CRITERION ONE: MISSION AND INTEGRITY

The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

Monroe County Community College has a clearly articulated mission and, through employee and constituent involvement, supports its mission with dedication and integrity. Quality administrative and educational activities at MCCC play an important role in meeting the institution’s mission. Criterion One introduces some of these activities, and others are discussed in subsequent chapters of this self-study.

CORE COMPONENT 1A

The organization’s mission documents are clear and articulate publicly the organization’s commitments.

The mission documents of Monroe County Community College consist of a Mission Statement, Vision Statement, Core Values Statements, and Educational Objectives. Related documents include the Assessment Philosophy and Institutional Plan. These documents are readily available and visible to prospective students and all Monroe County constituents on the College home page.

The College’s mission documents consistently appear in each annual College Catalog and are posted on the College’s website. Internally, the documents appear in the MCCC Policies and Procedures Manual as Policy 1.60. Selected portions—Mission, Vision, Core Values, and Educational Objectives—appear in the Faculty Handbook as well as in the Support Staff Handbook. These documents are periodically reviewed and revised when necessary. Since the documents were originally written in 1966, they have been reviewed numerous times and were revised in 1968, 1989, 1995, 1998, and 2008.

During 2007, MCCC faculty, staff, and administration embarked on development of a Vision Statement. The MCCC Vision Statement was adopted by the Board of Trustees in December 2008. During this same time, the MCCC Board of Trustees reviewed and revised existing institutional mission documents:

**Mission** Monroe County Community College provides a variety of higher education opportunities to enrich the lives of the residents of Monroe County.
Vision
Monroe County Community College aspires to be our community’s first choice for higher learning.

Core Values
Monroe County Community College is dedicated to these core values:
- Comprehensive educational offerings
- Instructional excellence
- Transformational learning
- Cultivation of informed and participating citizens
- Entrepreneurial and responsive leadership to community needs
- Cultural enrichment
- Affordability
- Accessibility
- Valuing human diversity
- Ethical integrity
- Accountability to students and stakeholders
- To be a source of pride for the residents of Monroe County

Educational Objectives
MCCC provides higher educational opportunities to the community through these methods:
- Offering freshman and sophomore college-level programs in the liberal arts, sciences, and pre-professional fields for students who plan to transfer to four-year colleges and universities
- Offering one- and two-year occupational and/or career programs for students preparing for employment in technical, business, or health-related fields
- Providing general education courses and experiences integrated throughout the curriculum which will enable students to write and communicate effectively, utilize mathematics, and employ appropriate methods of critical thinking and problem solving
- Providing intellectual, cultural, and personal development for adults in a wide range of lifelong learning opportunities
- Working with governmental agencies and employers to develop training and retraining programs to meet the needs of an evolving economy
- Providing a strong complement of comprehensive support services to assist students in pursuit of their educational goals
- Collaborating with school systems, civic groups, educational institutions, individuals, employers, and other constituencies to offer educational services and opportunities

When evaluating the earliest draft of the Vision Statement developed by the Strategic Planning Committee, faculty and staff placed a high value on keeping the MCCC mission focused on “higher” learning. Initial feedback noted that the words “higher learning” were missing and should be added to the statement to maintain the
integrity of MCCC as a post-secondary institution as well as to remain consistent with other mission documents.

Faculty and staff at MCCC focus on rigorous academics and quality services. Through a policy of open admissions, the College stands firm in the belief that all community members deserve access to higher education. The College’s consistently low tuition rate promotes both accessibility and affordability. For the county’s senior citizens, the policy of tuition-free attendance underscores the belief in accessibility and the benefits that lifelong learning presents.

The mission document review process and related activities are discussed in detail under the Criterion Two (Preparing for the Future) the College Planning section.

Through academic programs, student support services, campus activities, and corporate outreach, the College strives to meet and fulfill its mission.

**Academic Transfer Programs**

An important component of the College’s mission is to provide programs that support students who are planning to transfer to four-year institutions. The College provides a variety of transfer options and eases the way for students with the online transfer guide system. Transfer programs have become an increasingly important option for students due to rising tuition costs at four-year institutions and increasing economic strain within Monroe County. MCCC has over 200 articulation agreements and transfer guides in place.

MCCC participates in three types of agreements that facilitate student transfer to four-year colleges and universities. The first is the MACRAO Agreement, which is an agreement between the College and many Michigan four-year institutions. Satisfying the terms of the agreement allows MCCC students greater flexibility in meeting the general education requirements of Michigan colleges and universities. Additionally the College has developed articulation agreements with 17 colleges and universities located in Michigan and Ohio. MCCC’s location, 25 miles from the state line, makes attending some Ohio four-year institutions a viable option for students, including the University of Toledo, which actively recruits MCCC students.

These articulation agreements are of two kinds:
- 2+2 programs, allowing 60 hours to transfer from an MCCC program to the participating institution, and
- 3+1 programs, which allow students to transfer more than 60 hours to the transfer institution.

A list of institutions participating in these programs appears in the *MCCC Catalog*. Additionally, two four-year institutions, Eastern Michigan University and Siena Heights University, have offices and offer classes on the MCCC campus.

Data describing the significant percentage of MCCC students enrolled in transfer programs is presented in the tables below:
Tables 3.1 presents total student enrollment in MCCC transfer programs, by number, 2002-03 through 2007-2008.

Table 3.1 Total Student Enrollment in MCCC Transfer Programs, by Number, 2002-2003 through 2007-2008

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Students in Transfer Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002-03</td>
<td>2126</td>
</tr>
<tr>
<td>2003-04</td>
<td>2155</td>
</tr>
<tr>
<td>2004-05</td>
<td>2217</td>
</tr>
<tr>
<td>2005-06</td>
<td>2287</td>
</tr>
<tr>
<td>2006-07</td>
<td>2440</td>
</tr>
<tr>
<td>2007-08</td>
<td>2289</td>
</tr>
</tbody>
</table>

Table 3.2 MCCC Transfer Programs by Student Enrollment Type, by Number, Fall 2007

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Full-time</th>
<th>Part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>Associate of Arts</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Associate of Science</td>
<td>22</td>
<td>15</td>
</tr>
<tr>
<td>Dual Enrollment</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Guest Enrollment</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>208</td>
<td>167</td>
</tr>
<tr>
<td>Post Graduate Enrollment</td>
<td>9</td>
<td>14</td>
</tr>
<tr>
<td>Pre Allied Health</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Pre Architecture</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Pre Art</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>Pre Biology</td>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td>Pre Business Administration</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Pre Chemistry</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Pre Chiropractic</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Pre Communications</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Pre Computer Science</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Pre Conservation</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Pre Dentistry</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Pre Elementary Education</td>
<td>37</td>
<td>8</td>
</tr>
<tr>
<td>Pre Engineering</td>
<td>2</td>
<td>22</td>
</tr>
<tr>
<td>Pre English Language Literature</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Pre Foreign Language</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Pre History</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Pre Journalism</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Pre Law</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Pre Mathematics</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Pre Medical Technology</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Pre Medicine</td>
<td>6</td>
<td>13</td>
</tr>
<tr>
<td>Pre Mortuary Science</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Pre Nursing</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Pre Occupational Therapy</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Pre Optometry</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Pre Pharmacy</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Pre Physical Therapy</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>Pre Psychology</td>
<td>31</td>
<td>11</td>
</tr>
<tr>
<td>Pre Secondary Education</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>Pre Social Work</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>Pre Special Education</td>
<td>9</td>
<td>1</td>
</tr>
</tbody>
</table>
Of note is the active participation of the MCCC registrar in a joint project of the Michigan Community College Association (MCCA). MCCC’s registrar is one of four project leaders who led the state in the development of the state-wide online transfer software.

Each year the College completes a Transfer Follow-up Study. Since 2004, the GPAs of MCCC students who have transferred to four-year institutions have surpassed those same students’ GPAs while they were enrolled at Monroe County Community College. This demonstrates that MCCC students are well prepared to transfer and remain successful after transferring.

Monroe County Community College achieves its mission of providing programs that readily enable students to transfer to a variety of four-year institutions in Michigan and Ohio and has been a leader in the state in making that process easier through clearly defined transfer options.

Figure 3.1 and Table 3.3 below present a break-out of students enrolled in transfer and career programs.

**Figure 3.1**  Students Enrolled in Transfer and Career Programs, by Percentage, Fall 2007.

![Diagram showing transfer and career programs with 52% for transfer programs and 48% for career programs in Fall 2007.]

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre Speech &amp; Dramatic Arts</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Pre Sports Medicine</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Pre Veterinary Medicine</td>
<td>8</td>
<td>1</td>
<td>9</td>
<td>7</td>
<td>3</td>
<td>10</td>
<td>19</td>
</tr>
<tr>
<td>Undecided</td>
<td>40</td>
<td>38</td>
<td>78</td>
<td>59</td>
<td>64</td>
<td>123</td>
<td>201</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>469</strong></td>
<td><strong>380</strong></td>
<td><strong>849</strong></td>
<td><strong>930</strong></td>
<td><strong>510</strong></td>
<td><strong>1440</strong></td>
<td><strong>2289</strong></td>
</tr>
</tbody>
</table>

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Table 3.3 Students Enrolled in Transfer and Career Programs, by Number, Fall 2007

<table>
<thead>
<tr>
<th>Career/Transfer Totals, Fall 2007</th>
<th>Full-time</th>
<th></th>
<th></th>
<th></th>
<th>Part-time</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>Male</td>
<td>Total</td>
<td>Female</td>
<td>Male</td>
<td>Total</td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>Career Programs</td>
<td>459</td>
<td>404</td>
<td>863</td>
<td>741</td>
<td>540</td>
<td>1281</td>
<td>2144</td>
<td></td>
</tr>
<tr>
<td>Transfer Programs</td>
<td>469</td>
<td>380</td>
<td>849</td>
<td>930</td>
<td>510</td>
<td>1440</td>
<td>2289</td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>928</td>
<td>784</td>
<td>1712</td>
<td>1671</td>
<td>1050</td>
<td>2721</td>
<td>4433</td>
<td></td>
</tr>
</tbody>
</table>

**Academic Occupational/Career Programs**

Another vital role emphasized in the College’s mission is providing associate degrees and certificates in occupational areas. The annual *MCCC Catalog* details 34 programs in which a student may obtain an associate degree and 28 specialty certificates. In an effort to inspire students to consider new directions, Career Pathways flyers are available in the Admissions Office, in campus hallways, and at events such as the Monroe County Fair and the Bedford Trade Fair. Career Pathways summaries are a key part of the *College Catalog*. Likewise, the campus publication *Career Focus* highlights specific occupations and features students and graduates working in those areas. MCCC continues to evolve programs that meet the definition of high demand/high wage careers.

