

Report to the
Faculty, Administration, Trustees, Students

of

MANCHESTER COMMUNITY COLLEGE
Manchester, NH

by

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

Prepared after study of the institution's
self-evaluation report and a site visit
October 15-18, 2017

The members of the team:

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This report represents the views of the evaluation committee as interpreted by the chairperson. Its content is based on the committee's evaluation of the institution with respect to the Commission's criteria for accreditation. It is a confidential document in which all comments are made in good faith. The report is prepared both as an educational service to the institution and to assist the Commission in making a decision about the institution's accreditation status.

**COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION
New England Association of Schools and College
Preface Page to the Team Report**

Please complete **during the team visit** and include with the report prepared by the visiting team
Date form completed: 10/16/17

Name of Institution: Manchester Community College

- 1. History:** Year chartered or authorized 1945 Year first degrees awarded 1968
- 2. Type of control:** State City Religious Group; specify: _____
 Private, not-for-profit Other; specify: _____
 Proprietary
- 3. Degree level:**
 Associate Baccalaureate Masters Professional Doctorate

4. Enrollment in Degree Programs: (Use figures from fall semester of most recent year):

	Full-time	Part-time	FTE	Retention ^a	Graduation ^b	# Degrees ^c
Associate	808	2523	2107	34%	25%	394
Baccalaureate	NA	NA	NA	NA	NA	NA
Graduate	NA	NA	NA	NA	NA	NA

(a) full-time 1st to 2nd year (b) 3 or 6 year graduation rate (c) number of degrees awarded most recent year

5. Student debt:

	Most Recent Year	One Year Prior	Two Years Prior
Three-year Cohort Default Rate	11	12	11.4
Three-year Loan Repayment Rate	33.2	31.4	28.4

	Associate	Baccalaureate	Graduate
Average % of graduates leaving with debt	57%	NA	NA
Average amount of debt for graduates	\$17,161	NA	NA

6. Number of current faculty: Full-time 50 Part-time 230 FTE 61.3

7. Current fund data for most recently completed fiscal year: (Specify year: FY16)
(Double click in any cell to enter spreadsheet. Enter dollars in millions, e.g., \$1,456,200 = \$1.456)

Tuition	\$12,420,808	Instruction	\$11,367,788.000
Gov't Appropriations	\$5,411,079	Research	\$4,335.00
Gifts/Grants/Endowment	\$6,362,806	General	\$10,392,934.000
Auxiliary Enterprises	\$0	Auxiliary Enterprises	\$0.000
Other	\$648,030	Other	\$0.000
Total	\$24,842,723	Total	\$21,765,057.000

8. Number of off-campus locations: NA

In-state _____ Other U.S. _____ International _____ Total _____

9. Number of degrees and certificates offered electronically:

Programs offered entirely on-line 2 Programs offered 50-99% on-line _____

10. Is instruction offered through a contractual relationship?

No Yes Specify program(s): _____

Introduction

The Evaluation Team found that the faculty, staff, and students at Manchester Community College (MCC) were both eager to talk about their college and candid in their remarks. Throughout the visit, they provided requested information and answered all of the Evaluation Team's many questions to the fullest degree possible. Everyone the evaluators talked with on campus was aware of the CIHE process and no one was surprised to see the team on campus. Students participated widely and had a significant influence on the final draft of the self-study.

The Evaluation Team had an extensive series of forums, small group meetings, and individual conversations with individuals from areas across Manchester Community College. Evaluation Team members met with the president and all the senior administrators, all department chairs, the College Leadership Team, Student Senate leaders, and conducted open forums with students, faculty and staff. Team members also met with a more extensive list of faculty and staff across the institution. There was a meeting with six trustees and the Community College System of New Hampshire (CCSNH) Chancellor.

The Evaluation Team found the Self-Study report and the other materials provided, such as the Academic Catalog, the Strategic Plan, the Campus Master Plan, audited financial statements, and various handbooks, to be adequate in providing a description of the state of the College. The team appreciates the effort given to the preparation of the self-study and its inclusion of electronic links to important exhibits. A review of these documents before and during the team's visit to Manchester Community College, the chair's preliminary visits the semester before the on-site evaluation, and the team's visit to campus together have provided the basis for the information and evaluative judgments contained in the nine sections of this report which address the *Standards for Accreditation* of the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges.

This evaluation of Manchester Community College is a comprehensive evaluation following its interim report submitted and accepted in 2012 and a subsequent progress report in 2013 on the success of implementing its institutional effectiveness plan.

1. Mission and Purposes

Founded in 1945, Manchester Community College (MCC) has an extensive history of serving the educational needs and requirements of the local community. Originally established as a state trade school for World War II veterans, it has evolved into a comprehensive community college on a 57-acre site located in the state's largest and most diverse city. MCC is the second-largest college in the Community College System of NH (CCSNH) and the only college in the system classified as "Mixed Transfer/Career & Technical" and "Mixed Traditional/Nontraditional." In the spring of 2017, MCC served a total of 2,472 students--641 full-time and 1,831 part-time.

MCC's mission statement, adopted in 2015, is closely aligned with the CCSNH mission statement and focuses on access and student success and a willingness to continuously adapt to the evolving educational goals of a diverse student body and the workforce needs of the local economy. The mission statement highlights that the college has continued to focus on serving students seeking to acquire skills and move directly into the workforce, while also growing and evolving to serve students seeking to transfer to other educational institutions and pursue higher degrees. The mission statement was adopted through an inclusive process, is supported by the community, and serves as the foundation for planning and evaluation initiatives at the College.

In recent years, the college has added additional degree and/or certificate programs in the growing areas of Health Care, Manufacturing, Electrical Technology, and Cyber Security, and to long-standing programs in areas such as Welding, HVAC and Nursing. Its partnership with NH Jobs for America's Graduates (NH-JAG) and WorkReadyNH are examples of MCC responding to the needs of the local community. MCC has worked to facilitate the success of transfer students by developing more clearly articulated pathways and articulation agreements.

Student success is supported through responsive student services as reflected in MCC's adoption of the "learning commons" model which integrates academic and student support in one location in the library. The College also uses nationally recognized surveys to maintain a level of responsiveness to its students. The College has made progress in serving underprepared students but has struggled to meet the needs of its English Language Learner (ELL) community. Low enrollments led to moving ELL classes from credit to non-credit in 2012 and resource shortages have limited the College's ability to provide specialized support programs for the ELL community. MCC currently has no full-time faculty or staff with ELL credentials.

Access is supported by intentional marketing and close connections with the local community and area businesses. The college has several programmatic relationships with the Manchester School District that support access and success for a diverse range of students. The College has an advisory board comprised of community and industry partners, and most academic programs also have advisory boards helping the College to obtain direct feedback on how it is meeting its mission. The College also offers classes in a variety of formats and modalities with day, evening, and weekend classes, along with online and hybrid learning options. The College offers traditional 16-week semesters as well as 8-week options and a new 12-week late start semester.

MCC has worked to foster an inclusive community through the work of its Diversity Team which promotes understanding of, and commitment to, diversity on the part of the campus community; it is a critical part of efforts to foster an environment of respect and inclusion. The ELL Conversation Café, Multicultural Center, and Citizenship Corner bring members of Manchester's diverse communities onto campus. In addition, the College built a new student center which has given students a bright and open space in which to congregate before and between classes.

2. Planning and Evaluation

After review of the MCC self-study and planning documents supplied by the College, and after interviews with members of the MCC community, it was clear to the team that planning and evaluation are viewed as important to the College and that it has invested time and effort in planning and evaluation. MCC's planning and evaluation activities and procedures are inclusive and demonstrate a commitment to continuous improvement of the institution as a whole, and of its academic programs in particular. Since its Fifth-Year Interim Report, the College has continued to improve its institutional planning methodologies, data collection, and management abilities, as well as the methods by which data are used to develop and improve evaluation and assessment processes.

Planning:

Planning at MCC is based, in large part, upon the ongoing maintenance of (1) the College's strategic and master plans; (2) its Academic Plan, Academic Program Review process and Core Learning Outcomes; and (3) its annual financial planning.

Manchester's Strategic Plan is clear, succinct, and relevant to the college's mission and values. Interviews with College community members validated that efforts were made to ensure both inclusion and transparency. While the MCC Strategic Plan contains specific objectives with implementation timetables and responsible parties, the team found the one year time horizon for this document to be a potential barrier to its ability to serve as the primary roadmap and vehicle for change at the College. Additionally, the team noted that the current iteration of the college's Strategic Plan does not include specific assessment measures which could further enhance its ability to contribute to directing and shaping activities at MCC.

