CHAPTER 5

CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING

The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Monroe County Community College is committed to assessing effectiveness in all areas of teaching and learning. The assessment process at MCCC provides an appropriate, self-determined accountability mechanism that takes place in two separate but related areas: institutional effectiveness and student learning. Relevant academic and non-academic activities are used to determine if mission mandates are being met. Assessments at the program and course levels are used to demonstrate concretely and convincingly that students are achieving competencies, attributes, and skills necessary to function as productive citizens. Ultimately, assessment results are used to report progress in the areas of teaching and learning and to provide data for planning and improvement.

CORE COMPONENT 3A

The organization’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

Monroe County Community College is committed to transforming the College culture to one that embraces the assessment of student learning and makes use of assessment data to provide continuous improvement in teaching and learning.

MCCC views the following as key factors in maintaining clearly stated outcomes that make effective assessment possible:

- Periodic analysis of learning-outcome statements incorporated in regular course and program review
- Emphasis on multiple levels of assessment
- Utilization of both direct and indirect measures of assessment
- Continuous improvement of these efforts

Culture of Assessment

The College has made a commitment to create a culture of assessment of student learning. During the 2003-2004 academic year, the College’s Institutional Assessment Committee formed an ad-hoc committee to study the charge and membership of that committee. Up to that point the committee’s focus was primarily campus-
wide with activities ranging over all areas of the College, including Business Affairs, Student Services, Institutional Advancement, and Instruction. A process for collecting data to assess institutional effectiveness was in place, but in most instructional areas, the evaluation loop was not closed with respect to the use of data to support continuous improvement. The assessment of student learning was only part of the work of the committee, and work in that area focused primarily on a select few general education courses.

The ad-hoc committee recommended a change in name of the Institutional Assessment Committee to the Institutional Effectiveness Committee. The number of members of the committee now reflects representation from Business Affairs, Student Services, Institutional Advancement, and Instruction. These recommendations were supported by the committee, approved by the Institutional Governance Committee, and adopted in 2006. The new charge of the committee included a broader approach with fewer members, essentially expanding responsibility for assessment to a much larger group of participants. MCCC envisions a new focus on assessment of student learning, reaching to each course and program, including participation from all College stakeholders and not just a select few committee members.

Implementation of these changes began in 2006 and continued through 2007. The focus of the committee then became improving the process of determining the effectiveness of the institution. The Strategic Planning Committee (SPC) is completing its charge to develop a vision statement, guide a review of mission documents, and develop a data-driven planning process. In the fall 2009, the SPC will meet with the Institutional Effectiveness Committee to determine how the two committees can coordinate activities to prevent duplication of efforts as they relate to planning, measuring institutional effectiveness, and ultimately, using data for institutional improvement.

Throughout this transitional period, the instructional area of the College was working toward improving the assessment of student learning. Application was made to the Higher Learning Commission Academy for Assessment of Student Learning in May 2007. The College was accepted for membership in the October 2007 cohort of the Higher Learning Commission Academy for Assessment of Student Learning. Participation in the Academy represents a significant commitment of financial resources by the College for the purpose of creating a culture of assessment of student learning. In addition to fees associated with Academy membership, funds have been committed for attending Academy-related activities, the HLC Annual Meeting, and other assessment-related professional development activities.

The commitment to Academy membership is supported from the highest administrative levels of the College, as evidenced by the Application Affirmation by the MCCC president and the assignment of the vice president of Instruction as primary Academy contact person. In addition to the aforementioned cabinet-level support, general College support for Academy activities and subsequent commitment to the assessment of student learning is evidenced by Academy team membership,
including both administrators and faculty members, and the award of regular work load release to two faculty assessment coordinators.

The Academy team’s first project involves a review of the College’s general education requirements with a goal of changing current course-based general education requirements to outcomes-based requirements. This is a faculty-driven initiative that has received a commitment of significant faculty in-service time. The October 14, 2008, faculty in-service day had the entire morning devoted to individual division brainstorming sessions to write proposed general education outcomes. Additional time during afternoon sessions was available for faculty to continue review of course-level student learning outcomes. An additional half-day faculty in-service took place in January 2009, providing an opportunity for faculty and academic administrators to follow-up on the October 2008 work day and subsequent general education review activities.

The College has adopted the Worldwide Instructional Design System (WIDS) to collect course and program outcomes along with corresponding performance standards (conditions and criteria) in one database. Implementation has begun at the course level and is ongoing with a number of professional-development opportunities offered to faculty and administration to guide them in writing measurable course outcomes and performance standards and the use of the WIDS system.

The initial step for implementation has been incorporated into the course-review process. Faculty are reviewing and revising stated student learning outcomes as they enter course data into the WIDS database. The next step is the writing of performance standards for each outcome, including both conditions to demonstrate an outcome and specific criteria that indicate the outcome has been met. These outcomes and corresponding performance standards, conditions, and criteria comprise the basis for course assessment and will be reviewed and improved on a regular course review cycle using the resulting collected student learning outcome data.

The College is committed to providing sufficient professional development opportunities for faculty, staff, and administration necessary to facilitate the transformation to a culture of assessment of student learning. This includes attendance at the HLC Annual Meeting in Chicago, various WIDS training sessions in Madison, utilizing negotiated faculty workdays and in-service days for in-house training in the form of workshops and information sessions, and offering access to appropriate Webinars. Table 5.1 presents professional development activities related to assessment at the institutional and student levels that have taken place at MCCC since 2003.

Table 5.1 In-House Professional Development Related to Assessment, by Title and Date

<table>
<thead>
<tr>
<th>TITLE</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Criteria/Techniques</td>
<td>May 7, 2003</td>
</tr>
<tr>
<td>Presentation on Course Assessment</td>
<td>May 8, 2003</td>
</tr>
<tr>
<td>Course Assessment Templates</td>
<td>August 26, 2003</td>
</tr>
</tbody>
</table>
Recognizing that most adjunct faculty members are not available to participate in the professional development opportunities regularly provided to full-time faculty, the College offers a full schedule of professional development sessions to adjunct faculty through the Monroe County Community College Adjunct Faculty Workshop. This workshop is usually held the Saturday before full-time faculty report back to work for the fall semester. These workshops have included a number of assessment-related sessions for adjunct faculty:

- Welcome to WIDS (August 26, 2006)
- Classroom Assessment Practices (August 26, 2006)
- Curriculum Planning and Documentation with WIDS (August 25, 2007 and August 23, 2008)

In addition to the Adjunct Faculty Workshops, adjunct faculty members are encouraged to attend joint evening meetings with full-time faculty during the full-time faculty workdays before the fall semester.

### Learning-Outcomes Statements

The College has a history of providing learning-outcome statements for each course offered. They are included in the course Outlines of Instruction, the documents that define each course. These documents have been made available on the College website.
The College is committed, and the faculty are contractually obligated, to review course offerings annually and assess student learning outcomes. As mentioned earlier, the implementation of WIDS is creating a single database to store course files stating student learning outcomes for each course offered at the College. This implementation is providing an opportunity for faculty to review course learning outcomes specifically with respect to their assessment. Performance standards, including conditions and criteria for the assessment of each stated student learning outcome, are being developed if they do not already exist and reviewed if they do currently exist.

**Multiple Levels of Assessment**

The College embraces assessment of student learning on multiple levels from the broadest institutional level to program, course, noncredit, and co-curricular levels. The College regularly reviews general education requirements and has been assessing general education student learning outcomes for some time.

- A well-developed assessment that samples and evaluates student writing from a variety of courses has, for most of the past 10 years, been in place for the written communication component of the general education requirement.
- The mathematics component is assessed in three courses: MATH 090 (Basic Mathematics Skills), MATH 150 (Beginning Algebra), and MATH 151 (Intermediate Algebra).
- The science component utilizes the American Chemical Society First-Term General Chemistry Exam. It is used for CHEM 151 (General College Chemistry I).
- The computer-skills component of the general education requirements is met by successfully completing an approved course or passing a designated examination.

The College has clearly defined learning outcomes for each course with an Outline of Instruction. WIDS has been adopted, and training has been incorporated for this adoption in the writing of effective, measurable, course outcomes. MCCC now has an ongoing process to continuously revise and improve courses’ learning outcomes. Work continues with the majority being done during workdays directly before and after the fall and winter semesters. Much work remains to determine assessment instruments, data storage, and evaluation methods.

As mentioned earlier, the College was accepted for membership in the October 2007 cohort of the Higher Learning Commission Academy for Assessment of Student Learning. Their initial project is a review of the College general education requirements with a goal of changing current course-based general education requirements to outcomes-based requirements. Assessment of stated College general education student learning outcomes is a key component of institutional assessment. Each student seeking a degree or certificate of 45 or more credits must meet those requirements.
Assessment of the transfer function is another example of institutional-level assessment at the College. A direct measure of that function is the comparison of GPA of former MCCC students with those of native juniors at four-year colleges and universities. Reports show that this data is favorable with former MCCC students doing as well as or better than native students. (See Table 5.2)

**Table 5.2  GPA Comparison of Former MCCC Students to Native Juniors at Four-Year Colleges and Universities, by Percentage, 2005-2008**

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage Performing Equal to or Better Than Native Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>57.8</td>
</tr>
<tr>
<td>2007</td>
<td>66</td>
</tr>
<tr>
<td>2006</td>
<td>55.2</td>
</tr>
<tr>
<td>2005</td>
<td>72.6</td>
</tr>
</tbody>
</table>

Indirect measures of student performance are found in the many articulation agreements the College has with four-year institutions. Currently, articulation agreements are in place with 17 senior institutions. In addition to the specific articulation agreements, MCCC courses transfer to a multitude of institutions.

