

Report to the
Faculty, Administration, Trustees and Students
of

Manchester Community College
Manchester, CT 06045-1046

by

An Evaluation Team representing the
Commission on Institutions of Higher Education
of the
New England Association of Schools and Colleges

Prepared after study of the institution's self-evaluation report
and a visit to the campus on March 3-6, 2002

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This report represents the views of the evaluation team as interpreted by the Chair; it goes directly to the institution before being considered by the Commission. It is a confidential document prepared as an educational service for the benefit of the institution. All comments in the report are made in good faith, in an effort to assist Manchester Community College. This report is based solely on an educational evaluation of the institution, and on the manner in which it appears to be carrying out its educational objectives.

Introduction

The Members of the visiting team wish to extend their gratitude to all members of the faculty, staff and administration of Manchester Community College for their cordial hospitality and for the professional manner in which they hosted our visit. We would also like to express our sincere appreciation to representatives of the Manchester Community College community who gave of their time to meet with our team and for sharing their spirited and candid insights. Accommodations and working arrangements were most satisfactory, material was available or made available upon request, and college personnel were extremely cooperative.

The team was impressed with the thoroughness and overall accuracy of the college's self-study. This document was well prepared and served to portray an accurate picture of the institution at this particular point in time.

Our team arrived at Manchester Community College at a very interesting time. The Governor had just announced a 3.5% proposed budget cut in the state's community college budget. Although not welcomed, it was not totally unexpected. This, needless to say, had an impact upon the thought processes of many as to the future of the college. This issue aside, what we found was an institution facing and coping with the traditional issues of an institution transitioning itself to deal with a changing economy, population and demographics which they seem to be handling quite well.

Manchester Community College is an excellent institution with a clearly defined mission that is understood and supported by the administration, faculty and the staff. The college has an excellent reputation throughout its service area for delivering relevant and quality programs to a diverse population. It is recognized as an invaluable training resource to the business sector and has an acknowledged reputation for caring and dedicated faculty and staff. The team experienced an atmosphere of mutual respect and trust evident at all levels within the institution. A participative governing structure and a receptive, open communication system contributed to an atmosphere that encourages experimentation, new initiatives and risk taking.

The team observed an environment in which students are well served by programs that are relevant, varied and technologically supported. In addition, the team experienced an impressive array of support services designed to meet the needs of individuals who are either academically challenged or talented.

With the exception of the cluster of original buildings, which will soon be evacuated, Manchester Community College is a very modern campus with facilities that contribute to the institution's ability to provide current and timely instruction and services. The long awaited and soon to be completed Art, Sciences and Technology Center will further enhance the ability to provide and expand quality programming.

The financial crisis facing the State and the resulting cutbacks in state funding to the college have the potential of creating serious impacts on the operation of the college. And, unless there is a consistency in the state's allocation processes, the college could be facing a difficult period over the next several years. The administration is well aware of this fact and has initiated both internal and external efforts to address this issue.

In terms of format for this report, it will follow the structure of the college's self-study document. The observations herein are passed from colleague to colleague in the best spirit of peer review. While our comments reflect the professional assessment of the team members, the college must exercise its own judgment and initiative in its responses to these items. The team is confident the college will become stronger as a result of the intensive self-study that had such wide participation from so many at the college.

Standard 1 – Mission and Purpose

In preparation for the March 2002 NEASC visit, the college performed an extensive and broad based review of its existing mission statement. The self-study outlined a careful process by which several constituents of the college and the community once again reaffirmed and modified its mission. The resulting statement is consistent with NEASC standard and is appropriate for a comprehensive community college.

In particular, Manchester Community College's mission statement clearly defines its purpose within the context of higher education and explains whom the institution serves and what it intends to accomplish. The mission statement shapes the college's culture, provides the standard by which it can assess its effectiveness and provides critical direction and focus for the institution's future. In sum, it defines the essence of the institution and is designed to be the springboard for creating the institutional long-range plan. At the heart of the institution's mission statement is the college's dedication to the ideas and characteristics that distinguish community colleges: access for a wide range of students, low cost education and high quality teaching and services. Acknowledgement of the stated mission is evidenced by the attitudes and behaviors of faculty and staff who show a remarkable commitment to students' education.

The self-study and interviews confirm that the mission statement addresses the commitment to open access for a wide population, high standards both inside and outside the classroom and education for traditional students, as well as members of the public in need of entry level or upgraded job skills. The college also expresses its commitment to provide for the constantly changing educational needs in a changing community. One impact of this commitment is the need to provide increasing developmental skills essential to success in course study. Meeting this goal, as indicated in the self-study and interviews, will be costly, labor intensive and time consuming. In order to continue to serve the under-prepared student, the college will have to remain vigilant in its efforts to identify student needs and appropriate academic support. Effective coordination among providers of college services will be essential to accommodate this growing population. The college is justifiably proud of its state of the art facilities, technical programs and equipment. It seeks to enhance their excellence and address its mission by combining them with the academic and attitudinal skills necessary for success in the classroom and the workplace. This goal likewise requires significant funding and can potentially impact upon other services and programs. In sum, there is concern that the college's desire to achieve its mission may be somewhat compromised by cutbacks due to the state's fiscal situation and the uncertainty that continues to exist with inconsistent funding levels. A renewed sensitivity and flexibility, combined with the college's traditional resourcefulness, will be essential to the institution's success.

The self-study and interviews support the value and need for timely and pertinent data. The past positive impact of the data collection, interpretation and assessment further testifies to the significance of this activity. The achievement of the institution's mission is dependent upon its ability to acquire, interpret and effectively utilize an assessment process. Therefore, the team concurs with the self-study recommendation that this office receive additional support. The team believes that it is imperative that the Director of Assessment, Research and Planning be expeditiously immersed in the coordination of

data collection activities and that a formalized process for identifying and collecting pertinent information be re-established. Further, it is suggested that this person assume a critical role in familiarizing the college community in the value and process of assessment.

The team concurs with the recommendations in the self-study related to mission, particularly the statement that, "mission review can be most effectively tied to the three to five year planning cycle." Given the dramatic changes that will occur in the next few years due to technological advancements, as well as economic and demographic shifts within the region, the current practice of review of the mission statement every ten years raises a concern over its potential to become outdated or irrelevant.

Strengths

1. The college appears to be fulfilling the mission very well.
2. The mission is comprehensive and reflects both the institution's tradition and vision for the future.
3. The college has performed an admirable job of displaying and incorporating the mission statement into the daily lives and culture of the institution.

Concern

1. The length of time before the mission and purpose statement is reviewed.

Suggestion

1. The mission statement should be reviewed more frequently. We concur with the suggestion in the self-study to tie the review to the three or five year planning cycle.

Standard 2 - Planning and Evaluation

Within the last ten years, several valuable planning and evaluation processes have contributed to today's Manchester Community College. The addition of an Office devoted to research, planning and assessment with a full-time director, codified data collection have brought coherence to the planning and research function from its inception in 1995 through 1999 when the director left to take another job. It should be noted that the appointment of a new director has been announced effective March 2002.

