CRITERION TWO: PREPARING FOR THE FUTURE

The organization’s allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

Monroe County Community College is dedicated to enriching the lives of all who reside in the community. The faculty and staff continue to provide a quality education at an affordable cost. MCCC is built upon a strong foundation of planning and sound financial stewardship. This chapter will demonstrate the capacity to respond to future challenges and opportunities.

CORE COMPONENT 2A

The organization realistically prepares for the future shaped by societal and economic trends.

College Planning

Monroe County Community College produces two key documents that serve as a map to the future. The first is the Five-Year Master Plan, and the second is the Institutional Plan. Both are developed by multi-phased processes that include input from internal and external sources. The Five-Year Master Plan is required by the State of Michigan, and it is updated annually. It is a comprehensive plan that covers the following:

- Facilities Condition
- Barrier-Free Accessibility
- Programs
- Student Support Services
- Landscaping/Site
- Growth
- Student Retention

The guiding principles for the Five-Year Master Plan were identified as follows:

- Physically support the College Mission Statement and Institutional Plan.
- Improve student retention and assist in marketing the College to prospective students.
- Address technological changes and the need for technological flexibility.
• Provide classroom flexibility for different uses and teaching methods.
• Simplify student and visitor interaction with the College.

The Institutional Plan is the result of a campus-wide initiative. Using the College Mission Statement as a starting point, the Institutional Planning Committee facilitates the development of a new Institutional Plan every three years.

The plan represents a collaborative effort by the faculty and staff to develop strategies to address the key planning themes. It outlines major planning themes of the College. The themes for the 2005-2008 Institutional Plan are the following:
• Embrace learning-centered education for maximizing student success.
• Cultivate community awareness, support, and ownership.
• Value and enhance accountability in all College operations.
• Increase resource development.
• Promote student access to higher education.
• Expand partnerships with business, industry, and other institutions and organizations.

The College utilizes several smaller plans and a variety of survey data to support the development of these two planning documents. Examples of such include the following:
• Technology Plan
• Facilities Plan
• Diversity Climate Study
• Annual Graduate Survey
• Lifelong Learning Student Survey
• Student Evaluations
• Branding Survey
• Vital Focus

Preparing for the Future

To adequately prepare Monroe County Community College for the future, the Institutional Plan Coordinating Committee facilitated a review of the MCCC Mission Statement, the creation of a Vision Statement, and the development of a data-driven strategic planning process. This project is a direct result of the Vital Focus process.

During the 1996-1997 fiscal year, the Board of Trustees established a designated fund to support a campus-wide technology network. Beginning with the fall of 1996, a student fee of $3.00 per credit hour was assessed to provide a source of revenue for this fund. Today, this fee is $6.00 per credit hour. Despite the increases over the years, the College periodically transfers money from the General Fund to cover expenditures. The projected expenditures for the 2008-2009 Technology Fund are just under $1,000,000.
In the interest of keeping up with emerging technology and trends, faculty and staff seek input from a variety of sources. Faculty teaching in career programs meet regularly with advisory committees composed of volunteers working in fields related to the program. The advisory committee reviews and recommends curriculum content E43.

In the fall of 2003, the MCCC president created a special task force to explore instructional technology at MCCC. The goals were to do the following:

- Determine the current state of instructional technology at MCCC.
- Analyze the positive aspects of the use of technology at MCCC and identify shortcomings with regard to instructional technology.
- Establish a “vision” of the future of instructional technology at MCCC.
- Prepare a report to the president and ultimately suggest an action plan outlining the future of instructional technology implementation at MCCC.

After 18 months of research, the task force made several recommendations E44. Many of the recommendations have been or are in the process of being implemented. The College has hired a coordinator of e-learning and instructional support, completed the construction of several prototype classrooms equipped with the latest instructional technology, and created a standing committee dedicated to the development of instructional technology.

Global Awareness

General demographic characteristics of Monroe County, Michigan, as reported by the U. S. Census Bureau for 2006, convey the following information in regard to ethnicity for Monroe County E45:

### Table 4.1 Monroe County Ethnicity

<table>
<thead>
<tr>
<th>Race</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>95.4%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>2.6%</td>
</tr>
<tr>
<td>Black</td>
<td>2.4%</td>
</tr>
<tr>
<td>Asian</td>
<td>0.7%</td>
</tr>
<tr>
<td>Am. Indian</td>
<td>0.3%</td>
</tr>
</tbody>
</table>

The student population of Monroe County Community College reflects the Monroe County population as a whole. For the past four years, the ethnicity of our students has remained relatively unchanged, with the overwhelming majority of our students being non-Hispanic white E46.

### Table 4.2 Student Population by Ethnicity

<table>
<thead>
<tr>
<th></th>
<th>2004 Number</th>
<th>%</th>
<th>2005 Number</th>
<th>%</th>
<th>2006 Number</th>
<th>%</th>
<th>2007 Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Hispanic</td>
<td>3665</td>
<td>87.7%</td>
<td>3694</td>
<td>88.1%</td>
<td>3827</td>
<td>87.6%</td>
<td>3851</td>
<td>86.9%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>72</td>
<td>1.7%</td>
<td>80</td>
<td>1.9%</td>
<td>85</td>
<td>1.9%</td>
<td>98</td>
<td>2.2%</td>
</tr>
<tr>
<td>Non-Hispanic</td>
<td>67</td>
<td>1.6%</td>
<td>56</td>
<td>1.3%</td>
<td>66</td>
<td>1.5%</td>
<td>72</td>
<td>1.6%</td>
</tr>
</tbody>
</table>
In other nearby counties, the ethnic mix is significantly different. The limited number of ethnic groups in the immediate Monroe area contrasts with the higher diversity numbers of nearly all of the comparably sized communities within 30 minutes of Monroe. According to the last census, non-Hispanic black populations are 2.2% in Lenawee County, 12.3% in Washtenaw County, and 17.7% in Lucas County, while Hispanics represent 5% in Washtenaw County, 5.5% in Lucas County, and 7.4% of the population in Lenawee County. In order to gain insight into the level of diversity consciousness at MCCC, a consultant was hired to design and facilitate a diversity climate study.

In the fall of 2005, MCCC contracted with C R Smith & Associates (CRSA). During the following eight months, the perceptions of the College’s leadership, selected faculty and staff, and MCCC students were gathered and reviewed, culminating in an August 2006 executive report from CRSA. Through the use of focus groups of students, faculty, staff, administrators, and individuals from the community, the climate survey yielded the following quote from CRSA’s report:

The present homogeneity of MCCC, both in terms of students and employees, relinquishes the advantages of a multicultural education and in so doing, fails to prepare them for the challenges of a multicultural America and global competition. Comments made in the student focus groups conveyed a feeling that they were receiving an excellent education but that they were not being prepared to work in a diverse society.

This document was clearly a call for change and now serves as a blueprint for action.

Since the climate study was produced, a strategic plan for diversity has been developed. It is a working document. Also the ad hoc Diversity Advisory Committee was formed beginning academic year 2007-2008. The Diversity Committee became a standing committee this same year.

One of the first actions taken was to implement diversity training for all faculty, support staff, and administrative groups by CRSA during 2006. CRSA also reviewed a variety of College publications to assess their possible role in the College’s present diversity climate.

Since 1976, MCCC has had a formal policy statement expressing its commitment as an equal-opportunity institution prohibiting discrimination against any qualified person because of race, color, religion, national origin or ancestry, age, sex, marital
status, or physical handicap. This policy is placed in all major MCCC publications, such as the Viewbook, Annual Report, and credit and noncredit schedules, and on the College’s website. In 1990, the College also developed and adopted an Affirmative Action Plan designed to promote the employment of the best qualified candidate and, where legally permissible, the recruitment, hiring, retention, and promotion of individuals of minority status. In order to comply with a recent change in Michigan law, the Affirmative Action Plan was revised in 2007.

Associated with the College’s commitment to embrace diversity, the Diversity Committee has sponsored several speakers and events:

**Table 4.3 Diversity Committee Sponsored Speakers**

<table>
<thead>
<tr>
<th>Speakers</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Robert Etheridge</td>
<td>January 2004</td>
</tr>
<tr>
<td>Lee Gill</td>
<td>October 2004</td>
</tr>
<tr>
<td>Manuel Mendez, Jr.</td>
<td>January 2005</td>
</tr>
<tr>
<td>Carl Eller</td>
<td>February 2005</td>
</tr>
<tr>
<td>Dennis Archer</td>
<td>April 2008</td>
</tr>
</tbody>
</table>

In addition to speakers, the College held a Diversity Fair in April 2005, featuring a disability obstacle course, a diversity panel, and a keynote speaker, Pastor Mikal Featches. In 2006, the College presented a video and information table on the life of Dr. Martin Luther King, Jr. in January and featured Black musician, Galen Abdur-Razzaq in February. MCCC has also hosted a blues series, an African-American Cinema series, and several tributes to Martin Luther King, Jr.

The College also participates in the Youth for Understanding (YFU) community college program. This program provides students from around the globe with the opportunity to pursue college-level academic studies while living with a carefully selected host family in a community reflecting American values. Some faculty and staff at MCCC have provided the YFU students with housing, transportation, and assistance. The college has hosted 18 YFU students from China, South Korea, Mexico, Denmark, Switzerland, Kazakhstan, France, Netherlands, Belgium, and Japan. These students enrich the learning experience for our native students.

In order to offer an opportunity for students to experience other cultures, the Business Division developed an international business course in 2000 and the Humanities/Social Sciences Division developed an International Study-Abroad Program beginning in 2007 to engage MCCC students in study abroad during the spring semester. Faculty designed the learning objectives and itinerary for each course. To date four trips have been completed. One previous study trip was for 10 days in London, United Kingdom, and was a component of an International Business class. Another student trip, not related to curriculum studies, was for six days in Moscow, Russia, and involved a corporate-sponsored cultural exchange.

The 2007 Europe study-abroad program was a six-week spring semester experience. The program involved three weeks of intensive study on campus, plus three weeks of
intensive program activities in six European countries. Evaluations from the students demonstrated that over half of those participating identified the following positive results of their trip that they could take with them into their professional lives: ability to work with people from different backgrounds and cultures, an aptitude for and ability to communicate with those who speak other languages, and the awareness of the world outside Michigan.

The 2009 study-abroad program will be a six-week spring semester experience that travels to Thailand, Cambodia, and Vietnam.

Coinciding with study abroad, a new student club, the International Studies Club was formed in 2006. Its purpose is to promote international studies and multicultural events on campus. This club has an ambitious agenda, including planning and hosting an International Fair at MCCC, fundraising for an AIDS Hospice Hospital in Swaziland, and bringing multicultural exhibits and entertainment to MCCC.

