

Monroe County Community College

# **2009 Self-Study**

## **REPORT**

For continued accreditation by  
The Higher Learning Commission  
of the  
North Central Association of Colleges and Schools

**Dr. David E. Nixon**  
**President**



**MONROE COUNTY  
COMMUNITY COLLEGE**

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Sources may be in PDF format, HTML format, as links to other websites, or as links to the College’s website. Sources are arranged by chapter, and a full listing of the documents is included in the Appendix.

Access to the Resource Room is done simply by going to Monroe County Community College’s homepage ([www.monroeccc.edu](http://www.monroeccc.edu)) and clicking on the Self-Study graphic and then selecting “Resource Room” in the left-hand menu under Self-Study Report or, from the homepage, clicking on “About the College” in the left-hand menu, scrolling down to “Accreditation” and clicking on the Self-Study graphic and then selecting “Resource Room” in the left-hand menu under Self-Study Report.

# Table of Contents

## Preface

Committee Membership .....	i
Resource Room .....	ii

## Table of Contents

Table of Contents.....	iii
------------------------	-----

## List of Tables and Figures

List of Tables and Figures.....	xi
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## Chapter 1

Introduction .....	1
Organization of Report .....	1
Profile of Monroe County Community College .....	2
Profile of Service Area.....	2
Economic Climate.....	3
History .....	4
Enrollment Statistics .....	9
Campus .....	10
Programs of Study.....	11
Financial Resources.....	13
Organizational Structure .....	14
Board of Trustees .....	14
Administrative Structure.....	14
Committee Structure .....	14
Accreditation History.....	15
Significant Institutional Changes since 1999-2000 .....	15
Mission, Planning, and Administrative Structures .....	15
Building and Renovation Projects .....	16
Technological Enhancements.....	16
Academic Programs, Partnerships, and Support Services .....	17
Alternative Funding.....	18
Response to 1999-2000 Review .....	18

## Chapter 2

Self-Study Process.....	27
Self-Study Goals .....	28
Steering Team .....	28
Writing the Report.....	30
Conducting the Self-Study .....	31
Resources Allocated to the Self-Study.....	35
Methods of Communication with the College Constituencies.....	35

## Chapter 3

Criterion One: Mission and Integrity.....	37
<b>Core Component 1A</b> .....	<b>37</b>
Academic Transfer Programs .....	39
Academic Occupational/Career Programs.....	42
General Education .....	43
Workforce Training.....	43
Student Support Services.....	44
Lifelong Learning .....	45
Institutional Planning.....	46
<b>Core Component 1B</b> .....	<b>47</b>
MCCC Diversity Initiatives.....	47
Employee Training and Development .....	48
Curriculum – Credit Courses .....	48
Curriculum – Noncredit Courses .....	49
Students.....	50
Student Support Services.....	51
Human Resources.....	53
Community Involvement – Near and Far.....	54
Current Mission Review Activities.....	54
<b>Core Component 1C</b> .....	<b>55</b>
Board of Trustees .....	55
Staff.....	56
Congruence with Planning and Assessment.....	58
Mission Statement.....	58
Congruence with Budget.....	59
<b>Core Component 1D</b> .....	<b>60</b>
Board of Trustees .....	60
President .....	61
Administration .....	62
Shared Governance.....	64
Qualified Decision-Makers .....	69
<b>Core Component 1E</b> .....	<b>71</b>
Mission Adherence.....	71
Fiscal Responsibility.....	71
Legal Integrity .....	71
Clear and Fair Policies .....	72
Structure and Processes Ensure Integrity .....	72
Fairness with External Constituents .....	72
Timely Responses to Complaints and Grievances .....	73
<b>Summary of Findings</b> .....	<b>74</b>
Strengths.....	75
Opportunities/Challenges .....	75

## Chapter 4

Criterion Two: Preparing for the Future.....	77
<b>Core Component 2A</b> .....	<b>77</b>

College Planning.....	77
Preparing for the Future.....	78
Global Awareness.....	79
Community Commitment.....	82
<b>Core Component 2B .....</b>	<b>83</b>
Revenues.....	83
Expenditures .....	84
Accounting System/Financial System.....	86
Reserves .....	86
Audits .....	87
Budget Process.....	87
Alternative Funding Sources.....	88
Federal and State Grants.....	88
The Foundation at Monroe County Community College .....	91
Physical Environment.....	92
Investing in the Physical Environment .....	92
Safety and Security.....	94
Technology Plan .....	95
Technological Resources .....	98
Human Resources .....	99
Professional Development .....	102
Committee Structure and Employee Interaction in a Learning Community.....	103
Instructional Resources .....	104
Learning Assistance Lab .....	104
Library .....	105
Writing Center.....	105
Counseling Department.....	106
<b>Core Component 2C .....</b>	<b>106</b>
Committees .....	106
Curriculum Committee .....	106
Enrollment Issues Committee .....	107
Institutional Effectiveness Committee .....	107
HLC Academy for the Assessment of Student Learning.....	107
Program Reviews.....	108
Collecting, Analyzing, and Using Data.....	109
MCCC Surveys .....	109
Student Profile Data .....	112
Network I-Drive .....	112
Data and Feedback Loops.....	112
Governance .....	113
Committees.....	113
Committee Minutes .....	113
Establishment of the Developmental Education Committee.....	113
Faculty Evaluation Process.....	114
Yearly Employee Evaluation.....	114
Use of Vital Focus Data .....	115
Budget Process Feedback.....	115

Increase in Internet Courses, Distance Learning, Alternative Instruction.....	116
Curriculum Changes, Changes in General Education Requirements, General Education Review .....	117
<b>Core Component 2D .....</b>	<b>117</b>
History of Planning.....	117
Planning for the Future .....	118
<b>Summary of Findings .....</b>	<b>120</b>
Strengths.....	120
Opportunities/Challenges .....	120

## Chapter 5

<b>Criterion Three: Student Learning and Effective Teaching .....</b>	<b>123</b>
<b>Core Component 3A .....</b>	<b>123</b>
Culture of Assessment.....	123
Learning-Outcomes Statements .....	126
Multiple Levels of Assessment .....	127
Direct and Indirect Measures of Assessment .....	129
<b>Core Component 3B .....</b>	<b>131</b>
Qualified Faculty.....	131
Faculty-Driven Curriculum and Instructional Strategies .....	132
Faculty Evaluation.....	133
Recognizing Effective Teaching.....	134
Innovative Practices that Enhance Learning.....	134
Professional Development .....	135
Instructional Technology Support .....	136
<b>Core Component 3C .....</b>	<b>137</b>
Campus Classrooms and Labs.....	137
Technological Enhancements.....	138
Alternative Course Delivery Options .....	138
Experiential Learning.....	140
Educational Media and Media Services.....	141
Staff and Faculty .....	142
Alternative Sites .....	144
<b>Core Component 3D .....</b>	<b>145</b>
MCCC Library.....	145
Learning Assistance Lab.....	147
Academic Assistance.....	147
Disability Services.....	149
MCCC Writing Center.....	151
Computer Labs .....	152
Testing Center.....	154
Fitness Center .....	154
Additional Learning Resources.....	155
Student Assistants.....	155
Student Publications.....	156
<i>The Agora</i> .....	156
<i>Images</i> .....	157



<b>Summary of Findings .....</b>	<b>158</b>
Strengths.....	158
Opportunities/Challenges.....	158

## **Chapter 6**

### **Criterion Four: Acquisition, Discovery, and Application of Knowledge .... 161**

#### **Core Component 4A ..... 162**

Planning Process and Financial Allocation.....	162
Planning Process.....	162
Financial Allocation.....	163
Activities and Programs Which Support Lifelong Learning.....	166
Community Partnerships.....	167
Community-Focused Programs.....	167
Freedom of Inquiry Practices and Resources.....	168
Statement of Freedom of Inquiry.....	168
Practices that Support Freedom of Inquiry.....	169
Resources that Support Freedom of Inquiry.....	170
Professional Development.....	171
Staff Support.....	171
Faculty/Administrative Support.....	172
Public Acknowledgement of Achievement.....	174
Student Achievement.....	174
Faculty and Staff Achievement.....	174

#### **Core Component 4B ..... 175**

General Education.....	176
History.....	176
HLC Academy for the Assessment of Student Learning.....	177
General Education – 2008 – Curricular Offerings.....	177
General Education – 2008 – Experiential Offerings.....	178
Linkages between Curricular and Co-Curricular.....	179
Activities That Support Practice and Creativity.....	179
Activities That Support Social Responsibility.....	181
Breadth of Knowledge and Intellectual Inquiry.....	185
Breadth of Knowledge.....	185
Preparation to Pursue Continued Learning.....	185

#### **Core Component 4C ..... 187**

Learning Goals and Outcomes with Competence for a Diverse Workforce.....	190
Essential Skills and Professional Competencies.....	190
Global Relevance to a Diverse Workforce.....	190
Graduates in Diverse Societies.....	191
Curricular Evaluation and External Constituents.....	192
External Constituents.....	192
Advisory Committees.....	192
Program-Specific Accreditation.....	192
Professional Credentials.....	193
Apprenticeships.....	194
Transfer Programs.....	195

Independent Learning and Applied Practice.....	196
Acquired Capacity for Independent Learning.....	196
<b>Core Component 4D .....</b>	<b>196</b>
Academic and Student Support Services .....	196
Academic Integrity.....	196
Policy and Procedures for Ethical Conduct.....	197
Curricular and Co-Curricular Activities.....	199
Promoting Social Responsibility.....	199
<b>Summary of Findings .....</b>	<b>200</b>
Strengths .....	201
Opportunities/Challenges.....	201

## Chapter 7

<b>Criterion Five: Engagement and Service .....</b>	<b>203</b>
<b>Core Component 5A .....</b>	<b>204</b>
Commitment to Mission .....	204
Serving Community Needs .....	205
Attention to Diversity .....	205
Outreach Programs .....	207
Programs Serving External Constituencies.....	208
Office of Workforce Development .....	208
The Foundation at Monroe County Community College .....	208
Whitman Center.....	208
Community Outreach .....	209
<b>Core Component 5B .....</b>	<b>210</b>
Connections with the Community.....	210
Co-Curricular Activities.....	211
Youth for Understanding .....	211
Humanities/Social Sciences .....	211
Archaeology.....	211
Drama.....	211
Michigan Student Scholars .....	212
Society of Automotive Engineers.....	212
Michigan Undergraduate Mathematics Conference .....	212
Respiratory Therapy Student Club.....	212
<i>The Agora</i> .....	213
Programs of Engagement and Service .....	213
Planning for Ongoing Engagement and Service.....	214
<b>Core Component 5C .....</b>	<b>217</b>
Collaborative Ventures and Mobility of Learners .....	218
Building Effective Bridges .....	219
Shared Educational, Economic, and Social Goals.....	221
<b>Core Component 5D .....</b>	<b>222</b>
Workforce Development .....	222
WorkKeys.....	222
Evaluation of Services .....	223
Volunteer Activities.....	223

Student Services .....	223
MCCC Service and Volunteer Activities.....	224
MCCC’s Student Clubs and Organizations .....	224
<i>The Agora</i> .....	224
International Studies.....	224
Math and Science Society .....	224
Phi Theta Kappa.....	225
Student Government.....	225
Upward Bound.....	225
Faculty, Staff, and Student Community Service.....	225
Economic and Workforce Development Activities.....	226
Availability and Use of MCCC Facilities.....	227
La-Z-Boy Center.....	227
Campus/Community Events.....	227
Adapting to Changing Needs.....	228
Continuing Education for Licensed Professionals .....	229
<b>Summary of Findings .....</b>	<b>232</b>
Strengths .....	232
Opportunities/Challenges.....	233

## Chapter 8

<b>Federal Compliance.....</b>	<b>235</b>
Public Notification of the Evaluation Visit: Third Party Comment Process and Documentation.....	235
Credits, Program Length, and Tuition .....	235
Organizational Compliance with the Higher Education Reauthorization Act.....	236
Jeanne Cleary Disclosure of Campus Security Policy and Crime Statistics Act .....	238
Drug-Free Workplace .....	239
Student Right-To-Know.....	239
Data Privacy .....	239
Advertising and Marketing.....	239
Student Complaints.....	240
Student Concerns – Informal Processes .....	241
Student Concerns – Formal Complaint Processes .....	241
Off-Campus Site Compliance.....	241
Human Resources .....	243
Professional Accreditation .....	244

## Chapter 9

<b>Summary and Request for Continued Accreditation .....</b>	<b>245</b>
A Time to Reflect, An Opportunity to Participate.....	245
Mission and Integrity .....	246
Preparing for the Future.....	246
Student Learning and Effective Teaching.....	247

Acquisition, Discovery, and Application of Knowledge .....	247
Engagement and Service .....	248
Federal Compliance.....	248
Request for Continued Accreditation.....	249

## Chapter 10

Appendix.....	251
Appendix A Institutional Snapshot.....	253
Appendix B Resource Room Documents .....	265
Appendix C Mission Documents .....	279
Appendix D Audit Summary (College and Foundation).....	281
Appendix E MCCC Board of Trustees .....	283
Appendix F Board of Trustees Biographical Information .....	285
Appendix G Organizational Charts .....	289
Appendix H Employee Directory.....	295
Appendix I Leadership Team Biographical Information .....	301
Appendix J Standing Committee List.....	305
Appendix K The Foundation at MCCC Board of Directors .....	309
Appendix L Alumni Association Board of Directors .....	311
Appendix M Campus Maps .....	313

# List of Tables and Figures

## Chapter 1

<b>Figure 1.1</b>	Monroe County, Michigan .....	2
<b>Table 1.1</b>	Monroe County, Michigan Unemployment Rate, September 2008 .....	4
<b>Table 1.2</b>	MCCC Enrollment History, Fall 2002 – Fall 2008.....	10
<b>Figure 1.2</b>	Monroe County Community College Campus Map.....	11
<b>Table 1.3</b>	Instructional Technology Task Force Recommendations and Related Activities and Initiatives.....	19

## Chapter 2

<b>Table 2.1</b>	HLC Self-Study Steering Team.....	28
<b>Table 2.2</b>	Self-Study Timeline.....	31

## Chapter 3

<b>Table 3.1</b>	Total Student Enrollment in MCCC Transfer Programs, by Number, 2002-2003 through 2007-2008 .....	40
<b>Table 3.2</b>	MCCC Transfer Programs by Student Enrollment Type, by Number, Fall 2007 .....	40
<b>Figure 3.1</b>	Students Enrolled in Transfer and Career Programs, by Percentage, Fall 2007 .....	41
<b>Table 3.3</b>	Students Enrolled in Transfer and Career Programs, by Number, Fall 2007....	42
<b>Figure 3.2</b>	Total Student Enrollment in Career Programs, by Division, by Number, Fall 2007 .....	42
<b>Figure 3.3</b>	Student Attendance in First Steps Sessions, by Number, 1993-1994 Through 2007-2008.....	45
<b>Table 3.4</b>	Humanities and Social Science Courses Required for MCCC Degrees.....	48
<b>Table 3.5</b>	MCCC Diversity Courses.....	49
<b>Table 3.6</b>	Total MCCC Diversity-Related Courses Developed Since 1999-2000 .....	49
<b>Table 3.7</b>	MCCC Study by Age and Enrollment Status.....	50
<b>Table 3.8</b>	Comparison of Monroe County Population and MCCC Student Population by Race, by Percentage.....	50
<b>Table 3.9</b>	MCCC Student Enrollment by Credit Type, by Number and Percent, Fall 2008 .....	51
<b>Table 3.10</b>	Students with Disabilities Receiving Services, by Number and Percentage Comparison to Previous Year, Fall 2000 through Winter 2005.....	52
<b>Table 3.11</b>	Students with Disabilities Receiving Services by Number and Percentage Comparison to Previous Year, Fall 2005 through Winter 2009.....	52
<b>Table 3.12</b>	Examples of Training Related to Cultural and Generational Diversity, 2007-2008.....	53
<b>Figure 3.4</b>	Monroe County Community College Administrative Organizational Chart, Policy 2.01.....	63
<b>Table 3.13</b>	Table of Committees and Administrator to Whom Each Reports.....	65
<b>Table 3.14</b>	Examples of Ad Hoc Committees and Task Forces.....	66

## Chapter 4

<b>Table 4.1</b>	Monroe County Ethnicity .....	79
<b>Table 4.2</b>	Student Population by Ethnicity .....	79
<b>Table 4.3</b>	Diversity Committee Sponsored Speakers .....	81

<b>Figure 4.1</b>	2008-2009 General Fund Revenue.....	83
<b>Figure 4.2</b>	General Fund Revenues by Source.....	84
<b>Figure 4.3</b>	2008-2009 Expenditures by Category.....	85
<b>Figure 4.4</b>	2008-2009 Expenditures by Activity .....	85
<b>Table 4.4</b>	Sample Listing of Grants Received by MCCC.....	89
<b>Table 4.5</b>	Net Assets of The Foundation at Monroe County Community College.....	91
<b>Figure 4.5</b>	Maintenance and Replacement Fund Annual Expenditures .....	93
<b>Table 4.6</b>	MCCC Online Course Totals .....	116
<b>Figure 4.6</b>	MCCC Strategic Planning Flow Chart.....	119

**Chapter 5**

<b>Table 5.1</b>	In-House Professional Development Related to Assessment, by Title and Date.....	125
<b>Table 5.2</b>	GPA Comparison of Former MCCC Students to Native Juniors at Four-Year Colleges and Universities, by Percentage, 2005-2008.....	128
<b>Table 5.3</b>	MCCC Graduates Finding Employment within One Year of Graduation, by Percentage, 2002-2007 .....	128
<b>Table 5.4</b>	Full- and Part-time Faculty Degree Credentials, by Number, 2007-2008.....	131
<b>Figure 5.1</b>	Full-Time Faculty Degree Credentials, by Percentage, 2007-2008 .....	132
<b>Figure 5.2</b>	Adjunct Faculty Degree Credentials, by Percentage, 2007 .....	132
<b>Table 5.5</b>	Number of Online Course Sections, by Number, 2003-2009 .....	139
<b>Table 5.6</b>	Percentage of “Very Good” to “Outstanding” in Response to Question in Graduate Follow-up Survey Regarding Quality of Equipment, Tools, or Instructional Materials, by Percentage, 2001-2002 through 2007-2008....	142
<b>Table 5.7</b>	Student Clubs and Organizations .....	142
<b>Table 5.8</b>	Off-Campus Database Usage, by Number, 2004-2005 through 2006-2007.....	145
<b>Table 5.9</b>	MCCC Alumni Responses to Questions Regarding Satisfaction with Learning Resources, by Number and Percentage, 2003-2004 through 2005-2006.....	147
<b>Table 5.10</b>	Comparison of Supplemental and Non-Supplemental Instruction on Student Retention Rates and End-of-Semester Grades, by GPA and Percentage, 2005-2006 through Fall 2007.....	148
<b>Table 5.11</b>	First Steps for Classroom Success, Attendance Summary, by Number, 2007-2008.....	149
<b>Table 5.12</b>	Classroom Visits to 090 Courses and Faculty Referrals of Students to the LAL, by Numbers 2005-2006 through 2007-2008 .....	149
<b>Table 5.13</b>	Writing Center Usage, by Number, August 2005 to June 2007 .....	151
<b>Table 5.14</b>	RCTC and BLL Usage, by Number, Fall 2005-Summer 2007 .....	153
<b>Table 5.15</b>	MCCC Student NCLEX-RN, NCLEX LPN, CRT, by Percentage, Fall 2005-Winter 2008.....	153
<b>Table 5.16</b>	Life Science Computer Lab Student Usage, by Number, Fall 2005-Summer 2007 .....	153
<b>Table 5.17</b>	Student Usage of RCTC and BLL, by Test-Type, by Number, Fall 2005-Summer 2007 .....	154
<b>Table 5.18</b>	Fitness Center Usage, by Number, 2005-2007.....	155
<b>Table 5.19</b>	Average Number of Available Student Assistant Jobs, 2005-2007 .....	156

**Chapter 6**

<b>Figure 6.1</b>	MCCC Budget Expenditures 2004-2005 through 2006-2007.....	163
<b>Table 6.1</b>	Budget Allocation for Instruction and Instructional Support .....	164

<b>Figure 6.2</b>	A Comparison of Regional College Tuitions 2008-2009.....	165
<b>Figure 6.3</b>	Corporate and Community Services – Contract Training.....	168
<b>Table 6.2</b>	Faculty and Student Counts 1999-2008.....	184
<b>Figure 6.4</b>	Student Counts Full-Time Equivalent 1999-2008.....	184
<b>Table 6.3</b>	Articulation Agreements with Colleges and Universities – Traditional .....	186
<b>Table 6.4</b>	Articulation Agreements with Colleges and Universities – Online.....	187
<b>Table 6.5</b>	Youth for Understanding Student Counts by Country, Winter 2006-Fall 2008.....	191
<b>Table 6.6</b>	Employer Survey Report Question of the 2006-2007 Graduate Class .....	192
<b>Table 6.7</b>	NCLEX-RN PASS RATES, 2002-2008 .....	193
<b>Table 6.8</b>	NCLEX-PN PASS RATES, 2008 .....	193
<b>Table 6.9</b>	NBRC Certified Respiratory Therapist, 2002-2008 .....	193
<b>Table 6.10</b>	NBRC Registered Respiratory Therapist Written Exam, 2002-2008 .....	194
<b>Table 6.11</b>	NBRC Registered Respiratory Therapist Clinical Simulation Exam, 2002-2008.....	194
<b>Figure 6.5</b>	MCCC Transfer Student GPAs as Compared to Native Student GPAs.....	195

## Chapter 7

<b>Table 7.1</b>	Work Orders Completed.....	216
<b>Table 7.2</b>	Academic Forgiveness Petitions.....	217
<b>Table 7.3</b>	Online Textbook Orders.....	217
<b>Table 7.4</b>	Employee Assistance Statistics .....	226
<b>Table 7.5</b>	Noncredit, Health-Care Programs.....	230

## Chapter 8

<b>Table 8.1</b>	Third Party Comment Communications Plan .....	235
<b>Table 8.2</b>	Total Federal Aid Applications and Awards .....	236
<b>Table 8.3</b>	Total Federal Financial Aid Funds Awarded by Program.....	236
<b>Table 8.4</b>	Total Number of Applicants Verified .....	237
<b>Table 8.5</b>	Cohort Default Rates .....	238





# CHAPTER 1

## INTRODUCTION

This self-study report is submitted by Monroe County Community College (MCCC) as part of the formal application process for continued accreditation by the Higher Learning Commission (HLC) of the North Central Association. The primary purpose of the report is to document the findings of the comprehensive self-study which Monroe County Community College conducted to support the request for continued accreditation and to provide members of the visiting team with information needed to evaluate the College effectively during their visit.

This report represents a thorough study of the College, its mission, and its goals. Monroe County Community College selected the Program to Evaluate and Advance Quality (PEAQ) for maintaining accredited status. As such, MCCC has engaged in a self-study process for approximately two years and has prepared this report of its findings in accordance with Commission expectations. The Higher Learning Commission has five criteria on which it bases its evaluations of institutions:

- Mission and Integrity
- Preparing for the Future
- Student Learning and Effective Teaching
- Acquisition, Discovery, and Application of Knowledge
- Engagement and Service

This self-study presents evidence that Monroe County Community College meets each of these criteria and merits accreditation.

### Organization of the Report

The self-study report is organized around the five HLC criteria for accreditation. The introductory chapter includes a profile of the College, including its accreditation history, an overview of significant changes since 1999-2000, and a response to the 1999-2000 Review. Chapter 2 describes how Monroe County Community College organized and conducted the self-study process. Each of Chapters 3-7 deals with one of the five criteria for accreditation and the associated Core Components, providing information and evidence confirming that MCCC meets the criterion. Chapter 8 describes Monroe County Community College's federal compliance, and Chapter 9 offers a summary of major strengths and challenges and formally requests continued accreditation. Chapter 10 includes appendices, tables and charts, and a glossary of terms and acronyms used in the report.

## Profile of Monroe County Community College

Monroe County Community College is a public, two-year institution supported by tax monies from Monroe County (55.3 percent), educational funds from the state of Michigan (16.63 percent), student tuition (25.85 percent), and grants and gifts and other resources (2.22 percent). The Community College District of Monroe County 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.

## Profile of Service Area

The 210-acre Main Campus is centrally located in Monroe County with easy access to Detroit, Michigan, and Toledo, Ohio. In addition, the 24.64-acre Whitman Center in Bedford Township near the Michigan-Ohio border offers a wide selection of courses.

Figure 1.1 Monroe County, Michigan



Monroe County is located at the west end of Lake Erie and has a population of approximately 154,000. The county has a total area of 680 square miles. Monroe County is supported by a diversified economy, serving as home to many industries and a mix of retail, agricultural, and commercial businesses. Monroe is home to La-Z-Boy Incorporated World Headquarters, Tenneco Automotive World Headquarters, and DTE Energy's Fermi 2 Nuclear Power Plant and Monroe Power Plant. The Port of Monroe is located on the St. Lawrence Seaway and is Michigan's only port on Lake Erie.

Other institutions of higher learning nearby include the University of Michigan (40 miles), Eastern Michigan University (35 miles), University of Toledo (20 miles), Wayne State University (35 miles), and the University of Detroit (35 miles).

A snapshot of Monroe County's population includes the following:

Median resident age: 36.0

Population by gender: males – 49.6 percent; females – 50.4 percent

Races in Monroe County, Michigan:

- White, Non-Hispanic: 94.1 percent
- Hispanic: 2.1 percent
- Black: 1.9 percent
- Two or more races: 1.3 percent
- American Indian: 0.9 percent
- Other race: 0.6 percent

*(Total can be greater than 100 percent because Hispanics could be counted in other races)*

Estimated median household income in 2007: \$53,750 <sup>E1.1</sup>

Labor Force

- Total: 77,708
- Total employed: 72,461
- Unemployed: 5,248
- Unemployment rate: 6.3 percent <sup>E1.2</sup>

Educational Attainment

- Persons 25 years of age or older: 103,857
- High school diploma or higher: 87.3 percent
- Bachelor's degree: 11.3 percent <sup>E1.3</sup>

## Economic Climate

Michigan's recession economy has led to seven consecutive years of job loss in the state <sup>E1.4</sup>, and Dana Johnson, chief economist for Comerica Bank, predicted Michigan would register its fifth consecutive year of recession in 2008 <sup>E1.5</sup> as well as the business activity index registering its lowest rating ever in September 2008, down a full 9 percentage points from the previous year <sup>E1.6</sup>. This has led to significant unemployment rates in the Monroe County Metropolitan Statistical Area <sup>E1.7</sup>.

**Table 1.1** Monroe County, Michigan Unemployment Rate, September 2008

September 2008 Unemployment Rate	
United States	6.0%
Michigan	8.3%
Monroe County	9.5%

## History

On June 29, 1964, the citizens of Monroe County voted by a nearly two-to-one margin to establish a community college district. Acting under statutory authority granted via Michigan Act 188 of the Public Acts of 1955, the citizens of Monroe County responded to a need for post-secondary education for its residents.

Three propositions were presented to the voters on June 29: the first, to create a community college district; the second, to elect six members at large for a Board of Trustees for the proposed college district; and third, to support an annual maximum tax rate of 1.25 mills for the proposed Monroe County Community College. The vote to create a district passed 4,487 to 2,501. The first College Trustees were elected, and the millage passed 4,228 to 2,587. On July 10, the County Clerk was notified that effective July 3, 1964, Monroe County had a community college.

At the next general election, held November 3, 1964, the members of the Board of Trustees were re-elected to staggered terms of two, four, and six years. In 1966 the Board was expanded to, and remains at, seven members in accordance with state law.

When the Board of Trustees met for the first time on July 7, 1964, Monroe County Community College was a paper institution, needing a campus, staff, and curriculum. Many formidable tasks faced the new Board: applying for government aid, formulating a budget, levying taxes, obtaining a site for the College, and selecting a president.

After President Ronald Campbell was hired and took office in March 1965, he assumed responsibility for the general administration of the College. This included hiring a staff, developing a curriculum, and planning and developing physical facilities.

The next order of business was selecting a campus site. Although many sites were examined, on October 5, 1964, the Board accepted from the Monroe County Board of Supervisors a 150-acre land grant located on South Raisinville Road.

Under editorial pressure from *The Monroe Evening News*, a local newspaper, the Board agreed that if suitable facilities could be located, classes would begin in September 1966 in temporary facilities. After extensive research into possible locations, the Board signed a rental contract to use Ida High School for the 1966-67 school year. When classes began on September 6 at Ida, 469 students were enrolled.

Phase I of campus construction was completed in February 1968; however, classes began earlier in the two technology buildings, on October 2, 1967. In November

1967, the Student Services/Administration Building was ready for occupancy, followed by the Learning Resources Center in February 1968. In 1971, the Life Science Building was constructed.

In June 1977, after lengthy debate, the Board of Trustees directed the College architects to prepare the necessary plans to proceed with renovations, repairs, and new construction. The new buildings were to include an expanded technology facility, a performing arts center, a field house, and a child care center. Nevertheless, passage of the Headlee Amendment in November 1977, prohibiting bonding for buildings without voter approval, prevented implementation of these plans.

In retrospect, the outcome was fortunate. Operating funds proved to be a concern for the district, and after one year of operation at the new campus, the ability to maintain fiscal solvency and to operate a first-class college was in question. When the Board decided to put a millage increase before the voters in 1968, the result was devastating. The proposed two-mill increase was defeated 22,665 to 7,471.

During the next 12 years, millage proposals were defeated 11 more times. At its June 23, 1980, meeting, the Board decided to try a 13<sup>th</sup> time in the August primary, asking voters for one mill. This time the College's request passed, 6,423 to 6,421. Since that pivotal day on August 5, 1980, the College has enjoyed financial stability.

To address the changing needs of its constituents, the College has continued to reassess and modify its programs and services. The Board offered coursework at alternative locations throughout the County, settling in 1977 at the South Center (in rented facilities from Bedford Public Schools) and in 1986 at the Jefferson Center, north of Monroe (in rented facilities from Jefferson Public Schools).

On January 1, 1986, the College's second president, Gerald D. Welch, took office. He listed the following priorities: a new governance structure, a performing arts center, and a physical activity center.

In December 1988, another construction and renovation project began on Main Campus. The construction project on the south end of the Student Services/Administration Building added Corporate and Community Services Offices, a Financial Aid Office, a conference center (including four conference rooms), an art classroom, faculty offices, a staff lounge, and a student commons. The renovation project included a culinary skills lecture/demonstration lab and an instructional dining room in the Student Services/Administration Building. Further renovations included a materials-testing lab, grinding booths, and robotics and support equipment lab in the East Technology Building. An electronics lab/classroom, circuit construction room, printed circuit-board construction room, and microcomputer and motor-control lab were added to the West Technology Building. These construction and renovation projects were completed in 1990.

In June of 1990, the MCCC Board of Trustees approved construction of a College campus in the South County area. Responding to the College's need, Paul Whitman,

a South County entrepreneur, donated 10 acres of land located on Lewis Avenue in Temperance, Michigan. In November 1990, the College broke ground and construction began on the MCCC Whitman Center. Opened to students in September 1991, the Center houses 10 classrooms, including a Business Learning Lab, a computer classroom, a multipurpose lab, a student lounge, and administrative offices.

Also in 1990, Monroe County Community College entered into an agreement with Siena Heights College (later Siena Heights University) to offer entire baccalaureate programs at the Raisinville location. Students can earn a bachelor's degree in a variety of areas without ever having to leave the MCCC campus <sup>E1.8</sup>.

Faced with increasing drainage problems on its Main Campus, the College began working with landscape architects in the fall of 1990 on a topographical makeover of the Raisinville Road campus. Standing water on campus had damaged the foundations of buildings, parking lots, and sidewalks. Work began in May 1991 on this makeover, including constructing an 80-car parking lot south of the Technology buildings, expanding the drainage system, excavating a retention pond, and re-contouring land in the central campus area. The project was completed in August 1991.

Addressing a need to repair two of its existing parking lots, in 1993 the College completed a renovation to the parking lots east and west of the Life Science Building. As a part of the Campus Development Plan, these lots were redesigned, improving both drainage and aesthetics.

In July 1995, construction began on the College's Health Education Building. The 50,700-square-foot facility includes a multi-purpose room, a dance-aerobics room, a fitness center, nursing and respiratory therapy labs, classrooms, a CPR lab, a Child Care Center, and faculty offices. The facility enables the College to offer intramural athletics and to host large events, including the College's annual commencement ceremony. The facility opened in September 1997 for student and community use.

During the 1997-1998 academic year, a fiber optic network was installed on Main Campus. The College purchased hardware and software and trained faculty and staff in their operation. The network reaches every classroom, office, and meeting space on Main Campus and at the Whitman Center, enabling the use of technology in intra- and inter-campus communications, including email and Internet.

On April 27, 1998, the Board of Trustees authorized the purchase of 59.895 acres of undeveloped land adjacent to the Main Campus along its eastern border. With the purchase of this property, the Main Campus increased from its original 150 acres to 210 acres. The acquisition of this adjoining acreage ensures sufficient real property for future development.

Also in April 1998, the Board of Trustees established The Foundation at Monroe County Community College. By authorizing the legal establishment of The Foundation, the Board vested it with the power and means to raise funds.

Following the 1999-2000 academic year, MCCC decided to close the Jefferson Center. Enrollment at the site was declining, and a decision by Jefferson Public Schools to discontinue their adult education program eliminated staff support for the MCCC center. In addition, access to the computer labs was no longer available for MCCC classes.

In October of 1999, the College Board of Trustees authorized the purchase of 14.49 acres of undeveloped land adjacent to the Whitman Center along its southern and western borders. With the purchase of this property, the Whitman Center property increased to a total of 24.64 acres.

In December of 1999, the College received a \$1 million dollar donation from Mrs. Shirley A. Meyer to establish the Richard M. and Shirley A. Meyer Endowment for the Arts. The funds, the largest private gift ever given to the school, were to be used for construction of a performing arts center and enhancement of the cultural arts programming at the College <sup>E1.9</sup>.

On May 20, 2000, the College's third president, Audrey M. Warrick, took office. A charter faculty member and champion of student-focused education, her wisdom and leadership earned her many promotions, culminating in her selection as president.

A complete redesign of MCCC's library took place during the 1999-2000 academic year. The renovations resulted in the addition of 18 microcomputers configured in a teaching-lab arrangement, where the librarians instruct students in the use of Internet and research databases. Other features of the renovation included 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.

During the 2000-2001 academic year, major renovation projects were completed, including renovations to the Cellar (student lounge), replacement and repair to the central plaza, installation of a new campus-wide emergency alarm system, and completion of renovations to the library, the welding lab (ventilation), and the auto lab—which became the new Regional Computer Technology Center (RCTC). The RCTC features two computer classrooms with full multimedia capabilities, an open lab with student workstations, and a testing/conference room.

The kitchen in the Student Services/Administration Building was remodeled in 2001-2002, and exterior campus facilities were completed—including parking lots, landscaping, and outdoor student gathering areas. In addition, a laboratory building for the Construction Management Technology and Automotive Engineering Technology programs was completed.

In June of 2002 construction began on the Instructional Center for Business Training and the Performing Arts. The 53,000-square-foot facility was designed for versatile and continuous use to meet the emerging needs of business and industry, the community, and the local economy. In addition, two major maintenance projects were completed on the MCCC Main Campus: a parking lot reconfiguration to Lot 4 and the south roadway, and cafeteria and kitchen renovations. MCCC also initiated Phase I of the science lab renovations—two chemistry labs in the Life Sciences Building.

Expanding four-year university offerings on campus, Eastern Michigan University opened EMU-Monroe in 2002. Eastern Michigan University offers coursework at MCCC, including its bachelor of science in nursing program as well as coursework in its teacher-certification program. Four master's degree programs are also offered on the MCCC campus.

Following a national search, on August 1, 2003, the College's fourth president, David E. Nixon, Ed.D., took office. Upon his hiring, Dr. Nixon listed as his main goal overseeing the construction of the Instructional Center for Business Training and the Performing Arts and proper utilization of the new facility.

In July of 2004, to recognize and honor a \$2 million contribution toward the construction of the Instructional Center for Business Training and the Performing Arts, the Board of Trustees officially named the new facility the La-Z-Boy Center. This generous gift by the La-Z-Boy Foundation and the La-Z-Boy family completed The Foundation at Monroe County Community College's Capital Campaign – *Realizing the Vision*. In total, the campaign to help fund the La-Z-Boy Center raised nearly \$4.4 million, surpassing its original goal of \$3 million by more than 45 percent. In addition to the funds raised by the capital campaign, the College pledged \$3 million from its general fund, and \$6 million was provided by the State of Michigan to fully fund this \$12 million facility.

The La-Z-Boy Center and Meyer Theater officially opened on October 5, 2004. The centerpiece of the structure is a 550-seat performance space (the Richard M. and Shirley A. Meyer Theater). The facility includes corporate training facilities (six multi-use training rooms, a computer classroom, and a multi-use lecture hall), a music rehearsal room, a scene shop, the board room, and a large atrium.