From a chronological perspective, the MCTC Campus Master Plan, released in 1993, provided the blueprint for the future of the institution. This plan for campus development included three important detailed reports as follows:

- The 1992-1998 Educational Plan, Summary and Report
- The Inventory and Evaluation Report
- The Space Program and Its Disposition

The contents of these documents continue to shape the institution's development and will result most visibly in completion of Phase II of the Master Plan, a new Art, Science, and Technology building-scheduled to open in January 2003. This building project remains a top priority as it nears completion. Parallel to implementation of this phase of the Master Plan, another broad based planning activity holds promise for the future direction of Manchester Community College. In 1996, a college-wide Strategic Planning Council was established. Several planning activities and reports culminated in the creation of the 2001 Strategic Plan. This comprehensive document contains visions, goals, and strategies focusing on seven areas. Another document, some of which is not incorporated within the strategic plan, is an excellent report directed at strategies to address declining enrollment, from the Task Force on Enrollment and Retention. The report covers nine areas, and includes concerns, recommendations and strategies.

The Strategic Plan is prefaced by the college mission statement that was reviewed and revised in 2000. While the plan does appear to integrate other planning initiatives as referenced here, at this point in its development, it does not include action plans to achieve strategies except in one of the seven major areas. The area of Academic Distinction does have detailed activities and can serve as a model for action plan development for the remaining six areas. The college's Self Study does reference the next steps to implement the Strategic Plan with the intent of linking it to the budget, identifying timeframes and responsibilities for an annual planning cycle to include "...a mechanism, for monitoring, reviewing and updating of strategic plan goals and action plans". It remains unclear, however, how or when this will occur.

Data

Between 1995-1999, the institution, under the direction of the Director of Research, Planning and Assessment produced data such as enrollment statistics by age, degree, ethnic group, program cluster, town and high school. Further, an electronic Fact Book contained retention rates, degrees and certificates conferred and credit hour enrollments among other data. Additional research, carried out by the Office included graduate surveys, student satisfaction surveys and employee attitudinal surveys. From 1999 to

the present, the Office was staffed intermittently on a part-time basis resulting in what appears to be sporadic data collection and research. Thus, for example, no graduate surveys are available after 1999. In addition, those persons needing data or assistance with survey design to support planning and evaluation, such as the Task Force on Enrollment and Retention, were left to their own devices to gather information.

Assessment

Institutional assessment has begun at Manchester Community College with the establishment of an Outcomes Assessment Committee. The work of the committee has resulted in learning outcomes for each academic certificate and degree program and for the general education core. The Self-Study projects the next step in this process to be the development of "...appropriate measures to assess outcomes and the effectiveness of the measures themselves".

Strengths

1. The institution engages in planning as evidenced, most notably, by the 1993 Master Plan and the 2001 Strategic Plan
2. Planning has been broad based and participatory involving a wide range of constituencies both external and internal to the institution.
3. A new full-time Director of Planning, Research and Assessment has been hired.
4. Outcomes assessment has begun with the establishment of an Outcomes Assessment Committee and learning outcomes for certificate, degree and general education.

Concerns

1. It appears that data collection has not been systematically carried out since 1999 and as a result, institutional data generally have not been available since that time.
2. The status and future of the Strategic Plan is unclear with action plans still needing development, and a lack of timeframes and a way to monitor and evaluate the plan's progress.
3. There appears to be no link between planning and budgeting other than that the budget appears to drive planning instead of the plan driving the budget.

Suggestions

1. The new Director of Planning, Research and Assessment needs to devote immediate attention to generating institutional data, updating the electronic Fact Book and completion of the Strategic Plan

2. Although not all recommendations of the Task Force on Enrollment and Retention's report have been incorporated within the Strategic Plan, many have merit and should be followed up by appropriate divisions.

Standard 3 – Organization and Governance

The eighteen member governor-appointed Board of Trustees of the Connecticut Community-Technical Colleges has authority and is ultimately responsible for the governance, institutional policies and fiscal solvency of Manchester Community College. On issues involving the operation of each college campus, the Board delegates to the college's chief executive officer, the President. He/She implements policies from the Board, but also has autonomy to manage the college effectively and make local decisions such as full-time hiring, promotions, merit awards, tenure and sabbaticals (the latter after system office review).

Administrators at Manchester Community College include the President and members of the President's Advisory Council, all who report to the President and some others. With direct reporting lines to the President, these positions appear to have clearly defined job responsibilities within the organizational structure as demonstrated on an organizational chart. Less clear are some position descriptions among department chairs, program coordinators and support personnel. Given recent changes in academic reorganization in some reporting lines, it might be worthwhile to clarify those responsibilities for overall institutional effectiveness in sharing and disseminating information among divisions.

Faculty, unclassified personnel and professional staff other than top managers are represented by a contractual agreement between the Congress of Connecticut Community Colleges and the Board of Trustees. The other collective bargaining organizations include: Protective Services Employees Coalition, AFSCME, Connecticut Employee Union Independent and Administrative and Residual Employees Union.

The college and its community are committed to its mission of teaching and learning. As its core, the administration, faculty and staff appear to effectively collaborate in an atmosphere of mutual trust and respect. Collaborative efforts in Academic Affairs and Student Services are noteworthy and model how integrated efforts can benefit student learning and development.

Both the Board of Trustees and college administration appear responsive to the concerns, needs and initiatives of the college and its community. The President consults frequently with members of the college community formally and informally. He has met regularly with the President's Liaison Group that has promoted open easy access as one more avenue for increasing communication and flow of information. The President also meets with officials of the Department of Higher Education, the Council of Presidents and other community groups. The Regional Advisory Council, consisting of community leaders is excellent, fostering articulation among business and industry, government and other secondary academic leaders. College employees appear to have access to both internal and external information flow and decision-making. Nevertheless, there exists some concern about final decision making authority and areas of responsibilities.

Internal governance is categorized through three major senates: College, Faculty and Student. Each of these governing bodies' responsibilities, membership composition and terms are included in the Statement on College Governance. College employees and students have several avenues to access information on multiple campus issues and initiatives. It is noteworthy that full-time faculty play a substantive and active role in the

development of institutional policy related to educational programs and effectiveness of student learning.

Four of the Faculty Senate's five sub-committees (Academic Standards, Curriculum, Emeritus, Executive and Media Services) meet regularly and report back through the governing body. Presently, the Media Services Committee has not met recently due to some restructuring and transition. Faculty and professional staff can propose an issue for discussion to the Senate or its Executive Committee. Through both its vertical and horizontal information sharing process, participation is inclusive. The charge and purpose as described in the Statement on College Governance are not reviewed on a regular basis or schedule. The most recent review was completed for the college's self-study activities. However, should a faculty member request some type of review or amendment, the issue could be brought forward to the Senate's membership and vote.

Less clear are the total scope and responsibilities of the College Senate as included in the Statement on College Governance. Some areas of responsibilities are not clearly defined or outlined. The College Senate does not have sub-committees as part of its governance structure. A nominee of the College Senate sits on the President's Advisory Council. Similar to the Faculty Senate, both the charge and purpose of the College Senate are not reviewed on any regular schedule but can be amended through a two-thirds vote with the final approval of the President.

The Student Senate offers services to Manchester Community College students. Senate membership had an active and participatory role in advising the design of the present Learning Resource Center as well as the new building complex. Students also serve as representatives on other standing committees: Academic Standards, Curriculum and Media Services. Given the number of non-traditional students attending the college, there is some concern regarding low levels of participation in activities. This may be, in part, due to outside family or work commitments, minimizing time on campus to participate.

