

NEASC

Fifth Year Report

for

Manchester Community College
Manchester, NH 03102

August 2012



Manchester Community College Fifth Year NEASC Report

Contents

INTRODUCTION AND REPORT PREPARATION	4
INSTITUTIONAL OVERVIEW	5
Leadership of the College	5
RESPONSE TO AREAS IDENTIFIED FOR SPECIAL EMPHASIS	7
Continuing the Transition to Self-Governance	8
Completing the Conversion to Banner Financial Software	9
Identifying and Resourcing Deferred Critical Maintenance & Facilities Planning	10
Implementing a Comprehensive Institutional Effectiveness Plan and Using Assessment Results for Improvement	11
STANDARD 1 – MISSION & PURPOSES	13
STANDARD 2 – PLANNING & EVALUATION	14
Planning	14
Evaluation	15
STANDARD 3 – ORGANIZATION & GOVERNANCE	17
STANDARD 4 – THE ACADEMIC PROGRAM.....	21
Undergraduate Degree Programs	22
General Education	22
The Major or Concentration.....	22
Integrity in the Award of Academic Credit	23
Assessment of Student Learning	24
STANDARD 5 – FACULTY	27
Teaching and Advising	28
Scholarship, Research, and Creative Activity.....	29
STANDARD 6 – STUDENTS	31
Admissions.....	31
Retention and Graduation	31
Student Services	32
STANDARD 7 – LIBRARY AND OTHER INFORMATION RESOURCES	35
Resources and Access.....	35
Information and Technological Literacy	36
STANDARD 8 - PHYSICAL & TECHNOLOGICAL RESOURCES	38
STANDARD 9 – FINANCIAL RESOURCES	41

STANDARD 10 – PUBLIC DISCLOSURE.....	44
STANDARD 11 – INTEGRITY	46
PLANS	48
Appendix	50
Affirmation of Compliance with Federal Regulations Relating to Title IV	50
NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES.....	50
COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION.....	50
Most Recent Audited Financial Statement/Auditor’s Management Letter	51
NEASC – Report Writing & Review Teams	52
CCSNH Responsibilities of the Trustees, the Chancellor, and the Colleges	55
MCC Organizational Chart.....	58
Office of Planning and Institutional Effectiveness (OPIE)	59
Reporting Information.....	60
Standard Reporting Metrics	61
Community College System of New Hampshire (CCSNH)	61
“Institutional Effectiveness and Planning	61
Research Activities Supporting MCC Strategic Plan”	62
Interim Report Forms	66
OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS.....	84

INTRODUCTION AND REPORT PREPARATION

The writing of the Fifth Year Report began with the appointment of two co-chairs to lead the effort. The traditional format was chosen as a better fit than the Educational Effectiveness format given that the institution's data collection is clustered in pockets rather than integrated college wide. As the reader of this report will see, one of the institution's goals is to develop a comprehensive plan for data collection, analysis, and dissemination.

At the end of the spring 2011 semester, writing teams were assembled for each of the standards. A chair was designated for each of the writing teams and a member of the President's Leadership Team appointed to serve as a liaison, to provide support and guidance as needed. The table below lists the names of the writing team chairs and their appointed administrative liaisons; a complete membership list for the teams is provided in the appendix. To ensure that drafting the report would be a college-wide undertaking to which everyone contributed, every full-time member of the college community was assigned to a writing team.

A general information session for participants was held to discuss the guidelines of the report, the standards of the Commission, and to review the four areas of special emphasis identified by the Commission after the college's 2007 Self-Study. A schedule for completing the assigned tasks was also provided.

In the fall 2011, team chairs held meetings, reviewed appropriate materials and defined assignments. First drafts from each of the writing teams were due in November 2011 along with the required E & S series data forms. Feedback on the first draft was returned to the writing teams in February 2012 and a copy of the Standards Narrative was given to the President's Leadership Team for their review; a second draft was due in April 2012. The two co-chairs began the editing of a final document shortly after graduation in May 2012. Final data forms related to each of the standards were due in June 2012.

All versions of the written document were placed on the College's 'forms drive' to allow faculty and staff access to the report and the opportunity to provide additional input.

The revised draft was reviewed by the president and a draft sent to the Commission for feedback in July 2012.

Report Writing and Review Teams		
Table 1		
NEASC Standard	Chair (s)	Administrative Liaison
Mission & Purposes	Bob Lott, Faculty	Susan Huard, President
Planning & Evaluation	Joanne Jagodowski, Faculty	David Flint, Academic Affairs
Organization & Governance	Marc Bellerose, Faculty	Joan Acorace, Academic Affairs / Susan Huard
The Academic Program	Cecile Dolan, Faculty David Pichette, Faculty	David Flint
Faculty	Diane Hebert, Faculty Michael Magoon, Faculty	Mary Scerra, Academic Affairs
Students	Terry Chisholm, Student Affairs Jacque Poirier, Admissions	Kim Keegan, Student Affairs
Library & Other Information Resources	Mary Marks, Library	Joan Acorace
Physical & Technological Resources	Penny Savage, Banner Coordinator Edward Curran, Faculty	Naim Syed, Information Technology
Financial Resources	Charlene Wolfe-Stepro, Faculty	Sarah Diversi, Chief Financial Officer
Public Disclosure	Leslie Paul, Alumni Services Kathy DesRoches, Workforce Development	Jan Phelps, Marketing
Integrity	Alicia Cutting, Human Resources	Larissa Baia, Enrollment Management

INSTITUTIONAL OVERVIEW

Description of the College

Manchester Community College is one of seven colleges in the Community College System of New Hampshire (CCSNH) and offers more than 50 associate degree and certificate programs designed for transfer and entry into specific careers. Associate degree and certificate programs are offered in the areas of allied health, art and design, automotive technologies, building construction technologies, business studies, computer sciences, advanced manufacturing, education, and liberal arts. MCC also offers professional training opportunities and customized corporate training through its workforce development office. For more information, visit www.mccnh.edu.

Located in NH's largest city – a designated Refugee Resettlement Center – the College strives to respond to the educational and civic needs of the diverse communities that comprise the Greater Manchester area through partnerships with businesses, social service agencies, non-profit and cultural organizations. In the 67 years of its operation, Manchester Community College, like the community it serves, has undergone substantial growth and change. Founded in 1945 to meet the educational needs of returning veterans, the College has evolved from a State Trade School to a comprehensive community college and, with more than 3,000 students, the second-largest of the seven colleges in the CCSNH.

The purpose of Manchester Community College is articulated in its mission statement: “Being responsive to the diverse communities we serve, our mission at MCC is to be an accessible, student-centered, comprehensive community college that promotes and fosters the intellectual, cultural, and economic vibrancy of our region.”

The student body at Manchester Community College reflects that ideal of accessibility and diversity. The table below shows the demographic breakdown of the College's student body according to the MCC 2011 Facts and Figures brochure:

Age	
Average age	27
Median age	23
Male/Female Ratio	
Female students	55%
Male students	45%
Breakdown by Department	
Allied Health	14%
Art & Design	6%
Business	19%
Computer Science	3%
Education	5%
Liberal Arts	34%
Technical	19%

Leadership of the College

Since the writing of the 2007 Self-Study, leadership at both the CCSNH and college level has undergone numerous and significant transitions. These transitions have necessitated a focus on day-to-day operations rather than long-term strategic planning and institutional effectiveness.

The CCSNH has seen three chancellors, two of them interim, over the past five years. The appointment of Dr. Ross Gittell in the 2011-2012 academic year heralds a new era of stability in system leadership.

Dr. Gittell brings an extensive background in economics and management to the system, and places a high value on institutional research and effectiveness. One of his first acts as chancellor was to call for the initiation of performance dashboard measures at each of the seven colleges. Further, it is his expectation that individual colleges will implement additional data collection according to institutional need.

In response to feedback from the campuses, and taking into account the academic background of the new chancellor and current system needs, the Interim Vice-Chancellor's position has been redefined to reflect an operational focus. Ron Rioux has been appointed to the position. His experience with both the CCSNH and the banking industry allows him to address the operational and accountability needs facing the system and the colleges during this transition.

Manchester Community College has likewise seen numerous transitions in its senior leadership: the president, the CFO, and the Academic Affairs Office. MCC has seen three presidents, including one interim, over the past five years, each bringing his or her own vision and priorities to the institution. Faculty and staff have had to make rapid adjustments to these changing priorities, resulting in not just "change fatigue" but a certain level of skepticism. Only now, as the current president is entering her third year of service, are people once again becoming invested in moving beyond day-to-day priorities into a more strategic mindset.

Financial leadership at the institution has also seen a number of changes. There have been three CFOs since the 2007 Self-Study was written, further taxing the ability of the college community to adapt to new processes.

The institution was able to weather the changes at the presidential and CFO level because of stable structure and staffing in the Academic Affairs Office. Although the institutional vision changed often, day-to-day operational priorities remained clearly focused on academics and student success. However, in January 2010, the interim president of MCC solicited input from the system Vice-Chancellor regarding a reorganization of the Academic Affairs Office. These recommendations were implemented in the Spring 2010, resulting in a new administrative structure.

As a result of all these changes, the institution has had a greater focus on maintaining rather than progressing in the areas of strategic planning, institutional effectiveness, and assessment of student outcomes. An unexpected but positive outcome of this has been a greater emphasis on teaching and learning effectiveness and student success at the program level.

The institution is re-entering a period of stability. The current president has made a long-term commitment to the institution; a new Vice President of Academic Affairs has been hired and will start in the fall 2012. He brings a background in assessment and evaluation that emphasizes this as an institutional priority. The College is very optimistic about its future.

The table below outlines the leadership changes MCC has experienced since the 2007 report.

Leadership Changes - Table 3

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Chancellor	Richard Gustafson Interim	Richard Gustafson Interim	Richard Gustafson Interim	Bonnie Newman Interim	Ross Gittell
President	Darlene Miller	Darlene Miller	Ron Rioux, Interim	Susan Huard	Susan Huard
CFO	Paula Amato	Tim Fontaine	Tim Fontaine	Tim Fontaine	Sarah Diversi

RESPONSE TO AREAS IDENTIFIED FOR SPECIAL EMPHASIS

Manchester Community College's mission, vision, and values statements have served as a source of continuity for the institution during the many changes resulting from the transition to self-governance. The college community has reaffirmed its belief in and support for the following statements:

Mission

Being responsive to the diverse communities we serve, our mission at MCC is to be an accessible, student-centered, comprehensive community college that promotes and fosters the intellectual, cultural, and economic vibrancy of our region.

Vision

Our vision is to be the leading community college that empowers students and inspires their success through exceptional and innovative education.

Values Statement

We firmly believe that certain fundamental values characterize who we are and guide us in the accomplishment of our mission and goals. As a college community we value:

- Student success
- Lifelong learning
- Civic knowledge, responsibility and action
- Scholarship, innovation, and creativity
- Open, honest, and civil communication
- Effective use of public funds

Code of Ethics

Our college decisions, policies, actions and procedures are based on the following ethical principles:

- Responsibility
- Fairness
- Honesty
- Mutual Respect
- Integrity

Diversity Statement

Recognizing the inherent value and dignity of each person, MCC is committed to valuing, promoting, and supporting diversity within the college and the community it serves.

Since the College's 2009 Progress Report, continued improvement has been made in the four areas of special emphasis identified by the Commission:

- Continuing the Transition to Self-Governance
- Completing the Conversion to Banner Financial Software
- Identifying and Resourcing Deferred Critical Maintenance
- Implementing a Comprehensive Institutional Effectiveness Plan and Using Assessment Results for Improvement

Continuing the Transition to Self-Governance

The CCSNH assumed its full authority as a self-governing body on June 30, 2011. It is now fully responsible for all systems and services, empowered to delegate decision making to the appropriate level in the organization. Capitalizing on its new autonomy, the institution has made great progress since the 2009 report in the areas of institutional policies and practices, college governance, hiring procedures, and financial systems. The responsibilities of the trustees, the chancellor and the colleges have been defined in a written document provided to the colleges; a copy of that document is included in the Appendix.

Within the framework of the policies and procedures established by the CCSNH Board of Trustees, MCC has begun a process of reviewing CCSNH system information to create a Manchester Community College Policies and Procedures Manual. Work started in the fall of 2011 under the College's new leadership to review each of the system policies and create a policy for MCC that would meet the needs of its constituents while remaining in sync with the system. In some cases, MCC has simply adopted CCSNH policies; in other cases, modifications have been made. Until MCC has completed this review, it will follow all CCSNH policies.

MCC's Policies and Procedures Manual, although in its beginning stages, will outline policies and procedures in the following general areas:

- Academic Policies
- Student Affairs Policies
- Finance Policies
- Facilities Policies
- Human Resources Policies

The president's Leadership Team, comprised of academic and student affairs administrators, the chief financial officer, directors of technology and marketing, and the human resources officer, has been charged with policy review and development. Other members of the college community are involved as appropriate to their needs and areas of expertise.

Governance at the system level functions well; however, governance at the institutional level has posed more of a challenge. The governance structure at MCC has struggled due to a rapid succession of presidents; there have been three presidents, including one interim, in the past four years. Each new administration has had its own vision for institutional governance, which has resulted in a lack of continuity and skepticism on the part of the college community. Fortunately, the current president, entering her third academic year, has gained the respect of faculty, staff, and students. Although revisions to the current structure are needed, her commitment to a sound system of governance has met with a positive response. As evidenced by the inclusion of the College's governance structure on the agenda of a recent strategic planning meeting, MCC must continue to view governance at the local level as an area of special emphasis. Please refer to Table 3, Leadership Changes.

One of the most positive results of the transition to self-governance has been seen in the liberation of MCC's hiring practices. The Collective Bargaining Agreement (CBA), negotiated by the State Employees Association (SEA) and system leadership, better reflects the higher education environment, acknowledging the CCSNH as a unique entity within the State, analogous to other public institutions of higher learning.

The new CBA allows for two types of staff positions: covered (by the collective bargaining agreement) and non-covered positions. Non-covered positions include administrators and/or staff who handle highly confidential information on a regular basis.

Policy changes resulting from self-governance now allow internal and external candidates for faculty and staff positions to be considered at the same time, and provide some flexibility for the College to offer salaries that are commensurate with the educational background and experience of new hires.

Despite the generally positive outcomes of the transition, the institution has taken a conservative approach to hiring until the financial ramifications of self-governance are fully known. The CCSNH has faced a number of unexpected expenses as a result of the cessation of State services, a challenge compounded by the effects of the economic downturn. In response, MCC has tightened its hiring procedures, filling new and vacated positions only after it has been determined that it is financially feasible and sustainable to do so. This practice has had the greatest impact on human, rather than physical resources, and will be discussed later in the standards narrative.

Procedures governing purchases, vendor selection, bid minimums, petty cash, and other internal processes have been streamlined and improved as a result of the separation from the State. MCC is now able to make purchases in a more flexible and efficient manner by way of standing accounts with regular vendors and the acquisition of a college credit card. The College is further streamlining financial processes by implementing electronic requisitions to replace the current paper system. Moreover, the College is no longer obligated to follow the State practice of accepting the lowest bid for equipment and purchases without regard to considerations other than price. Additionally, minimums have been raised for certain purchases as well as equipment inventory, making acquisition and tracking of equipment and supplies easier.

Overall, the College has more autonomy related to governance, personnel, budget and financial matters. Although MCC is pleased with its ability to be more autonomous, the conservative approach to staffing it has adopted as a result of its new financial independence is not sustainable for the long run. Burnout from the implied mandate to do more with fewer resources and staff is a real possibility if present staffing patterns continue. At the present time, however, faculty and staff have risen to the challenge of maintaining a high level of service to students.

On June 5, 2012, a planning retreat was held with the college presidents and senior System Office leaders including the chancellor. At the retreat, there was confirmed agreement on the mission of CCSNH and work that needs to be completed by its leadership. A follow up meeting was held on July 18, 2012 to delineate specific projects which will be headed by members of leadership; these projects will address the areas of finance, technology and academics.

Completing the Conversion to Banner Financial Software

MCC has experienced gains from its conversion (as part of CCSNH) to Banner Finance as a tool for the management of institutional finances. The implementation of Banner Finance has resulted in a more expedient method of processing purchases, overseeing budgets, and providing managers with regular budget statements to ensure accurate tracking of expenditures. A further benefit has been the ability to generate proper monthly financials such as income statements and balance sheets.

The full integration of Banner Finance Software simplifies the file transfers necessary for daily banking, check and deposit reconciliation, and payroll (ADP). ADP's compatibility with Banner Finance allows the College to import payroll data and properly assign it to a budget line, permitting better and more comprehensive analysis of areas of financial strength and challenge for the College.

The institution has embraced the change to a full accrual-based accounting system, ensuring that revenue and expenses are recognized in the month and year in which they occur. One way in which the College has realized the benefits of this new system is in the payment of health insurance deductibles. CCSNH is responsible for paying deductibles for employees of the College; since the exact amount needed cannot be

determined, a monthly percentage is accrued in order to ensure there will be enough funds to cover the expense.

Banner Finance has provided accurate information in a timely manner to managers, empowering them to make informed decisions. As a result, an emphasis has been placed on budget management, internal controls and fiscal awareness. As part of the MCC Policies and Procedures Manual, discussed earlier, the College is in the process of formalizing financial policies.

Identifying and Resourcing Deferred Critical Maintenance & Facilities Planning

Since the 2009 Progress Report, the institution has made significant strides in identifying and resourcing deferred critical maintenance and, through planning and good stewardship, has made significant improvements to the facility.

MCC has had two CFOs since 2009 and has experienced numerous changes in physical plant staffing, resulting in somewhat inconsistent follow-through on the 2009 Facilities Maintenance Plan. Despite these challenges, the College has been able to address several critical maintenance issues. The current CFO, who arrived in fall 2011, completed a Preventative Maintenance Plan for all equipment and machinery in December 2011.

Since the 2009 Progress Report, the following critical maintenance and safety issues have been completed:

- Replacement of cooling equipment for the main server room
- Replacement of the roof in “A” and “B” buildings
- Installation of an upgraded fire alarm control panel and sprinkler system in “B” and “C” buildings
- Removal of unused underground oil tank
- Installation of automatic door openers for the library to improve accessibility
- Painting of all stairwells
- Construction of salt / sand shed
- Installation of improved lighting in parking lots and exterior spaces and
- Installation of campus-wide security cameras
- Completion of a drainage and site plan which ensures continuity for future campus expansion

The following items are ongoing:

- Asbestos removal
- Ceiling tile and filter replacement

Plans for the following are underway:

- Window replacement for “A” building is slated to begin in fall 2012; funds have been encumbered.
- \$300,000 in funding has been requested in the FY15 critical maintenance budget to complete a planned conversion to electronic internal and external locks, originally scheduled for 2010 but deferred because of the expense. The Director of Campus Safety is developing interim measures.
- A campus safety audit was completed in the spring 2012 and the Director of Campus Safety charged with developing a plan to address its recommendations. Plans for roadway improvement, including means for a second egress, will be addressed.

In 2010 CCSNH created its first five biennia capital plan. For its contribution, MCC reviewed priorities and needs through a committee process. The system successfully presented this plan to the legislature. It was well received and the first biennial plan was funded for 2011-2013. MCC was approved to build

classrooms for Automotive Technology, expand Welding Technology lab space, and, through bonding, design and construct a student center. Although the College has no projects scheduled in the next biennium, it looks forward to additional capital projects during the remaining biennia.

After an evaluation of the viability of emergency call boxes, the College has decided not to pursue this option. Instead, the College has purchased a golf cart to enable the Director of Campus Safety to more effectively monitor outdoor activity on the campus. The College is also seeking a federal energy-efficiency grant to replace its dated rooftop HVAC units and to present opportunities to use solar energy.

Implementing a Comprehensive Institutional Effectiveness Plan and Using Assessment Results for Improvement

Institutional effectiveness continues to be an area of attention for the College. In its response to the 2007 site visit, the Commission remarked on the development of a program review process, the creation of the Center for Teaching and Learning, and enhancements to the institutional research function. Research efforts were aligned with the College's strategic planning activities as noted in the 2009 Progress Report.

Institutional effectiveness is still overseen by the Office of Planning & Institutional Effectiveness (OPIE), the Center for Teaching and Learning (CTL) and the Office of Institutional Research (OIR). During the past five years, OPIE has developed and implemented a research agenda to quantify the accomplishment of the College's strategic goals and student success. An annual report from OPIE is included in the appendix.

