective instruction, advise and evaluate students, and participate in scholarship, research, and service compatible with the mission and purposes of the institution. Thoughtful and ongoing collaboration across the college community, including all divisions and functions, is the hallmark of MCC's commitment to our mission and our students. Since the last self-study, internal revisions to the governance process have led to shared leadership by broadening the participation of campus stakeholders in the decision-making process. MCC can look back and be proud of its accomplishments over the past ten years and will continue to be a forward-looking institution committed to access, excellence, and relevance.

Institutional Characteristics Form

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

Date: January 2012

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
5. Type of control:

Public
- ☒ State
- ☐ City
- ☐ Other

(Specify) _____

Private
- ☐ Independent, not-for-profit
- ☐ Religious Group

(Name of Church) _____
- ☐ Proprietary
- ☐ Other: (Specify) _____

6. 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? State of Connecticut Certificates, Associate Degrees

7. Level of postsecondary offering (check all that apply)

- ☒ Less than one year of work
- ☒ At least one but less than two years
- ☐ Diploma or certificate programs of at least two but less than four years
- ☒ Associate degree granting program of at least two years
- ☐ Four- or five-year baccalaureate
- ☐ First professional degree
- ☐ Master's and/or work beyond the first professional degree
- ☐ Work beyond the master's level but not at the doctoral level (e.g., Specialist in Education)
- ☐ A doctor of philosophy or equivalent degree
- ☐ Other doctoral programs _____
- ☐ Other (Specify)

8. Type of undergraduate programs (check all that apply)

- ☒ Occupational training at the crafts/clerical level (certificate or diploma)
- ☒ Occupational training at the technical or semi-professional level (degree)
- ☒ Two-year programs designed for full transfer to a baccalaureate degree
- ☒ Liberal arts and general
- ☐ Teacher preparatory
- ☐ Professional
- ☐ Other_____

9. 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 (Fall 2011)	Graduate	Total
Full-time student headcount	2819		2819
Part-time student headcount	4680		4680
FTE	4461		4461

b) Number of students (headcount) in non-credit, short-term courses: 2010-11 = 5,593

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

Program	Agency	Accredited since	Last Reviewed	Next Review
Occupational Therapy Assistant	Accreditation Council for Occupational Therapy Education	1974	Aug 2007	Mar 2012
Physical Therapist Assistant	Commission on Accreditation in Physical Therapy Education	Oct 1998	Oct 2003	2013
Respiratory Care	Commission on Accreditation for Respiratory Care	Dec 1965	Apr 2011	2021
Surgical Technology	Commission on Accreditation of Allied Health Education Programs	Aug 1977	Nov 2007	2017
Paralegal	American Bar Association	1984	Feb 2010	May 2012
Foodservice Management	American Culinary Federation Educational Institute Accrediting Commission	1989	Oct 2011	Fall 2016
Culinary Arts	American Culinary Federation Educational Institute Accrediting Commission	1989	Oct 2011	Fall 2016
Certified Financial Planner	Board of Certified Financial Planners	Jun 1989	Dec 2011	Dec 2012

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
Accounting	A	57%	119
Accounting and Business Administration	A	66%	546
Business Administration Career	A	73%	249
Communication	A	57%	124
Criminal Justice	A	60%	774
Entrepreneurship Option, Business Administration Career	A	79%	62
General Studies	A	90%	2553
Journalism Option, Communications	A	62%	49
Liberal Arts & Science	A	63%	1033
Marketing	A	65%	56
Music Studies	A	51%	46
Paralegal	A	56%	117
Speech-Language Pathology Assistant Option, Disability Specialist	A	52%	25
Technology Management Option	A	53%	3
Entrepreneurship /Small Business	C	100%	2
Marketing	C	79%	3
Social Service	C	60%	12
Technology Management	C	76%	0

FTE = number of registered credits/15 accounted for by students with that major in Su10-Fa10-Wi10-Sp11

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:
    a) 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;
    b) Organization of student affairs, including health services, student government, intercollegiate activities, and other units assigned to this area;
    c) 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;
    d) Organization of institutional advancement, including fund development, public relations, alumni office and other units assigned to this area.

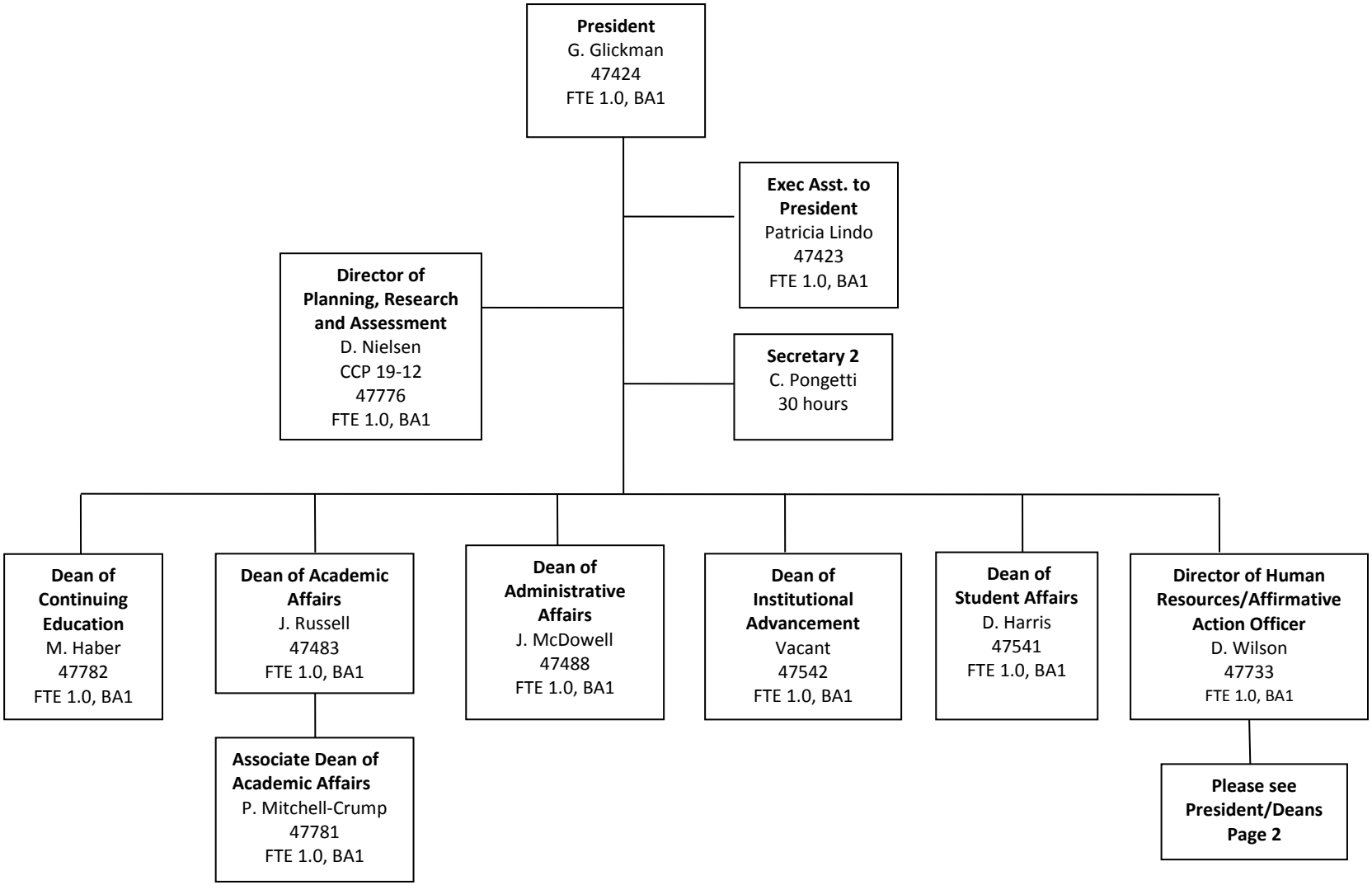
19. Record briefly the central elements in the history of the institution:

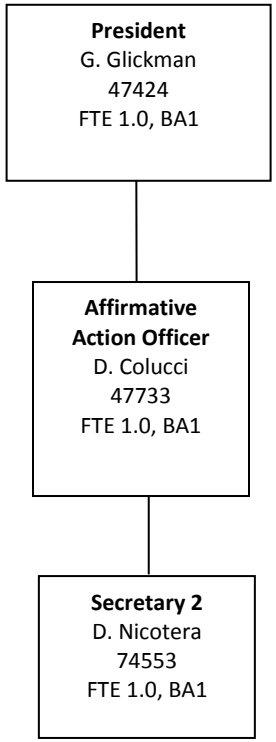
In 1965 Manchester Community College was accepted into the newly formed Connecticut State System of Regional Community Colleges. In 1971 MCC moved to its current location on a 160 acre parcel of land. The new campus was termed "temporary" by the state, although the college used these buildings for 30 years! In 1984 the college moved into its first permanent building, named the Lowe Building after MCC's first president. In 1990 a campus-wide planning effort analyzed and predicted the future needs of students. The Learning Resource Center (2000) and Arts, Sciences & Technology Center (2003) were the most visible outcomes. One of the most significant changes to MCC in the past decade has been the establishment of Great Path Academy, a magnet high school on the MCC campus. In 2008 Dr. Gena Glickman became the college's fifth president, and immediately enlisted the campus community in the creation of a new strategic plan, and later a comprehensive educational and facilities master plan. As MCC approaches its 50th anniversary, the college serves nearly 16,000 students each year in credit and credit-free classes.

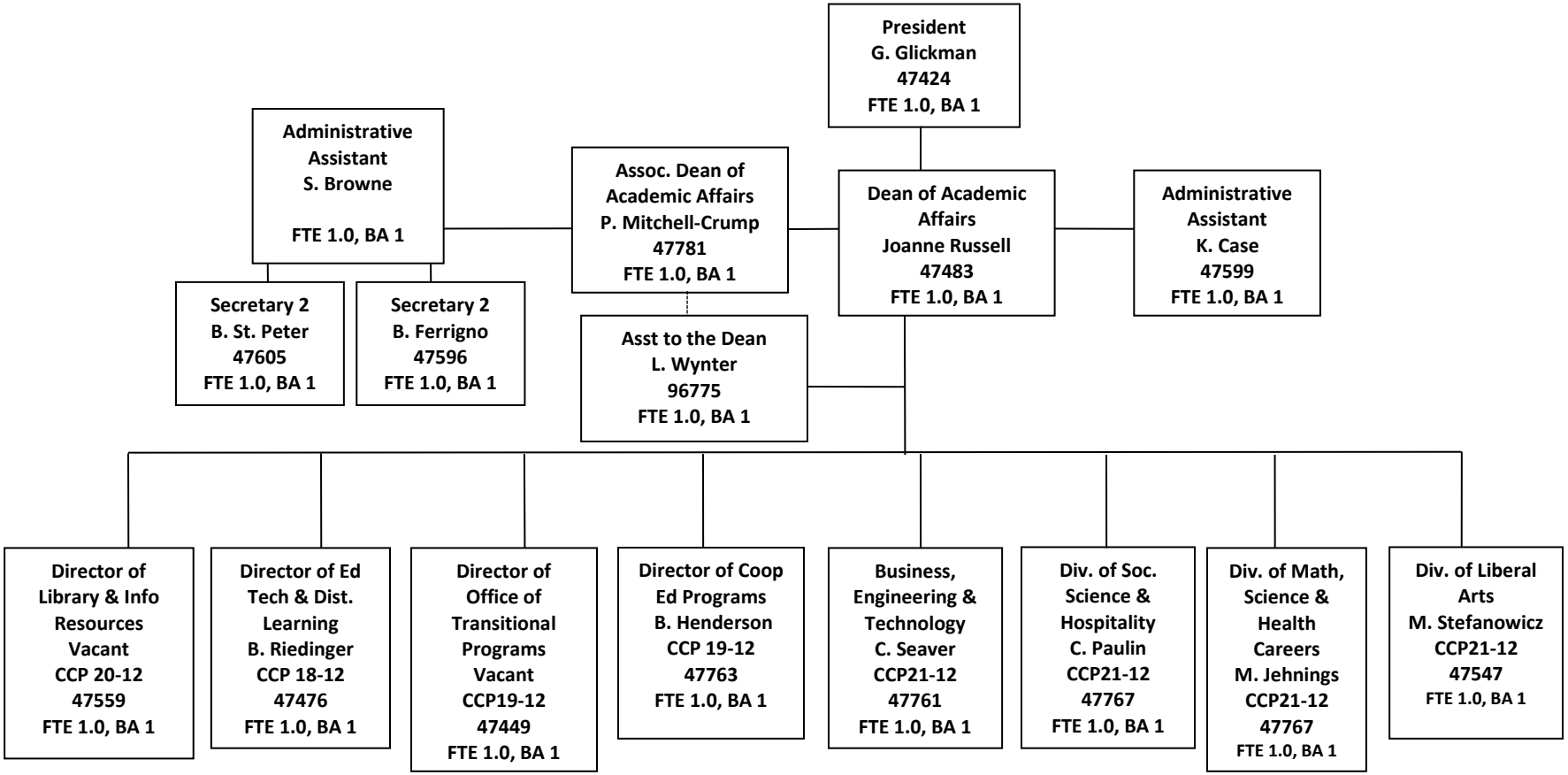
CHIEF INSTITUTIONAL OFFICERS

Function or Office	Name	Exact Title	Year of Appointment
Chair Board of Trustees			
President/CEO	Gena Glickman	President	2008
Chief Academic Officer	Joanne Russell	Dean of Academic Affairs	2009
Deans of Schools and Colleges	Marcia Jehnings	Academic Division Director of Math, Science & Health Careers	1993
Deans of Schools and Colleges	Christopher Paulin	Academic Division Director of Social Science & Hospitality	2009
Deans of Schools and Colleges	Catherine Seaver	Academic Division Director of Business, Engineering & Technology	2010
Deans of Schools and Colleges	Mike Stefanowicz	Academic Division Director of Liberal Arts	2010
Chief Financial Officer	James McDowell	Dean of Administrative Affairs	2010
Chief Student Services Officer	G. Duncan Harris	Dean of Student Affairs	2010
Planning	David Nielsen	Director of Planning, Research & Assessment	2002
Institutional Research	David Nielsen	Director of Planning, Research & Assessment	2002
Assessment	David Nielsen	Director of Planning, Research & Assessment	2002
Development	Endia DeCordova	Acting Associate Dean of Institutional Advancement & Community Engagement	2011
Library	Bonnie Riedinger	Interim Director of Learning and Technology	2012
Chief Information Officer	Barry Grant	Director of Information Technology	2010
Continuing Education	Melanie Haber	Dean of Continuing Education	1999
Admissions	Cynthia Zeldner	Associate Director of Admissions	2009
Registrar	Natalie Durant	Registrar	2008
Financial Aid	Ivette Rivera-Dreyer	Director of Financial Aid	1997
Public Relations	Charlene Tappan	Director of Marketing & Public Relations	2000
Human Resources	Deborah Wilson	Director of Human Resources	1997
Enrollment Management	Peter Harris	Director of Enrollment Management	2009

Organizational Charts




President
G. Glickman
47424
FTE 1.0, BA1
Affirmative
Action Officer
D. Colucci
47733
FTE 1.0, BA1
Secretary 2
D. Nicotera
74553
FTE 1.0, BA1


President
G. Glickman
47424
FTE 1.0, BA 1
Administrative Assistant
S. Browne
FTE 1.0, BA 1
Assoc. Dean of Academic Affairs
P. Mitchell-Crump
47781
FTE 1.0, BA 1
Dean of Academic Affairs
Joanne Russell
47483
FTE 1.0, BA 1
Administrative Assistant
K. Case
47599
FTE 1.0, BA 1
Secretary 2
B. St. Peter
47605
FTE 1.0, BA 1
Secretary 2
B. Ferrigno
47596
FTE 1.0, BA 1
Asst to the Dean
L. Wynter
96775
FTE 1.0, BA 1
Director of Library & Info Resources
Vacant
CCP 20-12
47559
FTE 1.0, BA 1
Director of Ed Tech & Dist. Learning
B. Riedinger
CCP 18-12
47476
FTE 1.0, BA 1
Director of Office of Transitional Programs
Vacant
CCP19-12
47449
FTE 1.0, BA 1
Director of Coop Ed Programs
B. Henderson
CCP 19-12
47763
FTE 1.0, BA 1
Business, Engineering & Technology
C. Seaver
CCP21-12
47761
FTE 1.0, BA 1
Div. of Soc. Science & Hospitality
C. Paulin
CCP21-12
47767
FTE 1.0, BA 1
Div. of Math, Science & Health Careers
M. Jehnings
CCP21-12
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FTE 1.0, BA 1
Div. of Liberal Arts
M. Stefanowicz
CCP21-12
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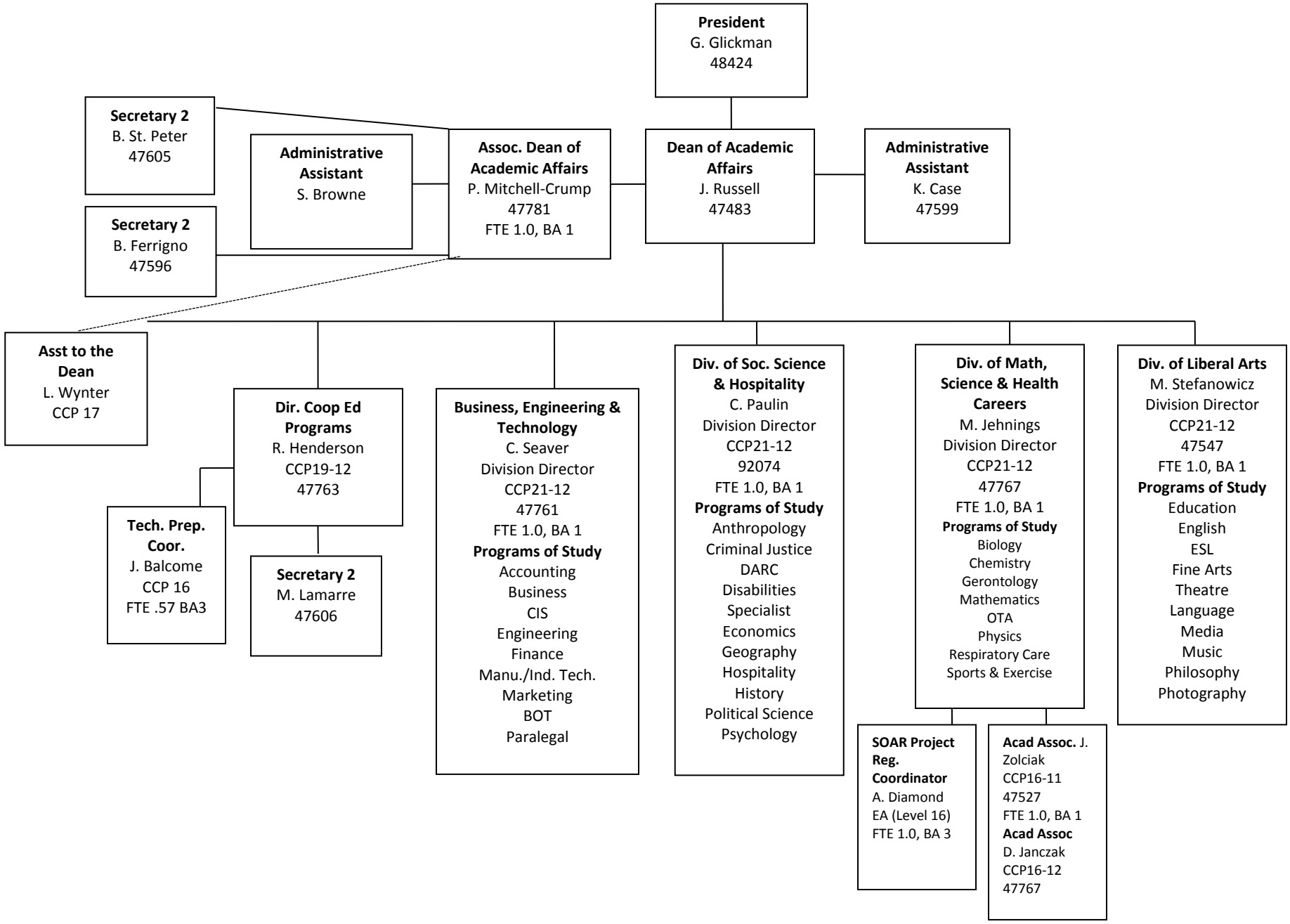
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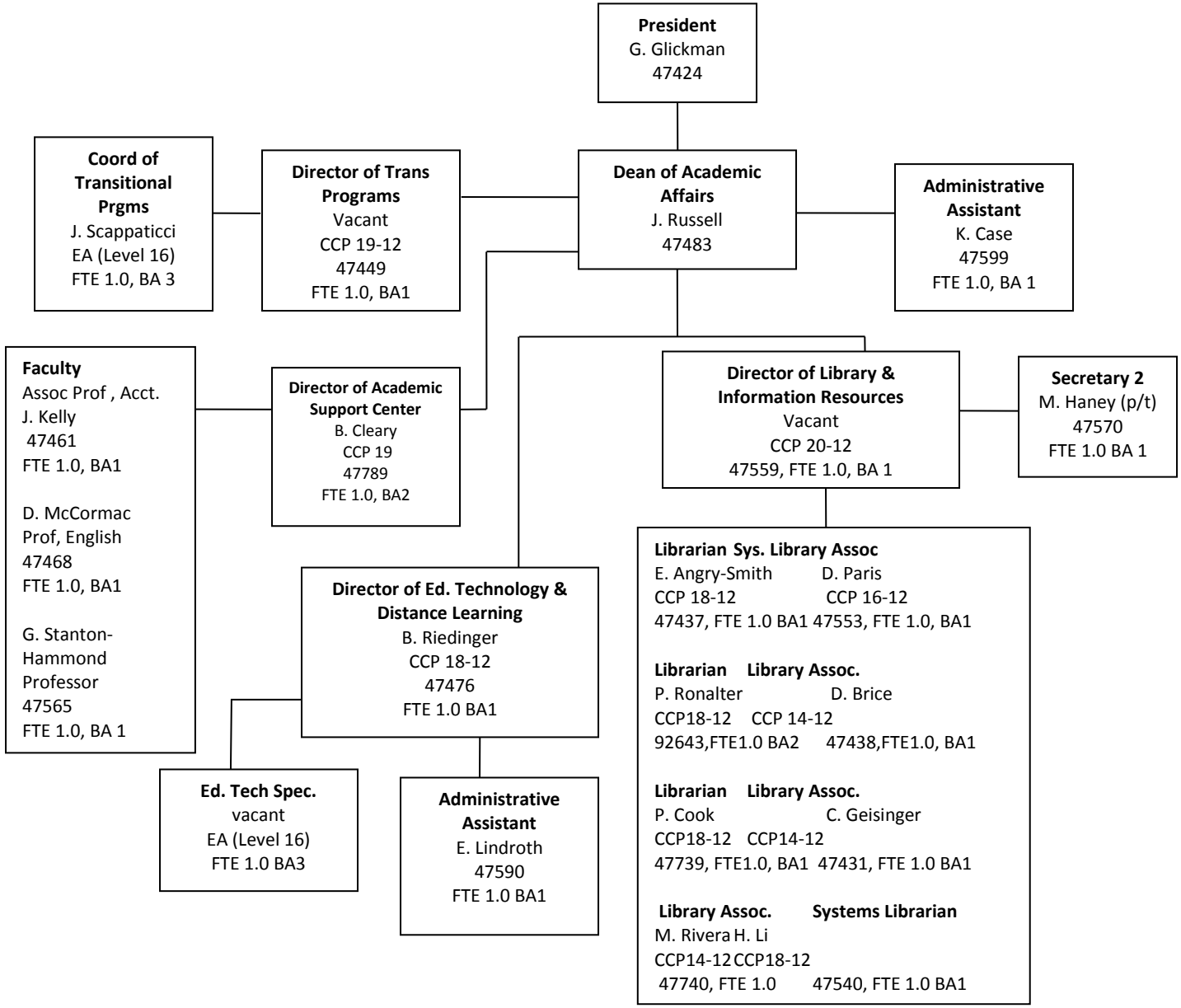
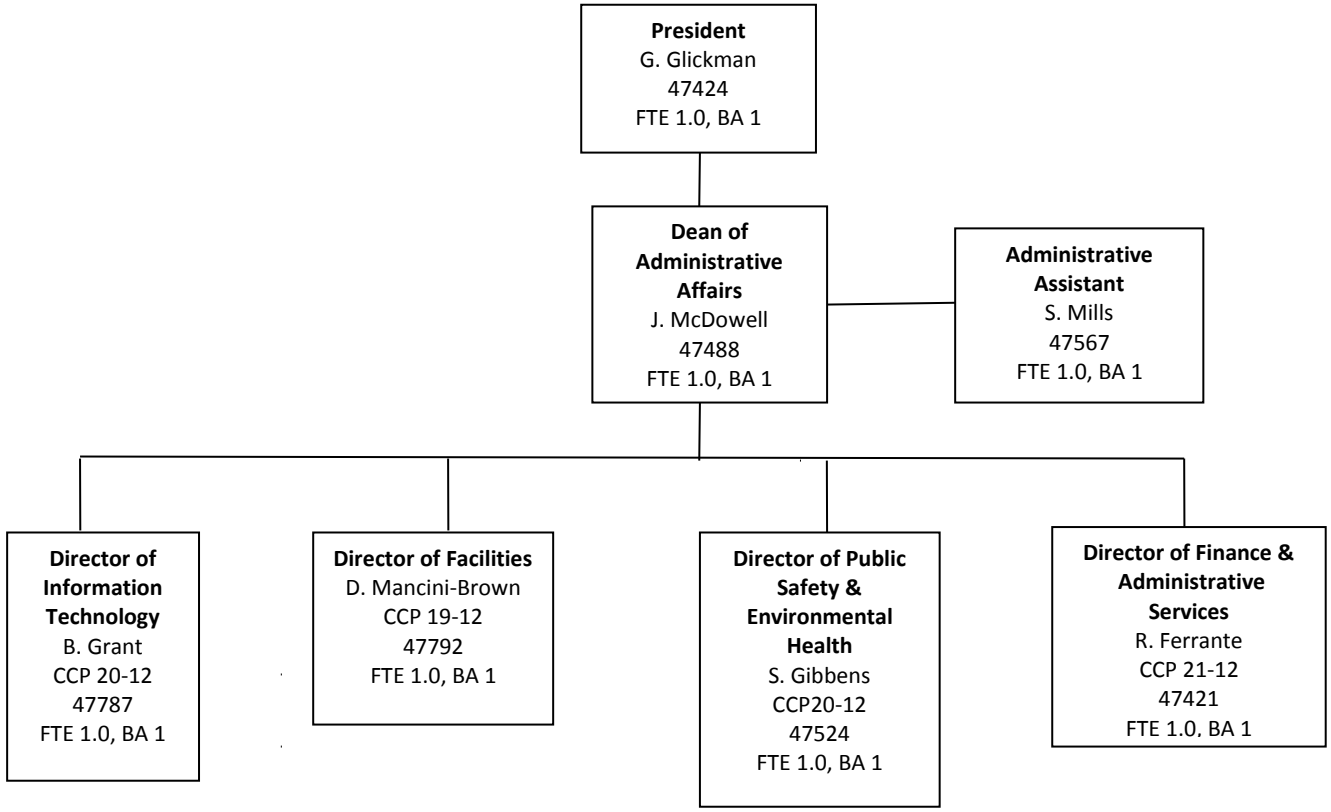
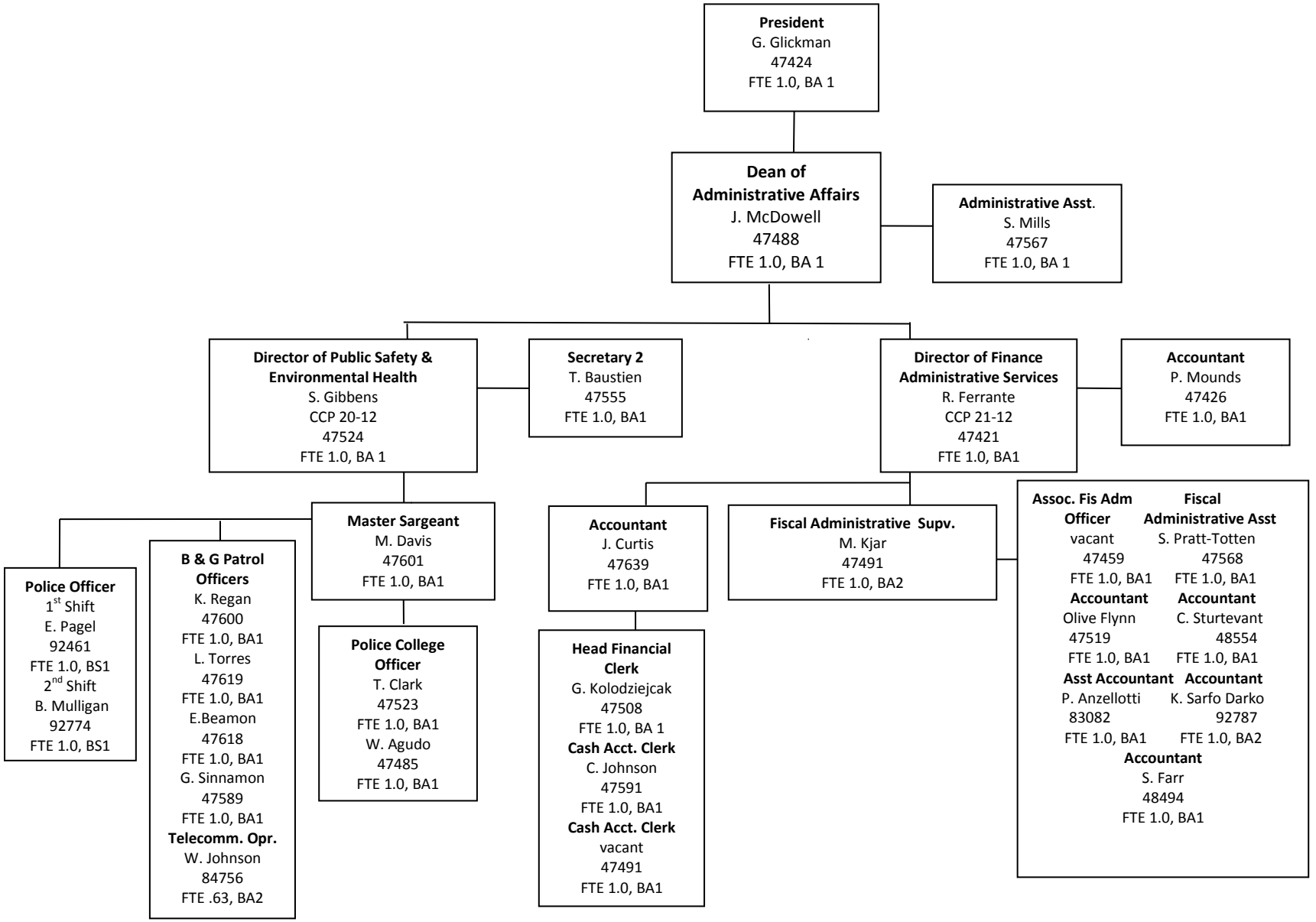
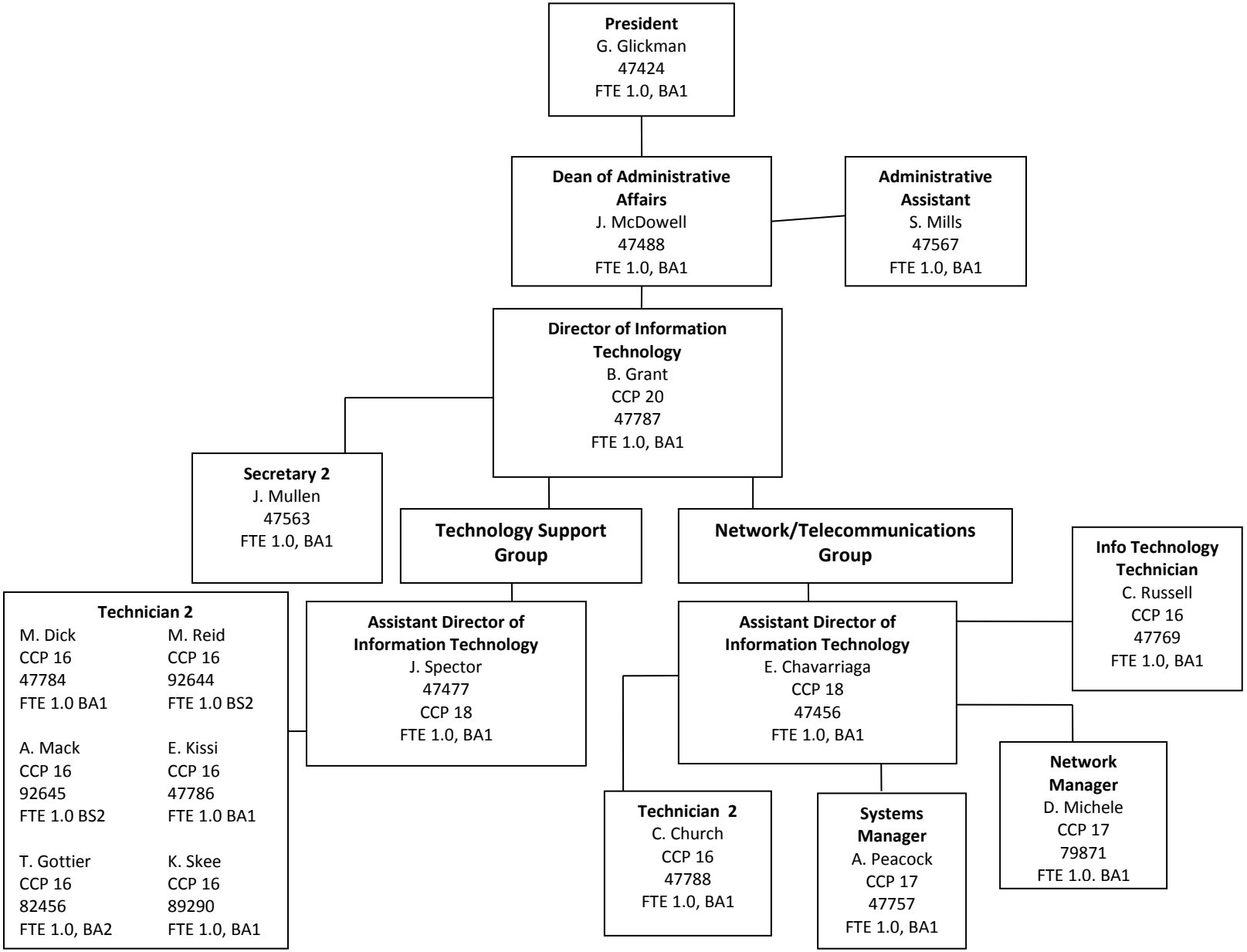
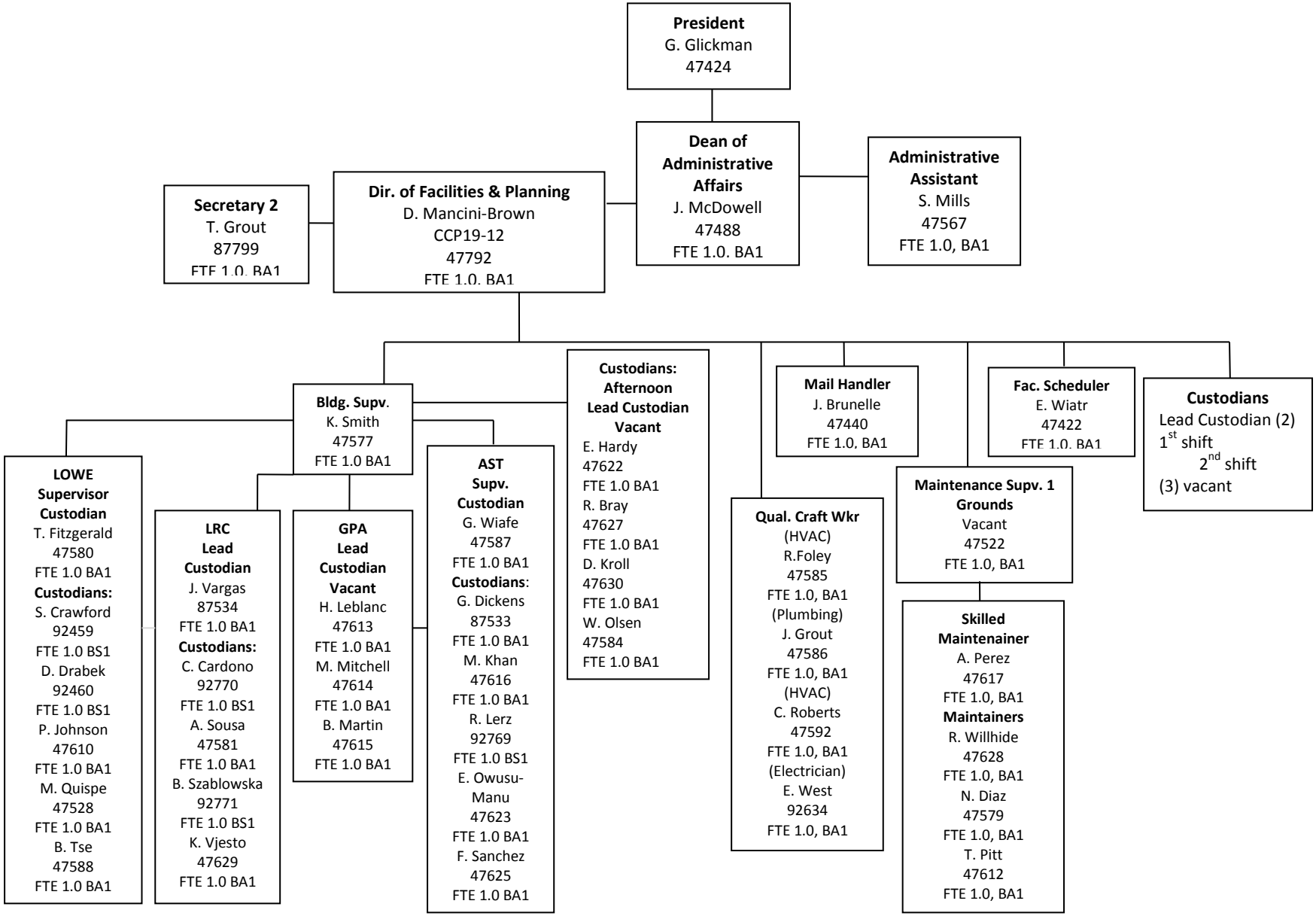
Dean of Academic Affairs
J. Russell
47483
Administrative Assistant
K. Case
47599
Secretary 2
B. Ferrigno
47596
Asst to the Dean
L. Wynter
CCP 17
Dir. Coop Ed Programs
R. Henderson
CCP19-12
47763
Tech. Prep. Coor.
J. Balcome
CCP 16
FTE .57 BA3
Secretary 2
M. Lamarre
47606
Business, Engineering & Technology
C. Seaver
Division Director
CCP21-12
47761
FTE 1.0, BA 1
Programs of Study
Accounting
Business
CIS
Engineering
Finance
Manu./Ind. Tech.
Marketing
BOT
Paralegal
Div. of Soc. Science & Hospitality
C. Paulin
Division Director
CCP21-12
92074
FTE 1.0, BA 1
Programs of Study
Anthropology
Criminal Justice
DARC
Disabilities Specialist
Economics
Geography
Hospitality
History
Political Science
Psychology
Div. of Math, Science & Health Careers
M. Jehnings
Division Director
CCP21-12
47767
FTE 1.0, BA 1
Programs of Study
Biology
Chemistry
Gerontology
Mathematics
OTA
Physics
Respiratory Care
Sports & Exercise
Div. of Liberal Arts
M. Stefanowicz
Division Director
CCP21-12
47547
FTE 1.0, BA 1
Programs of Study
Education
English
ESL
Fine Arts
Theatre
Language
Media
Music
Philosophy
Photography
SOAR Project Reg. Coordinator
A. Diamond
EA (Level 16)
FTE 1.0, BA 3
Acad Assoc. J. Zolciak
CCP16-11
47527
FTE 1.0, BA 1
Acad Assoc
D. Janczak
CCP16-12
47767

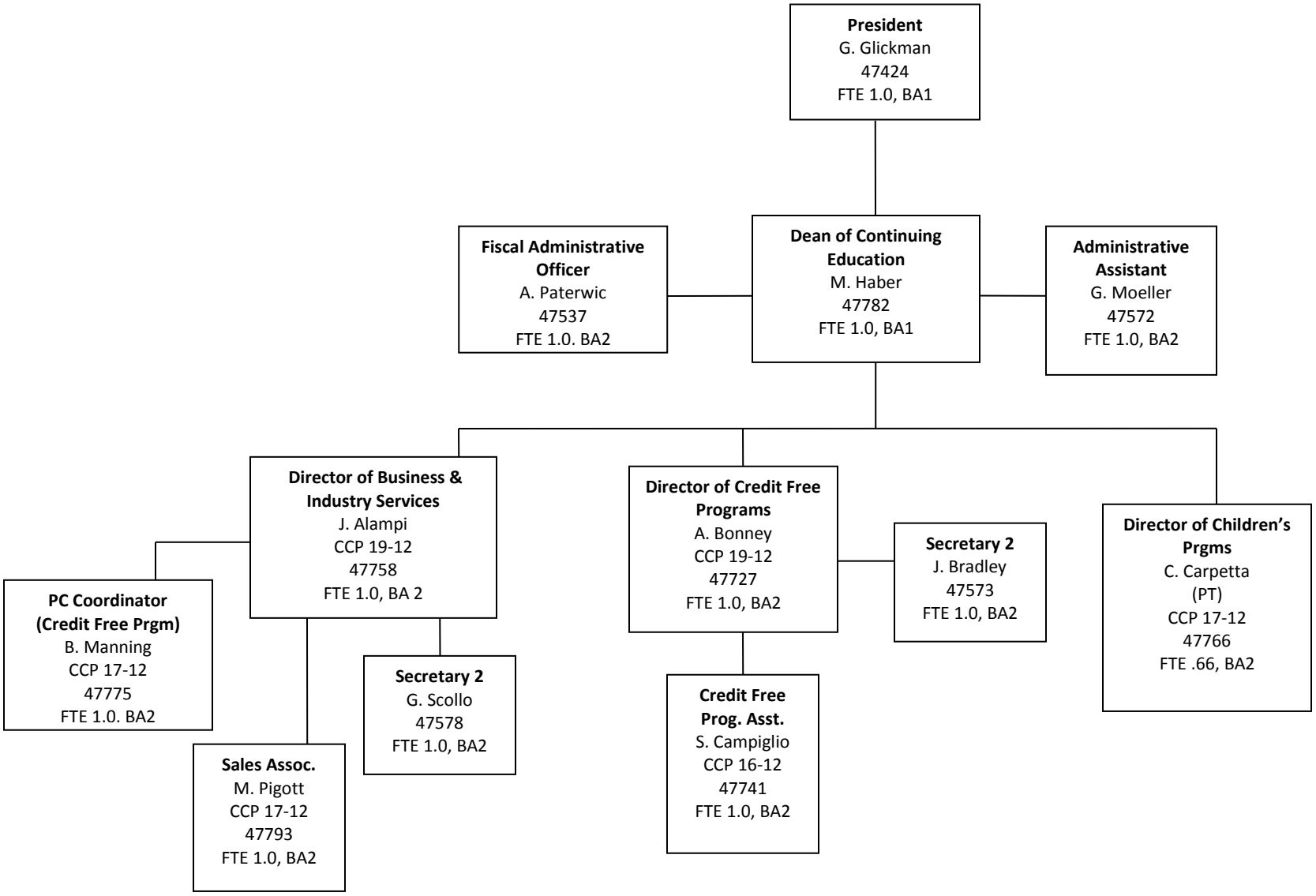

President
G. Glickman
47424
Coord of Transitional Prgms
J. Scappaticci
EA (Level 16)
FTE 1.0, BA 3
Director of Trans Programs
Vacant
CCP 19-12
47449
FTE 1.0, BA1
Dean of Academic Affairs
J. Russell
47483
Administrative Assistant
K. Case
47599
FTE 1.0, BA 1
Faculty
Assoc Prof , Acct.
J. Kelly
47461
FTE 1.0, BA1
D. McCormac
Prof, English
47468
FTE 1.0, BA1
G. Stanton-Hammond
Professor
47565
FTE 1.0, BA 1
Director of Academic Support Center
B. Cleary
CCP 19
47789
FTE 1.0, BA2
Director of Library & Information Resources
Vacant
CCP 20-12
47559, FTE 1.0, BA 1
Secretary 2
M. Haney (p/t)
47570
FTE 1.0 BA 1
Director of Ed. Technology & Distance Learning
B. Riedinger
CCP 18-12
47476
FTE 1.0 BA1
Librarian Sys. Library Assoc
E. Angry-Smith D. Paris
CCP 18-12 CCP 16-12
47437, FTE 1.0 BA1 47553, FTE 1.0, BA1
Librarian Library Assoc.
P. Ronalter D. Brice
CCP18-12 CCP 14-12
92643,FTE1.0 BA2 47438,FTE1.0, BA1
Librarian Library Assoc.
P. Cook C. Geisinger
CCP18-12 CCP14-12
47739, FTE1.0, BA1 47431, FTE 1.0 BA1
Library Assoc. Systems Librarian
M. Rivera H. Li
CCP14-12 CCP18-12
47740, FTE 1.0 47540, FTE 1.0 BA1
Ed. Tech Spec.
vacant
EA (Level 16)
FTE 1.0 BA3
Administrative Assistant
E. Lindroth
47590
FTE 1.0 BA1