An overriding strength at Manchester Community College is its inclusionary and participatory governance structure and commitment to it. The fact that it works is testament to a committee that has not met in several years. The Jurisdiction Committee's charge is to determine which policy-advising body has jurisdiction over policy questions. Since these issues appear to be resolved through open and active participation, the Committee does not need to meet.

Students are at the heart of initiatives, discussions and decision-making. The voices of faculty are present in almost all committees on the development of educational policy, new programs and curriculum. There exists some concern regarding the number of contractual, standing or ad hoc committees. On the other hand, others expressed positive feelings about the short-term focus of some committees.

In summation, a resounding theme in college organization and governance was the administration, faculty and staff's commitment to an open, shared and participatory structure and process. With this commitment, involvement may need to be clarified for its multiple participants. Ultimate authority and relevant reporting lines may need reiteration or further clarification for some members of the college community who may unintentionally assume that recommendation and advising may mean decision-making.

Strengths

1. An autonomous governance system reflecting the values and culture of Manchester Community College and its community in carrying out the college's mission.
2. A mutually respecting and respectful college community that is actively and continually committed to an open, inclusionary and participatory governance process.
3. A collaborative governance model in which students are at the core of all decision making. Student learning and success are hallmark achievements openly embraced by the college community as a personal mission.
4. A shared, collaborative and engaged vision identifying student outcomes is at the core of the institution's purpose.

Concerns

1. There appears to be an overlap or lack of clarification between the College Senate and Faculty Senate responsibilities.
2. Some concern exists regarding a lack of clarity on organizational and governance reporting lines.
3. The college community's healthy and inclusionary processes may have created an assumption by some that their involvement is decisional vs. advisory.

Suggestions

1. Study, revisit and reissue Manchester Community College's Statement on College Governance. Redefine, as necessary, the charge or purpose of the college's governance bodies and committees in order to reflect or align to the overall college mission for planning purposes, budget and resource development.
2. Clarify or reiterate Manchester Community College's organization and governance reporting lines for recommendation or decision making authority.

Standard 4 – Programs and Instruction

The college offers a variety of well-designed associate's degree programs and certificates. Education is clearly the focus of the institution. The programs and certificates are consistent with and serve to fulfill the mission and purposes of the college. There are clearly delineated program requirements and learning outcomes for each program and certificate, and for general education. When there are specific admissions requirements (such as in the health programs), these are clear and consistently applied. Faculty seems committed to ensuring the students' academic success and retention.

The faculty has adopted a clearly described General Education Core consisting of 21 to 24 credits of courses distributed among the humanities, mathematics, sciences and social sciences. In acknowledgement of the importance of the goals of general education, faculty now specifically include the relevant learning objectives from the Gen. Ed. Core in all of the courses now being developed. They have begun the process of specifying which objectives are met within existing courses as syllabi get revised, as well.

With the wealth of new equipment available for instructional use, the faculty in many disciplines has responded with enthusiasm to additional opportunities to strengthen classroom instruction. The institution does provide sufficient resources to sustain and improve programs and instruction, including training for faculty, as new technologies are made available.

Faculty focus on student learning and achievement, devoting time and effort to continual curriculum and pedagogical improvement. The team read several examples of departmental studies of outcomes assessment, and these efforts are commended. However, the lack of centralized planning and data gathering have the unfortunate effect of limiting the usefulness of some of the studies, as different questions are asked, and the data are not universally applicable.

Program requirements are clear in the catalog. The learning objectives for each program were written by the faculty in each department or program. The next step in the process is to review the objectives in the context of measurable outcomes assessment.

The college assesses student readiness for college level work in terms of entry standards for ENG 111. Approximately 70% of the students test into developmental courses in English. The three course sequence for these students seems to concentrate on increasingly long writing assignments, preparing students to be able to write the initial assignment in ENG 111, a five-seven page paper. Some departments have adopted readiness for ENG 111 as a prerequisite for their courses, while others feel that the standard is unnecessarily rigorous. The state is moving toward a uniform standard for placement into the first level college writing course. In the meantime, the college is urged to reconsider the rigorous standards currently in use. The high percentage of students testing into developmental work is a concern, particularly in light of the rigorous standard used by this college, more rigorous than the standard currently discussed for statewide implementation.

The English Department offers some ESL classes, but the faculty cite minimal support for this area. With increased enrollment as a central goal of the college, this may be an area of growth that will require some resources in terms of faculty and support services.

All degree programs are reviewed on a five-year cycle, and outside evaluators relevant to the program play a key role in the review. The requirements for departmental review are clearly described and understood by the faculty, who conduct the reviews. The focus of the reviews is the effectiveness of the curriculum, and faculty adjust curriculum based on these studies. Programs are occasionally phased out, based on declines in student interest and fiscal constraints. Students are able to complete their program of study when their program has been discontinued. Occasionally, a new program is approved, but implementation must be deferred until budgetary issues are resolved.

While the focus on General Education outcomes is new, programs and courses seem to have been designed to ensure an opportunity for reflection and for analysis of subject matter. Some courses have been increased in contact hours to accomplish learning objectives (e.g., language, accounting). Some are offered in condensed time periods such as January intersession, appealing to students who wish to study in a concentrated format. Courses are offered via different delivery modalities (interactive distance courses between the college and high schools, online courses, courses which meet in person some of the time and online some of the time). MCC faculty design and offer all of the forms of distance courses. All of the courses meet the same standards for student learning as traditional format classes. As familiarity with the newest technologies grows, both students and faculty seem to be using them with ease. The faculty's enthusiasm and dedication to curriculum and to student learning is commendable.

In citing evidence of the effectiveness of instruction, the Self Study cites the process for faculty evaluation. The process is prescribed by the faculty contract and does have a provision for a faculty development plan. The team was struck by the lack of discussion of outcomes assessment as evidence of instructional effectiveness. It is advisable to measure learning as evidence of sound instruction.

The college describes a full array of instructional support services, and the team found evidence that cooperation and communication between teaching faculty and the instructional support staff is strong. All are focused on student success. This cooperation is commendable.

The college maintains a licensed Child Development Center on campus. The faculty are qualified and the facility is pleasant and appropriately appointed. The center is open to children of students and faculty/staff at the college, and then to members of the community. The college is to be commended for this support for students and the college community.

The self-study cites a concern about the ratio of full time to part time faculty, and data support that concern. The college is going to address this issue, examining faculty-staffing patterns in each area to help determine the priorities for hiring full time faculty in the near future.

Only one off-site facility is in use, the East Hartford Cultural Center. Credit-free courses and programs are the sole offerings at this venue, and there are clear understandings for its use. The Continuing Education component seems to be responsive to workforce development needs and also offer a variety of enrichment experiences appealing to all age groups.

Through Continuing Education and through departmental activities, the college offers workshops, cultural events and other enrichment activities both for its own students, faculty and staff, and for community members. It appears that these activities are all appropriate and administered through the organizational structure. Community leaders attest to the value of the contributions of the college to the life of the community.