While the College is proud of its progress in this area, future emphasis will be placed on ensuring a more systematic method of disseminating the results of this research. These three offices have been staffed by two people, one of whom recently retired; the other carries teaching responsibilities in addition to his research duties. Moreover, too many skills sets integral to these research processes are confined to these two staff members, rendering it impossible to look to other faculty or staff on campus to provide assistance. It must also be noted that currently, institutional research at the College responds to requests from constituents; the development of a more systematic and college-wide approach to data collection and analysis is a priority.

Despite these challenges, these offices have provided valuable data. Academic programs with accrediting bodies have received needed data for their reports; enrollment management and retention efforts have been supported. The effectiveness of the redesigned College Success Seminar has been established, with 80% of students who completed the course agreeing or strongly agreeing that the course content was helpful to them. The Academic Program Review process continues to be a successful one, providing academic programs with data for program improvement. An annual college "Facts at a Glance" brochure has been prepared for the past two years as a preliminary step towards a college fact book and Institutional Research website.

Energized leadership along with a review of organizational structure and staffing would greatly benefit these areas.

Some of these issues may be alleviated by new system initiatives. Institutional research is a priority of the newly appointed Chancellor of CCSNH, who has called for the formalization of a strategic and comprehensive institutional effectiveness plan that will provide the data needed for effective decision making. The System Office has developed standardized performance dashboard measures which will provide information to the Board of Trustees and to the individual colleges on vital institutional effectiveness measures related to enrollment data, student persistence, developmental coursework, retention, graduation rates, placement testing, gainful employment, student demographics, and class size. Many of these reports are part of the College's existing research program and continued receipt of this

data will allow for more informed decision making at the institution. A list of the system performance dashboards, "CCSNH Standard Reporting," is included in the appendix to this report.

The College has also gained valuable information through its participation in the Community College Survey of Student Engagement (CCSSE), currently in its fourth iteration at the institution. The College will continue to use the information gained from that instrument to enhance its services to students. In response to recent survey findings, OPIE initiated conversations and activities to increase student engagement in the classroom.

In response to national data regarding lack of persistence and low graduation rates for students who take developmental coursework, the College has piloted programs to streamline time spent in developmental coursework while still ensuring student preparedness for college-level work. For example, a concentrated refresher course, "Math Boot Camp," was offered for the first time in the spring 2012. While the effectiveness of this program has not yet been fully evaluated, initial trends suggest that a significant number of students retest to higher level math than their original placement.

In fall 2011, the English department offered a targeted population of students a pilot course that integrated developmental reading and writing, currently offered as separate courses. Positive feedback from the students and instructor suggests that the idea is viable even though revisions are needed to ensure effective curriculum development and delivery. Peer mentors were placed into College Success Seminar classes with high populations of developmental students; formal studies are needed but anecdotal evidence suggests that these students had higher completion rates than unsupported students, both in the College Success Seminar and in their developmental coursework.

The Office of Institutional Research has been requested to do formal studies of these initiatives and provide that data to the College.

STANDARD 1 – MISSION & PURPOSES

Description

The priorities and goals of Manchester Community College are identified in its mission, vision and values statements. The mission and vision statements are concise documents that guide the College's advisory board, administration, faculty, staff and students. These statements are clearly articulated in published documents and on the website.

Because providing quality education is essential to the College's mission and vision, the College regularly reviews the kind of education that should be, and is being delivered. As stated in the mission and vision statements, the College is continually striving to achieve academic excellence, while providing programs for the community that are affordable, accessible, and in demand.

Since our last report, there have been several positive changes in the College, all in keeping with the Mission Statement:

- Student participation in service learning projects has increased.
- The facility has expanded to include a new automotive building as well as a Health and Sciences wing, which includes a new library. Additional building projects are scheduled or underway, including the construction of classroom space in the new automotive building, an expansion of the welding lab, and groundbreaking on a new student center.
- Existing space is being repurposed to house a new advanced manufacturing technology program and provide additional space for other programs, including Exercise Science and Computer Science. These renovations will also increase the space available to the Fine Arts, Graphic Design, and Interior Design programs.
- The College has obtained several federal and state grants, allowing more access for students in areas of identified need.

Institutional Effectiveness

MCC regularly reviews its mission and purpose to ensure alignment with the Mission of the Community College System of New Hampshire and the needs of the community it serves. The most recent review of the mission and purpose was in the spring of 2012.

Appraisal

The College places a strong emphasis on the mission and vision statements to ensure that all members of the college community are not only aware of these statements, but use them as a framework for decision making.

Projection

Substantial changes to the mission statement in the near future seem unlikely. However, the institution works to remain cognizant of changes in the student body and the community. The mission statement will be reevaluated and reaffirmed biannually at the first all-college meeting of the academic year.

STANDARD 2 – PLANNING & EVALUATION

Description

In order to achieve its mission and purposes, MCC has committed to a planning and evaluation process to identify long- and short-term institutional priorities.

In 2010, MCC created a Five-Year Strategic Plan with vision and goals outlined as follows:

- To develop a responsive student-centered process/approach to identify, implement, support and evaluate student success.
- To identify and secure the necessary financial resources both existing and new to ensure that adequate revenue streams are available to grow new and existing programs, IT, physical plant and employee development. To invest in the resources needed to maintain state-of-the-art facilities, current technologies, and ensure appropriate staffing to attract students and serve our community.
- To position MCC to be competitive in responding to changing community needs by offering quality leading edge, market-driven academic programs.
- To develop and strengthen mutually beneficial relationships with our external constituents (alumni, business/industry, advisory board, area schools/homeschoolers, professional associations, CCSNH).
- To demonstrate and sustain open, clear, professional communication to all internal and external audiences.

The Manchester Community College Governance model, also created in 2010, was designed to support, implement, and evaluate the strategic plan. The new governance structure (which will be fully discussed in Standard 3) includes a College Council comprised of faculty, staff, and student representatives; its main purpose is to facilitate communication among, and evaluate the effectiveness of, governance committees.

OPIE is responsible for collecting, analyzing and reporting on data that is required for planning and evaluation. A variety of instruments and measures are used for assessment of institutional effectiveness. The findings of MCC data reports are published in program accreditation documents, on the MCC website, in program review documents and other materials published by the College for marketing and federal reporting requirements.

MCC has purchased software programs and supports a data warehouse to make it possible to analyze and report on College data. Any member of the college community may request support from the Office of Institutional Research.

Planning

The College seeks to ensure that annual priorities of the strategic plan are addressed through the work of its governance committees. A mechanism is in place for evaluating and amending the strategic plan to respond to changing internal and external factors, such as community needs and budget allocations.

Through its strategic planning efforts, the College has successfully accomplished physical improvements to the facility, academic improvements through program development, and the addition of staff in key areas to improve outreach and development. Highlights include the realization of several capital projects, the acquisition of several grants, the implementation of new programs, and the creation of several part-time positions, including alumni and development officers.

Evaluation

Despite the changes in leadership since the Comprehensive Self-Study in 2007, the core of the institution's mission has remained constant; however, the methodology for evaluation has changed. Data-driven decision making and evaluation at the institutional level are a goal of current leadership.

A comprehensive assessment process which includes both internal and external perspectives does occur at the academic program level through the Program Review process, which focuses on four main objectives:

- Program Effectiveness, including Assessment of Student Learning Outcomes
- Program Currency, including consistency with industry benchmarks and other indicators
- Student Centeredness, including the use of responsive instruction based on individual student characteristics
- Program Data, including enrollment, retention/persistence rates, financial and physical resources and other information

The assessment process culminates in the development of an action plan that responds to program review findings. The portfolios created through this process are instrumental planning tools and serve as the basis for annual program reports.

Each academic program (except Liberal Arts) has a Program Advisory Board comprised of members of business and industry who ensure that curriculum meets current industry standards.

Students in certain academic programs are required to pass licensing /certification examinations to ensure that they have gained the necessary entry-level skills of their profession. In addition, several academic programs must meet accreditation requirements or participate in professional portfolio reviews specific to their discipline. For example, portfolios of students in the Graphic Design program are critiqued by their advisory board members. Success in the Liberal Arts program is demonstrated by the ability of its students to transfer with ease to a variety of two- and four-year institutions.

Institutional Effectiveness

The Office of Planning and Institutional Effectiveness (OPIE), which is comprised of the Office of Institutional Research (OIR) and the Center for Teaching and Learning (CTL), continues to be responsible for measuring the overall effectiveness of the institution's planning and evaluation efforts. Using the strategic plan as a guideline, institutional effectiveness has been assessed by reviewing the outcomes of strategic goals and initiatives.

Appraisal

The institution's progress on its strategic planning goals is dependent on the success of its governance structure. College Council was established to evaluate the effectiveness of governance committees in achieving their goals, but has not been successful in meeting its charge. Additionally, each of the governance teams has inconsistently measured the effectiveness of their work.

Institutional research still occurs mostly by individual request rather than as part of a planned institutional initiative. Although some research findings are available through the Blackboard™ portal, dissemination of research data and analysis continues to be a challenge.

Program annual reports, program data, and the program review are reflected and considered in determining a program's budget and expenditures; however, the institution is often unable to fully accommodate requests for resources due to budget constraints. It is hoped that the College's new development efforts will address some of these needs.

Projection

In the fall 2012, the president will meet with College Council to review its role and charge as it relates to the effectiveness of the governance structure. The Council will hold the governance committees responsible for operationalizing the strategic plan and evaluating their own effectiveness. A new charge will be finalized by spring 2013 and an annual progress report completed.

OPIE will provide the committees and the Council with guidance and direction on this effort. The "Research Activities Supporting the MCC Strategic Plan" document (the College's institutional effectiveness plan) will be updated to reflect changes to the governance structure. The Associate Vice President of Academic Affairs who serves as the Director of OPIE will lead this effort.

A timetable for implementing the final plan will be established by the end of spring 2013. An institutional effectiveness report will be presented annually to the college community to assist with planning activities. The current "Institutional Effectiveness and Planning – Research Activities Supporting MCC Strategic Plan" is available in the appendix.

In his first year of service, the Director of Institutional Development assessed the College's level of support in the greater Manchester community. In the coming year, he will begin an annual fundraising effort. It is believed that these development efforts will continue to result in improved access to needed resources by academic programs.

STANDARD 3 – ORGANIZATION & GOVERNANCE

Description

As a public institution of higher education, MCC is accountable to the Chancellor of the CCSNH. The Chancellor, appointed by the Board of Trustees, is the chief executive officer for the system. Twenty-three (23) voting members of the CCSNH Board of Trustees are appointed by the Governor and confirmed by the Executive Council; their charge is to act in the best interests of the system and the seven colleges. Members of the Board of Trustees represent business and industry, education, health care, law enforcement, career and technical education, labor, technology, CCSNH students and alumni, the community service sector, and the public.

The Board sets strategic goals for the System and provides oversight at the policy level for colleges within it. The Board evaluates the success of the institution in fulfilling its mission on an annual basis through documentation of successes, challenges, and goal setting for the future.

Regular evaluation of the Board occurs annually through committee progress reports in addition to strategic planning and evaluation retreats. The next retreat is scheduled for fall 2012; details are available on the CCSNH website at <http://www.ccsnh.edu>.

The authority, responsibilities and relationships among the administration, faculty and staff are clearly described in CCSNH policies and procedures, organizational charts, and the Collective Bargaining Agreement. The mission, vision and values statements provide a framework for all to follow in executing their respective roles and responsibilities.

Manchester Community College has made participatory governance its goal, with the stated intent of establishing a

...system in which every member of the college community can influence decisions regarding strategic planning and college priorities, operational policies and procedures and can provide direction for the College. The college community shall arrive at appropriate and timely recommendations in a manner consistent with the principles of open and honest communication. Students are encouraged to participate in the governance process.

Governance at Manchester Community College shall consist of Committees, Teams and Task Forces. The College President is the chief executive officer of the College, directly responsible to the System Chancellor and the Board of Trustees. Given that the President is responsible for administering the College, directly or by delegation, the Committees and Teams serve as recommending bodies and are advisory to the President.

As chief executive officer, the president is responsible for all policies and procedures regarding credit and noncredit programs, student services, budget and financial administration, and facilities management. The president and the College have been empowered to act independently as a result of the transition to self-governance.

The President's Leadership Team includes the Vice President for Academic Affairs, the Vice President of Student and Community Development, and the Chief Financial Officer. Also serving on the Leadership Team are the Director of Marketing, the Director of Academic and Administrative Computing, the Associate Vice Presidents, and the Human Resources Officer. The President's Cabinet consists of the President, the Vice President of Academic Affairs, Vice President of Student and Community Development, and the Chief Financial Officer.

The President nominates members of the College Advisory Board, who advise the President, facilitate communication between the College and the community, assist in continuous review of academic programs, and support appropriate state and national legislation.

The Vice President of Academic Affairs is responsible for the academic quality and integrity of all credit programming and courses; faculty selection, development and evaluation; academic support services including library and information resources; and academically based grants.

The Vice President of Student and Community Development oversees admissions, financial aid, the registrar, student life, and student support services, alumni and civic engagement, and the cafeteria. The Workforce Development Center (WDC), responsible for non-credit, customized business and industry training, also reports to this position.

The Chief Financial Officer (CFO) is responsible for the physical plant operations and business office functions. Additionally, the CFO oversees facilities, campus safety, the telephone operators, and all outside contract services such as the bookstore.

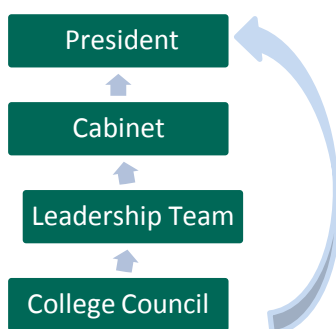
MCC's faculty are organized into ten college-wide academic departments. The chair of each department is appointed by the president. Departments meet on a regular basis to review curriculum, recommend course revisions, and design programmatic enhancements. Departments that have more than one program may have a program coordinator. Coordinators are responsible for overseeing issues related to their specific program with the exception of personnel matters, which are the responsibility of the department chair.

Through academic program review and evaluation, more fully discussed in Standards 4 and 5, faculty work cooperatively with administrators to ensure the quality and integrity of academic programs.

The structure of the College's governance has evolved since the writing of the 2009 Progress Report due mainly in part to the change in administrative leadership. The current structure requires each full-time member of the college community to participate in a governance committee. Governance committees have an elected chair, and discuss issues appropriate to their charge, bringing issues and/or policy recommendations to College Council or Leadership Team as appropriate.

The cornerstone of MCC's governance structure, College Council is comprised of equal representation from faculty, staff, and students and is charged with giving voice to the college community regarding strategic planning and policies by which the College operates. Further, it is responsible for ensuring the effectiveness of each of the other governance committees. The governance structure is outlined below.

MCC GOVERNANCE STRUCTURE



Committee	Role		Responsibility	
	Strategic	Operational	Strategic Goal	NEASC
College Council			5	1,2
Leadership Team				3,11
Academic Planning	X	X	3	4,5,7
Budget, Financial, & Capital Planning	X	X	2	8,9
Curriculum		X		
Enrollment/Advising/Retention	X	X		6
Equity		X		
External Relations	X		4	10
IT Planning	X			8
Master Calendar		X		
Professional Development		X		
Safety		X		
Student Policy/Planning	X	X	1	6

An energized Student Government exists on campus; organizations such as Campus Activities Board and other student clubs afford opportunities for students' views to be brought forward. Student voice has been vital to the planning of the new student center.

As evidenced by the composition of the CCSNH Board of Trustees and the inclusiveness of MCC's governance structure, a broad base of perspectives and expertise is sought in order to ensure decisions and plans for change are appropriately made. The institution has set realistic timelines for the implementation of its decisions.

Institutional Effectiveness

Each governance committee is charged with evaluating its own effectiveness via progress made in carrying out its assigned charge. Two open college-wide meetings have been held to discuss organization and governance. Based on that feedback, the president will initiate changes to the governance structure. OPIE will support these efforts as the new structure matures.

Appraisal

Although the structure of MCC's governance is clear, well-designed, and encourages wide participation, overall, it has met with mixed success. Operational committees were successful in carrying out their charges, but strategic committees, with the exception of the budget committee, were less so.

An honest appraisal suggests that the desire for voice is a strong one on the part of the institution's constituents. However, the willingness and ability of faculty and staff to actively participate has been impacted by the reduction in workforce size and correspondent increase in responsibilities. Diminished numbers have resulted in the need for faculty and staff to prioritize their accountabilities; without exception, teaching and support for student success take precedence over responsibilities that have less direct impact on these areas. Further, committee chairs, in some cases, did not have an appropriate skill set to lead their committee and ensure its charge was fulfilled.

Because of the reorganization of key offices such as Academic Affairs and Student Services (the HUB), the institution struggles with maintaining a clear understanding of the accountabilities of those offices and the staff who work within them.

Projection

It is the goal of the president and the leadership team to provide opportunities for faculty, staff and students to have voice in the institution. By the end of fall 2012, a revised governance structure will be in place. Committee chairs will receive training to support their leadership efforts and periodic reports of committee progress will be made to the president by College Council.

Two task forces will be created to develop goals for the 2012-2013 academic year based on the priorities identified at the strategic planning retreat held recently. Once goals are established, a committee structure will be developed to ensure they are achieved.

The responsibilities of college offices will be communicated to the College as a whole. The first attempt was an activity to clarify staff roles and responsibilities, held in August during college planning weeks. A document reflecting changes in responsibilities of faculty and/or staff will be provided and distributed semi-annually.

STANDARD 4 – THE ACADEMIC PROGRAM

Description

To fulfill its stated goal to promote the intellectual and economic vibrancy of the region, MCC offers professional and technical programs to the community in a student-centered environment. Comprehensive programs offered at the College may lead to employment in a recognized field such as Nursing, Management, Automotive, Early Childhood Education and Graphic Design, among others. MCC's courses are easily transferred to four-year colleges.

Oversight for the academic program is coordinated by the Academic Affairs Office through the following means:

1. Completion of student course evaluations each semester
2. Evaluation of faculty / classroom observations conducted by Department Chairs
3. Participation in Academic Program Review by each program every five years
4. Periodic review and revision of Course Content Outlines

The institution sets a standard for student achievement appropriate to the degree awarded. The means and content of student learning are measured; the evidence gained is used to improve the academic program. Through fiscal stewardship, the College provides sufficient resources to sustain and improve its academic programs.

Goals, outcomes and admission requirements for all programs are clearly stated in college publications. Specific student learning outcomes, required assessments, and assessments of “Core Attributes” are consistent for like courses and are documented in standardized Course Content Outlines (CCOs). These outlines serve as a blueprint for course syllabi, which note instructional and evaluation methods along with appropriate policies and procedures.

The catalog and program information sheets, available both in print and electronically via the website, include the following program information: a description, mission, goals/objectives, technical requirements, job and transfer opportunities, and suggested course sequence. A student who follows the suggested course sequence will be exposed to progressively more advanced concepts as his or her program progresses; introductory courses provide an overview while advanced courses are designed to encourage participants to synthesize and apply information.

Recognizing the importance of information resources and technology in education, MCC expects their presence across the curriculum, as appropriate. Introduction to Library Resources and Information Literacy sessions are offered by the library on an ongoing basis. The Office of Online Learning provides training in Blackboard™ for students and faculty; electronic tutoring is available through the Center for Academic Placement and Support.

The integration of mediated technology into classroom instruction is a component of the Program Review process. A Title III grant provided training and resources to each of the programs as they went through their first program review. Information resources and the acquisition of technological literacy are also enhanced through the assignment of a Blackboard™ site to all courses. Many instructors exceed the minimum use requirements set by the College.

In addition to technological literacy, students are expected to gain college-level English skills in their degree programs. Students must successfully complete College Composition and an English elective to be awarded a degree. Based on placement testing, students may be required to complete a sequence of developmental reading and/or writing courses to ensure preparedness for College Composition. Although no formal writing across the curriculum program is in place, a majority of courses feature college-level writing as a required assessment.

Whether through input from business and industry advisory boards for the career and technical programs, or from four-year transfer partners for the Liberal Arts program, faculty use external feedback to ensure that existing programs are modified and enhanced to maintain their currency. New programs may be created in response to market need. Recent additions to the academic program include Electrical Technology, Business Communications, Health Information Management, Fine Arts, Human Resource Management and Mechatronics. A formal and ongoing Program Review process exists and is embraced by the institution, with the outcomes used in program planning and evaluation of program effectiveness, student centeredness, program currency and related statistical information. Resource allocation is based on the programmatic needs and objectives identified through this process.