While the College's previous Master Plan provided direction toward several critical, capital-intensive projects, this plan ran only through 2015. The College has recently secured funding to begin developing a new Master Plan which will be completed in 2019 or 2020. Given the timing, this leaves MCC with a multi-year planning gap. Relatedly, the team noted that the College currently has no document serving as a deferred maintenance plan to address ongoing needs in this area.

In 2013, the College established a process for the creation of a new Academic Plan, with the goal of creating a document that aligns the institution's strategic planning with its academic priorities and the CIHE standards. This process was designed to be both inclusive and faculty-led, with data collection and additional evaluative support provided by the MCC Office of Institutional Research. The resulting Academic Plan is designed to inform the program review methodology, a methodology based upon a three-year comprehensive review and an annual report that indicates progress toward key goals and initiatives. Although the Academic Plan offers Department Chairs and Program Coordinators a robust, homogeneous framework of priorities and objectives, the team observed, and interviews with MCC community members confirmed, that because the current Academic Plan lacks specific action items with timeframes and potential budgetary implications, it only serves as a general guide and set of goals for the activities taking place at the program level. In a similar fashion, the Core Learning Outcomes referred to in the self-study are well-conceived but have yet to find full expression within the institution's ongoing planning and evaluation process, based upon the team's review of provided documents, and interviews with faculty and students.

The team found financial planning, as outlined in the MCC self-study, to exist in a largely reactive state, mainly because 65% of the budget comes from tuition means it is therefore enrollment driven. Discussions with financial personnel at the College affirm that the relatively brief, one-year planning horizon prevents this reactive approach from becoming a barrier to planning or resulting in unnecessary risks.

The impact on planning of System-level budgetary control was evident in 2015, when a tuition decrease combined with a dip in enrollment had a direct, negative effect on the College's human resources, with 10 positions being eliminated. Additionally, while excess revenues are kept in a reserve fund, these funds are System-held, and must be requested in advance by the Board of Trustees in order to be utilized by MCC.

Evaluation:

Under the direction and guidance of its Office of Institutional Research and the CCSNH System's Associate Vice-Chancellor of Strategic and Financial Planning, MCC regularly produces and reviews a broad range of internal data at both the institutional and, in particular, the program-specific level. While MCC personnel indicate that the college's ERP system (Banner) has proven at times to be an impediment to extracting useful, timely data for these evaluation activities, serviceable, actionable data is produced to support the college's ongoing assessment and evaluation work.

Through its partnership with Complete College America, Manchester has sought to enhance its own data collection and analysis capabilities. MCC also has a wide range of data available through its use of several survey instruments, including the Center for Community College Student Engagement's *Community College Survey of Student Engagement*, IOTA Solutions – Myclass Evaluations, the *Voluntary Framework of Accountability* produced by the American Association of Community Colleges, and from Ruffalo Noel-Levitz: *College Student Inventory*. The team found that, although the College has a wealth of information from which to base its ongoing evaluation activities, this data has not yet been fully leveraged as part of a systematic evaluation effort.

While the team found the evaluation processes within individual academic programs to be both regular and ongoing, the use of data for the purpose of systematically assessing plans and planning processes at the institutional level is not yet fully developed. Additionally, the college's support departments are not as far along in developing and enacting their own evaluation processes, with the exception of the Academic Success Center (ASC). Concrete outcomes from ASC's ongoing assessment activities include modifications to its placement testing methods, and also changes to its tutoring practices.

With demonstrated success developing evaluation methodologies and procedures within its academic programs and the Academic Support Center, the team supports the assertion in MCC's Self-Study that these same processes might be applied to other areas within the College. The team also shares MCC's belief that establishing a more thorough culture of assessment at the College is both an important and attainable goal.

MCC is engaged in or anticipating a range of planning and evaluation related activities that align closely with its stated vision and mission. The college understands the importance of long-term strategic planning but has limited resources to more fully engage in long term-strategic planning and evaluation that will both give direction and lead to incremental improvements across the College. It is anticipated that with the current Academic and Student Affairs leaders in place, the College will continue to improve its comprehensive planning and evaluation processes.

3. Organization and Governance

Manchester Community College is a member of the Community College System of New Hampshire (CCSNH). The CCSNH was established by the State in 2007 and CCSNH transitioned from being a State Agency to being a self-governing body. The Board of Trustees (BOT) is the operating authority and policy-making body for the colleges in the system. The legal authority of the system, the officers, committees and meeting structure of the Board of Trustees is codified in state law. The Board of Trustees is charged with overseeing the administration of the CCSNH, appointing and evaluating the system's chancellor, and determining the organizational structure, and policies and procedures for the system. Authority is granted to each president to appoint additional appropriate advisory boards' specific to the College and its programs.

Governing Board:

The Governing board is composed of twenty-three voting members who are drawn from a wide range of constituencies as described in the BOT bylaws. These constituencies include individuals from the public and private sectors, college alumni, an employee representative, and two student representatives. Each member of the Board of Trustees is required to complete a conflict of interest statement that identifies any potential conflicts (including financial benefit transactions)

and requires the BOT to address potential conflicts. BOT members are not allowed to vote on any matter for which there may be a conflict.

BOT members are active and involved in promoting the interests of all of the community colleges in the state. The members were clear about their role as advocates for Manchester Community College. In addition, its constituencies, inside and outside of the college, bring information to the BOT. BOT members, as well as college administrators, expressed a clear understanding of the roles and responsibilities of the members of the BOT; in the team's meeting with Trustees, they expressed their desire for avoiding overreach by the BOT.

The wide range of constituencies represented by the BOT provides for input from many sectors. The immediate past student representative on the BOT described his service on the BOT as one where his input on behalf of students was both solicited and taken into account as the BOT fulfilled its responsibilities. The Chancellor recently established a Presidents' Council, consisting of the community college presidents, which provides input to the Chancellor and the BOT. All participants stated that the Presidents' Council has an important role in providing advice that assists the Chancellor and BOT in making decisions. MCC administrators noted that this was helpful in making decisions about whether initiatives were delivered system-wide, through partner colleges, or at the individual college level. The Chancellor has also established the Chancellor's Faculty Academic Advisory Council, and a Staff Advisory Council to provide for input and facilitate communication among faculty, staff, and the Chancellor.

The BOT Governance Committee has written guidance for individuals interested in becoming CCSNH trustees. In addition to describing the eligibility and selection process, the document clearly describes the responsibilities and expectations of its members. The document includes the importance of avoiding conflicts of interest, promoting transparency and integrity, and complying with ethical standards as defined in New Hampshire statutes that govern public bodies and employees. The BOT holds an annual retreat with the Chancellor, and the colleges' presidents. The retreat offers the opportunity for board members' professional development and greater communication among the BOT, the Chancellor, and the presidents.

Internal Governance:

MCC's President is nominated by the Chancellor and confirmed by the BOT. The President reports to the Chancellor and is granted by the BOT the authority and responsibility for the general administration and direction of all operations at the college. The President is evaluated annually by the Chancellor through the review of the President's management letter that describes the accomplishments of and future plans for the College. The College has an established organizational structure that includes responsibilities for academic affairs, student affairs, business, finance, and administrative functions. MCC's mission statement, according to constituencies the team spoke with from across the College—faculty, staff, and administrators—provides the guiding principles for the decisions made within the institution.

The internal governance process includes: the President's Cabinet, which is the senior administrative leadership that assists the President with decision-making; the Leadership Team, an advisory and information-sharing group that is composed of, in addition to the President and the vice presidents, a range of middle-level managers and a representative from the Faculty Forum; and the College Advisory Board, which consists of 14 members from a diverse range of community constituencies and provides advice and external perspectives to the President. Members of the Community Advisory Board are committed advocates for the college who serve as ambassadors for the College within the external community. There was wide-ranging agreement across the College that the advisory committee members served an important function for the College.

The faculty recently established a Faculty Forum that provides an organized body for identifying and discussing concerns and issues, and communicating these to the administration. Members of the faculty were pleased with the inclusion of a representative of the Faculty Forum on the Leadership Team, noting that this was a visible and well-functioning avenue for providing faculty input to the College's administration. A Staff Council has also recently been established to provide an organized opportunity for staff to come together to identify and discuss issues and provide input and recommendations to the College administration.

The College has a number of standing/operational committees in place that provide input and coordinate initiatives that affect the entire College. Although these committees are currently operating, there are no written policies and procedures that govern the committee operations. These committees are composed of faculty and staff members. In the past, there were students serving as committee members, but recently students have not been serving on committees. It is believed that scheduling and the life demands of many students prevent their participation on these committees. While there is a lack of formal representation on standing committees, the leadership of the Student Senate believe that the administration is responsive to their needs and input and provided several examples of how their requests were acted on by the administration. Students believe that the administration is accessible when needed, but there is otherwise no formal system of regular student input to administrators.