Credit occupational/career programs are provided at MCCC through five academic divisions: Science/Mathematics, Humanities/Social Sciences, Business, Health Sciences, and Industrial Technology. Figure 3.2 provides a summary of total students enrolled in career programs, by division.

**Figure 3.2 Total Student Enrollment in Career Programs, by Division, by Number, Fall 2007**

Quarterly Lifelong Learning schedules highlight noncredit certificate courses. County residents can enter programs for paralegals, truck drivers, EKG technicians, pharmacy technicians, home inspectors, and realtors. These programs have a short preparation period, allowing enrollees, particularly displaced workers, to reenter the workforce quickly.
General Education

Monroe County Community College strives to prepare all students for advanced studies and community work through general education courses. General education requirements are listed in the annual *MCCC Catalog* E.12. General education requirements cross core disciplines and skills in composition, mathematics, computing, science, and the social sciences. The College views these requirements as the foundation for all future studies. These are areas in which students must demonstrate competency either through course completion or testing, regardless of their area of study or degree program.

In joining the HLC Academy for the Assessment of Student Learning, it is notable that the MCCC Academy Team selected a review of general education requirements as MCCC’s initial project. On a Faculty Work Day in October 2008, faculty gathered by division and were asked to consider general education requirements for future MCCC graduates. They were asked to craft a vision of the standard competencies MCCC graduates would have as lifelong skills. Competencies outlined by faculty and administrators fell into these categories: communications, critical thinking and problem-solving, social awareness, information and technology literacy, mathematics, science, arts, and humanities. The following January, an all-faculty meeting was held to refine the competencies.

The general education review process and initiatives will be discussed in more detail under Criterion Three.

Workforce Training

The College also recognizes the importance of addressing the needs of current industries in the county and supplementing and improving the skills of the local workforce. The College has an active Corporate and Community Services (CCS) Division instituted in 1980. The College’s 2007-2008 annual report is entitled *Education for the New Economy*. The president opens the report by stating, “As the economy evolves, Monroe County Community College is helping a growing number of students advance—and often reshape—dreams and goals during difficult and uncertain times. In addition, the college is working with local business and industry leaders to provide skilled employees needed to compete in the 21st century.”

Since 1982, MCCC has successfully obtained $4,257,872 in state/federal funds to support economic growth and employer training/retraining needs within Monroe County and surrounding areas. For example, the College received a Michigan Economic Development Corporation Economic Job Training Program Grant which provided job training for existing and prospective employees at 13 companies in Monroe County E.13.

Recent projects and partnerships have included working with DTE Energy in Monroe and Lakeland Community College in Ohio to bring a nuclear technology program to the MCCC campus. Another successful partnership was an onsite nurse’s aide training for the IHM, Sisters, Servants of the Immaculate Heart of Mary
Motherhouse in Monroe, Michigan, to meet new state requirements and avoid employment losses.

The College is a founding member of Collegiate Employ-Net, a consortium of over 17 two- and four-year colleges in Michigan and Northwest Ohio providing job fairs for graduates. The Workforce Development Office within the CCS Division also provides an online listing of vacant positions and an opportunity for job seekers to post their résumés. The office collaborated with Michigan Works, the United Way of Monroe County, the Small Business Development Center, and Monroe Bank and Trust to present a program designed to assist residents of Monroe County during the growing economic crisis: “Downsized? Early Retirement? Buyout? What’s Next?”

### Student Support Services

Monroe County Community College provides a strong complement of student support services to a diverse student population. MCCC’s academic advising system, childcare services, disability services, Learning Assistance Lab, Financial Aid Office, Writing Center, and Student Services Division reflect a wide range of services to meet the needs of all students. The full list is presented on the College website.

Student Services units participate in student orientations at both the Whitman Center and Main Campus at the beginning of fall and winter semesters to raise awareness of services. These services are fully explained in the *MCCC Student Handbook*. At mid-semester a newsletter, *In the Know*, was developed to summarize services available and provide another opportunity for students to consider services that might be needed.

In addition to orientations, the Learning Assistance Lab (LAL) regularly presents a session at both the Main Campus and the Whitman Center called First Steps. In a four-hour workshop setting, this training introduces students to the rigors of college work, provides study and note-taking tips, and helps participants become aware of individual study and organizational styles as well as the importance of time management. These sessions, taught by LAL tutors, further extend an invitation and create new relationships with LAL personnel. One outcome among attendees is an increased comfort level when asking for help. Attendance at this workshop nearly quadrupled since 1993-1994 (see Figure 3.3).
Student Services offerings, programs, and initiatives are discussed in more detail throughout the self-study, but particularly under Criterion Three, Student Learning and Effective Teaching.

**Lifelong Learning**

The College actively demonstrates its belief in the importance of lifelong learning through a quarterly offering of lifelong learning opportunities for College staff, students, and county residents. Course content addresses personal interests, including art and language sessions, health and physical education, computer literacy, and programs that will lead to improved workplace skills or new employment prospects. One series provides enrollees with the basic knowledge to start and own a small business. Most courses for employees, their families, and senior citizens are free of charge or require a small fee. Full-time College employees have the opportunity to attend college classes tuition-free after work hours. The College also offers additional skills enhancement training through an agreement with ED2GO.

Lifelong learning as an institutional priority and practical instructional option is discussed in detail under Criterion Four and Criterion Five.
In 2005 the MCCC market study and subsequent branding initiative created a brand positioning statement, “enriching lives,” and five pillars which capture MCCC’s philosophy and values in a nutshell and support the positioning statement: “learning relationships,” “accessibility,” “practical experience,” “personal involvement,” and “lifetime value.” The Institutional Plan, 2005-2008, also reflects the College’s brand values, notably in these planning themes: “Value and Enhance Accountability in All College Operations” and “Promote Student Access to Higher Education” E3.18.

Since 1999, MCCC has developed three strategic plans. Each strategic plan is headed by an explanation of the planning process and the MCCC Mission Statement. The latter reflects how closely the mission drives the strategic plan. Strategic plans are devised for three-year cycles led by the Institutional Plan Committee (IPC) or more recently, the Institutional Plan Coordinating Committee (IPCC). The IPCC is a direct outcome of the campus Vital Focus work and Conversation Day, having evolved from the work done on Theme 3, “Visioning and Planning” E3.19.

All three plans state that “the President may initiate specific planning whenever appropriate. Presidential action as it relates to planning may include interaction with the Board of Trustees, the President’s Cabinet, or any group or individual affiliated with the topic. Planning which originates in the Office of the President is typically supported by research reports or the public environment as it relates to the institution” E3.20.

Examples of recent initiatives originating from the Office of the President that were well-received by faculty include the following:
- Progress toward Distance Education
- New initiatives in the integration of technology in the classroom
- The proposal of a new capital project for an Industrial Technology Building E3.21

Some faculty, however, feel that a proposed collaboration with the Monroe County Intermediate School District (MCISD) on a middle college and participation in community remedial learning programs are leading the College off the strategic course and away from MCCC’s mission. Concern about this was expressed by faculty and staff in the Constellation Survey E3.12. The need for additional study of this concern was advanced in the Theme 6 work, “Decision Making.” This report was shared and discussed with the Institutional Governance Committee E3.12.

The Planning Themes in each of these Institutional Plan documents (1999-2002, 2002-2005, and 2005-2008) are tied to the MCCC mission on record at the time of the approval of the plan. Providing training opportunities to meet the workplace needs of local business and industry is a reoccurring theme in all three plans, reflecting a clear commitment to the mission statement in effect at the time of the plan’s approval. The 2005-2008 Institutional Plan also contains planning themes that are closely aligned with the Educational Objective of the College: learning, assessment, access, and outcomes. A review of the Planning Themes as articulated
throughout the Institutional Plan demonstrates MCCC’s commitment to the community served by the College and its students.

As previously noted, institutional mission documents recently underwent review and revision. The next cycle of strategic planning (to be developed starting year 2009-2010) will incorporate the current documents and updated planning process. Detailed information regarding the College’s planning process and activities is presented under Criterion Two, Preparing for the Future.

**CORE COMPONENT 1B**

In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

MCCC recognizes the diverse nature of the community it serves, and this is reflected in our mission documents and philosophy statements. Diversity is promoted and encouraged through various channels, including curriculum, students, student support services, human resources, and relationships with members of external constituents.