**Community Commitment**

MCCC utilizes a variety of environmental scanning techniques. In 2005, the Institutional Advancement staff hired a marketing firm to assist with a branding and marketing initiative. Hundreds of people, including students, staff, community members, alumni, and business professionals were asked to respond to questions regarding MCCC’s image, accessibility, quality, cost, course availability, and academic rigor. As a result, a new brand positioning framework was developed which is communicated throughout the College’s marketing communications activities. *Enriching Lives* became the College’s brand positioning line. In addition, personal involvement, learning relationships, accessibility, practical experience, and lifetime value were identified as pillars of strength.

Most recently, the Institutional Plan Coordinating Committee held visioning forums with students, staff, faculty, business leaders, and community members. The purpose was to review the College mission and brainstorm ideas for a MCCC Vision Statement.

In addition, MCCC’s president maintains a high level of visibility throughout the community, county, and state. He also serves on many community boards, volunteers his time at community and College events, and frequently meets with other community leaders. His involvement presents opportunity for discussion with a variety of College constituents.

Every year surveys are sent to MCCC graduates and their employers. Graduates respond to questions regarding academic preparation, and employers are asked to judge the quality of MCCC graduates.

Monroe County Community College promotes and financially supports professional development. Over the years several faculty and administrators have been approved for sabbaticals, conferences, and educational travel abroad.
The Corporate and Community Services Division plays a significant role in economic development activities throughout Monroe County by providing training programs designed to maintain a competitive workforce.

College personnel frequently volunteer time to work on county-wide programs in conjunction with the Chamber of Commerce, Industrial Development Corporation, and a variety of local and state agencies and organizations.

**CORE COMPONENT 2B**

The organization’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

Monroe County Community College has a strong history of financial stewardship. The total budget for Monroe County Community College for fiscal year 2008-2009 is $29,997,485 with a General Fund budget of $25,065,000.

**Revenues**

Monroe County Community College has three main sources for General Fund revenues: tuition and fees, property taxes, and state appropriations. In the 2008-2009 fiscal year, tuition and fees represent 26.7 percent of the General Fund revenues, property taxes represent 54.21 percent, and state appropriations represent 16.69 percent. Other sources of revenue (investment income, rental of facilities and land, events, etc.) represent 2.4 percent of the General Fund revenues.

**Figure 4.1 2008-2009 General Fund Revenue**

Tuition is generated from credit and Lifelong Learning classes, as well as contracted training programs. Fees include lab fees, graduation fees, credit by exam, transcripts, registration, Virtual College, and summer camp fees. Over the past 26 years (fiscal year 1982-1983 through fiscal year 2007-2008), MCCC has had one of the lowest in-district tuition rates of Michigan’s public community colleges. The 2008-
2009 in-district credit tuition is $64 per credit hour as compared to a state in-district average of $71.68 per credit hour. As one of Michigan’s public community colleges, MCCC’s Board of Trustees has the sole right and responsibility to set and change tuition rates for the College.

Property taxes are levied to all taxable property within Monroe County at the College’s voted millage rate, less any rollbacks required by the Headlee Amendment. The original voted millage rate for operations in 1964 was 1.25 mils. In 1980, the Monroe County electorate increased this by 1 mil to 2.25 mils. Since the passage of the increase in 1980, the College has never requested another increase in operational funds from the taxpayers. In 1994 with the passage of the Headlee Amendment, requiring a rollback when the increase in “adjusted” property tax values exceeds the rate of inflation, the College has seen its millage rate lowered to 2.1794 mils. The College is not permitted to roll the rate upward when tax values fall below the rate of inflation. The College has no bonded indebtedness.

Annual state appropriations reflect the state’s economy, which has been suffering for the past several years. In fact, the College has yet to receive state funding equal to the level it received seven years ago (fiscal year 2001-2002). MCCC’s state funding has gone from representing 23.7 percent of total General Fund revenues in fiscal year 2000-2001 to a projected 16.7 percent of the 2008-2009 General Fund revenues.

**Figure 4.2 General Fund Revenues by Source**

**Expenditures**

General Fund expenditures for fiscal year 2008-2009 total $25,065,000, a 5.1 percent increase over the 2007-2008 budgeted expenditures. As a service provider, personnel costs represent the College’s major expenditure category with 81 percent of the total annual General Fund expenditures.
MCCC reports General Fund expenditures in seven major reporting categories: Instruction, Information Technology, Public Services, Instructional Support, Student Services, Institutional Administration, and Physical Plant. In fiscal year 2008-2009, MCCC budgeted the greatest portion of its resources to instruction (44 percent) and instructional support (14 percent). The remaining 42 percent of the expenditures were allocated to Physical Plant (14 percent), Institutional Administration (12 percent), Student Services (10 percent), Information Technology (5 percent), and Public Service (1 percent).
**Accounting System/Financial System**

Although the College reports its annual financial audit in the Government Accounting Standards Board (GASB) format, for day-to-day operations, budgeting, and internal reporting, it uses fund accounting. Ten different funds are used by MCC for budgeting and internal reporting:

- **General Fund** – This fund accounts for the majority of the College’s day-to-day activity and includes faculty and staff salaries and benefits, instructional supplies and equipment, and all the costs associated with administering those programs and providing student support.
- **Designated Fund** – This fund is used to record and report the cost of campus technology equipment and software.
- **Auxiliary Activities Fund** – This fund is used to account for transactions of those activities that deliver a product or perform a service to students, community, or staff and are essential elements in support of the educational program. MCC has three activity categories reported in this fund: bookstore, food service, and childcare.
- **Restricted Fund** – This fund is used to account for transactions resulting from revenue received by the College from outside donors or agencies in which the College does not have absolute control over the expenditures.
- **Unexpended Plant Fund** – This fund is used to account for the construction of new facilities.
- **Maintenance and Replacement Fund** – This fund is used to account for major repairs and maintenance of College facilities.
- **Student Loan Fund** – This fund is used to account for loans made to students to assist them in meeting various College expenses.
- **Endowment Fund** – This fund is used to account for gifts of which the principal may not be expended. The College reports two types of endowments in this fund: true endowments and quasi-endowments.
- **Physical Properties Fund** – This fund is used to account for the value of all land, land improvements, buildings, building improvements, and equipment owned by the College.

**Reserves**

Monroe County Community College recognizes the importance of having sufficient reserves. The College has two distinct categories of reserves: those used for future operations and those used for emergencies. The key to both categories is being able to determine what constitutes sufficient funds.

The College’s General Fund has three classifications of fund balances:
- **Working Capital**: This represents 2/12ths of that year’s budgeted expenditures and any large transfers that have been allocated to be transferred from the General Fund. The 2/12ths is to address cash flow issues at the beginning of the fiscal year due to seasonal revenues: property taxes and tuition. In addition, appropriations from the state do not begin until October.
• Contingencies: Five percent of the year’s budgeted expenditures is reserved for any unforeseen emergencies. The 5 percent amount is subjective and may be considered low, but it has historically worked for the College.
• Unallocated: This represents the amount, if any, that revenues exceeded expenditures in the prior year. This amount is then used in the upcoming year to provide funding for activities that do not generate adequate revenues to cover their expenses. These include expenditures for technology equipment and services and major plant expenditures such as construction, renovations, and repair.

The College has also been able to set aside reserves in its Auxiliary Activities Fund to provide cash for book purchases at the beginning of the academic year.

The College has been very fortunate to be able to have such reserves. They have allowed the College to earn interest, instead of paying interest as a result of borrowing. They have provided funding to address many of the College’s physical plant and technology needs. And they have provided a sense of security and peace of mind that there are some monies available to address emergencies and possible uncertainties that may arise.

Audits
The College’s fiscal year is July 1 to June 30. In addition to various audits for grants and state programs and reporting, College financial operations are annually audited by independent auditors for federally funded programs and for the College’s annual financial statements. The results of these audits have been excellent, with no major findings or exceptions.

Budget Process
The budget process at MCCC begins at the department level. Department heads collect information from their staff and create a request for their department. These requests are given to the area vice president or, for several departments, the president. Area requests are then reviewed by the department heads/deans of that area, edited, compiled, and sent to the Business Office where wages are verified, fringe benefits are calculated and added, and revenues are projected. All of the information is then consolidated into a single request. This process is done for each fund group.

Once total revenues and expenditures for the next year’s budget recommendations are determined, the President’s Cabinet, which consists of the president and three vice presidents, begins meeting to identify needs, clarify and review requests, and ascertain that projected activities support the College’s Institutional Plan, Vision, and Mission. In June of each year, a budget proposal is produced to present to the College’s Board of Trustees for adoption.
Alternative Funding Sources

MCCC is aware the College must generate revenue from new sources. As resources for public higher education continue to shrink, external funding becomes increasingly important to assist the College in meeting its mission. Grants provide funding for partnerships and ventures that the College may not otherwise be able to afford. The Foundation at Monroe County Community College raises and invests funds for the benefit of the College, most visibly for student scholarships but also for funding capital projects, equipment purchases, faculty and staff grants, and cultural enrichment activities.

Federal and State Grants

MCCC has been successful in securing federal, state, and local grants in support of its initiatives.

Carl D. Perkins funding is tied to State core-performance indicators, which are a measure of compliance with Federal guidelines in implementing the Perkins IV grant. The 2008-2009 Perkins award to MCCC is $161,000. MCCC activities comprise support for special population services, student counseling services, data collection, and financial support for development, assessment, and maintenance of occupational programs including the purchase of capital equipment.

In 2007, working in partnership with Monroe Public Schools, MCCC was awarded an Upward Bound grant from the Department of Education to help prepare high school students for college and to ease their transition to college. This grant supports under-represented students, including first-generation students, low-income students, and students with disabilities.

In January 2009, the College was notified that it had been awarded a $300,000 No Worker Left Behind (NWLB) Adult Learning Grant from the Michigan Department of Energy, Labor, and Economic Growth. The grant funds will be used to establish a partnership for an adult learning demonstration project to increase the number of adult learners with the basic skills necessary to participate/succeed in NWLB-funded education and training programs.

Also in January 2009, the College was notified that it had been awarded a $1.7 million Department of Labor Community-Based Job Training Grant. The College will use the Federal funding to address the workforce shortage of certified welders within the advanced manufacturing, construction, and energy industries by establishing a welding center of expertise through the hiring of additional qualified faculty and upgrading the existing welding laboratory to a state-of-the-art core-categorical welding skills laboratory.

In March 2009, the College was awarded a $1.66 million Department of Education Title III Part A Strengthening Institutions grant. The College will use the Federal funding to increase capacity to develop grant proposals and major, planned, and annual gifts by instituting an aggressive grants, major gifts, and planned giving program. The College will also expand annual giving programs as well as strengthen
MCCC’s capacity to fully utilize database systems to research, identify, educate, and cultivate grants and gifts from public and private sources.