For students completing their studies between July 1, 2005, and June 30, 2006, more than 87 percent of the students whose initial goal was to earn an associate degree and transfer to a program leading to a bachelor's degree reported satisfying their goal. The College participates in the Michigan Transfer Network, a website that allows students and the general public to view transfer-course equivalencies among many Michigan colleges and universities. The effectiveness of the transfer function is also evidenced by the large number of MCCC courses accepted for transfer to senior institutions.

For students completing their studies between July 1, 2005, and June 30, 2006, more than 81 percent of the students whose initial goal was to earn an associate degree or certificate in an occupational area reported satisfying their goal.

Graduates of the College have been successful finding jobs. Table 5.3 presents data evidencing MCCC graduates secure employment.

**Table 5.3 MCCC Graduates Finding Employment within One Year of Graduation, by Percentage, 2002-2007**

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage Finding Employment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>82</td>
</tr>
<tr>
<td>2006</td>
<td>76.2</td>
</tr>
<tr>
<td>2005</td>
<td>84.5</td>
</tr>
<tr>
<td>2004</td>
<td>88</td>
</tr>
<tr>
<td>2003</td>
<td>88.1</td>
</tr>
<tr>
<td>2002</td>
<td>89.5</td>
</tr>
</tbody>
</table>
A variety of evaluation instruments are now being used at MCCC:

- The Program Review of Occupational Education (PROE) is completed on a five-year cycle for all state-approved programs. 

- A Training Evaluation Form survey is used as the assessment tool for customized training through the Corporate and Community Services Division. The form asks students to evaluate the instructor, course, facilities, training, and expectations.

- A Lifelong Learning Class Evaluation is used as the assessment tool for Lifelong Learning courses offered through the Corporate and Community Services Division. The form asks students to evaluate the instructor, course, facilities, training, and expectations.

- A number of instruments are utilized to assess co-curricular student services. The Student Tutor Evaluation Form addresses many attributes of the student tutor.

- The New-Student Orientation Evaluation assesses new students’ orientation experience.

- The First Steps Workshop is a program offering training in How to Take Lecture Notes, Proven Learning Tools, Surviving the First Day, Goal Setting, Time Management Skills, How to Become an Independent Learner, Adapting to the Academic Demands of College, and Study Skills. The First Steps Evaluation Form is an assessment tool used to determine if outcomes of the First Steps Workshop have been met.

- The ACT Faces of the Future Survey serves as an assessment tool for a multitude of student services from academic advising to financial aid as well as providing insight into the specific demographics of the student population.

**Direct and Indirect Measures of Assessment**

The College utilizes both direct and indirect measures of assessment of student learning at multiple levels. Traditional direct measures of student learning, such as exams and quizzes, are supplemented with standardized exams, student portfolios, pre/post testing, and classroom presentations. Indirect measures utilized at the College include surveys, instructional observation reports, and the Student Questionnaire on Instruction.

These assessment methods include the following:

- The American Chemical Society First-Term General Chemistry Exam is given to all CHEM 151 students. In addition to supplying valuable assessment data to the College, results from this exam are reported to the ACS DivCHED Examinations Institute so that national norms can be computed.

- Other examples of standardized exams assessing student learning outcomes are licensure exams taken by Registered Nursing, Practical Nursing, Registered Respiratory Therapist, and Certified Respiratory Therapist students.

- Portfolios are employed in Math for Elementary Teachers I (MATH 156) and II (MATH 166) for assessment purposes. The portfolios represent a collection of course materials and semester achievements of students including course notes,
corrected homework assignments, in-class activities, handouts, corrected exams, article reviews, and individual student projects E5.38.

- Pre/Post testing is utilized in a number of areas. Basic Mathematics Skills (MATH 090), the entry level developmental mathematics course offered at the College, uses pre/post testing for assessment purposes E5.39. The COMPASS placement test is used for pre/post testing of students in Basic Writing Skills (ENGL 090) and Basic Reading Skills (RDG 090).

- Classroom presentations as a direct assessment method are utilized in many courses at the College. Examples are Mathematics Explorations (MATH 154), Math for Elementary Teachers I/II (MATH 156/166), Communication Fundamentals (SPCH 151), and Public Speaking (SPCH 152), to name a few E5.40.

- The Graduate Follow-up Survey is administered by the director of the Office of Workforce Development. Respondents are graduates and employers of graduates. The survey serves as a valuable indirect assessment of student learning because it supplies data from two College stakeholder groups, former students and their employers E5.41.

- In September of 2006, the College reviewed results of the Vital Focus Constellation Survey at Conversation Day. Although the main purpose of the Constellation Survey was not to assess student learning, it does serve as an indirect measure due to the nature of many of the survey questions E5.42.

- The ACT Faces of the Future Survey is another example of a survey that, due to the nature of some of the questions, serves as an indirect measure of student learning E5.43.

- The ACT Alumni Survey 2005-2006 is another survey that is an indirect measure of student learning E5.44.

- At least one class of all full-time and adjunct instructors at the College is observed by the dean of their respective division on a regular basis, and an Instructional Observation Report is completed by the respective dean and reviewed by the faculty member. The frequency depends on the time in service of the particular faculty member, but observations are done at a minimum of biannually. Secondary to the main purpose, the Instructional Observation Report serves as a qualitative measure of student learning requiring the observer to determine if the session observed was a positive learning experience E5.45.

- The Student Questionnaire on Instruction has two forms, one for full-time faculty and one for adjunct faculty. They are administered to students in every section of every credit-bearing course offered at the College. They are completed anonymously with the instructor not present. The questionnaire is a survey that gives the student the opportunity to evaluate the instructor, textbook, learning environment, and other aspects of the class and College. There is ample space provided for comments in addition to the survey questions E5.46. Surveys are reviewed by the dean of the respective division and returned to faculty members after grades have been submitted for the semester.
CORE COMPONENT 3B

The organization values and supports effective teaching.

Qualified faculty members determine curricular content and strategies for instruction. Monroe County Community College believes that hiring and supporting a qualified faculty are vital to the College’s mission. This section offers evidence to show that the College hires qualified faculty, that faculty have primary responsibility for developing and reviewing the curriculum, and that the College supports continuing professional development of its faculty.

Qualified Faculty

The first step to ensuring effective teaching is to ensure that the College employs qualified faculty members. Monroe County Community College follows guidelines set by the Higher Learning Commission for hiring qualified faculty. The College’s Master Agreement with MCCCFA, Article VI, Sections C 1, C 2, and C 6, establishes the conditions that meet the College’s definition of “qualified.” In the discipline which they will be teaching, new faculty members must hold a minimum of an earned master’s degree from an accredited institution. Faculty may also qualify with a master’s degree in a different area, if it includes 20 semester graduate hours in the discipline. In some occupational or technical areas, faculty may qualify with a bachelor’s degree accompanied by appropriate certification, licensure, or training. While adjunct faculty are not governed by the same contractual provisions, the College follows the same guidelines to determine qualifications.

Among faculty listed in the 2007-2008 College Catalog, 18 hold a doctorate, 43 hold one or more master’s degrees, two hold a bachelor’s degree, and one holds less than a bachelor’s degree, but with appropriate professional certification. In a 2007 survey of adjunct faculty, 12 reported a doctorate as the highest degree earned, 75 reported one or more master’s degrees, 13 reported bachelor’s degrees, one reported less than a bachelor’s degree, and one reported “other.”

College-wide hiring practices, including selection of instructional faculty, have been reviewed and revised. The Human Resources Department has produced and distributed a new (April 2008) Personnel Recruitment and Selection Guide. The Guide ensures that College hiring practices are consistent with federal law and College policy.

Table 5.4 Full- and Part-time Faculty Degree Credentials, by Number, 2007-2008

<table>
<thead>
<tr>
<th></th>
<th>DOCTORATE</th>
<th>MASTER’S</th>
<th>BACHELOR’S</th>
<th>LESS THAN BACHELOR’S</th>
<th>OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time Faculty</td>
<td>18</td>
<td>43</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Adjunct Faculty</td>
<td>12</td>
<td>75</td>
<td>13</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>
Faculty-Driven Curriculum and Instructional Strategies

The College’s Master Agreement with MCCCFMA (Article V, Section A) lists the faculty responsibilities for instruction, assessment, and course and program design. These responsibilities are further supported by Article IV, Section A2, where it explains, “Instructors shall be free to present instructional materials which they consider pertinent to the subject and level taught and consistent with their course objectives, and shall present controversial issues in an objective manner. They shall also be entitled to freedom of discussion within the classroom on all matters which are considered relevant to the subject matter under study.”

All changes in the College curriculum (additions, deletions, and modifications), whether courses or programs, require review by and recommendation from the Curriculum Committee (formerly Course and Program Review Committee). The
committee is composed of one faculty member from each academic division, one faculty member from Student Services, and an equal number of administrators following the same distribution. The vice president of Instruction is an ex officio member.

The College began a comprehensive review of its general education component in 2008. This is an outgrowth of the Assessment Academy participation. A General Education Review Task Force has been assembled. It includes faculty representation from each of the academic divisions of the College as well as Student Services. The task force regularly solicits input from the College community. As an example, faculty members, working through their respective divisions, have been asked to list and then prioritize what they believe should be key components to the College’s general education requirements. The two faculty co-chairs of the task force are also members of the Assessment Academy Team and have been granted release time to undertake their Assessment Academy responsibilities.

Procedures to initiate changes are spelled out in the Policy and Procedure Manual, sections 4.02 (a) and 4.02 (c). The College’s Master Agreement with MCCCFA also explains the faculty role in course development as well as faculty responsibility for instruction and course review. In most cases new courses or programs are proposed, prepared, and led through committee review by full-time faculty with the support of their division deans. In cases where there is no full-time appointment in a specific discipline or specialty, a qualified adjunct may be asked to help with course development. The Curriculum Committee minutes provide examples of how the committee has performed.