Manchester Community College faculty assume responsibility for the academic elements of all of the instructional programs and courses for which it awards institutional credit, and many faculty are involved in designing curriculum for the credit free offerings, as well. The faculty and staff are to be commended for the partnership they have forged between credit and credit-free offerings.

Academic departments are intimately involved in hiring decisions, whether in participating on search committees for full time faculty or in recruiting and hiring part time faculty. The college has the standard mechanisms in place for admission, monitoring retention, registration, evaluation of student progress, and awarding of credit. Overall, the programs are sound, designed by dedicated and qualified faculty, and diverse in design and format.

Strengths

1. Faculty demonstrate ownership of the curriculum. They design coursework and curriculum consistent with the standards within their disciplines, and in concert with their Advisory Boards in the career programs.
2. Faculty seem to be eager to use the most effective pedagogy, and to include current technologies into all courses as appropriate.
3. Many departments and programs have begun to collect data to measure outcomes. This data is being used to inform decisions about curriculum.
4. Many faculty participate in statewide committees in their disciplines. This fosters system wide policy development and sharing of relevant information. This benefits both the students and the college as a whole.

Concerns

1. While the faculty has developed learning outcomes for each department and program, depth of understanding of outcomes assessment seems to be in its infancy.
2. The ratio of full-time to part-time faculty continues to be a concern for the college.

3. While the English Department is currently reviewing assessment instruments and placement issues, there is disagreement among other faculty and departments about the rigorous standards currently in effect.
4. The type of credit awarded to developmental courses in English needs to be clarified and then to be communicated consistently to all college constituencies.
5. It seems that there is a pattern of growth in English as a Second Language, with minimal faculty staffing.
6. Students in several programs of study, especially in traditional transfer programs, seem to have little or no access to adequate advising.

Suggestions

1. The team encourages faculty in all departments and programs to conduct outcomes assessment in a systematic manner.
2. Sufficient numbers of full-time faculty should be a priority for the college.
3. Assessment issues for placement into English courses should be resolved in a manner consistent with the needs of students in all disciplines and programs. The guiding data should indicate what skills in English are actually necessary for success in college level courses.
4. The college must be clear and consistent about the type of credit (if any) awarded for developmental courses, consistent with standard practices within the system.
5. In light of changing enrollment patterns, the team advises the college to look carefully at ESL, and to be sure that faculty are sufficient in number and expertise as the college faces increasing enrollments in this area.

Standard 5 – Faculty

Standard Five guides the review of faculty, but always within the context of a college's own mission and aspirations. Manchester Community College's mission statement asserts that providing "learning opportunities to diverse populations" is central to the college. These opportunities take many forms—both within and without the traditional classroom—with diversity being defined by "academic, financial, and social differences" as well as "ethnicity, national origin, religion, political belief, sexual orientation, age, and disability." According to the *Strategic Plan* of August 2001, the mission should be achieved with "academic distinction" in a "student-centered," technologically "enriched" environment that is a "model of diversity."

Since 1998, MCC has hired fully a third of its current full-time faculty and professional staff. The college's search process for new full-time faculty and professional staff is orderly, inclusive, and driven by the college's mission to seek quality and promote diversity. Tenure track positions are advertised in publications chosen to reach a diverse audience. A committee, well instructed in the search process and institutional goals, recommends several finalists to the appropriate Dean and President who make the final choice after conducting their own interviews and checking references. Of the 90 full-time faculty, approximately 19% (17) have earned doctorates, 71% (64) have master's degrees, 3% (3) have bachelor's degrees, and the remaining 6% (6) have an appropriate professional license. Roughly 39% are male and 61% female, with 14% indicating minority status—an increase of 8% since 1988 although twice that number of students claim minority status.

Data on part-time faculty are more difficult to acquire, but in 2001-2002 the college employed 277 individuals, many of whom were rehired on the basis of previous work at MCC. In the fall of 2001, 38% of courses were taught by part-time faculty; that percentage rose to 41% in the spring of 2002. Medical leaves and retirements influenced those numbers, but both exceed the Chancellor's guideline that no more than 30% of courses be taught by part-time faculty. When hiring new part-time faculty, Department Chairs and/or Program Coordinators review responses to postings on the web site and in local publications and, after consulting with Division Directors, offer one-semester contracts.

Orientation of new faculty is valued. New full-time and part-time faculty receive a *Collective Bargaining Agreement* and a *Faculty Handbook*. Full-time faculty are then assigned mentors for a year and may choose to participate in a program of five-six activities spread over the year; the activities are designed to acquaint them with the provisions of their contract and the policies and resources of the college. Part-time faculty are invited to attend an orientation meeting at the beginning of each semester, with Department Chairs providing additional orientation as needed; occasionally the Chair will assign a mentor. For Department Chairs with large numbers of part-time faculty, this on-going orientation is substantial.

Workload for both full-time and part-time faculty is governed by a collective bargaining agreement. Full-time faculty generally teach 12 credit/contact hours and hold three office hours per week each semester; an additional 20% of the workload is designated as

“Additional Responsibilities” and takes the form of college service and/or professional development which advances the mission and goals of the college. Sometimes student advising is listed as a responsibility, and sometimes faculty say they simply “volunteer” to advise when counselors request help. Other faculty believe that academic advising is the responsibility of program coordinators. So this is an area creating some confusion, even as the college attempts to improve advising. By contract, part-time faculty may teach no more than eight credit hours in the entire community college system of Connecticut and must hold one office hour. The *Collective Bargaining Agreement* protects academic freedom, and the *Faculty Handbook* details procedures by which complaints about the actions of particular faculty may be addressed.

The college offers professional development support to full-time faculty primarily through professional development days, the recently initiated Teaching and Learning Consultants (TLC) initiative, \$500 reimbursements for professional development expenses, and sabbaticals. The \$500 reimbursements are awarded on a first come basis until the funds are exhausted--and they are. Occasionally a Division Director is able to find discretionary money to supplement the \$500 reimbursement; the faculty seem to feel that the supplements are equitably awarded. At present just one faculty member is on sabbatical, and the Dean of Academic Affairs indicates this is representative. Budget cutbacks may reduce the current level of financial support, but fortunately the “Added Responsibilities” section of workload provides another way for the college to encourage professional growth, especially in the area of pedagogy. Faculty speak highly, for example, of the training support they have received when learning how to integrate teaching and technology. Part-time faculty, too, may participate in TLC projects and, after teaching 18 credit hours, are eligible for \$200 in professional development funds each fiscal year on a first come basis.

To demonstrate faculty effectiveness the *Institutional Self-Study* uses several indicators. One is the sheer number of full-time faculty involved in college service—and this is impressive, indeed. The improved evaluation process for full-time faculty—now including student evaluations as well as a faculty self-assessment component leading to a professional-development plan—provides additional information and guides professional growth. But a learning-centered institution usually focuses on what **students** know and can do after completing a course of study. The success of students in professional exams cited by the *Self-Study* is such an indicator, but the evidence is available for a limited number of students. The Mock Trial Team placed second in a regional competition judged by local lawyers, thus demonstrating the effectiveness of the students’ education. Potentially, the learning outcomes developed and published for each academic program articulate criteria for yet another indicator of success although the means for assessing many of these outcomes have yet to be developed.

