CHAPTER 6

CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE

The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

A life of learning is not merely the completion of a course or a program of study. Rather, it is a comprehensive approach to learning which commits substantial institutional resources to support the ongoing development of students and staff.

This self-study reveals that MCCC’s commitment to learning is significant. The financial structure of the College allows students to participate in learning at a low cost, while many enjoy the support of The Foundation at MCCC for personal scholarships and classroom enrichment activities. While MCCC has no explicit statement of freedom of inquiry, a number of practices and resources foster inquiry among students.

MCCC offers many opportunities for all staff to be involved in both on- and off-campus learning to expand professional expertise. Professional development is construed to include professional contribution, a means of developing the discipline through service. The College’s recognition of employment longevity is substantial.

General education at MCCC has had a complex and colorful history in the past two decades. Although successful in responding to challenges after the accreditation of 2000, the College realizes that general education is not a static element. The College has set upon a review of general education as the first project of the HLC Academy for Assessment of Student Learning (2007-2011 cohort).

Central to a life of learning for MCCC’s students is the view that the curriculum must be relevant outside the walls of the academy. All occupational programs have advisory committees comprised of employers and practitioners. The College systematically gathers data from graduates and their employers in an effort to assess the usefulness of the curriculum.

The College has an expectation that staff and students will behave in an ethical manner while on campus. Explicit statements of expected behaviors are found in College policies and procedures. These policies serve both the students and institution, and they are reviewed and updated as needed. Students have the
opportunity to practice and expand curricular learning outside of campus. These efforts foster an attitude that staff and students have not only a responsibility in the classroom and workplace, but in the larger community.

**CORE COMPONENT 4A**

The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

Monroe County Community College, in its planning processes and financial structure, focuses on the long-term development of its staff and students. It does this by focusing on its mission of providing higher education opportunities for both occupational and transfer programs and providing the support that is necessary for students to be successful in the classroom and beyond.

As evidence of the College’s commitment to lifelong learning, this section will review the following elements:

- Planning processes and financial allocations
- Activities and programs which support lifelong learning
- Freedom of inquiry practices and resources
- Professional development
- Public acknowledgement of achievement

**Planning Process and Financial Allocation**

**Planning Process**

The planning process currently in effect is designed to include all elements of the governance structure. This process begins at the cabinet level and extends into the campus divisions/departments and committees for review and comment. As a result of the Vital Focus activities conducted in 2006, a sub-committee of the Higher Learning Commission Accreditation Steering Committee recommended an evaluation of the College mission, creation of a vision statement, and adoption of a data-driven strategic planning process. This process was begun in July 2007 under the guidance of the Institutional Plan Coordinating Committee (renamed the Strategic Planning Committee), with a review of the mission statement, development of a vision statement, and adoption of new mission documents completed by December 2008. The Strategic Planning Committee is continuing their work on development of the College’s strategic plan.

The current Institutional Plan 2005-2008, which was extended by vote of the IPCC for one additional year, contains three themes that illustrate the organization’s commitment to lifelong learning.

- Embrace Learner-Centered Education for Maximizing Student Success: This theme is dedicated to the exploration of additional training and professional development programs and activities.
• **Promote Student Access to Higher Education:** This theme bears a commitment to providing programs, activities, and opportunities to meet the needs of all student populations.

• **Expand Partnerships with Business and Industry, Other Institutions, and Organizations:** This theme focuses on noncredit students who look to the College for professional development.

### Financial Allocation

#### Campus-Wide Support

Financial allocations for the College demonstrate a commitment to learning. Analysis of the annual reports of the College indicates a significant proportion of the total budget is devoted to instruction across all disciplines and instructional support (which includes library services, educational media services, the Learning Assistance Laboratory, educational administration, and the extension center). Figure 6.1 demonstrates the breakdown of the total budget allocation.

**Figure 6.1** MCCC Budget Expenditures 2004-2005 through 2006-2007

Between 2004 and 2007, the total financial allocation from the General Fund for instruction and instructional support totaled $35,735,000. Across three academic years, the College designated between 54 percent and 57 percent of the total General Fund budget dollars for instruction and instructional support (Table 6.1).
In addition to the financial allocation for MCCC students, the College has in place a number of agreements to provide access to advanced study. Nearly 40 percent of graduating students transfer to three universities: Eastern Michigan University (EMU), Siena Heights University (SHU), and the University of Toledo (UT). Both EMU and SHU offer degree completion programs on campus. MCCC has a 90–30 transfer agreement with SHU. To facilitate that, MCCC provides in-kind services (phone, office space, email access) in exchange for lowered tuition on the first 90 hours transferable to SHU. EMU has an office on campus, using leased space, which facilitates 3+1 transfer agreements. The College has signed an agreement with the UT College of Education for a Ph.D. cohort in Higher Education Leadership to be hosted at MCCC. This is making advanced academic work available for staff and graduate students from the area.

**Scholarships and Foundation Grants**

The Foundation at Monroe County Community College provides a wide range of scholarship opportunities for students. The Foundation has 33 endowed scholarships, for a total of $1.7 million, with another eight scholarships working toward endowed status. The Foundation’s Enhancement Grants program also supports faculty as they develop innovative learning programs for students. This includes travel stipends for curriculum-related trips.

Recent Enhancement Grants trips include the following:

- *BodyWorks* national exhibit hosted at the Detroit Institute of Arts for 2nd-year anatomy and physiology students
- Holocaust Memorial Center in Farmington Hills, Michigan, for students in the sociology class Death, Loss, and Grief
- National College Media Convention in Washington, D.C., for student newspaper staff
- International Machine Tool and Automation Show in Chicago, Illinois, for students in Industrial Technology Division
- Europe: MCCC semester-abroad for 32 students and three faculty as part of a three-course program in humanities, political science, and art history
- Overnight travel to the Stratford Shakespeare Festival in Stratford, Ontario, for Humanities students during each of the past several years

**Affordable Tuition**

MCCC has made a tangible commitment to keeping tuition rates low. With the advantage of a millage that accounts for 54.21 percent of General Fund revenues, the College has the lowest tuition in the region and one of the lowest community...
college tuition rates in the state. Figure 6.2 shows how tuition at MCCC compares with other colleges in the region.

**Figure 6.2** A Comparison of Regional College Tuitions 2008-2009

The College is currently engaged in a campus-wide discussion of whether or not to replace the current credit-hour tuition with a contact-hour tuition. Central to these discussions has been the impact that changes in the tuition structure may have on student ability to pay and program enrollments.

**Provision of Talent and Technology for Learning**

In response to the recommendations of the Instructional Technology Task Force, in November of 2006 the Instructional Technology standing committee recommended the creation of a new position to help faculty use technology for learning. The recommendation of the committee was accepted and the position filled in 2007, with the creation and hiring of a coordinator for e-learning and instructional support, who reports directly to the vice president of Instruction.

In addition to personnel to support learning, the College has devoted significant financial resources for technology infrastructure. Between 2002 and 2007, the College invested nearly $3 million in upgrades and expansions of the science labs for chemistry, anatomy/physiology, biology, physics, and earth science.
In the past 10 years, the Information Systems (IS) department has consistently expanded its work across campus, whether installing new computers or providing new services such as wireless access and email. Much of the work goes on behind the scenes. In 2007 the IS staff undertook installation of new instructional equipment, with integrated servers and projectors in classrooms across campus. Also in fall of 2007, the Whitman Center had new fiber optic installed to speed access to the Internet. There is hardly a project on campus that does not involve the input of the IS department.

The Regional Computer Technology Center (RCTC) in the West Technology Building and the Business Learning Lab (BLL) at the Whitman Center are available for all students and support personal computer use, network use, and software packages. With some exceptions, the laboratory classrooms in the East and West Technology Buildings have not had the benefit of major renovations. The spaces that support most of the programs in the Industrial Technology Division are in need of renovation and upgrades. In fall 2008, the state announced approval for a funding package that will allow the College to begin planning for a new $17 million facility intended to provide modern classrooms and labs to teach technology related courses.

Student Support

The College also gives direct financial support for co-curricular student groups, including student government, the Society for Automotive Engineering, the respiratory therapy group, Math and Science Society, and the culinary program, among others. While most of these groups also engage in fundraising to support programs and projects, the College provides in-kind services for meeting space, event space, as well as funding for club advisors.

Activities and Programs Which Support Lifelong Learning

MCCC has a variety of activities and programs that support lifelong learning on the part of students, graduates, and the community. To encourage students to recognize that their coursework is just the beginning of a future professional experience, students regularly participate in activities off campus that are related to their specific career goals. Participation in these off-campus career events has been supported in part by The Foundation at MCCC:

- Future Teachers conference held at Jackson Community College
- Nurses’ Impact Day held at the state capitol in Lansing, Michigan
- Career Day for nurses held each winter term in conjunction with a local hospital
- Sputum Bowl for respiratory therapy students
- Michigan Association for the Education of Young Children conference attended by early childhood development students

On-campus transfer and job seminars encourage current students to look ahead to their options for further learning. These may be as specific as the Science/Mathematics Division presentation on Western Michigan University’s program in paper engineering or as generalized as the transfer fairs and visiting
college/university representatives at both campuses. The Admissions and Guidance Services Office also supports a Career Development Center and career testing services. For example, staff from that department participated in Job Opportunity fairs offered at five former Visteon plants for workers who anticipate plant cutbacks or closings. Workshops on résumé writing and job interviewing skills are offered at the Main Campus and at the Whitman Center.  

**Community Partnerships**

The College recognizes that learning does not only occur in the classroom. For three years, The Foundation at MCCC has participated in The Big Read, a 4-6 week program supported by the National Endowment for the Arts and the Institute of Library and Museum Services in partnership with Arts Midwest designed to restore reading to the center of American culture. Each year, Monroe County residents are invited to read and discuss a single literary classic. Through innovative reading programs, educational programming, and entertainment, The Big Read encourages reading for pleasure and enlightenment.

In conjunction with the Monroe County Historical Society, the City of Monroe, the Port of Monroe, and the War of 1812 Steering Committee, MCCC also is sponsoring a series of events and lectures leading up to the 200th anniversary of the Battle of the River Raisin, to be celebrated in 2012.

**Community-Focused Programs**

Responding to community and corporate need, Corporate and Community Services (CCS) provides customized training for local business and industry in subjects ranging from computer skills to Computer Numeric Control training. Approximately 30 to 40 courses are taught each year, depending on local requirements, with over 500 participants per year. The Office of Workforce Development offers students, alumni, and county residents cost-free assistance in locating employment opportunities in the Monroe area.