All degree, certificate and professional certificate students must follow the program in place at the time of their matriculation. As program requirements change or programs are eliminated, the College works with students to support their program completion. This support comes through the Academic Affairs Office in the form of running courses with low enrollment, offering directed studies, or allowing for substitutions for similar courses.

Undergraduate Degree Programs

Students in all degree programs are required to complete a minimum of 21 credit hours in general education coursework. Additionally, a minimum of 32 credit hours is required in a specific discipline of study. This information on program goals, program sequence and other appropriate information is clearly documented in college publications. As an associate degree granting institution, many discipline-specific courses and related general education electives are specified. Where it is possible, unrestricted electives are allowed.

General Education

The College has identified eight “Core Attributes” it considers the hallmark of a well-rounded person. They include human relationship skills, communication skills, critical thinking, global perspectives, quantitative reasoning, scientific processes, technical skills, and study skills. CCOs for all areas, liberal arts and career/technical, document the ways in which these attributes are provided in specific courses. While not all courses provide content in all eight attributes, it is expected that a graduate of MCC who has completed both general education and discipline-specific coursework has been assessed on all of them. All programs contain general education courses in writing and communication, arts and humanities, sciences, math, and social sciences.

The institution has developed a means to document content covering the Core Attributes through CCOs; however, there is currently no means to assess graduates on their demonstrated competence in these areas.

The Major or Concentration

Each program has a sequence of required course work progressing from 100-level introductory courses through 200-level mastery courses, each with clearly stated learning objectives. Students in career/technical programs demonstrate mastery through apprenticeships, internships, capstone coursework, licensing exams, extensive lab work and/or portfolio review. Students within the Liberal Arts program are required to participate in a broad spectrum of disciplines at both the basic and advanced levels.

Integrity in the Award of Academic Credit

Degrees offered at MCC are appropriately named following practices common to other American colleges. A minimum of 64 credits must be earned to receive an associate in arts, associate in science, or an associate in applied science degree. The award of credit is based on policies developed and overseen by the faculty and academic affairs administration.

MCC builds its course schedules on a semester by semester basis, offering the necessary mix of general education and major courses to ensure that students are able to graduate within published program length.

The academic affairs administration bears ultimate responsibility for ensuring the integrity of the academic elements of all courses for which institutional credit is issued. The Curriculum Committee, comprised of a cross section of faculty and staff including academic affairs administrators, reviews proposals for new courses after they have been approved by program faculty and advisory boards. Academic department chairs work cooperatively with academic affairs administration to assess existing courses. The quality of the delivery of courses rests with the department chairs and/or academic affairs administration, with input from the student evaluation process. The quality and consistency of courses is also ensured through the development of standardized CCOs, which contain both required and recommended assessment methods to ensure that stated learning objectives are met.

Credit awards are clearly stated; they adhere to, and are consistent with, Commission policy. No credit toward graduation is awarded for pre-collegiate level work.

Credit awards for prior experiential learning are reviewed and approved by faculty in the discipline and by academic administration. Both breadth and depth of knowledge in the subject area must be demonstrated. Policies and procedures for the award of credit for prior experience learning are clearly stated in relevant college publications.

Academic standing requirements for matriculated students are overseen by academic affairs administrators and are clearly articulated in the college catalog. At the end of each semester, each student's academic standing is reviewed; letters are issued to students whose academic standing is not satisfactory; faculty advisors are copied so that they may follow up with the students.

Graduation requirements are accessible in appropriate electronic and print publications and verified through the degree audit process.

Criteria for the awarding of grades are published in the course syllabus and reflect required assessments noted on the CCO. Faculty are encouraged to use rubrics to provide objectivity in the grading process. Grading summaries showing student performance on these required assessments are collected at the end of every semester. This data has been collected for a number of years but is not currently analyzed or acted upon.

Manchester Community College works to prevent plagiarism and cheating; published policies on academic honesty are noted in relevant college publications and individual course syllabi. In addition, the College has proactively addressed this issue through the embedding of plagiarism detection software in the Blackboard™ platform. A process is in place to deal with instances of plagiarism and cheating, but the College does not yet have a means to identify repeat offenders.

The College offers courses in alternative time formats (e.g. 8-week or Winterim) as well as online, hybrid and weekend courses. Regardless of format, courses are required to meet the same academic standards and are offered the same academic supports. Academic department chairs, in collaboration with

Academic Affairs, carefully consider which courses are appropriate to offer in these nontraditional formats. Through the academic advising process, students are encouraged to take classes in the format which best meets their unique learning needs. Academic department chairs oversee the hiring of faculty for these sections to ensure the quality and consistency of course delivery; all instructors teaching online must first be certified by the Office of Online Learning to insure the quality of instruction in this modality.

The College has general guidelines in place addressing academic integrity related to online learning and is working with the CCSNH office to respond to recent federal regulations in this area.

All courses, whether offered to meet degree or certificate requirements, adhere to the same academic integrity guidelines. The consistency of classes is further ensured through the use of CCOs. The integrity of classes is upheld through oversight by the academic department chairs.

MCC accepts transfer credit from institutions with equivalent accreditation for courses whose course content is equivalent to those offered by MCC. A student must have earned a grade of C or better. A student may also receive credit through standardized examinations such as CLEP, AP, and other recognized testing services. Transfer credit policies are discussed in the college catalog. The college catalog also contains a list of current articulation agreements with other institutions.

Students must complete at least 25% of their program at this college to meet its established residency requirement. At least half of these credits must be advanced courses (200 level). Students may not test out of a class in order to meet this residency requirement. This residency requirement is publicized in the College Catalog. Graduate credits are currently accepted for transfer. Careful evaluation is given to transfer credits through the Academic Affairs Office.

Assessment of Student Learning

Expectations for student learning are comprehensive, well-articulated, and appropriately assessed. The College supports systematic assessment of student learning outcomes in many ways and at many levels. At the program level, each academic program identifies key learning outcomes for graduates of the program. These learning outcomes are stated in general but measurable terms and guide the development of content and assessment of learning at the course level. As part of the program review process, programs develop a curriculum map that identifies where and to what degree each of these learning outcomes are addressed and assessed by the various courses in the major.

At the course level, specific learning objectives that link to the program learning outcomes are defined, including how student learning is assessed for each objective. The major assessment methods expected for each course are included in the CCO. Student performance on the required assessments directly links to the program's learning outcomes.

At the institutional level, MCC has defined the Core Attributes. Through the program review process, each academic program is identifying whether these attributes are introduced, emphasized, or comprehensively assessed in its courses. Core Attribute curriculum maps are created as part of each program's Program Review Portfolio. Beginning with the 2012-2013 academic year, programs participating in the fifth-anniversary review will define exit level skills appropriate to their discipline that reflect each of the core attributes. Over time, specific documentation of student performance on these exit level skills will be provided following a process similar to that described above for program learning objectives.

These measures have helped a culture of assessment take root at MCC. Faculty and administration are fully supportive of efforts to assess student learning outcomes and ensure program integrity.

Through a variety of qualitative and quantitative methods, the institution gains information on student learning outcomes. Feedback from employers provides insight into graduates' preparedness for entry-level jobs. Through a recent agreement with the State Department of Labor, the College obtains wage and job title information. A closer working relationship with four-year institutions and more data from the Office of Institutional Research will enhance our ability to determine the preparedness of our transfer students.

Institutional Effectiveness

Academic program quality is a priority of the institution and is the primary focus of evaluation at the institution. Through a systematic and comprehensive program review process, analyzing the results of CCSSE, and data provided by OPIE, the institution continually seeks to improve its academic programming. Additional evidence of program quality is provided by high pass rates on required licensure examinations.

Appraisal

Despite the recent addition of new programs, there is a need for the institution to commit to a more formal process of academic planning. Additionally, a more formal review of the institution's program mix is needed.

Comprehensive statements about plagiarism and cheating exist. Faculty address cases of plagiarism and cheating consistently and directly; however, there is no means of identifying repeat offenders.

Because of the rotational nature of the program review process, not all academic programs have achieved a consistent level of assessment.

Better data collection, analysis, and dissemination to improve effectiveness is needed in the following areas:

- Graduates' mastery of Core Attributes
- Grading Summaries
- Preparedness of students who transfer out of MCC
- Accuracy of placement testing

Projection

Under the direction of the new Vice President of Academic Affairs, a cross-functional academic planning committee will be developed in the 2012-2013 academic year to expand the program mix at the institution. OPIE will provide data to assist with this effort.

The Vice Presidents will appoint an ad-hoc task force in the fall 2012 semester to review policies, procedures and sanctions for violations of academic honesty. Recommendations will be due by March 2013 and implemented in the following academic year.

As part of the institution's ongoing assessment of its effectiveness, OPIE will provide a summary report to the college community annually by early spring. This report will be used by department chairs and program coordinators for curriculum improvement. Some of the areas included in this report will be Graduates' mastery of core attributes, grading summaries, transfer student preparedness, and the accuracy of placement testing.

The Office of Online Learning will continue to work cooperatively with system leadership to ensure the integrity of online offerings. The Office of Online Learning will continue to expand online course offerings into additional academic disciplines.

The results of the academic program review process will be shared with internal and external constituents on an annual basis.

A plan for assessing the effectiveness of general education will be developed and implemented within five years. In addition, academic programs that do not have an external accreditation process will establish benchmarks to measure their effectiveness. The "WorkKeys®" skills assessment system will be explored as one possible measure.

STANDARD 5 – FACULTY

Description

The College employs a sufficient number of qualified faculty to enable the institution to fulfill its mission and purposes. Faculty capably perform their instructional and non-instructional duties.

Faculty categories are clearly defined by the College. Both full-time and adjunct faculty are divided into the same four academic ranks: professor, associate professor, assistant professor and instructor. The criteria for placement or promotion into each of these ranks are documented in the Collective Bargaining Agreement (CBA) for full-time faculty and by the CCSNH for adjunct faculty. This information is made readily available to all faculty.

The preparation and qualifications of all faculty are appropriate to the field and level of their assignments; faculty have appropriate degrees and/or relevant experience to teach in their program areas based on CCSNH guidelines for their various ranks and disciplines.

Manchester Community College has not increased the number of full-time faculty positions over the last few years. Under the current constraints of reduced state funding, the addition of new positions is very difficult, as is the filling of vacated positions.

Faculty responsibilities are divided between instructional and non-instructional duties including office hours, committee work, institutional projects, and governance. Faculty are also present at college-wide recruiting and advising events such as open houses and new student orientations. A summary of degrees currently held by full-time faculty is below:

DEGREE	NUMBER
Doctorate	1
Master	30
Bachelor	11
Associate	8
Total	50

With the transition to self-governance completed, the College has more control over the hiring of full-time faculty, allowing processes to be more college-centered. Faculty representation is included in each search committee. Currently vacancies in several disciplines exist due to retirements. The decision to hire and into which departments rests ultimately with the president. Within the limitations of finances and budget, it is the president's decision, in consultation with the academic departments and the Vice President of Academic Affairs, to reallocate positions to departments in need.

When it is able to fill positions, the College strives to ensure equal employment opportunity in compliance with legal requirements and consistent with the institution's own mission and purpose. A range of intellectual backgrounds and training is reflected in faculty composition.

Faculty are accorded reasonable contractual security under the CBA, but salaries remain lower than average, a reality which impacts the ability of the College to attract and fill key vacancies, particularly in the trade and technical areas. The benefit package has changed due to budgetary constraints at the state level and no longer provides the offset to low salaries that it once did. Nevertheless, the College has managed to attract and retain dedicated and committed faculty.

Information on faculty loads kept by the Academic Affairs office indicates that faculty assignments and workloads are consistent with the mission and purpose of the institution. As numbers of students increase or decrease, assignments are equitably distributed. Faculty loads are covered in the CBA.

There is approximately a 3:1 ratio of adjunct to full-time faculty on campus. This imbalance is recognized as a potential problem but one that cannot be rectified in the current financial climate. The institution works to alleviate potential problems at the college and departmental level. New and returning adjunct faculty are required to attend pre-semester orientation meetings. Formal mentoring programs exist within some departments; other departments use electronic resources such as Blackboard™ to allow for communication and resource sharing between full-time and adjunct faculty. Recent CCSNH policy changes have imposed a semester teaching limit of 9 credits on adjunct faculty; the impact of this policy change has yet to be seen.

The Academic Affairs office distributes a handbook, updated each year, to adjunct faculty. The faculty-staff handbook for full-time employees has not been updated since 2007/2008, in large part because of the separation from the state and the need to develop new policies at the system level. Because these new policies are rapidly evolving, updates to the handbook have been put on hold. Full-time faculty can refer to the system policies and the CBA for guidance on policy issues.

Faculty are evaluated in two ways to ensure that they are effective in carrying out their responsibilities. A formal evaluation, conducted by the department chair, is completed on the schedule outlined in the CBA. It includes an evaluation of planning and organization, teaching methodologies, assessment methods, and institutional service. Faculty are also rated by students. A summary of these ratings and comments is provided to the faculty member. Adjunct faculty also receive these student course evaluations, and may be evaluated informally by the department chair for teaching effectiveness.

Faculty are directly responsible for ensuring that the content and methods of instruction meet academic and professional standards. The use of CCOs, delineating course objectives, required assessments and an outline of topics, helps to ensure consistency among sections, even with the large number of adjunct faculty employed by the institution.

Professional development funding is available on a somewhat limited basis. Budget cuts have reduced the available funds and the process for applying remains cumbersome. The availability of Perkins funding for eligible programs helps to offset the lack of overall funding. Recognizing the scarcity of resources has led the institution to provide workshops and in-service trainings on a limited basis. Adjunct faculty are invited and encouraged to participate in on-campus professional development opportunities.

The CCSNH observes and respects the principles of academic freedom and freedom of expression for faculty. The institution observes a Code of Ethics that includes responsibility, fairness, honesty, mutual respect, and integrity. This Code of Ethics is printed in the catalog and student handbook, and is also featured on the college web site. Faculty members adhere to professional responsibilities as outlined in the CBA.

Teaching and Advising

Faculty are expected to develop instructional methodologies that are compatible with course objectives and consistent with program goals. Faculty are encouraged to employ a variety of teaching methods targeted toward multiple learning modalities, including experiential and service learning. In recent years, there has been increased emphasis on service learning components as well. All students are required to assess their learning styles in their College Success Seminar, and this information is shared with their advisors.

The College has recently conducted a survey of all classrooms to assess other technology needs; a plan has been developed to add more technology on an ongoing basis. Faculty are encouraged to try new instructional techniques.

Disciplines / departments have a large enough number of faculty to ensure that students are exposed to a variety of faculty and teaching styles. The large number of adjunct faculty employed by the College provides opportunities for students to experience a wide variety of teaching styles. There is enough latitude in the CCOs to ensure that faculty also have flexibility to tailor a course to their individual teaching preferences.

With the support of the Center for Teaching and Learning (CTL), faculty are encouraged to incorporate different methods of instruction and teach to multiple learning styles. Training and support are limited, but sufficient to accomplish this requirement. In addition to trainings / mentoring offered by the CTL, the College employs a course evaluation process designed to give faculty feedback and ultimately enhance the quality of teaching and learning.

MCC is continuing to refine its academic advising system, particularly in the Liberal Arts program. Overall, advising efforts are effective and consistent with the mission and goals of the institution. Students have multiple points of access for information and advice. Though improvements in training are needed, faculty have access to sufficient information and resources to effectively carry out their duties. Regardless of whether they are in face to face or online classes, students have year-round access to advising, including those times when faculty are not on campus.

Faculty and administration work in concert to ensure that academic integrity is supported. The topic is the subject of frequent discussion at college meetings. A plagiarism detection system is integrated into the Blackboard™ platform; training is provided in how to use it.

Scholarship, Research, and Creative Activity

Faculty remain current in the theory, knowledge, skills, and pedagogy of their discipline or profession by working in the field, reading industry print materials, and attending industry workshops and conferences. Faculty bring this current information to their students. Individual growth plans, tied into the evaluation process, are one way faculty document their pursuit of such activities. Support for scholarship is provided in part by professional development funding. Release time and/or sabbatical may also be granted. Faculty are not required to do research as part of their workload.

Institutional Effectiveness

The effectiveness of MCC's full-time faculty is assessed by a combination of classroom observation, performance reviews, and student evaluations. The program review process, overseen by the Academic Affairs Office, has been useful in ensuring the effectiveness of course delivery within academic programs, and consequently, the faculty who teach within them.

Appraisal

The commitment and dedication of its faculty, as evidenced by low turnover, is a strength of the college.

The opportunity for faculty to have voice in the governance process exists but participation is inconsistent.

Although the College's reliance on adjunct faculty remains high, the effort to integrate its part-time faculty into the college community remains consistent. The College is committed to its part-time faculty and has historically supported them in every way possible. Although student evaluations provide some valuable feedback, the College needs to develop a more formal means of evaluating adjunct faculty.

The new nine-credit restriction on adjunct faculty has led to rapid expansion of the number of adjunct faculty, especially within the Liberal Arts disciplines. This growth makes it challenging for department chairs to provide sufficient mentoring and supervision.

The Professional Growth Plan (PGP), though more strongly integrated into the evaluation process, is still not being used to its fullest potential. Although faculty are required to complete a Professional Growth Plan annually, follow-up is inconsistent across departments.

The move to self-governance has not resulted in the hoped-for freedom to raise faculty salaries; continued economic issues have precluded the possibility of addressing the problem of compensation for the foreseeable future. Faculty compensation and professional development are not areas of strength for the College.

Projection

Ongoing conversations with the president regarding participation in the governance structure have begun and will continue throughout the fall 2012 semester and into the future.

The College will continue to dedicate time and available resources to its adjunct faculty and will continue to strive for their inclusion in the college community. A formal evaluation process for adjunct faculty will be developed and implemented by the Vice President of Academic Affairs by the end of the fall 2012 semester.

The department chairs for Liberal Arts and Mathematics and Science will work with OPIE to determine the impact of the semester limit of 9 credits on the quality of instruction, the coherence and connection among sections of the same course, and the ability of the department chairs to effectively supervise an increasing number of adjunct faculty.

A task force led by the Associate Vice President of Academic Affairs who serves as the Director of OPIE will develop and administer the first annual needs assessment to create year-long on-campus professional development opportunities for faculty and staff. A schedule of specific activities will be distributed to the college community no later than the end of the fall 2012 for the 2012-2013 academic year and thereafter, at the beginning of each semester.

As part of the faculty evaluation process, the Vice President of Academic Affairs will ensure that faculty are held accountable for elements included in their Professional Growth Plan.

The Vice President of Academic Affairs will develop a plan for training academic leaders to support them in carrying out their leadership responsibilities. This plan will be developed no later than the end of the spring 2013 semester.

STANDARD 6 – STUDENTS

Description

Admissions

As an open access community college in the state’s most diverse and populous city, MCC recruits and attracts students who reflect our urban community. While the College has not set specific diversity enrollment goals, the Office of Admissions regularly participates in activities which promote education opportunities for underrepresented groups.

According to the most recent available IPEDS, the College has experienced an increase of students who identify themselves as Hispanic and Black. As Manchester is a designated Refugee Resettlement destination, many of our refugee students come from the Congo, Somalia, Bhutan and Iraq and do not easily fit the ethnic categories set forth by IPEDS. With the large number of veterans returning to the area, the College has developed a team to provide support services to this population.

All students are treated equally in compliance with legislation concerning equality of educational opportunity. The College does not specifically recruit any specialized group. Clear policies and procedures have been established regarding what information about students is collected and how that information is stored.

Admission counselors work with applicants to ensure that they understand program requirements and technical standards, including the selective admissions requirements of the Nursing program. Specific application procedures and timelines for college admission are found online or obtained from the Office of Admissions.

The College has a commitment to appropriate assessment as a driving factor in academic planning and support for its students, who possess varying levels of academic preparedness. Using the ACCUPLACER placement test, all matriculating students are tested in English, Mathematics, and computer literacy. Based on the assessment, students may be placed in developmental math, English and computer courses to prepare them for college-level work.

The College analyzes admission data, tracking changes in students' status from “prospective” through “admitted” and “registered.” This data is used to improve services for retention and for student success.

Retention and Graduation

Student success is a priority of the institution, the center of a collaborative and coordinated effort between Academic Affairs and Student Affairs. Through the College Success Seminar course, academic success skills are taught, culminating in the development of an individualized “Personal Study Plan” intended to be used as a tool by the student and his/her academic advisor. In addition, students who place into two or more developmental classes are assigned a peer mentor in their College Success Seminar course to increase rates of retention.