The Vice President for Academic Affairs (VPAA) serves as the chief academic officer, reports to the president, and has responsibility for the academic program. The VPAA is assisted in academic administration by 15 department chairs who meet as a group with the VPAA and provide input and problem-solving around the academic programs. This group provides a strong level of governance that both represents faculty interests as well as promotes effective administration of the academic program. There have been several changes in the department structure over the past few years and the current administrative structure is viewed positively. No evidence was found, however, that a formal or periodic evaluation of the organizational structure or the operation of internal governance procedures was regularly conducted.

Overall there is a lack of written documentation of policies and procedures for internal governance that could both inform and guide faculty and staff in their daily work. This has led at times to a lack of clarity among some constituencies as to how internal governance works and how their voices can be heard. Despite this lack of clarity, the faculty, staff, and students the team met with felt they had sufficient input into decision making at MCC.

4. The Academic Program

Introduction:

Manchester Community College's academic programs are clearly aligned with its mission of providing career and technical certificates and degrees, as well as liberal arts and sciences transfer degrees and pathways for both traditional and non-traditional students. The College offers more than 60 degree and certificate programs in day, evening, weekend, face-to-face, online, and hybrid formats using full semester, 8-week, and 12-week/late start schedules. The College partners with area high schools to provide a dual enrollment program where students earn college credit for approved courses, and there is an Early College initiative where high school students take classes on campus at reduced tuition rates.

The College awards Associates of Arts, Associates of Applied Arts, and Associates of Science degrees, all requiring a minimum of 60 semester credits. Many programs maintain external accreditation including Nursing, Early Childhood Education, Business, Automotive, and Medical Assisting. Based on readily available electronic documents and a review of program and

course-specific documents on campus, the team found that academic programs are well designed and with standards appropriate to the level of the degrees and certificates awarded.

Assuring Academic Quality:

The academic leadership and the faculty at MCC exhibit a high degree of commitment to the quality of their academic programs. Faculty play key academic leadership roles throughout the institution that are critical to academic quality. The College has a department structure with committed department chairs who are supported by administration. A faculty-led Curriculum Committee that includes representatives from Student Affairs works to provide both standards and oversight while making appropriate recommendations to the Vice President of Academic Affairs. The department chairs described a process of communication between and among faculty, the Curriculum Committee, and the VPAA that is positive and productive, and curriculum proposals progress in an orderly way due to these interactions.

The College engages in a three-year cycle of Program Review using a standardized template for reporting. A review of Program Review reports found some inconsistencies in data reporting and some overdue program reviews. The department chairs reported that, because of their considerable workload and recent reorganizations, there was still more to do. They were, however, committed to the process of program review and program improvement. Faculty reported a process of sharing their program reviews with peers at faculty meetings.

The institution conducts regular electronic course evaluations for all course modalities with a good rate of return. Data are reviewed by Program Coordinators and used as part of faculty evaluations, in conjunction with syllabi review, course observations, and review of online course LMS sites. Given the volume and scope of Department Chair responsibilities and the numbers of adjunct faculty, maintaining the schedule of faculty observations was reported to be a challenge.

Almost all programs at MCC have advisory boards which bring input from external stakeholders into programs to keep them current and relevant. The College has, in recent years, both ended and started programs in response to changing needs in the community. The legacy Building Construction program was ended with an appropriate “teach out.” A new certificate program, for electrical line workers, was created in partnership with a local union and a local contractor’s association, with the first class graduating in May 2017.

Academic Planning:

The College is currently engaged in an inclusive process to create a new Academic Plan which reflects faculty engagement and administrative support. The previous plan, the Manchester Community College Academic Plan 2014-2016, did not include measurable goals and objectives, and, it did not contain baseline data, benchmarking or quantifiable outcomes. There was, however, significant evidence of progress and achievements related to the plan’s goals. For example, one of the plans goals referenced Mathematics and English curricular revisions. These revisions produced new course models and pedagogical approaches that are being piloted in the 2017-2018 academic year. English revisions have included a ‘bring-your-own-device’ active learning approach to the core composition course and included financial aid support for eligible students to obtain a device. Planning is also taking place to examine and launch co-requisite models for both Developmental Math and English courses as well.

A third Academic Plan goal is aimed at increasing applied learning opportunities, such as internships, clinical placements, and College-sponsored trips. Faculty, staff and students all value these applied learning experiences, and students asked for more. Baseline data for these applied learning opportunities is needed, though, so that these activities can be assessed. The

Academic Plan indicated that these experiences might be tied to Capstone courses. Based on a review of syllabi, Capstone courses existed in almost every program, but none were found to yet reflect a specific community-based element.

Redesign of the required, one-credit, First Year Experience Cornerstone course was also noted in the Academic Plan. Faculty indicated that this course was being reviewed because students reported dissatisfaction with the course, while also noting the value of learning about the College's resources. Students also noted that the course was taught primarily by adjuncts.

The creation of a new Academic Plan was delayed given the transition in the Vice President of Academic Affairs position. With the new VPAA in place, the development of a new plan, through an inclusive process, is underway and expected to be completed during the current academic year.

Undergraduate Degree Programs / Major or Concentration:

The institution has produced a coherent curriculum of studies as reflected in the Catalog, leading to more than 60 degrees and certificates in key areas of study. In the Catalog, programs are appropriately named, and each program's learning outcomes and course sequences are described. For each major, these include entry-level courses with a path that leads from an introduction to the field to courses that cultivate the knowledge and skills necessary for career or transfer work. Electives serve as opportunities for students to enhance their degree or certificate area.

Degree programs require at least one year of study to complete, and the college has begun to address 'credit creep' and also the reorganization of programs as part of a state-wide Guided Pathways initiative with Complete College America. The statewide Enhanced Credit Transfer Initiative, begun in 2015, has completed phase one that enables the College to support students through a merged Banner system. This system aids students in transfer in and out of the college through the maintenance of a common transcript and co-enrollment in New Hampshire's community colleges.

The institution has two types of Dual Enrollment approaches engaging upwards of 1500 high school students. The first is the Running Start Program where students take college courses in their high schools; the second is the Early College Program where students take college courses on campus at reduced costs. Policies and guidelines for students are consistent and clear. Articulations agreements are in place with the 23 high schools that are involved in this endeavor. Department chairs determine the courses that will be offered and hire the adjunct faculty to teach these courses, using a process that mirrors that of the College's adjunct faculty hiring. Each Dual Enrollment faculty is assigned a faculty mentor who provides coaching and assessment through observation and student evaluations, and are compensated with a stipend. Dual enrollment programs at the College are large and require the resources of a full-time coordinator, faculty mentors, department chairs, as well as stipends. MCC has yet to assess the numbers of high school students in these programs who go on to attend the College.

General Education:

The College's Catalog places General Education in a list of disciplines, including the required credits in each area. In 2014, the College developed a more comprehensive and measurable General Education framework that reflects the breadth and substance needed to prepare students for career, transfer, and citizenship in a changing world. To accomplish these goals, there are six Core Learning Outcomes which include: Oral and Written Communication, Problem Solving, Inquiry and Analysis, Initiative and Engagement, Cultural and Social Understanding, Information Literacy and Technical Knowledge and Skills. These Core Learning Outcomes are

augmented by New Hampshire system-wide competencies for Writing, Quantitative Reasoning, and Arts and Humanities.

The Core Learning Outcomes were developed in an inclusive process and faculty take ownership for them. The College's Track Team and Retention Team have begun efforts to assess these outcomes, including the use of Ruffalo Noel-Levitz College Student Inventory (CSI) and the Community College Survey of Student Engagement, and through work in the First Year Cornerstone course. A pilot implementation of this assessment effort began with aligning the survey items and the Core Learning Outcomes. The teams are reviewing this approach as the First Year Cornerstone course engages only a small portion of MCC students. Additional efforts to measure the Core Learning Outcomes have included the development and use of a rubric to assess students in Capstone courses. These efforts reflect a consistent review of practice aimed at improved models of assessment and are commendable.

At the time of the visit, Core Learning Outcomes had not yet been mapped or intentionally applied in the curriculum, they were not found in either syllabi or in course content outlines, and students appeared to be unaware of them. As a result, assessment is a challenge as it is unclear where in the curriculum they are taught. Further, the Core Learning Outcomes are also not explicit as to how they relate to teaching and learning. One emerging example of the enactment of these Outcomes is reflected in a collaboration between library staff and faculty with the University of New Hampshire to address the Information Literacy Core Learning Outcome. This effort is producing videos to be used in courses to teach to the outcome.

