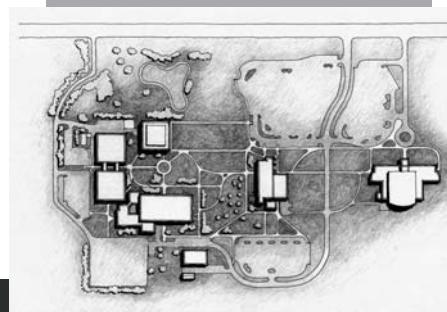


MONROE COUNTY
COMMUNITY
COLLEGE



MASTER PLAN

Prepared by
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2001

**MONROE COUNTY COMMUNITY COLLEGE
2001 MASTER PLAN**

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INTRODUCTION

Executive Summary

Monroe County Community College embarked on the process of master planning to provide a foundation for the creation and maintenance of an ideal campus environment. This master plan is a living document, which will continue to evolve as it provides a framework for addressing the challenges of growth, academic change and aging facilities.

The master planning committee and other contributors, as part of working through the process,

- Identified the existing and potential future physical and programmatic challenges
- Created guidelines and requirements to which the proposed solutions should adhere
- Proposed and tested multiple solutions to each challenge, presenting the best conclusions in this document

The challenges identified and discussed in the following pages include:

- **Facilities Condition** - Outdated classrooms, labs, HVAC systems and food service facilities
- **Barrier Free Accessibility** – Elevators; toilet rooms; location of Learning Assistance Lab
- **Programs** - Location of, and limited space for certain specialized programs
- **Student Support Services** - Location and coordination of services
- **Interior Gathering Spaces** - Not easily accessible, not inviting; minimal group work areas in some buildings
- **Landscaping/Site** - Maintain and improve views and vistas; improve building interconnection and relationships; address pedestrian and vehicular circulation
- **Growth** – Develop placeholders for future project sites
- **Student retention** – Maintain student population through completion of goals.

The guiding principles for the solution development process were identified as follows:

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

Solutions developed to address the challenges identified include (but are not limited to):

- Development of technologically appropriate classroom space to meet changing educational needs, including the construction of an Instructional Center to assist the College in providing much needed conferencing and cultural space for both MCCC and the community.
- Updating of existing classrooms to provide a model space for traditional learning, distance learning and conferencing, in a computer intensive environment.
- A plan to address deferred maintenance issues throughout all campus facilities, continuing College efforts to properly maintain building systems in order to reverse or avoid deterioration.
- Reconfiguration of existing buildings to accommodate growth and simplify student interaction with College departments.

The following chapters present the overall Master Plan and explain the process and effort made by all participants in producing this vision for Monroe County Community College.

Planning Process

Before embarking on the Master Plan document, a brief overview of the master planning process is in order. The Master Plan process is comprised of five phases: strategic review, functional analysis, physical analysis, solutions development, and final documentation.

The first phase, strategic review, includes review of the existing Master Plan and other information including the mission statement and strategic goals of the College. This step also acts as an introduction to the planning process, allowing the Master Planning Team to become acquainted with the issues to be addressed throughout the creation of the plan and to form a common vision for individual expectations, the schedule and the process.

The next two phases, functional and physical analysis, include the collection of data required to develop solutions for the Master Plan. The functional analysis includes development and issuance of surveys to individual departments within the college, interactive workshops, and interviews with key members of the College. The physical analysis includes the collection of existing documentation, confirmation of physical conditions and an overall review of the existing facilities adequacy in supporting the Master Plan.

The above phases create the framework for solution development. Solution development includes developing planning options based on the functional and physical analysis, cost estimating and the development of schedule and phasing options. The options are refined and presented at a series of interactive workshops for analysis and feedback from College and community representatives. These options are then further refined and finalized into a plan for future facility development, culminating in the creation of the final Master Plan Report.

Most importantly, the Master Plan is a living document. It is not a final plan for the college, but the present vision for the potential growth of Monroe County Community College. This document should not be considered "set in stone", but should be reviewed and updated as dictated by changes in education, information and College and community goals.

History

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

The original four academic buildings on the 210 acre Main Campus, located on South Raisinville Road, opened for students in 1968. The College has grown from these beginnings to total over 328,000 square feet, including six academic buildings, four physical plant buildings and three maintenance/storage buildings at the main campus. Also part of this total is the 18,000 square foot Whitman Center, opened in 1991 and located on 25 acres in Bedford Township near the Michigan-Ohio border.

Monroe County Community College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and received 10-year accreditation, the highest NCA rating possible, during the most recent evaluation in 1999.

Vision

The foundation of any successful master plan is a vision for the college. This vision must be forward-thinking, thoroughly and thoughtfully debated and shared by all those involved in the success of the college. Monroe County Community College has invested time and resources in creating their vision, recorded as follows:

Philosophy

Monroe County Community College is dedicated to the philosophy that the most precious resource of the Nation resides in the diverse knowledge and abilities of its citizens. The College endeavors to provide educational opportunities to enhance this knowledge and to refine these abilities. The College offers its programs and services within a framework of ethical integrity in all relationships and practices.

The College believes that liberal admissions requirements are an essential part of its philosophy. The College admissions policy affords equal opportunity for all qualified individuals for higher educational experiences.

Mission

Monroe County Community College was established to provide a variety of higher education opportunities for the residents of Monroe County. The College mission, recently reviewed and reaffirmed, is to provide:

- Programs for students planning to transfer to four-year institutions;
- Programs for students seeking an associate's degree or certificate in an occupational area;
- General education courses/experiences integrated throughout the curriculum;
- Training and retraining for business and industry;
- A strong complement of student support services;
- Other activities to meet the lifelong educational and employment needs of its students.

Educational Objectives

The College is organized to meet the educational needs of the community by:

- Offering freshman and sophomore college level programs in the liberal arts, sciences and pre-professional fields for students who plan to transfer to senior educational institutions;
- Offering one- and two-year occupational and/or career programs for students preparing for employment in technical, business, or health-related fields;
- Providing general education courses and experiences integrated throughout the curriculum which will enable students to write and communicate effectively, utilize mathematics, and employ appropriate methods of critical thinking and problem solving;

- Providing opportunities for intellectual, cultural, and personal development for adults in a wide range of lifelong learning courses;
- Working with business and industry to develop training and retraining programs to meet ever-changing employment needs;
- Providing a strong complement of comprehensive support services to assist students in pursuit of their academic and vocational goals;
- Cooperating with other school systems, civic groups, educational institutions, and private individuals and corporations to offer educational services.

Institutional Plan

Using the College Philosophy and Mission Statement as a starting point, the College creates a new Institutional Plan every three years, representing the direction and vision of Monroe County Community College.

The following is the list of 1999-2002 institutional planning themes created from that process. The Institutional Plan for 2002-2005 is currently being developed by the College. These planning themes are the seeds from which this Master Plan grows.

Planning Themes

Embrace technological change and its impact on the delivery of instruction and services

- Develop course offerings in areas of distance learning, and work with other organizations for cooperative delivery
- Evaluate and select a new administrative software package
- Maintain network systems at levels necessary to support institutional needs including a plan for equipment upgrades, replacements, and additions
- Continue development of College web site, including on-line application and registration
- Continue to promote information technology to enhance communication and learning in all courses

- Make available professional development opportunities to fully develop and deploy emerging technologies

Support economic development through training and retraining and participation with business and industry

- Create new professional development programs to support the expanding business community and the technology used in the workplace
- Continue to market the services and resources of the College to the business community
- Support local, state and federal economic development efforts
- Develop expanded opportunities for faculty to have contact with appropriate area business and industry

Assess and evaluate instructional program development or revision based upon transfer requirements, employment trends, and other research data

- Maintain student profile data, transfer guides and course equivalencies and expand articulation agreements
- Complete and implement the review process for courses and instructional programs intended specifically for transfer to baccalaureate degree programs
- Coordinate inter-disciplinary studies in order to build relationships between various divisions
- Evaluate opportunities to partner with other institutions to offer cooperative programs consistent with existing or developing programs
- Increase use of advisory committees, adding Corporate and Community Services representation, and review membership of each committee

Support the process of continuous improvement via Assessment of Academic Achievement and institutional effectiveness measures

- Complete implementation of the Assessment of Academic Achievement Plan

- Assess performance outcomes and benchmarks and develop appropriate program changes
- Continue to conduct the annual graduate and employer follow-up survey
- Continue to evaluate services in all non-instructional areas
- Further develop and implement assessment processes and delivery strategies for academic support services
- Maintain and provide efficient student data reports to support the academic assessment process
- Review and revise Graduation requirements

Attract and retain students through recruitment, retention, and marketing practices consistent with the service area of the College

- Assess and revise strategies and services to positively impact student retention through faculty, staff and student interaction
- Effectively coordinate student recruitment, institutional marketing, and market research for credit and non-credit programs and extension centers
- Continue to stress the availability of academic support services, including the Tutoring Lab, the Supplemental Instruction Program and the Writing Center,

Promote the College as a cultural center for the humanities and arts

- Produce, develop and support programs that will enhance the cultural environment of the campus and community
- Promote student cultural awareness, participation and achievement in art, drama, music, dance and literature
- Expand cooperative efforts with other organizations to deliver quality cultural experiences
- Evaluate internal operating needs to accomplish programming requirements

- Perform a community survey of cultural programming interest
- Explore funding for a performing arts facility

Support the development of the Foundation including a process of evaluation

- Seek and encourage partnerships with area business and industry that will support the Foundation
- Work with the Foundation Board of Directors on the recruitment of members, committee assignments and all other related activities
- Implement a record keeping system and other management functions
- Develop and administer an evaluation tool

Summary

The following analysis and synthesis of information is driven by the above principles, values and goals set out by Monroe County Community College. When coupled with faculty and staff surveys, site and facility assessments and participant workshops, the groundwork is laid for development of the final Master Plan.

ANALYSIS AND SYNTHESIS

In preparation for the preliminary planning and development of the Master Plan for Monroe County Community College, the existing conditions of the campus and facilities were studied to identify both the opportunities and constraints that will affect future development. This, along with an understanding of program offerings, enrollment and staffing, will allow challenges to be analyzed and addressed, and enhancing and preserving areas of value.

Existing Conditions

Site Analysis

Main Campus

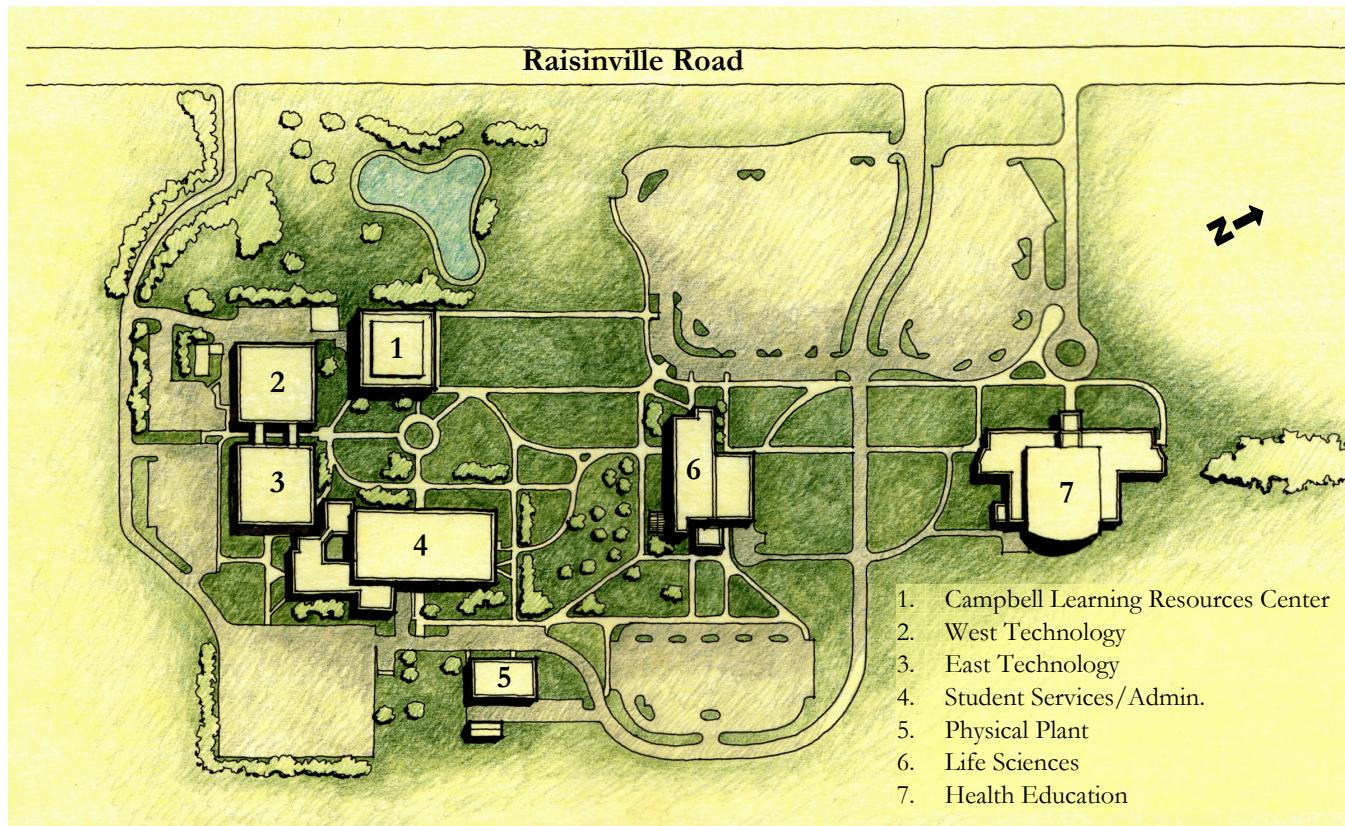
The Main Campus comprises 210 acres located on Raisinville Road, which forms the western edge of the township. The general land use pattern surrounding campus is agricultural, with the following exceptions:

Property to the north of the campus is occupied by the Intermediate School District and the County Fairgrounds (at the corner of Raisinville Road and M-50). A newer residential community adjoins the campus property to the east. Across Raisinville Road to the west are single family homes fronting large tracts of agricultural property. The south portion of campus includes land formerly divided by a railroad easement now owned by the College.

Some campus property, specifically to the north and east of the Health Education Building, is currently being used for agricultural purposes. Vehicles approaching from M-50 to the north see this agricultural land first as a foreground to the campus buildings in the distance.

There is also a potter's field cemetery, identifiable only by a State of Michigan Historical Marker, located on campus between the parking lot two and Raisinville Road.

The entire site, most of which is former farm fields, has had flooding and standing water issues due to poor soil porosity and very flat terrain. The result has been erosion, landscape damage



Existing Site Plan – Main Campus

and paving deterioration.

As a result of a Landscape Master Plan prepared in 1991, the College performed regrading and drainage work, including creation of a retention pond. This, coupled with replacement of damaged landscaping and paving, has considerably reduced the standing water problems throughout campus. The only area still visibly exhibiting this flooding is behind the Health Education Building, which has not yet received its final regrading and landscaping.

The balance of the landscaping throughout campus is newer and minimal, focusing on low maintenance plantings such as trees, with some smaller scale plantings used as accents. These accent areas, which by their nature require more maintenance, appear to be overgrown and somewhat weed choked.

Immature trees are interspersed across the site, which is mostly planted with turf grass. There are some mature trees lining Raisinville road near the main entrance, causing the balance of plantings to appear even more immature. The area surrounding the Plum Creek is the exception to this rule. This portion of the site is more heavily treed, with a mix of vegetation typical of a creekside ecosystem.

Continued efforts to annually add to the landscaping will be required throughout campus to create more pedestrian-friendly pathways, reduce the apparent distance between buildings and create more inviting outdoor gathering areas.

Future site development should also address potential safety issues, including appropriately scaled and located plantings and increased pedestrian-scale lighting.

The Main Campus can be divided into a North Zone and South Zone, split by the main entry drive from Raisinville Road. The Health Education Building is essentially the only building in the North Zone. The balance of the academic buildings surrounds the campus quad, creating the

only semi-enclosed exterior space on campus. This separation of buildings presents one of the challenges to be resolved in the Master Plan – the need to visually draw the two parts of campus together.

As shown later in this document, there are several potential sites for future buildings that will assist in creating a more cohesive campus while making the best use of existing parking and circulation.

Whitman Center

The Whitman Center Campus, opened to students in 1991, is located on 25 acres in Bedford Township. This facility chiefly serves the southern portion of Monroe County, northern Lucas County, and Lenawee County, although marketing efforts focus primarily towards Monroe County residents.

Access to the property is from Lewis Road. The predominant land use type surrounding the property is mixed between single family residential and some commercial.

This campus consists of a classroom/administration building, a small storage garage and a single parking lot split by an entry drive. The Whitman Center Building and the surrounding site were planned to accommodate expansion at both ends of the building. The recent purchase of 14.5 adjacent acres will provide additional parking in the future. Building and program expansion would be impossible without this additional land and parking.



Entry to Whitman Center

The landscaping between the building and the parking lot is attractive, although understandably immature. The area immediately west of the building is a much more mature wooded area, providing shade and a pleasant view from the classrooms. Future site development should not only minimize disruption of this area, but promote expansion of it.

Access and Circulation Analysis

Main Campus

Vehicular access to the Main Campus is from Raisinville Road to the west. There are currently three entries to site, with the center entry being emphasized by signage and plantings as the main entry. Additional emphasis of this entry would likely create a stronger identity from the road.

The northernmost entry serves primarily the Health Education Building, although the parking lot connects through to the main access road.

The southernmost entry road runs between the parking lots for the Technology Buildings and the edge of Plum Creek, continuing behind the Student Services/Administration Building and completing the ring road that connects the entire site. The layout of this ring road confines vehicular access to the edges of campus, minimizing the opportunities for pedestrian/vehicle conflicts. The only parking lot not adhering to this principal, lot number 4 (east of the Student Services/Administration Building), is undergoing redesign and replacement, per direction from the previous master plan. This redesign will move the ring road to the perimeter, matching all other parking lots.

The only remaining major points for pedestrian/vehicle conflicts are across parking lot circulation paths and where the sidewalks to the Health Education Building cross the main entry drive that divides the campus. Any changes in these areas should incorporate paving and landscape elements that slow down traffic and increase the visibility of the pedestrian crossing zones.

All parking is on-site, currently totaling over 1,990 parking spaces among seven existing parking lots, with one third of spaces located in two lots west of the Health Education and Life Sciences Buildings.

A general idea of current parking needs can be calculated by applying ratios (.2 spaces per student, 0.9 spaces per full-time equivalent staff) to the counts of students and staff:

		<i>Ratio</i>	<i>Spaces</i>
<i>Students</i>	3,555	\times 0.2	711
<i>FTE staff</i>	262	\times 0.9	<u>236</u>
<i>Total</i>			947

Even given the shift towards part-time and evening enrollment, the current parking area is more than adequate for the current and projected population.

The lots south and east of the technology buildings, when full, require students to park a fair distance from the majority of general purpose classrooms. The two west lots, however, are located so as to serve future development of the campus, including the Instructional Center currently under development, intended to be located between the Life Sciences Building and the CLRC. Dual use of existing parking lots helps reduce new building development costs and minimize paved areas, thereby reducing storm water runoff problems.

Pedestrian circulation consists of typical campus walkways connecting buildings and parking lots in a fairly direct manner. Circulation through the main quad at the south end of campus focuses around a central paved plaza surrounding a raised planted area. A number of these walkways have been replaced or redesigned in recent years to replace deteriorated walks and to create more pleasing circulation paths. Redesign of parking lot four east of the Student Services/Administration Building includes redesign of the entry plaza that serves this and the East Technology Building.

Site and directional signage throughout campus is lacking, especially along the roadways. Large building identification signage is readily visible from most points on campus, but a coordinated drive-up campus directory near the main entry would assist the occasional visitor in locating their final destination.

Whitman Center

Access to the Whitman Center is from a single divided entry off of Lewis Road. This access road leads to the front of the building and divides the two parking lots. To avoid confusion and potential traffic conflicts, additional access roads to the property should be avoided in favor of one, potentially relocated main entrance.

Pedestrian circulation consists of a main walk leading from the parking lot to central entrance and two secondary entrances, one at each end of the L-shaped building.

Parking is provided for approximately 250 vehicles, with the lot often near capacity at peak evening instructional times. The purchase of an additional 14.5 acres was made partly to address the need for additional parking.

Facilities Analysis

MCCC opened to students in 1968 and is comprised of thirteen facilities on the main Raisinville Road Campus and two on the 25 acre Whitman Center Campus in Bedford Township.

The facilities at Monroe County Community College are routinely reviewed, including an annual insurance appraisal and an annual assessment of deferred maintenance conditions throughout campus. The results of these investigations are included in the appendix (section 6) to present a clearer picture of the condition of the campus.

The Health Education, West Tech and Campbell Learning Resources Center

Facility	Area (sq. feet)	Year Built
Main Campus		
Campbell Learning Resources Center	52,369	1968
Student Services/Administration	72,219	1968
Life Science	54,905	1972
East Technology	28,523	1968
West Technology	32,180	1968
Health Education	50,700	1997
Power Plant	9,394	1968
Boiler House	2,184	1978
Boiler House 200	2,184	1978
Boiler House 300	1,924	1978
Maintenance Butler Building	1,500	1980
Technology Butler Building	1,830	1983
Salt Storage	400	1999
Subtotal	310,312	
Whitman Center Campus		
Whitman Center	17,650	1991
Garage	480	1991
Subtotal	18,130	
Entire College	328,442	

Buildings are obligated to the State Building Authority as part of recent construction and renovation work. Recent work on parking lots and access roads was also partially funded by the State. Lease expiration dates vary and will be provided if necessary.

A majority of the buildings on the main campus are earth-toned brick buildings with muted trim, all of which are structurally sound. These buildings are indicated in the table on this page:

Instructional Programming

Much of the information regarding instructional programming is available in the College Annual Report. The 1999-2000 Annual Report is included in the appendix (section 4) to provide detailed information.

Updated information will be available with the publishing of the 2000-2001 Annual Report

Service Areas

Monroe County Community College's tax base is located in Monroe County. With the inclusion of the Whitman Center in Temperance, the service area extends throughout Monroe County to Lenawee County and Lucas County in Northern Ohio.