**MCCC Diversity Initiatives**

In 2004, MCCC formed an ad hoc committee on diversity. In September 2005, MCCC employed a diversity consultant, Clarence R. Smith, Jr., to help MCCC establish goals and actions for increasing campus diversity. A Diversity Climate Survey was completed, and the recommendations were as follows:

- Develop a shared vision of MCCC's future that includes diversity and inclusiveness. Diversity training will create a common understanding of diversity and its role in the future of MCCC. The creation of a Diversity Committee composed of representatives from various groups of the college will provide a vehicle of input and buy-in.
- Develop a diversity plan that includes all functions of the College, including personnel decisions (e.g., evaluations), curriculum development, pedagogical training, and business management (e.g., diversification of suppliers). The plan should be developed with short- and long-term goals. Changing a culture takes time, and “quick fixes” are destined to fail.
- Develop a comprehensive diversity recruitment program that includes students, staff, and faculty. This proposal includes suggestions for various types of partnerships.
- Provide diversity training for all employees and trustees. The initiative cannot move forward if the employees do not have the diversity skills needed for implementation.
- Commit the funds needed for a successful project. Since accomplishing the college’s mission is directly connected to successfully raising the college's diversity consciousness, there is clearly a positive return on investment.
Many of the recommendations of the ad hoc diversity committee have already been implemented. For example, MCCC established the campus Diversity Committee at the beginning of the 2007-2008 academic year. It is now a standing committee. The committee’s purpose is “to guide and direct the campus-wide diversity initiative and to inventory and monitor the status/progress of all diversity activities associated” \textsuperscript{3.26}. A Diversity Advisory Committee was also formed during the 2007-2008 academic year \textsuperscript{3.27}.

Under recommendations of the ad hoc committee, the Diversity Committee is currently developing a diversity plan \textsuperscript{3.28}. MCCC has committed to the plan through budgeted funds \textsuperscript{3.29}.

**Employee Training and Development**

On May 10-11, 2007, all full-time faculty and employee groups attended diversity training conducted by consultant Clarence R. Smith Jr. \textsuperscript{3.30}. Staff also provided training opportunities regarding cultural and generational diversity during 2007 and 2008 by trainer-consultant Suzanne Kart \textsuperscript{3.31}.

**Curriculum – Credit Courses**

The curriculum at MCCC includes many courses and programs to promote learning about diversity. All MCCC degrees include social science and humanities requirements, and all graduates of MCCC must take Introduction to Political Science. In addition, the Associate of Arts degree requires eight semester hours of a foreign language. Each degree requires social science and humanities courses beyond the required political science course. (See Table 3.4)

**Table 3.4 Humanities and Social Science Courses Required for MCCC Degrees** \textsuperscript{3.32}

<table>
<thead>
<tr>
<th>Degree</th>
<th>Social Science Courses</th>
<th>Humanities Courses</th>
<th>Foreign Language</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Associate of Arts Degree</strong></td>
<td>12 hours</td>
<td>9 hours</td>
<td>8 hours</td>
</tr>
<tr>
<td><strong>Associate of Science Degree</strong></td>
<td>9 hours</td>
<td>3 hours</td>
<td></td>
</tr>
<tr>
<td><strong>Associate of Applied Science Degree</strong></td>
<td>6 hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Associate of Fine Arts Degree</strong></td>
<td>6 hours</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The required political science course, Introduction to Political Science (POLSC 151), includes instruction and stated outcomes in the areas of civil rights, foreign relations, economic diversity, and interest-group activities \textsuperscript{3.33}.  

\textsuperscript{1.48} monroeccc.edu/self-study
Table 3.5 presents other MCCC courses that directly promote learning about diversity.

### Table 3.5 MCCC Diversity Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 240</td>
<td>African American Literature</td>
</tr>
<tr>
<td>ENG 254</td>
<td>Women’s Writings</td>
</tr>
<tr>
<td>ENG 267 &amp; 268</td>
<td>British Literature</td>
</tr>
<tr>
<td>HUMAN 151</td>
<td>Introduction to Humanities</td>
</tr>
<tr>
<td>HUMAN 155</td>
<td>Film in American Society</td>
</tr>
<tr>
<td>BMGT 220</td>
<td>International Business</td>
</tr>
<tr>
<td>FRENCH</td>
<td>Four French courses of succeeding skill levels</td>
</tr>
<tr>
<td>GERMAN</td>
<td>Four German courses of succeeding skill levels</td>
</tr>
<tr>
<td>SPANISH</td>
<td>Four Spanish courses of succeeding skill levels</td>
</tr>
<tr>
<td>POLSC 211</td>
<td>Introduction to Comparative Politics</td>
</tr>
<tr>
<td>POLSC 252</td>
<td>International Relations</td>
</tr>
<tr>
<td>SOC 153</td>
<td>Women in Society</td>
</tr>
<tr>
<td>SOC 160</td>
<td>Social Gerontology</td>
</tr>
<tr>
<td>SPCH 155</td>
<td>Interpersonal Communication</td>
</tr>
</tbody>
</table>

Courses are also offered in a variety of formats to meet the needs of MCCC’s diverse learners, including online, blended, self-paced, late semester start, once per week meeting, weekend, and evening.

Of the courses delineated above, the following courses have been developed since the last MCCC Self-Study in 1999-2000. Note the increase in course-level focus on women, minorities, and the aged, as well as international influence in new course development. (See Table 3.6)

### Table 3.6 Total MCCC Diversity-Related Courses Developed Since 1999-2000

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 240</td>
<td>African American Literature</td>
</tr>
<tr>
<td>ENG 254</td>
<td>Women’s Writings</td>
</tr>
<tr>
<td>ENG 267 &amp; 268</td>
<td>British Literature</td>
</tr>
<tr>
<td>HUMAN 155</td>
<td>Film in American Society</td>
</tr>
<tr>
<td>BMGT 220</td>
<td>International Business</td>
</tr>
<tr>
<td>POLSC 211</td>
<td>Introduction to Comparative Politics</td>
</tr>
<tr>
<td>POLSC 252</td>
<td>International Relations</td>
</tr>
<tr>
<td>SOC 153</td>
<td>Women in Society</td>
</tr>
<tr>
<td>SOC 160</td>
<td>Social Gerontology</td>
</tr>
<tr>
<td>SPCH 155</td>
<td>Interpersonal Communication</td>
</tr>
</tbody>
</table>

### Curriculum – Noncredit Courses

The MCCC Corporate and Community Services Division through its Lifelong Learning schedule offers a variety of classes that also help community members learn about and live in diverse cultures. Examples include the following:

- English as a Second Language
- Beginning Italian
- Intermediate Italian
- Beginning Spanish
• American Sign Language I
• American Sign Language II

**Students**

The student population is demographically diverse. Student demographics vary across age and gender, and racial diversity is reflective of the county served. (See Tables 3.7 and 3.8)

**Table 3.7** MCCC Study by Age and Enrollment Status

<table>
<thead>
<tr>
<th>Student Age and Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males: 1,865</td>
</tr>
<tr>
<td>Females: 2,649</td>
</tr>
<tr>
<td>Ages 20 and under: 2,162</td>
</tr>
<tr>
<td>Ages 21-30: 1,323</td>
</tr>
<tr>
<td>Ages 31-40: 552</td>
</tr>
<tr>
<td>Ages 41-50: 352</td>
</tr>
<tr>
<td>Age over 50: 125</td>
</tr>
<tr>
<td>Enrolled part time: 2,691</td>
</tr>
<tr>
<td>Enrolled full time: 1,823</td>
</tr>
</tbody>
</table>

**Table 3.8** Comparison of Monroe County Population and MCCC Student Population by Race, by Percentage

<table>
<thead>
<tr>
<th>Race</th>
<th>County Population</th>
<th>MCCC Student Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>White Non-Hispanic</td>
<td>96.0</td>
<td>86.9</td>
</tr>
<tr>
<td>Hispanic</td>
<td>2.5</td>
<td>2.2</td>
</tr>
<tr>
<td>Black Non-Hispanic</td>
<td>2.2</td>
<td>1.6</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>0.7</td>
<td>0.6</td>
</tr>
<tr>
<td>American Indian/Alaskan</td>
<td>0.3</td>
<td>0.6</td>
</tr>
<tr>
<td>International</td>
<td>n/a</td>
<td>0.4</td>
</tr>
<tr>
<td>Other</td>
<td>n/a</td>
<td>7.7</td>
</tr>
</tbody>
</table>

The new MCCC Mission Documents, adopted by the Board of Trustees on December 18, 2008, reflect the College’s values and attempt to address the diversity in students’ goals. Core Values include statements supporting diversity, such as the following:

• Comprehensive educational offerings
• Cultivation of informed and participating citizens
• Cultural enrichment
• Affordability
• Accessibility
• Valuing human diversity
• Ethical integrity
• Accountability to students and stakeholders
Educational objectives include diverse strategies for meeting goals of students, including provisions for transfer programs, occupational/career certificates and programs, and programs for training and retraining for business and industry.

Diversity in programming is further evidenced by enrollments in both transfer and occupational programs and for-credit and not-for-credit classes. (See Table 3.9)

**Table 3.9** MCCC Student Enrollment by Credit Type, by Number and Percent, Fall 2008

<table>
<thead>
<tr>
<th></th>
<th>Number of Students</th>
<th>Percent of Credit Students</th>
<th>Percent of All MCCC Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Students</td>
<td>4,514</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transfer</td>
<td>2,932</td>
<td>53%</td>
<td>50%</td>
</tr>
<tr>
<td>Occupational</td>
<td>1,582</td>
<td>47%</td>
<td>26%</td>
</tr>
<tr>
<td>Noncredit Students</td>
<td>1,393</td>
<td>n/a</td>
<td>24%</td>
</tr>
<tr>
<td>Total Students</td>
<td>5,907</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Student Support Services**

MCCC’s student clubs and organizations provide opportunities to explore diverse interests as well as increase awareness of cultural diversity. MCCC clubs include the following:

- *The Agora* Student Newspaper
- Broadcasting Club
- College/Community Agora Chorale
- College/Community Symphony Band
- International Studies Club
- Math and Science Society
- OASIS Christian Fellowship and Bible Study Group
- Phi Theta Kappa – Tau Omicron Chapter
- Respiratory Therapy Students’ Organization
- Society of Automotive Engineers
- Student Government
- Student Nurse Association (SNA)

These clubs allow students to interact socially with students from various backgrounds.