Graduate Degree Programs: N/A

Integrity in the Award of Academic Credit:

Faculty have clearly established oversight for all elements of academic courses, the delivery of all instruction, the responsibility for course grades, and the certification of competencies. There are clear policies reflecting significant faculty roles noted in the College Catalog for the appropriate award of credit by transfer, CLEP, exam, DANTEs, and Credit for Prior Learning. Credit for Prior Learning is noted as challenge exams that faculty deliver and grade, or student portfolios which faculty assess. Criteria are clear for the process and required elements for each of these approaches, as well as the appropriate limits of earning credit in this manner.

The College Catalog publishes requirements for academic warning, probation, termination and re-admission as well as graduation. Articulation agreements reflect a variety of options for students who wish to transfer. Course syllabi reviewed reflect policy and practice related to cheating and plagiarism.

Full-time faculty often teach evening courses. This practice provides evening students with a more consistent and integrated academic experience. Faculty need to seek the approval from their Department Chair to teach accelerated and online courses.

Online or Distance Learning course syllabi are consistent with those of face-to-face courses. Measures are in place for verification of the student identity for online learners using a unique student ID number and login. The majority of syllabi reviewed for online courses reflected engagement strategies such as discussion boards.

Faculty receive support from a Learning Management System (LMS) Administrator. A Media Room, in which faculty can record video for use in their online courses, as well as a new LMS system, Canvas Network, are planned and will create opportunities for faculty training in both online technology and pedagogy. Although no data was available, faculty report low use of online courses by students, even within the Accounting and Management degree programs that

are available fully online. The Automotive Department will be launching new online courses and have secured the support of an Instructional Designer for that process. The LMS Administrator has developed online course guidelines and a course site review rubric for faculty. Data reflecting the success of online or hybrid courses has not yet been collected.

Credit Hour

The College addresses the Credit Hour in its College Catalog as well as in the Faculty Handbook, and verbally in advising sessions with students. The policy and course syllabi could more clearly detail expectations for out-of-class time and experiential learning such as internships. Based on the syllabi reviewed, the team found that the Credit Hour policy was sometimes, but not always, reflected. While students, when asked, appeared to be uncertain about expectations, overall the team found evidence that the amount of engaged academic time required was consistent with MCC's policy that reflects the Commission's standards and federal regulations.

5. Students

Manchester Community College serves the residents of Southern New Hampshire, with the largest number of students coming from Manchester, the largest and most diverse urban center in the state. In FY 2017, 2682 students were enrolled, a 12% decline from the peak enrollment of 3058 in FY 2014. In fall 2016, 784 full-time and 2,026 part-time students enrolled at MCC, as compared to 889 and 2,009 respectively in fall 2013. Approximately two-thirds of the 2682 (FY 17) student population attend part time and the average age has declined from 30 in 2010 to 26 in 2016. While many students do not disclose their racial identity, IPEDS data indicates about 70% of the fall 2015 cohort were white, 20% select not to identify, and 10% identify as minorities, and 97% were from New Hampshire. As an open enrollment institution, there is a broad range of racial and socio-economic backgrounds and with this comes a diverse range of student goals.

Admissions:

The College recruits students through both on and off campus events and has Open House and Express Admissions days. To expand the recruitment network, the College works with community organizations and builds connections through its Project Running Start program and Early College Program for high school students. MCC also promotes support services that encourage veterans, single parents, and students with disabilities to attend the College. Admission information is readily available on the College's website, and an application can be completed online or on paper. Students must document high school completion or the equivalent, and there is also required documentation for home-schooled students. A limited number of programs are selective or have admissions requirements.

MCC uses Accuplacer to determine the appropriate level of English and Mathematics classes for students, and also conducts Accuplacer testing in area high schools. An ELL version of the test is available. Students who need additional ELL training are referred to the Workforce Development Center, which provides non-credit ELL courses. Because these are non-credit courses, they are ineligible for financial aid. The College has also been working to create a bridge for ELL students into college-level English and to find better ways to move this population through and into credit-based programs, but this has yet to take shape in a meaningful way. Students who test far below college-level work are referred to community partners to increase their skills and become college ready. The College is considering using other markers to assess readiness such as SAT scores; however, at the time of the visit, that decision was yet to be made.

Information on financial aid resources is available to potential students and their families on the College website. Student are provided financial literacy education before borrowing, and report significant satisfaction with the financial aid process. Student debt ratios are available on the website, while gainful employment and graduation rates are more difficult to locate. Pass rates for Nursing and Allied Health program are commendable.

Faculty and staff advisors work with students to make sure they have the appropriate prerequisites and understand the best sequencing of courses in order to promote student success. There is a new student orientation that is conducted in both day and evening sessions. Orientation continues in a one-credit First Year Cornerstone course. New Student Orientation and the First Year Cornerstone course provide students with significant connections to staff and services within the college community. The First Year Cornerstone course has undergone several revisions, most recently in 2014. As noted above, there was some evidence that the course lacks support from students and faculty, and has yet to find a format that fully engages students.

The College employs a student information System that assists students in connecting to key functions at the college. While the initial sign-on can be cumbersome for some, students appreciate this access and find it helpful. To improve record keeping by advisors, the College has used checklists that need to be more consistently updated. The College is now working to implement Degree Works and EAB's Navigate student portal to improve advising.

Manchester Community College has moved forward with several groups of underprepared students in Math working in an enhanced lab structure to complete college-level coursework which has shown promise in both the academic achievement and retention of those students. Nearly 72% of students became college-ready, with just over 50% of students completing developmental courses. Students in need of additional services are provided those accommodations after the assessment of appropriate documentation.

Student Services and Co-Curricular Experiences:

MCC has several programs to assist students in the accomplishment of college-level work. The Running Start program and the Early College program work with high school students taking college-level courses. Project Stride assists single parents in managing both parenting and coursework, and the onsite childcare center is seen as a great help to these students.

The recent co-location of several student services offices has provided greater opportunities for students to meet with key office staff. These offices are staffed until six p.m. one day per week making face-to-face appointments possible for most students. Evening and weekend students can connect with key office staff via video appointments, text and phone. Students indicate that this contact is sufficient for their needs. More than 70 % of students reported using email to communicate with a faculty member, and the staff is also available by phone. Students report satisfaction with these services. To balance advising needs in the summer, the College has added part-time staff and work-study students in the Academic Success Center. The College has contracted with Smarthinking for online tutoring services.

The campus is active and events are posted in a widely available calendar. Students and staff use a variety of methods to advertise and communicate about events. The Monday Morning Memo and What's Up calendar provide event information for all segments of the college community. Many campus clubs and organizations on campus provide community connections and support for students, and the College has been uniquely resourceful by assigning an applied-arts work-study student to support marketing of campus events. Students also have access to alternative spring break and winter break opportunities that students and staff alike define as "life changing."

The Student Handbook clearly articulates a set of rights and responsibilities for all students as well as a fully articulated Code of Conduct; these policies are easy to locate and understand. The role of the Student Senate is clearly articulated in written publications but the College has found it difficult to consistently include students in governance processes.

The College has well established Peer tutoring and Peer Mentoring programs, and the Ambassador Program engages students and provides on campus leadership opportunities and assists in meeting the needs of the College. Students have a clear understanding of the long-term benefits of co-curricular involvement, and several communicated their own motivation for assuming leadership roles on campus.

Recently, in order to develop a more welcoming environment for a student population that is growing more diverse, the College brought in a consulting firm to conduct a college-wide survey and to interview focus groups. In response to the results, the College is currently seeking ways to diversify its faculty and staff. In addition, the College opened a Multicultural Center which is staffed by a VISTA volunteer.

6. Teaching, Learning, and Scholarship

Faculty and Academic Staff:

The Manchester Community College faculty and staff are hard-working, enthusiastic, and dedicated to the mission of the College. Due to budget limitations, they are pushed to be creative problem solvers and to consistently maximize the resources available to them to serve their students. There is a shortage of full-time faculty and as a result, a reliance on adjunct faculty. A total of 273 faculty members teach 2986 students. Fifty of them are full-time faculty members: twenty-two are male and twenty-eight are female. Eight percent hold a doctoral degree; 52% hold a master's degree; and 40% hold bachelor's degrees or below (one individual has a professional license). Three members are non-white. There are 225 adjunct faculty members, 109 are male and 114 are female. Seven percent hold doctoral degrees; 67% hold master's degrees, 16% hold bachelor's degrees, and eight percent hold associate degrees. Four percent of adjunct faculty are non-white. The majority of faculty who do not hold master's degrees teach in the technical fields and have industry credentials. The increase in this demographic is due to the growth in these programs, in particular, electrical technology, automotive, welding, and advanced manufacturing. Even in the smallest departments, there are at least eight full and adjunct faculty ensuring students are exposed to a diversity of faculty. The two full-time librarians hold master's degree and one is non-white.