Submission of new proposals requires both an Outline of Instruction and a completed template for new course or new program adoption. Of note, proposals for new courses in occupational areas require supporting evidence that shows there is a demand for the course(s) in the College’s service area. Proposals for new courses in transfer areas require evidence that the course(s) will be accepted as transfer credit by four-year institutions in our region.

Faculty decisions on curriculum development or review may be guided by external constituencies. Nineteen programs, or curricula, across all five academic divisions of the College, make use of Advisory Committees. Curricula in nursing, respiratory therapy, and welding technology are also designed to meet specific external criteria.

**Faculty Evaluation**

The College encourages and supports effective teaching through regular evaluation of full- and part-time faculty, formal recognition of outstanding efforts, and ongoing professional development.

- All full-time, tenure-track faculty members are observed in the classroom once each semester during their probationary period (three or four years) by their division dean. Results of the observation are recorded, a copy is furnished to the
faculty member for discussion, and the original, signed by both dean and faculty member, becomes part of the faculty member’s personnel file.

- Tenured (or “continuing contract”) faculty are observed on a regular schedule, normally once every two years. Adjunct or part-time faculty are normally observed on a similar schedule: each semester for new hires and once every two years for continuing adjuncts. The paper process is the same as for full-time faculty.

- In addition, division deans prepare what are known locally as “green sheets” for all full-time faculty. These include a summary of classroom observations and, as appropriate, comment on faculty contributions to the College, faculty professional development, and faculty performance goals or expectations. These are also shared with the faculty member and eventually housed in the personnel files.

Article VII, Section A. 2 of the College’s Master Agreement with MCCCFA explains the evaluation process for tenure-track faculty. The Faculty Handbook offers further detail, specifically on adjunct evaluation.

Recognizing Effective Teaching

MCCC recognizes effective teaching. Each winter semester the College solicits, under the direction of the vice president of Student and Information Services, campus-wide nominations for the Outstanding Faculty Award. Nominations may come from students, peers, or staff. These are then forwarded to division deans who prepare a letter of support for each nominee. A selection committee reviews all nominations and determines the award winner. For full-time faculty this includes an announcement at the April Honors Reception and a $1,500 stipend, to be used for professional development at the faculty member’s discretion.

Effective in 2007-2008, a similar Outstanding Faculty Award for adjunct faculty has been implemented. Recognition comes at the Honors Reception and includes a $500 stipend for professional development.

Innovative Practices that Enhance Learning

The College encourages innovative practices that enhance learning.

- A number of ad hoc experiences fall within the category “innovative,” including a Music for Classroom Teachers section meeting at a local senior center to engage the clients in music activities and a Special Topics class where the students served as docents at a local museum during a traveling Smithsonian exhibition.

- The most consistent example comes from the Foundation Grants awarded annually to faculty members specifically “for the development and implementation of innovative projects.” These grants are competitive. All faculty are encouraged to apply. Last year 11 were funded for a total of $20,000. Faculty from all academic divisions of the College have received Foundation Grants. A complete list of awards from the past three years is in the Resource
Room, but topics have been as varied as “Women in Robotics,” a “Holocaust Memorial Center Visit,” and a “Culinary Program Trip to Chicago International Food Show.” These grants indicate both a philosophical and a financial commitment to innovative practices.

The College has also launched three major initiatives designed to enhance student learning opportunities within the past eighteen months.

- After considerable planning, Monroe County Community College’s first formal study-abroad program began in the spring term of 2007. Approximately 30 students, accompanied by three faculty members, spent two weeks in Europe. MCCC’s second study-abroad program will travel to South Asia (Thailand, Vietnam, Cambodia) in the spring of 2009.

- The Humanities/Social Sciences Division, which houses the Criminal Justice curriculum, negotiated an agreement with Schoolcraft College, in Garden City, Michigan, that allows qualified MCCC students to complete three academic semesters at MCCC, then a state-approved police academy at Schoolcraft. The academy hours take the place of the students’ final semester, allowing them to graduate from MCCC and be ready for state certification.

- The Industrial Technology Division entered into an agreement with Lakeland Community College (LCC), in Mentor, Ohio, through which students can earn an Associate of Applied Science degree in Nuclear Engineering Technology. Lakeland awards the final degree, but MCCC students complete 48 hours of general education and core requirements before enrolling in the final 24 hours of LCC coursework, offered in Monroe via an interactive video over IP system E 5.57.

**Professional Development**

Support for professional development at MCCC is evident from several sources. The College offers a financial incentive for faculty to earn additional graduate credentials via the faculty salary scale. There are four categories: Master’s, Master’s plus 30 (graduate hours), Master’s plus 60, and Ph.D. Compensation increases as a faculty member reaches successive stages. The College’s *Master Agreement with MCCCFA* details the procedural steps E 5.58.

In 2008 the College began a collaborative venture with the University of Toledo Judith Herb College of Education to offer a Ph.D. in Educational Leadership on the MCCC Main Campus. Among the larger cohort are several MCCC employees: three full-time faculty, one adjunct faculty, and four administrators E 5.59.

The College supports a variety of leaves of absence, several of which could be used for professional development. The most directly applicable is the Sabbatical Leave. Faculty and qualified administrators are eligible for a sabbatical, either one semester at full pay or one year at half pay, after seven continuous years of service. Application, including an explanation of how the sabbatical would benefit the individual and the College, is made to the vice president of Instruction.
Since the last Higher Learning Commission visit, eight individuals have successfully applied for a sabbatical leave. Two of these were explicitly for the purpose of further graduate study. Of the eight, five were teaching faculty, two were faculty members with Student Services assignments, and one was an administrator. Recipients came from the Health Sciences, Humanities/Social Sciences, Science/Mathematics, and Student Services Divisions.

The College expects faculty to keep current at least one membership in a professional organization, and each academic division’s budget allocates approximately $340 per person to be used to underwrite the cost of attending professional meetings. The College also allows faculty to take any credit or noncredit courses offered at MCC tuition-free.

The College regularly makes available, both in pre- and post-semester work days and during the academic semester, training sessions on new software, the Blackboard system, or other newly-adopted technology.

**Instructional Technology Support**

MCCC is committed to providing support for the use of instructional technology via access to information, training, resources for implementation, and evaluation of effectiveness.

In 2003 the College assembled a task force, the Instructional Technology Task Force, to study the role and status of technological support for instruction at MCCC. That group’s final report, issued in 2005, has become the guiding document for improvements in educational technology. It found shortcomings in several areas. In particular, it noted a lack of commitment to new technology hardware and a low level of comfort with technology among the faculty at that time.

Since then the College has undertaken some key steps.

- New educational technology is being purchased and installed, most recently in a complete “electronic” renovation of classrooms on the second floor of the Campbell Learning Resources Center.
- The College hired its first coordinator for e-learning and instructional support. This person has a background in educational technology and is charged with advising the College on future adoptions as well as assisting faculty in implementation or integration of technology into the classroom. The coordinator has been responsible for a number of on-campus workshops or training sessions referenced earlier in the Professional Development section. Current plans are to relocate both the coordinator for e-learning and instructional support and the distance learning assistant into an office in the Campbell Learning Resources Center adjacent to a newly-renovated computer laboratory that will become the College’s Center for Teaching and Learning.
CORE COMPONENT 3C

The organization creates effective learning environments.

It is vitally important for a college to provide appropriate environments which support and enhance student learning opportunities. These environments can be physical or virtual; they can be classroom-based or experiential-based. They can be aimed at enhancing the students’ social/psychological environment or their physical/technical surroundings. MCCC strives to meet these student needs with a variety of strategies as outlined below.

Campus Classrooms and Labs

The MCCC Main Campus consists of seven main academic buildings. Buildings are focused on particular academic use:

- **The East and West Technology Buildings:** These buildings house MCCC’s computer and Industrial Technology classrooms and labs (computer labs, welding labs, automotive engineering labs, etc.). The electronics labs have recently undergone more than $250,000 worth of renovation.

- **The Campbell Learning Resources Center:** The lower level has three general classrooms, a computer lab, a small lecture theater, and it houses the Department of Information Services. The second floor (ground floor) houses the College’s library. The third floor houses the Learning Assistance Lab, faculty offices, and a number of lecture classrooms. A current project involves the renovation and enhancement of the learning environments in the Campbell Learning Resources Center. Spring and summer of 2009 are expected to bring the renovation of eight classrooms in this building. The technology will be enhanced with the addition of a computer, data projector, document camera, VCR/DVD combo, and a Starboard computer monitor screen capture device. All the technology is controlled from a central instructor’s control panel, which makes its use simple and efficient for the instructor.

- **The Life Sciences Building:** The Life Sciences building houses faculty offices, two large lecture halls, and numerous science labs. The science labs have recently undergone more than $3 million of renovation, which includes enhancements to instructional technology such as camera-equipped microscopes, wireless laptop computer labs, and dual projection set-ups. As new technologies become available, MCCC continues to explore opportunities for enhancing instructional technology which will be utilized to provide students with the most effective learning environment possible.

- **The Warrick Student Services/Administration Building:** This building houses the main administrative offices, admissions, registrar, and financial aid offices. The cafeteria and dining room are in this building, as are six conference rooms and an art classroom. The Culinary Skills and Management program is also located in this building. This teaching facility consists of a laboratory kitchen, a lecture classroom, which has recently received an upgrade to the instructional technology installations, and the student-run restaurant, Cuisine 1300.
• **The La-Z-Boy Center:** This is the newest building on campus, opening in 2004, and was developed to be a center for corporate training and the performing arts. It contains classroom facilities, a computer lab, meeting rooms, a music rehearsal/training room, and a 546-seat auditorium/theater.