The unfilled position in Institutional Research (vacant for a year and a half) has hampered efforts at systematic information gathering and interpretation. Faculty are eager for the arrival of the recently hired Director of Planning, Research, and Assessment. They are looking for guidance and help as they attempt to understand how to use and measure outcomes. Nonetheless, they have initiated grassroots research efforts to understand better what they do. A social sciences faculty member, for example, compared the performance of students who were placed into English 111 and took a social sciences course with the performance of a student who was placed into

developmental English and took the course. The study was part of a discussion of prerequisites. The English Department is studying the effects of English placements on performance in subsequent English courses. Such studies demonstrate the interest faculty has in using data to make academic decisions.

It is hard to overstate the involvement and enthusiasm of this faculty. They enjoy each other but also their colleagues in other divisions. They go on retreats with Student Affairs staff. They regularly collaborate on projects across academic divisions such as the Teaching and Learning Consultants initiative, which pairs a modern language instructor with a math instructor as resource people to faculty seeking ways to improve as teachers. The Dean of Academic Affairs, who arrived just a year ago, observed that she had rarely encountered such a “range of quality across divisions” when looking at academic programs. This sentiment was echoed by community leaders at a breakfast for the accreditation team. Local businesspersons, state legislators, clergy, school superintendents, alumni and others paid tribute to the college and its faculty, praising the “flexibility” of staff, the “excellence of instruction,” and the “nurturing environment” in which so many have flourished.

Strengths

1. An energetic, gifted, and thoughtful faculty focuses on student learning in an environment that values and engenders respect for differences.
2. The faculty are enthusiastically involved in the co-curricular, governance, and professional activities of the college.
3. The eagerness of faculty to explore uses of classroom technology and the excellent training support they have received are commendable.
4. The “added responsibilities” component of workload appears to be used equitably and wisely to acknowledge effort and promote institutional priorities.

Concerns

1. The challenge of creating protocols to assess learning outcomes as one measure of faculty effectiveness remains.
2. Confusion appears to exist about the formal role of faculty in the advising process.
3. In recent semesters, the percentage of courses taught by part-time faculty has exceeded the 30% maximum suggested by the Chancellor’s Office.

Suggestions

1. Make learning outcomes and the measurement of them an institutional priority.
2. Clarify the formal role of faculty in academic advising.

3. Although progress has been made in achieving diversity, the college should aggressively pursue the hiring of additional qualified minority faculty, both full- and especially part-time.

Standard 6 - Student Services

The College offers a broad array of services and co-curricular activities that foster the intellectual and personal development of its diverse student population. The Student Affairs staff, itself a model of diversity, is an enthusiastic team-oriented group with a clear focus on student needs.

The college's philosophy of inclusiveness and shared decision making is demonstrated in the numerous collaborations between Student Affairs and Academic Affairs. The staffs participate in a Joint Annual Retreat and work together on committees and task forces to foster student success. Academic personnel joined with Student Affairs staff on an Enrollment and Retention Task Force, and faculty are becoming involved in recruitment activities. Counselors provide academic advising. There is a shared commitment to student goal attainment. The commitment to serving students and increasing enrollments seems shared between the two components. The philosophy is student centered. The College as a whole has a culture of collaboration, as evidenced in the numerous committees and task forces. This expectation of involvement and collaboration serves staff and students well.

The Student Affairs staff shares a common philosophy of student centeredness and are mutually supportive of one another, meeting regularly and sharing information and other resources in their common commitment to student success and learning. For example, the Financial Aid office supports work study and community service initiatives, and staffs share their departmental financial resources to achieve common goals. Although the physical locations of service offices are presently not optimal for service delivery, the staffs meet frequently and support one another's endeavors. Departments issue evaluative reports twice a year.

The wide array of co-curricular services speaks to the diversity of the student body. Departments and student clubs provide services to minority students, adult students, evening students, full and part time students, and students with disabilities. Services to distance learning students are in the planning stages.

New students are assessed at the point of entry using Accuplacer and placed into courses at a level designed to maximize their success. Currently, only incoming students are formally advised, and this process takes place in the Counseling Center. A newly formed Academic Advising Council comprised of Student Affairs staff and college faculty is developing plans to infuse a "culture of advising" into the college. The goal articulated in the 1997 interim report, enhancing advising services, particularly for students transferring to other colleges, has achieved some progress. It has been absorbed into the wider goal of developing a comprehensive college wide approach to academic advising. At this time, there is no overall systematic approach to academic advising, although the college has made progress since advising took place "under the stairs" when students were in line to register.

Student Financial Aid criteria are clear and publicized, and appropriately audited. Students are required to pay for their fees in advance and to pay for their books. This system may create an enrollment barrier for financial aid recipients in the future and

should be watched carefully. Students expressed concerns about the high cost of books. There is a loan fund available through the Dean of Students for the purchase of books.

The opening of the second phase of the new building, planned for January 2003, will create a 23% increased capacity of student seats. This has generated an increased commitment to grow enrollments, which had been declining until last year. In preparation, a Task Force on Enrollment and Retention was created. Its recommendations have been integrated into the strategic plan, and some recommendations have already borne fruit. A coordinator for General Studies has been appointed, and plans are underway to centralize the management of enrollment related functions. Although the college desires to grow its enrollments significantly, there is a lack of data to drive decision making for enrollment planning. Staff is not using common databases and is using homegrown survey instruments to measure student satisfaction with individual services. A more institutional approach is needed.

The college offers an impressive array of co-curricular activities including numerous student clubs and intercollegiate athletics for men and women. Although the term extra curricular appears in the Self Study, and in other college documents, co curricular is used within Student Affairs. Numerous opportunities exist for student leadership and participation in organization and governance. Staff and the Student Senate President acknowledged the difficulty of engaging busy students in these activities. Outreach efforts are underway to entice participation, and student leaders receive stipends.

Intercollegiate athletics and recreational opportunities are provided successfully despite the lack of facilities to support them. Athletes and student leaders participate in community service such as America Reads, funded by financial aid.

The Student Affairs division is making an effort to assess and evaluate student outcomes and has published a set of learning outcomes in the college catalog.

Concerns exist about the impact of budget cuts on needed services. Of particular concern are tutoring and services for minority and disabled students. There is a dependence on grant funding to provide important support services. These funding sources have proved unreliable. The commitment to services needed to support recruitment and retention should be institutionalized.

The college is understandably proud of its new facilities, which should prove valuable in attracting new students. With the opening of the new building, the traffic pattern will shift, and the Admissions and Registration offices, currently located in the front entrance, may no longer be centrally located. It is important to the goal of growing enrollments that prospective students be able to navigate to the enrollment service offices.

A more holistic approach is needed with regard to enrollment planning and related services. The Task Force on Enrollment and Retention recommended centralized management of enrollment related functions under a new position. This new approach should encompass a broad institutional view, beginning with marketing materials that appropriately showcase the college's extraordinary facilities. A recommendation made by the 1992 visiting team to develop a viewbook was not maintained due to cost. Such an initiative should be revisited. The college could benefit from the type of joint planning

between Student Affairs and marketing communications that has been so successfully demonstrated with Academic Affairs.