In addition to obtaining national grants, MCCC has been successful in securing state grants. The Corporate and Community Services Division has been very successful in securing grants in support of customized training for area business and industry.

Several other grants have been awarded to MCCC. The following table is a partial listing of the different types of grants MCCC has received in recent years.

Table 4.4 Sample Listing of Grants Received by MCCC

<table>
<thead>
<tr>
<th>Grant Name</th>
<th>Funding Source</th>
<th>Year(s)</th>
<th>Amount Awarded</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emerald Ash Borer Tree Planting Program</td>
<td>Michigan Department of Natural Resources</td>
<td>2005-2006</td>
<td>$17,000</td>
<td>Funds to assist with the removal and replacement of the 225 ash trees</td>
</tr>
<tr>
<td>DTE Energy Tree Planting Program</td>
<td>Michigan Department of Natural Resources</td>
<td>2005-2006</td>
<td>$3,000</td>
<td>Funds to assist with the removal and replacement of the 225 ash trees</td>
</tr>
<tr>
<td>Economic Development Job Training Program (EDJT)</td>
<td>Michigan Economic Development Corporation (MEDC)</td>
<td>2004-2006</td>
<td>$399,854</td>
<td>Funds to provide employee training for new hires of joint venture between DaimlerChrysler, Hyundai, and Mitsubishi. The joint venture company Global Engine Manufacturing Alliance, built two plants to produce 4-cylinder engines in the village of Dundee. Three separate EDJT consortium grants to provide employee training for local companies to expand and/or remain competitive.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2004</td>
<td>$199,008</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2005</td>
<td>$180,737</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2006</td>
<td>$212,056</td>
<td></td>
</tr>
<tr>
<td>Michigan Humanities Council Quick Grant</td>
<td>Michigan Humanities Council</td>
<td>2005-2006</td>
<td>$675</td>
<td>Funds to help defray the cost of the War of 1812 Symposium</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2006-2007</td>
<td>$750</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2007-2008</td>
<td>$500</td>
<td></td>
</tr>
<tr>
<td>The Big Read</td>
<td>National Endowment for the Arts</td>
<td>2006-2007</td>
<td>$17,000</td>
<td>Funds to facilitate a community-wide book “club” over a 4-6 week period for the purpose of promoting literacy in our community among all age groups and socio-economic status</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2007-2008</td>
<td>$16,000</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2008-2009</td>
<td>$17,000</td>
<td></td>
</tr>
<tr>
<td>DaimlerChrysler Scholarship</td>
<td>DaimlerChrysler</td>
<td>2006-2007</td>
<td>$15,000</td>
<td>Funds for student scholarships</td>
</tr>
<tr>
<td>Upward Bound</td>
<td>United States Department of Education</td>
<td>2006-2010</td>
<td>$1,000,000</td>
<td>Funds Upward Bound program for 50 students who are determined to have socio-economic and</td>
</tr>
<tr>
<td>Grant Name</td>
<td>Funding Source</td>
<td>Year(s)</td>
<td>Amount Awarded</td>
<td>Description</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>---------------------------------</td>
<td>---------</td>
<td>----------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Nuclear Energy Technology Program</td>
<td>DTE Energy Foundation</td>
<td>2006-2007</td>
<td>$35,000</td>
<td>Funds to support the purchase of video over IP equipment to deliver a Nuclear Engineering Technology Program through a partnership between MCCC and Lakeland Community College, Ohio.</td>
</tr>
<tr>
<td>Incumbent Worker Training Program (IWTP)</td>
<td>Federal Workforce Investment Act (WIA)</td>
<td>2007-2008</td>
<td>$18,180</td>
<td>Funds administered through the Southeast Michigan Community Alliance (SEMCA) to provide training for full-time employees of local companies to assist with skills upgrade training.</td>
</tr>
<tr>
<td>The Chrysler Foundation Scholarship</td>
<td>The Chrysler Foundation</td>
<td>2007-2008</td>
<td>$15,000</td>
<td>Funds for student scholarships</td>
</tr>
<tr>
<td>Upward Bound Leadership Conference</td>
<td>The La-Z-Boy Foundation</td>
<td>2007-2008</td>
<td>$3,000</td>
<td>Funds for students to attend the Mid American Association of Educational Opportunity Program TRiO Day Student Leadership Summit.</td>
</tr>
<tr>
<td>NCSL Education Scholarship</td>
<td>National Conference of Standards Laboratories</td>
<td>2007-2008</td>
<td>$4,000</td>
<td>Funds for student scholarships for students majoring in Metrology.</td>
</tr>
<tr>
<td>Upward Bound Field Trip</td>
<td>Community Foundation of Monroe County</td>
<td>2007-2008</td>
<td>$1,000</td>
<td>Funds for students to attend a summer learning experience at the Rock and Roll Hall of Fame and Lake Erie Nature and Science Center.</td>
</tr>
<tr>
<td>No Worker Left Behind Adult Learning Grant</td>
<td>Michigan Department of Energy, Labor, and Economic Growth</td>
<td>2009</td>
<td>$300,000</td>
<td>Funds to establish partnership for adult learning demonstration project. Purpose of grant is to increase the number of adult learners with the basic skills necessary to participate/succeed in NWLB funded education and training programs.</td>
</tr>
<tr>
<td>Welding Center of Expertise</td>
<td>Department of Labor,</td>
<td>2009</td>
<td>$1,700,000</td>
<td>Funds to establish a Welding Center of Expertise.</td>
</tr>
</tbody>
</table>
Realizing the importance of grant funds to assist the College in meeting its goals and objectives, MCCC has dedicated staff time in the Institutional Advancement Department in support of grant writing. This position plans, coordinates, executes, and reports on current and future grants for MCCC.

**The Foundation at Monroe County Community College**

In 1998, MCCC strengthened its ties to the community and enhanced its revenue stream through the establishment of The Foundation at Monroe County Community College. Governed by a 31-member Board of Directors, this community-based, charitable organization is dedicated to the educational, cultural, and financial enhancement of Monroe County Community College.

Following a very successful $3 million Capital Campaign ($4.4 million raised) in support of the construction of the La-Z-Boy Center, The Foundation Board of Directors embarked on a Strategic Renewal initiative in 2005-2006 to evaluate its strengths and weaknesses and to set the fundraising priorities for the future.

Through a comprehensive process, five areas were identified for future direction: facilities, cultural programs, grants (internal), scholarships, and new academic programs. In March 2006, The Foundation Board selected three initiatives for immediate action: cultural programs, grants, and scholarships. In 2006-2007, The Foundation launched the E3 Campaign – Endowment (scholarships), Enhancement (grants program), and Enrichment (cultural programs) – to raise a total of $3 million dollars over three years in support of these initiatives.

**Table 4.5 Net Assets of The Foundation at Monroe County Community College**

<table>
<thead>
<tr>
<th>Year</th>
<th>Net Assets</th>
<th>The Foundation at MCCC</th>
<th>Total Net Assets</th>
<th>Number of Endowed Scholarships</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unrestricted</td>
<td>Temporarily Restricted</td>
<td>Permanently Restricted (Endowments)</td>
<td></td>
</tr>
<tr>
<td>99-00</td>
<td>$22,878</td>
<td>$958,537</td>
<td>$411,966</td>
<td>$1,393,381</td>
</tr>
<tr>
<td>00-01</td>
<td>$18,915</td>
<td>$1,334,466</td>
<td>$524,900</td>
<td>$1,878,281</td>
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</tbody>
</table>

---

<table>
<thead>
<tr>
<th>Grant Name</th>
<th>Funding Source</th>
<th>Year(s)</th>
<th>Amount Awarded</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community-Based Job Training Grant</td>
<td>Community-Based</td>
<td></td>
<td></td>
<td>Expertise including upgrading the lab to a state-of-the-art cross-categorical welding skills laboratory.</td>
</tr>
<tr>
<td>Increase Capacity to Develop Grant Proposals and Major, Planned, and Annual Gifts</td>
<td>Department of Education, Title III Strengthening Institutions</td>
<td>2009</td>
<td>$1,665,967</td>
<td>Funds to increase institutional capacity to develop an aggressive grants program including both public and private solicitations, a major gifts program, a planned giving program, and an expanded annual giving program.</td>
</tr>
</tbody>
</table>
### The Foundation at MCCC

<table>
<thead>
<tr>
<th>Year</th>
<th>Net Assets</th>
<th>Total Net Assets</th>
<th>Number of Endowed Scholarships</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unrestricted</td>
<td>Temporarily Restricted</td>
<td>Permanently Restricted (Endowments)</td>
</tr>
<tr>
<td>01-02</td>
<td>$18,218</td>
<td>$1,263,546</td>
<td>$566,032</td>
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<tr>
<td>02-03</td>
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</tr>
<tr>
<td>03-04</td>
<td>$83,640</td>
<td>$1,450,250</td>
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<td>04-05</td>
<td>$69,619</td>
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<tr>
<td>05-06</td>
<td>$75,798</td>
<td>$1,246,126</td>
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</tr>
<tr>
<td>06-07</td>
<td>$76,845</td>
<td>$1,509,894</td>
<td>$1,239,176</td>
</tr>
<tr>
<td>07-08</td>
<td>$81,253</td>
<td>$1,372,116</td>
<td>$1,348,818</td>
</tr>
</tbody>
</table>

*Source: The Foundation at MCCC Audits, 1999-2008*

### PHYSICAL ENVIRONMENT

#### Investing in the Physical Environment

Monroe County Community College has a Five-Year Master Plan that addresses physical plant facility needs. These needs are evaluated as part of an ongoing program of new building construction, physical plant restoration, and building and grounds development. In November 2007, MCCC submitted its eighth Master Plan to the State’s Office of Budget. Each year the plan has undergone review, resulting in revisions and changes to reflect current information, projections, and needs. In 2000, 2005, and 2008, the College contracted with an architectural firm to conduct an inventory and comprehensive facilities assessment. The findings and recommendations of those studies have been incorporated into the Five-Year Master Plan.