• **The Welch Health Education Building:** This building, which opened in 1998, provides the location for the health-occupations classrooms and laboratories. The nursing and respiratory therapy courses are taught in this facility. In addition, this building provides a facility for both instructional and recreational physical fitness activities.

**Technological Enhancements**

The College stays abreast of the latest innovations in instructional technology. This involves technologies which are utilized in the delivery of both online and online-supported courses. Investments have been made and commitments established which allow the College to offer outstanding learning environments. This is evidenced by the following statement from the 2007-08 College Budget, “The College's Institutional Technology Fund began its first year of operations with the 1996-1997 fiscal years. The purpose of the fund is to provide financial assistance in updating and modernizing technology equipment on campus”.

One of the technology enhancements which is now the standard installation in campus classrooms is a ceiling-mounted data projector. Data projectors are being installed, with the goal of updating all classrooms with this technology. MCCC has 68 ceiling-mounted data projectors which are connected to instructor teaching stations equipped with a personal computer, DVD/VCR combo, and, in a number of classrooms, a document camera. These installations can be found in meeting spaces and classrooms throughout MCCC’s Main Campus and the Whitman Center. This accounts for 90 percent of the College’s meeting spaces and classrooms.

As the College looks to the future of instructional technology, it is committed to updating classrooms with the most effective teaching technologies available. In a comment from the 2007-2008 MCCC budget, it was made clear that the College Board of Trustees is committed to supporting the types of funding which will be necessary for these enhancements to the instructional environment: “Beginning in the fall 1996 semester, a student fee of $3 per credit hour was assessed to provide a source of on-going funding. With the fall 2001 semester, the fee was increased to $4 a credit hour. And in fall 2007, the fee will be $6 per credit hour.”

Along with support from the General Fund and grants, this student fee helps provide funding for technology upgrades.

**Alternative Course Delivery Options**

MCCC offers three types of online-oriented courses. These courses maintain the same standards and meet the same learning outcomes as face-to-face courses.

• Online-enhanced courses are offered in a physical classroom but are enhanced with online course information and activities. The online content could include
tests, quizzes, assignment information and collection, grade information, and discussion boards.

- Online courses deliver instruction in an entirely web-based format and do not meet in a physical classroom. Students and instructors communicate in discussion boards (asynchronous) and chat rooms (synchronous). Test dates and assignment due dates are provided, and student work is completed and submitted by computer.

- A blended course blends face-to-face classroom instruction with a significant amount of Web-based instruction. The class schedule in these courses will require the student to come to the MCCC campus as established by the instructor.

The number of online courses has rapidly increased at MCCC. Many students (who are place-bound or time-bound and find it difficult to make it to campus due to work schedules, family demands, distance, or health concerns) find fully online courses their best alternative. MCCC partners with The Michigan Community College Virtual Learning Collaborative to enroll students from all over the state in online courses provided by MCCC. Table 5.5 provides data evidencing growth in online course sections offered at MCCC since 2003. To ensure the quality of online course instruction, at the end of each course students complete a special questionnaire on the instruction received. Division deans review these documents to gain insight into the reaction of students to their online course experiences. These questionnaire documents are then made available to the faculty members, along with comments and discussion as necessary.

Table 5.5  Number of Online Course Sections, by Number, 2003-2009

<table>
<thead>
<tr>
<th>YEAR</th>
<th>WINTER</th>
<th>SPRING</th>
<th>SUMMER</th>
<th>FALL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>24</td>
<td>1</td>
<td>1</td>
<td>18</td>
</tr>
<tr>
<td>2004</td>
<td>25</td>
<td>7</td>
<td>1</td>
<td>29</td>
</tr>
<tr>
<td>2005</td>
<td>29</td>
<td>11</td>
<td>1</td>
<td>30</td>
</tr>
<tr>
<td>2006</td>
<td>40</td>
<td>13</td>
<td>4</td>
<td>42</td>
</tr>
<tr>
<td>2007</td>
<td>55</td>
<td>26</td>
<td>8</td>
<td>61</td>
</tr>
<tr>
<td>2008</td>
<td>59</td>
<td>29</td>
<td>12</td>
<td>68</td>
</tr>
<tr>
<td>2009</td>
<td>71</td>
<td>33</td>
<td>11</td>
<td>64</td>
</tr>
</tbody>
</table>

The Office of Lifelong Learning at the College provides access to a wide range of noncredit courses and enrolls 150-200 students in online courses each year.

MCCC has recently committed additional resources to distance learning:

- MCCC has created and staffed a new position closely related to distance learning and the online courses. This position, coordinator of e-learning and instructional support, supports faculty in the use of technology for curriculum development and instructional delivery. In particular, this position supports distance learning faculty.

- A second position, distance education assistant, supports the Blackboard course management system and provides support for students and faculty using the system.
A new standing committee, The Distance Learning Committee, was recently formed at MCCC to address the needs, issues, and concerns of online faculty and students at the College.

Online education is still evolving at the College. While not seen as a replacement or improvement for traditional education in physical classrooms, the demand for online courses is rapidly increasing, and they are the best alternative or the only possibility for many students.

**Experiential Learning**

Monroe County Community College believes in giving students educational opportunities in various formats, and the classroom is only one way to prepare them for the future. Experiential learning is found on- and off-campus. With the increasing diversity of students bringing different needs and learning styles to College, MCCC believes that using multiple approaches, including experiential education opportunities, will help meet these challenges.

The following are part of MCCC’s commitment to experiential learning:

- The Culinary Skills and Management program engages students in the operation of MCCC’s *Cuisine 1300* restaurant. Students do everything to run the restaurant. They prepare the food, wait on and bus tables, and clean the kitchen. During the second semester of their second year in the program, students prepare theme buffets which include fresh breads, delicious foods, and beautiful ice sculptures. The community and staff enjoy the restaurant and buffets, which are always sold out. These experiences are directly related to the program outcomes of the Culinary Skills and Management program.

- The Early Childhood Development program has an experiential component which includes students working on- and off-campus. “The externship experiences with young children facilitate the development of skills needed to implement a curriculum that fosters the motor, cognitive, social, and emotional development of the child” E 5.69. The capstone course in this program provides practical experience in a licensed childcare facility. Graduates of this program accumulate 240 hours of hands-on experience.

- Phlebotomy Technician certificates are awarded to students who successfully complete two courses, one of which includes 120 hours in the clinical setting of a CLIA-regulated accredited laboratory.

- Students enrolled in the Electrocardiography (ECG) Technician Certificate program will work in a clinical setting 80 hours during the semester. These students will be prepared to work in any medical setting after two courses.

- MCCC offers two avenues for the respiratory therapy student. One is to be certified; the other is to be registered. An entry-level position requires someone who is certified. An advanced position requires a registered therapist. This program offers four clinical experiences, providing a wide variety of practice with different patients, facilities, and illnesses. The program is accredited by the Commission on Accreditation of Allied Health Education Programs through the Committee on Accreditation for Respiratory Care.
• The Registered Nursing Program has significant experiential learning opportunities. Students spend just over 1,000 hours in the field. Medical facilities in and around the Monroe area participate in the clinical experience for students. This includes placements in Detroit, the downriver area just south of Detroit, and Toledo, Ohio. Once the students complete the courses and clinical aspects of the Registered Nursing Program and are deemed eligible by the Michigan State Board of Nursing, they can then take the licensure exam.

• The 151 Exploring Teaching class involves a minimum of 60 hours of field work where the student will have the opportunity to observe and participate in a public school as an aide to the professional staff.

• The College purchased and installed an advanced course-management system and accompanying content and portal modules (Blackboard Academic Suite) in 2007-2008.

Educational Media and Media Services

The College owns over 5,500 video media titles for instructors’ use. This collection allows the instructors to choose from a wide variety of relevant content for their courses. The College has committed $10,000 in the current budget to purchase media titles needed to supplement teaching.

All classrooms are equipped with devices to view audio and video content. Most classrooms have a computer with a data projection system, while some rooms retain a TV monitor with DVD/VCR. Current plans are to install instructor stations with computer/data projection capabilities in all classrooms. Equipment purchased with the technology funds is installed and maintained by employees from the Information Systems Department:

• Educational Media Services – One full-time technician and two part-time student assistants
• Information Systems Department – Four full-time technicians and one student assistant

Streaming video is another media-delivery method currently being evaluated. Through a content server, instructors and students would be able to access media on an “as needed” immediate delivery basis regardless of location. Video clips, educational films, and recordings of in-class activities could be maintained on this server and could be available asynchronously. The installation of this system would expand the possible environment for students and faculty to enhance their educational opportunities and supplement what is typically delivered in-class.

As evidenced by results reported from the Graduate Student Survey, the services provided by the Media Services/Information Systems Department have been well received. (See Table 5.6)
Table 5.6 Percentage of “Very Good” to “Outstanding” in Response to Question on Graduate Follow-up Survey Regarding Quality of Equipment, Tools, or Instructional Materials, by Percentage, 2001-2002 through 2007-2008

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage Responding Very Good to Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-2002</td>
<td>73.7</td>
</tr>
<tr>
<td>2002-2003</td>
<td>74.8</td>
</tr>
<tr>
<td>2003-2004</td>
<td>78.2</td>
</tr>
<tr>
<td>2004-2005</td>
<td>73.2</td>
</tr>
<tr>
<td>2005-2006</td>
<td>72.2</td>
</tr>
<tr>
<td>2006-2007</td>
<td>72.7</td>
</tr>
</tbody>
</table>

Staff and Faculty

The establishment of an effective learning environment for any student goes far beyond physical and technological surroundings. In creating an exciting and invigorating environment for students, relationships are cultivated and nurtured between the faculty/staff and students. At MCCC the staff and employees demonstrate a strong interest in every student’s success. One example could be found in the many activities, events, and organizations which are available to students. (See Table 5.7) The assorted clubs, organizations, and activities are all sponsored by MCCC or have a faculty member as their advisor.