Because MCCC values the diversity of its students and their lifestyles, MCCC provides a wide variety of services to assist individuals who may be challenged economically, physically, mentally, or otherwise. Childcare is provided for parents attending MCCC, and a Learning Assistance Lab is available for students with documented disabilities, learning difficulties, or special challenges.

The evidence indeed shows that MCCC provides many services for disadvantaged learners and for students with disabilities.
Tables 3.10 and 3.11 list the number of students with disabilities served during the past eight years.

**Table 3.10 Students with Disabilities Receiving Services, by Number and Percentage Comparison to Previous Year, Fall 2000 through Winter 2005**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of Students with Disabilities</td>
<td>111</td>
<td>97</td>
<td>101</td>
<td>97</td>
<td>116</td>
<td>108</td>
<td>133</td>
<td>121</td>
<td>137</td>
<td>123</td>
</tr>
<tr>
<td>+/- percent over same semester, 1 year ago</td>
<td>0</td>
<td>+ 5.4</td>
<td>- 9</td>
<td>0</td>
<td>+ 4.9</td>
<td>+ 1.3</td>
<td>+ 4.7</td>
<td>+ 2.0</td>
<td>+ 3</td>
<td>+ 2</td>
</tr>
</tbody>
</table>

**Table 3.11 Students with Disabilities Receiving Services, by Number and Percentage Comparison to Previous Year, Fall 2005 through Winter 2009**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of Students with Disabilities</td>
<td>137</td>
<td>121</td>
<td>138</td>
<td>140</td>
<td>153</td>
<td>147</td>
<td>174</td>
<td>165</td>
</tr>
<tr>
<td>+/- percent over same semester, 1 year ago</td>
<td>0</td>
<td>- 2</td>
<td>+ 1</td>
<td>+ 16</td>
<td>+ 11</td>
<td>+ 1</td>
<td>+14</td>
<td>+12</td>
</tr>
</tbody>
</table>

(Details regarding the above disabilities can be found in additional tables located in the Resource Room under Learning Assistance Lab. The full tables list specific data regarding the various populations of students with disabilities receiving support services at MCCC and have the same titles as those depicted above.)

MCCC receives Carl D. Perkins funds to support occupational programming and service to special population students. Under this federal legislation, special services are afforded to occupational majors who are in at least one of the following categories, at no cost:

- Economically disadvantaged (eligible for Pell Grant)
- Single parent
- Single pregnant females
- Non-traditional student by gender (i.e., women in technology, using Bureau of Labor Statistics and State Economic Information)
- Persons with documented disabilities
- Persons with English as a second language
In 1991, approximately 125 students met eligibility. Today, over 600 students meet the eligibility criteria.

MCCC’s Financial Aid department helps students from all economic situations obtain assistance with tuition and fees costs whenever possible. During most years, approximately 60 percent of MCCC students receive some type of financial assistance.

The College established a relationship with Youth for Understanding to help students from other countries attend MCCC. In 2006, a part-time employee was hired to specifically assist international students. MCCC typically hosts and provides support for four or five international YFU students each year.

**Human Resources**

The MCCC policy statement on affirmative action states:

> Monroe County Community College declares and reaffirms its commitment as an educational institution to the legal and moral principles of equal opportunity in employment and educational opportunity and of non-discrimination, on the basis of race, color, religion, sex, national origin, or physical handicap, in the provision of services to the public.

Professional development for staff regarding diversity issues is provided through multiple opportunities. For example, full-time faculty members were provided specific training related to cultural and generational diversity in 2007 and 2008. (See Table 3.12)

The College is a member of the Midwest Institute for International and Intercultural Education. A full-time faculty member serves as the institutional representative and attends the Institute’s annual conference each year. MCCC hosted the annual meeting in April 2009. The conference offers sessions on curriculum development for various disciplines, international influences in the classroom, and multicultural issues. In addition, the conference often includes sessions on the U.S. Fulbright program and international learning experiences.

**Table 3.12 Examples of Training Related to Cultural and Generational Diversity, 2007-2008**

<table>
<thead>
<tr>
<th>Date</th>
<th>Title</th>
<th>Focus Population</th>
<th>Provider</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/07/07</td>
<td>Learning for the Television Generation</td>
<td>Full-time Faculty</td>
<td>Michelle Deck</td>
</tr>
<tr>
<td>01/10/07</td>
<td>Illegal Discrimination</td>
<td>Full-time Faculty</td>
<td>Butzel/Long Attorneys at Law</td>
</tr>
<tr>
<td>05/10-05/11/07</td>
<td>Diversity Initiative Training</td>
<td>Full-time Faculty</td>
<td>Clarence R. Smith</td>
</tr>
<tr>
<td>05/17/07</td>
<td>Strategic Planning 101 Leading Change</td>
<td>Administrators</td>
<td>Rebecca Krause</td>
</tr>
<tr>
<td>05/22/08</td>
<td>Generational Communications</td>
<td>Administrators</td>
<td>Suzanne Kart</td>
</tr>
</tbody>
</table>
Community Involvement – Near and Far

MCCC prides itself as a “community-based” institution. Students and staff learn about various groups and cultures outside the classroom by working with members of the community.

Student clubs and classes work outside the classroom to learn about diversity. Some of these activities include the following:

- The Math and Science Society (MASS) have partnered with the local K-12 schools on a project that had college students and grade school students exploring interesting science experiments together at an “at risk” elementary school. Children of all ages and backgrounds have participated. The purpose of the program is to get children excited about science.

- The International Studies Club held ethnic dinners in 2007 and 2008 and traveled to cultural institutions to learn about other cultures in 2006, 2007, and 2008.

- The college study-abroad program took students to seven countries in 2007.

Staff members also expand their knowledge by working with diverse local cultures and distant cultures.

- One nursing faculty member spent a sabbatical in El Salvador working in a children’s hospital.

- Several nursing faculty members spent time in China exploring cultural similarities and differences between China’s and America’s health care systems and nursing professions.

- One political science faculty member spent six weeks in Botswana, Swaziland, and South Africa on a Fulbright GPA. The same faculty member spent six weeks in Peru observing an intensive study-abroad program. The knowledge she gained from that experience led to the development of a study-abroad program for students at MCCC.

- Many faculty members have spent personal time and resources to observe and experience other cultures, including Belize, China, Canada, Australia, India, and various locations in Western and Eastern Europe.

Current Mission Review Activities

During MCCC’s Vital Focus, the College conducted the Constellation Survey in the spring of 2006 and Conversation Day the following fall. Resulting data suggested that despite the desire among faculty, administrators, and staff for a shared vision, the question remained as to whether there is agreement among College constituents regarding future direction and goals. On a rating scale of 1 to 9, with 1 equaling low importance/performance and 9 equaling high importance/performance, employees as a conglomerate group rated shared vision as 5.89 on the Importance Mean and 3.84 on the Performance Mean. In other words, the College considered the item highly important but rated performance below average. Additional evidence supporting the College’s desire for a shared vision is found among one result of the MCCC Conversation Day on September 27, 2006: Staff noted one of the high performance principles important to develop now was to develop “strong leadership with a vision”.
As a result of the Vital Focus data related to mission and vision, the HLC Accreditation Steering Team, Theme 3 Subcommittee: Visioning and Planning, recommended that the Strategic Plan Committee (previously called the Institutional Plan Coordinating Committee) conduct a review of the College mission, explore construction of a MCCC Vision Statement, and review the current institutional planning process in an effort to enhance its use of data for planning and decision-making. Upon this recommendation, the College hired an outside consultant to ascertain feedback that would ultimately be used for consideration by the Board of Trustees when reviewing mission documents and adopting a revised mission and new vision statements. Consultant Rebecca Kraus conducted multiple visioning and mission review focus group sessions with College employees and students, community members and business leaders, and the MCCC Board of Trustees.

**CORE COMPONENT 1C**

Understanding of and support for the mission pervade the organization.

The institutional mission is understood and supported by the faculty, staff, administration, and the Board of Trustees of Monroe County Community College. On a grand scale the campus course offerings, programs, certificates, and student services reflect the manner in which the faculty, staff, and administration work to carry out the mission of the College. Programs prepare students for either occupational careers or transfer to four-year institutions. Student Services units meet the needs of students.

**Board of Trustees**

Meeting minutes documenting topics of discussion and action items provide evidence that the Board takes seriously its role in ensuring that the College fulfills its mission. The Board’s focus on its mission is revealed in the following actions:

- When two members of the audience at the October 22, 2007, monthly Board meeting questioned whether MCCC’s consideration to support a proposal by the Monroe County Intermediate School District to establish a middle college in Monroe County was within the College’s mission, the Board responded by saying the topic required more discussion than immediate time allowed and subsequently requested a special study meeting be scheduled solely for the middle college discussion. The topic was discussed again at a Special Study meeting held on October 23, 2008.

- December 3, 2007, the MCCC Board of Trustees adopted a resolution endorsing and supporting “…the initiative by the Michigan Community College Association seeking legislation that would authorize community colleges to issue revenue bonds for the purpose of financing job training—generating significant revenue for economic and workforce development programs providing funding for training thousands of workers in high-demand occupations…”. This resolution served to affirm the Board’s commitment to at least two components of the College’s mission: providing for students seeking an associate degree or
A special meeting of the Board on long-range planning including discussion on vision and mission was held on March 17, 2008. Board members presented their ideas regarding a 10-year vision for the College and general components of the College’s mission. The Board made it clear that it values input from the College community in the mission review process, while at the same time, the Board retains full and complete responsibility for determining all revisions to the College’s Mission Statement.