Full-time faculty members hold one of four ranks: instructor, assistant professor, associate professor, or professor. They are able to move through the ranks by means of defined criteria outlined in the collective bargaining agreement (CBA). As they progress higher in the ranks, they are expected to exhibit increasing levels of leadership. Adjunct faculty have three levels of rank: instructor-assistant professor, associate professor, and professor. While full-time faculty are able to move up grades or steps through successful performance evaluations on a set schedule depending on the length of employment, there has not been a consistent evaluation schedule for adjunct faculty. However, this does not affect adjunct faculty rank change as they move up the schedule after five semesters regardless of whether they have been evaluated or not. Department chairs are currently working to implement a more consistent evaluation process.

Full-time faculty make up only about 18% of all faculty and this small number has stretched the capacity of their ability to: meet with all of their advisee's face-to face; develop new courses; provide quality time with the students in the courses; and carry out additional administrative

duties such as adjunct and full-time faculty oversight, scheduling, etc. The library staff, in total, consists of a library director, one full-time librarian, one para-professional staff member, and some work-study students. Although the current staffing levels of the library make it difficult to provide services to all the faculty and meet the information literacy core learning objective (CLO), the library staff is currently working with the University of New Hampshire at Manchester (UNH) to build modules into MCC's Learning Management System (LMS) that would be more portable and available to a wider range of faculty.

Although not documented, there appears to be a consistent process for hiring full-time faculty and staff. Search committee chairs are instructed on how to conduct the search process. Currently, the human resources director provides search committee chairs with a checklist detailing the process. The human resources director is currently working with other directors within the New Hampshire state system to develop a more comprehensive document that would address non-discriminatory hiring practices in greater detail. Onboarding of new staff, adjunct-faculty, and full-time faculty includes an offer of employment, review of policies and procedures, as well as an orientation to the College's mission, vision, code of ethics, and values statements. However, adjunct hiring processes vary by department. Minimizing turnover in adjunct faculty ranks has been complicated by the 11-credit cap on their workload.

Diversifying the faculty and staff has also proved challenging. While all the relevant federal laws and the terms of the Collective Bargaining Agreement (CBA) are adhered to, it has been difficult to attract a diverse pool of applicants due in part to the geographical location and low salaries which lag behind other comparable institutions by fourteen percent. The College does not currently have a specific recruiting plan to attract minority candidates, but has used social and community networking in the past which recently has proven successful. The College is currently also working to improve the social and cultural climate on campus by gathering data through student surveys and focus groups. The formation of the Diversity and Equity Committee has also led to faculty and staff training, as well as deliberate efforts to expose students to different cultures through the opening of a multi-cultural center, student clubs, class trips abroad, and class internships.

Professional Development:

MCC has a culture of professional development and faculty take advantage of the internal and external opportunities as they present themselves. As of Fall 2017, an on-going internal professional development series was scheduled for faculty, by faculty. The topics for the semester include student engagement, pedagogy, and assessment. Faculty and staff are also supported by the College to pursue additional education and are reimbursed for a portion of their tuition and fees. Departments have their own budgets and determine the amount available for professional development in each area. Faculty regularly attend conferences and update their credentials. An all-college adjunct faculty development night is offered twice during the academic year, but it is mostly up to individual departments to integrate and mentor new faculty. There is currently no handbook for full-time faculty. They are instead referred to the CBA for guidance on all faculty issues and the College is moving toward a digital resource for faculty allowing access to important documents. There is a handbook for adjunct faculty which is updated every year. It outlines their rights and responsibilities, and provides guidance on policies and procedures.

Teaching Assignments:

To ensure academic quality, programs are on a three-year cycle and courses are regularly evaluated by students. Although that cycle is not up-to-date due to administrative changes, the College remains committed to the process. Course and program content are overseen by department faculty. Not only are academic standards the responsibility of faculty and chairs,

but advisory boards, specialized accreditors, and transfer partnerships provide valuable input on program currency. Although the course content outline (CCO), capstone courses, Core Learning Outcomes (CLO), course objectives, and required assessments are all avenues to help assure quality, there was no evidence of systemic comprehensive assessment and use of data to inform teaching and learning. For example, in the capstone courses students are evaluated based on the CLO; however, the CLO's are not embedded in syllabi across the curriculum.

Advising:

Faculty and staff go above and beyond to advise students. Due to the small number of faculty, each has a large advising load. All students are assigned faculty advisors with the exception of Liberal Arts and non-matriculated students who are assigned to the Academic Success Center (ASC). There are two full-time staff in the Academic Success Center (ASC) as well as two part-time advisors who are supplemented by faculty fellows during peak enrollment periods. Although any student can seek advising at the Center, Liberal Arts students have been assigned to the ASC. This alleviates the burden of the faculty in that program. Using this model, the ASC managed to see 3500 students during the 2015-2016 academic year.

The ASC staff provide advising training each semester to all faculty. Faculty and staff are also provided with an advising manual. Advising forms and official audits can also be found online. As noted in earlier sections of this report, the college also has a one-credit First Year Experience Cornerstone course designed to acclimate students to the college, meet key college personnel, and familiarize students with the advising process. Although there are many tools in place to assist faculty, staff, and students, their remains the task of collecting and analyzing relevant aggregate data to measure the quality of the advising process.

Teaching and Learning:

In an effort to further the learning-centered mission of the College, departments have embraced a variety of modalities and methods of instruction. In addition to the traditional semester, MCC offers 8-week and 12-week semesters, as well as hybrid courses and online courses which currently account for 18% of MCC's credits. As described in Standard 4, the English and Math departments are also currently looking to reduce the time students spend in developmental courses by integrating courses and designing co-requisite models. Initially, the English department combined four developmental reading and writing courses into two and deactivated the lowest level of the integrated reading and writing course. Students who would have placed into that course are now counseled to off-campus options or on-campus tutoring to bolster their skills until they have met the required entry skill level. Three levels of Math were combined into a single course using adaptive technology. Students have up to three semesters to finish this course, but may do so in one semester. These programs are fairly new and there is currently no data available for to assess their effectiveness.

Although students regularly evaluate courses, return rates for course evaluations have recently dropped due to the move from paper-and-pencil to an electronic survey format. The College also employs other means of data gathering to improve teaching and learning: CCSSE, Voluntary Framework of Accountability, and the College Student Inventory. Changes to programs have been made based on these surveys. For example, in Math, developmental math was switched to Assessment and Learning in Knowledge Systems (ALEKS) after receiving feedback from students. In addition, changes were made to the curriculum of Clinical I in the Medical Assistant program after analyzing student feedback. In an effort to ensure consistency across all modalities, Academic Affairs put forth more stringent guidelines for online courses, and in the fall of 2016, 100% of online course were evaluated using these new guidelines. These guidelines speak to availability of instructor, LMS course design, and content deployment. The content of the course is evaluated by Department Chairs.

Overall, the faculty and staff of Manchester Community College are to be commended for their enthusiastic involvement in many initiatives in a vibrant College community. Although full-time faculty are being regularly evaluated by students and department chairs, adjunct faculty observations need to also take place on a consistent schedule. A lot of data is being collected, but it has not yet been systematically assessed. There are many data sources, but it is unclear how they all align, what the process is for assessment, and how they systematically inform teaching and learning.

7. Institutional Resources

Human Resources:

MCC has a dedicated group of faculty and staff committed to the success of the institution. Their passion for helping students was evident throughout the College and at all levels. Despite the enthusiasm for the school and students, the very limited levels of both full-time faculty and staff were a concern that was voiced repeatedly.

Total staff in 2015 stood at 492, rose to 510 in 2016, and stands at 382 for 2017. During fall 2015, due to decreased enrollment coupled with a CCSNH imposed tuition decrease from \$210/credit to \$200/credit, there were budget shortfalls that necessitated layoffs throughout the community college system. MCC issued layoff notices to several employees, and moved some staff from full-time to part-time.

There are 50 full-time faculty. Although 10% of the student body is made up of minority students, three full-time faculty members represent minorities. The college does not have an Affirmative Action Plan. Although the College recognizes the value of having a diverse faculty and staff, there are no hiring goals and there has not been active outreach to minority groups or associations. Minority representation is not required on search committees, nor is there a systematic process for establishing search committees.