Table 5.7 Student Clubs and Organizations

<table>
<thead>
<tr>
<th>Organization</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>The Agora</em> Student Newspaper</td>
<td>Published approximately 10 times during the fall and winter terms</td>
</tr>
<tr>
<td>Broadcasting Club</td>
<td>Open to all students interested in producing television programs about the students, staff, and events on MCCC’s campus</td>
</tr>
<tr>
<td>College/Community Agora Chorale</td>
<td>Student/Community Musical Ensemble</td>
</tr>
<tr>
<td>College/Community Symphony Band</td>
<td>Student/Community Instrumental Band</td>
</tr>
<tr>
<td>International Studies Club</td>
<td>Promotes the study and awareness of other countries and cultural issues</td>
</tr>
<tr>
<td>Lambda Alpha Nu</td>
<td>Club designed to promote leadership, social interaction, enhance career experience, developing networks and promote teamwork.</td>
</tr>
<tr>
<td>Math and Science Society (MASS)</td>
<td>Open to students with interests in astronomy, biology, chemistry, ecology/environmental science, mathematics, physics, and general science</td>
</tr>
<tr>
<td>Newman Club</td>
<td>The mission of the Newman Club is to live in accordance with and promote the justice and charity of Jesus Christ on the Monroe County Community College campus and community.</td>
</tr>
<tr>
<td>OASIS</td>
<td>Christian fellowship and Bible study/an approved student-run organization at Monroe County Community College.</td>
</tr>
<tr>
<td>Phi Theta Kappa Tau Omicron Chapter</td>
<td>International Honor Society</td>
</tr>
<tr>
<td>Respiratory Therapy Students’ Organization</td>
<td>Open to students accepted into Respiratory Therapy Program</td>
</tr>
<tr>
<td>Society of Automotive Engineers (SAE)</td>
<td>Open to students of all majors. The SAE team designs, fabricates, and races a formula style race car.</td>
</tr>
<tr>
<td>Soccer Club</td>
<td>The purpose of the Soccer club is to introduce and</td>
</tr>
<tr>
<td>Organization</td>
<td>Description</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Student Government</td>
<td>The MCCC Student Government represents students in decision-making, in some cases via the institutional governance process, and provides a venue for student voices to be heard.</td>
</tr>
<tr>
<td>Student Nurse Association (SNA)</td>
<td>Open to students accepted into the Nursing Program</td>
</tr>
<tr>
<td>Volleyball Club</td>
<td>The purpose of the volleyball club is to play volleyball, organize tournaments and play with the ALCC Leagues.</td>
</tr>
<tr>
<td>Young Democrats</td>
<td>The purpose of the Young Democrats is to pursue the ideas of liberty, justice, and freedom for all regardless of race, religion, or sex through support of the Democratic Party and its ideas, ideals, and candidates.</td>
</tr>
</tbody>
</table>

These organizations allow students to go beyond the classroom experience and supplement the structured learning opportunities offered through credit and noncredit courses. Faculty, staff, and administrators are dedicated to supporting these various activities and will often allocate time and effort to make sure students have the best opportunities to participate in a wide range of experiences.

Another example of staff members dedicating their time to ensure MCCC students are entering a supportive and comfortable experience can be found in the program developed and staffed by MCCC’s Maintenance Department called “Welcome Day.” On the first day of each fall semester, maintenance employees fan out into the parking lots and at key crosswalks armed with information regarding locations of buildings, classrooms, and services. Maps are provided when needed, and students are able to ask questions even before they actually enter any building. This is a voluntary effort on the part of the maintenance staff and demonstrates how the establishment of a supportive learning environment goes well beyond the classroom walls.

The College makes every effort to provide a supportive environment within the classroom and through Student Services. The Student Questionnaire on Instruction and the Graduate Follow-up Survey are two of the key examples of the effort the College puts into giving students an opportunity to voice their thoughts.

Available in two versions (one for full-time faculty and one for adjunct faculty) the Student Questionnaire on Instruction is administered in all classes near the end of every semester.

- Students are asked to respond to questions and offer thoughts about their experiences in a particular course section. For example, the full-time faculty questionnaire asks students about quality of instruction, availability of the faculty member, and instructional techniques used. There is also ample room for student comments.
- The adjunct form is similar, including questions about how students are treated and how the instructor conducted the classroom experience.
Division deans review these returned questionnaires to gain insight into the general reaction of students to their classroom experiences. These questionnaires are then returned directly to the faculty members. The results provide valuable insights for faculty and deans, but because the data is from a non-professional source, there is no quantitative or qualitative summary or statistical analysis which takes place to summarize the results.

The Graduate Follow-up Survey, administered by the Office of Workforce Development, includes questions regarding graduates’ opinions of the support provided by staff and faculty. As students respond to the various questions on the survey, the resulting report clearly indicates that graduates are very satisfied with the services and support they receive at the College. Two questions in particular which have received very high ratings throughout the years include:

- “Helpfulness exhibited by instructors” – typically over 85 percent rating Very Good or Outstanding
- “Quality of instructors and instruction provided” – typically over 90 percent rating Very Good or Outstanding

**Alternative Sites**

The Whitman Center is a 17,650-square-foot building located on 24.64 acres in southern Monroe County. The facility is designed to better serve the residents of this geographic area and those in northwestern Ohio. The building houses a computer classroom, a multipurpose classroom (for science and art classes), an open computer lab, and seven general-use classrooms. Typically over 2,500 students annually enroll for credit and noncredit classes at the Whitman Center.

A number of standard student support services are available at the Whitman Center. Students pursuing a degree may complete the admissions process (entrance testing and academic advising) and the registration process (registering and paying for classes). Additionally, they may purchase textbooks and obtain a student ID and a library card at this facility. Financial aid and disability services advising are available on a limited basis. Those seeking personal enrichment through Lifelong Learning classes (noncredit) may also register and pay for classes at the Whitman Center.

Many of the courses which fulfill general education requirements are offered at the Whitman Center throughout day and evening hours, along with computer, art, and personal-interest courses.

The Whitman Center provides an enriched learning environment outside the classroom through numerous displays and presentations, an example of which would be the Lunch and Learn series. Past topics have included domestic violence, black women’s achievements, AIDS, teaching techniques, and local political forums. A college transfer fair is held each year, and college representatives are available at the center for those wishing to continue their education. An ice cream social and a Fall Fest are provided for students’ social interaction.
CORE COMPONENT 3D

The organization’s learning resources support student learning and effective teaching.

MCCC dedicates many resources to support the efforts of faculty and students. A variety of resources is necessary to support effective teaching and learning. Services are provided by the MCCC library, the Learning Assistance Lab, the Writing Center, the computer labs, and the Testing Center. In addition, the Fitness Center, Meyer Theater, and other spaces support specific departments and offer enrichment for students and staff at MCCC. Curriculum is also enhanced by the availability of clubs, student government, and student publications. This section will describe the principal resources and evaluate their effectiveness by considering availability, usage, and overall satisfaction.

MCCC Library

The MCCC library was updated and remodeled in 2000 and is at the heart of the MCCC campus. According to the library’s mission statement, “The Learning Resources Center provides access to services, technologies, and materials to enhance a quality instructional program; stimulate the intellectual, professional, and cultural interests of students and staff; promote information literacy and research; and offer academic assistance to MCCC students.”

The MCCC library staff works to support this mission with its collection of 300+ journal and magazine subscriptions and over 47,000 books. These materials support the College’s curricula and promote independent learning and research. In addition, students and faculty are able to access over 30,000 unique titles in a variety of databases.

Members of the campus community are also able to access the library’s collection off-campus and are using this service more extensively each year. (See Table 5.8 for data regarding the growth of off-campus database usage.)

Table 5.8 Off-Campus Database Usage, by Number, 2004-2005 through 2006-2007

<table>
<thead>
<tr>
<th>Year</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-2005</td>
<td>17,218</td>
</tr>
<tr>
<td>2005-2006</td>
<td>21,524</td>
</tr>
<tr>
<td>2006-2007</td>
<td>26,666</td>
</tr>
</tbody>
</table>

While on campus, students and faculty are actively viewing and checking out materials. In 2007, more than 5,600 books were checked out of the MCCC library, 867 books or videos were requested from the reserve collection, and 82,378 articles were viewed by students, faculty, and staff.

The MCCC library also provides a variety of other services to aid faculty and students with their research and instructional needs.
Criterion Three

- **Reserves** – Faculty may place books, articles, audiotapes, or films on reserve at the circulation desk. Reserve materials generally have very short circulation times, ranging anywhere from one hour to one week.

- **Inter-Library Loan** – When patrons locate a book title or journal article that the College does not own, the library is able to borrow those materials from any library in the country.

- **Internet Access** – The library has 18 Internet stations for student use. The computers in the lab are intended for research, so the programs on them are limited.

- **Reference and Research Help** – Faculty librarians are able to help students learn how to use the wide variety of information sources available on- and off-campus. Reference help is available on a walk-in basis, and students are welcome to make appointments for individual help by contacting one of the librarians. In 2006-2007, librarians at MCCC answered 2,274 reference questions and individually helped 1,388 people with research needs.

Librarians also maintain an email reference service for students and faculty at “Ask A Librarian,” a resource available on the library’s home page where inquiries can be emailed to a librarian via an electronic request form. The submitted questions are checked frequently and answered by the librarians.

Another service to help library patrons find material is Research Help Now. Student questions are answered via a “live chat” format by a librarian at one of fifteen academic institutes participating in this program.