Since 2004, a special meeting of the Board has been held annually each May to review the institutional budget proposal for the next year. The Board scrutinizes the budget (initially proposed by divisions and departments and discussed, debated, and formalized by President’s Cabinet in a series of meetings held February through April) to ensure the budget is balanced and proposed expenditures are in line with the institutional mission.

When reviewing recommendations for tuition-rate increases, time after time the Board’s number one consideration has been the impact of such action on student access.

A resolution supporting the associate degree earned by community college nurses was passed at the October 23, 2006, monthly meeting of the Board:

“...THEREFORE BE IT RESOLVED that the Monroe County Community College Board of Trustees strongly opposes any proposal, action, or scheme which would deny community college associate degree nurses their rightful scope of practice as registered nurses, and

THAT IT BE FURTHER RESOLVED that the Monroe County Community College Board of Trustees support the position of the Michigan Community College Association in communicating this opposition to Governor Granholm, members of the State Board of Nursing, and members of the Michigan Legislature on this Monday, October 23, 2006.”

Staff

Newly hired full-time faculty, staff, and administrators receive a packet from the Human Resources Department when they attend an employee orientation. Mission documents within the packet are reviewed by the director of Human Resources during the orientation.

Item 10 of the HLC Vital Focus Constellation Survey states, “Faculty and staff have a shared understanding of the College’s educational goals for students.” This statement was ranked as one that had a high campus priority and one that faculty and staff agreed MCCC did well. This speaks to the understanding and support of the mission by MCCC faculty and staff.

Support for a subcomponent of the MCCC Mission Statement, “a strong complement of student support services,” is validated by the outcomes of the
Constellation Survey as shown in the “MCCC Employees Agree Are High Priority and Done Well” chart E 3.64.

These statements are perceived by faculty and staff as important and done well:

- “The college ensures that students have easy access to the people and services they require to be successful.”
- “Student Services departments/areas provide programs and services that complement the College’s academic curricula.”
- “Support services harmonize with the College’s focus on teaching and learning E 3.65.”

The results from the HLC Vital Focus Constellation Survey demonstrate that faculty, administrators, and staff believe that high academic standards are a central part of the success of MCCC. The following ranked as items which are a high priority and are done well:

- Item nine from the survey states, “The College makes certain that students acquire the knowledge and skills required by their academic programs before awarding credentials.”
- Item eight from the survey states, “The College intentionally promotes excellence in teaching E 3.66.”

The College has three primary operational areas: Instruction, Student and Information Services, and Business Affairs. Each academic division and all but one department fall within one of these operational units.

The Industrial Technology Division has a mission statement posted on the division home page which is congruent with MCCC’s umbrella mission. It states:

“The Industrial and Engineering Technology Division of Monroe County Community College is dedicated to providing high-quality technical programs of study and educational opportunities to students seeking entry-level and/or advanced skills that will enable them to enter the workforce directly or to continue their education at a four-year university E 3.67.”

Adopted in January 2005 and paralleling the institutional mission closely, the Science/Mathematics statement is as follows:

“The mission of the Science/Mathematics Division is to provide the following educational experiences: courses and necessary sequences for transfer, associate degrees, certificates, and occupational programs; fulfillment of the College’s general education requirements in scientific and numeric literacy and in scientific inquiry E 3.68.”

The Humanities/Social Sciences Division adopted the following statement:

“The mission of the Humanities/Social Sciences Division is to: provide courses and necessary sequences to transfer to four-year schools; provide academic support for associate degrees, certificates and occupational programs offered by the College; provide courses that fulfill the College’s general education requirements in written communication and social science; promote cultural, political, and societal knowledge on a local, national, and international level E 3.69.”
The Office of Human Resources developed a mission statement in 2001:

“The mission of the Human Resources Office is to support the mission of the College and be a strategic partner in all human resources, which include improving the quality of work life, assuring staff member effectiveness, respecting human dignity, and supporting the spirit of community.”

Departments within the Student and Information Services Area are directly connected to the College’s Educational Objectives: “ Providing a strong complement of comprehensive support services to assist students in pursuit of their educational goals.”

In spring 2006, the Student and Information Services Division used the 2005-2008 Institutional Plan to create a division plan. A meeting of all departments was held to begin the task. This activity was followed by individual department meetings to discuss planning and propose a Student and Information Services Vision. In fall 2007, the area voted on and selected the current Vision Statement: “Meeting the Ever-Changing Needs of Those We Serve.” In November 2008, the Student and Information Services Division met to revisit the Vision Statement. The majority of staff members agreed the statement was not in need of revision.

The Health Sciences Division, under the leadership of a new dean, will soon begin work on mission documents for the division. The Business Division currently does not have unit mission documents.

**Congruence with Planning and Assessment**

The MCCC Mission Statement, on record at the time of the approval of the plan, is stated at the beginning of the Institutional Plan, 2005-2008.

**Mission Statement**

Monroe County Community College was established to provide a variety of higher education opportunities for the residents of Monroe County. The College mission is to provide the following:

- programs for students planning to transfer to four-year institutions
- programs for students seeking an associate's degree or certificate in an occupational area
- general education courses/experiences integrated throughout the curriculum
- training and retraining for business and industry
- a complement of student support services
- other activities to meet the lifelong educational and employment needs of its students

The planning themes relate to specific portions of this mission statement:

- “Embrace learner-centered education” relates to mission items one and two regarding students, and item five regarding support services.
• “Cultivate community awareness, support, and ownership” relates to item number six regarding providing activities and lifelong educational needs.
• “Value and enhance accountability in all college operations” speaks to ethical behavior, assessment, and institutional effectiveness.
• “Promote student access to higher education” reflects the mission value elements of diversity and access for qualified individuals as well as item five in the MCCC Mission Statement, “a complement of student support services.”
• “Expand partnerships with business and industry, other institutions, and organizations” addresses item four in the MCCC Mission Statement, “training and retraining for business and industry” as well as providing a strategic focus on the external constituents with whom MCCC works.

The College’s assessment philosophy emphasizes the foundational role mission plays in the assessment process: “Assessment at MCCC is a systematic and comprehensive examination of the College mission.” Further it states, “Assessment provides our constituency with an ongoing reporting mechanism that indicates high quality performance at an institution where public resources are effectively expended for the betterment of the MCCC district.” As the College moves forward with assessment activities, additional data will be available to support the College’s commitment to assessment of teaching practices, learning, and student outcomes.

**Congruence with Budget**

In a review of budgeted expenditures, it is obvious that through budgetary responsibilities, members of the MCCC Board of Trustees understand the importance of the MCCC mission by allocating resources to Instruction, Student Services, and Corporate and Community Services. Through its participation and monitoring of The Foundation at MCCC, the Board provides additional funds to support the mission of the College.

Monroe County Community College’s budget and planning priorities flow from and support the mission. Each year in May, the Office of Business Affairs provides a document titled “Proposed Budgets” for the MCCC Board of Trustees. The budget “book” includes an overview of the budget process in which budget requests flow from deans and department heads to the President’s Cabinet at the College.

The document opens with this statement, “Monroe County Community College is a public, non-profit, higher education institution established for the residents of Monroe County.” The institutional mission is included as the second statement, providing a context for the budget allocations in the following pages. Since 2005, the institutional mission statement has been printed in the budget book.

The Five-Year Master Plan of Monroe County Community College also includes the mission. In so doing, the College acknowledges that any long-term plans related to the physical aspects of campus (including classrooms, labs, study space, and parking spaces) are in alignment with the mission of the organization.
CORE COMPONENT 1D

The organization’s governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

Six groups play important roles in the governance of Monroe County Community College: the State of Michigan, the Board of Trustees, administration, support staff/maintenance, faculty, and students.

Acting under authority granted by the Michigan Act 188 of the Public Act of 1955, the citizens of Monroe County, Michigan, voted to establish a community college district on June 29, 1964. Public community colleges in Michigan operate under the authority of the Community College Act of 1966 (Act 331, P.A. 1966). Monroe County Community College is legally authorized to award associate degrees and certificates.

The College is directed and governed by a Board of Trustees. The president is responsible for daily operations of the College, acting within the policies and procedures established by the Board of Trustees.

The Board adopted a shared governance model based on the philosophy that while maintaining the ultimate authority of the Board of Trustees, decision-making at the College should take place in a way that maximizes participation of all individuals and constituent groups on campus with decisions being made at the lowest possible level of the institution. There are two key components of this philosophy: one, providing opportunity to participate and two, fostering a sense of responsibility to participate.

Board of Trustees

The Board of Trustees operates under the Michigan Constitution and the Monroe County Community College Board of Trustees Bylaws. Public Act 331, Sec 121, gives the Board of Trustees broad authority and power: “The Board of Trustees of the community college district shall have the power to make plans for, to promote, or acquire, construct, own, develop, maintain and operate a community college and an area vocational-technical education program.”

The Board is comprised of seven members elected at large from Monroe County, Michigan. Any qualified elector residing within the Monroe County Community College District is eligible to be elected as a Board Member. The members are elected to six-year terms. Vacancies that occur between elections are filled immediately by Board appointment. Otherwise, vacancies are filled by the local electorate at the next general election.
The Board elects a Chair and Vice Chair who must be members of the Board of Trustees, and a Secretary and a Treasurer, who need not be members. The officers are elected to two-year terms, subject to removal by resolution of the Board. Officers of the Board of Trustees may not serve more than three consecutive terms with the exception of the appointed Treasurer.