As seen on the following graph, MCCC’s annual expenditures for maintenance and replacement have averaged about $1.5 million over the past five years. These expenditures include development of technologically appropriate classroom space, updating of existing classrooms and instructional laboratories, addressing deferred maintenance issues throughout all campus facilities, landscaping and site work, and reconfiguration of existing buildings to accommodate growth.
As part of this plan, the La-Z-Boy Center was constructed in 2004 to provide both the College and community with access to business development facilities and a cultural center for music, theater, and other creative programs. In addition, there have been several other facility improvement projects including renovations to campus facilities and upgrades of grounds and parking areas. Major projects include:

- A full-service computer lab and Testing Center (Regional Computer Technology Center - RCTC) which was constructed in a former auto lab and provides a much-needed computer lab and Testing Center (1999-2001)
- Renovation to the Learning Resources Center (1999-2001)
- Renovation to the Cellar in the Warrick Student Services/Administration Building to provide an updated student lounge and meeting space (1999-2001)
- Construction of a garage/lab in support of the Industrial Technology Division programs (2001-2002)
- Renovation of the Dining Room kitchen and serving area in the Warrick Student Services/Administration Building (2001-2003)
- Renovation of the science labs in the Life Sciences Building (2002-2007)
- Renovation of the Learning Assistance Lab (LAL) in the Campbell Learning Resources Center (2004-2005)
- Restroom Renovations (2005-2007)
Renovation of a classroom (C-223) in the Campbell Learning Resources Center with the latest technology aimed at helping faculty deliver instruction in a more efficient, interesting, and effective manner. This “prototype classroom” will serve to assist in making decisions for future renovations to all campus classrooms (2007-2009)\footnote{E.4.36}.

Other maintenance and renovation projects include, but are not limited to, interior and exterior light replacement; roof replacements; landscape projects; sidewalk, roadway and parking lot replacement; and office renovations.

In October 2006, an electronic work-order system was activated by the Maintenance Department. Users are now able to submit requests for general maintenance, renovations, and repairs electronically and receive feedback on the status of the requests. The system allows the Maintenance Department to track requests, costs, and materials as well as assign tasks and control inventory supplies\footnote{E.4.37}.

As outlined in the Five-Year Master Plan, given the rapid changes that have occurred in the areas of technology and that the current facilities are no longer able to meet the physical requirements to provide a platform which allows for instruction and training for 21st century jobs, funding to construct a new facility was set as the College’s top state capital outlay project. In September 2008, the state Legislature approved and the governor signed the State Capital Outlay Bill which includes approval for due diligence and architectural examination of a new career technology center at the College. Per state law, once the architectural drawings are approved, the state would provide one-half of the projected $17 million construction cost for the 50,000 to 60,000 square foot facility\footnote{E.4.38}.

Safety and Security

The Human Resources Office updated the College’s Emergency Response Plan in June 2008. This plan, distributed to all employee groups, provides direction and guidance to staff members regarding student and staff safety, emergency communications, and disaster response. The plan deals with natural and manmade crises, safety issues, and personal illness and injury incidents\footnote{E.4.39}. In addition, in the summer of 2008, the emergency alarm system on the Main Campus was inspected and upgraded. The upgrade of the Whitman Center system is scheduled for spring 2009. Both systems include a public address component\footnote{E.4.40}.

Under the direction of the vice president of Student and Information Services, a Violent Threat Management Plan (VTMP) was written in the spring of 2008 to address growing concerns regarding how to react to a violent threat that creates the potential for major injuries or fatalities on campus.

In the fall of 2008, MCCC activated a notification system for staff and students. In the event of an emergency, the College can send emergency alerts to anyone registered in system. This system allows MCCC personnel to communicate by sending a message to an email address and a text or voicemail message to a cellular
or land line. The College is using this system to announce school delays or closing for inclement weather, as well as any other campus emergency.  

Technology Plan

Monroe County Community College has been implementing a Technology Plan over the past several years. This plan began with installing computers in faculty offices, assembling student computer labs on campus, and initiating a technology fee as part of credit hour tuition (students are assessed a $6-per-credit-hour technology fee). Since then, technology at MCCC has evolved and grown into several areas of support for student learning, including classroom data projectors, course management software (Blackboard Academic Suite), and web-based access to many of the College’s services. To keep pace with ever-changing technologies and instructional delivery mediums, the College initiated a Technology Task Force in the fall of 2003. The task force was asked to “explore the current state of what has become known as Instructional Technology on the Monroe County Community College campus.” The task force accepted the following goals and challenges:

• Determine the current state of instructional technology at MCCC.
• Attempt to analyze the positive aspects of the use of technology at MCCC and identify shortcomings with regard to instructional technology.
• Establish a “vision” for the future of instructional technology at MCCC.
• Prepare a report to the president and ultimately suggest an action plan outlining the future of instructional technology implementation at MCCC.

After almost two years of discussion with faculty, staff, and administration, the Technology Task Force concluded that the following was an accurate description of the state of technology at MCCC:

• The physical facilities present on the MCCC campus are lacking when it comes to the effective utilization of instructional technologies for the delivery of effective instruction.
• Faculty members are widely split in their knowledge of, comfort level with, and ability to integrate instructional technology techniques into their course delivery.
• The faculty desires increased focus on the availability of professional development and educational opportunities to become better acquainted with instructional technology techniques and strategies.

Upon a final review and analysis of the empirical and anecdotal data, the Technology Task Force made the following recommendations:

• Make a strategic and long-term commitment at all levels to support the integration of instructional technology into the teaching and learning processes.
• Create, fund, and support the development of a center dedicated to enhancing the integration of instructional technology.
• Hire a qualified individual to lead MCCC in enhancing the utilization of instructional technology strategies.
• Plan for the continued financial support for the strategies which will allow faculty to utilize appropriate instructional technologies as desired.
• Develop a team of faculty and administrators who will research and propose major capital improvements and investments in the upgrading of facilities and physical resources which will improve the delivery of instructional opportunities.

• Commit to a long-range goal of securing funding and financially supporting the implementation of the recommendations made by the team described above.

The Technology Task Force addressed in the *Final Report of the Instructional Technology Task Force: November 2005* the strengths and weaknesses in technology overall on the MCCC campuses (Main and Whitman). Details in the report include checklists and a matrix to identify technologies that were in place, as well as technologies needed to meet future needs of teaching and learning. This report was presented to the president of MCCC.

In 2007, as recommended by the Technology Task Force, the position of coordinator of teaching and learning was established, and the position was filled. The responsibilities of this position, as identified in the 2005 Technology Task Force Report, include the following (sample of complete list):

- Provide primary support to faculty members in the use of technology for teaching and learning.
- Prepare one-on-one consultations, workshops, training sessions, manuals, and guidelines on the improvement of teaching/learning environment through the use of web-based technologies.
- Lead a process of ongoing evaluation of new and emerging instructional technologies and course management systems, and make appropriate recommendations for upgrades and the acquisition and application of new technologies.

In 2008, a classroom (C-233) in the Campbell Learning Resources Center was totally renovated to become a “prototype” classroom featuring the latest technology aimed at helping faculty deliver instruction. The room has a system to control all equipment in the room, including a document camera, computer, and DVD/VCR player. The renovations also included new lighting, flooring, ceiling, and white boards. The addition of “Starboard” allows a faculty member to use a specialized stylus and write on the monitor, which is then projected onto the screen in the front of the room. The noting or marking on the screen is captured and saved for future use. The prototype classroom was used for training as well as to assist in making decisions regarding renovations to the remaining classrooms on the second floor of the CLRC.

Other examples of technology development are evident throughout the College, and an ongoing effort is being made to upgrade and develop technology to support teaching and learning in all academic areas. An example is the upgrade from the Blackboard Basic system to the full Blackboard Academic Suite which included an upgraded Blackboard Learning System, content system, and the community system.

An example of this development is the MCCC Wireless Network that was completed in April of 2007 on MCCC’s Main Campus and in May of 2007 at the Whitman Center. With the installation of the wireless network, students are now able to access...
Internet resources in all buildings. Prior to this time, wireless Internet had only been available in the La-Z-Boy Center and the library. The wireless network includes all practical interior spaces, such as classrooms and other public areas. The only areas not covered are rooms that would not generally be used for computer use, such as storage rooms.

The Regional Computer Technology Center (RCTC) was completed in 2001 to provide a common testing area as well as a computer lab for student use. This facility has 40 systems available to students during open lab hours (13 of these systems have CAD/ITD software in addition to business applications).

In addition to the RCTC, the following open-access labs are available for student use:

- L-144, located in the Life Sciences Building, has 30 systems available to students for 20 hours per week.
- The library has 18 systems available to students during their regular business hours (these computers are also used by library staff and faculty for research instruction).
- H-104, located in the Welch Health Education Building, has 12 systems available that are primarily used by nursing and respiratory therapy students.
- The Whitman Center Business Learning Lab has 20 systems available to students during open lab hours.
- C-8, located in the Campbell Learning Resources Center, was updated in 2008 with 24 new laptop computers. This room is managed by the Humanities/Social Sciences Division for instructional purposes and can be utilized by others if scheduled through the division office.

At the present time, a limited number of open-access student computer labs are available. Given the growing enrollment on both campuses and the increasing use of computers in the delivery of instruction, research is warranted to determine if additional open-access labs are needed. Based on Writing Center Annual Reports over the past few years, over 80 percent of all writing is generated from courses taught in the Campbell Learning Resources Center (CLRC), yet there are only 18 open-access computers available in this building in the library. The updated lab in C-8 with 24 laptops does not offer enough computers to accommodate a full class.

The Learning Assistance Lab (LAL) and the Writing Center (WC) are using technology to improve scheduling and collect data. TutorTrac is a scheduling program used by both programs (LAL and WC) to provide online scheduling access for students. This makes scheduling more efficient and accessible, as well as providing statistical data for both programs. This program may be expanded to allow students to schedule appointments from off-campus Internet networks. In addition, the Writing Center uses programs developed by data processing to collect data on writing tutorials, as well as to tutor students online through its Online Writing Lab (OWL).
Technological Resources

To ensure educational quality, MCCC adapts to the needs of its students through the use of technology. The following are examples of technological innovation in offering courses and programs.

Online Classes

Monroe County Community College is a commuter school with many students who are managing school, work, and family life. One of the ways MCCC helps busy students receive their education is by providing online classes. In the fall 2008 semester, 64 credit courses were offered online. There are many benefits of online courses at MCCC:

- Less restrictive scheduling
- Convenience
- Intensive self-study
- Course material is accessible 24 hours a day, seven days a week

This alternative to face-to-face courses does not work for all styles of learners; some students excel in these web-based classes and some do not. Students who excel in an online format often have these qualities:

- Highly self-motivated
- Possess strong computer skills
- Possess good time management skills
- Know how to study independently
- Possess good communication skills

Online classes at MCCC utilize Blackboard communication tools, such as email, discussion boards, and chats to facilitate instructor-to-student and student-to-student interaction. And, like traditional face-to-face classes, online classes at MCCC are not self-paced. Students must complete coursework, projects, and exams by specified due dates.

Virtual Learning

In addition to traditional online classes, an ever-increasing technological world demands students have access to many kinds of classes via distance-learning opportunities. One way MCCC provides its students with a well-rounded education is by participating in the Michigan Community College Virtual Learning Collaborative (MCCVLC). This collaborative is designed to allow Michigan community college students to take courses from other member colleges while still receiving support services and maintaining their academic record at their designated home college.