In the fall of 2003, renovations to the two chemistry labs were completed, and Phase II of the Science Lab renovations (two biology labs), which began in May 2004, was completed for the fall classes. The physics and physical science classroom and laboratories (Phase III) were renovated in the summer of 2005. This included the anatomy and physiology labs, the physical and geosciences labs, and the physics lab. Phase IV of the science lab renovations took place in the summer of 2006, with work being done on two general-purpose labs.

During the 2004-2005 academic year, a new parking lot (Lot 7) was created to provide needed parking spaces (144 parking spaces) during peak times. Other



campus improvements in 2005-2006 included sidewalk upgrades throughout campus; new tree species planted on campus; renovations to the Learning Assistance Lab; wireless Internet access for student, staff, and visitors in the library and La-Z-Boy Center; installation of outdoor security cameras; and the Whitman Center roof was replaced. In addition, restroom renovations were begun on campus to accommodate a greater number of students with more severe disabilities. MCCC renovated 23 restrooms over the next two years.

The College completed the installation of wireless Internet capabilities throughout its Main Campus and the Whitman Center in 2006-2007. In addition, sidewalk replacements continued on both the Main Campus and at the Whitman Center. Through a partnership with Monroe Public Schools, MCCC was awarded a \$1 million U.S. Department of Education Upward Bound Grant to help academically-at-risk students.

In 2007-2008, an “ideal learning environment” classroom was created as a prototype for additional classroom updates in the future. The College’s two electronics labs were completely transformed with new flooring, lighting, benches, and stools, along with a variety of new equipment. A complete nursing lab for the new Licensed Practical Nursing Program was designed and developed in the Life Sciences Building. In September of 2007, the pond on the MCCC campus was officially dedicated as “The Little Pond” in memory of the late Elsie M. Little, a community benefactor and local leader, in honor of her legacy gift to create a performing arts center on campus.

MCCC worked closely with its legislators to secure funding for a new Career Technology Center on campus. The approximately 70,000-square-foot, state-of-the-art facility will provide much-needed infrastructure to upgrade existing occupational programs as well as allow for the development of additional programming currently under consideration. In September of 2008, the State of Michigan approved its Capital Outlay budget which included \$8.5 million (one-half of total construction costs) for the MCCC Career Technology Building.

In keeping with the Michigan Capital Outlay process, the State has approved a \$100 award for planning purposes. The College is currently working to select an architect and construction manager who will assist in preparing program and schematic documents.

Additional plans include renovations to the Admissions/Registration area to make it more welcoming and to improve operational efficiency. This project began in the spring of 2009. Plans also include renovation to classrooms on the second floor of the Campbell Learning Resources Center (CLRC) in the summer of 2009 to equip the rooms with current technology and to create an ideal environment for learning.

## Enrollment Statistics

- In the fall of 2008, student enrollment was 4,514 students, an all-time high.
- The service population is 87.9 percent residents of Monroe County.

- The ethnic diversity of the MCCC student population is 86.8 percent White, non-Hispanic; 1.8 percent Hispanic; 1.6 percent Black, non-Hispanic; and 9.84 percent Asian/Pacific Islander, American Indian/Alaskan, Non-Resident Aliens, or unidentified.
- The female-to-male ratio is 2,649:1,865.
- The mean age is 25.2 years with 2,162 students under age 21; 1,323 students between the ages of 21-30; 552 students between the ages of 31-40; and 477 students over age 41.
- There are 2,691 part-time students (11 credit hours or less) and 1,823 full-time students (12 credit hours or more).
- 53 percent of the students are enrolled in transfer programs (2,375 students) with 47 percent enrolled in occupational programs (2,139 students).
- The occupational program enrollments by division include the following: Business – 734, Health Sciences – 734, Industrial Technology – 386, Humanities/Social Sciences – 175, Science/Mathematics – 86 <sup>E1.10</sup>.

MCCC has experienced record enrollment with a 15 percent increase in students and a 16.6 percent increase in credit hours since fall 2002.

**Table 1.2 MCCC Enrollment History, Fall 2002 – Fall 2008**

Enrollment History							
	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Enrollment	3,828	3,943	4,177	4,193	4,368	4,433	4,514
Credit Hours	32,730	33,743	36,508	37,136	37,527	38,123	39,244

In the fall of 2008, 355 students were dual enrolled—students taking college-level courses at MCCC while still in high school. This represents 8 percent of the credit enrollment. MCCC enrolled 32 percent of the Monroe County 2008 high school graduates.

MCCC currently employs 66 full-time and 177 adjunct faculty, with an average faculty-to-student ratio of 1:18.

In addition to credit enrollment, MCCC enrolls about 4,400 students in noncredit courses each year through its Corporate and Community Services Division, which offers Lifelong Learning courses and business and industry training. This will bring the total number of students served by MCCC in 2008-2009 to nearly 9,000.

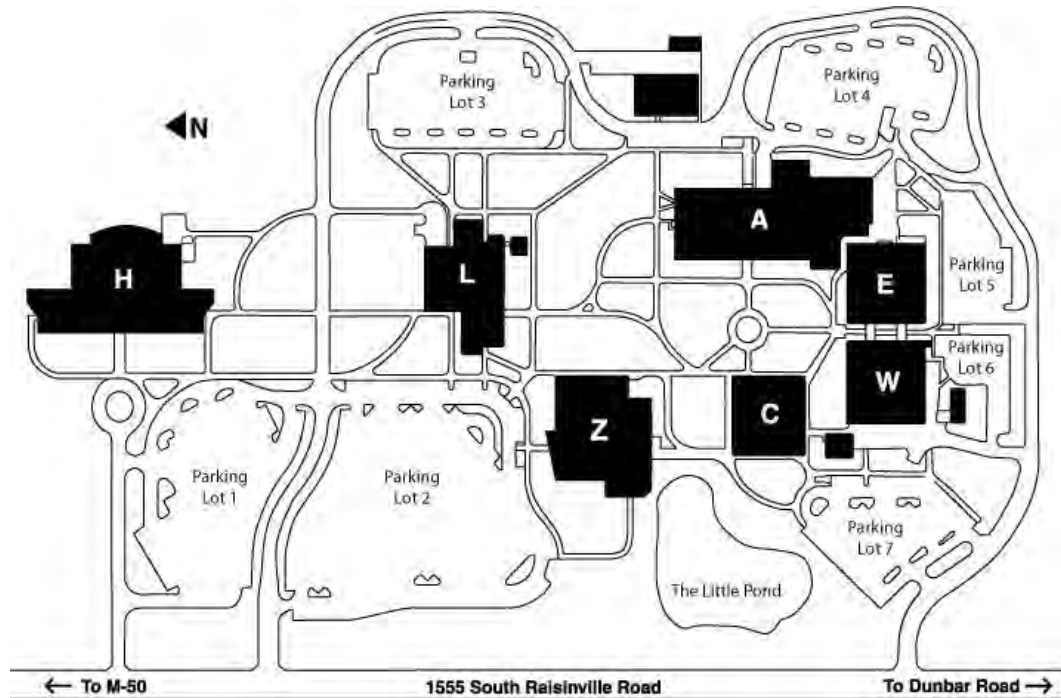
## Campus

The Monroe County Community College campus, located on South Raisinville Road, opened for students in October 1967.

MCCC's Main Campus is comprised of eight buildings: Audrey M. Warrick Student Services/Administration Building (A), Campbell Learning Resources Center (C), East Technology Building (E), Gerald Welch Health Education Building (H), Life

Sciences Building (L), West Technology Building (W), La-Z-Boy Center (Z), and the Power House.

**Figure 1.2** Monroe County Community College Campus Map



Designed to serve the residents of Southeast Michigan and Northwest Ohio, the Whitman Center located on Lewis Avenue in Temperance, Michigan, offers a wide range of credit courses applicable toward an associate degree or transfer to a four-year institution as well as many Lifelong Learning courses.

## Programs of Study

MCCC offers the following educational opportunities: transfer, occupational, lifelong learning, and business and industry training.

Academic programs (both occupational and transfer) include 34 degree programs, 28 certificates, and abundant transfer options.

Following is a list of MCCC's career/occupational degree and certificate programs:

Program	Degree	Certificate
Accounting	•	•
Administrative Office Assistant		•
Administrative Office Specialist		•
Administrative Professional	•	
Application Software Specialist	•	•
Automotive Engineering Technology	•	•
Business Management	•	

Program	Degree	Certificate
Chemistry	•	
Computer Information Systems:		
Accounting/CIS	•	
Computer Programming	•	
Application Development		•
Database Application Development		•
Computer Science	•	
End User Support Specialist	•	
Help Desk Specialist		•
Internet Professional	•	
Web Design		•
Web Development		•
Network Software		
Administration Specialist		•
Network Specialist	•	
PC Support Technician	•	•
Construction Management Technology	•	•
Criminal Justice/Law Enforcement	•	
Culinary Skills and Management	•	•
Early Childhood Development	•	•
Electrocardiography (ECG) Technician		•
Electronics and Computer Eng. Technology	•	
Fine Arts	•	
General Technology	•	
Gerontology		•
Graphic Design	•	
Digital Media		•
Illustration		•
Industrial Electricity/Electronics Technology	•	
Industrial Management		
Office or Plant	•	
Manufacturing Technology	•	•
Mechanical Design Technology	•	•
Mechanical Engineering Technology	•	
Medical Office Coordinator	•	
Metrology Technology	•	•
Nursing, Practical		•
Nursing, Registered	•	
Nursing, RN from LPN (online)	•	
Phlebotomy Technician		•
Quality Systems Technology	•	•
Basic Quality Technician		•
Respiratory Therapy	•	
Teacher Paraprofessional	•	
Welding Technology	•	
Basic Welding		•

Program	Degree	Certificate
Advanced Welding		•

The university-parallel and pre-professional programs are designed for the students who will eventually finish their education at a four-year college or university. Credits earned in the parallel or pre-professional programs are generally transferable to four-year colleges and universities if the credits meet the following criteria: satisfactory grades and proper selection of courses.

Monroe County Community College has 51 bachelor degree completion (2+2 and 3+1) agreements with 14 colleges and universities. In addition, MCCC participates in The Michigan Transfer Network, a tool that students may use to check transfer equivalencies for courses among and between other colleges and universities in Michigan. Due to the proximity of the Ohio border to MCCC, transfer agreements have also been developed with five colleges and universities in the Northwest Ohio region.

Monroe County Community College has cooperative agreements allowing students to complete components of certain programs at the College and the remainder of these programs at participating community colleges. These agreements include sonography/radiology (Jackson Community College and Washtenaw Community College), criminal justice: law enforcement option (Schoolcraft College), and nuclear engineering technology (Lakeland Community College).

MCCC's Corporate and Community Services (CCS) Division continually assesses the marketplace to respond quickly to local employers' needs. In addition to credit and noncredit courses delivered on-campus, CCS brings customized training programs to the worksite as well. The CCS Division also organizes noncredit continuing education courses to meet community interests.

## Financial Resources

Monroe County Community College's fiscal year 2008-2009 total General Fund revenue is projected to be \$25.1 million. Revenues are comprised of the following sources:

- Property Taxes (54.21 percent)
- Tuition and Fees (26.7 percent)
- State Appropriations (16.69 percent)
- Other (2.4 percent)

General Fund expenditures for 2008-2009 are projected to be \$25.1 million:

- Instruction (43.4 percent)
- Physical Plant Operations (13.9 percent)
- Instructional Support (13.8 percent)
- Institutional Administration (12.4 percent)
- Student Services (10.2 percent)

- Information Technology (5 percent)
- Public Service (1.2 percent)
- Transfers (.1 percent)

## **Organizational Structure and Governance**

### **Board of Trustees**

A seven-member governing board elected by the citizens of Monroe County oversees the operations of the community college district. Trustees serve six-year terms. The Board meets monthly nine months of the year. Meetings are open to the public and are subject to the Michigan Open Meetings Act. The Board charges the president of the College with the daily operation of the College and the implementation of the College's strategic plan. Monroe County Community College is led by President David E. Nixon, Ed.D.

### **Administrative Structure**

The reporting structure at Monroe County Community College is comprised of three main areas—Business Office, Instruction, and Student and Information Services. A vice president heads each of these areas, and these individuals report directly to the president. In addition, the Director of Institutional Advancement reports directly to the president and is responsible for the fundraising, marketing, and government and community relations for the College.

Monroe County Community College has deans who lead six academic divisions: Business, Corporate and Community Services, Health Sciences, Humanities/Social Sciences, Industrial Technology, and Science/Mathematics.

### **Committee Structure**

The governance structure of the College, while maintaining the ultimate authority of the Board of Trustees and president, maximizes participation of individuals and constituent groups on campus, with proposals often originating at the lowest possible level of the organization. While not all members of the organization feel the need to participate in governance, the structure provides an opportunity for those who do want to participate. Full-time faculty members have a contractual obligation to serve on one standing committee and on an ad hoc committee if needed.

Monroe County Community College has a defined committee system which includes 18 standing committees. Each is responsible to the president or to a vice president. Appointment to committees, insofar as is possible, is the individual's choice. All committee members are appointed by the president or his/her designee. Ad hoc committees are formed as necessary to deal with specific issues, tasks, or problems not within the scope of a standing committee. The governance structure also includes a variety of other sources and channels of input, including the President's Cabinet, Administrative Council, Council of Deans, and Student Government <sup>E1.11</sup>.

## Accreditation History

Monroe County Community College was a candidate for accreditation in 1969 and was initially reviewed by the North Central Association (NCA) in the spring of 1970. In 1972, MCCC received full NCA accreditation for three years.

In 1975, following a comprehensive visit, MCCC was granted continuing accreditation for five years. In 1980, MCCC was again granted full accreditation, with a focused visit on the College's financial condition set for 1982. After the 1982 visit, the NCA team concluded that previous concerns were being addressed and that the next comprehensive visit would remain as scheduled for 1989-1990.

In June 1990, the North Central Association Commission on Institutions of Higher Education voted to continue the accreditation of Monroe County Community College. The next comprehensive evaluation was scheduled for 1999-2000.

In 2000, following 18 months of preparation, the completion of the institution's self-study, and a comprehensive visit, the College received a 10-year accreditation from the Higher Learning Commission.

## Significant Institutional Changes since 1999-2000

Over the last decade, Monroe County Community College has continued to evolve in keeping with its mission. The most significant changes since the last comprehensive self-study include the following:

### Mission, Planning, and Administrative Structures

- Reviewed and updated the MCCC Mission Documents including the Mission, Vision, Core Values, and Educational Objectives
- Achieved a successful on-site accreditation review by the Committee on Accreditation for Respiratory Care (CoARC) for the Respiratory Therapy Assistant Program
- Maintained accreditation through the National League for Nursing Accrediting Commission (NLNAC) and the Michigan Board of Nursing
- Conducted an HLC Vital Focus
- Accepted to participate in the Higher Learning Commission Academic Quality Improvement Program (AQIP). An all-Campus review resulted in the decision to use the Program to Evaluate and Advance Quality (PEAQ) for the 10-year HLC accreditation evaluation in 2009-2010.
- Accepted for membership in the Higher Learning Commission Academy for Assessment of Student Learning
- Increased staffing through the creation of new positions including the director of human resources and coordinator for e-learning and instructional support
- Experienced changes in presidential and vice-presidential leadership
- Completed an ACT Faces of the Future Survey
- Completed a Support Staff Classification Study

- Completed a Diversity Climate Study and created standing and advisory diversity committees
- Commissioned an Economic Impact study
- Completed a capital campaign feasibility study and a strategic brand management initiative

### **Building and Renovation Projects**

- Purchased 14.49 acres of undeveloped land adjacent to the Whitman Center
- Remodeled the library, welding lab, kitchen and dining room, science labs, parking lots, Learning Assistance Lab (LAL), restrooms, and electronics lab
- Constructed a laboratory building for the Industrial Technology Division and the Regional Computer Technology Center (RCTC)
- Opened a second Nursing Skills Lab to serve the Practical Nursing Program (PN) and ease current and future overcrowding in the Registered Nursing (RN) Skills Lab resulting from the addition of the PN program and expansion in the number of students accepted in the RN program
- Built the La-Z-Boy Center and Meyer Theater

### **Technological Enhancements**

- Activated Blackboard® Academic Suite
- Improved College business practices by implementing Datatel Colleague—an enterprise resource management (ERP) system that combines student, human resources, and financial management systems in one highly integrated administrative software product
- Installed a campus-wide emergency-alarm system and outdoor security cameras
- Used technology to expand student resources by doing the following:
  - Providing WebPAL – Personal Access Link, an online system that allows students to access records, register for classes, pay fees, and complete a number of other processes
  - Integrating the Booklog sales tracking system to charge book and supply purchases against financial aid packages
  - Activating a student email system, installing wireless Internet capabilities, implementing on-line textbook ordering
  - Participating in the annual virtual job fair sponsored by Collegiate Employ-Net
  - Launching an online scholarship application tool
- Implemented the Integrated Library System (ILS) in the MCCC library
- Installed video conferencing equipment
- Developed an instructional technology strategic enhancement plan, including the development of a “prototype classroom”
- Implemented a course management software system called Worldwide Instructional Design System (WIDS Learning Design System)



## Academic Programs, Partnerships, and Support Services

- Experienced a 27 percent increase in credit headcount enrollment between fall 1999 and fall 2008; saw double-digit increases in online courses every year since the first online courses were offered in 2000
- Revised the general education and graduation requirements
- Launched and/or modified courses, programs, and certificates in response to constituent needs, for example: network technology, web design/development, teaching paraprofessional, nurse aide, law enforcement, graphic design, practical nurse, and heavy construction management
- Expanded four-year university offerings on campus through Eastern Michigan University and Siena Heights University
- Replaced the Associate of Commerce degree with an Associate of Science degree
- Began offering an online LPN from RN program through the Michigan Community College Virtual Learning Collaborative
- Established the Adjunct Faculty Advisory Team
- Doubled the number of students accepted into the Registered Nursing and Practical Nursing Programs
- Added a second point of entry into the Registered Nursing Program
- Completed a cooperative agreement with Jackson Community College for sonography
- Signed an articulation agreement with Schoolcraft College that allows MCCC Criminal Justice students to complete a state-sanctioned police academy at Schoolcraft College (MCOLES Academy)
- Changed the Associate of Arts degree to meet the MACRO agreement, a state-wide agreement utilized to ease student transfer among and between two-and four-year colleges and universities in the State of Michigan
- Launched the study-abroad program
- Collaborated with Lakeland Community College to offer the Nuclear Engineering Technology (NUET) program
- Partnered with Monroe High School to operate and maintain the radio station DREAM 97.5 (WYCM)
- Introduced a new academic calendar featuring a change in the faculty contractual year from fall, winter, and spring to fall and winter only, retaining fifteen days for professional development and curriculum-related work
- Formed new partnerships with business and industry introducing new noncredit training programs; examples include power plant technology, electrocardiography technician, pharmacy technician, and medical billing and coding
- Established the Workkeys® Service Center
- Partnered with seven other community colleges in Southeast Michigan to form a regional training consortium to provide Homeland Security training through the State of Michigan's Urban Area Security Initiative
- Began on-site advising and registration at 10 Monroe County high schools
- Expanded dual enrollment (high school students taking college classes) by 224 percent in the last six years

- Implemented the Student Outreach Call program to make contact with all new students during their first semester of enrollment
- Launched a Youth for Understanding (YFU) international student program
- Discontinued accreditation through the American Culinary Federation

### Alternative Funding

- Administered \$430,000 in Economic Development Job Training (EDJT) grants from the State of Michigan
- Launched The Foundation at MCCC Enhancement Grants Program to fund faculty, staff, and student projects
- Completed a Capital Campaign raising \$4.4 million
- Received a \$1 million U.S. Department of Education Upward Bound Grant
- Received \$50,000 in grant funding over three years from the National Endowment for the Arts for “The Big Read”
- Received a \$300,000 State of Michigan No Worker Left Behind Demonstration Grant in support of the Learning Bank project
- Received a \$1.7 million Department of Labor Community-Based Training Grant to support American Welding Society Basic and Advanced Welding Certificate programs

## Response to 1999-2000 Review

The 1999 HLC evaluation team identified six challenges to be addressed by Monroe County Community College: general education requirements, technology plan, assessment of student learning, a centralized human resources office, definition of the director of research position, and student retention <sup>E1.12</sup>. Although these issues have been addressed, at least in part, the College continues to address all six challenges.

### Challenge 1:

**General education requirements need to be reviewed and revised in all associate degrees.**

In 1999 the HLC evaluation team noted that general education was identified as a concern by the 1990 evaluation team and remained a concern in the 1999 visit. Henceforth, the visiting team recommended a progress report describing the processes and changes made in reviewing general education in all associate degrees be submitted to the Commission by November 1, 2001. The HLC concurred with the team’s recommendation.

MCCC addressed this concern through a progress report submitted to the HLC on October 31, 2001<sup>E1.13</sup>. The report outlined the College’s plan to incorporate general education requirements in all associate degree programs. The report was accepted by the HLC, and no further action on the topic was required on the part of the College <sup>E1.14</sup>.

Specifically, the College’s general education and graduation requirements were

reviewed and revised by the Curriculum Committee during the 2000-2001 academic year. The Board of Trustees approved the requirements in June 2001. General education distribution requirements were revised to include a foundation upon which specific degree and program requirements are built. Some degrees require additional general education courses (prescribed or elective). The general education degree requirements, then and now, include courses in writing, mathematics, social sciences (political science), natural sciences, and computer skills <sup>E 1.15</sup>.

The College is currently reviewing the content and rigor of general education distribution requirements, with the goal of moving to a competency-based, rather than course-based, program. The General Education Review Task Force was established in the spring of 2008 (as part of the College's HLC Academy for the Assessment of Student Learning activities) and charged with guiding discussions on the topic with stakeholders, ascertaining consensus, and recommending learning outcomes to the Curriculum Committee, which, in turn, will make a recommendation to the vice president of Instruction <sup>E 1.16</sup>. Faculty will determine general education competencies, review course objectives and student learning outcomes, align outcomes with general education learning competencies, and create assessment tools to collect and analyze data.

As part of the overall review of general education, both content and level, the College will review and debate the content and rigor of broader graduation requirements for the Associate of Arts and Associate of Science degrees.

### Challenge 2:

**A Technology Plan, which identifies computer equipment and accompanying training and support needs, should be developed with significant involvement by faculty and staff.**

An Instructional Technology Task Force representing faculty, administration, and information systems staff was established by the president in fall 2003. The task force completed a gap analysis of the College's current and desired instructional technology capabilities. The final report was completed and submitted to the president on January 20, 2006. It included six recommendations for improving current technology capabilities with emphasis on instructional technology to enhance student learning. The following table provides a summary of the recommendations and an update on related activities and initiatives. The detailed report can be found in the Resource Room <sup>E 1.17</sup>.

**Table 1.3 Instructional Technology Task Force Recommendations and Related Activities and Initiatives**

Recommendation	Related Activities and Initiatives
Hire a qualified individual to lead MCCC in enhancing the utilization of instructional technology strategies.	A full-time faculty position was created to lead the College's distance learning and instructional technology activities and enhance support for faculty in these areas. The coordinator for e-learning and instructional support (previously titled coordinator for teaching and learning) commenced employment on October 30, 2007. First priorities for this position include leading

Recommendation	Related Activities and Initiatives
	<p>the College in the implementation of an online course management system upgrade, establishing a center for teaching and learning, providing faculty training and support for using distance learning and other instructional technologies, and assisting in the implementation of classroom instructional technology renovations.</p> <p>An independent cost center for the Office of e-Learning and Instructional Support was established in the FY08 budget.</p>
<p>Create, fund, and support the development of a center dedicated to enhancing the integration of instructional technology.</p>	<p>As presented above, the new coordinator for e-learning and instructional support is leading this project. Funds to renovate an existing space on campus (Campbell Learning Resources Center, C-8 and C-10) to house the department offices and the center were set aside in the FY09 budget.</p>
<p>Plan for the continued financial support for the strategies which will allow faculty to utilize appropriate instructional technologies as desired.</p>	<p>The College currently charges a technology fee per credit hour. This dedicated funding stream provides revenue for approximately 50 percent of the College technology and related expenses including hardware, software, and training.</p> <p>The e-Learning and Instructional Support Department budget supports department personnel and operational expenditures.</p>
<p>Develop a team of faculty and administrators who will research and propose major capital improvements and investments in the upgrading of facilities and physical resources which will improve the delivery of instruction.</p>	<p>As previously discussed, the Instructional Technology Task Force was established and charged with conducting a review of instructional technology at the College and developing a plan for making improvements. Upon completion of its charge in early 2006, the Instructional Technology Committee (one of the College's standing committees) was assigned oversight of the task force recommendations. Subsequently, \$250,000 was set aside in FY08 and \$500,000 in FY09 for a team of faculty and administrators in tandem with instructional technology consultants to begin the process of implementing instructional technology upgrades in classrooms. Additionally, \$250,000 was committed in FY08 to purchase and implement an upgraded course management system.</p> <p>The College purchased <i>Blackboard Academic Suite</i> which includes course content, management, and portal systems <sup>E 1.18</sup>. A subcommittee of the Instructional Technology Committee led the implementation of the new course management system, fall 2007 through summer 2008.</p>

Recommendation	Related Activities and Initiatives
<p>Commit to a long-range goal of securing funding and financially supporting the implementation of the recommendations made by the team described above.</p>	<p>As noted above, the College’s strategic plan includes the integration of technology for improved access and student learning.</p> <p>The Instructional Technology Task Force was established in 2003 to inventory the College’s technology capabilities and make recommendations for improvement in hardware, software, training, and support. The College accepted the task force recommendation to create a full-time faculty position to lead task force recommendations and oversee future instructional technology activities and initiatives. The Instructional Technology Committee is responsible for continuing the work of the task force.</p> <p>The Distance Learning Committee was established in December 2007 to oversee the expanding online course enrollments and related training needs <sup>E 1.19</sup>.</p> <p>The Instructional Technology fee as well as budget commitments over the past several years all evidence the College’s ongoing commitment to enhanced technology and support. The fee assures a continued revenue stream to fund technology-related activities and may be adjusted annually to support changing needs. Currently, the revenues from this fund equal only about one-half the expenditures each year. However, the budget may be adjusted within the constraints of fluctuating revenue streams (state support, local millage, and student tuition and fees).</p>

### Challenge 3:

#### The assessment of student academic achievement must be further implemented.

Students are expected to achieve learning outcomes in the areas of mathematics, natural science, writing, social science, and computer literacy, regardless of degree program (occupational or transfer). Historically, individual faculty, departments, and divisions have undertaken assorted assessment activities with varying levels of success. From 1995-2002, Monroe County Community College had a process for collecting data to assess institutional effectiveness, including assessment of achievement of general education learning outcomes <sup>E 1.20</sup>. Nevertheless, assessment during those years was inconsistent. Ongoing attempts to develop and implement a comprehensive plan for assessing student learning had stalled, resulting in the lack of a defined culture of assessment at the College.

Despite the lack of a comprehensive assessment plan and process, MCCC is not deficient in the collection of data. The College’s challenge is to take all the data it has,

analyze and present it in a comprehensive and meaningful way, and use it to improve institutional policies, procedures, and student learning.

For example, accredited occupational programs, including Nursing and Respiratory Therapy, are mature in assessment of student learning. With the possible exception of writing, which has had a variety of assessment tools over several years, assessment of learning in general education (which includes science, mathematics, writing, social science, and computer science) has been inconsistent and incomplete, both within the core general education program as well as within general education competencies across the curriculum.

The College has been involved in a number of activities over the past several years in a concerted attempt to improve assessment of student learning efforts:

- Reviewing the charge and scope of the Assessment Committee, resulting in a title and mission change to Institutional Effectiveness Committee
- Engaging in related professional development activities, including the HLC Assessment Workshop in Fall 2006
- Adopting the Worldwide Instructional Design Systems (WIDS) curriculum management software (2006 to present)
- Applying for and being accepted into the 2007 HLC Academy for the Assessment of Student Learning Cohort
- Establishing a General Education Review Task Force
- Appointing two faculty members to be assessment coordinators

The Institutional Effectiveness Committee, previously titled the Institutional Assessment Committee, is comprised of administrators and faculty. Its title, structure, and charge were recently reviewed in an effort to clarify the difference between assessing institutional effectiveness and student learning, to expand and institutionalize assessment activities, and to put into place strategies and initiatives to utilize the information collected. Today, assessment of student learning at MCCC is considered one of many indicators of institutional effectiveness <sup>E 1.21</sup>.

In 2006 the College adopted the Worldwide Instructional Design Systems (WIDS) in an effort to manage curriculum and institutionalize the development of student learning outcomes as part of the course development and review process. Faculty participated in several informational workshops and hands-on activities for developing and documenting course and program-level outcomes using WIDS. Additional workshops, at the institutional and division levels, are ongoing.

In an effort to develop and implement a long-term, consistent, self-sustaining plan for assessing student learning, the College applied for and was accepted into the October 2007 HLC Academy for the Assessment of Student Learning Cohort. The five-member Academy team includes two academic deans and three faculty members from the occupational and general education/transfer areas and the student services area of the College. In the years ahead, comprehensive, consistent, systemic collection of student outcome data will be used to determine if course and program outcomes are being met. Improvements can then be made to areas of instruction

corresponding to those particular outcomes that are not being met. This will contribute to student learning by focusing improvement efforts where they are most needed. As noted above, the first Academy project is the review of general education. Directly related to participation in the HLC Academy is the appointment of two faculty assessment coordinators (given release time), one for general education and the other for occupational programs.

Their responsibilities include co-chairing the recently established General Education Review Task Force charged with leading the College in its review of general education, which is the first of many Academy projects <sup>E 1.22</sup>.

More detailed information regarding assessment activities and initiatives is provided under Criterion 3, Student Learning and Effective Teaching.

**Challenge 4:**

**The College should investigate the feasibility of a centralized Human Resources department to handle the responsibilities of recruitment, selection, evaluation, maintenance of records, and compliance with legal requirements.**

The College hired a director of human resources in 2001. The director manages all recruitment efforts at the College. Since 2003, the director has served on most employee search teams.

Human resources initiatives since 2001 include the following:

- Employee-orientation programs
- Diversity committee/training initiatives
- Emergency-response plans
- Revision of MCCC's performance-appraisal system for administrators, support staff, and maintenance (administrator and supervisor)
- An employee-climate survey
- Employee wellness initiative
- Staff professional-development activities
- Employee relations consulting, including disciplines/terminations, return-to-work program, and performance management, benefit-plan improvements, and Employee Assistance Program (EAP) implementation
- Classification and compensation study for support staff positions
- College policy and procedures/employment law compliance <sup>E 1.23</sup>

The College continues to examine the breadth and depth of personnel activities managed by the human resources office and investigate expansion of the office's staff and functions. A full-time HR administrative assistant position was created in spring 2008. As of winter 2009, personnel files are housed in the HR office.



**Challenge 5:**

**The Director of Research position should be established to organize the research data needs of the College and to support the decision-making at MCCC.**

The College hired a director of institutional research in 2002. The position has since been eliminated as a cost-containment measure. When the director's contract was not renewed for the 2005-2006 academic year, the decision was made to reallocate the position to a full-time faculty teaching position. Since the 2006 institutional budget, funds have been committed to support costs for external consultants to conduct research when necessary. Additionally, the College purchased an EMSI (CC Benefits) license and actively uses the software for academic program needs-assessment data.

The College has an effective and skilled department for data processing; for the most part, however, the role of this department is to query data from the College's comprehensive student information database, Colleague. MCCC recognizes the need for an expanded strategic planning effort that incorporates the role of data collection and analysis in decision-making and budget allocation, as evidenced in the recent renaming of the Institutional Assessment Committee to the Institutional Effectiveness Committee. Further evidence of MCCC's dedication to collecting and using data are included in the recommendations from 2006 HLC Vital Focus activities <sup>E 1.24</sup> and subsequent initiatives by the Strategic Planning Committee to create a vision statement and revisit the mission statement <sup>E 1.25</sup>.

In an effort to integrate assessment, strategic planning, and budget allocation with data-driven decision-making, the College continues to review the scope of the institutional research position as it has operated in the past. Securing funds to support this position continues to be explored. The position was included in a Title III grant proposal in 2006.

**Challenge 6:**

**Student retention needs to be continually reviewed and plans developed to facilitate students' success and persistence through graduation.**

Monroe County Community College is committed to being accessible. The College's institutional planning themes and related goals since the 1999 HLC re-accreditation visit have included statements about access <sup>E 1.26</sup>.

MCCC is also committed to supporting student success. In short, the College agrees with Nan Poppe, president of the Extended Learning Campus of Portland Community College, "Access without success is an empty promise" <sup>E 1.27</sup>. This commitment is evidenced by an array of services to support student success:

- COMPASS testing and subsequent placement
- Developmental education classes
- Individual and group tutoring
- Supplemental instruction including specialized sessions called "First Steps for Classroom Success"
- Individualized student-learning styles assessment



- Individualized student-testing skills analysis
- A comprehensive Writing Center (with over 30 student writing fellows)
- Individual and group sessions on utilizing library resources and technology
- Computer learning labs
- Financial aid counseling and assistance
- Academic and career counseling
- A childcare center
- A fitness center
- A variety of student groups and organizations, including Student Government (See more details in Criterion 3, Chapter 5.)

In addition to providing comprehensive student services that support learning, academic programs are expected to engage in ongoing program review and evaluation. The core program review indicator data includes, but is not limited to, academic success in general education coursework, academic success in occupational coursework, and graduation rates within three years of entry. It is not uncommon for selective academic program data to reveal episodes of high student attrition. Subsequently, programs such as Culinary Skills and Management, Nursing, and Respiratory Therapy implement initiatives and services to improve student retention. A good example is the senior nursing faculty-initiated weekly one-hour nursing student “success class” for freshman nursing students. The class is designed to improve critical thinking application, decrease anxiety, and develop test-taking skills.

In the fall of 2003, the Student Outreach Call program was established by the Office of Admissions and several employee volunteers. Approximately four weeks after the beginning of each semester, an outreach call is made to all new students attending MCCC. The phone calls are made to check on students, make referrals, and answer any questions. Feedback about the program from students has been excellent. The program continues to date.

Although the number one retention indicator at four-year colleges is annual graduation rates, community colleges tend to go beyond this single indicator to assess whether students are meeting their educational goals. For example, MCCC students intending to complete a bachelor’s degree often leave the College short of graduation. Four-year colleges and universities—including the University of Toledo (Ohio), Eastern Michigan University (Michigan), and Siena Heights University (Michigan)—report that students transferring from MCCC maintain an average GPA above the GPAs of their “native” students <sup>E.1.28</sup>.

As of fall 2008, the College has not developed a comprehensive, data-driven approach to reviewing and enhancing student retention and addressing issues of student attrition, but these issues are being addressed, and further enhancements are under review by the Enrollment Issues Committee.



# CHAPTER 2

## SELF-STUDY PROCESS

The self-study process at Monroe County Community College has enabled the entire campus community to examine all aspects of the College, identifying strengths and seeking solutions to its challenges. The self-study process at MCCC used the information provided in *The HLC Handbook of Accreditation* to guide the self-study. Particular attention was paid to the five criteria for accreditation, the core components of these criteria, and the examples of evidence that support the criteria.

The accreditation process began in the winter of 2002 when a group of faculty and staff, along with representatives from other Michigan community colleges, attended a forum on AQIP (Academic Quality Improvement Program) and quality improvement programs in Mount Pleasant, Michigan, hosted by Mid-Michigan Community College. In the fall of 2003, several MCCC faculty members visited Jackson Community College to get an in-depth look at a community college maintaining HLC accredited status through AQIP. In the spring of 2004, presentations were made on campus to acquaint faculty and staff with the two options available for maintaining HLC accredited status, PEAQ (Program to Evaluate and Advance Quality) and AQIP <sup>E.2.1</sup>.

The accreditation process continued in January 2005 with the convening of an HLC Accreditation Steering Team to evaluate both the PEAQ and AQIP processes for accreditation and to make a recommendation for the College's approach to maintaining HLC-accredited status for the 2009 visit. The College community was educated on both processes, and the strengths and weaknesses were debated across the campus with recommendations being forwarded to the Accreditation Steering Team. As a result of employee dialogue on the processes for accreditation, Monroe County Community College chose to continue in the PEAQ process for accreditation.

The January 2006 decision to conduct a Vital Focus was a continuing step on the quality journey <sup>E.2.2</sup>.

The Constellation Survey was administered to the College community with approximately 90 percent of the MCCC employees responding to the online survey. On September 27, 2006, the MCCC Conversation Day was conducted with nearly 200 faculty, staff, and administrators participating in the conversation <sup>E.2.3</sup>.

In March of 2007, Dr. David Waggoner, professor of chemistry, and Suzanne Wetzel, director of Institutional Advancement, were appointed co-chairs of the Self-Study Steering Team. In April 2007, the co-chairs and Dr. Grace Yackee, vice

president of Instruction, attended the HLC Self-Study Workshop and the HLC Annual Meeting in Chicago. The decision was made to organize the self-study around the five HLC criteria, and in July of 2007 the 33-member Self-Study Steering Team was appointed. The self-study subcommittee chairs began recruiting members for their committees, and on October 9, 2007, the self-study process was officially launched at an all-day session which included all College employees. The event was an opportunity to review the process, answer questions, and recruit members for each of the subcommittees. In all, 135 faculty, staff, students, board members, and alumni have been directly involved in the writing of the self-study.