In summary, the college can be proud of its services to students and its commitment to student success. There is a collaborative and inclusive model in place for dealing with challenges, and college staff share a deep commitment to student learning and goal attainment. The college's student centered philosophy is summarized in A Celebration of Manchester Community College: "We must look at the college from the student's perspective. We must imagine ourselves in that vestibule, looking through those glass doors, at all of the knowledge and opportunities visible but still beyond reach. And then we must determine what keys are necessary to open those doors..."

Strengths

1. The College offers an extensive array of services to meet the needs of its diverse student population.
2. A student-centered philosophy is pervasive.
3. A Student Affairs staff that is diverse, energetic, enthusiastic, and motivated works in an environment of collegiality and mutual support.
4. There is extensive collaboration between Student affairs and Academic Affairs.

Concerns

1. There is a lack of resources to support critical functions such as tutoring and services for disabled students. Support services rely heavily on grant funding and volunteers.
2. As the college relies more on enrollment growth, there is a need to address the space needs for enrollment related offices and functions.
3. There is a lack of data to drive enrollment planning.

Suggestions

1. As the college comes to depend more on enrollment, a college revenue stream needs to be developed to assure a consistent level of services for students.
2. A plan should be developed to address the space needs for enrollment related functions.
3. The college could benefit from collaboration between Student Affairs and Marketing comparable to its successful collaboration with Academic Affairs.

Standard 7 - Library & Information Resources

The mission statement of Manchester Community College emphasizes that the college is a “learner-centered institution” that “...enriches the academic, economic, and cultural life of the community.” The College Library’s mission statement reflects that of the college by stating that it is “...an academic support unit that provides a service to the institution and to the local community.”

The Manchester Community College Library’s primary responsibility is to provide the library and information resources necessary for the college to fulfill its mission and purposes. It fulfills this responsibility by acquiring and/or licensing information content that supports the academic programs and intellectual and cultural development of students, faculty, and staff, organizing that content, and making it available through circulation policies, intermediaries, such as reference librarians, or technologies, such as a library web page. A draft collection development policy provides guidelines for the selection of those resources, and printed library brochures and publications, as well as the library’s web site, describe policies that govern access to the library, the information resources, and the services that support those resources. The MCC faculty ensures that the students use the library’s resources by placing material on reserve or making assignments that require research within library print materials or electronic databases.

The library has a book collection of more than 50,000 print titles and nearly 500 print periodical subscriptions that are readily accessible for use for the 70 hours per week that the library is open during the academic year. Nearly 60 state-of-the-art computers, connected to the Internet, provide access to more than a dozen licensed databases that provide access to citations and/or the full-text of academic resources to supplement the library’s owned collection. Most of these electronic resources are available wherever a student (or holder of a Manchester Community College library card) has access to the Internet.

In 2001, the library moved into a spacious, attractive, and technologically-sophisticated space in the college’s newly completed Learning Resources Center. The facility more than doubled the space for housing owned library materials and nearly tripled the number of computers for students and others to use for research. In addition, the new facility provided individual and group study areas, as well as a modern library instruction room.

The gate counter indicates that utilization of the library facility has increased significantly since the building was opened. Approximately 1,200 entries into the library have been recorded each day during the academic year, and the popularity of the site for computer research, coupled with reported delays in equipment repair requests, has led to complaints about the lack of available computers.

Financial support to the library for acquiring, maintaining, and improving resources and access to resources has been someone mixed. The “book budget”, funds used to acquire or license resources, has been quite flat for recent years and, therefore, with inflation, has been reduced in buying power. The staff has been able to keep the reference collection up to date in academic program areas with the existing resources; however, some sections of the circulating book collection appear to need infusions of

current materials to support curriculum needs, and some periodical subscriptions may need to be cancelled to keep within budgeted limits. Support for developing the college archives appears to be lagging, which affects the ability of users to be able to access that historically valuable collection. Equipment purchases and funds for equipment maintenance are not part of the library budget but need to be part of the budget of the Information Technology (IT) department if the library is going to be able to continue to be able to serve the academic needs of the college and the community.

With the recent move to a new facility, the library was outfitted with a number of new computers, but other equipment, including microform readers and/or reader-printers as well as copying facilities, are adequate but dated. A gate security system protects library property from illegal removal.

The library staff, under the direction of the Dean of Information Resources and Information Technology and the immediate supervision of the Library Director, has a reputation for quality service. Eleven persons, including four professional librarians, plus education technology assistants and work-study students, enable the library to be open and provide service seven days each week during the academic year.

The four professional librarians, who are also responsible for collection development, reference, and archives management, teach approximately 120 library instruction classes each year in response to requests from faculty for instruction to students in their classes. As library instruction and the development of information literacy skills are essential for effective access and utilization of information, a more formal program that would reach all students might require an additional professional librarian position. One professional position is currently vacant.

In order to provide even greater access to resources for Manchester Community College's students, faculty, and staff, the library works collaboratively with other libraries in the exchange of resources. In FY01, approximately 900 book and periodical article requests were acquired through interlibrary loan for MCC borrowers. About 820 items were loaned to other libraries from the MCC Library collection. Other collaborations among libraries include the involvement of the Library Director with the Connecticut academic librarians.

The library supports the college efforts at distance education. Students in taking courses online, or even students in hybrid or totally "on the ground" courses, have access to a library of full-text online academic resources on the library's web page. The reference staff has also been identified as the lead reference resource for the Connecticut Distance Learning Consortium.

Recently, the library developed a user satisfaction survey and tested it in the Fall 2001 semester. Two other surveys of satisfaction have been developed to evaluate the library instruction program's classes. The library does not yet have a regular and systematic program for evaluating its adequacy and/or utilization in order to improve its effectiveness.

Overall, the library is a credit to the institution and the local community. The organizational structure, which places the library under the Dean of Information

Resources and Technology, has the potential for demonstrating the wisdom of merging two critical services and may serve as a model for others to follow.

Strengths

1. The library is a centrally located and architecturally-impressive facility that enhances access to information resources and services and provides an inviting atmosphere for individual or group study.
2. The library's technological infrastructure provides computer and instruction equipment for today and is ready for additional future capacity and improvement.
3. The library's web site provides 24/7 access to the full-text of academic resources from any computer, in any location, with access to the Internet.

Concerns

1. More timely IT staff support appears to be needed to maintain and repair library computer equipment.
2. The absence of regular and systematic evaluation of the utilization and adequacy of information resources and services may inhibit the ability to improve and increase the effectiveness of services.
3. The college does not appear to have a formal program that ensures that all students receive library instruction and graduate with information literacy skills.

Suggestions

1. Give high priority to creating effective strategies for ensuring the maintenance and support for all college computer equipment.
2. Establish learning and performance outcomes for the college's library and find meaningful ways to measure them in a regular and systematic fashion.
3. Develop a plan for ensuring that all students receive the needed library instruction and are able to graduate from MCC with essential information literacy skills.

Standard 8 - Physical Resources

The College is currently in the process of completing the largest capital building campaign in the history of the institution. In 1992 the college made a strategic decision to develop a master plan funded from college reserves, which identified new construction totaling 266,000 square feet of new space at a cost of \$59,000,000. The entire college community participated in the development of the master plan. One of the new facilities, the Learning Resource Center, came on-line in the fall of 2000. The Art Sciences and Technology Center will mark the final phase of the construction, which is scheduled to be completed in 2003. These new facilities will transform the way business is conducted at Manchester Community College. The new facilities will allow the college to abandon the outdated facilities on the east campus and move to state of the art facilities.