The Lifelong Learning program within CCS provides an extensive collection of courses for the general public. Subject matter includes art, cooking, crafts, computer programming, self-defense, and foreign languages. Over 35 courses are 8 to 12 weeks, some 50 courses are 3 to 8 weeks, and over 100 courses are 1 day to 2 weeks in duration.

The CCS Division also offers contract training, training that is open only to participants from a specific company or agency. Figure 6.3 demonstrates that approximately 10-25 percent of CCS enrollment is in this specialized corporate training and accounts for 4-20 percent of contact hours in the CCS division. The broad ranges suggest the dependence upon the local economy. For example, in 2007 Ford Motor Company ended a training agreement because of corporate cutbacks.
Freedom of Inquiry Practices and Resources

Statement of Freedom of Inquiry

While the College has some policies and practices which support an atmosphere of open dialogue across many disciplines within the campus, MCCC has no overarching statement that supports freedom of inquiry. The learning resources selection policy specifically addresses the expectation that the library collection will reflect diverse points of view and coverage of controversial subject areas. There is a specific procedure and form in place for challenged library materials 6.31. The most direct statement concerning academic freedom resides within the guidelines for guest speakers sponsored by student organizations 6.32. There is not a similar policy in place for Campus/Community Events 6.33.

The support for academic freedom for instruction resides within the College’s Master Agreement with the MCCC Faculty Association:

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. The administratively authorized use of any mechanical monitor or communications device during the meeting of class shall be with the prior approval of the faculty member concerned 6.34.
In regard to incidences of censorship outside the classroom, institutional memory recalls a few episodes of alleged censorship of art or events but, without a policy or procedure in place to evaluate the concern and record the findings, it is difficult to make a definitive decision as to the validity of the claims. The cultural arts schedule and advertising for various events now include notices when performances may contain material intended for mature audiences.

A recent incident that some argued was an attempt by the College to censor music presented at Commencement resulted in the resignation of the choir director after college officials sought legal advice after receiving complaints about the inclusion of religious songs at commencement exercises. That employee was reinstated following discussions with the administration and an agreement that the misunderstanding could have been avoided and would be avoided in the future through better communication.

This instance was outside the classroom instructional environment, where long-standing contract language protects full-time faculty. The presence of a clear policy statement on freedom of inquiry would foster and ensure an atmosphere that includes diverse points of view across campus and not just in the classroom. This policy statement and accompanying procedures would also allow a process for disputes to be resolved which would rely upon a formal institutional review and resolution process.

**Practices that Support Freedom of Inquiry**

Campus and community programs are wide-ranging, including programs targeted at adults and children across many age ranges. Responsibility for the development and scheduling of these programs varies. Some are the responsibility of the Campus/Community Events standing committee, while others are part of the Student Activities Office. Still others emerge from instructional areas. Art displays, poetry “slams,” plays, comedy acts, children’s films, and lectures all fill the events calendar each year. The College is a robust partner with other community groups and agencies, participating, for example, in the War of 1812 Bicentennial project, The Big Read, and the annual Monroe County Black History Month Blues Series.

The College supports a number of activities that afford students the chance to pursue inquiry across diverse topics. The student newspaper, *The Agora*, is published approximately 10 times during the fall and winter terms. The paper is produced by MCCC students enrolled in the journalism classes under the guidance of a faculty advisor and student editors. *The Agora* reports on school events and other issues of interest to the College community. During faculty contract negotiations in 2006, reporters from *The Agora* disagreed with the administration’s request that all media inquiries be forwarded to the Institutional Advancement Office as they felt their access to College officials was being limited.

Both the Humanities/Social Sciences and Science/Mathematics Divisions have students who submit papers to the Liberal Arts Network for Development (LAND), a state-wide group of community college administrators and faculty. Working under
the mentorship of faculty, MCCC students have regularly won at the annual LAND Student Scholars Conference. The College also supports an annual literary magazine, *Imager*. Submissions are from across campus, with most of the work coming from students who are enrolled in art and creative writing courses.

### Resources that Support Freedom of Inquiry

A central resource that cuts across all disciplines on campus is the College library. In the past five years, the library has reviewed its entire print reference collection, removing and replacing out-of-date materials. In concert with this review of print materials, there has been a significant increase in electronic collections. This has been accomplished in part through a relationship with the *Access Michigan / Michigan elibrary* project at the Michigan Department of History, Arts, and Libraries.

In addition, annual budget allocations have reflected a commitment to off-campus access by purchasing databases beyond those provided by the state and the technology to make them available remotely. Just as it has done for its print collection, the library reviews usage of each of the databases to determine electronic subscriptions. Some databases have been added in direct response to the need to provide resources for specific disciplines, e.g., the *JSTOR* database was added in 2005 because of the need for more humanities sources. The library has implemented the next iteration of its catalog and electronic resources. These were made available during the 2008-2009 academic year.

The library continues its cooperation with the academic areas by providing research strategies instruction in conjunction with specific assignments. Collection development is done by librarians who all hold American Library Association accredited graduate degrees and in cooperation with instructional faculty, supported by language in the collective bargaining agreement.

Acquisition of technology is progressing across campus, which provides greater access to resources. Beginning with the library in the Campbell Learning Resources Center and the La-Z-Boy Center, wireless Internet access was available in 2006 and was expanded across campus and to the Whitman Center with the 2007-2008 academic year. The computer systems in the technology labs have been upgraded. The science labs have been renovated within the past few years, and classroom infrastructure designs are undergoing a review. To accommodate the new LPN program, Life Sciences room 203 has been renovated.

Acknowledging the growth in both online and blended courses, the new integrated library system was selected with an eye toward providing greater support for online instruction. In fall 2008, the new classroom in C-223 was opened and available as a test/prototype for planned renovations to other classrooms in the building.

With the progress of the HLC Steering Team and the development of the HLC resource room, it has become clear how much information exists on campus and that easy access to this information in the future should be a priority. Prior to the development of the resource room, summaries of reports may go to the president,
vice presidents, office of record, and/or committee. Those reports may in turn be summarized for the board or for publication, but the source documents are not easily available. While committee meeting minutes are made available and annual reports from committees are published across campus, other source documents are kept in various offices. For example, faculty involvement in professional organizations might be gathered for individual evaluations or even for department or division-level reports. As personnel files, they are required to be kept private. The reports of professional involvement may or may not be summarized and sent on to the vice presidents’ offices. But even the intermediary documents are not available for campus-wide compilation or evaluation.

The limited access to information was not by design, but rather for the lack of having yet developed a modern system of information acquisition, storage, and retrieval. The work of providing access to internal information for the self-study has taken the efforts of an entire subcommittee whose work to make information accessible has opened eyes across campus about how useful this access can be. The efforts of the Resource Room and Data Management subcommittee must be commended and should be continued beyond the self-study, creating an electronic archive of all College information.

Professional Development

The College has a robust program of support for professional development. The Human Resources Department maintains a *Staff Development Handbook of Opportunities* which outlines all the available programs across campus. In-service days for every level of staff, lunch and learn sessions, new employee orientation, webinars, and campus-wide wellness programs are all available at no cost to employees. As an example of current efforts, in response to the diversity initiative assessment and the formation of a standing Diversity Committee, campus-wide diversity training is offered through Human Resources.

Staff Support

Full-time staff are provided substantial opportunity for learning. Each full-time staff member and his/her immediate family may attend any class on campus tuition-free, whether credit or noncredit. If the department schedule allows, support staff may be allowed to “flex” their work schedule to attend coursework during the day. This tuition-free program is an opportunity for significant professional growth on campus, particularly in combination with the availability of the Siena Heights University 90-30 transfer agreement mentioned earlier. Each department’s budget includes a line-item for tuition remission, which allows full-time employees, spouses, and dependent children to enroll in classes for free, while bearing the cost for books and fees only. There are campus-wide opportunities as well, such as the wellness programs and the annual “Health Odyssey” sponsored by the Health Sciences Division.
Faculty/Administrative Support

Support for faculty development is varied. Each department is allocated $350 per full-time faculty member for conference and travel. This is available by request from the department or division chair to support professional development activities, including attendance at conferences and training. Administrators also receive a conference and travel stipend. The vice president of instruction has additional training funds available for use within this area. For example, funding for attendance at the HLC Annual Meeting comes from the institutional budget for research and accreditation.

In addition, MCCC has approximately 12 days in every academic year devoted to professional development for full-time faculty. These days are used for off-campus speakers, project meetings, or visits to museums or programs at area colleges and universities.

Sabbatical leaves are available for faculty and administrators for advanced study, exchange teaching, or international teaching. Faculty members are also required by contract to hold membership in at least one professional organization related to their area of specialization. Administrators regularly participate in Leadership Monroe, a cohort-based training program sponsored by the Monroe County Chamber of Commerce.

Sabbatical Leave Topics 2001-2006

- Study of Matrix Order Differintegration and Fractional Differential Forms II
- Clinical pediatric nursing in the U.S. and El Salvador
- Research on mathematics education in the U.S., comparison of elementary mathematics texts
- Completion of dissertation research on Vietnam War combat veterans
- Survey campus and business community regarding an MCCC Study Abroad program
- Development of laboratory activities for Calculus I, II, and III using Maple 10 (mathematics) software
- Graduate coursework in Molecular Genetics, Tissue Culturing, and Limnology

Adjunct faculty are invited to participate in annual late-summer all-day workshops, which involve training opportunities for campus services as well as for new teaching technologies that are being implemented on campus. Recent sessions include campus safety, foundation grants, advice from experienced adjuncts, and Blackboard course-management software training. Participation is voluntary rather than being part of the adjunct contract. There is an annual all-instruction meeting that occurs the evening before classes begin in the fall. Adjuncts are invited and are given one-hour stipends for attending.

Professional development is interpreted to include professional service as well. Membership in professional organizations often is the cornerstone of professional
development and may include leadership roles within organizations. College faculty and administrators have served as executive officers for a variety of local, state, and regional professional groups, including Holiday Beach Migration Observatory (an international bird migration study group), the Michigan branch of Business and Professional Women, and Michigan Association of Collegiate Registrars and Admissions Officers, among others. Staff members also offer presentations at state and national conferences, including the Michigan Society for Respiratory Therapy, the Association of Applied and Clinical Sociology, and the National Council of Teachers of English.