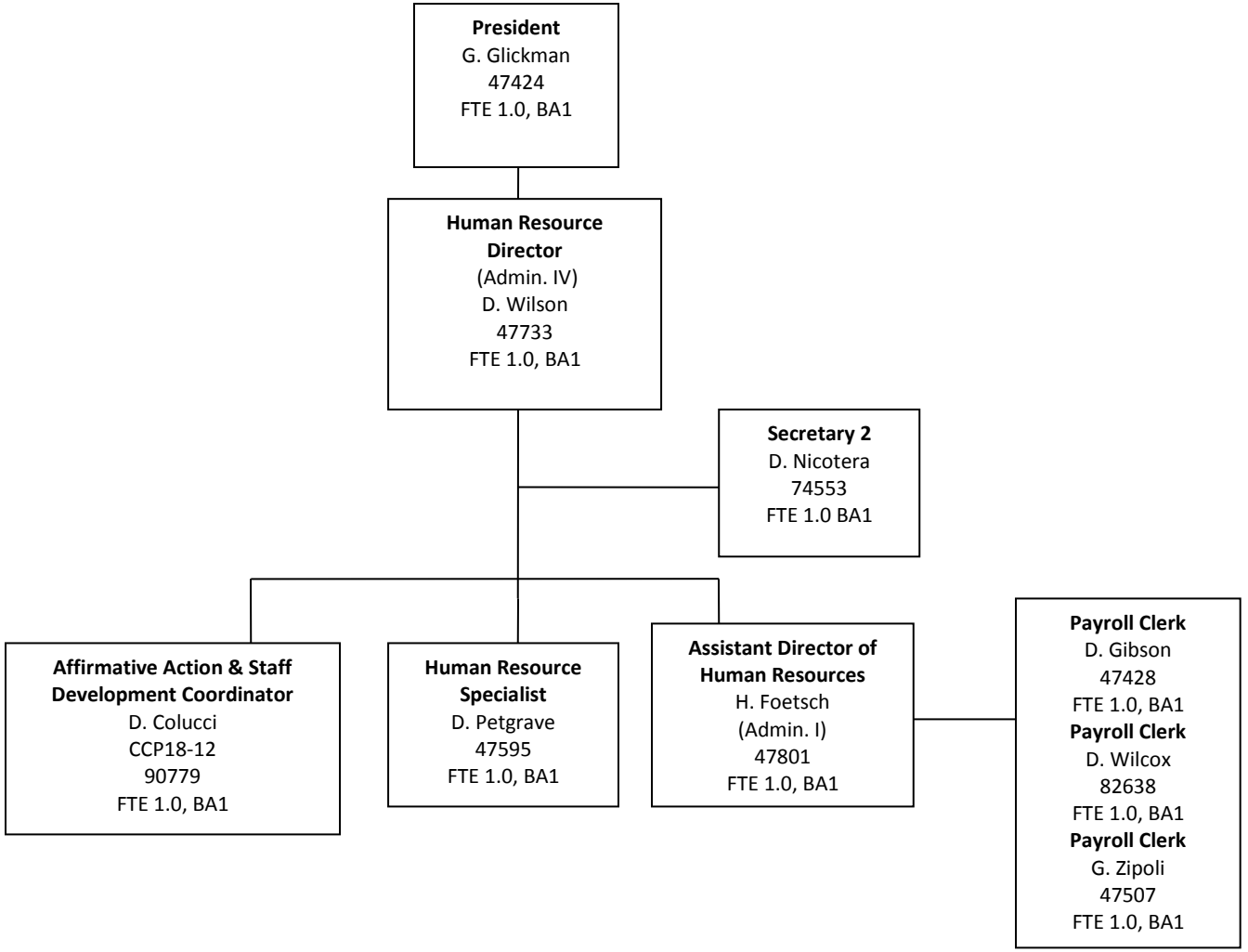

President
G. Glickman
47424
FTE 1.0, BA 1
Dean of Administrative Affairs
J. McDowell
47488
FTE 1.0, BA 1
Administrative Assistant
S. Mills
47567
FTE 1.0, BA 1
Director of Information Technology
B. Grant
CCP 20-12
47787
FTE 1.0, BA 1
Director of Facilities
D. Mancini-Brown
CCP 19-12
47792
FTE 1.0, BA 1
Director of Public Safety & Environmental Health
S. Gibbens
CCP20-12
47524
FTE 1.0, BA 1
Director of Finance & Administrative Services
R. Ferrante
CCP 21-12
47421
FTE 1.0. BA 1

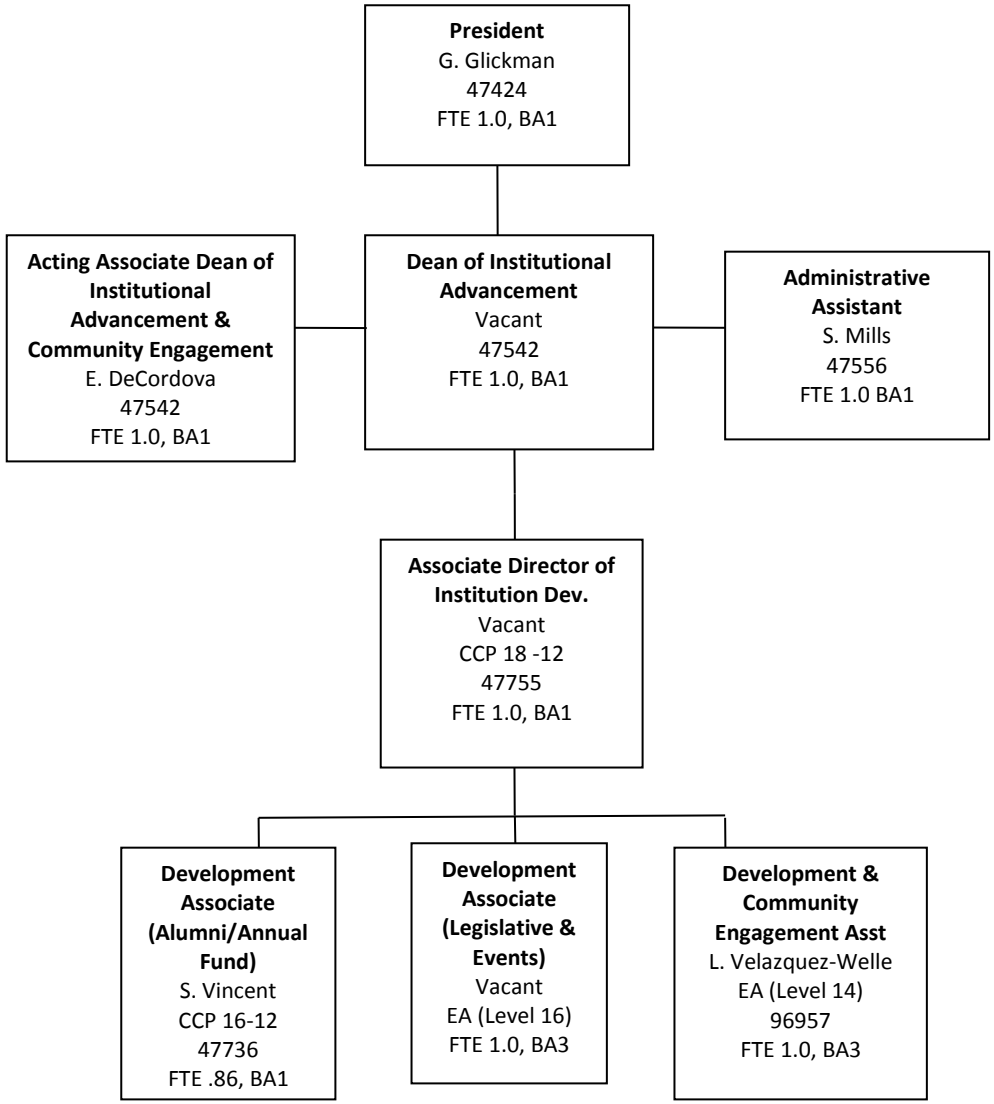

President
G. Glickman
47424
FTE 1.0, BA 1
Dean of Administrative Affairs
J. McDowell
47488
FTE 1.0, BA 1
Administrative Asst.
S. Mills
47567
FTE 1.0, BA 1
Director of Public Safety & Environmental Health
S. Gibbens
CCP 20-12
47524
FTE 1.0, BA 1
Secretary 2
T. Baustien
47555
FTE 1.0, BA1
Director of Finance Administrative Services
R. Ferrante
CCP 21-12
47421
FTE 1.0, BA1
Accountant
P. Mounds
47426
FTE 1.0, BA1
Police Officer
1st Shift
E. Pagel
92461
FTE 1.0, BS1
2nd Shift
B. Mulligan
92774
FTE 1.0, BS1
B & G Patrol Officers
K. Regan
47600
FTE 1.0, BA1
L. Torres
47619
FTE 1.0, BA1
E.Beamon
47618
FTE 1.0, BA1
G. Sinnamon
47589
FTE 1.0, BA1
Telecomm. Opr.
W. Johnson
84756
FTE .63, BA2
Master Sargeant
M. Davis
47601
FTE 1.0, BA1
Police College Officer
T. Clark
47523
FTE 1.0, BA1
W. Agudo
47485
FTE 1.0, BA1
Accountant
J. Curtis
47639
FTE 1.0, BA1
Head Financial Clerk
G. Kolodziejcak
47508
FTE 1.0, BA 1
Cash Acct. Clerk
C. Johnson
47591
FTE 1.0, BA1
Cash Acct. Clerk
vacant
47491
FTE 1.0, BA1
Fiscal Administrative Supv.
M. Kjar
47491
FTE 1.0, BA2
Assoc. Fis Adm Officer
vacant
47459
FTE 1.0, BA1
Fiscal Administrative Asst
S. Pratt-Totten
47568
FTE 1.0, BA1
Accountant
Olive Flynn
47519
FTE 1.0, BA1
Accountant
C. Sturtevant
48554
FTE 1.0, BA1
Asst Accountant
P. Anzellotti
83082
FTE 1.0, BA1
Accountant
K. Sarfo Darko
92787
FTE 1.0, BA2
Accountant
S. Farr
48494
FTE 1.0, BA1

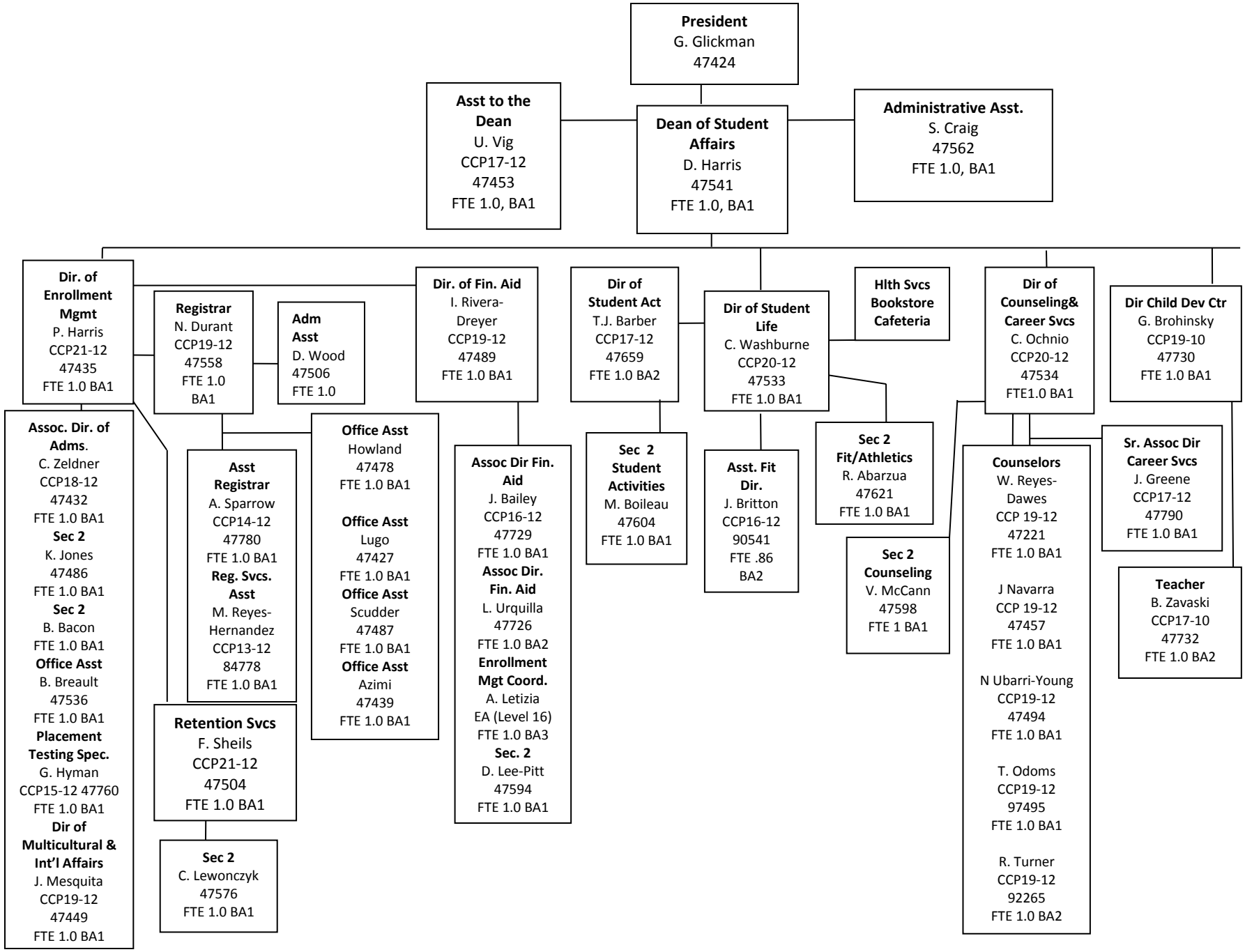

President
G. Glickman
47424
FTE 1.0, BA1
Dean of Administrative Affairs
J. McDowell
47488
FTE 1.0, BA1
Administrative Assistant
S. Mills
47567
FTE 1.0, BA1
Director of Information Technology
B. Grant
CCP 20
47787
FTE 1.0, BA1
Secretary 2
J. Mullen
47563
FTE 1.0, BA1
Technology Support Group
Network/Telecommunications Group
Info Technology Technician
C. Russell
CCP 16
47769
FTE 1.0, BA1
Technician 2
M. Dick
CCP 16
47784
FTE 1.0 BA1
M. Reid
CCP 16
92644
FTE 1.0 BS2
A. Mack
CCP 16
92645
FTE 1.0 BS2
E. Kissi
CCP 16
47786
FTE 1.0 BA1
T. Gottier
CCP 16
82456
FTE 1.0, BA2
K. Skee
CCP 16
89290
FTE 1.0, BA1
Assistant Director of Information Technology
J. Spector
47477
CCP 18
FTE 1.0, BA1
Assistant Director of Information Technology
E. Chavarriaga
CCP 18
47456
FTE 1.0, BA1
Technician 2
C. Church
CCP 16
47788
FTE 1.0, BA1
Systems Manager
A. Peacock
CCP 17
47757
FTE 1.0, BA1
Network Manager
D. Michele
CCP 17
79871
FTE 1.0. BA1


President
G. Glickman
47424
Dean of Administrative Affairs
J. McDowell
47488
FTE 1.0. BA1
Administrative Assistant
S. Mills
47567
FTE 1.0, BA1
Secretary 2
T. Grout
87799
FTE 1.0. BA1
Dir. of Facilities & Planning
D. Mancini-Brown
CCP19-12
47792
FTE 1.0. BA1
Bldg. Supv.
K. Smith
47577
FTE 1.0 BA1
Custodians: Afternoon Lead Custodian Vacant
E. Hardy
47622
FTE 1.0 BA1
R. Bray
47627
FTE 1.0 BA1
D. Kroll
47630
FTE 1.0 BA1
W. Olsen
47584
FTE 1.0 BA1
Mail Handler
J. Brunelle
47440
FTE 1.0. BA1
Fac. Scheduler
E. Wiatr
47422
FTE 1.0. BA1
Custodians
Lead Custodian (2)
1st shift
2nd shift
(3) vacant
LOWE Supervisor Custodian
T. Fitzgerald
47580
FTE 1.0 BA1
Custodians:
S. Crawford
92459
FTE 1.0 BS1
D. Drabek
92460
FTE 1.0 BS1
P. Johnson
47610
FTE 1.0 BA1
M. Quispe
47528
FTE 1.0 BA1
B. Tse
47588
FTE 1.0 BA1
LRC Lead Custodian
J. Vargas
87534
FTE 1.0 BA1
Custodians:
C. Cardono
92770
FTE 1.0 BS1
A. Sousa
47581
FTE 1.0 BA1
B. Szablowska
92771
FTE 1.0 BS1
K. Vjesto
47629
FTE 1.0 BA1
GPA Lead Custodian Vacant
H. Leblanc
47613
FTE 1.0 BA1
M. Mitchell
47614
FTE 1.0 BA1
B. Martin
47615
FTE 1.0 BA1
AST Supv. Custodian
G. Wiafe
47587
FTE 1.0 BA1
Custodians:
G. Dickens
87533
FTE 1.0 BA1
M. Khan
47616
FTE 1.0 BA1
R. Lerz
92769
FTE 1.0 BS1
E. Owusu-Manu
47623
FTE 1.0 BA1
F. Sanchez
47625
FTE 1.0 BA1
Qual. Craft Wkr
(HVAC)
R.Foley
47585
FTE 1.0, BA1
(Plumbing)
J. Grout
47586
FTE 1.0, BA1
(HVAC)
C. Roberts
47592
FTE 1.0, BA1
(Electrician)
E. West
92634
FTE 1.0, BA1
Maintenance Supv. 1 Grounds
Vacant
47522
FTE 1.0, BA1
Skilled Maintenainer
A. Perez
47617
FTE 1.0, BA1
Maintainers
R. Willhide
47628
FTE 1.0, BA1
N. Diaz
47579
FTE 1.0, BA1
T. Pitt
47612
FTE 1.0, BA1


President
G. Glickman
47424
FTE 1.0, BA1
Fiscal Administrative Officer
A. Paterwic
47537
FTE 1.0. BA2
Dean of Continuing Education
M. Haber
47782
FTE 1.0, BA1
Administrative Assistant
G. Moeller
47572
FTE 1.0, BA2
Director of Business & Industry Services
J. Alampi
CCP 19-12
47758
FTE 1.0, BA 2
Director of Credit Free Programs
A. Bonney
CCP 19-12
47727
FTE 1.0, BA2
Secretary 2
J. Bradley
47573
FTE 1.0, BA2
Director of Children's Prgms
C. Carpetta
(PT)
CCP 17-12
47766
FTE .66, BA2
PC Coordinator (Credit Free Prgm)
B. Manning
CCP 17-12
47775
FTE 1.0. BA2
Secretary 2
G. Scollo
47578
FTE 1.0, BA2
Sales Assoc.
M. Pigott
CCP 17-12
47793
FTE 1.0, BA2
Credit Free Prog. Asst.
S. Campiglio
CCP 16-12
47741
FTE 1.0, BA2


President
G. Glickman
47424
FTE 1.0, BA1
Human Resource Director
(Admin. IV)
D. Wilson
47733
FTE 1.0, BA1
Secretary 2
D. Nicotera
74553
FTE 1.0 BA1
Affirmative Action & Staff Development Coordinator
D. Colucci
CCP18-12
90779
FTE 1.0, BA1
Human Resource Specialist
D. Petgrave
47595
FTE 1.0, BA1
Assistant Director of Human Resources
H. Foetsch
(Admin. I)
47801
FTE 1.0, BA1
Payroll Clerk
D. Gibson
47428
FTE 1.0, BA1
Payroll Clerk
D. Wilcox
82638
FTE 1.0, BA1
Payroll Clerk
G. Zipoli
47507
FTE 1.0, BA1


President
G. Glickman
47424
FTE 1.0, BA1
Acting Associate Dean of Institutional Advancement & Community Engagement
E. DeCordova
47542
FTE 1.0, BA1
Dean of Institutional Advancement
Vacant
47542
FTE 1.0, BA1
Administrative Assistant
S. Mills
47556
FTE 1.0 BA1
Associate Director of Institution Dev.
Vacant
CCP 18 -12
47755
FTE 1.0, BA1
Development Associate (Alumni/Annual Fund)
S. Vincent
CCP 16-12
47736
FTE .86, BA1
Development Associate (Legislative & Events)
Vacant
EA (Level 16)
FTE 1.0, BA3
Development & Community Engagement Asst
L. Velazquez-Welle
EA (Level 14)
96957
FTE 1.0, BA3


President
G. Glickman
47424
Asst to the Dean
U. Vig
CCP17-12
47453
FTE 1.0, BA1
Dean of Student Affairs
D. Harris
47541
FTE 1.0, BA1
Administrative Asst.
S. Craig
47562
FTE 1.0, BA1
Dir. of Enrollment Mgmt
P. Harris
CCP21-12
47435
FTE 1.0 BA1
Registrar
N. Durant
CCP19-12
47558
FTE 1.0
BA1
Adm Asst
D. Wood
47506
FTE 1.0
Dir. of Fin. Aid
I. Rivera-Dreyer
CCP19-12
47489
FTE 1.0 BA1
Dir of Student Act
T.J. Barber
CCP17-12
47659
FTE 1.0 BA2
Dir of Student Life
C. Washburne
CCP20-12
47533
FTE 1.0 BA1
Hlth Svcs
Bookstore
Cafeteria
Dir of Counseling& Career Svcs
C. Ochnio
CCP20-12
47534
FTE1.0 BA1
Dir Child Dev Ctr
G. Brohinsky
CCP19-10
47730
FTE 1.0 BA1
Assoc. Dir. of Adms.
C. Zeldner
CCP18-12
47432
FTE 1.0 BA1
Sec 2
K. Jones
47486
FTE 1.0 BA1
Sec 2
B. Bacon
FTE 1.0 BA1
Office Asst
B. Breault
47536
FTE 1.0 BA1
Placement Testing Spec.
G. Hyman
CCP15-12 47760
FTE 1.0 BA1
Dir of Multicultural & Int'l Affairs
J. Mesquita
CCP19-12
47449
FTE 1.0 BA1
Asst Registrar
A. Sparrow
CCP14-12
47780
FTE 1.0 BA1
Reg. Svcs. Asst
M. Reyes-Hernandez
CCP13-12
84778
FTE 1.0 BA1
Office Asst
Howland
47478
FTE 1.0 BA1
Office Asst
Lugo
47427
FTE 1.0 BA1
Office Asst
Scudder
47487
FTE 1.0 BA1
Office Asst
Azimi
47439
FTE 1.0 BA1
Retention Svcs
F. Sheils
CCP21-12
47504
FTE 1.0 BA1
Sec 2
C. Lewonczyk
47576
FTE 1.0 BA1
Assoc Dir Fin. Aid
J. Bailey
CCP16-12
47729
FTE 1.0 BA1
Assoc Dir. Fin. Aid
L. Urquilla
47726
FTE 1.0 BA2
Enrollment Mgt Coord.
A. Letizia
EA (Level 16)
FTE 1.0 BA3
Sec. 2
D. Lee-Pitt
47594
FTE 1.0 BA1
Sec 2 Student Activities
M. Boileau
47604
FTE 1.0 BA1
Asst. Fit Dir.
J. Britton
CCP16-12
90541
FTE .86
BA2
Sec 2 Fit/Athletics
R. Abarzua
47621
FTE 1.0 BA1
Sec 2 Counseling
V. McCann
47598
FTE 1 BA1
Counselors
W. Reyes-Dawes
CCP 19-12
47221
FTE 1.0 BA1
J Navarra
CCP 19-12
47457
FTE 1.0 BA1
N Ubarri-Young
CCP19-12
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T. Odoms
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FTE 1.0 BA1
R. Turner
CCP19-12
92265
FTE 1.0 BA2
Sr. Assoc Dir Career Svcs
J. Greene
CCP17-12
47790
FTE 1.0 BA1
Teacher
B. Zavaski
CCP17-10
47732
FTE 1.0 BA2

Introduction

Although the primary goal of the self-study document is to demonstrate that MCC meets NEASC standards and expectations, it also was important to us that the process reflects our campus values of shared understanding, shared responsibility and shared leadership. To accomplish this, we emphasized the following additional objectives:

- To provide leadership opportunities for faculty and staff in the self-study process.
- To reflect broadly and deeply on how and how well we accomplish our mission, recognizing strengths and opportunities for growth.
- To foster campus-wide communication, understanding, and ownership of future goals and integrate our strategic planning and budget process with the appraisals and projections in the self-study.
- To create an electronic workroom whose collection of documents and data will be available for MCC to update and use for reference and strategic planning after our reaccreditation visit.

Collaboration and inclusiveness were at the forefront as we selected steering and standard team members, developed communications strategies, conducted focus groups, interviews, surveys, and feedback loops to engage our students, faculty, staff, and community stakeholders in the process of "Telling Our Story." In Spring 2010, a steering team of five faculty and staff members was formed to guide the process. The team is co-chaired by the Director of Educational Technology and Distance Learning (ETDL) (MCC's NEASC liaison officer) and a senior faculty member who has served on several NEASC visiting teams. The other members are one junior and one senior English faculty who serve as co-editors and a junior faculty member from the Information Systems Department who serves as a project manager. The Director of Planning, Research, and Assessment and the Dean of Academic Affairs are ad hoc members of the team.

Facilitators for each standard were charged and oriented at a meeting on May 20, 2010. An all-campus NEASC Kickoff meeting was held on May 25, 2010, after which faculty and staff were invited to volunteer to serve on one of the 11 standard teams, the workroom team, or the hospitality team. Facilitators also were encouraged to recruit team members. As a result, approximately 100 faculty and staff served on one of the standard teams. A steering team member was assigned as a "liaison" or "shepherd" to each standard team to provide guidance and assistance.

A wiki was developed as a repository for resources and information related to the self-study process. This site included MCC's self-study and report from 2002, examples of self-studies from other colleges, a folder for each standard team with resources and information, a timeline, and other resources. It also served as a common location for all notes, drafts, and documents related to the process. ETDL staff offered multiple wiki training sessions for NEASC standard team members. An ancillary outcome of the self-study process was an increased campus-wide knowledge and training in the use of technology.

Over the summer of 2010, the Director of Planning, Research, and Assessment completed the Data First forms required in the self-study and loaded them into the wiki to make them available to the self-study teams. Although some teams began work in the summer, most began in earnest in Fall 2010. On September 10, 2010, MCC hosted Dr. Pat O'Brien, Deputy Commissioner for NEASC, to lead a workshop for the campus on "Preparing your Self-Study for Re-Accreditation."

In mid-October several steering team members participated in the regional training offered yearly by NEASC for those campuses launching a self-study. Two team members attended the NEASC Annual meeting in December, as they had in the previous year. The NEASC Liaison Officer also attended meetings on the standard revisions prior to and after their adoption in July 2011.

An "Appraisal to Projection" workshop was provided by steering team members on November 19, 2010, to guide the writing process. First drafts of the description and appraisal sections of the standards were completed by early January 2011 and preliminary findings were presented to the entire campus community on Professional Day in January. Breakout sessions related to the standards provided important input to the appraisals. In addition, faculty and staff participated in a "card exercise" in which they were asked to identify three items about MCC: an area of strength, an area in need of improvement, and possible solutions to challenges. The responses were made public, and also grouped by relationship to the standard and given to each relevant team.

During the Spring 2011 semester, the steering team hosted 10 focus groups related to individual standards and groups of standards, and also brought relevant issues to 12 different stakeholder groups such as governance committees, departments, and divisions of the College. For example, concerns related to the efficacy of our governance process were discussed in focus groups, and at meetings of the College Senate, Academic Senate, Classified Caucus, and the CCP (Community College Professional) groups. Students were involved throughout year: A NEASC presentation was conducted at a fall semester Student Government Association meeting, student feedback was collected via a survey completed by more than 500 students and on the College Facebook page, and a focus group for students was held. The steering team assigned a facilitator and a note-taker to all groups and the information that was gathered was made public. Team members incorporated feedback from the groups into their final draft submitted on April 22, 2011.

While the teams were completing their drafts, the steering team sent periodic email updates to the College community. These reports also were posted on a NEASC webpage, which provides links to the standard, announcements, previous self-studies and reports, a timeline, drafts, and the final self-study. The June Institute, an annual open meeting on College issues and plans for improvement, also focused on findings from the self-study and focus groups, which identified communication as a strength as well as a concern at MCC. As a result of the Institute

discussions, President Glickman has appointed a Task Force on Communications that met for the first time in Fall 2011.

In June 2011, MCC managers reviewed the self-study draft prepared by the standard teams and submitted written comments, which the editors reviewed and incorporated as appropriate during the editing process in July and August 2011. Themes from the narrative were presented to the College community at Opening Day in August 2011. The revised draft was posted on the MCC website in September in preparation for an all-campus meeting on September 29, 2011. At that meeting, attended by about 70 people**,** steering team members led discussions that focused on the accuracy of the appraisal and projection areas of the standards. Throughout the fall, the self-study also was shared with MCC's broader community. On December 1, 2011, a summary of the status and findings of the NEASC self-study was presented to legislators, the Regional Advisory Committee, and the MCC Foundation at a legislative breakfast. The draft was sent to NEASC for feedback in early November 2011. In November and December of 2011, data forms, budget figures, and projections in the narrative were updated and the editors and steering team prepared the final draft, which was posted to the MCC website for public comment in January 2012.

Beginning in the summer of 2011, the steering team, the Workroom Team and the Webmaster developed and populated an electronic workroom. This searchable, web-based workroom provides a quick, easy way for the Visiting Team to find the evidence referenced in the self-study and provides us with an organized repository of documents and research that can be updated and used, not just for the next self-study, but for our ongoing assessment and improvement.

We are very pleased with the level of campus involvement in the self-study, but even more pleased that our discussions have led to action. The formation of the Communications Task Force, the creation of the electronic workroom, and the increase in technology knowledge and use that have resulted from the process will help guide our continued improvement and success. The identification, awareness, and discussion of our areas of concern and the work we will undertake to clarify our communications and processes also will be invaluable over the next ten years.

Standard One: Mission and Purposes

Manchester Community College is in the process of transition marked by budget limitations, a reorganization of Connecticut higher education, and leadership changes. The most significant part of that transformation is clarifying our specific mission in a way that can help us to prioritize our work and the use of our resources. Much of that clarification involves continuing to articulate or articulating for the first time the important work that we do. A significant effect of that clarification, however, asks us to either rethink how we devote our resources, or asks us to develop more sharply defined priorities. As we further define and clarify our specific mission and goals for the College, we are also faced with making those more specific goals broadly understood by the College and the community.

DESCRIPTION

> *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.*

MCC's mission statement had been revised for the NEASC accreditation visit in 2002. At that time, an 11-member body consisting of the College's President, faculty, professional staff, and community representatives convened to review and revise the mission. In 2006, we began a campus-wide process that ultimately led to a new mission statement. MCC's revised mission came out of thoughtful consideration of MCC's primary goals and an intentional process to align the College's mission with institutional policies and practices.

In Spring 2006, a team of six faculty, staff, and managers attended the Greater Expectations Institute, hosted by the Association of American College and Universities (AAC&U). At the Institute, teams developed campus-specific plans to align institutional purposes, policies, structures, and practices to encourage the engagement, inclusion, and high achievement of all students. After returning from the Institute, the team from MCC led a series of campus-wide discussions, called *MCC 2020: Sharing the Vision*, focused on providing opportunities for as many members of our community as possible to join conversations about the College's purpose, culture, and goals for student learning (see MCC 2020 Background and History). These discussions articulated new learning goals (Intellectual and Practical Skills, Knowledge of Human Cultures and the Physical World, Personal and Social Responsibility, Understanding of Self, and Integrative Learning) and identified core values for our campus – shared understanding, shared responsibility, and shared leadership. These core values have become part of MCC's culture and character and are intentionally practiced when we need to make decisions, undertake new projects, or work through issues.

In 2008, the College chose to review and revise the mission based on the work of *MCC 2020* and changes in institutional leadership. In the spirit of our newly defined core values, the *MCC 2020* Steering Committee and the College's Strategic Planning Committee held a series of open forums to discuss these revisions. Participants felt that the mission needed to be as succinct as possible, and therefore recommended limiting the mission to two sentences and removing a series of bulleted items that elaborated on the mission.

Two significant changes were made to the language of the mission statement in 2008. Central to the vision of *MCC 2020* was the idea that "MCC is a community of learners." That focus is reflected in the change from "learner-centered community" to "learning-centered community." The College community felt that the change more clearly indicates that our central purpose is learning and that everyone in the community is committed to learning. The second significant, though more subtle, change was to replace the phrase "enriches the academic, economic and cultural life of the communities it serves" with "advances academic, economic, civic, personal and cultural growth." The idea of advancing the growth of our constituents more accurately reflects an increased emphasis by the College on measurable outcomes and assessment.

MCC's revised mission statement was approved by the College community and appears in the College catalog, on the College website, and on the back of MCC faculty and staff business cards. MCC's Marketing department communicates and incorporates the values of our mission, our core values, and our seven strategic goal areas into the College's communications where appropriate. MCC's recent branding campaign, launched in Spring 2011, includes local television and radio ads, billboards, transit ads, newspaper placements, and website ads. Our tagline, "Destination: For Learning. For Life" (the first strong noun changes – destination, passion, opportunities, connection), supports MCC's vision and values. The second phase of the campaign will highlight academic excellence – key, of course, to MCC's mission.

Institutional Effectiveness

MCC's mission provides broad direction for the College. Based on our revised mission statement, we developed specific goals described in our Strategic Plan (workroom), which was revised in 2009, is updated annually, and now serves as the starting point for annual divisional action plans. (MCC's planning process is described in detail in Standard Two.) The College also developed new learning goals that align with our revised mission and that guided the General Education reform work begun in 2008 (described in detail in Standard Four). Developing planning strategies and policies based on MCC's mission aligns our aspirations with the concrete work undertaken on campus.

APPRAISAL

Achievements

MCC's new mission statement resonates with a majority of our colleagues. Many of the faculty, staff, students, and community members we surveyed (workroom) were able to describe their work as fully aligned with and guided by the mission of the College. The three words that have

been a part of the College's mission statement through several revisions – access, excellence, and relevance – are clearly significant to the majority of our colleagues.

With its focus on access, excellence, and relevance, the mission provides broad direction for our curricula. For example, the learning goals articulated in the *MCC 2020* discussions guided the General Education reform work. The General Education revisions (described in detail in Standard Four), when implemented in the Fall 2012, will provide us with a more coherent program that will guide curriculum development as well as a means for assessing how well students meet our learning goals. Developing action plans based on strategic goals also keep the mission in the forefront of academic planning. We are clearly developing and sharing a more specific sense of purpose and mission.

The key goals in MCC's mission – access, excellence, and relevance – also guide services and programs for all our constituencies. MCC's degree programs, certificate programs, and credit-free programs (credit-free certification programs; credit-free courses) offer courses and workshops on a wide range of topics, on-ground, online and through service-learning, for a broad range of constituents, with learning opportunities for students in grades K-8 and adult learners, such as those seeking a GED or adult basic education. Courses and workshops are scheduled every day of the week, in daytime and evenings. Credit-free courses are routinely scheduled in town buildings and other spaces frequented by the public, such as dance studios, museums, parks, and health clubs. In 2001, MCC opened our "middle college high school," Great Path Academy (GPA), which provides an innovative learning experience to high school sophomores, juniors, and seniors. GPA's 240 students from several participating districts are immersed in the MCC community and encouraged to begin their post-secondary studies by supplementing their high school program with college coursework (workroom). The College opened the new high school building for GPA in fall 2009, further enhancing our unique partnership. MCC's cultural and civic programs on campus (Events Calendar), such as MCC's poetry readings, athletic events, political forums, and art openings, also reflect our mission.

MCC's mission also guides the College's tradition of community outreach and enrichment. An example of one new community engagement project that grew out of campus-wide *2020* discussions and MCC's new mission is the Institute for Community Engagement and Outreach (ICEO), which began in 2010 and focuses on MCC's commitment to support economic, civic, personal, and cultural growth that enhance the communities in our primary service areas. The ICEO encompasses four centers – the Public Policy and Service Center, the Business and Economic Development Center, the Community Partnership Center, and the Educational Partnerships Center – and was developed to connect the College to the community and create an atmosphere for open dialogue and engagement among our constituencies (workroom). In addition to ICEO's work, MCC Continuing Education's Business and Industry Services (BIS), a collaborative effort among Connecticut's community colleges, provides community businesses, associations, and state and municipal agencies with customized training and other educational services. BIS programs are employer-driven and respond to economic realities in the service area. Training is offered on campus or at an organization's site.

Areas of Concern

As we grow into our new mission statement, we have found that it serves as more of an inspirational than a specifically guiding role. Many feel that MCC's mission speaks more to our culture than our purpose as an institution of higher education and acts as a vision statement rather than a concrete mission. In many ways, the Strategic Plan provides a comprehensive description of the College mission; however, perhaps because developing a Strategic Plan with input from the entire College community was new to MCC, our current plan, although representative of our culture, goals, and vision for the College, also reflects varying degrees of specificity and implementation as different departments and divisions develop tasks and strategies for the attainment of goals. Although the campus community has become accustomed to identifying department and division priorities related to the Strategic Plan, the community is not as familiar with the college-wide learning goals that were developed prior to the Plan. In the long term, MCC will clearly define our purpose in the community and create a clear, systematic process linking our mission, purpose, and planning.

Partly as a result of the Strategic Plan, and in the face of space and budget constraints, we have begun to reconsider what we mean by access. Like all colleges across the country, we have a significant number of under-prepared students. While our mission promises "access," faculty and staff at MCC have begun to reconsider this word. As part of our mission to maintain academic excellence, we have set English 101 eligibility prerequisites on many (workroom) of our college-level classes, which, of course, limits access to those courses. In addition, as MCC's enrollment has grown, "access" has, by default, been first-come, first-served. In 2011, the Connecticut Community College System Office began system-wide discussions about our students' "ability to benefit." Should we consider an entrance floor for those who are not able to benefit from pre-college work? What do we mean by "access"? Our current mission statement will influence our answers to these questions and be influenced by them. (More information about "ability to benefit" can be found in Standards Four and Six.)

Because of the widespread involvement of the College community in discussions related to mission and planning, MCC is well-situated to make decisions regarding priorities in this difficult economy. For example, demand for credit-free, personal enrichment classes has decreased 26 percent from a peak in 2006-2007, and Continuing Education is working to shift its emphasis to career preparation and enhancement courses to help community members cope with the challenging job market.

PROJECTION

1. The Strategic Planning Committee is developing recommendations for a long-term planning cycle that will detail systematic review and clarification of Strategic Plan goals, objectives, and the College mission. (Standard Two discusses MCC's planning in detail.)
2. Academic Affairs will lead the College community in discussions about the definition of "access" in order to more clearly define the mission of the College in the midst of diminishing resources. This work will include examination of space constraints and data on student retention and success relative to progress through the developmental sequences and prerequisite changes that have been recently implemented on college-level courses. This work will be completed by 2012. ("Ability to benefit" is discussed in Standards Four and Six as well.)
3. The College will carefully monitor changes in demographics and review programs to ensure that MCC offers academic and workplace training needs responsive to its service area.
4. The Dean of Academic Affairs and Dean of Student Affairs will oversee increasing awareness of the College learning goals, aligning activities and curriculum with the goals, and identifying parameters for assessment.

Standard 1: Mission and Purposes

Attach a copy of the current mission statement.

Document	URL	Date approved by the governing board
Institutional Mission Statement	http://www.mcc.commnet.edu/about/	2009

Mission Statement published	URL	Print publication
1 Website	http://www.mcc.commnet.edu/about/	Catalog, Business cards
2 Strategic Planning documents	http://www.commnet.edu/planning/	Strategic Plan
3 Student Handbook	http://www.mcc.commnet.edu/students/resources/pdf/1011stuhbk.pdf	Student Handbook
4 College Catalog	http://www.mcc.commnet.edu/students/resources/catalog.php	Catalog

Related statements	URL	Print Publications
1 Learning Goals	www.mcc.commnet.edu/academic/curriculum.php	Syllabi and Catalog
2 Strategic Plan	http://www.commnet.edu/planning/	Strategic Plan
3		

Standard Two: Planning and Evaluation

Manchester Community College follows annual, mid-range, and long-range strategic planning and evaluation processes to help the College improve and achieve our mission and purposes. Our core values – shared understanding, shared responsibility, and shared leadership – have helped make the College's planning and evaluation process collaborative and meaningful. The planning process is still relatively new to the College, however, and while we have made commendable strides, MCC realizes the need to further engage the entire College community in the understanding, implementation, and evaluation of annual and long-term planning processes.

DESCRIPTION

Planning

MCC follows an annual planning cycle (workroom) focused on regular communication to the College community about priorities, activities that support objectives, and opportunities for members of the College community to provide input related to College goals and direction. MCC is committed to the allocation of resources for planning and evaluation. A full-time Director of Planning, Research, and Assessment, supported by a part-time researcher, provides data and support for the planning process and serves as chair of the Strategic Planning Committee; furthermore, faculty, staff, and managers engage in the planning process for their unit and the College as a whole.

Created in 2009 to align with the College's newly revised mission and updated annually, MCC's Strategic Plan was developed with input from the entire College community. The plan's seven goal areas are academic excellence, integrative learning and holistic student development, workforce development, community and civic engagement, educational partnerships, stewardship, and college culture.

MCC's Strategic Plan serves as the starting point for annual divisional action plans, and as such helps to align division and departmental goals with college-wide goals. This process begins with departmental and divisional action plans linked to the College mission and planning goal areas and culminates with budget allocations based in part on the relevance of these plans to the goals (workroom). Using input from units and departments, management teams identify institutional priorities. These priorities, along with budget proposals and high cost initiatives, are vetted at large group meetings such as College Senate, Academic Senate, and the President's Advisory Council.

Progress on our Strategic Plan is regularly communicated to the College and our constituents. The President's annual report to the Chancellor links MCC activities to System strategic goals; Fall Opening Day programs feature a State-of-the-College address from the President (workroom) and the presentation of strategic priorities from each dean; in the fall semester, the College community receives a "tactics draft" (workroom) of the Strategic Plan, featuring the variety of activities planned for the year in pursuit of strategic objectives; a mid-year strategic

planning report (workroom) includes updates on key initiatives and Key Performance Indicators (KPIs) that provide rates for enrollment, graduation, retention, transfer-out to four-year institutions, and campus energy usage. An end-of-year strategic planning report addressing planning goals and objectives identifies accomplishments of the year and presents relevant KPIs (workroom).

In addition to our annual cycle and mid-range plans, in 2010-2011, MCC developed a long-range Educational Master Plan and Facilities Master Plan with the assistance of the Paulien and Associates, Inc., a national consultant for educational planning. In the fall of 2011, the Enrollment Management Committee, a cross-divisional team, drafted MCC's first Enrollment Management Plan for review by the deans and the President. (MCC's Enrollment Management Plan is described in more detail in Standard Six.)

Evaluation

MCC regularly and systematically evaluates the achievement of our mission and purposes. Academic programs undergo a comprehensive self-study every five years. Program self-studies include a review of program mission, program design, program outcomes, program resources, program support services, and data on enrollment, awards, and faculty, all of which results in a plan to address challenges and capitalize on strengths and opportunities. The report and action plan are vetted by the appropriate members of the MCC Academic Affairs leadership, as well as a visiting team made up of faculty and/or professionals from other institutions and places of employment. A similar process is followed for academic disciplines that are not part of a degree or a certificate program.

MCC uses institutional data to inform decision-making on a number of levels with relevant and trustworthy information. The College uses Banner, an electronic student record and data management system, which is shared across the twelve institutions of the Connecticut Community College System. Banner provides a standardized and consistent set of institutional data on courses, students, seats, faculty, financial aid, and other areas of the College. This system approach provides support, structure, and economies of scale for infrastructures, procedures, data extracts, and data reports.

MCC's evaluation efforts use both quantitative and qualitative methods. Quantitative measures include a variety of detailed descriptions in MCC's Fact Book as well as analyses of key student outcomes, including Transfer-Out and Developmental Education reviews, among others. Qualitative measures include graduate surveys and targeted student surveys with open-ended questions (workroom), faculty and staff surveys (workroom), student focus groups (workroom), instructor evaluations, and customer satisfaction surveys (for instance, Registrar, Continuing Education, Admissions).

MCC also relies on external perspectives, such as feedback from teams visiting for academic program reviews, professional and industry advisory groups, data from the Community College

Survey of Student Engagement (CCSSE) (workroom), data from the Survey of Entering Student Engagement (SENSE) (workroom), and the Educational Master Plan.

MCC distributes institutional data to the College community so that data can be used to inform decision-making, policy, priorities, and strategic planning. In its simplest form, the annual Fact Book provides an overview of trends in enrollment, awards, student demographics, and other measures relevant to the institution. The Fact Book is widely distributed and available on the College website. Institutional data has informed College discussions and policies related to General Education, developmental education, prerequisites, probation, "ability to benefit," and others. Banner data is also used to complete the annual cycle of IPEDS reports and to respond to publishers of college guidebooks and websites. Analyses of specific issues are shared with different audiences as appropriate.