The new facilities are designed to provide students, faculty, and staff with technological equipment and create an environment that is central to the mission of Manchester Community College. Classrooms and labs are configured to meet the needs and challenges of an interactive pedagogy.

The college and the architect went to great lengths to ensure that the major concerns of the design were achieved. This is evident in the first phase of the construction, the Learning Resource Center, which was completed in 2000.

The functional aspects of the design; the classrooms, offices, lounges, common spaces, equipment, and furnishings were developed in a manner that allows for maximum utilization, ease of access, and cutting edge technology for teaching in the 21st century.

The other notable aspects of the design are the aesthetics of the facility. In this case it is important to note that the inviting and comfortable features of the facility display Manchester Community College's concern for its students, faculty, staff, and members of the community.

There are some concerns that particular needs were not met in the first phase of the construction but it seems safe to say that the end product reflects the best alternatives.

The design team is determined to improve on its commitment to develop the best possible facility as it completes the second phase of the construction, the Art Sciences and Technology Center. This facility will be complete and ready for occupancy in January 2003. Again, like the Learning Resource Center, it provides the college with state of the art facilities that complements the values and supports the mission of the college.

Strengths

1. The college is moving aggressively to complete the new construction to meet the needs of its students, faculty and staff.

2. Planning for the new facilities has been an inclusive advisory process taking into consideration all segments of the college community.
3. The facilities staff maintains a high level of commitment to providing adequate space to support the activities of the college.
4. The team was impressed with the visual impact of the new campus and the proliferation of fine art in the facilities.

Concerns

1. Budget cuts may have an adverse affect on staffing the new facilities.
2. Space allocation for student affairs appears to not have the same level of commitment as the academic and administrative areas.
3. It was suggested by several individuals interviewed by the team that when a decision is made regarding planning there is an inconsistent communication process to inform the campus community. It was felt that some individuals are better informed than others.

Suggestions

1. Campus planning should examine the possibility of creating a one-stop student services area strategically located that would offer a better delivery system to the students and provide the appropriate adjacencies for student affairs offices.
2. The administration should explore all options for funding the operations and maintenance of the new facilities.

Standard 9 - Financial Resources

Manchester Community College is part of the state Connecticut Community college system and is governed by the Board of Trustees of Community-Technical Colleges. Budgets for the community colleges are established in the system office for community colleges. The budget is comprised of a General Fund, which is appropriated by the state legislature, and the Operating Fund generated from tuitions, fees and other revenue sources received by the college. The total budget is approximately \$22 million of which 75% is spent on salaries and wages. The college has received modest increases over the past four years and has managed the funds in an efficient and effective manner.

Currently, the college is experiencing a reduction of state funding for fiscal year 2002. The General Assembly has established a biennial budget for the community colleges. Although budgets cover a two-year period, the governor has the authority to reduce budgets annually. This uncertainty along with the fact that the central administration for community colleges, when it receives the funding for community colleges from the legislature takes into consideration the needs of all twelve community colleges. This process makes it difficult for Manchester Community College to determine its level of funding from the state.

The college has developed a strategic plan but given the uncertainty of funding it is difficult to develop plans based on resources. The rule seems to be that budget determines planning rather than funding programmatic needs with adequate resources.

The building campaign the college is experiencing will result in a tremendous benefit to the students, faculty, staff, and the community in general. The direct cost to the college paid from their fund balance will be \$3 million. Knowing that the building would not be funded by the state to the extent that would meet the program, the college built its reserves to meet this need. The net effect is that the college will be left with the minimum amount required by the state for reserves. It should be noted that the college would not have been placed in this position if the state made modest adjustments to its funding formula to reflect current construction cost. Although the fund balance has been significantly reduced, Manchester Community College is to be commended for not compromising programmatic needs and the quality of the construction reflected in the new buildings.

To alleviate the fiscal uncertainties it seems to be in the best interest of the college to take advantage of its new physical image and develop its relationship with the Manchester Community College Foundation. This approach could generate substantial resources that would allow the college to apply these funds to under funded programmatic needs.

The college's fiscal staff is highly competent and is able to manage the budget in an effective and efficient manner to meet the needs of the college in spite of the budget uncertainties. They are in compliance with regard to accounting procedures and required reporting.

In summary, the college is financially stable and maintains the necessary financial resources to substantially achieve the college's mission and objectives.

Strengths

1. The college has a strong, committed, and knowledgeable fiscal staff that is in tune with the mission of the institution and works diligently to support the college's efforts. They understand and comply with higher education, state and federal regulations in the performance of their duties.
2. Internal controls are reviewed periodically and have been recently updated to ensure that college revenues are spent appropriately. This process has been improved with the advent of the new Banner administrative computing software system.

Concerns

1. The state funding system does not ensure that adequate funding will be appropriated to operate the new facilities.
2. Several new programs and initiatives have been approved but funding seems unlikely due to the budget uncertainties.
3. The fund balance of the college will be reduced to the state-minimum in fiscal year 2003 leaving the college with limited resources to react to unanticipated situations.

Suggestions

1. The college should attempt to find ways to work with the Manchester Community College Foundation so that needs of the college might be addressed outside the traditional funding sources.
2. With the completion of the new facilities the college may consider investing in a marketing campaign to promote the "New Manchester Community College" in an attempt to increase enrollment and revenues of the college.

Standard 10 - Public Disclosure

Public disclosure serves the mission of Manchester Community College by informing the community and potential students of the life-long learning opportunities and activities at the college and by making institutional data available to the public for purposes of accountability and comparison.

The NEASC standard that describes public disclosure is primarily concerned with completeness, accuracy, and clarity of publications that describe the college, as well as the availability and completeness of institutional research data. A periodic review of the accuracy and currency of the publications is expected to be systematic.

At Manchester Community College, the responsibility for the college's publications, both print and electronic, appears to have been distributed among various departments. Some publications have been prepared by academic program areas, some have been generated by Student Services, some are the responsibility of Continuing Education, some are coordinated by the Communications Department, and some, especially the college web site, seem to have a number of responsible parties.

The office of the Director of Communication appears to be working toward developing a clear focus and identity for college publications by consolidating some communication functions and expanding available essential skills. Recently, the college's publications, marketing, and public relations staff have been centralized under Communications, and three new positions were added to help enhance the visual appeal of the publications, to provide press releases, and to create media events. A newly-adopted college logo, the Manchester Community College "glass tower", and an increased emphasis on quality and accuracy may help to make the college meet the standards for public disclosure and appear more professional to its intended audience.

The college's major publications...the catalog, the student handbook, and the class schedule...are currently produced by the Communications Department. These publications appear to be reasonably complete, accurate and clear. The catalog contains the college's mission statement and objectives, as well as a description of the academic programs and their educational objectives, the procedures and policies regarding admissions, the fees, and other important information for informed decision-making are included. Current faculty and staff, with their credentials and status, are listed in the catalog, as are the names of members of the governing and advisory boards.