Faculty and administrators of the College have created opportunities for others to grow professionally. Examples include the following:

- In the fall of 2002, the college hosted the annual conference of the Michigan Mathematics Association of Two-Year Colleges.
- The Joint Michigan-Ohio Canadian Studies Roundtable was held on the MCCC campus in 2007.
- An MCCC faculty member offered organizational assistance for a conference of Monroe and Wayne County early childhood teachers held at the Monroe County Intermediate School District.
- Two MCCC employees traveled to Haiti to help with the development and installation of solar energy technology.
- During March 30-31, 2007, the college hosted the Community College Biologists annual conference.
- In April of 2008, the Michigan Community College Press Association held its annual Press Day and Competition on the MCCC campus.

Although total funding for travel has increased, per-person department-level budget allocations for conference and travel have not increased in the past decade. This is a challenge in the process of applying for and obtaining funding for full-time faculty, who expect to participate in professional conferences and other activities in an effort to maintain currency within their respective fields. Other funds are available for conference participation, including Perkins “fast-track” monies and institutional funds available through the vice presidents’ offices. Foundation support is available for activities which involve student travel, but professional development is outside the mission of the grants program of The Foundation at MCCC. There is an opportunity for the College to examine and clarify the budget process and application process for conference-and-travel funding.

Data on professional membership and service is often collected through annual employee reviews, but this is not done methodically across all departments and divisions. Some lists exist and have been compiled for this self-study. Additionally, there is no regular campus-wide reporting or compilation of professional development and professional service. The disparate points of reference in this section are evidence of the absence of an overarching, general report on employee professional development to College stakeholders.
Public Acknowledgement of Achievement

Student Achievement

Student achievement is publicly acknowledged in a variety of venues. The College announces all scholarship recipients through press releases distributed to all appropriate media throughout the region. In addition, student achievements are publicized via public relations activities including stories in college publications, press releases, and inclusion in the College’s Annual Report. At the end of each winter term, the College hosts and funds the annual honors banquet, which announces scholarships, discipline awards (chemistry, mathematics, nursing, writing fellows, etc.), the College President’s Academic Achievement Award, and the faculty association’s Outstanding Student Achievement Award.

Prior to commencement, the College solicits nominations for the Alumnus of the Year award. Nominees are reviewed by committee, and the person is invited to address the graduation ceremony audience. In the past few years, two students, one from the occupational programs and one from transfer programs, have been invited to speak to the graduates and their guests. Selection of the students is by nomination and committee review. The students then work with a faculty mentor to craft their presentations.

Faculty and Staff Achievement

Faculty and staff achievement is acknowledged and announced to the media through press releases. Two faculty awards are given at the annual honors banquet, the Outstanding Faculty Award for full-time and for adjunct faculty. Once nominated for the award by students or staff, the eligible faculty member submits an application which is reviewed by a committee. In addition to these awards, MCC has one long-standing tradition that honors academic achievement, the “Shovel,” which is passed along at an all-campus meeting to those who achieve their Ph.D. while working at the College.

New faculty and administrative employees are greeted with an all-campus open reception. This is the same courtesy extended to all long-time employees who retire; the department issues an open invitation and entertains the campus with light refreshments. The Board of Trustees also issues a proclamation honoring retirees.

All occupational programs have an advisory committee comprised of off-campus professionals within the discipline. The College has an advisory committee appreciation breakfast every two to three years to recognize the contribution of these individuals. Adjunct faculty are recognized at a reception in the fall, and part-time employees participate in a part-time employee recognition luncheon held annually.

A major event is the annual Employee Recognition Dinner, at which gift awards are given for years of service (in five-year increments) to full-time faculty and staff. This event also honors retirees each year. Each vice president announces service and
retiree awards for his or her area. This dinner is an evening event, and each employee is invited to attend with a guest

Email acknowledgement of staff accomplishments and professional service are sporadic. This relates to the sub-criteria outlined above, Professional Development. Without regular and methodical collection of information about professional development and professional service, public acknowledgement of staff achievements can be spotty, at best. In response to the Vital Focus suggestion that the greatest opportunity for improvement was in communication, the Quarterly Updates, which had previously been prepared for the Board of Trustees, are now distributed across campus.

This began in the fall of 2007 with three explicit goals:
- Communicate accomplishments
- Honor those who contributed to the accomplishments
- Serve as a permanent record

This process can still be improved with the development of standardized reporting and publishing processes.

**CORE COMPONENT 4B**

The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

Monroe County Community College offers four degrees across many disciplines. Education is not just the completion of degree or certificate requirements. It is an effort to unite students from disparate programs with an overarching knowledge base that all MCCC graduates should possess. General education coursework is outlined in all degree programs and in each certificate program of substantial length (45 hours or more).

To demonstrate the College’s commitment to the acquisition of a breadth of knowledge and skills, this section will describe the following:
- History of general education
- General education as of spring 2008
- General education with progress reports of General Education Task Force
- Linkages between curricular and co-curricular
- Activities that support practice and creativity
- Activities that support social responsibility
- Breadth of knowledge and preparation for learning
General Education

History

The College underwent a vigorous review of general education skills in the late 1990s, with an eye toward resolving the concerns raised by the 1990 North Central evaluation team visit. In 1997, the Institutional Assessment Committee recommended that the general education skills be reduced from 13 to 5, and these skills were to include writing, mathematics, critical thinking, problem solving, and communication. With that decision, faculty members were asked to address the five general education skills that were to be emphasized in their classes. The 2000 self-study for the Higher Learning Commission described the graduation requirements as “under review.” With these unresolved issues lingering from 1990 through the 2000 self-study, the visiting team required a progress report on general education by November 1, 2001.

The 2001 Progress Report outlined the time frame and activities involved in reviewing and revising general education and graduation requirements. In that report, MCCC described the revised general education requirements of written communication, mathematics, social science, science, and computer skills. These requirements were met by specific coursework, outlined in the policies and procedures of the College, and presented to students in the MCCC Catalog. The requirements were effective beginning with the fall 2002.

Throughout this process, responsibility for general education review has rested with the Course and Program Review Committee, now renamed the Curriculum Committee. Since 2001, a series of revisions to Policy 3.12, General Requirements for Graduation, have removed one of two courses from the political science requirement and removed all specific coursework from the computer skills requirements (competency may be demonstrated by completing an approved course or by demonstrating competency on a designated examination). As listed in the College Catalog, the coursework that satisfies the computer skills requirement has been expanded from three to four choices, after being approved by the Curriculum Committee.

This period of time was also marked by significant changes in leadership at the College. MCCC has had four academic vice presidents since 1991, each with different experiences in relation to general education and accreditation. Since 2003, four of the five instructional deans have been succeeded by new personnel. The current vice president was hired in 2004. This fluidity has influenced the processes that were used to determine assessment and general education standards.

In 2007, MCCC made an application to the HLC’s Academy for the Assessment of Student Learning. Five representatives of the College (including two instructional deans, two instructional faculty, and one Student Services faculty member) attended training for the Academy during fall 2007. This team reports to the vice president of Instruction. The team selected a review of general education requirements as the first Assessment Academy project for the campus.
HLC Academy for the Assessment of Student Learning

At this juncture, the processes that are being developed and put into place are as important as the results. This approach, that processes of review supersede product, is new for the College. It focuses on competencies and the accompanying assessment, moving beyond course distribution requirements. To date, assessment of individual elements of learning has been absent. The following are the general education assessment goals:

- Determine the process of how general education requirements will be examined.
- Establish the general education requirements themselves.
- Incorporate those general education competencies into programs and courses.
- Establish a process for assessment and reporting.

This does not imply that it will be an easy project for the College. Rather, it will demand a new way of thinking about general education requirements, some cross-disciplinary approaches to competency assessments, and a loosening of the College’s attachment to course distributions alone. As part of this process, the College must take advantage of the skill base in assessment that already exists on campus and develop even more assessment expertise.

To that end, the HLC Assessment Academy Team has been given the task of exploring options for competency assessment. Two instructional faculty members have been granted release time to serve as the Faculty Assessment Coordinator for Occupational Programs and the Faculty Assessment Coordinator for Transfer Programs. They serve as co-chairs of the General Education Review Task Force assembled in winter 2008. The first order of business for the task force is to determine the process that will be used to examine general education. All Academy team members are expected to serve as consultants to the task force.

The HLC Assessment Academy team will shepherd the process of developing new general education standards but will not develop the standards themselves. In fall 2008, half of the annual instructional staff development day was devoted to division-level discussions concerning general education requirements. The task force will compile division submissions and create a “working list” to share across campus.

General Education – 2008 – Curricular Offerings

General education at MCCC is described in the College Catalog as something that “unites students from diverse areas of study in the pursuit of knowledge” and includes a five-element conceptual description:

- Written communication: Graduates will communicate ideas and information in writing using the rules of standard American English.
- Mathematics: Graduates will accurately apply appropriate mathematical approaches to the analysis and interpretation of numerical information.
- Social science: Graduates will demonstrate understanding of social science concepts.
- Science: Graduates will demonstrate understanding of the processes of scientific inquiry.
Computer skills: Graduates will use computer technology to retrieve and communicate information. The competency may be demonstrated by successfully completing an approved course or by demonstrating competency on a designated examination.

Accompanying this listing is an outline of the coursework that satisfies the requirements. Since 2001, in response to changes that were approved by the Curriculum Committee, some specific courses have been dropped from the outline. A Computer Skills Assessment has been developed locally, and divisions have submitted course descriptions to the committee to demonstrate that a particular course satisfies the computer skills requirement.

General Education – 2008 – Experiential Offerings

Since general education is satisfied by specific coursework rather than competencies, this section describes only those experiential offerings that are available to students in those general education courses or those advanced courses for which the general education course is a prerequisite. This then leaves aside the many other opportunities that are available for students to develop attitudes and skills for learning in a diverse society. Those are described more thoroughly in this chapter within the section on Linkage between Curricular and Co-Curricular.

Written Communication

The College typically has a number of students who submit papers to the Liberal Arts Network Development (LAND) annual state conference. The College has sponsored many finalists and awardees. While participation in this conference is not embedded in any of the required coursework for general education, the student authors have typically completed at least the required English composition course and often the second-level composition course where they learn how to develop a research paper. Both the Humanities/Social Sciences and the Math/Sciences Divisions have had students participate in LAND.

