This self-study report is submitted by Monroe County Community College (MCCC) as part of the formal application process for continued accreditation by the Higher Learning Commission (HLC) of the North Central Association. The primary purpose of the report is to document the findings of the comprehensive self-study which Monroe County Community College conducted to support the request for continued accreditation and to provide members of the visiting team with information needed to evaluate the College effectively during their visit.

This report represents a thorough study of the College, its mission, and its goals. Monroe County Community College selected the Program to Evaluate and Advance Quality (PEAQ) for maintaining accredited status. As such, MCCC has engaged in a self-study process for approximately two years and has prepared this report of its findings in accordance with Commission expectations. The Higher Learning Commission has five criteria on which it bases its evaluations of institutions:

- Mission and Integrity
- Preparing for the Future
- Student Learning and Effective Teaching
- Acquisition, Discovery, and Application of Knowledge
- Engagement and Service

This self-study presents evidence that Monroe County Community College meets each of these criteria and merits accreditation.

**Organization of the Report**

The self-study report is organized around the five HLC criteria for accreditation. The introductory chapter includes a profile of the College, including its accreditation history, an overview of significant changes since 1999-2000, and a response to the 1999-2000 Review. Chapter 2 describes how Monroe County Community College organized and conducted the self-study process. Each of Chapters 3-7 deals with one of the five criteria for accreditation and the associated Core Components, providing information and evidence confirming that MCCC meets the criterion. Chapter 8 describes Monroe County Community College’s federal compliance, and Chapter 9 offers a summary of major strengths and challenges and formally requests continued accreditation. Chapter 10 includes appendices, tables and charts, and a glossary of terms and acronyms used in the report.
Profile of Monroe County Community College

Monroe County Community College is a public, two-year institution supported by tax monies from Monroe County (55.3 percent), educational funds from the state of Michigan (16.63 percent), student tuition (25.85 percent), and grants and gifts and other resources (2.22 percent). The Community College District of Monroe County was formed on June 29, 1964, by the electors of Monroe County. On July 3, 1964, the district was given statutory authority under the provisions of Michigan Act 188 of the Public Acts of 1955 to function as a community college.

Profile of Service Area

The 210-acre Main Campus is centrally located in Monroe County with easy access to Detroit, Michigan, and Toledo, Ohio. In addition, the 24.64-acre Whitman Center in Bedford Township near the Michigan-Ohio border offers a wide selection of courses.

Figure 1.1 Monroe County, Michigan
Monroe County is located at the west end of Lake Erie and has a population of approximately 154,000. The county has a total area of 680 square miles. Monroe County is supported by a diversified economy, serving as home to many industries and a mix of retail, agricultural, and commercial businesses. Monroe is home to La-Z-Boy Incorporated World Headquarters, Tenneco Automotive World Headquarters, and DTE Energy’s Fermi 2 Nuclear Power Plant and Monroe Power Plant. The Port of Monroe is located on the St. Lawrence Seaway and is Michigan’s only port on Lake Erie.

Other institutions of higher learning nearby include the University of Michigan (40 miles), Eastern Michigan University (35 miles), University of Toledo (20 miles), Wayne State University (35 miles), and the University of Detroit (35 miles).

A snapshot of Monroe County’s population includes the following:

- Median resident age: 36.0
- Population by gender: males – 49.6 percent; females – 50.4 percent
- Races in Monroe County, Michigan:
  - White, Non-Hispanic: 94.1 percent
  - Hispanic: 2.1 percent
  - Black: 1.9 percent
  - Two or more races: 1.3 percent
  - American Indian: 0.9 percent
  - Other race: 0.6 percent
  (Total can be greater than 100 percent because Hispanics could be counted in other races)
- Estimated median household income in 2007: $53,750

Labor Force

- Total: 77,708
- Total employed: 72,461
- Unemployed: 5,248
- Unemployment rate: 6.3 percent

Educational Attainment

- Persons 25 years of age or older: 103,857
- High school diploma or higher: 87.3 percent
- Bachelor’s degree: 11.3 percent

Economic Climate

Michigan’s recession economy has led to seven consecutive years of job loss in the state, and Dana Johnson, chief economist for Comerica Bank, predicted Michigan would register its fifth consecutive year of recession in 2008 as well as the business activity index registering its lowest rating ever in September 2008, down a full 9 percentage points from the previous year. This has led to significant unemployment rates in the Monroe County Metropolitan Statistical Area.
Table 1.1 Monroe County, Michigan Unemployment Rate, September 2008

<table>
<thead>
<tr>
<th>September 2008 Unemployment Rate</th>
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<tbody>
<tr>
<td>United States</td>
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<td>Michigan</td>
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<td>Monroe County</td>
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</table>

**History**

On June 29, 1964, the citizens of Monroe County voted by a nearly two-to-one margin to establish a community college district. Acting under statutory authority granted via Michigan Act 188 of the Public Acts of 1955, the citizens of Monroe County responded to a need for post-secondary education for its residents.

Three propositions were presented to the voters on June 29: the first, to create a community college district; the second, to elect six members at large for a Board of Trustees for the proposed college district; and third, to support an annual maximum tax rate of 1.25 mills for the proposed Monroe County Community College. The vote to create a district passed 4,487 to 2,501. The first College Trustees were elected, and the millage passed 4,228 to 2,587. On July 10, the County Clerk was notified that effective July 3, 1964, Monroe County had a community college.

At the next general election, held November 3, 1964, the members of the Board of Trustees were re-elected to staggered terms of two, four, and six years. In 1966 the Board was expanded to, and remains at, seven members in accordance with state law.

When the Board of Trustees met for the first time on July 7, 1964, Monroe County Community College was a paper institution, needing a campus, staff, and curriculum. Many formidable tasks faced the new Board: applying for government aid, formulating a budget, levying taxes, obtaining a site for the College, and selecting a president.

After President Ronald Campbell was hired and took office in March 1965, he assumed responsibility for the general administration of the College. This included hiring a staff, developing a curriculum, and planning and developing physical facilities.

The next order of business was selecting a campus site. Although many sites were examined, on October 5, 1964, the Board accepted from the Monroe County Board of Supervisors a 150-acre land grant located on South Raisinville Road.