## Self-Study Goals

The following goals were established by Monroe County Community College for the self-study process:

- Conduct a process that adheres to the highest standards of integrity, objectivity, and thoroughness.
- Produce a self-study report that results in full accreditation from HLC.
- Engage all College constituencies in the self-study and publicize the results.
- Instill a culture of assessment and institutional improvement across all College operations.
- Provide evidence that practices and processes are aligned with the College mission and goals.
- Provide an opportunity for reflective and analytic discussion of substantive institutional issues.
- Utilize the process and outcomes of the self-study as a guide to improvement.
- Utilize the self-study to showcase improvement outcomes and processes.

## Steering Team

The HLC Steering Team was chaired by the self-study co-chairs, Dr. David Waggoner and Suzanne Wetzel, who were appointed in March 2007. The team was composed of 33 individuals, representing multiple constituencies, who were selected based upon their ability to assume a broad institutional perspective. In addition, all employees of the College were encouraged to participate in the self-study process and serve on one of the subcommittees.

**Table 2.1** HLC Self-Study Steering Team

North Central Association of Colleges and Schools Higher Learning Commission Self-Study Steering Team	
Co-Chairs	Dr. David Waggoner Suzanne Wetzel
Co-Editors	Dr. John Holladay Lori Jo Couch
Criterion One <i>Mission and Integrity</i>	Lynne Goldsmith Barbara McNamee Dr. Joanna Sabo

North Central Association of Colleges and Schools Higher Learning Commission Self-Study Steering Team	
Criterion Two <i>Preparing for the Future</i>	Randell Daniels Cheryl McKay
Criterion Three <i>Student Learning and Effective Teaching</i>	Cheryl Johnston Paul Knollman Vincent Maltese
Criterion Four <i>Acquisition, Discovery, and Application of Knowledge</i>	Dr. Terri Kovach Brian Lay
Criterion Five <i>Engagement and Service</i>	James Blumberg Thomas Harrill Sandy Kosmyna
Federal Requirements/Compliance	Tracy Vogt Tiffany Wright
Resource Room/Data Management	Beth Kohler Steve Mapes James Ross Cynthia Yonovich
Communications	Lana Shryock Joseph Verkennes
Logistics Team	Penny Bodell Laurel Johnston
Human Resources	Molly McCutchan Penny Dorcey-Naber
Recording Secretary	Connie Zarb
Self-Study Coordinator	Dr. Grace Yackee
Ex Officio	Timothy Bennett Dr. David Nixon
HLC Liaison	Karen J. Solomon

The Steering Team guided the process and served as liaisons and leaders of the eleven subcommittees. In this role, the team reviewed data, identified resource materials, assigned tasks to the subcommittees, brainstormed, reviewed draft reports, and engaged faculty, staff, students, administrators, and community members in the process. Each subcommittee was assigned an area of responsibility, typically a criterion or function such as data management or logistics. Subcommittee chairs oversaw the work of their subcommittee: identifying and gathering data, interviewing, analyzing, and developing a draft report for submission to the Steering Team.

The charge to each criterion subcommittee was to approach its area of responsibility as a research project to determine and provide patterns of evidence that would show the level of effectiveness of the College relative to the assigned area. In addition, each subcommittee was to identify opportunities for institutional advancement and make suggestions for accomplishing needed improvements. MCCC leveraged the work of the Steering Team and its subcommittees by making use of its existing governance structure to analyze important issues that surfaced during the evaluation process.

Throughout the process, the HLC Steering Team approached its work with enthusiasm and a lively spirit. Early in the process, the Steering Team decided to approach the self-study process thematically as a way of engaging participants. The theme was used to help everyone understand the process and then to help keep them engaged and informed about the progress being made. Baseball was used as a metaphor for the process: The Drive for the Pennant – 2009 HLC 10-Year Accreditation Champions. To introduce the self-study process during a fall 2007 all-campus meeting, the College held its “Training Camp.” Throughout the two-year process, the baseball theme was used in a variety of ways—including the name of the self-study newsletter, *Around the Horn*.

## Writing the Report

In November of 2007, each subcommittee submitted an outline and work plan for completing its work assignments. The first drafts were submitted by the subcommittees in July 2008. In October 2008, the entire College community had an opportunity to review the first draft of the five criterion chapters and submit comments and additional data. From that input, the first draft was prepared and submitted to the editors on January 12, 2009. While the editors completed their review of the draft, the co-chairs, in conjunction with members of the Steering Team and Resource Room/Data Management subcommittee, compiled the Appendix materials. In March of 2009, the College’s Marketing Department began work on the visuals and graphics in support of the report.

In April 2009, the final draft was submitted to the entire College community for review and comment. The Steering Team evaluated the input and reactions to the final draft, making corrections and additions as appropriate.

The Steering Team was committed to gathering information from all of the College’s constituents and keeping the College community informed and involved in the entire process. To that end, newsletters and updates were given to the College Board of Trustees, faculty and staff, and the campus community. Updates on the process were written in the Alumni newsletter, and articles appeared in the student newspaper. Information on the process was sent to the local media, with an invitation to respond directly to the HLC (Third Party Comment) in May of 2009.

## Conducting the Self-Study

The following self-study timeline was developed and approved by the Self-Study Steering Team. The timeline was updated when necessary as the College moved through the self-study process.

**Table 2.2 Self-Study Timeline**

MCCC Self-Study Timeline			
Learning Phase	<b>Purpose:</b> Prepare College for self-study process		
	<b>Outcome:</b> Preliminary plan and timeline		
	Timeline	Activity	Responsible Party
	Jan. 2006-May 2007	Education: Vital Focus	
	March 2007	Appoint self-study co-chairs	MCCC President; Vice President of Instruction
	April 2007	Attend Annual Meeting in Chicago	Co-Chairs, VP Instruction
		Notify Commission of its self-study coordinator, preferred visit dates, proposed changes in the Statement of Affiliation Status	MCCC President; Vice President of Instruction
	April 2007	Organize and select principal subcommittees	Co-Chairs, VP Instruction
	May 2007	Select writer and editor	
	July 2007	Appoint Self-Study Steering Team	
August 2007	Draft Self-Study Design Plan and Timeline		
August 2007	Develop subcommittee charge	Co-Chairs	
Implementation Phase	<b>Purpose:</b> Organize Steering Committee and initiate activities, collect and analyze evidence		
	<b>Outcome:</b> Steering Committee goals and charge to subcommittees, data collection, discovery, draft report		
	Timeline	Activity	Responsible Party
	August 2007	Prepare outline of the self-study report	Co-Chairs
	August 28, 2007	First meeting of HLC Steering Team	Co-Chairs
	August-October 2007	Finalize self-study plan and timeline (Submit to HLC Liaison)	Steering Team
		Establish subcommittees (call for involvement)	Subcommittee Chairs
		Establish Resource Room (virtual and physical) and Data Collection Request Process	Resource Room Co-Chairs
		Develop style sheet	Editors
	Fall 2007	<i>HLC Staff liaison reviews the design and provides feedback to the organization</i>	HLC
Fall 2007	<i>Finalize dates with HLC for on-site visit</i>	HLC	
September 2007	<i>HLC sends two-year reminder letter to organization reminding it of scheduled</i>	HLC	

MCCC Self-Study Timeline			
		<i>evaluation</i>	
	September 13-14, 2007	HLC Liaison campus visit	Co-Chairs, VP Instruction
	September 20, 2007	HLC Steering Team meeting	Co-Chairs
	October 4, 2007	HLC Steering Team meeting	Co-Chairs
	October 22, 2007	Self-Study Update to Board of Trustees	Co-Chairs
	September-November 2007	Begin website development	Communications, Co-Chairs
	October 9, 2007	Kick-Off Event Subcommittee reports to faculty and staff; finalize subcommittee membership	Communications Co-chairs, VP Instruction
	October 18, 2007	HLC Steering Team meeting	Co-Chairs
	October 1, 2007 – July 1, 2008	Subcommittees identify and gather data, interview, analyze, and develop draft reports for submission to Steering Team	Subcommittees, Data Management
	November 2007	Publish self-study newsletter	Communications
	November 1, 2007	Draft outlines and data for each section of the report	Subcommittee Chairs
	November 15, 2007	HLC Steering Team meeting	Co-Chairs
	January – March 2008	<i>Commission sends a list of proposed team members and an Evaluation Visit Summary Sheet to MCCC</i>	HLC
	January 17, 2008	HLC Steering Committee meeting	Co-Chairs
	February 2007	Take website live as a “working site”	Co-Chairs, Web Development
	February 7, 2008	HLC Steering Team meeting	Co-Chairs
	March 2008	Publish self-study newsletter	Communications
	March 20, 2008	HLC Steering Team meeting	Co-Chairs
	April 11-15, 2008	Attend Annual Meeting in Chicago	Steering Team Members
	April 24, 2008	HLC Steering Team meeting	Co-Chairs
	May 7, 2008	Hold campus-wide awareness event (staff picnic and HLC celebration)	Logistics, Communications, Co-Chairs
	May 8, 2008	HLC appreciation event	Logistics, Communications, Co-Chairs
	June 5, 2008	HLC Steering Team meeting	Co-Chairs
	June 23, 2008	Self-study update to Board of Trustees	Co-Chairs
	July 1, 2008	Subcommittees submit first drafts	Subcommittee Chairs
Writing Phase	<b>Purpose:</b> Review, write, design and print self-study		
	<b>Outcome:</b> Comprehensive review of self-study, publishing of self-study and appendix		
	Timeline	Activity	Responsible Party
	July 1 – September 5, 2008	Compile first drafts in self-study report; review content	Co-Chairs
August 27, 2008	Hold campus-wide awareness event	Logistics, Communications	



MCCC Self-Study Timeline			
October 1, 2008	HLC sends one-year reminder letter to organization; confirms date of visit and other organizational information	HLC	
October 2008	MCCC sends to Commission information suggesting desired team competencies; confirms date of visit and other organizational information	MCCC President; Vice President of Instruction	
September 8 – October 15, 2008	Subcommittee draft review and revision	Subcommittee Chairs	
October 14, 2008	HLC Subcommittee meetings (as necessary)	Subcommittees	
October 16, 2008	HLC Steering Team meeting	Co-Chairs	
October 27, 2008	First Draft of self-study criterion chapters circulated to campus	Co-Chairs	
October 27, 2008	Self-study update to Board of Trustees	Co-Chairs	
November 10, 2008	Receive comments and additional data from campus community	Co-Chairs, Subcommittees	
November 10 – December 19, 2008	Subcommittees revise/update chapters (if necessary)	Subcommittees	
December 18, 2008	HLC Steering Team Meeting	Co-Chairs	
December 19, 2008	Subcommittees submit second drafts	Subcommittee Chairs	
December 19, 2008 – January 12, 2009	Prepare copy to submit to editors	Co-Chairs, VP Instruction	
January 12, 2009 – March 15, 2009	Editors complete final draft	Editors	
	Revise/Update drafts as necessary	Co-Chairs, VP Instruction	
	Compile appendix	Steering Team	
	Develop tables of primary and secondary evidence	Steering Team	
January – May 2009	Commission sends a list of proposed team members and an Evaluation Visit Summary Sheet to MCCC	HLC	
January – May 2009	MCCC sends comments on proposed team members to the Commission	MCCC President; Vice President of Instruction	
April 17-22, 2009	Attend Annual Meeting in Chicago	Steering Team Members	
April 27, 2009	Final draft of self-study circulated to campus	Co-Chairs	
May – July 2009	Graphic design	Marketing Dept.	
May 2009	Final draft updated (if necessary)	Co-Chairs, Subcommittees	
May 2009	Self-study is completed, final copy to marketing department	Co-Chairs	
May 2009	Hold campus-wide awareness event	Communications, Co-Chairs	
May 2009 (2-4 months prior to visit)	Third party comment public announcement	Communications	
June 2009	Self-study update to Board of Trustees	Co-Chairs	
August 2009	Executive Summary written	Co-Chairs	

MCCC Self-Study Timeline			
Visit Phase	July 2009	Print self-study report	Marketing Dept.
	June – July 2009	Finalize website	Web Services
	<b>Purpose:</b> Present Self-Study and host HLC comprehensive visit		
	<b>Outcome:</b> Successful visit and recommendation for reaccreditation		
	Timeline	Activity	Responsible Party
	May – June 2009	Prepare for team visit	Logistics Team
	June 2009	<i>Team chair contacts MCCC to make arrangements for evaluation visit</i>	HLC
	July 1, 2009	Send complete set of evaluation materials to each member of the evaluation team and to the HLC Commission staff liaison	Co-Chairs, VP Instruction
	August 2009	Publish self-study newsletter	Communications
	August 2009	Hold campus-wide awareness event	Communications, Co-Chairs, Steering Team
September 28-30, 2009	Evaluation team visit		
Post Visit Phase	<b>Purpose:</b> Complete comprehensive visit and reaccreditation process		
	<b>Outcome:</b> Reaccreditation and plan to implement recommendations		
	Timeline	Activity	Responsible Party
	September 2009	Debrief session with Steering Team	Co-Chairs, VP of Instruction
	October 2009	Post-Visit Celebration!	Steering Team
	October 2009	Evaluation of self-study process – <i>Begin transition from self-study to action plans/implementation</i>	Steering Team
	October 2009 (4 weeks post visit)	<i>Team chair completes draft of team report and sends it to the Commission staff and team members for review</i>	HLC
	Mid-October (6 weeks post visit)	<i>Team chair sends draft team report to the organization for correction of errors of fact</i>	HLC
	November 2009 (8 weeks post visit)	MCCC responds to draft team report with corrections of errors of fact	
	November 2009 (9 weeks post visit)	<i>Team chair completes final team report and submits it to the Commission; Commission duplicates team report and sends copies to the organization and the team</i>	HLC
	December 2009 (11 weeks post visit)	MCCC sends response to team report to Commission and team and chooses Readers' Panel or Review Committee	
	December 2009 (3 months post visit)	Send Self-Study, supporting materials, and response to Readers' Panel <i>Commission sends names of readers to organization; sends team report to each reader</i>	
	January 2010 (4 months post visit)	<i>Commission notifies organization and team about Readers' recommendations</i>	HLC
February-March 2010 (5-6 months post visit)	Readers' recommendation goes to the Institutional Action Committee (IAC)	HLC	

MCCC Self-Study Timeline			
		<i>or to a Review Committee for decision</i>	
	<i>April 2010 (2-3 weeks after IAC)</i>	<i>Board validates IAC decision; commission's executive director sends action letter to MCCC's chief executive officer and board chair</i>	HLC
	April 2010	Appoint Accreditation Committee	
	April 2010	MCCC begins to implement plan for following up on recommendations and issues identified in the self-study report and the team report	Accreditation Committee

## Resources Allocated to the Self-Study

The self-study process has been a priority at Monroe County Community College. The College allocated financial and human resources to ensure a thorough and well-documented process. The faculty self-study co-chair received release time to coordinate activities, meetings, and events as well as attend meetings of all of the subcommittees. The faculty editors received release time to edit the report. The College provided resources for members of the Steering Team to attend the HLC Annual Meeting in 2007, 2008, and 2009. Additionally, the College allocated necessary resources for printing, postage, and supplies. Monies were also available to fund awareness and celebration events for the campus community.

The designation of a room on campus as a meeting room was a valuable resource for the self-study team, as was the creation of an electronic resource room to house valuable information as the subcommittees worked on their draft chapters.

## Methods of Communication with the College Constituencies

Throughout the self-study process, communication with various College constituencies has been a priority. One of the main vehicles for communication was *Around the Horn*, the campus HLC Newsletter. Two newsletters were produced and distributed between October 2007 and July 2009. From early in the self-study process, the Monroe County Community College website has included a section with self-study information and progress <sup>E 2.4</sup>.

The Self-Study Steering Team used Blackboard to manage its work. A Blackboard course site, entitled HLC Self-Study, was made available to the entire College community, so they could track progress and review drafts of the report.



# CHAPTER 3

## CRITERION ONE: MISSION AND INTEGRITY

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

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

### CORE COMPONENT 1A

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

The mission documents of Monroe County Community College consist of a Mission Statement, Vision Statement, Core Values Statements, and Educational Objectives. Related documents include the Assessment Philosophy and Institutional Plan. These documents are readily available and visible to prospective students and all Monroe County constituents on the College home page <sup>E3.1</sup>.

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

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

**Mission** Monroe County Community College provides a variety of higher education opportunities to enrich the lives of the residents of Monroe County.

**Vision** Monroe County Community College aspires to be our community's first choice for higher learning.

### Core Values

Monroe County Community College is dedicated to these core values:

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

### Educational Objectives

MCCC provides higher educational opportunities to the community through these methods:

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

When evaluating the earliest draft of the Vision Statement developed by the Strategic Planning Committee, faculty and staff placed a high value on keeping the MCCC mission focused on “higher” learning. Initial feedback noted that the words “higher learning” were missing and should be added to the statement to maintain the

integrity of MCCC as a post-secondary institution as well as to remain consistent with other mission documents.

Faculty and staff at MCCC focus on rigorous academics and quality services. Through a policy of open admissions, the College stands firm in the belief that all community members deserve access to higher education <sup>E32</sup>. The College's consistently low tuition rate promotes both accessibility and affordability. For the county's senior citizens, the policy of tuition-free attendance underscores the belief in accessibility and the benefits that lifelong learning presents.

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

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

### **Academic Transfer Programs**

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

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

These articulation agreements are of two kinds:

- 2+2 programs, allowing 60 hours to transfer from an MCCC program to the participating institution, and
- 3+1 programs, which allow students to transfer more than 60 hours to the transfer institution.

A list of institutions participating in these programs appears in the *MCCC Catalog*. Additionally, two four-year institutions, Eastern Michigan University and Siena Heights University, have offices and offer classes on the MCCC campus <sup>E33</sup>.

Data describing the significant percentage of MCCC students enrolled in transfer programs is presented in the tables below:

- Tables 3.1 presents total student enrollment in MCCC transfer programs, by number, 2002-03 through 2007-2008
- Table 3.2 shows MCCC transfer programs by student enrollment type, by number, Fall 2007

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

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Total Students in Transfer Programs	2126	2155	2217	2287	2440	2289

**Table 3.2 MCCC Transfer Programs by Student Enrollment Type, by Number, Fall 2007** <sup>E3.4</sup>

Transfer Program, Fall 2007 Program Name	Full-time			Part-time			Totals
	Female	Male	Total	Female	Male	Total	
Associate of Arts				1	2	3	3
Associate of Science	22	15	37	32	27	69	96
Dual Enrollment		2	2	213	120	333	335
Guest Enrollment	3	5	8	29	20	49	57
Liberal Arts	208	167	375	303	140	443	818
Post Graduate Enrollment	9	14	23	82	31	113	136
Pre Allied Health	6	4	10	13		13	23
Pre Architecture	3	5	8		3	3	11
Pre Art	8	1	9	5	5	10	19
Pre Biology	10	4	14	4	5	9	23
Pre Business Administration	9	9	18	18	10	28	46
Pre Chemistry	2		2	1	1	2	4
Pre Chiropractic		2	2				2
Pre Communications	6	7	13	2	2	4	17
Pre Computer Science		3	3	2	2	4	7
Pre Conservation		2	2	1	1	2	4
Pre Dentistry	4	3	7	7	1	8	15
Pre Elementary Education	37	8	45	42	9	51	96
Pre Engineering	2	22	24	2	23	25	49
Pre English Language Literature	2	6	8	2	2	4	12
Pre Foreign Language	1		1	2		2	3
Pre History		2	2	1	1	2	4
Pre Journalism	1	4	5	3	3	6	11
Pre Law	6	3	9	2	2	4	13
Pre Mathematics		1	1	1	1	2	3
Pre Medical Technology	2		2		1	1	3
Pre Medicine	6	13	19	9	2	11	30
Pre Mortuary Science					1	1	1
Pre Nursing				3	1	4	4
Pre Occupational Therapy				2		2	2
Pre Optometry	1		1				1
Pre Pharmacy	5	3	8	4	3	7	15
Pre Physical Therapy	7	9	16	10	6	18	32
Pre Psychology	31	11	42	18	4	22	64
Pre Secondary Education	11	12	23	16	8	24	47
Pre Social Work	7	1	8	15	1	16	24
Pre Special Education	9	1	10	15	2	17	27



Transfer Program, Fall 2007	Full-time			Part-time			Totals
	Female	Male	Total	Female	Male	Total	
Pre Speech & Dramatic Arts	1		1	2	1	3	4
Pre Sports Medicine	2	2	4	2	2	4	8
Pre Veterinary Medicine	8	1	9	7	3	10	19
Undecided	40	38	78	59	64	123	201
Grand Total	469	380	849	930	510	1440	2289

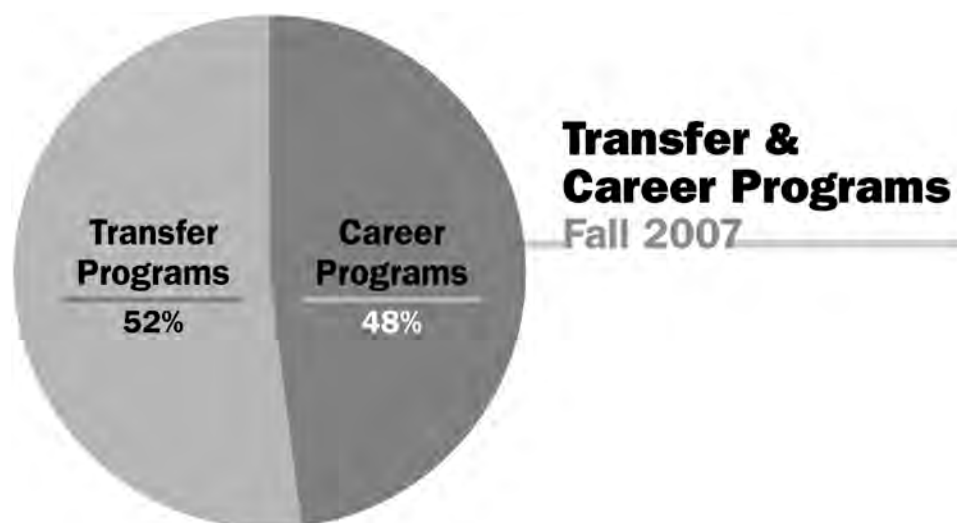
Of note is the active participation of the MCCC registrar in a joint project of the Michigan Community College Association (MCCA). MCCC's registrar is one of four project leaders who led the state in the development of the state-wide online transfer software <sup>E 3.5</sup>.

Each year the College completes a Transfer Follow-up Study. Since 2004, the GPAs of MCCC students who have transferred to four-year institutions have surpassed those same students' GPAs while they were enrolled at Monroe County Community College. This demonstrates that MCCC students are well prepared to transfer and remain successful after transferring <sup>E 3.6</sup>.

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

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

**Figure 3.1** Students Enrolled in Transfer and Career Programs, by Percentage, Fall 2007 <sup>E 3.7</sup>



**Table 3.3** Students Enrolled in Transfer and Career Programs, by Number, Fall 2007 <sup>E3.8</sup>

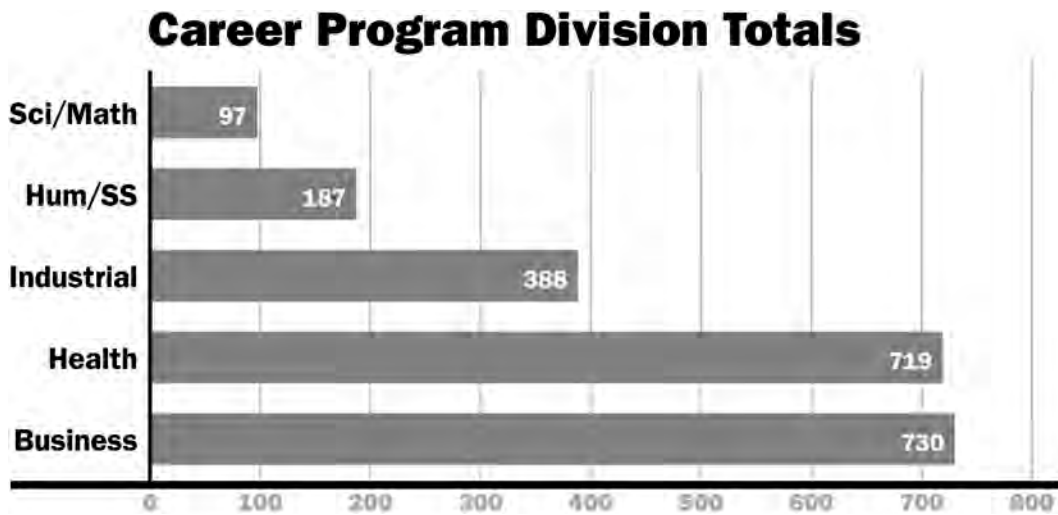
Career/Transfer Totals, Fall 2007	Full-time			Part-time			Totals
	Female	Male	Total	Female	Male	Total	
Career Programs	459	404	863	741	540	1281	2144
Transfer Programs	469	380	849	930	510	1440	2289
Totals	928	784	1712	1671	1050	2721	4433

### Academic Occupational/Career Programs

Another vital role emphasized in the College’s mission is providing associate degrees and certificates in occupational areas. The annual *MCCC Catalog* details 34 programs in which a student may obtain an associate degree and 28 specialty certificates. In an effort to inspire students to consider new directions, Career Pathways flyers are available in the Admissions Office, in campus hallways, and at events such as the Monroe County Fair and the Bedford Trade Fair. Career Pathways summaries are a key part of the *College Catalog*. Likewise, the campus publication *Career Focus* highlights specific occupations and features students and graduates working in those areas. MCCC continues to evolve programs that meet the definition of high demand/high wage careers <sup>E3.9</sup>.

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

**Figure 3.2** Total Student Enrollment in Career Programs, by Division, by Number, Fall 2007 <sup>E3.10</sup>



Quarterly Lifelong Learning schedules highlight noncredit certificate courses. County residents can enter programs for paralegals, truck drivers, EKG technicians, pharmacy technicians, home inspectors, and realtors. These programs have a short preparation period, allowing enrollees, particularly displaced workers, to reenter the workforce quickly <sup>E3.11</sup>.

## General Education

Monroe County Community College strives to prepare all students for advanced studies and community work through general education courses. General education requirements are listed in the annual *MCCC Catalog* <sup>E 3.12</sup>. General education requirements cross core disciplines and skills in composition, mathematics, computing, science, and the social sciences. The College views these requirements as the foundation for all future studies. These are areas in which students must demonstrate competency either through course completion or testing, regardless of their area of study or degree program.

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

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

## Workforce Training

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

Since 1982, MCCC has successfully obtained \$4,257,872 in state/federal funds to support economic growth and employer training/retraining needs within Monroe County and surrounding areas. For example, the College received a Michigan Economic Development Corporation Economic Job Training Program Grant which provided job training for existing and prospective employees at 13 companies in Monroe County <sup>E 3.13</sup>.

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

Motherhouse in Monroe, Michigan, to meet new state requirements and avoid employment losses.

The College is a founding member of Collegiate Employ-Net, a consortium of over 17 two- and four-year colleges in Michigan and Northwest Ohio providing job fairs for graduates. The Workforce Development Office within the CCS Division also provides an online listing of vacant positions and an opportunity for job seekers to post their résumés. The office collaborated with Michigan Works, the United Way of Monroe County, the Small Business Development Center, and Monroe Bank and Trust to present a program designed to assist residents of Monroe County during the growing economic crisis: “Downsized? Early Retirement? Buyout? What’s Next?”<sup>E 3.14</sup>

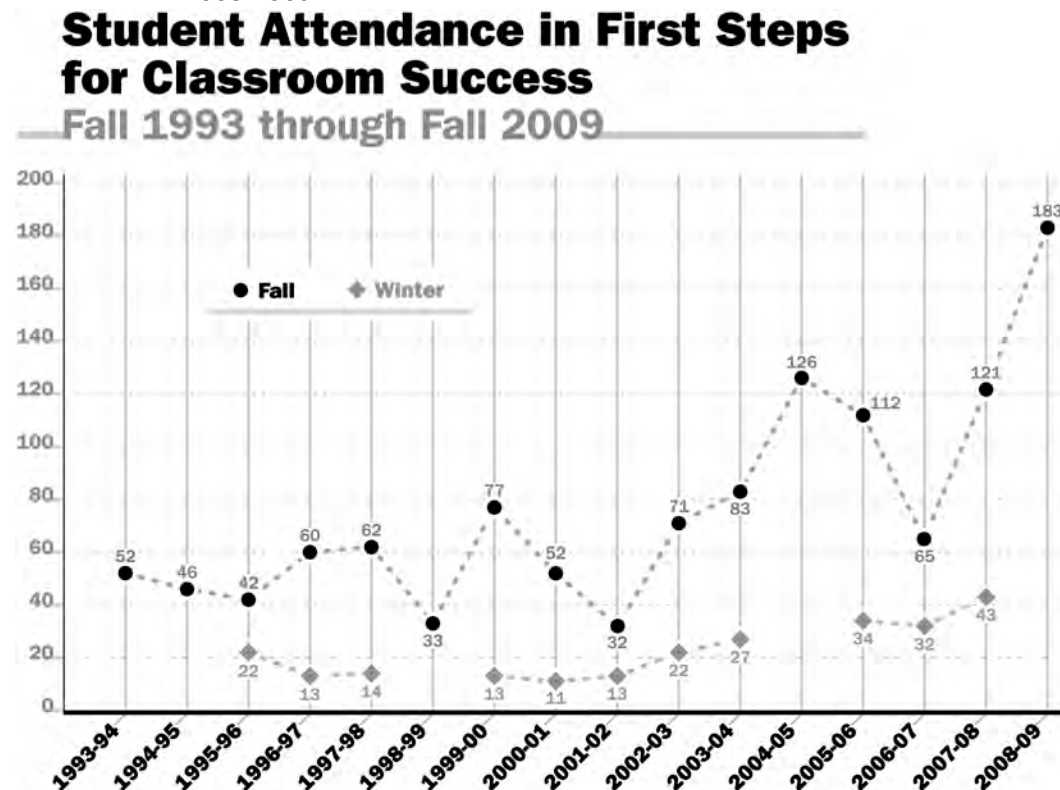
## Student Support Services

Monroe County Community College provides a strong complement of student support services to a diverse student population. MCCC’s academic advising system, childcare services, disability services, Learning Assistance Lab, Financial Aid Office, Writing Center, and Student Services Division reflect a wide range of services to meet the needs of all students. The full list is presented on the College website<sup>E 3.15</sup>.

Student Services units participate in student orientations at both the Whitman Center and Main Campus at the beginning of fall and winter semesters to raise awareness of services. These services are fully explained in the *MCCC Student Handbook*<sup>E 3.16</sup>. At mid-semester a newsletter, *In the Know*, was developed to summarize services available and provide another opportunity for students to consider services that might be needed.

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

**Figure 3.3** Student Attendance in First Steps Sessions, by Number, 1993-1994 through 2008-2009



Student Services offerings, programs, and initiatives are discussed in more detail throughout the self-study, but particularly under Criterion Three, Student Learning and Effective Teaching.

## Lifelong Learning

The College actively demonstrates its belief in the importance of lifelong learning through a quarterly offering of lifelong learning opportunities for College staff, students, and county residents. Course content addresses personal interests, including art and language sessions, health and physical education, computer literacy, and programs that will lead to improved workplace skills or new employment prospects. One series provides enrollees with the basic knowledge to start and own a small business. Most courses for employees, their families, and senior citizens are free of charge or require a small fee. Full-time College employees have the opportunity to attend college classes tuition-free after work hours. The College also offers additional skills enhancement training through an agreement with ED2GO <sup>E</sup> 3.17.

Lifelong learning as an institutional priority and practical instructional option is discussed in detail under Criterion Four and Criterion Five.

## Institutional Planning

In 2005 the MCCC market study and subsequent branding initiative created a brand positioning statement, “enriching lives,” and five pillars which capture MCCC’s philosophy and values in a nutshell and support the positioning statement: “learning relationships,” “accessibility,” “practical experience,” “personal involvement,” and “lifetime value.” The Institutional Plan, 2005-2008, also reflects the College’s brand values, notably in these planning themes: “Value and Enhance Accountability in All College Operations” and “Promote Student Access to Higher Education” <sup>E 3.18</sup>.

Since 1999, MCCC has developed three strategic plans. Each strategic plan is headed by an explanation of the planning process and the MCCC Mission Statement. The latter reflects how closely the mission drives the strategic plan. Strategic plans are devised for three-year cycles led by the Institutional Plan Committee (IPC) or more recently, the Institutional Plan Coordinating Committee (IPCC). The IPCC is a direct outcome of the campus Vital Focus work and Conversation Day, having evolved from the work done on Theme 3, “Visioning and Planning” <sup>E 3.19</sup>.

All three plans state that “the President may initiate specific planning whenever appropriate. Presidential action as it relates to planning may include interaction with the Board of Trustees, the President’s Cabinet, or any group or individual affiliated with the topic. Planning which originates in the Office of the President is typically supported by research reports or the public environment as it relates to the institution” <sup>E 3.20</sup>.

Examples of recent initiatives originating from the Office of the President that were well-received by faculty include the following:

- Progress toward Distance Education
- New initiatives in the integration of technology in the classroom
- The proposal of a new capital project for an Industrial Technology Building <sup>E 3.21</sup>

Some faculty, however, feel that a proposed collaboration with the Monroe County Intermediate School District (MCISD) on a middle college and participation in community remedial learning programs are leading the College off the strategic course and away from MCCC’s mission. Concern about this was expressed by faculty and staff in the Constellation Survey <sup>E 3.22</sup>. The need for additional study of this concern was advanced in the Theme 6 work, “Decision Making.” This report was shared and discussed with the Institutional Governance Committee <sup>E 3.23</sup>.

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

throughout the Institutional Plan demonstrates MCCC's commitment to the community served by the College and its students.

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

## **CORE COMPONENT 1B**

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

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

### **MCCC Diversity Initiatives**

In 2004, MCCC formed an ad hoc committee on diversity. In September 2005, MCCC employed a diversity consultant, Clarence R. Smith, Jr., to help MCCC establish goals and actions for increasing campus diversity <sup>E.3.24</sup>. A Diversity Climate Survey was completed, and the recommendations were as follows:

- Develop a shared vision of MCCC's future that includes diversity and inclusiveness. Diversity training will create a common understanding of diversity and its role in the future of MCCC. The creation of a Diversity Committee composed of representatives from various groups of the college will provide a vehicle of input and buy-in.
- Develop a diversity plan that includes all functions of the College, including personnel decisions (e.g., evaluations), curriculum development, pedagogical training, and business management (e.g., diversification of suppliers). The plan should be developed with short- and long-term goals. Changing a culture takes time, and "quick fixes" are destined to fail.
- Develop a comprehensive diversity recruitment program that includes students, staff, and faculty. This proposal includes suggestions for various types of partnerships.
- Provide diversity training for all employees and trustees. The initiative cannot move forward if the employees do not have the diversity skills needed for implementation.
- Commit the funds needed for a successful project. Since accomplishing the college's mission is directly connected to successfully raising the college's diversity consciousness, there is clearly a positive return on investment. <sup>E.3.25</sup>



Many of the recommendations of the ad hoc diversity committee have already been implemented. For example, MCCC established the campus Diversity Committee at the beginning of the 2007-2008 academic year. It is now a standing committee. The committee’s purpose is “to guide and direct the campus-wide diversity initiative and to inventory and monitor the status/progress of all diversity activities associated”<sup>E 3.26</sup>. A Diversity Advisory Committee was also formed during the 2007-2008 academic year<sup>E 3.27</sup>.

Under recommendations of the ad hoc committee, the Diversity Committee is currently developing a diversity plan<sup>E 3.28</sup>. MCCC has committed to the plan through budgeted funds<sup>E 3.29</sup>.

**Employee Training and Development**

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

**Curriculum – Credit Courses**

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

**Table 3.4** Humanities and Social Science Courses Required for MCCC Degrees<sup>E 3.32</sup>

<b>Associate of Arts Degree</b>
12 semester hours of social science courses 9 semester hours of humanities courses 8 semester hours of a single foreign language
<b>Associate of Science Degree</b>
9 semester hours of social science courses 3 semester hours of humanities courses
<b>Associate of Applied Science Degree</b>
6 semester hours of social science courses and/or humanities courses
<b>Associate of Fine Arts Degree</b>
6 semester hours of social science courses 6 semester hours of humanities courses

The required political science course, Introduction to Political Science (POLSC 151), includes instruction and stated outcomes in the areas of civil rights, foreign relations, economic diversity, and interest-group activities<sup>E 3.33</sup>.



Table 3.5 presents other MCCC courses that directly promote learning about diversity.