The Board of Trustees makes policy decisions for the College. Decisions that involve the operations of the College are delegated to the president and the Cabinet. The Cabinet is comprised of the president and three vice presidents. MCCC Board policies and practices document that the Board's focus is on the organization's mission. The Board adopted the College Mission Statement, Philosophy, and Educational Objectives in 1966 and reviews these documents on a regular basis. Documented revisions have occurred in 1968, 1985, 1994, 1998, and most recently 2008. The most recent revisions included the addition of Vision and Core Value statements.

The Board holds regularly scheduled meetings on the fourth Monday of each month, nine months out of the year. Special and study meetings are called on an as-needed basis. The Board adheres to all of the State of Michigan’s public meeting laws. A simple majority of the members constitutes a quorum at any meeting of the Board, including regularly scheduled and special meetings.

Board meeting agendas and minutes are made available to the public. The agendas for Board meetings are posted on the College website, typically 10 days in advance of Board meetings. Approved meeting minutes are distributed via email to full-time employees, part-time support staff, adjunct faculty, and representatives from two university branches located on the MCCC Campus, including Eastern Michigan and Siena Heights universities. The approved minutes are posted on the College website within 10 days following the meeting, in accordance with open-meeting laws. Agendas and minutes from recently held Board meetings are available on the College’s website. All Board-related documents are available in the President’s Office.

**President**

The MCCC Board enables the organization’s chief administrative personnel to exercise effective leadership. Although the Board of Trustees is the ultimate governing authority for Monroe County Community College, the Board delegates the executive function of the College to a competent executive officer, president of Monroe County Community College. The president is directly responsible to the Board of Trustees for executing adopted policies. Upon the recommendation of the president, the Board appoints members of the administrative staff, with compensation commensurate with established salary schedules. Although
compensation for employees of the College is determined by the Board of Trustees, the Board (when adopting the annual budget or at other appropriate times) may authorize funds to be expended for salaries, wages, or services at the discretion of the president.

As evidenced in deliberative group meeting minutes and by the authority delegated to administrators as documented within position descriptions, the Board does not participate in day-to-day operations of the institution. The Board is kept informed of activities and initiatives through reports at regular and special meetings and executive sessions, Quarterly Board Updates, and frequent electronic communications from the president.

Administration

The College’s administrative structure is comprised of four major areas, including the Offices of the President, Instruction, Student and Information Services, and Business Affairs. The president or a vice president is responsible for each of the four areas. The College’s organizational chart provides a schematic that clarifies institutional lines of authority/chain of command. General and specific administrator position descriptions are utilized to summarize job responsibilities.

The administration has two formal deliberative groups: President’s Cabinet and Administrative Council. The President’s Cabinet is comprised of the president and three vice presidents and typically meets weekly. Administrative Council is comprised of all administrators and meets bi-weekly during the academic year and as needed over the summer. Student Services, Business Affairs, and Instructional administrative groups (such as the Council of Deans), while not formal parts of the governance structure, offer channels for input into the decision-making process.

Figure 3.4 Monroe County Community College Administrative Organizational Chart, Policy 2.01 (See following page)
MCCC Administrative Organizational Chart

BOARD OF TRUSTEES

PRESIDENT

Director of Institutional Advancement/Executive Director of The Foundation at MCCC

Director of Marketing

Vice President of Student and Information Services
- Registrar
- Director of Learning Resources
- Manager of Information Systems
- Director of Data Processing Services
- Director of Financial Aid
- Director of Admissions and Guidance Services
- Director of Upward Bound

Vice President of Instruction
- Dean of Corporate and Community Services
  - Director of Lifelong Learning
  - Director of Whitman Center
  - Director of Workforce Development
- Dean of Business
- Dean of Health Sciences
  - Director of Respiratory Therapy
  - Dean of Humanities/Social Sciences
  - Dean of Industrial Technology
  - Dean of Science/Math

Vice President of Business Affairs and Treasurer
- Controller
- Director of Purchasing and Auxiliary Services
- Director of Physical Plant
- Director of Human Resources
Shared Governance

In December 1972, the College adopted a shared-governance model based on the following principles:

The governance structure of the College, while maintaining the ultimate authority of the Board of Trustees and president, should maximize participation of individuals and constituent groups on campus, with decisions being made at the lowest possible level of the organization. While not all members of the organization will feel the need to participate in governance, the structure should provide an opportunity for those who do. The structure should foster a sense of responsibility for participation, and the institution should recognize and encourage such governance efforts.

According to the College Constitution, “Governance consists of those institutional arrangements for addressing issues and making decisions that affect institutional mission, resource allocation, and the roles of internal constituencies.”

The distribution of responsibilities, as defined in governance structures, processes, and activities, is understood and is implemented through delegated authority. Broadly defined, governance within an institution of higher education is the structures in place to address issues and make decisions affecting institutional mission, resource allocation, and constituency roles in relation to the larger organization. As previously mentioned, the Board of Trustees is the ultimate governing authority at Monroe County Community College. At the same time, the governance structure serves to maximize participation by individuals and constituent groups.

Five groups play important roles in the governance of the College community: faculty, students, support staff/maintenance, administration, and the Board of Trustees. Subject to whatever legal limitations may exist, members of the College community, through the divisions/areas, committees, organizations, and other appropriate channels, have the privilege to discuss and recommend educational policies of the institution for review by the Board of Trustees and other appropriate government agencies and officers, as expressed in legislation of the Board of Trustees.

Divisions, departments, and areas of the College provide important avenues for input into College activities and decision-making. Issues that cannot be resolved at the division, department, or area level may be referred to the president, appropriate vice president, or the appropriate College committee. Most frequently, issues that come before a standing committee were discussed first at the department, division, and/or area level.

Faculty and staff play an important role in the decision-making process. The Board passed Policy 5.01, Policy for Faculty Participation in the Governance of the Institution, in January 1966. According to this policy:

The president shall be responsible for the formulation of such rules and regulations as will welcome, encourage, and foster, within the Monroe...
County Community College, faculty involvement in the process of the evolution of educational policy.

Each major organizational unit (Instruction, Student and Information Services, and Business Affairs) holds meetings of the administrators on a regular basis. A number of work-related groups, support staff, various departments, and instructional area divisions also meet on a regular basis. In addition to informational and discussion-based meetings, these work unit groups conduct planning workshops/seminars each year. The faculty is represented by a bargaining unit, the Monroe County Community College Faculty Association, which meets monthly during the fall and winter semesters to discuss faculty concerns and recommend courses of action. The maintenance and custodial personnel are also represented by a union, Monroe County Community College Maintenance Association.

Students play an important role in overall decision-making at MCCC. Three College policies/procedures address the involvement of students in the governance process. The Board of Trustees adopted Policy 3.03, Policy for Student Participation in the Governance of the Institution, in April 1967:

The president shall be responsible for the rules and regulations as formulated to welcome, encourage, and foster, within the Monroe County Community College, student involvement in the process of the evolution of educational policy.

According to MCCC Procedure 3.04, Constitution of the Student Government of Monroe County Community College, one of the purposes of student government is “to provide a vital and appropriate voice for students in the governance of the institution pertaining to those matters pertinent to student affairs and interests.”

The broader institutional constitution (Policy 4.06) allows for Student Government to present concerns directly to the appropriate College committee and authorizes the president to appoint students to College committees as he/she deems appropriate.

**Standing Committees**

As presented in Table 3.13, Table of Committees and Administrator to Whom Each Reports, the governance structure at MCCC is comprised of eighteen standing committees. The standing committees serve to make recommendations to the president or appropriate vice president, regarding their particular area of study.

**Table 3.13 Table of Committees and Administrator to Whom Each Reports**

<table>
<thead>
<tr>
<th>President</th>
<th>VP of Instruction</th>
<th>VP of Business Affairs and Treasurer</th>
<th>VP of Student and Information Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus- Community Events Committee</td>
<td>Curriculum Committee</td>
<td>Accessibility and Accommodations for Disabilities Committee</td>
<td>Academic Review Committee</td>
</tr>
<tr>
<td>Diversity Committee</td>
<td>Developmental Education Committee</td>
<td>Campus Development Committee</td>
<td>Enrollment Issues Committee</td>
</tr>
<tr>
<td>Institutional Effectiveness Committee</td>
<td>Distance Learning Committee</td>
<td>Health and Safety Committee</td>
<td>Financial Aid Committee</td>
</tr>
</tbody>
</table>

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Criterion One

CHAPTER 3

President | VP of Instruction | VP of Business Affairs and Treasurer | VP of Student and Information Services
--- | --- | --- | ---
Institutional Governance Committee | Institutional Accreditation Committee | Institutional Staff Development Committee | Learning Resources Committee
Strategic Planning Committee (formerly Institutional Plan Coordinating Committee) | Instructional Technology Committee |  | 

The standing committees serve an advisory function, making recommendations for courses of action and/or policy recommendations and revisions to ex-officio members. Problems and topics related to the particular charge of the committee are brought for deliberation. Although College policy provides guidelines for committee activities, details such as meeting frequency may vary based upon the nature of the committee, the number of issues in any given year, and the leadership style of the committee chair.

Ad hoc committees and task forces may be established by the president, vice president, or related standing committee to address specific issues, tasks, or problems not within the scope of a standing committee and are dissolved upon fulfilling their charge and/or by action of the president. A related standing committee may or may not be involved in these groups, and the ad hoc committee or task force may turn into a standing committee. Examples of ad hoc committees and task forces since 1999 are provided in Table 3.14.