All matriculated students are assigned a faculty advisor who provides support, resources, and referral to help ensure the student achieves his/her academic goal. Intervention strategies are implemented as needed for students encountering academic difficulty.

The College tracks enrollment numbers to determine retention and patterns in enrollment. This information is used to determine marketing strategies and appropriate course offerings. Academic

advisors participate in retention efforts by providing follow-up for students who have not registered for the upcoming semester.

Graduation rates are tracked and compared to previous years. The performance of graduates on national accreditation and certification exams is tracked and reported back to their respective programs. The Liberal Arts program comprises 35% of the student population and many students transfer prior to completing their degree, which makes it difficult to determine true rates of retention. Recruitment and marketing efforts are targeted towards programs facing declining enrollment. A “Reverse Transfer Pilot Program” was implemented in the spring 2012 to encourage students with degrees in progress at four-year institutions to transfer appropriate courses back to MCC in order to complete their associate degree requirements.

Data collected is used for program planning and improvement through the program review process. Where growth in program enrollment warrants it, particularly in the technical programs, increased allocations are sought to provide the additional equipment needed to accommodate more students.

Student Services

The philosophy of student services reflects the mission statement of MCC. The College offers an array of services appropriate to its mission to be “an accessible, student-centered, comprehensive community college that meets the needs and goals of its students.”

Through a comprehensive new student orientation program, student support services and opportunities for success are made known. These services and opportunities are also described in the college catalog and on the website; all are supervised by appropriately credentialed staff. The CCSNH policies and the MCC Student Handbook, both available electronically, clearly outline a Student Code of Conduct as well as policies on student rights and responsibilities. MCC is revising its student judicial process to reflect these policies and procedures.

A key academic support provider, the Center for Academic Placement and Support (CAPS) provides tutoring, alternative testing for students with special circumstances, and assistive technologies for students with special needs. A Special Populations Counselor assists in the development of academic accommodation plans for qualifying students. In addition to the Veterans program mentioned above, programs are offered to support other targeted populations.

Student success and retention efforts are also supported through academic advising. The mission of academic advising at Manchester Community College is to be “an interactive, on-going partnership between the student and the academic advisor, dedicated to the goal of the student’s academic success.” Based on data gathered, a centralized advising center was created to better serve Liberal Arts students, whose diffuse populations and needs made the College’s traditional advising model ineffective. This new model provides a more effective way to support retention efforts in the Liberal Arts program.

The College library supports learning, research and teaching and is home to the Office of Online Learning. It provides computers with internet access as well as private study rooms and computer hookup stations for students to use their own computers.

The Office of Student Support Services offers short-term individual support, mentoring, resource referral and access to an onsite food pantry to any student requiring more individualized assistance during times of stress or hardship. The Veterans' Support Team was established in the 2011-2012 academic year to support the needs of this population.

The Financial Aid Office has a stable staffing pattern that has resulted in consistent compliance with federal regulations and audits. Workshops and individual interviews are available to students to ensure that they are aware of the implications of borrowing. Additional financial support is available for students by way of specialized programs such as the Book Voucher program and the single parent program, Project STRIDE.

MCC provides students the opportunity to participate in nearly 25 different student clubs. Student Senate is the student governing body, and allocates funds to other student organizations. Student Senate also serves as conduit for ensuring student voice is heard by the administration.

MCC supports opportunities for students to take active leadership roles on campus. Student representation is included in College Council within the MCC governance structure and in the CCSNH Board of Trustees.

Service-learning opportunities, whether local or global, are available to students through both curricular and extra-curricular venues. MCC also has a fitness center that is operated by an ASC- Certified fitness instructor.

A recent effort to focus on alumni has resulted in the creation of a part-time Director of Civic and Alumni Engagement. During the 2011-2012 academic year, a five-year database of MCC graduates was developed and plans for a regular newsletter will be implemented in the upcoming academic year.

A college-run Child Development Center, which opened in fall 2012, serves as a lab school for students in Education, and other academic programs, and provides a targeted summer experience for the greater Manchester community. In addition, the Center serves as a site for the Head Start program, increasing the diversity of the child care population.

Construction of MCC's new student center has begun with an anticipated completion date of spring 2013. The student center will house a new fitness facility and group exercise room, a multi-purpose room which can be used as a gymnasium, student government and club offices, a cafeteria, student lounging space and conference rooms.

Specific learning outcomes that are consistent with the College's Core Attributes have been determined for Civic Engagement and Student Activities. These outcomes are classified into four areas: Leadership Skills, Collaborative Skills, Social Responsibility/Multicultural Competency, and Personal Growth. At this point, no formal assessment of student achievement in these areas has been developed.

Institutional Effectiveness

Through regular meetings between academic and enrollment management staff, the College regularly assesses its effectiveness in admitting and retaining students and the appropriateness of its student services. OPIE supports these efforts by providing a variety of analyses. A full outline of OPIE's enrollment management data is provided in the appendix.

Appraisal

Significant strides have been made in the College's commitment to support student success. The consolidation of student administrative office locations has resulted in a more efficient enrollment management process. The "HUB" administrative office staff has been cross trained to address staffing shortages, as well as improve communication and collaboration among the offices involved.

The College remains committed to ensuring that admitted students have access to the academic and student support services necessary to help them achieve their educational objectives.

Although the College has adequate data on enrollment, regular and systematic collection and analysis of retention and graduation/transfer data has yet to occur. Additionally, other data is compiled in many different locations but is not consolidated and presented coherently.

Progress has been made in academic advising through the creation of the Liberal Arts Advising Center and the establishment of the Enrollment, Advising and Retention committee.

Projection

The Leadership Team will set goals for retention and graduation rates. A plan for achieving these goals will be developed by the Vice Presidents of Academic Affairs and Student and Community Relations and will be implemented for the 2013-2014 academic year.

The Associate Vice President of Academic Affairs responsible for transfer credit will formalize the "Reverse Transfer Credit" program by participation in a system-to-system program between CCSNH and the University System of New Hampshire. In collaboration with OPIE and other appropriate college personnel, a plan will be developed to create reverse transfer opportunities with private colleges and universities.

Recommendations of the Enrollment, Advising and Retention committee from the 2011-2012 academic year will be presented to the Leadership Team and the college community. Based on feedback from those groups, the Leadership Team will charge appropriate staff to develop a plan to implement by the fall 2013.

The Students Support Services Counselor and the Veteran's Support Team will establish a plan for the use of a newly created Veteran's Center.

By May 2013, the Vice President of Student and Community Development will identify an appropriate individual to formalize a plan to track job placement rates for graduates to quantify the informal tracking already done by some academic departments.

Co-curricular learning activities will be evaluated annually by the Director of Student Life and the Director of Civic and Alumni Engagement and the findings will be presented to the college community. The results of the annual evaluation will be used in future planning efforts.

The Vice President for Student and Community Development will coordinate a task force no later than the end of the 2012-2013 academic year; this task force will be charged with identifying special populations and recommending programming to meet their needs.

A plan to evaluate the effectiveness of the Liberal Arts Advising Center will be developed by the Associate Vice President of Academic Affairs responsible for academic advising with the support of OPIE, the Liberal Arts Department Chair and a small representative group of faculty and staff academic advisors. Plans as a result of this evaluation will be ready for implementation in the 2013-2014 academic year.

STANDARD 7 – LIBRARY AND OTHER INFORMATION RESOURCES

Resources and Access

Description

The College strives to provide sufficient information resources and services, as well as the appropriate instructional and information technology to fulfill its vision to be the “leading community college that empowers students and inspires their success through exceptional and innovative education.” The seven libraries of the CCSNH adopted a common mission on November 17, 2009:

While recognizing the individual missions of its respective colleges, the CCSNH libraries support a common mission to provide access to up-to-date technology and informational resources to all who use their facilities, including students, faculty, staff and the local and wider community. The CCSNH libraries fulfill this mission in an environment that is welcoming, conducive to learning and research, and current in its resources. The library is the “knowledge hub” of the campus and, as such, provides program and curriculum support, assesses and teaches information literacy, and encourages life-long learning and independent research.

The mission of the library remains one of serving as an integral part of the College’s instructional programs. The library staff is involved in the process of teaching and scholarship in order to facilitate access to information in more complex and ambiguous storage structures. Today’s library is less concerned with ownership of information than it is with providing access to information. Recognizing this reality, the role of librarians and the library staff has changed to provide more direct interaction with patrons to understand their needs and interests and teach them how to access online information.

Currently the library is staffed by a full-time Library Director, a full-time Librarian, and a full-time Circulation Supervisor. A part-time Library Assistant position has been eliminated due to budget constraints, resulting in a reduction in the number of hours the library is open. Reference help is available in person, over the telephone, and by e-mail.

During the winter break before the spring 2008 term, the library moved to its new 20,000 square-foot space. This spacious facility provides seating for about 250 patrons. There are a variety of seating options to accommodate students’ different requirements and preferences. The three study rooms have mitigated the problem of students needing separate spaces in which to configure study groups. Art commissioned under the auspices of the NH Council for the Arts and a sculpture by a local artist have enhanced the aesthetics in the library.

The new facility contains over thirty high-end computers, including a computer lab for information literacy training. Wireless internet access is provided and outlets have been placed near tables and carrels to accommodate students’ use of laptops. The library has over 16,000 items in its monograph collection and over 1,500 items in its audiovisual collection; it currently subscribes to approximately 150 journals, including newspapers.

Today’s students want access to information twenty-four hours a day, seven days a week. This access is provided by the online catalog and the sixty-seven online journal article and Ebook databases to which the library subscribes. The online offerings include multi-disciplinary, subject-specific, and reference material databases. Specialized and subject-appropriate databases are available to students as needed by their programs. For example AllData Pro and Toyota TIS are available for the use of automotive students. In January 2010 the ezproxy server was installed; students and faculty are now able to access the online resources with a single login. On the library’s webpage under “Frequently Asked Questions,” there is a

link to “Instructions on searching our databases” where anyone can get step by step instructions on finding full text articles in any of our journal databases.

Use of the library’s collections and online resources has been promoted by faculty, who promote library research through the use of fact-finding assignments and research papers. The reserve service is used to make class-specific resources available to students. Tours and literacy training are recommended and encouraged for all classes. Library training is ongoing and available to anyone wishing to take advantage of the service. Faculty and staff training in the use of the online databases is provided by a variety of outside sources. Library staff time is spent helping patrons navigate through interactive online resources rather than the traditional packaged venues.

The library is also seeking new ways to provide reference assistance. Over the past two years, a librarian has been embedded in an online class to answer students’ questions and provide assistance with locating credible research sources. This practice affords those students access to professional help with any research issues that might arise. It also gives online students access to a person they may otherwise not get to know.

Faculty have become more involved in the resource selection process by requesting more materials to support the curricula. Some have taken a more active role in weeding outdated materials related to their area of specialty from the collection. One librarian is on the Curriculum Committee to ensure the library remains aware of new courses and their needs. When a new course proposal comes to the Committee, the proposal must include the signature of the librarian and list at least ten new titles related to the course content.

Information and Technological Literacy

Description

Since the last self-study, the College has made significant changes to its information technology infrastructure which have supported the students’ academic experience. The College remains committed to providing students with the latest technology resources.

The College evaluates its computer, printer and data usage on an ongoing basis. The findings are used to improve services in these areas. For example, based on student needs an improved printing process was implemented and the number of computers available for student use was increased.

A Blackboard™ site is assigned to all credit courses offered; the College has set minimal use requirements for these sites and provided faculty with the needed training. The number of classrooms equipped with computer technology has increased, with a plan in place to fully equip the campus.

All students are expected to use the Student Information System for registration, financial and billing information, and accessing grades and transcripts. Students are assigned a college email address and encouraged to take advantage of both a college-wide emergency alert system and a coordinated ‘Easy **Login**’ system to access all their online accounts.

Computer access is provided through open labs in addition to stations available in the library, CAPS, and the Liberal Arts Advising Center. Both PCs and Apple computers are available.

In ways appropriate to their field and level, students learn to evaluate information sources through their coursework and in the Information Literacy and Introduction to Library workshops provided by library staff. The assessment of their work by faculty provides the institution with assurance that students have gained this knowledge.

Institutional Effectiveness

Library utilization information is gathered to assess ways to better serve students. Information from academic departments ensures that appropriate academic resources are available.

Appraisal

The embedded librarian is able to provide timely and useful research help to the students.

Because there has been no increase in the staff, it has not been feasible to extend this service to more online classes.

As the number of classes offered has increased, the two librarians have been unable to provide all the Introduction to Library Resources and Information Literacy sessions requested by faculty.

There is currently no archival plan in place for library materials.

The plan for equipping classrooms with appropriate technology is proceeding systematically.

Student and faculty use of Blackboard™ has increased as better and more frequent training has been provided.

Despite the availability of student email, students' use of this resource is inconsistent. The use of the Student Information System and other electronic resources has increased.

Projection

To make the library more accessible, a virtual tour highlighting resources and services will be created and embedded in online courses and available on the college website no later than the beginning of the spring 2013 semester.

A web-based version of all library workshops will be available by fall 2013.

As part of the larger institutional effectiveness plan, OPIE will collect data on student and faculty satisfaction with library workshops and technological resources.

The library staff will investigate its archival needs by the end of the fall 2012 semester.

The President and Leadership Team will develop a plan that directs the work of the Office of Online Learning to increase the breadth and depth of online course offerings in the 2013-2014 academic year.

The Leadership Team will convene a committee in the 2012-2013 academic year to address the current use of technological resources, assess needs and develop a plan for the future. This committee will include representatives from OPIE, the Office of Online Learning, the Banner Coordinator, the Information Technology Office and other appropriate constituents.

STANDARD 8 - PHYSICAL & TECHNOLOGICAL RESOURCES

Description

Through all the projects the campus is currently undertaking, the College continues to meet its physical and technological requirements. Between 2007 and 2011, the campus increased 50% in square footage. An additional 10 million dollars has been allocated to additions and renovations to the campus expected to occur this biennium. Measures are being put into place to ensure that daily operations continue smoothly while these new projects are underway.

A newly upgraded management position in the maintenance department has been established to oversee these large construction and renovation projects. A second position has been upgraded to address the day-to-day oversight of the critical maintenance and preventative maintenance plans.

The current instructional areas are maintained, furnished, and equipped to effectively support student learning. Old classroom furnishings are being cycled out and replaced with new chairs and desks which meet the latest safety standards. New furniture including tables, chairs, couches, and recreational equipment has been purchased for the cafeteria and other areas where students gather. The HUB consolidation project has been completed. The “HUB” contains financial aid, admissions, registration and the bursar/cashier. This area now provides the student with a “one stop shopping” experience. The adjacent CAPS office has an area for testing purposes and an area for remedial study. Each area contains an adequate numbers of computers and amount of work space.

All full-time faculty have individual offices; adjunct faculty share fully furnished office spaces.

MCC ensures full physical access to its facility through its compliance with current ADA standards. Automatic door openers exist in the majority of public access areas with a plan to install them in all areas of the campus.

The campus security department recently completed a campus-wide video camera installation project, which provided the College with 50 internal and 30 external cameras. An extensive exterior and interior lighting upgrade project and an energy management overhaul were also recently completed.

In addition to complying with the reporting and disclosure requirements of the Clery Act, the College has developed a Safety Plan which includes the regular practice of emergency procedures.

There are two designated smoking areas on campus. A recent survey of faculty and staff completed by College Council determined that most support better enforcement of current smoking policies over making the campus smoke free.

Ground has been broken on the welding lab expansion as well as the new MCC Student Center. Phase two of the Automotive Technology Building, which includes the addition of four classrooms and office space, is scheduled to be completed fall 2012. The area vacated by the Automotive Technology program will be renovated for other programs' use.

In addition to new construction, the following ongoing critical maintenance issues have been addressed:

- replacement of the cooling equipment for the main server room
- replacement of the roof of one wing of the building
- upgrade for the fire alarm control panel
- installation of “B” and “C” building sprinkler systems

A comprehensive critical and preventative maintenance plan has been developed which prioritizes the institution's needs.

Space planning is driven by capital budget planning in five-year cycles. This planning occurs within the framework of the strategic plan.

In fall 2011, the College upgraded its WAN connection to ensure a more secure connection to the System and more reliable internet access. MCC has clear policies on acceptable computer use for faculty and staff, who sign an acknowledgement of this policy when they are hired. Individual usernames and passwords are required for computer access; additional credentials are required for access to Banner, which houses most student data.

The acceptable use policy for students is posted in the library and CAPS, on the college web site, and located in the student handbook. A username and password is required for students to access all college technology resources.

The network is monitored for illegal and inappropriate use; inappropriate sites are blocked by an onsite firewall. Antivirus software as well as a SPAM filters are installed on the network.

The renovations and new construction in conjunction with the technological upgrades of classrooms and study space, including enhanced wireless capability, make the institution conducive to study and research.

Institutional Effectiveness

Through strategic planning and the capital budget process, the College's mission is in the forefront of physical and technology resource planning.

Appraisal

There is a positive energy and excitement on campus as a result of the construction and renovation projects that are taking place. Security staff are able to more effectively monitor the campus as a result of lighting and camera installations.

Policies and procedures related to use of technology are comprehensive and effective.

In the past, critical maintenance occurred on a reactive rather than a proactive basis. This has changed as a result of the College's Preventative Maintenance Plan. The number of physical plant staff has not increased in proportion to the growth of the facility, and limited funds further complicate matters. Two full-time physical plant positions have been filled, which should help alleviate the strain felt in this department.

The institution has a new preventative maintenance plan in place.

Faculty have been provided with easier access to classrooms by issuing keys and to copy machines by installing push button locks on the copier room door.

Projection

In FY2013, the College will upgrade the WAN line again as part of the Network New Hampshire Now project. The development of a plan to take advantage of the increased capability will be led by the Director of Academic and Administrative Computing and the Technology Planning Committee.

The Technology Planning Committee will continue to upgrade technology in classrooms and offices according to the College's Technology Plan.

By the beginning of the fall 2013 semester, a safety plan will be more fully developed. One area being considered is the installation of new lock sets on all classroom doors to insure easy access by faculty, yet provide a safe environment in the event of a campus emergency.

Working cooperatively with the city of Manchester and the State of New Hampshire, a traffic safety audit was recently completed. Recommendations from this will be prioritized and implemented as funding permits.

STANDARD 9 – FINANCIAL RESOURCES

Description

This institution has sufficient resources to support its mission as well as respond to emergencies and unforeseen circumstances. It possesses a reserve fund, set aside as a percentage of revenue, to cover retirement expenses along with non-recurring emergency expenses. This reserve account is analyzed and adjusted yearly for accuracy and need. The institution has a biennial budgeting process, so careful consideration and planning are needed to make financial projections for a full two years.

The institution is financially stable and is able to achieve educational quality through careful oversight of its budget. The College uses reports from Banner Finance along with other data to maintain appropriate fiscal planning and oversight. For example, using a comprehensive budget report, actual costs are compared to projected costs to allow for improved planning in upcoming budget cycles.

Multi-year financial planning and budgeting are needed to meet the biennial schedule set forth by the State. The institution identifies what is needed to maintain its quality and standards of service to students. This includes updating necessary classroom equipment as well as ensuring the presence of qualified teaching staff.

The finance committee reviews and approves budgets, forwarding them to our Board of Trustees. CCSNH, although self-governed, still receives State of New Hampshire general funds. The Board of Trustees (BOT) and subcommittees maintain budgetary control over the general funds granted to the colleges. The full budgets are first presented at the Finance Committee (which is a subcommittee of the BOT); once approved they are brought forward to the full board. A decrease in State general fund appropriations resulted in an increase in the cost per credit hour for fall 2011; however, there was no tuition increase in the 2012-2013 academic year.

The institution's budget is substantially devoted to supporting academic programs. While personnel expenses comprise the majority of budget expenditures, the institution also devotes resources to improving facilities and equipment to better serve the students. Roughly 80% of operational expenditures are directly related to academic programs and purpose.

The Financial Aid office is federally regulated. The CCSNH has a Director of Financial Aid Compliance who oversees all seven system colleges. MCC's Financial Aid director meets with the system-wide Financial Aid User Group (FAUG) on a monthly basis to discuss policy updates and ensure every college is in compliance. Information from these meetings is reported back to appropriate offices at the college.

The Financial Aid department has an A133 audit by an outside company every year, which also ensures the quality of the department.