Under editorial pressure from *The Monroe Evening News*, a local newspaper, the Board agreed that if suitable facilities could be located, classes would begin in September 1966 in temporary facilities. After extensive research into possible locations, the Board signed a rental contract to use Ida High School for the 1966-67 school year. When classes began on September 6 at Ida, 469 students were enrolled.

Phase I of campus construction was completed in February 1968; however, classes began earlier in the two technology buildings, on October 2, 1967. In November
1967, the Student Services/Administration Building was ready for occupancy, followed by the Learning Resources Center in February 1968. In 1971, the Life Science Building was constructed.

In June 1977, after lengthy debate, the Board of Trustees directed the College architects to prepare the necessary plans to proceed with renovations, repairs, and new construction. The new buildings were to include an expanded technology facility, a performing arts center, a field house, and a child care center. Nevertheless, passage of the Headlee Amendment in November 1977, prohibiting bonding for buildings without voter approval, prevented implementation of these plans.

In retrospect, the outcome was fortunate. Operating funds proved to be a concern for the district, and after one year of operation at the new campus, the ability to maintain fiscal solvency and to operate a first-class college was in question. When the Board decided to put a millage increase before the voters in 1968, the result was devastating. The proposed two-mill increase was defeated 22,665 to 7,471.

During the next 12 years, millage proposals were defeated 11 more times. At its June 23, 1980, meeting, the Board decided to try a 13th time in the August primary, asking voters for one mill. This time the College’s request passed, 6,423 to 6,421. Since that pivotal day on August 5, 1980, the College has enjoyed financial stability.

To address the changing needs of its constituents, the College has continued to reassess and modify its programs and services. The Board offered coursework at alternative locations throughout the County, settling in 1977 at the South Center (in rented facilities from Bedford Public Schools) and in 1986 at the Jefferson Center, north of Monroe (in rented facilities from Jefferson Public Schools).

On January 1, 1986, the College’s second president, Gerald D. Welch, took office. He listed the following priorities: a new governance structure, a performing arts center, and a physical activity center.

In December 1988, another construction and renovation project began on Main Campus. The construction project on the south end of the Student Services/Administration Building added Corporate and Community Services Offices, a Financial Aid Office, a conference center (including four conference rooms), an art classroom, faculty offices, a staff lounge, and a student commons. The renovation project included a culinary skills lecture/demonstration lab and an instructional dining room in the Student Services/Administration Building. Further renovations included a materials-testing lab, grinding booths, and robotics and support equipment lab in the East Technology Building. An electronics lab/classroom, circuit construction room, printed circuit-board construction room, and microcomputer and motor-control lab were added to the West Technology Building. These construction and renovation projects were completed in 1990.

In June of 1990, the MCCC Board of Trustees approved construction of a College campus in the South County area. Responding to the College’s need, Paul Whitman,
a South County entrepreneur, donated 10 acres of land located on Lewis Avenue in Temperance, Michigan. In November 1990, the College broke ground and construction began on the MCCC Whitman Center. Opened to students in September 1991, the Center houses 10 classrooms, including a Business Learning Lab, a computer classroom, a multipurpose lab, a student lounge, and administrative offices.

Also in 1990, Monroe County Community College entered into an agreement with Siena Heights College (later Siena Heights University) to offer entire baccalaureate programs at the Raisinville location. Students can earn a bachelor’s degree in a variety of areas without ever having to leave the MCCC campus.

Faced with increasing drainage problems on its Main Campus, the College began working with landscape architects in the fall of 1990 on a topographical makeover of the Raisinville Road campus. Standing water on campus had damaged the foundations of buildings, parking lots, and sidewalks. Work began in May 1991 on this makeover, including constructing an 80-car parking lot south of the Technology buildings, expanding the drainage system, excavating a retention pond, and re-contouring land in the central campus area. The project was completed in August 1991.

Addressing a need to repair two of its existing parking lots, in 1993 the College completed a renovation to the parking lots east and west of the Life Science Building. As a part of the Campus Development Plan, these lots were redesigned, improving both drainage and aesthetics.

In July 1995, construction began on the College’s Health Education Building. The 50,700-square-foot facility includes a multi-purpose room, a dance-aerobics room, a fitness center, nursing and respiratory therapy labs, classrooms, a CPR lab, a Child Care Center, and faculty offices. The facility enables the College to offer intramural athletics and to host large events, including the College’s annual commencement ceremony. The facility opened in September 1997 for student and community use.

During the 1997-1998 academic year, a fiber optic network was installed on Main Campus. The College purchased hardware and software and trained faculty and staff in their operation. The network reaches every classroom, office, and meeting space on Main Campus and at the Whitman Center, enabling the use of technology in intra- and inter-campus communications, including email and Internet.

On April 27, 1998, the Board of Trustees authorized the purchase of 59.895 acres of undeveloped land adjacent to the Main Campus along its eastern border. With the purchase of this property, the Main Campus increased from its original 150 acres to 210 acres. The acquisition of this adjoining acreage ensures sufficient real property for future development.
Also in April 1998, the Board of Trustees established The Foundation at Monroe County Community College. By authorizing the legal establishment of The Foundation, the Board vested it with the power and means to raise funds.

Following the 1999-2000 academic year, MCCC decided to close the Jefferson Center. Enrollment at the site was declining, and a decision by Jefferson Public Schools to discontinue their adult education program eliminated staff support for the MCCC center. In addition, access to the computer labs was no longer available for MCCC classes.

In October of 1999, the College Board of Trustees authorized the purchase of 14.49 acres of undeveloped land adjacent to the Whitman Center along its southern and western borders. With the purchase of this property, the Whitman Center property increased to a total of 24.64 acres.

In December of 1999, the College received a $1 million dollar donation from Mrs. Shirley A. Meyer to establish the Richard M. and Shirley A. Meyer Endowment for the Arts. The funds, the largest private gift ever given to the school, were to be used for construction of a performing arts center and enhancement of the cultural arts programming at the College.

On May 20, 2000, the College’s third president, Audrey M. Warrick, took office. A charter faculty member and champion of student-focused education, her wisdom and leadership earned her many promotions, culminating in her selection as president.