Program Offerings

In keeping with the programmatic goals set forth in the mission statement, Monroe County Community College offers the following programs:

Associate Degree and Occupational Certificate Programs

Associate of Applied Science

Automotive Engineering Technology
Construction Management Technology
Electronics and Computer Technology
General Technology
Industrial Electricity/Electronics
Manufacturing Technology
Materials Technology
Mechanical Design Technology
Mechanical Engineering Technology
Metrology Technology
Nursing, Registered
Quality Systems Technology
Respiratory Therapy
Welding Technology

Associate of Arts

Associate of Commerce

Accounting
Administrative Assistant
Banking Management
Business Management
Computer Information Systems:
 Accounting/Computer Information Systems
 Computer Programming
 Internet Professional
 Microcomputer Specialist
 Network Specialist
 PC Support Technician
Culinary Skills and Management
Industrial Management - Office
Industrial Management - Plant
Medical Office Coordinator

Associate of Fine Arts

Fine Arts

Associate of Science

Criminal Justice
Early Childhood Development

Certificate Programs

Accounting
Automotive Engineering Technology
Banking Management
Computer Information Systems:
 Accounting/Computer Information Systems
 Database Application Development

Microcomputer Application Development

Web Design

Web Development

Application Specialist

Graphic Design Specialist

Help Desk Specialist

Network Software-Administration Specialist

Microcomputer Technician

Construction Management Technology

Culinary Skills and Management

Early Childhood Development

Electrocardiography (ECG) Technician

Electronic Office Specialist:

 Administrative

 Legal

 Medical

Electronic Office Assistant

Manufacturing Technology

Materials Technology

Mechanical Design Technology

Medical Assistant

Metrology Technology

Phlebotomy Technician

Quality Systems Technology

Quality Technician - Basic

Respiratory Therapy

Welding - Basic

Welding - Advanced

Bachelor's Degree Programs

Monroe County Community College currently has an alliance with Siena Heights University to provide opportunities for students to complete certain Bachelor's Degree Programs entirely on the MCCC Campus. For example, through this partnership, students are able to pursue Siena Heights baccalaureate programs in business administration, accounting, applied science, psychology and general studies.

The College has simplified completion of the last two years of a Bachelor's Degree at other universities through articulation agreements with over a dozen universities in both Michigan and Ohio. These bachelor degree completion agreements provide that the student will be able to transfer 60 semester credit hours from one of MCCC's associate degree programs towards selected bachelor degree programs.

Dual Enrollment Programs

State sponsored Dual Enrollment programs are offered to local high school students as an opportunity to begin their college studies while still attending high school. Enrollment in this program totaled 273 students in 1999, increasing to 293 in 2000, a 7 1/2% increase.

Distance Learning Initiatives

MCCC also offers a number of courses through electronic means, including a web-based curriculum and interactive television. The College, as a member of the Michigan Community College Virtual Learning Collaborative, utilizes Blackboard Course Management Software for some web-based courses. Through this and other systems used by the College, students at MCCC have access to courses offered by other colleges, while students not attending MCCC have access to numerous programs at the College.

Online courses are available in both credit and lifelong learning programs. Specific offerings for Fall 2001 and proposed offerings for Winter 2002 are listed in the Appendix.

Eastern Michigan University occasionally offers courses at Monroe County Community College through the use of the interactive television classroom located in the Campbell Learning Resources Center.

Enrollment in web and video-based learning for Fall 2001 totaled over 234 students, an increase of 59% over the Fall 2000 enrollment of 147. It is expected that the number of course offered via the internet will increase for the foreseeable future, given that the offerings have increased 50% from 8 to 12 classes from 2000 to 2001.

Corporate and Community Services Programs

The basic mission of the Corporate and Community Services Division is to provide a variety of educational opportunities to adults within the College service area. Courses and programs are designed in response to expressed community needs, interests of individuals and groups, needs of business and industry, as well as demands for enrichment and recreational activities.

The CCS Division is involved in many aspects of the instructional programs offered by the College, including: Business Development and Employment Services; Community Services; Economic Development and Corporate Relations; Extension Center Operations and Lifelong Learning.

The CCS Division provides work force training programs, offering education to area business and industry, often at the business site. CCS personnel are regularly involved in integrated programs with the Chamber of Commerce, Industrial Development Corporation, and a variety of local and state agencies and organizations dedicated to economic development activities.

Community service programs and activities are an on-going part of the Division. The CCS Division coordinates room usage by off-campus organizations for approximately 40,000 people annually. Community service programs include the MCCC Auto Show and the annual Business and Industry Luncheon.

The utilization of Extension Center space, specifically the Whitman Center, is trending toward evening course offerings. This is maximizing the occupancy of the center for credit courses, leaving little opportunity for Lifelong Learning programs.

The Lifelong Learning Office provides educational opportunities for adults in a wide range of non-degree programs. It renders services to individuals and groups having needs which can be more adequately satisfied by short informal educational projects and activities rather than by traditional courses. These programs increased their attendance approximately 9 percent in 1999, with an enrollment of over 4,300. The CCS Division also leads the College in web-based course offerings, with the Fall 2000 Lifelong Learning schedule offering almost 50 classes.

The College hopes to increase its community involvement through the design and construction of the Instructional Center. This multi-purpose center would combine corporate training space, a performing arts facility and instructional space for the College's performing arts curriculum.

Detailed information about the operations and programs of the Corporate and Community

Services Division is available in the 1999-2000 Annual Report in the appendix (section 4).

Staffing and Enrollment

Student Body Composition

Based on demographic data collected by the College, the typical Monroe County Community College student is a Caucasian (95%) female (61%), with a mean age of 26, residing in Monroe County (86%) and attending as a part-time student (72%). 60% of all students are enrolled in transfer programs.

Review of the data over the past several years indicates that the demographic makeup of the student body will continue to trend towards an increase in all the above categories.

Detailed demographic data on the student body composition is contained in the Appendix under Student Profile Data (section 5).

Enrollment Trends and Projections

Enrollment at Monroe County Community College has held fairly steady at an average loss of approximately 1.1 percent per year since 1991. It can be expected, however, that the past trends will reverse, with the College posting 1 to 2 percent gains in enrollment over the next several years. This assumption is based on several trends:

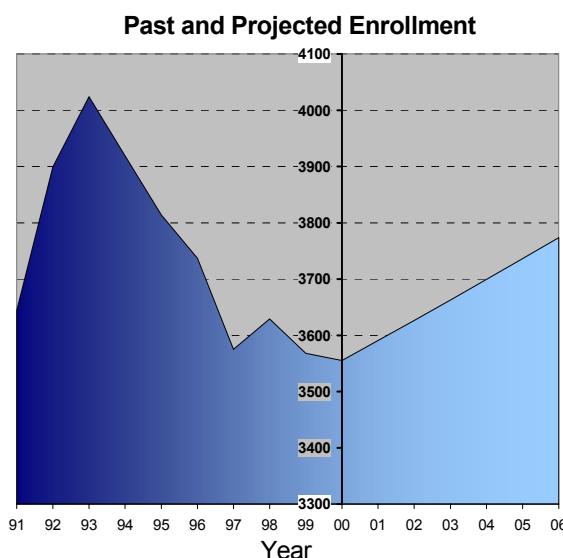
1. Moderate population growth in the college service area. Data from the 2000 Census indicates that the population in the MCCC service area has increased by 9.2 percent since 1990. This increase is slightly higher than the 6.9 percent growth of the statewide population.
2. The population of persons under the age of 18 accounts for over 27 percent of the entire population of Monroe County. Coupled with the fact that in fall 2000, 33 percent of Monroe County high

schools students enrolled at MCCC, the College has a steady, if not increasing source of new students.

3. Increased enrollment in dual enrollment programs and planned increases in offerings of university affiliated four-year programs.
4. Economic trends. From 1993 to 1997, the robust economy had a negative effect on MCCC enrollment, with an 11 percent decline in Fall enrollment in just four years. The economic slowing of the past year, coupled with increased unemployment, has the potential to draw more first-time and returning students into the college market to improve their skills set.
5. Revitalization of College marketing efforts.

Current class size is limited, with some exceptions, to 30 students per class. The college has a duplicated headcount of approximately 22,300 students in over 1,440 sections, creating an average of 15 students per section. Currently, the College is able to handle its existing population and several years of expected growth with existing classroom space.

A slight trend towards an increase in evening enrollment, combined with limited availability of evening sections, has caused certain evening courses to be at capacity. This is most evident in programs that require specialized classrooms and at the Whitman Center, where both classroom and parking space are limited. This imbalance at the Whitman Center favors credit courses to the detriment of Lifelong Learning offerings.



Some scheduling changes can be made to increase the number of students per section, but limiting the number of available sections in an attempt to improve efficiency will likely prove counterproductive.

Growth in business and industry development classes offered through the CCS division do not have a great impact on the utilization since most offerings are held off-campus, usually at the workplace.

Staffing Levels and Projections

Monroe County Community College currently employs 64 full-time faculty and 130 adjunct faculty. When all administrative, support and maintenance staff are included, the total employment at the College is a full-time equivalent of 262.

Full time faculty teach approximately 2/3 of all sections. The full instructional load for full time faculty is approximately 16 course hours per semester, or 480 student credit hours (30 students max/class x 16 course hours). Enrollment averaging 15.5 students per section lowers that number to an average 248 student credit hours per semester.

Based on these numbers, the actual student credit hours production of the entire full-time faculty is estimated at 15,872 (64 faculty x 248 student credit hours) per semester. This equates to the full-time faculty providing approximately 57% of the instructional hours (using 27,500 credit hours produced in Fall 2000). The balance of instruction is provided by adjunct faculty.

The following faculty projections are based on the above information and a projected enrollment growth of 1% annually. Using the above credit hour productions as a guide, projected credit hour production for 2006 is 29,737 credit hours, or an increase of 1980 credit hours. Assuming the current average instructor load of 248 credit hours per semester, the College will need, at most, fewer than 8 new full-time equivalent instructors within 5 years. This increase spread over 5 years will require little if any additional space beyond current available space.

In addition to faculty, the College will also have a need for some additional support staff as new facilities (i.e. the Instructional Center) are added to the campus.

Space Demands and Projections

Instructional Space

Monroe County Community College has available at the main campus a total of 77 classrooms, comprised of

- 31 general purpose classrooms (some also double as conference rooms)
- 2 lecture halls
- 10 science labs
- 9 computer labs
- 15 technology labs
- 3 art classrooms
- A culinary arts kitchen, a small performance theater/lecture hall, a distance learning classroom, a fitness center, a childcare lab, an aerobics/dance studio and the gymnasium.

The Whitman Center has available 9 general purpose classrooms and a multi-purpose lab.

Fall enrollment has decreased slowly over that last several years from a ten year high of 4,024 in 1993 to 3,555 in 2000. Given this drop, there is currently little need for additional general purpose classroom or lab space at the Main Campus. Even with projected enrollment growth due to population increases and the economic downturn, the College currently has enough space available to meet enrollment needs for the next few years. The difficulty that arises is in the availability of appropriate classrooms during certain times of the day. As stated before, this is most apparent in some specialized classrooms and at the Whitman Center.

Long term recommendations (beyond five years) are that the College plan for future growth by creating "placeholders", or specific locations for future development. This will ensure that space remains available when added programs or increased enrollment require it. In conjunction with creation of additional classroom space, the College has determined that existing classroom space should also undergo the updates necessary to improve teaching effectiveness.

Many existing general classroom spaces are currently wired for technology, but the lighting, temperature control and acoustics of most rooms are not up to the task. Faculty have commented that the furniture is not conducive to current team-based teaching methods and that unpredictable temperatures and HVAC system noise create distraction that hinders learning. Some spaces currently used for computer labs were not designed for the heating loads common with computers, and glare from windows and

light fixtures is a problem that has been addressed with limited success given the constraints of the building design.

Science labs are mostly original and not up to current standards for equipment or fume ventilation (where required). Continued renovation of these spaces, on both a deferred maintenance and capital improvement basis, is a priority for the College. An exception is in the West Technology Building, where the Welding Lab has undergone a complete upgrade, and the Auto Lab has been replaced by a state-of-the art computer lab. Both spaces are model examples of the level of renovations that may be applied to the balance of the campus.

Improvements and continuing cost reductions in computer and multimedia technology, as well as the increased integration of distance learning into the Michigan teaching model (through programs such as the Michigan Community College Virtual Learning Consortium), present additional opportunities for the College to increase its presence in the distance and internet learning market. Currently, the college has one interactive video learning facility in the Campbell Learning Resources Center. The increased availability of the technology required to provide interactive television learning will eventually allow colleges to provide these services in more general classroom spaces, reducing the need for dedicated rooms.

Support Spaces

Campbell Learning Resources Center

The main floor of the library has just undergone a major renovation to upgrade facilities and technology, creating a modern learning resources facility. Currently, the only proposed changes to the Campbell Learning Resources Center (CLRC) are in providing improved handicapped access to toilet rooms and to the upper and lower floors. Longer term recommendations include relocation of the Learning Assistance Lab (LAL) to the ground floor of a centrally located facility, providing easier access to all students, as well as creating additional classroom and group meeting space in the CLRC. One proposed location for the LAL would be with other student services in the Student Services / Administration (SSA) Building.

Student Services / Administration Building

The SSA building currently houses most of the student services in a traditional, departmental fashion. In order to provide a simpler interaction between students and College services, a reorganization of departments into a One-Stop Shop model is proposed, allowing students to deal with fewer locations throughout the entire admissions / registration / financial aid / cashier process.

Health Education Building

The Health Education Building, completed in 1997, provides state-of-the-art space for Nursing, Respiratory Therapy and Physical Education Program classrooms and laboratories, a day-care center, a multi-purpose room, a dance/aerobics studio and a fitness center.

The facility is located at the north end of the site and does not appear "connected" to the rest of the campus buildings. The site to the east of the building is not currently landscaped and, with proper drainage systems installed, would be a prime candidate for any outdoor athletic fields and additional parking.

Use of the center does not warrant any expansion or reprogramming of spaces in the foreseeable future. In the long-term, any expansions to the center to house new programs are recommended to be at the south end of the building in order to draw this facility closer to the heart of campus.

Instructional Center

The College is presently developing a Phase 200/300 Program Statement and Schematic Design for submittal to the State for a 53,000 square foot, \$12 Million multi-use Instructional Center. This facility would house a 575 seat auditorium with full support facilities, a pre-function assembly space, a multi-purpose lecture hall, dividable classrooms and rehearsal spaces, a computer classroom and the offices for the Corporate and Community Services Department.

There is no suitable facility of this type in Monroe County to fulfill the needs of rapid economic development. Training for existing and new industries has become a priority, and appropriate facilities are required to effectively meet the

expressed need. Cultural development has been a long-standing component of the College Mission, and construction of this facility completes the original campus plan, which called for a facility to house many of these functions. This building, while designed as a conference center, will enable the College to contribute to the cultural arts - a difficult proposition with the facilities currently available.

The building is to be located at the northwest corner of the Quad with the main entrance facing the existing parking lot #2 and a student entrance facing the Quad. This location was chosen to help complete the enclosure of the quad, create a highly visible presence for the College from Raisinville Road and to take advantage of the available 495 parking spaces in lot #2.

Whitman Center

The Whitman Center provides general purpose instructional space and a multi-purpose lab in a building that was planned for expansion from the end of each wing. Current average enrollment does not yet justify expansion of the facility; however, Monday through Thursday evening enrollment in both semesters regularly leaves the building at capacity.

The College has reviewed plans for expansion, and although there is limited opportunity for enrollment growth in evening credit or non-credit programs, there are currently no expansions planned within the next five years. The College will review the situation at the Whitman Center periodically, and if justified move forward with expansion plans.

Survey Summary

The input of faculty and staff was enlisted, through written surveys, to assist the Master Planning Team in uncovering trends, needs, successes and deficiencies that the Master Plan would need to address. The responses were useful in confirming that the priorities the College was pursuing for future growth were in line with needs of the users. The compiled results of the surveys are located in the appendix (section 7).

In general, respondents felt that the College was above par in its programs and a pleasant, relaxed and open place, although it was unclear from the surveys whether this was due to the facilities or

the attitude of the staff. Need for updates to existing classrooms and laboratories was voiced as a common concern. This included updates to classroom environment, such as improved HVAC, lighting and acoustics to provide better conditions for learning. There was also repeated mention of a need for flexible classroom design that would be adaptable to a myriad of teaching techniques.

Program changes and growth, although listed throughout, were within the range of the projected enrollment growth and were of a nature that would fit well within existing space types. There is a desire to continue investigations into alternate ways of packaging current programs to meet changing student needs.

Analysis and Synthesis Summary

Challenges

Based on the research, analysis and synthesis outlined in the previous pages, the following challenges were developed. These challenges are vital in creating the "problem" to be solved, acting as catalysts to the thinking process that takes place throughout the entire master planning process. Often these challenges drive discussions among the members of the Master Planning team, bringing undiscovered challenges to light and producing a more cohesive final product.

The main challenges faced by Monroe County Community College as part of the development of a Master Plan are as follows:

- Facilities Condition**

- Outdated Classrooms**

- Technology, furniture, finishes, equipment, acoustics, lighting, accessibility

- Outdated Labs**

- Equipment, Furniture, Ventilation

- HVAC Systems**

- At end of life, malfunctioning

- Unable to meet demands, especially from computer heat loads

- Food Service**

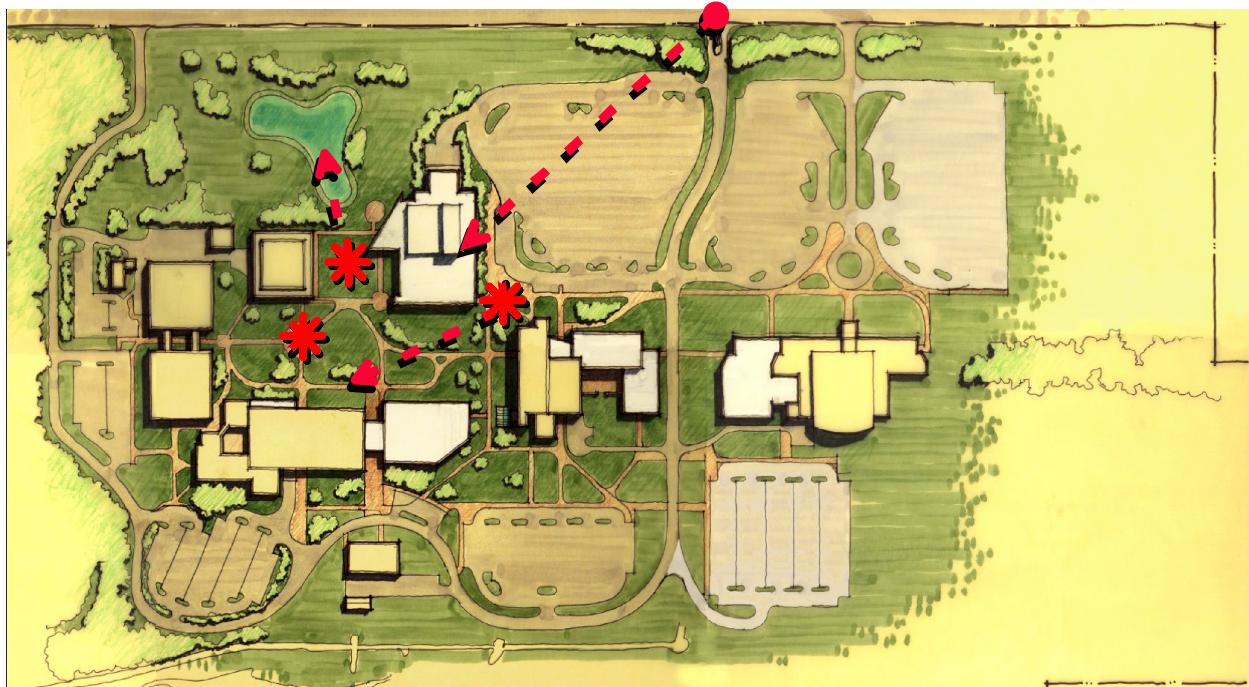
- Poor kitchen and service layout

- Cafeteria doubles as banquet/assembly space
- Non-functioning equipment
- Difficult to cater to other buildings
- Barrier Free Accessibility**
 - Elevators difficult to find, not fully accessible
 - ADA Toilet Rooms not available on every floor
 - Learning Assistance Lab on second floor, difficult to access
- Programs**
 - Culinary Arts
 - Limited space
 - Fine Arts/Performing Arts
 - In several locations on campus
- Student Support Services**
 - Located in several areas, some not easily accessible
- Interior Gathering Spaces**
 - Not easily accessible, not inviting
 - Minimal group work areas in some buildings
- Landscaping/Site**
 - Maintenance – some areas difficult to maintain, lack upkeep
 - No athletic fields
 - Need plan for annual landscape additions
 - Few well-defined outdoor gathering spaces
 - Campus entries not well defined, too many entries
 - Poor drainage – partially resolved
- Growth**
 - Update placeholders
 - Future project sites
 - Building additions
 - Whitman Center
 - Parking limited
 - Expansion plans, including placeholders for future projects
- Student retention**
 - Students not staying, not coming back

Site Planning Challenges

One part of determining the future direction for the campus was the creation of diagrams superimposing thought processes and physical attributes over the campus plan. The following diagrams assisted the Master Planning Team in uncovering what views needed enhancing or diminishing, how to best approach building interconnection, what circulation patterns exist and how they interact.