- **Research Education** – One of the most valuable services MCCC librarians perform for faculty and students are classroom presentations outlining particular resources or materials. In 2006-2007, faculty and students participated in 57 classroom orientations. Librarians may also recommend specific materials and offer help in establishing a reserve collection.

- **Integrated Library System** – In the fall of 2008, the MCCC library implemented a new integrated library system (Symphony) from the SirsiDynix Corporation with a total cost of approximately $105,000. The new system offers the traditional library catalog for books and video resources, and it allows holds and bibliography-building on the system. In addition, Symphony offers links from individual title records to tables of contents, author biographies, and book reviews when available.

The MCCC library staff has plans to provide a “rooms” feature of the new public catalog. Each “room” will offer clusters of resources, both print and electronic, to coincide with specific disciplines and/or course assignments.

The library will also add a “federated” search feature that will allow users to search multiple databases with one search request. Combined with the “rooms” feature, students and faculty will find it easier to locate the best print sources and databases for specific assignments. The library staff views these tools as an
extension of the current orientation sessions and another method to help students become more information literate.

- **Videotapes** – Instructional videotapes, housed in the Educational Media Services office, are available for faculty use in the classroom. They may also be placed on reserve for student use in the library. With a yearly allocation of $10,000, faculty members are encouraged to request multi-media resources to enhance the course curriculum.

The staff in the MCCC library includes a director, two full-time librarians, four adjunct librarians, four full-time support staff, and student assistants. The library’s hours of operation vary each semester and are posted on the library’s home page.

The success of the library is perhaps best measured by the satisfaction of the College’s graduates. In recent surveys of MCCC alumni, 92 percent found the Learning Resources Center to be “outstanding,” “very good,” or “good.” Currently no follow-up evaluations are completed by the faculty.

### Table 5.9 MCCC Alumni Responses to Questions Regarding Satisfaction with Learning Resources, by Number and Percentage, 2003-2004 through 2005-2006

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of responses</th>
<th>Outstanding</th>
<th>Very Good</th>
<th>Good</th>
<th>Fair</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003-2004</td>
<td>185</td>
<td>78 = 42%</td>
<td>83 = 45%</td>
<td>14 = 7%</td>
<td>5 = 3%</td>
<td>5 = 3%</td>
</tr>
<tr>
<td>2004-2005</td>
<td>161</td>
<td>66 = 41%</td>
<td>71=44.1%</td>
<td>23 = 14.3%</td>
<td>1 = .6%</td>
<td>0 = 0%</td>
</tr>
<tr>
<td>2005-2006</td>
<td>206</td>
<td>77 = 37%</td>
<td>107= 52%</td>
<td>20 = 10%</td>
<td>1 = .5%</td>
<td>1 = .5%</td>
</tr>
</tbody>
</table>

### Learning Assistance Lab

The Learning Assistance Lab (LAL), located in the Campbell Learning Resources Center, provides a variety of support services free of charge to currently enrolled MCCC students. Through tutoring services, supplementary instruction, study-skills assistance, and disability services, the LAL delivers academic support for most subjects. The Office of Disability Services in the LAL provides accommodations, support, and referrals for students with documented permanent impairments. The staff of the LAL is challenged to meet the diverse academic needs of all students enrolled at MCCC and to assist faculty in teaching. Staffing consists of a full-time coordinator, adjunct counselors, adjunct faculty specialists, and paid student tutors. Part-time faculty and counselors are limited to twenty hours per week. As the student population has grown, more student diversity exists, and the staff is challenged to meet the increasing demands. Although enrollment at MCCC has increased, the LAL staffing has remained constant.

### Academic Assistance

**Tutoring** – Peer tutors and faculty specialists work with students both individually and in small study groups by appointment and on a walk-in basis during regular LAL
hours. Tutoring in developmental classes in the areas of reading, writing, and math are covered by faculty specialists who have the educational background/experience to work with students of varying abilities and needs. Tutoring services are available during regular LAL hours on Main Campus only. Generally, tutoring covers most entry-level courses as well as classes where there is a high demand for support services.

Supplemental Instruction (SI) – Trained student leaders are assigned to those courses with historically high course attrition. The purpose of SI is to assist students with difficult course content and test preparation through active participation in regularly scheduled informal group sessions. On the average, MCCC runs six SI sessions per semester. Ten SI leaders have received Level One certification through the College Reading and Learning Association. Improved retention rates and end-of-semester grades validate the success of this program. (See Table 5.10)

<table>
<thead>
<tr>
<th>Year</th>
<th>SI End Grades and Attrition</th>
<th>Non-SI Grades and Attrition</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>GPA</td>
<td>Percentage</td>
</tr>
<tr>
<td>2005-2006</td>
<td>2.35</td>
<td>28.6%</td>
</tr>
<tr>
<td>2006-2007</td>
<td>2.30</td>
<td>36.6%</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>2.60</td>
<td>25.7%</td>
</tr>
</tbody>
</table>

Study Skills Assistance – Because the College does not offer a study skills course, the LAL has the primary responsibility to address this need. Study skill needs are typically met in one of two venues: tutoring sessions and workshops.

- **Tutoring**: Faculty specialists and counselors are available by appointment to work with students one-on-one on a variety of study skill areas. In addition, all tutors promote practical study strategies in their content areas.

- **Workshops**: *First Steps for Classroom Success* is a four-hour workshop that is routinely scheduled the week preceding fall and winter semesters. Sessions are offered both day and evening at the Main Campus as well as the Whitman Center. While any MCCC student is welcome to attend, advertisements and mailings target new students, students with disabilities, and students with fewer than fifteen credits who have less than a 2.0 GPA. The workshop targets topics such as note taking, time management, and the expectations of college. Attendance at this workshop since 2005 is reported in Table 5.11.
Table 5.11  First Steps for Classroom Success, Attendance Summary, by Number, 2005-2006 through 2007-2008

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Fall</th>
<th>Winter</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-2006</td>
<td>112</td>
<td>34</td>
</tr>
<tr>
<td>2006-2007</td>
<td>65</td>
<td>32</td>
</tr>
<tr>
<td>2007-2008</td>
<td>121</td>
<td>43</td>
</tr>
</tbody>
</table>

Students complete follow-up evaluations at the conclusion of these sessions, and the responses are very positive.

As availability of personnel allows, the LAL also offers a number of free *Survivor Skills* mini workshops that focus on specific areas of study skills. Examples of past workshops include strategies for textbook reading, testing, and specific content-area workshops for math and accounting.

**Services for At-Risk (090 students)** – To provide additional academic support for students enrolled in 090 courses, the LAL provides counseling services and tutoring by faculty specialists. Through classroom visits and faculty referral, students enrolled in these courses are encouraged to use the LAL for regular support in reading, English, and math. Table 5.12 presents classroom visits and faculty referrals, in numbers, since 2005. The staff of the LAL recognizes that students in 090 courses need structured practice and encouragement throughout the semester. Contact with students is maintained through a faculty referral system and follow-up letters to at-risk students.

The Developmental Education Committee, a standing committee at MCCC, has recognized the need for a more in-depth study skills course for developmental students and students on academic probation. The committee report of 2005-2006, sent to the vice president of Instruction and vice president of Student and Information Services, recommended the addition of a study skills course; however, this recommendation has not been implemented.

Table 5.12  Classroom Visits to 090 Courses and Faculty Referrals of Students to the LAL, by Numbers 2005-2006 through 2007-2008

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Class Visits to 090 Courses (Reading, Writing, Math)</th>
<th>Faculty Referrals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall</td>
<td>Winter</td>
</tr>
<tr>
<td>2005-2006</td>
<td>424</td>
<td>169</td>
</tr>
<tr>
<td>2006-2007</td>
<td>338</td>
<td>148</td>
</tr>
<tr>
<td>2007-2008</td>
<td>314</td>
<td>148</td>
</tr>
</tbody>
</table>

**Disability Services**

As student enrollment at MCCC has grown, so has the number of students who request accommodations for a variety of disabilities. In 2005-2006, the LAL staff handled 786 requests for disability accommodations. In 2007-2008, the number of requests increased to 947.
Criterion Three

The LAL is the primary center to support and accommodate persons with disabilities. Counselors are available to assist students and coordinate services that meet the individual needs of each student who seeks assistance. Services typically include academic counseling, note-taking, testing accommodations, and providing adaptive technology. The experience, training, and support of the staff have created an office which is heavily utilized by faculty and students.

**Availability** – The disability services counselors are available every weekday for confidential, one-on-one scheduled appointments. These services are also extended one night a week. During periods of high-demand and for immediate problem-solving, the LAL can accommodate walk-in appointments.

**Accommodations and Accessibility** – The disability services staff receives and acts upon accessibility requests from students and other users of the College facilities. The staff collaborates with students, faculty, and administrators to enact reasonable accommodations. Accommodations can involve adaptive equipment or technologies, adjustments in classroom procedures, or alterations of campus facilities. The objective is to “level the playing field” by removing barriers to full participation at MCCC. The LAL staff continually evaluates new technologies to improve services for students with special needs.

**Advising and Counseling** – Each semester, disability services counselors help students develop course schedules, and if needed, update their career choices. The staff addresses specific disabilities with individualized classroom accommodations. Throughout the semester, counselors provide on-going support and crisis intervention in cases of academic difficulty. All notes, correspondence, and forms are kept in the student’s confidential file in the LAL.

**Outreach** – The disability services staff promotes the smooth transition of students with disabilities from high school to college by hosting a day-long program, Realistic Expectations of Attending College in Transition (REACT). In addition, when invited, the staff may attend high school Individualized Education Plan (IEP) Transition meetings. Through active participation in the county-wide Transition Council, the staff also consults and collaborates with a variety of outside agencies, such as Monroe County Community Health, Michigan Commission for the Hearing Impaired, the Center for Independent Living, and the Veterans Administration. The disability services staff takes advantage of every possible off-campus opportunity to connect with potential students.