Members of the College's finance staff possess the appropriate qualifications for their respective positions. They are led by a new CFO, hired in fall 2011, who was the former CCSNH Director of Internal Auditing. In addition to a strong background in accounting and finance, the new CFO brings inside knowledge of the System, enhancing her ability to act as an effective liaison.

Prudent financial management with strong internal control is a priority of the institution to support its success. MCC uses a well-organized budgeting process in which all levels of management, including department chairs, are involved. The transition to self-governance has allowed the institution to establish internal controls and create appropriate policies, which are updated as necessary. Weekly budget reports are sent to departments in order to support financial decision making.

The College practices multi-year financial planning and budgeting to meet the biennium budget requirements and the needs of the institution.

The budget request process requires preparers to include specific budget amounts. Justifications for each item and an assigned priority are also required. College enrollment trends are considered when developing budgets. The President's Leadership Team reviews and prioritizes how to best utilize these funds, with final approval from the president and CFO.

The submission forms used to integrate the budgets requests are thoroughly scrutinized for any possible savings. Monies are not put into budget lines unless there is expected to be enough revenue to cover the costs. There is a budget transfer policy in place that allows for revenue to be reallocated within and between departments.

As budgets are approved at the college and board level, planning and evaluating are constant. The institution also has a reserve fund to cover any unexpected costs.

The institution has actively pursued additional sources of revenue, including federal grants. The College hired a part time development officer charged with creating and implementing a development plan. Additionally, the College has successfully sought several federal grants including an Advanced Manufacturing Grant of \$1.6 million (MCC's share of a CCSNH grant) and H1B Grant of \$5 million, which not only provide financial resources for the College, but also help to support the economic well-being of the community it serves. The College continues to work to identify additional grant funding.

The CCSNH Foundation was created to raise, invest and manage private and restricted funds for the benefit of the seven Community Colleges, their students, and staff. These funds are used to improve programs, enhance facilities, and provide scholarships.

Fundraising efforts have just begun with the support of our Board of Trustees. A committee has been designated to develop System policies and procedures related to this topic.

The College has also begun its own fundraising efforts, beginning with the celebration of its 65th anniversary. This celebration was used as a kick-off for the College's annual fund. Efforts to begin a presidential scholarship fund were successful.

The institution is committed to ensuring the ethical use of public funds as evidenced by its Values Statement and institutional practices. To that end, CCSNH engages a very involved Board of Trustees, including a finance committee and an audit committee.

Prior to self-governance, financial audits were completed on the schedule required by the State of New Hampshire. The system signed a three-year contract with an external audit firm in the spring 2012. CCSNH also has an internal audit department and an audit committee, which communicates with both internal and external auditors. Recent examples of internal audits include student activities and financial aid.

Financial policies are established by the Board of Trustees and integrated into daily operations of the institution. As part of self-governance, the institution is reviewing these policies to ensure their application locally. All policies are clearly stated in writing and consistently implemented.

Institutional Effectiveness

In spite of serious economic constraints across the state and nation, MCC has been able to provide high quality education to its students. Prior to self-governance, the College had to follow rigid, complex state operational budget procedures. Now, the operational budget for each community college remains under the control of the respective college. Currently, MCC's budget process and allocation of funds are more efficient, effective and equitable.

MCC utilizes available financial support to sustain the current programs of learning, maintain program outcomes, and facilitate successful completion by its students. The fiscal integrity of the College is maintained through institutional audits and procedures for budget submission. Conservative budgeting practices have helped MCC to manage in the current difficult and trying economic environment. The hiring of the new CFO has strengthened budgeting and financial management.

Appraisal

The budget process empowers departments to address the needs of their areas. The budget submission process is well organized, with clear guidelines and timetables. This process has resulted in a better understanding of college-wide decisions in department appropriations.

Implementation of Banner Finance has improved the accounting system. The process of distributing weekly budget reports to department chairs has significantly improved the management of available funds. Many departments have commented on how important these reports are in allowing them to easily track their expenditures.

The State's current economic conditions make finances a challenging area, but one that the College is working proactively to meet through grants and development planning.

The College has adopted a conservative approach to finances since its move to self-governance. Since self-governance is new, little data exists to assist the institution in making sound financial projections; therefore, the institution is operating carefully in the management of its finances. The College has met this challenge without compromising its academic programming or service to students.

Auditing procedures have become more rigorous these past few years. This increase in fiscal discipline has resulted in improved daily operations and will help in long-term financial planning.

Projection

The Leadership Team will continue to seek grant opportunities to support and expand programming in the academic and workforce development areas on an ongoing basis.

During the 2012-2013 academic year, the Director of Marketing will lead a college-wide effort to increase faculty and staff's understanding of their role as ambassadors of the College in the community as a means of increasing the College's resources.

The Chief Financial Officer will lead an ongoing effort to refine and improve the budgeting process.

STANDARD 10 – PUBLIC DISCLOSURE

Description

In presenting itself to students, prospective students, and other members of the interested public, the College provides information that is complete, accurate, timely, accessible, clear and sufficient to allow intended audiences to make informed decisions about the institution.

Information about the institution, available in both print and online, discloses policies and processes, and provides avenues for receiving responses to inquiries. The college website is regularly updated and requests for information are handled in a timely manner by appropriate personnel.

The college catalog, available in print and electronic versions, is comprehensive and describes the institution in a clear, concise, and honest manner. Clear information about its mission, the enrollment management process, and academic policies are provided. Catalogs from previous years are available both online and in the Registrar's Office. The Student Handbook is available online and includes information about student rights and responsibilities, policies, student organizations, and other extracurricular opportunities.

Consistency between print and electronic materials is maintained by close collaboration among appropriate offices and the Marketing Department.

A list of current faculty, including pertinent information regarding their credentials, is included in the college catalog and available on the website, as are the names and positions of all administrative officers, staff, the System Board of Trustees, and the College Advisory Board.

The College does not currently offer courses at a satellite location.

It is the goal of the College to publish accurate information. Print publications are updated annually to reflect changes in course offerings, academic programs, personnel, and college services. The college website is updated as appropriate on an ongoing basis.

The institution publishes and makes readily available information about its student body, campus, academic and non-academic programs and services, as well as other resources intended to benefit students.

Each academic degree program publishes a program mission, goals and objectives, description, admission requirements, technical standards, transfer policies, employment opportunities and program-specific policies, if applicable, in the college catalog. Information about program effectiveness, learning outcomes, success in placement, graduation and retention rates, and passage rates for licensure examinations is available in academic program review data. Although this information is accessible to faculty and staff via Blackboard™, it is not readily available to the public via the college website.

Information about students' financial commitment for their education is readily available on the college website and in print materials. The College is able to provide documentation for any statements or promises made in its publications. Its accreditation status is clearly published in both print and electronic publications.

Institutional Effectiveness

Information about the College is reviewed regularly, with a formal review on an annual basis, to ensure that publications are complete, accurate, available and current. Updates and improvements are implemented as a result of this review.

Appraisal

The MCC brand is consistent and congruent; the college website is user friendly and comprehensive. All institutional information fairly portrays conditions and opportunities available for students. An increased presence on social media websites has been successful as a resource for students. The College has also made its website mobile accessible in response to student preferences. Marketing decisions are being guided by data collection from students.

Detailed information about the student body demographics, graduation and retention rates and passage rates for licensure exams is not readily available to the public.

Projection

Starting with the 2012-2013 academic year, OPIE will ensure that data about the student body demographics, graduation and retention rates and passage rates for licensure exams and other similar data is updated annually and posted on the college website.

During the 2012-2013 academic year, the Marketing department will develop a timetable for ensuring that appropriate college documents are made available to the public via the college website.

STANDARD 11 – INTEGRITY

Description

The New Hampshire Legislature established the Board of Trustees and the community college system, authorizing the colleges to grant and confer degrees, literary titles, honors, and distinctions. Academic degrees are awarded based on clearly stated requirements set by the Board of Trustees. The College adheres to the policies and procedures set forth by the board, as well as by the laws of the State of New Hampshire.

The College's decisions, policies, actions, and procedures are guided by the ethical principles outlined in its Code of Ethics: responsibility, fairness, honesty, mutual respect and integrity. All members of the college community are charged with meeting this standard of conduct.

The institution strives to be honest and fair in dealings with all of its constituents. Academic honesty and integrity policy statements are included in course syllabi, addressed in the College Success Seminar curriculum, and clearly published in appropriate college publications. Educational policies and procedures are outlined in appropriate publications and applied in a fair and consistent manner.

Faculty adhere to the Code of Ethics of the Education Profession. The basic premise is that "the educator recognizes the supreme importance of the pursuit of truth, [is devoted] to excellence and [to] the nurture of democratic principles." This code also protects the freedom to learn and teach. Inherent in this code is the incentive to attain and maintain the highest degree of ethical conduct.

A formal statement of student rights has been developed which states:

"The college shall provide an environment that fosters academic freedom, ensures the integrity of the academic process, and protects the principle of intellectual diversity. The classroom is a forum for exposing students to scholarly viewpoints. Students will be graded not on the basis of their political, religious or ideological beliefs, but on the basis of their reasoned answers and appropriate knowledge of the subjects and disciplines they study and in accordance with the academic standards set forth in the course syllabus."

The College adheres to the non-discrimination policies under the following laws:

- Title VI and VII of the Civil Rights Act of 1964
- The Age of Discrimination Act of 1967
- Title IX of the Education Amendment of 1972
- Section 504 of the Rehabilitation Act of 1973
- The Americans with Disabilities Act of 1990
- Section 402 of the Vietnam Era Veteran's Readjustment Assistance Act of 1974
- NH Law Against Discrimination (RSA 354-A)

The College fosters an atmosphere of respect and support for diversity. The College's non-discriminatory policy is clearly stated in the College Catalog and on the website. In the administration of admissions processes, educational programs, activities, and employment, the College does not discriminate on the basis of race, religion, national origin, age, sex, handicap, veteran status, marital status, or sexual orientation.

The College's policy of inclusion is clearly stated in its Diversity Statement:

"Recognizing the inherent value and dignity of each person, MCC is committed to valuing, promoting and supporting diversity within the college and the community it serves."

All college-sponsored activities or activities that are held at the College by outside organizations are compatible with the College's mission and are approved by the appropriate personnel.

Matters of institutional integrity and procedures for the fair resolution of grievances are clearly documented in the CCSNH policy materials, and appropriate MCC publications. Policies and procedures are reviewed regularly and amended as needed.

The College has maintained high standards of honesty and integrity in its relationship with the Commission and has readily complied with requirements, policies, standards and requests. The standards of the Commission provide a framework for strategic planning and institutional operations.

Institutional Effectiveness

Members of the college community have input into the regular and ongoing review of policies, procedures, practices, and college publications. MCC strives to uphold the highest standard of integrity when dealing with its constituencies.

Appraisal

The College takes pride in the trust placed in it by faculty, staff, students and the community it serves. Through a process of assessment, the College works diligently to ensure that educational outcomes are achieved and that the College does what it says it does and delivers what it says it delivers.

Integrity is an area of strength for the College.

Projection

The Leadership Team will charge OPIE with developing an assessment plan to ensure that integrity at the college is maintained; the results of this assessment will be published on the college website.

PLANS

The College has made significant progress on three of the four areas identified for special emphasis by the Commission as a result of the 2009 Progress Report. The transition to self-governance was finalized in June 2011; the conversion to Banner Finance has likewise been completed, providing the institution with more comprehensive financial information and allowing for improved decision making. Deferred maintenance and facilities planning are being addressed systematically; a facilities plan is in place and critical maintenance is being carried out.

Although preliminary steps have been made in the area of Institutional Effectiveness Planning and Assessment, further development in this area is needed. Numerous changes in institutional leadership have delayed progress in this area. The reader of this report will notice that many of the projections throughout the standards involve institutional effectiveness planning and assessment.

In the process of assembling and reflecting upon this fifth year report, several themes emerged; the institution has made addressing these themes its priority for the next five years. They are outlined in detail below.

1. Institutional Effectiveness Planning and Assessment

Although research activities regularly occur, future activities will be approached more systematically. The Office of Planning and Institutional Effectiveness will work collaboratively with college offices and departments to assess data needs, gather that information, analyze it and report it back to the constituents who need it for informed decision making.

Consequently, the College will update its institutional effectiveness plan within six months. A partial institutional effectiveness report will be completed by fall 2013 and a more comprehensive report will be completed in 2014 and again in 2016; data from these reports will be analyzed and changes implemented prior to the Commission's decennial visit in 2017.

A critical look at staffing in this area will support these efforts.

Projections addressing institutional effectiveness are concentrated in four broad categories that are addressed specifically within the standards but are summarized below:

- Strategic Planning
- MCC governance structure
- Student learning outcomes not addressed by Academic Program Review
- Technological Resources

2. Governance/Organization

Governance and organizational structures have changed as institutional leadership has changed. With a single focused vision from its current leadership, the institution is poised to stabilize its organizational and governance structures. Progress in this area has already begun; a focused conversation about governance has taken place and will continue until a new governance structure is in place.

A definition of the role of the College Council in the governance structure will be a priority for fall 2012. Consistent with the need for institutional effectiveness, committees within the governance structure will be asked to provide annual reports on their accomplishments.

3. Academic Program Planning

A priority for the new Vice President of Academic Affairs will be to develop an academic program plan that identifies new programs and necessary resources and enhances current programs to ensure the College is meeting the needs of the community it serves. Online offerings will be included in this plan.

A continued emphasis on new revenue sources made possible through development activities and grants will support this effort.

4. Dissemination and Use of Research Information

One of the most significant findings of preparing this report is that the institution needs to be more strategic about the dissemination of information to both its external and internal constituents.

The institution will make appropriate public disclosure of documents such as its strategic plan, governance structure, academic plan, and accreditation reports to its external constituents via the website. The Director of Marketing has been charged with developing a timetable for the accomplishment of this goal.

Internally, the institution will improve communication within and among departments in areas such as staff roles and responsibilities and the results of committee work. The results of institutional research will be shared with the college community and used to develop action plans.

5. Professional Development

On-campus professional development will become a focus of more strategic activity. The institution will address the ongoing professional needs of its full-time faculty and staff by assessing needs in this area and providing more opportunities for training. As the Professional Growth Plan becomes increasingly connected to the performance evaluation, faculty will be held accountable for carrying out the elements contained within it.

Since the institution has a high ratio of adjunct to full-time faculty, a priority for the new Vice President of Academic Affairs will be to address the teaching and learning needs of the College's adjunct faculty. In addition to their continued inclusion in on-campus professional development opportunities, the implementation of a comprehensive evaluation process will provide them with valuable feedback and opportunities for growth.

Training for academic department chairs and directors will enhance their leadership skills and allow them to more effectively carry out their responsibilities.

Appendix

Affirmation of Compliance with Federal Regulations Relating to Title IV



NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES
COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

209 Burlington Road, Bedford, MA 01730

Voice: (781) 271-0022 Fax: (781) 271-0950 Web: <http://cihe.neasc.org>

AFFIRMATION OF COMPLIANCE WITH FEDERAL REGULATIONS RELATING TO TITLE IV

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

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

URL	http://www.mccnh.edu/pdf/academics/Catalog2011-2012.pdf
Print Publications	2011 – 2012 College Catalog

- 2. Credit Transfer Policies.** The institution’s policy on transfer of credit is publicly disclosed through its website and other relevant publications. The institution includes a statement of its criteria for transfer of credit earned at another institution of higher education along with a list of institutions with which it has articulation agreements. (CIHE Policy 95. See also *Standards for Accreditation* 4.44 and 10.5.)

URL	http://www.mccnh.edu/pdf/academics/Catalog2011-2012.pdf
Print Publications	2011 – 2012 College Catalog

- 3. Student Complaints.** “Policies on student rights and responsibilities, including grievance procedures, are clearly stated, well publicized and readily available, and fairly and consistently administered.” (*Standards for Accreditation* 6.18, 10.5, and 11.8.)

URL	http://www.mccnh.edu/pdf/StudentHandbook.pdf
Print Publications	2010 – 2011 Student Handbook

- 4. Distance and Correspondence Education: Verification of Student Identity:** If the institution offers distance education or correspondence education, it has processes in place to establish that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the program and receives the academic credit. . . .The institution protects student privacy and notifies students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity. (CIHE Policy 95. See also *Standards for Accreditation* 4.42.)

Method(s) used for verification	Verification of student identification when the student registers for the course.
---------------------------------	-----------------------------------------------------------------------------------

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

URL	N/A
Print Publications	N/A

The undersigned affirms that **Manchester Community College, Manchester, NH** (institution name) meets the above federal requirements relating to Title IV program participation, including those enumerated above.

Chief Executive Officer: _____ Date: _____

Most Recent Audited Financial Statement/Auditor's Management Letter

LBA Financial Audit Report Summary:

Department of Regional Community-Technical Colleges Financial And Compliance Audit Report
For The Fiscal Year Ended June 30, 2007

Reporting Entity And Scope

The reporting entity of this audit and audit report is the New Hampshire Department of Regional Community-Technical Colleges, excluding the Police Standards and Training Council, the Christa McAuliffe Planetarium, and the New Hampshire Community-Technical Colleges Foundation. The scope of this audit and audit report includes the financial activity of that portion of the Department of Regional Community-Technical Colleges (Department) noted above for the fiscal year ended June 30, 2007. The Department was reestablished as the CCSNH, effective July 17, 2007. Reference to College or Colleges refers to the colleges within the Department including the college campuses in Berlin, Claremont, Concord, Laconia, Manchester, Nashua, and Stratham.

Organization

The Department of Regional Community-Technical Colleges is established in RSA 188-F:2. During fiscal year 2007, the Department was a State agency consisting of an Office of the Commissioner, the New Hampshire Regional Community-Technical Institute in Concord, and colleges in Berlin, Claremont, Laconia, Manchester, Nashua, and Stratham, and associated off-campus programs. Also included in the organization of the Department are the Police Standards and Training Council and the Christa McAuliffe Planetarium which, as noted above, are not included in the scope of this audit. A Board of Trustees governs the Department.

At June 30, 2007, the Department had a payroll of 811 full-time, 256 part-time, and 1,181 adjunct faculty employees.

Responsibilities

The Department's mission states: "The Community College System of New Hampshire will provide comprehensive, market-driven, accessible, quality programs of higher education and services that respond to the changing needs of students, businesses and communities."

The Department offers various day and evening educational programs, both degree and nondegree, at its seven Colleges. Additionally, the Department offers continuing education courses and provides customized training to businesses.

Funding

The financial activity of the Department is accounted for in the General, Capital Projects, and Agency Funds of the State of New Hampshire. A summary of the Department's revenues and expenditures in the General and Capital Projects Funds for the fiscal year ended June 30, 2007 is shown in the following schedule.

**Summary Of Revenues And Expenditures
For The Fiscal Year Ended June 30, 2007**

	<u>General Fund</u>	<u>Capital Projects Fund</u>	<u>Total</u>
Total Revenues	\$ 58,977,379	\$ -0-	\$ 58,977,379
Total Expenditures	86,794,005	16,434,826	103,228,831
Excess (Deficiency) Of Revenues Over (Under) Expenditures	(27,816,626)	(16,434,826)	(44,251,452)
Other Financing Sources (Uses)			
Net Appropriations	27,816,626	16,434,826	44,251,452
Excess (Deficiency) Of Revenues And Other Financing Sources Over (Under) Expenditures And Other Financing Uses	\$ -0-	\$ -0-	\$ -0-

The auditor's report on the Department of Regional Community-Technical Colleges' financial statements was qualified, as the governmental fund financial statement does not constitute a complete financial presentation of the Department.

The audit report includes the auditor's report on internal control over financial reporting and on compliance and other matters. The following is a list of the comments in the report.

