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**NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES, INC.
COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION**

February 13, 2013

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Dr. Susan D. Huard
President
Manchester Community College
1066 Front Street
Manchester, NH 03102

Dear President Huard:

I am pleased to inform you that at its meeting on November 15, 2012, the Commission on Institutions of Higher Education considered the fifth-year interim report submitted by Manchester Community College and voted to take the following action:

that the fifth-year interim report submitted by Manchester Community College be accepted;

that the College submit a report for consideration in Fall 2013 that gives emphasis to its success in implementing its institutional effectiveness plan and using the results of assessments for improvement;

that the comprehensive evaluation scheduled for Fall 2017 be confirmed;

that, in addition to the information included in all self-studies, the self-study prepared in advance of the Fall 2017 comprehensive evaluation give emphasis to the institution's continued success in implementing its institutional effectiveness plan and using the results of assessments for improvement.

The Commission gives the following reasons for its action.

The Commission commends Manchester Community College for its comprehensive and well thought out report and for the significant progress made in addressing the areas of special emphasis identified in the Commission's letters of May 1, 2008 and November 17, 2009. The transition to self-governance gives the College more autonomy related to governance, personnel, budget and financial matters. Conversion to the Banner Finance system has been completed and is being used in the institution's decision-making processes. A plan is in place to address maintenance and facilities planning more systematically. The report also presents substantial progress

in relationship to each of the standards. The Data First forms and additional information in the appendices provide supportive information on the progress being made.

We take favorable note of the College's efforts to implement a systematic approach to the assessment of student learning, including the development of a program review process, the creation of the Center for Teaching and Learning, and enhancements to the institutional research function. In response to national data regarding lack of persistence and low graduation rates for students who take developmental coursework, the College initiated a variety of coordinated efforts such as the "Math Boot Camp."

The item the institution is asked to report on in Fall 2013 is related to our standards on *Planning and Evaluation* and *The Academic Program*.

In Fall 2013, we would appreciate an update on the institution's efforts to systematically collect and analyze retention, transfer, and graduation data. We look forward to learning of the College's success in implementing initiatives identified in the interim report, including professional development for faculty and staff to acquire the skill sets integral to the research processes needed for assessment, formal studies conducted to assess the impact of the pilot course that integrated developmental reading and writing, and the use of peer mentors in the College Success Seminar. We encourage the institution to reflect on the success of its past efforts, to present data regarding current findings, to discuss improvements made, and to project assessment plans going forward. Our standards on *Planning and Evaluation* and *The Academic Program* provide guidance here:

The institution regularly and systematically evaluates the achievement of its mission and purposes, giving primary focus to the realization of its educational objectives. Its system of evaluation is designed to provide relevant and trustworthy information to support institutional improvement, with an emphasis on the academic program. The institution's evaluation efforts are effective for addressing its unique circumstances. These efforts use both quantitative and qualitative methods (2.5).

The institution implements and provides support for systematic and broad-based assessment of what and how students are learning through their academic program and experiences outside the classroom. Assessment is based on clear statements of what students are expected to gain, achieve, demonstrate, or know by the time they complete their academic program. Assessment provides useful information that helps the institution to improve the experiences provided for students, as well as to assure that the level of student achievement is appropriate for the degree awarded (4.48).

The institution's approach to understanding student learning focuses on the course, program, and institutional level. Evidence is considered at the appropriate level of focus, with the results being a demonstrable factor in improving the learning opportunities and results for students (4.49).

The scheduling of a comprehensive evaluation in Fall 2017 is consistent with Commission policy requiring each accredited institution to undergo a comprehensive evaluation at least once every ten years. Manchester Community College is asked, in the self-study prepared for the Fall 2017 comprehensive evaluation, to report on its continued success in implementing its institutional effectiveness plan and using the results of assessments for improvement. The Commission realizes that this matter requires sustained attention and effort; hence we ask for an update in Fall 2017.

The Commission expressed appreciation for the report submitted by Manchester Community College and hopes that its preparation has contributed to institutional improvement. It

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appreciates your cooperation in the effort to provide public assurance of the quality of higher education in New England.