In addition to LAND conference participation, the Humanities/Social Sciences Division annually publishes Images, a literary and arts magazine. The magazine solicits submissions from across campus, with the bulk of written submissions from students in the creative writing course. The prerequisite for this course is English 151, one of two courses that satisfy the written communication general education requirement. The Advanced Composition course, with English 151 as a prerequisite, is the foundation of the writing fellows program. This course develops student talent in the process of writing and peer tutoring in writing.

Mathematics and Science

The Math and Science Society (MASS) is a very active group on campus with sponsored field trips, community activities, and campus speakers. Now in its tenth year, the group holds fundraisers, has an ongoing recycling program, offers a club scholarship, and has sponsored out-of-state field trips, recently to the Brookhaven National Laboratory on Long Island. They have established a science odyssey...
program with students at a local elementary school. While participation in this group does not require completion of the mathematics or science general education requirement, students in this group are typically drawn from the 18 mathematics courses or 14 science courses that satisfy those requirements.

Social Science

A number of the political science courses include fieldtrips as part of course activities. While these trips are generally within advanced courses, the prerequisite for every one of these advanced courses is Political Science 151, the sole course to satisfy the social science general education requirement. The International Relations class has taken a field trip to the United Nations in New York City, and the nine-credit study-abroad program in 2007 included a three-credit course in Comparative Politics. The International Studies Club held fundraisers to support the spring semester trip abroad.

Computer Skills

In CIS 26, Beginning Game Programming, students take a field trip to the University of Michigan-Dearborn to tour its media center lab and view games created by the UM-D students. This class is an advanced CIS course, with multiple prerequisites.

Linkages between Curricular and Co-Curricular

Students learn across a variety of venues and experiences. The College encourages and supports many opportunities for students to participate in co-curricular activities to enhance, through practice, creativity and social responsibility.

Activities That Support Practice and Creativity

Within the Health Sciences Division, clinical placements are required for accreditation. Students are required to spend significant clinical hours under the watchful eye of their instructors and other professionals in order to complete their programs. In addition to those required clinical placements, MCCC’s Health Sciences students are active across campus.

- Nursing students regularly participate in the annual Health Odyssey.
- Respiratory therapy students train other health science students in CPR/AED.
- Respiratory Therapy Student Club participates in the Sputum Bowl, a state-level contest for RT students.
- Respiratory Therapy Student Club sponsored a review seminar for the clinical exam test.

Within the Business Division, the culinary students have shown their creativity in a variety of settings. In addition to the on-campus restaurant and buffets, they have sponsored an “Iron Chef” competition for second-year students, a buffet at the Michigan State Senate chambers, and a buffet at a historic mill in Dundee, Michigan, as part of a Smithsonian Institution grant program on regional foods.
The Science/Mathematics Division has active student participation that supports practice. These activities may be required for credentialing or licensing by an outside agency, or they may reflect the efforts of student clubs toward community service or field trips.

The Early Childhood Development (ECD) degree program (within the Science/Mathematics Division) requires that students have both observational and field experiences (300 hours for the degree, 150 hours for the certificate). Graduates of the degree program meet the educational requirements for licensing for childcare center program directors by the State of Michigan. In addition to these course-related requirements, ECD students have attended the annual conference of the Michigan Association for Education of Young Children.

Other Science/Mathematics student groups are active:
• MASS sponsored Chad Kister, author and environmentalist, as a guest speaker.
• Student Mathematics League National Competition was held on the MCCC campus.
• Botany students traveled to Hidden Lake Gardens (botanical garden affiliated with Michigan State University).
• Astronomy students traveled to the Ritter Planetarium at the University of Toledo.
• MASS traveled to Mammoth Caves in Kentucky.

MCCC was the first community college in the country to have a student chapter of the Society for Automotive Engineering (SAE). Until 2006, MCCC was the only community college to have a car in the Formula One SAE competition. This car is built by students of all majors who volunteer their time at weekly meetings and have the chance to learn design, technological and construction processes, and be exposed to the over-all manufacturing and fabrication process used in part construction.

Co-curricular activities that support practice are varied in the Humanities/Social Sciences Division. Students enrolled in the broadcast communication classes operate and manage the radio station WYDM Dream 97.5 from facilities located at Monroe High School. Reflecting a long partnership with Monroe Public Schools, the College purchased programming in 2005 to allow 24-hour broadcasting. Students in the television courses utilize the Monroe Public Access Cable Television facilities located in downtown Monroe for their courses. The students also assist on public access television projects.

Education students enrolled in exploring teaching and children’s literature courses had an opportunity to participate in a seminar offered by Eastern Michigan University faculty in the fall of 2007. “We’ve Gotta Reach ‘Em to Teach ‘Em: Innovative Strategies to Move Them from Boredom to Stardom” was open to community teachers as well and offered insight into embracing diversity in the classroom.
Student writers on campus have a number of opportunities to practice and develop their skills, along with expressing their creativity. Students with little or no experience will start slowly and grow into accomplished writers. *The Agora, Images,* and the writing fellows program are all administered by the Humanities/Social Sciences Division.

- *The Agora* newspaper is open to students across campus. At the 2008 conference of the Michigan Community College Press Association, *The Agora* won 18 awards and placed sixth in the Best Overall category. This signals steady improvement from the years before, building consistency and a legacy for future staffers E 6.77.
- *Images* is a fine-arts magazine edited by the Humanities/Social Sciences Division staff. It is published yearly, with student and staff submissions, primarily from the creative writing and art courses E 6.78.
- The writing fellows program, which offers free peer-tutoring in the writing process, is part of the Writing Across the Curriculum program that has been embraced by the campus E 6.79.

The Liberal Arts Network for Development (LAND) is a state-wide community college group of administrators and faculty. The Student Scholars program attracts student papers from across many disciplines. The College typically has a number of submissions to the annual LAND conference and regularly has students who place in the top three. For example, in the fall of 2007 an MCCC student won first place in the Chemical and Physical Sciences category with the paper “Learning to Live with Carbon Dioxide.” One of the characteristics of the science submissions is that they include examination of the quality of methods of the science, along with the quality of the writing E 6.80.

Students in the performance arts have a number of opportunities to express their talents in theater, instrumental music, and choral singing. Each of these is supported by scholarship offerings as well, typically through an audition.

- Theater coursework is enhanced by student productions, which give chances for directing, acting, and technical-support experience. Each winter term brings either an open production or a lab production of a theater piece.
- The Agora Chorale is a College/community choral group that offers four performances each year along with a performance at commencement exercises.
- The College/Community Symphony Band, a College/community group, also performs at least four times each year as well as commencement exercises E 6.81.

**Activities That Support Social Responsibility**

Both students and employees are supported in their efforts to practice social responsibility on- and off-campus. These efforts may involve one-time events or ongoing programs and demonstrate MCCC’s view of the College as a social partner.

- The Math and Science Society (MASS) supports an on-going recycling program on campus. MASS also collaborates with a local elementary school to offer an after-school Science Odyssey with interactive science and mathematics sessions.
Criterion Four

CHAPTER 6

• Students in the construction management and mechanical design programs in partnership with “Project Ramp,” a community-based program, worked to build a ramp for a family in Bedford Township.

• An MCCC student, using the welding lab at the College, created a metal sculpture to be placed in front of a new pavilion that sits in the central square of the city of Monroe.

• Students in mechanical and electrical systems classes built solar panels that were taken to the University of Fondwa in Haiti. This was done in partnership with a community foundation and a local electrical contractor. A College administrator and faculty member traveled twice to Haiti to study the needs and to supervise the installation of the cells and computer lab.

• Students were trained as docents for the Dundee Old Mill museum display on regional foods, a grant-supported program in conjunction with the Smithsonian Museum.

• Mechanical design, mechanical engineering, and welding technology students completed Jaws of Life projects for many area fire and rescue departments. The project involves the design and fabrication of a sliding storage unit for the department’s Jaws of Life equipment.

• Construction management students constructed and placed a new finial—a seven-foot ornamental wooden needle—atop the Sawyer Homestead in Monroe.

The College also hosts displays that bring attention to social issues. In 2005, the AIDS quilt was hosted at the Whitman Center as part of an HIV Perspectives display. Women’s History Month was recognized with exhibits at the Whitman Center. The “Silent Witness Project,” which recognizes victims of domestic violence with life-size silhouettes, was on display in the central hallway of the Student Services/Administration Building and at the Whitman Center in 2007. While these projects rarely include student effort, they offer the entire campus an opportunity to ponder social issues.

For three years The Foundation at the College has participated in The Big Read, part of a National Endowment for the Arts nationwide grant project. In partnership with some 15 community organizations and businesses, along with two local judges and community financial sponsors, the College helps to support a six-week program throughout the county. This includes theatrical performances, film viewing, luncheons, and book discussions revolving around a single book. The titles selected include the following: 2009 - *The Great Gatsby*, 2008 - *To Kill a Mockingbird*, and 2007 - *Fahrenheit 451*.

Student Government at the College has an ambitious schedule, given the modest size of the group. Working sometimes alone and at other times with community agencies, Student Government offers a variety of programs and services throughout the academic year.

• The Fall BBQ on campus and the Fall Picnic at the Whitman Center, held outdoors, offer students an opportunity for students to get acquainted in late September.
Each year, Student Government sponsors two campus blood drives in partnership with the American Red Cross.

Near the Christmas holidays, Student Government works with Toys for Tots to collect toys for area children and has supported the Santa’s Winter Wonderland event.

For students with small children, the College has sponsored an annual Family Fun Night, an evening of games and activities for children. In 2008, this was changed to Family Film Night and offered the film *Ratatouille*, and in 2009, the decision was made to return to the Family Fun Night activity.

The organization offered a weekly film series and speakers to coincide with Black History Month in 2008.

MCCC offers co-curricular opportunities for student engagement to enhance, through practice, creativity and social responsibility. Throughout the academic year and across many disciplines, the College offers its students the chance to be engaged with on- and off-campus activities that reinforce knowledge that is gained in coursework. Importantly, these activities are often in conjunction with community partners, whether profit or non-profit organizations. This encourages students to see that their college efforts have larger implications and allows students the chance to be involved in activities and networks outside of the campus environment, reinforcing the community in community college. This is lifelong learning that emphasizes social responsibility, not just personal development.