Internal Control Comments

Significant Deficiencies - Material Weaknesses

- Improve Internal Controls
- Improve Control Environment
- Establish A Risk Assessment Process
- Establish Effective Control Activities
- Improve Information And Communication
- Establish An Effective Control Monitoring Process

Compliance Comments

- Federal Financial Reporting Should Be Accurate And Timely
- Controls Over Changes To Financial Aid Information System Should Be Improved

NEASC – Report Writing & Review Teams

Report Writing & Review Teams* ¹		
STANDARD/Leadership Team Liaison	Institutional Research liaison to all Teams	Jere Turner
1-Mission & Purpose Susan Huard	College Council	Bob Lott*
	Members at large from college community	Colleen Baxter, Barbara Cormier, Sue Nallan, Cindy Feldhousen, Ruby Fogg, Steve McDonald
2-Planning & Evaluation David Flint	College Council	Joanne Jagodowski*
	Members at large from college community	Todd Mikonis, Jan Caron, Karen Keeler, Louise Fulling
3-Organization & Governance Joan Acorace/Susan Huard	Governance Team Chairs	Marc Bellerose*, Matt Berlinguette
	Member of College Advisory Board	Kathy Cook
	Members at large from college community	Shirley Wang, Karen Parr-Day, JT Laroche
4-The Academic Program David Flint	Department Chairs	Cecile Dolan*, David Pichette*
	Representation from faculty	Jane O'Neil, Pam Lamontagne
	CTL, Online Learning, CAPS	Dave Flint, Jean Clouatre, Major Wheelock
	Representative from Curriculum Committee	Kathy Stewart
	Members at large from college community	Sue Van Nostrand, Dan Chabot, Meg Hamm, Larissa Baia, Mark McShane
	Representation from Academic Planning Team	Ed Ely
5-Faculty Mary Scerra	Department Chairs	Diane Hebert*, Michael Magoon*
	Program Coordinators	Paul Plourde, Dana Mosher, Dorene Bourque
	Representation from faculty	Dave Fischer, Ray Godin, Laurie Westcott
	Academic Affairs VP	Mary Scerra
	Representatives from Professional Devel. Committee	Lyn Miklovich
	Members at large from college community	Wendy Varnum, Jim Harbison, Ann Friedman, Josh Murphy
6-Students Kim Keegan	Representatives of Student Policy Committee	Terry Chisholm*
	Hub Managers or designees	Jacquie Poirier*, Evelyn Perron, Donna Camire, Marc McGrath
	Student Life	Aileen Clay
	Student & Community Development VP	Kim Keegan

¹ Denotes chair (s)

	Representatives from the REACH Committee	Laura Bilodeau, Maria Mann
	Members at large from college community	Jill Reid, Heather Norcross-Geoffroy, Ryan Philibert
		Debbie Booker, Herb Cameron
<i>7- Library/Other Info. Res.</i> Joan Acorace	Director of Library	Mary Marks*
	Representation from faculty	Diane Roberts, Jane Lahaye, Brian Hand
	Members at large from college community	Denise St. Cyr, Stephanie Weldon, Justin Herrin, Adi Tahir
	Representatives from the Academic Planning Team	Bob King
<i>8-Physical & Technology Res.</i> Naim Syed	Representatives from Budget, Capital and Fin. Plan. Cttee.	Shawn Flaherty, Ed Curran*
	Representatives from the IT Planning Committee	Penny Savage*, Karen Macedo
	Director of Academic & Administrative Computing	Naim Syed
	Maintenance Representative	Tim McGinnin
	Representatives from Safety Committee	Jeff Nyhan, Jon Anderson
	Members at large from college community	Karen Kobzik, Ed Cauthorn, Tim Langton, Patricia Bedford
<i>9-Financial Resources</i> Sarah Diversi	Representatives from Budget, Cap. and Fin. Plan. Cttee.	Charlene Wolfe-Stepro*, Mary Scerra
	CFO	Sarah Diversi
	Members at large from college community	Micheline West, Tony Hanna, Paula Hennessey, Nawaz Asam, Kelly Choinard, Phil Roy
<i>10-Public Disclosure</i> Jan Phelps	Representatives from the External Relations Cttee.	Leslie Paul*, Kathy DesRoches*
	Marketing Director	Jan Phelps
	Members at large from college community	Linda Willard, Simonne Phelps, Peter Ashworth, Dawna Chapman, Velida Bajric, Judi Hull
<i>11-Integrity</i> Larissa Baia	HR representative	Alicia Cutting*
	Representative from Equity Committee	Corey Szepan, Pat Lamontagne
	Members at large from college community	Sandra Guy, Brenda Burke, Betsy Stull, Lorraine Tillis, Sara Palmer, Paul Dlubac

CCSNH Responsibilities of the Trustees, the Chancellor, and the Colleges

The Community College System of New Hampshire (CCSNH) is a collaborative organization consisting of seven Colleges and a Chancellor's Office, governed by an appointed Board of Trustees, with the main purpose to provide a well-coordinated system of public community college education in New Hampshire. The Chancellor serves as the chief executive officer of the Community college System. The purpose of the Chancellor's Office is to facilitate communication and coordination throughout the System; to maintain, through its policies and procedures, consistency of academic standards, personnel practices, and business operations; and to ensure accountability to the board of Trustees and the State. Because the colleges need flexibility in order to meet the needs of their distinctive regions, the college Presidents shall have authority for and be responsible for the general administration and supervision of all campus based operations.

When the term "System" is used throughout this document, it means the chancellor and those senior level managers at the Concord site who report directly to the Chancellor and have responsibility for aligning board, system and college policy, and managing risk through sound business and personnel practices. When the term "Chancellor's Office" is used throughout this document, it means the Chancellor and those senior level managers at the Concord site who report directly to the Chancellor and have responsibility for aligning Board, System and college policy, managing risk through sound business and personnel practices.

The following principles are intended to guide the CCSNH in developing the proper balance of centralized and decentralized, or shared responsibility.

- The delivery of instruction and student services is primarily a college responsibility.
- The development of new academic programs is a College responsibility but, in order to protect against unnecessary duplication among the Colleges, the final approval of all programs is the responsibility of the Chancellor's Office.
- The System is responsible for efforts to secure adequate State funding for operating and capital budgets, for recommending tuition levels, for ensuring reasonable funding equity among the Colleges. The Chancellor's Office provides general oversight and support, including internal audits, of each college's budget performance. The Colleges are responsible for developing budgets consistent with their strategic plans and Trustee guidelines, and managing those budgets to ensure a positive year-end balance.
- The Trustees have legislative authority to "establish and collect tuition, room and board, and fees, and to set policies related to these and other charges..."
- Decisions on College expenditures, including those for personnel, which are consistent with Board and CCSNH policy and College resources, are primarily a college responsibility. The Chancellor's Office has oversight to ensure compliance with Board and CCSNH policies.
- The System is responsible for developing policies regarding the purchase of consumables and other non-capital items. The colleges have the authority to make these purchases consistent with CCSNH policies.

- While the CCSNH Capital Development Plan, including critical maintenance, is based upon needs and priorities established by each College, the final shape of the plan is a responsibility of the System, subject to approval by the Board of Trustees.
- Capital projects will be under the direction of the Chancellor's Office, with strong input from the Colleges; critical maintenance and campus upgrade projects will be under the direction of each College with the support, when needed, of the Chancellor's Office. Colleges are responsible for maintaining a running list of all such projects costing more than \$10,000, including the funding source.
- The System is responsible for developing personnel policies and classification systems and the Chancellor's Office assists the Colleges in their resolution of personnel issues. The Colleges are responsible for determining the positions they require and for filling those positions within any established CCSNH policies and guidelines. **The Colleges and the Chancellor's Office will strive for flexibility to allow for innovation and the College's need to meet distinctive staffing needs.**
- While staff development is a joint responsibility of the System, the Chancellor's Office has primary responsibility for identifying the CCSNH-wide training needs present at all Colleges and for developing programs to fulfill those needs.
- Colleges determine organizational structure to fulfill the mission and unique needs of their institutions and to ensure that the basic functions essential to efficient and effective operations are met. Significant restructuring of functional areas will be reviewed with the Chancellor's Office to assure reasonable equity among the colleges and with the personnel classification system.
- **College personnel report through their supervisors to the President, who report to the Chancellor.**
- **Presidents are responsible for providing appropriate personnel to populate CCSNH-wide work groups. The timing and frequency of such work groups will be mindful of the rhythm of campus schedule and resources.**
- The System is responsible for developing policies and procedures to govern the hiring and performance evaluation process; implementing these processes is a College responsibility. Where appropriate, these policies and procedures will comply with the collective bargaining agreement.
- While individual Colleges are responsible for developing the data and information they need for decision-making, the System is responsible for ensuring consistency of key data elements required by the Board or external agencies in fulfillment of its oversight and policy making roles.
- The Chancellor's Office is responsible for providing coordinated banking, payroll, and benefits management, legal, and internal and external audit functions to enable the Colleges to operate independently and efficiently within established policies.

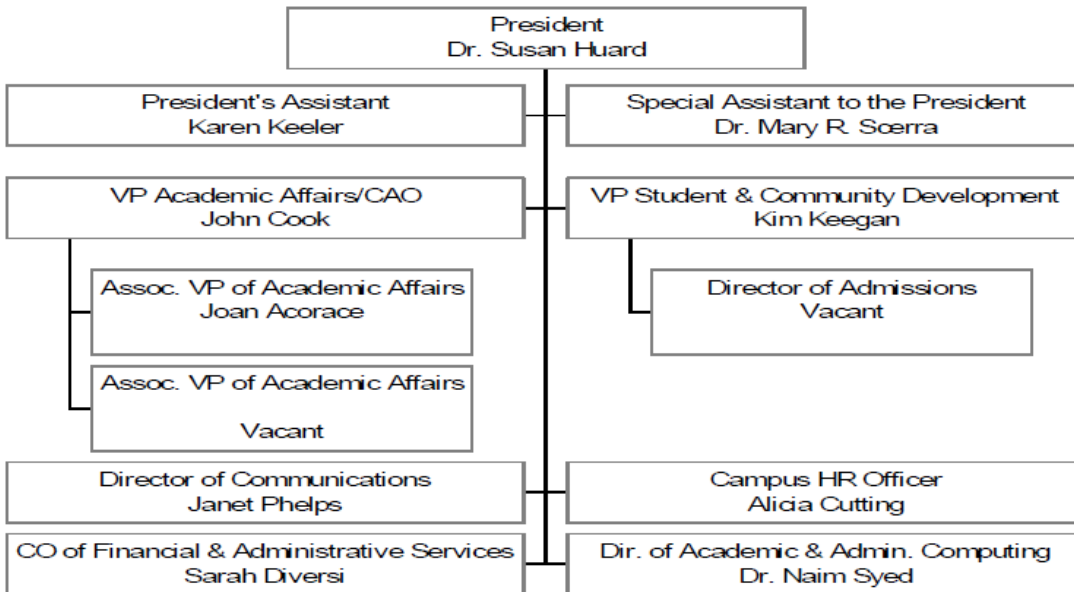
- The system is responsible for coordination of the federal financial aid programs and the associated compliance requirements. The Colleges are responsible for the award and disbursement of financial aid to its students and the associated verification and reporting activities to ascertain compliance.
- The System is responsible for developing the overall marketing/advertising plan for the CCSNH to ensure a common look and feel and to optimize resources. The Colleges are responsible for the development of their marketing resources for publications, web site development, advertising and related activities, thus developing their unique branding within the system framework.
- Colleges are responsible for fundraising activities including annual fund appeals, grants and special projects. The CCSNH Foundation supports College efforts, conducts an annual state-wide recognition program, and may fund College or CCSNH projects as resources permit. The Foundation also receives and manages funds raised by the Colleges in accounts that are restricted for use for the College that raised the funds.

To enhance communication between the Chancellor's Office and the Presidents, this document shall be reviewed annual in June to ensure harmony between principle and practice.

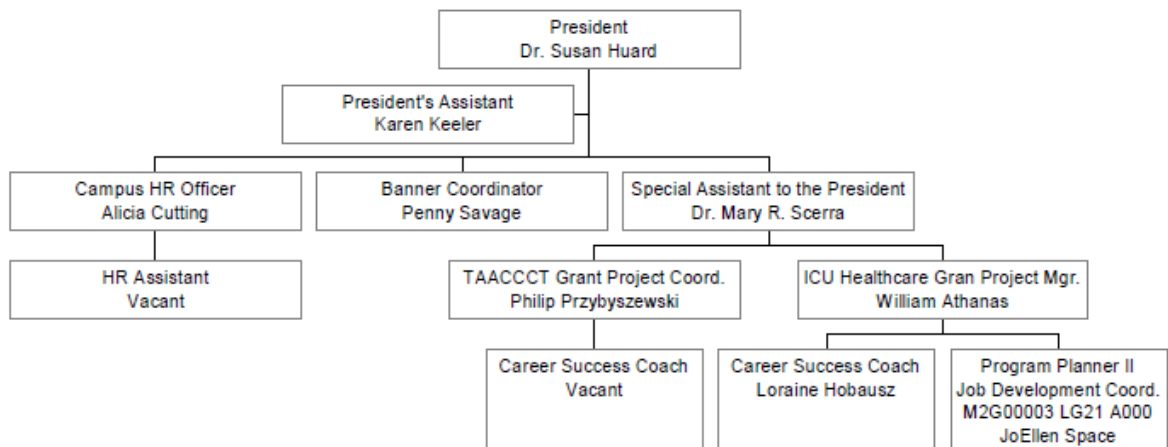
(August 17, 2010)

MCC Organizational Chart

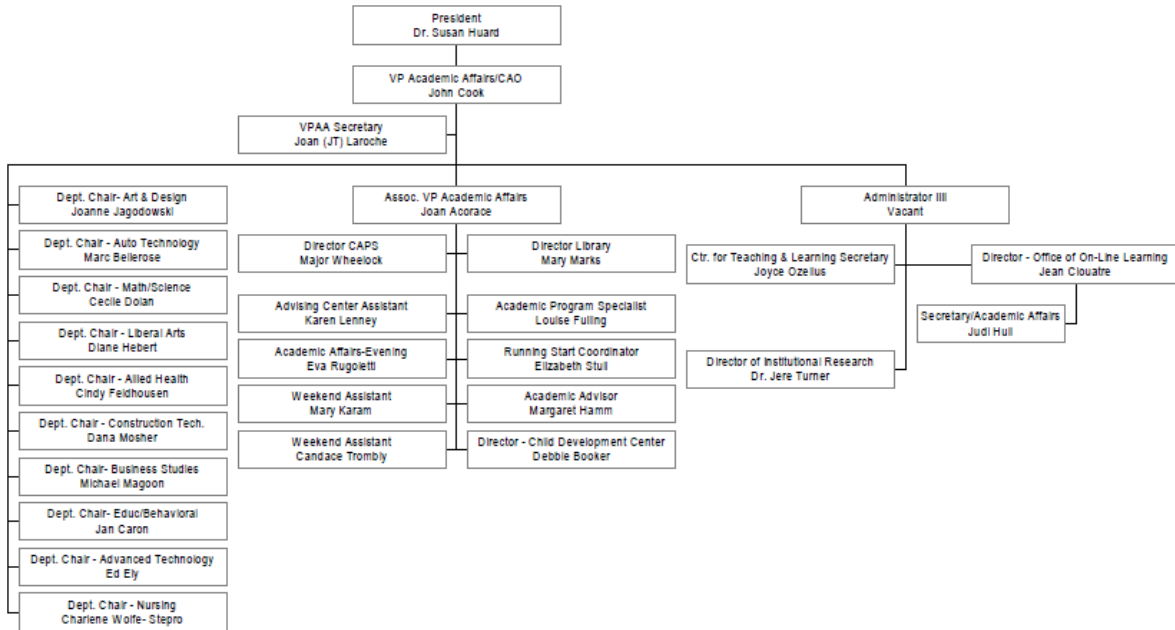
MCC Administrative Management (Leadership Team)



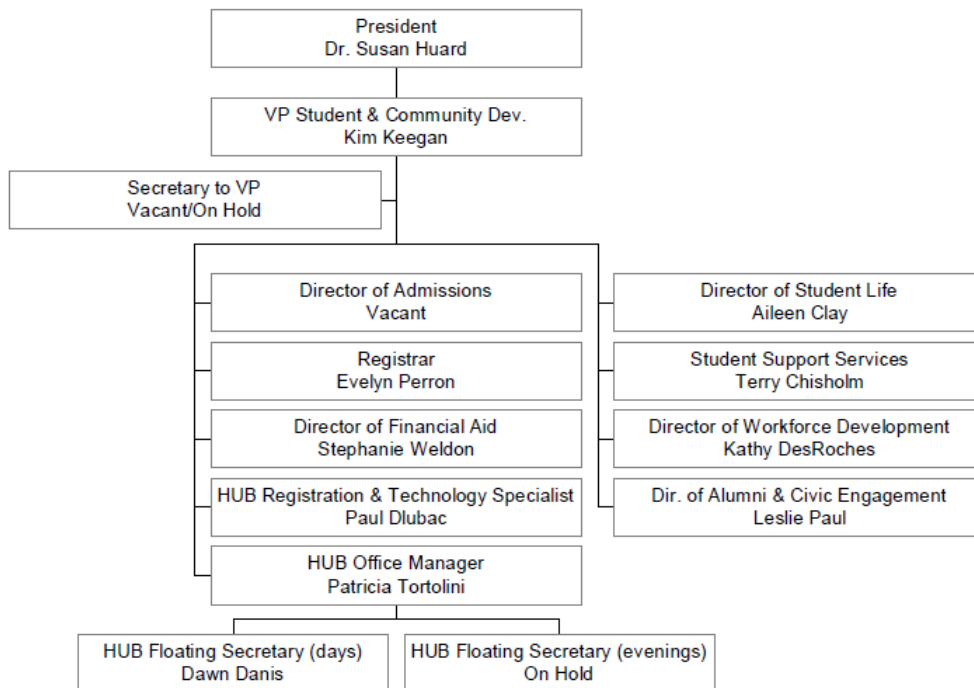
MCC President's Office



MCC Academic Affairs



MCC Student Services



Office of Planning and Institutional Effectiveness (OPIE)

Reporting Information

During the past five years, the Office of Planning and Institutional Effectiveness (OPIE) has developed and implemented research agenda to quantify the success at meeting the institution's strategic goals. The following analyses and projects have helped to address this agenda:

- **Enrollment Management**
 - Student demographics for each academic year
 - Part-time vs. full-time data
 - Matriculated vs. non-matriculated data
 - Application-to-registration patterns
 - “Not-yet-registered” data during registration period each Spring
 - Academic year and semester enrollment reports by program

- **Marketing**
 - Analysis of media survey as needed
 - Headcount and credits sold during registration seasons
 - Graduate survey summaries

- **Overall institutional effectiveness**
 - Annual “At a Glance” brochure
 - Occupational outlook data for new program development
 -

- **Academic Research**
 - Retention, persistence, and graduation rates in select academic programs
 - Provide data as needed for accreditation, program review
 - Course evaluation analysis
 - Student satisfaction surveys for select programs
 - CCSSE follow-up

Standard Reporting Metrics Community College System of New Hampshire (CCSNH)

*as of August 2012

Starting with the 2012-2013 academic year, Manchester Community College, as part of the CCSNH will report on the following standard metrics.

1. **Headcounts and Credits Sold**
Year to year counts of revenues, headcounts, section information, credits sold, credits sold FTE, by campus location, Running Start, 100% online, evening and workforce development.
2. **Developmental Enrollment**
Proportion of students identified as lacking basic skills, who earned a grade of C or better in non- developmental college courses after having completed developmental college coursework, student contact information
3. **Application through Graduation**
Count of applications to course registrations to graduation by campus, term and academic program.
4. **Registrations through Graduation**
Count of registered students through graduation by campus, term and academic program.
5. **- Enrollment**
Counts of enrolled students by college and term broken out by total enrollment, first time freshman, transfer students and seniors.
6. **Graduation Rates**
Proportion of students enrolled in and subsequently completed a degree or certificate program, time to graduate.
7. **Running Start Conversion**
Counts of students who register in Running Start courses and convert enrollment at CCSNH.
8. **Accuplacer Placements**
Counts of student Accuplacer test scores and placements along with success rates in developmental and gateway college courses.
9. **Persistence**
Counts and percentages of incoming first time freshmen and transfer students for a particular academic year showing persistence by returning sometime during the following academic year.
10. **Student Demographics**
Student background information; gender, DOB, address, zip code, county, state, high school, ethnicity.
11. **Class Size**
Count by academic year, registered students.