A complete redesign of MCCC’s library took place during the 1999-2000 academic year. The renovations resulted in the addition of 18 microcomputers configured in a teaching-lab arrangement, where the librarians instruct students in the use of Internet and research databases. Other features of the renovation included additional shelf space for books and periodicals, enhanced group and quiet-study space, improved layout for circulation and reference support, and a more visually pleasing and modern facility.

During the 2000-2001 academic year, major renovation projects were completed, including renovations to the Cellar (student lounge), replacement and repair to the central plaza, installation of a new campus-wide emergency alarm system, and completion of renovations to the library, the welding lab (ventilation), and the auto lab—which became the new Regional Computer Technology Center (RCTC). The RCTC features two computer classrooms with full multimedia capabilities, an open lab with student workstations, and a testing/conference room.

The kitchen in the Student Services/Administration Building was remodeled in 2001-2002, and exterior campus facilities were completed— including parking lots, landscaping, and outdoor student gathering areas. In addition, a laboratory building for the Construction Management Technology and Automotive Engineering Technology programs was completed.
In June of 2002 construction began on the Instructional Center for Business Training and the Performing Arts. The 53,000-square-foot facility was designed for versatile and continuous use to meet the emerging needs of business and industry, the community, and the local economy. In addition, two major maintenance projects were completed on the MCCC Main Campus: a parking lot reconfiguration to Lot 4 and the south roadway, and cafeteria and kitchen renovations. MCCC also initiated Phase I of the science lab renovations—two chemistry labs in the Life Sciences Building.

Expanding four-year university offerings on campus, Eastern Michigan University opened EMU-Monroe in 2002. Eastern Michigan University offers coursework at MCCC, including its bachelor of science in nursing program as well as coursework in its teacher-certification program. Four master’s degree programs are also offered on the MCCC campus.

Following a national search, on August 1, 2003, the College’s fourth president, David E. Nixon, Ed.D., took office. Upon his hiring, Dr. Nixon listed as his main goal overseeing the construction of the Instructional Center for Business Training and the Performing Arts and proper utilization of the new facility.

In July of 2004, to recognize and honor a $2 million contribution toward the construction of the Instructional Center for Business Training and the Performing Arts, the Board of Trustees officially named the new facility the La-Z-Boy Center. This generous gift by the La-Z-Boy Foundation and the La-Z-Boy family completed The Foundation at Monroe County Community College’s Capital Campaign – Realizing the Vision. In total, the campaign to help fund the La-Z-Boy Center raised nearly $4.4 million, surpassing its original goal of $3 million by more than 45 percent. In addition to the funds raised by the capital campaign, the College pledged $3 million from its general fund, and $6 million was provided by the State of Michigan to fully fund this $12 million facility.

The La-Z-Boy Center and Meyer Theater officially opened on October 5, 2004. The centerpiece of the structure is a 550-seat performance space (the Richard M. and Shirley A. Meyer Theater). The facility includes corporate training facilities (six multi-use training rooms, a computer classroom, and a multi-use lecture hall), a music rehearsal room, a scene shop, the board room, and a large atrium.

In the fall of 2003, renovations to the two chemistry labs were completed, and Phase II of the Science Lab renovations (two biology labs), which began in May 2004, was completed for the fall classes. The physics and physical science classroom and laboratories (Phase III) were renovated in the summer of 2005. This included the anatomy and physiology labs, the physical and geosciences labs, and the physics lab. Phase IV of the science lab renovations took place in the summer of 2006, with work being done on two general-purpose labs.

During the 2004-2005 academic year, a new parking lot (Lot 7) was created to provide needed parking spaces (144 parking spaces) during peak times. Other
campus improvements in 2005-2006 included sidewalk upgrades throughout campus; new tree species planted on campus; renovations to the Learning Assistance Lab; wireless Internet access for student, staff, and visitors in the library and La-Z-Boy Center; installation of outdoor security cameras; and the Whitman Center roof was replaced. In addition, restroom renovations were begun on campus to accommodate a greater number of students with more severe disabilities. MCCC renovated 23 restrooms over the next two years.

The College completed the installation of wireless Internet capabilities throughout its Main Campus and the Whitman Center in 2006-2007. In addition, sidewalk replacements continued on both the Main Campus and at the Whitman Center. Through a partnership with Monroe Public Schools, MCCC was awarded a $1 million U.S. Department of Education Upward Bound Grant to help academically-at-risk students.

In 2007-2008, an “ideal learning environment” classroom was created as a prototype for additional classroom updates in the future. The College’s two electronics labs were completely transformed with new flooring, lighting, benches, and stools, along with a variety of new equipment. A complete nursing lab for the new Licensed Practical Nursing Program was designed and developed in the Life Sciences Building. In September of 2007, the pond on the MCCC campus was officially dedicated as “The Little Pond” in memory of the late Elsie M. Little, a community benefactor and local leader, in honor of her legacy gift to create a performing arts center on campus.

MCCC worked closely with its legislators to secure funding for a new Career Technology Center on campus. The approximately 70,000-square-foot, state-of-the-art facility will provide much-needed infrastructure to upgrade existing occupational programs as well as allow for the development of additional programming currently under consideration. In September of 2008, the State of Michigan approved its Capital Outlay budget which included $8.5 million (one-half of total construction costs) for the MCCC Career Technology Building.

In keeping with the Michigan Capital Outlay process, the State has approved a $100 award for planning purposes. The College is currently working to select an architect and construction manager who will assist in preparing program and schematic documents.

Additional plans include renovations to the Admissions/Registration area to make it more welcoming and to improve operational efficiency. This project began in the spring of 2009. Plans also include renovation to classrooms on the second floor of the Campbell Learning Resources Center (CLRC) in the summer of 2009 to equip the rooms with current technology and to create an ideal environment for learning.

**Enrollment Statistics**

- In the fall of 2008, student enrollment was 4,514 students, an all-time high.
- The service population is 87.9 percent residents of Monroe County.
• The ethnic diversity of the MCCC student population is 86.8 percent White, non-Hispanic; 1.8 percent Hispanic; 1.6 percent Black, non-Hispanic; and 9.84 percent Asian/Pacific Islander, American Indian/Alaskan, Non-Resident Aliens, or unidentified.