**Table 3.5 MCCC Diversity Courses** <sup>E 3.34</sup>

MCCC Courses Promoting Learning About Diversity
ENG 240 – African American Literature
ENG 254 – Women’s Writings
ENG 267 & 268 – British Literature
HUMAN 151 – Introduction to Humanities
HUMAN 155 – Film in American Society
BMGT 220 – International Business
FRENCH – Four French courses of succeeding skill levels
GERMAN – Four German courses of succeeding skill levels
SPANISH – Four Spanish courses of succeeding skill levels
POLSC 211 – Introduction to Comparative Politics
POLSC 252 – International Relations
SOC 153 – Women in Society
SOC 160 – Social Gerontology
SPCH 155 – Interpersonal Communication

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

Of the courses delineated above, the following courses have been developed since the last MCCC Self-Study in 1999-2000 <sup>E 3.35</sup>. Note the increase in course-level focus on women, minorities, and the aged, as well as international influence in new course development. (See Table 3.6)

**Table 3.6 Total MCCC Diversity-Related Courses Developed Since 1999-2000** <sup>E 3.36</sup>

MCCC Diversity-Related Courses Developed Since 1999-2000
ENG 240 – African American Literature
ENG 254 – Women’s Writings
ENG 267 & 268 – British Literature
HUMAN 155 – Film in American Society
BMGT 220 – International Business
POLSC 211 – Introduction to Comparative Politics
SOC 153 – Women in Society
SOC 160 – Social Gerontology
SPCH 155 – Interpersonal Communication

### Curriculum – Noncredit Courses

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

- English as a Second Language
- Beginning Italian
- Intermediate Italian
- Beginning Spanish

- American Sign Language I
- American Sign Language II <sup>E 3.37</sup>

**Students**

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

**Table 3.7 MCCC Study by Age and Enrollment Status** <sup>E 3.38</sup>

Student Age and Status
Males: 1,865
Females: 2,649
Ages 20 and under: 2,162
Ages 21-30: 1,323
Ages 31-40: 552
Ages 41-50: 352
Age over 50: 125
Enrolled part time: 2,691
Enrolled full time: 1,823

**Table 3.8 Comparison of Monroe County Population and MCCC Student Population by Race, by Percentage** <sup>E 3.39</sup>

	County Population	MCCC Student Population
White Non-Hispanic	96.0	86.9
Hispanic	2.5	2.2
Black Non-Hispanic	2.2	1.6
Asian/Pacific Islander	0.7	0.6
American Indian/Alaskan	0.3	0.6
International	n/a	0.4
Other	n/a	7.7

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

- Comprehensive educational offerings
- Cultivation of informed and participating citizens
- Cultural enrichment
- Affordability
- Accessibility
- Valuing human diversity
- Ethical integrity
- Accountability to students and stakeholders

Educational objectives include diverse strategies for meeting goals of students, including provisions for transfer programs, occupational/career certificates and programs, and programs for training and retraining for business and industry <sup>E.3.40</sup>.

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

**Table 3.9 MCCC Student Enrollment by Credit Type, by Number and Percent, Fall 2008** <sup>E.3.41</sup>

	Number of Students	Percent of Credit Students	Percent of All MCCC Students
Credit Students	4,514		
Transfer	2,932	53%	50%
Occupational	1,582	47%	26%
Noncredit Students	1,393	n/a	24%
Total Students	5,907	100%	100%

### Student Support Services

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

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

These clubs allow students to interact socially with students from various backgrounds <sup>E.3.42</sup>.

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

The evidence indeed shows that MCCC provides many services for disadvantaged learners and for students with disabilities.

Tables 3.10 and 3.11 list the number of students with disabilities served during the past eight years.

**Table 3.10** Students with Disabilities Receiving Services, by Number and Percentage Comparison to Previous Year, Fall 2000 through Winter 2005 <sup>E 3.43</sup>

	Fall 2000	Winter 2001	Fall 2001	Winter 2002	Fall 2002	Winter 2003	Fall, 2003	Winter 2004	Fall 2004	Winter 2005
Total Number of Students with Disabilities	111	97	101	97	116	108	133	121	137	123
+/- percent over same semester, 1 year ago	0	+ 5.4	- 9	0	+ 4.9	+ 1.3	+ 4.7	+ 2.0	+ 3	+ 2

**Table 3.11** Students with Disabilities Receiving Services, by Number and Percentage Comparison to Previous Year, Fall 2005 through Winter 2009 <sup>E 3.44</sup>

	Fall 2005	Winter 2006	Fall 2006	Winter 2007	Fall 2007	Winter 2008	Fall 2008	Winter 2009
Total Number of Students with Disabilities	137	121	138	140	153	147	174	165
+/- percent over same semester, 1 year ago	0	- 2	+ 1	+ 16	+ 11	+ 1	+14	+12

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

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

- Economically disadvantaged (eligible for Pell Grant)
- Single parent
- Single pregnant females
- Non-traditional student by gender (i.e., women in technology, using Bureau of Labor Statistics and State Economic Information)
- Persons with documented disabilities
- Persons with English as a second language <sup>E 3.45</sup>

In 1991, approximately 125 students met eligibility. Today, over 600 students meet the eligibility criteria <sup>E 3.46</sup>.

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

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

### Human Resources

The MCCC policy statement on affirmative action states:

Monroe County Community College declares and reaffirms its commitment as an educational institution to the legal and moral principles of equal opportunity in employment and educational opportunity and of non-discrimination, on the basis of race, color, religion, sex, national origin, or physical handicap, in the provision of services to the public. <sup>E 3.47</sup>

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

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

**Table 3.12** Examples of Training Related to Cultural and Generational Diversity, 2007-2008 <sup>E</sup>

Date	Title	Focus Population	Provider
01/07/07	Learning for the Television Generation	Full-time Faculty	Michelle Deck
01/10/07	Illegal Discrimination	Full-time Faculty	Butzel/Long Attorneys at Law
05/10-05/11/07	Diversity Initiative Training	Full-time Faculty	Clarence R. Smith
05/17/07	Strategic Planning 101 Leading Change	Administrators	Rebecca Krause
05/22/08	Generational Communications	Administrators	Suzanne Kart

## Community Involvement – Near and Far

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

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

- The Math and Science Society (MASS) have partnered with the local K-12 schools on a project that had college students and grade school students exploring interesting science experiments together at an “at risk” elementary school. Children of all ages and backgrounds have participated. The purpose of the program is to get children excited about science <sup>E 3.49</sup>.
- The International Studies Club held ethnic dinners in 2007 and 2008 and traveled to cultural institutions to learn about other cultures in 2006, 2007, and 2008 <sup>E 3.50</sup>.
- The college study-abroad program took students to seven countries in 2007 <sup>E 3.51</sup>.

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

- One nursing faculty member spent a sabbatical in El Salvador working in a children’s hospital.
- Several nursing faculty members spent time in China exploring cultural similarities and differences between China’s and America’s health care systems and nursing professions.
- One political science faculty member spent six weeks in Botswana, Swaziland, and South Africa on a Fulbright GPA. The same faculty member spent six weeks in Peru observing an intensive study-abroad program. The knowledge she gained from that experience led to the development of a study- abroad program for students at MCCC.
- Many faculty members have spent personal time and resources to observe and experience other cultures, including Belize, China, Canada, Australia, India, and various locations in Western and Eastern Europe <sup>E 3.52</sup>.

## Current Mission Review Activities

During MCCC’s Vital Focus, the College conducted the Constellation Survey in the spring of 2006 and Conversation Day the following fall. Resulting data suggested that despite the desire among faculty, administrators, and staff for a shared vision, the question remained as to whether there is agreement among College constituents regarding future direction and goals. On a rating scale of 1 to 9, with 1 equaling low importance/performance and 9 equaling high importance/performance, employees as a conglomerate group rated shared vision as 5.89 on the Importance Mean and 3.84 on the Performance Mean. In other words, the College considered the item highly important but rated performance below average <sup>E 3.53</sup>. Additional evidence supporting the College’s desire for a shared vision is found among one result of the MCCC Conversation Day on September 27, 2006: Staff noted one of the *high performance principles important to develop now* was to develop “strong leadership with a vision” <sup>E 3.54</sup>.

As a result of the Vital Focus data related to mission and vision, the HLC Accreditation Steering Team, Theme 3 Subcommittee: Visioning and Planning, recommended that the Strategic Plan Committee (previously called the Institutional Plan Coordinating Committee) conduct a review of the College mission, explore construction of a MCCC Vision Statement, and review the current institutional planning process in an effort to enhance its use of data for planning and decision-making <sup>E 3.55</sup>. Upon this recommendation, the College hired an outside consultant to ascertain feedback that would ultimately be used for consideration by the Board of Trustees when reviewing mission documents and adopting a revised mission and new vision statements. Consultant Rebecca Kraus conducted multiple visioning and mission review focus group sessions with College employees and students, community members and business leaders, and the MCCC Board of Trustees <sup>E 3.56</sup>.

## CORE COMPONENT 1C

Understanding of and support for the mission pervade the organization.

The institutional mission is understood and supported by the faculty, staff, administration, and the Board of Trustees of Monroe County Community College. On a grand scale the campus course offerings, programs, certificates, and student services reflect the manner in which the faculty, staff, and administration work to carry out the mission of the College. Programs prepare students for either occupational careers or transfer to four-year institutions. Student Services units meet the needs of students <sup>E 3.57</sup>.

### Board of Trustees

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

- When two members of the audience at the October 22, 2007, monthly Board meeting questioned whether MCCC's consideration to support a proposal by the Monroe County Intermediate School District to establish a middle college in Monroe County was within the College's mission, the Board responded by saying the topic required more discussion than immediate time allowed and subsequently requested a special study meeting be scheduled solely for the middle college discussion. The topic was discussed again at a Special Study meeting held on October 23, 2008.
- December 3, 2007, the MCCC Board of Trustees adopted a resolution endorsing and supporting "...the initiative by the Michigan Community College Association seeking legislation that would authorize community colleges to issue revenue bonds for the purpose of financing job training—generating significant revenue for economic and workforce development programs providing funding for training thousands of workers in high-demand occupations" <sup>E 3.58</sup>. This resolution served to affirm the Board's commitment to at least two components of the College's mission: providing for students seeking an associate degree or

certificate in an occupational area, and training and retraining for business and industry.

- A special meeting of the Board on long-range planning including discussion on vision and mission was held on March 17, 2008. Board members presented their ideas regarding a 10-year vision for the College and general components of the College's mission. The Board made it clear that it values input from the College community in the mission review process, while at the same time, the Board retains full and complete responsibility for determining all revisions to the College's Mission Statement <sup>E 3.59</sup>.
- Since 2004, a special meeting of the Board has been held annually each May to review the institutional budget proposal for the next year. The Board scrutinizes the budget (initially proposed by divisions and departments and discussed, debated, and formalized by President's Cabinet in a series of meetings held February through April) to ensure the budget is balanced and proposed expenditures are in line with the institutional mission <sup>E 3.60</sup>.
- When reviewing recommendations for tuition-rate increases, time after time the Board's number one consideration has been the impact of such action on student access <sup>E 3.61</sup>.
- A resolution supporting the associate degree earned by community college nurses was passed at the October 23, 2006, monthly meeting of the Board:  
*"...THEREFORE BE IT RESOLVED that the Monroe County Community College Board of Trustees strongly opposes any proposal, action, or scheme which would deny community college associate degree nurses their rightful scope of practice as registered nurses, and*  
  
*THAT IT BE FURTHER RESOLVED that the Monroe County Community College Board of Trustees support the position of the Michigan Community College Association in communicating this opposition to Governor Granholm, members of the State Board of Nursing, and members of the Michigan Legislature on this Monday, October 23, 2006* <sup>E 3.62</sup>."

## Staff

Newly hired full-time faculty, staff, and administrators receive a packet from the Human Resources Department when they attend an employee orientation. Mission documents within the packet are reviewed by the director of Human Resources during the orientation <sup>E 3.63</sup>.

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

Support for a subcomponent of the MCCC Mission Statement, "a strong complement of student support services," is validated by the outcomes of the



Constellation Survey as shown in the “MCCC Employees Agree Are High Priority and Done Well” chart <sup>E 3.64</sup>.

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

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

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

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

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

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

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

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

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

The Humanities/ Social Sciences Division adopted the following statement:

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

The Office of Human Resources developed a mission statement in 2001:

*“The mission of the Human Resources Office is to support the mission of the College and be a strategic partner in all human resources, which include improving the quality of work life, assuring staff member effectiveness, respecting human dignity, and supporting the spirit of community <sup>E 3.70</sup>.”*

Departments within the Student and Information Services Area are directly connected to the College’s Educational Objectives: “Providing a strong complement of comprehensive support services to assist students in pursuit of their educational goals <sup>E 3.71</sup>.”

In spring 2006, the Student and Information Services Division used the 2005-2008 Institutional Plan to create a division plan. A meeting of all departments was held to begin the task. This activity was followed by individual department meetings to discuss planning and propose a Student and Information Services Vision. In fall 2007, the area voted on and selected the current Vision Statement: “Meeting the Ever-Changing Needs of Those We Serve.” In November 2008, the Student and Information Services Division met to revisit the Vision Statement. The majority of staff members agreed the statement was not in need of revision <sup>E 3.72</sup>.

The Health Sciences Division, under the leadership of a new dean, will soon begin work on mission documents for the division <sup>E 3.73</sup>. The Business Division currently does not have unit mission documents.

## **Congruence with Planning and Assessment**

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

### **Mission Statement**

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

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

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

- “Embrace learner-centered education” relates to mission items one and two regarding students, and item five regarding support services.

- “Cultivate community awareness, support, and ownership” relates to item number six regarding providing activities and lifelong educational needs.
- “Value and enhance accountability in all college operations” speaks to ethical behavior, assessment, and institutional effectiveness.
- “Promote student access to higher education” reflects the mission value elements of diversity and access for qualified individuals as well as item five in the MCCC Mission Statement, “a complement of student support services.”
- “Expand partnerships with business and industry, other institutions, and organizations” addresses item four in the MCCC Mission Statement, “training and retraining for business and industry” as well as providing a strategic focus on the external constituents with whom MCCC works [E 3.74](#).

The College’s assessment philosophy emphasizes the foundational role mission plays in the assessment process: “Assessment at MCCC is a systematic and comprehensive examination of the College mission.” Further it states, “Assessment provides our constituency with an ongoing reporting mechanism that indicates high quality performance at an institution where public resources are effectively expended for the betterment of the MCCC district [E 3.75](#).” As the College moves forward with assessment activities, additional data will be available to support the College’s commitment to assessment of teaching practices, learning, and student outcomes.

### **Congruence with Budget**

In a review of budgeted expenditures, it is obvious that through budgetary responsibilities, members of the MCCC Board of Trustees understand the importance of the MCCC mission by allocating resources to Instruction, Student Services, and Corporate and Community Services. Through its participation and monitoring of The Foundation at MCCC, the Board provides additional funds to support the mission of the College [E 3.76](#).

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

The document opens with this statement, “Monroe County Community College is a public, non-profit, higher education institution established for the residents of Monroe County.” The institutional mission is included as the second statement, providing a context for the budget allocations in the following pages. Since 2005, the institutional mission statement has been printed in the budget book [E 3.77](#).

The Five-Year Master Plan of Monroe County Community College also includes the mission. In so doing, the College acknowledges that any long-term plans related to the physical aspects of campus (including classrooms, labs, study space, and parking spaces) are in alignment with the mission of the organization [E 3.78](#).

## CORE COMPONENT 1D

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

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

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

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

The Board adopted a shared governance model based on the philosophy that while maintaining the ultimate authority of the Board of Trustees, decision-making at the College should take place in a way that maximizes participation of all individuals and constituent groups on campus with decisions being made at the lowest possible level of the institution. There are two key components of this philosophy: one, providing opportunity to participate and two, fostering a sense of responsibility to participate <sup>E 3.79</sup>.

### Board of Trustees

The Board of Trustees operates under the Michigan Constitution and the Monroe County Community College Board of Trustees Bylaws. Public Act 331, Sec 121, gives the Board of Trustees broad authority and power: “The Board of Trustees of the community college district shall have the power to make plans for, to promote, or acquire, construct, own, develop, maintain and operate a community college and an area vocational-technical education program <sup>E 3.80</sup>.”

The Board is comprised of seven members elected at large from Monroe County, Michigan. Any qualified elector residing within the Monroe County Community College District is eligible to be elected as a Board Member. The members are elected to six-year terms. Vacancies that occur between elections are filled immediately by Board appointment. Otherwise, vacancies are filled by the local electorate at the next general election.

The Board elects a Chair and Vice Chair who must be members of the Board of Trustees, and a Secretary and a Treasurer, who need not be members. The officers are elected to two-year terms, subject to removal by resolution of the Board. Officers of the Board of Trustees may not serve more than three consecutive terms with the exception of the appointed Treasurer.

The Board of Trustees makes policy decisions for the College. Decisions that involve the operations of the College are delegated to the president and the Cabinet. The Cabinet is comprised of the president and three vice presidents. MCCC Board policies and practices document that the Board's focus is on the organization's mission. The Board adopted the College Mission Statement, Philosophy, and Educational Objectives in 1966 and reviews these documents on a regular basis. Documented revisions have occurred in 1968, 1985, 1994, 1998, and most recently 2008. The most recent revisions included the addition of Vision and Core Value statements <sup>E 3.81</sup>.

The Board holds regularly scheduled meetings on the fourth Monday of each month, nine months out of the year. Special and study meetings are called on an as-needed basis. The Board adheres to all of the State of Michigan's public meeting laws <sup>E 3.82</sup>. A simple majority of the members constitutes a quorum at any meeting of the Board, including regularly scheduled and special meetings.

Board meeting agendas and minutes are made available to the public. The agendas for Board meetings are posted on the College website, typically 10 days in advance of Board meetings. Approved meeting minutes are distributed via email to full-time employees, part-time support staff, adjunct faculty, and representatives from two university branches located on the MCCC Campus, including Eastern Michigan and Siena Heights universities. The approved minutes are posted on the College website within 10 days following the meeting, in accordance with open-meeting laws. Agendas and minutes from recently held Board meetings are available on the College's website <sup>E 3.83</sup>. All Board-related documents are available in the President's Office.

## President

The MCCC Board enables the organization's chief administrative personnel to exercise effective leadership. Although the Board of Trustees is the ultimate governing authority for Monroe County Community College, the Board delegates the executive function of the College to a competent executive officer, president of Monroe County Community College. The president is directly responsible to the Board of Trustees for executing adopted policies <sup>E 3.84</sup>. Upon the recommendation of the president, the Board appoints members of the administrative staff, with compensation commensurate with established salary schedules <sup>E 3.85</sup>. Although

compensation for employees of the College is determined by the Board of Trustees, the Board (when adopting the annual budget or at other appropriate times) may authorize funds to be expended for salaries, wages, or services at the discretion of the president.

As evidenced in deliberative group meeting minutes and by the authority delegated to administrators as documented within position descriptions, the Board does not participate in day-to-day operations of the institution <sup>E 3.86</sup>. The Board is kept informed of activities and initiatives through reports at regular and special meetings and executive sessions, Quarterly Board Updates <sup>E 3.87</sup>, and frequent electronic communications from the president.

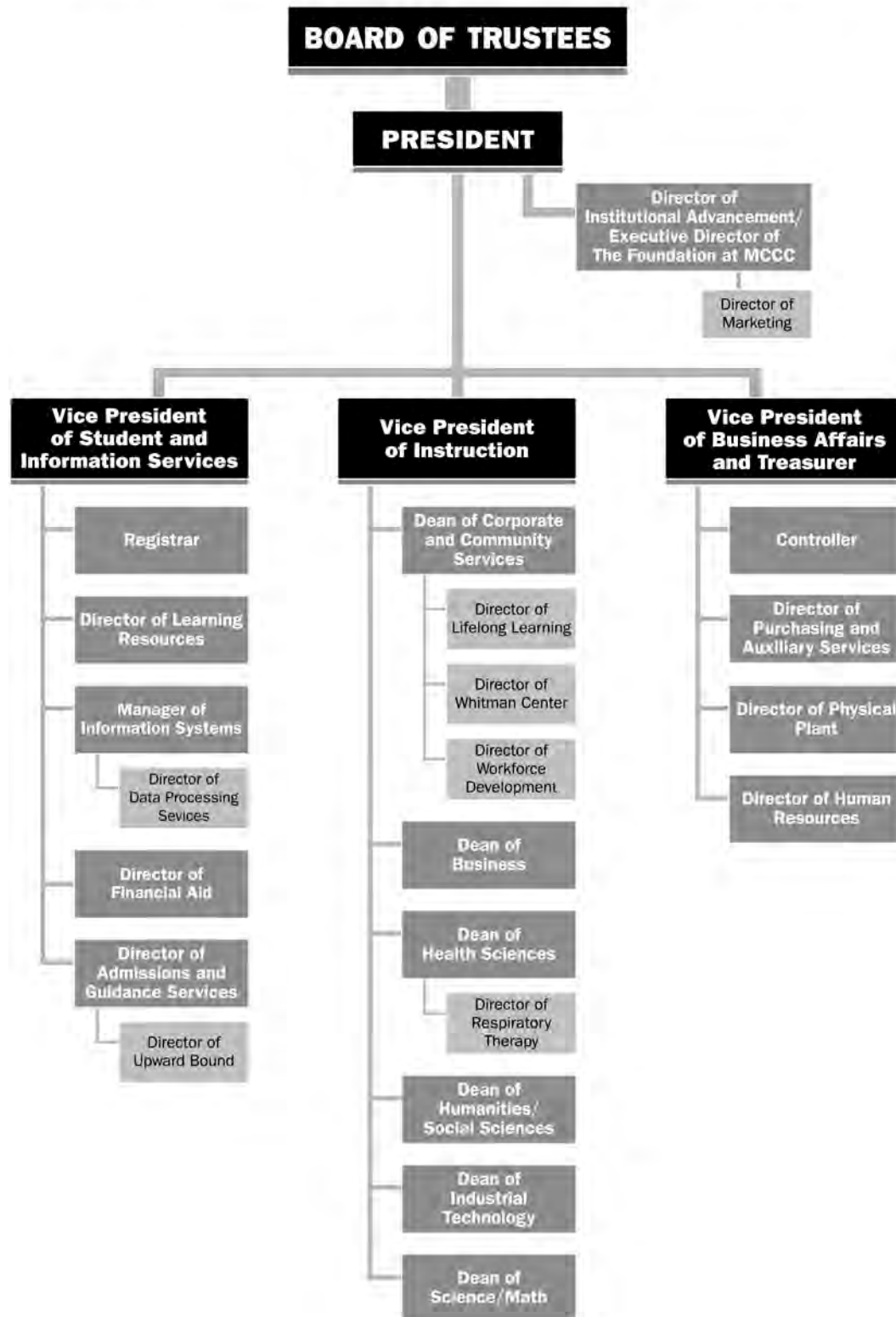
## Administration

The College's administrative structure is comprised of four major areas, including the Offices of the President, Instruction, Student and Information Services, and Business Affairs. The president or a vice president is responsible for each of the four areas. The College's organizational chart provides a schematic that clarifies institutional lines of authority/chain of command. (See Figure 3.4) <sup>E 3.88</sup> General and specific administrator position descriptions are utilized to summarize job responsibilities <sup>E 3.89</sup>.

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

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

## MCCC Administrative Organizational Chart





## Shared Governance

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

The governance structure of the College, while maintaining the ultimate authority of the Board of Trustees and president, should maximize participation of individuals and constituent groups on campus, with decisions being made at the lowest possible level of the organization. While not all members of the organization will feel the need to participate in governance, the structure should provide an opportunity for those who do. The structure should foster a sense of responsibility for participation, and the institution should recognize and encourage such governance efforts <sup>E 3.90</sup>.

According to the *College Constitution*, “Governance consists of those institutional arrangements for addressing issues and making decisions that affect institutional mission, resource allocation, and the roles of internal constituencies” <sup>E 3.91</sup>.

The distribution of responsibilities, as defined in governance structures, processes, and activities, is understood and is implemented through delegated authority. Broadly defined, governance within an institution of higher education is the structures in place to address issues and make decisions affecting institutional mission, resource allocation, and constituency roles in relation to the larger organization. As previously mentioned, the Board of Trustees is the ultimate governing authority at Monroe County Community College <sup>E 3.92</sup>. At the same time, the governance structure serves to maximize participation by individuals and constituent groups.

Five groups play important roles in the governance of the College community: faculty, students, support staff/ maintenance, administration, and the Board of Trustees. Subject to whatever legal limitations may exist, members of the College community, through the divisions/areas, committees, organizations, and other appropriate channels, have the privilege to discuss and recommend educational policies of the institution for review by the Board of Trustees and other appropriate government agencies and officers, as expressed in legislation of the Board of Trustees <sup>E 3.93</sup>.

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

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

The president shall be responsible for the formulation of such rules and regulations as will welcome, encourage, and foster, within the Monroe



County Community College, faculty involvement in the process of the evolution of educational policy.

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

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

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

According to MCCC Procedure 3.04, *Constitution of the Student Government of Monroe County Community College*, one of the purposes of student government is “to provide a vital and appropriate voice for students in the governance of the institution pertaining to those matters pertinent to student affairs and interests <sup>E 3.94</sup>.”

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

### Standing Committees

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

**Table 3.13** Table of Committees and Administrator to Whom Each Reports <sup>E 3.95</sup>

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

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

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

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

**Table 3.14** Examples of Ad Hoc Committees and Task Forces

Ad hoc Committee/ Task Force (Date of Appointment)	Membership	Related Standing Committee or Office	Charge	Status
Instructional Technology Task Force (August 2003)	Administration - 2 Faculty - 3 Support Staff - 1  (President serves as ex-officio)	Instructional Technology	Examine the state of instructional technology and develop a plan of action for the future.	Final Report – November 2005 <sup>E 3.96</sup>
Support Staff Policy Committee (2004)	Administration - 3 Support Staff - 4 Faculty - 2	Business Office	Review support staff policies and make recommendation for changes	Revision adopted by Board of Trustees on Nov. 17, 2008
Ad hoc Diversity Committee (January 2004)	Administration - 2 Faculty - 3 Trustees - 1 Students - 1 Community - 3  (President serves as ex-officio)	President's Office	Review, develop, and implement recruitment, training, and event activities to promote diverse student and staff member populations	Final Report <sup>E 3.97</sup>  Established as institutional standing committee, May 2007

Ad hoc Committee/ Task Force (Date of Appointment)	Membership	Related Standing Committee or Office	Charge	Status
Sub-Committee for Replacement of Ash Trees (August 2005)	Administration - 2 Faculty - 1 Support Staff - 1	Campus Development Committee	Determine plan for replacing significant number of dead Ash Trees	Two grants received: • DNR - \$20,000 in Oct. 2005 • DTE - \$3,000 in Sept. 2006
HLC Accreditation Steering Team (January 2006)	Administration - 11 Faculty - 3 Support Staff - 2 Maintenance - 2  (Open to all, 17 volunteered; VP of Instruction served as ex-officio)	Institutional Accreditation	Lead the College in deciding its method of accreditation for its 2009-2010 ten year evaluation, AQIP or PEAQ and analyze Vital Focus data and make recommendations for institutional improvement	Final Report, April 2007 <sup>E 3.98</sup>
HLC Self-Study Steering Team (March 2007)	Administration - 13 Faculty - 12 Support Staff - 6  (100+ employees from all employee groups serving on subcommittees; VP of Instruction served as ex-officio)	Institutional Accreditation	Prepare the 2009-2010 HLC Self-Study and coordinate the Fall 2009 ten-year evaluation visit	Active
Contact Hour Conversion Task Force (June 2007)	Administration - 8  (VP of Business serves as ex-officio)	Business Office	Explore possible impact, feasibility, and implementation of charging tuition by contact hour	Review completed, December 2007
Student Code of Conduct (November 2007)	Administration - 2 Faculty - 5  (VP of Student Services serves as ex-officio)	Student Services and Information Systems Office	Review and make recommendations for improving current code of student conduct	Active
General Education Review Task Force (February 2008)	Administration - 3 Faculty - 8  (VP of Instruction serves as ex-officio)	Curriculum Committee	Lead the College in its review of general education and develop general education learning outcomes for consideration by the Curriculum Committee	Active
Timesheet Conversion	Administration - 3 Support Staff - 3	Business Office	To implement conversion of	Conversion of support staff,

Ad hoc Committee/ Task Force (Date of Appointment)	Membership	Related Standing Committee or Office	Charge	Status
Task Force (June 2008)			payroll timesheets from paper system to electronic	administration, and student assistants in process including training on new system. Faculty and maintenance to be converted in fall 2009.
Insurance Task Force (Fall 2008)	Administration – 3 Support Staff – 3 Maintenance – 2	Business Office	To review health insurance coverage for the three employee groups.	Recommendation to Board of Trustees in May 2009 to change to HSA plan; working on implementation
Middle College Implementation Team (January 2009)	Administration - 3 Faculty - 5  (VP of Instruction serves as ex-officio)	Office of Instruction	Make recommendations regarding the College’s role in implementing the Monroe County Health Partnership Middle College	Active

Governance structures and processes at MCCC are reflective of a shared governance model. And in most instances, decision-related processes and activities are in concert with the intent and spirit of the *College Constitution* (as documented by standing committee meeting minutes) <sup>E 3.99</sup>. However, as is the case for any policy, procedure, and activity, there is always room for improvement.

Shared governance at MCCC has been criticized for a number of reasons that are not necessarily documented by evidence, but they emerge frequently enough in institutional data documents to be a concern. The importance of addressing these criticisms (whether proven or not) is founded in the discovery of Thematic Subcommittee 6 of the HLC Accreditation Steering Team, the internal team charged with disposing HLC Vital Focus data. The Steering Team concluded that “perception is reality.” And, in fact, some perceptions may be more convincing than actual incidents <sup>E 3.100</sup>.

The standing committee structure has been labeled by some as ineffective and overtaxing on human resources. Additionally, concern has been expressed regarding occurrences of decision-making outside the committee structure, even though there is recognition that there are cases where decision-making outside the committee structure is appropriate and in accordance with institutional policy. In some cases, criticism stems from the advisory nature of standing-committee recommendations.

Finally, standing committee recommendations and actions overturning recommendations have, occasionally, been criticized for not being founded in data and/or evidence-based analysis <sup>E 3.101</sup>.

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

### Qualified Decision-Makers

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

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

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

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

Administrators are evaluated on the following performance expectations:

- Administration and planning
- Budgetary controls
- Professional development of others

- Collaboration and cooperation
- Diversity
- Leadership qualities [E 3.108](#)

Support staff and maintenance personnel are evaluated on the following performance expectations:

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

Within support-staff job descriptions is the expectation that one has the “ability to acquire knowledge of the principles and practices of a community college and skill in providing administrative support to such activities.” Henceforth, commitment to the community college mission and philosophy is an inherent component of evaluations of job performance for support staff [E 3.109](#).

Faculty members are evaluated on the following performance expectations:

- Instructional skill and use of technology
- Curriculum development
- Professional growth and activities
- Committee work
- Faculty/division interaction
- Other accomplishments [E 3.110](#)

Adjunct faculty members are required to meet minimum education and/or experience credentials [E 3.111](#). Other than the initial job description posting, there is no job description for adjunct faculty. They are evaluated by division deans on the basis of the original job posting qualifications and classroom observations.

Starting in the 2007-2008 evaluation cycle, employees are given the opportunity to complete evaluations of their supervisors and submit their comments anonymously [E 3.112](#). However, employees are not required to complete the supervisor appraisal.

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

choice. Standing committee chairs are elected by the members of each committee as much from interest to serve in the position as for specific qualifications.

## CORE COMPONENT 1E

The organization upholds and protects its integrity.

### Mission Adherence

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

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

### Fiscal Responsibility

The College’s budget development process provides evidence that the College demonstrates integrity through collaboration and accountability across the campus. The College prepares an annual budget document that includes several fund budgets: General Fund, Designated Fund, Auxiliary Activities Fund, Restricted Fund, Unexpended Plant Fund, and Maintenance and Replacement Fund. Capital outlay expenditures are budgeted through several of these funds. These fund budgets are built “from the bottom up,” beginning in the academic divisions and other operating units. As the budgets are developed, the vice president of Business Affairs periodically reports to all staff on the progress and process [E3.113](#).

The financial records of the College are subject to the tenets of an annual audit conducted in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States. The audit includes the statements of revenues, expenses, changes in net assets, and cash flows encompassed in the financial transactions of MCCC. The results of the annual audit are presented to the Board of Trustees, typically in October of each year [E3.114](#).

### Legal Integrity

The laws and regulations under which the College conducts its operations and guides its relationships with internal and external constituents are detailed in College publications and are also prominently posted on the Main Campus and at the Whitman Center [E3.115](#).



New employees are oriented as to attendant responsibilities by Human Resources representatives and their immediate supervisor <sup>E 3.116</sup>.

### Clear and Fair Policies

Students, administrators, faculty, and staff at MCCC have access to information on the policies and procedures informing them of their rights and responsibilities. Students may refer to the *MCCC Student Handbook*, the *MCCC Catalog*, MCCC semester schedules, the MCCC website, and the WebPAL section of the MCCC website <sup>E 3.117</sup>. Faculty, administrators, and staff resources include the *MCCC Policy and Procedure Manual* <sup>E 3.118</sup>.

### Structure and Processes Ensure Integrity

- **Advisory Committees and Boards**  
Every career program at MCCC has an advisory committee or board comprised of working professionals in the specific field, MCCC faculty and administrators, and representatives of educational institutions where applicable. Most advisory committees include a current student and/or alumni. These committees and boards meet at least once a year and provide advice on course and curriculum updates, new programs, and other matters related to maintaining up-to-date offerings <sup>E 3.119</sup>.
- **Program Review**  
MCCC has a process for reviewing the relevance and currency of its curriculum. Career programs participate in a five-year self-study cycle of program review. This process is described in detail under Criterion Three <sup>E 3.120</sup>.
- **Co-Curricular Activities**  
Students at MCCC have many opportunities to participate in co-curricular activities that help them develop leadership and interactive skills. Many of the student organizations are discipline related and provide additional reinforcement of their academic coursework. A listing of student clubs and organizations as well as information on how to start a club is found on the MCCC Website: [www.monroecc.edu/student-services/student-activities/SAclubs.htm](http://www.monroecc.edu/student-services/student-activities/SAclubs.htm).
- **Student Government**  
MCCC has an active Student Government organization. Among the most visible activities is the sponsorship of the annual awards and recognition event where students and student organizations are recognized, along with the recipients of the Outstanding Faculty Award at the annual Honors Reception. More information may be found about Student Government at their website: [www.monroecc.edu/stgovt/](http://www.monroecc.edu/stgovt/) <sup>E 3.121</sup>.

### Fairness with External Constituents

The College presents itself accurately and honestly to the public through written and electronic communications. The following examples are provided: the *College Catalog*; the College website ([www.monroecc.edu](http://www.monroecc.edu)); recruiting materials such as the *MCCC*



*Viewbook*; newspaper and cable television advertisements, radio commercials, and billboards; the *MCCC Annual Report*; news releases; annual public hearing on the budget; publication of financial statements; and electronic transfer guides to colleges and universities linked on the College website [E 3.122](#).

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

The College is a public two-year community college with an elected Board of Trustees. All meetings of the Board of Trustees are public, with the exception of those limited matters provided for in Michigan state statutes [E 3.123](#).

Agendas and minutes of regular meetings are available to the public on the website or by printed copy upon request [E 3.124](#). Following Board approval, meeting minutes are distributed electronically to all staff and posted on the College's shared network drive.

## Timely Responses to Complaints and Grievances

The procedures for initiating a grievance or complaint are outlined in the *Student Handbook*, the *College Catalog*, the semester schedules, and the *MCCC Policy and Procedure Manual*. Student complaints or grievances are responded to using the timelines governing the nature of the issue involved. All issues are logged and records of disposition are maintained in the Office of the Vice President for Student and Information Services [E 3.125](#).

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

- Students—Expectations and standards for students are detailed in the *Student Handbook*, the *College Catalog*, the semester course schedules, and the *MCCC Policy and Procedure Manual*, section 3.00.
- Faculty—Rights and responsibilities for full-time faculty are outlined in the College's *Master Agreement with MCCCFA*. In addition, some non-contractual requirements are detailed in the *MCCC Policy and Procedure Manual*, sections 4.00 and 5.00. Rights and Responsibilities pertaining to adjunct faculty are outlined in the *Faculty Handbook*.
- Administrators—Detailed job descriptions and expectations are outlined in the Organizational Table and in the *MCCC Policy and Procedure Manual*, section 2.00.
- Support Staff—Rights and responsibilities pertaining to full-time support staff are outlined in the *MCCC Policy and Procedure Manual*, section 8.00. Rights and responsibilities pertaining to part-time support staff are outlined in the *Part-Time*

*Support Staff Handbook* and the *MCCC Policy and Procedure Manual*, section 11.00. Support staff job descriptions are housed in the Office of Human Resources.

- Maintenance—Rights and responsibilities are outlined in the 2006-2009 Agreement between the Community College District of Monroe County, Michigan, and the Monroe County Community College Maintenance Association, MEA/NEA which is also section 7.00 of the *MCCC Policy and Procedure Manual*.
- Members of the Board of Trustees—Responsibilities of the trustees are described in Michigan statutes and MCCC By-Laws of the Board of Trustees located in section 1.00 of the *MCCC Policy and Procedure Manual*.

Code of Ethics—There is a Code of Ethics for all College employees in the *MCCC Policy and Procedure Manual*, policy 6.46. When this policy was originally presented to the Board of Trustees, the Board amended it by specifically including language so that it would be applicable to Board members and authorized representatives <sup>E 3.126</sup>.