There is no compilation of numbers of students involved in these activities outside of the numbers reported on memberships for student clubs. Numbers of participants are reported for individual events or programs, and judgments are made about continuing or discontinuing the events. The Winter Wonderland program was an outside, cold-weather effort to bring families to campus—the site was a cluster of small buildings in a meadow on the southeast corner of the Main Campus. Activities included a visit to Santa and games for children. As in all outdoor activities, weather becomes a friend or foe, and in 2007 the Winter Wonderland was dismantled and sold at auction. The organizations are responsive to student and community interest balanced against College resources.

It is clear that groups with an on-campus mentor are the most likely to be active and successful in their endeavors. Since 2004, the overwhelming majority of The Foundation Enhancement Grants Program awards are given to full-time staff, primarily faculty. Table 6.2 illustrates the changes between 1999 and 2008 in the number of full-time faculty and in student enrollment. Full-time faculty numbers have been stable in the low-to-mid 60s. With the exception of a small drop between 2008 and 2009, during this same period student head count has increased by 26 percent and the full-time student equivalent count has risen by 41 percent (Figure 6.4). In order to encourage robust and successful co-curricular activities, The Foundation offers significant financial support. The time-consuming nature of many of these activities makes it unlikely that adjunct faculty will be able to sustain them. There is some feeling on campus that in order to maximize opportunities for more students, the College must recognize the significant amount of work that it takes to
develop these co-curricular activities (in addition to other campus development tasks). To expand these opportunities will take a commitment of time and financial resources. In a time of growing enrollment with a static full-time faculty base, expansion of these opportunities will be a challenge.

Table 6.2 Faculty and Student Counts 1999-2008

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Full-time Faculty</th>
<th>Student Head Count</th>
<th>Full-time Equivalent</th>
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</thead>
<tbody>
<tr>
<td>1999</td>
<td>64</td>
<td>3,568</td>
<td>2,323</td>
</tr>
<tr>
<td>2000</td>
<td>63</td>
<td>3,555</td>
<td>2,292</td>
</tr>
<tr>
<td>2001</td>
<td>62</td>
<td>3,649</td>
<td>2,433</td>
</tr>
<tr>
<td>2002</td>
<td>62</td>
<td>3,828</td>
<td>2,671</td>
</tr>
<tr>
<td>2003</td>
<td>61</td>
<td>3,943</td>
<td>2,812</td>
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<tr>
<td>2004</td>
<td>63</td>
<td>4,177</td>
<td>3,042</td>
</tr>
<tr>
<td>2005</td>
<td>63</td>
<td>4,193</td>
<td>3,095</td>
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<tr>
<td>2006</td>
<td>64</td>
<td>4,368</td>
<td>3,127</td>
</tr>
<tr>
<td>2007</td>
<td>65</td>
<td>4,433</td>
<td>3,177</td>
</tr>
<tr>
<td>2008</td>
<td>66</td>
<td>4,514</td>
<td>3,270</td>
</tr>
</tbody>
</table>
CHAPTER 6 Criterion Four

Breadth of Knowledge and Intellectual Inquiry

Breadth of Knowledge

The general education requirements now in place were developed through a committee process and vetted through a campus-wide review in 2001.Outlined earlier in Core Component 4B, the campus is now engaged in a significant review of the entire general education structure, supported by the HLC Assessment Academy. Current general education requirements are found earlier in this chapter.

Current policy requires that the Curriculum Committee be made aware of advisory committee feedback, manpower needs, and the employment area for any new occupational course (or a significant change made to an existing course). Proposals for courses that are designed to transfer must be accompanied by letters from the colleges and universities in the service area. These efforts ensure that MCCC graduates will make a successful transition either into the workplace or into higher-level coursework E6.86.

Preparation to Pursue Continued Learning

With approximately half of its students planning to transfer to four-year colleges and universities, MCCC takes very seriously its responsibility to prepare them for the challenges they will face as third-year college students. The College participates in a state-wide transfer agreement, makes those agreements visible and usable, and pursues articulation agreements with a number of four-year schools in select curricula. Transfer data suggests that MCCC students “hold their own” when compared to native students at four-year schools.

Transfer Agreements

The Michigan Association of Collegiate Registrars and Admissions Officers (MACRAO) is a state-wide agreement between Michigan community colleges and most of the four-year colleges and universities in the state of Michigan. This agreement specifically addresses general education requirements and outlines a 30-credit-hour transfer protocol. Satisfaction of this agreement is noted on student transcripts.

- 6 semester hours of English Composition
- 8 semester hours of Humanities (taken in more than one discipline, not to include English Composition)
- 8 semester hours of Social Science (taken in more than one discipline)
- 8 semester hours of Natural Science E6.87

Beyond the MACRAO agreement, the College maintains a robust “Transfer Information Center,” which is available on the College’s website. This was one of the first transfer information websites in the state, and it offers a comprehensive overview of options for students. The page links include these items:

- Transfer Guides
- Transfer-to Equivalency Lists
- Transfer-from Equivalency Lists
• Baccalaureate Completion Agreements (2 + 2 and 3 + 1) with four-year schools
• Joint Degree Programs
• The MACRAO Agreement
• Michigan Transfer Network

This project is facilitated by the College’s association with the Michigan Transfer Network, an online offering sponsored by MACRAO and hosted by Michigan State University. Current students and prospective students may readily view their options to move from one school to another. Since MCCC is so close to Northwest Ohio, the College’s page also maintains links to major public and private schools across the state line: Bowling Green State University, Lourdes College, Mercy College of Northwest Ohio, Owens Community College, and the University of Toledo

Articulation Agreements

MCCC fosters articulation agreements with 12 traditional baccalaureate programs in Michigan and Ohio as well as with two online, accredited baccalaureate programs. Progress is ongoing: In early 2008, the College reached agreement with Eastern Michigan University for as many as 79 credit hours (including all Culinary Skills and Management program credits) to transfer for completion of the hospitality program at EMU. These articulation relationships (Tables 6.3 and 6.4) allow area students to pursue a significant part of their work on this campus while looking ahead to further study and career options.

Table 6.3 Articulation Agreements with Colleges and Universities - Traditional

<table>
<thead>
<tr>
<th>Central Michigan University</th>
<th>Eastern Michigan University</th>
</tr>
</thead>
<tbody>
<tr>
<td>• BS-Administration</td>
<td>• BS-Construction Management</td>
</tr>
<tr>
<td>• BS-Community Development</td>
<td>• BS-Applied Technology</td>
</tr>
<tr>
<td>• BAA-Administration</td>
<td>• BS-Nursing</td>
</tr>
<tr>
<td>• BS-Nursing</td>
<td>• BS-Social Work</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ferris State University</th>
<th>Lawrence Technological University</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Health Care Systems Administration (Business Management Majors)</td>
<td>• Automotive Engineering Technology</td>
</tr>
<tr>
<td>• BS-Nursing</td>
<td>• Electronics and Computer Technology</td>
</tr>
<tr>
<td>• Health Care Systems Administration (Respiratory Therapy Majors)</td>
<td>• Construction Management Technology</td>
</tr>
<tr>
<td>• Technology Programs</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lourdes College</th>
<th>Madonna University</th>
</tr>
</thead>
<tbody>
<tr>
<td>• BA-Criminal Justice</td>
<td>• Criminal Justice</td>
</tr>
<tr>
<td>• BSN-Nursing</td>
<td>• BSN-Nursing</td>
</tr>
<tr>
<td>• BA-Sociology</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Marygrove College</th>
<th>Siena Heights University</th>
</tr>
</thead>
<tbody>
<tr>
<td>• BSW- Bachelor of Social Work</td>
<td>• BAS-Bachelor of Applied Science (Technical or Allied Health areas)</td>
</tr>
<tr>
<td></td>
<td>• BA-Accounting</td>
</tr>
<tr>
<td></td>
<td>• BA-Business Administration</td>
</tr>
</tbody>
</table>
Table 6.4 Articulation Agreements with Colleges and Universities - Online

<table>
<thead>
<tr>
<th>Traditional Programs</th>
<th>Online Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spring Arbor University</strong></td>
<td><strong>Saint Leo</strong></td>
</tr>
<tr>
<td>- BA-General Studies</td>
<td>- BA-Accounting</td>
</tr>
<tr>
<td>- BA-Psychology</td>
<td>- BA-Business Administration</td>
</tr>
<tr>
<td>- BA-Teacher Education Programs</td>
<td>- BS-Computer Information Systems</td>
</tr>
<tr>
<td><strong>University of Findlay</strong></td>
<td><strong>University of Toledo</strong></td>
</tr>
<tr>
<td>- BA-Criminal Justice</td>
<td>- BBA-College of Business Administration</td>
</tr>
<tr>
<td><strong>University of Michigan-Dearborn</strong></td>
<td><strong>Saint Leo</strong></td>
</tr>
<tr>
<td>- Bachelor of General Studies</td>
<td>- BA-Accounting</td>
</tr>
<tr>
<td>- BS-Computer and Information Science</td>
<td>- BA-Business Administration</td>
</tr>
<tr>
<td><strong>University of Toledo</strong></td>
<td>- BS-Computer Information Systems</td>
</tr>
<tr>
<td>- Bachelor of General Studies</td>
<td>- Management Information Sciences</td>
</tr>
<tr>
<td>- BS-Computer and Information Science</td>
<td>- Marketing</td>
</tr>
<tr>
<td><strong>Franklin University</strong></td>
<td>- Public Safety Management</td>
</tr>
<tr>
<td>- Accounting</td>
<td>- Web Development</td>
</tr>
<tr>
<td>- Applied Management</td>
<td>- Management Information Sciences</td>
</tr>
<tr>
<td>- Business Administration</td>
<td>- Marketing</td>
</tr>
<tr>
<td>- Business Forensics</td>
<td>- Public Safety Management</td>
</tr>
<tr>
<td>- Computer Science</td>
<td>- Web Development</td>
</tr>
<tr>
<td>- eMarketing</td>
<td>- Management Information Sciences</td>
</tr>
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<td>- Financial Management</td>
<td>- Marketing</td>
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<tr>
<td>- Forensic Accounting</td>
<td>- Public Safety Management</td>
</tr>
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<td>- Healthcare Management</td>
<td>- Web Development</td>
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<td>- Human Resources Management</td>
<td>- Management Information Sciences</td>
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<td>- Information Technology</td>
<td>- Marketing</td>
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<td>- Management</td>
<td>- Public Safety Management</td>
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<td>- Management Information Sciences</td>
<td>- Web Development</td>
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<td>- Marketing</td>
<td>- Management Information Sciences</td>
</tr>
<tr>
<td>- Public Safety Management</td>
<td>- Marketing</td>
</tr>
<tr>
<td>- Web Development</td>
<td>- Public Safety Management</td>
</tr>
</tbody>
</table>

**CORE COMPONENT 4C**

The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

MCCC recognizes and embraces the ever-changing world we interact with daily. The College identifies the needs of its students and provides timely, accurate, and valid information. MCCC works closely with the stakeholders in the community to maintain the needed channels of communication.
Evidence of the College’s efforts to assess the usefulness of its curricula includes the following:

- Program reviews
- Learning goals, outcomes, and competencies
- Curricular evaluation and external constituents
- Independent learning and applied practice

As discussed in detail under Criterion Two, MCCC Business, Health/Sciences, Science/Mathematics, Humanities/Social Sciences, and Industrial Technology Divisions’ career programs have several processes for reviewing and evaluating the relevance and currency of career programs. Additionally, reviews are taking place in general education to assess student learning in the areas of diversity and technology as well as to assess their success in transferring MCCC credit to four-year colleges and universities.