• The female-to-male ratio is 2,649:1,865.

• The mean age is 25.2 years with 2,162 students under age 21; 1,323 students between the ages of 21-30; 552 students between the ages of 31-40; and 477 students over age 41.

• There are 2,691 part-time students (11 credit hours or less) and 1,823 full-time students (12 credit hours or more).

• 53 percent of the students are enrolled in transfer programs (2,375 students) with 47 percent enrolled in occupational programs (2,139 students).

• The occupational program enrollments by division include the following: Business – 734, Health Sciences – 734, Industrial Technology – 386, Humanities/Social Sciences – 175, Science/Mathematics – 86.

MCCC has experienced record enrollment with a 15 percent increase in students and a 16.6 percent increase in credit hours since fall 2002.

Table 1.2 MCCC Enrollment History, Fall 2002 – Fall 2008

<table>
<thead>
<tr>
<th>Enrollment History</th>
<th>Fall 2002</th>
<th>Fall 2003</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
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</thead>
<tbody>
<tr>
<td>Enrollment</td>
<td>3,828</td>
<td>3,943</td>
<td>4,177</td>
<td>4,193</td>
<td>4,368</td>
<td>4,433</td>
<td>4,514</td>
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<tr>
<td>Credit Hours</td>
<td>32,730</td>
<td>33,743</td>
<td>36,508</td>
<td>37,136</td>
<td>37,527</td>
<td>38,123</td>
<td>39,244</td>
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</table>

In the fall of 2008, 355 students were dual enrolled—students taking college-level courses at MCCC while still in high school. This represents 8 percent of the credit enrollment. MCCC enrolled 32 percent of the Monroe County 2008 high school graduates.

MCCC currently employs 66 full-time and 177 adjunct faculty, with an average faculty-to-student ratio of 1:18.

In addition to credit enrollment, MCCC enrolls about 4,400 students in noncredit courses each year through its Corporate and Community Services Division, which offers Lifelong Learning courses and business and industry training. This will bring the total number of students served by MCCC in 2008-2009 to nearly 9,000.

**Campus**

The Monroe County Community College campus, located on South Raisinville Road, opened for students in October 1967.

MCCC’s Main Campus is comprised of eight buildings: Audrey M. Warrick Student Services/Administration Building (A), Campbell Learning Resources Center (C), East Technology Building (E), Gerald Welch Health Education Building (H), Life
Sciences Building (L), West Technology Building (W), La-Z-Boy Center (Z), and the Power House.

**Figure 1.2** Monroe County Community College Campus Map

Designed to serve the residents of Southeast Michigan and Northwest Ohio, the Whitman Center located on Lewis Avenue in Temperance, Michigan, offers a wide range of credit courses applicable toward an associate degree or transfer to a four-year institution as well as many Lifelong Learning courses.

**Programs of Study**

MCCC offers the following educational opportunities: transfer, occupational, lifelong learning, and business and industry training.

Academic programs (both occupational and transfer) include 34 degree programs, 28 certificates, and abundant transfer options.

Following is a list of MCCC’s career/occupational degree and certificate programs:

<table>
<thead>
<tr>
<th>Program</th>
<th>Degree</th>
<th>Certificate</th>
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<tr>
<td>Accounting</td>
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<tr>
<td>Administrative Office Assistant</td>
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<td>Administrative Office Specialist</td>
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<td>Administrative Professional</td>
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<tr>
<td>Application Software Specialist</td>
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<td>Automotive Engineering Technology</td>
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<td>Business Management</td>
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<td>Program</td>
<td>Degree</td>
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<tr>
<td>Chemistry</td>
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<tr>
<td>Computer Information Systems:</td>
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<td>Accounting/CIS</td>
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<td>Computer Programming</td>
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<td>Database Application Development</td>
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<td>Computer Science</td>
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<td>End User Support Specialist</td>
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<td>Internet Professional</td>
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<td>Web Design</td>
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<td>Network Software</td>
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<td>Administration Specialist</td>
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<td>Network Specialist</td>
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<td>PC Support Technician</td>
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<td>Construction Management Technology</td>
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<td>Criminal Justice/Law Enforcement</td>
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<td>Culinary Skills and Management</td>
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<td>Early Childhood Development</td>
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<td>Electrocardiography (ECG) Technician</td>
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<td>Gerontology</td>
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<td>Illustration</td>
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<td>Industrial Electricity/Electronics Technology</td>
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<td>Industrial Management</td>
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<td>Office or Plant</td>
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<tr>
<td>Manufacturing Technology</td>
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<td>Mechanical Design Technology</td>
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<td>Mechanical Engineering Technology</td>
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<td>Medical Office Coordinator</td>
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<td>Metrology Technology</td>
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<td>Nursing, Registered</td>
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<td>Nursing, RN from LPN (online)</td>
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<tr>
<td>Phlebotomy Technician</td>
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<td>Quality Systems Technology</td>
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<td>Basic Quality Technician</td>
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<tr>
<td>Respiratory Therapy</td>
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<tr>
<td>Teacher Paraprofessional</td>
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<tr>
<td>Welding Technology</td>
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<tr>
<td>Basic Welding</td>
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</table>
The university-parallel and pre-professional programs are designed for the students who will eventually finish their education at a four-year college or university. Credits earned in the parallel or pre-professional programs are generally transferable to four-year colleges and universities if the credits meet the following criteria: satisfactory grades and proper selection of courses.

Monroe County Community College has 51 bachelor degree completion (2+2 and 3+1) agreements with 14 colleges and universities. In addition, MCCC participates in The Michigan Transfer Network, a tool that students may use to check transfer equivalencies for courses among and between other colleges and universities in Michigan. Due to the proximity of the Ohio border to MCCC, transfer agreements have also been developed with five colleges and universities in the Northwest Ohio region.

Monroe County Community College has cooperative agreements allowing students to complete components of certain programs at the College and the remainder of these programs at participating community colleges. These agreements include sonography/radiology (Jackson Community College and Washtenaw Community College), criminal justice: law enforcement option (Schoolcraft College), and nuclear engineering technology (Lakeland Community College).