VIEWS AND VISTAS

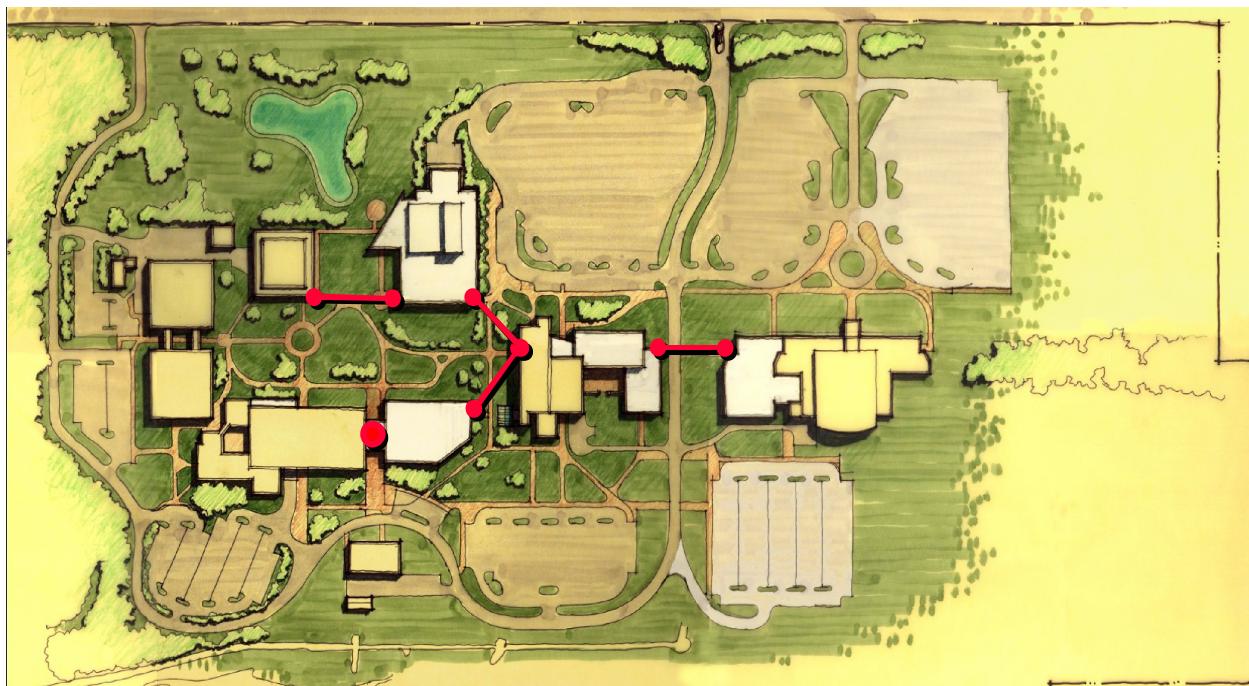


Enhance view from Raisinville Road – create landmark

Maintain view from entry point into quad

Maintain view from quad to pond

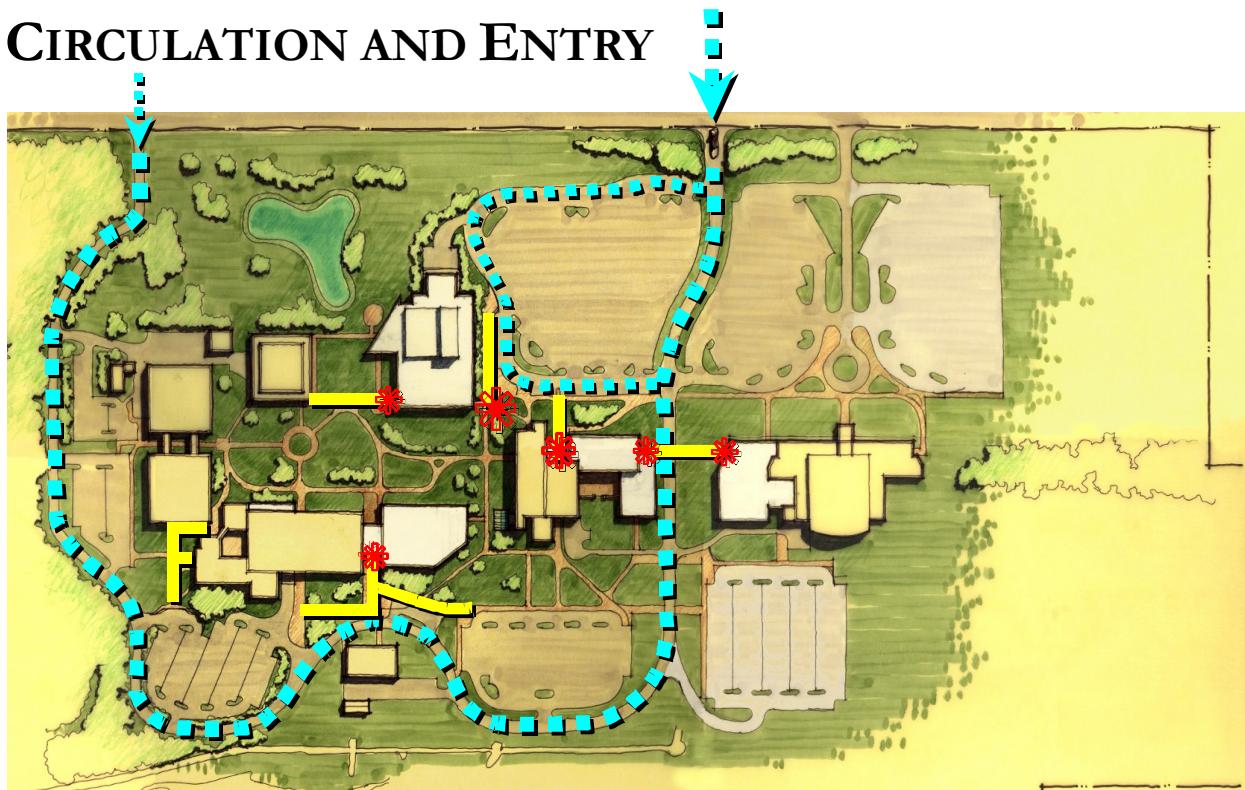
INTERCONNECTION



Connect buildings where practical for circulation

Reduce distance between buildings while maintaining views and vistas

CIRCULATION AND ENTRY



Maintain existing emphasis on minimal pedestrian/vehicle crossings
Create focus at main entry, reduce emphasis on secondary entries

Solution Criteria

Before master plan solutions are developed to address the above list of challenges, certain criteria are agreed upon to act as litmus tests for each solution to successfully pass.

Similar to architectural guidelines that provide a framework for future facilities that ensures a common theme among buildings, these planning guidelines ensure that any proposed solutions all adhere to a common theme, helping to avoid planning conflicts.

Following is a list of the solution criteria that was used to measure each proposed solution.

- Should physically support the College Mission Statement and Institutional Plan
- Should improve student retention and assist in marketing the College to prospective students
- Should address technological changes and the need for technology flexibility
- Should provide classroom flexibility for different uses and teaching methods
- Should simplify student and visitor interaction with the College

MASTER PLAN

At this stage of the master planning process, the vision for the College and the needs dictated by the programs are translated into physical projects based on the opportunities available within the attributes and constraints of the facilities and site. This is the point where the needs, desires and abstractions of the program take on structure and purpose, creating a blueprint for the future development of the College.

When potential and expanded facilities are organized on the site, the Master Plan provides placeholders for future projects - an overall scheme ensuring that any new building will be well integrated into the whole campus, with forethought to the infrastructure needed to support that facility.

The Master Site Plan on the following page is keyed listing existing facilities first, followed by proposed projects. The projects are then described with their proposed phasing.



Phase 1

2001-2004

Instructional Center (9)

The College proposes to build an Instructional Center which would provide support for two important areas of the curriculum – space for training and programming in the Corporate and Community Services Division and space for the music and drama curriculum. There are several areas of compatibility in this plan, including the utilization of a large lecture hall by both user groups. Providing a space for the instructional needs for cultural and performing arts has long been a need of the College and has been included in the College's annual Capital Outlay Requests as far back as 1978. In 1984, the College was authorized for planning pursuant to Act No. 431 of the Public Acts of 1984. Unfortunately, at that time, College funding to match State of Michigan funds was not available.

In 1991, the Instructional Center was listed as Priority 2 of 5 in a campus plan. Recently, the increase in contracted training for local business and industry has taxed current facilities to the point where it is necessary to combine the curriculum for performing arts in an effective way with increased space for contracted training.

The proposed building will house both a lecture/meeting hall and multiple smaller rooms for business and industry training. The Center would be equipped with high tech communication equipment linked to the College network and the Internet. Through this equipment, it will be possible to provide interactive television, compressed video, Internet and other forms of distributed teaching technology essential for corporate training as well as general instructional needs.

Successful implementation and use of these technologically equipped classrooms will provide the College with a blueprint for renovation of other classroom spaces throughout campus, as indicated in the section in Phase 1 on Renovations and Updates.

The building will be planned in a collaborative effort to accommodate the music and drama needs of the College. Through this union, the College would address two parts of the College

Mission Statement – economic and cultural development.

Significant elements of the building include:

- Main lecture/meeting hall with 575 seats (telecommunications equipped)
- Full compliment of backstage support facilities, including dressing rooms, scene shop and storage.
- Several smaller meeting rooms (telecommunications equipped)
- Corporate and Community Services Division offices
- Pre-function assembly space, also functioning as a banquet area complete with catering kitchen
- Performing arts rehearsal rooms, practice rooms, offices and storage
- Art exposition/display areas

The cost of the Instructional Center is estimated at \$12 million, with \$6 million provided by the College and community, and \$6 million in matching funds requested from the State.

Deferred Maintenance (1-8)

The College has made a priority over the last several years to address issues of deferred maintenance throughout campus. This included completion of re-roofing all campus buildings, replacement of emergency alarm systems and maintenance work on several HVAC systems.

MCCC recently completed a college-wide facilities assessment, resulting in a prioritized list of building systems requiring attention. As part of the assessment, an easily updateable database was created, allowing the College to monitor and record systems condition and complete repairs. This assessment and database, with detailed facilities conditions and associated repair and/or replacement costs is included in the appendix (section 6).

Examples of items requiring repair and/or replacement include:

- Non-functional site lighting, due to deterioration of underground conduit.

- Deteriorated parking lots 4 and 7, funded for replacement. Lot 4 is currently undergoing replacement.
- Campus energy management systems that are obsolete and difficult to maintain.
- Isolated HVAC problems throughout campus, including air leakage, condensation and systems unable to meet increased cooling loads.
- Deterioration of building entries.
- Electrical systems operating at maximum capacity.
- Original galvanized piping deteriorated to the point of replacement.

The College intends to continue its efforts toward improving the condition of the facilities throughout campus, repairing and replacing systems as necessary to avoid the potential complications and exponential costs associated with deferring needed maintenance.

Renovations and Updates (1-4,6)

A separate component of facilities upgrades, renovation and updates fall under the category of capital improvements. These recommendations were placed in this first phase as they are essential in providing the flexibility and technology required by current and future teaching methods.

Capital improvements of this type are also essential in marketing the College to students, business and industry in a highly competitive environment. This is an essential, but often overlooked part of attracting and retaining students and business partners.

Observation of classrooms, labs and equipment, and information collected from surveys indicate that the College needs to continue its efforts to improve the physical learning environment in all departments.

As indicated in Section 3, Space Demands and Projections, many existing general classrooms are in need of technology and environmental upgrades to meet the needs of current technology and teaching methods. For all buildings except the Student Services/Administration Building and the Gerald Welch Health Education Building, recommended improvements include:

- Upgraded HVAC systems to improve acoustics and allow for better control of temperature in each classroom.
- Improved technology support, including lighting and window shading designed for intensive multimedia equipment use.
- Upgraded finishes (carpeting, ceilings, whiteboards) and furniture, including replacement of tablet arm chairs with worktables that allow for more flexible classroom arrangement.
- Integration of new teaching delivery technology into classrooms as the costs and required support for equipment shrink. These upgrades would include installation of wireless networks, low cost multimedia projectors and portable distance learning equipment. This will allow any such equipped classroom to also function as a conference room or distance learning center, eliminating the need for highly specialized, dedicated spaces.

Science and technology laboratories are also mostly original, utilizing old equipment and not meeting current standards for fume removal (where required). Recommended upgrades include:

- Upgrade chemistry and biology lab equipment to meet current technology and safety standards, including new fume hoods and plumbing fixtures.
- Improved ventilation and HVAC control, to reduce humidity problems causing corrosion to ceilings and plumbing.
- Upgrade furniture, finishes and equipment in the East and West Technology Buildings. Many labs and classrooms in these buildings contain outdated and worn furniture and worktables. Replacement of this equipment is essential to provide the collegiate environment sought by students and industry. Two examples of top-notch teaching spaces include the new computer lab and updated welding lab.

The College has made strides in past years to improve handicap accessibility, providing ramps and upgrading toilet rooms where practical. Accessibility issues that still require addressing as

part of the first phase of the Master Plan are as follows:

- Creation and implementation of a plan to replace all door hardware throughout campus with ADA compliant hardware, including installation of power assist devices in toilet rooms where necessary clearances to open doors are not available (i.e. Life Sciences)
- Renovation of toilet rooms where possible. Structural limitations have meant that certain buildings (i.e. East and West Technology) do not have any fully accessible toilet rooms. As renovations to these spaces proceed, single-occupant toilet rooms should be added as required.
- Entry level access to elevators in the CLRC and the Student Services/Administration (SSA) Building is difficult to locate without assistance. In the CLRC, wheelchair-bound students need access to the second floor for use of the Learning Assistance Lab and the basement for accessible toilets, but the only elevator is located behind the circulation desk in the loading dock area. In the SSA, the only elevator to the “Cellar” student lounge is the freight elevator. These conditions warrant either improved access to the elevator lobbies (as indicated in the CLRC Elevator Lobby drawing) or relocation of the facility needing access (as in the SSA Renovation drawing, phase 3).

The final facility recommendation in phase one is for upgrades to the cafeteria kitchen in the SSA. Observations and reports during the facilities assessment indicated that the cooking and fire suppression equipment is out-of-date and, in many cases, not functioning. The kitchen, originally designed solely for food service, is doing double-duty as a teaching space for the Culinary Arts Department. Workstations are poorly arranged, with cafeteria staff and students working in cramped quarters, compromising efficiency and limiting the number of students who can assist the staff.

The College, aware of this need, is planning a complete renovation of the food service kitchen in 2002.

Landscape and Site

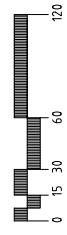
Comments drawn from the surveys, as well as observations made during the master planning process, indicate the need to address the following landscaping issues:

- Install additional landscape plantings throughout the campus to emphasize pedestrian paths, better integrate the more wooded areas at the south of the site, and to improve definition of different areas of the site.
- Continue work on site drainage issues.
- Increase amount of low-maintenance landscaping and reduce the quantity in high-maintenance plants, except as accents.
- Improve directional signage to assist the first-time and infrequent visitor in finding their destination.
- Plan for future growth.

To address these issues, proposed changes to the landscape for this first phase of the Master Plan include:

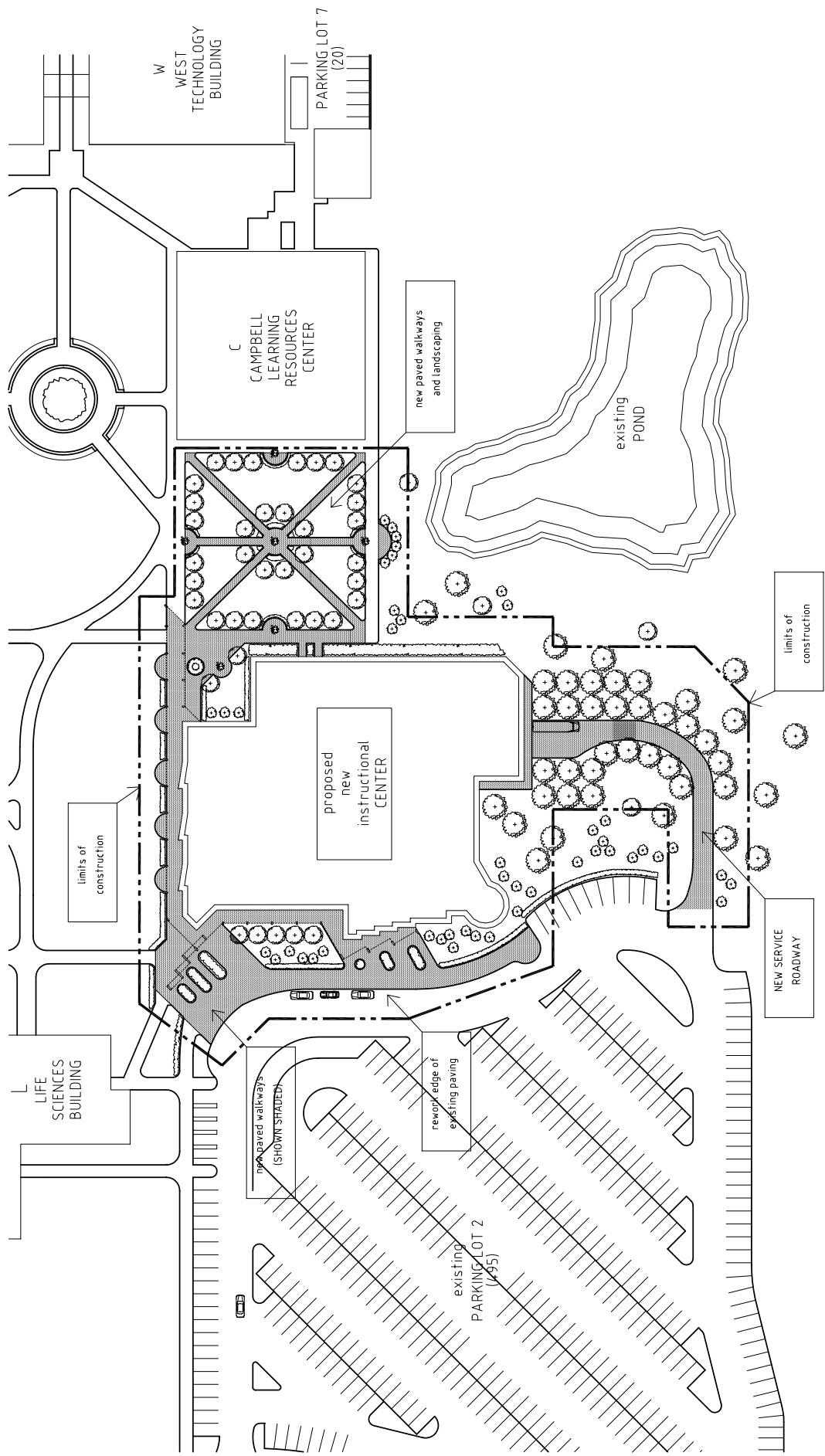
- Replacement of parking lots damaged from years of site drainage problems (lots 4 and 7 are funded). Replacement of lot 4 is underway.
- Updating of the existing landscape plan, combined with immediate commencement and annually scheduled planting of low-maintenance species, including indigenous plants found in environments such as Plum Creek.
- Reconfiguration of the entries from Raisinville Road (as part of the Instructional Center project)
- Implementation of a site directional signage plan, including vehicle-accessible site maps.

NORTH

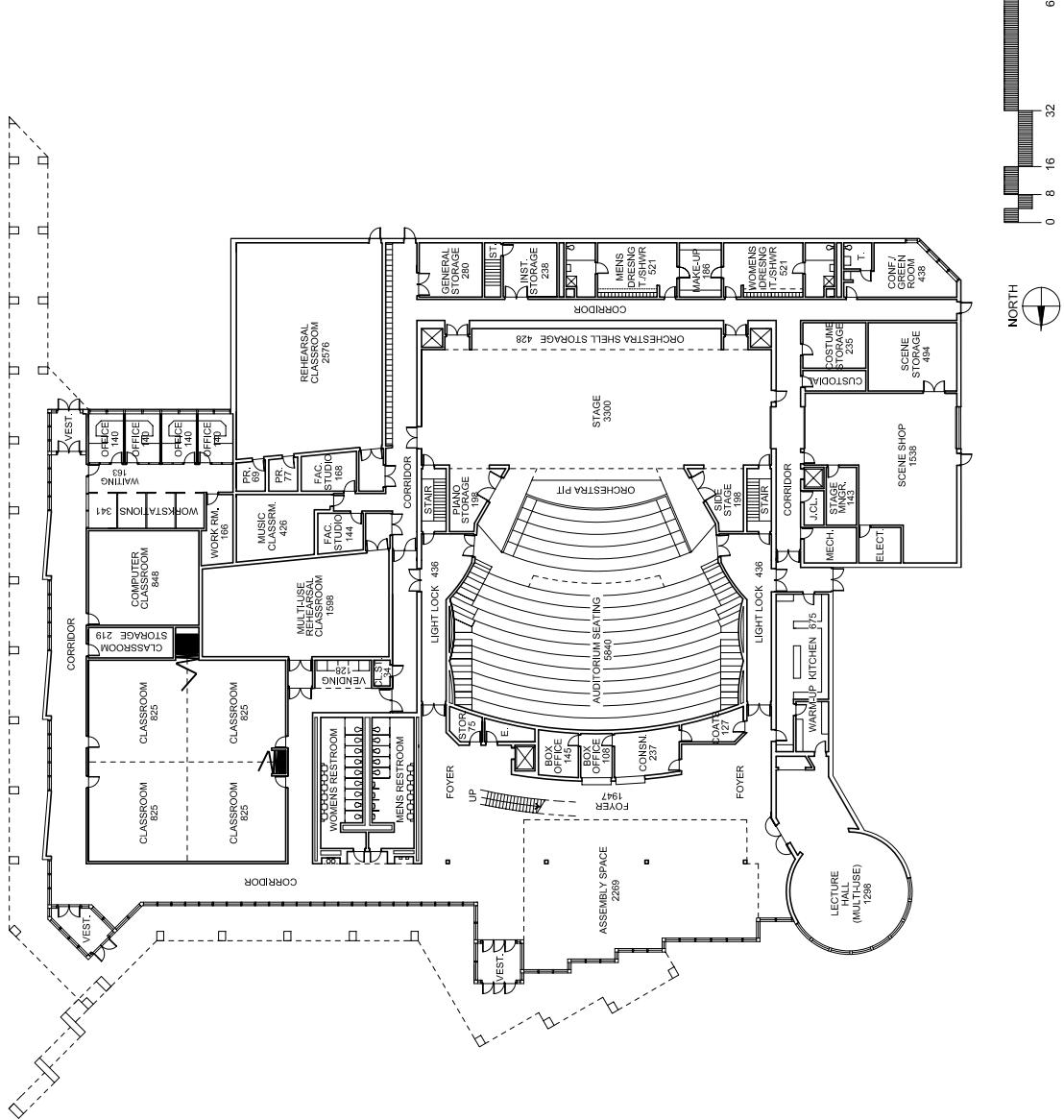



INSTRUCTIONAL CENTER SITE PLAN

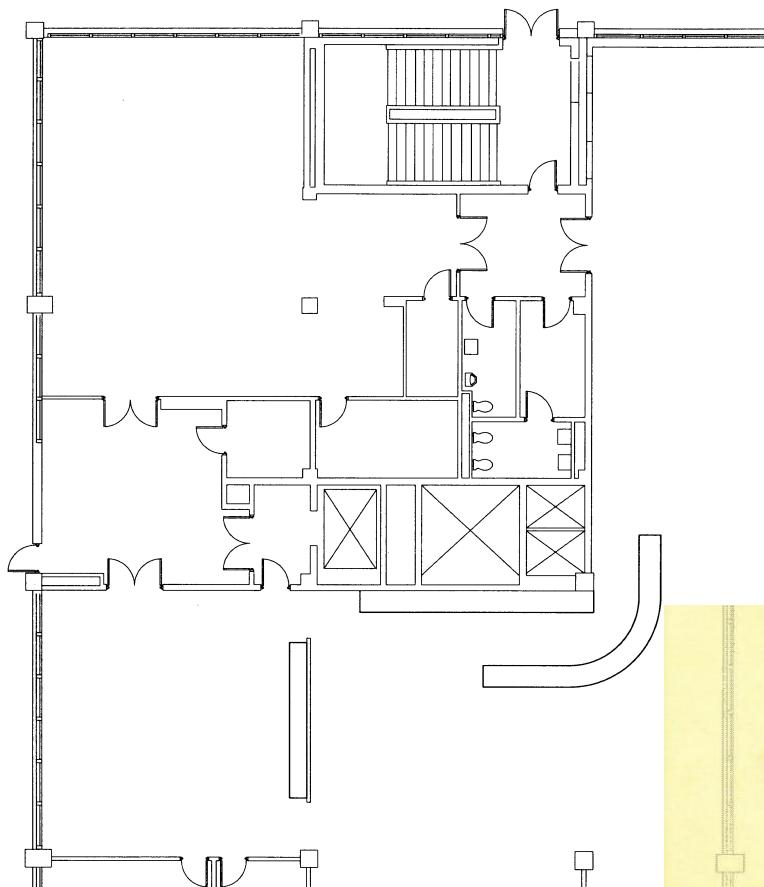
R A I S I N V I L L E R O A D



INSTRUCTIONAL CENTER FLOOR PLAN

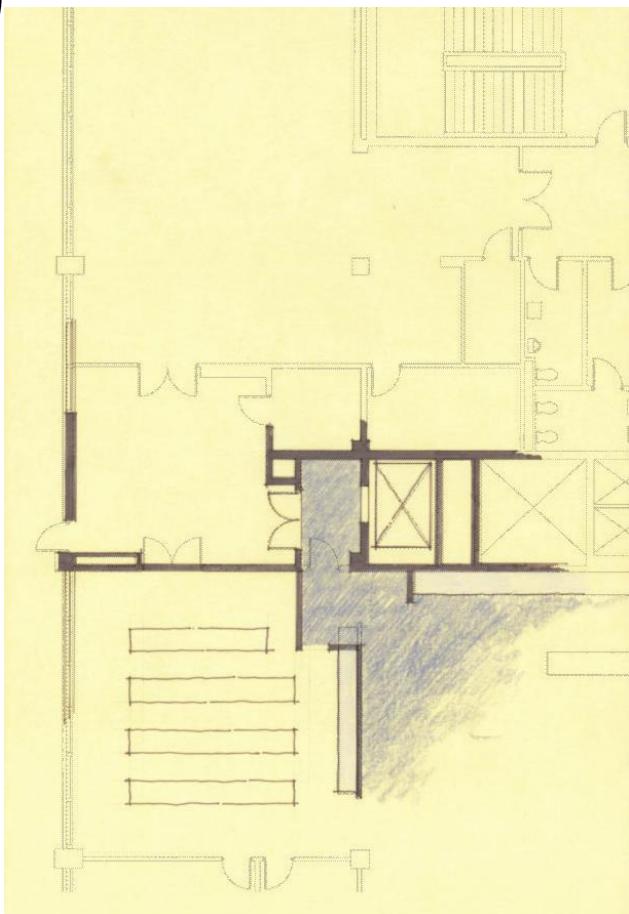


Campbell Learning Resources Center



Existing Elevator Lobby

Proposed reconfiguration of CLRC elevator lobby includes conversion of freight elevator lobby in passenger elevator lobby, removal of door to elevator lobby and slight reduction to area of Closed Collection Room to improve view of lobby.