RN from LPN Online Nursing Program

The RN from LPN online nursing program began as a collaborative effort between Monroe County Community College (MCCC), Kirtland Community College (KCC), and Kalamazoo Valley Community College (KVCC) with a grant in 2001 from the Michigan Community College Virtual Learning Collaborative on behalf of the
Kellogg Foundation to develop and implement a largely online RN from LPN education program. As of fall 2008, two of the three partnering community colleges dropped out of the consortium. The degree program is currently offered by MCCC through the Michigan Community College Virtual Learning Collaborative. The collaborative has blanket HLC approval to offer online programs. The grant enabled a program team of representatives from each college to obtain professional development and online instruction training and to meet for development of this program. Following the program’s development, the Michigan Board of Nursing granted permission to admit students in January 2003. The first cohort of students began in the fall of 2003 and graduated in 2004.

This program is unique in that the entire didactic portion of the program is delivered in an online format. During the final semester of this three-semester program, students would complete clinical rotations in locations close to their home school. At the conclusion of this program, students were eligible to sit for the RN licensing exam. Two of the three participating community colleges (MCCC and KCC) provided faculty to teach the courses that were developed, and all three community colleges admitted qualified students throughout the state of Michigan. While small, this program does provide an alternative to traditional RN completion programs. It also helps to address the nursing shortage in the state.

**Nuclear Engineering Technology Program**

Through the collaborative efforts of Monroe County Community College, Lakeland Community College (LCC) in Kirtland, Ohio, and DTE Energy, a nuclear engineering technology program is now available to area students. Beginning in the winter 2008 semester, students now have the opportunity to earn an associate of applied science degree in nuclear engineering technology from LCC by completing the initial 48 credit hours of coursework at MCCC and the remaining 24 credit hours of LCC coursework on the MCCC campus via distance learning delivered via video over IP.

Coursework provided by MCCC includes electronics, math, chemistry, thermo-fluid sciences, physics, English, and other general education courses. The technical course curriculum is taught by LCC and funding for the video-over-IP equipment was secured through grant funding from the DTE Energy Foundation. In addition to the coursework, industry internship opportunities are available through DTE Energy at the company’s Fermi 2 Power Plant.

**HUMAN RESOURCES**

Human resources are an integral part of MCCC, providing opportunities for employees’ continued education. MCCC’s human resources are meeting the needs of its employees and the growing needs of all members of the MCCC staff in a variety of ways.

One way MCCC is using its human resources effectively is by having a Diversity Committee. In January of 2004, the ad hoc Diversity Committee was formed to bring greater diversity awareness to the College. Since then, the diversity initiative has
made significant advances. The first order of business for the committee was to perform a Diversity Climate Study, with the assistance of consultant Clarence Smith, to assess the diversity climate of Monroe County Community College. The study, which used a survey instrument, focus groups, and a review of all MCCC publications, included five recommendations: create a Diversity Committee; develop a diversity plan; develop a diversity recruitment plan; provide diversity training; and commit funding to the initiative.

During the 2007-2008 academic year, the Diversity Committee became a standing committee. The committee advises the president and the College on matters involving diversity in the areas of student and staff diversity, associated cultural activities, and the various diversity-related initiatives. Committee membership includes the president (ex officio), director of admissions and guidance services, Learning Assistance Lab coordinator, student activities coordinator, events/fitness center coordinator, director of Whitman Center, dean of Humanities/Social Sciences, two instructional faculty members, a Monroe Public Schools Diversity Committee member, two community members, a student representative, maintenance representative, and the director of human resources. The committee reports to the president, who also serves as committee chair.

The responsibilities of the Diversity Committee include the following:
- Guide and direct the diversity initiative.
- Monitor the progress of all activities associated with the initiative.
- Coordinate the various diversity activities.
- Assist in the gathering of needed data.
- Facilitate communication with the organization.

The College also has a Diversity Advisory Committee comprised of community leaders who are assisting the College in its diversity initiative. Chaired by the director of human resources, the Diversity Advisory Committee advises the president and the College on matters involving diversity in the areas of student and staff diversity, associated cultural activities, and the various diversity-related initiatives.

The Diversity Advisory Committee’s responsibilities include the following:
- Assist in the accomplishment of the College’s diversity goals.
- Make recommendations to the president and the Diversity Committee.
- Give feedback to the College from the perspective of the greater Monroe community.
- Facilitate communication between the College and the community.
- Assist in the implementation of the diversity initiative.

In addition, diversity training has been provided to all employee groups, and work has begun on the Diversity Strategic Plan. In 2007-2008, each division/department was asked to submit a diversity planning chart to identify the diversity activities/initiatives in their area. The goal of this process is to provide structure and document activities currently being performed and those future initiatives and
opportunities. The charts have been collected, and the data from these charts will serve to assist in creating a Diversity Strategic Plan.

An additional way MCCC is using its human resources effectively is demonstrated in the College’s Policy Statement on Illegal Discrimination and Sexual Harassment.

Policy 1.65 states the following:

The Community College District of Monroe County, Michigan, affirms its desire to create a work and study environment for all individuals that is fair and responsible. The College endeavors to support an environment that will support, nurture, and reward career and educational goals on the basis of relevant factors such as ability and work performance.

The College believes that illegal discrimination and sexual harassment are inconsistent with a supportive environment, and as such, endorses all applicable state and federal legislation, which includes the Elliot-Larsen Civil Rights Act (Michigan) and the 1964 Civil Rights Act (Federal) prohibiting discrimination or harassment in employment and in the utilization of education facilities.

It is, therefore, the policy of the College that no employee or qualified person participating in a College-sponsored program, service, or activity shall be discriminated against because of race, color, religion, national origin or ancestry, age, height, weight, sex, marital status, veteran status or disability.

It is, furthermore, the policy of the College that any illegal acts of discrimination or sexual harassment of students or employees will be considered as unacceptable and impermissible conduct. Such acts will not be condoned or tolerated by the College.

MCCC also has a Health and Safety Committee. Any condition or procedure on the campuses of Monroe County Community College which is of importance to the health or safety of the students, staff, or campus visitors is a concern of this committee. It is the function of this committee to call to the attention of proper College authorities any conditions requiring remedial steps.

Another way MCCC is using its human resources effectively is by conducting an annual Employee Climate Survey. The survey is administered each fall, and results are distributed via email. The 2007 survey yielded 124 participants. This survey and the previous climate surveys are part of the Human Resources’ Annual Plan, a larger measurement effort. The survey establishes a baseline against which improvement can be measured, and it identifies areas of particular concern. Employee recognition, communication, and professional development are three areas the survey points to as opportunities for improvement. Climate-related improvement efforts are underway based upon the concerns identified in the survey.
In addition, MCCC is strong in its commitment to Total Compensation, which includes base wage and health and welfare benefits. Healthcare coverage (medical, dental, vision) includes both traditional and PPO benefits packages. An Insurance Task Force has been created to address healthcare cost-savings strategies, while still maintaining a high quality benefit plan for full-time employees. Other benefits include life and disability insurance, tuition waiver/reimbursement, an employee assistance program, pension plan, 403(b) options, and flexible spending accounts.

The College offers a number of other programs and activities in support of its commitment to human resources. Examples include the Employee Recognition Program, the GIFT Program, New Staff Orientation and the New Employee Questionnaire, Faculty/Staff Performance Appraisals, and the Support Staff Classification and Compensation Study. MCCC develops its human resources in preparation for the future by promoting wellness. For example, a Fitness Program is offered annually to faculty/staff, which involves a team competition. Lunch and Learn sessions are offered regarding a myriad of wellness topics, and various newsletters are circulated.

Class size is yet another way MCCC is attempting to use its human resources effectively. Lecture-discussion classes normally range in size from 25-35 students. Lecture-recitation and/or lecture-laboratory classes combine for a large lecture and then separate for recitation and/or laboratory period. These classes are subject to a 150 student maximum. In addition, online course class sizes generally have a maximum of 20 students. This limitation of class size helps students and faculty make contact with one another. As one nursing student explained, "MCCC did well in preparing me to be a successful RN. I believe the smaller class size and, therefore, more individualized attention helped a lot."

Professional Development

Monroe County Community College offers a variety of professional-development opportunities, including training workshops, conference-and-travel funding, diversity training, dues and memberships, tuition waivers, and sabbaticals. In 2007-2008, over $38,000 was spent on staff-development activities. In addition, the College spent $116,350 on conferences and training, and $70,000 for the tuition-remission program.

Professional development of staff is vital to the mission of Monroe County Community College. Staff development is viewed by the College in its broadest terms and is defined as a program structured to maximize the human potential of the entire staff, to foster excellence, and to better serve the students and the community. Staff development activities may be focused on institutional, professional, or personal needs and concerns. A Staff Development Handbook of Opportunities has been developed to outline the various training opportunities available.

Staff and faculty have enjoyed opportunities for advanced training in most of the technologies employed on campus for internal communications and access to...
student information systems. In addition, MCCC faculty members have been provided with opportunities to apply for educational program grants from The Foundation at MCCC, and many faculty members have taken advantage of this resource in support of teaching and learning.

In-service training programs are planned each fall and winter semester for the faculty. An example of the workshops that have been provided for faculty is the expanding uses of Blackboard for both in-house and distance learning. The coordinator of teaching and learning has offered classes for new and for experienced users of Blackboard.

Each spring, the support staff and maintenance employees have an in-service day, and the administrative employees have a one and one-half day workshop on topics pertinent to their responsibilities. In addition, the Connections Program, a quality-service program for support staff in higher education, and the Partners Program, a quality-service program for student assistants, are available to current and newly hired staff members and student assistants.

Full-time College employees, as well as their spouses and dependents, may take credit courses and Lifelong Learning courses offered at the College tuition-free providing the class meeting time does not interfere with the employee’s normally scheduled work hours. Part-time support staff employees may be eligible to receive reimbursement for classes taken at MCCC.

Monroe County Community College has also published the Personnel Recruitment and Selection Guide. Although this process is facilitated by the HR Department, the guide provides a useful tool for selection committees in completing the employee search and conducting the interview. It offers information on how to perform a search, screen applicant files, select candidates for interviews, conduct the interview in accordance with legal requirements, and select employees on the basis of job-related qualifications and experiences.

**Committee Structure and Employee Interaction in a Learning Community**

At the present time, eighteen standing committees exist at Monroe County Community College. All members of the committees are appointed by the president or his/her designee. Appointment, insofar as is possible, is to a committee of the individual’s choice. Per the College’s Master Agreement with MCCCFA, each faculty member must be an active member of a standing committee and may serve as a member of an ad hoc committee. Membership on more than one committee will be by mutual agreement between the faculty member and the administration.