As the responsibility for disseminating college information has been unclear, many publications that bear the name of Manchester Community College have been produced through departments other than the Communications Department and the quality, as well as completeness, accuracy, and currency, appears to be inconsistent. Although most of the college's publications today are printed, increasingly, some originate or are reproduced on the college's web site.

The college web site, a publication that seems to lack oversight, does not appear to serve the college well in terms of the image it projects or the information it communicates. A part-time web person has been given responsibility for some technical

aspects of the site, but the content appears to have many owners (or none). A Web Round Table that represents a number of constituencies is meeting to assist in solving the issues with the web site, but, in the meantime, this electronic publication is in full public view containing inaccurate, incomplete, and out of date information. The public disclosure requirements for completeness, accuracy, and clarity are not being met with this publication, and a student might not be well advised when using the site to make informed educational decisions.

Public disclosure is also concerned with institutional research data and documentation. As the staff position dealing with institutional research has been vacant for more than a year, the currency and completeness of the data may be out of date, and, as it appears to be currently dispersed among departments in the college, it might be a challenge to locate. However, the college has always been forthcoming with its data and makes it available upon request. The staff position, recently filled with greater responsibility and now under the Dean of Academic Affairs, is expected to consolidate and update all planning, research, and assessment data.

The college seems to lack a systematic process of periodic review that ensures that its publications are accurate and current.

Strengths

1. The consolidation of the college's publications, marketing, and public relations efforts appears to be an effective strategy for ensuring the integrity and uniformity of the college's official publications.
2. Adding three additional positions in the office of the Director of Communications will enable the college to improve the professional quality and visibility of the publications and the message.
3. A newly-hired Director of Planning, Research, & Assessment will be able to consolidate and update institutional research and documentation.

Concerns

1. The college's web site includes content that is inaccurate, incomplete, and/or out of date.
2. The quality and availability of some college publications, both print and electronic, may not be projecting an optimal image of the institution.
3. Institutional research data seems to be scattered throughout the college and not kept current.

Suggestions

1. The college web site be given the attention due an official college publication and be assigned as a priority for review.

2. Publications that represent the image of the college to the public be submitted for review for accuracy, currency, and completeness prior to release.
3. A cycle of systematic review for publications be established.
4. Institutional research data be collected, consolidated, and brought up to date under the new Director of Planning, Research, and Assessment.

Standard 11 - Integrity

Manchester Community College is committed to high ethical standards and fair treatment of students, staff, and members of the community. This commitment was demonstrated in the writing of the Self Study itself. Each Standard was researched and written by people who do not work in that area, which had the effect of providing an open and honest look. It also had the effect of encouraging learning across the college of one another's areas, enhancing understanding and mutual respect.

Responses to the questionnaire distributed by the Integrity Committee indicate a high level of respect for the college's ethical standards.

The college's spirit of collaboration and mutual respect is demonstrated by Annual Retreats and in myriad other ways. The college has so many committees, it dubs itself "Manchester Committee College." This humorous designation speaks to the culture of inclusivity, which characterizes the institution.

Appropriate policy statements including Ethical Conduct, Sexual Harassment, and Drug Free Workplace are in place and appropriately publicized. Policies on Harassment, Student Discipline, and Student Rights are articulated in the Student Handbook, which is distributed to new students at Orientation. The Student Grievance procedure is available in the Dean of Student's Office.

The College's commitment to diversity is readily apparent in the atmosphere and in its practices.

The team's findings corroborated the findings articulated in the self-study.

Strength

1. The College has a commitment to civility and mutual respect in all its dealings.

Concern

1. The College seems to have no dedicated operational funds to provide services for students with disabilities.

Summary

Manchester Community College is an institution that prides itself on its ability to define its publics and to serve them appropriately. The team was impressed with the overall quality of the personnel, programs, services and facilities (present and future) of the college. It is an institution that has been affected by and is affecting the community in which it resides. The college is significantly affected by the uncertainty of fiscal practices, but to its credit, has creatively sought alternative sources of funding to maintain, sustain or even expand its programming and services.

The college is ably led and effectively utilizes an inclusive strategic planning and budgeting process. Over the past several years, Manchester has positioned itself as a regional and national leader in the development and presentation of programs designed to enhance the effectiveness of its faculty, the abilities of the students and the economic and personal quality of life of its community. A very defined commitment to technology was demonstrated. The support services for students and faculty are many and varied, with positive responses by all groups as to their availability and relevance. New and revitalized facilities have enhanced instruction, services and attitudes. In sum, Manchester Community College is a very good institution striving to be a better one.

The visiting team has identified the following strengths and unresolved issues as worth notations to assist the college in its continued stride toward excellence.

General Strengths

The team would like to point out some of the major strengths of the college that will aid in plotting its future direction:

1. The self-study was thoughtfully prepared, demonstrated the inclusiveness of the entire college community, accurately presented the institution's status and is already serving as a catalyst to institutional self-improvement.
2. The revised Mission and Purpose Statement incorporated the learner-centered concept, further expanding its commitment to serving students.
3. The college has significantly benefited from outstanding Presidential leadership both internally and externally. Advocacy of his leadership is demonstrated from employees, community, business and political representatives.
4. The college features a dedicated and qualified faculty and staff who have made a commitment to a diverse pedagogy and to a wide array of academic programs to meet the education needs of the community.
5. College initiatives through the Continuing Education Division have contributed a positive image of the college among employees, agencies and residents in the community.
6. The college has demonstrated a strong commitment to diversity not only in its hiring practices but also in its culture.
7. Endeavors with community partners to articulate the advantages of attending Manchester Community College have enhanced the image and enrollment potentials in the community.
8. The college demonstrates a strong commitment to inclusiveness and shared governance by finding diverse ways to heighten constituent participation.
9. Externally funded support services programs and staff are well integrated into the academic life of the institution.
10. Facilities, with the exception of the cluster of original buildings (soon to be evacuated) are modern, well maintained and conducive to learning and teaching.

Unresolved Issues/Concerns

No institution is without areas for improvement that challenge all members to grow and overcome them. Manchester Community College has these areas also. We cite some that seem most urgent.

1. The delay in the hiring of the Director of Research Assessment and Planning has created somewhat of a vacuum in the availability, consistency and utilization of pertinent data. There is a need to quickly immerse this individual into the data coordination and institutional assessment process.
2. While demonstrating impressive efforts toward diversifying the college, a continued commitment and effort is warranted.
3. Although assessment has been introduced and exists to some degree or another throughout the institution, there is a need to familiarize and formalize the implementation of the assessment of student learning and institutional effectiveness across all college programs and services.
4. The college Web page contains outdated and erroneous information. Because of the role it plays in the marketing of the college and in the recruitment of students it is critical for the college to pay attention to its update.
5. The status and future of the Strategic Plan is unclear with action plans still needing development, and a lack of timeframes and a way to monitor and evaluate the plan's progress.
6. There appears to be no link between planning and budgeting other than that the budget appears to drive planning instead of the plan driving the budget.
7. Despite the diverse student support services provided, there appears to exist an inordinate dependency upon grant funds to provide these valued and increasingly required services. Coupled with this issue is the need to assess the adequacy of space and equipment to comfortably and effectively provide these needed services within this area.
8. The proposed cut back in state funding and its anticipated impact upon the college raises the need for the leadership of the state to establish a more consistent, stable and supportive funding process.