To understand what our students have gained through their education, MCC faculty assess academic program learning outcomes; all departments and programs conduct annual assessment projects designed to help faculty and staff learn about their students and curriculum. Eight programs of study offered by MCC have been awarded national accreditation (described in Standard Four and in workroom documents). Student Affairs offices are engaged in unit assessment and self-study following the Council for the Advancement of Standards in Higher Education (CAS) standards.

Institutional Effectiveness

MCC regularly evaluates the effectiveness of our planning and evaluation activities. The Director of Planning, Research, and Assessment meets regularly with Academic and Student Affairs leadership to identify research projects. The annual planning cycle has been updated each year to improve processes. In addition, the Strategic Planning Committee (SPC) is charged with encouraging "broad discussions of the College's goals and direction." One of the ways SPC meets this charge is through its management of the Innovation Fund, which provides annual mini-grants for campus projects. These innovative, collaborative, and sustainable projects promote student success and support our learning goals. SPC also plans the annual June Institute, a half-day program for faculty and staff that allows the College to engage in cross-divisional work to build our College culture. Several members of the SPC serve on the June Institute Planning Committee and review and edit the Mid-Year Strategic Planning Report, as well as other communications to the College community about strategic planning and our annual planning cycle.

The results of MCC's many internal and external quantitative and qualitative evaluations are used successfully to enhance the College's implementation of our purposes and objectives. For example, based on evaluations and feedback from the Developmental Education Task Force (2006) (workroom) and the Writing Support Services Committee (2008), the College's Academic Support Center was relocated in 2009 and developmental math and writing labs were initiated in Fall 2009. Research from the Developmental Education Task Force also led to curriculum changes in developmental English and Math as described in Standard Four. Data about success

outcomes of minority students led to mentoring programs such as Brother-2-Brother and Sister-2-Sister (described in Standard Six).

APPRAISAL

Achievements

Planning

According to a series of interviews and focus groups on MCC's strategic planning (workroom), MCC successfully engages a broad spectrum of individuals and groups in the planning process. MCC's core values of shared understanding, shared responsibility, and shared leadership inform our planning and evaluation process. The College's planning includes clear links between unit annual action plans, the College's annual tactical strategic plan, and longer term plans like our strategic goals, the Enrollment Management Plan, and our Educational and Facilities Master Plan. Each of these plans has provided opportunities for campus participation and a collaborative model.

Campus members acknowledge that MCC has made major strides in recent years in planning and evaluation practices and linking planning with budgeting (workroom). The College is building a culture of planning, and now has a Strategic Plan that is connected to other campus plans and initiatives, including an Affirmative Action Plan (workroom), Division and Department Action Plans (workroom), Facilities Master Plan, Technology Replacement Plan (workroom), Innovation Fund (workroom), Additional Responsibility Proposals (workroom), Strategic Plan Tactics Draft (workroom), and Student Affairs Annual Report. MCC has demonstrated that it reflects on the effectiveness of planning activities by making meaningful changes to the College's Annual Cycle for strategic planning.

MCC has a demonstrable record of success in implementing the results of planning, with many stakeholders noting how the planning process makes it possible to accomplish goals (workroom). For example, two recent major initiatives – General Education Reform and assessment of academic program outcomes – have been planned and structured around consensus models and intentional steps toward our goals.

Evaluation

Several examples demonstrate the depth and breadth of MCC's commitment to evaluation:

- the Academic Dean, Associate Academic Dean, and division directors regularly receive trend analyses of faculty workload;
- enrollment management staff regularly review trends in applications, registrations, probation, and financial aid;
- faculty and staff individually, as a unit, or from within governance committees collaborate with the Office of Planning, Research, and Assessment to produce ad hoc reports on developmental education (workroom), program impact, and alternative measures of student success, such as a Transfer Out Summary (workroom), SENSE Report (workroom), and the UDI Survey (workroom);
- many units manage data-based decision support and evaluation systems specific to their areas, including Cooperative Education Programs (Co-Op), the Summer Bridge Program (STARS), credit-free programming, and our Perkins program.

Guided by several years of studying such comprehensive data, major initiatives are underway, such as General Education reform, outcomes assessment in both Academic Affairs and Student Affairs, a comprehensive advising model, the Institute for Community Engagement and Outreach, service-learning, high school partnerships, enrollment management, and philanthropic giving. (More specific examples of how we have used data to inform changes are detailed in Standards Four and Six.)

In addition, data shows high employer satisfaction from those participating in the College's internship and co-op programs (workroom). This feedback, as well as nearly perfect pass rates from 2006 to 2010 in two out of three of the MCC programs requiring licensure exams, indicate that MCC's recent graduates in these programs have gained employment-ready skills.

Areas of Concern

Planning

Despite MCC's commendable efforts to develop systematic, collaborative planning, this process is still relatively new. Some feel that the decision-making process is not as transparent as claimed and that some stakeholders are not given the opportunity to participate in the planning process (workroom).

Many College community members find that the Strategic Plan does not effectively distinguish between strategic and operational planning (workroom). While many areas of the College do have operational plans, some do not. As a result, institutional priorities are not always apparent. MCC's Strategic Plan has an "everything we do is important" quality to it with the mix of strategic and operational objectives (workroom). Furthermore, some campus members feel the planning schedule is unclear (workroom).

Evaluation

Despite comprehensive data collection about what happens at MCC, there is limited data about what happens to students after they leave MCC. Although some programs collect this kind of detailed information, more data on job placement, employer satisfaction, and student success upon transfer would enable MCC to better measure our effectiveness in meeting the needs of our students and the communities we serve.

In addition, some non-academic departments are struggling to define measures that gauge unit effectiveness (workroom). Assessment of learning outcomes in disciplines and academic programs is also not as broad or as rigorous as desired. Although all academic programs have published learning outcomes, not all are fully assessed, as seen by several incomplete E-Series documents. Many evaluation reports are not widely circulated, but only shared when requested by agencies and campus leaders. Furthermore, about half of the academic programs and disciplines receive extensions for completing the scheduled five-year comprehensive reviews, often because of changes in departmental and divisional leadership; therefore, these reviews are frequently completed less often than five years. Such delays can diminish effective use of institutional data.

PROJECTION

1. The Strategic Planning Committee is developing recommendations for a long-term planning cycle that will detail systematic review and clarification of Strategic Plan goals, objectives, and the College mission, including evaluation of the descriptors the College uses to identify our mission and values. The committee plans to complete this work by 2013.
2. The Strategic Planning Committee will research operational planning and develop a set of recommendations for the College by May 2013.
3. The Student Affairs Assessment Team and Institutional Research will explore non-traditional measures and develop measures of unit effectiveness beyond traditional outcomes. This work will be completed by May 2014.
4. To emphasize transparency, Institutional Research, MCC's Web Master, and Information Technology will create a central repository for institutional research reports and strategic planning documents, such as the NEASC workroom. (See Standards Three and Eleven regarding this repository.)
5. Institutional Research will work to identify, collect, and utilize data about what happens to students after they leave MCC and make this information more readily available to those units who can use the data to improve their services.

Standard 2: Planning and Evaluation

PLANS	Year of completion	Effective dates	URL or folder number
Strategic Plans			
Immediately prior strategic plan	2002	2002-2008	NEASC Workroom Std. 2
Current Strategic Plan	2009	2009-2014	NEASC Workroom Std. 2
Next strategic plan	2015	2015-2020	
Other institution-wide plans			
Educational Master Plan	2011	2011-2020	http://www.mccommnet.edu/master-plan/
Facilities Master Plan	2011	2011-2020	http://www.mccommnet.edu/master-plan/
Financial Plan	2011	2011-2012	NEASC Workroom: Std 9
Technology Plan	2011	2011-2012	NEASC Workroom: Std 8
Enrollment Management Plan	2011 (draft)	2012-2015	NEASC Workroom: Std 2
Affirmative Action Plan	2011	2011-2012	NEASC Workroom: Std 11
(Add rows for additional institution-wide plans, as needed.)			
Plans for major units (e.g.,departments, library)			
Academic Department Action Plans	2011	2011-2012	NEASC Workroom: Std 4

EVALUATION			
Academic program review			
Program review system (colleges and departments). System last updated:		2005	http://www.mccommnet.edu/academic/
Program review schedule (e.g., every 5 years)		every 5 yrs	NEASC Workroom: Std 4
Sample program review reports (name of unit or program)			URL
1. Physical Sciences Discipline Review 2011			NEASC Campus Workroom
2. American Culinary Federation Program Review 2011			NEASC Campus Workroom
3. Respiratory Care Program Review 2011			NEASC Campus Workroom
4. Multimedia Studies/Graphic Design Program Review 2011			NEASC Campus Workroom
System to review other functions and units			
Program review schedule (every X years or URL of schedule)		in progress	NEASC Workroom: Std 6
CAS Self Studiesfor Student Affairs			
Sample program review reports (name of unit or program)			
1. Student Activities			NEASC Workroom: Std 6
2. Counseling			NEASC Workroom: Std 6
3. Registrar			NEASC Workroom: Std 6
4. Student Conduct			NEASC Workroom: Std 6
(Insert additional rows, as appropriate.)			
Other significant evaluation reports (Name and URL or Location)			Date
1. SENSE 2009, NEASC Workroom: Std 6			2011
2. CCSSE 2011, NEASC Workroom: Std 6			2011
3. LiBQual Library Assessment, NEASC Workroom: Std 7			2010 and 2011
4. Civil Rights Review, NEASC Workroom: Std 11			2011
5. Institutional Development Assessment, NEASC Workroom: Std 2			2010
6. Marketing Assessment, NEASC Workroom: Std 2			scheduled 2012

Standard Three: Organization and Governance

Manchester Community College looks to its governance mechanisms to promote the achievement of its mission and to ensure the voice and integrity of the various constituencies of the College. Since the last self-study, internal revisions to the governance process have led to shared leadership by broadening the participation of campus stakeholders in the decision-making process. However, new and daunting challenges are on the horizon. Severe budget constraints and a dramatic revamping of the State's higher education administrative structure will require wiser and more careful approaches to our internal decision-making and our relations with those who determine our financing and operations.

DESCRIPTION

MCC has two tiers of governance. Externally, the College operates under the newly formed authority of the nineteen-member Board of Regents for Higher Education. Internally, College policies and operations are governed by the administration (the President and the deans) and by the terms contained in *The Statement on College Governance* (workroom), which was revised and ratified in 2007. In addition, the *Collective Bargaining Agreement* between the Congress of Connecticut Community Colleges (the 4C's) and the Board of Regents for Higher Education provides for additional involvement from faculty and professional staff in matters of policy and personnel.

External Governance

On July 1, 2011 a new Board of Regents was created by statute to serve as the governing body for the Community Colleges, Connecticut State Universities, and Charter Oak State College. The Board of Regents also assumed the program and institutional licensing authority previously held by the Board of Governors for Higher Education, which no longer exists. The Board of Trustees of Community-Technical Colleges served until December 31, 2011, and then referred matters to the Board of Regents for final action (Governor's Bill No. 1011; Substitute Bill No. 1011).

Internal Governance

MCC's revised *Statement on College Governance* was ratified in 2007 (the revision process is described more under "Institutional Effectiveness") and describes the function of the College's three major governance bodies: the Academic Senate, the College Senate, and the Student Government Association.

The Academic Senate, prior to the 2007 governance revision, was called the Faculty Senate. (The name change was designed to reflect the membership of non-faculty professionals who have always been a part of the senate). This body serves "as the main forum for discussion of issues related to the academic concerns and interests of faculty and community college professionals" (*Statement on…*). This body also is given authority to discuss and recommend policies in the following areas: academic advising, academic standards, curriculum, emeritus designation, academic technology, the library, and other academic concerns. The Academic Senate meets monthly during the academic year. Each year the Academic Senate elects a

chairperson who presides over the body. All meetings of the Academic Senate are open to the public.

Four standing committees report to the Academic Senate:

- Academic Senate Executive Committee
- Academic Standards Committee
- Curriculum Committee
- Library and Academic Technology Committee

The Academic Senate Executive Committee prepares the Academic Senate agenda. This committee meets the week before the scheduled meeting of the Academic Senate. Members of the College community may propose items for inclusion on the senate agenda.

The Academic Standards Committee considers "matters of academic standards at the College by reviewing current policies and proposals for change and standardization of academic standards, recommending new policies or modifications or deletion of existing policies, and recommending M.C.C. input on any system-proposed standardized policies" *(Statement on…*).

The Curriculum Committee reviews "all courses and curricula; receives from divisions recommendations for changes in, additions to, or withdrawals of courses and curricula; and develops and implements the processes and procedures by which all courses and curricula are reviewed" *(Statement on…*).

The Library and Academic Technology Committee "review[s] and advise[s] on policies, acquisitions, and services related to academic information resources and technology, such as those of the library and of educational technology" (*Statement on…*).

The College Senate, the second major policy-making body at MCC, is the main forum for discussion of issues that affect the entire College community and which are "not under the mandate of the Academic Senate and Student Senate" (*Statement on…*). These include campus buildings and grounds; non-academic technology; campus health and safety; academic calendar and scheduling; and issues concerning admissions, registration, and financial aid. The College Senate may also take on the broader issues of campus culture and planning. The *Statement on College Governance* also grants to the College Senate the "Power of Initiative," allowing any member of the College's faculty, professional staff, classified staff, and the Student Government Association to propose policies and regulations. The College Senate's policies and regulations may also be challenged by a "Power of Referendum," a provision that allows members of the faculty, professional staff, classified staff, and Student Government Association to hold a campus-wide vote on the senate's actions. This procedure has never been used at MCC, but its existence makes the College Senate more accountable to the will of the entire College community.

Four standing committees report to the College Senate:

- Cultural Programs Committee
- Strategic Planning Committee
- Student Life Committee
- Employee Recognition Committee

The Cultural Programs Committee approves the funding of proposals for cultural events at the College that range from guest speakers to music concerts to theatrical performances.

The Strategic Planning Committee was established as a result of the revision of the *Statement on College Governance* completed in 2007. The goals of this committee are to "develop, plan, and coordinate broad discussions of the College's goals and direction," and to "make recommendations for new or altered goals and priorities" (see *Statement on…*).

The Student Life Committee serves "as a forum amongst faculty, staff and students for discussion, communication, and advice concerning all areas of student life and to encourage student participation in such activities. These activities include, but are not limited to, co-curricular activities, registration, orientation, and advising" (*Statement on…*).

The Employee Recognition Committee was amended to the 2010 *Statement on College Governance*. This committee provides a campus-wide program for publicly acknowledging in a fair and consistent way the achievement of any employee who has contributed significantly the College's most important organizational outcomes. The goal of this program is "to be motivating and rewarding, and contribute to the success of MCC in a way that is ongoing, systemic and institutionalized" (*Statement on…*).

The Student Government Association (formerly the Student Senate) is the third major policy-making body at MCC. This body serves as "the main forum for student discussion of issues related to all areas of student interest and activities" (*Statement on…*) and is made up of elected and non-elected students who represent the student body as a whole. The principal function of the Student Government Association is to disburse money in the Student Activities Fund that has been collected through the Student Activity Fee. Student clubs and organizations apply to the Student Government Association to obtain funding for activities such as trips, guest speakers, concerts, movies, athletic events, etc. The elected officers of the Student Government Association serve as its Executive Board. To qualify for office, a student must have completed at least three credits at MCC and have attained a minimum GPA of 2.5. The Student Government Association meets once per month during the academic year.

The *Statement on College Governance* includes two committees – the Emeritus Committee and the Jurisdiction Committee – that may, depending on the circumstance, report to only one or all three of the College's principal policy-making bodies. These committees do not meet regularly. The Emeritus Committee discusses and proposes the award of emeritus status to faculty and

staff who have served the College with distinction. The Jurisdiction Committee is empowered to decide which governance committee has appropriate jurisdiction over policy questions not addressed in the *Statement on College Governance*.

Internal Governance –The President, the Deans, the President's Advisory Committee (PAC)

The President meets weekly with the Cabinet, which includes the deans of Academic Affairs, Student Affairs, Administrative Affairs, and Continuing Education; the Director of Human Resources; and the executive assistant to the President. The Cabinet determines institutional objectives and direction, personnel issues, and resource allocation, utilizing the input of its members and of the President's Advisory Committee (PAC). This latter group meets bi-weekly during the academic year and occasionally over the summer. PAC includes all members of the Cabinet; a faculty member from each academic division; chairs of the Academic Senate, College Senate, Classified Staff Caucus, and Student Government; the Affirmative Action Officer; the Principal of Great Path Academy; the Associate Academic Dean; the Assistant Director of Human Resources; the directors of all four academic divisions; and a representative each from Enrollment Management, Planning, Research, and Assessment, Facilities Management and Planning, Finance, Information Technology, and Marketing. PAC agendas include campus and System updates, committee reports, and discussions on matters of broad interest. Topics addressed in PAC in 2010-2011 included academic advising strategies, student "ability to benefit," marketing strategies, the Educational Master Plan, strategic planning, the budget, and NEASC.

The Academic Dean reports directly to the President and is responsible for the quality of the academic program wherever and however the classes are offered, as detailed in Standard Four.

Internal Governance – *The Collective Bargaining Agreement*

The 4C's *Collective Bargaining Agreement (2007-2010)* provides for the participation of faculty and Community College Professionals (CCPs) in the processes of Promotion, Tenure, and Sabbatical Leave/Professional Development. Faculty and CCPs act in an advisory capacity while serving on these committees, with final approval of their decisions resting with the President of the College. Faculty, CCPs, and classified staff also are eligible to serve on Search Advisory Committees that carry out the hiring of new faculty, staff, and administrators. The President of the College has final authority to act on the recommendations of the search committee members.

Institutional Effectiveness

Since its founding in 1963, MCC has operated according to a governance structure that has been internally designed and subject to occasional revision as the size and mission of the College changed. A revision of the *Statement on College Governance* was begun following the last NEASC reaccreditation visit in 2002. The former College President convened a 12 member Governance Document Review Committee that represented faculty, CCPs, classified staff, and students. For four years this review committee sponsored campus-wide discussions and workshops on the appropriate membership and role of governance committees. A new

Statement on College Governance was ratified in 2007. The current *Statement*, ratified again in 2010 to accommodate two additional amendments, describes the function of the College's three major governance bodies: the Academic Senate, the College Senate, and the Student Government Association. In its most recent formulation, the *Statement on College Governance* expands the role of classified staff and students on various committees. The specific membership representation for the committees can be found in the document itself (workroom).

APPRAISAL

Achievements

Internal Governance

The post-2002 revisions of the *Statement on College Governance* effectively clarified the purposes of each policy body and expanded the role of non-faculty personnel in the College's decision-making process. In the spirit of the MCC core value of shared leadership, the revision process included representation from across the College. The proposed revisions offered by the Governance Document Review Committee were disseminated over three plus years throughout the College, discussed in the various departments and divisions, and approved by a majority vote (2007) of the three major internal governance bodies of the College (Academic Senate, College Senate, and Student Government Association).

One very noteworthy side effect of the governance revision process that took place between 2003 and 2007 was the revitalization of the Classified Staff Caucus. At the urging of the former Academic Dean, the secretaries, maintainers, grounds crew, and campus police were brought into the governance review discussions and urged to convene at regular intervals to discuss their specific concerns and to serve on campus committees. Classified staff members now have designated seats on the following key committees: College Senate, Employee Recognition, Student Life, Strategic Planning, Cultural Programs, and Jurisdiction. In addition, the managers of the classified staff who serve on governance committees allow release time to accommodate staff presence at meetings.

Changing the name of the Faculty Senate to the Academic Senate also helped to promote the spirit of shared leadership. For many years the CCPs, even though they were full voting members of the senate, felt marginalized by the "faculty" emphasis in the Faculty Senate, a name that fails to acknowledge the non-faculty presence and the guidance they may offer in the consideration of academic matters. For example, counselors can help faculty consider the consequences that new course prerequisites can have on student schedules, or the Registrar and Director of Financial Aid can point out the impact that grades of F or Withdrawal can have on student financial aid or probation.

The internal governance process proved effective in enabling broad-based resolution of two major issues that surfaced at the College in the last three years. The first involved a sizable surplus of student activities money that was unspent. Discussion across the areas of Student

Affairs, Academic Affairs, and administration resulted in a disbursement and spending plan that was approved by the Academic Senate, the College Senate, and the Student Government Association. The second involved the consideration and approval of the newly designed General Education core curriculum (see Standard Four) by the Academic Senate.

A Spring 2011 online survey sent to faculty and staff regarding their understanding of and satisfaction with MCC governance gave the following results (based on 52 responses out of a possible 300):

- 80 percent said they understood the role of the Board of Trustees and Chancellor's office in directing and overseeing the operation of MCC;
- 67 percent of respondents felt adequately represented by the Academic Senate and College Senate;
- 65 percent of respondents said they have at least some understanding of how the governance structure of the College ensures the integrity of academic programs;
- 63 percent of respondents feel that the faculty and staff have a substantive voice in matters of educational programs, personnel, and other aspects of institutional policy.

Areas of Concern

Internal Governance

Although MCC has done much to support our core value of shared leadership, some important voices are still unheard. Overall, there is a general sense that despite our recent governance review, the governance structure is not adequately representative. Some community members have questions about the notion of equal participation (among faculty, CCPs, and other staff) and wonder whether classified staff feel fully connected to the governance process. Additionally, part-time faculty members represent a significant portion of the credit-hours taught at MCC, and while they are invited to department, division, and governance committee meetings, they are rarely present. Our best sense is that their absence is largely the result of their personal and professional schedules, which often do not coincide with meeting times. Student participation in the Student Governance Association also is low, and, as a result, their attendance at governance committee meetings (with the exception of the College Senate) is infrequent.

Faculty and staff who are unable to attend meetings are encouraged to review agendas and minutes; however, meeting documents are sometimes difficult to obtain. While the Academic Senate, the College Senate, the Academic Standards Committee, and the Curriculum Committee report their proceedings regularly and reliably, the same cannot be said of the other governance committees. Further, the public folder repository is either not utilized or viewed by some as difficult to utilize. Better reporting could lessen what is perceived as a communication problem on campus.

In the pursuit of shared leadership, MCC's governance revisions have allowed for more non-faculty participation in the College's academic deliberations. However, this noble aim may be generating some unintended consequences. For example, some of the CCPs who sit on the Academic Senate may be asked to vote on issues that do not fall under their purview or interest. This situation occurred in Spring 2011 when the new General Education Reform plan came for a vote before the Academic Senate. One CCP senator from IT noted that the matter at hand was not one that he and his colleagues were involved in nor affected by and asked for guidance on what the CCPs should do in such instances. There is also the remote possibility that given the membership composition of the Academic Standards Committee and the Curriculum Committee (4 faculty, 3 CCPs, and 2 students), the faculty's prerogative on academic matters could be undercut.

The College Senate agenda raises another matter concerning representation. The agenda for College Senate is not set by a process of deliberation as it would be with an agenda-making body like an executive committee. Thus, the items raised for deliberation may not always represent the items that the body as a whole wishes to discuss. The present system also is a burden on the chair of the College Senate who has to set the agenda without formal prior consultation.

Internal Governance –The President, the Deans, the President's Advisory Committee (PAC)

MCC created the President's Advisory Council (PAC) for the President and deans to solicit input from non-administrative areas and uses it to set goals and directions. In December 2011, a brief survey was distributed to help evaluate the effectiveness of PAC. The survey was hosted at Survey Monkey.com and open for about two weeks. The invitation to participate was sent to 33 members, and 18 responded (workroom).

Seventeen of the 18 respondents agreed that time spent at PAC meetings is worthwhile, the information shared is useful, and a recent change to every-other-week meetings has improved PAC. A key theme from the feedback was a desire for more presentations or reports, and more discussion of the issues raised. One respondent captured this theme particularly well: "Encourage more discussion. Perhaps have a topic to be discussed announced ahead of time so people can prepare for the discussion. The presentations we see are good, but supplement them with these discussion opportunities."

PROJECTION

1. 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. (See Standards Two and Eleven where this repository is described in more detail.)
2. In 2012-2013, the President will create a Governance Task Force to review concerns about governance:
   - Investigate the feasibility of creating a College Senate Execute Committee.
   - Investigate concerns about Academic Senate representation.

Standard 3: Organization and 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 "related 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 related entity	Board of Regents of Higher Education
URL of documentation of relationship	http://www.ctregents.org/

Governing Board (as of 1/12/2012)	**URL**
By-laws	http://www.ctregents.org/
Board members' names and affiliations	http://www.ctregents.org/

	Board committees (as of 1/12/2012)	URL or document name for meeting minutes
?	a. Academic and Student Affairs	http://www.ctregents.org/regents/meetings
	b. Audit Committee	http://www.ctregents.org/regents/meetings
	c. Finance and Administrative Affairs	http://www.ctregents.org/regents/meetings

(Insert additional rows as appropriate.)

Major institutional committees or governance groups*	URL or document name for meeting minutes
a. President's Advisory Committee	NEASC Workroom: Standard 3
b. Academic Senate	NEASC Workroom: Standard 3
c. College Senate	NEASC Workroom: Standard 3
d. Student Government Association	http://www.mcc.commnet.edu/students/activities/senate

(Insert additional rows as appropriate.)

*Indude faculty, staff, and student groups.

Standard 3: Organization and Governance
(Locations and Modalities)

Campuses, Branches, Locations, and Modalities Currently in Operation (See definitions, below)

(Insert additional rows as appropriate.)

	City	State or Country	Date Initiated	Enrollment*
Main campus	Manchester	CT	1965	10524
Other principal campuses				
Branch campuses				
Other instructional locations				

Distance Learning, e-learning		Enrollment*
	Date Initiated	1873
First on-line course	1995	
First program 50% or more on-line	2009	
First program 100% on-line	2012	

		Date Initiated	Enrollment*
Distance Learning, other			
Modality	N/A		
Correspondence Education		Date Initiated	Enrollment*
	N/A		
Low-Residency Programs		Date Initiated	Enrollment*
Program Name	N/A		

Definitions

Main campus: primary campus, induding the principal office of the chief executive officer.

Other principal campus: a campus away from the main campus that either houses a portion or portions of the institution's academic program (e.g., the medical school) or a permanent location offering 100% of the degree requirements of one or more of the academic programs offered on the main campus and otherwise meets the definition of the branch campus (below).

Branch campus (federal definition): a location of an institution that is geographically apart and independent of the main campus which meets all of the following criteria: a) offers 50% or more of an academic program leading to a degree, certificate, or other recognized credential, or at which a degree may be completed; b) is permanent in nature; c) has its own faculty and administrative or supervisory organization; d) has its own budgetary and hiring authority.

Instructional location: a location away from the main campus where 50% or more of a degree or Title-IV eligible certificate can be completed.

Distance Learning, e-learning: A degree or Title-IV eligible certificate for which 50% or more of the courses can be completed entirely on-line.

Distance Learning, other: A degree or Title IV certificate in which 50% or more of the courses can be completed entirely through a distance learning modality other than e-learning.

Correspondence Education (federal definition): Education provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission, induding examinations on the materials, to students who are separated from the instructor. Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student. Correspondence courses are typically self-paced. Correspondence education is not distance education.

* Report here the annual unduplicated headcount for the most recently completed year.

Standard Four: The Academic Program

By maintaining a consistent, reflective stance and a spirit of collaboration, Manchester Community College works diligently to uphold academic excellence. MCC's accomplishments in academic programming include work with assessment; the development of an online, accelerated General Studies program; and the reform of the General Education core that provides students with comprehensive skills and the knowledge to prepare them to deal with complexity, diversity, and change. Overall, the College provides a wide variety of credit and credit-free programs that support our mission to advance academic, economic, civic, and personal cultural growth. The conception, development, approval, and assessment of academic programs are carefully overseen by a series of committees with administration and faculty membership. The College is not standing still. Even as we face budget shortfalls and higher education reorganization, we continue to reflect on what needs to be done, evaluating the programs we have and moving forward with new programs and innovative ideas.

DESCRIPTION

MCC provides a wide variety of programs that support our mission to advance academic, economic, civic, and personal growth. We offer rigorous programs that are designed to help students find sustainable employment, that transfer to baccalaureate institutions, and that integrate with co-curricular and lifelong learning opportunities. Degree programs are offered in diverse areas and each program requires completion of at least 60 credits, which takes about two years of full-time study. Several programs provide a path for students to continue their studies at a regionally accredited baccalaureate college or university (workroom). MCC also offers 47 Certificate Programs generally intended for occupational training, upgrading, or retraining. All credit certificates require completion of credit courses ranging from six credits to 30 credits. Many certificate programs are connected to a parent Associate Degree program, thus providing coherence and academic quality.

To meet our mission to promote access, MCC offers courses in full-semester and accelerated formats across four sessions each academic year: winter (3-week courses), spring and fall (8, 12, and 15-week courses), and summer (3, 6, and 8-week courses). Courses also are offered in traditional, hybrid, and completely online formats.

The quality of our academic programming is monitored and maintained through internal and external processes and review. The process and policies for program approval offered by the Board of Trustees (BOT) of Community-Technical Colleges ensure that program goals, structure, and content are coherent and that programs meet or exceed basic quality standards with reasonable consistency. BOT policy (section 3.4, transitioning to the Connecticut Board of Regents for Higher Education, BORHE) also provides definitions and policies for certificates. All credit courses, regardless of delivery method, duration, scheduled time, or meeting site, are overseen by the Academic Dean and held to the same academic standards.
MCC's catalog, online program pages, and program brochures provide lists, descriptions, and requirements for degree and certificate programs, course descriptions and availability, and

learning outcomes. In addition, the catalog contains a comprehensive list of General Education courses, descriptions, and learning outcomes. Most programs also publish a recommended course sequence. MCC's catalog is available in print form in most student service and academic division offices and also is available on the College website as a PDF file. A list of all programs can also be found on the Connecticut Board of Regents for Higher Education website.

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. Librarians work with faculty to offer information literacy classes to students throughout the year. Further, the library's home page contains information about how to use the library and its resources and how to conduct research. Students also can log on to Blackboard, the College's course management system, and access information literacy instructional videos, subject guides, library handouts, and interactive modules. New Student Orientation sessions at the beginning of each semester introduce students to campus technology and student workers in the open labs provide basic computer assistance. The Academic Support Center offers technology tutoring, and embedded online peer tutors in some online sections can help students navigate Blackboard and online learning (workroom).

To ensure the quality of MCC's programs, faculty have a substantial voice in the development of curriculum and requirements for academic programs. The College's governance structure (see Standard Three) includes key committees with administration and faculty members who are involved in the conception, development, review, and approval of academic programs. Faculty members initiate new programs; identify required content; create curriculum; and research costs, anticipated revenue, and market demand of new programs (Program Planning and Approval Process). The New Program Proposal Form (workroom) requires a list of program learning outcomes, required courses, and recommended sequencing. Examples of recently approved degrees and certificate programs that respond to economic needs in our region include Environmental Science A.S. degree (2008), Web Technology Certificate (2009), Sustainable Energy Certificate (2009), Culinary Arts A.S. degree (2010), Corrections Certificate (2010), Speech Language Pathology Assistant Certificate (2010), Homeland Security Certificate (2010), and Dental Assistant Certificate (2011).

Additionally, faculty members may propose a new course to their department by completing the New Course Proposal form (workroom), 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 programs and new courses also relies heavily on faculty input. Once the program or course proposal is approved by the department, it is then reviewed for approval by the relevant division, the Curriculum Committee, Academic Senate, and the Dean of Academic Affairs. Certificate programs of up to 30 credits and that link to an existing degree program require approval by the Board of Trustees (now BORHE). New certificate programs of more than 30 semester hours and new certificate programs that do not link to an existing Associate Degree program of coursework require favorable review licensure and accreditation, formerly by the Board of Governors after approval by the Board of Trustees, and now by the Connecticut Board of Regents for Higher Education. Revisions to programs and courses are also appropriately vetted. All changes of existing programs or courses must follow the above procedure for new programs and courses.

Educational experiences such as internships and service-learning are components of approved credit courses and as such also are properly reviewed through the course approval process. Examples of internships and service-learning programs include MCC's Academic Community Engagement (ACE) and MCC's cooperative education programs. Cooperative education and work experience opportunities also are available to students in some programs, and MCC provides credit for completion of cooperative experiences and a concurrent co-op class. Placements require between 150 and 300 hours of supervised work in a professional environment, and students are also required to take an accompanying seminar, either online or on campus, focusing on career development and workplace skills. Additionally, a site visit by the faculty member and an evaluation completed by the site supervisor measure student learning. MCC's College Career Pathways program allows high school students to earn college credit for courses completed in Great Path Academy (the middle college high school on MCC's campus), as well as at off-campus partner high schools. In this program, MCC faculty work with the partner high schools to identify appropriate classes for which credit can be awarded. Programs like ACE, cooperative education, and College Career Pathways offer alternative learning experiences and are held to the same high standards as MCC's traditional learning opportunities.

To further ensure academic oversight and excellence, career-oriented programs at the College all have external advisory committees that typically include professionals in the field, academics from other colleges and universities, and graduates of the program. Advisory committees also offer students opportunities for internships, post-graduate employment, and career counseling. Program coordinators use the expertise of these committees, which meet twice a year, to ensure that program learning objectives are relevant and meet employment needs. For example, the Technology Studies A.S. program added a new option, a degree in Technology Management, based on recommendations of the Engineering and Technology Advisory Board, demonstrated demand from students, and opportunities for students to transfer into similar B.S. degrees.

In addition to development and review of academic programs, MCC faculty members also regularly update and evaluate learning objectives for relevance and excellence. Disciplines and programs undergo a self-study every five years. As part of our Strategic Plan, the College identified the assessment of student learning outcomes as a key objective within the goal of

"academic excellence." To this end, beginning in the fall of 2009, most departments and programs began work on a single-year assessment project ("One Year, One Question," described in detail in the Appraisal section) and continue to develop and implement assessment plans for individual program outcomes. (See E-Series.)

To ensure academic oversight and excellence of distance learning programs, in 2011, MCC adopted distance learning program and course guidelines (workroom) based on recommendations developed by the Connecticut Community College System's Teaching & Learning Team (T&L), a multi-stakeholder group composed of faculty, librarians, IT and distance learning staff, deans, and division directors from colleges throughout the CCC System. MCC's Library and Academic Technology Committee (LATC) provided several opportunities for faculty input, customized the guidelines for MCC, and presented them to the Academic Senate for review. Faculty teaching a new online course or who are new to online teaching also are encouraged to work with MCC's online course designer and Education Technology and Distance Learning (ETDL) director and to attend *iTeach Essentials*, a nine-week online workshop that provides online pedagogical as well as technology training. Checklists for design and pedagogical elements are included in the guidelines, and evaluation of courses is aligned to faculty training. A training program for supervisors who evaluate online teaching is included in the guidelines (workroom). (See Standard Seven for more information on technology resources.)

As part of our Strategic Plan, MCC has begun reviewing its online courses, institutional data, and market needs and is developing a systematic plan for online programming. Distance learning planning is based on projections from national sources, such as the Horizon Report, as well as data and evaluative information provided by MCC's Office of Planning, Research, and Assessment, local program needs, and faculty training surveys. Planning for fully online programs helps to fulfill one of our identified strategies – "to increase offerings that use flexible delivery methods." Online programming also targets the working adult student – a constituency best served by the flexible scheduling and accessibility embraced in MCC's strategic goals. Faculty and administrators work together to select programs that will be offered fully online or through a combination of online, hybrid, and on-ground courses. The Distance Learning Advisory Team, co-chaired by a faculty member and the Director of ETDL, works with Academic Affairs, Student Affairs, and the Dean of Continuing Education (workroom). In 2010 NEASC approved MCC's Substantive Change Report (workroom) request to offer online programs. The College launched an online Web Technology Certificate program in Fall 2011, and the online General Studies program will launch in Fall 2012. The Distance Learning Advisory Team is working with faculty and staff to develop additional online programs and certificates.

Regardless of delivery method, duration, scheduled time, or meeting site, the College ensures that students are able to complete their education with a minimum of disruption. Although some higher-level courses are offered less frequently, students are generally able to complete required courses within the recommended program length. In addition, according to MCC policy, students graduate using the requirements published in the catalog at the time that they

declared their major or when they switch majors. The College makes every effort to provide students with course waivers or alternative options (variances) when courses required for graduation are no longer available. The College follows the policies outlined in the BOT manual for program suspension or termination. In the process, the students enrolled in the program are identified, contacted, and advised carefully so that they may be able to complete the program. In a phase-out period of two years, the program no longer enrolls new students and works with current students individually to design a course of study to ensure that the student can graduate in the program.

Undergraduate Degree Programs

According to the BOT, the Associate Degree parallels the first two years of a baccalaureate degree program and permits transfer to a four-year institution. In accordance with BOT policy, all approved Associate Degree programs require a minimum of 60 credit hours and the General Education component of Associate Degree programs includes a balanced distribution of required courses or restricted electives in broad areas of human knowledge. Course objectives and recommended course sequences are published in MCC's catalog.

MCC's Certificate and Associate Degree programs (workroom) include diverse studies, such as Accounting, Criminal Justice, Culinary Arts, Drug and Alcohol Recovery Counselor, Early Childhood Education, Engineering Science, Graphic Design, Music Studies, and Surgical Technology. Several of our programs provide a path for students to continue their studies at a regionally accredited baccalaureate college or university (workroom).

General Education

In February 2011, a revised General Education core was approved by Academic Senate following years of thoughtful research and deliberation (see Appraisal section for complete discussion). The revised General Education core will be required of the students in the General Studies and Liberal Arts and Science (LAS) programs beginning in Fall 2012. Until that time, the College will use the General Education core described below.

All degree programs require a General Education core, which provides a balanced exposure to the different modes of thought in the arts, humanities, social sciences, mathematics, and natural and physical sciences. These requirements are grounded in the principles articulated in the preface of the General Education Core Checklist: "These courses help the student to think logically, flexibly and critically. They provide the opportunity to develop skills in written and oral communication and to gain an awareness and understanding of both the human and natural worlds around us." Of a student's 60-68 credits, between 21-24 credits must be from the

General Education core as follows:

Mode 1 - Arts, 3 credits
Mode 2 - English 101 (English Composition), 3 credits
Mode 3 – Humanities, 3 credits
Mode 4 – Mathematics, 3-5 credits

Mode 5 - Natural and Physical Science, 3-4 credits
Mode 6 - Social sciences, 3 credits
Additional 3 credits from one of the above Modes

The General Education Core Checklist in the College catalog states the credits required and learning outcomes for each mode and lists the broad array of classes that qualify as meeting the General Education requirement for that mode. All students must take English 101, and depending on their program of study, can choose from roughly 160 courses that fulfill the General Education requirements offered by the other five modes. Some programs prescribe specific courses for each mode, while others let students choose from a list of courses that have been approved to meet that mode's outcomes.

The Major or Concentration

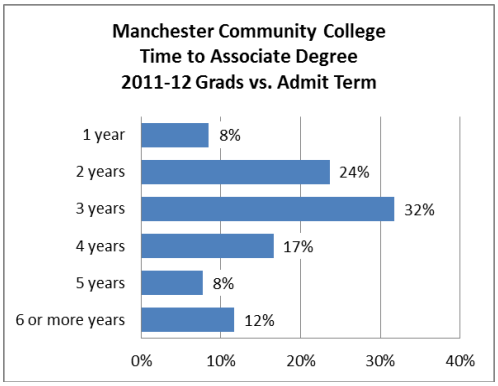
MCC's Associate Degree programs offer course instruction that provides learning opportunities needed for students' majors. Learning objectives and course requirements for each major are published in MCC's course catalog. Many programs, such as Allied Health, Criminal Justice, Culinary Arts, Graphic Design, and Communication, make heavy use of laboratory facilities, specialized computer labs, and studios to replicate the experience that students will find within the profession. In addition, a number of programs offer or require an internship or external placement where students put their learning to use in a supervised position in a professional environment. In the case of programs with external licensure, such as Allied Health, students may be required to complete up to 1000 hours in a clinical setting before taking a licensing exam. Close relationships with area professionals through advisory committee relationships and clinical arrangements ensure that instruction is relevant and current.

Integrity in the Award of Academic Credit

MCC's certificate and degree programs are appropriately named, follow conventions used at most American universities, and are consistent with the NEASC policy on credits and degrees. MCC awards the Associate in Arts Degree and the Associate in Science Degree, offering 47 certificate programs and 39 Associate Degree programs (workroom). All degree programs contain courses at both the 100 and 200 levels and require completion of at least 60 credits. MCC's General Education core conforms to the CCC Board of Trustees Policy, Section 3.3.4 Associate Degrees-Definition of General Education Component adopted May 18, 1987 (BOT Policy Manual) and to Department of Higher Education (DHE) requirements. When students apply for graduation, the Degree Auditor uses the Curriculum Advising and Program Planning (CAPP) program to verify that students have met the General Education requirements

in terms of number of credits and modes. Programs and courses are described in online and print catalogs and brochures.

As a result of effective scheduling and policies, students are able to graduate within the published program length. Thirty-two percent of the MCC degrees and certificates awarded in 2011-12 were earned in two years or less. More than half (62 percent in Fall 2011) of students are part-time, and therefore take longer to complete their degree.



MCC demonstrates effective administrative oversight of courses and programs. At the beginning of each semester, all faculty must submit syllabi for each of their courses to the Assistant to the Academic Dean. These syllabi may be reviewed for content and credit hour compliance by deans, division directors, department chairs, and program coordinators, and are kept on file. Policies concerning the evaluation of faculty are described in Article XI of the 4C's contract on the 4C's website, on the CT Community College System website, and in the *Faculty Handbook*. The Dean of Academic Affairs, in collaboration with academic division directors and faculty, oversees all faculty selection and professional development. Working closely with division directors, a program coordinator or department chairperson oversees all aspects of a program including curriculum updates, program reviews, student recruitment and retention, hiring and evaluation of adjunct instructors, and budget.

MCC's Office of Admissions, Registrar's Office, and Office of Student Retention Services oversee all aspects of admissions, registration, and retention of "at risk" students, respectively. Admission requirements, policies, and procedures are described in the College catalog and on the Admissions page on the College website. The website also includes step-by-step instructions for applying to the College as well as print and electronic application forms. Students interested in pursuing a health career must fill out a separate, free-of-charge Health Career Application in addition to the Admissions Application. MCC's Testing Center coordinates and administers assessment tests, designed to assess readiness for college-level work and appropriate course placements. The BOT has established Accuplacer scores for placement into college-level English and math. MCC has established criteria for placement into developmental courses (workroom). Students also may submit documentation that can be used to determine college placement (e.g., SAT, ACT, Advanced Placement, or College-Level Examination Program (CLEP) scores, or prior college transcripts). The Admissions Office evaluates standardized tests scores and transcripts on a rolling basis. A student is considered eligible for college-level English (English 101) if his or her English SAT score is 450 or greater. A student is considered eligible for college-level math if his or her Math SAT score is 500 or greater. College credit is granted for AP scores of 4 or greater and for college courses completed at other institutions with a grade of C- or better. This information is entered into Banner, the College's electronic student record and data management system.

Registration instructions and policies are available in print and electronic publications (e.g., Enrollment Guide, Credit Extension Catalog) that are updated each academic session. The

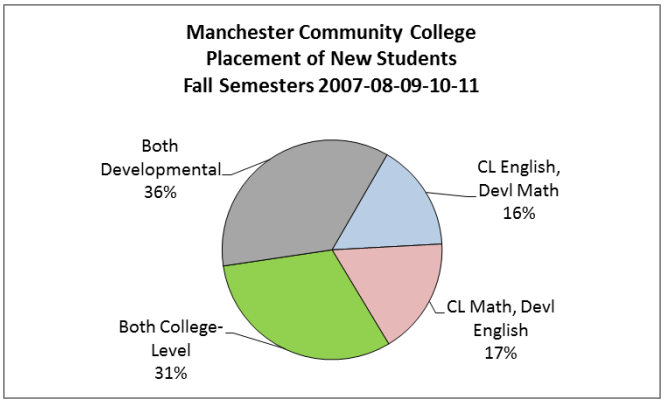
Counseling Center offers advising sessions for new students to assist in the registration process. The Registrar's Office works in conjunction with academic units to ensure that course prerequisites are appropriately represented within Banner and that students meet the prerequisites for all courses in which they enroll. MCC's new online college transcript evaluation tool, TES (an interactive database of course information from institutions of higher education), facilitates an efficient, effective method of transfer evaluation for students entering or exiting MCC.

Credit awards are consistent with Commission policy and Board of Trustees policy. According to BOT policy, "A two-semester academic year shall have as a minimum each semester fifteen full weeks of classes which have a fifty-minute period each, or a total of a minimum of 2,250 minutes per semester for a three-credit (semester) hour course, or the equivalent." Identical credit-hour expectations and learning outcomes are maintained in all courses regardless of modality. Online, hybrid, accelerated, weekend, and intersession and other non-traditional classes are held to the same standards and syllabi of traditional course offerings.

MCC appropriately awards transfer credit for relevant work or military experience. BOT policy allows various methods of determining credit for prior experiential learning, including national standardized exams (e.g., CLEP), discipline-specific exams created by faculty, and/or portfolio review. CLEP or other scores may be evaluated by Admissions staff in consultation with appropriate faculty, individual program coordinators, or department chairs. Credit for military experience is evaluated on an individual basis by Admissions staff; credit is granted only if appropriate documentation (e.g., completion certificate) 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. Over the past five years, about 70 percent of new MCC students needed remedial work in English, math, or both. The College provides three levels of non-credit, developmental English (English 003, 066, and 093) and two levels of non-credit, developmental math (Math 075 and 095) (workroom). These courses are part of MCC's strategies aimed at increasing student success (more student success strategies are described in detail in Standard Six). Developmental courses are designated 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 averages (GPA).