Proposed Elevator Lobby

Phase 2 2003-2006

Student Services / Administration Building Addition and Reconfiguration Part 1 (4,13)

In both surveys and Master Plan Committee meetings, a desire was voiced to consolidate all student services in one location on campus. This consolidation would be in a One-Stop Shop format, leading students through the process of admissions, registration, financial aid and payment in fewer steps, rather than the current model of moving between offices and dealing with numerous personnel.

The recommended changes, indicated on the following SSA Building drawing, would include:

- Creation of temporary conference room space in the former Corporate and Community Services offices (relocated to the Instructional Center) to fulfill an immediate need for additional conference space until the SSA addition is complete.
- Potential relocation of the Learning Assistance Lab (LAL) to the SSA Building, creating an assistance office that would be able to aid the student from entrance to job placement in the same location as other student services. An alternate would be to locate the LAL to other available ground floor space on the campus.
- Construction of an addition at the north end of the building to house consolidated Business and Administration Offices, and additional multi-purpose conference rooms. This addition will also provide new, accessible points of entry to the building and a lobby dedicated to the business and administration offices.
- Potential relocation and enlargement of the Bookstore, including consolidation with the Copy Center, to simplify delivery of these services to the student (once addition is complete).
- Potential relocation of Financial Aid and Cashiers Office to adjoining suites.

- Relocation of the Student Government offices to a space adjacent to the Business and Administration wing, ensuring a sense of involvement for students in the operation of the College.
- Potential relocation of the Registration and Admissions Office to the former CCS offices (once addition is complete).

Campbell Learning Resources Center Reconfiguration (1)

Relocation of the Learning Assistance Lab (LAL) to the SSA Building will free up almost 3,000 square feet on the second floor of the CLRC for reprogramming.

Recommended changes to this area include:

- Creation of an additional general purpose classroom and relocation of two small conference/workgroup areas to the central part of the floor plan.
- Realignment of the corridor west of the LAL to allow for placement of additional conference rooms adjacent to office areas
- Addition of a fully accessible toilet room as the structure allows. Part of this need may be addressed by improved access to the accessible toilet rooms on the basement level.

Recommended changes to the basement level include:

- Conversion of the Little Theater into a technology-equipped general purpose lecture hall.
- Consolidation of the IT Department space from multiple small rooms originally designed for other uses into one large IT office. Renovations in this area would also need to include redesign of the HVAC system to adequately handle cooling needs and humidity problems.
- Conversion of space C-10 into a student lounge, a space this building currently lacks.

If not completed as part of the accessibility upgrade recommended in Phase 1, the elevator lobby modifications to improve accessibility to the basement and second floor could be completed as part of these renovation projects.

Athletic Fields (12)

There has been considerable debate over the merits of outdoor athletic fields at Monroe County Community College. Concerns range from the desire of students to use recreation amenities provided, to the ability of the soil to support athletic fields over the long-term without installation of sub-surface drainage system.

One point that cannot be disputed is the question of land availability. The Main Campus currently has more than enough property available in the immediate vicinity of the Health Education Building to support numerous different athletic fields.

As part of Phase 2, it is recommended that the College undertake planning, design and initial construction of athletic fields for sports determined as viable. This construction will include the additional parking necessary to support both the fields and proposed future development (Phase 3 and beyond).

This recommendation is an example of what was described earlier as a “placeholder”, or a setting aside of land for a specific use to ensure that future development does not proceed without taking this use into account. Construction of these fields may or may not occur, but planning for this potential is prudent.

Construction would commence as needed, with the project phased as funds became available. An alternative to funding solely by the College would be to share funding and use between the college and the community.

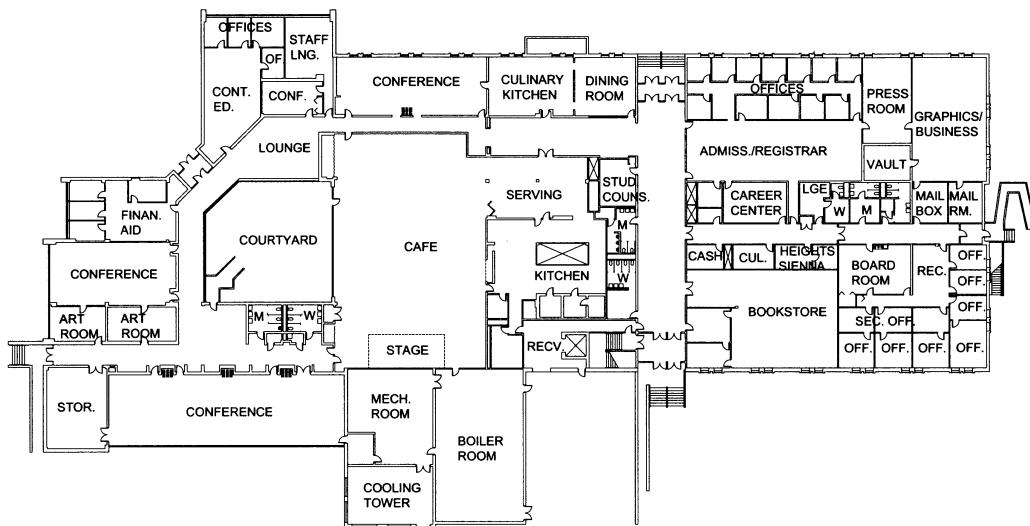
As the exact mix of potential athletic fields has yet to be determined, the level of planning at this point only indicates the most likely location for this project.

MCCC plans, as part of Phase 2, to design and develop this new parking.

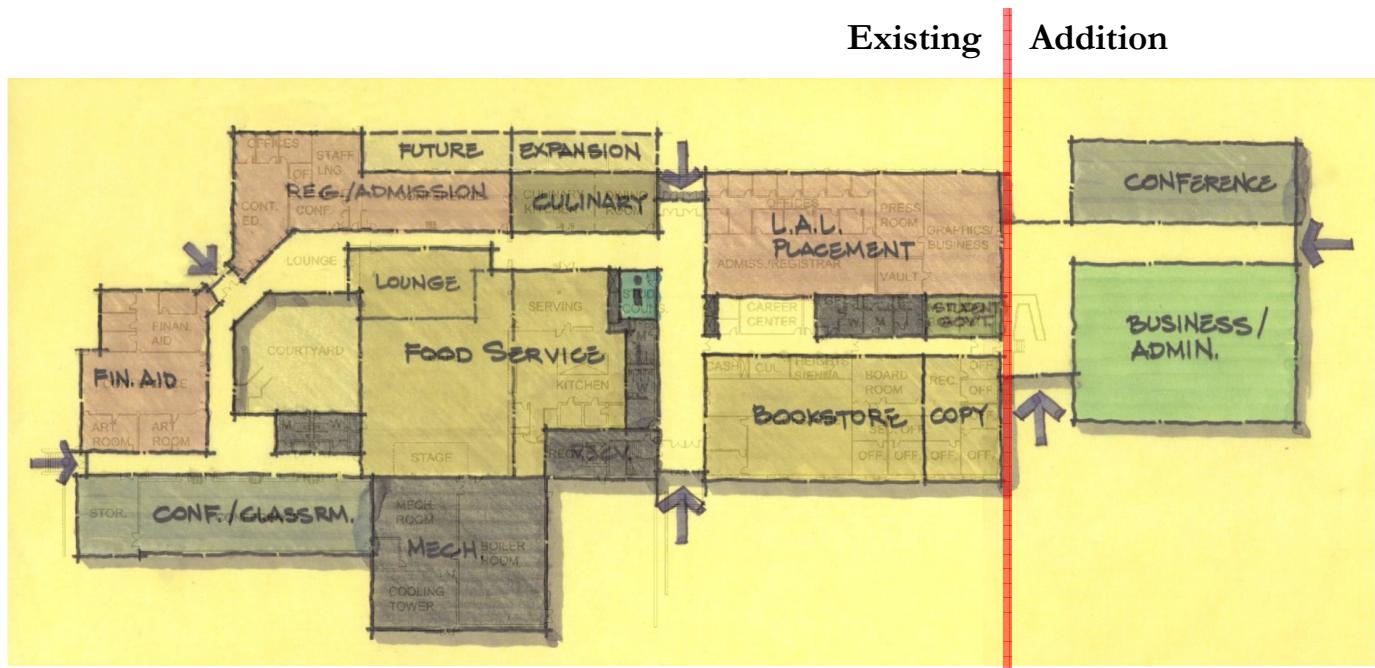
Whitman Center Parking

The College recently purchased an additional 14.5 acres of property immediately to the west of the existing Whitman Center Site. As the Whitman Center itself was designed for expansion on the existing site, the proposed use for the new property is to provide an additional buffer from surrounding properties and, most importantly, to provide much needed additional parking.

Student Services / Administration Building

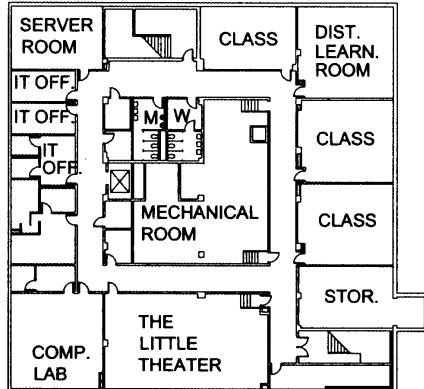


Existing Building Plan

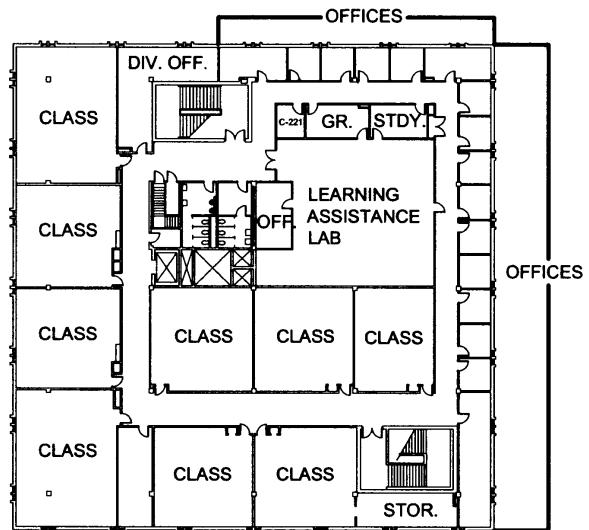


Proposed Functional Zoning

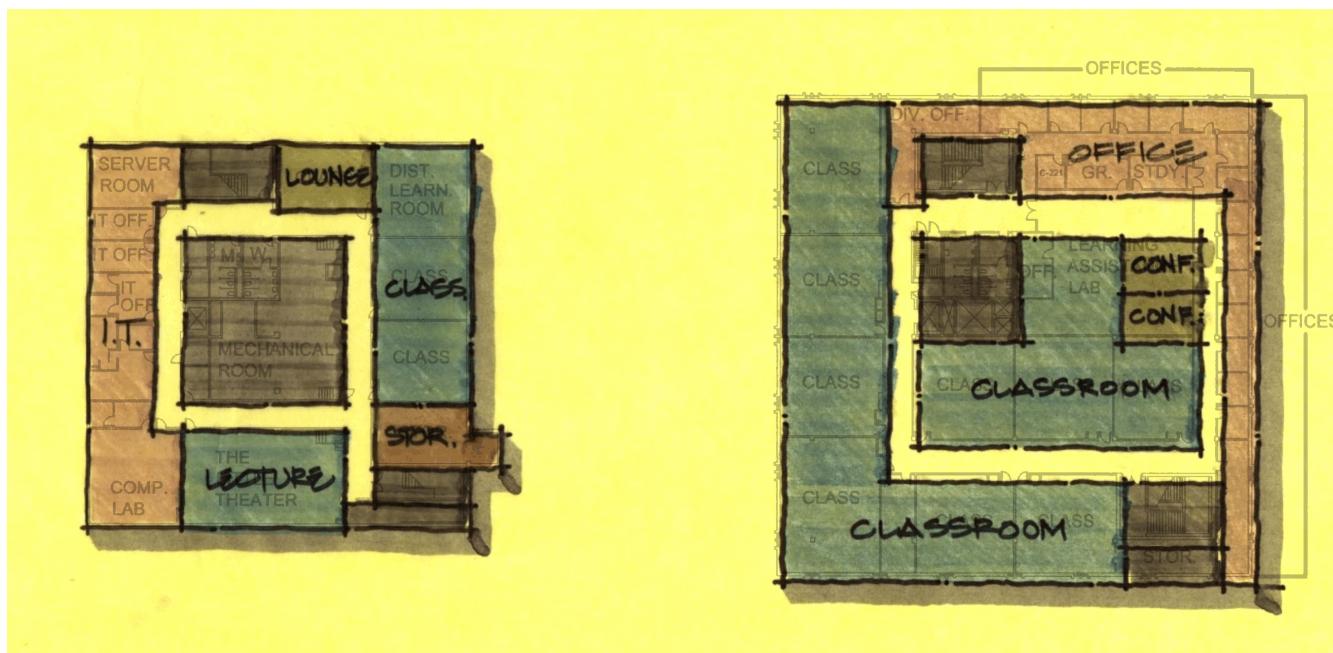
Campbell Learning Resources Center



Basement
Existing Building Plans



Second Floor



Basement
Proposed Functional Zoning

Second Floor

Phase 3 2006-2011

Student Services / Administration Building Addition and Reconfiguration Part 2 (4)

The second part of the proposed changes to the SSA Building assumes the completion of the first group of recommended changes to this building and a demonstrated need for additional space. These recommendations are long term and will need review in future revisions of this Master Plan to determine their continued viability.

These changes focus on three areas of the building:

Culinary Arts

The recently renovated Culinary Arts Kitchen is able to meet current space needs, but will be unable to accommodate program growth without either additional space or additional sections (a difficult proposition to market to working students).

If providing additional space is the selected solution to accommodate program growth, it is proposed to expand the building to the west, providing approximately 1,100 additional square feet each to the Culinary Arts Department (a 61% increase) and the relocated Registration/Admissions Department (a 23% increase).

Student Lounge and Basement Storage

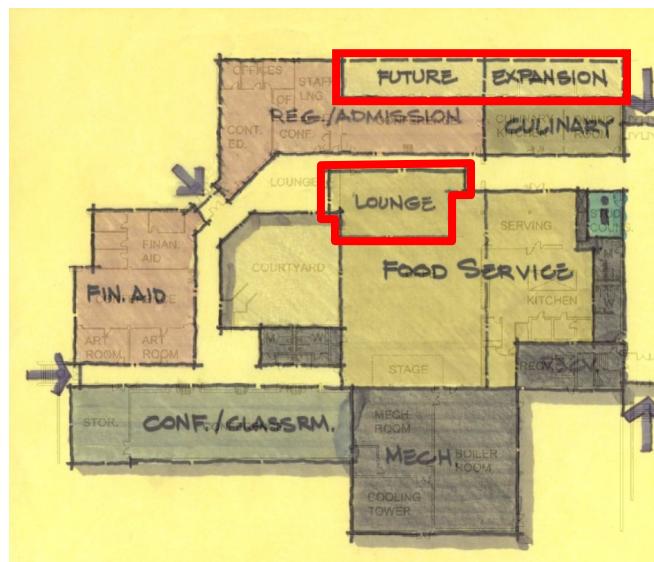
One issue that arose during the facilities walkthroughs is the difficulty physically handicapped students face in accessing the basement student lounge known as the "Cellar". Recently renovated, this space is an attractive, multipurpose lounge with television, vending, a pool table and informal seating. Unfortunately, the only elevator access is through the freight elevator located off the loading dock.

An immediate, but temporary solution is to convert the elevator and lobby to a more passenger-oriented and less freight-oriented space.

The proposed long-term solution is to relocate the student lounge to a portion of the cafeteria dining area and return the basement space to storage as required by program growth.

The availability of space for a student lounge on the main level of the building was confirmed from anecdotal research indicating that student and faculty use of the dining room is far below the capacity of the space. The functions that do fill the dining room to capacity are evening and weekend conferences and catered events that will be better accommodated in the new Instructional Center banquet space.

Based on this information, and the functional conveniences of placing a student lounge adjacent to dining facilities, it is recommended that the lounge be located in a separate room in the west third of the existing dining room.



Proposed Culinary Arts Department Expansion and future Student Lounge Location in SSA Building

Life Sciences Building Expansion/ University Center (10)

Although available space at the College is capable of accommodating projected program and enrollment growth well into this next decade, it is prudent to plan locations where potential facility growth could occur.

The existing Life Sciences Building is the logical location to construct new classroom facilities for several reasons:

- Originally designed for expansion the building is able to accommodate an addition in several locations.

- This building and the site immediately to north are located closer to the majority of existing parking than any other potential sites on campus.
- Expansion of the building to the north would address one of the challenges laid out in this Master Plan – to draw the campus buildings closer together through improved building interconnection. The proposed addition would considerably reduce the outdoor travel distance between the Quad and the Health Education Building.

The proposed addition to the Life Sciences Building consists of two parts, the first being development of a University Center. This facility type was considered in previous Master Plans as a way of addressing the conferencing needs of business and industry as well as program needs of four-year institutions wishing closer affiliation with the College.

Many of the business and industry and conferencing needs are being met in the proposed Instructional Center. Offices and classrooms for university partners, however, are still unaddressed in the currently available facilities.

The proposed University Center would, in its program, include the following:

- Technology intensive, distance learning enabled general classroom space available to both College and university programs.
- Office space for university partner administration and faculty.
- A new, much more open entrance and lobby facing Raisinville Road serving both the University Center and the Life Sciences Building.

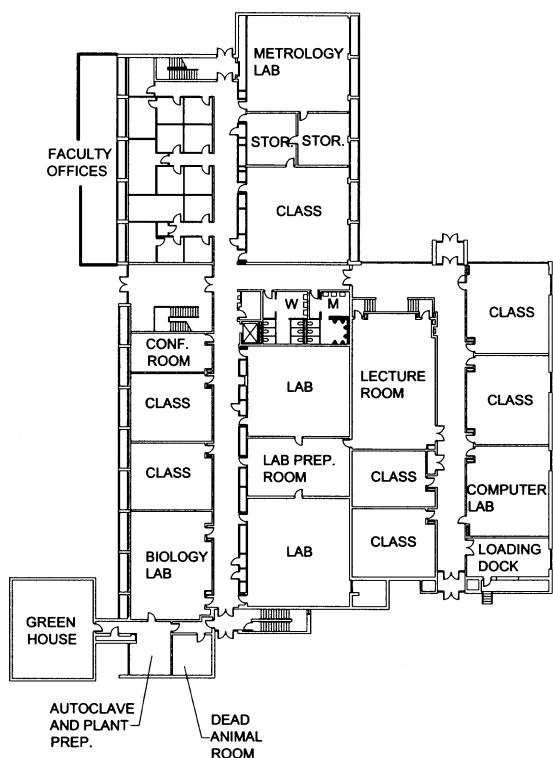
The second part of this addition is an unprogrammed space to the north of the University Center. Potential uses for this space include:

- Additional general classroom space for University Center on College programs, if warranted by growth in this area.
- State-of-the-art technology classrooms, possibly including high-bay space for large manufacturing technology equipment unable

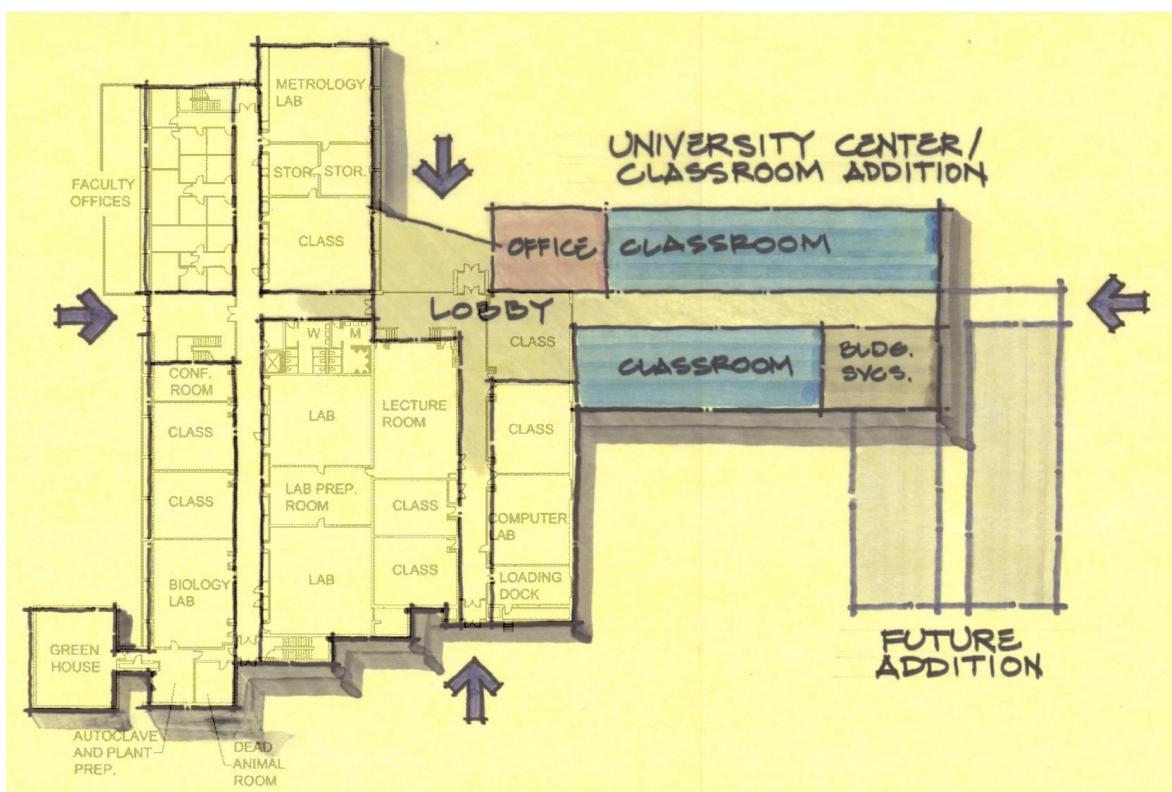
to be housed in the East and West Technology Buildings. The east facing courtyard created by this addition could also house outdoor construction areas for the Construction Technology Program.