Table 3.14  Examples of Ad Hoc Committees and Task Forces

<table>
<thead>
<tr>
<th>Ad hoc Committee/Task Force (Date of Appointment)</th>
<th>Membership</th>
<th>Related Standing Committee or Office</th>
<th>Charge</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Technology Task Force (August 2003)</td>
<td>Administration - 2 Faculty - 3 Support Staff - 1 (President serves as ex-officio)</td>
<td>Instructional Technology</td>
<td>Examine the state of instructional technology and develop a plan of action for the future.</td>
<td>Final Report – November 2005</td>
</tr>
<tr>
<td>Support Staff Policy Committee (2004)</td>
<td>Administration - 3 Support Staff - 4 Faculty - 2</td>
<td>Business Office</td>
<td>Review support staff policies and make recommendation for changes</td>
<td>Revision adopted by Board of Trustees on Nov. 17, 2008</td>
</tr>
<tr>
<td>Ad hoc Diversity Committee (January 2004)</td>
<td>Administration - 2 Faculty - 3 Trustees - 1 Students - 1 Community - 3 (President serves as ex-officio)</td>
<td>President’s Office</td>
<td>Review, develop, and implement recruitment, training, and event activities to promote diverse student and staff member populations</td>
<td>Final Report Established as institutional standing committee, May 2007</td>
</tr>
<tr>
<td><strong>Ad hoc Committee/Task Force</strong></td>
<td><strong>Membership</strong></td>
<td><strong>Related Standing Committee or Office</strong></td>
<td><strong>Charge</strong></td>
<td><strong>Status</strong></td>
</tr>
<tr>
<td>--------------------------------</td>
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<td>------------</td>
</tr>
</tbody>
</table>
| Sub-Committee for Replacement of Ash Trees (August 2005) | Administration - 2 Faculty - 1 Support Staff - 1 | Campus Development Committee | Determine plan for replacing significant number of dead Ash Trees | Two grants received:  
- DNR - $20,000 in Oct. 2005  
- DTE - $3,000 in Sept. 2006 |
| HLC Accreditation Steering Team (January 2006) | Administration - 11 Faculty - 3 Support Staff - 2 Maintenance - 2  
(Open to all, 17 volunteered; VP of Instruction served as ex-officio) | Institutional Accreditation | Lead the College in deciding its method of accreditation for its 2009-2010 ten year evaluation, AQIP or PEAQ and analyze Vital Focus data and make recommendations for institutional improvement | Final Report, April 2007 |
| HLC Self-Study Steering Team (March 2007) | Administration - 13 Faculty - 12 Support Staff - 6  
(100+ employees from all employee groups serving on subcommittees; VP of Instruction served as ex-officio) | Institutional Accreditation | Prepare the 2009-2010 HLC Self-Study and coordinate the Fall 2009 ten-year evaluation visit | Active |
| Contact Hour Conversion Task Force (June 2007) | Administration - 8  
(VP of Business serves as ex-officio) | Business Office | Explore possible impact, feasibility, and implementation of charging tuition by contact hour | Review completed, December 2007 |
| Student Code of Conduct (November 2007) | Administration - 2 Faculty - 5  
(VP of Student Services serves as ex-officio) | Student Services and Information Systems Office | Review and make recommendations for improving current code of student conduct | Active |
| General Education Review Task Force (February 2008) | Administration - 3 Faculty - 8  
(VP of Instruction serves as ex-officio) | Curriculum Committee | Lead the College in its review of general education and develop general education learning outcomes for consideration by the Curriculum Committee | Active |
<p>| Timesheet Conversion | Administration – 3 Support Staff – 3 | Business Office | To implement conversion of support staff, | Conversion of support staff, |</p>
<table>
<thead>
<tr>
<th>Ad hoc Committee/Task Force (Date of Appointment)</th>
<th>Membership</th>
<th>Related Standing Committee or Office</th>
<th>Charge</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task Force (June 2008)</td>
<td></td>
<td></td>
<td>payroll timesheets from paper system to electronic</td>
<td>administration, and student assistants in process including training on new system. Faculty and maintenance to be converted in fall 2009.</td>
</tr>
<tr>
<td>Insurance Task Force (Fall 2008)</td>
<td>Administration – 3 Support Staff – 3 Maintenance – 2</td>
<td>Business Office</td>
<td>To review health insurance coverage for the three employee groups.</td>
<td>Recommendation to Board of Trustees in May 2009 to change to HSA plan; working on implementation</td>
</tr>
<tr>
<td>Middle College Implementation Team (January 2009)</td>
<td>Administration - 3 Faculty - 5 (VP of Instruction serves as ex-officio)</td>
<td>Office of Instruction</td>
<td>Make recommendations regarding the College’s role in implementing the Monroe County Health Partnership Middle College</td>
<td>Active</td>
</tr>
</tbody>
</table>

Governance structures and processes at MCCC are reflective of a shared governance model. And in most instances, decision-related processes and activities are in concert with the intent and spirit of the *College Constitution* (as documented by standing committee meeting minutes) \(^{E3.99}\). However, as is the case for any policy, procedure, and activity, there is always room for improvement.

Shared governance at MCCC has been criticized for a number of reasons that are not necessarily documented by evidence, but they emerge frequently enough in institutional data documents to be a concern. The importance of addressing these criticisms (whether proven or not) is founded in the discovery of Thematic Subcommittee 6 of the HLC Accreditation Steering Team, the internal team charged with disposing HLC Vital Focus data. The Steering Team concluded that “perception is reality.” And, in fact, some perceptions may be more convincing than actual incidents \(^{E3.100}\).

The standing committee structure has been labeled by some as ineffective and overtaxing on human resources. Additionally, concern has been expressed regarding occurrences of decision-making outside the committee structure, even though there is recognition that there are cases where decision-making outside the committee structure is appropriate and in accordance with institutional policy. In some cases, criticism stems from the advisory nature of standing-committee recommendations.
Finally, standing committee recommendations and actions overturning recommendations have, occasionally, been criticized for not being founded in data and/or evidence-based analysis §3.101.

The standing committee structure was identified as an opportunity for improvement in the HLC Vital Focus Conversation Day Report. Since then the Institutional Governance Committee agreed to review the shared governance structure and processes and make recommendations regarding opportunities for improving overall function and operations §3.102. The committee established a Blackboard site in its name to supplement formal meetings and increase transparency of activities.

**Qualified Decision-Makers**

Individuals within the governance and administrative structures are committed to the mission and appropriately qualified to carry out their defined responsibilities. As described above, the Board of Trustees is elected by the Monroe County electorate. There is not a position description for Board positions, nor formal documentation for the qualifications of trustees to carry out the mission. There are, however, informal opportunities for candidates running for the Board to present their qualifications and address general questions from the community. For example, on October 22, 2008, the MCCC student newspaper, *The Agora*, sponsored a Trustee Forum on campus to allow employees and community members an opportunity to meet the candidates and learn about their qualifications and views on relevant issues prior to the November 4, 2008, election §3.103.

Monroe County Community College’s hiring policies require that individuals in all job classifications at MCCC be hired through a screening process and selected for employment as a result of the determination that they are the best qualified candidate. In some cases, questions regarding the candidate’s understanding of and commitment to the community college mission are included in interviews. Subsequently, interview evaluations and decisions to make an offer of employment may take into consideration a candidates’ understanding and appreciation of the College’s mission, as well as the candidate’s ability to implement activities accordingly.

The president is evaluated by the Board of Trustees based on self-assessment, position description, and specific criteria on the Presidential Evaluation Form §3.104.

Administrators and support staff have position descriptions §3.105. Maintenance personnel position descriptions are detailed in the Maintenance Master Agreement §3.106. Faculty responsibilities and contractual obligations are outlined in the College’s Master Agreement with the Monroe County Community College Faculty Association (MCCFA) §3.107. All employees are evaluated by their immediate supervisor.

Administrators are evaluated on the following performance expectations:
- Administration and planning
- Budgetary controls
- Professional development of others
Support staff and maintenance personnel are evaluated on the following performance expectations:

- Knowledge and task performance in position
- Cooperation and relationship with others
- Communication
- Diversity
- Judgment and problem-solving skills
- Initiative, creativity, and self-development
- Attendance, punctuality, and dependability
- Safety, care and utilization of environment, equipment, and supplies

Within support-staff job descriptions is the expectation that one has the “ability to acquire knowledge of the principles and practices of a community college and skill in providing administrative support to such activities.” Henceforth, commitment to the community college mission and philosophy is an inherent component of evaluations of job performance for support staff.

Faculty members are evaluated on the following performance expectations:

- Instructional skill and use of technology
- Curriculum development
- Professional growth and activities
- Committee work
- Faculty/division interaction
- Other accomplishments

Adjunct faculty members are required to meet minimum education and/or experience credentials. Other than the initial job description posting, there is no job description for adjunct faculty. They are evaluated by division deans on the basis of the original job posting qualifications and classroom observations.

Starting in the 2007-2008 evaluation cycle, employees are given the opportunity to complete evaluations of their supervisors and submit their comments anonymously. However, employees are not required to complete the supervisor appraisal.

Despite the important role standing committees play in institutional governance, there are no position descriptions or accompanying minimum qualifications, and there is no formal training for committee members. In some cases committee membership is prescribed by employee position. In other cases employees self-select the committee(s) on which they wish to participate and submit their top three selections in priority order in May to the Governance Committee. In rare cases when a committee is already full, the employee may not get his or her first or even second
choice. Standing committee chairs are elected by the members of each committee as much from interest to serve in the position as for specific qualifications.

**CORE COMPONENT 1E**
The organization upholds and protects its integrity.

**Mission Adherence**

The mission of the College is published, both in print and electronically, and the College has the policies, processes, practices, and procedures in place to assure that MCCC presents itself honestly to the public and protects its integrity through high-quality educational programming, a full complement of student support services, and activities that support business and industry and serve the wider College community constituency. The College recognizes and abides by all national, state, and local laws and regulations and has appropriate safeguards in place to protect the College. While inclusion of the mission in the MCCC Annual Report has been inconsistent the past few years, editors have agreed to include it in future reports.

The MCCC Code of Ethics, Policy 6.46, adopted October 2005, details that College employees, Board members, and authorized representatives “adhere to the College’s mission and work toward the achievement of its goals.”