MCC tracks students' credits and progress in a number of ways. Several weeks into the semester, faculty are asked to submit names of students who are not making progress in their classes so that they can be contacted and offered counseling and other support (the Mid-Semester Academic Progress Project (MAPP) is described in Standard Six). At the end of each academic term, each faculty member must record, within Banner, a letter grade, or other administrative designation as warranted, for every student enrolled in his or her courses. The Registrar's Office and the Office of Student Retention Services track credit awarded and student academic status, including probation (workroom).

MCC has established several articulation agreements with neighboring institutions and even aligned some of MCC's programming with these institutions in order to facilitate transfer (workroom). For instance, the transfer compact between MCC and the Connecticut State Universities provides special opportunities for students to complete an Associate Degree in a program designed for transfer. Incoming students who have fewer than 16 college credits may enroll in the Guaranteed Admissions Program (GAP) at the University of Connecticut provided they maintain at least a 3.0 GPA and graduate with an Associate Degree. The GAP provides access to more than 50 majors in the College of Liberal Arts and Sciences or the College of Agriculture and Natural Resources. Transfer-out data from the National Student Clearinghouse tells us that approximately 43 percent of MCC's Liberal Arts and Sciences students and 34 percent of General Studies students are enrolled in four-year institutions four years after a given MCC term.

MCC upholds specific policies regarding academic integrity, noted in the *Faculty Handbook*, *Student Handbook*, and in 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 is available on MCC's library webpage. All faculty members are encouraged to report academic integrity violations to the Dean of Student Affairs and/or the Assistant 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 and/or the Assistant to the Dean to discuss academic integrity and potential sanctions for violations. The student can be placed on a "Disciplinary Warning" or "Disciplinary Probation" for violations of the Student Code of Conduct.

To uphold integrity and protect student privacy online in compliance with the requirements of the Higher Education Reauthorization Act, access to Blackboard courses requires authentication through MyCommNet with a unique NET ID and student-created passwords.

Assessment of Student Learning

With our mission's focus on excellence and relevance and with a Strategic Plan goal to improve assessment, MCC takes assessment of student learning very seriously. MCC administration has encouraged and financially supported faculty and staff participation in professional development on assessment of student learning. For instance, a team of MCC faculty, staff, and managers attended the 2006 Association of American Colleges & Universities (AAC&U) Greater Expectations Institute and two teams participated in the three-day New England Educational Assessment Network (NEEAN) conference in 2009 and 2010. An outcome of the 2009 NEEAN conference was the development of the faculty Assessment Resource Team (ART), which proposed and designed a template, "One Year, One Question," for assessing student learning in divisions. (ART and the "One Year, One Question" project is described in the Appraisal section. Also, see E-Series.)

At the course level, faculty utilize numerous tools to measure student learning. Students are involved in group projects and presentations, service-learning projects in the community, and end-of-semester projects (for instance, public relations plans, food analysis assignments, completion of real estate and probate forms, and production of videos) that mirror the work they will be doing in their fields. Winter and Spring Arts Festivals showcase creative work of students in writing, music, and visual fine arts. Additionally, many courses provide hands-on or practical experience through laboratory or clinical work, internships, or cooperative training, and students are assessed by clinical supervisors and employers. Service-learning, exams, quizzes, oral presentations, term papers, group projects, group discussions, portfolios, and cumulative final exams give ample opportunities for students to demonstrate understanding of concepts.

At the program level, faculty have identified and published learning outcomes. Since 2010, they have reported assessment results on these learning outcomes. In addition, as part of the College's overall planning and evaluation cycle, academic programs undergo a comprehensive self-study every five years. These self-studies provide essential information on student success and on the appropriateness, relevance, and efficacy of the program and its courses. The self-study includes an external perspective provided by two to four reviewers from transfer institutions, sister community colleges, and employers. Program faculty incorporate recommendations made by reviewers into their action plan and update progress yearly.

Some programs have specific assessments based on the requirements of the accrediting body. Eight programs of study offered by Manchester Community College have been awarded national accreditation. The Occupational Therapy Assistant program has been accredited by the Accreditation Council for Occupational Therapy Education. The Physical Therapist Assistant Program (offered as a consortium program with five other colleges in the community college system) has been accredited by the Commission on Accreditation in Physical Therapy Education

of the American Physical Therapy Association. The Respiratory Care program has been accredited by the Commission on Accreditation for Respiratory Care. The Surgical Technology Program has been accredited by the Commission on Accreditation of Allied Health Education Programs. The Paralegal Program has been approved by the American Bar Association. The Foodservice Management and Culinary Arts Programs have been accredited by the American Culinary Federation Educational Institute Accrediting Commission. The CFP Certificate has been accredited by the Board of Certified Financial Planners.

MCC collects external licensure data on three programs: Respiratory Care, Occupational Therapy Assistant, and Surgical Technology. (See S-Series.)

Institutional Effectiveness

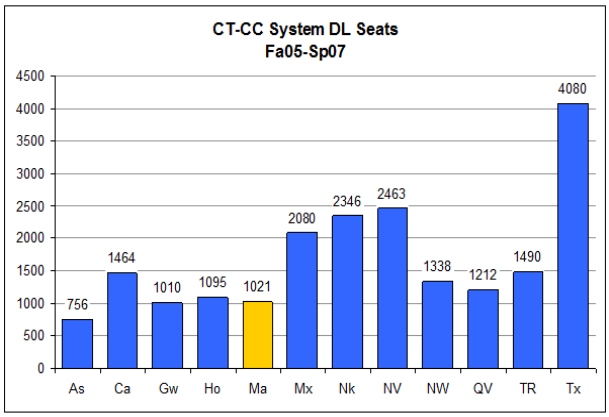
MCC's reflective spirit helps guide the College's strong academic programming and has led to improvements such as General Education reform based on the College learning goals. The development of programs is based on workforce needs and feedback from advisory committees and is vetted through a rigorous internal approval process and an external process by the State of Connecticut that includes a cost-benefit analysis and consideration of opportunities for the student upon graduation. Both programs and disciplines are thoroughly reviewed on a periodic basis and the review includes an external perspective from other institutions and employers. A heightened emphasis on assessment has led program faculty to review program learning outcomes and document measures of success as can be seen in the E-Series. The newly proposed General Education core was developed with assessment measures and will lead to improved assessment of General Education outcomes. Continued administrative support and faculty diligence will be required to pursue ongoing assessment work and completing program reviews that have been delayed due to faculty retirements.

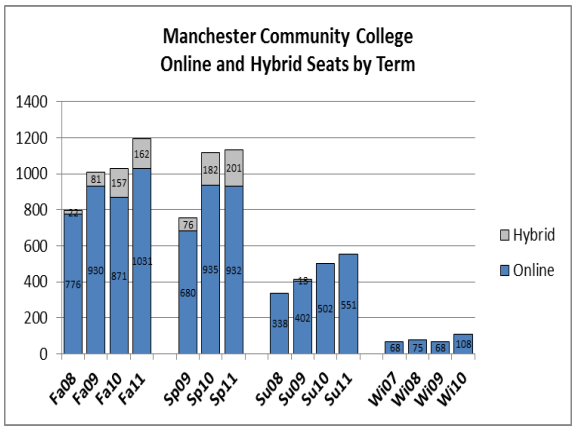
APPRAISAL

Achievements

Our revised Strategic Plan (2009) has become a valuable tool in the planning, development and allocation of resources on campus, and MCC is making better and more meaningful connections between strategic planning, outcomes assessment, departmental and divisional action plans, and resource allocation. Department and division action plans identify the financial, technological, and human resources required for certain projects, and these are considered in the development of the campus-wide Strategic Plan. For example, the Web Technology Certificate program did not require any new resources and enrolled students as soon as it was approved. On the other hand, the Dental Assistant Certificate Program, although developed in 2010 to meet an identified market demand in the area, required significant resource allocation for equipment and the hiring of a program coordinator; therefore, introduction of this program has been delayed until Fall 2012.

Over the past several years, MCC has succeeded in expanding online offerings, which supports our Strategic Plan goal "to increase offerings that use flexible delivery methods." In 2006, even though MCC had the largest enrollment of Connecticut's 12 community colleges, we offered the fewest online courses (workroom). Data indicated that student demand was high, that online sections filled quickly, and that (presumably because of lack of availability at MCC) most MCC students taking online courses were taking them from other institutions (workroom). MCC now offers 70 fully online, credit-bearing sections each semester and is in the process of creating an online General Studies program.





MCC has made strides in other areas of our Strategic Plan as well, such as community engagement. In the last five years, the College has taken significant steps to formalize our Academic Community Engagement (ACE) program, align it with our institutional mission, and ensure its growth, consistency, and sustainability. To ensure its success, the ACE program will require a model of assessment to ensure that community needs are being met and that academic standards are upheld. To that end, an ACE committee was appointed to develop campus-wide standards for service-learning and coursework-related volunteerism. Further, the President founded the Institute for Community Engagement and appointed faculty, administrators, and staff from across the campus to meet monthly with community leaders and

residents to develop closer community connections. Through a grant from Connecticut Campus Compact, MCC now hosts an AmeriCorps VISTA volunteer to assist in ACE programming, and in the fall of 2010, MCC hired a part-time educational assistant to support the ACE program. As the program expands in scale and scope, it will likely require continued financial investments in addition to the faculty release time and part-time educational assistant it now receives.

In order to further meet the needs of the community and provide skills required by current and emerging technologies – goals of our Strategic Plan - Business and Industry Services (BIS) of the Continuing Education Division often collaborates with MCC faculty to customize curricula to meet the needs of specific employers or constituencies. For example, BIS has provided an on-site, incumbent Certified Nursing Assistants (CNAs) training program for Manchester Memorial Hospital, Rockville General Hospital, and Woodlake at Tolland. CNAs successfully earn credits in college-level courses, such as Alzheimer's and Dementia, Issues of Aging, and Medical Terminology, that have the most impact on their daily responsibilities.

A skilled workforce in precision manufacturing is in high demand in Connecticut. To address this need, MCC offers a variety of programs to help prepare students for a successful career in this vital sector. Non-credit certificate programs provide the preparation students need for entry-level positions; credit certificate programs prepare them for further advancement in their careers, and Associate Degree programs offer students a pathway to a Bachelor's Degree, and beyond.

MCC also has successfully forged strong relationships with other local institutions. In addition to ongoing articulation agreements, MCC works with Eastern Connecticut State University (ECSU) to offer MCC graduates the opportunity to continue their studies on the MCC campus and earn a Bachelor of General Studies from Eastern Connecticut State University with a major concentration in Management or Human Services. ECSU faculty teach the majority of the classes students need to complete the last two years of their baccalaureate degree on the MCC campus or online (workroom).

Undergraduate Degree Programs

Despite budget challenges, MCC has continued to move forward, developing new programs and courses since our last NEASC review (workroom). To pursue development of new courses, the College has taken advantage of funding opportunities, both internal and external, such as MCC's Innovation Fund (which helped fund the new course, "Sustainability in the Food Industry"). Courses in sustainable energy were funded by the Sustainable Operations Alternative and Renewable Energy Initiative (SOAR) grant. The redesign of the math courses was funded by the National Center for Academic Transformation (NCAT) grant.

General Education

MCC's General Education Reform initiative began in Fall 2006, with an appraisal of our student learning goals. In the summer of 2006, a group of faculty, staff, and administrators attended AAC&U's Greater Expectations Institute to "develop an overall, coherent plan for improving the achievement and long-term academic success of under-prepared students from widely diverse racial and economic backgrounds." However, after attending the Institute, the team realized that the College needed to reconsider learning for all students regardless of their level of college preparedness. The goal shifted to developing learning goals that *all* students should accomplish to become educated citizens.

Between 2006 and 2008 during campus-wide meetings, MCC developed a set of college-wide learning goals that align with AAC&U LEAP goals. These learning goals, supported by the revised Strategic Plan, provided the leverage to focus on General Education Reform as well as co-curricular learning opportunities that align with the learning outcomes (see Standard Six for additional information). In Spring 2009, a General Education Task Force was formed to evaluate the efficacy of the General Education Core in relation to our learning outcomes. The Task Force comprised faculty who volunteered from each academic division as well as a counselor from Student Affairs who specializes in college transfer. The Task Force gathered feedback from faculty and staff at forums and reached three conclusions (workroom):

1. The comprehensive array of general education courses provides maximum flexibility for students and programs but lacks coherence.
2. Although learning outcomes are listed in MCC's catalogue, the College has not been comprehensively assessing whether students are accomplishing the General Education learning outcomes.
3. Finally, although many faculty assign written and oral communication assignments, some instructors do not include such assignments.

To address these weaknesses, during the 2009-2010 academic year, the General Education Task Force proposed a new design for the General Education core and provided many opportunities for faculty and staff input. A key component of General Education Reform has been to embed assessment into General Education. Several members of the Task Force returned to AAC&U's Greater Expectations Institute in June 2010 to receive feedback to help finalize the plan and to learn the best practices to implement General Education reform (workroom).

The new General Education core requires students to take 21 credits that will include ENG*101 Composition, a math class, a new Integrative Learning Seminar, and 12 credits from three Knowledge Areas (Knowledge of the Physical World and Natural World, Knowledge of Human Experience and Behaviour, and Knowledge of Human Thought and Expression). The plan was designed to provide a coherent and substantive experience for MCC graduates that includes 21 credits in a balanced distribution of required courses and restricted electives drawn from various academic disciplines and modes of intellectual inquiry. Such a plan provides a foundation for lifelong learning, conforms to BORHE policies and NEASC guidelines, and provides criteria for evaluation, including an assessment of student learning.

In August 2010, the Task Force shared a draft of the *Liberal Education Assessment Scorecard* along with rubrics for each learning outcome (workroom) and the Integrative Learning Seminar Assessment scorecard along with rubrics (workroom). During the Fall 2010 semester, faculty and staff were provided several opportunities to discuss questions and concerns about the General Education proposal and assessment scorecards, including a faculty-wide General Education meeting and several breakfast and afternoon "teas" with the Dean of Academic Affairs. At the January 2011 Professional Day, the General Education Task Force shared the final plan based on faculty and staff feedback, and in February 2011, the Academic Senate approved the pilot of the new General Education requirements for the General Studies and the Liberal Arts degrees. Throughout Fall 2011, faculty submitted courses for inclusion in the new General Education core indicating compliance with the new Gen Ed outcomes and the assessment methods they will use (workroom).

The Major or Concentration

MCC offers a variety of programs and certificates that provide students the opportunity to graduate and enter the workforce or transfer to a baccalaureate institution. The College's career-based degrees and programs prepare students for jobs that are in demand in the workforce; we seek input from advisory committees, transfer institutions, and employers to keep programs current and react as demand changes. Articulated course and transfer agreements with baccalaureate institutions (workroom), national accreditation of specific programs (workroom), and high success rates on professional and licensing examinations (workroom) demonstrate the success of MCC's degree programs (see S-Series).

Assessment of Student Learning

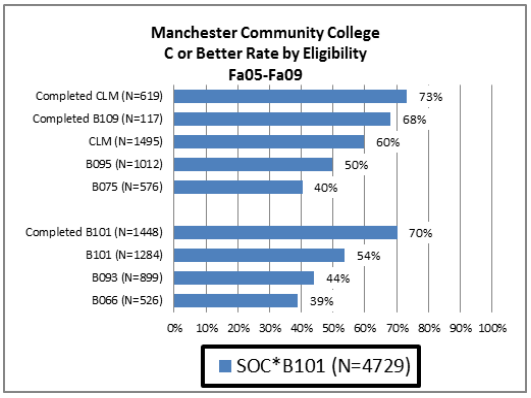
In accordance with our Strategic Plan, MCC is engaging in the process of meaningful assessment of student learning. MCC's catalog defines each program's learning outcomes and the College is developing more formal procedures to assess these program outcomes on a regular basis ("One Year, One Question," E-Series, and General Education Reform rubrics, described later in Appraisal). MCC's program and discipline review process, adopted in 2005 by the CCC System for use at all 12 community colleges, offers an excellent opportunity to evaluate programs and disciplines and to use the findings to effectively revise them. Some examples of changes made in programs and disciplines as result of the review process and external evaluation include the following: reduced class sizes in English Literature classes based on a 2007 English discipline evaluation; progress in assessment and refinement of learning goals as a result of a 2008 Business and Accounting program review; the update of the business office technology lab and the incorporation of a computerized communication course as a result of a Business Office Technology program review in 2009; development of courses in the human communication field and the expansion of online courses to include a film studies course as a result of a 2010 review in Communication. The multiple levels of internal and external review ensure that programs serve a useful role in our community and provide ongoing quality education for the students enrolled in the programs.

Of the eight programs with external accreditation, all are in good standing as can be seen from the S-Series. Three programs require external licensure for employment and two of the three regularly report an 80-100 percent pass rate. The Surgical Technology program has taken a number of actions to increase the pass rate on the national exam, such as instituting a mandatory study group, incorporating a practice certification exam as part of the curriculum, and using two software programs for practice and review of the Surgical Technology exam. The most recent results demonstrate that these actions have had a positive result, increasing the licensure pass rate to 73 percent in 2010 from 56 percent in 2009. (See S-Series.)

To further improve assessment and consistency of outcomes, faculty and staff formed the Assessment Resource Team (ART) in 2009. Team Leads on ART used the AAC&U Project on Accreditation and Assessment (PAA), the LEAP Initiative, and VALUE rubric project. Based on ART's work, beginning in the fall of 2009, departments and divisions began implementing a single-year assessment project ("One Year, One Question"). Many departments on campus had not taken a fresh look at their program outcomes listed in the catalog for several years, and, more importantly, had not been systematically assessing them. The "One Year, One Question" outcome assessment initiatives of 2009-2011 have helped faculty to become more aware of outcomes assessment and its integration into their teaching. Although ART no longer formally meets, faculty ownership of assessment and progress in this work is evident in a review of E-Series, discipline assessment projects, and General Education course proposals that identify assessments.

As a result of comprehensive assessment work on campus, an increasing number of programs and disciplines use standardized course outlines and rubrics to ensure that all same-course sections provide a similar skill set and that student work is measured in a uniform way. For example, 20 distinct sections of Public Speaking, a required course in many programs, are offered each semester, serving more than 600 students. Since adjunct faculty teach approximately 70 percent of the Public Speaking classes, the program developed a common course outline so that all instructors use the same textbook and have similar assignments. The program also developed a grading rubric in 2010 that allows faculty to evaluate speeches using consistent criteria, assuring a common learning experience regardless of the instructor. In order to ensure consistency in the use of the rubrics, full-time instructors "normed" themselves by evaluating student speeches that had been videotaped.

Several projects to increase student retention and success are underway on MCC campus. Recent data suggests that some of MCC's college-level courses had inadequate prerequisites. Many students in the non-credit, developmental English courses were allowed to enroll in other college-level courses but were struggling to be successful (workroom). As demonstrated by the chart below, students' level of college readiness in math and English has an impact on their likelihood of successfully completing the course with a C or better.



Therefore, beginning in the fall of 2011, a prerequisite of eligibility for ENG*101 English Composition was added to more than 100 courses that previously had either no prerequisite or a prerequisite of a developmental English class (workroom). To further increase student retention and success in developmental English courses, MCC has embedded a student development component in all English 066 classes. In these classes, four hours each week are devoted to English instruction and two hours are spent with a student development specialist who teaches college-level study and work skills. To increase retention and success in developmental math, developmental math courses have been redesigned into instructional modules supplemented with educational software. Students now spend four hours each week in a lab solving math problems and meet with faculty for small group and/or individual instruction based upon their progress in the modules.

Another project to improve student retention and success is the College's work to better align local high schools with MCC's expectation of college-level work. MCC's College Career Pathways Consortium consists of 17 high schools in partnership with the College. Among its core functions is the articulation of courses with high schools, thus providing high school students with an opportunity to earn college credits. Recently, MCC partnered with BORHE on a College Access Challenge Grant (CACG) to work with its two largest sending schools, Manchester High School and East Hartford High School, to ensure that high school math and English curricula align with college- and career-ready standards. Similar alignment work funded by a grant from the Hartford Foundation for Public Giving is being done with Great Path Academy. MCC also is working with the Manchester Adult Education program to pilot a legislatively-funded program aimed at increasing college readiness of students in Adult Education.

MCC's recent assessment of student learning also illustrates that our students can expect the same quality academic experience online as they would receive in the classroom. Examination of online and on-ground courses offered at MCC shows no significant difference in overall retention rates or grades (workroom). Common assessments are often used for on-ground and online sections, and the same faculty members often teach in both modalities, which help maintain consistency between the two learning environments. Ongoing initiatives in the development of online program and course guidelines, such as the work of the system Teaching and Learning Team (T&L) and the Library and Academic Technology Committee (LATC) governance committee, further ensure this consistency.

Areas of Concern

While MCC has the potential to grow, budget and space limitations are beginning to curtail some of that growth. Until this year, the College had been able to increase the number of course sections offered each semester. In Fall 2010, due to space and resource constraints, the College chose to maintain the same number of on-ground sections, effectively limiting enrollment to about 7,500 (headcount) students. The College has been able to add some high demand sections in alternative formats: weekend, online, hybrid, and/or accelerated. However, projections from the Educational Master Plan indicate that enrollments could continue to increase, and the College must find ways to accommodate more demand. Additionally, the Master Plan suggests that MCC should develop recruitment strategies and programs to attract older adult students, many of whom seek the flexibility of an online environment.

Related to concerns about growth and limited resources is another current focus for the College: under-prepared students and "ability to benefit." Our institutional data suggests that very few students beginning in our lowest level developmental courses persist to college-level courses. The College is working to address this matter by collecting and analyzing data about the efficacy of developmental courses, introducing new pedagogical models in developmental math and English courses, and placing appropriate prerequisites on college-level courses. However, for the first time in our history, MCC faculty and staff are discussing whether we can sustain the academic and support resources to help those least likely to succeed at college study (workroom).

The decision to add an English 101 prerequisite to more than 100 courses, while necessary to support our goals of academic rigor and student preparedness, also raised some concern about adequate communication of such an important change to other campus constituencies, especially Student Affairs. Although this significant change was made through the proper channels (academic divisions and Curriculum Committee), much of the preliminary discussion and details regarding the final action was slow to move into the Student Affairs area, whose registration, counseling, and advising functions are affected by changes in prerequisites. Clear and inclusive communication will be a priority as we implement this and other initiatives.

Also high on our agenda is the provision of input to the newly formed BORHE as it examines streamlining the program approval process. The current Academic Program Approval Process developed by the Connecticut Community College System office is elaborate and time consuming. New programs begin as a joint venture between the departments and the division director. After completing MCC's internal curriculum approval process, a new academic program may have to wait months to get on the Board of Trustees meeting agenda, which draws out the approval process and delays the availability of the programs to the students.

Another burdensome and lengthy process occurs with the creation of new courses. When proposing a new course, faculty and/or the department chairs/coordinators must review the common course number listing for all the state's community colleges to make sure there are no existing courses that cover 80 percent or more of the same content. (The Connecticut Community College policy concerning common course numbering requires that courses carrying the same designator, number, title, and number of credits have a minimum 80 percent overlap in content and/or learning outcomes across all the community colleges.) Faculty or the program chair/coordinator must contact other colleges that offer a similar course to obtain a copy of their course outline to review the content. Because there is no central database with syllabi and contact information, this can take considerable time to complete. The same process must take place if faculty want to make a change to the curriculum or to the title of a course, thus slowing down the curriculum modification process.

While most faculty embrace the program review process as an excellent opportunity to evaluate programs, they become frustrated because the process can be delayed by workload issues and staffing changes in departments. In one focus group for this self-study, faculty noted that the program review process was cumbersome and would benefit from additional clerical help to gather required materials such as course syllabi and faculty resumes. In addition, although scheduled every five years, not all program reviews and self-studies are completed on time; several programs have not been reviewed in ten years.

Changes in the student course evaluation process also have resulted in faculty receiving less-than-adequate student feedback. During the fall and spring semesters, the Community College System provides students the opportunity to complete an evaluation of each credit course they take, using a set of union-negotiated questions. Prior to the spring of 2010, these evaluations were completed with pencil and paper, but there were problems with the tabulation of the results and faculty often did not receive results of the evaluations until six months to a year later. In the spring of 2010, the CT Community College System Office implemented an electronic version that allows students to complete course evaluations online. While this has improved the timeline for receiving the results of the evaluations, faculty members are concerned that the number of responses has decreased (from over 50 percent to about 20 percent in Spring 2011). Further, faculty express concern that mostly the very happy or very upset students take the time to complete the online evaluations. Although the questions on the electronic surveys are the same as the paper survey, some faculty express dissatisfaction with the questions and with how student perceptions are used in the faculty evaluation process.

In addition, only courses that are offered through General Fund allocations are currently linked to the student evaluation process by the System office. The College has defined "credit extension" classes as those credit classes that are offered by the Continuing Education Division in accelerated online or alternative schedules, such as weekend classes. Credit extension courses are not evaluated by students in the same manner as on-campus classes that meet during the regular semester schedule.

Other significant differences exist between credit classes offered through the Continuing Education Division and the General Fund. One of the ways in which the College can increase revenue to help offset reduction in funding from the State is to increase credit course offerings in the Continuing Education Division through credit extension classes. (See Standard 9, where this is explained in greater detail.) Although these courses are held to the same academic standards as general fund classes, the start dates and times are different and the policies with regard to tuition refund and cost follow the policies of the Continuing Education Division, which differ from those of general fund classes. This causes confusion for students who may be enrolled in both credit and credit-extension classes during the Fall and Spring semester.

Undergraduate Degree Programs

The Associate Degree in General Studies, our largest degree program, which enrolls approximately 1,900 students annually, provides great flexibility for students to design their own program. However, students find it difficult to understand exactly what courses they should take to receive the General Studies degree and how their learning is integrated. In 2010-2011, MCC conducted a General Studies Program review, and an internal, cross-divisional team recommended a more prescribed curriculum that meets all of the College learning goals and includes a first-year experience course and competence in computer literacy. An outside evaluation team is scheduled to visit in Spring 2012 to further guide changes in this program.

Integrity in the Award of Academic Credit

Faculty have the right to determine certain policies that are not specifically prescribed in the BOT manual or by the College; therefore, because MCC does not have clear institutional policies on withdrawal, cheating, and plagiarism, differences in policies specified and enforced by each instructor can be confusing to students. For example, while some faculty permit withdrawals beyond the official withdrawal date and agree to sign a withdrawal form, others do not; further, the reasons for awarding a W vary among faculty, which can confuse and frustrate students. The College also does not have a clear standard and consistent response to cheating and plagiarism. Some faculty report these incidents to Student Affairs, while other faculty address the cheating or plagiarism on their own. As a result, MCC does not consistently track students who are repeat cheating and plagiarism offenders. The Academic Dean has urged faculty to include a clear statement on academic integrity on their syllabi, but this is not consistently done. Also, each semester faculty are required to submit their course syllabi to the Office of Academic Affairs, but this request is not always complied with in a timely fashion. Transfer of credits from other institutions also raises some concerns. If a student submits a transcript from another college for transfer credit evaluation, according to BOT policy, he/she will receive credit for courses that are equivalent to MCC courses if a C- or better was earned

for the class. A grade of TR will appear on the transcript for the transferred course, and if the course is a prerequisite for another course, students will be able to use it to continue their studies in that subject. This results in inconsistency because MCC requires our students to have a C or better for many classes that require a prerequisite. Also, students do not receive credit for transferred classes until they have completed a semester at MCC, and this means that prerequisite overrides must be processed manually, which is time consuming and sometimes requires a subjective analysis of whether a student actually has met the prerequisites for a course. In addition, when a manual override of a prerequisite for a course is required, there is no way to track the reason for these overrides.

Earning credits for prior learning is also a confusing process. The *Student Handbook* mentions credit for prior learning, but refers the reader to MCC's catalog for additional detail. The College catalog gives a brief description of course credit for prior learning, but offers no specific details on how to apply for such credit. This page also includes information about the CLEP, which is used to provide credit by examination. Again, no specific information about how to take advantage of this option is provided.

MCC's policies on academic standing also are unclear. The requirements for Dean's List, President's List, and graduation with honors are described in the College Catalog and the *Student Handbook* and are set by the Board of Trustees. According to MCC and BOT policy, students receiving grades of W (withdrawal) or I (incomplete) are ineligible for Dean's List and President's List for the semester in which such grades are received. However, because grades of W and I are excluded from the electronic calculation of GPA each semester (also per BOT policy), these students must be manually removed from the honors list, which creates undue burden on staff and can lead to students erroneously receiving letters indicating they have earned an honor that they are ineligible to receive. In addition, developmental courses are identified as non-credit in course descriptions in MCC's catalog, yet their impact on academic standing and GPA is unclear to students and is not stated clearly in any printed or online policy.

The College's methods for evaluating students' academic progress are also problematic. Students are evaluated in two different ways: Academic Standing and Progress Evaluation (or Satisfactory Progress). Academic Standing is determined by the student's GPA, which is based on grades earned and excludes W, I, and N grades. Progress Evaluation is based on the percentage of attempted credits successfully completed, including courses in which students received W and N grades. The different evaluation procedures sometimes yield contradictory results. For example, because W and N grades are excluded from calculation of GPA but included in determinations of progress evaluation, a student can be both on progress probation (based on progress evaluation) and in good academic standing (based on GPA).

To compound the problem, academic probation and suspension are determined only by Academic Standing (GPA), and the minimum GPA required in order to maintain good standing varies with number of credits completed. A separate designation of "progress probation" is based on Progress Evaluation. Students are placed on progress probation if they do not successfully complete 50 percent of attempted credits. There are no consequences associated with progress probation and thus students can flounder in this state for several consecutive semesters.

Assessment of Student Learning

While numerous programs have clearly articulated learning objectives and valid ways to measure these objectives, some programs need improvement. The E-Series forms show that several programs are not systematically evaluating learning outcomes or that some outcomes have not been effectively evaluated. In some cases, faculty in these programs are discussing how to revise their objectives. Once objectives are revised, course content will be updated and courses will be evaluated by aligning the curriculum with the program outcomes.

In addition, the College is not systematically assessing all students for competencies in information literacy. Information literacy is taught and assessed in many classes. The library offers numerous workshops on information literacy and assesses students at the end of the workshop. However, we cannot demonstrate that all students have mastered the skills of information literacy.

PROJECTION

1. Academic Affairs will lead the College community in discussions about "ability to benefit." Discussions will focus on defining "ability to benefit" and "access" in order to more clearly define the mission of the College in the midst of diminishing resources. This work will be completed in 2012.
2. To improve curricular processes, Academic Affairs and MCC's Web Master will create electronic, centralized methods for:
   a. storage of curriculum documents, using MCC's website to create documents for new courses and programs as well as modifications of courses and programs, to establish a more efficient curriculum process and easy access to historical documents. This work will be completed by 2012.
   b. faculty to create syllabi. The template will help standardize College policies and provide easy access to historical documents. This work will be completed in 2012.
   c. storing and maintaining program review documents that will result in a shorter timeline for program review completion and a more efficient way to retrieve and update documents needed to complete program review. This work will be completed in 2012.
3. The Academic Dean will work with division directors and program coordinators to complete program reviews for the following programs: Social Services A.S., Health and Exercise Science A.S., and Liberal Arts A.S./A.A. This work will be completed by Spring 2013.

4. Academic Affairs will investigate ways to improve student participation in the electronic course evaluation process. Academic Affairs and Continuing Education also will investigate ways to offer course evaluation in credit extension classes. This work will be completed by 2013.
5. The Dean of Academic Affairs, the Dean of Student Affairs, and the Dean of Continuing Education will consider strategies for clarifying course start times and policies with regard to credit extension classes.
6. Academic Affairs will oversee the redesign of General Studies degree with a focus on reviewing the General Studies curriculum and developing a new program that is more structured, provides greater opportunities for students to make meaningful connections in their learning, and meets the College's learning goals. This work will be completed by 2014.
7. Academic Affairs will oversee General Education reform following the timeline established for development and implementation of the new General Education reform. General Education requirements will be integrated into all MCC programs. As part of this process, assessment of information literacy will be embedded within all General Education courses. This work will be completed by 2014.
8. To address budget and space limitations, Academic Affairs, Student Affairs, and Continuing Education will continue to develop MCC's online, accelerated General Studies degree program. MCC will also continue to analyze the need for additional online, accelerated programs and online classes. This work will be ongoing, but the online, accelerated General Studies program will be available by Fall 2012.
9. In order to strengthen meaningful assessment of student learning:
    a. programs will document assessment initiatives and outcomes each year using the modified E-Series and submit them on March 1 with their program action plan.
    b. General Education outcomes will be assessed by a cross-divisional team based on artifacts submitted by faculty teaching General Education courses. Academic Affairs and ETDL will investigate the possibility of providing an online portfolio system. This work will be completed by 2013.
10. Academic and Student Affairs will work to correct inconsistencies of prerequisite grades for transferred credit versus institutional credit, including the problem concerning the transfer of C- grades. The goal is that all students will enter classes with the same minimum grade required for their prerequisite classes. This work will be completed by 2013.
11. Academic and Student Affairs will work with College governance committees to clarify policies related to academic progress, the impact of grades for developmental courses on academic standing and GPA, and the evaluation and granting of credit for prior learning.

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

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

Degree Level / Location & Modality	Main campus FTE	Other Campus FTE	Branches FTE	Other Locations FTE	Overseas locations FTE	On-Line FTE	Corres-pondence FTE	Total FTE	Unduplicated Headcount Total	Degrees Awarded, last year
Associates	3,766			34		213		4,013	6,403	812
Bachelors										
Masters										
Clinical doctorates (e.g., Pharm.D., DPT, Au.D.)										
Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.)										
M.D., J.D., DDS										
Ph.D.										
Total Degree-Seeking	3,766	0	0	34	0	213		4,013	6,403	812
Non-matriculated students	298			0		27		326	851	n.a.
Visiting Students										n.a.
Title IV-Eligible Certificates										
										Certificates awarded, last year
Students seeking certificates	115			0		7		122	245	152

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

Note: Enrollment numbers should indude all students in the named categories, induding students in continuing education and students enrolled through any contractual relationship.

FTE counts = academic credit hours/15
Other Locations = clinical, coop and internship registrations/credits
Hybrid counted in online
Independent study counted in Main Campus
Continuing Education students/credits not included

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

For Fall Term, as of Census Date	3 Years Prior (Fa08)	2 Years Prior (Fa09)	1 Year Prior (Fa10)	Current Year (Fa11)	Goal for next Year (Fa12)
Accounting, Business and Paralegal Total	**940**	**978**	**917**	**899**	**899**
Accounting - CERT	12	26	23	17	
Acct & Bus Admin - AS	381	412	364	368	
Acct: Career - AS	86	106	100	88	
Bus Admin: Entrepreneship Option - AS	13	28	44	54	
Business Admin - AS	257	215	211	200	
Entrepreneur/Small Business Cert - CERT	1	5	1	2	
Financial Plan Cert - CERT	11	6	7	9	
Marketing - AS	51	49	41	40	
Marketing - CERT	7	3	4	4	
Paralegal - AS	99	99	93	87	
Paralegal Certificate	20	28	26	26	
Real Estate - CERT	1	1			
Real Estate Mgmt - AS				1	
Taxation Cert - CERT	1		3	3	
Allied Health Careers Total	**317**	**339**	**352**	**326**	**416**
Gerontology - CERT	3	2	4	4	
Health & Exercise Science - AS				18	
Health Career Pathways - CERT	13	30	28	18	
Occupational Therapy Asst - AS	35	33	37	44	
Physical Therapy Asst - AS	5	12	8	5	
Respiratory Care - AS	38	40	40	35	
Respiratory Therapy - AS			1		
Sport & Exercise Studies - AS	137	137	139	115	
Surgical Tech - AS	40	40	41	47	
Therapeutic Recreation - AS	27	31	37	29	
Therapeutic Recreation - CERT	19	14	17	11	
Dental Assisting					45
Polysomnography					45
Communications Total	**125**	**137**	**140**	**146**	**146**
Communication - AS	81	87	91	101	
Communication: Journalism Option - AS	34	40	35	33	
Desktop Publishing - CERT	2		2	1	
Media Associate - AS	1				
Media Tech. Cert - CERT	6	6	10	7	
Public Relations		1		1	
Public Relations - CERT	1	3	2	3	
Computer Programming and Networking T	**209**	**249**	**210**	**205**	**205**
Computer Maintenance Tech - CERT	2	5	3		
Computer Network Tech - AS	54	67	61	61	
Computer Network Tech - CERT	8	10	11	7	
Computer Programming Tech - AS	43	45	43	39	
Computer Programming Tech - CERT	6	5	5	3	
Computer Science - AS	66	75	60	61	
Computer Technology - AS	30	42	27	34	

EM Plan: Overall HC target = +1.1%

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

For Fall Term, as of Census Date	3 Years Prior (Fa08)	2 Years Prior (Fa09)	1 Year Prior (Fa10)	Current Year (Fa11)	Goal for next Year (Fa12)
Criminal Justice Total	**442**	**524**	**565**	**543**	**543**
Criminal Justice - AS	418	499	545	529	
Criminal Justice - CERT	18	20	13	10	
Forensics Certificate - CERT	6	5	7	4	
DARC Total	**129**	**164**	**150**	**153**	**161**
Drug & Alcohol Recov Counselor - AS	128	163	149	153	
Mgmt Substance Abuse Facility - CERT	1	1	1		
Disabilities Specialist Total	**43**	**52**	**63**	**65**	**65**
Disabilities Specialist - AS	29	33	38	35	
Disabilities Specialist - CERT	1	4	2	1	
DisSpec: Spch-Lang Path Ast Option - AS	13	15	20	21	
Speech Language Pathology Asst - CERT			3	8	
Early Childhood Education Total	**226**	**260**	**240**	**224**	**224**
Chld Development Assoc Cert - CERT	4	2	8	4	
Early Childhood Education - AS	221	230	210	204	
Educational Associate - CERT	1				
Pathways to Teaching		28	22	16	
Engineering and Technology Total	**293**	**342**	**355**	**398**	**418**
Computer Aided Design - CERT	12	9	5	6	
Computer Engineering Tech - AS	38	59	65	59	
Engineering Science - AS	164	174	183	221	
Ind Tech: Elec OP - AS	7	2	2		
Ind Tech: IE OP - AS	3	1			
Industrial Technology - AS	2	3	2	2	
Lean Manufacturing Certificate		1			
Manufacturing Engr Science - AS	37	41	40	50	
Supply Chain Management Cert		1			
Sustainable Energy Cert			6	6	
Technology Studies - AS	12	8	5	1	
Tech Stds: Comp-Aided Design Option - AS	5	8	13	15	
Tech Stds: Electronics Tech Option - AS	1	9	5	4	
Tech Stds: Eng Technology Option - AS	8	16	18	18	
Tech Stds: Industrial Tech Option - AS	1	6	3	1	
Tech Stds: LeanMfg & Supply Option - AS	1	3	3	5	
Tech Stds: Tech & Eng Ed Option - AS	2	1	3	4	
Tech Stds:Technology Mngmnt Option - AS				4	
Tech Stds: Machine Tech Cert			2	2	
Environmental Science Total	**9**	**23**	**39**	**44**	**46**
Environmental Science Tech - AS	9	4	3	4	
Environmental Science-AS		19	36	40	
General Studies Total	**1,507**	**1,813**	**2,022**	**1,943**	**1,823**
Gen Studies-Allied Health - AS	154	259	250	254	
Gen Studies-Education				1	
General Studies - AS	1,353	1,554	1,772	1,688	

EM Plan: Overall HC target = +1.1%

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

For Fall Term, as of Census Date	3 Years Prior (Fa08)	2 Years Prior (Fa09)	1 Year Prior (Fa10)	Current Year (Fa11)	Goal for next Year (Fa12)
Graphic Design and Multimedia Total	**228**	**217**	**226**	**228**	**239**
Graphic Design - AS	141	133	123	125	
Graphic Design: Multimedia Option - AS	56	35	15	10	
Multimedia Studies - AA	31	48	60	54	
MultimediStd:Comp Game Design - AA		1	28	39	
Hospitality Total	**171**	**184**	**196**	**224**	**224**
Culinary Arts - AS				56	
Culinary Arts - CERT	42	37	59	47	
Food Store - CERT	1		2	1	
Foodservice Management - AS	69	83	86	65	
Hotel - Tourism - CERT	1	1	1	2	
Hotel- Tourism Management - AS	49	54	34	44	
Hotel-Motel Management - AS			1	1	
Professional Baker Cert - CERT	9	9	12	8	
PROFESSIONAL COOK CERT - CERT			1		
Information Management and Technology	**122**	**148**	**145**	**143**	**143**
Acct & Bus Admin: MIS - AS	21	11	7	4	
BOT: Admin Assist - AS	27	30	33	29	
BOT: Admin Assist, Legal - AS	4	5	8	4	
BOT: Admin Assist, Medical - AS	33	48	44	57	
BOT: Medical Insurance Spec - CERT	7	19	18	13	
BOT: Medical Transcription - CERT	2	8	6	3	
BOT: Support Specialist Certificate		4	3	2	
BOT: Word Processing - CERT		1	1	1	
Business Office Technology - AS	5	3	6	6	
Comptr Information Systems - CERT	3	1	1	1	
Computer Info Systems - AS	12	10	4	3	
Computer Operating Sys Tech - CERT	2	2	2	1	
Management Information Systems - AS		6	11	16	
Web Technology Cert - CERT			1	3	
Liberal Arts & Sciences - AA/AS Total	**669**	**739**	**734**	**694**	**750**
Music Studies - AA Total		**33**	**39**	**62**	**65**
Non-Degree Total	**939**	**864**	**825**	**851**	**851**
Social Service Total	**188**	**198**	**205**	**207**	**207**
Social Services - AS	172	186	196	198	
Social Services - CERT	16	12	9	9	
Visual Fine Arts Total	**90**	**102**	**117**	**144**	**151**
Visual Fine Arts - AA	90	99	107	112	
Visual Fine Arts: Photography - AA		3	10	32	

EM Plan: Overall HC target = +1.1%

Standard 4: The Academic Program

(Credit Hours Generated By Department or Comparable Academic Unit)

	3 Years Prior (Fa08)	2 Years Prior (Fa09)	1 Year Prior (Fa10)	Current Year (Fa11)	Goal for next Year (Fa12)
Undergraduate					
ACC* - Accounting	1,645	1,764	1,510	1,598	1,598
ANT* - Anthropology	555	648	675	633	665
ART* - Art	3,099	3,323	3,372	3,188	3,284
AST* - Astronomy	160	237	238	227	227
BBG* - Business, General	942	1,227	1,263	1,209	1,209
BES* - Business, Entrepreneurship	162	156	147	126	126
BFN* - Business, Finance	280	284	244	276	276
BFP* - Business, Financial Planning	36	21	30	51	51
BIO* - Biology	2,829	3,036	3,126	3,253	3,253
BMG* - Business, Management	726	765	717	873	873
BMK* - Business, Marketing	366	264	288	321	321
BOT* - Business Office Technology	1,013	1,098	973	1,008	1,058
CAD* - Computer-Aided Design	321	303	213	267	267
CHE* - Chemistry	952	916	968	996	996
CJS* - Criminal Justice	2,430	2,596	2,707	2,516	2,516
COM* - Communication	2,911	3,148	3,324	3,459	3,459
CSA* - Computer Systems Applications	463	618	492	468	468
CSC* - Computer Science	744	685	632	627	627
CST* - Computer Systems Technology	681	855	861	832	832
DAR* - Drug/Alcohol Recovery Counselor	765	894	885	840	840
DGA* - Digital Arts	618	678	612	567	567
EAS* - Earth Science	402	471	573	549	549
ECE* - Early Childhood Education	779	726	770	641	641
ECN* - Economics	945	1,101	1,086	1,092	1,092
EDU* - Education	21	37	13	14	14
EET* - Electrical Engineering Technology	68	76	88	92	92
EGR* - Engineering Science	519	717	748	825	866
ENG* - English	10,169	11,156	10,583	10,184	10,184
ESL* - English as a Second Language	176	268	284	312	312
EVS* - Environmental Science	495	750	711	741	778
FRE* - French	248	248	196	244	244
GEO* - Geography	597	750	753	702	702
GERN – Gerontology	75	84	87	51	51
GLG* - Geology	80	80	76	80	80
GRA* - Graphic Design	270	258	345	306	321
HIS* - History	2,259	2,352	2,292	2,166	2,166

EM Plan: FTE goal = increase of 0.9% = 39 FTE or 585 credits, or 195 seats

Standard 4: The Academic Program

(Credit Hours Generated By Department or Comparable Academic Unit)

	3 Years Prior (Fa08)	2 Years Prior (Fa09)	1 Year Prior (Fa10)	Current Year (Fa11)	Goal for next Year (Fa12)
Undergraduate					
HLT* - Health	93	94	96	94	94
HPE* - Health, Physical Education	666	672	737	772	772
HSE* - Human Services	705	680	773	757	757
HSP* - Hospitality Management	1,147	1,285	1,268	1,283	1,283
HUM* - Humanities	69	147	246	324	324
LGL* - Legal	509	535	604	575	575
MAT* - Math	6,799	7,653	8,151	8,632	8,632
MET* - Meteorology			60	48	48
MFG* - Manufacturing Engineering Technol	108	198	102	36	38
MUS* - Music	1,336	1,591	1,540	1,317	1,317
OCE* - Oceanography	81	72	84		-
OTA* - Occupational Therapy Assistant	316	259	311	369	369
PHL* - Philosophy	1,245	1,206	1,260	1,152	1,152
PHY* - Physics	636	784	768	756	756
POL* - Political Science	1,257	1,659	1,578	1,227	1,286
PSY* - Psychology	4,123	4,616	4,730	3,649	3,824
PTA* - Physical Therapist Assistant	36	48	60	28	28
QM – Quantitative Methods	168				-
RLS* - Recreation and Leisure	235	202	248	216	216
RSP* - Respiratory Care	261	256	260	243	243
SCI* - Science					-
SD – Student Development	399	450	345	345	345
SGN* - Sign Language	123	123	177	117	117
SLP* - Speech and Language Pathology	60	45	51	75	75
SOC* - Sociology	2,100	2,220	1,935	1,686	1,764
SPA* - Spanish	584	608	616	668	668
SSC* - Social Science	632	617	653	711	711
SUR* - Surgical Technology	271	261	273	254	254
THR* - Theatre	117	201	195	249	249
Allied Health (Dental, PSM)					240

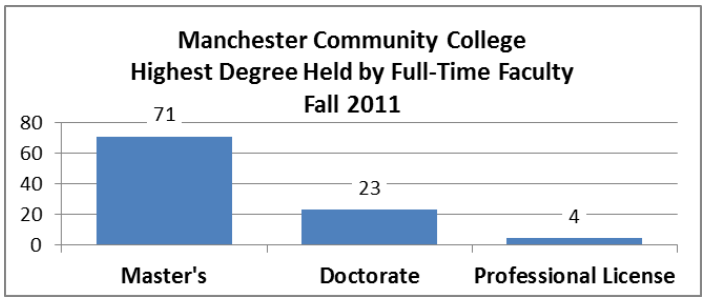
EM Plan: FTE goal = increase of 0.9% = 39 FTE or 585 credits, or 195 seats

Standard Five: Faculty

Manchester Community College faculty are passionate about what they do – provide high-quality and effective instruction, advise and evaluate students, and participate in scholarship, research, and service compatible with the mission and purposes of the institution. However, State budget cuts have curtailed hiring at a time of record enrollment growth, and faculty feel burdened with growing responsibilities as more and more full-time positions remain vacant.