The College is currently reviewing its general education program and developing student learning outcome statements that reflect what the College believes MCCC graduates should know, value, and be able to perform. Two of the seven agreed-upon competency categories will directly assess student learning in the areas of diversity and globalization and technology. The two categories are information and technology literacy and social awareness.

Individual liberal arts courses are regularly reviewed for currency and contemporary applications in an effort to provide MCCC students intending to continue their education at a four-year college or university the greatest opportunity to accumulate course credit they can transfer to specific bachelor-level programs. The College maintains course-by-course transfer equivalency files for student use to project course transferability. Many of these courses include content related to diversity, globalization, and/or technology.

Additionally, Criterion Three presented data showing that former MCCC students typically maintain GPAs equivalent to or better than four-year college and university native students.

Michigan’s Program Review in Occupational Education (PROE) provides community colleges a way to determine whether programs are meeting stated objectives and what standards of performance should be maintained. Programs that meet all state objectives and meet or exceed core performance indicator thresholds are awarded state approval. Among the core indicator categories is student participation in and completion of non-traditional programs. Aggregate data shows that MCCC typically exceeds state expectations in each of the core indicator categories.

The following MCCC programs are state-approved and were last reviewed in 2006:

- Culinary Skills and Management Certificate
- Culinary Skills and Management
- Electronics and Computer Technology
Although a valuable tool, the PROE focuses on a limited number of core indicators that do not fully address the College’s core indicators. Additionally, since not all MCCC occupational programs are state-approved, the tool does not have 100 percent utility at the College. An internal model was developed to address these limitations, and at one time the model was used in place of the PROE (as approved by the State of Michigan). The model involves internal and external data collecting, analysis, and evaluation. The collection of data is done through surveys, advisory committees, and environmental scanning. The analysis of the data may then be used to evaluate the effectiveness of the program and generate recommendations for changes to the programs. This model has been sporadically used among occupational programs. It is currently under review in an effort to increase utilization across all occupational programs, add a student assessment component, and provide a link to the College’s larger institutional effectiveness process. Achievement of the College’s general education student learning outcomes including those in the areas of diversity and technology will be among the strategic indicators.

The MCCC Registered Nursing Program is both state approved by the Michigan Board of Nursing and accredited by the National League for Nursing Accrediting Commission (NLNACV). State-approval expectations and continued program accreditation requires inclusion of diversity components among student populations, faculty, and learning goals. The MCCC Nursing Program submits a report to the Michigan Board of Nursing annually which contains the program’s evaluation plan.
NLNAC site visits for continued accreditation are conducted on an eight-year cycle for the Nursing Program. The next NLNAC site visit will be in October 2010.

Similarly, the MCCC Respiratory Therapy Program is accredited by the Commission on Accreditation of Allied Health Programs (CAAHEP) through the Committee on Accreditation for Respiratory Care (CoARC). CoARC uses an outcomes-oriented approach to programmatic accreditation. Like NLNAC, these outcomes expectations include the expectation for diversity in student and faculty populations as well as the curriculum. Each September, the MCCC programs submit an annual report to CoARC presenting the results of the outcomes assessments designated in the CAAHEP Standards and Guidelines for the Profession of Respiratory Care.

Curriculum decisions are based upon communication between MCCC faculty, employers, alumni, and business and industry. This process is informed by the following:
- Advisory Committees
- Graduate Follow-up Survey
- Transfer Agreements
- The Curriculum Committee

**Learning Goals and Outcomes with Competence for a Diverse Workforce**

**Essential Skills and Professional Competencies**

MCCC staff, faculty, and administration have the opportunity to engage in professional development in a variety of ways. These are outlined earlier in sub-criterion 4a. MCCC hosts a number of workshops that benefit the community. In 2003, the MCCC library staff hosted a training session for area librarians on the InfoTrac research database, which was attended by 18 local schools and public librarians from across the county. Also in 2003, an MCCC assistant professor of biological sciences facilitated and hosted a professional development workshop for over 100 community college educators from five states. In what has become an annual event, nursing professionals from across the area gather in June for a full day of professional development offered through MCCC’s “Nurses’ Alumni Day” program.

**Global Relevance to a Diverse Workforce**

Through course offerings, campus and community events, and student group activities over the years, the College has made significant efforts to raise global awareness and become more responsive to multicultural issues. Beginning in the winter term of 2006, MCCC has been involved with a Youth for Understanding program.

As noted in a 2006 Diversity Climate Study by consultant Clarence Smith, “The College has started raising multicultural awareness on the campus through its involvement in the ‘Youth for Understanding’ international study exchange program. The presence and interaction of the foreign students, though few in number . . . has
the potential of generating many positive discussions among staff and the student body.”

Table 6.5 Youth for Understanding Student Counts by Country, Winter 2006-Fall 2008

<table>
<thead>
<tr>
<th>Country</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belgium</td>
<td>1</td>
</tr>
<tr>
<td>China</td>
<td>1</td>
</tr>
<tr>
<td>Denmark</td>
<td>1</td>
</tr>
<tr>
<td>France</td>
<td>1</td>
</tr>
<tr>
<td>Japan</td>
<td>1</td>
</tr>
<tr>
<td>Kazakhstan</td>
<td>1</td>
</tr>
<tr>
<td>Mexico</td>
<td>1</td>
</tr>
<tr>
<td>Netherlands</td>
<td>2</td>
</tr>
<tr>
<td>Switzerland</td>
<td>3</td>
</tr>
<tr>
<td>South Korea</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

These international students interact with other students, as well as faculty, staff, administrators, community members, and host families, while being presented with opportunities to experience new and different perspectives within our community.

**Graduates in Diverse Societies**

Each year the MCCC Office of Workforce Development conducts a follow-up survey of the previous year’s graduating class. The target population for this survey includes all students receiving either an associate degree or certificate at one of the four completion points throughout the year: August, December, April, and June. This survey is conducted by mailing a questionnaire to all the graduates in October and then following that with another mailing in December. During the month of January, a phone survey campaign to contact all non-respondents is conducted to attempt to contact as many of the graduates as possible. Compilation of the data is completed during the spring with a report being prepared by the first of April. The Graduate Follow-up Survey, covering the Employer Follow-up of the 2006-2007 class, reflects favorably on MCCC graduates. According to area employers and as demonstrated by the employer results shown in Table 6.6, learning outcomes are meeting their needs.

As highlighted by *MCCC Study Abroad - Europe Spring Semester 2007* survey results, taking MCCC students abroad provided them with opportunities to study in various academic settings. It also offered them the chance to learn tolerance, patience, cultural differences, languages, and time management. Importantly, it provided the faculty with a framework for future study-abroad experiences.
Table 6.6  Employer Survey Report Question of the 2006-2007 Graduate Class

<table>
<thead>
<tr>
<th>With relation to this person’s work, how satisfied are you with his/her training or preparation?</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Satisfied</td>
<td>75.5%</td>
</tr>
<tr>
<td>Somewhat Satisfied</td>
<td>18.4%</td>
</tr>
<tr>
<td>Somewhat Dissatisfied</td>
<td>0%</td>
</tr>
<tr>
<td>Very Dissatisfied</td>
<td>2%</td>
</tr>
<tr>
<td>No Basis for Opinion</td>
<td>4.1%</td>
</tr>
</tbody>
</table>

Curricular Evaluation and External Constituents

External Constituents

MCCC engages external constituents in a number of ways, including advisory committees, graduate follow-up surveys, apprenticeship programs, program certifications, and alumni involvement. Input from these groups is used to communicate regarding timely, relevant topics related to curriculum. Many of the discussions relevant to curriculum take place at the program, division, or instructional level only after review and input from external stakeholders. Other discussion and consideration regarding curriculum starts in the community and is fostered via a relationship with teaching faculty or administrative deans in advisory meetings.

Advisory Committees

The MCCC Advisory Committee for Occupational Programs Members Guide states that an Occupational Program Advisory Committee is a group of persons, predominantly from outside the field of education, who are selected because of their expertise and specialized knowledge in a specific occupation or family of occupations. The stated purpose of an advisory committee is to advise in the development of the instructional program within a specific occupation or family of occupations. The occupational advisory committee is not a policy-making group, but it assists by making recommendations in planning, developing, and establishing requirements for new programs or for evaluating and revising existing programs. The advisory committee provides an important link between Monroe County Community College and the community – particularly the world-of-work community.

Program-Specific Accreditation

Programs that are accredited by external accrediting bodies represent the industries’ incubators. The following programs have received specialized accreditation from their respective accrediting agencies:

- Registered Nursing: National League for Nursing Accrediting Commission
- Respiratory Therapy: Committee on Accreditation for Respiratory Care

The Licensed Practical Nurse program holds a state-level probationary approval that is required for the first three years of a new program. While not accredited by an
outside agency, the Phlebotomy Technician program requires students to work up to 40 hours per week in a CLIA-regulated and accredited lab.

The Culinary Skills and Management program chose not to continue program accreditation through the American Culinary Federation following the fall 2005 visit.

**Professional Credentials**

Health Sciences graduates who are ready to move into the professional arena have one more hurdle to cross—licensing exams. As Tables 6.7 and 6.8 illustrate, the MCCC nursing graduate pass rate on the state licensing exam on the first try consistently exceeds state and national pass rates demonstrating the rigor of these programs.