MCCC’s Corporate and Community Services (CCS) Division continually assesses the marketplace to respond quickly to local employers’ needs. In addition to credit and noncredit courses delivered on-campus, CCS brings customized training programs to the worksite as well. The CCS Division also organizes noncredit continuing education courses to meet community interests.

### Financial Resources

Monroe County Community College’s fiscal year 2008-2009 total General Fund revenue is projected to be $25.1 million. Revenues are comprised of the following sources:

- Property Taxes (54.21 percent)
- Tuition and Fees (26.7 percent)
- State Appropriations (16.69 percent)
- Other (2.4 percent)

General Fund expenditures for 2008-2009 are projected to be $25.1 million:

- Instruction (43.4 percent)
- Physical Plant Operations (13.9 percent)
- Instructional Support (13.8 percent)
- Institutional Administration (12.4 percent)
- Student Services (10.2 percent)
• Information Technology (5 percent)
• Public Service (1.2 percent)
• Transfers (.1 percent)

Organizational Structure and Governance

Board of Trustees
A seven-member governing board elected by the citizens of Monroe County oversees the operations of the community college district. Trustees serve six-year terms. The Board meets monthly nine months of the year. Meetings are open to the public and are subject to the Michigan Open Meetings Act. The Board charges the president of the College with the daily operation of the College and the implementation of the College’s strategic plan. Monroe County Community College is led by President David E. Nixon, Ed.D.

Administrative Structure
The reporting structure at Monroe County Community College is comprised of three main areas–Business Office, Instruction, and Student and Information Services. A vice president heads each of these areas, and these individuals report directly to the president. In addition, the Director of Institutional Advancement reports directly to the president and is responsible for the fundraising, marketing, and government and community relations for the College.

Monroe County Community College has deans who lead six academic divisions: Business, Corporate and Community Services, Health Sciences, Humanities/Social Sciences, Industrial Technology, and Science/Mathematics.

Committee Structure
The governance structure of the College, while maintaining the ultimate authority of the Board of Trustees and president, maximizes participation of individuals and constituent groups on campus, with proposals often originating at the lowest possible level of the organization. While not all members of the organization feel the need to participate in governance, the structure provides an opportunity for those who do want to participate. Full-time faculty members have a contractual obligation to serve on one standing committee and on an ad hoc committee if needed.

Monroe County Community College has a defined committee system which includes 18 standing committees. Each is responsible to the president or to a vice president. Appointment to committees, insofar as is possible, is the individual’s choice. All committee members are appointed by the president or his/her designee. Ad hoc committees are formed as necessary to deal with specific issues, tasks, or problems not within the scope of a standing committee. The governance structure also includes a variety of other sources and channels of input, including the President’s Cabinet, Administrative Council, Council of Deans, and Student Government.
Accreditation History

Monroe County Community College was a candidate for accreditation in 1969 and was initially reviewed by the North Central Association (NCA) in the spring of 1970. In 1972, MCCC received full NCA accreditation for three years.

In 1975, following a comprehensive visit, MCCC was granted continuing accreditation for five years. In 1980, MCCC was again granted full accreditation, with a focused visit on the College’s financial condition set for 1982. After the 1982 visit, the NCA team concluded that previous concerns were being addressed and that the next comprehensive visit would remain as scheduled for 1989-1990.

In June 1990, the North Central Association Commission on Institutions of Higher Education voted to continue the accreditation of Monroe County Community College. The next comprehensive evaluation was scheduled for 1999-2000.

In 2000, following 18 months of preparation, the completion of the institution’s self-study, and a comprehensive visit, the College received a 10-year accreditation from the Higher Learning Commission.

Significant Institutional Changes since 1999-2000

Over the last decade, Monroe County Community College has continued to evolve in keeping with its mission. The most significant changes since the last comprehensive self-study include the following:

Mission, Planning, and Administrative Structures

- Reviewed and updated the MCCC Mission Documents including the Mission, Vision, Core Values, and Educational Objectives
- Achieved a successful on-site accreditation review by the Committee on Accreditation for Respiratory Care (CoARC) for the Respiratory Therapy Assistant Program
- Maintained accreditation through the National League for Nursing Accrediting Commission (NLNAC) and the Michigan Board of Nursing
- Conducted an HLC Vital Focus
- Accepted to participate in the Higher Learning Commission Academic Quality Improvement Program (AQIP). An all-Campus review resulted in the decision to use the Program to Evaluate and Advance Quality (PEAQ) for the 10-year HLC accreditation evaluation in 2009-2010.
- Accepted for membership in the Higher Learning Commission Academy for Assessment of Student Learning
- Increased staffing through the creation of new positions including the director of human resources and coordinator for e-learning and instructional support
- Experienced changes in presidential and vice-presidential leadership
- Completed an ACT Faces of the Future Survey
- Completed a Support Staff Classification Study
• Completed a Diversity Climate Study and created standing and advisory diversity committees
• Commissioned an Economic Impact study
• Completed a capital campaign feasibility study and a strategic brand management initiative

**Building and Renovation Projects**

• Purchased 14.49 acres of undeveloped land adjacent to the Whitman Center
• Remodeled the library, welding lab, kitchen and dining room, science labs, parking lots, Learning Assistance Lab (LAL), restrooms, and electronics lab
• Constructed a laboratory building for the Industrial Technology Division and the Regional Computer Technology Center (RCTC)
• Opened a second Nursing Skills Lab to serve the Practical Nursing Program (PN) and ease current and future overcrowding in the Registered Nursing (RN) Skills Lab resulting from the addition of the PN program and expansion in the number of students accepted in the RN program
• Built the La-Z-Boy Center and Meyer Theater