DESCRIPTION

The quality of education at MCC relates directly to the competence and expertise of the College's faculty. MCC's faculty qualifications include advanced degrees, scholarship, advanced study, creative activities, and other professional experience, training, and credentials. (See E-Series).

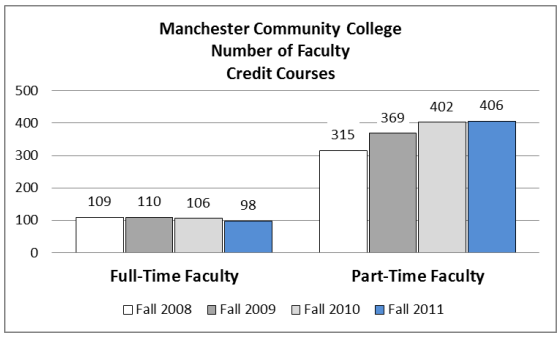


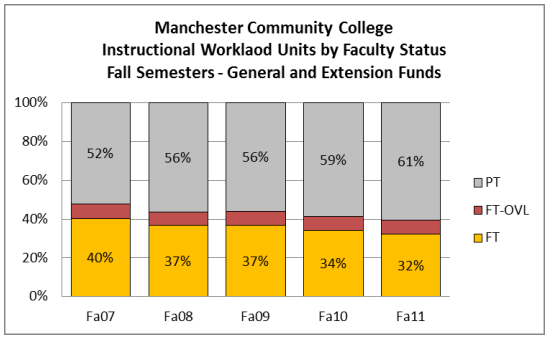
The role and responsibilities for faculty are delineated in the 4C's *Collective Bargaining Agreement*, Articles IX and X. The *Agreement* stipulates three types of appointments for full-time faculty: a full-time lecturer appointment for one year or less, a standard one-year appointment, and a tenured continuing appointment.

Full-time faculty members are required to teach 12 contact hours and provide three office hours per week each semester (though they often exceed that time to accommodate students). Class size and ratio of students to instructor varies according to discipline. Courses with studio or laboratory components and those with more intensive writing requirements enroll fewer students. Class sizes vary from 12-45 students, with an average class size of 22. Faculty teaching duties constitute 80 percent of their total workload. The remaining 20 percent of the faculty workload – known as "Additional Responsibilities" – consists of at least nine hours per week of activities that contribute to the mission, goals, and priorities of the College (see Section X of the 4C's *Agreement*). Under the current *Agreement*, a faculty member may elect to teach an additional three contact hours without compensation in lieu of Additional Responsibilities. (In Fall 2011, five of 99 full-time faculty chose to teach as their Additional Responsibilities.) By June 1 of each year, every faculty member submits an Additional Responsibility Proposal to his or her division director and the Dean of Academic Affairs for review and approval, along with an outcomes report on the previous year's Additional Responsibility Proposal.
The Dean of Academic Affairs and/or President can approve course release time for faculty members participating in high-demand College projects. For example, course release time has

been granted for the development of new and strategic online courses, the oversight of re-accreditation activities, and the development and oversight of new/unique programs, such as the Entrepreneurship Center and the Academic Community Engagement (ACE) program.

As of Fall 2011, MCC had 98 full-time faculty and 406 part-time faculty. The large number of adjunct faculty is a response to the number of courses offered and budget restraints. In Fall 2011, full-time faculty with regular course loads performed 32 percent of the instructional workload, while part-time faculty performed 68 percent of the workload. Several temporary full-time faculty members have been employed on semester contracts over the last few years to help ameliorate the effect of faculty retirements. For example, in Spring 2011, temporary full-time instructors were hired in Business and in Culinary; in Fall 2011, a temporary full-time instructor was hired in Culinary; and in Spring 2012, temporary full-time instructors were hired in Culinary and Business. In addition, one temporary full-time instructor was hired in math and one in English, funded by a College Access Challenge Grant.





According to the 4C's *Collective Bargaining Agreement*, a part-time faculty member may teach a maximum of eight credit hours in the entire Connecticut Community College System and should be available at reasonable times to confer with students. MCC recommends that part-time faculty dedicate one office hour – in person or electronically – per course and that part-time faculty members notify students of their availability on their syllabus.

Faculty are evaluated on a fixed schedule as defined by the contract (see Article XI of the *Agreement*). The process for assessing full-time faculty effectiveness consists of the following components:

1. Classroom observation by a division director
2. Student evaluations of each class section every semester for all faculty
3. A Self-Appraisal and Professional Development Plan completed by the faculty member
4. Overall Performance Report completed by the division director

Overall, the evaluation process allows for self-assessment and encourages communication with division directors to design a sound Professional Development Plan. The Self-Appraisal process emphasizes goal-setting and provides a basis for division directors to work closely with individual faculty members to help improve performance where needed and to recognize excellence. The evaluator uses the fourth item, the Overall Performance Report, to describe and assess the faculty member's effectiveness in terms of four rubrics: Knowledge, Application of Knowledge, Interpersonal Skills, and Motivation. New faculty are evaluated during their first and second appointments, non-tenured faculty on a standard appointment are evaluated every three years, and tenured faculty every five years. The faculty member and evaluator meet to discuss the classroom observation and the contents of the Professional Development Plan at least twice in the evaluation process, and evaluations are kept in a faculty member's professional file. Overall, this evaluation process provides a full and accurate picture of faculty competence.

Part-time faculty members are evaluated in their first semester, third semester, and every fifth semester thereafter. Part-time faculty evaluation includes a classroom observation by a program coordinator or department chair and an Overall Performance Report that provides comments on student evaluations, classroom observation, and other responsibilities.

Hiring Process

MCC uses a comprehensive, inclusive process for filling full-time faculty vacancies. Announcements for full-time teaching positions at the College consistently identify the Board of Trustees' minimum hiring qualifications as a Master's Degree in the field (required) and prior college teaching experience (preferred) or demonstration of equivalent education and/or past work experience.

Searches for full-time, tenure-track faculty are conducted at the national level in an effort to attract a well-qualified and diverse applicant pool. Faculty vacancies are posted on the College website and advertised in local and national publications, such as *The Chronicle of Higher Education*, *Diverse Issues in Higher Education* and *The Hispanic Outlook in Higher Education*. The College's Department of Human Resources uses mailing lists from different organizations, such as the NAACP, to diversify the applicant pool further. For highly specialized positions, more extensive publicity is provided through professional publications.

Once a full-time teaching position is announced, the Academic Dean appoints a search committee chair. The chair and the Academic Dean identify prospective search committee members and forward the list to the Director of Human Resources and the Affirmative Action and Staff Development Coordinator for review and approval. Search committees consist of teaching and non-teaching staff members and reflect the diverse composition of the College community.

Before beginning its work, the search committee is given its charge by the Director of Human Resources and Affirmative Action Officer who ensure that all members understand the search process, the importance of confidentiality, and the concept of the "goal candidate" as defined by the Commission on Human Rights and Opportunities (CHRO). Search committees review applications and select an interview pool based on the qualifications described in the position announcement and CHRO goals. The list of candidates for interview are forwarded to the Dean of Academic Affairs and Director of Human Resources who may ask the committee to consider additional candidates for the purposes of meeting goals related to increasing diversity on campus.

The search committee conducts interviews and sends a list of three to five finalists to the Dean of Academic Affairs and the Director of Human Resources. The Dean of Academic Affairs interviews the finalists, conducts reference checks, and makes a recommendation to the President, who makes the final decision on hiring. Once hired, full-time faculty members receive an employment contract, a copy of the 4C's *Collective Bargaining Agreement*, and the *Faculty Handbook*.

Adjunct instructors are not selected through the search process described above. Advertisements for part-time faculty positions are placed on MCC's website and occasionally in the *Hartford Courant* and local minority publications as well. Applicants send their resumes and applications to department chairs and/or program coordinators who review applicants' credentials, interview candidates, conduct reference checks, and offer a one-semester contract to qualified applicants.

Part-timers who have earned a minimum of 24 credits (and 18 credits at a single college) without an unsatisfactory evaluation are eligible to apply to the 4C's part-time lecturer (PTL) seniority pool at the college where they earned the 18 credits. Faculty members enrolled in the pool are offered one course they are qualified to teach before these courses are offered to someone not on the PTL seniority list.

Salary, Promotion, Tenure, and Sabbatical Leave & Retraining

The 4C's *Collective Bargaining Agreement* defines procedures for salary, fringe benefits, promotion, tenure, and sabbatical leave/retraining. The *Agreement* also spells out grievance procedures available to faculty and identifies the need to address grievances "fairly without fear of prejudice or reprisal."

MCC's starting salary for an instructor is $47,705, whether the instructor has a Master's or Doctorate Degree, and there is no compensation or incentive for faculty acquiring higher degrees. Salaries for a full-time faculty position with department chair or program coordinator responsibilities begin slightly higher at $51,520. Promotion provides an opportunity for a faculty member to increase salary; however, no salary increase accompanies tenure. The salaries are competitive across the state and region.

Full-time faculty members may apply for promotion once they meet minimum qualifications for the next rank. Each year, the Office of Human Resources publishes and distributes to the College a list of all those who are eligible to apply for promotion or tenure. Applicants use a system-wide promotion form (workroom) to explain their growth in teaching, professional development, and noteworthy service to the College and community. This application is forwarded to an elected Promotion Committee that reviews and makes recommendations for promotion. The Promotion Committee submits a written recommendation with supporting rationale to the President, who makes the final promotion decision based on the merits of the applications and other considerations, such as recommendation of the Dean of Academic Affairs.

Full-time faculty members may apply for tenure in their sixth year of service. Tenure applicants submit an application form (workroom) to the elected Tenure Committee, which recommends for or against tenure for each candidate. This list is then forwarded to the President, who makes the final determination. As of Fall 2011, 68 of 98 full-time faculty on contract held tenure.

Full-time faculty members may apply for a full- or half-year sabbatical after six full years of service. The process requires applicants to submit a detailed description of the sabbatical project and demonstrate how that project serves the initiatives and mission of the College. An elected Sabbatical Leave Committee reviews the applications. The committee makes recommendations to the President, who makes a recommendation to a System sub-committee. The committee reviews all recommended sabbatical leave requests from each of the Connecticut Community Colleges in the System and selects sabbatical leave recipients.

Professional Responsibilities and Development

Opportunities are available for faculty to participate in system-wide, local, and individual professional development. At the System level, the CT Community Colleges System offers many opportunities for professional development. The Center for Teaching (CFT) sponsors programs – the Spirit of Teaching, Pathways for Teaching Innovation, the Schwab Institute for Academic Leadership, the Barnes Seminar, and Instructional Skills Workshops – in response to system-wide needs. The system-wide Teaching & Learning Team (T&L) addresses best pedagogical practices in the use of online instructional technology. In addition to holding an annual conference, the Team has created a nine-week online course, *iTeach Essentials*, that provides faculty with the experience of taking an online course while learning how to create and teach an online course. CT Community Colleges System Office staff members also develop and offer Blackboard training in cooperation with T&L and local educational technology and distance learning staff. Finally, several discipline-specific professional organizations – including the Mathematical Association of Two-Year Colleges of Connecticut (MATYCONN) for mathematics faculty, the Connecticut Coalition of English Teachers (CCET) for English faculty, the ESL Council, the Early Childhood Education Council, and the Biology Council – address system-wide concerns and conduct discipline-specific faculty development.

At the local level, MCC has a CFT Teaching and Learning Consultant (TLC) who works with a committee of teaching and non-teaching faculty to create and coordinate activities in key areas of teaching and learning. The College's Department of Educational Technology and Distance Learning (ETDL) offers a wide range of educational technology workshops and one-on-one consultations to help faculty integrate technology in on-ground as well as online courses. Academic Affairs designs professional development relevant to academic initiatives; recent opportunities have focused on the College's mission, learning goals, General Education, and assessment (workroom).

Part-time faculty are invited to all college-level and many system-level professional development programs. Beginning in 2009, MCC launched new initiatives to address part-time professional development, including a cross-disciplinary, start-of-the semester orientation and several workshops dedicated to involving part-time faculty in MCC initiatives, such as the NEASC self-study, General Education reform, and assessment projects. In addition, many departments and programs conduct start-of-the-semester orientations as well as end-of-the semester programs that include a professional development component, such as curriculum updates and classroom strategies. Full-time faculty serve as mentors, formally or informally, for part-time faculty. Additionally, classroom evaluations offer an opportunity to discuss teaching and learning with part-time faculty.

Full- and part-time faculty are eligible to apply for professional development funds at the College. Full-time faculty members are contractually entitled to $750 for professional development each academic year ($800 if presenting at a conference); part-time faculty who have taught 18 credits or more in the System are entitled to $350 each year. Faculty members may use all or part of this allotment to take courses for skill development or advanced degrees, attend conferences in specialized fields or in general education, or support professional development in co-curricular areas such as advising and retention. Academic division directors also may use operating expense funds to provide additional support for faculty who are required by their professional accreditation agencies to participate in yearly national conferences. Further, the Academic Dean may fund professional development opportunities in strategic areas. Recent examples of this include funding for participation in conferences on learning outcomes assessment, General Education reform, launching distance learning programs, and professional development in *On Course*, a student development program. Full-time faculty also have access to retraining funds (Article XVII of the *Agreement*) and full-time leave for professional development (Article XVIII of the *Agreement*).

To ensure professionalism and integrity, Article VI of the *Collective Bargaining Agreement* entitles all full- and part-time faculty to academic freedom in conducting research and publishing results, and in executing their teaching responsibilities. The MCC *Faculty Handbook* outlines clear expectations and guidelines on a wide range of issues to ensure that faculty members understand their responsibilities and obligations and take the appropriate steps to meet them.

Teaching and Advising

Faculty use a variety of instructional techniques to meet diverse academic objectives for a diverse student population. Instruction is offered fully on-ground, in web-enhanced classes, through hybrid classes, and fully online. Although the modalities are different, classrooms are characterized by a variety of instructional techniques such as lecture, demonstration, discussion, group projects, and other collaborative exercises. As discipline-appropriate, students complete labs, participate in internships or service-learning, prepare and serve meals, and create studio art. Because students complete a General Education requirement as well as courses required for their major, and because the College's hiring policies value a diverse applicant pool, students typically experience faculty with different teaching styles and diverse viewpoints.

Faculty provide students with opportunities to demonstrate their mastery of course objectives through the production of scholarly and/or creative student projects (workroom). Evidence of creative projects is displayed on the walls of classrooms, hallways, and library, in the Hans Weiss Gallery, in the annual literary and artistic journal, *Shapes*, and in the campus newspaper, *Live Wire*. Scholarly projects include the Computer Share and Repair Club, where students repair and donate refurbished computers to the community; the Criminal Justice department's mock crime scene activities; the Life Support and Sustainable Living program, which provides National Science Foundation (NSF) funds for cooperative research between regional community college students and university students; and the Business department's Statewide Elevator Pitch Contest for Entrepreneurship and Student Business Fair, where students presented their businesses. The College acknowledges students' scholarly and creative achievements in several ways. MCC sponsors four honor societies: Alpha Mu Gamma, Alpha Beta Gamma, Epsilon Pi Tau, and Phi Theta Kappa. Additionally, at the end of each fall and spring semester, the College organizes a Student Arts Festival to showcase student work in fine arts, media arts, graphic arts, and music; the English Department sponsors an annual Writing Contest; and Culinary Arts students prepare and serve luncheons, dinners, and cater special College events, such as the Evening of Fine Wines. Finally, each year on the night before graduation, the College hosts an Awards Ceremony acknowledging achievements in both the Academic and Student Services areas of the College (workroom).

To maintain and improve instructional effectiveness, MCC faculty and administration are committed to assessment. With financial support from administration, faculty and staff have attended assessment conferences and training. Faculty and staff recently redesigned General Education, adding rubrics for each General Education course, which will measure and provide evidence of student learning (described in detail in Standard Four). In addition, MCC's assessment team (ART) has guided the College in discipline-specific assessment projects ("One Year, One Question," described in detail in Standard Four) to help measure what students learn. Program outcomes are defined and measured as described in the E-Series.

Departments that offer multiple sections of the same course strive to achieve consistency of outcomes in a variety of ways. Common learning outcomes are identified, and in some departments, a common textbook, curriculum and/or laboratory experiences are used by all faculty teaching the course. Strategies used to assess learning outcomes may include common questions embedded in the tests and final exam (developmental math), a common rubric (English and math), the tasting of a food item by multiple staff in Culinary, or the critique of a piece of artwork by Visual Fine Arts faculty and staff.

To help students succeed, faculty are involved in the College's wide-ranging support: faculty use Additional Responsibility time to tutor in the Academic Support Center, serve on the Universal Design for Instruction committee, work closely with the Office of Students with Disabilities, and work as academic advisors. (Student support is described in detail in Standard Six.) In addition, curricular and instructional efforts to meet the needs of students under-prepared for college-level work are an important focus of the College (see detailed description in Standard Four).

To ensure and maintain academic excellence, MCC faculty and administration uphold academic integrity, which is vital to mission of the College. The *Student Handbook* and *Faculty Handbook* define academic integrity, and the Academic Affairs Office strongly encourages faculty to include a written policy regarding academic integrity in their syllabi. Further, the College's Academic Standards Committee, comprising faculty and staff from across the College, regularly addresses issues involving academic integrity. (Additional information on academic integrity is included in Standards Four, Six, and Eleven.)

Scholarship, Research, and Creative Activity

Consistent with MCC's mission and purposes, faculty are expected and encouraged to stay current in their field. In addition to system-wide professional development activities (described earlier in this standard), faculty are encouraged to use professional development funds, retraining funds, or official leave to pursue field-specific professional development. Most opportunities relate to pedagogy and strategies for teaching that are appropriate to an open-access, two-year institution. MCC's commitment to research and creative activity is reflected in Professional Development Plans that are prepared by faculty during their evaluation process.

Institutional Effectiveness

The College evaluates institutional effectiveness with regard to faculty in several ways: through a stringent faculty evaluation process (described earlier in this standard) that occurs at regular intervals; through the promotion and tenure process, which also allows for a periodic review of faculty performance in a range of different areas; and through the annual Additional Responsibilities proposals that are reviewed by division directors and the Academic Dean. The College evaluates institutional effectiveness through department/program action plans and self-studies. Each year every department or program must report on its activities, and every five years each department or program must conduct a thorough self-assessment. Over the last two years, the College has also instituted learning assessment projects in all disciplines and

programs to improve institutional effectiveness. (Self-studies and assessment projects are described in more detail in Standard Four.) Finally, the College assesses faculty effectiveness through an ongoing program of institutional research, led by the Director of Planning, Research, and Assessment. This research explores areas such as performance of developmental students in college-level courses, the "ability to benefit" of our most under-prepared students, the impact of the first-year experience course on student success, and the percentage of students who graduate or transfer to baccalaureate colleges (workroom).

APPRAISAL

Achievements

When asked at an all-College meeting to identify a major strength of MCC, one of the strong themes that emerged from over 150 responses was that staff and faculty are proud of the College's academic excellence and high-quality instruction. MCC's dedicated faculty work individually and collectively to improve the quality of teaching and learning on campus. They are familiar with emerging educational technologies and use a wide variety of instructional methods. Over the years, faculty members have been regularly involved in initiatives designed to improve the quality of teaching and learning on campus, such as *MCC's 2020: Sharing the Vision* initiative, General Education reform, and campus-wide outcomes assessment projects. They also are active in numerous campus activities such as academic advising, fundraising for student scholarships, community outreach, educational partnerships, and advising honor societies and clubs. Additionally, MCC faculty members regularly engage in scholarship and other creative activities, such as conducting and publishing research, writing and editing books, writing and performing music, and creating and exhibiting works of art. Despite economic challenges that limit hiring, MCC was able to recently hire an Instructor in Music (2010), an Instructor in Physics (2010), and an Instructor in History (2011), much needed positions that will further enhance teaching and learning at the College.

Hiring Process

MCC ensures equal employment opportunity and meets all State requirements in terms of 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. (Section 6 of Workforce Analysis 46a-68-38 includes a series of charts representing that analysis.) To ensure confidential and fair processes that comply with Affirmative Action goals, the Director of Human Resources and Affirmative Action Officer oversee hiring searches. Important documents are provided to search committees, including "The Role of the Human Resources (HR) and Affirmative Action (AA) Offices in the Search Process," "Affirmative Action: Theory and Practice," and "The Affirmative Action Connection: Search Goals" (workroom). The Affirmative Action Officer also oversees the three hours of diversity training mandated in 2000 for all State employees. In Spring 2009, the Officer established a Respectful Workplace Initiative; at its conclusion in Summer 2011, 35 percent of all full-time faculty members had participated. MCC's attention to equal employment opportunity is illustrated by our diverse faculty. As of the 2010-2011 academic year, 54 percent of full-time instructors and 50 percent of part-time

instructors are women. Twenty percent of full-time faculty and 13 percent of part-time faculty are minorities. Faculty diversity approaches MCC's student population: 53 percent female and 35 percent minority.

Salary, Promotion, Tenure, and Sabbatical Leave & Retraining

The chart below demonstrates that from 2008-2011, promotions were granted to most faculty who applied, and tenure was granted to all of those who applied. (Retraining funds have not been requested recently, and information on sabbatical leave is described in the Appraisal section.)

Manchester Community College Promotion and Tenure Activity						
	Promotion			Tenure		
	Applied	Promoted	% Promoted	Applied	Tenured	% Tenured
2008-09	16	15	94%	2	2	100%
2009-10	17	15	88%	8	8	100%
2010-11	18	17	94%	4	4	100%

Professional Development

In 2010-2011, 48 percent of full-time faculty used some or all of their professional development funds to participate in regional and national professional development activities. Seven full-time faculty presented at conferences; two of these instructors presented at two different conferences.

Locally, the Center for Teaching (CFT), Academic Affairs, and Educational Technology and Distance Learning (ETDL) sponsored six Teachers' Cafes on topics such as Narrative Teaching, the Teachers Bureau, Active Learning Strategies, iTunes University, Effective Strategies for Collaborative Learning, Best Practices in Developmental Education, and Case Studies as an Effective Teaching Tool. In addition, CFT sponsored six case study discussions, a dinner with presentations on high impact educational practices, and a Spring Luncheon that featured a panel of veteran teachers.

MCC has also supported professional development for part-time faculty. In 2010, MCC hired a new Associate Dean of Academic Affairs who now offers an extensive adjunct orientation at the start of each semester and periodic workshops to enhance adjunct instruction and inform adjuncts about changes at the institution. These workshops and orientations provide an array of information about pedagogy, scholarship, professional development, benefits, student rights, and grievance and will keep adjunct faculty better connected to the College and encourage their involvement in the life of the institution.

Teaching and Advising

MCC's faculty are dedicated to teaching, as can be witnessed by walking the hallways: faculty can be seen in their offices meeting with students, discussing teaching techniques with one another, facilitating gallery openings and performances in the auditorium, tutoring in the Academic Support Center, and attending student events, such as the Winter and Spring Arts Festival (workroom). Faculty utilize educational technology, as evidenced by the number of online, hybrid, and web-enhanced offerings and well-attended technology workshops (see Standards Four and Seven), and our instructors actively seek professional development, illustrated by the Academic Dean's well-attended workshops throughout the year.

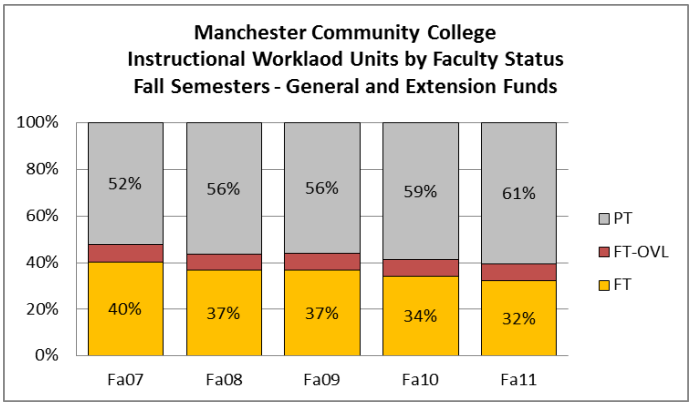
Faculty have collaborated with the Office of Academic Advising to improve students advising. Approximately 30-35 full- and part-time faculty members serve as advisors each semester. To ensure consistency between the Academic Advising Center and faculty, the College has formed an Academic Advising Council comprised of counselors and faculty. The Council provides a *Faculty Advising Handbook* (workroom), sends updates and advising information as necessary, and encourages program coordinators to visit the Counseling Center as needed to keep up-to-date with changes. Further enhancing MCC's collaborative approach to advising, counselors regularly attend academic division meetings to share information with faculty. Additionally, in 2010-2011, several coordinators of large programs (Business, Criminal Justice, and Allied Health) began offering group advising sessions to more effectively meet student needs. (Advising is described in detail in Standard Six.)

Scholarship, Research, and Creative Activity

Research conducted for this self-study indicates that many faculty members are engaged in scholarship and other creative pursuits. MCC's teaching artists also exhibit their own artistic work; allied health faculty practice their profession over the summer when not on contract; faculty write and publish in their discipline areas; instructors in all disciplines attend conferences (workroom).

Areas of Concern

MCC's ratio of full-time faculty to part-time faculty is a serious concern. The percentage of full-time coverage of classes has decreased from 40 percent in Fall 2007 to 32 percent in Fall 2011. Reasons for the dramatic change are due to: 1) vacant full-time positions are not immediately filled, and 2) an increase in overall enrollments has necessitated offering more sections of required courses (and thus, more adjuncts). This condition is also exacerbated by budgetary constraints combined with recent retirements of full-time faculty. Part-time faculty members often bring "real-world" experience to the classroom as well as professional networking opportunities for students seeking internships and job placement. However, this dependence on part-time faculty means that more of the other tasks of the College – committee work, advising, curriculum development, assessment – are carried out by fewer full-time faculty members.



In faculty focus groups held during Spring 2011, faculty reported feeling exhausted and overwhelmed as a result of being engaged in too many responsibilities other than teaching. Work pressures extend to part-time faculty as well. Some adjuncts wish to participate more fully in the College, but many work more than one job, often at two or more institutions; thus, they are unable to stay connected to the College. While adjunct faculty members may be committed to teaching excellence, they are often caught between multiple commitments that restrict their time and resources.

In addition to concerns about workload, faculty in focus group discussions indicated that they find current student evaluation processes problematic and ineffective. Students evaluate every faculty member in every class every semester (except for credit classes offered through Continuing Education). Faculty have suggested that this may be an excessive and unwarranted expense and, as such, have advocated for less frequent evaluations. Some faculty members also fear that the new initiatives on behalf of academic rigor will negatively affect their student evaluations. Furthermore, as of Fall 2010, the Community College System instituted an online student evaluation process, and student response has dropped from over 50 percent to 20 percent. (Standard Four also discusses student evaluations.)

Focus group discussions also identified concerns about part-time faculty evaluations. For both full- and part-time classroom observations, the evaluator provides a narrative and a rating of either "satisfactory," "adequate but needs improvement," or "unsatisfactory." Some program coordinators and department chairs are not comfortable with the ratings and admitted that they found it difficult to provide honest, constructive, and helpful responses because the "adequate but needs improvement" or "unsatisfactory" form designations sound too negative. Therefore, problems with instruction are not always identified and addressed as effectively as they could be.

Hiring Process

Anecdotal evidence suggests that the same people tend to serve repeatedly on search committees, which does not extend the opportunity to others. The data also indicates that the College needs to develop ways to gather and process accurate candidate demographic information (workroom).

Salary, Promotion, Tenure, and Sabbatical Leave & Retraining

The promotion and tenure committee evaluates faculty and staff applications and is composed of faculty and staff peers. Last year, the committee reported difficulty in evaluating promotion applications because of inconsistency in professional files; some files lacked important materials. Also, different areas of the College place varying degrees of importance on participation on college-wide committees, which made it difficult for the committee to compare staff and faculty evaluations. In addition, a previous time-in-rank requirement for faculty before applying for the next rank was removed in the negotiation of the last *Agreement*. This means that the committee may be evaluating side-by-side a body of work encompassing one year and one covering three years.

Furthermore, sabbatical leave is granted by a system-wide committee and there are not enough funds to support all proposed sabbaticals. In the past seven years (2005-2012), six sabbatical leaves were granted to MCC; in 2006-2007 and 2010-2011, no sabbatical leaves were granted, though proposals were submitted.

Professional Development

Research for this self-study indicates several challenges regarding professional development. As the ratio of full- to part-time faculty decreases in the current fiscal climate and the workload of full-time faculty members increases, it becomes increasingly difficult for faculty members to participate in professional development opportunities. Also, the amount of funding available for professional development is insufficient to cover the costs of most national conferences. Records from 2010-2011 indicate that less than five percent of eligible part-time faculty requested use of their professional development funds.

Teaching and Advising

As faculty are asked to do more with committees and College initiatives, many feel they do not have the time to revamp – or even update – their course curriculum. Introducing new projects, activities, readings, assignments, or instructional styles takes considerable preparation time – time that many feel they do not have when teaching four courses and performing extensive Additional Responsibilities. A 2009-2010 Center for Teaching workshop titled "Balancing an Academic Life" – about finding the best blend of teaching obligations, family responsibilities, and scholarly or creative pursuits – was so popular that a second workshop was scheduled. This topic is a key concern among faculty.

Faculty often feel energized by new pedagogical strategies and are eager to use more technology, or to replace an individual assignment with a collaborative assignment, or to introduce an oral presentation instead of a written report, or to involve a service-learning component. However, finding the time to study and implement these strategies is not easy.

Respondents in focus groups and surveys indicated problems concerning inconsistent policies on academic integrity. A survey of all full- and part-time faculty revealed that 86 percent (40 percent of all full- and part-time faculty responded) issued students a written policy about academic integrity. As discussed in Standard Four, faculty do not have clearly standardized and consistent policies on cheating and plagiarism. Some faculty report these incidents to Student Affairs (the Dean of Students reports about one case every other week) while other instructors address the cheating or plagiarism on their own. As a result, MCC does not consistently track students who are repeat offenders in cheating and plagiarism.

In addition, Advising struggles to meet the needs of MCC's student body. While faculty members as a whole are actively involved in advising students, much of the responsibility for advising falls on the College Counseling Center. With only five full-time counselors and limited part-time assistance, there simply are not enough resources to meet the advising needs of 7,500 students. Further, although the Academic Advising Council provides an effective, collaborative approach to advising, the Council is not fully integrated into the organization and structure of the College, and therefore does not have a clear process for making recommendations for improvement. Other advising challenges include the lack of a system to ensure that students' advising needs are being met; a centralized system to track student involvement in advising (contacts are tracked using multiple systems); and a means to evaluate the involvement of individual faculty members in the advising process. (Advising is described in detail in Standard Six.)

Scholarship, Research, and Creative Activity

The most significant challenge with regard to faculty pursuit of scholarship and other creative activities is once again workload and time limitations. The faculty workload of 12 credits per semester plus an additional three credits of service activities (Additional Responsibilities) limits the time available for faculty members to pursue other activities. And as the ratio of full- to part-time faculty has decreased, leading to increased responsibilities for full-time faculty, this challenge has been magnified.

PROJECTION

1. In 2012, the President, Dean of Academic Affairs, Cabinet, Director of Human Resources, and Affirmative Action Officer will oversee searches to fill ten vacant faculty positions.
2. In 2012-2013, the Affirmative Action Officer will work with Human Resources staff to investigate the feasibility of: 1) tracking service on search committees so that the opportunity is consistently made available to a wide variety of employees, and 2) sending out the self-identification form electronically, rather than by mail, which will provide a better way of tracking the effectiveness of recruitment efforts and the diversity of the applicant pool.
3. The Director of Human Resources and the Affirmative Action Officer will offer workshops on preparing promotion and tenure applications. The first workshop was offered on November 21, 2011, and future workshops will be scheduled.
4. The Dean of Academic Affairs will conduct training for department chairs and program coordinators in the evaluation of part-time faculty. The first session was offered on November 11, 2011, and future sessions will be scheduled.
5. The Dean of Academic Affairs and Dean of Student Affairs will oversee the development of an effective advising program that includes training for faculty advisors, tracking of students, and evaluation and assessment. This work will be completed by Fall 2012 and remain ongoing.
6. Academic Affairs will investigate ways to improve student participation in the electronic course evaluation process. (See Standard Four Projections, where this is mentioned as well.)
7. The Associate Dean and Dean of Academic Affairs will continue to promote the orientation and professional workshops for adjunct faculty and encourage adjunct faculty to use professional development funds.
8. By Fall 2013, the Dean of Academic Affairs will work with the Development Office to oversee increased support of faculty scholarship by exploring additional funding for sabbatical leave for scholarly endeavors and increasing funding for presentations at national conferences.
9. By Fall 2012, the Dean of Student Affairs and Dean of Academic Affairs will work with Academic Standards Committee to develop a College policy on plagiarism, require a clear statement regarding Academic Integrity in all syllabi, and monitor and track students with academic integrity violations.

Standard 5: Faculty
(Rank, Gender, and Salary, Fall Term)

			3 Years Prior (Fa 2008)		2 Years Prior (Fa 2009)		1 Year Prior (Fa 2010)		Current Year (Fa 2011)		Next Year (FY 2012)	
		?	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Number of Faculty		?										
Professor	Male		23		20		21		25		25	
	Female		31		33		34		27		30	
Associate	Male		6		11		12		7		7	
	Female		12		7		8		12		9	
Assistant	Male		9		5		7		7		9	
	Female		8		13		12		13		13	
Instructor	Male		7		7		2		1		3	
	Female		11		7		8		4		7	
Other	Male		1	160	1	188	1	197	-	205	-	197
	Female		1	156	6	182	1	205	2	201	3	197
Total	Male		46	160	44	188	43	197	40	205	44	197
	Female		63	156	66	182	63	205	58	201	62	197
Total Faculty												
Professor			54	-	53	-	55	-	52	-	55	-
Associate			18	-	18	-	20	-	19	-	16	-
Assistant			17	-	18	-	19	-	20	-	22	-
Instructor			18	-	14	-	10	-	5	-	10	-
Other			2	316	7	370	2	402	2	406	3	394
Total			109	316	110	370	106	402	98	406	106	394
Salary for Academic Year			FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Professor	Minimum		69,118		66,980		69,118		66,787		66,787	
	Mean		84,480		83,253		84,745		85,292		84,250	
Associate	Minimum		60,235		58,368		56,501		58,196		58,196	
	Mean		69,051		66,873		66,209		65,382		62,511	
Assistant	Minimum		51,670		51,670		51,670		51,520		51,520	
	Mean		57,109		54,972		54,885		54,598		53,786	
Instructor	Minimum		46,316		46,316		47,845		47,705		47,705	
	Mean		49,034		48,719		49,221		51,170		48,335	
Other	Minimum		x		45,158		x		x		x	
	Mean		x		51,361		x		x		x	

x = too few records to exclude individually identifiable data

Hiring plan, promotion/tenure applicants, AA plan/goal candidates
FTE goal = increase of 0.9% = 39 FTE or 585 credits, or 195 seats

Forecast includes expected retirements, new hires, and promotions

Standard 5: Faculty
(Highest Degrees and Teaching Assignments, Fall Term)

		3 Years Prior (Fa 2008)		2Years Prior (Fa 2009)		1 Year Prior (Fa 2010)		Current Year (Fa 2011)		(Fa 2012)	
?		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Highest Degree Earned: Doctorate											
Professor		14		14		14		15		14	
Associate		2		4		6		3		4	
Assistant		6		3		3		3		4	
Instructor		3		3		2		2		6	
Other											
Total		25	-	24	-	25	-	23	-	28	-
Highest Degree Earned: Master's											
Professor		35		35		37		34		37	
Associate		16		14		13		15		11	
Assistant		10		14		16		17		19	
Instructor		15		13		8		3		4	
Other		2		3		1		2		3	
Total		78	-	79	-	75	-	71	-	74	-
Highest Degree Earned: Bachelor's											
Professor		1									
Associate											
Assistant											
Instructor											
Other											
Total		1	-	-	-	-	-	-	-	-	-
Highest Degree Earned: Professional License											
Professor		4		4		4		3		3	
Associate						1		1		1	
Assistant		1		1							
Instructor											
Other											
Total		5	-	5	-	5	-	4	-	4	-
?											
Fall Teaching Load, in credit hours											
Professor	Maximum	17		18		17		18		18	
	Median	12		12		12		12		12	
Associate	Maximum	18		15		16		16		16	
	Median	12		12		12		12		12	
Assistant	Maximum	16		15		16		18		18	
	Median	12		13		12		12		12	
Instructor	Maximum	16		18		16		17		17	
	Median	14		15		13		13		13	
Other	Maximum										
	Median										

Standard 5: Faculty

(Appointments, Tenure, Departures, and Retirements, Full Academic Year)

	3 Years Prior (Fa 2008)		2 Years Prior (Fa 2009)		1 Year Prior (Fa 2010)		Current Year (Fa 2011)		Next Year (FY 2012)	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
# of Faculty Appointed ?										
Professor										
Associate										
Assistant	2								2	
Instructor	6		1		2		1		7	
Other									1	
Total	8	-	1	-	2	-	1	-	10	-
?										
# of Faculty in Tenured Positions										
Professor	55		54		55		52		54	
Associate	14		12		15		13		14	
Assistant	3		2		3		3		8	
Instructor										
Other										
Total	72	-	68	-	73	-	68	-	76	-
# of Faculty Departing ?										
Professor	1				2					
Associate										
Assistant			3				1			
Instructor	1									
Other										
Total	2	-	3	-	2	-	1	-	-	-
# of Faculty Retiring ?										
Professor	1		4				6		1	
Associate	1		1						1	
Assistant										
Instructor										
Other										
Total	2	-	5	-	-	-	6	-	2	-

Standard 5: Faculty

(Number of Faculty by Department or Comparable Unit, Fall Term)

	3 Years Prior (Fa 2008)		2 Years Prior (Fa 2009)		1 Year Prior (Fa 2010)		Current Year (Fa 2011)		Next Year (Fa 2012)	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Number of Faculty by Department (or comparable academic unit)										
Accounting/Business/Marketing	6	22	6	22	5	23	6	24	6	24
Allied Health	5	11	5	11	5	12	4	16	5	16
Business Office Technology	2	6	1	7	1	8	1	8	1	10
Communications	7	25	8	20	7	26	6	29	7	26
Computer Information Systems	5	9	5	11	5	9	5	12	4	12
Criminal Justice	3	10	4	10	3	13	2	18	3	15
DARC	1	7	1	9	1	8	1	8	1	8
Early Childhood Ed	2	3	2	5	2	5	2	5	2	5
Engineering	4	3	4	8	3	8	3	8	3	10
English	17	56	19	57	18	65	18	56	18	56
Fine Arts	5	15	5	18	5	20	5	19	6	19
Foreign Language	2	1	2	1	2	1	2	2	2	2
Graphic Design	2	10	2	10	2	10	2	11	3	10
Hospitality	6	3	5	9	4	10	3	10	4	7
Humanities	2	17	2	21	3	20	3	21	3	21
Math	9	24	10	28	9	32	9	28	9	28
Paralegal	2	5	2	5	2	6	1	9	2	6
Science	11	34	11	48	13	38	10	36	10	38
Social Sciences	15	41	13	55	13	69	13	65	14	63
Social Service	1	1	1	1	1	1	1	2	1	2
Sport & Exercise Science	2	12	2	10	2	14	1	12	2	9
Student Development		1		4		4		7		7
Total	109	316	110	370	106	402	98	406	106	394

Standard Six: Students

Thoughtful and ongoing collaboration between the Student Affairs and Academic Affairs divisions has become the hallmark of MCC's commitment to our mission and learning goals. The divisions are examining ways to continue to provide high levels of student services in the face of reduced budgets and staffing and will be fully engaged in MCC's discussion of the impact of under-prepared students on our services and mission.

DESCRIPTION

Although responsibility for our many student services is formally divided as shown below, faculty and staff across campus work cooperatively to provide services. For example, faculty and staff from various departments tutor, mentor, and advise students and serve on governance and ad hoc committees that oversee and plan student services.

Student Affairs Division:

- Student Life (Athletics, Bookstore, Cafeteria, Fitness Center, Minority Student Programs, Student Activities)
- Counseling and Career Services (Academic Advising, Mentoring Programs, Services for Students with Special Needs, Transfer, Veterans)
- Enrollment Management (Admissions, Financial Aid, Registrar, Student Retention Services, Testing)
- Student Affairs Operations (Commencement, President-to-President Scholarship, Threat Assessment and Behavioral Intervention, Student Conduct, Student Affairs publications, Child Development Center).

Academic Affairs Division:

- Academic Support Center (Academic Tutoring, Writing Center, Math Lab, eTutoring, ESL Conversation Lab, Calculator Loan Program, Assisted Computer Lab, Workshops)
- Office of Transitional Programs (Summer Training and Academic Retention Service (STARS), Adults in Transition (AIT), Early Warning Alert Program, Student Development Specialists)
- Educational Technology and Distance Learning (Open Computer Labs, Blackboard Student Support).
- Online Adult Success Coaching, a grant-funded program administered by the Connecticut Distance Learning Consortium (CTDLC).

Admissions

Consistent with our mission, MCC enrolls students who typify a two-year college population: those of traditional and non-traditional age; those seeking a degree, lifelong learning, or workforce training; and those who are college-ready or under-prepared. The College's primary service area includes 15 towns east of the capital city, Hartford, Connecticut. In Fall 2010 the College enrolled a record 7,540 students in credit-bearing courses. The Continuing Education division of the College enrolls more than 8,000 students per year in credit and credit-free

courses that offer personal enrichment, professional development, and customized workforce training for business and industry (see MCC's Fact Book).

In 2008, in an effort to streamline processes and increase efficiencies to benefit students, the College created an Enrollment Management Unit comprising the following offices: Admissions, Registrar, Financial Aid, Assessment Testing, and a newly formed Office of Student Retention Services. A director of Enrollment Management (workroom) was hired to provide leadership for the unit. Additionally, an Enrollment Management Committee with broad campus representation was formed. This committee has developed a college-wide Enrollment Management Plan (workroom) and a new Enrollment Guide (workroom) that outlines the six steps for admission and course registration: 1) apply for admission, 2) apply for financial aid, 3) take the Accuplacer assessment test, 4) meet with an academic advisor, 5) register for classes, and 6) make payment.

The Accuplacer assessment is used to place new students in appropriate first semester English and math courses. The College offers two developmental math courses (Math 075 and Math 095) and three developmental English courses (English 003, English 066, and English 093). Students may challenge their English course placement by composing a challenge essay (workroom). Applicants may be exempt from taking Accuplacer based on SAT or ACT scores, previous college coursework, or an assessment test taken at another college or university (workroom).

Retention and Graduation

MCC defines student success in several ways, such as graduation and retention rates, Dean's List, transfer to baccalaureate institutions, and the achievement of "milestones" such as performance in gatekeeper courses and readiness for college-level English and math following developmental instruction (see S-Series).

MCC considers retention and graduation rates to be key performance measures for the institution as a whole. Using IPEDS definitions and tracking cohorts of new first-time, full-time freshmen, MCC includes retention and graduation rates in our Strategic Plan documents, *Fact Book*, and on the College website under *Student Right to Know*. Retention rates, graduation rates, and other measures of success are calculated for a variety of student groups, as seen in the S-Series.

Overall, the College demonstrates the ability to matriculate students who can be successful through its comprehensive support services. MCC's Academic Support Center offers on-ground help with walk-in and scheduled tutoring appointments and online help through eTutoring and online embedded peer tutors. MCC's Academic Advising Center helps students develop an education plan, select required and elective courses, review transfer options, and overcome academic, work, or family conflicts.

Student Services

A wide range of co-curricular activities and services that supplement and enhance classroom instruction are made available to MCC students.