**Fiscal Responsibility**

The College’s budget development process provides evidence that the College demonstrates integrity through collaboration and accountability across the campus. The College prepares an annual budget document that includes several fund budgets: General Fund, Designated Fund, Auxiliary Activities Fund, Restricted Fund, Unexpended Plant Fund, and Maintenance and Replacement Fund. Capital outlay expenditures are budgeted through several of these funds. These fund budgets are built “from the bottom up,” beginning in the academic divisions and other operating units. As the budgets are developed, the vice president of Business Affairs periodically reports to all staff on the progress and process.

The financial records of the College are subject to the tenets of an annual audit conducted in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States. The audit includes the statements of revenues, expenses, changes in net assets, and cash flows encompassed in the financial transactions of MCCC. The results of the annual audit are presented to the Board of Trustees, typically in October of each year.

**Legal Integrity**

The laws and regulations under which the College conducts its operations and guides its relationships with internal and external constituents are detailed in College publications and are also prominently posted on the Main Campus and at the Whitman Center.
New employees are oriented as to attendant responsibilities by Human Resources representatives and their immediate supervisor.\(^E3.116\)

**Clear and Fair Policies**

Students, administrators, faculty, and staff at MCCC have access to information on the policies and procedures informing them of their rights and responsibilities. Students may refer to the *MCCC Student Handbook*, the *MCCC Catalog*, MCCC semester schedules, the MCCC website, and the WebPAL section of the MCCC website.\(^E3.117\) Faculty, administrators, and staff resources include the *MCCC Policy and Procedure Manual*.\(^E3.118\)

**Structure and Processes Ensure Integrity**

- **Advisory Committees and Boards**
  Every career program at MCCC has an advisory committee or board comprised of working professionals in the specific field, MCCC faculty and administrators, and representatives of educational institutions where applicable. Most advisory committees include a current student and/or alumni. These committees and boards meet at least once a year and provide advice on course and curriculum updates, new programs, and other matters related to maintaining up-to-date offerings.\(^E3.119\).

- **Program Review**
  MCCC has a process for reviewing the relevance and currency of its curriculum. Career programs participate in a five-year self-study cycle of program review. This process is described in detail under Criterion Three.\(^E3.120\).

- **Co-Curricular Activities**
  Students at MCCC have many opportunities to participate in co-curricular activities that help them develop leadership and interactive skills. Many of the student organizations are discipline related and provide additional reinforcement of their academic coursework. A listing of student clubs and organizations as well as information on how to start a club is found on the MCCC Website: [www.monroeccc.edu/studentservices/studentactivities/SAclubs.htm](http://www.monroeccc.edu/studentservices/studentactivities/SAclubs.htm).

- **Student Government**
  MCCC has an active Student Government organization. Among the most visible activities is the sponsorship of the annual awards and recognition event where students and student organizations are recognized, along with the recipients of the Outstanding Faculty Award at the annual Honors Reception. More information may be found about Student Government at their website: [www.monroeccc.edu/stgovt/](http://www.monroeccc.edu/stgovt/).

**Fairness with External Constituents**

The College presents itself accurately and honestly to the public through written and electronic communications. The following examples are provided: the *College Catalog*, the College website (www.monroeccc.edu); recruiting materials such as the *MCCC*
Viewbook; newspaper and cable television advertisements, radio commercials, and billboards; the MCCC Annual Report; news releases; annual public hearing on the budget; publication of financial statements; and electronic transfer guides to colleges and universities linked on the College website.

MCCC provides comprehensive up-to-date information to students and other external constituents in at least five basic ways: the Student Handbook, published annually; the College Catalog, published annually; credit and noncredit course schedules, published five times per year; periodic direct mail and email; and the College website.

The College is a public two-year community college with an elected Board of Trustees. All meetings of the Board of Trustees are public, with the exception of those limited matters provided for in Michigan state statutes.

Agendas and minutes of regular meetings are available to the public on the website or by printed copy upon request. Following Board approval, meeting minutes are distributed electronically to all staff and posted on the College’s shared network drive.

Timely Responses to Complaints and Grievances

The procedures for initiating a grievance or complaint are outlined in the Student Handbook, the College Catalog, the semester schedules, and the MCCC Policy and Procedure Manual. Student complaints or grievances are responded to using the timelines governing the nature of the issue involved. All issues are logged and records of disposition are maintained in the Office of the Vice President for Student and Information Services.

Ethical expectations and standards of behavior are outlined for students, members of the Board of Trustees, and all staff members through the following publications and resources.

- **Students**—Expectations and standards for students are detailed in the Student Handbook, the College Catalog, the semester course schedules, and the MCCC Policy and Procedure Manual, section 3.00.

- **Faculty**—Rights and responsibilities for full-time faculty are outlined in the College’s Master Agreement with MCCCFA. In addition, some non-contractual requirements are detailed in the MCCC Policy and Procedure Manual, sections 4.00 and 5.00. Rights and Responsibilities pertaining to adjunct faculty are outlined in the Faculty Handbook.

- **Administrators**—Detailed job descriptions and expectations are outlined in the Organizational Table and in the MCCC Policy and Procedure Manual, section 2.00.

- **Support Staff**—Rights and responsibilities pertaining to full-time support staff are outlined in the MCCC Policy and Procedure Manual, section 8.00. Rights and responsibilities pertaining to part-time support staff are outlined in the Part-Time...
Support Staff Handbook and the MCCC Policy and Procedure Manual, section 11.00. Support staff job descriptions are housed in the Office of Human Resources.

- Maintenance—Rights and responsibilities are outlined in the 2006-2009 Agreement between the Community College District of Monroe County, Michigan, and the Monroe County Community College Maintenance Association, MEA/NEA which is also section 7.00 of the MCCC Policy and Procedure Manual.

- Members of the Board of Trustees—Responsibilities of the trustees are described in Michigan statutes and MCCC By-Laws of the Board of Trustees located in section 1.00 of the MCCC Policy and Procedure Manual.

Code of Ethics—There is a Code of Ethics for all College employees in the MCCC Policy and Procedure Manual, policy 6.46. When this policy was originally presented to the Board of Trustees, the Board amended it by specifically including language so that it would be applicable to Board members and authorized representatives.

Conflict of Interest—A Conflict of Interest policy is applicable to all College employees in the MCCC Policy and Procedure Manual, policy 6.41, adopted by the Board October 23, 1989. This policy is applicable to the Board of Trustees as it relates to compliance with state and federal laws.

Summary of Findings

Monroe County Community College serves a broad constituency through academic and occupational programs, credit and noncredit certificate programs, Lifelong Learning classes, and cultural events. MCCC also sponsors and participates in community events and programs. MCCC’s mission documents reflect breadth of service to its constituents and the greater society it serves. In particular, MCCC is responsive to the needs of diverse credit and noncredit students seeking to enrich their lives. The College partners with other institutions and business and industry in an effort to broaden its service to students. MCCC staff members participate in many community partnerships as engaged members of the greater society they serve.

As demonstrated above, the Board of Trustees, administrators, faculty, and staff support and understand the mission of the College. The institutional mission is posted in the hallway outside the executive offices in the Student Services/Administration Building and in the board room located in the La-Z-Boy Center. The mission drives operational activities and the budgetary process.

The MCCC mission documents include a strong commitment to high academic standards that sustain and advance excellence in higher learning. MCCC recognizes the diverse nature of the members of the community it serves, and this is reflected in the College’s mission documents and philosophy statements. Diversity is promoted and encouraged through various channels and people including curriculum, students, student support services, human resources, and relationships with members of external constituents.
**Strengths**

- MCCC has a clearly written set of mission documents that are understood and strongly supported by all staff. These documents are regularly reviewed.
- Most constituents agree that MCCC fulfills its mission.
- The Board of Trustees takes responsibility for the mission and understands its role in ensuring the College stays on mission.
- Departments and divisions with their own mission and/or vision statements developed documents that are in congruence with the institutional mission statement.
- Academic programs, noncredit programs, and student support services follow the edicts of the mission.
- The rapid and comprehensive response to the MCCC Diversity Survey and diversity focus groups demonstrates MCCC’s commitment to further developing and promoting diversity on campus.
- MCCC uses campus and community feedback to improve services to diverse constituents and enhance campus awareness and understanding of diversity issues.
- MCCC offers a diverse complement of courses, delivery systems, and services to serve an ever-changing and diverse constituency.
- The faculty and staff are well-qualified.
- Institutional policies and standardized processes and documents regarding hiring and evaluation are in place.
- Governance structures and processes at MCCC are reflective of a shared governance model.
- A standing committee structure that provides opportunity for constituents to participate in decision-making is in place.
- The Institutional Governance Committee has committed to review its charge and the standing committee structure and processes as they relate to overall College operations and utilization of human resources.
- Fiscal and legal integrity are a high priority at MCCC.
- Procedures are well-documented and fair at MCCC, and complaints are dealt with in a timely manner.

**Opportunities/Challenges**

- Mission documents should be made available in more places than the College website and catalog. For example, the Annual Report could include these documents.
- There is a need to provide employee orientation and training on the College Constitution.
- The creation and use of mission and vision statements and/or planning documents at the department and academic division level is sporadic across the institution.
• As of the 2007-2008 evaluation period, employees are given the opportunity to complete evaluations of their supervisors and submit their comments anonymously. However, many employees indicated that they were not aware of this opportunity.

• While the College has a statement on Academic Dishonesty, Probation, Dismissal, and Student Conduct and Discipline, these statements do not appear in the Student Orientation Handbook.

• Although the HLC Accreditation Steering Team provided a detailed assessment of the themes that emerged from the HLC Vital Focus data, much of the campus is unaware of the progress made in addressing “opportunities for improvement.”