**In-Service for Faculty** – Increasing disability awareness, understanding, and sensitivity by College instructors and staff are integral in establishing a comfortable and accessible climate for students and guests to the campus. Each year regular disability training sessions are held for new instructors, administrators, and support staff. In addition, the LAL coordinator attends academic division meetings to update faculty on issues that may affect classroom instruction. Through the use of established funding, the coordinator attends the yearly Association of Higher Education and Disabilities (A.H.E.A.D) training. Weekly meetings for the disability
services staff provide on-going training and updates regarding court rulings that affect MCCC policies and procedures for accommodations.

**LAL Assessment** – Through the use of Tutor-Trac, a computerized software program, student usage and satisfaction statistics are maintained. Student usage is very high with a monthly average of over 600 LAL contacts. Tracking student academic performance also provides feedback on the effectiveness of LAL services. Counselors and faculty also receive informal feedback from students regarding the effectiveness of accommodations and other services. All data gathered is carefully considered and analyzed to improve LAL services in the future. Overall, student satisfaction is positive.

**MCCC Writing Center**

Located in the recently renovated Learning Assistance Lab, the Writing Center provides students and faculty with services to enhance student writing and to assist faculty in the teaching of writing. The Writing Center provides students with individualized instruction for every stage of the writing process and assists faculty with specific course assignments. The goal of the Writing Center is to help all MCCC faculty become better teachers by providing valuable services to their students.

As a free service to MCCC students, the Writing Center is available for individual appointments in the fall, winter, and spring semesters during regular LAL hours. To further meet the needs of students, the Writing Center also offers tutoring through the use of email and Blackboard. As the number of distance learning courses increases at MCCC, students and faculty are taking advantage of the Blackboard tutoring services. Through the web-based programs, tutors can respond to students in the evenings and weekends to accommodate the varied schedules of students and faculty. Email services are available to students through the Writing Center’s webpage, and the guaranteed turn-around time is 48 hours. The most frequent types of assignments are student themes, article reviews, and research papers generated from the Humanities/Social Sciences Division. Writing conferences generated from these areas represent 81 percent of all appointments.

Usage Statistics are available in the annual *Writing Fellow Reports* prepared by the Writing Across the Curriculum (WAC) coordinator. Table 5.13 presents usage of the Writing Center in numbers, August 2005 through June 2007.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total No. Conferences</strong></td>
<td>1,703</td>
<td>1,604</td>
</tr>
<tr>
<td><strong>By Appointment</strong></td>
<td>789</td>
<td>828</td>
</tr>
<tr>
<td><strong>Walk-ins</strong></td>
<td>67</td>
<td>44</td>
</tr>
<tr>
<td><strong>Fellowed Classes</strong></td>
<td>479</td>
<td>486</td>
</tr>
<tr>
<td><strong>Online</strong></td>
<td>368</td>
<td>246</td>
</tr>
</tbody>
</table>
Tutoring in the Writing Center is provided by MCCC students who have been nominated by faculty. As writing fellows, the students receive rigorous training in writing through the Advanced Composition course (English 254). Writing fellows also receive training in the electronic media used to support e-services and maintain the website. In the past two years, the WAC program has employed an average of 36 students each academic year. Writing fellows are compensated through a scholarship program that is part of the annual budget.

In addition to tutoring services, the Writing Center also assists faculty by making classroom presentations on topics related to writing. Faculty may also request a writing fellow to assist with writing assignments in a specific course. These services reach out to students and faculty in a personal way, and they also serve as a means of promoting the services of the Writing Center.

Tutor-Trac, a web-based software program, was recently implemented by the Writing Center to record pertinent usage data. The data, along with the informal surveys of tutors, students, and faculty, helps the WAC coordinator assess the effectiveness of the WAC program and respond to changing student and faculty needs.

Overall the satisfaction among faculty and students who use the WAC program is very high. The latest Writing Across the Curriculum annual report states that 90 percent of the faculty who used the WAC program responded they would use the Writing Center services again. Seventy-five percent of students reported they were very satisfied with the help they received.

All data gathered formally and informally are reported in the annual Writing Across the Curriculum Annual Report prepared by the WAC coordinator.

**Computer Labs**

Monroe County Community College’s computer labs are available in a variety of locales on the MCCC Main Campus and Whitman Center:

- Regional Computer Technology Center (RCTC) – West Tech Building
- Business Learning Lab (BLL) – Whitman Center
- Computer Lab C-8 – Campbell Learning Resources Center
- Open Computer Lab L-144 – Life Sciences Building
- Open Computer Lab H-104 – Welch Health Education Building

The number of computer stations and availability varies. The labs support student learning and effective teaching and are accessible to students and faculty at Monroe County Community College. The Regional Computer Technology Center (RCTC) with 47 computers and the Business Learning Lab (BLL) with 22 computers are open computer labs that provide free support services for all students to help in the development of academic skills essential to successful learning. The staff members of the RCTC and BLL assist students, faculty, and staff with personal computer and network operations, interpretation of instructional materials, and procedures associated with various software packages used in the computer labs.
Evaluation forms to measure the effectiveness of the RCTC and BLL are given to students enrolled in some of the computer information system (CIS), administrative professional (ADMN), and word processing (WPR) courses at the end of every semester. Student responses are favorable and on file.

Usage of the RCTC and BLL is evidenced by the student sign-in sheets. The usage data is summarized in Table 5.14.

**Table 5.14** RCTC and BLL Usage, by Number, Fall 2005-Summer 2007

<table>
<thead>
<tr>
<th></th>
<th>RCTC and CAD Users</th>
<th>BLL Users</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2005-Winter 2006</td>
<td>23,297</td>
<td>7,574</td>
</tr>
<tr>
<td>Spring Summer 2006</td>
<td>2,216</td>
<td>483</td>
</tr>
<tr>
<td>Fall 2006-Winter 2007</td>
<td>23,711</td>
<td>9,701</td>
</tr>
<tr>
<td>Spring Summer 2007</td>
<td>1,998</td>
<td>955</td>
</tr>
</tbody>
</table>

The Welch Health Education Building Open Computer Lab in H-104 with 12 computers is not staffed. It is available to students enrolled in healthcare programs for self-paced instruction designed to prepare the students for the NCLEX-Registered Nurse (RN) and NCLEX-Licensed Practical Nurse (LPN) board exams. Student usage is not tracked, but student pass rates indicate this lab is a successful tool. (See Table 5.15)

**Table 5.15** MCCC Student NCLEX-RN, NCLEX LPN, CRT, by Percentage, Fall 2005-Winter 2008

<table>
<thead>
<tr>
<th></th>
<th>NCLEX-RN</th>
<th>NCLEX-LPN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2005-Winter 2006</td>
<td>88.9%</td>
<td></td>
</tr>
<tr>
<td>Fall 2006-Winter 2007</td>
<td>86.02%</td>
<td></td>
</tr>
<tr>
<td>Fall 2007-Winter 2008</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Winter 2007-Fall 2007</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Winter 2008-Fall 2008</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

The Life Science Building Open Computer Lab in L-144 with 25 computers is an open-access lab that is staffed by student assistants. This lab is designed to provide a place for students to complete assignments that require the use of computer equipment and software without tutorial assistance. The lab is also reserved on occasion by Science/Mathematics classes for in-class use of specialized software. A daily student count is taken, and records are kept for two academic years. The usage numbers are informally kept. (See Table 5.16)

**Table 5.16** Life Science Computer Lab Student Usage, by Number, Fall 2005-Summer 2007

<table>
<thead>
<tr>
<th></th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2005-Winter 2006</td>
<td>7,495</td>
</tr>
<tr>
<td>Spring Summer 2006</td>
<td>812</td>
</tr>
<tr>
<td>Fall 2006-Winter 2007</td>
<td>4,833</td>
</tr>
<tr>
<td>Spring Summer 2007</td>
<td>524</td>
</tr>
</tbody>
</table>
Student assistant hours were cut in half from 40 to 20 hours for the 2007-2008 academic year, and the reduction of hours is indicated by the decreased student usage numbers.

The Campbell Learning Resources Center Computer Lab in C-8 was updated in fall 2008 with 24 laptop computers. It is not an open-access lab. Faculty may reserve the lab for their classes. The lab is largely used for classes in the Humanities/Social Sciences Division and also “At-Risk” post-testing for Reading 090 and English 090. It is also used by the administrative offices for Datatel training sessions and faculty WIDS training. Usage of this space had steadily declined due to out-of-date hardware and software; however, the new computer equipment in C-8 should encourage more usage, but with only 24 computers, it does not accommodate large classes.

Testing Center

The Regional Computer Technology Center serves as a Testing Center as well as an open lab for students. The RCTC works with the Admission’s Office and conducts COMPASS testing. Test proctoring (online and paper and pencil tests) is offered to students and guests during the open lab hours (no appointments are required). The Computer Skills Competency Assessment is also administered by the staff of the RCTC. The Business Learning Lab at the Whitman Center conducts only COMPASS testing.

Faculty may use the RCTC to proctor make-up exams for students instead of using valuable class time to perform this service. Faculty may also request the service of the RCTC to proctor exams for students who are enrolled in online classes. Currently students test in the Conference Room located within the RCTC. The room is monitored by staff using a surveillance camera.

Students have consistently provided favorable responses when given the opportunity to complete a student evaluation of the RCTC Testing Center each semester.