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

## Summary of Findings

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

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

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

## Strengths

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

## Opportunities/Challenges

- Mission documents should be made available in more places than the College website and catalog. For example, the *Annual Report* could include these documents.
- There is a need to provide employee orientation and training on the *College Constitution*.
- The creation and use of mission and vision statements and/or planning documents at the department and academic division level is sporadic across the institution.

- As of the 2007-2008 evaluation period, employees are given the opportunity to complete evaluations of their supervisors and submit their comments anonymously. However, many employees indicated that they were not aware of this opportunity.
- While the College has a statement on Academic Dishonesty, Probation, Dismissal, and Student Conduct and Discipline, these statements do not appear in the *Student Orientation Handbook*.
- Although the HLC Accreditation Steering Team provided a detailed assessment of the themes that emerged from the HLC Vital Focus data, much of the campus is unaware of the progress made in addressing “opportunities for improvement.”

# CHAPTER 4

## CRITERION TWO: PREPARING FOR THE FUTURE

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

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

### CORE COMPONENT 2A

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

#### College Planning

Monroe County Community College produces two key documents that serve as a map to the future. The first is the Five-Year Master Plan <sup>E4.1</sup>, and the second is the Institutional Plan <sup>E4.2</sup>. Both are developed by multi-phased processes that include input from internal and external sources. The Five-Year Master Plan is required by the State of Michigan, and it is updated annually. It is a comprehensive plan that covers the following:

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

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

- Physically support the College Mission Statement and Institutional Plan.
- Improve student retention and assist in marketing the College to prospective students.
- Address technological changes and the need for technological flexibility.

- Provide classroom flexibility for different uses and teaching methods.
- Simplify student and visitor interaction with the College.

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

The plan represents a collaborative effort by the faculty and staff to develop strategies to address the key planning themes. It outlines major planning themes of the College. The themes for the 2005-2008 Institutional Plan are the following:

- Embrace learning-centered education for maximizing student success.
- Cultivate community awareness, support, and ownership.
- Value and enhance accountability in all College operations.
- Increase resource development.
- Promote student access to higher education.
- Expand partnerships with business, industry, and other institutions and organizations.

The College utilizes several smaller plans and a variety of survey data to support the development of these two planning documents. Examples of such include the following:

- Technology Plan
- Facilities Plan
- Diversity Climate Study
- Annual Graduate Survey
- Lifelong Learning Student Survey
- Student Evaluations
- Branding Survey
- Vital Focus

## Preparing for the Future

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

During the 1996-1997 fiscal year, the Board of Trustees established a designated fund to support a campus-wide technology network. Beginning with the fall of 1996, a student fee of \$3.00 per credit hour was assessed to provide a source of revenue for this fund. Today, this fee is \$6.00 per credit hour. Despite the increases over the years, the College periodically transfers money from the General Fund to cover expenditures. The projected expenditures for the 2008-2009 Technology Fund are just under \$1,000,000.

In the interest of keeping up with emerging technology and trends, faculty and staff seek input from a variety of sources. Faculty teaching in career programs meet regularly with advisory committees composed of volunteers working in fields related to the program. The advisory committee reviews and recommends curriculum content <sup>E4.3</sup>.

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

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

After 18 months of research, the task force made several recommendations <sup>E4.4</sup>. Many of the recommendations have been or are in the process of being implemented. The College has hired a coordinator of e-learning and instructional support, completed the construction of several prototype classrooms equipped with the latest instructional technology, and created a standing committee dedicated to the development of instructional technology.

## Global Awareness

General demographic characteristics of Monroe County, Michigan, as reported by the U. S. Census Bureau for 2006, convey the following information in regard to ethnicity for Monroe County <sup>E4.5</sup>:

**Table 4.1** Monroe County Ethnicity

Monroe County 2006	
Race	Percentage
White	95.4%
Hispanic	2.6 %
Black	2.4 %
Asian	0.7 %
Am. Indian	0.3 %

The student population of Monroe County Community College reflects the Monroe County population as a whole. For the past four years, the ethnicity of our students has remained relatively unchanged, with the overwhelming majority of our students being non-Hispanic white <sup>E4.6</sup>.

**Table 4.2** Student Population by Ethnicity

	2004 Number	%	2005 Number	%	2006 Number	%	2007 Number	%
Non-Hispanic White	3665	87.7%	3694	88.1%	3827	87.6%	3851	86.9%
Hispanic	72	1.7%	80	1.9%	85	1.9%	98	2.2%
Non-Hispanic	67	1.6%	56	1.3%	66	1.5%	72	1.6%

	2004 Number	%	2005 Number	%	2006 Number	%	2007 Number	%
Black								
Asian/Pacific Islander	37	0.9%	31	0.7%	25	0.6%	25	0.6%
American Indian/Alaskan	24	0.6%	21	0.5%	24	0.5%	28	0.6%
Non-resident Alien	3	0.1%	2	0.05%	11	0.25%	17	0.38%
Not reported	309	7.4%	209	7.4%	330	7.6%	342	7.7%
<b>TOTAL</b>	<b>4,177</b>		<b>4,193</b>		<b>4,368</b>		<b>4,433</b>	

In other nearby counties, the ethnic mix is significantly different. The limited number of ethnic groups in the immediate Monroe area contrasts with the higher diversity numbers of nearly all of the comparably sized communities within 30 minutes of Monroe. According to the last census, non-Hispanic black populations are 2.2% in Lenawee County, 12.3% in Washtenaw County, and 17.7% in Lucas County, while Hispanics represent 5% in Washtenaw County, 5.5% in Lucas County, and 7.4% of the population in Lenawee County <sup>E4.7</sup>. In order to gain insight into the level of diversity consciousness at MCCC, a consultant was hired to design and facilitate a diversity climate study.

In the fall of 2005, MCCC contracted with C R Smith & Associates (CRSA). During the following eight months, the perceptions of the College's leadership, selected faculty and staff, and MCCC students were gathered and reviewed, culminating in an August 2006 executive report from CRSA <sup>E4.8</sup>. Through the use of focus groups of students, faculty, staff, administrators, and individuals from the community, the climate survey yielded the following quote from CRSA's report:

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

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

Since the climate study was produced, a strategic plan for diversity has been developed. It is a working document <sup>E4.9</sup>. Also the ad hoc Diversity Advisory Committee was formed beginning academic year 2007-2008. The Diversity Committee became a standing committee this same year.

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

Since 1976, MCCC has had a formal policy statement expressing its commitment as an equal-opportunity institution prohibiting discrimination against any qualified person because of race, color, religion, national origin or ancestry, age, sex, marital



status, or physical handicap. This policy is placed in all major MCCC publications, such as the *Vienbook*, *Annual Report*, and credit and noncredit schedules, and on the College's website. In 1990, the College also developed and adopted an Affirmative Action Plan designed to promote the employment of the best qualified candidate and, where legally permissible, the recruitment, hiring, retention, and promotion of individuals of minority status. In order to comply with a recent change in Michigan law, the Affirmative Action Plan was revised in 2007 <sup>E 4.10</sup>.

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

**Table 4.3 Diversity Committee Sponsored Speakers**

Speakers	Date
Dr. Robert Etheridge	January 2004
Lee Gill	October 2004
Manuel Mendez, Jr.	January 2005
Carl Eller	February 2005
Dennis Archer	April 2008

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

The College also participates in the Youth for Understanding (YFU) community college program. This program provides students from around the globe with the opportunity to pursue college-level academic studies while living with a carefully selected host family in a community reflecting American values. Some faculty and staff at MCCC have provided the YFU students with housing, transportation, and assistance. The college has hosted 18 YFU students from China, South Korea, Mexico, Denmark, Switzerland, Kazakhstan, France, Netherlands, Belgium, and Japan. These students enrich the learning experience for our native students <sup>E 4.11</sup>.

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

The 2007 Europe study-abroad program was a six-week spring semester experience. The program involved three weeks of intensive study on campus, plus three weeks of

intensive program activities in six European countries. Evaluations from the students demonstrated that over half of those participating identified the following positive results of their trip that they could take with them into their professional lives: ability to work with people from different backgrounds and cultures, an aptitude for and ability to communicate with those who speak other languages, and the awareness of the world outside Michigan <sup>E 4.12</sup>.

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

Coinciding with study abroad, a new student club, the International Studies Club was formed in 2006 <sup>E 4.13</sup>. Its purpose is to promote international studies and multicultural events on campus. This club has an ambitious agenda, including planning and hosting an International Fair at MCCC, fundraising for an AIDS Hospice Hospital in Swaziland, and bringing multicultural exhibits and entertainment to MCCC.

## Community Commitment

MCCC utilizes a variety of environmental scanning techniques. In 2005, the Institutional Advancement staff hired a marketing firm to assist with a branding and marketing initiative. Hundreds of people, including students, staff, community members, alumni, and business professionals were asked to respond to questions regarding MCCC's image, accessibility, quality, cost, course availability, and academic rigor. As a result, a new brand positioning framework was developed which is communicated throughout the College's marketing communications activities. *Enriching Lives* became the College's brand positioning line. In addition, personal involvement, learning relationships, accessibility, practical experience, and lifetime value were identified as pillars of strength <sup>E 4.14</sup>.

Most recently, the Institutional Plan Coordinating Committee held visioning forums with students, staff, faculty, business leaders, and community members. The purpose was to review the College mission and brainstorm ideas for a MCCC Vision Statement <sup>E 4.15</sup>.

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

Every year surveys are sent to MCCC graduates and their employers. Graduates respond to questions regarding academic preparation, and employers are asked to judge the quality of MCCC graduates <sup>E 4.16</sup>.

Monroe County Community College promotes and financially supports professional development. Over the years several faculty and administrators have been approved for sabbaticals, conferences, and educational travel abroad <sup>E 4.17</sup>.

The Corporate and Community Services Division plays a significant role in economic development activities throughout Monroe County by providing training programs designed to maintain a competitive workforce <sup>E 4.18</sup>.

College personnel frequently volunteer time to work on county-wide programs in conjunction with the Chamber of Commerce, Industrial Development Corporation, and a variety of local and state agencies and organizations <sup>E 4.19</sup>.

## CORE COMPONENT 2B

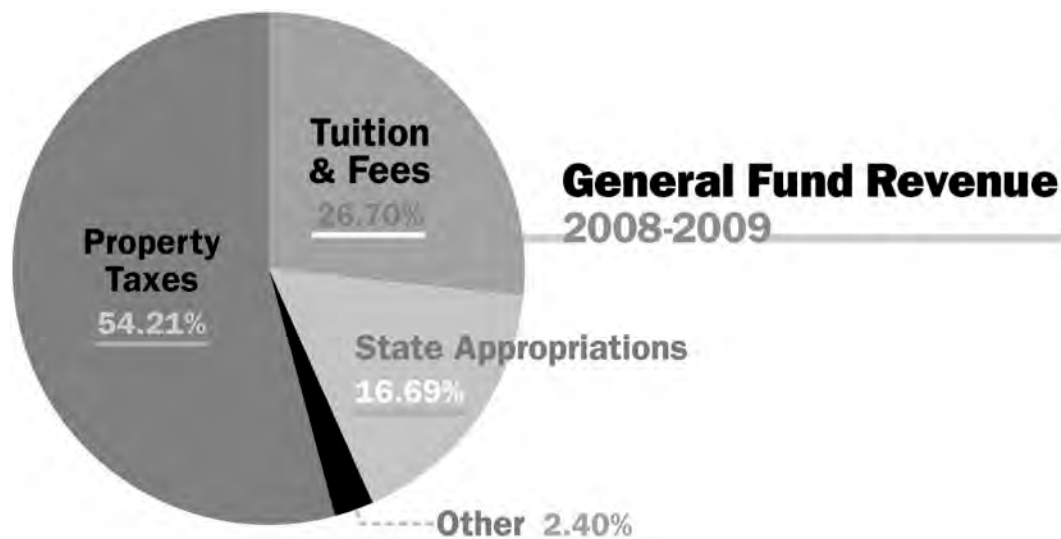
The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

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

### Revenues

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

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



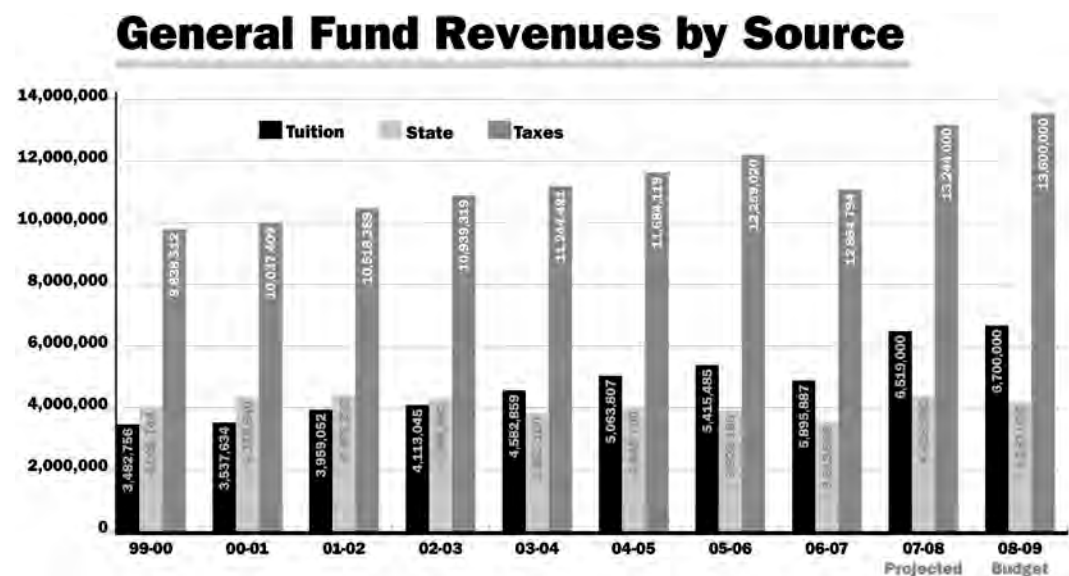
Tuition is generated from credit and Lifelong Learning classes, as well as contracted training programs. Fees include lab fees, graduation fees, credit by exam, transcripts, registration, Virtual College, and summer camp fees <sup>E 4.20</sup>. Over the past 26 years (fiscal year 1982-1983 through fiscal year 2007-2008), MCCC has had one of the lowest in-district tuition rates of Michigan's public community colleges. The 2008-

2009 in-district credit tuition is \$64 per credit hour as compared to a state in-district average of \$71.68 per credit hour. As one of Michigan’s public community colleges, MCCC’s Board of Trustees has the sole right and responsibility to set and change tuition rates for the College <sup>E 4.21</sup>.

Property taxes are levied to all taxable property within Monroe County at the College’s voted millage rate, less any rollbacks required by the Headlee Amendment <sup>E 4.22</sup>. The original voted millage rate for operations in 1964 was 1.25 mils. In 1980, the Monroe County electorate increased this by 1 mil to 2.25 mils. Since the passage of the increase in 1980, the College has never requested another increase in operational funds from the taxpayers. In 1994 with the passage of the Headlee Amendment, requiring a rollback when the increase in “adjusted” property tax values exceeds the rate of inflation, the College has seen its millage rate lowered to 2.1794 mils. The College is not permitted to roll the rate upward when tax values fall below the rate of inflation <sup>E 4.23</sup>. The College has no bonded indebtedness <sup>E 4.24</sup>.

Annual state appropriations reflect the state’s economy, which has been suffering for the past several years. In fact, the College has yet to receive state funding equal to the level it received seven years ago (fiscal year 2001-2002). MCCC’s state funding has gone from representing 23.7 percent of total General Fund revenues in fiscal year 2000-2001 to a projected 16.7 percent of the 2008-2009 General Fund revenues <sup>E 4.25</sup>.

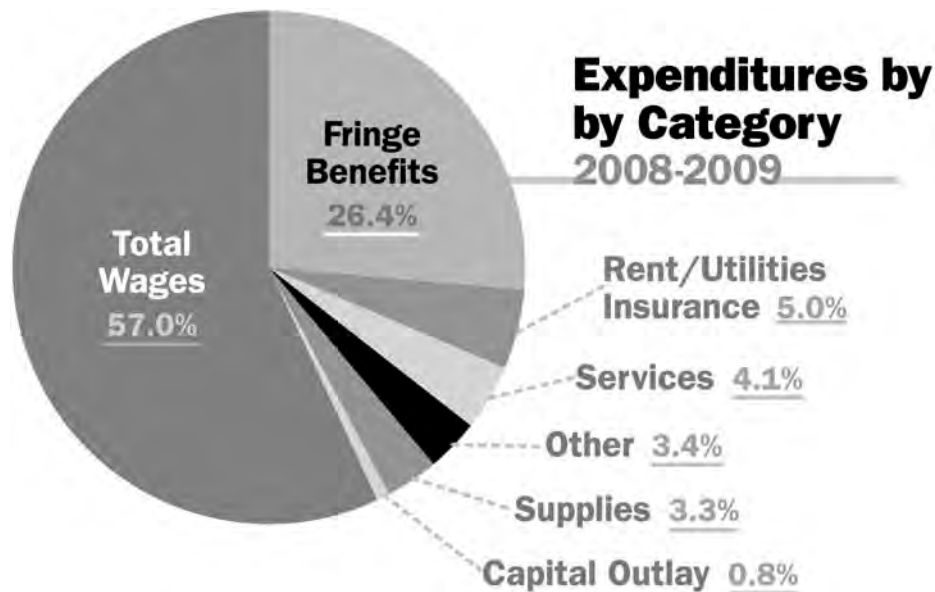
Figure 4.2 General Fund Revenues by Source



### Expenditures

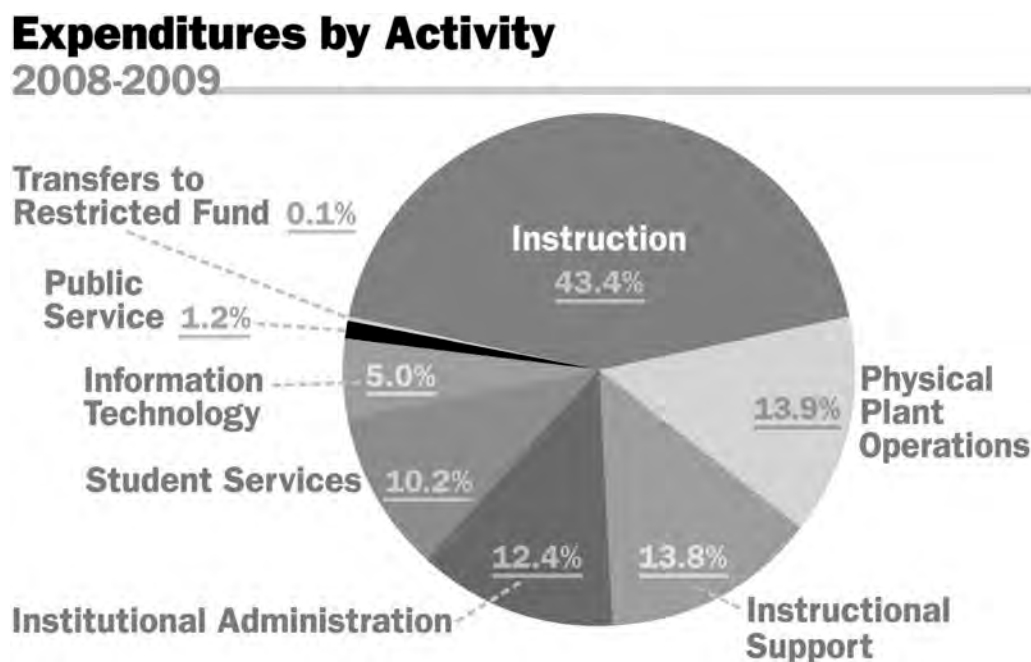
General Fund expenditures for fiscal year 2008-2009 total \$25,065,000, a 5.1 percent increase over the 2007-2008 budgeted expenditures. As a service provider, personnel costs represent the College’s major expenditure category with 81 percent of the total annual General Fund expenditures <sup>E 4.26</sup>.

Figure 4.3 2008-2009 Expenditures by Category



MCCC reports General Fund expenditures in seven major reporting categories: Instruction, Information Technology, Public Services, Instructional Support, Student Services, Institutional Administration, and Physical Plant. In fiscal year 2008-2009, MCCC budgeted the greatest portion of its resources to instruction (44 percent) and instructional support (14 percent). The remaining 42 percent of the expenditures were allocated to Physical Plant (14 percent), Institutional Administration (12 percent), Student Services (10 percent), Information Technology (5 percent), and Public Service (1 percent).

Figure 4.4 2008-2009 Expenditures by Activity



## Accounting System/Financial System

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

- General Fund – This fund accounts for the majority of the College’s day-to-day activity and includes faculty and staff salaries and benefits, instructional supplies and equipment, and all the costs associated with administering those programs and providing student support.
- Designated Fund – This fund is used to record and report the cost of campus technology equipment and software.
- Auxiliary Activities Fund – This fund is used to account for transactions of those activities that deliver a product or perform a service to students, community, or staff and are essential elements in support of the educational program. MCCC has three activity categories reported in this fund: bookstore, food service, and childcare.
- Restricted Fund – This fund is used to account for transactions resulting from revenue received by the College from outside donors or agencies in which the College does not have absolute control over the expenditures.
- Unexpended Plant Fund – This fund is used to account for the construction of new facilities.
- Maintenance and Replacement Fund – This fund is used to account for major repairs and maintenance of College facilities.
- Student Loan Fund – This fund is used to account for loans made to students to assist them in meeting various College expenses.
- Endowment Fund – This fund is used to account for gifts of which the principal may not be expended. The College reports two types of endowments in this fund: true endowments and quasi-endowments.
- Physical Properties Fund – This fund is used to account for the value of all land, land improvements, buildings, building improvements, and equipment owned by the College <sup>E 4.27</sup>.

## Reserves

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

The College’s General Fund has three classifications of fund balances:

- Working Capital: This represents 2/12<sup>th</sup>s of that year’s budgeted expenditures and any large transfers that have been allocated to be transferred from the General Fund. The 2/12<sup>th</sup>s is to address cash flow issues at the beginning of the fiscal year due to seasonal revenues: property taxes and tuition. In addition, appropriations from the state do not begin until October.

- Contingencies: Five percent of the year's budgeted expenditures is reserved for any unforeseen emergencies. The 5 percent amount is subjective and may be considered low, but it has historically worked for the College.
- Unallocated: This represents the amount, if any, that revenues exceeded expenditures in the prior year. This amount is then used in the upcoming year to provide funding for activities that do not generate adequate revenues to cover their expenses. These include expenditures for technology equipment and services and major plant expenditures such as construction, renovations, and repair.

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

The College has been very fortunate to be able to have such reserves. They have allowed the College to earn interest, instead of paying interest as a result of borrowing. They have provided funding to address many of the College's physical plant and technology needs. And they have provided a sense of security and peace of mind that there are some monies available to address emergencies and possible uncertainties that may arise [E 4.28](#).

## Audits

The College's fiscal year is July 1 to June 30. In addition to various audits for grants and state programs and reporting, College financial operations are annually audited by independent auditors for federally funded programs and for the College's annual financial statements. The results of these audits have been excellent, with no major findings or exceptions [E 4.29](#).

## Budget Process

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

Once total revenues and expenditures for the next year's budget recommendations are determined, the President's Cabinet, which consists of the president and three vice presidents, begins meeting to identify needs, clarify and review requests, and ascertain that projected activities support the College's Institutional Plan, Vision, and Mission. In June of each year, a budget proposal is produced to present to the College's Board of Trustees for adoption [E 4.30](#).



## Alternative Funding Sources

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

### Federal and State Grants

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

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

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

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

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

In March 2009, the College was awarded a \$1.66 million Department of Education Title III Part A Strengthening Institutions grant. The College will use the Federal funding to increase capacity to develop grant proposals and major, planned, and annual gifts by instituting an aggressive grants, major gifts, and planned giving program. The College will also expand annual giving programs as well as strengthen



MCCC's capacity to fully utilize database systems to research, identify, educate, and cultivate grants and gifts from public and private sources.

In addition to obtaining national grants, MCCC has been successful in securing state grants. The Corporate and Community Services Division has been very successful in securing grants in support of customized training for area business and industry <sup>E 4.31</sup>.

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

**Table 4.4** Sample Listing of Grants Received by MCCC

Grant Name	Funding Source	Year(s)	Amount Awarded	Description
Emerald Ash Borer Tree Planting Program	Michigan Department of Natural Resources	2005-2006	\$17,000	Funds to assist with the removal and replacement of the 225 ash trees
DTE Energy Tree Planting Program	Michigan Department of Natural Resources	2005-2006	\$3,000	Funds to assist with the removal and replacement of the 225 ash trees
Economic Development Job Training Program(EDJT)	Michigan Economic Development Corporation (MEDC)	2004 2006	\$399,854 \$400,000	Funds to provide employee training for new hires of joint venture between DaimlerChrysler, Hyundai, and Mitsubishi. The joint venture company Global Engine Manufacturing Alliance, built two plants to produce 4-cylinder engines in the village of Dundee. Three separate EDJT consortium grants to provide employee training for local companies to expand and/or remain competitive.
Michigan Humanities Council Quick Grant	Michigan Humanities Council	2005-2006 2006-2007 2007-2008	\$675 \$750 \$500	Funds to help defray the cost of the War of 1812 Symposium
The Big Read	National Endowment for the Arts	2006-2007 2007-2008 2008-2009	\$17,000 \$16,000 \$17,000	Funds to facilitate a community-wide book "club" over a 4-6 week period for the purpose of promoting literacy in our community among all age groups and socio-economic status
DaimlerChrysler Scholarship	DaimlerChrysler	2006-2007	\$15,000	Funds for student scholarships
Upward Bound	United States Department of Education	2006-2010	\$1,000,000	Funds Upward Bound program for 50 students who are determined to have socio-economic and

Grant Name	Funding Source	Year(s)	Amount Awarded	Description
				academic need. The goal of Upward Bound is to increase the rates at which participants enroll in and graduate from college.
Nuclear Energy Technology Program	DTE Energy Foundation	2006-2007	\$35,000	Funds to support the purchase of video over IP equipment to deliver a Nuclear Engineering Technology Program through a partnership between MCCC and Lakeland Community College, Ohio
Incumbent Worker Training Program (IWTP)	Federal Workforce Investment Act (WIA)	2007 2008 2009	\$18,180 \$10,540 \$30,996	Funds administered through the Southeast Michigan Community Alliance (SEMCA) to provide training for full-time employees of local companies to assist with skills upgrade training.
The Chrysler Foundation Scholarship	The Chrysler Foundation	2007-2008	\$15,000	Funds for student scholarships
Upward Bound Leadership Conference	The La-Z-Boy Foundation	2007-2008	\$3,000	Funds for students to attend the Mid American Association of Educational Opportunity Program TRiO Day Student Leadership Summit
NCSL Education Scholarship	National Conference of Standards Laboratories	2007-2008	\$4,000	Funds for student scholarships for students majoring in Metrology
Upward Bound Field Trip	Community Foundation of Monroe County	2007-2008	\$1,000	Funds for students to attend a summer learning experience at the Rock and Roll Hall of Fame and Lake Erie Nature and Science Center
No Worker Left Behind Adult Learning Grant	Michigan Department of Energy, Labor, and Economic Growth	2009	\$300,000	Funds to establish partnership for adult learning demonstration project. Purpose of grant is to increase the number of adult learners with the basic skills necessary to participate/succeed in NWLB funded education and training programs.
Welding Center of Expertise	Department of Labor,	2009	\$1,700,000	Funds to establish a Welding Center of

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

Realizing the importance of grant funds to assist the College in meeting its goals and objectives, MCCC has dedicated staff time in the Institutional Advancement Department in support of grant writing. This position plans, coordinates, executes, and reports on current and future grants for MCCC.

### The Foundation at Monroe County Community College

In 1998, MCCC strengthened its ties to the community and enhanced its revenue stream through the establishment of The Foundation at Monroe County Community College. Governed by a 31-member Board of Directors, this community-based, charitable organization is dedicated to the educational, cultural, and financial enhancement of Monroe County Community College <sup>E 4.32</sup>.

Following a very successful \$3 million Capital Campaign (\$4.4 million raised) in support of the construction of the La-Z-Boy Center, The Foundation Board of Directors embarked on a Strategic Renewal initiative in 2005-2006 to evaluate its strengths and weaknesses and to set the fundraising priorities for the future. Through a comprehensive process, five areas were identified for future direction: facilities, cultural programs, grants (internal), scholarships, and new academic programs. In March 2006, The Foundation Board selected three initiatives for immediate action: cultural programs, grants, and scholarships <sup>E 4.33</sup>. In 2006-2007, The Foundation launched the E3 Campaign – Endowment (scholarships), Enhancement (grants program), and Enrichment (cultural programs) – to raise a total of \$3 million dollars over three years in support of these initiatives <sup>E 4.34</sup>.

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

Year	The Foundation at MCCC			Total Net Assets	Number of Endowed Scholarships
	Net Assets Unrestricted	Temporarily Restricted	Permanently Restricted (Endowments)		
99-00	\$22,878	\$958,537	\$411,966	\$1,393,381	11
00-01	\$18,915	\$1,334,466	\$524,900	\$1,878,281	13

Year	The Foundation at MCCC			Total Net Assets	Number of Endowed Scholarships
	Unrestricted	Temporarily Restricted	Permanently Restricted (Endowments)		
01-02	\$18,218	\$1,263,546	\$566,032	\$1,847,796	15
02-03	\$39,362	\$1,148,163	\$796,449	\$1,983,974	19
03-04	\$83,640	\$1,450,250	\$891,359	\$2,425,249	19
04-05	\$69,619	\$1,714,206	\$990,928	\$2,774,753	21
05-06	\$75,798	\$1,246,126	\$1,089,556	\$2,411,480	24
06-07	\$76,845	\$1,509,894	\$1,239,176	\$2,825,915	26
07-08	\$81,253	\$1,372,116	\$1,348,818	\$2,802,187	29

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

## PHYSICAL ENVIRONMENT

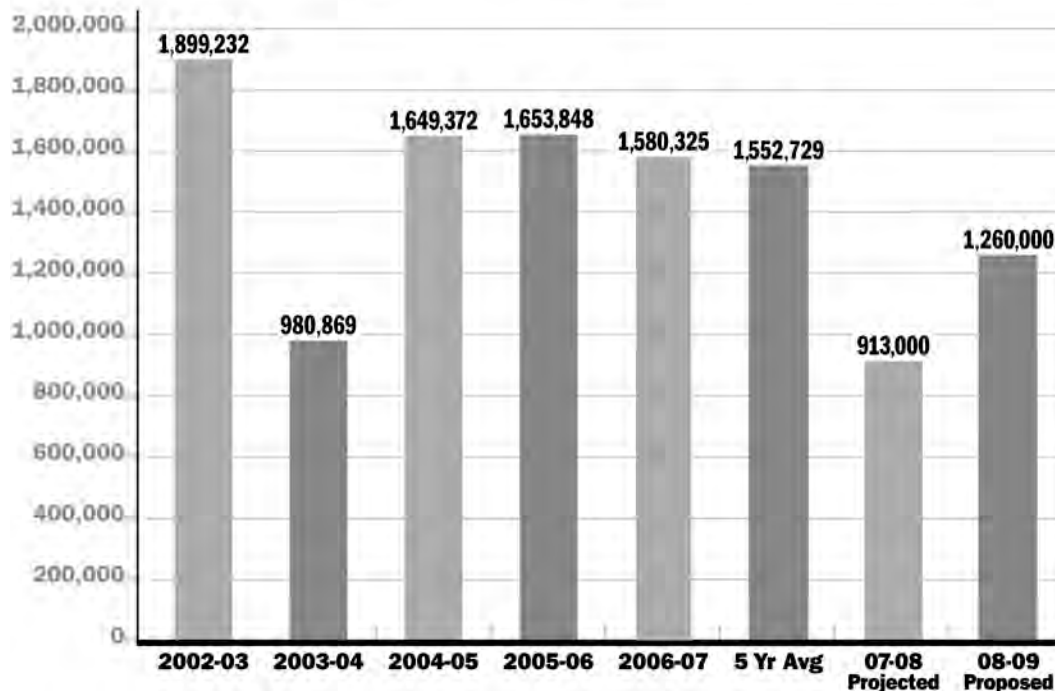
### Investing in the Physical Environment

Monroe County Community College has a Five-Year Master Plan that addresses physical plant facility needs. These needs are evaluated as part of an ongoing program of new building construction, physical plant restoration, and building and grounds development. In November 2007, MCCC submitted its eighth Master Plan to the State’s Office of Budget. Each year the plan has undergone review, resulting in revisions and changes to reflect current information, projections, and needs. In 2000, 2005, and 2008, the College contracted with an architectural firm to conduct an inventory and comprehensive facilities assessment. The findings and recommendations of those studies have been incorporated into the Five-Year Master Plan <sup>E 4.35</sup>.

As seen on the following graph, MCCC’s annual expenditures for maintenance and replacement have averaged about \$1.5 million over the past five years. These expenditures include development of technologically appropriate classroom space, updating of existing classrooms and instructional laboratories, addressing deferred maintenance issues throughout all campus facilities, landscaping and site work, and reconfiguration of existing buildings to accommodate growth.

Figure 4.5 Maintenance and Replacement Fund Annual Expenditures

## Maintenance and Replacement Fund Annual Expenditures



As part of this plan, the La-Z-Boy Center was constructed in 2004 to provide both the College and community with access to business development facilities and a cultural center for music, theater, and other creative programs. In addition, there have been several other facility improvement projects including renovations to campus facilities and upgrades of grounds and parking areas. Major projects include:

- A full-service computer lab and Testing Center (Regional Computer Technology Center - RCTC) which was constructed in a former auto lab and provides a much-needed computer lab and Testing Center (1999-2001)
- Renovation to the Learning Resources Center (1999-2001)
- Renovation to the Cellar in the Warrick Student Services/Administration Building to provide an updated student lounge and meeting space (1999-2001)
- Construction of a garage/lab in support of the Industrial Technology Division programs (2001-2002)
- Renovation of the Dining Room kitchen and serving area in the Warrick Student Services/Administration Building (2001-2003)
- Renovation of the science labs in the Life Sciences Building (2002-2007)
- Renovation of the Learning Assistance Lab (LAL) in the Campbell Learning Resources Center (2004-2005)
- Restroom Renovations (2005-2007)
- Renovation of the Electronics Labs in the East Technology Building (2007-2008)

- Renovation of a classroom (C-223) in the Campbell Learning Resources Center with the latest technology aimed at helping faculty deliver instruction in a more efficient, interesting, and effective manner. This “prototype classroom” will serve to assist in making decisions for future renovations to all campus classrooms (2007-2009) <sup>E 4.36</sup>

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

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

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

### **Safety and Security**

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

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

In the fall of 2008, MCCC activated a notification system for staff and students. In the event of an emergency, the College can send emergency alerts to anyone registered in system. This system allows MCCC personnel to communicate by sending a message to an email address and a text or voicemail message to a cellular

or land line. The College is using this system to announce school delays or closing for inclement weather, as well as any other campus emergency <sup>E 4.41</sup>.

### Technology Plan

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

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

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

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

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

- Make a strategic and long-term commitment at all levels to support the integration of instructional technology into the teaching and learning processes.
- Create, fund, and support the development of a center dedicated to enhancing the integration of instructional technology.
- Hire a qualified individual to lead MCCC in enhancing the utilization of instructional technology strategies.
- Plan for the continued financial support for the strategies which will allow faculty to utilize appropriate instructional technologies as desired.

- Develop a team of faculty and administrators who will research and propose major capital improvements and investments in the upgrading of facilities and physical resources which will improve the delivery of instructional opportunities.
- Commit to a long-range goal of securing funding and financially supporting the implementation of the recommendations made by the team described above.

The Technology Task Force addressed in the *Final Report of the Instructional Technology Task Force: November 2005* the strengths and weaknesses in technology overall on the MCCC campuses (Main and Whitman). Details in the report include checklists and a matrix to identify technologies that were in place, as well as technologies needed to meet future needs of teaching and learning. This report was presented to the president of MCCC <sup>E 4.42</sup>.

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

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

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

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

An example of this development is the MCCC Wireless Network that was completed in April of 2007 on MCCC’s Main Campus and in May of 2007 at the Whitman Center. With the installation of the wireless network, students are now able to access



Internet resources in all buildings. Prior to this time, wireless Internet had only been available in the La-Z-Boy Center and the library. The wireless network includes all practical interior spaces, such as classrooms and other public areas. The only areas not covered are rooms that would not generally be used for computer use, such as storage rooms <sup>E 4.43</sup>.

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

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

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

At the present time, a limited number of open-access student computer labs are available. Given the growing enrollment on both campuses and the increasing use of computers in the delivery of instruction, research is warranted to determine if additional open-access labs are needed. Based on Writing Center Annual Reports over the past few years, over 80 percent of all writing is generated from courses taught in the Campbell Learning Resources Center (CLRC) <sup>E 4.44</sup>, yet there are only 18 open-access computers available in this building in the library. The updated lab in C-8 with 24 laptops does not offer enough computers to accommodate a full class <sup>E 4.45</sup>.