“Institutional Effectiveness and Planning

Research Activities Supporting MCC Strategic Plan”

Marketing Team				
OBJECTIVES/SPECIFIC TASKS	RESEARCH ACTIVITY	FREQUENCY	ASSESSMENT	INTRANET?
1. Amortize the marketing of all college events, activities, initiatives to achieve maximum exposure to enhance the image of the college				
a. Develop a protocol to ensure that the Marketing Department is aware of all events, initiatives, and activities through message blog and/or Intranet.	<i>Coordinate the effort of assessing the impact of events, initiatives, and activities</i>	Ongoing	Process in place and responded to.	No
2. Develop and implement primary research methods to ensure reliable market research				
a. Survey '08 graduates	<i>Assist in the analysis as needed</i>	Annual	Completion	Yes
b. Focus groups with NL Partners, current students, high school students, business and industry, etc.	<i>Design tools for documenting and summarizing responses</i>	As needed	Summary done response plan in place	Yes
c. Update and re-administer media/ message survey for all students as done in January, 2007	<i>- Provide CCSSE results related to the surveys to the marketing team - Assist with analysis of survey results</i>	By 12/30/08 Annual	Completion Analysis and response documented	No Yes
3. Investigate and evaluate methods to determine the Return on Investment (ROI) of the various communication venues				
a. Develop measurement criteria to use in/against various initiatives (web hits, FTE/ credits sold, etc.)	<i>- As Cognos licenses become available, create a package that includes all appropriate data</i>	Ongoing	Package in use	Some
b. For spring, review enrollment results, returning vs. new, etc.	Provide requested enrollment reports using Cognos warehouse	Ongoing	Reports complete	

Diversity Team

1. To make administrators, staff, and faculty aware of the team's mission and vision which drives our decision making, allocation of our programming				
a. Continue doing presentations to college community and have diversity training for staff and faculty.	<i>Coordinate analysis of evaluations of effectiveness of each presentation provided and responded to</i>	As needed	Analysis	Some
2. Present speakers of global awareness on campus				
a. Invite Nabil Migjali to speak on Islam, culture, and refugees	<i>For each of these, coordinate analysis of evaluations of effectiveness and impact, including number of participants</i>	Ongoing	Analysis provided and responded to	No
b. Provide training in diversity issues				
c. Offer cultural food activities				

Enrollment Management Team

1. Identify data needs				
a. Discuss data needs and intended purpose for data. The following data needs have been identified as priorities: - Compiling historic data on student enrollment - Gathering information on community needs	<i>Work with EM Team to identify specific questions to be asked. Cognos warehouse by Enrollment created, will be used initially to provide requested reports</i>	As identified	Reports are	Some
2. Identify demographic makeup of our current student population a. Gather demographic data on currently enrolled students	<i>Develop and distribute demographic information as requested</i>	Ongoing	Data is provided	Yes
3. Improve Institution's customer service practices				
a. Identify areas for improvement and recommend training and resources (i.e.), handout of office functions	<i>- Share results of CCSSE focusing on student satisfaction with various customer-serving offices - Coordinate evaluation of effectiveness of training sessions</i>	12/30/2008	Meeting held, response plan in place Data provided, response plan in place	Some

Academic Planning Team

OBJECTIVES/SPECIFIC TASKS	RESEARCH ACTIVITY	FREQUENCY	ASSESSMENT	INTRANET?
1. Provide continuing education to for all faculty to support the documentation and assessment of student learning				
a. Develop and implement a required workshop series for all faculty on the following topics: - core attributes - cognitive levels - rubric development - assessment data collection	<i>Coordinate assessment of effectiveness of all workshops</i>	Ongoing	Evaluations completed, response plan in place	No
2. Strengthen marketing and recruitment practices for programs				
a. Develop a method of evaluating marketing efforts	- Assist Marketing and Academic Planning Teams in development of evaluation tools. - Summarize and Analyze results	To be determined	Evaluation tools named Analysis and response plan in place	No
3. Identify current and future community needs for workforce development (environmental scan)	<i>Assist Academic Planning Team in development of appropriate assessment of community needs. Coordinate analysis of results</i>	To be determined	Assessment identified and completed. Response plan in place	Yes
4. Assess the effectiveness of Team activity according to a schedule determined by the Team				
a. Establish criteria for accomplishing the outcomes b. Define the specific assessment to be used c. Complete the assessment	<i>For each of these tasks, provide assistance as requested by the Team. Coordinate the summary and analysis of the results.</i>	To be determined	Criteria are identified	Some Complete
5. Develop plan for responding to the results of each assessment				
a. Summarize the results of the assessment b. Identify specific action steps to respond to the results, including timeline and accountability	<i>For each of these tasks, provide assistance as requested by the Team.</i>	To be determined	Summary is completed Response plan in place	Yes

Budget and Capital Planning Team

1. Analyze use of state resources				
a. Research tools for determining effectiveness and efficiency	<i>Provide resources to Team as requested, including use of new capabilities of Cognos, such as space utilization, credits sold,</i>	As needed		Some
b. Meet with other Teams to develop criteria for assessment				
c. Work with CCC on a cost benefit analysis				
2. Analyze data to determine effectiveness of Team's efforts				
a. Work with College's Institutional Researcher	<i>Provide assistance regarding evaluation process. Work with Team to analyze results and develop response.</i>	To be Determined		No
b. Review results and make suggestions for improvement				

Interim Report Forms

GENERAL INFORMATION

Institution Name:

OPE ID:

		Annual Audit	
		Certified:	Qualified
		Yes/No	Unqualified
Financial Results for Year Ending:	<input type="text" value="06/30"/>		
Most Recent Year	2007 (currently undergoing audit)	Yes	Yes
1 Year Prior	-		
2 Years Prior	-		

Fiscal Year Ends on: (month/day)

Budget / Plans

Current Year	-
Next Year	-

Contact Person:

Title:

Telephone No:

E-mail address:

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.mccnh.edu/about/mission-vision-values	Spring 2012

Standard 2: Planning and Evaluation

PLANS

Strategic Plans

Current Strategic Plan
Next Strategic Plan

Year of Completion	Effective Dates	URL
2010	2010-2015	
tbd	2015-2020	

Other institution-wide plans

Master plan
Academic plan
Financial plan
Technology plan
Enrollment plan
Development plan

(Add rows for additional institution-wide plans, as needed.)

2005	2005-2015	
n/a		
2012	2012-2013	
2011	2011-2013	
2005	2015	
n/a		

EVALUATION

Academic program review

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

URL
?
2011
every five years

Standard 3: Organization and Governance

Please attach to this form:

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

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

Community College System of New Hampshire

URL of documentation of relationship

<http://www.ccsnh.edu/documents/188-FrevisedAugust202010.pdf>

Governing Board

By-laws

<http://www.ccsnh.edu/documents/100-by-lawsrevised7-7-11.pdf>

Board members' names and affiliations

<http://www.ccsnh.edu/boardoftrustees.html>

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*
?	Manchester	New Hampshire	9/1/1945	5112
?	Other principal campuses	n/a		
?	Branch campuses	n/a		
?	Other instructional locations	n/a		

Distance Learning, e-learning

	Date Initiated	Enrollment*
First on-line course	Fall 2002	1751
First program 50% or more on-line	Fall 2006	
First program 100% on-line	Fall 2007	

?	Distance Learning, other	Date Initiated	Enrollment*
	Modality	n/a	

?	Correspondence Education	Date Initiated	Enrollment*
		n/a	

	Low-Residency Programs	Date Initiated	Enrollment*
	Program Name	n/a	

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

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

Degree Level/ Location & Modality	Associate's	Bachelor's	Master's	Clinical doctorates (e.g., Pharm.D., DPT, DNP)	Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.)	M.D., J.D., DDS	Ph.D.	Total Degree- Seeking FTE
Main Campus FTE	1,954							1,954
Other Campus FTE	n/a							0
Branches FTE	n/a							0
Other Locations FTE	n/a							0
Overseas Locations FTE	n/a							0
On-Line FTE	250.83							251
Correspondence FTE	n/a							0
Low-Residency Programs FTE	n/a							0
Total FTE	2,204	0	0	0	0	0	0	2,204
Unduplicated Headcount Total	2,746							2,746
Degrees Awarded, Most Recent Year	254							254

Student Type/ Location & Modality	Non- Matriculated Students	Visiting Students	Title IV-Eligible Certificates: Students Seeking Certificates
Main Campus FTE	208		
Other Campus FTE			
Branches FTE			
Other Locations FTE			
Overseas Locations FTE			
On-Line FTE			
Correspondence FTE			
Low-Residency Programs FTE			
Total FTE			
Unduplicated Headcount Total	502		
Certificates Awarded, Most Recent Year	n.a.	n.a.	

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year*	Next Year Forward (goal)
	(FY 2009)	(FY2010)	(FY 2011)	(FY 2012)	(FY 2013)
For Fall Term, as of Census Date Certificate	69	95	89	83	83
Associate	1647	1855	2136	2162	2162
Baccalaureate	0	0	0	0	0
Total Undergraduate	1,716	1,950	2,225	2,245	2,245

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year*	Next Year Forward (goal)
	(FY 2009)	(FY2010)	(FY 2011)	(FY 2012)	(FY 2013)
N/A For Fall Term, as of Census Date					
Master's	-				
Doctorate	-				
First Professional	-				
Other	-				
Total Graduate					

?

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year*	Next Year Forward (goal)
	(FY 2009)	(FY2010)	(FY 2011)	(FY 2012)	(FY 2013)
Undergraduate	37787	45675	46412	50721	50721
Graduate	-	-	-	-	-

Standard 5: Faculty

(Rank, Fall Term)



	3 Years Prior		2 Years Prior		1 Year Prior		Current Year*		Next Year Forward (goal)	
	(FY 2009)		(FY 2010)		(FY 2011)		(FY 2012)		(FY2013)	

?	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
---	----	----	----	----	----	----	----	----	----	----

Number of Faculty

Professor	41	n/a	45	n/a	44	n/a	38	n/a	37	n/a
Associate	8	n/a	8	n/a	7	n/a	10	n/a	11	n/a
Assistant	3	n/a	2	n/a	2	n/a	2	n/a	2	n/a
Instructor	0	n/a	1	n/a	2	n/a	2	n/a	2	n/a
Other		n/a		n/a		n/a		n/a		n/a
Total	52	-	56	-	55	-	52	-	52	-

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

	3 Years Prior		2 Years Prior		1 Year Prior		Current Year		Next Year Forward (goal)	
	(FY 2009)		(FY 2010)		(FY 2011)		(FY 2012)		(FY 2013)	

	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
--	----	----	----	----	----	----	----	----	----	----

of Faculty Appointed

?	1	n/a	3	n/a	4	n/a	2	n/a	3	n/a
---	---	-----	---	-----	---	-----	---	-----	---	-----

of Faculty in Tenured Positions

?	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
---	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

of Faculty Departing

?	1	n/a	1	n/a	0	n/a	0	n/a	0	n/a
---	---	-----	---	-----	---	-----	---	-----	---	-----

of Faculty Retiring

?	0	n/a	3	n/a	5	n/a	2	n/a	unavailable	n/a
---	---	-----	---	-----	---	-----	---	-----	-------------	-----

Standard 6: Students (Admissions, Fall Term)

?

Credit Seeking Students Only - Including Continuing Education

		3 Years Prior (FY 2009)	2 Years Prior (FY 2010)	1 Year Prior (FY 2011)	Current Year* (FY 2012)	Next Year Forward (goal) (FY 2013)
Freshmen - Undergraduate	?					<u>projected at</u> <u>3%</u>
Completed Applications	?	1,734	1,913	1,611	830	1,660
Applications Accepted	?	1,252	1,365	1,320	610	1,360
Applicants Enrolled	?	809	1,013	950	293	978
% Accepted of Applied		72.2%	71.4%	81.9%	73.5%	81.9%
% Enrolled of Accepted		64.6%	74.2%	72.0%	48.0%	71.9%
Percent Change Year over Year						
Completed Applications		-	10.3%	-15.8%	-48.5%	100.0%
Applications Accepted		-	9.0%	-3.3%	-53.8%	123.0%
Applicants Enrolled		-	25.2%	-6.2%	-69.2%	233.8%

note: figures for 2009-2011 are at the end of the fall semester; figures for fall 2012 are as of June 30, 2012

Average of Statistical Indicator of
Aptitude of Enrollees: (Define
Below)

?					
high school diploma or GED					

Transfers - Undergraduate

	?				
Completed Applications					
Applications Accepted					
Applications Enrolled					
% Accepted of Applied		-	-	-	-
% Enrolled of Accepted		-	-	-	-

Standard 6: Students
(Enrollment, Fall Census Date)

?

Credit-Seeking Students Only - Including Continuing Education

		3 Years	2 Years	1 Year	Current	Next Year
		Prior	Prior	Prior	Year*	Forward
		(FY 2009)	(FY 2010)	(FY 2011)	(FY 2012)	(FY 2013)
UNDERGRADUATE		?				
First Year	Full-Time Headcount	?	532	870	683	581
	Part-Time Headcount	?	725	590	883	904
	Total Headcount		1,257	1,460	1,566	1,485
	Total FTE	?	903.6	1,030.4	1,234.3	1,163.4
Second Year	Full-Time Headcount		164	162	204	217
	Part-Time Headcount		295	328	450	541
	Total Headcount		459	490	654	758
	Total FTE		451.8	502.6	536.7	581.7
Unclassified	Full-Time Headcount	?	58	53	37	32
	Part-Time Headcount		613	534	486	470
	Total Headcount		671	587	523	502
	Total FTE		291.2	252.7	212.7	208.4
Total Undergraduate Students						
	Full-Time Headcount		754	1,085	924	830
	Part-Time Headcount		1,633	1,452	1,819	1,915
	Total Headcount		2,387	2,537	2,743	2,745
	Total FTE		1,646.6	1,785.7	1,983.7	1,953.5
	% Change FTE Undergraduate		n.a.	8.5%	11.1%	-1.5%
GRAND TOTAL						
	Grand Total Headcount		2,387	2,537	2,743	2,745
	Grand Total FTE		1,646.6	1,785.7	1,983.7	1,953.5
	% Change Grand Total FTE		n.a.	8.5%	11.1%	-1.5%

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

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

--

3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Budget*	Next Year Forward (goal)
(FY 2009)	(FY 2010)	(FY 2011)	(FY 2012)	(FY 2013)

? **Student Financial Aid**

Total Federal Aid	\$10,158,302	\$11,869,016	\$12,425,496	\$13,061,736	\$13,714,733
Grants	\$2,459,995	\$3,255,770	\$3,255,820	\$3,433,577	\$3,605,255
Loans	\$7,660,053	\$8,572,091	\$9,169,676	\$9,628,159	\$10,109,477
Work Study	\$38,254	\$41,155	\$33,212	\$66,168	\$66,167
Total State Aid	\$495,800	\$467,200	\$1,175	\$1,175	\$1,175
Total Institutional Aid	\$0	\$0	\$0	\$0	\$0
Grants	\$0	\$0	\$0	\$0	\$0
Loans	\$0	\$0	\$0	\$0	\$0
Total Private Aid	\$31,672	\$117,770	\$84,041	\$88,243	\$92,655
Grants	\$0	\$0	\$0	\$0	\$0
Loans	\$31,672	\$117,770	\$84,041	\$88,243	\$92,655

Student Debt

Percent of students graduating with debt**

Undergraduates					
Graduates					

For students with debt:

Average amount of debt for students leaving the institution with a degree

Undergraduates	\$17,187	\$17,507	17,909.00	18,267.00	\$18,642
Graduates					

Average amount of debt for students leaving the institution without a degree

Undergraduates					
Graduate Students					

Cohort Default Rate

6.8	4.5	5.5	n/a	n/a
-----	-----	-----	-----	-----

Percent of First-year students in Developmental Courses***

English as a Second/Other Language					
English (reading, writing, communication skills)	67%	62%	67%	66%	n/a
Math	63%	62%	69%	68%	n/a
Other					

Standard 9: Financial Resources
(Statement of Financial Position/Statement of Net Assets)

FISCAL YEAR ENDS month & day: (6 / 30)		2 Years Prior (FY 2010)	1 Year Prior (FY 2011)	Most Recent Year	Percent Change 2 yrs-1 yr prior 1 yr-most recent	
ASSETS						
?	CASH AND SHORT TERM INVESTMENTS				-	-
?	CASH HELD BY STATE TREASURER				-	-
?	DEPOSITS HELD BY STATE TREASURER				-	-
?	ACCOUNTS RECEIVABLE, NET	\$59,391	\$106,695	\$238,054	79.6%	123.1%
?	CONTRIBUTIONS RECEIVABLE, NET				-	-
?	INVENTORY AND PREPAID EXPENSES	\$12,459,795	\$3,255,584	\$4,017,600	-73.9%	23.4%
?	LONG-TERM INVESTMENTS				-	-
?	LOANS TO STUDENTS				-	-
?	FUNDS HELD UNDER BOND AGREEMENT				-	-
?	PROPERTY, PLANT AND EQUIPMENT, NET	\$13,566,522	\$23,483,353	\$23,178,162	73.1%	-1.3%
?	OTHER ASSETS				-	-
	TOTAL ASSETS	\$26,085,708	\$26,845,632	\$27,433,816	2.9%	2.2%
LIABILITIES						
?	ACCOUNTS PAYABLE AND ACCRUED LIABILITIES	\$1,498,939	\$957,968	\$1,885,469	-36.1%	96.8%
?	DEFERRED REVENUE & REFUNDABLE ADVANCES				-	-
?	DUE TO STATE				-	-
?	DUE TO AFFILIATES				-	-
?	ANNUITY AND LIFE INCOME OBLIGATIONS				-	-
?	AMOUNTS HELD ON BEHALF OF OTHERS				-	-
?	LONG TERM DEBT				-	-
?	REFUNDABLE GOVERNMENT ADVANCES				-	-
?	OTHER LONG-TERM LIABILITIES				-	-
	TOTAL LIABILITIES	\$1,498,939	\$957,968	\$1,885,469	-36.1%	96.8%
NET ASSETS						
	UNRESTRICTED NET ASSETS					
	INSTITUTIONAL				-	-

?	FOUNDATION				-	-
	TOTAL	\$0	\$0	\$0	-	-
	TEMPORARILY RESTRICTED NET ASSETS					
	INSTITUTIONAL				-	-
?	FOUNDATION				-	-
	TOTAL	\$0	\$0	\$0	-	-
	PERMANENTLY RESTRICTED NET ASSETS					
	INSTITUTIONAL				-	-
?	FOUNDATION				-	-
	TOTAL	\$0	\$0	\$0	-	-
	TOTAL NET ASSETS	\$0	\$0	\$0	-	-
	TOTAL LIABILITIES AND NET ASSETS	\$1,498,939	\$957,968	\$1,885,469	-36.1%	96.8%

Standard 9: Financial Resources
(Statement of Revenues and Expenses)

FISCAL YEAR ENDS month & day: (6 /30)		3 Years Prior (FY2009)	2 Years Prior (FY2010)	Most Recently Completed Year (FY 2011)	Current Budget* (FY 2012)	Next Year Forward (FY 2013)
OPERATING REVENUES						
?	TUITION & FEES	\$8,182,276	\$8,986,203	\$10,056,304	\$11,426,128	\$11,426,128
?	ROOM AND BOARD					
?	LESS: FINANCIAL AID					
	NET STUDENT FEES	\$8,182,276	\$8,986,203	\$10,056,304	\$11,426,128	\$11,426,128
?	GOVERNMENT GRANTS & CONTRACTS	\$504,053	\$719,171	\$741,193	\$270,646	\$284,178
?	PRIVATE GIFTS, GRANTS & CONTRACTS					
?	OTHER AUXILIARY ENTERPRISES					
	ENDOWMENT INCOME USED IN OPERATIONS					
?	OTHER REVENUE (specify):	\$33,499	\$36,853	\$119,250	\$147,956	\$136,112
	OTHER REVENUE (specify):					
	NET ASSETS RELEASED FROM RESTRICTIONS					
	TOTAL OPERATING REVENUES	\$8,719,828	\$9,742,227	\$10,916,747	\$11,844,730	\$11,846,418
OPERATING EXPENSES						
?	INSTRUCTION	\$4,591,147	\$5,301,538	\$7,081,170	\$7,429,902	\$7,256,566
?	RESEARCH					
?	PUBLIC SERVICE	\$2,206			\$27,557	\$28,562
?	ACADEMIC SUPPORT	\$505,116	\$491,887	\$655,300	\$1,007,419	\$1,020,520
?	STUDENT SERVICES	\$853,863	\$845,308	\$968,449	\$890,791	\$825,936
?	INSTITUTIONAL SUPPORT	\$5,539,078	\$7,872,327	\$16,398,743	\$7,470,003	\$7,525,862
	FUNDRAISING AND ALUMNI RELATIONS					
?	OPERATION, MAINTENANCE OF PLANT (if not allocated)	\$1,938,141				
?	SCHOLARSHIPS & FELLOWSHIPS (Cash refunded by public institutions)	\$1,389,091	\$3,004,006	\$3,854,293	\$3,406,083	\$3,854,291
?	AUXILIARY ENTERPRISES	\$27,127				
?	DEPRECIATION (if not allocated)					
?	OTHER EXPENSES (specify):					
	OTHER EXPENSES (specify):					
	TOTAL OPERATING EXPENDITURES	\$14,845,769	\$17,515,066	\$28,957,955	\$20,231,755	\$20,511,737
	CHANGE IN NET ASSETS FROM OPERATIONS	(\$6,125,941)	(\$7,772,839)	(\$18,041,208)	(\$8,387,025)	(\$8,665,319)