Students sign in when testing in the RCTC and BLL, and a record of this information is kept indicating usage is increasing. (See Table 5.17)

Table 5.17 Student Usage of RCTC and BLL, by Test-Type, by Number, Fall 2005-Summer 2007

<table>
<thead>
<tr>
<th></th>
<th>RCTC Compass Tests</th>
<th>RCTC College Testing</th>
<th>BLL Compass Tests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2005- Winter 2006</td>
<td>856</td>
<td>2,322</td>
<td>252</td>
</tr>
<tr>
<td>Spring – Summer 2006</td>
<td>721</td>
<td>353</td>
<td>123</td>
</tr>
<tr>
<td>Fall 2006 – Winter 2007</td>
<td>891</td>
<td>2,340</td>
<td>141</td>
</tr>
<tr>
<td>Spring – Summer 2007</td>
<td>749</td>
<td>554</td>
<td>97</td>
</tr>
</tbody>
</table>

Fitness Center

The MCCC Fitness Center, located in the Welch Health Education Building, contains weight machines, dumbbells, hammer strength machines, elliptical machines, and treadmills. The College regularly budgets for updates and...
replacements. In 2007-2008 replacement of two exercise bicycles was budgeted at $5,000. The 2008-2009 budget designates an additional $5,000 for the purchase of new elliptical machines.

Health-physical education classes in physical fitness, weight training, and weight lifting are offered in the Fitness Center during the fall, winter, and spring\summer semesters. A total of 29 students enrolled in the physical fitness classes in 2006-2007. Fifty registered in weight training, and 55 enrolled in weight lifting during the same period.

When it is not being used for classes, the Fitness Center is open to students, staff, and alumni. The facility is open free of charge to students and staff. Alumni pay a $50.00 fee to use the Fitness Center. Users must attend an orientation session which demonstrates the correct use of equipment and sign a liability waiver form before using the facility. Photo identification must be presented for each visit.

Table 5.18  Fitness Center Usage, by Number, 2005-2007

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visitors</td>
<td>912</td>
<td>875</td>
<td>894</td>
</tr>
<tr>
<td>Usage Hours</td>
<td>11,553</td>
<td>11,631</td>
<td>10,818</td>
</tr>
</tbody>
</table>

Fitness Center hours are posted for each semester on the MCCC website and in the facility. The Fitness Center open hours are staffed by student assistants, and, therefore, the number of hours it is open is dependent on the funding available to pay the student workers.

Additional Learning Resources

In addition to courses and formal learning resources, student and faculty are encouraged to participate in a variety of enrichment programs offered at MCCC. They include the following:

- The Big Read, a National Endowment for the Arts initiative to encourage literacy in the community
- Cuisine 1300, the culinary arts café staffed by students in the Culinary Skills and Management program
- Art exhibits in the MCCC library
- Campus/Community Events programs
- Lifelong Learning offerings
- MCCC Agora Chorale and College/Community Symphony Band events
- Lunch and Learn programs provided by the Staff Development Committee
- Foundation sponsored programs
- Speakers, presentations, and programs offered by the College

Student Assistants

MCCC, through the Office of Workforce Development, supports student learning and effective teaching by providing on-the-job learning and training for student assistants. Students are hired for a significant number of positions at the College.
These jobs typically employ students Monday through Friday with a maximum of twenty hours per week. In the 2008-2009 budget, $214,535 was budgeted for student assistant wages.

Table 5.19 Average Number of Available Student Assistant Jobs, 2005-2007

<table>
<thead>
<tr>
<th>Year</th>
<th>Jobs Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>48</td>
</tr>
<tr>
<td>2006</td>
<td>55</td>
</tr>
<tr>
<td>2007</td>
<td>51</td>
</tr>
</tbody>
</table>

Available student-assistant positions are listed on the College website.

Workforce Development also supports student learning through co-ops and apprenticeships. Data to verify contributions to students and faculty are available through statistics that reflect the number of job postings, job hires, new registrants, credential packets sent on a monthly basis, and graduate surveys.

Students use the services by registering with Workforce Development, which allows them access to apply to local Monroe companies that have job openings. Workforce Development is also the central location to apply for on-campus employment. Faculty members refer students looking for employment. This service is available to all MCCC students, past or current, and also any Monroe County resident. Job postings are available for view via the MCCC website.

Workforce Development measures the contribution of the learning resource through the Graduate Follow-up Survey and the Employer Follow-up Survey.

**Student Publications**

*The Agora*

*The Agora* is the student newspaper staffed by journalism students. The newspaper staff report, write, illustrate, critique, and copyedit the articles for the newspaper under the guidance of a faculty adviser. The staff of *The Agora* designs the pages and is also responsible for the distribution of the paper. Printing of the newspaper is done by *The Monroe Evening News*. The hands-on experience in creating *The Agora* enhances the journalistic writing, photography, graphic design, and marketing skills of the students involved.

An editor-in-chief is appointed through a selection process which begins with an interview of interested candidates. *The Agora* adviser makes the final decision, and the successful candidate serves as assistant editor for one year and then becomes the editor-in-chief. *The Agora*’s adviser and the current editor-in-chief conduct the interview. Other staff members include assistant editor, chief design-editor, chief copy-editor, design staff, copy-editing staff, and advertising manager.
**CHAPTER 5**

**Criterion Three**

**Agora Awards**

- **2008:** 18 awards won from the Michigan Community College Press Association with an overall placement of 6th in the competition
- **2007:** 12 awards won from the Michigan Community College Press Association ranging from First Place to Honorable Mention
- **2006:** Column/Commentary (Awards displayed on the wall of The Agora office, L202)
- **2005:** Feature Photo, Photo Essay, Review, Analysis (Awards displayed on the wall of The Agora office, L202)

To enhance learning, *The Agora* holds memberships in the following professional organizations:

- Michigan Community College Press Association (MCCPA)
- Michigan Collegiate Press Association
- Michigan Press Association
- Community College Journalism Association
- College Media Advisers
- Associated Collegiate Press and the Student Press Law Center

The number of issues published varies slightly from year to year. In 2007-2008, *The Agora* published six issues in the fall semester and five issues in the winter semester. Most issues run eight to ten pages. *The Agora* is distributed throughout the Main Campus and at the Whitman Center with newsstands in various locations. The current issue as well as archived issues of *The Agora* are available online.

*The Agora’s* office is currently located in the Life Science Building, but the staff would like to relocate to the Warrick Student Services/Administration Building where it would be more centrally located to other Student Services Offices. *The Agora* has a voice recorder and a digital camera to aid the staff in capturing the events on campus. Eight computers are available for the staff. Adobe programs, such as InDesign and Photoshop, are used by the staff to create the documents. The staff is also in the process of building new templates to bring uniformity in creating documents.

*The Agora* celebrated its 25th year of publishing in the 2007-2008 academic year. In addition, the state-wide Michigan Community College Press Association (MCCPA) Press Day Conference was hosted by MCCC on April 5, 2008.

**Images**

In 2008, MCCC published the twenty-sixth consecutive annual issue of the College’s literary and fine arts magazine, *Images*. *Images* contains poetry, short stories, dramas, and short essays written by MCCC students, faculty, and staff. In addition, art students electronically submit digital pictures of their drawings, sculptures, photography, and paintings.
SUMMARY OF FINDINGS

Strengths

• The writing component of MCCC’s general education requirement has a strong assessment tool that will continue to work when general education is transformed from course-based to outcomes-based assessment.

• Membership in the Higher Learning Commission Academy for Assessment of Student Learning will keep the College on task for a transformation to a culture of assessment.

• The College is committed to maintaining effective physical learning environments, having invested significant dollars in instructional classrooms and laboratories over the past several years.

• The College is committed to enhancing instructional technology, having invested in physical and human capital and related professional development resources over the past several years.

• The College provides multiple locations and instructional delivery methods to meet student needs.

• In keeping with its mission, Monroe County Community College provides a strong complement of academic student support services.

• Use of academic student support services is well-documented.

Opportunities/Challenges

• Some current assessment methods may not survive a transition to outcomes-based general education.

• The various levels of assessment currently stand alone. Links between assessment efforts are not easily identified.

• Course and program review is inconsistent and sporadic.

• The current criteria for recognition of effective teaching is perhaps too broadly defined, resulting occasionally in recognition of “effective service” that may not be directly related to teaching.

• Professional development opportunities offered internally have concentrated heavily on technology, both hardware and software. The same cannot be said in regard to sessions on teaching and learning pedagogy or content.

• Regular, meaningful evaluation of faculty is becoming more difficult due to the sheer increase in numbers.

• Faculty and staff recognition should be extended beyond the internal environment.

• Assessment of academic student support services is limited in most cases to student evaluations.

• Consistent increases in student enrollment since 2003 may require additional human and other resources to effectively serve the diverse needs of all MCCC students.

• Academic support services are not available to students at the Whitman Center.
• The MCCC library does not survey faculty and students regarding their needs and expectations for library services.

• In response to the recommendation of the Developmental Education standing committee, a college study skills course should be added to the list of available developmental education courses.

• Humanities/Social Science courses generate nearly 80 percent of all writing across the College. However, there is no permanent open computer lab in the Campbell Learning Resources Center building, where most of the writing-intensive courses are scheduled.

• The library has a limited number of computers and does not equip computers with full-function word processing software.

• Growth in student utilization of the Regional Computer Technology Center is outpacing physical and human resources.

• The Whitman Center does not have any specific area designated to handle testing accommodations.

• The LAL, located on the second floor of the CLRC, is not in the same building as MCCC’s other student services.

• Disability services are housed in the LAL and, subsequently, are not always easily accessible to students with physical disabilities.

• Funding for the development of facilities and appropriate technology may prove challenging in the current economic environment.

• MCCC needs to develop a sound strategy to determine the best direction for the delivery of courses: face-to-face, blended, and online.

• MCCC can enhance experiential learning with more co-op and internship opportunities.