You are encouraged to share this letter with all of the institution's constituencies. It is Commission policy to inform the chairperson of the institution's governing board of action on its accreditation status. In a few days we will be sending a copy of this letter to Mr. Paul Holloway. The institution is free to release information about the report and the Commission's action to others, in accordance with Commission policy.

If you have any questions about the Commission's action, please contact Barbara Brittingham, Director of the Commission.

Sincerely,

A handwritten signature in cursive script, appearing to read "Jean A. Wyld".

Jean A. Wyld

JAW/jm

Enclosure

cc: Mr. Paul Holloway



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

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**Public Disclosure of Information
About Affiliated Institutions**

The following policy governs the release of information regarding the status of affiliated colleges and universities by institutions and by the Commission.

**1. Release of Information by Institutions Regarding Their Accreditation
Following Commission Action**

At the conclusion of the evaluation process institutions are encouraged to make publicly available information about their accreditation status including the findings of team reports and any obligations or requirements established by Commission action, as well as any plans to address stated concerns. Because of the potential to be misleading, institutions are asked not to publish or otherwise disseminate excerpts from these materials.

While the Commission does not release copies of self-studies, progress reports, evaluation reports, or other documents related to the accreditation of individual institutions, it believes it to be good practice for institutions to make these materials available, in their entirety, after notification of Commission action.

While the Commission does not initiate public release of information on actions of show cause or deferral, if such information is released by the institution in question, the Commission will respond to related inquiries.

If an institution releases or otherwise disseminates information which misrepresents or distorts its accreditation status, the institution will be notified and asked to take corrective action publicly correcting any misleading information it may have disseminated, including but not limited to the accreditation status of the institution, the contents of evaluation reports, and the Commission actions with respect to the institution. Should it fail to do so, the New England Association, acting through its Chief Executive Officer, will release a public statement in such form and content as it deems desirable providing correct information.

The shorter statement that an institution may choose for announcing its accredited status follows:

_____ College (University) is accredited by the New England Association of Schools and Colleges, Inc., through its Commission on Institutions of Higher Education.

Inquiries regarding the accreditation status by the New England Association should be directed to the administrative staff of the institution. Individuals may also contact:

**Commission on Institutions of Higher Education
New England Association of Schools and Colleges
209 Burlington Road, Suite 201
Bedford, MA 01730-1433
(781) 271-0022
E-Mail: cihe@neasc.org**

Accreditation by the New England Association has reference to the institution as a whole. Therefore, statements like “fully accredited” or “this program is accredited by the New England Association” or “this degree is accredited by the New England Association” are incorrect and should not be used.

3. **Published Statement on Candidate Status**

An institution granted Candidate for Accreditation status must use the following statement whenever it makes reference to its affiliation with the New England Association:

_____ College (University) has been granted Candidate for Accreditation status by the New England Association of Schools and Colleges, Inc. through its Commission on Institutions of Higher Education. Candidacy for Accreditation is a status of affiliation with the Commission which indicates that the institution has achieved initial recognition and is progressing toward accreditation.

Candidacy is not accreditation nor does it assure eventual accreditation.

Inquiries regarding the status of an institution affiliated with the New England Association should be directed to the administrative staff of the college or university. Individuals may also contact:

**The Commission on Institutions of Higher Education
New England Association of Schools and Colleges
209 Burlington Road, Suite 201
Bedford, MA 01730-1433
(781) 271-0022
E-Mail: cihe@neasc.org**

The Commission recognizes that, to be fully understood, information about the accredited status of institutions must be placed within the context of the policies and procedures of the Commission and the New England Association of Schools and Colleges. In responding to inquiries, the Commission will endeavor to do so.

5. Public Disclosure of Institutional Actions

Within 30 days after the action on accreditation status is taken, the Commission will notify the Secretary of Education, New England state higher education officers, appropriate accrediting agencies, and the public. Such actions include:

A final decision to:

Grant candidacy or accreditation

Continue an institution in accreditation

Deny or terminate the accreditation of an institution

Place an institution on probation

Approve substantive change (e.g., moving to a higher degree level)

A decision by an accredited or candidate institution to voluntarily withdraw from affiliation with the Commission.

November 1998

September 2001

April 2010

September 2011