Administrators, support staff, and maintenance employees are all eligible to serve on committees. The standing committees report to the president or to a vice president as outlined in Policy 4.06.
Based upon comments made in the Employee Climate Survey, faculty and staff are concerned about how committee recommendations are addressed by the College administration and how effectively committees are functioning.

The HLC Accreditation Steering Team identified six themes from the areas of greatest concern identified in the Vital Focus, one of which was decision-making. The thematic subcommittee used the data gathered through Vital Focus and convened a number of small focus groups with randomly selected members of faculty, administration, and staff to discuss the decision-making process. Committee structure was consistently brought up at the focus meeting, noting that some committees are functioning well while others are not. The final recommendations of the Decision-Making Thematic Subcommittee included the following:

- The Institutional Governance Committee must be actively involved in assuring that all committees are accountable and doing meaningful work.
- Committee charges should be re-examined in and before the next academic year, and reviews should take place regularly thereafter.
- Committees should be empowered to study, evaluate, and recommend within the areas of the committee charge.
- Leadership should incorporate a process to provide timely feedback to committees on the outcomes of recommendations.
- MCCC should improve the availability of meeting times for committees.

In regard to the decision-making model, the following recommendations were made.

1. Create a decision-making model that incorporates these components:
   - Seek input from those affected by the decision, including students.
   - Move input upward through administrative structure.
   - Make a decision.
   - Report the decision back to stakeholders.
   - Provide a rationale for how the decision was reached.
   - Evaluate the process and outcome.

2. Focus on improving the “input,” “report back,” and “decision rationale” steps in decision-making.

3. Use existing campus technology for gathering and disseminating input rapidly.

The Institutional Governance Committee, at their December 20, 2007, meeting, decided to review all committee charges and to review the MCCC committee structure in general. The committee heard a report on the findings of the Decision-Making Thematic Subcommittee at their January 15, 2008, meeting.

**INSTRUCTIONAL RESOURCES**

**Learning Assistance Lab**

One of the ways MCCC maintains resources for educational quality is by providing adequate instructional resources for students and faculty. These resources provide
both students and faculty with opportunities for assistance with educational endeavors and classroom assignments. To maintain high standards of education, many campus resources provide students with ways to seek assistance outside of the classroom free of charge. One example of such a service is the Learning Assistance Lab (LAL). The LAL has both professional staff members and student assistants. The professional staff members include faculty specialists, disability counselors, an administrative assistant, and a faculty coordinator. Each of these professional staff members works with both faculty and students to improve student success in the classroom. For students, the LAL provides tutoring for various subjects.

The LAL also provides testing accommodations for students who qualify for this service. The LAL professional staff provides opportunities for faculty to identify students who may need assistance, and the LAL then contacts and sets up accommodations for qualifying students. Students who excel in certain subject areas work as both tutors and supplemental instructors. These students are monitored by the professional staff members E 4.77.

Library

MCCC’s library is another instructional resource for both students and faculty. The library’s collection, available to students, faculty, and the campus community, includes a collection of over 300 journal and magazine subscriptions and over 47,000 books. These materials support the College’s curricula and promote independent learning and research. Books and periodical articles can also be obtained through the library’s interlibrary loan service. Current issues of newspapers, magazines, and journals are on display for browsing. Additionally, faculty requests for books, journals, and other subscriptions are welcomed, and librarians work to fulfill those requests falling within budget constraints.

Both students and faculty benefit not only from the collection but also from library presentations. Librarians, at the request of an instructor, will put together a presentation based on the instructor’s needs. Some presentations include general how-to-use-the-library presentations and presentations geared specifically to researching and finding support materials for research papers. Growing student populations require the library to continue to add source materials in the form of both print and electronic copies E 4.78.

Writing Center

The Writing Center is another key resource for both students and faculty. Housed in the LAL, the Writing Center is a separate entity that provides tutors to work with students writing papers in all disciplines. The tutors, above-average students who have taken MCCC’s Advanced Composition course, tutor other students in their writing endeavors, from pre-writing activities to final drafts. The Writing Center also provides an important service to both full-time and adjunct faculty. Faculty teaching non-writing based courses can request Writing Center tutors (writing fellows) to work specifically with their classes. These tutors talk with faculty about the specific assignments, familiarize themselves with the instructor’s expectations, and then set up appointments with students in the class. This structured instructor-tutor
relationship facilitates a clear understanding of expectations, allowing not only students enrolled in the classes, but also instructors and tutors, to benefit.

**Counseling Department**

MCCC students have counseling resources upon which they can rely for academic advising. Counselors are located in the Admissions and Guidance Office on the main campus and at the Whitman Center. In addition to academic advising, they provide career counseling and testing, short-term counseling, academic counseling, and referrals to outside agencies. Academic advising is a process facilitated by trained MCCC counselors and full-time faculty to assist students with educational and career planning and academic choices. Assistance is available to help students plan their program of study, select classes, choose a major, and meet transfer requirements of a four-year institution. All new students must meet with a counselor in the Admissions Office prior to registering for classes the first time.

After this first-time meeting with a counselor, students are assigned a faculty advisor and are encouraged to meet with the faculty advisor to discuss educational goals and course scheduling, and then they can register on their own via the online system (WebPal), via the telephone system (SMART), or in-person at the Cashier’s Office.

MCCC is focused on providing students with multiple resources to help them become successful college students. A new-student orientation program, offered before the fall and winter semesters, is designed to help students make the transition to MCCC and enhance their success in college. The program covers student services and resources, College programs, transfer planning, College terminology, and procedures.

**CORE COMPONENT 2C**

The organization’s ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

Monroe County Community College has several processes in place to monitor its institutional effectiveness. These processes include the following:

- Curriculum, Enrollment Issues, and Institutional Effectiveness Committees
- Membership in the Higher Learning Commission Academy for the Assessment of Student Learning
- Program-review models

**Committees**

**Curriculum Committee**

The Curriculum Committee is a standing committee in the governance structure. Its purpose is to evaluate proposals for addition, revision, and deletion/inactivation of credit courses and programs of study. The committee may also review and
recommend revisions to the College-wide student graduation and degree requirements.\(^4.83\). The committee consists of members from each academic division on campus. Credit courses can only be initiated from the academic divisions. The committee meets several times each year\(^4.84\).

In 2000, the Curriculum Committee conducted a two-year review of the general education requirements. A recommendation was made by the Committee, progressed through the governance system, and was presented to the Board of Trustee for approval. The original recommendations were initially rejected by the Board of Trustees and sent back to the Committee with requirements for revision\(^4.85\). Once revised, the general education requirements were approved and implemented in the 2002-2003 College Catalog\(^4.86\).

**Enrollment Issues Committee**

The Enrollment Issues Committee is a standing committee that provides a medium through which the campus community can share information, thoughts, and concerns regarding enrollment. In its advisory capacity, the committee can assist the College with continued development of an integrated and collaborative approach toward improving curricula, programs, and services to maximize student success and institutional effectiveness\(^4.87\).

The following goals were identified in 2006-2007 for future EIC activities:

- Review registration concerns.
- Examine retraining efforts to assist employees of closing industrial manufacturing plants.
- Review target marketing of home-schooled students.
- Continue to look at demographics that influence enrollment patterns\(^4.88\).

**Institutional Effectiveness Committee**

The Institutional Effectiveness Committee is a standing committee in the governance structure. The Institutional Effectiveness Committee ensures continuous improvement to the effectiveness of Monroe County Community College through assessment, planning, implementation, and evaluation. Membership includes one faculty member from the transfer area, one from an occupational area, one from LAL/counseling/library, one maintenance member, one support staff member, the vice president of Instruction, the vice president of Student and Information Services, the vice president of Business Affairs, and the director of Institutional Advancement\(^4.89\). The Institutional Effectiveness Committee is currently working on developing a comprehensive effectiveness model for the institution\(^4.90\).

**HLC Academy for the Assessment of Student Learning**

MCCC recognizes the importance of establishing and assessing general education requirements. From 1995-2006 an annual comprehensive assessment was conducted on the writing general education requirement. This assessment was discontinued in 2006-2007 and was reinstated in 2008\(^4.91\). In addition, MCCC was accepted into the HLC Academy for the Assessment of Student Learning. The projects selected for
study are reviewing the College’s current general education requirements and identifying assessment tools. A task force has been appointed to lead this effort.

Program Reviews

The MCCC Business, Health/Sciences, Science/Mathematics, Humanities/Social Sciences, and Industrial Technology Divisions’ career programs have several processes for reviewing and evaluating the relevance and currency of career programs.

- Michigan's Program Review in Occupational Education (PROE), developed by a steering committee of local and state community college professionals and sponsored by the Michigan State Department of Education, is a thoughtful, well-planned, and systematic review of both instructional and non-instructional programs. It provides community colleges a way to determine whether programs are meeting stated objectives and what standards of performance should be maintained.


- An internally-created model recommends a five-year self-study cycle of reviewing programs. The model involves internal and external data collecting, analysis, and evaluation. The collection of data is done through surveys, advisory committees, and environmental scanning. The analysis of the data may then be used to evaluate the effectiveness of the program and generate recommendations for changes to the programs.

- The National League for Nursing Accrediting Commission (NLNAC) is recognized by the U.S. Department of Education as the national accrediting body for all types of nursing education programs and is approved by the Michigan Board of Nursing. MCCC has maintained its accreditation through the NLNAC. Continued accreditation assists in the further improvement of the institution or program as related to resources invested, processes followed, and results achieved.
The monitoring of certificate, diploma, and degree offerings is tied closely to state examination and licensing rules and to preparation for work in the profession.

The Registered Nursing Program is accredited by the National League for Nursing Accrediting Commission and is approved by the Michigan Board of Nursing. The MCCC Nursing Program submits a report to the Michigan Board of Nursing annually which contains the program’s evaluation plan. NLNAC site visits for continued accreditation are conducted on an eight-year cycle for the Nursing Program. The next NLNAC site visit will be in October 2010.

- The MCCC Respiratory Therapy Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) through the Committee on Accreditation for Respiratory Care (CoARC). CoARC uses an outcomes oriented approach to programmatic accreditation. Each September, the MCCC programs submit an annual report to CoARC presenting the results of the outcomes assessments designated in the CAAHEP Standards and Guidelines for the Profession of Respiratory Care.

Collecting, Analyzing and Using Data

Monroe County Community College has several systems in place for collecting, analyzing, and using organizational information. These systems involve all areas of the organization and consist of surveys, student profile and enrollment data collection, and use of a computer systems network.

MCCC Surveys

Monroe County Community College regularly surveys both internal and external stakeholders using the following methods.