**Table 6.7 NCLEX-RN PASS RATES, 2002-2008**

<table>
<thead>
<tr>
<th>YEAR</th>
<th>TOTAL NUMBER OF MCCC STUDENTS TESTED</th>
<th>TOTAL NUMBER OF MCCC STUDENTS PASSING ON FIRST TRY</th>
<th>MCCC PASS RATE</th>
<th>STATE OF MICHIGAN PASS RATE</th>
<th>NATIONAL PASS RATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>25</td>
<td>23</td>
<td>92.00%</td>
<td>85.04%</td>
<td>86.64%</td>
</tr>
<tr>
<td>2003</td>
<td>38</td>
<td>34</td>
<td>94.78%</td>
<td>87.01%</td>
<td>87.26%</td>
</tr>
<tr>
<td>2004</td>
<td>33</td>
<td>31</td>
<td>93.94%</td>
<td>84.53%</td>
<td>85.26%</td>
</tr>
<tr>
<td>2005</td>
<td>27</td>
<td>27</td>
<td>100%</td>
<td>87.40%</td>
<td>87.29%</td>
</tr>
<tr>
<td>2006</td>
<td>37</td>
<td>37</td>
<td>100%</td>
<td>88.8%</td>
<td>88.11%</td>
</tr>
<tr>
<td>2007</td>
<td>45</td>
<td>43</td>
<td>95.56%</td>
<td>86.53%</td>
<td>85.47%</td>
</tr>
<tr>
<td>2008</td>
<td>35</td>
<td>35</td>
<td>100%</td>
<td>88.19%</td>
<td>86.73%</td>
</tr>
</tbody>
</table>

**Table 6.8 NCLEX-PN PASS RATES, 2008**

<table>
<thead>
<tr>
<th>YEAR</th>
<th>TOTAL NUMBER OF MCCC STUDENTS TESTED</th>
<th>TOTAL NUMBER OF MCCC STUDENTS PASSING ON FIRST TRY</th>
<th>MCCC PASS RATE</th>
<th>STATE OF MICHIGAN PASS RATE</th>
<th>NATIONAL PASS RATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>8</td>
<td>8</td>
<td>100%</td>
<td>93.66%</td>
<td>85.62%</td>
</tr>
</tbody>
</table>

Respiratory therapy students also perform well on their licensing exams. Table 6.9 illustrates the pass rates for MCCC students on the NBRC certified respiratory therapist exam, again speaking to the rigor of this program and the professional qualifications of the graduates. Tables 6.10 and 6.11 illustrate the pass rates for MCCC students on the written exam and the clinical simulation exam for the same time period.

**Table 6.9 NBRC Certified Respiratory Therapist, 2002-2008**

<table>
<thead>
<tr>
<th>YEAR</th>
<th>TOTAL NUMBER OF MCCC STUDENTS TESTED</th>
<th>TOTAL NUMBER OF MCCC STUDENTS PASSING ON FIRST TRY</th>
<th>MCCC PASS RATE</th>
<th>NATIONAL PASS RATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>10</td>
<td>10</td>
<td>100.0%</td>
<td>71.1%</td>
</tr>
<tr>
<td>2003</td>
<td>5</td>
<td>5</td>
<td>100.0%</td>
<td>68.1%</td>
</tr>
<tr>
<td>2004</td>
<td>13</td>
<td>13</td>
<td>100.0%</td>
<td>74.0%</td>
</tr>
<tr>
<td>2005</td>
<td>14</td>
<td>14</td>
<td>100.0%</td>
<td>79.9%</td>
</tr>
<tr>
<td>2006</td>
<td>18</td>
<td>17</td>
<td>95.0%</td>
<td>80.1%</td>
</tr>
<tr>
<td>2007</td>
<td>20</td>
<td>20</td>
<td>100.0%</td>
<td>79.4%</td>
</tr>
<tr>
<td>2008</td>
<td>14</td>
<td>11</td>
<td>78.6%</td>
<td>78.0%</td>
</tr>
</tbody>
</table>
Table 6.10  NBRC Registered Respiratory Therapist Written Exam, 2002-2008

<table>
<thead>
<tr>
<th>YEAR</th>
<th>TOTAL NUMBER OF MCCC STUDENTS TESTED</th>
<th>TOTAL NUMBER OF MCCC STUDENTS PASSING ON FIRST TRY</th>
<th>MCCC PASS RATE</th>
<th>NATIONAL PASS RATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>9</td>
<td>9</td>
<td>100.0%</td>
<td>78.8%</td>
</tr>
<tr>
<td>2003</td>
<td>6</td>
<td>6</td>
<td>100.0%</td>
<td>73.7%</td>
</tr>
<tr>
<td>2004</td>
<td>8</td>
<td>8</td>
<td>100.0%</td>
<td>74.4%</td>
</tr>
<tr>
<td>2005</td>
<td>10</td>
<td>9</td>
<td>90.0%</td>
<td>76.8%</td>
</tr>
<tr>
<td>2006</td>
<td>16</td>
<td>13</td>
<td>81.3%</td>
<td>72.5%</td>
</tr>
<tr>
<td>2007</td>
<td>13</td>
<td>13</td>
<td>84.6%</td>
<td>70.1%</td>
</tr>
<tr>
<td>2008</td>
<td>11</td>
<td>10</td>
<td>90.90%</td>
<td>68.5%</td>
</tr>
</tbody>
</table>

Table 6.11  NBRC Registered Respiratory Therapist Clinical Simulation Exam, 2002-2008

<table>
<thead>
<tr>
<th>YEAR</th>
<th>TOTAL NUMBER OF MCCC STUDENTS TESTED</th>
<th>TOTAL NUMBER OF MCCC STUDENTS PASSING ON FIRST TRY</th>
<th>MCCC PASS RATE</th>
<th>NATIONAL PASS RATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>9</td>
<td>7</td>
<td>77.8%</td>
<td>63.2%</td>
</tr>
<tr>
<td>2003</td>
<td>6</td>
<td>3</td>
<td>50.0%</td>
<td>64.7%</td>
</tr>
<tr>
<td>2004</td>
<td>8</td>
<td>8</td>
<td>100.0%</td>
<td>62.3%</td>
</tr>
<tr>
<td>2005</td>
<td>10</td>
<td>6</td>
<td>60.0%</td>
<td>61.2%</td>
</tr>
<tr>
<td>2006</td>
<td>15</td>
<td>11</td>
<td>73.3%</td>
<td>62.8%</td>
</tr>
<tr>
<td>2007</td>
<td>13</td>
<td>11</td>
<td>84.6%</td>
<td>60.4%</td>
</tr>
<tr>
<td>2008</td>
<td>9</td>
<td>7</td>
<td>77.8%</td>
<td>57.1%</td>
</tr>
</tbody>
</table>

Apprenticeships

Businesses and industry identify MCCC as a viable option for their employees and provide training and support to them through apprenticeship offerings and relationships with MCCC. Apprenticeship training as described in the MCCC Catalog:

In conjunction with the U.S. Department of Labor, Bureau of Apprenticeship and Training, apprenticeship training is available in such trades as electrician, machine repair, machinist, millwright, die maker and welder. All of these programs can be tailored to meet the needs of individual companies. College representatives, in discussion with local employers, can design unique programs of study to suit a particular industry.

Continuing a long tradition of support for local industry, MCCC puts the apprenticeship experience into practice at both small and large companies in and around Monroe County. In the February 2008 edition of *Tech Update*, an Industrial Technology Division newsletter, apprenticeship activities were identified at GM Powertrain, Ford Rouge, Toledo Machining, GM Hamtramck, and the Monroe and Milan Visteon plants. Sadly, due to the current economic conditions in the State of Michigan and Monroe County, with some of the highest unemployment rates in the country, at least two of these plants have closed in the past year. A few companies have selected MCCC as their exclusive training site:

- Guardian Industries
- Benesh Corporation
- Pinnacle Engineering
• Michigan Tube Swagers
• PenTel Tool & Die and Pump Engineering

**Transfer Programs**

While “external constituents” may be construed to mean business and industry, MCCC includes its transfer partners in this group. Through the Graduate Follow-up Survey and data collected from transfer schools, the College tracks the progress of students in the workplace and in transfer institutions. Using this data, the College is able to compare the performance of MCCC students as they function within four-year schools. Between 2001 and 2008, data suggest that MCCC students perform well once they begin their studies at four-year institutions. Using available data compiled from transfer institutions and comparing the Grade Point Average (GPA) of MCCC transfer students to native students at the colleges, Figure 6.5 demonstrates the increase in the numbers of MCCC students whose GPA is equal to or greater than the GPA of native students.

**Figure 6.5** MCCC Transfer Student GPAs as Compared to Native Student GPAs

*Comparison of MCCC Transfer Student GPAs to Native Student GPAs 2001-2008*

- MCCC Student GPAs less than Native Student
- MCCC Student GPAs greater than or equal to Native Student
This data demonstrates that MCCC students do well after transferring. It appears that students who start out their college careers at MCCC and transfer to four-year schools are well prepared for continued learning.

**Independent Learning and Applied Practice**

**Acquired Capacity for Independent Learning**

MCCC students have consistently proven their ability to learn and apply the knowledge gained, as demonstrated in the Employer Survey Report portion of the Graduate Follow-up Surveys conducted in 2003-2004, 2004-2005, and 2005-2006. The questions ask specifically about the employees’ (a) basic employment skills, (b) specific work skills, and (c) general employment attitudes and demeanor. The survey results indicate that employees have the skills and abilities to meet the demands of the work place, think critically, problem solve, and possess other attributes that lead to their success.

**CORE COMPONENT 4D**

The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

Monroe County Community College offers a supportive environment for students to conduct their studies. It does this by looking ahead to the implications of the services it provides for staff and students. It also promotes and supports programs which involve the staff and students in community service.

This section will describe the following elements as evidence of MCCC’s efforts to ensure the responsible application of knowledge:

- Academic and student support services
- Policies and procedures for ethical conduct
- Curricular and co-curricular activities

**Academic and Student Support Services**

**Academic Integrity**

Student rights and responsibilities are published in the class schedule and include many MCCC policies and procedures. MCCC’s Academic Dishonesty Procedure states that “the College expects students to be honest in all academic work and maintain their own integrity as well as the academic integrity and reputation of the institution.” In addition, the procedure also says, “Acquisition of knowledge and the development of the skills necessary for success in one's chosen field are among the aims of education. Academic dishonesty is inconsistent with those aims and will not be tolerated.”