**Technological Enhancements**

• Activated Blackboard® Academic Suite
• Improved College business practices by implementing Datatel Colleague—an enterprise resource management (ERP) system that combines student, human resources, and financial management systems in one highly integrated administrative software product
• Installed a campus-wide emergency-alarm system and outdoor security cameras
• Used technology to expand student resources by doing the following:
  ▪ Providing WebPAL – Personal Access Link, an online system that allows students to access records, register for classes, pay fees, and complete a number of other processes
  ▪ Integrating the Booklog sales tracking system to charge book and supply purchases against financial aid packages
  ▪ Activating a student email system, installing wireless Internet capabilities, implementing on-line textbook ordering
  ▪ Participating in the annual virtual job fair sponsored by Collegiate Employ-Net
  ▪ Launching an online scholarship application tool
• Implemented the Integrated Library System (ILS) in the MCCC library
• Installed video conferencing equipment
• Developed an instructional technology strategic enhancement plan, including the development of a “prototype classroom”
• Implemented a course management software system called Worldwide Instructional Design System (WIDS Learning Design System)
Academic Programs, Partnerships, and Support Services

- Experienced a 27 percent increase in credit headcount enrollment between fall 1999 and fall 2008; saw double-digit increases in online courses every year since the first online courses were offered in 2000
- Revised the general education and graduation requirements
- Launched and/or modified courses, programs, and certificates in response to constituent needs, for example: network technology, web design/development, teaching paraprofessional, nurse aide, law enforcement, graphic design, practical nurse, and heavy construction management
- Expanded four-year university offerings on campus through Eastern Michigan University and Siena Heights University
- Replaced the Associate of Commerce degree with an Associate of Science degree
- Began offering an online LPN from RN program through the Michigan Community College Virtual Learning Collaborative
- Established the Adjunct Faculty Advisory Team
- Doubled the number of students accepted into the Registered Nursing and Practical Nursing Programs
- Added a second point of entry into the Registered Nursing Program
- Completed a cooperative agreement with Jackson Community College for sonography
- Signed an articulation agreement with Schoolcraft College that allows MCCC Criminal Justice students to complete a state-sanctioned police academy at Schoolcraft College (MCOLES Academy)
- Changed the Associate of Arts degree to meet the MACRO agreement, a statewide agreement utilized to ease student transfer among and between two- and four-year colleges and universities in the State of Michigan
- Launched the study-abroad program
- Collaborated with Lakeland Community College to offer the Nuclear Engineering Technology (NUET) program
- Partnered with Monroe High School to operate and maintain the radio station DREAM 97.5 (WYCM)
- Introduced a new academic calendar featuring a change in the faculty contractual year from fall, winter, and spring to fall and winter only, retaining fifteen days for professional development and curriculum-related work
- Formed new partnerships with business and industry introducing new noncredit training programs; examples include power plant technology, electrocardiography technician, pharmacy technician, and medical billing and coding
- Established the Workkeys® Service Center
- Partnered with seven other community colleges in Southeast Michigan to form a regional training consortium to provide Homeland Security training through the State of Michigan’s Urban Area Security Initiative
- Began on-site advising and registration at 10 Monroe County high schools
- Expanded dual enrollment (high school students taking college classes) by 224 percent in the last six years
• Implemented the Student Outreach Call program to make contact with all new students during their first semester of enrollment
• Launched a Youth for Understanding (YFU) international student program
• Discontinued accreditation through the American Culinary Federation

Alternative Funding

• Administered $430,000 in Economic Development Job Training (EDJT) grants from the State of Michigan
• Launched The Foundation at MCCC Enhancement Grants Program to fund faculty, staff, and student projects
• Completed a Capital Campaign raising $4.4 million
• Received a $1 million U.S. Department of Education Upward Bound Grant
• Received $50,000 in grant funding over three years from the National Endowment for the Arts for “The Big Read”
• Received a $300,000 State of Michigan No Worker Left Behind Demonstration Grant in support of the Learning Bank project
• Received a $1.7 million Department of Labor Community-Based Training Grant to support American Welding Society Basic and Advanced Welding Certificate programs

Response to 1999-2000 Review

The 1999 HLC evaluation team identified six challenges to be addressed by Monroe County Community College: general education requirements, technology plan, assessment of student learning, a centralized human resources office, definition of the director of research position, and student retention. Although these issues have been addressed, at least in part, the College continues to address all six challenges.

Challenge 1:
General education requirements need to be reviewed and revised in all associate degrees.

In 1999 the HLC evaluation team noted that general education was identified as a concern by the 1990 evaluation team and remained a concern in the 1999 visit. Henceforth, the visiting team recommended a progress report describing the processes and changes made in reviewing general education in all associate degrees be submitted to the Commission by November 1, 2001. The HLC concurred with the team’s recommendation.

MCCC addressed this concern through a progress report submitted to the HLC on October 31, 2001. The report outlined the College’s plan to incorporate general education requirements in all associate degree programs. The report was accepted by the HLC, and no further action on the topic was required on the part of the College.

Specifically, the College’s general education and graduation requirements were
reviewed and revised by the Curriculum Committee during the 2000-2001 academic year. The Board of Trustees approved the requirements in June 2001. General education distribution requirements were revised to include a foundation upon which specific degree and program requirements are built. Some degrees require additional general education courses (prescribed or elective). The general education degree requirements, then and now, include courses in writing, mathematics, social sciences (political science), natural sciences, and computer skills.

The College is currently reviewing the content and rigor of general education distribution requirements, with the goal of moving to a competency-based, rather than course-based, program. The General Education Review Task Force was established in the spring of 2008 (as part of the College’s HLC Academy for the Assessment of Student Learning activities) and charged with guiding discussions on the topic with stakeholders, ascertaining consensus, and recommending learning outcomes to the Curriculum Committee, which, in turn, will make a recommendation to the vice president of Instruction. Faculty will determine general education competencies, review course objectives and student learning outcomes, align outcomes with general education learning competencies, and create assessment tools to collect and analyze data.

As part of the overall review of general education, both content and level, the College will review and debate the content and rigor of broader graduation requirements for the Associate of Arts and Associate of Science degrees.

Challenge 2:

A Technology Plan, which identifies computer equipment and accompanying training and support needs, should be developed with significant involvement by faculty and staff.