Student Surveys

MCCC conducts student surveys on a regular basis to collect organizational information. These surveys include the Annual Graduate Follow-up Survey, the Student Questionnaire on Instruction, and Student Services semester outreach calls. In 2005, the ACT: Faces of the Future survey was conducted as well.

- Graduate Follow-Up Survey
  Each year the Monroe County Community College Office of Workforce Development conducts a follow-up survey of the previous year’s graduating class. The target population for this survey includes all students receiving either an associate degree or certificate at one of the four completion points throughout the year: August, December, April, and June. This survey is conducted both online and by mailing a survey questionnaire to all the graduates in October and then following that with another mailing in December. During the month of January, a phone survey campaign to contact all non-respondents is conducted to reach as many of the graduates as possible. Compilation of the data
is completed during the spring with a report being prepared by the first of April. In addition, the College surveys employers of MCCC graduates to evaluate the preparation, education, and training received at MCCC. Information from recent graduate survey reports is available on the College’s webpage.

- **Student Questionnaire on Instruction**
  At the end of each semester, a questionnaire is given to students to evaluate the instructional components of their course. The questionnaire is given to students in both traditional on-ground courses and online courses. The evaluation includes questions related to faculty expectation and effectiveness, textbook quality, student preparedness, and recommendations for future students. The completed surveys are submitted to the appropriate division dean for review and then sent to the faculty members for their review. The students’ comments serve to provide valuable input for faculty members to assess their effectiveness and make appropriate changes to their courses.

- **Student Outreach Calls**
  Each semester the Student Services Office recruits campus volunteers to conduct outreach calls to all new students. The purpose of these calls is to contact students, discuss questions or concerns, and resolve problems or issues. This process also serves as a means to identify processes that are effective or need improvement.

**Employee Surveys**

There are two primary employee surveys. The Human Resources Department also maintains an E-Solutions suggestions box.

- **Climate Survey**
  An Employee Climate Survey is conducted by the Human Resource Department. The results are shared with the entire MCCC faculty and staff by sending the summary results via email.

- **Constellation Survey**
  In September of 2006, the College stakeholders participated in the Constellation Survey. This survey was conducted as part of the HLC accreditation process. The survey represented a collaborative effort by the faculty and staff, helping to identify six areas of opportunity. The six areas included effective communication, employee partnership, visioning/planning, budget, employee training, and decision-making. In addition, two other areas were identified for review and action: engaging stakeholders and quick fixes. The Accreditation Steering Team was divided into thematic subcommittees and charged with defining the theme; tying the theme to the HLC Criteria for Accreditation, the College mission and purpose, and the Institutional Planning themes and goals; and making recommendations for improvement. This information has been shared with the College community and is being used to address the challenges identified. For example, this process served as an impetus to begin the campus-wide planning initiative, and a list of several quick fixes was completed.
• **E-Solutions/ Suggestion Box**
  The Human Resources Department maintains an E-Solutions site on the College website for employees to make suggestions for organizational improvements as well as to recognize a fellow employee’s commendable work performance E.4.106.

Community Surveys

• **Strategic Brand Initiative**
  In May of 2005, the College completed the final development phase of the MCCC strategic brand initiative by unveiling a new brand identity, promotional materials, and advertising campaign. This new “look” and “message” for the College was based on the results of research, surveys, and focus groups. These were conducted among our students, high school students and parents, alumni, staff, businesspeople, and the community at large. The strategic brand initiative was not just about updating the brand mark or creating new promotional materials. It was about identifying and uplifting the unique attributes and “personality” of the College that differentiates it from any other in the region and aligning these strengths with the needs and desires of all those the College serves E.4.107.

• **The Foundation Strategic Renewal Initiative**
  During the 2005-2006 year, The Foundation undertook a major Strategic Renewal initiative to evaluate its strengths and weaknesses and to set the course for the future. Facilitated by two loaned executives from DTE Energy’s Organizational Learning/Development department, the process included the distribution of 5,500 surveys to The Foundation’s nine identified stakeholder groups (donors, Board of Trustees, The Foundation Board of Directors, alumni, faculty and staff, current students, business partners, donation advisors, and program advisory committee members). Responses from 515 stakeholders were gathered and analyzed in preparation for a Strategic Renewal meeting where members of The Foundation Board and community met to review all of the findings and set priorities for the next three to five years.

Five ideas were generated for future direction:

- Facilities – The Foundation would provide support for the creation of new facilities at MCCC.
- Cultural Programs – The Foundation would help to provide promotion and funding of various cultural programs at MCCC.
- Grants – The Foundation would enhance and expand the funding of the internal grants program at MCCC.
- Scholarships – The Foundation would enhance and expand its funding of scholarships.
- New Academic Programs – The Foundation would support funding for new programs at MCCC.

Following that meeting, The Foundation Board selected three initiatives for immediate action while agreeing that the other two initiatives, facilities and new
academic programs, would be forwarded to them by the College as funding needs arose. The three initiatives are as follows:

- Enrichment—Cultural Programs
- Enhancement—Grants
- Endowment—Scholarships

• ACT Alumni Survey
In May of 2005, the College administered the ACT Alumni Survey of Two-Year Colleges. The survey was sent to 982 Alumni Association members, and 168 responded. Information gathered via the survey was shared with College departments to assist in their planning and assessment and was also used to by the Alumni Association as they evaluated their programs and services.

• CCBenefits Economic Impact Study
In 2006, 22 of the 28 Michigan community colleges contracted with a company called CCBenefits (now called Economic Modeling Specialists, Inc. or EMSI) to provide economic analysis services to two-year technical and community colleges. The final report, The Economic Contributions of the Community Colleges of Michigan: State of Michigan, presented a comprehensive assessment of the economic impacts generated by the community colleges under investigation in two major analyses: (1) investment analyses from the perspectives of the students and taxpayers, and (2) economic growth analysis to determine the relative contribution of the colleges to labor and non-labor income in the state.

Student Profile Data
Each semester, comprehensive data about student demographics, status, and enrollment is collected, analyzed, and compiled into a Student Profile Data report. This report identifies trends and changes in student data from preceding years. This report is presented to the Board of Trustees each fall. The report is a valuable resource to departments across campus to conduct analyses and improve organizational effectiveness.

Network I-Drive
The College maintains a network drive that is the clearing house for College documents. Documents from all areas of the College are posted to this network drive on a regular basis. All full-time faculty and part-time and full-time staff have access to the I-drive documents. Examples of information included on the I-drive include the MCCC Policy and Procedures Manual; minutes of all committee, department, and division meetings; the HLC Resource Room; brand elements; and the Vital Focus data.

Data and Feedback Loops
Continuous improvement refers to incremental changes that enhance value to our stakeholders through increased productivity and effectiveness in the use of all resources and decision-making.
Governance

Five core groups play important roles in the governance of the College community: students, support staff/maintenance, administration, faculty, and the Board of Trustees. The governance structure should foster a sense of responsibility for participation from individuals and constituent groups on campus E 4.113.

The College has in place an Institutional Governance Committee, and its purpose is to continually review the governance structure and its operation and to make recommendations as necessary. Evidence of committee structure, purpose, and minutes can be found in MCCC Annual Committee Reports 2007-2008 E 4.114.

The governance structure also includes other sources and channels of input from faculty, staff, administrators, and students E 4.115.

Committees

A key element of the governance structure is the establishment of a carefully defined committee system. Periodic audits of the process for committee structure, function, and composition must take place to promote continuous improvement and growth. The College Constitution, Procedure 4.06, outlines the process E 4.116.

As discussed earlier, the College has a process in place by which the president or his/her designee appoints committee members, and the College has guidelines for assembling ad hoc committees. MCCC currently has eighteen standing committees E 4.117.

Committee Minutes

As outlined in the College Constitution, the committee secretary shall keep a record of committee proceedings and shall be responsible for the official file of the committee. The secretary posts the minutes via the College network drive (I) archives, which are then available for viewing by all individuals who have access to the I-drive. Notification of committee minutes’ availability is announced through the College’s email system to all users. Committee members not having access to the network drive may request a hard copy document of the minutes. The minutes are also stored in the College archives E 4.118.

Establishment of the Developmental Education Committee

The Developmental Education Committee was established in the 1980s. The standing committee’s charge is to “monitor and evaluate student results from developmental courses at MCCC and recommend changes as appropriate to student needs” E 4.119. The committee works to assess incoming and current students’ basic skills, which are essential in determining their academic success. The general consensus from the College instructors is that a lack of basic skills leaves many students unprepared for college E 4.120. Basic skills in reading, writing, and math are measured through placement testing, which serves to determine if a student is prepared for college-level coursework E 4.121.
The committee has been focusing on reading problems at the College and in the community. A Developmental Education Committee focus meeting was initiated to ascertain what services community agencies have in place to address reading problems, from eliminating illiteracy to improving competency in specific areas such as comprehension or vocabulary development. An example of an initiative of the Developmental Education Committee is that MCCC tracks developmental reading with the COMPASS test, and if a student scores below the mandated level, then that student must successfully complete Reading 090 within his or her first 15 credits at MCCC. This process is an effort to ensure that students are better prepared to meet the challenges of higher education.

**Faculty Evaluation Process**

The faculty evaluation process is a tool for evaluating and generating information regarding an instructor’s effectiveness in a classroom. The process is designed to provide feedback to instructors, who can then recognize and build on their strengths and work to eliminate their weaknesses. Evaluation of faculty takes two forms: observations and student questionnaires.

The vice president of Instruction, the president, division deans, or other appropriate administrators may observe classes. Faculty appraisals are conducted annually. A full-time faculty member’s evaluation is based upon teaching observations and observations of the instructor in non-teaching situations.

Adjunct faculty evaluations may be performed by the immediate supervisor/dean, another dean, or the vice president of Instruction. The evaluation emphasizes the importance of continuing professional development, the analysis of student and supervisor feedback, and the documentation of effective course assessments.

Student evaluations of the instructor are conducted near the end of each semester. The Student Questionnaire on Instruction is initiated through the respective division office, reviewed by the dean, and returned to the instructor after final grades have been submitted.

**Yearly Employee Evaluation**

The evaluation process is a tool for evaluating and generating information regarding an employee’s effectiveness and efficiency. The process is intended to provide feedback to employees who can then recognize and build on strengths and work on eliminating their weaknesses.

Support staff and maintenance performance appraisals are initiated annually through the Human Resources Office and completed by the employee’s supervisor. The process is intended to take place in an atmosphere of open communication between an individual and his/her supervisor and offers an opportunity for affirmation, challenge, and setting expectations. The process includes the opportunity for employees to submit a Supervisor Performance Appraisal to the Human Resources Office. These appraisals are tabulated and shared with the supervisor.
College administrators are evaluated annually by their immediate supervisor. In 2007-2008, a new Job Performance Appraisal Form for Administrators was launched. Supervisors describe the work performance of administrators in each of the following key areas: administration and planning, budgetary controls, professional development of others, collaboration and cooperation, diversity, and leadership qualities.