The Learning Assistance Lab (LAL) and the Writing Center (WC) are using technology to improve scheduling and collect data. TutorTrac is a scheduling program used by both programs (LAL and WC) to provide online scheduling access for students. This makes scheduling more efficient and accessible, as well as providing statistical data for both programs. This program may be expanded to allow students to schedule appointments from off-campus Internet networks <sup>E 4.46</sup>. In addition, the Writing Center uses programs developed by data processing to collect data on writing tutorials, as well as to tutor students online through its Online Writing Lab (OWL) <sup>E 4.47</sup>.

## Technological Resources

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

### Online Classes

Monroe County Community College is a commuter school with many students who are managing school, work, and family life. One of the ways MCCC helps busy students receive their education is by providing online classes. In the fall 2008 semester, 64 credit courses were offered online <sup>E 4.48</sup>. There are many benefits of online courses at MCCC:

- Less restrictive scheduling
- Convenience
- Intensive self-study
- Course material is accessible 24 hours a day, seven days a week <sup>E 4.49</sup>

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

- Highly self-motivated
- Possess strong computer skills
- Possess good time management skills
- Know how to study independently
- Possess good communication skills <sup>E 4.50</sup>

Online classes at MCCC utilize Blackboard communication tools, such as email, discussion boards, and chats to facilitate instructor-to-student and student-to-student interaction. And, like traditional face-to-face classes, online classes at MCCC are not self-paced. Students must complete coursework, projects, and exams by specified due dates <sup>E 4.51</sup>.

### Virtual Learning

In addition to traditional online classes, an ever-increasing technological world demands students have access to many kinds of classes via distance-learning opportunities. One way MCCC provides its students with a well-rounded education is by participating in the Michigan Community College Virtual Learning Collaborative (MCCVLC). This collaborative is designed to allow Michigan community college students to take courses from other member colleges while still receiving support services and maintaining their academic record at their designated home college <sup>E 4.52</sup>.

### RN from LPN Online Nursing Program

The RN from LPN online nursing program began as a collaborative effort between Monroe County Community College (MCCC), Kirtland Community College (KCC), and Kalamazoo Valley Community College (KVCC) with a grant in 2001 from the Michigan Community College Virtual Learning Collaborative on behalf of the

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

This program is unique in that the entire didactic portion of the program is delivered in an online format. During the final semester of this three-semester program, students would complete clinical rotations in locations close to their home school. At the conclusion of this program, students were eligible to sit for the RN licensing exam. Two of the three participating community colleges (MCCC and KCC) provided faculty to teach the courses that were developed, and all three community colleges admitted qualified students throughout the state of Michigan. While small, this program does provide an alternative to traditional RN completion programs. It also helps to address the nursing shortage in the state <sup>E 4.53</sup>.

### **Nuclear Engineering Technology Program**

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

Coursework provided by MCCC includes electronics, math, chemistry, thermo-fluid sciences, physics, English, and other general education courses. The technical course curriculum is taught by LCC and funding for the video-over-IP equipment was secured through grant funding from the DTE Energy Foundation. In addition to the coursework, industry internship opportunities are available through DTE Energy at the company's Fermi 2 Power Plant <sup>E 4.54</sup>.

## **HUMAN RESOURCES**

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

One way MCCC is using its human resources effectively is by having a Diversity Committee. In January of 2004, the ad hoc Diversity Committee was formed to bring greater diversity awareness to the College. Since then, the diversity initiative has

made significant advances. The first order of business for the committee was to perform a Diversity Climate Study, with the assistance of consultant Clarence Smith, to assess the diversity climate of Monroe County Community College. The study, which used a survey instrument, focus groups, and a review of all MCCC publications, included five recommendations: create a Diversity Committee; develop a diversity plan; develop a diversity recruitment plan; provide diversity training; and commit funding to the initiative <sup>E 4.55</sup>.

During the 2007-2008 academic year, the Diversity Committee became a standing committee. The committee advises the president and the College on matters involving diversity in the areas of student and staff diversity, associated cultural activities, and the various diversity-related initiatives. Committee membership includes the president (ex officio), director of admissions and guidance services, Learning Assistance Lab coordinator, student activities coordinator, events/fitness center coordinator, director of Whitman Center, dean of Humanities/Social Sciences, two instructional faculty members, a Monroe Public Schools Diversity Committee member, two community members, a student representative, maintenance representative, and the director of human resources <sup>E 4.56</sup>. The committee reports to the president, who also serves as committee chair.

The responsibilities of the Diversity Committee include the following:

- Guide and direct the diversity initiative.
- Monitor the progress of all activities associated with the initiative.
- Coordinate the various diversity activities.
- Assist in the gathering of needed data.
- Facilitate communication with the organization <sup>E 4.57</sup>.

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

The Diversity Advisory Committee's responsibilities include the following:

- Assist in the accomplishment of the College's diversity goals.
- Make recommendations to the president and the Diversity Committee.
- Give feedback to the College from the perspective of the greater Monroe community.
- Facilitate communication between the College and the community.
- Assist in the implementation of the diversity initiative.

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

opportunities. The charts have been collected, and the data from these charts will serve to assist in creating a Diversity Strategic Plan <sup>E 4.58</sup>.

An additional way MCCC is using its human resources effectively is demonstrated in the College's Policy Statement on Illegal Discrimination and Sexual Harassment <sup>E 4.59</sup>.

Policy 1.65 states the following:

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

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

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

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

MCCC also has a Health and Safety Committee. Any condition or procedure on the campuses of Monroe County Community College which is of importance to the health or safety of the students, staff, or campus visitors is a concern of this committee. It is the function of this committee to call to the attention of proper College authorities any conditions requiring remedial steps <sup>E 4.60</sup>.

Another way MCCC is using its human resources effectively is by conducting an annual Employee Climate Survey. The survey is administered each fall, and results are distributed via email. The 2007 survey yielded 124 participants. This survey and the previous climate surveys are part of the Human Resources' Annual Plan, a larger measurement effort. The survey establishes a baseline against which improvement can be measured, and it identifies areas of particular concern. Employee recognition, communication, and professional development are three areas the survey points to as opportunities for improvement. Climate-related improvement efforts are underway based upon the concerns identified in the survey <sup>E 4.61</sup>.

In addition, MCCC is strong in its commitment to Total Compensation, which includes base wage and health and welfare benefits <sup>E 4.62</sup>. Healthcare coverage (medical, dental, vision) includes both traditional and PPO benefits packages. An Insurance Task Force has been created to address healthcare cost-savings strategies, while still maintaining a high quality benefit plan for full-time employees. Other benefits include life and disability insurance, tuition waiver/reimbursement, an employee assistance program, pension plan, 403(b) options, and flexible spending accounts <sup>E 4.63</sup>.

The College offers a number of other programs and activities in support of its commitment to human resources. Examples include the Employee Recognition Program, the GIFT Program, New Staff Orientation and the New Employee Questionnaire, Faculty/Staff Performance Appraisals, and the Support Staff Classification and Compensation Study. MCCC develops its human resources in preparation for the future by promoting wellness. For example, a Fitness Program is offered annually to faculty/staff, which involves a team competition. Lunch and Learn sessions are offered regarding a myriad of wellness topics, and various newsletters are circulated <sup>E 4.64</sup>.

Class size is yet another way MCCC is attempting to use its human resources effectively. Lecture-discussion classes normally range in size from 25-35 students. Lecture-recitation and/or lecture-laboratory classes combine for a large lecture and then separate for recitation and/or laboratory period. These classes are subject to a 150 student maximum. In addition, online course class sizes generally have a maximum of 20 students <sup>E 4.65</sup>. This limitation of class size helps students and faculty make contact with one another. As one nursing student explained, "MCCC did well in preparing me to be a successful RN. I believe the smaller class size and, therefore, more individualized attention helped a lot" <sup>E 4.66</sup>.

### **Professional Development**

Monroe County Community College offers a variety of professional-development opportunities, including training workshops, conference-and-travel funding, diversity training, dues and memberships, tuition waivers, and sabbaticals. In 2007-2008, over \$38,000 was spent on staff-development activities. In addition, the College spent \$116,350 on conferences and training, and \$70,000 for the tuition-remission program <sup>E 4.67</sup>.

Professional development of staff is vital to the mission of Monroe County Community College. Staff development is viewed by the College in its broadest terms and is defined as a program structured to maximize the human potential of the entire staff, to foster excellence, and to better serve the students and the community. Staff development activities may be focused on institutional, professional, or personal needs and concerns. A *Staff Development Handbook of Opportunities* has been developed to outline the various training opportunities available <sup>E 4.68</sup>.

Staff and faculty have enjoyed opportunities for advanced training in most of the technologies employed on campus for internal communications and access to



student information systems. In addition, MCCC faculty members have been provided with opportunities to apply for educational program grants from The Foundation at MCCC, and many faculty members have taken advantage of this resource in support of teaching and learning.

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

Each spring, the support staff and maintenance employees have an in-service day, and the administrative employees have a one and one-half day workshop on topics pertinent to their responsibilities. In addition, the Connections Program, a quality-service program for support staff in higher education, and the Partners Program, a quality-service program for student assistants, are available to current and newly hired staff members and student assistants <sup>E 4.69</sup>.

Full-time College employees, as well as their spouses and dependents, may take credit courses and Lifelong Learning courses offered at the College tuition-free providing the class meeting time does not interfere with the employee's normally scheduled work hours. Part-time support staff employees may be eligible to receive reimbursement for classes taken at MCCC <sup>E 4.70</sup>.

Monroe County Community College has also published the *Personnel Recruitment and Selection Guide*. Although this process is facilitated by the HR Department, the guide provides a useful tool for selection committees in completing the employee search and conducting the interview. It offers information on how to perform a search, screen applicant files, select candidates for interviews, conduct the interview in accordance with legal requirements, and select employees on the basis of job-related qualifications and experiences <sup>E 4.71</sup>.

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

At the present time, eighteen standing committees exist at Monroe County Community College. All members of the committees are appointed by the president or his/her designee. Appointment, insofar as is possible, is to a committee of the individual's choice. Per the College's *Master Agreement with MCCCFA*, each faculty member must be an active member of a standing committee and may serve as a member of an ad hoc committee. Membership on more than one committee will be by mutual agreement between the faculty member and the administration <sup>E 4.72</sup>.

Administrators, support staff, and maintenance employees are all eligible to serve on committees. The standing committees report to the president or to a vice president as outlined in Policy 4.06 <sup>E 4.73</sup>.

Based upon comments made in the Employee Climate Survey, faculty and staff are concerned about how committee recommendations are addressed by the College administration and how effectively committees are functioning <sup>E 4.74</sup>.

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

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

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

1. Create a decision-making model that incorporates these components:
  - Seek input from those affected by the decision, including students.
  - Move input upward through administrative structure.
  - Make a decision.
  - Report the decision back to stakeholders.
  - Provide a rationale for how the decision was reached.
  - Evaluate the process and outcome.
2. Focus on improving the “input,” “report back,” and “decision rationale” steps in decision-making.
3. Use existing campus technology for gathering and disseminating input rapidly. <sup>E 4.75</sup>

The Institutional Governance Committee, at their December 20, 2007, meeting, decided to review all committee charges and to review the MCCC committee structure in general. The committee heard a report on the findings of the Decision-Making Thematic Subcommittee at their January 15, 2008, meeting <sup>E 4.76</sup>.

## INSTRUCTIONAL RESOURCES

### Learning Assistance Lab

One of the ways MCCC maintains resources for educational quality is by providing adequate instructional resources for students and faculty. These resources provide



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

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

### **Library**

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

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

### **Writing Center**

The Writing Center is another key resource for both students and faculty. Housed in the LAL, the Writing Center is a separate entity that provides tutors to work with students writing papers in all disciplines. The tutors, above-average students who have taken MCCC's Advanced Composition course, tutor other students in their writing endeavors, from pre-writing activities to final drafts. The Writing Center also provides an important service to both full-time and adjunct faculty. Faculty teaching non-writing based courses can request Writing Center tutors (writing fellows) to work specifically with their classes. These tutors talk with faculty about the specific assignments, familiarize themselves with the instructor's expectations, and then set up appointments with students in the class. This structured instructor-tutor

relationship facilitates a clear understanding of expectations, allowing not only students enrolled in the classes, but also instructors and tutors, to benefit <sup>E 4.79</sup>.

## Counseling Department

MCCC students have counseling resources upon which they can rely for academic advising. Counselors are located in the Admissions and Guidance Office on the main campus and at the Whitman Center. In addition to academic advising, they provide career counseling and testing, short-term counseling, academic counseling, and referrals to outside agencies. Academic advising is a process facilitated by trained MCCC counselors and full-time faculty to assist students with educational and career planning and academic choices. Assistance is available to help students plan their program of study, select classes, choose a major, and meet transfer requirements of a four-year institution. All new students must meet with a counselor in the Admissions Office prior to registering for classes the first time <sup>E 4.80</sup>.

After this first-time meeting with a counselor, students are assigned a faculty advisor and are encouraged to meet with the faculty advisor to discuss educational goals and course scheduling, and then they can register on their own via the online system (WebPal), via the telephone system (SMART), or in-person at the Cashier's Office <sup>E 4.81</sup>.

MCCC is focused on providing students with multiple resources to help them become successful college students. A new-student orientation program, offered before the fall and winter semesters, is designed to help students make the transition to MCCC and enhance their success in college. The program covers student services and resources, College programs, transfer planning, College terminology, and procedures <sup>E 4.82</sup>.

## CORE COMPONENT 2C

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

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

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

## Committees

### Curriculum Committee

The Curriculum Committee is a standing committee in the governance structure. Its purpose is to evaluate proposals for addition, revision, and deletion/inactivation of credit courses and programs of study. The committee may also review and

recommend revisions to the College-wide student graduation and degree requirements <sup>E 4.83</sup>. The committee consists of members from each academic division on campus. Credit courses can only be initiated from the academic divisions. The committee meets several times each year <sup>E 4.84</sup>.

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

### **Enrollment Issues Committee**

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

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

- Review registration concerns.
- Examine retraining efforts to assist employees of closing industrial manufacturing plants.
- Review target marketing of home-schooled students.
- Continue to look at demographics that influence enrollment patterns <sup>E 4.88</sup>.

### **Institutional Effectiveness Committee**

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

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

MCCC recognizes the importance of establishing and assessing general education requirements. From 1995-2006 an annual comprehensive assessment was conducted on the writing general education requirement. This assessment was discontinued in 2006-2007 and was reinstated in 2008 <sup>E 4.91</sup>. In addition, MCCC was accepted into the HLC Academy for the Assessment of Student Learning. The projects selected for

study are reviewing the College's current general education requirements and identifying assessment tools. A task force has been appointed to lead this effort <sup>E 4.92</sup>.

## Program Reviews

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

- Michigan's Program Review in Occupational Education (PROE), developed by a steering committee of local and state community college professionals and sponsored by the Michigan State Department of Education, is a thoughtful, well-planned, and systematic review of both instructional and non-instructional programs. It provides community colleges a way to determine whether programs are meeting stated objectives and what standards of performance should be maintained <sup>E 4.93</sup>.
- In 2006, all state-approved occupational programs completed the PROE review process. Per Perkins guidelines, the following programs are evaluated using PROE: Culinary Skills and Management Certificate, Culinary Skills and Management, Electronics and Computer Technology, Manufacturing Technology Certificate, Manufacturing Technology, Construction Management Technology Certificate, Construction Management Technology, CIS: PC Support Technician, Mechanical Design Technology Certificate, Mechanical Design Technology, Automotive Engineering Technology Certificate, Automotive Engineering Technology, Welding Technology: Basic Certificate, Welding Technology: Advanced Certificate, Welding Technology, Respiratory Therapy, Nursing, Practical Nursing Certificate, Industrial Management: Plant, Accounting Certificate, Accounting, Administrative Office Assistant Certificate, Administrative Specialist Certificate, and Administrative Professional Administrative Option <sup>E 4.94</sup>.
- An internally-created model recommends a five-year self-study cycle of reviewing programs. The model involves internal and external data collecting, analysis, and evaluation. The collection of data is done through surveys, advisory committees, and environmental scanning. The analysis of the data may then be used to evaluate the effectiveness of the program and generate recommendations for changes to the programs <sup>E 4.95</sup>.
- The National League for Nursing Accrediting Commission (NLNAC) is recognized by the U.S. Department of Education as the national accrediting body for all types of nursing education programs and is approved by the Michigan Board of Nursing. MCCC has maintained its accreditation through the NLNAC. Continued accreditation assists in the further improvement of the institution or program as related to resources invested, processes followed, and results achieved.

The monitoring of certificate, diploma, and degree offerings is tied closely to state examination and licensing rules and to preparation for work in the profession <sup>E 4.96</sup>.

The Registered Nursing Program is accredited by the National League for Nursing Accrediting Commission and is approved by the Michigan Board of Nursing <sup>E 4.97</sup>. The MCCC Nursing Program submits a report to the Michigan Board of Nursing annually which contains the program's evaluation plan. NLNAC site visits for continued accreditation are conducted on an eight-year cycle for the Nursing Program. The next NLNAC site visit will be in October 2010.

- The MCCC Respiratory Therapy Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) through the Committee on Accreditation for Respiratory Care (CoARC). CoARC uses an outcomes oriented approach to programmatic accreditation <sup>E 4.98</sup>. Each September, the MCCC programs submit an annual report to CoARC presenting the results of the outcomes assessments designated in the CAAHEP Standards and Guidelines for the Profession of Respiratory Care <sup>E 4.99</sup>.

## Collecting, Analyzing and Using Data

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

### MCCC Surveys

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

#### Student Surveys

MCCC conducts student surveys on a regular basis to collect organizational information. These surveys include the Annual Graduate Follow-up Survey, the Student Questionnaire on Instruction, and Student Services semester outreach calls. In 2005, the ACT: Faces of the Future survey was conducted as well <sup>E 4.100</sup>.

- **Graduate Follow-Up Survey**

Each year the Monroe County Community College Office of Workforce Development conducts a follow-up survey of the previous year's graduating class. The target population for this survey includes all students receiving either an associate degree or certificate at one of the four completion points throughout the year: August, December, April, and June. This survey is conducted both online and by mailing a survey questionnaire to all the graduates in October and then following that with another mailing in December. During the month of January, a phone survey campaign to contact all non-respondents is conducted to reach as many of the graduates as possible. Compilation of the data

is completed during the spring with a report being prepared by the first of April. In addition, the College surveys employers of MCCC graduates to evaluate the preparation, education, and training received at MCCC. Information from recent graduate survey reports is available on the College's webpage [E 4.101](#).

- **Student Questionnaire on Instruction**

At the end of each semester, a questionnaire is given to students to evaluate the instructional components of their course. The questionnaire is given to students in both traditional on-ground courses and online courses. The evaluation includes questions related to faculty expectation and effectiveness, textbook quality, student preparedness, and recommendations for future students. The completed surveys are submitted to the appropriate division dean for review and then sent to the faculty members for their review. The students' comments serve to provide valuable input for faculty members to assess their effectiveness and make appropriate changes to their courses [E 4.102](#).

- **Student Outreach Calls**

Each semester the Student Services Office recruits campus volunteers to conduct outreach calls to all new students. The purpose of these calls is to contact students, discuss questions or concerns, and resolve problems or issues. This process also serves as a means to identify processes that are effective or need improvement [E 4.103](#).

## Employee Surveys

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

- **Climate Survey**

An Employee Climate Survey is conducted by the Human Resource Department. The results are shared with the entire MCCC faculty and staff by sending the summary results via email [E 4.104](#).

- **Constellation Survey**

In September of 2006, the College stakeholders participated in the Constellation Survey. This survey was conducted as part of the HLC accreditation process. The survey represented a collaborative effort by the faculty and staff, helping to identify six areas of opportunity. The six areas included effective communication, employee partnership, visioning/planning, budget, employee training, and decision-making. In addition, two other areas were identified for review and action: engaging stakeholders and quick fixes. The Accreditation Steering Team was divided into thematic subcommittees and charged with defining the theme; tying the theme to the HLC Criteria for Accreditation, the College mission and purpose, and the Institutional Planning themes and goals; and making recommendations for improvement. This information has been shared with the College community and is being used to address the challenges identified. For example, this process served as an impetus to begin the campus-wide planning initiative, and a list of several quick fixes was completed [E 4.105](#).



- **E-Solutions/ Suggestion Box**

The Human Resources Department maintains an E-Solutions site on the College website for employees to make suggestions for organizational improvements as well as to recognize a fellow employee's commendable work performance <sup>E 4.106</sup>.

### Community Surveys

- **Strategic Brand Initiative**

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

- **The Foundation Strategic Renewal Initiative**

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

Five ideas were generated for future direction:

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

Following that meeting, The Foundation Board selected three initiatives for immediate action while agreeing that the other two initiatives, facilities and new

academic programs, would be forwarded to them by the College as funding needs arose. The three initiatives are as follows:

- Enrichment—Cultural Programs
- Enhancement—Grants
- Endowment—Scholarships <sup>E 4.108</sup>

- **ACT Alumni Survey**

In May of 2005, the College administered the ACT Alumni Survey of Two-Year Colleges. The survey was sent to 982 Alumni Association members, and 168 responded. Information gathered via the survey was shared with College departments to assist in their planning and assessment and was also used to by the Alumni Association as they evaluated their programs and services <sup>E 4.109</sup>.

- **CCbenefits Economic Impact Study**

In 2006, 22 of the 28 Michigan community colleges contracted with a company called CCbenefits (now called Economic Modeling Specialists, Inc. or EMSI) to provide economic analysis services to two-year technical and community colleges. The final report, *The Economic Contributions of the Community Colleges of Michigan: State of Michigan*, presented a comprehensive assessment of the economic impacts generated by the community colleges under investigation in two major analyses: (1) investment analyses from the perspectives of the students and taxpayers, and (2) economic growth analysis to determine the relative contribution of the colleges to labor and non-labor income in the state <sup>E4.110</sup>.

### **Student Profile Data**

Each semester, comprehensive data about student demographics, status, and enrollment is collected, analyzed, and compiled into a Student Profile Data report. This report identifies trends and changes in student data from preceding years. This report is presented to the Board of Trustees each fall. The report is a valuable resource to departments across campus to conduct analyses and improve organizational effectiveness <sup>E 4.111</sup>.

### **Network I-Drive**

The College maintains a network drive that is the clearing house for College documents. Documents from all areas of the College are posted to this network drive on a regular basis. All full-time faculty and part-time and full-time staff have access to the I-drive documents. Examples of information included on the I-drive include the *MCCC Policy and Procedures Manual*; minutes of all committee, department, and division meetings; the HLC Resource Room; brand elements; and the Vital Focus data <sup>E 4.112</sup>.

### **Data and Feedback Loops**

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



## Governance

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

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

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

## Committees

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

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

## Committee Minutes

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

## Establishment of the Developmental Education Committee

The Developmental Education Committee was established in the 1980s. The standing committee's charge is to “monitor and evaluate student results from developmental courses at MCCC and recommend changes as appropriate to student needs” <sup>E 4.119</sup>. The committee works to assess incoming and current students' basic skills, which are essential in determining their academic success. The general consensus from the College instructors is that a lack of basic skills leaves many students unprepared for college <sup>E 4.120</sup>. Basic skills in reading, writing, and math are measured through placement testing, which serves to determine if a student is prepared for college-level coursework <sup>E 4.121</sup>.

The committee has been focusing on reading problems at the College and in the community. A Developmental Education Committee focus meeting was initiated to ascertain what services community agencies have in place to address reading problems, from eliminating illiteracy to improving competency in specific areas such as comprehension or vocabulary development <sup>E 4.122</sup>. An example of an initiative of the Developmental Education Committee is that MCCC tracks developmental reading with the COMPASS test, and if a student scores below the mandated level, then that student must successfully complete Reading 090 within his or her first 15 credits at MCCC <sup>E 4.123</sup>. This process is an effort to ensure that students are better prepared to meet the challenges of higher education.

### **Faculty Evaluation Process**

The faculty evaluation process is a tool for evaluating and generating information regarding an instructor's effectiveness in a classroom. The process is designed to provide feedback to instructors, who can then recognize and build on their strengths and work to eliminate their weaknesses. Evaluation of faculty takes two forms: observations and student questionnaires <sup>E 4.124</sup>.

The vice president of Instruction, the president, division deans, or other appropriate administrators may observe classes <sup>E 4.125</sup>. Faculty appraisals are conducted annually. A full-time faculty member's evaluation is based upon teaching observations and observations of the instructor in non-teaching situations <sup>E 4.126</sup>.

Adjunct faculty evaluations may be performed by the immediate supervisor/dean, another dean, or the vice president of Instruction. The evaluation emphasizes the importance of continuing professional development, the analysis of student and supervisor feedback, and the documentation of effective course assessments <sup>E 4.127</sup>.

Student evaluations of the instructor are conducted near the end of each semester. The Student Questionnaire on Instruction is initiated through the respective division office, reviewed by the dean, and returned to the instructor after final grades have been submitted <sup>E 4.128</sup>.

### **Yearly Employee Evaluation**

The evaluation process is a tool for evaluating and generating information regarding an employee's effectiveness and efficiency. The process is intended to provide feedback to employees who can then recognize and build on strengths and work on eliminating their weaknesses <sup>E 4.129</sup>.

Support staff and maintenance performance appraisals are initiated annually through the Human Resources Office and completed by the employee's supervisor. The process is intended to take place in an atmosphere of open communication between an individual and his/her supervisor and offers an opportunity for affirmation, challenge, and setting expectations. The process includes the opportunity for employees to submit a Supervisor Performance Appraisal to the Human Resources Office <sup>E 4.130</sup>. These appraisals are tabulated and shared with the supervisor.

College administrators are evaluated annually by their immediate supervisor. In 2007-2008, a new Job Performance Appraisal Form for Administrators was launched. Supervisors describe the work performance of administrators in each of the following key areas: administration and planning, budgetary controls, professional development of others, collaboration and cooperation, diversity, and leadership qualities <sup>E 4.131</sup>.

### **Use of Vital Focus Data**

Vital Focus data consists of information compiled from the Constellation Survey (April 2006), results of Conversation Day (September 2006), and the Steering Team Follow-up on the data analysis <sup>E 4.132</sup>. The data was sorted based upon the top 10 in order of greatest opportunity for improvement. The 10 opportunities from the Constellation Study were then placed into six themes by the Accreditation Steering Team: effective communication, employee partnership, visioning/planning, budget, employee training, and decision making. Thematic subcommittees were formed in the Accreditation Steering Team to work on defining the theme; tying the theme to the HLC Criteria for Accreditation, the College mission and purpose, and the Institutional Planning themes and goals; and making recommendations for improvement. A list of several quick fixes was comprised and completed as a result of the Vital Focus process <sup>E 4.133</sup>.

### **Budget Process Feedback**

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

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

Upon the determination of revenues and expenditures for the next year's budget, the President's Cabinet, which consists of the president and the three vice presidents, begins meeting to identify needs. The Cabinet clarifies and reviews requests and then ascertains that projected activities support the College's Institutional Plan, direction, and mission. The Business Office provides a calendar for budget preparation, which includes timelines for requests, reviews, and discussion prior to the final recommended budget and Board presentation <sup>E 4.134</sup>.

Campus-wide budget updates were addressed through a series of emails to all staff by the vice president of Business Affairs and Treasurer. The goal of the updates is to provide the staff with an explanation of the process for developing the College's annual budget proposal and to keep them informed of the progress. This was done as a result of the Vital Focus <sup>E 4.135</sup>.

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

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

**Table 4.6** MCCC Online Course Totals

MCCC Online Course Totals			
Semester	No. of Courses	Semester	No. of Courses
Fall 2008	68	Winter 2008	59
Fall 2007	61	Winter 2007	55
Fall 2006	42	Winter 2006	40
Fall 2005	30	Winter 2005	29

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

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

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

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

A contributing factor to the increase in distance/internet learning is the Michigan Community College Virtual Learning Collaborative (MCCVLC) that is comprised of the majority of Michigan's 28 community colleges. Through the MCCVLC, students

throughout the state may take online courses at any other college and receive services and credit from the community college in their district <sup>E 4.139</sup>.

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

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

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

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

## **CORE COMPONENT 2D**

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

### **History of Planning**

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

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

## Planning for the Future

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

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

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

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

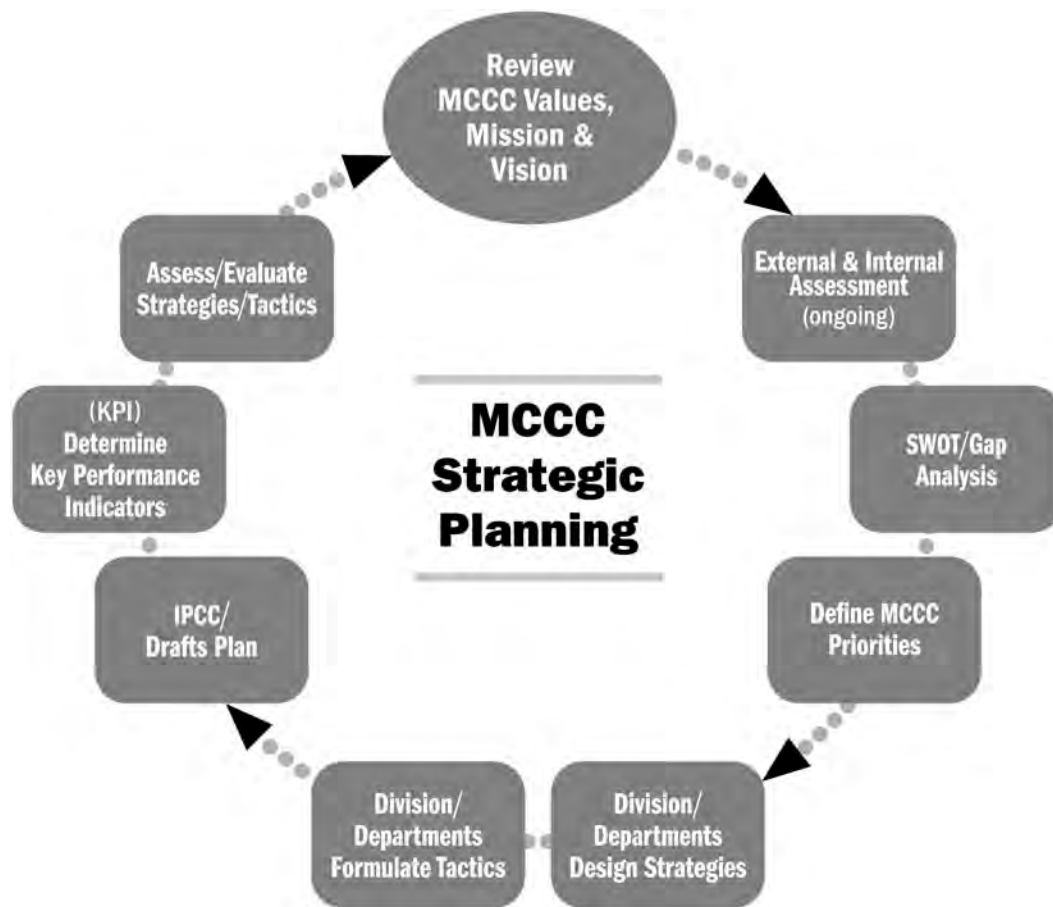
In July 2007, the committee selected a planning consultant to facilitate the change. In September 2007, the process to accomplish the charge listed above began. During the months of September, October, November, and December, the consultant guided the development of a new planning model and timeline.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

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

In May 2008, the Institutional Plan Coordinating Committee met to review and evaluate the results of the mission sessions. Based upon the analysis of these sessions, the committee issued the following recommendations for consideration in regard to the mission statement <sup>E 4.144</sup>:

- The mission statement should be more concise and easier to remember. Please consider removing the bulleted statements and adding them to the educational objectives outlined in Policy 1.60.
- We serve more than just Monroe County. Please consider a way to include the surrounding areas.
- During the mission review, it was suggested that the following terms be integrated into the statement: *cultural*, *diversity*, *affordable*, and *accessible*.
- The first sentence contained in the current mission could be modified to serve as the mission statement. It currently states, “Monroe County Community College was established to provide a variety of higher education opportunities for the residents of Monroe County.” “Was established to provide” could be changed to “provides.”

Figure 4.6 MCCC Strategic Planning Flow Chart



After much debate and input from all participating stakeholders, in November 2008 the Institutional Plan Coordinating Committee unanimously supported that the following vision statement be considered for Monroe County Community College: *Monroe County Community College aspires to be our community's first choice for higher learning.* This recommendation was forwarded by the committee to the president of the College <sup>E 4.145</sup>.

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

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

On November 20, 2008, the committee chair was notified that these recommendations were approved by the Institutional Governance Committee.



By establishing a vision and data-driven strategic planning process, the IPCC will build a stronger connection between planning, the mission, and resource allocation. As a result, MCCC will progress into the future with a strategic plan and a shared vision.

## SUMMARY OF FINDINGS

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

### Strengths

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

### Opportunities/Challenges

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



- 
- The Institutional Governance committee should conduct a review of the internal governance structure.
  - The College should begin to develop a comprehensive and consistent model/process for reviewing and evaluating academic programs.



# CHAPTER 5

## CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING

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

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

### CORE COMPONENT 3A

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

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

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

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

### Culture of Assessment

The College has made a commitment to create a culture of assessment of student learning. During the 2003-2004 academic year, the College's Institutional Assessment Committee formed an ad-hoc committee to study the charge and membership of that committee <sup>E5.1</sup>. Up to that point the committee's focus was primarily campus-

wide with activities ranging over all areas of the College, including Business Affairs, Student Services, Institutional Advancement, and Instruction. A process for collecting data to assess institutional effectiveness was in place, but in most instructional areas, the evaluation loop was not closed with respect to the use of data to support continuous improvement. The assessment of student learning was only part of the work of the committee, and work in that area focused primarily on a select few general education courses <sup>E5.2</sup>.

The ad-hoc committee recommended a change in name of the Institutional Assessment Committee to the Institutional Effectiveness Committee. The number of members of the committee now reflects representation from Business Affairs, Student Services, Institutional Advancement, and Instruction. These recommendations were supported by the committee, approved by the Institutional Governance Committee, and adopted in 2006 <sup>E5.3</sup>. The new charge of the committee included a broader approach with fewer members, essentially expanding responsibility for assessment to a much larger group of participants. MCCC envisions a new focus on assessment of student learning, reaching to each course and program, including participation from all College stakeholders and not just a select few committee members.

Implementation of these changes began in 2006 and continued through 2007. The focus of the committee then became improving the process of determining the effectiveness of the institution <sup>E5.4</sup>. The Strategic Planning Committee (SPC) is completing its charge to develop a vision statement, guide a review of mission documents, and develop a data-driven planning process. In the fall 2009, the SPC will meet with the Institutional Effectiveness Committee to determine how the two committees can coordinate activities to prevent duplication of efforts as they relate to planning, measuring institutional effectiveness, and ultimately, using data for institutional improvement.

Throughout this transitional period, the instructional area of the College was working toward improving the assessment of student learning. Application was made to the Higher Learning Commission Academy for Assessment of Student Learning in May 2007 <sup>E5.5</sup>. The College was accepted for membership in the October 2007 cohort of the Higher Learning Commission Academy for Assessment of Student Learning. Participation in the Academy represents a significant commitment of financial resources by the College for the purpose of creating a culture of assessment of student learning. In addition to fees associated with Academy membership, funds have been committed for attending Academy-related activities, the HLC Annual Meeting, and other assessment-related professional development activities <sup>E5.6</sup>.

The commitment to Academy membership is supported from the highest administrative levels of the College, as evidenced by the Application Affirmation by the MCCC president and the assignment of the vice president of Instruction as primary Academy contact person <sup>E5.7</sup>. In addition to the aforementioned cabinet-level support, general College support for Academy activities and subsequent commitment to the assessment of student learning is evidenced by Academy team membership,

including both administrators and faculty members, and the award of regular work load release to two faculty assessment coordinators.

The Academy team's first project involves a review of the College's general education requirements with a goal of changing current course-based general education requirements to outcomes-based requirements. This is a faculty-driven initiative that has received a commitment of significant faculty in-service time. The October 14, 2008, faculty in-service day had the entire morning devoted to individual division brainstorming sessions to write proposed general education outcomes. Additional time during afternoon sessions was available for faculty to continue review of course-level student learning outcomes <sup>E 5.8</sup>. An additional half-day faculty in-service took place in January 2009, providing an opportunity for faculty and academic administrators to follow-up on the October 2008 work day and subsequent general education review activities <sup>E 5.9</sup>.

The College has adopted the Worldwide Instructional Design System (WIDS) to collect course and program outcomes along with corresponding performance standards (conditions and criteria) in one database. Implementation has begun at the course level and is ongoing with a number of professional-development opportunities offered to faculty and administration to guide them in writing measurable course outcomes and performance standards and the use of the WIDS system <sup>E 5.10</sup>.