An Instructional Technology Task Force representing faculty, administration, and information systems staff was established by the president in fall 2003. The task force completed a gap analysis of the College’s current and desired instructional technology capabilities. The final report was completed and submitted to the president on January 20, 2006. It included six recommendations for improving current technology capabilities with emphasis on instructional technology to enhance student learning. The following table provides a summary of the recommendations and an update on related activities and initiatives. The detailed report can be found in the Resource Room.

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<th>Recommendation</th>
<th>Related Activities and Initiatives</th>
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<td>Hire a qualified individual to lead MCCC in enhancing the utilization of instructional technology strategies.</td>
<td>A full-time faculty position was created to lead the College’s distance learning and instructional technology activities and enhance support for faculty in these areas. The coordinator for e-learning and instructional support (previously titled coordinator for teaching and learning) commenced employment on October 30, 2007. First priorities for this position include leading</td>
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<td>the College in the implementation of an online course management system upgrade, establishing a center for teaching and learning, providing faculty training and support for using distance learning and other instructional technologies, and assisting in the implementation of classroom instructional technology renovations.</td>
<td>An independent cost center for the Office of e-Learning and Instructional Support was established in the FY08 budget.</td>
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<td>Create, fund, and support the development of a center dedicated to enhancing the integration of instructional technology.</td>
<td>As presented above, the new coordinator for e-learning and instructional support is leading this project. Funds to renovate an existing space on campus (Campbell Learning Resources Center, C-8 and C-10) to house the department offices and the center were set aside in the FY09 budget.</td>
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<td>Plan for the continued financial support for the strategies which will allow faculty to utilize appropriate instructional technologies as desired.</td>
<td>The College currently charges a technology fee per credit hour. This dedicated funding stream provides revenue for approximately 50 percent of the College technology and related expenses including hardware, software, and training. The e-Learning and Instructional Support Department budget supports department personnel and operational expenditures.</td>
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<td>Develop a team of faculty and administrators who will research and propose major capital improvements and investments in the upgrading of facilities and physical resources which will improve the delivery of instruction.</td>
<td>As previously discussed, the Instructional Technology Task Force was established and charged with conducting a review of instructional technology at the College and developing a plan for making improvements. Upon completion of its charge in early 2006, the Instructional Technology Committee (one of the College’s standing committees) was assigned oversight of the task force recommendations. Subsequently, $250,000 was set aside in FY08 and $500,000 in FY09 for a team of faculty and administrators in tandem with instructional technology consultants to begin the process of implementing instructional technology upgrades in classrooms. Additionally, $250,000 was committed in FY08 to purchase and implement an upgraded course management system. The College purchased <em>Blackboard Academic Suite</em> which includes course content, management, and portal systems. A subcommittee of the Instructional Technology Committee led the implementation of the new course management system, fall 2007 through summer 2008.</td>
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**Recommendation** | **Related Activities and Initiatives**
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Commit to a long-range goal of securing funding and financially supporting the implementation of the recommendations made by the team described above. | As noted above, the College’s strategic plan includes the integration of technology for improved access and student learning. The Instructional Technology Task Force was established in 2003 to inventory the College’s technology capabilities and make recommendations for improvement in hardware, software, training, and support. The College accepted the task force recommendation to create a full-time faculty position to lead task force recommendations and oversee future instructional technology activities and initiatives. The Instructional Technology Committee is responsible for continuing the work of the task force.

The Distance Learning Committee was established in December 2007 to oversee the expanding online course enrollments and related training needs. The Instructional Technology fee as well as budget commitments over the past several years all evidence the College’s ongoing commitment to enhanced technology and support. The fee assures a continued revenue stream to fund technology-related activities and may be adjusted annually to support changing needs. Currently, the revenues from this fund equal only about one-half the expenditures each year. However, the budget may be adjusted within the constraints of fluctuating revenue streams (state support, local millage, and student tuition and fees).

**Challenge 3:**
The assessment of student academic achievement must be further implemented.

Students are expected to achieve learning outcomes in the areas of mathematics, natural science, writing, social science, and computer literacy, regardless of degree program (occupational or transfer). Historically, individual faculty, departments, and divisions have undertaken assorted assessment activities with varying levels of success. From 1995-2002, Monroe County Community College had a process for collecting data to assess institutional effectiveness, including assessment of achievement of general education learning outcomes. Nevertheless, assessment during those years was inconsistent. Ongoing attempts to develop and implement a comprehensive plan for assessing student learning had stalled, resulting in the lack of a defined culture of assessment at the College.

Despite the lack of a comprehensive assessment plan and process, MCCC is not deficient in the collection of data. The College’s challenge is to take all the data it has,
analyze and present it in a comprehensive and meaningful way, and use it to improve institutional policies, procedures, and student learning.

For example, accredited occupational programs, including Nursing and Respiratory Therapy, are mature in assessment of student learning. With the possible exception of writing, which has had a variety of assessment tools over several years, assessment of learning in general education (which includes science, mathematics, writing, social science, and computer science) has been inconsistent and incomplete, both within the core general education program as well as within general education competencies across the curriculum.

The College has been involved in a number of activities over the past several years in a concerted attempt to improve assessment of student learning efforts:

- Reviewing the charge and scope of the Assessment Committee, resulting in a title and mission change to Institutional Effectiveness Committee
- Engaging in related professional development activities, including the HLC Assessment Workshop in Fall 2006
- Adopting the Worldwide Instructional Design Systems (WIDS) curriculum management software (2006 to present)
- Applying for and being accepted into the 2007 HLC Academy for the Assessment of Student Learning Cohort
- Establishing a General Education Review Task Force
- Appointing two faculty members to be assessment coordinators

The Institutional Effectiveness Committee, previously titled the Institutional Assessment Committee, is comprised of administrators and faculty. Its title, structure, and charge were recently reviewed in an effort to clarify the difference between assessing institutional effectiveness and student learning, to expand and institutionalize assessment activities, and to put into place strategies and initiatives to utilize the information collected. Today, assessment of student learning at MCCC is considered one of many indicators of institutional effectiveness.

In 2006 the College adopted the Worldwide Instructional Design Systems (WIDS) in an effort to manage curriculum and institutionalize the development of student learning outcomes as part of the course development and review process. Faculty participated in several informational workshops and hands-on activities for developing and documenting course and program-level outcomes using WIDS. Additional workshops, at the institutional and division levels, are ongoing.