There are three unions representing full-time faculty, adjunct faculty, and full-time staff. The 2013-2015 Collective Bargaining Agreement (CBA) remains in place as contract negotiations continue. The three union contracts are posted on the college website. Employees have a good understanding of policies and procedures. There is a 'you rock' campaign to recognize peer efforts. The Human Resources Director is responsible for payroll through a contract with ADP, and for all adjunct contracts. According to the self-study, faculty salaries are 14% below the national average. Management expressed concerns about attracting and retaining qualified candidates given the low salaries. The last salary increase for faculty was in 2014 when faculty received a 5% increase. Staff received a 3% increase in 2014, and have since worked with management to renegotiate their contract and received a 1% raise in April of 2016 and another 2.5% increase in August of 2016. Staff just negotiated a new contract and received a 75 cents/hour raise that was effective September 2017 and will receive another 3% raise in September 2018.

Student and Academic Affairs staff decreased 16.4%, from 73 employees in 2016 to 61 in 2017. This was due to the layoff of one full-time and two part-time employees, as well as a decrease in the number of tutors hired. Because of limited resources, the College has resorted to hiring part-time workers to replace full-time staff. The benefit is being able to have two 25-hour workers (greater than 25 hours incurs benefit costs) and therefore more productivity than one full-time worker. The drawback is a limited pool of qualified applicants seeking part-time employment. In addition, it's not clear that a great reliance on a part-time workforce will benefit students over the long term.

Professional development, as outlined in Standard Six, is part of departmental budget submissions and other opportunities are available through Perkins grants. Employees expressed the view that there were adequate opportunities for professional development, and that management encouraged and supported professional development. Faculty spoke well of the onboarding process.

The College seems to have turned a corner on turnover in key positions. The president is the 8th in 15 years, but has been at the College for seven years. She is well respected by faculty and staff, and well known to students. Key management positions are currently occupied by employees who are committed to the college and respected by their peers.

The work environment is collegial, with little rancor between faculty and administration. Faculty and staff work together to provide students with a welcoming learning environment. Although there is transparency and collegiality, staffing across the College is very thin. The College is heavily reliant on a key group of faculty and staff taking on multiple responsibilities and handling numerous initiatives and institutional knowledge can be lost when one of these key employees leaves or retires. The sustainability of current programs with so few employees handling so many responsibilities over a long term is problematic.

Financial Resources:

The college clearly directs its financial resources in support of its academic mission. Senior management has clearly communicated the tight fiscal situation and employees understand that resources are limited. There seems to be clear communication with, and support from employees for being creative and figuring out how to get more done with less funding.

The budget process is clear, understood by employees, and overseen by the Business Affairs Officer (BAO). The BAO works closely with the President and the management team. The BAO also works closely with the Community College System of New Hampshire's (CCSNH) office to present the college's financial position to the Board of Trustees. The management team monitors enrollments, fiscal reports, adjusting accordingly throughout the year to changing conditions.

MCC derives 65% of its income from tuition and fees and 32% from state appropriations. From 2001 to 2012, tuition rose 91% and, as a result, the CCSNH set a goal to keep tuition flat from 2012 through 2019. Tuition was \$210 from 2012 through 2014, reduced to \$200 for 2015 through 2017, and reverted back to \$210 for the current and next fiscal years.

Tuition revenue has declined 11.8%, from \$13.3 million in 2015 to \$11.9 million in 2017. Fall 2017 revenue was projected to decline by 1%, and is as expected. The CCSNH general fund allocation and shared expense model has changed for fiscal year 2018. Under the new methodology, an additional \$2.7 million in state allocations has been spread across the seven campuses and the new methodology also includes a new accounting method for shared expenses. This change will benefit MCC, resulting in an approximate 17% increase in MCC's allocation from \$4.7 million to \$5.7 million over 5 years.

From 2015 to 2017, operating expenditures rose 4.3%, from \$22.3 million to \$23.3 million. At the same time State appropriation remained flat. After receiving an increase for 2018 and 2019, The BOT anticipates flat state support for the foreseeable future. The System's priority is to keep tuition affordable. However, without additional revenue sources, the pressure remains on MCC to maintain or eliminate vacancies. This has resulted in thin staffing in many areas of the College.

The CCSNH 2012-2016 Legislative Budget Agency audit issued August 2017 listed 29 observations. Among the most important observations were:

- Financial Reports for Colleges Need Improvement
- Ensure Campus Master Plans Are Current
- Develop Long-Term Financial Plans
- Reevaluate Allocation of State Funding
- IT Project Planning Needs Improvement

The college met its credits sold goal in 2011, with declines in following years to Fall 2016 credits sold being 94% of goal. While the college management team allocates funds in support of the academic mission, the College does not have a long-term financial plan for anticipated enrollment decreases.

Composite financial statements for the Community College System of New Hampshire are audited by Berry Dunn. The financial statements have not been broken out by individual college. Changes in accounting principles to long-term liabilities resulted in Other Long-Term Liabilities increasing from 0 in 2014 to \$13.2 million in 2015, and debt decreased from \$4.9 million in 2015 to \$3.9 million in 2017, with projected decreases through 2019.

The Board of Trustees has set a goal for each college to have a reserve of 25% of its annual operating fund within the next 5 years. According to the College's BAO, MCC's reserve currently stands at \$1.4 million. \$750 thousand is earmarked for expenses associated with the new Advanced Technologies building that recently opened.

CCSNH received a \$20 million US Department of Labor Employment and Training Administration grant. This allowed MCC to fund the advanced manufacturing lab and to hire an additional faculty member in this area.

The President actively engages with the business community to find support for College programs, and local businesses have provided financial support and costly equipment for several of MCC's technical programs.

The cost of the new Advanced Technologies building, financed primarily through capital funds, exceeded projections of \$7 million and the college will use reserves to help cover these costs. In addition, the CCSNH Board of Trustees voted to reassign six hundred thousand dollars originally allocated to another college's capital project fund to MCC in support the new building project. While the College has been creative in meeting its academic needs, large construction projects with no Master Plan in place and obtaining funds from another school's reserves is not common practice.

Information, Physical, and Technological Resources:

The College's physical, informational and technological resources are to be commended. The facilities are bright and welcoming and provide faculty, staff, and students with modern learning environments. Despite financial challenges, the students and faculty said classrooms and labs have all the equipment, tools and computing needs necessary for each discipline.

The campus is made up of 57 acres, with limited room for expansion. Current buildings occupy over 328 thousand square feet and consist of inter-connected buildings - Buildings A, B and C and Health Science. In 2008, the Health Science building was completed with over 50,000 square feet of lab and classroom space. In 2012, a new free-standing automotive building was completed with labs, classrooms and faculty offices, and, in 2014, welding space was expanded. The HVAC building (now named "Advanced Technologies" building), just opened, houses classroom and lab

space for HVAC, mechatronics, and electrical technology. In addition, there will be a few faculty offices and six general purpose classrooms. The building is wireless and contains 300 data jacks.

In 2013, the Student Center was completed. The Center includes a student lounge, gym and cafeteria. The space is used continuously by students. The name 'The Hub' fits well. Students are pleased with the space and feel it is accommodating, providing space where they can study and socialize.

The most recent 10-year master plan was done in 2005, and the College received funds recently to initiate a new master plan. The gap in master plans, as noted in the audit, has led to a concern that planning mechanisms are not informing long-range decisions. The Academic Technology Plan is also scheduled to be updated in spring 2018. IT faculty and staff have been creative in meeting MCC's technology needs. Faculty input has been sought so that different disciplines have appropriate technology in each classroom, with appropriate help from IT. For example, IT has used innovative technology, developed by MCC faculty, to use televisions instead of smartboards, saving the college thousands of dollars.

MCC has several significant technology projects underway. It is transitioning its learning management system to Canvas, and faculty expressed support for moving to a more user-friendly interface with more features. The Banner revitalization project was initiated by CCSNH. Employee criticism echoes that of the audit report and notes that some processes that were previously automated have now become manual; the implementation did not include employee input and, to date, is not completed.

Information Technology (IT) staffing is minimal with three full-time employees and the part-time IT Director is retiring. With the HVAC building coming onboard, and several initiatives underway, it is not clear that existing IT staff will be able to continue the same level of support without increased staffing. In the area of data security, the college has protocols in place to secure its data and has not had any breaches. It is working on a campus-wide disaster recovery plan that includes IT operations

Students expressed two concerns. The first was that having a single entrance and exit access onto and off the campus is dangerous. The College is planning to have an additional exit, off Rt. 293, to bring students directly into the rear of campus but this is not expected to be completed for several years. The second concern was that students would like the library and labs to be open longer hours; however, staff indicated that the number of students accessing services during off-peak hours was too low to justify extended hours.