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

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

**Table 5.1** In-House Professional Development Related to Assessment, by Title and Date <sup>E 5.11</sup>

TITLE	DATE
Assessment Criteria/Techniques	May 7, 2003
Presentation on Course Assessment	May 8, 2003
Course Assessment Templates	August 26, 2003

TITLE	DATE
Help for Course-Outcomes Reporting	December 17, 2003
Assessment for Distance-Learning Faculty	January 5, 2004
Course Assessment for Adjunct Faculty	January 5, 2004
Discussion on Program and Course-Level Assessment of Student Learning Outcomes	May 5, 2004
Assessment as an Indicator of Institutional Effectiveness	January 3, 2005
WIDS Demonstration	August 29, 2006
HLC Accreditation and Assessment of Student Learning	January 8, 2007
Program-Level Assessment	January 8, 2007
Assessment of General Education	January 8, 2007
WIDS Quick Syllabus Workshop	January 9, 2007
Why WIDS Now?	May 9, 2007
Workshop/Course Level Outcomes	May 10, 2007
WIDS Training	January 7, 2008
WIDS Open Lab Workshop	January 8, 2008
Writing and Assessing Student Learning Outcomes	May 7, 2008
Basic and Advanced WIDS Workshops	May 7, 2008
General Education Review	October 14, 2008
Getting Started with Student Assessment Webinar	November 25, 2008
Choosing a Published Instrument to Assess Student Learning Webinar	December 5, 2008
Developing Tools and Strategies to Assess Student Learning Webinar	December 11, 2008

Recognizing that most adjunct faculty members are not available to participate in the professional development opportunities regularly provided to full-time faculty, the College offers a full schedule of professional development sessions to adjunct faculty through the Monroe County Community College Adjunct Faculty Workshop. This workshop is usually held the Saturday before full-time faculty report back to work for the fall semester. These workshops have included a number of assessment-related sessions for adjunct faculty:

- Welcome to WIDS (August 26, 2006)
- Classroom Assessment Practices (August 26, 2006)
- Curriculum Planning and Documentation with WIDS (August 25, 2007 and August 23, 2008) [E 5.12](#)

In addition to the Adjunct Faculty Workshops, adjunct faculty members are encouraged to attend joint evening meetings with full-time faculty during the full-time faculty workdays before the fall semester [E 5.13](#).

### Learning-Outcomes Statements

The College has a history of providing learning-outcome statements for each course offered. They are included in the course Outlines of Instruction, the documents that define each course [E 5.14](#). These documents have been made available on the College website [E 5.15](#).

The College is committed, and the faculty are contractually obligated, to review course offerings annually and assess student learning outcomes <sup>E 5.16</sup>. As mentioned earlier, the implementation of WIDS is creating a single database to store course files stating student learning outcomes for each course offered at the College. This implementation is providing an opportunity for faculty to review course learning outcomes specifically with respect to their assessment. Performance standards, including conditions and criteria for the assessment of each stated student learning outcome, are being developed if they do not already exist and reviewed if they do currently exist.

### Multiple Levels of Assessment

The College embraces assessment of student learning on multiple levels from the broadest institutional level to program, course, noncredit, and co-curricular levels.

The College regularly reviews general education requirements and has been assessing general education student learning outcomes for some time.

- A well-developed assessment that samples and evaluates student writing from a variety of courses has, for most of the past 10 years, been in place for the written communication component of the general education requirement <sup>E 5.17</sup>.
- The mathematics component is assessed in three courses: MATH 090 (Basic Mathematics Skills), MATH 150 (Beginning Algebra), and MATH 151 (Intermediate Algebra) <sup>E 5.18</sup>.
- The science component utilizes the American Chemical Society First-Term General Chemistry Exam. It is used for CHEM 151 (General College Chemistry I).
- The computer-skills component of the general education requirements is met by successfully completing an approved course or passing a designated examination <sup>E 5.19</sup>.

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

As mentioned earlier, the College was accepted for membership in the October 2007 cohort of the Higher Learning Commission Academy for Assessment of Student Learning. Their initial project is a review of the College general education requirements with a goal of changing current course-based general education requirements to outcomes-based requirements <sup>E 5.20</sup>. Assessment of stated College general education student learning outcomes is a key component of institutional assessment. Each student seeking a degree or certificate of 45 or more credits must meet those requirements <sup>E 5.21</sup>.

Assessment of the transfer function is another example of institutional-level assessment at the College. A direct measure of that function is the comparison of GPA of former MCCC students with those of native juniors at four-year colleges and universities. Reports show that this data is favorable with former MCCC students doing as well as or better than native students. (See Table 5.2)

**Table 5.2 GPA Comparison of Former MCCC Students to Native Juniors at Four-Year Colleges and Universities, by Percentage, 2005-2008** <sup>E 5.22</sup>

Year	Percentage Performing Equal to or Better Than Native Students
2008	57.8
2007	66
2006	55.2
2005	72.6

Indirect measures of student performance are found in the many articulation agreements the College has with four-year institutions. Currently, articulation agreements are in place with 17 senior institutions <sup>E 5.23</sup>. In addition to the specific articulation agreements, MCCC courses transfer to a multitude of institutions <sup>E 5.24</sup>.

For students completing their studies between July 1, 2005, and June 30, 2006, more than 87 percent of the students whose initial goal was to earn an associate degree and transfer to a program leading to a bachelor’s degree reported satisfying their goal <sup>E 5.25</sup>. The College participates in the Michigan Transfer Network, a website that allows students and the general public to view transfer-course equivalencies among many Michigan colleges and universities. The effectiveness of the transfer function is also evidenced by the large number of MCCC courses accepted for transfer to senior institutions <sup>E 2.26</sup>.

For students completing their studies between July 1, 2005, and June 30, 2006, more than 81 percent of the students whose initial goal was to earn an associate degree or certificate in an occupational area reported satisfying their goal <sup>E 5.27</sup>.

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

**Table 5.3 MCCC Graduates Finding Employment within One Year of Graduation, by Percentage, 2002-2007** <sup>E 5.28</sup>

Year	Percentage Finding Employment
2007	82
2006	76.2
2005	84.5
2004	88
2003	88.1
2002	89.5



A variety of evaluation instruments are now being used at MCCC:

- The Program Review of Occupational Education (PROE) is completed on a five-year cycle for all state-approved programs <sup>E 5.29</sup>.
- A Training Evaluation Form survey is used as the assessment tool for customized training through the Corporate and Community Services Division. The form asks students to evaluate the instructor, course, facilities, training, and expectations <sup>E 5.30</sup>.
- A Lifelong Learning Class Evaluation is used as the assessment tool for Lifelong Learning courses offered through the Corporate and Community Services Division. The form asks students to evaluate the instructor, course, facilities, training, and expectations <sup>E 5.31</sup>.
- A number of instruments are utilized to assess co-curricular student services. The Student Tutor Evaluation Form addresses many attributes of the student tutor <sup>E 5.32</sup>.
- The New-Student Orientation Evaluation assesses new students' orientation experience <sup>E 5.33</sup>.
- The First Steps Workshop is a program offering training in How to Take Lecture Notes, Proven Learning Tools, Surviving the First Day, Goal Setting, Time Management Skills, How to Become an Independent Learner, Adapting to the Academic Demands of College, and Study Skills. The First Steps Evaluation Form is an assessment tool used to determine if outcomes of the First Steps Workshop have been met <sup>E 5.34</sup>.
- The ACT Faces of the Future Survey serves as an assessment tool for a multitude of student services from academic advising to financial aid as well as providing insight into the specific demographics of the student population <sup>E 5.35</sup>.

### Direct and Indirect Measures of Assessment

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

These assessment methods include the following:

- The American Chemical Society First-Term General Chemistry Exam is given to all CHEM 151 students. In addition to supplying valuable assessment data to the College, results from this exam are reported to the ACS DivCHED Examinations Institute so that national norms can be computed <sup>E 5.36</sup>.
- Other examples of standardized exams assessing student learning outcomes are licensure exams taken by Registered Nursing, Practical Nursing, Registered Respiratory Therapist, and Certified Respiratory Therapist students <sup>E 5.37</sup>.
- Portfolios are employed in Math for Elementary Teachers I (MATH 156) and II (MATH 166) for assessment purposes. The portfolios represent a collection of course materials and semester achievements of students including course notes,

corrected homework assignments, in-class activities, handouts, corrected exams, article reviews, and individual student projects <sup>E 5.38</sup>.

- Pre/Post testing is utilized in a number of areas. Basic Mathematics Skills (MATH 090), the entry level developmental mathematics course offered at the College, uses pre/post testing for assessment purposes <sup>E 5.39</sup>. The COMPASS placement test is used for pre/post testing of students in Basic Writing Skills (ENGL 090) and Basic Reading Skills (RDG 090).
- Classroom presentations as a direct assessment method are utilized in many courses at the College. Examples are Mathematics Explorations (MATH 154), Math for Elementary Teachers I/II (MATH 156/166), Communication Fundamentals (SPCH 151), and Public Speaking (SPCH 152), to name a few <sup>E 5.40</sup>.
- The Graduate Follow-up Survey is administered by the director of the Office of Workforce Development. Respondents are graduates and employers of graduates. The survey serves as a valuable indirect assessment of student learning because it supplies data from two College stakeholder groups, former students and their employers <sup>E 5.41</sup>.
- In September of 2006, the College reviewed results of the Vital Focus Constellation Survey at Conversation Day. Although the main purpose of the Constellation Survey was not to assess student learning, it does serve as an indirect measure due to the nature of many of the survey questions <sup>E 5.42</sup>.
- The ACT Faces of the Future Survey is another example of a survey that, due to the nature of some of the questions, serves as an indirect measure of student learning <sup>E 5.43</sup>.
- The ACT Alumni Survey 2005-2006 is another survey that is an indirect measure of student learning <sup>E 5.44</sup>.
- At least one class of all full-time and adjunct instructors at the College is observed by the dean of their respective division on a regular basis, and an Instructional Observation Report is completed by the respective dean and reviewed by the faculty member. The frequency depends on the time in service of the particular faculty member, but observations are done at a minimum of biannually. Secondary to the main purpose, the Instructional Observation Report serves as a qualitative measure of student learning requiring the observer to determine if the session observed was a positive learning experience <sup>E 5.45</sup>.
- The Student Questionnaire on Instruction has two forms, one for full-time faculty and one for adjunct faculty. They are administered to students in every section of every credit-bearing course offered at the College. They are completed anonymously with the instructor not present. The questionnaire is a survey that gives the student the opportunity to evaluate the instructor, textbook, learning environment, and other aspects of the class and College. There is ample space provided for comments in addition to the survey questions <sup>E 5.46</sup>. Surveys are reviewed by the dean of the respective division and returned to faculty members after grades have been submitted for the semester.

## CORE COMPONENT 3B

The organization values and supports effective teaching.

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

### Qualified Faculty

The first step to ensuring effective teaching is to ensure that the College employs qualified faculty members. Monroe County Community College follows guidelines set by the Higher Learning Commission for hiring qualified faculty. The College's *Master Agreement with MCCCFA*, Article VI, Sections C 1, C 2, and C 6, establishes the conditions that meet the College's definition of "qualified." In the discipline which they will be teaching, new faculty members must hold a minimum of an earned master's degree from an accredited institution. Faculty may also qualify with a master's degree in a different area, if it includes 20 semester graduate hours in the discipline. In some occupational or technical areas, faculty may qualify with a bachelor's degree accompanied by appropriate certification, licensure, or training. While adjunct faculty are not governed by the same contractual provisions, the College follows the same guidelines to determine qualifications <sup>E 5.47</sup>.

Among faculty listed in the *2007-2008 College Catalog*, 18 hold a doctorate, 43 hold one or more master's degrees, two hold a bachelor's degree, and one holds less than a bachelor's degree, but with appropriate professional certification. In a 2007 survey of adjunct faculty, 12 reported a doctorate as the highest degree earned, 75 reported one or more master's degrees, 13 reported bachelor's degrees, one reported less than a bachelor's degree, and one reported "other" <sup>E 5.48</sup>.

College-wide hiring practices, including selection of instructional faculty, have been reviewed and revised. The Human Resources Department has produced and distributed a new (April 2008) *Personnel Recruitment and Selection Guide*. The *Guide* ensures that College hiring practices are consistent with federal law and College policy <sup>E 5.49</sup>.

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

	DOCTORATE	MASTER'S	BACHELOR'S	LESS THAN BACHELOR'S	OTHER
Full-Time Faculty	18	43	2	1	2
Adjunct Faculty	12	75	13	1	4

Figure 5.1 Full-Time Faculty Degree Credentials, by Percentage, 2007-2008

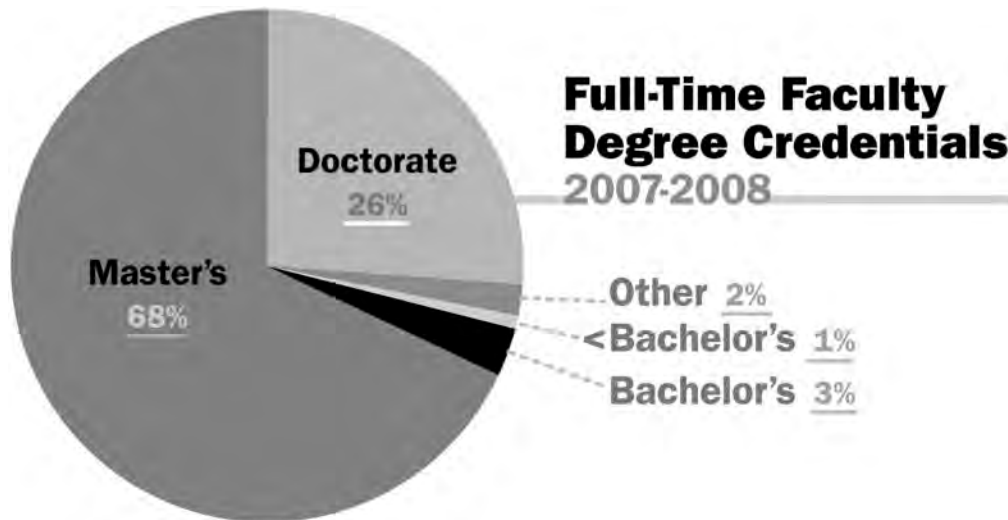
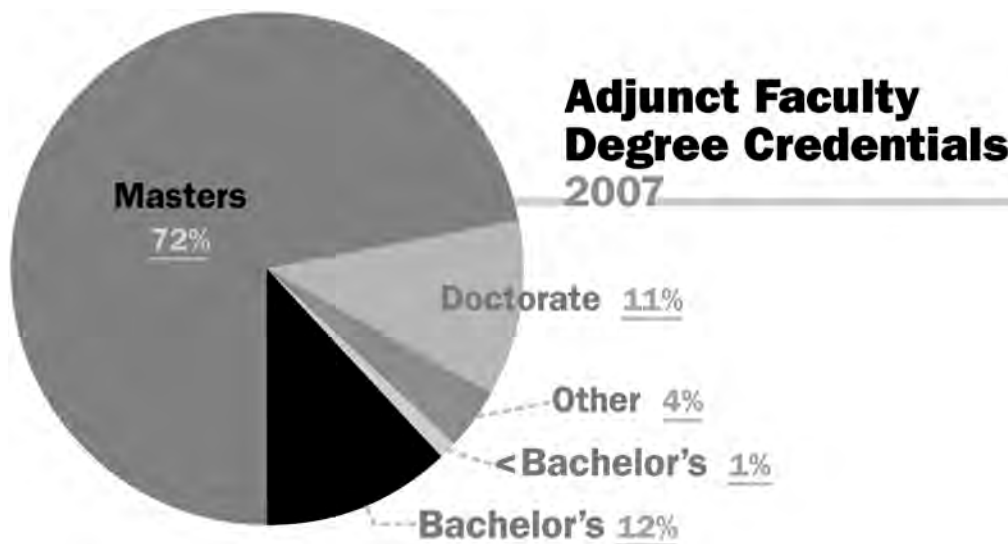


Figure 5.2 Adjunct Faculty Degree Credentials, by Percentage, 2007



### Faculty-Driven Curriculum and Instructional Strategies

The College’s *Master Agreement with MCCCFA* (Article V, Section A) lists the faculty responsibilities for instruction, assessment, and course and program design. These responsibilities are further supported by Article IV, Section A2, where it explains, “Instructors shall be free to present instructional materials which they consider pertinent to the subject and level taught and consistent with their course objectives, and shall present controversial issues in an objective manner. They shall also be entitled to freedom of discussion within the classroom on all matters which are considered relevant to the subject matter under study” <sup>E 5.50</sup>.

All changes in the College curriculum (additions, deletions, and modifications), whether courses or programs, require review by and recommendation from the Curriculum Committee (formerly Course and Program Review Committee). The

committee is composed of one faculty member from each academic division, one faculty member from Student Services, and an equal number of administrators following the same distribution. The vice president of Instruction is an *ex officio* member <sup>E 5.51</sup>.

The College began a comprehensive review of its general education component in 2008. This is an outgrowth of the Assessment Academy participation. A General Education Review Task Force has been assembled. It includes faculty representation from each of the academic divisions of the College as well as Student Services. The task force regularly solicits input from the College community. As an example, faculty members, working through their respective divisions, have been asked to list and then prioritize what they believe should be key components to the College's general education requirements. The two faculty co-chairs of the task force are also members of the Assessment Academy Team and have been granted release time to undertake their Assessment Academy responsibilities <sup>E 5.52</sup>.

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

Submission of new proposals requires both an Outline of Instruction and a completed template for new course or new program adoption. Of note, proposals for new courses in occupational areas require supporting evidence that shows there is a demand for the course(s) in the College's service area. Proposals for new courses in transfer areas require evidence that the course(s) will be accepted as transfer credit by four-year institutions in our region <sup>E 5.53</sup>.

Faculty decisions on curriculum development or review may be guided by external constituencies. Nineteen programs, or curricula, across all five academic divisions of the College, make use of Advisory Committees. Curricula in nursing, respiratory therapy, and welding technology are also designed to meet specific external criteria <sup>E 5.54</sup>.

## Faculty Evaluation

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

- All full-time, tenure-track faculty members are observed in the classroom once each semester during their probationary period (three or four years) by their division dean. Results of the observation are recorded, a copy is furnished to the

faculty member for discussion, and the original, signed by both dean and faculty member, becomes part of the faculty member's personnel file.

- Tenured (or “continuing contract”) faculty are observed on a regular schedule, normally once every two years. Adjunct or part-time faculty are normally observed on a similar schedule: each semester for new hires and once every two years for continuing adjuncts. The paper process is the same as for full-time faculty.
- In addition, division deans prepare what are known locally as “green sheets” for all full-time faculty. These include a summary of classroom observations and, as appropriate, comment on faculty contributions to the College, faculty professional development, and faculty performance goals or expectations. These are also shared with the faculty member and eventually housed in the personnel files.

Article VII, Section A. 2 of the College's *Master Agreement with MCCCFA* explains the evaluation process for tenure-track faculty. The *Faculty Handbook* offers further detail, specifically on adjunct evaluation [E 5.55](#).

## Recognizing Effective Teaching

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

Effective in 2007-2008, a similar Outstanding Faculty Award for adjunct faculty has been implemented. Recognition comes at the Honors Reception and includes a \$500 stipend for professional development [E 5.56](#).

## Innovative Practices that Enhance Learning

The College encourages innovative practices that enhance learning.

- A number of ad hoc experiences fall within the category “innovative,” including a Music for Classroom Teachers section meeting at a local senior center to engage the clients in music activities and a Special Topics class where the students served as docents at a local museum during a traveling Smithsonian exhibition.
- The most consistent example comes from the Foundation Grants awarded annually to faculty members specifically “for the development and implementation of innovative projects.” These grants are competitive. All faculty are encouraged to apply. Last year 11 were funded for a total of \$20,000. Faculty from all academic divisions of the College have received Foundation Grants. A complete list of awards from the past three years is in the Resource



Room, but topics have been as varied as “Women in Robotics,” a “Holocaust Memorial Center Visit,” and a “Culinary Program Trip to Chicago International Food Show.” These grants indicate both a philosophical and a financial commitment to innovative practices.

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

- After considerable planning, Monroe County Community College’s first formal study-abroad program began in the spring term of 2007. Approximately 30 students, accompanied by three faculty members, spent two weeks in Europe. MCCC’s second study-abroad program will travel to South Asia (Thailand, Vietnam, Cambodia) in the spring of 2009.
- The Humanities/Social Sciences Division, which houses the Criminal Justice curriculum, negotiated an agreement with Schoolcraft College, in Garden City, Michigan, that allows qualified MCCC students to complete three academic semesters at MCCC, then a state-approved police academy at Schoolcraft. The academy hours take the place of the students’ final semester, allowing them to graduate from MCCC and be ready for state certification.
- The Industrial Technology Division entered into an agreement with Lakeland Community College (LCC), in Mentor, Ohio, through which students can earn an Associate of Applied Science degree in Nuclear Engineering Technology. Lakeland awards the final degree, but MCCC students complete 48 hours of general education and core requirements before enrolling in the final 24 hours of LCC coursework, offered in Monroe via an interactive video over IP system <sup>E 5.57</sup>.

## Professional Development

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

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

The College supports a variety of leaves of absence, several of which could be used for professional development. The most directly applicable is the Sabbatical Leave. Faculty and qualified administrators are eligible for a sabbatical, either one semester at full pay or one year at half pay, after seven continuous years of service. Application, including an explanation of how the sabbatical would benefit the individual and the College, is made to the vice president of Instruction.

Since the last Higher Learning Commission visit, eight individuals have successfully applied for a sabbatical leave. Two of these were explicitly for the purpose of further graduate study. Of the eight, five were teaching faculty, two were faculty members with Student Services assignments, and one was an administrator. Recipients came from the Health Sciences, Humanities/Social Sciences, Science/Mathematics, and Student Services Divisions <sup>E 5.60</sup>.

The College expects faculty to keep current at least one membership in a professional organization, and each academic division's budget allocates approximately \$340 per person to be used to underwrite the cost of attending professional meetings. The College also allows faculty to take any credit or noncredit courses offered at MCCC tuition-free <sup>E 5.61</sup>.

The College regularly makes available, both in pre- and post-semester work days and during the academic semester, training sessions on new software, the Blackboard system, or other newly-adopted technology <sup>E 5.62</sup>.

### **Instructional Technology Support**

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

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

Since then the College has undertaken some key steps.

- New educational technology is being purchased and installed, most recently in a complete “electronic” renovation of classrooms on the second floor of the Campbell Learning Resources Center.
- The College hired its first coordinator for e-learning and instructional support. This person has a background in educational technology and is charged with advising the College on future adoptions as well as assisting faculty in implementation or integration of technology into the classroom. The coordinator has been responsible for a number of on-campus workshops or training sessions referenced earlier in the Professional Development section. Current plans are to relocate both the coordinator for e-learning and instructional support and the distance learning assistant into an office in the Campbell Learning Resources Center adjacent to a newly-renovated computer laboratory that will become the College's Center for Teaching and Learning <sup>E 5.63</sup>.



## CORE COMPONENT 3C

The organization creates effective learning environments.

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

### Campus Classrooms and Labs

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

- **The East and West Technology Buildings:** These buildings house MCCC's computer and Industrial Technology classrooms and labs (computer labs, welding labs, automotive engineering labs, etc.). The electronics labs have recently undergone more than \$250,000 worth of renovation.
- **The Campbell Learning Resources Center:** The lower level has three general classrooms, a computer lab, a small lecture theater, and it houses the Department of Information Services. The second floor (ground floor) houses the College's library. The third floor houses the Learning Assistance Lab, faculty offices, and a number of lecture classrooms. A current project involves the renovation and enhancement of the learning environments in the Campbell Learning Resources Center. Spring and summer of 2009 are expected to bring the renovation of eight classrooms in this building. The technology will be enhanced with the addition of a computer, data projector, document camera, VCR/DVD combo, and a Starboard computer monitor screen capture device. All the technology is controlled from a central instructor's control panel, which makes its use simple and efficient for the instructor.
- **The Life Sciences Building:** The Life Sciences building houses faculty offices, two large lecture halls, and numerous science labs. The science labs have recently undergone more than \$3 million of renovation <sup>E 5.64</sup>, which includes enhancements to instructional technology such as camera-equipped microscopes, wireless laptop computer labs, and dual projection set-ups. As new technologies become available, MCCC continues to explore opportunities for enhancing instructional technology which will be utilized to provide students with the most effective learning environment possible.
- **The Warrick Student Services/Administration Building:** This building houses the main administrative offices, admissions, registrar, and financial aid offices. The cafeteria and dining room are in this building, as are six conference rooms and an art classroom. The Culinary Skills and Management program is also located in this building. This teaching facility consists of a laboratory kitchen, a lecture classroom, which has recently received an upgrade to the instructional technology installations, and the student-run restaurant, Cuisine 1300.

- **The La-Z-Boy Center:** This is the newest building on campus, opening in 2004, and was developed to be a center for corporate training and the performing arts. It contains classroom facilities, a computer lab, meeting rooms, a music rehearsal/training room, and a 546-seat auditorium/theater.
- **The Welch Health Education Building:** This building, which opened in 1998, provides the location for the health-occupations classrooms and laboratories. The nursing and respiratory therapy courses are taught in this facility. In addition, this building provides a facility for both instructional and recreational physical fitness activities.

## Technological Enhancements

The College stays abreast of the latest innovations in instructional technology. This involves technologies which are utilized in the delivery of both online and online-supported courses. Investments have been made and commitments established which allow the College to offer outstanding learning environments. This is evidenced by the following statement from the 2007-08 College Budget, “The College’s Institutional Technology Fund began its first year of operations with the 1996-1997 fiscal years. The purpose of the fund is to provide financial assistance in updating and modernizing technology equipment on campus” <sup>E 5.65</sup>.

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

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

Along with support from the General Fund and grants, this student fee helps provide funding for technology upgrades <sup>E 5.66</sup>.

## Alternative Course Delivery Options

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

- Online-enhanced courses are offered in a physical classroom but are enhanced with online course information and activities. The online content could include

tests, quizzes, assignment information and collection, grade information, and discussion boards.

- Online courses deliver instruction in an entirely web-based format and do not meet in a physical classroom. Students and instructors communicate in discussion boards (asynchronous) and chat rooms (synchronous). Test dates and assignment due dates are provided, and student work is completed and submitted by computer.
- A blended course blends face-to-face classroom instruction with a significant amount of Web-based instruction. The class schedule in these courses will require the student to come to the MCCC campus as established by the instructor.

The number of online courses has rapidly increased at MCCC. Many students (who are place-bound or time-bound and find it difficult to make it to campus due to work schedules, family demands, distance, or health concerns) find fully online courses their best alternative. MCCC partners with The Michigan Community College Virtual Learning Collaborative to enroll students from all over the state in online courses provided by MCCC. Table 5.5 provides data evidencing growth in online course sections offered at MCCC since 2003. To ensure the quality of online course instruction, at the end of each course students complete a special questionnaire on the instruction received <sup>E 5.67</sup>. Division deans review these documents to gain insight into the reaction of students to their online course experiences. These questionnaire documents are then made available to the faculty members, along with comments and discussion as necessary.

**Table 5.5** Number of Online Course Sections, by Number, 2003-2009 <sup>E 5.68</sup>

YEAR	WINTER	SPRING	SUMMER	FALL
2003	24	1	1	18
2004	25	7	1	29
2005	29	11	1	30
2006	40	13	4	42
2007	55	26	8	61
2008	59	29	12	68
2009	71	33	11	64

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

MCCC has recently committed additional resources to distance learning:

- MCCC has created and staffed a new position closely related to distance learning and the online courses. This position, coordinator of e-learning and instructional support, supports faculty in the use of technology for curriculum development and instructional delivery. In particular, this position supports distance learning faculty.
- A second position, distance education assistant, supports the Blackboard course management system and provides support for students and faculty using the system.

- A new standing committee, The Distance Learning Committee, was recently formed at MCCC to address the needs, issues, and concerns of online faculty and students at the College.

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

## Experiential Learning

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

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

- The Culinary Skills and Management program engages students in the operation of MCCC's *Cuisine 1300* restaurant. Students do everything to run the restaurant. They prepare the food, wait on and bus tables, and clean the kitchen. During the second semester of their second year in the program, students prepare theme buffets which include fresh breads, delicious foods, and beautiful ice sculptures. The community and staff enjoy the restaurant and buffets, which are always sold out. These experiences are directly related to the program outcomes of the Culinary Skills and Management program.
- The Early Childhood Development program has an experiential component which includes students working on- and off-campus. "The externship experiences with young children facilitate the development of skills needed to implement a curriculum that fosters the motor, cognitive, social, and emotional development of the child" <sup>E5.69</sup>. The capstone course in this program provides practical experience in a licensed childcare facility. Graduates of this program accumulate 240 hours of hands-on experience.
- Phlebotomy Technician certificates are awarded to students who successfully complete two courses, one of which includes 120 hours in the clinical setting of a CLIA-regulated accredited laboratory.
- Students enrolled in the Electrocardiography (ECG) Technician Certificate program will work in a clinical setting 80 hours during the semester. These students will be prepared to work in any medical setting after two courses.
- MCCC offers two avenues for the respiratory therapy student. One is to be certified; the other is to be registered. An entry-level position requires someone who is certified. An advanced position requires a registered therapist. This program offers four clinical experiences, providing a wide variety of practice with different patients, facilities, and illnesses. The program is accredited by the Commission on Accreditation of Allied Health Education Programs through the Committee on Accreditation for Respiratory Care.

- The Registered Nursing Program has significant experiential learning opportunities. Students spend just over 1,000 hours in the field. Medical facilities in and around the Monroe area participate in the clinical experience for students. This includes placements in Detroit, the downriver area just south of Detroit, and Toledo, Ohio. Once the students complete the courses and clinical aspects of the Registered Nursing Program and are deemed eligible by the Michigan State Board of Nursing, they can then take the licensure exam.
- The 151 Exploring Teaching class involves a minimum of 60 hours of field work where the student will have the opportunity to observe and participate in a public school as an aide to the professional staff.
- The College purchased and installed an advanced course-management system and accompanying content and portal modules (Blackboard Academic Suite) in 2007-2008.

### **Educational Media and Media Services**

The College owns over 5,500 video media titles for instructors' use. This collection allows the instructors to choose from a wide variety of relevant content for their courses <sup>E5.70</sup>. The College has committed \$10,000 in the current budget to purchase media titles needed to supplement teaching <sup>E5.71</sup>.

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

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

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

As evidenced by results reported from the Graduate Student Survey, the services provided by the Media Services/Information Systems Department have been well received. (See Table 5.6)

**Table 5.6** Percentage of “Very Good” to “Outstanding” in Response to Question on Graduate Follow-up Survey Regarding Quality of Equipment, Tools, or Instructional Materials, by Percentage, 2001-2002 through 2007-2008 <sup>E5.72</sup>

Year	Percentage Responding Very Good to Outstanding
2001-2002	73.7
2002-2003	74.8
2003-2004	78.2
2004-2005	73.2
2005-2006	72.2
2006-2007	72.7

### Staff and Faculty

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

**Table 5.7** Student Clubs and Organizations <sup>E5.73</sup>

Organization	Description
<i>The Agora</i> Student Newspaper	Published approximately 10 times during the fall and winter terms
Broadcasting Club	Open to all students interested in producing television programs about the students, staff, and events on MCCC’s campus
College/Community Agora Chorale	Student/Community Musical Ensemble
College/Community Symphony Band	Student/Community Instrumental Band
International Studies Club	Promotes the study and awareness of other countries and cultural issues
Lambda Alpha Nu	Club designed to promote leadership, social interaction, enhance career experience, developing networks and promote teamwork.
Math and Science Society (MASS)	Open to students with interests in astronomy, biology, chemistry, ecology/environmental science, mathematics, physics, and general science
Newman Club	The mission of the Newman Club is to live in accordance with and promote the justice and charity of Jesus Christ on the Monroe County Community College campus and community.
OASIS	Christian fellowship and Bible study/an approved student-run organization at Monroe County Community College.
Phi Theta Kappa Tau Omicron Chapter	International Honor Society
Respiratory Therapy Students’ Organization	Open to students accepted into Respiratory Therapy Program
Society of Automotive Engineers (SAE)	Open to students of all majors. The SAE team designs, fabricates, and races a formula style race car.
Soccer Club	The purpose of the Soccer club is to introduce and

Organization	Description
	promote the sport of soccer to the College and to promote health and physical fitness.
Student Government	The MCCC Student Government represents students in decision-making, in some cases via the institutional governance process, and provides a venue for student voices to be heard.
Student Nurse Association (SNA)	Open to students accepted into the Nursing Program
Volleyball Club	The purpose of the volleyball club is to play volleyball, organize tournaments and play with the ALCC Leagues.
Young Democrats	The purpose of the Young Democrats is to pursue the ideas of liberty, justice, and freedom for all regardless of race, religion, or sex through support of the Democratic Party and its ideas, ideals, and candidates.

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

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

The College makes every effort to provide a supportive environment within the classroom and through Student Services. The Student Questionnaire on Instruction and the Graduate Follow-up Survey are two of the key examples of the effort the College puts into giving students an opportunity to voice their thoughts <sup>E 5.74</sup>.

Available in two versions (one for full-time faculty and one for adjunct faculty) the Student Questionnaire on Instruction is administered in all classes near the end of every semester <sup>E 5.75</sup>.

- Students are asked to respond to questions and offer thoughts about their experiences in a particular course section. For example, the full-time faculty questionnaire asks students about quality of instruction, availability of the faculty member, and instructional techniques used. There is also ample room for student comments.
- The adjunct form is similar, including questions about how students are treated and how the instructor conducted the classroom experience.



Division deans review these returned questionnaires to gain insight into the general reaction of students to their classroom experiences. These questionnaires are then returned directly to the faculty members. The results provide valuable insights for faculty and deans, but because the data is from a non-professional source, there is no quantitative or qualitative summary or statistical analysis which takes place to summarize the results.

The Graduate Follow-up Survey, administered by the Office of Workforce Development, includes questions regarding graduates' opinions of the support provided by staff and faculty <sup>E 5.76</sup>. As students respond to the various questions on the survey, the resulting report clearly indicates that graduates are very satisfied with the services and support they receive at the College. Two questions in particular which have received very high ratings throughout the years include:

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

### **Alternative Sites**

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

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

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

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



## CORE COMPONENT 3D

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

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

### MCCC Library

The MCCC library was updated and remodeled in 2000 and is at the heart of the MCCC campus. According to the library's mission statement, "The Learning Resources Center provides access to services, technologies, and materials to enhance a quality instructional program; stimulate the intellectual, professional, and cultural interests of students and staff; promote information literacy and research; and offer academic assistance to MCCC students" <sup>E 5.77</sup>.

The MCCC library staff works to support this mission with its collection of 300+ journal and magazine subscriptions and over 47,000 books. These materials support the College's curricula and promote independent learning and research. In addition, students and faculty are able to access over 30,000 unique titles in a variety of databases <sup>E 5.78</sup>.

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

**Table 5.8** Off-Campus Database Usage, by Number, 2004-2005 through 2006-2007 <sup>E 5.79</sup>

Year	Totals
2004-2005	17,218
2005-2006	21,524
2006-2007	26,666

While on campus, students and faculty are actively viewing and checking out materials. In 2007, more than 5,600 books were checked out of the MCCC library, 867 books or videos were requested from the reserve collection, and 82,378 articles were viewed by students, faculty, and staff <sup>E 5.80</sup>.

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

- **Reserves** – Faculty may place books, articles, audiotapes, or films on reserve at the circulation desk. Reserve materials generally have very short circulation times, ranging anywhere from one hour to one week.
- **Inter-Library Loan** – When patrons locate a book title or journal article that the College does not own, the library is able to borrow those materials from any library in the country.
- **Internet Access** – The library has 18 Internet stations for student use. The computers in the lab are intended for research, so the programs on them are limited.
- **Reference and Research Help** – Faculty librarians are able to help students learn how to use the wide variety of information sources available on- and off-campus. Reference help is available on a walk-in basis, and students are welcome to make appointments for individual help by contacting one of the librarians. In 2006-2007, librarians at MCCC answered 2,274 reference questions and individually helped 1,388 people with research needs <sup>E 5.81</sup>.

Librarians also maintain an email reference service for students and faculty at “Ask A Librarian,” a resource available on the library’s home page where inquiries can be emailed to a librarian via an electronic request form <sup>E 5.82</sup>. The submitted questions are checked frequently and answered by the librarians.

Another service to help library patrons find material is Research Help Now. Student questions are answered via a “live chat” format by a librarian at one of fifteen academic institutes participating in this program ([www.researchhelpnow.org](http://www.researchhelpnow.org)).

- **Research Education** – One of the most valuable services MCCC librarians perform for faculty and students are classroom presentations outlining particular resources or materials. In 2006-2007, faculty and students participated in 57 classroom orientations <sup>E 5.83</sup>. Librarians may also recommend specific materials and offer help in establishing a reserve collection.
- **Integrated Library System** – In the fall of 2008, the MCCC library implemented a new integrated library system (Symphony) from the SirsiDynix Corporation with a total cost of approximately \$105,000. The new system offers the traditional library catalog for books and video resources, and it allows holds and bibliography-building on the system. In addition, Symphony offers links from individual title records to tables of contents, author biographies, and book reviews when available.

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

The library will also add a “federated” search feature that will allow users to search multiple databases with one search request. Combined with the “rooms” feature, students and faculty will find it easier to locate the best print sources and databases for specific assignments. The library staff views these tools as an

extension of the current orientation sessions and another method to help students become more information literate.

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

The staff in the MCCC library includes a director, two full-time librarians, four adjunct librarians, four full-time support staff, and student assistants <sup>E 5.84</sup>. The library's hours of operation vary each semester and are posted on the library's home page.