In an effort to develop and implement a long-term, consistent, self-sustaining plan for assessing student learning, the College applied for and was accepted into the October 2007 HLC Academy for the Assessment of Student Learning Cohort. The five-member Academy team includes two academic deans and three faculty members from the occupational and general education/transfer areas and the student services area of the College. In the years ahead, comprehensive, consistent, systemic collection of student outcome data will be used to determine if course and program outcomes are being met. Improvements can then be made to areas of instruction.
corresponding to those particular outcomes that are not being met. This will contribute to student learning by focusing improvement efforts where they are most needed. As noted above, the first Academy project is the review of general education. Directly related to participation in the HLC Academy is the appointment of two faculty assessment coordinators (given release time), one for general education and the other for occupational programs.

Their responsibilities include co-chairing the recently established General Education Review Task Force charged with leading the College in its review of general education, which is the first of many Academy projects.

More detailed information regarding assessment activities and initiatives is provided under Criterion 3, Student Learning and Effective Teaching.

Challenge 4:
The College should investigate the feasibility of a centralized Human Resources department to handle the responsibilities of recruitment, selection, evaluation, maintenance of records, and compliance with legal requirements.

The College hired a director of human resources in 2001. The director manages all recruitment efforts at the College. Since 2003, the director has served on most employee search teams.

Human resources initiatives since 2001 include the following:

- Employee-orientation programs
- Diversity committee/training initiatives
- Emergency-response plans
- Revision of MCCC’s performance-appraisal system for administrators, support staff, and maintenance (administrator and supervisor)
- An employee-climate survey
- Employee wellness initiative
- Staff professional-development activities
- Employee relations consulting, including disciplines/terminations, return-to-work program, and performance management, benefit-plan improvements, and Employee Assistance Program (EAP) implementation
- Classification and compensation study for support staff positions
- College policy and procedures/employment law compliance

The College continues to examine the breadth and depth of personnel activities managed by the human resources office and investigate expansion of the office’s staff and functions. A full-time HR administrative assistant position was created in spring 2008. As of winter 2009, personnel files are housed in the HR office.
Challenge 5:
The Director of Research position should be established to organize the research data needs of the College and to support the decision-making at MCCC.

The College hired a director of institutional research in 2002. The position has since been eliminated as a cost-containment measure. When the director's contract was not renewed for the 2005-2006 academic year, the decision was made to reallocate the position to a full-time faculty teaching position. Since the 2006 institutional budget, funds have been committed to support costs for external consultants to conduct research when necessary. Additionally, the College purchased an EMSI (CC Benefits) license and actively uses the software for academic program needs-assessment data.

The College has an effective and skilled department for data processing; for the most part, however, the role of this department is to query data from the College’s comprehensive student information database, Colleague. MCCC recognizes the need for an expanded strategic planning effort that incorporates the role of data collection and analysis in decision-making and budget allocation, as evidenced in the recent renaming of the Institutional Assessment Committee to the Institutional Effectiveness Committee. Further evidence of MCCC’s dedication to collecting and using data are included in the recommendations from 2006 HLC Vital Focus activities and subsequent initiatives by the Strategic Planning Committee to create a vision statement and revisit the mission statement.

In an effort to integrate assessment, strategic planning, and budget allocation with data-driven decision-making, the College continues to review the scope of the institutional research position as it has operated in the past. Securing funds to support this position continues to be explored. The position was included in a Title III grant proposal in 2006.

Challenge 6:
Student retention needs to be continually reviewed and plans developed to facilitate students' success and persistence through graduation.

Monroe County Community College is committed to being accessible. The College’s institutional planning themes and related goals since the 1999 HLC re-accreditation visit have included statements about access.

MCCC is also committed to supporting student success. In short, the College agrees with Nan Poppe, president of the Extended Learning Campus of Portland Community College, “Access without success is an empty promise.” This commitment is evidenced by an array of services to support student success:

- COMPASS testing and subsequent placement
- Developmental education classes
- Individual and group tutoring
- Supplemental instruction including specialized sessions called “First Steps for Classroom Success”
- Individualized student-learning styles assessment
• Individualized student-testing skills analysis
• A comprehensive Writing Center (with over 30 student writing fellows)
• Individual and group sessions on utilizing library resources and technology
• Computer learning labs
• Financial aid counseling and assistance
• Academic and career counseling
• A childcare center
• A fitness center
• A variety of student groups and organizations, including Student Government
  (See more details in Criterion 3, Chapter 5.)

In addition to providing comprehensive student services that support learning, academic programs are expected to engage in ongoing program review and evaluation. The core program review indicator data includes, but is not limited to, academic success in general education coursework, academic success in occupational coursework, and graduation rates within three years of entry. It is not uncommon for selective academic program data to reveal episodes of high student attrition. Subsequently, programs such as Culinary Skills and Management, Nursing, and Respiratory Therapy implement initiatives and services to improve student retention. A good example is the senior nursing faculty-initiated weekly one-hour nursing student “success class” for freshman nursing students. The class is designed to improve critical thinking application, decrease anxiety, and develop test-taking skills.

In the fall of 2003, the Student Outreach Call program was established by the Office of Admissions and several employee volunteers. Approximately four weeks after the beginning of each semester, an outreach call is made to all new students attending MCCC. The phone calls are made to check on students, make referrals, and answer any questions. Feedback about the program from students has been excellent. The program continues to date.

Although the number one retention indicator at four-year colleges is annual graduation rates, community colleges tend to go beyond this single indicator to assess whether students are meeting their educational goals. For example, MCCC students intending to complete a bachelor’s degree often leave the College short of graduation. Four-year colleges and universities—including the University of Toledo (Ohio), Eastern Michigan University (Michigan), and Siena Heights University (Michigan)—report that students transferring from MCCC maintain an average GPA above the GPAs of their “native” students.

As of fall 2008, the College has not developed a comprehensive, data-driven approach to reviewing and enhancing student retention and addressing issues of student attrition, but these issues are being addressed, and further enhancements are under review by the Enrollment Issues Committee.