The message of responsible use of knowledge is consistent and repeated. It is supported and conveyed in a number of ways. The first message is conveyed through the New Student Orientation. Prior to the first session of classes, new students are introduced to the College through an orientation program. During this program,
students are acquainted with the philosophy of the College, its physical facilities, educational opportunities, administrative procedures, student services, and co-curricular activities. All students attending MCCC for the first time are encouraged to attend a new-student orientation. The message of responsible use of knowledge continues in the classroom through the use of documents such as the syllabus and institutional policy on plagiarism. Enforcement of the plagiarism policy is supplemented in the classroom through the use of Turnitin.com, a service that compares student papers to sources stored in the Turnitin.com Internet database. The library staff supports the efforts of students by maintaining a portion of the library’s website devoted to “Help with Citations” and a link to MCCC’s Acceptable Use Policy for the campus network. Beyond the classroom, the College offers a free tutoring service and staffs a Writing Center to help students apply their knowledge constructively.

Policy and Procedures for Ethical Conduct

MCCC’s Policies and Procedures continues to support the practice and application of ethical conduct and ensures the integrity of practices by faculty and students. MCCC values the balance between students and faculty, allowing interaction in a supportive way. At the end of every semester, students are provided an opportunity to confidentially evaluate and comment on any aspect of every course taken at MCCC through the Student Questionnaire on Instruction. In addition, students have a tool available to them via the Academic Dishonesty Appeals Procedure, which allows for an opportunity to appeal a decision regarding the act of academic dishonesty. Students also have the ability to contest grades under a three-part appeal procedure.

Issues of plagiarism are handled informally by most faculty members as they manage their classroom activities. A formal procedure is available through the Office of the Vice President of Student and Information Services. Typically, no more than two or three academic dishonesty cases are handled by that office each year.

MCCC’s Academic Review Committee has the responsibility for evaluating the student probation policy and academic standards as they relate to the institution's philosophy. The committee also functions as a board of review to consider the appeals of students who have been asked to withdraw from the institution due to poor academic progress.

The responsibility to maintain quality instruction is acknowledged in the 2006-2010 Master Agreement with the Monroe County Community College Faculty Association, Article V, Faculty Responsibility:

The instructor shall keep well informed with particular attention to the latest developments in his/her subject area and teaching technology. Each faculty member shall teach his/her assigned courses and develop course content and appropriate instructional materials for the courses he/she teaches.
Faculty members develop course content and pursue research and scholarly endeavors as guided by the Intellectual Properties Policy Statement and the Administrative Procedures Regarding Intellectual Properties \( E6.120 \). These and other measures are in place to ensure integrity and protection of practice by the faculty.

As noted in the *Staff Development Handbook*, the College supports various faculty-development activities. Each year, as determined by the master agreement between faculty and the College, specific time is set aside for faculty in-service workdays \( E6.121 \). Typically these are all-day experiences which address a variety of concerns. Planning the activities of that day has been traditionally assumed by the Instructional Staff Development Committee. Any faculty member who is interested in helping with the planning of these activities is encouraged to contact the chair of the Instructional Staff Development Committee. Additionally, 12 workdays each year are set aside for professional development for faculty.

MCCC makes an effort to understand the differences among those whom we serve. Therefore, a diversity initiative is underway (see Core Components 1B and 2A).

Workshops covering discrimination and accommodations have been presented to employees by the College’s attorneys. Legal counsel was asked to review all College policies, procedures, personnel practices, publications, and scholarship language to determine if any changes are needed to ensure compliance. In addition, the Diversity Committee was formed to address the College’s responsibilities regarding diversity \( E6.122 \).

The Diversity Climate Study, completed by consultant Clarence R. Smith, Jr., concluded:

Monroe County Community College, through President Nixon, is to be commended for its vision and proactive efforts to move MCCC toward the future. The College has many positive qualities upon which to build an environment that supports and nurtures the growth and development of its students and employees. New ideas and deviations from what is comfortable always raise some anxiety. To the degree that everyone in the MCCC community identifies the benefits and advantages of these changes, support and ultimate success will occur. A vision shared among all of MCCC’s stakeholders will provide the sustained energy, creativity and patience needed to fuel institutional change. However, the fruits of this labor can have a profound, positive, enriching impact on the lives of countless individuals both here at the College and in its community.

There has been some sentiment on campus that long-standing diversity efforts were not sufficiently acknowledged by the climate study. Nevertheless, Smith’s conclusion demonstrates the supportive nature of the environment created by the whole organization and its influence on the community \( E6.122 \).
Curricular and Co-Curricular Activities

Promoting Social Responsibility

MCCC’s students, faculty, and staff participate with the community-at-large in support of programs that exhibit the responsible use of knowledge. For example, students alongside faculty have been involved with community projects to build ramps to help individuals within the community. Other projects have been completed to benefit the entire community, like the sculpture created at MCCC for the Loranger Square Pavilion located in the city of Monroe.

Efforts to support the community through student organizations and activities are recognized and encouraged by MCCC. The College believes such programs contribute to the overall intellectual, social, and emotional development of students. Student involvement in campus activities is recognized as a source for the development of leadership and citizenship.

Students are also provided opportunities to study abroad and travel out of the area, which raises their awareness of social and global responsibilities. Thirty-two students from MCCC’s study-abroad program departed for Europe on May 23, 2007. The students earned course credit in the humanities, art appreciation, and comparative politics. Students attended classes on campus for five days before the trip and five days after the trip in addition to 17 days of study while in Europe. Also in 2007, fourteen students from MCCC’s international relations class and the International Studies Club visited the United Nations in New York where they attended a special briefing that detailed the worldwide problem of human trafficking. Faculty and students will travel to Southeast Asia during the spring 2009 semester.

Faculty and staff continue to pursue avenues and activities that promote social responsibility. Faculty members accompany students to Nurses’ Impact Day in Lansing, Michigan, each year. This day focused on political action, meeting with legislators, and discovering how nurses can become politically active.

Faculty further promote social responsibility through course syllabi, outcomes, and outlines of instruction. In these, faculty have described the students’ need to practice within the ethical, legal, confidential, political, and diverse standards set by society.

The College community, consisting of employees from across campus, practices social responsibility in the local and surrounding community in many ways. The support staff regularly make charitable contributions through blue jean Friday and by supporting a needy family each Christmas. The College has participated in the Monroe County Fair since the College’s inception and the Bedford Trade Fair for several years. Social awareness programs have been delivered at both the Main Campus and Whitman Center. The Whitman Center staff brought the “Silent Witness Project” to campus. This powerful national project included 36 life-sized plywood silhouettes of women who have been murdered in acts of domestic violence.

The College also sponsors and participates in these programs:
- Monroe County Chamber of Commerce Leadership Monroe Program
- United Way
- Relay for Life
- Health Odyssey
- Gift Program for On-Campus Service
- Miscellaneous fund raisers and assistance programs

Outlined more thoroughly in Core Component 4A, professional development is considered to include professional service as well. Many of the projects that were outlined earlier involve service to local, state, and regional organizations. For example, MCCC supported the efforts of two full-time staff who traveled to Haiti to complete an installation of solar-powered computer access for a small village. These and other activities carried out by the MCCC community are meant to help students, faculty, and staff understand that a lifetime of involvement leads to a better, more socially responsible community for everyone.

**Summary of Findings**

This chapter provided information and evidence that MCCC promotes a life of learning for its faculty, administration, staff, and students. It accomplishes this through an overall focus on instruction in both its planning processes and financial allocations. These allow for low student tuition and the growth of campus infrastructure simultaneously. MCCC takes its mission as a community college very seriously, fostering a climate of professional growth and lifelong community learning for its staff and students.

General education has become the focus of a significant project – MCCC’s participation in the HLC Academy for the Assessment of Student Learning. In the summer and fall of 2008, work began with the General Education Task Force, charged with the responsibility of designing the general education review process. General education now includes the completion of required courses and selected options for other courses. Students also have significant opportunities to experience real-world applications of their general education skills that enhance, through practice, creativity and social responsibility. Students who wish to transfer have many options available to them and are well-prepared to perform at four-year institutions.

The College keeps its eye on workforce needs and the appraisal of its external stakeholders. Responses to the Diversity Initiative have been positive, and the College has shown its commitment to the project by creating a standing committee to address diversity issues. MCCC seeks the input of advisory committees, external accrediting agencies, graduates, employers, and alumni to craft a curriculum that is relevant and timely.
A climate of responsible use of knowledge and skills is supported by policies and procedures. The College encourages ethical behavior through programs and services which address student needs and infractions. MCCC provides financial support for specific programs to assist faculty in assessing student work. Curricular and co-curricular activities provide opportunities both locally and internationally to practice academic skills in a responsible way.

**Strengths**

- MCCC has demonstrated a commitment to technology through planning and financial allocation.
- The College supports professional development in a variety of ways.
- Co-curricular activities for students at MCCC are robust.
- General education is taken seriously, driven by faculty and discipline-specific input.
- MCCC’s structure includes a strong representation of external constituents, with advisory committees, graduate follow-up surveys, apprenticeship, certifications, and alumni involvement.
- The College’s students continue to demonstrate a strong performance at transfer institutions.
- MCCC graduates have consistently shown a strong performance on employee follow-up surveys.
- MCCC has published well-defined policies and procedures for academic honesty and for ethical conduct.
- The College has sponsored a variety of activities promoting social responsibility.

**Opportunities/Challenges**

- Freedom of inquiry: At the present time MCCC has no published statement of academic freedom or freedom of inquiry.
- The College could improve financial support for individuals pursuing professional development and travel.
- Recognition of achievement is improving, but it needs greater consistency.
- MCCC needs a stronger commitment to continue its data gathering process and publication as developed for NCA/HLC.
- The College’s East and West Technology buildings need renovation.
- Reporting is inconsistent for co-curricular activities.
- Stagnant levels of full-time faculty compared to student population increases means increased burden for campus tasks (curriculum development, co-curricular activity development, committee work, etc.) and a disadvantage for students who increasingly rely upon adjunct faculty.
- General education courses are not yet tied to competencies, and this causes difficulty with assessment.
- Because of funding issues, MCCC continues to have modest numbers for international study opportunities.
• The College’s program review process is struggling.
• Monroe County’s lack of racial and ethnic diversity presents a challenge to the College’s efforts to create activities promoting greater social awareness and responsibility.