There are no new buildings or major renovations planned for the immediate future. The College did receive \$400,000 to renovate the space previously occupied by the building construction program and the space will be converted for use by the advanced manufacturing and electrical technology programs. The President has also partnered with local organizations to use space on campus for joint ventures, including a community garden.

Although the library staff is small, they are involved in information literacy and provide some back up to the IT Help Desk located in the library. The library's collection is heavily electronic, with 92% for the resources being online. Students can access the databases on campus and from home. The library is responsive to student needs, and has opened on Sundays at the request of nursing students studying for finals. The library is right by the main entrance, and is bright and welcoming. There are plenty of spaces for students to study, including silent study areas, as well as computers and reserve materials.

MCC has, and maintains well, the information, physical and technical resources that support the college's academic programs with robust tools, trained staff, and a clear understanding of

priorities. Planning documents in these areas, along with an updated Master Plan, will provide a more coherent strategy for focusing MCC's limited resources on its multiple, ongoing initiatives. However, deferred maintenance will have to receive appropriate funding going forward for the facility to maintain its functionality and appearance.

8. Educational Effectiveness

Manchester Community College (MCC) has made significant gains in the realm of educational effectiveness since its last CIHE report five years ago. It has begun collecting the data and has some of the mechanisms in place that are necessary for the assessment of student learning outcomes. Given its restrained financial context and shortage of professional staff/faculty for a mid-sized institution, there are limits on how extensively data is used for the improvement of student success. While moving in the right direction, MCC still needs to refine its data-informed approach to student success and learning assessment.

Standard of Achievement:

Currently, MCC has ten professional programs that have continuously met the national standards of accreditation for professional training: Chrysler MCAP program is certified by NATEF; Accounting, Business Communications, Business Studies, Management and Marketing accredited by ACBSP; Early Childhood Education by NAEYC; Health Information Management by CAHIIM; Medical Assistant by CAAHEP; and Nursing by ACEN. This implies that these programs meet the quality standards of their accreditors. MCC also has a number of articulation agreements with four-year institutions for direct transfer of its students. Although the process of articulation agreement with four-year institutions may not be as rigorous as the process of professional accreditation, it nonetheless affirms the quality of MCC's programs that the four-year institutions acknowledge.

The documentation of Program Review 2013-2016, written by the previous Vice-President of Academic Affairs, includes the current program review protocol and the summary of the findings. Its objective is to ensure that MCC's academic programs adhere to CIHE's academic program standards for educational effectiveness. Review of the course syllabi and the College catalog led to the visiting team's observation that learning materials are more advanced as the sequence of program courses progresses.

Assessment:

MCC collects a wealth of data and other information regularly through its learning outcome assessment, academic program reviews, standardized surveys (Ruffalo Noel-Levitz) College Student Inventory (CSI) and Community College Survey of Student Engagement (CCSSE)), Integrated Post-Secondary Educational Data System (IPEDS), and Voluntary Framework of Accountability (VFA). Data has been used at various levels in the College for continuous improvement in student success. More recently, MCC hired a diversity consultant to conduct focus-group interviews (qualitative data) to assess the student/faculty experience on diversity. The self-study suggests, and meetings with the academic administration confirm, that MCC is analyzing data for all students across all modalities.

MCC describes the expectation and outcomes of its educational programs succinctly in its print and online publications. Through syllabi and in the Catalog, MCC presents information about what students should expect to learn from their courses and program curricula. In the Catalog, each program (of the 31 degree programs) describes its program goals, program outcomes, and recommended course sequence by semesters.

With the serious engagement of faculty and staff, MCC supports its learning assessment at the institutional level. It has six well publicized Core Learning Outcomes (CLOs): Problem Solving, Inquiry, and Analysis; Communication; Information Literacy; Cultural and Social Understanding; Technical Skills; and Initiative and Engagement. It assesses the students initially through the Personal Learning Plan developed in the freshman required course, First Year Cornerstone, and then in the Capstone Experience course just prior to graduation. As MCC has realized that the first-year assessment does not align well with the Capstone Experience assessment, it is now planning to consider the assessment of the CLOs at students' first program course and then compare them with the outcomes captured at the Capstone course. Overall, MCC is still fine-tuning its program of learning outcomes assessment, although progress is being made.

Besides the Core Learning Outcomes assessment, some academic programs (e.g., Exercise Science and Nursing) have their own educational assessments to ensure that students are learning what they need to learn. MCC also has course evaluations that full-time faculty are required to review. However, while MCC provides many opportunities for students to participate in co-curricular activities, there is not yet any formal assessment to address the level of co-curricular achievement. Co-curricular opportunities include the community services, Student Senate, and more than 30 student organizations.

In addition, as noted, MCC collects data from the Ruffalo Noel-Levitz College Student Inventory and the CCSSE survey, both well-established student surveys. The former survey is used to identify the academic vulnerability of the individual students and to provide a resource guide for them. MCC uses this data for academic advising. The latter survey is used to monitor the five dimensions of student engagement at the institutional level. For instance, as soon as MCC's 2014 CCSSE results indicated that its two dimensions (Active/Collaborative Learning and Student Effort) were trailing behind peer measures, a task force was set up to analyze the survey results and recommendations were proposed for student engagement improvement.

Retention and Graduation Rate:

Consistent with its mission and purposes, MCC defines educational achievement using a variety of measures. The institution's degree-seeking retention rate (IPEDS) went down from 61% (full-time) and 53% (part-time) in FY2014, to 35% and 38% in FY2017, although its graduation rate (IPEDS) rose from 20% (FY2014) to 27% (FY2017). This data pattern is consistent with the national trend, as the economy is improving. Using the measures of the Voluntary Framework of Accountability (VFA), MCC identified the progress of its developmental students. For example, 64.8% of the developmental Math students of the 2013 Fall Main Cohort became college ready and 39.8% completed the College course after two years, whereas 62.7% of the developmental English students of the same cohort were college-ready and 45.8% finished the college-level English course. MCC also relies on Complete College America measures to identify its program retention and completion rates. In addition, MCC has very solid licensure pass rates for both Nursing and Medical Assisting programs.

To begin to more fully utilize data being collected, MCC developed Track, Retention and Data-sharing Teams to use these data for its assessment and continuous improvement. The Track Team gathers data to track student cohorts; the Retention Team focuses on retaining students with the aid of data; and the Data-sharing Team uses the data to implement the tactical actions for educational effectiveness. Another data-driven approach to measuring student success at the institutional level is through IPEDS and VFA data. Both provide peer comparison data that provides an external perspective. Such peer comparison analyses are discussed in the Track, Retention, and Data-sharing Team meetings for strategic improvement.

Other Measures of Student Success:

MCC collects data about the success of its graduates; in particular, it collects information on educational participation and success subsequent to their completion of a MCC program. It also collects data on licensure passage rates. For example, MCC's NCLEX-RN pass rate (between 92% and 100%) was consistently higher than the state-wide or national rates over the last six years, although the trend declining. While it's the College's collection of the salaries of its graduates was not mentioned, state-wide occupational salaries are provided on its website. In the meeting with the Board of Trustees, the Visiting Team learned that it is the CCSNH office that tracks the salaries of MCC's graduates to ascertain the economic gains of students who complete a degree program. The salary data is provided by New Hampshire Department of Labor.

9. Integrity, Transparency, and Public Disclosure

Integrity:

In 2007, the Community College System of New Hampshire (CCSNH) and its Board of Trustees were granted the right of self-governance through an act of the New Hampshire Legislature. Being a part of this larger system provides MCC with a firm legal foundation from which the College has been able to establish, monitor, assess, and share its ethical practices and standards, and to maintain integrity through compliance with State and System policies.

Proof of the College's support of academic integrity is also found in the attainment and continuation of its national and regional accreditations. As outlined in the provided exhibits, MCC has ten programs accredited by national, specialized accrediting bodies. Academic integrity is also maintained and promulgated through the College's regular program review process.

The College expects that members of its community will act responsibly and with integrity. Policies regarding the ethical conduct of administrators, faculty and staff are made available in several different digital and hardcopy formats. Training opportunities, particularly for new employees, are aligned with these documents. MCC also follows a number of policies and procedures articulated by its governing board, and by its collective bargaining agreements (CBAs). These CBAs include articles that establish member rights to academic freedom and outline grievance procedures to resolve complaints of violations of these freedoms and other potential issues.