- A permanent, state-of-the-art space for the IT Department and computer classrooms. This would allow the IT Department to relocate from the basement of the Campbell Learning Resources Center into a space designed specifically for this use, eliminating power and HVAC problems that often arise when large computer systems are housed in older buildings.

Life Sciences Building Expansion and University Center



Existing Building Plan



Proposed Expansion

Long Range Priorities 2010+

As part of the Master Planning process, ideas are considered and developed that, due to priorities and circumstances, do not fit well into the scope of a five to ten year plan. The following proposed projects are examples of ideas that should be recorded for future planning efforts.

Campbell Learning Resources Center Library Expansion (1)

There is an understanding that the existing Campbell Learning Resources Center, specifically the library, may not always be able to adequately house the collection required by a modern institution. Unfortunately, between the design of this building and proximity of neighboring buildings, the CLRC becomes somewhat landlocked.

Several directions for expansion were considered for this building, with the final conclusion being that the best direction may be none at all. One solution to this potential problem would be to relocate programs housed on the second floor of the CLRC to other buildings, possibly including the proposed University Center.

This would make available up to the entire second floor of the building to house a growing collection and new, as of yet undeveloped multimedia information delivery systems.

Health Education Building Expansion (11)

In order to pull the disparate parts of the campus closer together, any proposed expansion of the Health Education Building would best be towards the south, in the direction of the main part of campus. Potential uses for the additional space, if warranted, may be as follows:

- Additional health education classrooms and labs
- Racquetball courts
- Indoor tennis courts
- Early childhood education classrooms and child development learning labs (in conjunction with the existing daycare center)

Future Campus Expansion Zone (14)

This is another placeholder, indicating the most likely location for as of yet unplanned campus facilities. Part of any development planning in this area should include additional parking, possibly in the format indicated on the site plan. Any detailed planning in this area should consider the potential for reorienting the main entry to campus, possibly locating it further north along Raisinville Road.

Whitman Center Expansion

The College has considered potential expansion of the Whitman Center to address the need for additional classroom space for both credit and lifelong learning classes.

Although it is currently not a priority, planning exercises have been performed in the recent past to look at alternate expansion possibilities for this building. Copies of those exercises are included in the appendix (section 8) for reference.

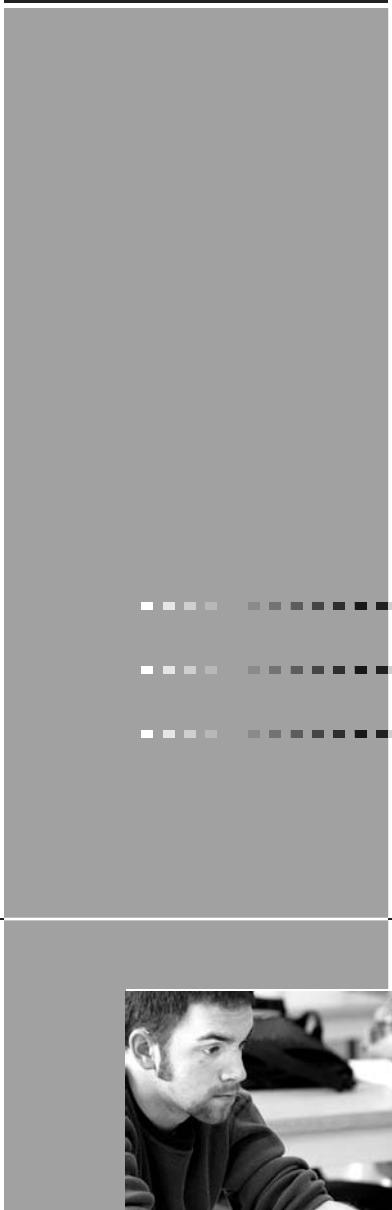
Architectural Guidelines

Architectural guidelines are an important part of a master plan, providing a design framework for future development. The goal is not to stifle creativity or the use of new materials or techniques, but to foster a harmony between existing and future facilities, thus avoiding a disjointed appearance that can easily occur on a campus built up over several decades.

Suggested architectural guidelines are as follows:

- New facilities should embrace design, materials and technologies that minimize construction-related waste, reduce maintenance, allow for future expansion and most importantly, improve energy efficiency and indoor air quality.
- New buildings should compliment the scale of existing buildings, maintaining a story limit of fewer than five stories.
- Building materials, although not needing to exactly match existing materials, should not look out of place with the dominant facing material of earth-toned brick.
- Designs should add character to the campus, but not create architecture that is disparate to the whole campus image. In other words, a “signature building” should be read as the signature of Monroe County Community College.
- Buildings should not have a readily apparent back side, but address on all facades the adjacent use and context, and be oriented to compliment existing buildings and the surrounding landscape. This does not preclude well defined building entries, which should use pedestrian-scaled detail and landscape to ensure easy identification.
- Interior finishes should be durable and low maintenance, but not overly hard and uninviting. Acoustics and lighting should be considered important in every space.
- Landscape materials should be as low maintenance as practical, emphasizing “broad brush strokes” of similar plantings instead of numerous installations of mixed vegetation. Examples of groupings include trees evenly spaced along walks to emphasize pathways, trees planted as windbreaks, and selected vegetation planted to act as backdrops and to identify gathering spaces.
- Flowering annuals and other high-maintenance plants should be used minimally and only as accents to reduce maintenance requirements. Plantings should emphasize indigenous vegetation over exotic species.
- Site lighting should be appropriately scaled for its use, emphasizing pedestrian-scaled fixtures wherever possible.
- Vehicular access roads should not cross pedestrian paths. These walkways should be easily identifiable from a moving vehicle, possibly through a change in material, to help improve pedestrian safety.

APPENDICES



Monroe County
Community
College

Annual Report



1999



2000



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Institutional Overview

Audrey M. Warrick
President



Renovation, technology, philanthropy, and change are the cornerstones of the 1999-2000 academic year at Monroe County Community College. The year began and ended with renovation projects changing the landscape of the College both internally and externally, new courses and programs reaching out to our students, and technology continuing to drive major changes at every turn. In May 2000, Gerald Welch retired as president of MCCC after 14 years at its helm and I began my duties as the third president of the College.

The year began with the College's North Central Association Accreditation Visit. Following 18 months of preparation and the completion of the institution's Self Study, the team came to campus in September and was thoroughly impressed with this fine institution. The result – a ten year accreditation.

As part of the accreditation process, the College revisited its Mission Statement to analyze whether or not it truly reflects the purpose of the institution. The process punctuated the necessity for a strong Mission through rapid change and found the faculty and staff dedicated to the College's Mission *to provide programs for students planning to transfer*

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

1999-2000 could best be characterized as the year of renovations. Three major renovation projects partially funded by the state of Michigan as well as two other major projects and numerous other minor projects filled the year with almost constant construction. The three projects funded in cooperation with the State include the renovation of the Auto Lab into the new Regional Computer Technology Center, the Welding Lab Ventilation project, and the complete redesign of the Library. All three projects were completed for the start of the Fall 2000 Semester and took the dedication and commitment of many of the College's outstanding faculty and staff. Two additional projects, the Cellar renovation and the replacement of the plaza walls in central campus were both begun this year and are nearing completion. Other renovation projects included the completion of the re-roofing of the buildings on main campus, and minor renovations to Cuisine 1300 and The Little Theater.

In December of 1999, The Foundation at Monroe County Community College announced to the faculty and staff a \$1 million gift from Mrs. Shirley A. Meyer. Mrs. Meyer's gift establishes the Richard M. and Shirley A. Meyer Endowment for the Arts and, when deemed feasible by the Board of Trustees, may be used for construction of a performing arts facility. This gift is truly an inspiration to the College and the community and illustrates Mrs. Meyer's commitment to the arts and her community.

In the Spring of 2000, the College received word from the state of Michigan that it had been



approved for planning money for the construction of an Instructional Center on its main campus. This multi-faceted facility would combine a corporate training center, with a performing arts facility and an instructional venue for the College's performing arts curriculum. During 2000-2001, planning will begin for this long sought after facility.

The lifeblood of this institution is the courses and programs offered to our students. Nine new CIS certificate programs and 27 new courses in the CIS area were born in 1999-2000 as was an International Business course, Visual Media Literacy course, and a Strategies for College Success course. Distance Learning continued to grow with the introduction of the Blackboard CourseInfo software, as did Web-based instruction in the credit and non-credit arenas.

The Skills Enhancement Program at Auto Alliance International was renewed. Continuing MCCC's offerings to AAI employees and their families in the areas of computers, math, technical skills, and communication. Working with business and industry, the CCS department secured \$220,000 in EDJT training grants from the Michigan Economic Development Corporation for specialized training for two County employers.

Our students continue to excel academically. MCCC sent six students to the annual Student Scholars Conference with two of the students being awarded the top honors in their categories. On the State licensure exam for our nursing students, 97.1 percent of the students passed as first time writers with the remainder passing on additional

examination. An Articulation Agreement was signed with Eastern Michigan University that covers all of the Industrial Technology Division programs and a few in the Business Division and allows for transfer of up to 87 credit hours from MCCC.

The Task Force appointed to make a purchase recommendation for a new administrative software package did so during 1999-2000. The Committee's recommendation of Colleague Software from the Datatel Corporation was accepted and the College began the planning for the implementation process as the year pulled to a close. What was once all we heard about, came and successfully went during the early days of 2000 – Y2K compliance. Led by our Information Services and Date Processing Departments, appropriate pre-planning and preparations made the transition into the new millennium very smooth.

Marketing of the College remained a high priority in 1999-2000. Building on a new theme and new advertising and direct mail strategies, the Marketing Department worked closely with the Admissions Office and the Office of the Registrar to successfully recruit and enroll new and returning students. Complimenting an aggressive advertising campaign, the Admissions Office continued its recruitment visits, and enhanced its direct mail and personal contact initiatives, as did the Office of the Registrar.

These are but just a few of the highlights of a productive and exciting year at the College. The following pages highlight in greater detail the many projects undertaken in the last year and the continuing commitment of the faculty and staff.



Instruction

William Guerriero

Vice President of Instruction



Change of Leadership

In May 2000 Audrey Warrick was selected by the Board of Trustees as the third president of MCCC. William Guerriero, Dean of the Business Division, was named Vice President of Instruction.

New Programs

Nine certificate programs in computer information systems were added this year to meet the needs of students, businesses, and industries in the areas of database management, networks, graphic design, and web administration. To support these certificates CIS faculty developed 27 new courses, many of which are offered in the Regional Computer Technology Center, the name chosen for the renovated auto service area.

A new course, BMGT 220 International Business, was offered for the first time in Spring 2000. The class offered the students an option to travel to England for six days to visit London-based industries and to tour points of economic, historical, and cultural interest. Ten students accompanied instructors Angie Evangelinos and Wendy Wysocki on the trip which was partially funded by a \$5,000 grant from The Foundation at Monroe County Community College.

Technology and Training

Faculty continue to experiment with distance learning as a method of instructional delivery. The College adopted Blackboard software as its standard for online courses; it will be used in Fall 2000 for selected offerings of Composition I and II, Political Science, and Math. To support these efforts,

teachers and administrators have been sent to national conferences and workshops. In addition, inservice sessions on Blackboard and web page design have been conducted.

Faculty Changes

The following individuals began full-time teaching assignments in Fall 1999, replacing retirees:

Mark Bergmooser, Speech and Journalism
Tracy Cyr, Biology
Lori Couch, English
Cheryl Venier, Reading and English

One faculty member retired and one resigned in Spring 2000. New faculty were hired to start in Fall 2000 in the following areas, including a new position in the Science/Mathematics Division, bringing the total number of full-time faculty to 64:

Robert Clement, Computer Information Systems
Vincent Maltese, Math
Lisa Scarpelli, Geoscience

Committee Work

The Course and Program Review Committee continued the difficult task of examining and proposing revisions to graduation and degree requirements. Six statements of general education outcomes were drafted in an effort to define what every MCCC graduate should know or be able to do. Next year, the Committee will face the challenge of determining which courses or other methods of demonstrating competency may be used to fulfill graduation and degree requirements.

Humanities/Social Sciences Division

Personnel

The Humanities/Social Sciences employed 16 full-time and 50 adjunct faculty to provide a variety of courses, primarily for the transfer student.

Programs

The extension centers continued to offer a diverse selection of classes. To meet the needs of our off-campus students, this Division scheduled a total of 50 sections at the Whitman Center and four at the Jefferson Center. For the 1999-2000

Semester Generated Credit Hours

Year	SocSci	Human	SciMath	Bus	Tech	Health	Total
FL 71	4,571	4,548	4,293	3,042	1,862	0	18,316
FL 81	*	3,595	7,270	5,956	3,281	703	20,805
FL 91	*	9,603	9,139	6,754	2,399	1,213	29,108
FL 93	*	10,278	10,254	6,733	2,674	1,434	31,413
FL 95	*	9,416	9,557	5,785	3,028	1,399	29,185
FL 97	*	8,928	8,681	5,677	2,561	1,479	27,326
FL 98	*	8,799	8,813	6,169	2,554	1,437	27,752
FL 99	*	8,891	8,747	6,268	2,506	1,325	27,737

* Social Science hours are now included under Science/Mathematics and Humanities.

Annual Generated Credit Hours

Year	Human/SS	SciMath	Bus	Tech	Health	Total
87-88	16,599	12,984	13,853	5,347	2,649	51,432
89-90	17,722	15,002	13,548	5,088	3,018	54,378
91-92	20,599	20,207	14,611	5,311	3,055	63,783
93-94	21,873	21,858	14,146	5,579	3,420	66,876
95-96	19,193	19,172	11,841	6,120	3,055	59,381
97-98	18,221	17,252	12,253	5,395	3,310	56,431
98-99	17,835	17,766	13,067	5,254	3,281	57,203
99-00	18,003	17,104	13,255	4,946	3,229	56,537

school year, a total of 271 sections were offered on all three campuses.

The Writing-Across-the-Curriculum provides an exceptional service to both faculty and students. This year 34 faculty members used 68 Writing Fellows in 52 classes. The Writing Center had an outstanding year, holding over 1,700 conferences throughout the fall, winter, and spring terms. Also, new programs such as e-mail tutoring, Blackboard tutoring for distance learning, and three mini-sessions on research writing were offered to promote writing skills. An excellent web site for the Writing Center was also developed.

This year, renovations to the Little Theater were completed, including fresh paint, new carpeting, and refurbished seats. Also, framed posters and programs of past performances have been prepared and line the hallways outside of the theater. Although no productions were scheduled this year, two major productions will be scheduled in the Little Theater during the 2000-2001 school year. The College/Community Symphony Band and the

Agora Chorale presented a full season of music. This year, concerts were held at a variety of venues, including Monroe High School, Monroe Junior High, and St. Mary's Academy. A highlight of the season was an exceptional concert with the Symphonic Band and tuba soloist Fritz Kraenzig from the University of Michigan. The new director of the band—a returning instructor—had a very successful year.

Images, the College's literary magazine, continues to be published from this Division. Its editors spend much time gathering prose and poetic pieces as well as drawings and other artistic projects created by the students and staff of MCCC.

This spring, art faculty will catalog the College's extensive art collection. The project will result in a professional-quality booklet that can be used as a reference tool and publicity piece.

The journalism program continues to grow. As he has in the past, the journalism advisor visited every high school journalism class in the County and met with the editors and advisors of their

respective papers. This networking has been fruitful: this year, the *Agora* staff won a number of awards at the Michigan Community College Press Association competition, including a first-place award for in-depth reporting, a second-place award for a personality profile, and a third-place award for headline writing. The staff also received honorable mention awards for a film review and an analysis of privacy rights issues. Students from the Orchard Alternative Education Program were granted Tech Prep credit in applied communications for their work in television broadcasting.

The Course and Program Review Committee approved two new courses developed by Division faculty—HUMAN 250 (Visual Media Literacy) and RDG 145 (Strategies for College Success)—which will be offered initially in the Fall 2000 term.

On-line courses were offered in ENGL 151 and POLSC 151 during the Winter 2000 term. Faculty are presently preparing classes in ENGL 152 and ENGL 102. These will be offered next year. Video courses in political science were also offered during the fall and winter. Plans are being made to offer HIST 151 and HIST 152 in the Fall 2000 and Winter 2001 terms.

Activities

A variety of field trips were offered to students during the school year. In the fall, art students visited a number of museums in Chicago, including the Art Institute and the Museum of Natural History. French 152 students sampled French cuisine in Ann Arbor during the winter term. Political science students had the opportunity in the fall and winter to visit both the County courthouse and jail. Writing Fellows attended an “Ideas Day” conference at Grand Valley State University (sponsored by the Michigan Writing Centers) as well as traveled to Schoolcraft College for a one-day workshop with Writing Fellows from other state community colleges. Six students presented papers at the Student Scholar Conference sponsored by the Liberal Arts Network for Development held at MCCC. Two students were given top honors in the literature and anthropology categories. These winning papers will be published in the Student Scholars Journal; our other state finalists will have their abstracts printed in the same journal. *Agora* students attended the Michigan Community College Press Association competition in Port Huron. The editors and advisor also traveled to New York City for the College Media Association Conference.

Scholarships

Seventeen scholarships were awarded for the 1999-2000 school year to students in band (8),

choir (6), art (1), theater arts (1) and journalism (1). Beginning in 2000-2001, band and music scholarships will be merged into one category—music scholarships. Fourteen total scholarships will be awarded in this area.

Professional Development

In 1999-2000 10 different faculty members attended state or national conferences. Included were conferences focusing on composition (Michigan Writing Centers Association, NCTE, and a workshop on grammar usage); literature (Socialist Scholars Convention); new technology (Stop Surfing and Start Teaching Conference); multiculturalism (Midwest Institute for International/Intercultural Education), and journalism (College Media Association Conference and the College Press Association Conference). Four Division members attended LAND, a state-wide conference presented by the Liberal Arts Network for Development. Two members of the Division gave presentations at LAND. A member of the humanities department was the chairman of this state conference. One member currently serves as an associate editor for The Michigan Community College Journal. Another member was elected vice-chairman of the Michigan Writing Center Association. One member also gave a presentation on literature and film to a public-service organization as well as a commencement address at a local high school. This year, two members of the art faculty had a showing of their work at Flatlanders Gallery. Twice during the year, faculty-led workshops on using the Blackboard application for on-line instruction were offered.

Assessment of Academic Achievement

This Division continues to spend considerable time on academic assessment. Full- and part-time faculty reviewed one third of the Division offerings. Outlines of Instruction, Expanded Outlines, and a Course Review Form were updated. The writing assessment subcommittee continues to read student samples in order to collect useful data. As has been done in the past, samples from English 090 classes and “early” and “late” samples from English 151 classes were read. For the second consecutive year, faculty members with writing as the essential skill were asked to report how the information gleaned from the Annual Writing Assessment Report changed their teaching methods. Also members of the Division worked on a pilot study to determine effectiveness of our Communication outcomes. The Division expects to use the results of these studies to improve teaching and learning. During the winter term, a survey of students who have taken criminal justice classes was developed and

mailed. Results will be collated during the summer. Also this year, work was done revising graduation requirements and general education requirements. The Division proposed that two levels of composition and POLSC 151 be required for all graduates.

Science/Mathematics Division

The Science/Mathematics Division provides instruction in astronomy, biology, chemistry, early childhood development, earth science, geography, mathematics, physics, physical science, psychology, and social work. In addition to the full complement of course offerings on the Main campus, the Division also provided instruction in biology, chemistry, earth science, geography, mathematics, psychology, and social work at the Whitman Center, mathematics and psychology at the Jefferson Center, and mathematics at North Star Steel Corporation.

Personnel

The full-time faculty of the Science/Mathematics Division for the 1999-2000 academic year consisted of 13 members (three biology, two chemistry, one early childhood development, four mathematics, two psychology, and one physics). Tracy Cyr joined the Division as a full-time faculty member in biology replacing John Howe who retired at the end of the 1998-1999 academic year. The division utilized 39 part-time faculty members during the 1999-2000 academic year. They taught 38 percent of the sections in the Science/Mathematics Division during that time. Khadija Ahmed, Lori Bean, Andrew Parsons, Ann Savonen, Kathleen Shepherd, and David Waggoner were nominated for the Monroe County Community College Outstanding Faculty Award for 1999-2000. David Waggoner received the NISOD Excellence Award at the National Institute for Staff and Organizational Development Conference.

Enrollment

The number of students enrolled in Science/Mathematics Division courses during the 1999-2000 academic year decreased 5 percent compared to the 1998-1999 academic year. The number of credit hours generated within the disciplines of the Science/Mathematics Division decreased 4 percent compared to the 1998-1999 academic year. The number of sections offered by the division During the 1999-2000 academic year decreased 1 percent compared to 1998-1999. Changes in generated credit hours were experienced by each of the Division's academic disciplines with the exception of physics which was unchanged. Increases occurred in astronomy (+63 percent) and

geography (+12 percent). Decreases were experienced in biology (-4 percent), chemistry (-9 percent), early childhood development/social work (-1 percent), earth science (-4 percent), mathematics (-5 percent), physical science (-4 percent), and psychology (-7 percent). The large increase in enrollments in astronomy is a result of the addition of an ASTRN 151 section at the Whitman Center during the Winter 2000 Semester.

Programs

The Science/Mathematics Division Micro-computer Laboratory continued to expand the instructional applications available to students during the 1999-2000 academic year. This facility provides both specific instructional activities for students in Science/Mathematics Division courses and access for any student on campus desiring to use it for e-mail and Internet access or word-processing of their academic reports. It is available to students a minimum of 50 hours per week. In addition to Microsoft Office and Groupwise software, the microcomputers have specialized software programs utilized by students to complete assignments in astronomy, anatomy-physiology, biology, chemistry, mathematics for elementary teachers, statistics, calculus, linear algebra, and differential equations. During the 1999-2000 academic year, additional software titles for use by biology and chemistry students were installed and used by students.

Multimedia projection equipment was installed in the larger classrooms in the Life Science Building (L-140 and L-201) to provide faculty with a more convenient means of presenting instruction. The multimedia presentation systems are scheduled to be completed in those two classrooms during the 2000-2001 academic year by the addition of dedicated microcomputers, videotape players, laserdisk players, and document cameras. A complete multimedia presentation system is also scheduled for a third classroom in the Life Science Building next year.

An agreement was implemented during the 1999-2000 academic year to allow students completing the child care program at Monroe High School to receive credit for ECDV 107 (Programs for Young Children – birth to age 5) utilizing the Tech Prep mechanism. To receive credit for ECDV 107 (5 credit hours), a portfolio documenting the required training, experiences, and knowledge must be submitted to Monroe County Community College for evaluation.