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

All new students are required to attend a New Student Group Advising Seminar before registering for classes. In preparation for Fall 2011 registration, 109 new student advising seminars were offered from April 2011 through August 2011, and 2,500 students attended. These seminars, led by a counselor, review important features of the MCC catalog and College policies, point out the availability of support services, and emphasize the importance of attending a New Student Orientation (NSO). (More about NSO is provided in the Appraisal section.) Following the group seminar, new students utilize MCC's website to search, register, and pay for courses. Students are also required to complete the Advising Profile/Survey Form before leaving this initial seminar (workroom).

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

MCC's Office of International Programs assists international students with their academic, social, and cultural needs by offering information, programs, activities, and services. In addition, the director of the English as a Second Language program advises students about MCC's four levels of ESL classes, which are kept small (15 students) to better serve students and are held in a foreign language lab that allows students use of audio and video files to interact with their

instructor and peers. MCC's Continuing Education program offers non-credit courses for international or ESL students, such as "Accent Reduction" and "TOEFL Preparation." In addition, the Academic Support Center provides an ESL Conversation Lab where students can practice speaking English with faculty and tutors.

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

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

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

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

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

addition, cohort-based, three-credit, first-year experience courses for S2S and B2B students were added during the Fall 2011 semester (workroom).

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

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

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

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

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

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

MCC also supports students' safety and wellness. MCC Campus Police ensure the safety of all members of the campus community through professional police service, active crime prevention, and proactive patrols that are responsive and respectful (see *Student Handbook*). MCC's Threat Assessment and Behavioral Intervention (TABI) group meets regularly to ensure that the campus provides a safe and civil environment. Annual crime statistics are reported in the "Annual Security Report," which is available to the public on the College website. (Standard Eight describes campus police and safety in detail.)

The College's Athletics and Fitness department provides enrichment of the physical, mental, and social lives of students and community members through physical activity and intercollegiate competition. MCC is a National Junior College Athletic Association (NJCAA) Division III Region XXI school offering nationally competitive programs in men's soccer, women's soccer, and women's basketball. Athletics and Fitness also operates MCC's Fitness Center, open to the College community and the public, which offers intramural and recreational programs, as well as various health and wellness activities.

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

Institutional Effectiveness

The College routinely reviews and improves the quality of its service to students using a variety of surveys and feedback mechanisms. The Student Affairs Division began in Spring 2011 utilizing the student support standards developed by the Council for the Advancement of Standards of Higher Education (CAS) (workroom), and it currently has four self-studies (Registrar, Counseling, Student Activities, and Student Conduct) nearing completion and three additional reviews (Admissions, Athletics, Advising) scheduled for the 2011-12 academic year. Periodically, MCC's Office of Institutional Research administers the Community College Survey of Student Engagement (CCSSE) and the Survey of Entering Student Engagement (SENSE) (workroom). Data is also collected on student use of and satisfaction with the Academic Support Center. Measures of student persistence and success are collected for students enrolled in the STARS program, the AIT program, and in sections of English 066. The Student Affairs Division utilizes a

Learning Goal Inventory that assesses student learning and development in student service activities and programs.

APPRAISAL

Achievements

The key strengths of our student services include diverse, widely available, and responsive support, shared responsibility and communication within and between departments, and a dedicated faculty and staff. Since our last NEASC self-study, the College has reorganized student support services, making them more accessible, efficient, and transparent.

Following recommendations from the College's Developmental Task Force (2006) (workroom) and the Writing Support Services Committee (2008), responsibility for the oversight of Office of Transitional Programs and Academic Support Center was transferred from the Student Affairs Division to the Academic Affairs Division. The directors for each of these areas were placed under the Dean of Academic Affairs, and the Academic Support Center was moved to a new, more visible location. The Task Force also led to curriculum changes to better serve our under-prepared students, as described in Standard Four and later in this standard.

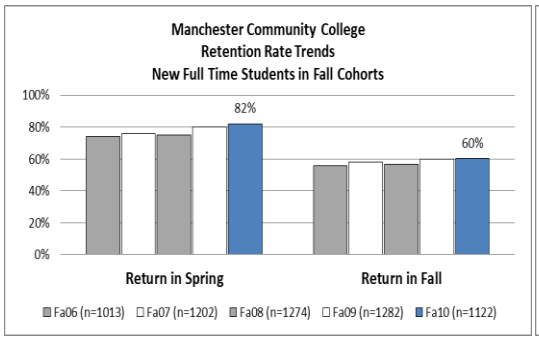
The past three years have also seen significant changes to the organizational structure of Student Affairs. Areas within Student Affairs that used to report separately to the Dean of Student Affairs have been consolidated into four "unit" areas based on common activities and purposes: Student Life, Career Services, Enrollment Management, and Student Affairs Operations. This redesign has reduced the number of reports that flow to the Dean and increased the autonomy of the four unit areas.

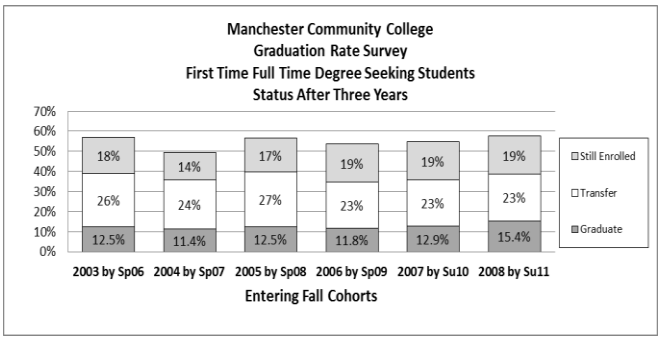
Admissions

Enrollment Management (EM) effectively coordinates the Admissions, Registrar, Financial Aid, Student Retention Services, and Testing departments of Student Affairs to provide enhanced student service. Enrollment Management's most significant achievements in the last two years include: 1) establishing uniform hours of operation for all units, 2) cross-training in job duties among the units to better enable EM staff to address student inquiries, and 3) creating an Enrollment Management Calendar (workroom) to coordinate course schedule publication, assessment testing, academic advising, and financial aid disbursement. Enrollment Management, through participation in the cross-divisional Enrollment Management Committee, maintains strong ties to the areas of curriculum planning and marketing to ensure that its practices are aligned with other areas of the College and consistent with the College mission and Strategic Plan. The Enrollment Management Committee is able to make recommendations to the President's Advisory Committee and Cabinet.

Retention and Graduation

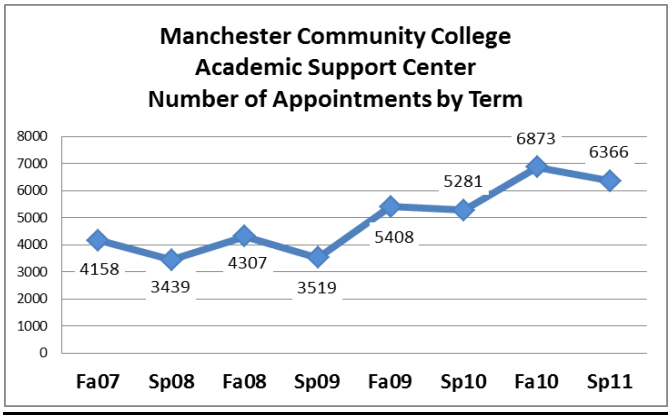
The College's fall to spring retention rates have risen for the second year in a row, increasing from 75 percent in 2009 to 82 percent in 2011. Based in part on data derived from SENSE (Survey of Entering Student Engagement) (workroom) and CCSSE (Community College Survey of Student Engagement) (workroom) from the last two years, the College made significant alterations (described in detail under the graph below) to those service areas that promote student retention and success: Academic Advising, the Academic Support Center, the Office of Transitional Programs, Student Retention Services (SRS), and the Student Activities Office. SRS has been instrumental in establishing the Student Success and Graduation Committee. This initiative has two goals: to increase applications for immediate/pending graduation and to raise awareness of the importance obtaining a degree at MCC. In collaboration with Academic Affairs and Student Affairs, SRS will offer a new Student Success webpage, which will be maintained by the SRS office. MCC's most recent official graduation rate for the 2008 entering cohort of new first-time, full-time freshmen was 15 percent, an increase over the rate for other recent cohorts.





Since the last self-study, the College has made significant improvements to student advising activities. The creation of the Academic Advising Council is foremost among these changes. This Council includes counselors, faculty (full- and part-time), program coordinators, department chairs, and staff. The Council develops timetables for mid-semester advising, assigns students to advisors, and developed a two-hour advising training program for new advisors (workroom). Twenty-eight new adjunct faculty advisors were trained in the Fall 2011 sessions. The Academic Advising Council also works with the Registrar's Office to ensure that advisors and advisees have Banner access to names, phone numbers, and email addresses (workroom).

The Academic Support Center has grown significantly since moving to a more central location in Spring 2009. The number of tutoring sessions and the number of full-time faculty tutors have risen significantly (workroom). In 2010-2011, more than 6,000 tutoring appointments were scheduled each semester. Students who responded to the Survey of Tutoring consistently rated their tutors positively, giving an average score a 4.8 on a scale of 1 (lowest) to 5 (highest) (workroom).



Working in collaboration with Educational Technology and Distance Learning, the ASC has also initiated an Embedded Online Peer Tutor Program, which provides tutoring for students enrolled in certain online credit courses. The program began with two tutors embedded in courses in the Fall 2011 semester. Four tutors will be embedded in courses in Spring 2012 semester.

MCC's Office of Transitional Programs (OTP), in conjunction with the English department, helped to implement changes to English 066 (non-credit developmental) that improved retention. In prior years, English 066 was a six-credit-hour reading/writing course for lower placement students. The course experienced high attrition. Instructors noted that besides struggling with reading and writing, the 066 students also were unfamiliar with the routines of college study and classroom expectations. The English department reduced the reading/writing instruction to four hours and embedded into each section of 066 an OTP-designed, two-hour "student success" component that covers areas such as study skills, advising, and in-class behavior. This two-hour component is taught by OTP staff. In Spring 2010, seven of 13 English 066 sections adopted this new format; as of Fall 2010, all English 066 courses used the format. The impact on retention has been positive: 1) withdrawal rates from ENG 066 dropped from 17 percent to 10 percent from Fall 2009 to Fall 2010, 2) the pass rate for students taking ENG 066 a second time after taking it once in this format rose from 25 percent to 50 percent, and 3) for those who passed ENG 066 in this format, there was an overall retention rate increase of 15 percent from Spring 2010 to Fall 2010 (workroom).

In addition, OTP organizes the Mid-Semester Academic Progress Project (MAPP), which asks faculty to report students who are not passing, have significant absences, and/or frequently submit poor quality work. Based on these reports, OTP contacts students, alerting them of their progress and urging them to take advantage of MCC's support services. In 2011, OTP began a new retention initiative by implementing an additional phase to MAPP. OTP sent out

an “early warning” message to all instructors in the first two weeks of the spring semester, rather than at six weeks, asking them to note and report the names of students who had registered for class but had not yet attended. OTP phoned those students to emphasize the importance of attendance and assist the students in the process of contacting their instructors to review their status. Anecdotal feedback to date has been positive. OTP will review calls and records at the end of each semester to evaluate their effectiveness.

MCC’s Student Retention Services (SRS) has addressed the retention of “at risk” students through interventions such as an academic coaching program, tutoring, and limiting (on a case-by-case basis) the credit enrollment of students on warning, probation and/or suspension. SRS has witnessed success in raising GPA levels, reducing the dropout rate, and increasing adherence to academic policies (workroom).

MCC hired a new Student Activities Director in Spring 2010, and since then, the department has made significant contributions to student life and campus culture. The department’s most noteworthy achievement, especially as it relates to retention, has been redesigning the New Student Orientation (NSO). Prior to Fall 2010, qualitative data obtained from surveys completed by students about the New Student Orientation program was largely unfavorable. The College learned that auditorium seating proved inadequate for the roughly 1,400 participants and that attendees did not gain sufficient exposure to departments, services, clubs, and co-curricular activities. In Fall 2010, a new format was developed. Large, separate day and evening sessions were replaced by several smaller orientation sessions for groups of 60-70. Scheduled throughout the summer, these sessions offer greater topic focus and more interaction and discussion of MCC’s opportunities and services. Over 1,100 incoming students attended the revised orientation session. An interactive wiki also has been developed to accompany and support NSO.

Student Services

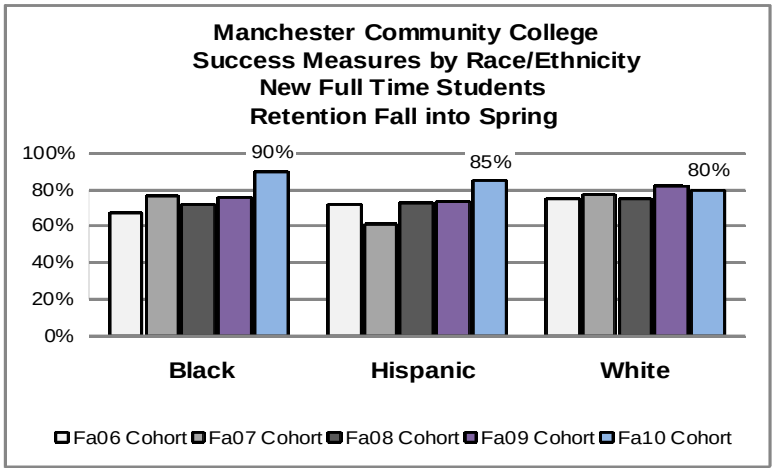
The number of active student clubs has increased by 50 percent (from roughly 20 in 2009 to 30 each of the last three semesters). Further, student participation in MCC’s Student Government Association (SGA) and student clubs in general has increased due to a change in GPA requirements for serving as an Executive Board member in a student club. Prior to the spring of 2011, a 2.5 GPA was required to serve as an Executive Board member in a student club. This was changed to a 2.0 requirement (for all clubs except the SGA) in an effort to increase the pool of eligible candidates and provide an opportunity for students who needed to be more engaged on campus. More student programs are also being offered on campus due to a simplification of the process by which student club leaders can request and obtain support from the Office of Student Activities. Among the numerous changes in process, the most significant one was the creation of the Student Activities Fund (SAF) Financial Request Form, which replaced six forms previously required for student clubs to access their funds.

Other areas of co-curricular activities indicate increasing student interest and participation. MCC’s athletic programs have gained regional and national recognition over the years. Men’s baseball won the New England Regional Championship in 2008, 2009, 2010, and 2011.

Women's basketball won the New England championship in 2010. Men's soccer won the New England Championship in 2004, 2005, 2006, 2008, 2009, and 2011. Women's soccer won the New England Championship in 2011. These teams competed for the NJCAA National Championship in each of these years. Men's baseball and men's soccer have had robust participation, with as many as 60-80 candidates trying out annually for 25 spots on the baseball team and 30-40 candidates trying out annually for 22 spots on men's soccer. Unfortunately, budget cuts have affected the College's Athletics and Fitness department. In 2002, men's basketball was dropped due to limited funding, and after the Spring 2011 semester, the men's baseball program was also terminated due to budget restraints. MCC is fully compliant with all of the requirements outlined by Title IX and all athletics programs comply with sound educational policies, standards of integrity, and institutional purposes and value. Student athletes have the same expectations for academic progress and access to support services as all students at the College.

MCC's Fitness Center continues to be popular with students and the community. The Center has recently seen increased membership and participation levels. Since establishing a full-access Recreation Pass offered to students for $25 per semester, membership increased from 176 members in Spring 2010 to 336 in Fall 2010.

Over the past few years, the College has undertaken several successful efforts to increase mentoring. MCC's Sister-2-Sister and Brother-2-Brother have paired more than 60 students and mentors since fall of 2008. In Summer 2010, MCC hosted our first S2S/B2B College Success Boot Camp for new and continuing students (22 participants). This week-long program orients students to the culture and demands of college, requiring reading assignments on self-awareness, self-esteem, motivation, and the nature of positive relationships. Survey results indicated that 95-100 percent of the participants agreed that their participation: 1) taught them more about college life, 2) enabled them to identify and approach a support person, and 3) affirmed their belief that they could succeed in college. Most participants also indicated that they would recommend this program to future students and planned to be active in the mentoring process after Boot Camp (workroom). The chart below illustrates the significant growth in retention of MCC's minority students.



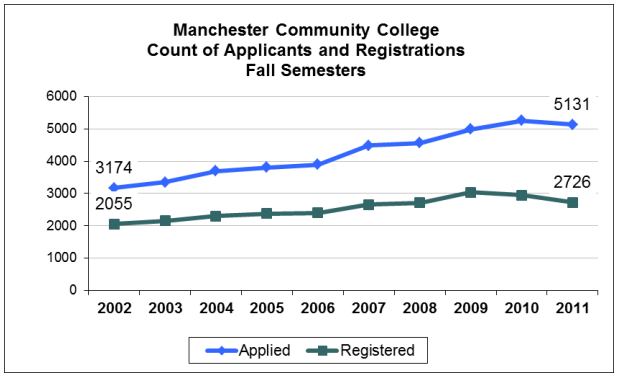
MCC also provides health care arrangements for students on our campus. MCC was without a nurse for approximately five years until Fall 2009, when the College hired a part-time nurse for 19.5 hours spread over four work days. Unfortunately, this position had to be eliminated this past year due to budget limitations. However, the College was able to identify a solution in the form of a health partnership with local health care provider, Eastern Connecticut Health Network (ECHN). Beginning Spring 2012, ECHN network doctors and health professionals provide to students, faculty, and staff a variety of health services at the College health suite.

Areas of Concern

The overall challenges that student services, especially the Student Affairs area, must address are the dramatic growth in student population without commensurate growth in staff and a shortage of space to accommodate student activity programming.

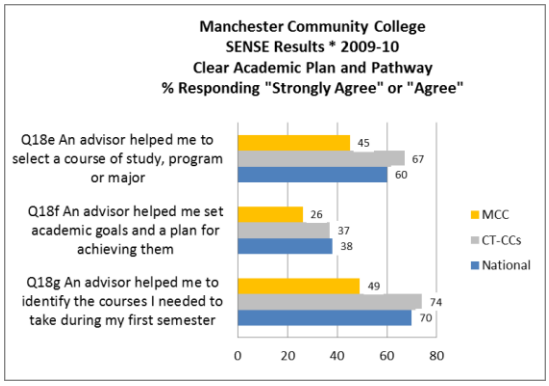
Admissions

MCC's ability to serve students will be challenged by budget decreases, the demand for more workforce training classes in an already tight space and time schedule, and the increased State and national emphasis on improving graduation rates. As discussed in Standards One and Four, MCC also is being asked to consider the "ability to benefit" (workroom) of our most under-prepared applicants. For the first time in our history, MCC is required to ask: Do we continue to admit students on a first-come, first-served basis? Do we have the advising and curricular resources to help those least likely to succeed at college study?



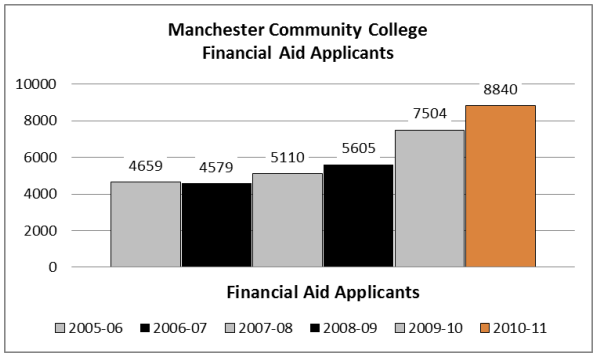
Retention and Graduation

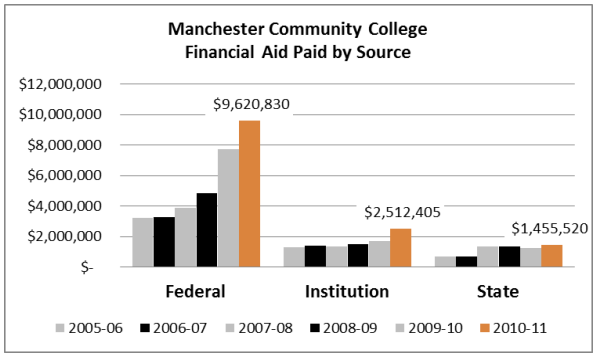
Despite measurable improvements in student advising, the advisor-to-student ratio remains low, and many students still fail to make contact with an advisor or chose to self-advise. In addition, in Fall 2009, first-semester students completing the SENSE survey reported utilizing academic support services at a rate well below state and national averages (workroom). The CCSSE results have provided similar findings related to the relatively low use of support services by our students. The Academic Support Center (ASC) has since changed its publicity strategies to better inform all students, especially new students, of tutoring assistance. For instance, the ASC redesigned its website and created new ASC brochures, offered presentations for the New Student Orientations, organized classroom visits to developmental math and English classes, placed advertisements in *Live Wire*, and sent out regular "all-points" emails about ASC services.



Student Services

While the staff of the Financial Aid Office remains dedicated and is up-to-date in matters of federal mandates, regulations and compliance, the office is understaffed and continues to be hampered in its effort to provide quality one-on-one assistance for a high student volume. The MCC Financial Aid staff processed 4,579 applications for the 2006-2007 academic year, and 8,840 for the 2010-2011 academic year, a 93 percent increase in just five years.





In addition to an over-burdened financial aid office, MCC's support services, such as Academic Advising Center, Services for Students with Disabilities, and Academic Support Center, are at times overwhelmed, particularly by our most needy students, those who enter MCC under-prepared. With increasingly limited resources and increasing enrollments, support services are becoming stretched thin by the needs of students who, according to our data, are least likely to succeed. (See more about "ability to benefit" in Standards One and Four.)

Advising in particular is over-burdened by record enrollments. While faculty members as a whole are actively involved in advising students, there simply are not enough resources to meet the advising needs of 7,500 students. Currently, there is no system in place to ensure that students' advising needs are being met and to track students.

Several space issues also are becoming a concern. Following a change to the Student Affairs organizational structure in 2009, Career Services and Cooperative Education moved to a new space, directly across from the Counseling Office. The offices share some career counseling responsibilities, particularly those related to career exploration and the use of web-based career assessment tools. Over the past two years, the staff in each area has had the opportunity to share information, increase their awareness of available resources, and provide more targeted career guidance to students. However, despite their physical proximity, collaborative programming between Cooperative Education and Career Services has been slow to develop. Another challenge that has surfaced is a lack of student awareness regarding the types of programs, services, and resources that are available through Career Services. This challenge is hampered by a "visibility" problem. The offices are in areas of light student traffic, and even with attempts to establish a web presence and utilize on-campus digital signs, student use of Career Services is not as high as we would like.

The Services for Students with Disabilities (SSD) office is challenged by a lack of dedicated testing space and a centralized office for the SSD staff. Students are often required to visit multiple locations to obtain services. Team members also report the need for more assistive technology and more opportunities to keep current with existing assistive technology.

Although the Student Activities area now occupies a renovated physical location that provides a more efficient workspace for the staff and student leaders, the College still does not have an appropriate venue for larger student-sponsored programs and events. There is no student union or indoor common area on campus, and the smaller spaces that are available are too close to classrooms. Further, with Great Path Academy (GPA) students using the Lowe building lobby for lunch and adding traffic to hallways and social areas, space has become even more limited.

PROJECTION

1. Over the next few years, the President and deans will investigate the feasibility of Paulien and Associates' recommendations about facilities, which will guide decisions about how to resolve MCC's existing space concerns.
2. Over the next few years, the College will fully realize the development of a comprehensive advising program. During Spring 2012, the Dean of Student Affairs and the Dean of Academic Affairs will charge a cross-divisional team that will conduct a self-study on the current advising program. Results from this self-study will be utilized to make improvements to the existing program. Additionally, the Coordinator of Academic Advising, Director of Educational Technology, Distance Learning Team, and Webmaster are in the process of identifying best practices in online academic advising to support the expansion of our online certificate and general studies degree programs.
3. In recent years, the Division of Student Affairs launched a program of assessment for departments within the division. To remain committed to this fledgling program and continue to imbed assessment into annual planning cycle, in 2011-2012, the Dean of Student Affairs will define the role and composition of the Student Affairs Assessment Team and ensure the group meets regularly with the Director of Planning, Research, and Assessment to report findings of assessment efforts. The Student Affairs Assessment Team and the Director of Planning, Research, and Assessment will formalize the self-study timeline for departments within the division of Student Affairs and provide assistance to departments undergoing the process. In an ongoing process that will begin in 2011, the Dean of Students will provide assessment training based on the Council for the Advancement of Standards in Higher Education (CAS) standards to members of the division, and the Dean of Student Affairs and Director of Planning, Research, and Assessment will fully utilize data obtained from CCSSE and SENSE instruments in divisional planning.
4. The number of students seeking financial aid assistance has increased dramatically in recent years; however, the Financial Aid Office's technology and personnel has not matched this increase. To ensure resources allocated to the Financial Aid area are commensurate with the volume of student requests for aid, in 2011-2012, the Dean of Student Affairs, Director of Enrollment Management, Director of Financial Aid, and Director of Finance will identify and hire an external consulting agency to conduct an evaluation of Financial Aid Office staffing levels and processing procedures and will then use the recommendations to improve financial aid services.
5. Academic Affairs will lead the College community in discussions about the definition of "access" in order to more clearly define our mission in the midst of diminishing resources. This initiative will include an examination of space constraints and review data on student retention, student progress through the developmental course sequences, and the impacts of the prerequisites recently added to college-level courses. ("Ability to benefit" and access are discussed in Standards One and Four as well.)

Standard 6: Students
(Admissions, Fall Term)

?

Credit Seeking Students Only - Induding Continuing Education

		2 Years Prior (Fa09)	1 Year Prior (Fa10)	Current Year (Fa11)	Next Year Forward (Fa12)	2 Years Forward (Fa13)
Freshmen - Undergraduate	?					
Completed Applications	?	2,673	2,800	2,797	2,800	2,800
Applications Accepted	?	2,673	2,800	2,797	2,800	2,800
Applicants Enrolled	?	1,588	1,492	1,410	1,410	1,466
% Accepted of Applied		100.0%	100.0%	100.0%	100.0%	100.0%
% Enrolled of Accepted		59.4%	53.3%	50.4%	50.4%	52.4%
Percent Change Year over Year						
Completed Applications		-	4.8%	-0.1%	0.1%	0.0%
Applications Accepted		-	4.8%	-0.1%	0.1%	0.0%
Applicants Enrolled		-	-6.0%	-5.5%	0.0%	4.0%
Average of Statistical Indicator of Aptitude of Enrollees: (Define Below)	?					
College Level English		46%	55%	52%	53%	54%
College Level Math		48%	50%	49%	50%	51%
Transfers - Undergraduate	?					
Completed Applications		1,326	1,551	1,606	1,600	1,600
Applications Accepted		1,326	1,551	1,606	1,600	1,600
Applications Enrolled		868	908	871	883	899
% Accepted of Applied		100.0%	100.0%	100.0%	100.0%	100.0%
% Enrolled of Accepted		65.5%	58.5%	54.2%	55.2%	56.2%

EM Plan: Increase transfer yield rate from Fa11's 54% by 2% each year; Decrease number of students testing into developmental classes

College Level English and College Level Math defined as eligibility for initial college level course or higher, as determined by Accuplacer placement test or SAT or other method.

Standard 6: Students
(Enrollment, Fall Census Date)

?

Credit-Seeking Students Only - Induding Continuing Education

			2 Years Prior (Fa09)	1 Year Prior (Fa10)	Current Year (Fa11)	Next Year Forward (Fa12)	2 Years Forward (Fa13)
UNDERGRADUATE		?					
First Year	Full-Time Headcount	?	2,557	2,311	1,950	1,900	1,900
	Part-Time Headcount	?	2,610	2,844	2,964	2,950	2,975
	Total Headcount		5,167	5,155	4,914	4,850	4,875
	Total FTE	?	3,270.0	3,177.0	2,944.0	2,900.0	2,915.0
Second Year	Full-Time Headcount		873	902	869	925	950
	Part-Time Headcount		1,326	1,483	1,716	1,800	1,900
	Total Headcount		2,199	2,385	2,585	2,725	2,850
	Total FTE		1,334.0	1,423.0	1,517.0	1,600.0	1,645.0
Third Year	Full-Time Headcount						
	Part-Time Headcount						
	Total Headcount		-	-	-	-	-
	Total FTE						
Fourth Year	Full-Time Headcount						
	Part-Time Headcount						
	Total Headcount		-	-	-	-	-
	Total FTE						
Undassified	Full-Time Headcount	?					
	Part-Time Headcount						
	Total Headcount		-	-	-	-	-
	Total FTE						
Total Undergraduate Students							
	Full-Time Headcount		3,430	3,213	2,819	2,825	2,850
	Part-Time Headcount		3,936	4,327	4,680	4,750	4,875
	Total Headcount		7,366	7,540	7,499	7,575	7,725
	Total FTE		4,604.0	4,600.0	4,461.0	4,500.0	4,560.0
% Change FTE Undergraduate			5.9%	-0.1%	-3.0%	0.9%	1.3%
GRADUATE		?					
	Full-Time Headcount	?					
	Part-Time Headcount	?					
	Total Headcount		-	-	-	-	-
	Total FTE	?					
% Change FTE Graduate			na	-	-	-	-
GRAND TOTAL							
Grand Total Headcount			7,366	7,540	7,499	7,575	7,725
Grand Total FTE			4,604.0	4,600.0	4,461.0	4,500.0	4,560.0
% Change Grand Total FTE			5.9%	-0.1%	-3.0%	0.9%	1.3%

EM Plan: Increase retention of continuing; increase retention of NEW

Standard 6: Students
(Financial Aid, Debt, and Developmental Courses)

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

Fiscal year ends June 30	2 years prior	Most recently completed year	Current budget	Next year forward (goal or projection)	Two years forward (goal or projection)
	(FY 08-09)	(FY 09-10)	(FY 10-11)	(FY 11-12)	(FY 12-13)
? Student Financial Aid					
Total Federal Aid	$4,839,709	$7,751,604	$9,620,830	$9,620,830	$9,620,830
Grants	$4,385,828	$7,061,635	$8,959,252	$8,959,252	$8,959,252
Loans	$302,187	$471,518	$445,864	$445,864	$445,864
Work Study	$151,694	$218,451	$215,714	$215,714	$215,714
Total State Aid	$1,382,790	$1,278,948	$1,455,520	$1,455,520	$1,455,520
Total Institutional Aid	$1,529,181	$1,698,508	$2,512,405	$2,512,405	$2,512,405
Grants	$1,529,181	$1,698,508	$2,505,739	$2,505,739	$2,505,739
Loans	$0	$0	$0	$0	$0
Total Private Aid					
Grants					
Loans					
Student Debt					
Percent of students graduating with debt*					
Undergraduates	NA	NA	NA	NA	NA
Graduates					
Average amount of debt for students with debt					
Undergraduates	$ -	$ -	$ -	$ -	$ -
Graduates					
Percent of First-year students in Developmental Courses**					
English as a Second/Other Language	1%	2%	1%	1%	1%
English (reading, writing, communication skills)	54%	45%	48%	47%	46%
Math	52%	50%	51%	50%	49%
Other					

* All students who graduated should be induded in this calculation.

**Courses for which no credit toward a degree is granted.

Note: Financial Aid figures represent aid PAID

Note: Developmental figures represent NEW students in Fall term,
and share that register for specified DEVL course in that initial Fall term

Standard Seven: Library and Other Information Resources

Working closely with faculty and students, the library and educational technology staff carefully select publications and tools and provide information and technical literacy training based on best practices. MCC hopes to provide students with an even more integrated experience by consolidating these support and training services in a new Learning Commons, which is included in our long-range Educational and Facilities Master Plans.

DESCRIPTION

Resources and Access

MCC articulates a clear vision for information and technology resources and achieves this vision through strategic, operational, and financial planning. Each year the library prepares a plan based on needs of the College's academic programs and support services. Projects and purchases beyond the scope of the proposed operational budget are submitted to the College's Strategic Plan. In addition, the library submits a projected yearly operational budget for resources to the Academic Dean that includes resources (e.g., books, databases, periodicals, serials), support services (e.g., part-time assistance, discretionary and student workers), equipment (e.g., computers, eReaders), office supplies, and software (e.g., library systems, desktop software). All library policies including the collection development policy are reviewed as necessary, and new policies that affect the College are reviewed at the Library and Academic Technology Committee and are brought to the Academic Senate for campus-wide approval.

Strategic planning for technology is a collaborative effort with participation from faculty, staff, and managers. An Academic Technology Advisory Committee (ATAC), which reports to the Academic Dean, meets monthly during the academic year to review hardware and software needs, new technology, and implementation logistics to support our mission and all modes of delivery from classroom technology to fully online courses. ATAC includes two representatives from each academic division and one from Continuing Education, the Educational Technology and Distance Learning (ETDL) director, the IT director and assistant director, and an academic division director. The ETDL director, working with the Academic Affairs Committee and the Distance Learning Advisory Team, develops annual plans that include training, marketing, and purchasing tactics that are incorporated into the institutional Strategic Plan.

Bond dollars provided by the State of Connecticut typically include special funding for technology infrastructure and additional special funding for technology equipment (see Standard Nine for more information). These funds, as well as the College's operating funds, support infrastructure, servers, networks, and equipment. MCC has a capital replacement plan for technology equipment, and funding the annual replacement and updating of equipment has been a top financial priority. The ETDL department budget is used for review and purchase of new teaching technologies that can be used across the curriculum. (Standards Eight and Nine describe more about budget processes and technology allocations.)

MCC uses instructional technology as appropriate to our mission. All sections of every course, on-ground and online, are assigned an online Blackboard shell where students can access course materials and resources and participate in discussions and other online activities. Classrooms are equipped with instructor stations with touch panels that enable the user to control and display audio/video sources such as computers, DVD and VHS players, cable television, document cameras, and calculators. MCC offers wireless access at several locations on campus and provides two language labs; technology-rich science, math, and culinary arts labs; and open computer labs. (Standard Four discusses distance learning and Standard Eight discusses instructional technology in more detail.)

Professionally qualified staff support MCC's library and technology resources. The library is staffed by a full-time director (vacant as of 2011), nine full-time staff members, and a half-time secretary. Five of the nine full-time staff members hold a Master's Degree or higher and are qualified to provide reference assistance to faculty, staff, and students. The Technical Services and Circulation areas are staffed by four qualified, full-time library associates and five part-time educational assistants whose hours range from 4.25 to 18 hours per week. The library also employs eight student workers. ETDL is staffed by a full-time director with a strong background in educational technology, who presents at national conferences, publishes articles about faculty training and teaching for national journals and books, and has taught on-ground and online classes. In addition to the director, ETDL has one full-time educational technology specialist, one part-time student lab coordinator, who also assists with training and troubleshooting, a full-time administrative assistant, a part-time online course designer, and about a dozen student workers who monitor the Open Labs.

The library and information resources needed to fulfill MCC's mission and purposes are widely available. Located in the Learning Resource Center (LRC), the library has 35,000 square feet of space devoted to study carrels, 40 computer workstations, and five group study rooms with computer workstations and whiteboards, a library instruction classroom with 24 computers and one instructor station, and library staff offices. The library also contains a large, glass-enclosed room, Fireside Commons, which provides a quiet study area and space for occasional campus events, such as poetry readings, author discussions, student law debates, and College receptions. In total, the library can seat approximately 300 students. The library is open an average of 60 hours per week, six days a week during the fall and spring semester.

Details about the library's collection of more than 50,000 items are provided in the Data First Forms. The library CD and DVD collections have grown to 2,532 CDs, 358 books on CD, and 3,902 DVDs. In addition, students have access to a wide range of current journal or newspaper subscriptions and serials. To assess the library's holdings, librarians regularly consult three publications: *Choice*, *Library Journal*, and *Books for College Libraries.* The periodicals collection is monitored daily by a library associate who analyzes usage. These figures are compiled and at the end of the year, the librarians, the Director of the Library, and faculty add or eliminate items from the periodicals collection. Further, each librarian acts as a liaison to an academic division and assists faculty in selecting materials needed to support their programs. When the

College develops a new program or course, the library is given a copy of the proposal to ensure that appropriate purchases are made. At any time during the academic year, faculty members can request that the library purchase materials needed to support instruction.

MCC provides faculty, staff, and students with appropriate training and support to make effective use of the campus's excellent information and technology resources. Librarians work with faculty to offer information literacy classes to students throughout the year. The library website offers information resources that are available for students, faculty, staff, and community borrowers. The site allows users to access the library's catalog, databases, and links to information about research. Students can contact a librarian to assist them with their studies in-person or by phone, email, or texting. The library also subscribes to a 24/7 reference service that assists students with research. In addition, Blackboard houses information literacy instructional videos, subject guides, library handouts, and interactive modules. New Student Orientation sessions at the beginning of each semester introduce students to campus technology, student workers in the open labs provide basic computer assistance, and the Academic Support Center offers technology tutoring. An orientation wiki for students was developed in 2010 by the Director of Student Activities and is available for students who are unable to come to campus. Faculty and staff can receive further support from the Department of Educational Technology and Distance Learning (ETDL), which offers a wide range of educational technology workshops and one-on-one consultations to help faculty integrate technology in on-ground and online courses. Approximately 130 faculty/staff workshops are offered each academic year through ETDL. The ETDL Faculty/Staff Technology Sandbox offers training, specialized software, equipment loans, and a quiet workspace. In 2010-2011, a total of 603 visits were logged at the Sandbox. MCC's Help Desk provides classroom support and the CCC System Office funds 24/7 support for Blackboard. (Standard Eight describes technological support as well.)

Access and availability of MCC's library and information resources fulfill our mission and purposes, regardless of program location or mode of delivery. Any State resident can fill out an application for a library card, so MCC's information resources are not restricted to registered students. In addition to having access to books and periodicals on site, requests for materials not available in the MCC library may be made in person or online by completing an interlibrary loan (ILL) request form (workroom). A link on the library home page to Connecticut's statewide library catalog provides access to more than 400 public, academic, and school library catalogs. The library also collaborates with all the Connecticut Community College libraries using an integrated library system called Voyager. This collaborative effort offers a consistent platform for faculty, staff, and students to access all holdings throughout the Connecticut Community College System. In addition, the College participates in a reciprocal borrowing program with more than 40 academic libraries in Connecticut that enables faculty and staff to share books and other materials in a timely and efficient manner. MCC library also provides access to more than 140 online academic databases that contain thousands of full-text articles. Articles can be printed, emailed, or downloaded.

Students are directed to appropriate sources through in-person help at the library's reference desk, 24/7 online help through the library's webpage, information literacy coursework, library classroom instruction, and tutorials available on Blackboard and the library's webpage. Working closely with faculty, librarians ensure that library materials meet student needs.

Information and Technological Literacy

MCC's evidence shows that students use information resources and information technology as an integral part of their education. In 2010-2011, MCC's library staff members taught 155 library information literacy classes. MCC's library has 8,416 library cardholders and calculates 44,426 circulated items and 225,684 gate counts. The Library's Reference Statistics Report shows that reference staff answered 7,724 questions in 2010-2011, and in the same year, the library processed 438 requests from other libraries and 959 loans from MCC to other libraries. (The Appraisal section below discusses information and technological literacy as well.) Distance learning students are encouraged to take a self-assessment, SmarterMeasure, which provides feedback on their preparedness for online learning and includes assessment of technical literacy. In 2010-2011, 369 students completed the assessment. Students who perform poorly on the self-assessment are directed to resources and services that can help them improve their skills.

Institutional Effectiveness

MCC's library continually asks for input to improve library services. Librarian liaisons meet with faculty throughout the year to talk about new services and ask for input on how to improve existing services. The library also conducts student/faculty focus groups every few years and uses a library service quality survey called LibQUAL® to better understand users' perceptions and expectations so that library staff can improve services and resources. All MCC students can log on to Blackboard and work through guided information literacy tutorials and take pre/post tests used to assess learning outcomes.

Faculty and staff consistently rate the College's technical training as excellent or good and workshop evaluations and feedback from ATAC, LATC, and surveys are used to improve and update services.

APPRAISAL

Achievements

Resources and Access

MCC's library budget, like most College department budgets, decreased from FY11 to FY12. Nonetheless, the library continues to adapt to new demands and provide new services for all faculty, staff, and students at MCC. Materials purchased for collection development remain a priority at the College. A majority of the library's book budget is used to support course curricula and for program development. LibQUAL surveys conducted in 2010 and 2011 show that overall, library users are very satisfied with the library's materials and services. According to LibQUAL, the MCC library continues to receive much praise from faculty, staff, and students

as a welcoming place to study, conduct research, and locate information. The number of cardholders has increased from 5,700 holders in 2002 to 8,400 in 2010.

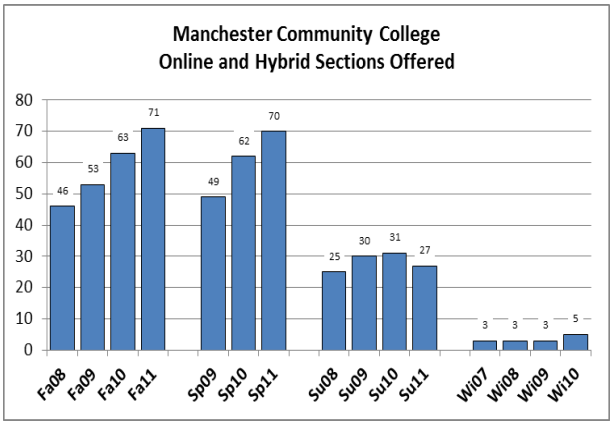
While the number of full-time library staff has decreased from 10 to 9 since 2000, the library has hired part-time staff to meet support services, increase implementation of new technologies, and serve students from Great Path Academy (GPA), the magnet high school located on MCC campus.

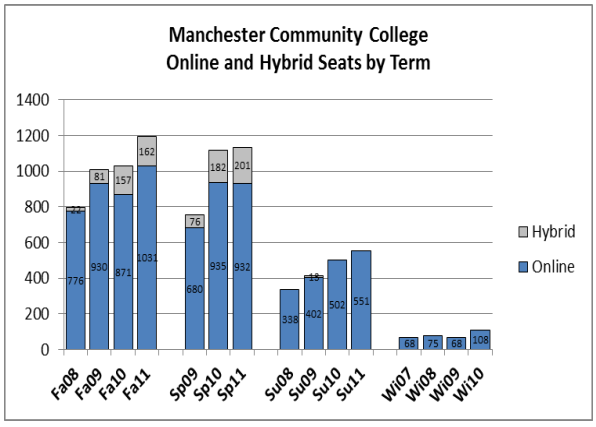
Faculty members have access to well-equipped classrooms as described in more detail in Standard Eight, as well as specialized software and hardware for their disciplines. New technologies are piloted regularly and are made available via server licensing or on computers in the Faculty Sandbox, a dedicated space for faculty to experiment with technology and work on technology-assisted teaching materials. ETDL and System training is supplemented by webinars, documentation, wiki and webpages, and video tutorials. Students gain experience with a wide range of technologies in their classes and through workshops, tutorials, and one-to-one assistance.

Information and Technological Literacy

Campus technology use also is flourishing. A number of factors contribute to this increase: well-publicized training strategies now emphasize pedagogical aspects of technology use; ETDL offers a wide range of workshops for all levels of computer experience; online training opportunities allow convenient access to workshops and tutorials; increased faculty-to-faculty mentoring; recent innovation funding for technology research; and the Academic Dean's support of using additional responsibilities time for technology training. Most recently, Academic Affairs, ETDL, the library, and the Center for Teaching initiated in 2011 a new Professional Development Calendar, which enables faculty to see training opportunities available to them.

Evidence of increased technology use shows in the number of online sections offered, which increased to 71 in Fall 2011, compared to 12 in Fall 2003. Overall Blackboard use (online, hybrid, and web-enhanced sections) rose from 31 percent in Spring 2006 to 62.3 percent in Fall 2010.





Technology training has certainly helped to increase technology use on campus. Faculty and staff find campus workshops to be effective and helpful. After each workshop, participants are asked to evaluate their training experience, and satisfaction is high, with the majority of respondents rating the workshops as excellent or good. Further, faculty and staff are encouraged to share their training needs with ETDL or ATAC. Facilitators are provided with evaluation feedback, and ETDL staff meets regularly to adjust training in response to feedback.

iTeach Essentials, the online faculty training workshop developed by the Teaching & Learning Team (a multi-stakeholder group composed of faculty, librarians, IT and distance learning staff, deans, and division directors from colleges throughout the CCC System) and now offered through the Connecticut Distance Learning Consortium (CTDLC), provides faculty with a real experience of taking a nine-week online course while learning how to create and teach an online course. The Academic Dean provides funding for full-time and adjunct faculty to complete *iTeach Essentials* as part of the Scholars & Mentors Program. After completing *iTeach*, faculty are asked to share what they have learned by mentoring other faculty. The initiation of the Scholars & Mentors program in 2011 is expected to help enroll more faculty in *iTeach Essentials* and spread best practices through mentoring.

Cross-divisional and departmental communication has also improved technology use on campus. The Distance Learning Advisory Team works across divisions and departments to develop services that will help online students succeed. Bringing academic and student services staff and faculty together has promoted solutions, such as a new webpage that consolidates information for prospective and current online students. This team also serves an important marketing function for distance learning programs, training, and initiatives.

The College hopes to continue this integrated approach to student services with the creation of a Learning Commons in our next building project. Initially proposed as an innovation fund project by the directors of the library and ETDL and the former IT director, the Learning Commons has grown in scope and is now part of MCC's Educational Master Plan. Construction of the Learning Commons will address space constraints in the open labs and the library, provide students with more access to librarians and other support staff, and create technology-rich areas where students can study or work collaboratively.