### Use of Vital Focus Data

Vital Focus data consists of information compiled from the Constellation Survey (April 2006), results of Conversation Day (September 2006), and the Steering Team Follow-up on the data analysis. The data was sorted based upon the top 10 in order of greatest opportunity for improvement. The 10 opportunities from the Constellation Study were then placed into six themes by the Accreditation Steering Team: effective communication, employee partnership, visioning/planning, budget, employee training, and decision making. Thematic subcommittees were formed in the Accreditation Steering Team to work on defining the theme; tying the theme to the HLC Criteria for Accreditation, the College mission and purpose, and the Institutional Planning themes and goals; and making recommendations for improvement. A list of several quick fixes was comprised and completed as a result of the Vital Focus process.

### Budget Process Feedback

An understanding of the College budget process and progress reporting was identified in the Constellation Survey results as an opportunity for improvement. Focus groups were held by the Business Office to identify staff concerns on the budget. From those meetings these major areas were identified: staff reported that they were unfamiliar with the budget process and that they wanted to be kept informed of the status and progress during the preparation of the annual budget.

The budget process at MCCC begins at the department level. Department heads collect information from their staff and create a request for their department. These requests are given to the area vice president, or for several departments, the president. Area requests are then reviewed by the department heads/dean of that area, edited, compiled, and sent to the Business Office where wages are verified, fringe benefits are calculated and added, and revenues are projected. All of the information is then consolidated into a single request. This process is done for each fund group.

Upon the determination of revenues and expenditures for the next year's budget, the President's Cabinet, which consists of the president and the three vice presidents, begins meeting to identify needs. The Cabinet clarifies and reviews requests and then ascertains that projected activities support the College's Institutional Plan, direction, and mission. The Business Office provides a calendar for budget preparation, which includes timelines for requests, reviews, and discussion prior to the final recommended budget and Board presentation.
Campus-wide budget updates were addressed through a series of emails to all staff by the vice president of Business Affairs and Treasurer. The goal of the updates is to provide the staff with an explanation of the process for developing the College's annual budget proposal and to keep them informed of the progress. This was done as a result of the Vital Focus 4.135.

**Increase in Internet Courses, Distance Learning, Alternative Instruction**

MCCC offers online classes that are taught entirely over the Internet. Online classes were first offered in 2000, and data on growth of offerings began in fall 2001. Data regarding online courses reflects a double-digit increase every year through the 2007-2008 academic year.

Table 4.6 MCCC Online Course Totals

<table>
<thead>
<tr>
<th>Semester</th>
<th>No. of Courses</th>
<th>Semester</th>
<th>No. of Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2008</td>
<td>68</td>
<td>Winter 2008</td>
<td>59</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>61</td>
<td>Winter 2007</td>
<td>55</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>42</td>
<td>Winter 2006</td>
<td>40</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>30</td>
<td>Winter 2005</td>
<td>29</td>
</tr>
</tbody>
</table>

The increased demand for MCCC online courses is consistent with national popularity of online programs as evidenced by the Sloan 2008 Report 4.136, *Staying the Course: Online Education in the United States, 2008* represents the sixth annual report on the state of online learning in U. S. higher education. The 2008 study, like those for the previous five years, is aimed at answering some of the fundamental questions about the nature and extent of online education. The study is supported by the Alfred P. Sloan Foundation and is based on responses from more than 2,500 colleges and universities.

The report states that online enrollments have continued to grow at rates far in excess of the total higher education student population, with the most recent data demonstrating no signs of slowing.

- Over 3.9 million students were taking at least one online course during the fall 2007 term, a 12 percent increase over the number reported the previous year.
- Associate degree institutions teach about 37 percent of the entire higher educational student population 4.137. Their impact among the online student population is much larger; over one-half of all online students are currently enrolled by associate degree institutions.

The MCCC Distance Learning Committee provides input and assesses the effectiveness of the delivery of distance learning courses, including online, video, and blended courses, as well as future distance-education formats 4.138.

A contributing factor to the increase in distance/internet learning is the Michigan Community College Virtual Learning Collaborative (MCCVLC) that is comprised of the majority of Michigan's 28 community colleges. Through the MCCVLC, students
throughout the state may take online courses at any other college and receive services and credit from the community college in their district E 4.139.

Alternative instruction in the form of a study-abroad program was developed in response to the interest in learning about the global economy and international relations. Research was conducted during the winter 2005 semester—including surveying of the faculty, support staff, students, and administration as well as the business community and general public. The results of the surveys and editorial support from the local newspaper enthusiastically supported the development of a study-abroad program at MCCC E 4.140.

During the spring semester of 2007, 32 students, three faculty, and one volunteer student assistant traveled to Europe as part of the College’s first large-scale study-abroad program E 4.141.

**Curriculum Changes, Changes in General Education Requirements, General Education Review**

The Curriculum Committee evaluates proposals originating from the academic divisions for revision, addition, and removal/inactivation of credit courses and programs of study. In addition the committee may review and recommend revisions to the College-wide student graduation and degree requirements E 4.142. The feedback loop between the committee and academic divisions promotes the strategy of continuous improvement in meeting the educational requirements that enhances the offering to all stakeholders E 4.143.

**CORE COMPONENT 2D**

All levels of planning align with the organization’s mission, thereby enhancing its capacity to fulfill that mission.

**History of Planning**

A long-range planning process has been in place at Monroe County Community College since its inception in 1964. During the early years, planning was created by the traditional management practices of the institution. In 1980, the North Central Review Team suggested that the College introduce a formal planning process to include input from all areas of the institution. Other than the original Long-Range Plan, the first Institutional Plan utilizing this process was developed in 1982.

Institutional Plans from 1982-1995 were developed through a 1-3 year planning cycle. The goals and objectives resulting from this process were constructed to support the MCCC Mission. During this time, planning at the College progressed through all avenues of the governance structure. The goal was to maximize the opportunity for staff participation. The planning calendar correlated with the development of the budget. While preparing for the 1996-1999 plan, the Institutional Plan Coordinating Committee (IPCC) voted to change the format. The committee decided that the President’s Cabinet should discuss and develop the planning themes.
Planning for the Future

In September 2006, in conjunction with the Higher Learning Commission, the College participated in the Constellation Survey. The survey was followed by an entire day dedicated to conversations about the institution. The results of the survey and subsequent discussions indicated an opportunity for improvement in six different areas. One of which was the concept of shared vision and data-driven strategic planning.

As a result, a sub-committee of the Higher Learning Commission Accreditation Steering Committee suggested that the Institutional Plan Coordinating Committee (IPCC) be charged with the following mission.

With input from internal and external stakeholders, the IPCC should do these three things:

• Conduct an evaluation of the current MCCC Mission Statement
• Create a Vision Statement defining future direction
• Replace the current planning process with a data-driven strategic plan

In July 2007, the committee selected a planning consultant to facilitate the change. In September 2007, the process to accomplish the charge listed above began. During the months of September, October, November, and December, the consultant guided the development of a new planning model and timeline. The model is shown in Figure 4.6.

Throughout January, February, and March 2008, the committee sponsored five Visioning Sessions designed to discuss a vision for the future. In addition, four similar sessions were held to review and discuss the current Mission Statement.

In May 2008, the Institutional Plan Coordinating Committee met to review and evaluate the results of the mission sessions. Based upon the analysis of these sessions, the committee issued the following recommendations for consideration in regard to the mission statement:

• The mission statement should be more concise and easier to remember. Please consider removing the bulleted statements and adding them to the educational objectives outlined in Policy 1.60.
• We serve more than just Monroe County. Please consider a way to include the surrounding areas.
• During the mission review, it was suggested that the following terms be integrated into the statement: cultural, diversity, affordable, and accessible.
• The first sentence contained in the current mission could be modified to serve as the mission statement. It currently states, “Monroe County Community College was established to provide a variety of higher education opportunities for the residents of Monroe County.” “Was established to provide” could be changed to “provides.”
After much debate and input from all participating stakeholders, in November 2008 the Institutional Plan Coordinating Committee unanimously supported that the following vision statement be considered for Monroe County Community College: "Monroe County Community College aspires to be our community’s first choice for higher learning." This recommendation was forwarded by the committee to the president of the College.

At its meeting on October 17, 2008, the Institutional Plan Coordinating Committee approved the following recommendations to be forwarded to the Institutional Governance Committee regarding the committee name and charge:

The name of the committee shall be the Strategic Planning Committee. The purpose of the Strategic Planning committee is to develop, implement, monitor and evaluate the Monroe County Community College Strategic Plan.

On November 20, 2008, the committee chair was notified that these recommendations were approved by the Institutional Governance Committee.
By establishing a vision and data-driven strategic planning process, the IPCC will build a stronger connection between planning, the mission, and resource allocation. As a result, MCCC will progress into the future with a strategic plan and a shared vision.

**SUMMARY OF FINDINGS**

Monroe County Community College is dedicated to the philosophy that the nation’s most precious resource resides in the diverse knowledge and abilities of its citizens. Because of a history steeped in quality and tradition, judicious allocation of its resources, and a mission dedicated to the citizens of Monroe County, the College is well positioned to plan for and meet the challenges of the future.

**Strengths**

- Employees are committed to the students and mission of this College.
- MCCC has a history of preparing and executing fiscally responsible budgets.
- The physical appearance of the grounds and facilities make this college one of the most attractive in the state.
- The current committee structure promotes the concept of shared governance.
- The Strategic Planning Committee is currently engaged in the process of developing and implementing a data-driven strategic plan.
- MCCC is committed to diversity and the idea of global awareness.
- The annual budget contains funding for upgrading technology that is used to support teaching and learning.
- The newly revised mission confirms the college’s commitment to meeting the higher educational needs of Monroe County residents.

**Opportunities/Challenges**

- Michigan’s current economy will make it difficult to project and plan for future needs and growth.
- The budget process may be challenged by inflationary costs and possible changes in the community college funding structure.
- It will be a challenge for MCCC to keep up with the increased costs and rapid changes in the field of technology.
- The College must work to improve and maintain effective lines of communication that reach each area and department.
- The campus community should discuss and recommend a model for decision making.
- In order to facilitate data-driven decision making, a process for collecting, analyzing, sharing, and storing data should be developed and maintained.
- The institution should discuss, develop, and implement a system for assessing and measuring effectiveness.
• The Institutional Governance committee should conduct a review of the internal governance structure.

• The College should begin to develop a comprehensive and consistent model/process for reviewing and evaluating academic programs.