The mathematics faculty prepared a departmental final examination to be given in all sections of MATH 150 Beginning Algebra as an assessment



of academic achievement in that course. The examination was administered at the end of the Winter 2000 and Spring 2000 Semesters. The results from those two testing cycles were examined to refine the examination and to assist in establishing a benchmark for comparison. Results from future administration of the examination can be used to identify specific areas where achievement of the learning outcomes need to be addressed.

Materials for online use in Intermediate Algebra were tried out with students in the Fall 1999 Semester and further developed during the Winter and Spring Semesters. An online section of MATH 151 (Intermediate Algebra) has been scheduled for the Fall 2000 Semester.

Student Activities

The Math and Science Society (MASS) was formed under the guidance of Khadija Ahmed, Lori Bean, Tracy Cyr, and Robert Pettit. MASS was approved by the Monroe County Community College Student Government as a student organization. In addition to assisting with the Science/Mathematics Division's entry in the holiday decorating contest, the organization sponsored activities including a science-fiction movie night, assisting with Family Fun Night, and a behind-the-scenes tour of the Toledo Zoo. A major project to develop an Ecocampus was initiated by MASS with the installation of birdhouses on campus and the construction and planting of a flowerbed containing native Michigan plants to attract butterflies in front of the Life Science Building. Additional components of the Ecocampus will be proposed for implementation over the course of the next few years.

Professional Development

Science/Mathematics Division faculty continued to participate in professional activities. Representatives from the Division attended the following conferences, seminars and workshops: American

Mathematical Association of Two-Year Colleges Annual Conference, Association for the Education of Young Children Midwest Conference, Biotechnology for the Undergraduate Biology Classroom Chautauqua Short Course, Biotechnology for Interdisciplinary Science Chautauqua Short Course, Central Michigan University – Physics Education, Child Care Network/Washtenaw Regional 4C Conference, Michigan Community College Biologists, Math Online – A Delicate Balance, Michigan Mathematical Association of Two-Year Colleges Summer Workshop, The Medical College of Ohio Geriatric Medicine Symposium, Michigan Department of Education Child Care and Parenthood Academy, Michigan Early Childhood Professional Development Consortium Articulation Symposium, Michigan Early Childhood Professional Development Systems Community College Articulation Meeting, Michigan Engineering College/Community College Liaison Committee Meeting, Michigan Mathematical Association of Two-Year Colleges Annual Conference, Michigan College Chemistry Teachers Association Fall 1999 Meeting, Michigan College Chemistry Teachers Association Spring 2000 Meeting, National Institute for Staff and Organizational Development (NISOD) Conference, Midwest Regional Conference of the Two-Year College Chemistry Consortium, National Council of Teachers of Mathematics Annual Meeting, Ohio Psychological Association Seminar on Dissociative Identity Disorder Assessment and Treatment, Remedial Action Plan (RAP) Summit II: Restoration and Delisting, and Stop Surfing – Start Teaching 2000 National Conference.

During October 1999, the Science/Mathematics Division hosted the annual meeting of the Michigan Engineering College/Community College Liaison Committee. The meeting was attended by representatives from 11 Michigan engineering colleges, four other Michigan universities, and nine Michigan community colleges. Topics related to the engineering programs available, their admission requirements, and the opportunities for transfer students were discussed.

Activities

Khadija Ahmed served as chair of the Women's Subgroup of the Equal Opportunity Committee of the American Mathematical Association of Two-Year Colleges. She also served on the AMATYC Distance Education and Teacher Preparation Committees. Mark Naber and Kathy Shepherd wrote and submitted a paper on Fractional Differential Forms for possible publication. Alan

Hileman continued as a member of a sub-committee assisting the Midwestern Higher Education Commission to provide a moderately priced software package for the preparation of class and room utilization schedules and the advisory committee for the Hillsdale, Lenawee, Monroe Mathematics and Science Center. Robert Pettit continued his active involvement in activities associated with hawk migration and bird watching.

Business Division

The Business Division generated 13,067 credits in 1998-99, the last full year for which figures are available. This figure represents over 23 percent of all credits taken by students. The number of generated credits in the Division rose slightly compared to 1997-98, and the percent of total credit hours continued to increase to its highest point in the last six years. The table following shows trends in credit and contact hours from 1993 through 1999.

Year	Business Division Credit Hours	Percent of Total	Business Division Contact Hours	Percent of Total
1993-94	14,146	21.15%	242,826	18.29%
1994-95	12,939	20.59%	227,146	18.00%
1995-96	11,841	19.94%	211,989	17.66%
1996-97	12,449	21.53%	223,486	19.36%
1997-98	12,253	21.71%	219,768	19.38%
1998-99	13,067	23.16%	229,051	20.20%

The following paragraphs include highlights relating to the Business Division's resources, career programs, and activities and events for the 1999-2000 academic year.

Personnel

1999-2000 was the third academic year of service for Dean William Guerriero. Guerriero left the Division in May 2000 to assume the duties of Vice President of Instruction. The Dean's position will be posted during late Spring with the hope that a replacement can be found before Fall Semester. Division Administrative Assistant Linda Spenoso has completed her 22nd year at the College. The Division staff also includes full-time lab technicians Karen Kuhl, Rick Hubbert (TLC), and Mythili Iyengar (BLL). They are assisted by part-timers Leanne Springborn and Jennifer Bella-Kelly.

Those who knew part-time lab technician Ruth Merritt on a personal or professional basis were greatly saddened to learn of her death this year. Ruth had struggled valiantly against cancer, work-

ing whenever she could between chemotherapy appointments.

Vicki LaValle completed her fourth year as full-time Culinary Lab Technician. She also completed requirements and received her Bachelor's Degree from Siena Heights University. Vicki is looking forward to instructing the Food Service Sanitation course in Summer 2000.

Harvey Buss announced his retirement in Spring 2000 after 26 years of service to the College. A search committee was formed to fill his position as a CIS instructor. The Division continues to employ 10 other full-time and 30-40 part-time instructors spanning all subjects.

Four instructors in the Division, Harvey Buss, Lana Shryock, Cheryl McKay, and Wendy Wysocki, were nominated for the outstanding faculty award in 1999-2000.

Faculty members attended a variety of conferences during the year including TRENDS (Buss, Evangelinos, Giles, Hyatt, and Guerriero), the Course Technology 2000 National Conference (Shryock), the Michigan Association of CPAs (McKay), and the National Restaurant Association's annual show (Thomas). The highlight of the year in terms of faculty travel was most certainly Angie Evangelinos and Wendy Wysocki's accompanying 10 International Business students to London, England in Spring 2000.

Facilities and Equipment

The Division supports three equipped classrooms and two open labs with a total of 110 workstations distributed among rooms E-121, 123, 125, 125A, and Whitman Center. All stations are connected to the campus network and provide Internet access and network printing capability.

In Spring 2000, a renovation project began which will transform the former auto service area into the Regional Computer Technology Center. The center will include two additional equipped classrooms and an open lab with a total of 92 student workstations. Completion of the center is expected in Summer 2000.

Career Program Highlights

Business Management. Angie Evangelinos and Wendy Wysocki completed preparations for the new International Business course. The initial offering was in Spring 2000, culminating with a 6-day trip to London, England. Students received \$500 scholarships from The Foundation to help defray costs of the excursion. Wendy Wysocki became the first instructor in the Division to offer a distance learning course by initiating a video-based version of Macroeconomics.

Computer Information Systems. CIS faculty and the Dean completed a program review which included an extensive survey of current job openings and a student questionnaire. The review document will be published in Summer 2000.

Culinary Skills and Management. The Culinary Program enjoyed successful seasons in Cuisine 1300 and the buffet series. Cuisine received a facelift with new paint, window treatments, and wall hangings.

Activities and Events

CIS faculty in particular were involved with the college-wide review of graduation requirements, proposing that all graduates be required to demonstrate basic computer skills.

Chuck Kelly agreed to participate in a cooperative venture to develop an online PC Support and Network Technician certificate program under a grant from the Michigan Community College Virtual Learning Collaborative. A proposal was developed and forwarded to the MCCVLC but the College was not selected for a grant in the first round.

Advisory committee meetings were held during Fall and Winter in Computer Information Systems and Culinary Skills and Management. In addition, articulation roundtable sessions were held in Accounting, Electronic Office Systems, Computer Information Systems, and Management/Marketing.

Industrial Technology Division

Enrollments in the Industrial Technology Division declined some in 1999-2000. The Division's focus this year has been to build enrollment in our new programs, particularly Metrology Technology and Welding Machine Repair Technology, without cannibalizing our existing programs. We also modified our Drafting & Design Technology Program by moving it to Mechanical Design Technology, and we introduced a new but related program in Mechanical Engineering Technology.

Articulation agreements have become very important in attracting students. At the end of the academic year, the Division was able to consummate an articulation agreement with Eastern Michigan University that covers all of our Industrial Technology program, plus some programs in the Business Division. This agreement makes it possible for our students to transfer up to 87 semester hours from MCCC to EMU. Discussions were also held with EMU and the University of Toledo on a separate articulation agreement for our Mechanical Engineering Technology Program.

The much anticipated, but often delayed, combined Business Division and Industrial Technology Division Computer Lab and Welding Ventilation projects have gotten underway. As this report is prepared, the Computer Lab is essentially complete. The furniture is installed in the classrooms and open labs, and we are awaiting the arrival of the computers. The faculty and lab technician area furniture also needs to arrive and be set up. The Welding Ventilation project is getting underway and is still anticipated to be complete by mid-August. To make it possible for the Welding Lab project to get underway, the Spring and Summer welding courses were held in Monroe High School's welding lab.

Personnel

There are 10 full-time Industrial Technology Division faculty members, who are supported by a Division Dean, Division Administrative Assistant, and a cadre of 20-plus dedicated part-time faculty. Support resources also include one full-time and one part-time CAD Lab Technician.

Alex Babycz is continuing graduate studies at Eastern Michigan University in Construction Management; Bob Leonard is taking classes from Siena Heights University; and, David Gobbell is enrolled in courses at The University of Toledo. Pat Nedry continues in the doctoral program in educational leadership at EMU.

Chris Sims, Administrative Assistant, has continued to provide organizing and coordination support for the Annual Auto Show. She is also working with the Campus/Community Events Committee to establish an alternative to the Auto Show and still maintain the automotive theme.

The Division was unable to establish sufficient enrollments in the Welding Machine Repair Technology Program, so the decision was made not to renew the faculty contract for the instructor in this program. The Division is recruiting a new Industrial Technology faculty member to work with the Quality Systems Technology Program.

Pat Nedry served on the statewide committee to develop a new State Plan for the Perkins III Vocational Education Act. This was a yearlong project and occurred while the Michigan Department of Education and Michigan Department of Career Development were in transition.

Division Activities

- In addition to courses held on the Main Campus, Industrial Technology Division courses were also conducted at the Whitman Center.

- TASTE OF TECH was held for the sixth time, again focusing on area high school students and their parents. This year we had the largest turnout yet of parents.
- The student SAE activities under the guidance of Don Kehrer participated in the Formula Car racing event at Pontiac Silverdome. They came in 62nd out of 100, up from 74th last year. MCCC is the only community college in the nation to participate in this competition. The SAE Club benefited from donations by Mr. Victor Bellestri who provided a used motorcycle so they could replace the engine in this year's car.
- Significant donations received by the Division this year included 47,000 pounds of steel from North Star Steel's Iowa Plant and equipment for our metrology and materials labs from FabriSteel/Multifastener and R & R, Inc.

Interacting with Area and Regional Businesses

Some of the field trip visits by Industrial Technology Division faculty included Kuhlman Concrete, Guardian Glass, Roush Industries, Visteon-Monroe, Ford-Woodhaven, La-Z-Boy, Detroit Stoker, North Star Steel, Spirotex Corp., Multifastner Corp., National Galvanizing, Dijet Tooling, Premier Industries, Karmazin Machine Products, Eagle Manufacturing, Mid-Way Products, and Monroe Rubber and Plastics.

Health Sciences Division

The Health Sciences Division is always an active Division, accomplishing many goals. First, consistent with the continuous improvement philosophy the Division supports, the Medical Assisting program faculty completed a self study and hosted a site visit by visitors from AMA/CAAHEP in January of 2000. Just into the program's second year, the concerns of the visitors focused on evaluative data about the program. The final decision for accreditation was made recently by the CAAHEP Board of Directors. Also, the Medical Assisting Program has been recruiting students. Medical assisting, like all health programs, is an area with abundant jobs and variable job activities. Also, unlike many areas, the medical assistant has more regular hours. Efforts have been made to increase marketing and to let people know about this new opportunity for study. Following the accreditation visit, several changes were proposed and passed concerning content in the program and time spent in the clinical areas. This will strengthen the program, especially in the area of the externship.

This year, both the nursing and the respiratory therapy programs recognized outstanding students during the Spring awards ceremony. These awards recognized excellence in challenging programs. Additionally, another nursing student was recognized by the United States Army as a recipient of the "Spirit of Nursing Award," a national award to recognize academic and nursing excellence.

In the Fall Semester, the annual Fitness Fun Day began with health screening activities which emphasized a preventative approach to health and fitness. Participants could get several blood screenings done for nominal fees. At noon, speaker Fay Fitzgerald spoke about "Hope in a Bottle: The Truth About Vitamin and Mineral Supplements," the lecture was offered free of charge for participants. The talk was well attended, and the afternoon was topped off by a vigorous volleyball game and other student activities like Jump Rope for the Heart. Fitness Fun Day will be revamped next year in format and activities. Consistent with the Millennium, the title will be Health Odyssey 2000.

During the year, the Division has continued to offer Open Classroom Days to area high school students interested in health fields. This year the Division offered three to meet the demand. Students spent the morning in classes that were in session, and also spent time with staff who gave them information about the programs offered at MCCC, financial aid, admission, and other services. The evaluations continue to be positive. The Division reaches about 100 students and a few teachers this way annually. Common comments have been that the College faculty are "so nice." They are surprised by the relaxed environment. Faculty also participated in College Night, the Spring Open House, and Whitman recruitment activities.

Several new physical education classes have been offered this past year including Mental Health, Archery, Golf, and Hiking and Backpacking. These courses will assist the student who wishes to learn these skills for recreation or to apply to a degree in Health Education, Recreation, and the like. Also, many senior universities require physical education credits for graduation. Courses offered at the College fit the Division mission of promoting health through courses and activities that one can do throughout life. There is a wide array of courses which utilized the wonderful facilities in the Health Education Building. These include weight training, weight lifting, aerobics, dance, physical fitness, basketball and volleyball.

The dance classes (such as ballet, jazz, and modern dance) are also offered to the following constituents – those who wish to use dance as exercise or to

supplement theater or movement studies, and those who need some dance background in order to audition at the large university dance programs. Depending on the school, a student could easily take a full year of course work at MCCC, which would transfer. Also, the course, History of Dance (Dance 251), has been recognized by many senior institutions as a transfer course which may apply toward a humanities or cultural diversity requirement.

Respiratory Therapy has undergone a self study this past year also. The self study process is done to meet the accreditation requirements of the Committee on Accreditation for Respiratory Care (COARC). The process is outcomes based and has a mechanism for reporting in a computerized format, a first for the group. The self study always prompts program improvements and refinements, but this is an excellent program with an excellent track record for success in the field. The teaching staff are exceptionally dedicated people who are leaders in the field and very active in the state respiratory care organization. The Division looks forward to a respiratory therapy site visit in 2000-2001 to complete the accreditation cycle.

The respiratory therapy field continues to be strong, with many job opportunities that have expanded into the community setting. Starting salaries remain very good at \$28,000-\$30,000. This is a career area which is extremely important to intensive care areas, and will only grow stronger in years to come as our population ages.

Similarly, the nursing faculty are also in a self study mode, with the process in the second of three years in preparation for the nursing accreditation visit in 2001-2002. The self study process will examine every aspect of the program and services of the College to the nursing students. A change in this process is the heavy emphasis on statistical reliability, validity and trustworthiness of the



assessment activities. This will indeed be a challenge for the Division, even though the Nursing Program is also an excellent program with exceptional outcomes. The bottom line is that the Division must prove without a doubt that all aspects are excellent. To meet that expectation, the Nursing Program will be seeking feedback from all constituents this next year.

The first time writer pass rate for the NCLEX-RN CAT licensing examination for nursing was 97.1 percent for the past year. The overall average for success remains 97 percent, 100 percent overall since the nursing program inception. The CRTT examination and credential no longer exists, and has been replaced with the CRT (Certified Respiratory Therapist) examination and credential. The examination is also now offered on a computer, with variable times now available for students to write the exam (much like the nursing computer assisted exam for licensing.) The Division does not have data yet on how MCCC students have done in this new testing format. However, the Division anticipates that students will do very well, as has been the case in the past.

Jobs, jobs, jobs are available in every area of the health field, with the greatest nursing shortage in history predicted to be demonstrated in the next decade. Already, salaries and job benefits are increasing. This is a great time for anyone to enter the health fields—it is wide open for respiratory therapists, medical assistants, and nurses. As the population ages, the need for workers in health fields will continue to grow for years to come. The jobs are also located in many community facilities as well as hospitals. In these settings, experienced workers are preferred and are recruited actively. The advantages to the community settings are increased independence, long-term patient contact, and more regular hours.

The last Division event of the year was the Nurses' Alumni Day, which was extremely well attended (100). The title, "Rapid Response... What to do When..." gives a basic overview of the day. The speakers were all dynamic, with excellent backgrounds. Evaluations were very positive, and participants were very pleased with the cost and the 6.8 continuing education contact hours that were offered. This was the last of several continuing education programs that the Health Sciences Division offered through Life Long Learning. The goal in this respect is to be recognized in our area as one of the main providers for professional nursing continuing education. The Nurses' Alumni Day is scheduled for the first Wednesday in June every year.

The Health Science Division remains strong and committed to the on going health care of the citizens of Monroe County. Faculty have worked hard to keep curricula up-to-date and to provide the best education for the various programs offered in the Division. Faculty plan to work with new digital technology to better educate students about needed skills for the health career choices.

Corporate and Community Services

Business Development and Employment Services

The Business Development Center has gradually been redirecting their efforts toward more involvement in training and re-training activities and writing state grant applications to assist local employers. Over the past several years, state and federal funding for the BDC operation has diminished and counseling for entrepreneurs has been available from other sources. Consequently, the number of new clients served by the BDC last year amounted to 50, involving approximately 35 hours of counseling.

The BDC has continued to provide a strong complement of training seminars that have been well attended each semester. The Micro Business series alone had over 50 participants, and almost 60 additional registrations for selected courses from the series.

The Employment Services Office continues to service the needs of students, alumni, community residents, and area employers. In addition, every department on main campus as well as the Whitman Center utilizes the ES Office to recruit student assistants. This year the ES Office posted 844 jobs, which was a decrease of 4 percent from the previous year. The number of candidates registered with the office dropped to 497, which represented a 33 percent decline from 1998-1999. This is the result of the robust economy and reflects the fact that most people who are capable of working are gainfully employed. The office referred 1,261 individuals to available positions, which again saw a decrease from the previous year of about 14 percent. The good news is that more individuals were hired this year over last year, with 194 reporting that they accepted a job, a 13 percent increase. The number of credential packets sent on behalf of students amounted to 755, or about a 1 percent decrease from last year.

Community Services

The facilities usage on campus this year is almost identical to last year with 332 permits approved. The number of room reservations (not requiring permits/setups) increased by 26 percent to 837

reservations. The total number of visitors related to facilities usage this year increased by 10 percent to 51,186 people. The revenues generated by the facilities usage during 1999-2000 amounted to \$11,470, which represents a 47 percent increase over the previous year. Many companies in the Monroe County area are pleased to learn of the facilities available at the College and use the conference/meeting rooms on a regular basis. One such company, Cabela's recently utilized the MCCC facilities as the primary site for their job testing and recruitment activities while their new store in Dundee was being constructed.

The Sixteenth Annual Auto Show was held at the College on September 26, 1999. The show car registrations were down from the previous year by 9 percent, totaling 585 cars, despite a perfect day weather-wise. This prompted some major speculation that perhaps the event has too many other auto shows competing for visitors and the event should be discontinued. For this reason along with growing concerns over recruiting volunteer workers and other staffing demands, the show is undergoing some major changes for September 2000.

The Business and Industry Luncheon this year featured Mr. Anthony Early, Jr., Chief Executive Officer of DTE. This event drew 178 area business leaders to the campus, and each year provides the College another opportunity to serve as the focal point for important issues impacting the business community.

This Spring, the CCS Office established a new program that resulted from a request by a local circuit court judge, the Honorable Paul Braunlich. The new Defensive Driving Course (DDC-4) is a perfect example how a need expressed in the community can be addressed through the community service, economic development, and lifelong learning aspects of the CCS Division. Working with the circuit court judges, the County probation office, and the County prosecutor, the CCS Office pursued affiliation with the National Safety Council (NSC). The College is now offering the NSC certified defensive driving program once a month to juvenile and adult drivers to improve their skills. The drivers completing the program are then eligible to have a one-time only, dismissal of the points that would normally be added to their driving records for their respective violations. As a result of this program, legislation is being introduced this fall that would mandate reduction of points upon completion of driver improvement classes throughout the state of Michigan.

Economic Development & Corporate Relations

The CCS Division continues to generate interest from existing as well as new employers in the County regarding training and retraining programs and grant funding opportunities. This year, two EDJT applications were submitted to the Michigan Economic Development Corporation for funding on behalf of Midwest Products Finishing (MPF) located in Ottawa Lake, and Tenneco Automotive in Monroe. The request for MPF was originally funded in January and the Tenneco request was just approved in July. These grant applications totaled approximately \$220,000 and will provide employee training in a variety of technical, quality control, and computer related subjects. An earlier EDJT funded project with Ladapa Die & Tool and Dundee Manufacturing is currently in the process of being closed out with the MEDC office.

In November, the contract with the Auto Alliance International plant in Flat Rock to provide a Skills Enhancement Program for hourly employees was renewed for another year. The UAW-Ford National Programs Center approved the CCS proposal for services, which employs two full-time staff members to provide non-credit training for the Ford/Mazda employees to improve their computer, math, technical, and communications skills. Many employees also receive academic counseling and individual tutoring in a variety of subjects for both college credit and non-credit classes.

Overall, contracted training has had another very strong year with total enrollment at 665, representing over 12 percent of the total non-credit enrollments. Total contact hours amounted to 9,678, which is slightly more than 8 percent of the total. The CCS office also continues to coordinate and contract with area companies such as North



Star Steel Company to deliver college credit classes when desired.

Throughout the calendar year, the CCS Dean coordinates meetings with the College President and area business leaders to cultivate stronger ties with the private sector, and build relationships with many new companies. This activity has proven beneficial to the College on many occasions in the past, and provides an opportunity to inform company executives about the services, programs, and resources available at MCCC.

As part of the marketing strategy for the CCS Division, a quarterly newsletter is published that is currently mailed to 675 firms/agencies. This newsletter highlights the training delivered to area companies during the past quarter and provides information on new programs and services available at the College. This tool has generated numerous inquiries regarding training programs and provides another opportunity for the College to broaden the exposure in the business community to the services offered.