Areas of Concern

Resources and Access

The new library opened in 2000. While the library can accommodate current enrollment, the space needs to be modified to meet higher enrollment needs as well as provide new technology and social spaces. The number of computers has slightly increased from 2000, now totaling 61, which includes 24 in the multi-use training room and one computer for each of the five group study rooms, but general computer access for library users is rather limited.

Despite the number of well-publicized ETDL workshops offered on campus and online, faculty often find it difficult to fit training into their schedules, which can limit their knowledge of many

new tools and approaches that can enhance student learning and engagement. Additional webinars and more short, introductory presentations are planned to accommodate adjuncts as well as the schedules of full-time faculty. Training workshop attendance will be particularly valuable for the upcoming 2012 transition from Blackboard Vista to Blackboard Learn. This training will incorporate pedagogy with technical platform instruction and will help disseminate information about best practices, but faculty who use Blackboard will have to find time to attend training and practice using the new platform.

Information and Technological Literacy

Although information literacy is taught in many classes, and the library offers numerous workshops on information literacy, the College is not assessing all students for competencies in information literacy. The recent General Education reform has addressed this concern by incorporating assessment for information literacy in all General Education courses.

Demand for *iTeach Essentials* has been high and a small number of trainers has limited the number of seats available each semester. In fall of 2010, The Connecticut Distance Learning Consortium (CTDLC) assumed management of *iTeach Essentials* from the CCC System Office. Although each college will now pay for seats, this will allow CTDLC to hire more trainers and offer more sections of the course. The initiation of the Scholars & Mentors program in 2011 is expected to help enroll more faculty in *iTeach Essentials* and help spread best practices, and on-ground workshops will supplement *iTeach* training pending sufficient seats and funding. (More information on *iTeach* in Standard Four.)

PROJECTION

1. Over the next few years, the General Education Committee will assess all students for competencies in information literacy in General Education courses.
2. ETDL and Academic Affairs will participate in a pilot of "Mobile Learn" in Spring 2012 to increase flexible access to Blackboard Learn via Smart phones, iPads and other mobile devices.
3. ETDL and Academic Affairs will explore the possibility of piloting Blackboard Collaborate in 2012 to add web conferencing and other "rich media" learning possibilities for students and faculty. This will provide more virtual opportunities for staff, faculty, and student training and collaboration.
4. ETDL and Academic and Student Affairs will investigate the feasibility of the recommendation from Paulien and Associates, Inc. to construct a Learning Commons that will centralize open computing lab, library, technology and tutoring services and create a learner-centered, collaborative space for students, faculty and support staff. This construction is part of MCC's 10-year Educational Master Plan.

Standard 7: Library and Other Information Resources

(Library)

	3 years prior	2 years prior	Most recently completed year	Current year (actual or projection)	? Next year (goal)
	(FY 2006-07)	(FY 2007-08)	(FY 2008-09)	(FY 2009-10)	(FY 2010-11)
Expenditures/FTE student					
Materials	$ 75,000	$ 85,000	$ 85,000	$ 85,000	$ 88,000
Salaries & Wages	$ 781,524	$ 884,374	$ 870,604	$ 854,942	$ 865,000
Other operating	$ 148,000	$ 170,000	$ 170,000	$ 170,000	$ 181,000
Collections					
Total print volumes	48,965	50,369	51,916	53,661	55,000
Electronic books	N/A	N/A	N/A	N/A	N/A
Print/microform serial subscriptions	1,022	1,133	1,108	1,037	1,025
Full text electronic journals	25,745	28,542	29,600	31,102	32,000
Microforms	N/A	N/A	N/A	N/A	N/A
Total media materials	3,838	4,639	5,409	6,435	7,300
Personnel (FTE)					
Librarians -- main campus	3.0	3.0	3.0	4.0	4.0
Librarians -- branch campuses	N/A	N/A	N/A	N/A	N/A
Other library personnel -- main campus	6.5	7.5	6.5	5.5	5.5
Other library personnel -- branch campus	N/A	N/A	N/A	N/A	N/A
Library Instruction					
? Total sessions -- main campus	120	116	132	152	155
Total attendance - main campus	1,920	1,856	2,112	2,432	2,500
Total sessions -- branch campuses	N/A	N/A	N/A	N/A	N/A
Total attendance -- branch campuses	N/A	N/A	N/A	N/A	N/A
Reference and Reserves					
? In-person reference questions	8,967	8,620	9,012	N/A	9,000
? Virtual reference questions	54	27	46	N/A	60
Traditional Reserves:					
courses supported	N/A	N/A	299	284	275
items on reserve	N/A	N/A	2824	2791	2650
E-Reserves:					
? courses supported	N/A	N/A	N/A	N/A	N/A
? items on e-reserve	N/A	N/A	N/A	N/A	N/A
Circulation (do not include reserves)					
? Total/FTE student	11	7	10	9	10
? Total full-text artide requests	175	162	97	66	50
Number of hits to library website	N/A	N/A	N/A	N/A	
Student borrowing through consortia or contract	1,989	2,198	2,017	2,898	3,300
Availability/attendance					
? Hours of operation/week main campus	70.5	70.5	70.5	70.5	70.5
Hours of operation/week branch campuses	N/A	N/A	N/A	N/A	N/A
Gate counts/year -- main campus	225,450	221,099	232,015	215,000	225,000
? Gate counts/year -- average branch campuses	N/A	N/A	N/A	N/A	N/A
URL of most recent library annual report:	N/A				
URL of Information Literacy Reports:	N/A				

Standard 7: Library and Other Information Resources (Information Technology)

		3 years prior	2 years prior	Last year	Current year (goal or projection)	? Next year goal
		2007-08	2008-09	2009-10	2010-11	2011-2012
	Number (percent) of students with own computers					
?	**Course management system**	Blackboard Vista 8.0.3				
	Number of classes using the system					
	Classes on the main campus	574(w/o Winter)	352 (w/o Spring)	880 (w/o Winter)	1000	1200
	Classes offered off-campus	0	0	0	0	0
	Distance education courses	65	97	127	130	150
	Bandwidth					
	On-campus network to desktop	1Gig	1Gig	1Gig	1Gig	1Gig
	Off-campus access					
?	commodity internet (Mbps)	100Mbps	100Mbps	100Mbps	100Mbps	100Mbps
?	high-performance networks (Mbps)	100Mbps	100Mbps	100Mbps	100Mbps	100Mbps
?	Wireless protocol(s)	a,b,g, ports 80 &443	a,b,g, ports 80 &443	a,b,g,n and ports 80 &443	a,b,g,n and ports 80 &443	a,b,g,n and ports 80 &443
	Network					
	Percent of residence halls connected to network					
	wired	N/A	N/A	N/A	N/A	N/A
	wireless	N/A	N/A	N/A	N/A	N/A
	Percent of classrooms connected to network					
	wired	100%	100%	100%	100%	100%
	wireless	20%	30%	30%	40%	40%
	Public wireless ports	80 and 443	80 and 443	80 and 443	80 and 443	80 and 443
	Multimedia classrooms (percent)					
	Main campus	70%	85%	90%	100%	
	Branches and locations	N/A	N/A	N/A	N/A	N/A
	IT Personnel (FTE)					
	Main campus	13.0	13.0	13.0	13.0	13.0
	Branch campuses	N/A	N/A	N/A	N/A	N/A
	Dedicated to distance learning	4.0	4.0	4.0	4.0	
	Software systems and versions					
	Students					
	Finances					
	Human Resources					
	Advancement					
	Library					
	website management	Adobe Contribute CS3				
	portfolio management					
	interactive video conferencing	WebEx				
	digital object management					

Standard Eight: Physical and Technological Resources

Manchester Community College's physical and technological resources are commensurate with our institutional mission and purposes. The College is continually implementing improvements and renovations to accommodate the increase in traditional full-time students and record enrollments, and to create dedicated spaces that reflect diverse functions. MCC also utilizes extensive, state-of-the-art technology and offers wide-ranging technological support. The College is moving forward thoughtfully and deliberately to accommodate current and future needs as determined by our Strategic Plan, Educational and Facilities Master Plan, capital and deferred maintenance plans, and other planning efforts.

DESCRIPTION

Physical Resources

The MCC campus comprises 160 acres surrounded by a residential community; wooded and wetland areas; open space including a commencement lawn, the Bicentennial Bandshell (town-owned), a recreational trail, athletic fields, and community gardens; and roadways, parking, and campus buildings. The campus buildings combined are almost a half-million square feet. The Lowe Student Service Center (1984) is the oldest building and has received extensive renovations and upgrades during the last 11-year construction program. The newer buildings account for 75 percent of the square footage on campus and include the Learning Resource Center (2000); Arts, Sciences, and Technology Center and Village (2002); and Great Path Academy (2009).

MCC's physical environment is critical to the mission of student success. The College's 46 general purpose classrooms have a capacity range of 20 to 60 students. Classes are held from 8:00 a.m. to 9:50 p.m. Monday through Thursday and have an 82 percent or higher utilization rate, with each class at least 80 percent full. Great Path Academy (GPA) classrooms are utilized by MCC after 4:00 p.m. and on the weekends. In addition to general purpose classrooms, the College has 49 specialized instructional spaces, including culinary arts kitchens and dining rooms; art and music studios; and allied health, criminal justice, computer, science, and math labs. The Hans Weiss Newspace Gallery and library are open to the College community and the public. MCC has two large meeting spaces, the SBM Charitable Foundation Auditorium, which seats 376, and the Great Path Academy Community Commons, which seats 140. The Lowe Student Services Center houses a variety of student life and student support areas, including the Academic Support Center, Counseling, Student Activities, the Fitness Center, Veterans O.A.S.I.S., and cafeteria and dining space.

All the buildings on campus, with the exception of those in the Village, are connected on the second floor, allowing for easy indoor access. Fifty-nine of the 1,759 parking spaces are dedicated to handicap parking, and 23 of the 30 exterior doors on campus have automatic openers, as do the majority of the restrooms on campus. Almost all of the campus facilities are compliant with the Americans with Disability Act (ADA) in physical and program accessibility.

Most of the campus was built after 2000, ensuring that facilities adhere to the newer, stricter guidelines for accessibility.

The College is also committed to exploring, adopting, and promoting sustainable practices. The Sustainability Team has spearheaded several projects in conjunction with the Facilities department and various departments. These include composting; recycling of cooking oil, paper, bottles, and cans; utilizing energy-efficient lighting throughout the campus; and establishing a community garden. Additionally, the IT department has deployed energy management and reporting tools for computer use throughout the College and is extending virtualization to further our conservation efforts.

The Facilities Department is responsible for the care and maintenance of all campus buildings, grounds, and campus-wide systems. The department also carries out project planning and administers the design and construction of new and rehabilitated physical spaces. The Director of Facilities and Planning reports to the Dean of Administration and oversees four skilled craft workers, 38 custodial and maintenance workers who are supervised by a building superintendent, and a skilled maintainer.

Campus Police and Safety

MCC's Campus Police Department is responsible for ensuring the safety and security of the College. The department is staffed by five police officers (sworn officers with full powers of arrest), including a Master Sergeant responsible for the daily supervision of the department; five Buildings and Grounds Patrol Officers (non-sworn officers); a secretary/telecommunications operator; and a part-time telecommunications operator. The Master Sergeant and four police officers are P.O.S.T. (Police Officer Standards and Training) certified. The telecommunications operators are certified through the Connecticut Department of Public Safety. All classrooms and office spaces contain phones from which emergencies can be reported by dialing 3111 internally or pushing a "police call" button. MCC officers are responsible for responding to emergencies reported on campus and are trained in basic life support, CPR/AED, and first aid. If a medical emergency warrants an EMT or Paramedic response, the Town of Manchester 911 is called and the Manchester Fire-Rescue-EMS and the Ambulance Service of Manchester respond. The 3111 line is forwarded to the Manchester 911 Center when MCC officers are not on duty and the Manchester Police Department or Manchester Fire-Rescue-EMS Department responds if an emergency is reported after hours. Officers are responsible for opening the College buildings every morning (6:30 a.m. weekdays and 7:30 a.m. Saturdays) and for securing the buildings every night (10:30 p.m. weekdays and 5:00 p.m. Saturdays). Officers are also responsible for patrolling the campus buildings and grounds and for directing traffic flow on campus roadways and in six parking lots, which contain a total of 1,759 parking spaces.

The Director of Public Safety and Environmental Health is responsible for the overall management of the MCC Police Department and for ensuring that the College is in compliance with federal and state health, safety, and environmental regulations.

Technological Resources

The College offers extensive technological resources to the campus community. MCC's Information Technology Department (IT) is responsible for almost all aspects of technology procurement and deployment, including hardware and software, and provides administrative and classroom computer support services for students, faculty, and staff. The Director of Information Technology provides leadership and direction for the department, which includes two Assistant Directors, a Network Manager, System Manager, a secretary, eight technicians, and three support staff with specified roles. These staff members function in teams. The Infrastructure/Operations team provides engineering and support for network and telecom operations, server maintenance and configuration, system imaging and software testing. The Customer Support team is responsible for maintaining the Help Desk from 7:30 a.m. to 7:30 p.m. Monday through Thursday, with reduced hours on Friday. The Customer Support team is responsible for systems, system deployment, copy center operations and maintenance, training, and security support.

MCC's technological infrastructure meets the College's institutional mission and strategic priorities. The College has a high-performance network with advanced security appliances that provides more than 20-GB connection between campus buildings and one GB to each desktop through a fiber and/or copper interconnection. The pipe into and out of campus is 100 MB and is the two-way infrastructure that delivers Internet services. MCC also participates in shared administrative technologies with the Connecticut Community Colleges. The enterprise resource planning (ERP) system, known as 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. Network access is provided to staff, faculty, and students through a unique identification number and password. The course management system, Blackboard, is a managed hosting platform delivered through the CCC system to all 12 Connecticut community colleges. Payroll services are centrally provided through the State's CoreCT system. All staff and faculty have email capabilities.

MCC extends wireless networking to all public areas on campus with more than 100 access points. The College partners with the Town of Manchester to provide free Internet access for community members as well as students. The College has more than 50 servers supporting voice over IP/unified messaging telephone services, email, network services, file serving, web, database, video surveillance, and a variety of other applications. Emergency paging in classrooms and offices is provided through the telephone system, as well as various POE and AV controlled speakers throughout the College. MCC maintains licensed radio frequencies for Campus Police and Facilities/IT with a strong partnership with Manchester and State law enforcement agencies. An advanced software distribution system is used to manage desktops and an ITIL-compliant help desk system provides service as well as problem management.

MCC offers a Cisco VoIP telephone system and unified messaging system. The College also hosts an Exchange Server and provides digital and analog telephone service, as appropriate. Voicemail messages can be retrieved directly from phones, but can also be retrieved via email

through unified messaging. Four server rooms located throughout campus have the support of uninterrupted power supplies (UPS), motor generator electrical backup, and redundancy, in case of an electrical failure. A multi-point storage area network with disk-to-disk backup and LTO-5 tape backup provides the College extensive storage, disaster recovery capabilities, and the foundation for virtualization strategies.

MCC maintains an impressive technological environment for classrooms and offices. One-hundred-sixteen areas throughout campus have presentation capabilities, each with color touch panel, document camera, CaTV and satellite download capability, and DVD and computer technology. These stations have Crestron touch panels, which enable the user to control and display audio/video sources such as computers, DVD and VHS players, cable television, document cameras, and calculators. Science labs incorporate data capture technology for student experiments. Computer labs have self-healing software on student computers for comprehensive operating system learning, and faculty can fully control and display these computers from the instructor station. Approximately 20 classrooms have full wireless capability as well. Technology-rich areas include two language labs with a total of 53 stations, science labs (biology, physics, chemistry, and geology), respiratory care simulation applications, network and systems labs using virtual machine technology, advanced technology Continuing Education labs, Continuing Education mobile labs, math labs, speech classrooms, a manufacturing lab, and a culinary arts lab. Thirteen conference rooms have AV technology.

MCC has an inventory of 1,123 classroom computers, 693 office computers, 226 printers, and 34 Smartboards located throughout campus. The College has an Internet Café, two well-utilized open computer labs, open access in the library, and a computer lab in Veterans O.A.S.I.S. Several other multi-computer configured rooms offer specific delivery of services to students, including the Test Assessment Center and the Assisted Computer Lab in the Lowe building. All systems at MCC are protected by McAfee Enterprise Anti-Virus Suite software.

The Educational Technology and Distance Learning (ETDL) department arranges for relevant training for faculty and staff on new technologies and distance learning. Training and mentoring activities are supported through a facility known as the Faculty/Staff Technology Sandbox and are described in more detail in Standards Four, Six, and Seven.

Institutional Effectiveness

MCC hired a planning consulting firm, Paulien and Associates, Inc., to evaluate our current and future needs and create Educational and Facilities Master Plans. MCC's Strategic Plan, Educational and Facilities Master Plans, capital and deferred maintenance plans, and other planning efforts will guide the College's plans for the future.

APPRAISAL

Areas of Achievement

MCC's administration encourages campus participation when planning changes to facilities and technological resources. The College community shares information through presentations and conversations at governance committee meetings (College Senate and Academic Senate), through the President's Advisory Council, and through subcommittees. The Facilities department's standard practice is to include stakeholders in the planning process to ensure appropriate development and end-user satisfaction. For example, when MCC renovated office space for the Continuing Education Department, CE staff was included at all meetings with subcontractors and in the selection of furniture, equipment, design, etc.

The Directors of IT and Facilities regularly meet with directors, deans, and the President to respond to technology and facilities matters. For instance, when institutional research indicated that a self-paced instructional system would better serve students in developmental math, Facilities, IT, and the Math department worked together on the design and location of a new Math Lab. Construction of the lab was completed in December 2011.

In addition to collaboration, the College's maintenance of physical and technological resources is guided by clear and deliberate planning. Equipment and systems are effectively managed and maintained. Quarterly and semiannual evaluations are conducted, resulting in short-term and long-term plans. These evaluations and implementation plans are incorporated in the College's Strategic Plan where they are prioritized with input from the College community, the President's Advisory Council, and the Cabinet. The Strategic Plan is reviewed on a regular basis, and strategic priorities are used to reallocate physical and technological resources as necessary. In 2010, MCC's Academic Technology Advisory Committee (ATAC) developed a new process (workroom) to collect all computer hardware and software updates in April for May's Strategic Planning cycle.

The College has developed a new Educational Master Plan and corresponding Facilities Master Plan with the help of the planning consulting firm, Paulien and Associates, Inc. Based on recommendations of the Facilities Master Plan, which projects expansion over the next ten years, the Director of Facilities and Planning and the Dean of Administrative Affairs have devised a signage plan to improve wayfinding, an ADA compliance plan to address remaining ADA issues, and an energy study to improve energy savings. Renovation and reconfiguration of one of our parking lots and Fire Suppression Expansion have also begun.

Physical Resources

The College has improved facilities and updated technological resources in order to meet the needs of students and community members. Some of these improvements include installing digital signage and adding a virtual tour and campus maps to the website. The College also has made many connections to the community by utilizing the campus to forge educational partnerships and promote cultural events. In fact, in an online campus survey, 80.3 percent of

66 respondents felt that MCC is accessible, open, and inviting to students and community members (workroom). Plans also are underway to utilize recently donated space on Main Street in Manchester, CT, which realizes MCC's community engagement strategic goal.

The Facilities department has completed many construction projects over the past ten years, including: renovations to Registrar's Office, Admissions Office, and Culinary Arts Center; replacement and upgrade of the Lowe building fire alarm system, central heating and cooling plant, and roof; renovations to create a new Academic Support Center, a Precision Machine computer lab, an IT Help Desk, an Entrepreneurial Center, Lowe dining, studying, and lounge spaces, Student Activities and Student Government spaces, Business and Industry spaces, and relocation and renovation to offices for Academic Affairs, Administrative Affairs, Student Affairs, Institutional Development, the President, and Human Resources.

MCC's classrooms are functional, comfortable, and well-designed. Instructional delivery has been enhanced by instructor station work areas, flexible seating areas, remote supportability, and high-quality materials and workmanship.

In addition, MCC laboratories are well-equipped and updated as necessary. Biology labs have computer-interfaced sensors and high-powered stereomicroscopes. Allied Health labs have the latest simulation technology and models of medical equipment as well as a wide array of surgical instrumentation and rehabilitation/adaptive equipment for occupational therapy. These laboratories are regularly inspected by the State of Connecticut Department of Public Health to ensure regulatory compliance. Culinary arts kitchens have recently been upgraded with new equipment, including a camera system with large screen monitors, which provides students with a better view of instructor demonstrations. The new Criminal Justice lab is in operation, and Perkins Grant funds were used to purchase important technology such as a Fuming Chamber.

MCC labs also are well staffed. The science and Allied Health labs are overseen by highly trained lab managers and supported by educational assistants who provide lab preparation and clean up and who work with the full- and part-time faculty during lab sessions.

In addition to high-quality facilities, MCC is proud of its sustainability efforts. With the support of the Sustainability Team, the College has developed the following initiatives: a composting program, a community garden project, a working Farmers' Market, and a campus recycling program. Examples of campus sustainability efforts also include: installation of heated dryers instead of paper towels in restrooms, assessment of campus lighting, development of guidelines for "green catering" for food service providers, use of more efficient ink jet printers, and development of new credit and credit-free "green" programs. The College has realized significant energy savings through IT's management of power for all client systems. Virtualization of servers and systems will further enhance sustainability. IT will implement workgroup printing and high-volume, low-cost copiers in an effort to reduce paper and toner

consumption and reduce the number of printers. Additionally, IT is developing controls and monitoring tools to conserve resources and promote environmentally responsible use of printing supplies.

Campus Police and Safety

Eighty percent of the respondents to the online survey (workroom) agree that campus facilities are maintained well and ensure the safety of the College community. MCC installed combination locks on every classroom door, 21 emergency phones throughout campus, and an emergency response system that provides text-messaging services.

The College has a strong and effective partnership with the Town of Manchester Police Department and the Manchester Fire-Rescue-EMS Department. The MCC Police Department calls the Town of Manchester Police Department if assistance is needed. The Town of Manchester Fire-Rescue-EMS Department responds to medical emergencies on campus and to all fire and sprinkler alarms. Additionally, MCC officers receive training from Manchester Police Department instructors on officer safety, use of force procedures, CPR, and First Aid.

The College fosters strong communication among personnel responsible for the overall management of the College's response to emergency situations. The President's Emergency Management Team (PEMT), which includes the President, the four deans, Great Path Academy Principal, the Director of Public Safety and Environmental Health, the Director of Facilities and Planning, the Director of Human Resources, the Director of IT, and public information officers, meets monthly to review the policies and procedures provided in the College's Emergency Response Plan. The plan provides guidelines for MCC administrators, faculty, staff, and students and a framework for decision-making, notification criteria, and incident-specific response guidelines.

The College also abides by strict protocols to ensure a clean, safe environment. Our Spill Prevention and Countermeasure Control Plan (SPCC) details procedures to be followed in the event of a hazardous spill or incident involving the fuels and fluids used in power generation and the operation of the elevators. The College utilizes the consulting firm, TRC, to review environmental safety. MCC contracts with qualified vendors to remove waste from chemicals used in the various labs and from electronic byproducts. Staff that may come in contact with these materials must go through training. Additionally, MCC's Emergency Response Manual includes protective measures, such as an exposure control plan for blood-borne pathogens and communicable diseases.

In addition to addressing environment hazards, MCC regularly tests and inspects safety systems. MCC's sprinkler systems are tested quarterly; fire alarm systems are tested semi-annually; fire extinguishers are tested monthly; the alarm notification system and audio/visual systems are tested twice a year; and exterior lights are tested monthly. Any problems revealed by these inspections are addressed expeditiously. The State Fire Marshal and Manchester Fire Marshal conduct an annual inspection of the campus facilities, and the Child Development Center hosts a separate inspection for their specific licensing.

Technological Resources

The Connecticut Community College System administration applies a "12 college solution" to technological concerns and updates. Discussions of system-wide academic technology topics occur at monthly Educational Technology Advisory Committee meetings that include representatives from all areas of the 12 colleges. Locally, MCC's IT department continually reviews, re-evaluates and reassesses long-range technology planning related to strategic goals.

As a result of strong planning, MCC responds well to faculty technology needs. Discussions of college-wide, academic technology matters occur at regularly held meetings of ATAC, whose members include representatives from all areas of the College. With permission of division directors and appropriate budget support, faculty members have opportunities to acquire and experiment with the technology they need. Furthermore, instructors have training and access to software through ETDL and System workshops, online training, and the Faculty/Staff Technology Sandbox. Information regarding training subjects, dates, and times are communicated to the College community via "all-points" emails, the Academic Affairs professional development calendar, and MCC and System webpages.

MCC is vigilant about protecting personal information. The Community College System Office has plans to implement an enterprise-wide tool to locate personal confidential data (PCI) across all campuses. Policy safeguards ensure that PCI data is accessed only by appropriate personnel. MCC communicates policies and recommendations to end users who are responsible for this kind of data management and is planning enhanced training to raise awareness of potential threats. Additionally, to protect the privacy of individuals, the College uses accepted industry services, such as Infoshred, which securely disposes of sensitive paper documents, and adheres to the Family Educational Rights and Privacy Act (FERPA) to protect student information.

Numerous policies and procedures are in place for protecting the reliability of MCC's information systems. The College performs server backups on a daily basis. MCC also has policies and procedures in place for protecting the integrity and security of campus data. Requests for access to secured data are handled via Help Desk tickets that require supervisor approval. Additionally, the College uses network security methodologies like ACLs, firewalls, permissions-based access to data stores, authentication of users connecting to any resource, and enterprise-managed virus protection. All College-issued laptops are encrypted to ensure data security.

Areas of Concern

Physical Resources

MCC's 2011 Educational Master Plan indicates that the College needs more instructional space. the College decided beginning in Fall 2010 to offer the same number of sections as prior years, effectively limiting enrollment to about 7,500 (headcount) students due to space and resource constraints. At present, MCC is about 30,000 square feet short of the physical space needed to sustain operations. The Facilities Master Plan includes recommendations to renovate and relocate existing spaces, as well as expand with new construction.

After completion of the LRC and AST construction projects in 2000 and 2002, funds were unavailable for improved landscaping. The Landscaping Master Plan, completed in 2006, suggest ways to improve MCC's grounds; however, this remains an ongoing project.

Additionally, despite past improvements to campus signage, our administration has noted that community members and visitors still find it difficult to navigate onto and through the campus. Plans to address this concern are already underway: the Signage Master Plan will improve wayfinding on campus.

In response to high utility bills and the State budget crisis, MCC is performing an energy study to examine cost savings from energy systems (including air conditioner, heating, and lighting).

B-Lot, which was built in 1984, has deteriorated substantially over the years and requires better lighting and more parking spaces to accommodate enrollment growth.

Though extensively renovated, some areas in the Lowe building are not compliant with ADA standards. For instance, the Lowe building restrooms were constructed in 1984 under different codes and regulations, but they are no longer compliant with current standards. The College completed a self-study compliance audit in the fall of 2011 and developed a compliance plan for the few noncompliance items, which will become part of the strategic and capital planning initiatives. MCC's compliance plan was submitted to the State Department of Education in October 2011, and MCC is partnering with Amenta Emma Architects to address Lowe building compliance.

In 2007, Lowe building was noted for fire code violations. In addition, since opening, the LRC and AST have had very few updates to replace normal wear-and-tear of flooring and rugs.

Campus Police and Safety

MCC's police officers are unarmed. In reaction to the shootings on college campuses (e.g., Virginia Tech and Northern Illinois State University) and at Manchester's Hartford Distributors Inc., the President began a college-wide discussion of this issue in 2009. Presentations on arming were given at Academic Senate, Student Senate, and College Senate, and a college-wide survey was conducted to which a majority of respondents supported the arming of MCC's officers (workroom). The President has asked the Chancellor for approval to arm MCC's

officers. The final decision was not made and any action will need to be taken by the newly established Board of Regents for Higher Education.

IT Department's Technology Replacement Plan has identified the need to expand coverage of the emergency blue light phone system in the B parking lot.

Based on the evaluation of a crisis scenario conducted with the Town of Manchester Police Department, the President's Emergency Management Team has identified protocols and

systems that require enhancement in order to effectively communicate emergency messages to the campus and community.

Technological Resources

Sixty percent of respondents in the online survey indicated that MCC lacked adequate staff to maintain the technological resources on campus, particularly during off-peak hours such as early mornings and weekends. IT is responsible for supporting MCC's vast technological inventory, and requests for servicing, relocating, upgrading, and repairing technology are prioritized and addressed as expeditiously as possible. Some end users feel that IT would benefit from additional staff. However, budget constraints do not allow the College to increase staff, and while the IT Director will continue to monitor staffing levels, IT should continue to assess priorities and improve communication with end users.

In addition to staffing, IT's Technology Replacement Plan has indicated needs in the following areas: ongoing replacement of outdated academic and administrative computers, AV classroom upgrades, and the expansion of wireless, emergency paging and cellular coverage throughout the entire campus.

PROJECTION

Physical Resources

1. Facilities Director and Administrative Dean have several planning and construction efforts underway:
    a. The Facilities Master Plan, the College's planning document detailing campus expansion over the next ten years, responds to the ten-year Educational Master Plan. These critical planning documents, which will be completed by winter 2011, are being developed by the College with the help of educational and planning consultants Paulien and Associates, Inc.
    b. The Landscape Master Plan, completed in collaboration with Carol R. Johnson Associates Inc. in 2006, identifies various landscape planning goals for the future expansion as well as campus landscape standards.

c. The Signage Master Plan aims to provide clear and easy directions and information to students and visitors, across campus. The plan includes much needed wayfinding signage, destination signage, and messaging signage. The plan includes design standards for future expansion and development opportunities. This plan will be completed by winter 2012 and implementation will begin in the Spring 2012. Facilities is partnering with Marketing and Public Relations and consultant AdamsAhern.
d. An Energy Study, which will be completed winter 2012, includes an audit of energy utilization to determine improvement or replacement of existing systems and includes review of all lighting systems, lighting controls, and HVAC systems and heating plant components. The College is working with State of Connecticut Department of Construction Services (DCS) and O'Dea, Lynch, Abbattista Consulting Engineers P.C.
e. The renovation and reconfiguration of B-Lot, along with additional parking spaces, begins in Fall 2011 with anticipated construction in Summer 2013. The College is working with DCS and Purcell Associates.
f. Plans for complete ADA compliance are underway. Under the plan, Lowe building bathrooms will be brought up to code. The compliance plan, which includes construction modifications, was submitted to the State Department of Education in October 2011. Facilities is partnering with Amenta Emma Architects PC to bring about complete compliance.
g. The design for Fire Suppression Expansion in the Lowe building begins in Fall 2011 with anticipated construction in Summer 2012. The College is working with DCS and Douglas S. Lajoie P.E.
h. In Summer 2012, Facilities plans to replace worn flooring, furniture, and rugs, and to repaint AST and LRC.

Campus Police and Safety

2. In 2012-2013, in cooperation with the Town of Manchester Police Department, the MCC Police Department will work with the College administration and BORHE to explore the feasibility of arming campus officers. The MCC Police Department will develop a qualifications plan for campus officers who will be armed and revise its "Use of Force" policies accordingly.
3. See Projections # 4, 5, 11 and 12, which also relate to Campus Police and Safety.

Technological Resources

4. The entire campus will be equipped with an emergency paging system to support the emergency management team as required. This task will be completed by Summer 2012.
5. Cellular repeaters with high absorption profiles that attenuate signals will be installed to extend service inside campus buildings. This will permit use of the MyCommnet Alert system throughout the College during emergencies. This task will be completed by Summer 2012.
6. Information Technology will build, test, and deploy new virtual desktop systems and full labs to provide better, more responsive services for the College. Initial phases of this on-going project will be completed by Summer 2012.

7. Information Technology will research the feasibility of new enterprise license agreements and other technology, such as KeyServer, to better support students and faculty. This task will be completed by Spring 2012.
8. A new and enhanced HelpDesk application will be fully tested and deployed to provide better user support, inventory controls, and support management. This will be completed by Summer 2012.
9. By winter 2012, IT will refurbish existing conference room space to provide a state-of-the-art facility for local meetings and collaboration. Designed for accessibility and ease-of-use, the environment will integrate HD video conferencing; audio, video, and content capture for on-demand webcasting; and provide web-based virtual meeting spaces for both real-time and on-demand collaborative meetings.
10. Information Technology will implement a college-wide managed print solution in order to realize savings and paper reduction. As part of this project, IT will investigate the feasibility of using code access for printers and copiers to better audit, track, and manage printing and copying throughout the College. This task will be completed by Spring 2012.
11. A program to increase awareness of and participation in the MyCommnet Alert system for the entire College community will be implemented by Spring 2012 to enhance utilization of text-messaging services for emergencies and College closings.
12. Based on research and recommendations of the President's Emergency Management Team, IT will refine and deploy new systems and procedures to enable real-time emergency communication throughout the campus and College community. These improvements will be studied and implemented in Spring 2012 through Summer 2013.

Standard 8: Physical and Technological Resources

Campus location	Serviceable Buildings	Assignable Square feet (000)
main campus	11	281
other U.S. .locations		
international locations		

	2 years prior (FY 2009)	1 year prior (FY 2010)	Current Year (FY 2011)	Next Year Goal (FY 2012)	Goal in 2 years (FY 2013)
Revenue ($000)					
Capital appropriations (public institutions)	$200	$17	$2,997	$0	$0
Operating budget	$494	$611	$679	$624	$624
Gifts and grants					
Debt					
TOTAL	$694	$628	$3,676	$624	$624
Expenditures ($000)					
New Construction	$37	$2	$14	$0	$0
Renovations, maintenance and equipment	$7,595	$6,601	$7,163	$6,966	$6,979
Technology	$2,061	$1,928	$1,548	$2,272	$1,676
TOTAL	$9,693	$8,531	$8,725	$9,238	$8,655

Assignable square feet (000)	Main campus	Off-campus	Total
dassroom	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**

Building name	Purposes	Assignable Square Feet (000)	Cost (000)	Year
	See Attached			

New buildings, planned for next 5 years

Building name	Purposes	Assignable Square Feet	Cost (000)	Year
Academic	Various Academic Prgms	46	$46,500	2017

***Major Renovations, past 10 years** The list below indudes renovations costing $_____ or more

Building name	Purposes	Assignable Square Feet	Cost (000)	Year
	See Attached			

***Renovations planned for next 5 years** The list below indudes renovations costing $_____ or more

Building name	Purposes	Assignable Square Feet	Cost (000)	Year
	See Attached			

*See details related to new buildings and planned buildings on next page

Standard 8: Physical and Technological Resources

Major new buildings, past 10 years

Building name	Purposes	Assignable Square Feet (000)	Cost (000)	Year
Maintenance Building	Maintenance Building	5	$ 936	2010
Great Path Academy	Magnet High School	41	$ 28,775	2009
AST	Arts, Sciences, Tech Ctr	74	$ 33,887	2003
AST Village Building #1 - #6	Classroom/Lab	8	$ 2,987	2003
Learning Resource Center	Classroom/Lab	67	$ 17,995	2000

Major Renovations, Past 10 Years The list below indudes renovationss costing $100,000 or more

Building name	Purposes	Assignable Square Feet (000)	Cost (000)	Year
Lowe	South Kitchen Hood	85	$ 196	2010
Lowe	Fire Alarm Replacement	85	$ 680	2008
Lowe	Central Plant Utility	85	$ 5,286	2007
Lowe	South Kitchen	85	$ 196	2007
Lowe	Cheney Dining Room	85	$ 501	2006
Lowe	Roof	85	$ 560	2006
Lowe	Admissions/Registrar	85	$ 460	2005

Renovations planned for next 5 years The list below indudes renovationss costing $100,000 or more

Building name	Purposes	Assignable Square Feet (000)	Cost (000)	Year
Lowe	Fire Suppression Upgrade	85	$ 1,800	2013
Lowe	Bathrooms - ADA Compliance	85	$ 4,000	2013
AST/LRC	Painting/Carpet Replacement	141	$ 800	2012

Standard Nine: Financial Resources

Manchester Community College served 15,584 students (unduplicated headcount) in fiscal year 2011 in credit and credit-free courses. In serving this large student body, MCC has been a responsible and resourceful steward of our constrained financial resources. Given the State's persistent fiscal difficulty and the likelihood of additional budget cuts, the College must continue to explore ways to use our resources wisely in order to maintain the high quality of services.

DESCRIPTION

In order to preserve and enhance financial resources, MCC identifies needs in advance through various planning meetings and the development of Strategic Planning initiatives, which are included in the budget distribution process. The College mission and Strategic Plan provide guidance for spending and prioritizing financial commitments to programs and needs.

MCC's total net assets were $71.1 million as of June 30, 2011 compared to $71.9 million as of June 30, 2010. The unrestricted net asset component decreased $659,000 from $2.3 million to $1.7 million. The increase in student tuition and fee revenue was offset by additional costs for salaries and wages, including adjunct faculty, fringe benefits, and scholarship aid. Operating resources also were utilized to complete several one-time strategic initiatives, including the renovation and redesign of various classrooms to support new academic programs, renovations to student support spaces, and the development of a comprehensive wayfinding plan.

Total unrestricted cash as of June 30, 2011 was $8.9 million compared to $9.3 million as of June 30, 2010. Board policy provides unrestricted net asset standards to ensure both short-term and long-term financial health and liquidity. At June 30, 2011, the short-term current ratio of unrestricted current assets to unrestricted current liabilities at MCC remained unchanged at 1.9:1 relative to June 30, 2010. This is sufficient to provide short-term liquidity and fall within the Board's guideline for a college of MCC's size.

Gross student tuition and fees increased 5.9 percent, or $1.2 million, from $20.9 million in fiscal year 2010, compared to $22.1 million in fiscal year 2011. Enrollment growth in extension credit programs, along with higher tuition and fee rates in both the regular academic and extension programs, contributed to the increase. Operating expenses increased 6.9 percent, or $3.7 million, in fiscal year 2011, compared to fiscal year 2010, due to increases in salaries and wages, fringe benefits, and scholarship aid.

MCC maintains autonomy to develop its own budget, and the Board of Trustees of Community-Technical Colleges reviews and approves the budget annually. However, as a result of the recent reorganization of higher education in Connecticut, this oversight moved to the Board of Regents for Higher Education as of January 2012.
MCC receives 34 percent of its operating budget from the State of Connecticut general fund appropriation. The remaining 66 percent comes from student tuition and fees, restricted grants

and contracts, and other revenue sources, such as commissions and interest. Substantially all of the institution's revenue is devoted to support its academic purposes and programs. As noted in the Statement of Revenues, Expenses, and Changes in Net Assets, more than 83 percent of the $57 million in operating expenditures for fiscal year 2011 were for instruction, scholarship, and auxiliary support services. The remaining $10 million of operating expenditures were used to fund expenses related to maintaining the physical plant, salaries, fringe benefits, and contracted services, as well as depreciation expense.

The Connecticut System of Community Colleges (CCC) sets tuition for all its member colleges. In accordance with System policy, MCC sets aside 15 percent of tuition collected to be issued to students for financial aid. In fiscal year 2012, MCC set aside $2.3 million.

MCC continuously reviews financial results throughout the year and formally prepares internal financial reports on a monthly basis. Quarterly financial analysis and projections are submitted to the System Office for review. The annual financial statements (workroom) of the CT Community College System, including MCC, are subject to an independent audit. MCC also undergoes periodic audits by the State Auditors of Public Accounts. State audit recommendations are reviewed by the President and deans; if needed, corrective actions are taken based on those recommendations.

MCC has sufficient, professionally qualified finance staff, led by a chief financial officer, the Dean of Administrative Affairs. The Director of Finance and Administrative Services manages the day-to-day financial operations and is supported by a full-time staff of 13.

Budget Process

MCC's Strategic Plan serves as the starting point for the budget process. All departments submit tactics and requests for funding that are aligned with the Strategic Plan and goals, and therefore they have decision-making roles in the budget. Using input from units and departments, management teams identify institutional priorities. These priorities and budget proposals are vetted through the President's Advisory Council, open meetings, and finally at the President's Cabinet. In a continuous process, the Strategic Plan guides the selection of tactics that require funding.

MCC's budget is reviewed and updated on a continuous basis and discussed bi-weekly at President's Advisory Council (PAC) meetings (with 30 or more college-wide members) and Cabinet (President and deans). In the event of a fiscal emergency, these leadership groups assess core functions and discuss contingency plans. They identify areas where adjustments or cuts could be made without significantly impacting the College's mission. Greater financial emergencies may require using financial reserves of the College or System Office.

Great Path Academy (GPA), a magnet high school on the MCC campus, meets the criteria for inclusion as a component unit in the financial statements of CCC and is reflected in a separate column within the MCC and System statements. The GPA Governing Board, through MCC, has

overall responsibility for the mission, design, implementation, and assessment of the GPA magnet school. The Board and MCC have contracted with the Capitol Region Education Council (CREC) to assume responsibility for the day-to-day operations of GPA through June 2012. In September 2011, MCC issued a Request for Proposal (RFP) seeking a management group to handle GPA operations for the five-year period through June 2017. The Board and MCC expect to have a fully executed contract completed no later than February 2012.

Additional Revenue Sources

MCC recognizes the importance of seeking private resources in support of its mission. The Manchester Community College Foundation, Inc. (MCCF) is a charitable organization organized under the laws of the State of Connecticut. MCCF Board of Directors is made up of 32 community members who determine the goals and mission of the Foundation, which is to advance the academic, economic, and personal growth of diverse populations by finding sources of funding which will be used to assist the College in achieving its mission. MCCF is legally and fiscally separate from MCC; however, MCCF expenditures support College programs and activities. The financial statements of MCCF are independently audited each year. The permanently restricted endowments held by MCCF totaled $2.2 million at December 31, 2010, unchanged from the previous year. The annual "An Evening of Fine Wines" fundraising auction held in April 2011 raised $160 thousand to support scholarships, student programs, and program enhancements.

In July 2010, the College received bond funds totaling $1.1 million. This funding was used to meet current operating needs consisting of new and replacement equipment, technology and telecommunications initiatives, and related technology infrastructure improvements. Additional bond funds totaling $914 thousand are being managed by the Department of Public Works to fund the design of fire code and sprinkler upgrades to the Lowe Building, and the design of parking lot repairs to Lot B, including the construction of 225 new parking spaces. In June 2011, MCC received State bond funds totaling $1.3 million to once again support the purchase of new and replacement equipment, technology and telecommunications initiatives, and related technology infrastructure improvements. These resources will be fully expensed in fiscal year 2012.

Government grants and contracts remained unchanged at $1.1 million at June 30, 2011 compared to June 30, 2010. MCC receives federal Pell grants for financial aid awards, grants and contracts from State and local sources, and grants from private sources. MCC awarded $10.2 million in financial aid to students in fiscal year 2011.

All the fiscal policies and board policies are documented in the governance documents and upheld by the Dean of Administrative Affairs and the Director of Finance. Training is provided to deans, associate deans, directors, and program leaders to ensure compliance and understanding. MCC's standards and practices are in keeping with Generally Accepted Accounting Principles (GAAP). Additional internal controls include separation of duties, signatory authorization, and monthly reconciliation of funds. Audit results and recommendations are implemented where needed.

Institutional Effectiveness

The College maintains appropriate internal and external mechanisms and controls to evaluate its fiscal condition and financial management, and to maintain its integrity. Documented controls and procedures exist for the various financial functions. Internal and external financial information and reports are provided to College management, System office administration, and outside agencies throughout the year. In addition to proper documentation and training, the College has implemented control procedures to document the use of funds and check mechanisms to be certain that funding is properly approved. An online approval process has been implemented to help leadership streamline the process and provide stronger adherence to the budgets. Operating budgets are maintained on a daily basis and revised as needed. Flexible budget planning allows the College to modify financial plans and strategies as conditions change, such as increases or decreases to projected enrollment numbers and reductions to State appropriation funding. Audited financial statements are prepared each year. Periodic audits are conducted by the Auditors of Public Accounts, focusing on internal controls and compliance with State laws and regulations. All these activities are evaluated on a regular basis to determine if improvements and other changes are needed to effectively manage financial resources and maintain integrity.

APPRAISAL

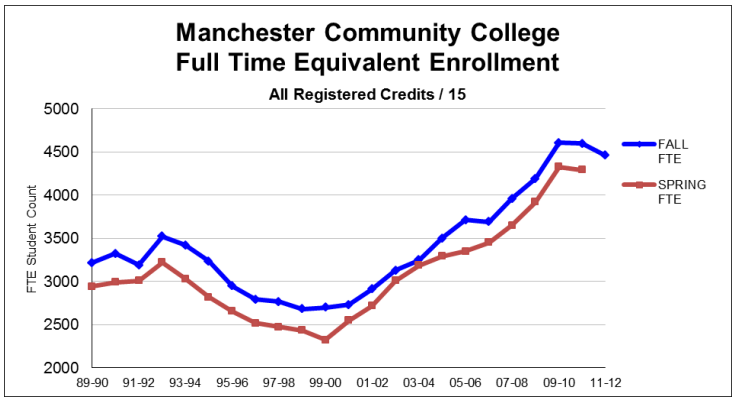
Achievements

The College has been successful in maintaining fiscal stability throughout the national and State economic crises by taking a prudent yet flexible approach to our financial resources. Even in difficult economic times, MCC has remained current and relevant by offering a myriad of targeted workforce training programs as well as Associate in Art and Associate in Science degrees in more than 40 disciplines.