NON OPERATING REVENUES						
?	STATE APPROPRIATIONS (NET)	\$5,219,859	\$5,185,586	\$5,190,011	\$5,651,328	\$10,801,328
?	INVESTMENT RETURN					
?	INTEREST EXPENSE (public institutions)					
	GIFTS, BEQUESTS & CONTRIBUTIONS NOT USED IN OPERATIONS					
?	OTHER (specify):	\$1,359,237	\$2,487,345	\$3,464,391	\$3,298,290	\$3,298,290
	OTHER (specify):					
	OTHER (specify):					
	NET NON OPERATING REVENUES	\$6,579,096	\$7,672,931	\$8,654,402	\$8,949,618	\$14,099,618
	INCOME BEFORE OTHER REVENUES EXPENSES, GAINS, OR LOSSES	\$453,155	(\$99,908)	(\$9,386,806)	\$562,593	\$5,434,299
?	CAPITAL APPROPRIATIONS (public institutions)					
?	OTHER					
	TOTAL INCREASE/DECREASE IN NET ASSETS	\$453,155	(\$99,908)	(\$9,386,806)	\$562,593	\$5,434,299

**Standard 9: Financial Resources
(Statement of Debt)**

FISCAL YEAR ENDS month & day (/)		3 Years Prior (FY2009)	2 Years Prior (FY2010)	Most Recently Completed Year (FY 2011)	Current Budget* (FY 2012)	Next Year Forward (FY 2013)
	DEBT					
	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 9: Financial Resources
(Supplemental Data)**

FISCAL YEAR ENDS month & day (6 / 30)		3 Years Prior (FY2009)	2 Years Prior (FY2010)	Most Recently Completed Year (FY 2011)	Current Budget* (FY 2012)	Next Year Forward (FY 2013)
NET ASSETS						
	NET ASSETS BEGINNING OF YEAR					
	TOTAL INCREASE/DECREASE IN NET ASSETS					
	NET ASSETS END OF YEAR	\$0	\$0	\$0	\$0	\$0
FINANCIAL AID						
SOURCE OF FUNDS						
	UNRESTRICTED INSTITUTIONAL					
	FEDERAL, STATE & PRIVATE GRANTS	\$19,387,932	\$3,724,762	\$3,257,688	\$3,434,752	\$3,606,430
	RESTRICTED FUNDS					
	TOTAL	\$0	\$0	\$0	\$0	\$0
	% DISCOUNT OF TUITION & FEES					
?	% UNRESTRICTED DISCOUNT					
PLEASE INDICATE YOUR INSTITUTION'S ENDOWMENT SPENDING POLICY:						

Standard 10: Public Disclosure

Information	Web Addresses	Print Publications
How can inquiries be made about the institution? Where can questions be addressed?	www.mccnh.edu/admissions/schedule-a-visit www.mccnh.edu/contact/college-offices-and-hours www.mccnh.edu/admissions/request-more-information www.mccnh.edu/pdf/StudentHandbook.pdf	College Catalog
Notice of availability of publications and of audited financial statement or fair summary	n/a	n/a
Institutional catalog	www.mccnh.edu/academics/academic-catalogs	College Catalog
Obligations and responsibilities of students and the institution	www.mccnh.edu/pdf/StudentHandbook.pdf	On tutor request form, in College catalog
Information on admission and attendance	www.mccnh.edu/admissions	College catalog
Institutional mission and objectives	www.mccnh.edu/about	College Catalog
Expected educational outcomes	www.mccnh.edu/pdf/academics/Catalog2011-2012.pdf www.mccnh.edu/academics/programs	College Catalog
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	http://www.mccnh.edu/about/history	College Catalog
Requirements, procedures and policies re: admissions	www.mccnh.edu/admissions	College Catalog
Requirements, procedures and policies re: transfer credit	www.mccnh.edu/services/cts/transfer-information	College Catalog
A list of institutions with which the institution has an articulation agreement	www.mccnh.edu/academics/academic-catalogs	College Catalog
Student fees, charges and refund policies	www.mccnh.edu/services/payment/tuition-and-fees www.mccnh.edu/services/payment	College Catalog
Rules and regulations for student conduct	www.mccnh.edu/pdf/StudentHandbook.pdf	College Catalog
Procedures for student appeals and complaints	www.mccnh.edu/pdf/StudentHandbook.pdf	
Other information re: attending or withdrawing from the institution	www.mccnh.edu/pdf/StudentHandbook.pdf www.mccnh.edu/academics/academic-catalogs	College Catalog
Academic programs	www.mccnh.edu/academics/programs www.mccnh.edu/academics/academic-catalogs	College Catalog, Admissions folder, generic MCC folder, individual program sheets
Courses currently offered	www.mccnh.edu/academics/course-schedules www.mccnh.edu/academics/academic-catalogs	Semester Course Schedulers
Other available educational opportunities	www.mccnh.edu/wdc	Workforce Development program sheets
Other academic policies and procedures	www.mccnh.edu/pdf/StudentHandbook.pdf www.mccnh.edu/academics/academic-policies	College Catalog
Requirements for degrees and other forms of academic recognition	www.mccnh.edu/pdf/StudentHandbook.pdf www.mccnh.edu/academics/academic-policies	Office of Admissions

List of current faculty, indicating department or program affiliation, distinguishing between full- and part-time, showing degrees held and institutions granting them	www.mccnh.edu/contact/faculty-directory www.mccnh.edu/academics/academic-catalogs	College Catalog
Names and positions of administrative officers	Coming soon	College Catalog
Names, principal affiliations of governing board members	ccsnh.edu/boardoftrustees.html	College Catalog
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	n/a
Programs, courses, services, and personnel not available in any given academic year.		
Size and characteristics of the student body	www.mccnh.edu/about/statistics	Profile trifold
Description of the campus setting	www.mccnh.edu/about/history	College Catalog
Availability of academic and other support services	www.mccnh.edu/services	College Catalog; CAPS brochure, Academic Advising brochure
Range of co-curricular and non-academic opportunities available to students	www.mccnh.edu/student-life	"JumpIn!" flyer
Institutional learning and physical resources from which a student can reasonably be expected to benefit		CAPS (some postings; forms for tutoring & testing; flyer listing advisors)
Institutional goals for students' education	http://www.mccnh.edu/academics/programs	College 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.mccnh.edu/academics/programs/gainful-employment-disclosure	
Total cost of education, including availability of financial aid and typical length of study	www.mccnh.edu/services/payment/program-estimates	
Expected amount of student debt upon graduation	n/a	n/a
Statement about accreditation	www.mccnh.edu/about/accreditation www.mccnh.edu/academics/academic-catalogs	College Catalog, Admissions folder, Profile trifold

Standard 11: Integrity

Policies	Last Updated	URL Where Policy is Posted	Responsible Office or Committee
Academic honesty	2012	http://www.mccnh.edu/academics/academic-policies	
Intellectual property rights	2012	http://www.ccsnh.edu/humanresources/documents/CCSNH-SEA%20Collective%20Bargaining%20Agreement%20(2012-2013).pdf	Academic Affairs Office
Conflict of interest			
Privacy rights	2012	http://www.mccnh.edu/academics/academic-policies	President's Leadership Team
Fairness for students	2012	http://www.mccnh.edu/pdf/StudentHandbook.pdf	Student Affairs
Fairness for faculty	2012	http://www.ccsnh.edu/humanresources/documents/CCSNH-SEA%20Collective%20Bargaining%20Agreement%20(2012-2013).pdf	Academic Affairs Office
Fairness for staff	2012	http://www.ccsnh.edu/humanresources/documents/CCSNH-SEA%20Collective%20Bargaining%20Agreement%20(2012-2013).pdf	Human Resources
Academic freedom	2012	http://www.ccsnh.edu/humanresources/documents/CCSNH-SEA%20Collective%20Bargaining%20Agreement%20(2012-2013).pdf	Academic Affairs Office
Other _____			
Other _____			
Non-discrimination policies			
Recruitment and admissions	2012	http://www.mccnh.edu/about/non-discrimination-policy	Equity Representative
Employment	2012	http://www.mccnh.edu/about/non-discrimination-policy	Equity Representative
Evaluation	2012	http://www.mccnh.edu/about/non-discrimination-policy	Equity Representative
Disciplinary action	2012	http://www.mccnh.edu/about/non-discrimination-policy	Equity Representative
Advancement	2012	http://www.mccnh.edu/about/non-discrimination-policy	Equity Representative
Other _____			
Resolution of grievances			
Students	2012	http://www.mccnh.edu/pdf/StudentHandbook.pdf	Student Affairs
Faculty	2012	http://www.ccsnh.edu/humanresources/documents/CCSNH-SEA%20Collective%20Bargaining%20Agreement%20(2012-2013).pdf	Academic Affairs Office
Staff	2012	http://www.ccsnh.edu/humanresources/documents/CCSNH-SEA%20Collective%20Bargaining%20Agreement%20(2012-2013).pdf	Human Resources
Other _____			

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
<i>At the institutional level:</i>	MCC requires all programs to document and assess student learning outcomes.	All academic degree programs publish their learning outcomes in the College catalog, and on the specific Course Content Outline for all courses. http://www.mccnh.edu/pdf/academics/Catalog2011-2012.pdf	None at the institutional level, rather evidence is gathered at the academic department level. See specific academic programs for details. The college's focus on Institutional Effectiveness will address this issue at the institutional level.	The Leadership Team will review evidence once it is available.	n/a	n/a
<i>For general education if an undergraduate institution:</i>	Core attributes define characteristics of our graduates and are required as part of each Course Content Outline	All general education courses document their learning outcomes on the specific Course Content Outline, which in an internal college document.	n/a	n/a	n/a	n/a
<i>List each degree program</i>						
All Academic Programs	All academic degree programs have developed and implemented formal learning outcomes	All academic degree programs publish their learning outcomes in the College catalog, and on the specific Course Content Outline for all courses. http://www.mccnh.edu/pdf/academics/Catalog2011-2012.pdf	Course grading summaries are submitted for every course, every semester, documenting student performance on the required assessments, which are directly linked to the course and related program's stated learning outcomes	Evidence is interpreted by the faculty in the academic program and their advisory board. The process is part of an Annual Program report, reviewed by the VPAA annually.	see below	see below

Information unique to each program is noted below.

Specific Academic Programs	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(4) Who interprets the evidence? What is the process?(e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
Accounting				2009
Automotive	National Automotive Technicians Education Foundation (NATEF) accreditation and the TOYOTA T-10 Certification			2012
Building Construction			A service learning component was integrated into selected courses. Course sequencing was changed to provide a smoother flow from one course to the next.	2009
Business Communication				Scheduled for 12-13
Computer Science			A review of necessary revisions to the curriculum are in progress.	In progress
Early Childhood Education	National Association for the Education of Young Children (NAEYC) accreditation and the use of Task Stream e-portfolio system	ECE faculty	Additional electives including an experience based practicum for a different age level were added. Different lead teacher credentials are being planned in collaboration with the NH State Credentialing Bureau. A learning community mentor was hired to support student success.	5 th year review in progress
Electrical Technology				Scheduled for 12-13
Exercise Science	American Council on Exercise certifications	Program Coordinator	Changes were made to program requirements, sequencing and new courses were added to align more with industry standards and certifications.	5 th year review in progress
Fine Arts	A portfolio including work from all previous courses is prepared in the final semester of each student's enrollment.	Program faculty		In progress

Graphic Design	A portfolio including work from all previous courses is prepared in the final semester of each student's enrollment.	Student portfolios are reviewed by the program advisory board and other industry leaders.		5 th year review in progress
Health Information Management	Applying for candidacy status and accreditation by CAHIIM (Commission on Accreditation for Health Informatics and Information Management Education)			In progress
Heating, Ventilation & Air Conditioning				2009
Interior Design	A portfolio including work from all previous courses is prepared in the final semester of each student's enrollment.	Program faculty		In progress
Liberal Arts				2008
Liberal Arts/Business				In progress
Liberal Arts/Education				5 th year review in progress
Management				2009
Marketing				2009
Medical Assistant	Pass rate on the national certification exam sponsored by the American Association of Medical Assistants.	Program faculty and members of the program advisory board.	A service learning component and opportunities to demonstrate specific competencies were integrated into the program.	5 th year review in progress
Nursing	Pass rate on the National Council Licensing Examination for Registered Nurses (NCLEX-RN)	Director of Nursing		5 th year review in progress

Welding				2009
---------	--	--	--	------

OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review
Automotive Technology: National Automotive Technicians Education Foundation (NATEF) accreditation and the TOYOTA T-10 Certification	2012			
Business Studies: Accreditation Council for Business Schools and Programs (ACBSP)	April 2012		Performance measures in the following standards: leadership: strategic planning: student, stakeholder, and market focus; measurement, analysis, and knowledge management; faculty and staff focus; process management	
Nursing: National League for Nursing Accrediting Commission (NLN)	2011	Standard 1: Mission and Administrative a. Continue to review and revise documents to reflect the new name and organizational structure of the governing organization Standard 2: Faculty and Staff a. Ensure that all full-time faculty are credentialed with a minimum of a master’s degree with a major in nursing b. Facilitate the timely completion of graduate study for faculty currently enrolled. c. Continue with plan to expand and formalize faculty mentoring Standard 5: Resources a. Implement strategies to ensure that library resources are current Standard 6: Outcomes a. Ensure completeness and clarity of the program evaluation plan such that duplication is avoided; expected levels of achievement do not conflict; and current data and analyses are evident b. Review and revise expected levels of achievement to ensure that all are specific and measurable; Implement strategies to ensure adequate data collection related to program		2019

		satisfaction and job placement		
Medical Assistant: Medical Assisting Education Review Board of the Commission on Accreditation of Allied Health Education Programs (CAAHEP)	2005			
Early Childhood Education: National Association for the Education of Young Children (NAEYC)	2010	<p>It would be helpful to clarify a consistent title of Key Assessment #2 to support consistent implementation in both ECE 204 and ECE 205, assuring that all students complete the key assessment</p> <p>The peer review team noted that the program is continuing to update course outlines, rubrics and key assessment assignment guidelines. More intentional and explicit inclusion of supportive skills in student assignment guidelines and key assessment rubrics is recommended.</p> <p>The data collection plan needs to be implemented and data supported by standard in Annual Reports and the use of collected data for program improvement. The support of the Center for Teaching and Learning has contributed to the work already being done by the program related to creating an improved data collection plan.</p> <p>There is much evidence that the program is working on improvements related to several of the Accreditation Criteria. Examples include revision of technical standards, on-going review of the program of study, development of an ECE faculty and an ECE student Blackboard site. Sustaining resources for the lab school will assure student exposure to quality experiences and best practices in the field. The college's effort to increase diversity in the faculty applicant pool can support the program's goal of increasing diversity in their ranks. It is recognized that the faculty work hard to maintain the balance between teaching and other college responsibilities.</p>		2017

Form S1. RETENTION AND GRADUATION RATES

Student Success Measures/ Prior Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Most Recent Year	Goal for Fall 2013
IPEDS Retention Data					
	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
	FT/PT	FT/PT	FT/PT	FT/PT	FT/PT
Associate degree students (1)	58%/47%	61%/38%	62%/49%	53%/55%	60%/60%
Bachelor's degree students	n/a	n/a	n/a	n/a	n/a
IPEDS Graduation Data					
Associate degree students (2)	7%	11%	32%	not available	35%
Bachelor's degree students	n/a	n/a	n/a	n/a	n/a
Graduation rate within 150% time (3 years) (3)	20%	16%	32%	20%	35%
Other Undergraduate Retention Rates (1)					
a					
b					
c					
Other Undergraduate Graduation Rates (2)					
a					
b					
c					
Graduate programs *					
Retention rates first-to-second year (3)					
Graduation rates @ 150% time (4)					
All MCC credit courses					
	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Course completion rates (5)	85%	85%	84%	83%	85%
Success rates (grade of C or above)(6)	76%	76%	75%	74%	75%
Distance Education online courses					
Course completion rate (7)	87%	87%	86%	85%	85%
Success rates (grade of C or better)(8)	78%	78%	78%	77%	75%
Definition and Methodology Explanations					
1	IPEDS				
2	IPEDS				
3	IPEDS				
4					
5	CCSNH Data Warehouse Veera software report				
6	CCSNH Data Warehouse Veera software report				
7	CCSNH Data Warehouse Veera software report				
8	CCSNH Data Warehouse Veera software report				
9					
10					

Form S2. OTHER MEASURES OF STUDENT ACHIEVEMENT AND SUCCESS

Measures of Student Achievement and Success/ Institutional Performance and Goals		3 Years Prior	2 Years Prior	1 Year Prior	Most Recent Year (201_)	Goal for 2013
Success of Students Pursuing Higher Degree						
		Spring 2009	Spring 2010	Spring 2011	Spring 2012	
1	% of students attending 4-year colleges (1)	26%	24%	23%	23%	25%
2						
3						
Definition and Methodology Explanations						
Rates at Which Graduates Pursue Mission-Related Paths (e.g., Peace Corps, Public Service Law)						
1						
2						
Definition and Methodology Explanations						
Rates at Which Students Are Successful in Fields for Which They Were Not Explicitly Prepared						
1						
2						
Definition and Methodology Explanations						
Documented Success of Graduates Achieving Other Mission-Explicit Achievement (e.g., Leadership, Spiritual Formation)						
1						
2						
Definition and Methodology Explanations						
Other (Specify Below)						
1						
2						
3						
4						
5						
Definition and Methodology Explanations						
(1) National Student Clearinghouse & CCSNH Data Warehouse						

Form S3. LICENSURE PASSAGE AND JOB PLACEMENT RATES

		3 Years Prior 2009	2 Years Prior 2010	1 Year Prior 2011	Most Recent Year (2012_)	Goal for 2013
State Licensure Passage Rates *						
1						
2						
3						
4						
5						
National Licensure Passage Rates *						
1	National Council Licensing Examination for Registered Nurses (NCLEX-RN)	100%	100%	100%	100% to date	100%
2	American Association of Medical Assistants National Certification Exam (CMA)	100%	88%	100%	100%	100%
Job Placement Rates **						
1	Accounting, AS	transfer: 61% jobs: 17%	transfer: 50% jobs: 17%	transfer: 65% jobs: 18%	transfer: 61% jobs: 18%	transfer: 65% jobs: 20%
2	Automotive, AAS	n/a	n/a	n/a	100%	100%
3	Building Construction, AAS	100%	100%	100%	100%	100%
4	Computer Science, AS	50%	60%	56%	86%	80%
5	Early Childhood Ed, AAS	n/a	n/a	n/a	90%	90%
6	Exercise Science, AS	50%	67%	50%	50%	60%
7	Graphic Design, AAS	n/a	transfer: 42%	transfer: 40% job: 35%	transfer: 57% job: 24%	transfer: 50% job: 30%
8	Health Information Mgt., AS	n/a	n/a	100%	75%	90%
9	Heating Vent./AC, AAS	94%	100%	100%	100%	100%
10	Interior Design, AAS	n/a	n/a	100%	100%	100%
11	Management, AS	transfer: 61% jobs: 18%	transfer: 60% jobs: 20%	transfer: 63% jobs: 17%	transfer: 62% jobs: 18%	transfer: 60% jobs: 20%
12	Marketing, AS	transfer: 33% jobs: 33%	transfer: 60% jobs: 20%	transfer: 56% jobs: 22%	transfer: 50% jobs: 25%	transfer: 60% jobs: 25%
13	Medical Assistant, AS	77%	82%	85%	95%	95%
14	Nursing, AS	97%	97%	98%	not yet avail.	100%
15	Welding, AAS	100%	100%	100%	100%	100%
<p>* For each licensure exam, give the name of the exam above along with the number of students for whom scores are available and the total number of students eligible to take the examination (e.g. National Podiatric Examination, 12/14). In following columns, report the passage rates for students for whom scores are available, along with the institution's goals for succeeding years.</p>						
<p>** For each major for which the institution tracks job placement rates, list the degree and major, and the time period following graduation for which the institution is reporting placement success (e.g., Mechanical Engineer, B.S., six months). In the following columns, report the percent of graduates who have jobs in their fields within the specified time.</p>						