Through its policies, guidelines, and written mission and values statements, MCC makes it clear that student conduct appropriate within a learning environment is vital to the quality of education at the College. Standards of conduct, including a statement on plagiarism and cheating, have been established and are communicated through College publications and online, particularly in the Student Handbook. The Student Handbook also outlines expectations of all students relative to satisfactory academic progress, and informs students of the College's academic honesty guidelines. This document, and other MCC policies and statements, are reviewed and updated annually, as appropriate.

Additionally, the Student Handbook includes a section on student rights, in addition to their responsibilities. Student grievance procedures are outlined in the College catalog and the Student Handbook. One specific area noted by the team, was the online course caveat statement that spells out specific, unique expectations for distance learners, and also contains a self-assessment tool to help students determine their fit for online teaching modalities.

MCC has set and follows non-discriminatory policies and practices within all of its recruitment, employment, admissions, employee evaluation and promotion activities. These policies and practices are intended to provide equal access to employment opportunities, and create a welcoming and diverse educational and workplace environment. These policies also find concrete expression at MCC through a program of sexual harassment training imbedded within the new-hire onboarding process.

The College is an equal opportunity employer, and its Human Resources Office, in collaboration with the College's diversity committee, is currently working with an outside firm to bolster its approach to diversity in the workplace, with a goal being to develop a Diversity Plan that would contribute to the creation of a more inclusive, collaborative workforce. MCC clearly outlines procedures by which members of the college community can bring forward complaints of discrimination and sexual harassment.

MCC also has policies in place to ensure honesty and integrity with its students, administration, faculty, staff, board and community constituencies. The College is straightforward about all facets of the organization, including what it has to offer prospective students, employees, and the community at large. MCC displays its commitment to the highest degree of integrity through the application of various recommendations and analyses generated through self-studies, surveys and other assessment tools.

Transparency and Public Disclosure:

A wide variety of information is made available to the College's many constituents using a broad range of media and channels. MCC uses a mix of print and online resources to enable students and prospective students to make informed decisions about the institution. Their publications, media and documents are appropriate and are in line with all relevant compliance markers. As indicated within the Self-Study, information is provided by MCC that highlights the College's affordability, programs of study, student support services and course scheduling.

The MCC Marketing Department designs, edits, and coordinates the distribution of most of the College publications, including the Catalog, brochures, posters, and other written materials. Publications describe the college's programs, courses, resources and activities, and are valuable resources for prospective and current students, faculty, staff and constituents in the Greater Manchester area. Marketing activities at the college are established and managed on a yearly basis using a schedule, with corresponding budget, created with the input of various internal constituencies.

The Student Affairs Office is responsible for the creation of the Student Handbook, with support from the Marketing Department. Printed publications are on display and available at multiple College locations, particularly those frequented by prospective and current students. They are also available by request from appropriate offices, and the majority are available on the website.

The College Catalog is informative and includes its mission and academic policies, describes academic programs, student services, the admissions process, costs, financial aid processes and timelines, refund policies, transfer opportunities, and also includes course descriptions as well as a directory of advisory boards, councils, faculty and staff. The Catalog also includes accreditation statements for the College and for its individual programs. Some policies are duplicated in the Student Handbook, as are policies regarding student conduct.

The team found the Student Handbook to be detailed, thorough, and accurate reference tool for students. It provides students with readily accessible information about available services

and opportunities, College procedures, and the academic and conduct standards to which students are held.

The Commission's response to MCC's August 2012 Five Year Report referenced communication within and among departments as areas for improvement. To address communication, a new website was launched in 2015 to address accuracy and navigation issues. While the Self-Study suggests that some students express navigational challenges with the website, the team found it to be clearly laid out, easy to use, and especially focused on the prospective student. The MCC website includes data regarding the size and characteristics of the student body, cost of attendance, gainful employment, and Clery Act statistics.

In addition to MCC's website, the CCSNH website also publishes comprehensive information pertaining to degree programs, workforce training, Board and System policies, as well as information related to the dual and concurrent programs for high school students.

The College utilizes wall space in most of its buildings to display much of their important information: The College's mission statement can be found framed and hung on walls throughout the campus, and flat screen monitors are evident throughout the campus featuring information pertaining to upcoming events and activities and services to students.

A renewed focus on committee work has resulted in improved communication within offices and departments, as was made clear during the team's discussions with various MCC community members. Many of these committees and working groups have overlapping membership in order to further enhance knowledge sharing and inclusivity among staff and faculty.

A schedule of strategic meetings has also been established to help ensure that information is transferred across the campus in a timely and purposeful fashion. As an example, the Vice Presidents meet with Department Chairs and office managers on a regular basis, and information generated at these meetings is then shared with staff and faculty at their respective departmental meetings. All-College and All-Faculty meetings are held on a scheduled basis, as are annual CCSNH symposia.

Affirmation of Compliance with Federal Regulations Relating to Title IV

The Evaluation Team confirmed the evidence of compliance of "credit" instruction at MCC by definition in the Catalog and by practices as gleaned from syllabic and faculty interviews. "Student Right to Know" documentation appears on the MCC Website as do transfer policies, costs of education and student debt expectation data. Student complaint resolution information can be found in the Catalog and in the Student Handbook. Measures are in place for verification of the student identity for online learners using a unique student ID number and login. Public notification of the accreditation evaluation was published on the MCC website, as well as in the Manchester Union Leader newspaper.

Summary

Manchester Community College used the self-study process to carefully examine and review how the college is meeting its mission in critical areas. The self-study report was comprehensive and frank, and the faculty and staff who interacted with the visiting team were honest and open. There was a clear recognition that improvements are needed and a stated commitment to making progress in the areas such as planning and assessment.

In general, the visiting team observed that Manchester Community College is a mission-driven institution working in creative ways to serve its students and community effectively within a resource-constrained environment. There was tremendous positive energy across the institution and high levels of engagement among faculty, staff, and students. The Community College System of New Hampshire's Board of Trustees displayed a commitment to a low cost high-quality open education system, while recognizing the state's extremely low level of support for public higher education. Within this environment, the College is led by a competent and committed President, and well-qualified and hard-working administrators, faculty and staff who are working well together to serve their students.

Following a difficult year when the BOT reduced tuition during a period of enrollment decline which pushed the college into a budget situation where it was forced to lay off employees, the college is now operating with fewer full-time employees and depending more heavily on part-time faculty and staff. The college has a well-established president who has had to bring in a new Vice President of Academic Affairs and Business Affairs Officer in the last year. The senior management team seems to be working well together and is making strong progress in key areas.

The College has completed an impressive number of major construction projects over the last five years and has created, across the campus, well-equipped learning environments to serve the needs of students, faculty, and staff. It has upgraded its LMS and is engaged in other technology enhancements including an upgrade of its student portal.

Recent senior level staff changes have, as might be expected, delayed progress in some areas, particularly in keeping the College's planning initiatives current, comprehensive, strategic, and data informed. Strategic resource planning is also hindered by the low number of full-time faculty and staff as a result of limited state support. Full-time faculty and staff at the college are hard-working and resourceful, but are straining to get past their day-to-day obligations and find the time for more data integrated strategic planning that could lead to steadier improvement. Many positions are filled by part-time faculty and staff who serve students well but who are not as engaged in college planning initiatives. MCC recognizes the need to maintain current strategic, academic, IT, and campus master plans, and is working hard to put these in place.

Manchester Community College is a forward-looking College committed to serving its students and the community in creative and innovative ways. With limited state support and in an era of declining enrollment, it is struggling to find the time and resources for strategic and sustained improvement initiatives.

Strengths

- The College has a strong leadership team with faculty and staff highly committed to student success. While not all processes are documented, there was general agreement that communication is positive and that faculty, staff, and students feel they have sufficient input into decision making.
- The resource-constrained environment has led to creative and innovative thinking and a focus on key issues directly related to the mission of the College.
- There is widespread collection of data and recognition of how it can be used to promote student success. Data collection processes have been established and there is a broad array of assessment activities.
- Facilities are up to date and well maintained, and the academic programs are aligned with the College's mission with recognition of the changing workforce needs within the local economy.

Concerns

- The limited support from the state has led to the College utilizing a large number of part-time faculty and staff, and full-time employees are continually being asked to do more with less.
- Strategic planning needs to be more current and complete, and analysis of collected data needs to be better integrated into planning processes in ways that will support systematic evaluation, assessment, and improvement.
- The College operates within a community that is growing more diverse and it will need to develop focused and sustained efforts to diversify its faculty and staff and work to build a more inclusive environment across the campus.