Extension Centers

The Whitman Center enrollments are following the general enrollment trends of the main campus. The utilization of the Whitman Center during the evening hours, Monday through Thursday, during

MCCC Extension Centers – Activity for 1999-2000

	<u>Fall</u>	<u>Winter</u>	<u>Spring</u>	<u>Summer</u>	<u>Total</u>	<u>% Change</u>
Whitman						
Credit Hours	4,956	4,093	676	400	10,125	-1.8 %
Undup Hdcnt	823	692	216	130	1,861	-4.4 %
Jefferson						
Credit Hours	269	184	—	—	453	-17.6 %
Undup Hdcnt	71	61	—	—	132	-13.2 %

the Fall and Winter semesters has been maximized. In fact, there is very little opportunity for Lifelong Learning evening courses due to the classroom needs for credit programs. Without expansion of this facility, there is limited opportunity for enrollment growth in evening programs in either the credit or non-credit areas.

The Jefferson Center over the last five-year period has experienced some erratic enrollments and has steadily declined in the number of credit hours generated. There is some question as to whether the Center is worth the effort in view of the dwindling number of local students served, and the limited prospects for significant enrollment growth in that area of the County.

Lifelong Learning

The Lifelong Learning area has also experienced very strong growth this year. The total enrollments are up 9 percent over last year with 4,382 recorded (excluding contracted training). Total contact hours have jumped dramatically increasing 54 percent over the previous year to over 107,000 contact hours. This growth reflects the continued emphasis on technical skills/business/certification courses and programs offered for personal and professional development.

The CCS Division through some cooperative arrangements led the College in offering web-based courses this year, which generated 167 enrollments in 13 classes. The web-based offerings in the Fall 2000 Lifelong Learning Course Schedule are being increased to almost 50 classes in a variety of computer and professional development topics.

Computer classes in general continue to be very popular, and this year certification programs for Novell and Microsoft were added to the LL offerings. These classes, offered through a local vendor, require an extensive number of hours to complete and are partly responsible for the increase in total contact hours over last year.

Another popular job training program offered in the Lifelong Learning schedule this year was a course titled Power Plant Technology. This 80-hour program prepares individuals for employment as boiler plant operators once they have successfully completed the state examination for licensing. This program was developed in conjunction with Detroit Edison Company to increase the potential pool of qualified candidates for anticipated job openings within the company throughout the state of Michigan.



Student and Information Services

Lonnie L. Brunswick

Vice President of Student and Information Services

The area of Student and Information Services is responsible for a diverse array of support services for both students and staff. Examples of the services provided include: advising and counseling, learning resources, student activities, financial aid, registration and student records, student activities, information systems, administrative computing, recruitment, special events, and many other services designed to assist and promote student success. All of the activities are housed within six major departments, and a summary of each follows.

Admissions And Guidance Services

Over the past four years, the Office of Admissions and Guidance Services has undergone a metamorphosis. Changes in substance have occurred, such as the implementation of an inquiry system, increased direct mail to students, improved relationships and collaborative efforts with local school districts, a thorough emphasis on customer services, adaptable schedules, and special events. In the past year there was continued effort to expand upon the gains made in previous years in all of these areas.

Recruitment

In terms of student recruitment, the College's most successful yield is within the traditional student market. In Fall 1999, the College enrolled 30 percent of all Monroe County High School graduates. This is a very significant number since it is estimated that 60 percent of all graduates continue their education beyond high school. MCCC is therefore enrolling 50 percent of the college-bound students. At least two visits are made to each County high school per year, and many of those visits involve classroom presentations for recruitment. In some cases, the high school will allow the counselor or the Admissions Director to speak to the entire senior or junior class to explain programs and services offered by the institution.

Last October, the annual College Night brought over 300 potential students to the MCCC campus. There were many inquiries regarding MCCC, and many of the students attended a special classroom presentation exclusively about the College. The Monroe County Counselors Association is still the College's best connection with the high schools.

Last year, the College hosted all but one of the monthly meetings of this important group.

The most difficult market to reach in terms of student recruitment is the nontraditional student. In August, the annual One Stop Registration Day was held, resulting in 120 registrations for classes. Statistics revealed that 50 percent of the participants were over the age of 21. To that end, the Saturday One Stop Registration Day is fulfilling its purpose.

The mailbox is a very effective means for communicating with potential students. In addition to following up with inquiries, the Admissions Office mails registration reminders, student newsletters, and letters encouraging students that have submitted ACT scores to visit the campus. The response to direct mail has been very good; there is a noticed increase in telephone calls after each mailing.

Retention

An outreach call is made to every new student who attends the College during the Fall and Winter semesters. The Admissions and Guidance staff volunteer their time to make these telephone calls and student feedback indicates the calls are appreciated. Improved customer service is the office's best contribution to retaining students. Walk-in appointments and the hours of operation provide flexibility for students of all ages, as convenience is important to all of our time-poor customers.

Dual Enrollment

Many high school students are learning about MCCC through the State sponsored Dual Enrollment program. During the Fall and Winter Semesters, 273 high school students participated in this program. In October, the College sponsored a dual enrollment update featuring Mary Bailey-Hengesh from the Michigan Department of Education. All of the K-12 districts attended with representation from superintendents, to administrators and counselors.

Advising

During the course of the year, the Admissions and Guidance Office averages 345 advising appointments per month. Nearly 70 percent of the students taking advantage of the appointments are

currently enrolled or returning. During the initial advising session, new students are encouraged to attend New Student Orientation. In fact, they are given postage paid postcards that allow for a quick and easy registration. Two weeks prior to their scheduled session, the students receive a reminder from the office. New Student Orientation has been completely revamped, and speakers from other areas of the College are included.

Student Activities

Student Government on campus continues to grow, and direct mail to all new students seems to help with the recruitment. Through the year the group sponsored several events including the Fall BBQ, Family Fun Night, Lunch with Santa, Spring Break, and a variety of lunchtime entertainment. The active student clubs for the year included Respiratory Therapy, Society of Automotive Engineers (SAE), OASIS, Society of Manufacturing Engineers, Math and Science Society, and the Tao Omicron Chapter of Phi Theta Kappa. The SAE received the MCCC organization of the year award, and Phi Theta Kappa received "one star" status from their national organization.

Members of Student Government solidly supported the concept of renovating the Cellar area in the Student Services/Administration Building, and participated in the design process by submitting their ideas relative to improving this student area. By being active members of the process, members of Student Government assumed a partial ownership role in the renovation and certainly will take pride in the final result.

Learning Resources Center

The Learning Resources Center includes all activities of the College Library, the Learning

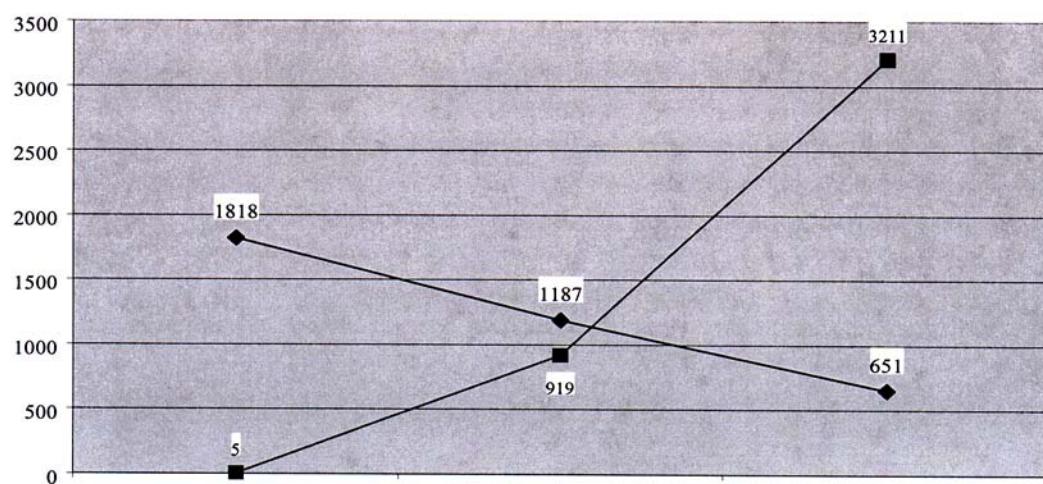
Assistance Lab, and supplementary activities related to distance learning.

College Library

The Library staff spent considerable time throughout the year preparing for the Library renovation project. In preparation for the renovation, three classrooms in the CLRC were identified for temporary staff offices and for a small library. Librarians worked with faculty prior to the project to identify resources most critical for their Spring and Summer classes, and these books and periodical articles, along with a bear-bones reference collection, were made available to students through the temporary offices/service rooms. Students also had access to research databases through two networked computers, and reference service was available from librarians on an as-needed basis. In addition to preparing for the temporary quarters and services, the library staff also worked diligently throughout the year with the renovation architects to assure all specifications were accurate, and timelines for the project were clearly specified. This work also involved close collaboration with the offices of Business Affairs and Physical Plant. All of this work has resulted in a state-of-the-art Library with 18 microcomputers configured in a teaching lab arrangement, which librarians will use for instruction in the use of Internet and research databases. Other features of the renovation include additional shelf space for books and periodicals, enhanced group and quiet-study space, improved layout for circulation and reference support, and a more visually pleasing and modern facility.

In this age of information systems, the Library increasingly relies on subscription databases for

Online and Print Periodical Usage



providing access to periodical articles and reference materials. Two services, InfoTrac and First Search, provide multiple databases covering nearly all disciplines taught at the College. These two database services are funded through a grant that is administered by the State Library of Michigan. It appears that students overwhelmingly prefer access to full text online articles versus their printed counterparts. The following graph illustrates the increase in the use of full text databases and a corresponding decrease in the use of printed resources.

Presently the online databases are only available to users on campus. Over the next year the Library will begin providing remote access to research databases, allowing students or faculty to use the resources from their homes or offices. In order to serve users off campus, the Library provides an email reference service.

College librarians developed a Web page that provides access to the Carol Online Catalog, databases and other key Internet resources. The Dynix Library Automation System was also updated; enabling Web based access to the Library catalog.

Research over the Internet has become common place for students. Because the Internet is far less structured than traditional research tools like indexes and reference books, it presents some complex challenges for students. Among these challenges is the overwhelming quantity of information and the corresponding difficulty in determining what is the best source for a given topic.

Learning Assistance Lab

LAL staff continues to offer high quality service in tutoring, supplemental instruction, counseling, administering the ASSET test, and accommodations to students with disabilities. In the latter, both Student Services and Instructional staff work together to accommodate students with disabilities. The First Steps to Success program was again offered to entering students so they could become familiar with the support services that would help them succeed in their classes.

The faculty coordinator of the LAL took a sabbatical during the Spring term to research the topic of Adaptive Technologies. Upon request and approval, this sabbatical may continue in the Spring term 2001. The outcomes will be a reference guidebook that will include adaptive equipment by disability with cost, availability, vendors, strengths, weaknesses, and training necessary. It will also provide a written plan for assessing, managing and evaluating future adaptive equipment as

student's needs and expectations change along with the emergence of new technologies.

Distance Learning

Distance Learning support is a new responsibility for the Director of Learning Resources. The Director has worked with the Manager of Information Systems to install the Blackboard CourseInfo Software, which provides a Web based service for faculty members to interact with their students in courses that are taught fully or partially through the Web. Blackboard provides course announcements, a student drop box for submitting assignments, an online assessment tool, a class discussion board, and other tools to facilitate online instruction. The Director of Learning Resources serves as an internal consultant with the use of the Blackboard software.

Office of the Registrar

The Office of the Registrar is responsible for all student records, the registration process, veteran's benefits, course equivalencies with four-year institutions, an assortment of state and federal reports, and the Child Care Center. The office also plays a critical role in the analysis and development of articulation agreements with four-year colleges and universities.

Registration

The SMART Telephone Automated Registration System continues to be very well received by students. Usage is at 58 percent (considerably higher than other community colleges from around the state) and the goal is to maintain or increase the usage patterns. Students may register 55 hours per week using the SMART system, in person at the Cashier's Office or at the Whitman Center, via telephone by calling the Registrar's Office, or by mail if they prefer that method. The Registrar Office has, therefore, taken nearly every possible step to make registration for classes a most convenient process for the students.

While the institution has tuition payment deadlines, the Office of the Registrar works with the Office of Financial Aid to "save" students before cancellation, which has continued to result in a decrease in the number of students canceled for non-payment, but also reduces the amount of work internally to process cancellations and then reprocess the reinstatement. To that end, the office also maintains flexibility with payment deadlines, which are reasonable yet practical in terms of maintaining student enrollment. At cancellation for nonpayment times, the office either calls or sends a direct mail reminder to the students reminding them of payment deadlines. The

Registrar's figures confirm that approximately 60 percent of the students cancelled for nonpayment do eventually re-register for the same semester. Making contact with the students prior to cancellation has reduced cancellations by 35 percent. The pro-active approach of pursuing students prior to cancellation for nonpayment has been a very positive development within the Office of the Registrar.

Commencement

The Commencement Ceremony is coordinated by the Office of the Registrar, and in recent years has been continuously refined in a variety of ways. With the use of advanced technology, the Office of the Registrar now prepares the institution's diplomas as opposed to purchasing them through a private vendor. This is a cost containment process and timelier. Having the Commencement Ceremony on campus in the Health Education Building has been very well received by students and the public. With three years of experience with on-campus commencement, this very special event appears to be functioning well in the new environment.

Technology

Student records is a very powerful component of the institution's administrative software operations. The Registrar was a key player on the task force, established to identify, select, and recommend a new administrative software system. Participation in this endeavor was critical to the office since registration and student records is a primary user of the system.

Transfer Guides and Equivalencies

For several years the office has used personal computer and word processing capabilities to develop and maintain a transfer credit equivalency handbook. That handbook and the transfer of equivalencies have now been converted to Web documents. A fully functional online transfer information center is now available via the Web. The publication of equivalency lists on the Web site enabled MCCC to be one of the first group of colleges participating in the Michigan Association of Collegiate Registrars and Admissions Officers

(MACRAO) initiative to place equivalencies on the Web.

Child Care Center

The Child Care Center is staffed with competent, empathetic, and excellent caregivers. The services provided through the Center are critical and enable many students with small children to attend the College. This service is functioning very well in the new quarters in the Health Education Building.

Financial Aid

An extensive program of grants, scholarships, work-study, and student loans is available to help meet the cost of education for students. The availability of all these financial aid programs continues to open the doors of opportunity for students who need financial assistance. A student's financial aid package may consist of funds from one or all the available programs, with the four primary funding sources being federal government, state government, institutional scholarships, and a wide variety of private sources.

Grants

Grants are gift aid awarded to students who show financial need and included in this grouping are the Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Michigan Adult Part Time Grant, and the Michigan Educational Opportunity Grant.

Federal Pell Grants

The Pell Grant is designed to assist those students with the greatest financial need, and remains the foundation in which all other need based aid programs are built. Pell Grants are awarded based upon a federally established need analysis formula. The need for additional aid is based upon, and determined around, the student's eligibility for the Pell Grant. For the past year, a student eligible for a full Pell Grant received \$3,125, whereas for next year the amount will increase to \$3,300.

Annual Federal Pell Grant Award Comparison

	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00
Pell recipients	797	630	616	550	645	635
Award dollars	\$811,723	\$640,690	\$684,645	\$670,052	\$851,364	\$834,982
Average award	\$1,044	\$1,017	\$1,059	\$1,192	\$1,297	\$1,315

Federal Supplemental Educational Opportunity Grants (SEOG)

SEOG is a campus-based grant available to students who demonstrate exceptional financial need. This campus-based aid, although 75 percent federally funded, is determined and awarded by the Financial Aid Office. Funding for SEOG has remained relatively constant for the past five years with \$34,275 disbursed last year, an average award of \$204 for 168 students.

Michigan Adult Part-Time Grants

This program is designed for independent students who have been out of high school for at least two years, and recipients must be a resident of the state of Michigan and taking between three and 11 credit hours per semester. The maximum award is \$600 for no more than two years, and the total amount authorized for last year was \$15,219.

Michigan Educational Opportunity Grants (MEOG)

This state of Michigan program is very similar to the Federal SEOG program, but recipients must be a Michigan resident and enrolled at least half-time (6 credit hours). Over 80 students received additional assistance through this program.

Tuition Incentive Program (TIP)

This state of Michigan program guarantees tuition for students who established eligibility while in high school, and last year the funding totaled \$17,052. To be eligible, students must apply before leaving high school and their family must have received state assistance for low-income families in the past seven years.

Scholarships

Scholarships are another form of gift aid based upon academic performance or talent. Students may receive an institutional scholarship or they may receive a scholarship from an outside donor. The Financial Aid Office coordinates and administers numerous College-awarded scholarships, and private donor and endowed scholarships.

Loans

Federal Family Educational Loan Programs (FFELP)

FFELP are federally insured loans, which must be repaid after graduation. This is the U.S. Department of Education's major source of self-help aid.

FFELP Subsidized Stafford Loan

To qualify for an in-school interest subsidy from the Federal Government, a student must demonstrate financial need, which is determined

by subtracting the family contribution and all other sources of aid from the cost of education.

Unsubsidized Stafford Loan

An Unsubsidized Stafford Loan is not awarded based on need. Interest on the loan is charged from the time the loan is disbursed until it is paid in full. The Higher Education Amendment of 1992 created this program to meet the educational cost for middle income students who do not qualify in whole, or in part for the Federal Subsidized Loan. For 1999-2000, approximately \$238,000 was awarded to students for Federal Student Loans.

Work-Study

Federal Work-Study

The Federal Work-Study Program is an on-campus work program funded 75 percent by the Federal Government, and 25 percent by the institution. Awards are made by the Financial Aid Office, and are based on demonstrated financial need. Last year more than \$34,000 was awarded to students who participated in the program.

Michigan Work-Study

These student employees must be residents of Michigan and enrolled at least one-half time. The program was funded at \$19,342 last year. While the Office of Employment Services continues to serve as the clearinghouse for all on-campus employment activity, awarding and reporting of these funds is a Financial Aid function.

Information Systems

The Information Systems (IS) Department is responsible for the management and direction of computer systems located on campus. This includes the maintenance and support of servers, micro-computers, printers, and network components. Information Systems is also involved with the purchase, installation, support, operation, and upgrade of computer related items. During the past year, the reporting structure was changed in such a



way that the now more technically oriented Educational Media Services area reports to the Manager of Information Systems. Educational Media Services previously reported to the Learning Resources Center, and provides faculty, staff and students with access to audio-visual equipment and materials.

Laboratories

The IS Department deployed 85 newly purchased computer systems during the Fall 1999 Semester. The systems included 71 IBM compatible and 14 MacIntosh. IS coordinated the installation of network cabling to support 31 new data drops. Twenty-one drops were installed in the Drafting Lab, and the balance was installed in various locations across campus. In addition, two multi-media interfaces were installed to support ceiling mounted data projectors. The IS staff also worked with Library, Business, and Technology personnel to identify needed computers, cabling, network electronics, and peripheral equipment to support new computer labs.

Online Courses

To support online courses, the College followed the lead of the Michigan Community College Virtual Learning Collaborative when it decided to utilize the Course Management Software developed by Blackboard. Working cooperatively with Learning Resources staff, the IS Department installed and configured the software, and continues to troubleshoot and maintain the system. Members of the IS staff participated in the Administrative and End User Training for this software package in order to provide the appropriate support services.

Network Resources

Additional hardware has been purchased to support not only the Blackboard Software mentioned above, but also two other servers and a router have been purchased to support routing and application services, and to make the overall network more reliable. In response to server instability, the IS staff reconfigured and relocated a number of server processes.

A more stable network environment has been noted since the changes. The College has also entered into an academic license agreement with Novell that will provide IS additional software tools, and as a result, should increase the network stability. Current and future planning includes designs that provide redundancy and allow for maximum network resource availability.

Firewall

The Raptor Firewall Software was upgraded during the year to version 6.0, and this upgrade provides increased functionality and flexibility. As a result, the IS staff is now able to allow access to GroupWise from off campus. The upgrade also enhanced the ability to publish to the Web server in a simpler way that provides greater functionality.

Educational Media Services

Educational Media staff spent time learning and troubleshooting the Media Retrieval and TV Information System installed during the summer of 1999. A pilot project for media retrieval was conducted and following a careful evaluation, it was decided not to expand this portion of the system, or continue its use in the classroom at this time. However, the TV Information System has become commonplace on campus as a bulletin board for special events and announcements.

Media staff copied and prepared for use three telecourses and began the process of adding two more telecourses, and continued the project of mounting televisions and videocassette recorders in the classrooms. The Distance Learning ITV Classroom, operating under the technological guidance of Educational Media, continued to be used by Eastern Michigan University for two classes throughout the year. Media staff also assisted the Manager of Information Services in the mounting of video projectors on campus and worked toward proper configuration requirements to fully utilize not only the projection screen, but also the features of the projector itself.

Data Processing

Although Data Processing is a separate department, it operates under the umbrella of Information Systems, and is responsible for all administrative computing including student records and financial operations.

New Administrative System

The Director of Data Processing worked closely with the Manager of Information Systems, and a task force established by the Office of the President to evaluate and make a recommendation regarding new administrative software for the College. The selection of the Colleague Software package from the Datatel Corporation finalized the work of the task force. A Hewlett Packard hardware platform was selected for the new software, and as of this date the hardware has been installed and the Colleague system loaded. Testing to date has been very positive.

Training for the Datatel Colleague Software package for Data Processing personnel began during the late spring. To date, all initial training required to begin system use has been completed by the Data Processing staff. Training of Data Processing staff was essential prior to the development of an extensive and long running training program for a variety of users from across campus.

Y2K Compliance

Leading up to the year 2000, it was essential that the Manager of Information Systems and the Director of Data Processing prepare for the testing of a variety of systems across the campus. While many microcomputer systems needed to be tested, the greatest concern was with the Unisys A-11 Mainframe and the APECS Administrative Software system. With appropriate preplanning and preparations, the system made a smooth transition into the new century.

Direct Deposit

Direct deposit of payroll checks became available for College employees during the past year. Following approval of this new service, the steps necessary to enable this feature within the administrative system were researched. Technical meetings were held to insure compatibility between computer systems, and tests were conducted in March. Direct deposit became fully available in May.

Reporting

Data Processing is responsible for reporting requirements for special projects for various committees and research needs. One such major activity is the Graduation Rate Survey, and this

year reporting was developed to comply with the Department of Education's standards. This new report is part of the Federal IPEDS data collection effort designed to track the success of a cohort group of students each Fall. Together with the Registrar's Office, appropriate students from the cohort were contacted to supply follow-up information, and the final report was compiled using student responses, enrollment history, and graduation statistics.

Revisions to the custom Perkins Grant and At Risk Student Reporting Systems were applied this year, putting into effect College Policy regarding Reading 090 mandated students. Also, changes were incorporated to establish new Perkins classifications, such as Perkins success and non-categorized Perkins students. Various other programming changes were completed to fulfill requests from the LAL staff, and standards and measures reports were substantially modified to reflect updated reporting requirements from the Michigan Department of Education.

Online Faculty Advising

Access to the Student System has been made available for faculty on campus. This has been made possible by the installation of a "gateway" server that acts as a bridge between the Unisys mainframe and the College network. In operation, faculty can use their Internet browser from the desktop to display student information, class schedules, and grade history for use in the advising process. Individualized training was provided to each faculty member, and a customized training packet was developed and distributed during the training sessions.