MCC has done an excellent job anticipating the unpredictable State funding over the last few years. The increase in student tuition and fee revenue was partially offset by additional costs for adjunct faculty and student support services required to accommodate record enrollment growth. Operating resources also were utilized to replace essential technology equipment.

In order to preserve excellence – key to our mission – the College decided beginning in Fall 2010 to offer the same number of sections as prior years, effectively limiting enrollment to about 7,500 (headcount) students due to space and resource constraints. Total annualized credit FTE remained unchanged at 4,447 in fiscal 2011 compared to 4,467 in fiscal 2010. MCC

experienced a small three percent decrease in enrollment of 4,461 credit FTE for the Fall 2011 semester compared to 4,600 credit FTE for the Fall 2010 semester. By limiting enrollment, the College has been able to maintain critical services such as advising, tutoring, financial aid, and other support services. The College has reorganized these critical areas to incorporate efficiencies that save money while still providing services to students.



Additional Revenue Sources

The College has made an effort to increase revenue in areas such as Continuing Education to help offset the reduction in funding from the State. One strategy has been to limit enrollment for general fund programs and to increase credit course offerings in Continuing Education through accelerated and alternative scheduling. MCC can maximize revenue by improving enrollment numbers in Continuing Education's College by Design, summer, and winter session, because those dollars stay at MCC instead of going back to the Community College System for reallocation.

In order to maintain our high quality of education, MCC is placing a greater emphasis on seeking alternative funding through avenues such as bonding, grants, and private donations. To this end, the MCC Foundation is working to develop a statement of need so that the College may embark on a capital fundraising plan.

MCC's leadership also recognizes the importance of partnering with area businesses and organizations to create jobs and build a better-educated workforce for a stronger, more competitive Connecticut. To address these needs, the College President and MCC Foundation President have supplemented the College's Strategic Plan with a fundraising plan that includes the following goals:

- Summer Bridge Program - $500,000
- Health Education Center and Health Simulation Laboratory - $1,250,000
- Expansion and Accreditation in Theatre and the Arts - $500,000
- Culinary Arts/Hospitality Program Development and Expansion - $1,000,000
- Engineering and Science Department Expansion - $1,000,000
- Manufacturing and Technology Lab - $750,000
- Downtown Manchester Education and Arts Center - $650,000

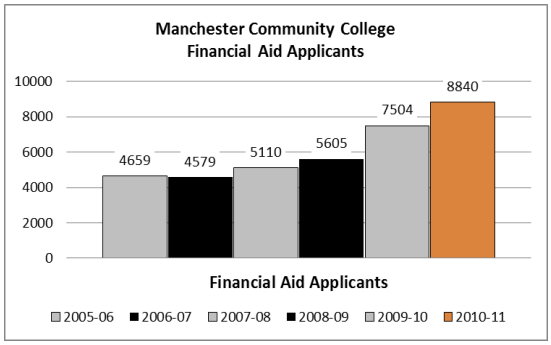
Despite challenging economic times, the College has been able to fund important new projects and has done so with the support and participation of the entire community. The College's focus on shared understanding, shared responsibility, and shared leadership resulted in better understanding and strong input from deans, directors, and department heads. MCC has also implemented 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. In one instance, a separate budget line item was established to provide alternative funding to faculty and staff for one-time innovative projects and initiatives, consistent with the strategic goals. Limited funding has made it difficult to initiate new programs and projects; however, the College was able to fund and begin the following:

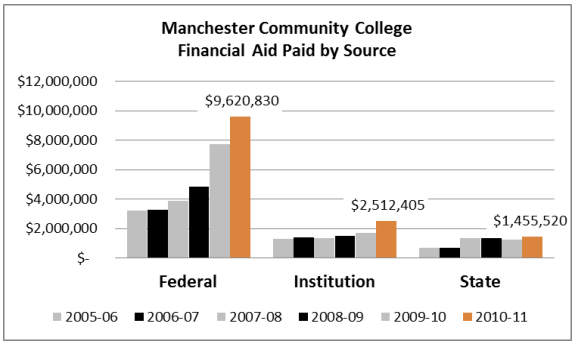
- New programs, both credit and credit-free, to meet economic shifts and the changing needs of the State workforce. (New credit programs were established in Culinary Arts, Environmental Science, Web Technology Certificate, Homeland Security Certificate, and Sustainable Energy. New and enhanced credit-free programs include substitute teacher, precision machining, video production, medical office assistant, Computer Numerical Control (CNC), phlebotomy, and green technology.)
- A new Institute for Community Engagement to serve as a clearinghouse for a variety of external partnerships.
- A new Veterans O.A.S.I.S. Center, a dedicated space for veterans and military service men and women.
- The Precision Machining computer lab and Entrepreneurship Center to meet emerging business and training needs.
- A partnership with Paulien and Associates, Inc. to complete an Educational and Facilities Master Plan by December 2011.

Areas of Concern

MCC faces several challenges with regard to financial resources:

- The approved biennial State budget for fiscal years 2012 and 2013 contained significant permanent reductions in the general fund appropriation for Connecticut Community Colleges. The impact for Manchester was a permanent reduction of $1.3 million in the general fund base budget for fiscal year 2012. Additional budget reductions are expected for fiscal year 2013. In response to this major cut, three permanent positions were eliminated and another nine positions were transferred from State general fund to student tuition and fee support. In order to accommodate the additional wage and fringe benefit cost of transferring permanent positions to the operating fund, MCC was required to reduce funding for part-time educational assistants, other expenses and equipment, and sports programs. A budgeted drawdown of $997 thousand in unrestricted net assets is projected for fiscal year 2012. Permanent funding reductions adversely affect the level of academic, student, and administrative services provided by MCC.
- MCC's financial challenges come at a time when students increasingly rely on financial aid. More than 50 percent of our registered students apply for aid; more than 7,500 students applied for financial aid last year, almost 3,000 more than five years ago. Last year, 3,508 of the 8,840 MCC students who applied received some type of financial aid (see chart below). This is a 28 percent increase from the prior year's 2,737 recipients. To bring all 3,500 students receiving financial aid to a level that would cover their direct and minimal costs ($5,350 for full-time students or pro-rated for part-time students), MCC needs an additional $1.9 million annually.





- As discussed in Standard Two, many members of the College community find the Strategic Plan does not effectively distinguish between strategic and operational planning. As a result, institutional priorities that require budget allocation are not always apparent.
- The System Office has a formula driven methodology in place that shares resources across the 12 Connecticut Community Colleges and the System Office. Approximately half of the colleges pay into the System Office, while the remaining colleges and the System Office receive funds. During fiscal year 2011, MCC transferred $3.4 million and over the past five years has transferred $14.5 million. This amount is disproportionate to that paid by other colleges. The methodology used to determine this allocation is not equitable across the System.

PROJECTION

1. The Dean of Administrative Affairs and the Directors of Finance, Facilities, and IT will, through educational master planning and facilities master planning, develop a long-range budget plan for facilities expansion, capital improvements, deferred maintenance, academic equipment, operating equipment, and information technology. This work will be completed by 2013.
2. The Strategic Planning Committee is developing recommendations for a long-term planning cycle that will detail systematic review and clarification of Strategic Plan goals and operational planning. This work will be completed by May 2013.
3. Throughout the College, departments are looking for ways to streamline and economize:
   a. MCC's Finance Office, System Office, and Purchasing Office will continue to work toward moving purchasing, billing, and payment procedures online to save staff time, printing, and mailing costs. This work will be completed by 2012.
   b. By 2013, Purchasing will streamline the process for purchasing and replacing equipment.
   c. The Dean of Administrative Affairs and Director of Facilities will conduct an energy audit in hopes of reducing costs. This work will be completed in 2012.
4. The Associate Dean of Institutional Advancement will identify and aggressively seek alternative funding and grant opportunities. This work will be ongoing.
5. The Administration will implement the following major financial strategies to help minimize the impact of budget reductions:
   a. Refilling only critical positions vacated by retirements and reallocating positions to support academic initiatives.
   b. Moving positions back to the general fund from the Operating Fund, as resources allow.
   c. Managing enrollment growth through the credit extension Continuing Education fund.
   d. Advocating for a change in the Community College System resource funding formula.
   e. Building alternative funding sources and raising unrestricted dollars to support one-time program and academic initiatives.
   f. Investing in facilities and technological infrastructure through the use of bond funds.
   g. Reallocating existing resources to support new program growth.
   h. Achieving cost savings through sustainability practices.

Standard 9: Financial Resources

(Statement of Financial Position/Statement of Net Assets)

		FISCAL YEAR ENDS month & day: (06/30)	2 YEARS PRIOR (FY 2009)	1 YEAR PRIOR (FY 2010)	MOST RECENT YEAR	Percent Change 2 yrs-1 yr prior	Percent Change 1 yr-most recent
		ASSETS					
	?	CASH AND SHORT TERM INVESTMENTS	3	3	3	0.0%	0.0%
	?	CASH HELD BY STATE TREASURER	8,783	10,038	11,160	14.3%	11.2%
	?	DEPOSITS HELD BY STATE TREASURER				-	-
	?	ACCOUNTS RECEIVABLE, NET	4,310	4,262	4,666	-1.1%	9.5%
	?	CONTRIBUTIONS RECEIVABLE, NET				-	-
	?	INVENTORY AND PREPAID EXPENSES	33	37	24	12.1%	-35.1%
	?	LONG-TERM INVESTMENTS				-	-
	?	LOANS TO STUDENTS	17	33	33	94.1%	0.0%
	?	FUNDS HELD UNDER BOND AGREEMENT				-	-
	?	PROPERTY, PLANT AND EQUIPMENT, NET	71,784	69,234	66,887	-3.6%	-3.4%
	?	OTHER ASSETS				-	-
		TOTAL ASSETS	**84,930**	**83,607**	**82,773**	-1.6%	-1.0%
		LIABILITIES					
	?	ACCOUNTS PAYABLE AND ACCRUED LIABILITIES	4,843	4,864	4,898	0.4%	0.7%
	?	DEFERRED REVENUE & REFUNDABLE ADVANCES	1,943	2,425	2,242	24.8%	-7.5%
	?	DUE TO STATE				-	-
	?	DUE TO AFFILIATES				-	-
	?	ANNUITY AND LIFE INCOME OBLIGATIONS				-	-
	?	AMOUNTS HELD ON BEHALF OF OTHERS	564	341	225	-39.5%	-34.0%
	?	LONG TERM DEBT				-	-
	?	REFUNDABLE GOVERNMENT ADVANCES				-	-
	?	OTHER LONG-TERM LIABILITIES	3,974	4,104	4,314	3.3%	5.1%
		TOTAL LIABILITIES	**11,324**	**11,734**	**11,679**	3.6%	-0.5%
		NET ASSETS					
		UNRESTRICTED NET ASSETS					
		INSTITUTIONAL	1,260	2,345	1,685	-86.1%	28.1%
	?	FOUNDATION				-	-
		TOTAL	**1,260**	**2,345**	**1,685**	-86.1%	28.1%
		TEMPORARILY RESTRICTED NET ASSETS					
		INSTITUTIONAL				-	-
	?	FOUNDATION				-	-
		TOTAL	**0**	**0**	**0**	-	-
		PERMANENTLY RESTRICTED NET ASSETS					
		INSTITUTIONAL	72,346	69,528	69,409	-3.9%	-0.2%
	?	FOUNDATION				-	-
		TOTAL	**72,346**	**69,528**	**69,409**	-3.9%	-0.2%
		TOTAL NET ASSETS	**73,606**	**71,873**	**71,094**	-2.4%	-1.1%
		TOTAL LIABILITIES AND NET ASSETS	**84,930**	**83,607**	**82,773**	-1.6%	-1.0%

Standard 9: Financial Resources

(Statement of Revenues and Expenses)

		FISCAL YEAR ENDS month &day: (06/30)	2 YEARS PRIOR (FY 2010)	MOST RECENTLY COMPLETED YEAR (FY2011)	CURRENT BUDGET (FY 2012) (1)(2)	NEXT YEAR FORWARD (FY 2013)(1)	TWO YEARS FORWARD (FY 2014)(1)
		OPERATING REVENUES					
	?	TUITION & FEES	20,908	22,133	22,621	23,141	23,200
	?	ROOM AND BOARD					
	?	LESS: FINANCIAL AID	(6,877)	(7,867)	(9,649)	(9,500)	(9,500)
		NET STUDENT FEES	14,031	14,266	12,972	13,641	13,700
	?	GOVERNMENT GRANTS & CONTRACTS	11,046	11,134	11,983	12,000	12,000
	?	PRIVATE GIFTS, GRANTS & CONTRACTS	296	267	41	45	45
	?	OTHER AUXILIARY ENTERPRISES					
		ENDOWMENT INCOME USED IN OPERATIONS					
	?	OTHER REVENUE (specify):	570	709	592	595	595
		OTHER REVENUE (specify):					
		NET ASSETS RELEASED FROM RESTRICTIONS					
		TOTAL OPERATING REVENUES	**25,943**	**26,376**	**25,588**	**26,281**	**26,340**
		OPERATING EXPENSES					
	?	INSTRUCTION	20,434	21,811	18,659	18,700	18,800
	?	RESEARCH					
	?	PUBLIC SERVICE	7	19	6	6	6
	?	ACADEMIC SUPPORT	8,426	8,553	7,318	7,320	7,320
	?	STUDENT SERVICES	5,027	5,424	4,204	4,200	4,200
	?	INSTITUTIONAL SUPPORT	5,663	6,464	6,249	6,250	6,250
		FUNDRAISING AND ALUMNI RELATIONS					
	?	OPERATION, MAINTENANCE OF PLANT (if not allocated)	6,212	6,544	6,350	6,400	6,400
	?	SCHOLARSHIPS & FELLOWSHIPS (Cash refunded by public institutions)	4,405	5,152	3,548	3,550	3,550
	?	AUXILIARY ENTERPRISES					
	?	DEPRECIATION (if not allocated)	3,137	3,022			
	?	OTHER EXPENSES (specify):					
		OTHER EXPENSES (specify):					
		TOTAL OPERATING EXPENDITURES	**53,311**	**56,989**	**46,334**	**46,426**	**46,526**
		CHANGE IN NET ASSETS FROM OPERATIONS	**(27,368)**	**(30,613)**	**(20,746)**	**(20,145)**	**(20,186)**
		NON OPERATING REVENUES					

Standard 9: Financial Resources

(Statement of Revenues and Expenses)

		FISCAL YEAR ENDS month &day: (06/30)	2 YEARS PRIOR (FY 2010)	MOST RECENTLY COMPLETED YEAR (FY2011)	CURRENT BUDGET (FY 2012) (1)(2)	NEXT YEAR FORWARD (FY 2013)(1)	TWO YEARS FORWARD (FY 2014)(1)
	?	STATE APPROPRIATIONS (NET)	29,237	29,757	**22,268**	**21,355**	**21,350**
	?	INVESTMENT RETURN	32	23	**18**	**18**	**18**
	?	INTEREST EXPENSE (public institutions)					
		GIFTS, BEQUESTS & CONTRIBUTIONS NOT USED IN OPERATIONS	42	29			
	?	OTHER (specify):	7	3			
		OTHER (specify):					
		OTHER (specify):					
		NET NON OPERATING REVENUES	**29,318**	**29,812**	**22,286**	**21,373**	**21,368**
		INCOME BEFORE OTHER REVENUES EXPENSES, GAINS, OR LOSSES	**1,950**	**(801)**	**1,540**	**1,228**	**1,182**
	?	CAPITAL APPROPRIATIONS (public institutions)	17	2,997			
	?	OTHER	(3,700)	(2,975)	**(2,687)**	**(2,000)**	**(2,000)**
		TOTAL INCREASE/DECREASE IN NET ASSETS	**(1,733)**	**(779)**	**(1,147)**	**(772)**	**(818)**

(1) FY12, FY13, and FY14 are projected on a budgetary basis and, therefore, do not include statement accruals (i.e. financial aid adjustments, depreciation, fringe benefits paid by the State on general fund wages, etc)

(2) FY12 reflects 27 pay periods.

NOTE: The Manchester Community College Foundation is a legally separate, tax-exempt non-profit organization separate from college control. It was established in accordnace with Connecticut General Statutes section 4-37e to provide funding for scholarships or othe direct student financial aid, and for college programs, services, and activities. The MCC Foundation is a component unit included within the CCC System financial statements based on the requirements of GASB Statement No. 39, *Determining Whether Certain Criteria are Component Units* - an amendment of GASB Statement No. 14 ("GASB 39"), regarding criteria for affiliated organizations.

Standard 9: Financial Resources

(Supplemental Data)

		FISCAL YEAR ENDS month & day (06/30)	2 YEARS PRIOR (FY 2010)	MOST RECENTLY COMPLETED YEAR (FY2011)	CURRENT BUDGET (FY 2)	NEXT YEAR FORWARD (FY 2)	TWO YEARS FORWARD (FY 2)
		NET ASSETS					
		NET ASSETS BEGINNING OF YEAR	73,606	71,873	71,094	69,947	69,175
		TOTAL INCREASE/DECREASE IN NET ASSETS	(1,733)	(779)	(1,147)	(772)	(818)
		NET ASSETS END OF YEAR	**71,873**	**71,094**	**69,947**	**69,175**	**68,357**
		FINANCIAL AID					
		SOURCE OF FUNDS					
		UNRESTRICTED INSTITUTIONAL	2,258	2,809	2,925	3,000	3,000
		FEDERAL, STATE & PRIVATE GRANTS	9,027	10,212	**10,272**	**10,050**	**10,050**
		RESTRICTED FUNDS					
		TOTAL	**11,285**	**13,021**	**13,197**	**13,050**	**13,050**
		% DISCOUNT OF TUITION & FEES	-33%	-36%	-43%	-41%	-41%
?		% UNRESTRICTED DISCOUNT	11%	13%	13%	13%	13%
		PLEASE INDICATE YOUR INSTITUTION'S ENDOWMENT SPENDING POLICY:					

Standard 9: Financial Resources

(Statement of Debt)

		FISCAL YEAR ENDS month & day (/)	3 Years Prior (FY2)	2 Years Prior (FY2)	Most Recently Completed Year (FY 2)	Current Budget* (FY 2)	Next Year Forward (FY 2)
		DEBT	N/A	**N/A**	N/A	N/A	N/A
		BEGINNING BALANCE					
		ADDITIONS					
	?	REDUCTIONS					
		ENDING BALANCE	**$0**	**$0**	**$0**	**$0**	**$0**
		INTEREST PAID DURING FISCAL YEAR					
		CURRENT PORTION					
		BOND RATING					
		DEBT COVENANTS (PLEASE DESCRIBE):					

Standard Ten: Public Disclosure

Manchester Community College honestly and comprehensively discloses key information about our mission, operations, and programs using traditional and electronic formats. However, 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.

DESCRIPTION

MCC presents information about the institution to current and prospective students and their families, area schools, local businesses, legislators, and the general public through both print and online sources. Our website is the electronic gateway to the College. MCC's mission statement is displayed prominently on the website ("About MCC") and within the printed catalog. Every effort is made to provide online information that complements the daily on-ground interactions that students and community members have with MCC faculty and staff. The College continually monitors the website to ensure the effective and accurate delivery of information.

MCC's website contains PDF versions of the College's canon documents. These include: the College catalog, catalogs and schedules for the Continuing Education Division, the enrollment guide, the *Student Handbook* and various program handbooks. Contained in these documents is information about MCC's people, programs, and practices that enable prospective students to make an informed decision about the quality and nature of an MCC education. Specifically, the website offers an annual *Fact Book* along with semi-annual fact sheets describing the make-up of student body, the campus setting, the availability of academic and other support services, and the range of co-curricular and non-academic opportunities available to students.

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. MCC's accreditations and affiliations are prominently displayed on both the website and in the College catalog. Those academic programs that are individually accredited are noted as such in both their printed and online curricula. Also, all catalogs and schedules that provide information on courses and activities offered through Continuing Education are available on the website, mailed direct to homes, and inserted in popular local publications.

Each credit program of study at MCC, whether leading to a degree or certificate, lists clearly defined learning outcomes on the website and in the printed catalog. The same is true of the outcomes of the General Education core requirements ("modes"). Because College learning goals have been recently revised, assessments are in progress and will be made available. Information about pass rates for those academic programs with licensure exams, 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 for 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, etc. The most recent professional accomplishments and special achievements of the faculty and staff are listed on the website under "Kudos." Learning outcomes from areas within Student Affairs also are published in the MCC catalog.

Additionally, information that students need to successfully navigate outside the classroom is available in printed publications, on the website, and from academic and student services personnel. This information includes procedures and policies related to admissions and the transfer of credit; student fees, charges and refund policies; rules and regulations for student conduct; other policies related to attending or withdrawing from the institution; academic programs and courses; academic policies and procedures; and the requirements for degrees or other forms of academic recognition, such as certificates, academic awards, etc.

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's programs and services current on the website.

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 printed catalog lists current managers, faculty, and professional staff, indicating department/program affiliation, educational background, and contract status (full-time or part-time). Adjunct faculty and staff are listed only if they have completed two semesters of employment at the College. The members of College's governing board (Board of Governors for Higher Education and Board of Trustees of Community-Technical Colleges) are listed as well, along with their geographic representation. 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 printed catalog. The members of the College's Foundation and Regional Advisory Council are identified on the website as well as in the Catalog. The external governance of the College is transitioning from the Community College Board of Trustees to the Board of Regents for Higher Education (see Standard Three). The Catalog and the website have information on the membership of the Board of Trustees and biographical descriptions are linked to the website. This information will be updated as soon as the membership of the BORHE is finalized.

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 (Net Price calculator).

The website also gives students and the public opportunities to ask questions about programs and services. Every page of 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, and of alternate formats.

Consistency of information is key to effective public disclosure; thus, MCC subscribes to the concept of “canon” documents (catalog, program guides, enrollment guides). These documents are developed by a single working group (Marketing and Public Relations) to ensure that critical information is consistently accurate within the different publications and the website. In addition, the College’s quality review process funnels all web and printed publications through the same working group, enabling the College to speak in a single voice and offer a consistent institutional perspective of our people and programs.

The College has recently begun to utilize Facebook as an instrument of public disclosure. In order to ensure the accuracy of the information appearing on the College’s official Facebook page, a part-time Marketing and Public Relations employee manages the page and its content, correcting any incorrect information that may be posted by users. At this time, the College Facebook page is intended as a supplement to the “canon” documents and not a primary channel of information.

Institutional Effectiveness

The canon “gurus” 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 documents 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 are able to minimize error and keep data current.

APPRAISAL

Achievements

Given the number of points-of-access into the College, it is difficult to determine exactly how all requests for information are handled, but the College’s expectation of superior customer service encourages timely and thoughtful responses to student and community inquiries. Most units with customer service responsibilities receive prompt feedback from supervisors when complaints or questions are not adequately addressed. One area where the delivery of information has shown much improvement is the College website. When the site was redesigned in 2005, the number of email inquiries sent to the webmaster all but disappeared, indicating that the new website was more effective at guiding visitors to the information they needed. Information for students can be quickly located from the *Student Right to Know* information page. Requests of a specific or unusual nature that cannot be satisfied by our

standard documents are referred to the President's Office, the Office of Planning, Research and Assessment, or Public Relations, where the expectation of quality service is also a high priority.

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, project assignments and progress reports. The College is planning to eliminate the paper catalog and rely entirely on an online version beginning in the 2012-13 academic year. Users will be able to print specific sections of the electronic catalog, as needed. Moving from a print to online catalog supports the campus's sustainability efforts and ensures that students have access to the most up-to-date information.

Most important for customer service and thorough, accurate public disclosure is the College's goal of overhauling our website, a process that is already underway. This new iteration will be developed based on research of effective academic websites and with attention to accessibility, better content management capabilities, device-independent layout (layout that adapts automatically and appropriately to a device of any size and orientation without compromising the readability or legibility), and progressive enhancement (which allows the site to function well on older browsers while offering modern browsers an "enhanced" experience).

Areas of Concern

According to entering student surveys (workroom), even though word-of-mouth recommendations still rank highest among the sources of information about the College, and published material is routinely utilized, website content continues to grow. We have the strong sense that the informational grapevine regarding MCC is highly positive and reliable and that MCC's print disclosures are thorough, accurate and easy to navigate. However, the availability and presentation of electronic information about MCC is inconsistent at best.

Every page of the website – along with our publications – provides ample and clear contact information (names, email addresses and phone numbers). The Data First Form shows that MCC's website provides nearly all of the information required by Standard 10, with the exception of financial statements, and the programs, courses, services, and personnel not available in a given academic year. Additionally, sometimes basic information that one would expect to be easily accessible, such as withdrawal policies, and lists of current faculty, is not easy to locate. Information that appears inside the canon documents found as PDFs on the web is not easily accessible, as information that is embedded into a PDF may be difficult to search.

Finding an appropriate, well-defined scheme for making all key information electronic becomes more compelling when one considers that our hard copy information is often more accurate than our electronic information. For example, the academic calendar is not quickly posted following its approval, and department pages sometimes contain outdated deadlines or the names of faculty and staff no longer at the College. Much of this is due to the decentralized nature of web content management. Information will sometimes languish without being

properly directed, and content is not reviewed systematically or by the appropriate staff person. The units responsible for disclosure often wonder who owns which content. Without a clear procedure for updating information in a consistent and comprehensive way, MCC's website is at times the last disclosure channel to be updated. For instance, emails and other notices may be sent to announce a change, but this information will not necessarily be reflected on the website. The website should be the first to announce or describe changes, and all subsequent correspondence should refer back to the site.

The College's electronic directory is limited by the various information systems that feed it, but a project is underway not only to better manage this information online but to expand it to include faculty areas of interest. Keeping current the directory of faculty and staff, however, 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. Clearly, some manual manipulation of this function will be necessary to meet this requirement.

PROJECTION

1. Over the next year, Student Affairs will work with the College community to research, design, and refine the new MCC website with attention to accessibility, content management, device-independent layout (facilitating accessibility by a range of browsers and mobile devices), and progressive enhancement (which helps the site work with older and newer browsers).
2. With input from the College community, the deans will identify appropriate staff responsible for updating webpage content.
3. The Dean of Student Affairs and Dean of Academic Affairs will implement an online academic catalog content management system by Spring 2012. This will enable the College to reduce reliance on paper catalogs while providing an opportunity to lower costs, save time, improve workflow and services, and contribute to sustainability goals. The system will also provide greater access to and interaction with the College's core information for academic and student services.

Standard 10: Public Disclosure

Information	Web addresses	?	Print Publications
How can inquiries be made about the institution? Where can questions be addressed?	http://www.mcc.commnet.edu/contact.php Also, "For more information, contact" on footer of every web page		onground offices, phone, e-mail
Notice of availability of publications and of audited financial statement or fair summary	http://www.mcc.commnet.edu/students/resources/catalog.php Financial Statements: N/A		e-mail, U.S. mail
Institutional catalog	http://www.mcc.commnet.edu/students/resources/catalog.php		Admissions, Registrars, college offices: printed catalog
Obligations and responsibilities of students and the institution	http://www.mcc.commnet.edu/students/resources/pdf/1011stuhbk.pdf		Student Handbook and printed catalog
Information on admission and attendance	http://www.mcc.commnet.edu/admissions/index.php http://www.mcc.commnet.edu/offices/pdf/FactBook10-11.pdf		Catalog, Admissions Office, Syllibi
Institutional mission and objectives	http://www.mcc.commnet.edu/about/		Catalog, Business cards
Expected educational outcomes	Learning outcomes for each of the college's degrees and certifcates can be found on the webpages linked from this page: http://www.mcc.commnet.edu/academic/curriculum.php		Syllibi and Catalog
Requirements, procedures and policies re: admissions	http://www.mcc.commnet.edu/admissions/index.php		Catalog, Admissions Office
Requirements, procedures and policies re: transfer credit	http://www.mcc.commnet.edu/admissions/transfer.php http://www.mcc.commnet.edu/students/resources/csd/transfer.php		Catalog, Academic Advising and Counseling Office
Student fees, charges and refund policies	http://www.mcc.commnet.edu/students/prospective/fees.php http://www.mcc.commnet.edu/students/depot/studentRefundPolicies.pdf		Catalog, Syllabi, Continuing Ed. Catalogs/publications, Enrollment Guide
Rules and regulations for student conduct	http://www.mcc.commnet.edu/students/resources/student-conduct.php http://www.mcc.commnet.edu/students/resources/pdf/1011stuhbk.pdf		Catalog, Student Handbook
Other information re: attending or withdrawing from the institution	Not available outside of catalog		Catalog, Admissions Office
Academic programs	http://www.mcc.commnet.edu/academic/curriculum.php http://www.mcc.commnet.edu/academic/divisions.php		Catalog, Admissions Office
Courses currently offered	http://www.online.commnet.edu		Catalog, Admissions Office
Other available educational opportunities	N/A		Career Placement Office, Student Development, Program Coordinators
Other academic policies and procedures	http://www.mcc.commnet.edu/students/resources/catalog.php http://www.mcc.commnet.edu/students/resources/pdf/1011stuhbk.pdf http://www.mcc.commnet.edu/faculty/pdf/MCCFacultyHandbook09-10.pdf http://www.mcc.commnet.edu/copyright.php http://www.mcc.commnet.edu/academic/		Academic Dean's Office, Dean of Students, Catalog, Student Handbook
Requirements for degrees and other forms of academic recognition	http://www.mcc.commnet.edu/academic/curriculum.php		Catalog, MCC Foundation Scholarships
List of current faculty, indicating department or program affiliation, distinguishing between full- and part-time, showing degrees held and institutions granting them	Only located within the Catalog .pdf		Catalog
Names and positions of administrative officers	Only located within the Catalog .pdf		Catalog
Names and principal affiliations of members of the governing board	Names, not affiliations: http://www.commnet.edu/board.asp		
Locations and programs available at branch 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	N/A		Bulletin Boards
Programs, courses, services, and personnel not available in any given academic year.	Not currently available		Program Coordinators
Size and characteristics of the student body	http://www.mcc.commnet.edu/offices/pdf/FactBook10-11.pdf		Institutional Development Office, Director, David Nielsen
Description of the campus setting	http://www.mcc.commnet.edu/about/tour.php		Catalog
Availability of academic and other support services	http://www.mcc.commnet.edu/students/current/		Academic Support Center, Center for Transitional Programs, Student Development Center, Student Activities, Catalog, Student Counseling Center
Range of co-curricular and non-academic opportunities available to students	http://www.mcc.commnet.edu/students/current/ http://www.mcc.commnet.edu/offices/students.php		Student Activities
Institutional learning and physical resources from which a student can reasonably be expected to benefit	http://www.mcc.commnet.edu/students/current/ http://www.mcc.commnet.edu/offices/students.php		Facilities and Planning, Institutional Technology and Development
Institutional goals for students' education	http://www.mcc.commnet.edu/offices/students.php		Catalog
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://www.mcc.commnet.edu/offices/pdf/FactBook10-11.pdf http://www.commnet.edu/planning/ http://www.commnet.edu/planning/Research/SRK/srk.htm http://www.ctdhe.org/info/pdfs/2011/Accountability2011.pdf		Institutional Development Office and Program Self-Study Documents
Total cost of education, including availability of financial aid and typical length of study	http://www.mcc.commnet.edu/students/prospective/fees.php Cost outside of tuition and fees are only found within catalog .pdf		Catalog, Financial Aid Office
Expected amount of student debt upon graduation	N/A		Catalog, Financial Aid Office
Statement about accreditation	http://www.mcc.commnet.edu/about/accreditation.php		Catalog

Standard Eleven: Integrity

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

DESCRIPTION

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. Further, the College's dedication to shared understanding, shared responsibility and shared leadership – core values that emerged from the efforts of *MCC 2020* – encourages open, broad-based consideration of all institutional matters. Such open consideration led to campus-wide participation in the revision of MCC's mission statement and Strategic Plan, and to the creation of MCC's new Educational Master Plan, Facilities Master Plan, and Affirmative Action Plan. College governance committees include representatives from the College, including faculty, staff, and students, and our Diversity Committee and Minority Caucus address diversity and inclusion.

MCC's policies reflect a strong commitment to truthfulness, clarity, and fairness. The College defines academic integrity in the *Faculty Handbook*, *Student Handbook*, and in the catalog under "Student Responsibilities." In addition, the College announces its policies on academic honesty in the College's Student Code of Conduct and provides information on plagiarism on MCC's library webpage. The Office of Academic Affairs and the Office of 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, regularly addresses issues involving academic rigor and integrity. Faculty and staff rights are clearly stated in the *Faculty Handbook* and in collective bargaining agreements, and MCC's *Student Handbook* provides policies on student conduct, rights, and grievance to ensure that students are treated fairly and equitably.

MCC is also committed to academic freedom. Article VI of the 4C's *Bargaining Agreement* states that all full- and part-time faculty are entitled to academic freedom in conducting research and publishing results and in executing their teaching responsibilities.

In addition to the policies noted above, MCC adheres to the letter of applicable legal requirements. In past years, the College operated under the formal authority of the Connecticut Department of Higher Education. In the recent reorganization, that authority has now transitioned to the Board of Regents for Higher Education. MCC also complies with State and federal regulations concerning financial aid and the Family Educational Rights and Privacy Act (FERPA). The policies of the Board of Trustees (BOT) of Community-Technical Colleges ensure that programs are coherent in their goals, structure, and content, and that they meet or

exceed basic quality standards with reasonable consistency. BOT policy also defines all approved Associate Degree programs and certificates. Faculty and staff commitment to upholding the spirit of DHE and BOT policies is illustrated through participation in governance committees, campus-wide activities such as those offered through the Center for Teaching, and campus-wide initiatives such as General Education reform and assessment projects.

MCC also adheres to non-discriminatory policies and practices in recruitment, admissions, employment, personnel evaluation, disciplinary action, and advancement. The President is fully committed to providing the intellectual and moral leadership that seeks to remove all discriminatory barriers to equal employment opportunity, upward mobility, and retention initiatives. The Affirmative Action Officer coordinates the "Respectful Workplace Initiative," oversees the three hours of diversity training mandated for all State employees, and guides search committees to ensure the confidentiality and fairness compliant with Affirmative Action goals. College hiring searches are conducted at the national level in an effort 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*. MCC complies with the 4C's *Collective Bargaining Agreement* concerning promotion and tenure policies and the contract's grievance procedures, 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 an open and fair manner. To manage academic programs, MCC's governance structure includes a series of committees with both administration and faculty membership that are involved in the conception, development, approval, and monitoring of our academic programs. To manage the College's comprehensive data, MCC uses SCT Banner to maintain admission, registration, Financial Aid, advising, placement testing, and scheduling services. Network access is provided to staff, faculty, and students through a unique identification number and password. Use of Banner adheres to FERPA guidelines to protect student information. MCC's new online college transcript evaluation tool, TES, facilitates a more efficient method of transfer evaluation for students entering or exiting MCC. The College participates in well-defined, comprehensive articulation agreements with the Connecticut State Universities and in a Guaranteed Admission Program (GAP) with the University of Connecticut. These agreements assure ease of transfer and the alignment of curricula and programs between MCC and the State's baccalaureate institutions.

MCC sponsors numerous enrichment activities to uphold our mission and goals. For instance, all faculty and staff convene at the beginning of each semester for an opening day program and at the College's annual June Institute. In addition, a variety of campus-wide meetings are offered for faculty and staff to discuss strategic issues, such as General Education reform and assessment. Faculty and staff discuss teaching and learning at monthly workshops offered through the Center for Teaching and through technology workshops provided by the Educational Technology and Distance Learning (ETDL). MCC hosts many events open to the

public, including monthly poetry readings through MCC's Poetry Series and the Mishi-Maya-Gat poetry series, a monthly Farmers' Market, art openings in the Hans Weiss Gallery, numerous workshops and classes for all ages through Continuing Education, and many campus programs, such as the annual Global Issues Conference. MCC's Fitness Center offers to the College community and the public affordable membership rates for gym access and exercise programs, and the Child Development Center operates a nationally accredited Child Development Center/Lab School open to children of MCC students, faculty and staff, and community members. All activities and workshops bearing MCC's name reflect the institution's mission and maintain expectations for integrity and accountability.

Numerous examples illustrate how MCC communicates our sense of integrity and responsibility to our various constituents. Students are made aware of MCC's policies on integrity and responsibility in a variety of ways: 1) through "Civility in the Classroom" brochures available at key College locations and disseminated by faculty and staff, 2) through hallway posters announcing "Expectations for Civility and Safety," 3) through a comprehensive explanation of "Student Rights and Responsibilities" in the *Student Handbook*, 4) through academic integrity policies provided on course syllabi, and 5) through a New Student Orientation. MCC expresses our 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.

Numerous examples also illustrate how MCC demonstrates honesty and integrity in our relationship with the Commission on Institutions of Higher Education. Several members of the self-study steering team have served on visiting teams for other self-studies, and four of the steering team members attended a 2010 NEASC conference to ensure compliance with policies and procedures. As explained in the introduction to this self-study, participation in the self-study was broad-based and enthusiastic. The numerous focus groups, campus-wide workshops, and stakeholder meetings that accompanied the self-study process revealed an openness to frank self-examination and produced the projections found in this document.

Institutional Effectiveness

Most illustrative of MCC's commitment to maintaining integrity on campus is the College's immediate response to challenges that emerged as teams researched for this self-study. As seen in the appraisal and projection sections of each standard, the College is already working to address several areas of concern, such as the perception that information is not always clearly or promptly communicated, the need for a long-term planning process, and the need to create a central data repository that is accessible for the entire community.

APPRAISAL

Achievements

During the preparation for this self-study, the College community has been asked to provide input on MCC's strengths and weaknesses in multiple forums and focus groups. One of the more interesting findings was that "communication" was raised frequently as both an institutional strength and a weakness (workroom). For instance, during an opening day exercise in January 2011, faculty and staff were asked to identify a strength and an area of challenge. Feedback from more than 150 individuals identified communication as something we are proud of ("sense of community"; "the way we communicate across units and with one another"), but it also emerged as something to change or improve ("cross-divisional and cross-unit communication"). As these concerns about communication emerged, the College immediately sought to address the problem by designing our annual June Institute around the topic of communication. As a result, a Communications Task Force was established in Fall 2011.

Just as the campus responded quickly to concerns about communication, the community immediately began to address concerns about how the College defines diversity. Respondents in surveys and in forums suggested that MCC narrowly defined diversity and inclusiveness as involving mainly race, ethnicity, and gender. In response, the College has started to define inclusiveness more broadly in terms of six primary aspects (race, religion, age, gender, ethnicity, and sexual orientation) and also in terms of secondary aspects (education, geography, family, economic class, etc.) with the goal of making sure everyone sees themselves as a part of a diverse community.

To further broaden campus understanding of diversity, the College created the Calendar of Observances as well as a Diversity and Inclusion page on MCC's website. Also, every "Respectful Workplace Initiative" workshop allows participants to brainstorm our understanding of diversity at MCC and address the notion of expanding our definition of the concept. Additionally, the College is looking into refining some of the language in the Strategic Plan to reflect more inclusiveness.

Survey respondents also commended some of MCC's diversity programming already in place, such as the annual Cultural Diversity Day, the annual Global Issues Conference, the *Future of the Middle East* program, and the *Afrocentricity and Islam in the U.S.* program.

The College values employee development and in order to address the need for additional employee development opportunities, the *Leadership Institute* was launched in Fall 2011. The Leadership Institute complements already existing opportunities for employee development by offering workshops in three areas: professional development (job-related knowledge and skills), personal development (individual development and growth) and organizational development (overall institutional knowledge and participation).

Areas of Concern

Although survey results (workroom) show that College members see campus policies and procedures as equitable, many respondents reported difficulties in finding campus documents, such as policies and minutes of meetings. For example, no clear "manual" of policies and procedures for employees exists, the links on MCC's website are not always easily navigated, and the public folders can be confusing and difficult to access. Some are only available in downloadable PDF format and cannot be read without downloading the complete document. Lastly, interviews and surveys revealed that the community is often unclear about who is responsible to make certain policies available.

Not only is information sometimes difficult to locate, but dissemination to the entire College community is incomplete. One primary way the campus shares information and announcements is through "all-points" emails – emails that go to all MCC faculty and staff. However, some members of our community, due to the nature of their jobs, do not have regular access to e-mail. For example, MCC's police officers who are out on campus patrol have limited time to check their e-mail. Campus custodians and maintenance workers also have limited access to computers, so their mailboxes are often "full" and "all-points" messages are not received in a timely manner or at all. Some survey respondents also indicated that dissemination of information regarding crime on campus is not always promptly provided.

The quality of communication is also an issue. The College has undergone significant administrative change in the last three years, including hiring a new President, new deans, and new division directors. Although the new administration was welcomed, the transition period was informed by moments of poorly communicated or explained changes in policies, resources, office locations, etc. Some survey respondents felt that shared understanding, responsibility, and leadership may not be universally practiced. More specifically, 17 percent of 153 respondents answered "no" to the question: "Do you feel respected and appreciated in your role on campus; do you feel included in decisions when appropriate?" Such feelings could potentially lead to resentment, stress, reduced morale, and poor communication.

The 2011 June Institute provided our College community with an opportunity to explore communication issues in more depth. Attendees from all areas of campus shared examples of good and poor communication on campus and suggested strategies for improvement. The feedback indicated that communication needs to be improved with regard to identifying who is responsible for various campus functions, operational planning, and the sharing of information across units and divisions.

In the 2011-2012 academic year, the College introduced two internal communication pieces – "Inside MCC" and "The Pulse." The publication "Inside MCC" is emailed weekly to faculty and staff. It is intended to reduce "all-points" emails as much as possible (except for health and safety concerns) and to serve as the single point of information about what is happening at the College and, with Constant Contacts archiving abilities, provide a place where employees can return for information. Though the publication is still relatively new, we hope that readers will use it to not only share routine information, but to work with Marketing to develop more in-

depth stories about what is happening at MCC, so that all feel more connected to the College and have a better understanding of what fellow employees are doing and seeing on a weekly basis.

"The Pulse" was designed to keep faculty and staff current on news topics within the field of higher education. The weekly email newsletter includes news articles and other information on topics related to MCC, community colleges, and higher education.

In addition to communication, survey respondents and forum participants raised concerns about campus diversity, noting that MCC did not have enough diversity programming and that the programming the College does offer is not expansive enough. Respondents also questioned the College's degree of inclusiveness, illustrating problems with how MCC defines or perceives "diversity." While MCC values professional development, some felt that the College should do better. Conferences, retreats, institutes, and community outreach need to be inclusive of everyone (workroom).

PROJECTION

1. To address the College's concerns about document availability, Institutional Research, MCC's Web Master, and Information Technology will work to create a central repository for important institutional information that can be easily accessed. (See Standards Two and Three where this repository is also discussed.)
2. While MCC's core values emphasize shared understanding, shared responsibility, and shared leadership, the College needs to continue conversations about what this means and discuss expectations related to creating a transparent organization.
3. The Communications Task Force, established in Fall 2011, will explore campus communication.
4. MCC will work on the following ways to celebrate diversity in all its forms: 1) in 2011-2012, the Affirmative Action Officer will investigate the feasibility of incorporating diversity initiatives as goal areas in the College's Strategic Plan; and 2) over the next five years, the College's Diversity Committee will promote better understanding of diversity and the value of inclusiveness in our community.
5. Over the next five years, MCC's Leadership Institute will develop professional development programming that is more inclusive of the entire College community.

Standard 11: Integrity

Policies	Last Updated	URL where policy is posted	Responsible office or committee
Academy honesty	2011	http://www.mcc.commnet.edu/students/resources/pdf/MCC-Student-Conduct-Program.pdf and http://www.mcc.commnet.edu/students/resources/pdf/2011-2012-Student-Handbook.pdf	Office of the Dean of SA
Intellectual property rights		http://www.mcc.commnet.edu/students/resources/pdf/2011-2012-Student-Handbook.pdf	
Conflict of interest			
Privacy rights	2011	http://www.mcc.commnet.edu/students/resources/pdf/MCC-Student-Conduct-Program.pdf and http://www.mcc.commnet.edu/students/resources/pdf/2011-2012-Student-Handbook.pdf	Office of the Dean of SA
Fairness for students		http://www.mcc.commnet.edu/students/resources/pdf/MCC-Student-Conduct-Program.pdf and http://www.mcc.commnet.edu/students/resources/pdf/2011-2012-Student-Handbook.pdf	Office of the Dean of SA
Fairness for faculty	***		
Fairness for staff	***		
Academic freedom			
Other _____			
Other _____			

Standard 11: Integrity

? Policies	Last Updated	? URL where policy is posted	Responsible office or committee
Non-discrimination policies			
Recruitment and admissions			
Employment	1993	www.commnet.edu/emprel/policies	System Office -- CCC
Evaluation			
Disciplinary action (for students)	2011	http://www.mcc.commnet.edu/students/resources/pdf/MCC-Student-Conduct-Program.pdf and http://www.mcc.commnet.edu/students/resources/pdf/2011-2012-Student-Handbook.pdf	Office of the Dean of SA
Advancement			
Other _____			
Resolution of grievances			
Students	2011	http://www.mcc.commnet.edu/students/resources/pdf/MCC-Student-Conduct-Program.pdf and http://www.mcc.commnet.edu/students/resources/pdf/2011-2012-Student-Handbook.pdf	Office of the Dean of SA
Faculty	1998	www.commnet.edu/emprel/policies	System Office -- CCC
Staff	1998	www.commnet.edu/emprel/policies	System Office -- CCC
Other _____			

? Other	Last Updated	Relevant URL or Publication	Responsible office or committee
Code of Ethics	1995	www.commnet.edu/emprel/policies	System Office -- CCC
***Personnel Policies	2000	www.commnet.edu/emprel/policies	System Office -- CCC
3			
4			
5			

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