BUSINESS AFFAIRS

Timothy S. Bennett

Vice President of Business Affairs and Treasurer

The primary role of the Business Affairs area is to safeguard and administer the College's fiscal and physical operations and assets. This area also provides various support services for other College operations and activities. To meet these responsibilities, the Business Affairs area encompasses the functions of finance and investments, accounting, budgeting, audits, accounts payable and receivable, insurance, and payroll. The area also oversees the operations of the physical plant, cafeteria, Bookstore, Cellar, cashier, telephone system, campus safety and security, personnel, and staff development.

Financial

The College received two internal audits last year. One was the financial audit. The other was an annual audit of Federal programs and awards. Both were conducted by the CPA firm of Cooley, Hehl, Wolgamuth, and Carlton of Monroe with the firm of Plante Moran used as consultants in the area of some of the compliance testing for financial aid activities. No major exceptions were cited in either of the audit reports.

As illustrated on the following graphs and table, General Fund revenues and expenditures have remained fairly constant with revenues increasing 6 percent last year. Overall, it was a very good year financially for the College with actual revenues almost 4 percent above budget projections and expenditures about 8 percent less than budgeted. The College ends the 1999-2000 fiscal year in a very solid financial position and has entered the next year with a Board approved budget projecting sufficient funds to cover next year's financial requirements, and reserves to address unforeseen events and future needs.

Personnel And Staff Development

Last year MCCC conducted a statewide survey on Maintenance and Support Staff wages on behalf of the Michigan Community College Personnel Administrators Association. Contract negotiations between the District and the maintenance union were conducted last summer and a settlement between both parties was reached.

Customer service training programs were conducted for all cafeteria workers, student

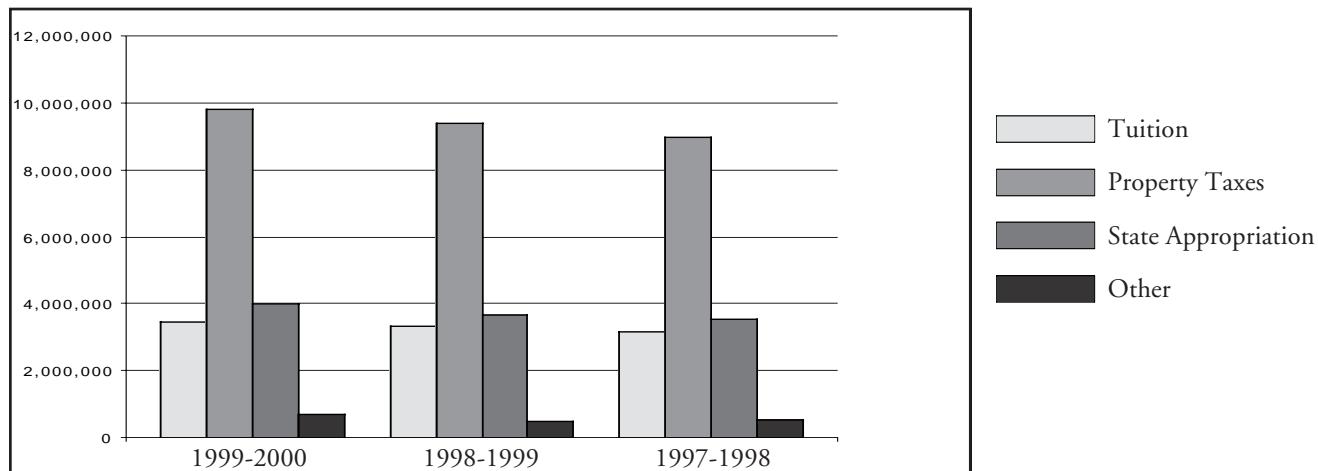
assistants and new maintenance, support staff, and administrative personnel. Throughout the year various presentations were made available for all staff. The presentations included such subjects as investments, fringe benefits, and Generation X & Y students. Some of the other staff development programs last year were an all staff picnic, a bring your kid to work day, Christmas luncheon, and recognition programs for all full-time personnel, part-time faculty, and part-time support staff.

Campus Upkeep And Development

There were a number of major maintenance projects last year. A program to re-roof the entire main campus was completed with the re-roofing of the Physical Plant Building and the Student Services/Administration Building. Under the recommendation and direction of the Campus Health and Safety Committee, the College's emergency alarm system was replaced. The new system will address both fire and tornado alarm requirements. The second damaged steamline for the Health Education Building was this time replaced with boilers. There were three projects last year that the College is receiving funding assistance (50 percent) from the State. These projects include the library renovations, conversion of the auto lab to a computer lab, and renovations to the welding lab. All were completed for the first of the Fall 2000 Semester classes. To be completed later in the semester are the replacement of the plaza walls and renovations of the Cellar (student lounge area).

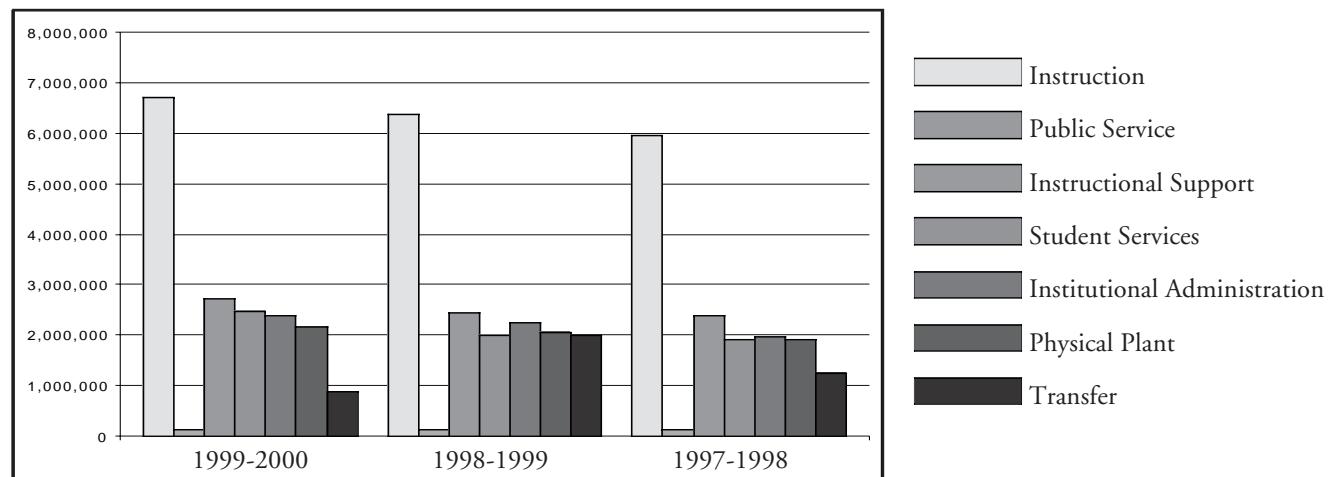


1999-2000 General Fund Revenues



<u>1999/2000</u>	<u>General Fund Revenue</u>	<u>1999-2000</u>	<u>1998-1999</u>	<u>1997-1998</u>
19.3%	Tuition	\$ 3,482,756	\$ 3,330,164	\$ 3,166,653
54.7%	Property Taxes	9,838,512	9,390,077	8,970,521
22.2%	State Appropriation	4,008,744	3,664,952	3,534,573
.3.8%	Other	690,032	512,132	528,792
100.0%	Total	\$18,020,044	\$16,897,325	\$16,200,539

1999-2000 General Fund Expenditures and Transfers



<u>1999-2000</u>	<u>General Fund Expenditures and Transfers</u>	<u>1999-2000</u>	<u>1998-1999</u>	<u>1997-1998</u>
38.3%	Instruction	\$ 6,728,401	\$ 6,387,544	\$ 5,967,167
0.9%	Public Service	149,409	137,953	145,157
15.6%	Instructional Support	2,731,068	2,441,728	2,394,484
14.2%	Student Services	2,493,051	1,993,698	1,925,849
13.6%	Institutional Adm.	2,392,551	2,054,790	1,985,799
12.4%	Physical Plant	2,184,782	2,061,554	1,936,120
95.0%	Expenses	\$16,679,262	\$15,077,267	\$14,354,576
5.0%	Transfers	880,697	2,017,399	1,265,765
100.0%	Total	\$17,559,959	\$17,094,666	\$15,620,341

Institutional Advancement

The Institutional Advancement Department is responsible for the College's public and community relations programs. The work performed by the Department includes coordinating the College's marketing including media relations, promotions, and advertising; Web site management; duplicating and printing services; graphic arts and publication design; fitness center/activities; photographic services; alumni relations; internal communications; development activities including The Foundation at Monroe County Community College; special event planning, including coordination of Campus/Community Events programming; special projects; and constituency relations.

The Foundation at Monroe County Community College

The Foundation at Monroe County Community College has grown and matured under the leadership of a strong and knowledgeable Board of Directors. This diverse group of community leaders has helped to position The Foundation at MCCC to build its presence within the community and greatly benefit Monroe County Community College.

The Foundation at MCCC officially received notification of its 501(c)(3) status from the Internal Revenue Service on September 21, 1999. In addition, The Foundation Board adopted six new policies, endowed scholarship funds were transferred from the College to The Foundation, and the bylaws were revised. A Memorial Program was launched in 1999-2000, and a revision to the Donor Agreement process was completed. Work was begun on two new initiatives during the past year, a Naming Opportunities Program and a Faculty and Staff Grant Application Process.

The Inaugural Event

The Foundation's inaugural event, Cars and Stars, was held on September 25, 1999. Designed to introduce The Foundation to the community and raise awareness and funds for the endowed scholarship program, Cars and Stars was a tremendous success.

The Feasibility Study

In October of 1999, MCCC and The Foundation commissioned a Feasibility Study to determine internal readiness and external support for three potential fund raising initiatives: construction of a cultural arts facility and creation

of endowments for the new facility's programming and operations, additional scholarship endowments, and creation of an endowment to develop new academic programs and enhance the curriculum. The Feasibility Study conclusions and recommendations were presented to the Board in November.

A Milestone

On December 14, Mrs. Shirley A. Meyer's \$1 million donation to The Foundation was announced to the faculty and staff. The largest gift in the College's 35-year history, the donation creates the Richard M. and Shirley A. Meyer Endowment for the Arts.

The Scholarship Program

In keeping with The Foundation's Mission to enhance the educational and cultural aspects of the College, in April The Foundation Board unanimously agreed to underwrite a portion of the travel funding for students enrolled in the MCCC International Business course. Ten students each received a \$500 scholarship from The Foundation that was used to help fund a six-day trip to London, England to study history, English culture, and international business.

In addition, the Guire Scholarship Fund, a new endowed scholarship, was established in September 1999 to annually award scholarships to students majoring in math or science and The Foundation created a new scholarship fund, the Adopt-A-Student scholarship program.

Campaign for Excellence

The Foundation launched its first annual campaign in December 1999. Showing an increase of 61 percent in revenues over the previous year, the campaign raised a total of \$32,132. Thirty-five first time donors joined the campaign in support of the College.

Marketing

The College's new positioning statement, "Challenge your mind. Change your future.", was launched in 1999-2000. This statement was incorporated into all of the new publications and advertising, positioning the College as a high quality educational institution that offers rigorous classes and programs that easily transfer to four-year colleges and universities and ultimately lead to high-paying careers.

Work was begun on target marketing plans for the technology, health, business, and corporate and

community services divisions. The draft plans focus on priority programs as identified by each Dean and the Vice President of Instruction. Preliminary work was also begun on the other three plans – business, humanities/social sciences, and science/mathematics. In addition, a draft outline of a revision to the College's overall marketing plan was developed.

Advertising

As was begun in 1998-1999, the College's advertising strategy continued to emphasize quality instruction and student success. Newspaper advertisements featured success stories as well as a "call to action" orientation for registration and events. The College's ads were placed throughout the County and in surrounding areas based upon student enrollments or projected enrollments.

Cable television advertising remained a vital player in the College's advertising mix. New ads were developed in keeping with the print campaign and were run on Monroe CableSystem, River Raisin Cable, and Bedford Cable System. Billboards were utilized to enhance the newspaper and cable television advertising.

Direct mail marketing became a staple in the College's advertising diet. Numerous countywide saturation mailings were done throughout the year as well as specific targeting mailings to identified markets.

Five new image ads, four billboard ads, six call to action "NOW" ads, and five direct mail postcards launched the Fall 2000 advertising campaign in the spring of 2000. The campaign was designed to generate momentum for Fall 2000 Semester enrollment and offered one of the most aggressive campaigns in the College's history.

Press Releases and Internal Communications

Press releases in support of the College's events and activities were sent to the local media throughout the year. Highlighting events, news, and programs, 127 press releases were generated during 1999-2000, representing numerous separate insertions in local newspapers. In addition, cable television announcements and public service announcements were written for appropriate events.

The Institutional Advancement Department continued to regularly publish three internal documents to help keep the College community informed about the College. These publications include *monday morning*, *Kampus Kiosk*, and the *Board Update*.

www.monroe.cc.mi.us

The College's Web site continued to be a very valuable asset to the College and its community. A new home page design was launched in 1999-2000 featuring a navigational structure that allows easy access to the College's major information areas from every page. In addition, new wallpaper was designed featuring the College logo on every page. Sites were designed and posted for the Bookstore and the SAE Chapter, and faculty members were assisted in designing their pages. MCCC's application went online as did online advising. Both new features include a security system to protect student information.

Numbering well over 700 pages, the Web site serves as the College's door to the world and reflects its commitment to academic excellence and student success. During 2000-2001 a new course description navigation system will be completed to assist visitors with their information searches.

Special Events

To enhance the Campus/Community Events programming on campus, a new position was funded in 1999-2000 to help coordinate these events and to plan new events. The end result is better marketing of College events through a variety of mediums, more efficient handling of contracts and paperwork for the events, booking advantages for events, and development of a newsletter to keep faculty and staff informed about events on campus.

One of the major initiatives this year was to get greater exposure for the College's extensive art collection. Working with the Art Subcommittee Chairs, display cases were purchased, all pieces were identified with permanent plates, a database was developed for the collection's holdings, and additional art has been placed throughout campus.

Alumni

Holding steady at over 1,000 members, the MCCC Alumni Association remained the largest dues-paying community college alumni association in Michigan. During 1999-2000, the Alumni Association Board of Directors held a strategic planning meeting to set its goals for the next three to five years. The Board comprehensively reviewed its bylaws, set specific goals for membership recruitment, and re-examined the goals of its special events planning.

In addition, 1999-2000 saw the endowment of the Alumni Association Scholarship. Established by the Alumni Association Board of Directors to help those students who fall through the "financial aid cracks," the Board's fund raising efforts reached

their first plateau of endowed status. One of the Board's goals is to continue its fund raising efforts to enhance the scholarship funds available.

Fitness Center

Operation of the Fitness Center now falls under the responsibility of the Institutional Advancement Department. In 1999-2000, a computerized membership system was developed and installed in the Center. The system allows for better tracking of student usage and training. A maintenance schedule was developed for the equipment, as was a regular cleaning schedule.

Working to increase awareness and usage of the facility, a Membership Campaign was undertaken and Alumni Association members were allowed to join the Center for a \$50 annual fee. A marketing plan was developed for the facility which included new publications, direct mail information, and new programs including Women's Wild Wednesday Workout, Staff/Student Basketball, 3-on-3 Basketball Tournaments, and Health Tips of the Week. In addition, the Multi-Purpose Room was made available for rental to area schools for sports related activities.

Two new programs were initiated during 1999-2000, the Fundamentals Basketball Camp and the Cage Classic Basketball Tournament. The Fundamentals Basketball Camp was a collaborative effort with the CCS Department and offered 85 Monroe County students the opportunity to attend a one-week basketball camp at the College. The Cage Classic Basketball Tournament was co-sponsored with Ford/Madison Sports and brought hundreds of student athletes to campus for an outstanding basketball tournament.



Duplicating and Printing

Duplicating and printing services for the College faculty and staff are handled in the Copy Center. During 1999-2000, a total of 2.4 million impressions were processed on the Xerox 5090 and Xerox 5775 color copier.

The Copy Center continues to offer outstanding customer service, remaining committed to providing high quality work in a timely manner. The Copy Center also offers bindery, cutting, padding, folding, envelope insertion, fax service, and engraving of door plaques and signs.

Graphic Arts and Publication Design

The College's publications continued to incorporate new designs and text strategies consistent with the College's innovative marketing direction. Work continued on major redesigns and rewrites of many of the College's long-standing publications. In addition, a new Transfer Programs brochure was developed to highlight that "MCCC is a great place to start your educational career." The four-color piece was a collaborative effort between the instructional area and the marketing department. It showcases the College's transfer programs in a highly graphic, easy-to-read format that incorporates the College's new graphic identity.

The department continues to design and produce a growing number of collateral materials for the College marketing efforts. The Department's work includes a wide variety of jobs ranging from simple fliers to complex four-color pieces.

Photographic Services

The Department continued to offer photographic services to all areas of the College. With the new marketing focus, photography played a major role in the redesign of many publications and in the advertising campaign.



Master Plan

General Survey Results

- Top 5 – The essence of the MCCC campus
 - Pleasant
 - Friendly
 - Conservative/Clean
 - Relaxed
 - Open
- Top 3 most liked places at MCCC
 - Campbell Learning Resources Center
 - Health Education Building
 - Outdoor Area
- Top 3 least liked places at MCCC
 - West and East Technology Building
 - Admin/Student Services Building
 - Outdoor Area
- Top 5 campus needs
 - Outdoor seating and gathering spaces
 - Parking Improvements
 - Building Connectors
 - Additional Classroom Space
 - Improved Air Conditioning/Landscaping



General Survey Results

- Other campus experiences
 - What would serve MCCC well?
 - Better research into what programs should be offered
 - Continued inclusion of humanities education for all students
 - Up-to-date, technology ready classrooms
 - Student services in one central location
 - Standards of appearance and maintenance
 - What should MCCC avoid?
 - Additional poor parking arrangements typical at many colleges
 - Buildings that are at capacity before opening
- Additional services
 - To students
 - Improve and increase the number of spaces dedicated to student gathering – both for working and relaxing
 - Improved handicapped accessibility – especially to the Learning Assistance Lab
 - To community
 - Additional space for evening classes at Whitman Center
 - Additional space for arts programs
 - Improved way-finding signage and reception for the occasional visitor
 - Increase cultural programs and lecture series



Master Plan—

Departmental Survey Results

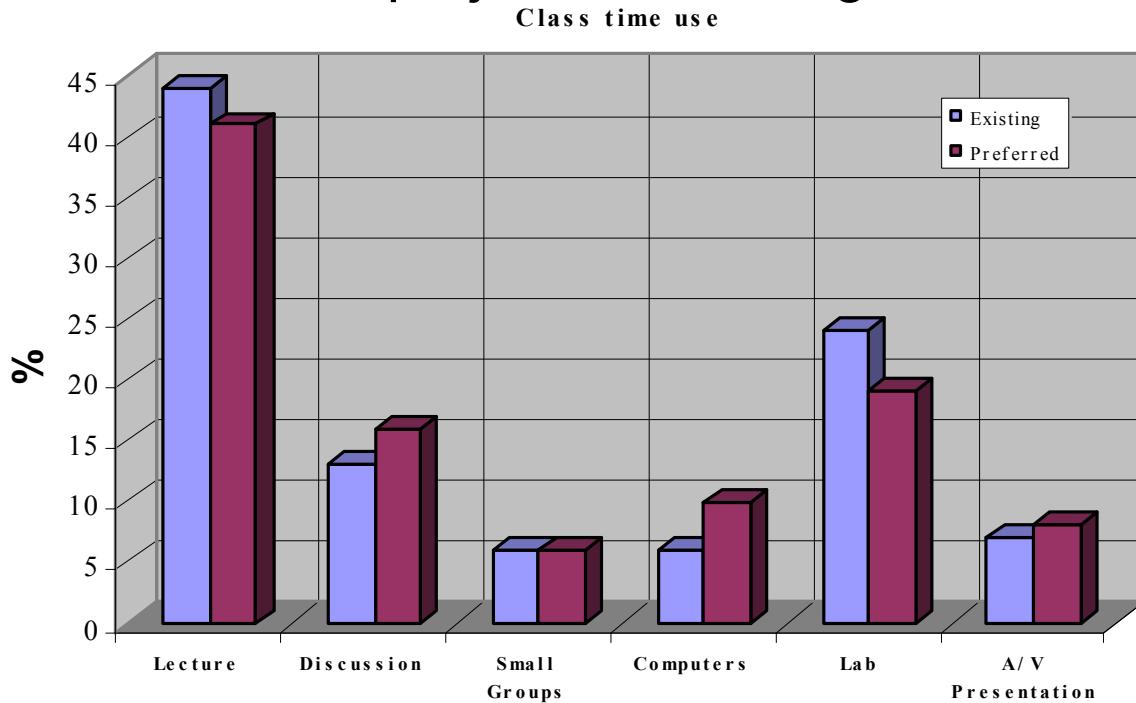
- I currently use technology to support my teaching.
 - 50% strongly agree
 - 40% agree
 - 10% disagree
- I hope to use technology increasingly over the next several years to support my teaching.
 - 41% strongly agree
 - 45% agree
 - 14% disagree
- It is important that the teaching spaces for my department are more or less adjacent.
 - 40% strongly agree
 - 40% agree
 - 20% disagree
- I have properly equipped and adequate preparation space.
 - 19% strongly agree
 - 55% agree
 - 26% disagree
- I like to teach in a room with tablet chairs
 - 8% strongly agree
 - 38% agree
 - 54% disagree

I am prevented from teaching as I would like by the size and/or configuration of the room to which I am assigned

- 21% strongly agree
- 36% agree
- 43% disagree

Departmental Survey Results

- Current and projected teaching methods



- Perceived program enrollment trends
 - Static for most programs
 - Downward for nursing until the job market for those positions improves.
 - Upward for IS programs
- Suggested programs that MCCC staff sees as vital in the future education market
 - 4 year programs
 - Sports medicine programs
 - Repackage existing programs to offer short-term programs, i.e. Industrial Technology and Lab Technology
 - Partner with local high schools to extend tech. prep. programs and encourage vocational training
 - Comprehensive business degree



Master Plan—

Departmental Survey Results

- Effect of facility conditions on teaching
 - Climate Control – too hot or too cold, distracts from learning
 - Noise - some classrooms too noisy to communicate
 - Room size – too small to comfortably walk around
 - Inadequate and inconveniently located storage space
 - Furniture – does not allow easy switching from individual to group work
- Ideal teaching space
 - Moveable furniture, group work tables designed for computer use – no tablet arm chairs
 - Lighting better designed for A/V and computer use
 - A/V equipment and presentation software more available
 - Improved acoustics
 - Improved temperature control in each classroom
 - Additional and conveniently located secure storage
- Schools with successful facilities
 - Classrooms - Northwestern Michigan CC, Bowling Green CC (Kentucky)
 - General facilities - Schoolcraft CC, Delta College, Owens CC (Toledo)
 - Chemistry labs – Sinclair CC (Dayton)
 - Arts facilities– Oakland University, Bowling Green CC
 - IS labs – Siena Heights University