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

**Table 5.9** MCCC Alumni Responses to Questions Regarding Satisfaction with Learning Resources, by Number and Percentage, 2003-2004 through 2005-2006 <sup>E 5.85</sup>

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

## Learning Assistance Lab

The Learning Assistance Lab (LAL), located in the Campbell Learning Resources Center, provides a variety of support services free of charge to currently enrolled MCCC students. Through tutoring services, supplementary instruction, study-skills assistance, and disability services, the LAL delivers academic support for most subjects. The Office of Disability Services in the LAL provides accommodations, support, and referrals for students with documented permanent impairments. The staff of the LAL is challenged to meet the diverse academic needs of all students enrolled at MCCC and to assist faculty in teaching. Staffing consists of a full-time coordinator, adjunct counselors, adjunct faculty specialists, and paid student tutors. Part-time faculty and counselors are limited to twenty hours per week. As the student population has grown, more student diversity exists, and the staff is challenged to meet the increasing demands. Although enrollment at MCCC has increased, the LAL staffing has remained constant <sup>E 5.86</sup>.

## Academic Assistance

**Tutoring** – Peer tutors and faculty specialists work with students both individually and in small study groups by appointment and on a walk-in basis during regular LAL

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

**Supplemental Instruction (SI)** – Trained student leaders are assigned to those courses with historically high course attrition. The purpose of SI is to assist students with difficult course content and test preparation through active participation in regularly scheduled informal group sessions. On the average, MCCC runs six SI sessions per semester. Ten SI leaders have received Level One certification through the College Reading and Learning Association <sup>E 5.87</sup>. Improved retention rates and end-of-semester grades validate the success of this program. (See Table 5.10)

**Table 5.10** Comparison of Supplemental and Non-Supplemental Instruction on Student Retention Rates and End-of-Semester Grades, by GPA and Percentage, 2005-2006 through Fall 2007 <sup>E 5.88</sup>

Year	SI End Grades and Attrition		Non-SI Grades and Attrition	
	GPA	Percentage	GPA	Percentage
2005-2006	2.35	28.6%	2.0	54.8%
2006-2007	2.30	36.6%	2.0	52.3%
Fall 2007	2.60	25.7%	2.1	63.0%

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

- **Tutoring:** Faculty specialists and counselors are available by appointment to work with students one-on-one on a variety of study skill areas. In addition, all tutors promote practical study strategies in their content areas.
- **Workshops:** *First Steps for Classroom Success* is a four-hour workshop that is routinely scheduled the week preceding fall and winter semesters. Sessions are offered both day and evening at the Main Campus as well as the Whitman Center. While any MCCC student is welcome to attend, advertisements and mailings target new students, students with disabilities, and students with fewer than fifteen credits who have less than a 2.0 GPA. The workshop targets topics such as note taking, time management, and the expectations of college. Attendance at this workshop since 2005 is reported in Table 5.11.

**Table 5.11** First Steps for Classroom Success, Attendance Summary, by Number, 2005-2006 through 2007-2008 <sup>E 5.89</sup>

Academic Year	Fall	Winter
2005-2006	112	34
2006-2007	65	32
2007-2008	121	43

Students complete follow-up evaluations at the conclusion of these sessions, and the responses are very positive <sup>E 5.90</sup>.

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

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

The Developmental Education Committee, a standing committee at MCCC, has recognized the need for a more in-depth study skills course for developmental students and students on academic probation. The committee report of 2005-2006, sent to the vice president of Instruction and vice president of Student and Information Services, recommended the addition of a study skills course; however, this recommendation has not been implemented <sup>E 5.91</sup>.

**Table 5.12** Classroom Visits to 090 Courses and Faculty Referrals of Students to the LAL, by Numbers 2005-2006 through 2007-2008 <sup>E 5.92</sup>

Academic Year	Class Visits to 090 Courses (Reading, Writing, Math)		Faculty Referrals	
	Fall	Winter	Fall	Winter
2005-2006	424	169	228	73
2006-2007	338	148	108	32
2007-2008	314	148	204	93

## Disability Services

As student enrollment at MCCC has grown, so has the number of students who request accommodations for a variety of disabilities. In 2005-2006, the LAL staff handled 786 requests for disability accommodations. In 2007-2008, the number of requests increased to 947 <sup>E 5.93</sup>.

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

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

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

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

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

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

services staff provide on-going training and updates regarding court rulings that affect MCCC policies and procedures for accommodations.

**LAL Assessment** – Through the use of *Tutor-Trac*, a computerized software program, student usage and satisfaction statistics are maintained. Student usage is very high with a monthly average of over 600 LAL contacts <sup>E 5.94</sup>. Tracking student academic performance also provides feedback on the effectiveness of LAL services. Counselors and faculty also receive informal feedback from students regarding the effectiveness of accommodations and other services. All data gathered is carefully considered and analyzed to improve LAL services in the future. Overall, student satisfaction is positive <sup>E 5.95</sup>.

## MCCC Writing Center

Located in the recently renovated Learning Assistance Lab, the Writing Center provides students and faculty with services to enhance student writing and to assist faculty in the teaching of writing. The Writing Center provides students with individualized instruction for every stage of the writing process and assists faculty with specific course assignments. The goal of the Writing Center is to help all MCCC faculty become better teachers by providing valuable services to their students <sup>E 5.96</sup>.

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

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

**Table 5.13** Writing Center Usage, by Number, August 2005 to June 2007 <sup>E 5.97</sup>

	August 2005 – June 2006	August 2006 – June 2007
Total No. Conferences	1,703	1,604
By Appointment	789	828
Walk-ins	67	44
Fellowed Classes	479	486
Online	368	246



Tutoring in the Writing Center is provided by MCCC students who have been nominated by faculty. As writing fellows, the students receive rigorous training in writing through the Advanced Composition course (English 254). Writing fellows also receive training in the electronic media used to support e-services and maintain the website. In the past two years, the WAC program has employed an average of 36 students each academic year. Writing fellows are compensated through a scholarship program that is part of the annual budget.

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

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

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

All data gathered formally and informally are reported in the annual *Writing Across the Curriculum Annual Report* prepared by the WAC coordinator <sup>E 5.98</sup>.

## Computer Labs

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

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

The number of computer stations and availability varies. The labs support student learning and effective teaching and are accessible to students and faculty at Monroe County Community College. The Regional Computer Technology Center (RCTC) with 47 computers and the Business Learning Lab (BLL) with 22 computers are open computer labs that provide free support services for all students to help in the development of academic skills essential to successful learning. The staff members of the RCTC and BLL assist students, faculty, and staff with personal computer and network operations, interpretation of instructional materials, and procedures associated with various software packages used in the computer labs <sup>E 5.99</sup>.



Evaluation forms to measure the effectiveness of the RCTC and BLL are given to students enrolled in some of the computer information system (CIS), administrative professional (ADMN), and word processing (WPR) courses at the end of every semester. Student responses are favorable and on file [E 5.100](#).

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

**Table 5.14** RCTC and BLL Usage, by Number, Fall 2005-Summer 2007 [E 5.101](#)

	RCTC and CAD Users	BLL Users
Fall 2005-Winter 2006	23,297	7,574
Spring-Summer 2006	2,216	483
Fall 2006-Winter 2007	23,711	9,701
Spring-Summer 2007	1,998	955

The Welch Health Education Building Open Computer Lab in H-104 with 12 computers is not staffed. It is available to students enrolled in healthcare programs for self-paced instruction designed to prepare the students for the NCLEX-Registered Nurse (RN) and NCLEX-Licensed Practical Nurse (LPN) board exams. Student usage is not tracked, but student pass rates indicate this lab is a successful tool [E 5.102](#). (See Table 5.15)

**Table 5.15** MCCC Student NCLEX-RN, NCLEX LPN, CRT, by Percentage, Fall 2005-Winter 2008 [E 5.103](#)

NCLEX-RN
Fall 2005-Winter 2006 = 88.9%
Fall 2006-Winter 2007 = 86.02%
Fall 2007-Winter 2008 = 100%
NCLEX-LPN
Winter 2007-Fall 2007 = 100%
Winter 2008-Fall 2008 = 100%

The Life Science Building Open Computer Lab in L-144 with 25 computers is an open-access lab that is staffed by student assistants. This lab is designed to provide a place for students to complete assignments that require the use of computer equipment and software without tutorial assistance. The lab is also reserved on occasion by Science/Mathematics classes for in-class use of specialized software [E 5.104](#). A daily student count is taken, and records are kept for two academic years. The usage numbers are informally kept. (See Table 5.16)

**Table 5.16** Life Science Computer Lab Student Usage, by Number, Fall 2005-Summer 2007 [E 5.105](#)

	Students
Fall 2005 - Winter 2006	7,495
Spring - Summer 2006	812
Fall 2006 - Winter 2007	4,833
Spring - Summer 2007	524

Student assistant hours were cut in half from 40 to 20 hours for the 2007-2008 academic year, and the reduction of hours is indicated by the decreased student usage numbers.

The Campbell Learning Resources Center Computer Lab in C-8 was updated in fall 2008 with 24 laptop computers. It is not an open-access lab. Faculty may reserve the lab for their classes. The lab is largely used for classes in the Humanities/Social Sciences Division and also “At-Risk” post-testing for Reading 090 and English 090. It is also used by the administrative offices for Datatel training sessions and faculty WIDS training. Usage of this space had steadily declined due to out-of-date hardware and software; however, the new computer equipment in C-8 should encourage more usage, but with only 24 computers, it does not accommodate large classes <sup>E 5.106</sup>.

### Testing Center

The Regional Computer Technology Center serves as a Testing Center as well as an open lab for students. The RCTC works with the Admission’s Office and conducts COMPASS testing. Test proctoring (online and paper and pencil tests) is offered to students and guests during the open lab hours (no appointments are required). The Computer Skills Competency Assessment is also administered by the staff of the RCTC. The Business Learning Lab at the Whitman Center conducts only COMPASS testing <sup>E 5.107</sup>.

Faculty may use the RCTC to proctor make-up exams for students instead of using valuable class time to perform this service. Faculty may also request the service of the RCTC to proctor exams for students who are enrolled in online classes. Currently students test in the Conference Room located within the RCTC. The room is monitored by staff using a surveillance camera <sup>E 5.108</sup>.

Students have consistently provided favorable responses when given the opportunity to complete a student evaluation of the RCTC Testing Center each semester <sup>E 5.109</sup>.

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

**Table 5.17** Student Usage of RCTC and BLL, by Test-Type, by Number, Fall 2005-Summer 2007 <sup>E 5.110</sup>

	RCTC Compass Tests	RCTC College Testing	BLL Compass Tests
Fall 2005- Winter 2006	856	2,322	252
Spring – Summer 2006	721	353	123
Fall 2006 – Winter 2007	891	2,340	141
Spring – Summer 2007	749	554	97

### Fitness Center

The MCCC Fitness Center, located in the Welch Health Education Building, contains weight machines, dumbbells, hammer strength machines, elliptical machines, and treadmills. The College regularly budgets for updates and

replacements. In 2007-2008 replacement of two exercise bicycles was budgeted at \$5,000. The 2008-2009 budget designates an additional \$5,000 for the purchase of new elliptical machines.

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

When it is not being used for classes, the Fitness Center is open to students, staff, and alumni. The facility is open free of charge to students and staff. Alumni pay a \$50.00 fee to use the Fitness Center. Users must attend an orientation session which demonstrates the correct use of equipment and sign a liability waiver form before using the facility. Photo identification must be presented for each visit <sup>E.5.111</sup>.

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

	2005	2006	2007
Visitors	912	875	894
Usage Hours	11,553	11,631	10,818

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

### Additional Learning Resources

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

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

### Student Assistants

MCCC, through the Office of Workforce Development, supports student learning and effective teaching by providing on-the-job learning and training for student assistants. Students are hired for a significant number of positions at the College.

These jobs typically employ students Monday through Friday with a maximum of twenty hours per week <sup>E 5.112</sup>. In the 2008-2009 budget, \$214,535 was budgeted for student assistant wages.

**Table 5.19** Average Number of Available Student Assistant Jobs, 2005-2007 <sup>E 5.113</sup>

Year	Jobs Available
2005	48
2006	55
2007	51

Available student-assistant positions are listed on the College website <sup>E 5.114</sup>.

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

Students use the services by registering with Workforce Development, which allows them access to apply to local Monroe companies that have job openings. Workforce Development is also the central location to apply for on-campus employment. Faculty members refer students looking for employment. This service is available to all MCCC students, past or current, and also any Monroe County resident. Job postings are available for view via the MCCC website <sup>E 5.115</sup>.

Workforce Development measures the contribution of the learning resource through the Graduate Follow-up Survey and the Employer Follow-up Survey <sup>E 5.116</sup>.

## Student Publications

### **The Agora**

*The Agora* is the student newspaper staffed by journalism students (*JOURN 162/261/262*). The newspaper staff report, write, illustrate, critique, and copyedit the articles for the newspaper under the guidance of a faculty adviser. The staff of *The Agora* designs the pages and is also responsible for the distribution of the paper. Printing of the newspaper is done by *The Monroe Evening News*. The hands-on experience in creating *The Agora* enhances the journalistic writing, photography, graphic design, and marketing skills of the students involved <sup>E 5.117</sup>.

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

### **Agora Awards**

- **2008:** 18 awards won from the Michigan Community College Press Association with an overall placement of 6<sup>th</sup> in the competition
- **2007:** 12 awards won from the Michigan Community College Press Association ranging from First Place to Honorable Mention [E 5.118](#)
- **2006:** Column/Commentary (*Awards displayed on the wall of The Agora office, L202*)
- **2005:** Feature Photo, Photo Essay, Review, Analysis (*Awards displayed on the wall of The Agora office, L202*)

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

- Michigan Community College Press Association (MCCPA)
- Michigan Collegiate Press Association
- Michigan Press Association
- Community College Journalism Association
- College Media Advisers
- Associated Collegiate Press and the Student Press Law Center [E 5.119](#)

The number of issues published varies slightly from year to year. In 2007-2008, *The Agora* published six issues in the fall semester and five issues in the winter semester. Most issues run eight to ten pages. *The Agora* is distributed throughout the Main Campus and at the Whitman Center with newsstands in various locations [E 5.120](#). The current issue as well as archived issues of *The Agora* are available online [E 5.121](#).

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

*The Agora* celebrated its 25th year of publishing in the 2007-2008 academic year [E 5.122](#). In addition, the state-wide Michigan Community College Press Association (MCCPA) Press Day Conference was hosted by MCCC on April 5, 2008 [E 5.123](#).

### **Images**

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

## SUMMARY OF FINDINGS

### Strengths

- The writing component of MCCC's general education requirement has a strong assessment tool that will continue to work when general education is transformed from course-based to outcomes-based assessment.
- Membership in the Higher Learning Commission Academy for Assessment of Student Learning will keep the College on task for a transformation to a culture of assessment.
- The College is committed to maintaining effective physical learning environments, having invested significant dollars in instructional classrooms and laboratories over the past several years.
- The College is committed to enhancing instructional technology, having invested in physical and human capital and related professional development resources over the past several years.
- The College provides multiple locations and instructional delivery methods to meet student needs.
- In keeping with its mission, Monroe County Community College provides a strong complement of academic student support services.
- Use of academic student support services is well-documented.

### Opportunities/Challenges

- Some current assessment methods may not survive a transition to outcomes-based general education.
- The various levels of assessment currently stand alone. Links between assessment efforts are not easily identified.
- Course and program review is inconsistent and sporadic.
- The current criteria for recognition of effective teaching is perhaps too broadly defined, resulting occasionally in recognition of "effective service" that may not be directly related to teaching.
- Professional development opportunities offered internally have concentrated heavily on technology, both hardware and software. The same cannot be said in regard to sessions on teaching and learning pedagogy or content.
- Regular, meaningful evaluation of faculty is becoming more difficult due to the sheer increase in numbers.
- Faculty and staff recognition should be extended beyond the internal environment.
- Assessment of academic student support services is limited in most cases to student evaluations.
- Consistent increases in student enrollment since 2003 may require additional human and other resources to effectively serve the diverse needs of all MCCC students.
- Academic support services are not available to students at the Whitman Center.

- The MCCC library does not survey faculty and students regarding their needs and expectations for library services.
- In response to the recommendation of the Developmental Education standing committee, a college study skills course should be added to the list of available developmental education courses.
- Humanities/Social Science courses generate nearly 80 percent of all writing across the College. However, there is no permanent open computer lab in the Campbell Learning Resources Center building, where most of the writing-intensive courses are scheduled.
- The library has a limited number of computers and does not equip computers with full-function word processing software.
- Growth in student utilization of the Regional Computer Technology Center is outpacing physical and human resources.
- The Whitman Center does not have any specific area designated to handle testing accommodations.
- The LAL, located on the second floor of the CLRC, is not in the same building as MCCC's other student services.
- Disability services are housed in the LAL and, subsequently, are not always easily accessible to students with physical disabilities.
- Funding for the development of facilities and appropriate technology may prove challenging in the current economic environment.
- MCCC needs to develop a sound strategy to determine the best direction for the delivery of courses: face-to-face, blended, and online.
- MCCC can enhance experiential learning with more co-op and internship opportunities.





# CHAPTER 6

## **CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE**

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

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

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

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

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

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

The College has an expectation that staff and students will behave in an ethical manner while on campus. Explicit statements of expected behaviors are found in College policies and procedures. These policies serve both the students and institution, and they are reviewed and updated as needed. Students have the

opportunity to practice and expand curricular learning outside of campus. These efforts foster an attitude that staff and students have not only a responsibility in the classroom and workplace, but in the larger community.

## CORE COMPONENT 4A

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

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

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

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

## Planning Process and Financial Allocation

### Planning Process

The planning process currently in effect is designed to include all elements of the governance structure. This process begins at the cabinet level and extends into the campus divisions/departments and committees for review and comment. As a result of the Vital Focus activities conducted in 2006, a sub-committee of the Higher Learning Commission Accreditation Steering Committee recommended an evaluation of the College mission, creation of a vision statement, and adoption of a data-driven strategic planning process <sup>E6.1</sup>. This process was begun in July 2007 under the guidance of the Institutional Plan Coordinating Committee (renamed the Strategic Planning Committee), with a review of the mission statement, development of a vision statement, and adoption of new mission documents completed by December 2008 <sup>E6.2</sup>. The Strategic Planning Committee is continuing their work on development of the College's strategic plan <sup>E6.3</sup>.

The current Institutional Plan 2005-2008, which was extended by vote of the IPCC for one additional year <sup>E6.4</sup>, contains three themes that illustrate the organization's commitment to lifelong learning.

- *Embrace Learner-Centered Education for Maximizing Student Success:* This theme is dedicated to the exploration of additional training and professional development programs and activities.

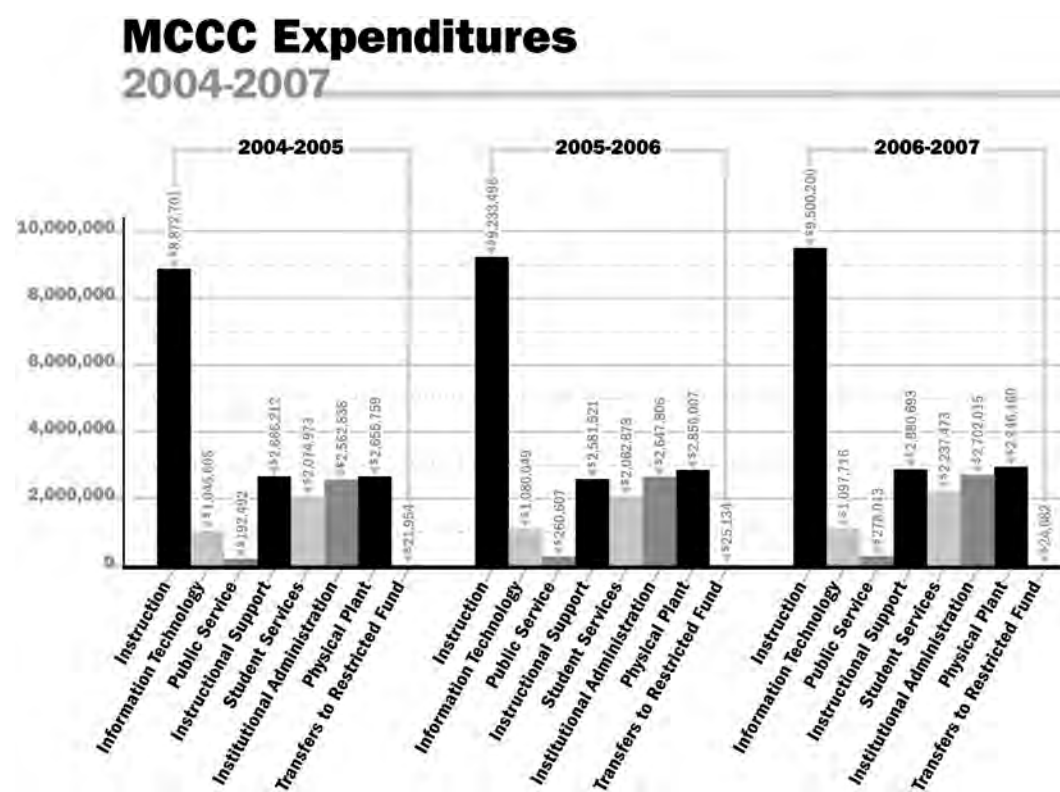
- *Promote Student Access to Higher Education:* This theme bears a commitment to providing programs, activities, and opportunities to meet the needs of all student populations.
- *Expand Partnerships with Business and Industry, Other Institutions, and Organizations:* This theme focuses on noncredit students who look to the College for professional development <sup>E 6.5</sup>.

## Financial Allocation

### Campus-Wide Support

Financial allocations for the College demonstrate a commitment to learning. Analysis of the annual reports of the College <sup>E 6.6</sup> indicates a significant proportion of the total budget is devoted to instruction across all disciplines and instructional support (which includes library services, educational media services, the Learning Assistance Laboratory, educational administration, and the extension center). Figure 6.1 demonstrates the breakdown of the total budget allocation.

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



Between 2004 and 2007, the total financial allocation from the General Fund for instruction and instructional support totaled \$35,735,000. Across three academic years, the College designated between 54 percent and 57 percent of the total General Fund budget dollars for instruction and instructional support (Table 6.1).

**Table 6.1** Budget Allocation for Instruction and Instructional Support <sup>E6.7</sup>

Academic Year	Funds Budgeted for Instruction and Instructional Support	Percent of General Fund Budget
2004-2005	\$12,283,000	57%
2005-2006	\$12,783,000	54%
2006-2007	\$13,341,000	57%

In addition to the financial allocation for MCCC students, the College has in place a number of agreements to provide access to advanced study. Nearly 40 percent of graduating students transfer to three universities: Eastern Michigan University (EMU), Siena Heights University (SHU), and the University of Toledo (UT) <sup>E6.8</sup>. Both EMU and SHU offer degree completion programs on campus. MCCC has a 90-30 transfer agreement with SHU. To facilitate that, MCCC provides in-kind services (phone, office space, email access) in exchange for lowered tuition on the first 90 hours transferable to SHU. EMU has an office on campus, using leased space, which facilitates 3+1 transfer agreements. The College has signed an agreement with the UT College of Education for a Ph.D. cohort in Higher Education Leadership to be hosted at MCCC <sup>E6.9</sup>. This is making advanced academic work available for staff and graduate students from the area.

### Scholarships and Foundation Grants

The Foundation at Monroe County Community College provides a wide range of scholarship opportunities for students. The Foundation has 33 endowed scholarships, for a total of \$1.7 million, with another eight scholarships working toward endowed status <sup>E6.10</sup>. The Foundation's Enhancement Grants program also supports faculty as they develop innovative learning programs for students <sup>E6.11</sup>. This includes travel stipends for curriculum-related trips.

Recent Enhancement Grants trips include the following:

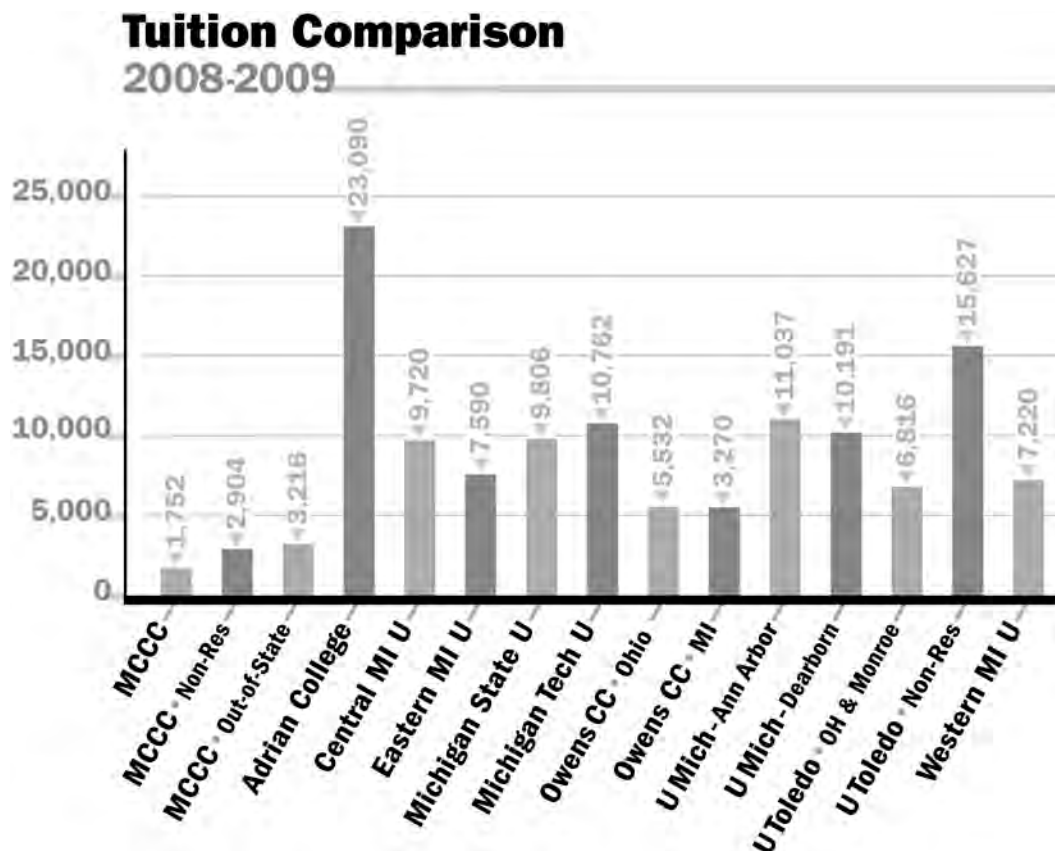
- *BodyWorks* national exhibit hosted at the Detroit Institute of Arts for 2<sup>nd</sup>-year anatomy and physiology students
- Holocaust Memorial Center in Farmington Hills, Michigan, for students in the sociology class Death, Loss, and Grief
- National College Media Convention in Washington, D.C.,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

### Affordable Tuition

MCCC has made a tangible commitment to keeping tuition rates low. With the advantage of a millage that accounts for 54.21 percent of General Fund revenues <sup>E6.12</sup>, the College has the lowest tuition in the region and one of the lowest community

college tuition rates in the state <sup>E 6.13</sup>. Figure 6.2 shows how tuition at MCCC compares with other colleges in the region.

**Figure 6.2** A Comparison of Regional College Tuitions 2008-2009 <sup>E 6.14</sup>



The College is currently engaged in a campus-wide discussion of whether or not to replace the current credit-hour tuition with a contact-hour tuition. Central to these discussions has been the impact that changes in the tuition structure may have on student ability to pay and program enrollments <sup>E 6.15</sup>.

### Provision of Talent and Technology for Learning

In response to the recommendations of the Instructional Technology Task Force, in November of 2006 the Instructional Technology standing committee recommended the creation of a new position to help faculty use technology for learning. The recommendation of the committee was accepted and the position filled in 2007, with the creation and hiring of a coordinator for e-learning and instructional support, who reports directly to the vice president of Instruction <sup>E 6.16</sup>.

In addition to personnel to support learning, the College has devoted significant financial resources for technology infrastructure. Between 2002 and 2007, the College invested nearly \$3 million in upgrades and expansions of the science labs for chemistry, anatomy/ physiology, biology, physics, and earth science <sup>E 6.17</sup>.

In the past 10 years, the Information Systems (IS) department has consistently expanded its work across campus, whether installing new computers or providing new services such as wireless access and email. Much of the work goes on behind the scenes. In 2007 the IS staff undertook installation of new instructional equipment, with integrated servers and projectors in classrooms across campus <sup>E 6.18</sup>. Also in fall of 2007, the Whitman Center had new fiber optic installed to speed access to the Internet <sup>E 6.19</sup>. There is hardly a project on campus that does not involve the input of the IS department <sup>E 6.20</sup>.

The Regional Computer Technology Center (RCTC) in the West Technology Building <sup>E 6.21</sup> and the Business Learning Lab (BLL) at the Whitman Center <sup>E 6.22</sup> are available for all students and support personal computer use, network use, and software packages. With some exceptions, the laboratory classrooms in the East and West Technology Buildings have not had the benefit of major renovations. The spaces that support most of the programs in the Industrial Technology Division are in need of renovation and upgrades. In fall 2008, the state announced approval for a funding package that will allow the College to begin planning for a new \$17 million facility intended to provide modern classrooms and labs to teach technology related courses <sup>E 6.23</sup>.

### Student Support

The College also gives direct financial support for co-curricular student groups, including student government, the Society for Automotive Engineering, the respiratory therapy group, Math and Science Society, and the culinary program, among others. While most of these groups also engage in fundraising to support programs and projects, the College provides in-kind services for meeting space, event space, as well as funding for club advisors <sup>E 6.24</sup>.

### Activities and Programs Which Support Lifelong Learning

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

- Future Teachers conference held at Jackson Community College
- Nurses' Impact Day held at the state capitol in Lansing, Michigan
- Career Day for nurses held each winter term in conjunction with a local hospital
- Sputum Bowl for respiratory therapy students
- Michigan Association for the Education of Young Children conference attended by early childhood development students <sup>E 6.25</sup>

On-campus transfer and job seminars encourage current students to look ahead to their options for further learning. These may be as specific as the Science/Mathematics Division presentation on Western Michigan University's program in paper engineering or as generalized as the transfer fairs and visiting

college/university representatives at both campuses. The Admissions and Guidance Services Office also supports a Career Development Center and career testing services. For example, staff from that department participated in Job Opportunity fairs offered at five former Visteon plants for workers who anticipate plant cutbacks or closings. Workshops on résumé writing and job interviewing skills are offered at the Main Campus and at the Whitman Center <sup>E 6.26</sup>.

### **Community Partnerships**

The College recognizes that learning does not only occur in the classroom. For three years, The Foundation at MCCC has participated in The Big Read, a 4-6 week program supported by the National Endowment for the Arts and the Institute of Library and Museum Services in partnership with Arts Midwest designed to restore reading to the center of American culture. Each year, Monroe County residents are invited to read and discuss a single literary classic. Through innovative reading programs, educational programming, and entertainment, The Big Read encourages reading for pleasure and enlightenment <sup>E 6.27</sup>.

In conjunction with the Monroe County Historical Society, the City of Monroe, the Port of Monroe, and the War of 1812 Steering Committee, MCCC also is sponsoring a series of events and lectures leading up to the 200<sup>th</sup> anniversary of the Battle of the River Raisin, to be celebrated in 2012 <sup>E 6.28</sup>.

### **Community-Focused Programs**

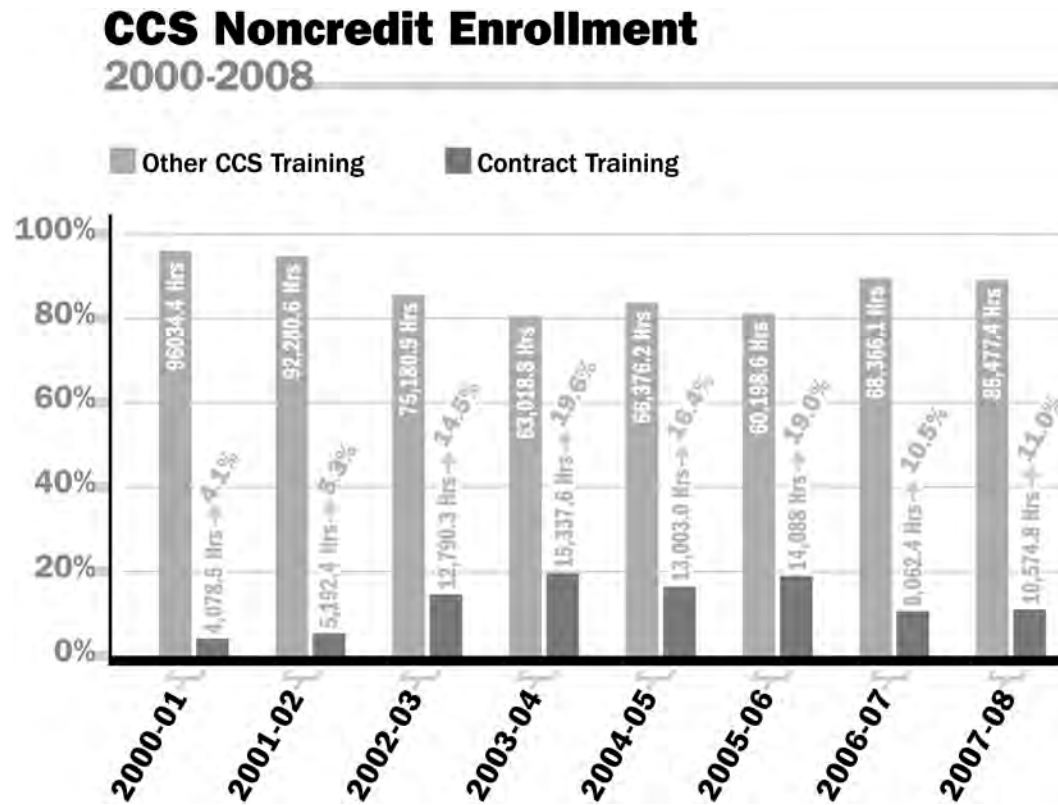
Responding to community and corporate need, Corporate and Community Services (CCS) provides customized training for local business and industry in subjects ranging from computer skills to Computer Numeric Control training. Approximately 30 to 40 courses are taught each year, depending on local requirements, with over 500 participants per year. The Office of Workforce Development offers students, alumni, and county residents cost-free assistance in locating employment opportunities in the Monroe area <sup>E 6.29</sup>.

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

The CCS Division also offers contract training, training that is open only to participants from a specific company or agency. Figure 6.3 demonstrates that approximately 10-25 percent of CCS enrollment is in this specialized corporate training and accounts for 4-20 percent of contact hours in the CCS division. The broad ranges suggest the dependence upon the local economy. For example, in 2007 Ford Motor Company ended a training agreement because of corporate cutbacks <sup>E 6.30</sup>.



Figure 6.3 Corporate and Community Services – Contract Training



## Freedom of Inquiry Practices and Resources

### Statement of Freedom of Inquiry

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

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

Instructors shall be free to present instructional materials which they consider pertinent to the subject and level taught and consistent with their course objectives, and shall present controversial issues in an objective manner. They shall also be entitled to freedom of discussion within the classroom on all matters which are considered relevant to the subject matter under study. The administratively authorized use of any mechanical monitor or communications device during the meeting of class shall be with the prior approval of the faculty member concerned <sup>E 6.34</sup>.



In regard to incidences of censorship outside the classroom, institutional memory recalls a few episodes of alleged censorship of art or events but, without a policy or procedure in place to evaluate the concern and record the findings, it is difficult to make a definitive decision as to the validity of the claims. The cultural arts schedule and advertising for various events now include notices when performances may contain material intended for mature audiences.

A recent incident that some argued was an attempt by the College to censor music presented at Commencement resulted in the resignation of the choir director after college officials sought legal advice after receiving complaints about the inclusion of religious songs at commencement exercises. That employee was reinstated following discussions with the administration and an agreement that the misunderstanding could have been avoided and would be avoided in the future through better communication <sup>E 6.35</sup>.

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

### **Practices that Support Freedom of Inquiry**

Campus and community programs are wide-ranging, including programs targeted at adults and children across many age ranges. Responsibility for the development and scheduling of these programs varies. Some are the responsibility of the Campus/Community Events standing committee, while others are part of the Student Activities Office. Still others emerge from instructional areas. Art displays, poetry “slams,” plays, comedy acts, children’s films, and lectures all fill the events calendar each year. The College is a robust partner with other community groups and agencies, participating, for example, in the War of 1812 Bicentennial project, The Big Read, and the annual Monroe County Black History Month Blues Series. <sup>E 6.36</sup>

The College supports a number of activities that afford students the chance to pursue inquiry across diverse topics. The student newspaper, *The Agora*, is published approximately 10 times during the fall and winter terms. The paper is produced by MCCC students enrolled in the journalism classes under the guidance of a faculty advisor and student editors <sup>E 6.37</sup>. *The Agora* reports on school events and other issues of interest to the College community. During faculty contract negotiations in 2006, reporters from *The Agora* disagreed with the administration’s request that all media inquiries be forwarded to the Institutional Advancement Office as they felt their access to College officials was being limited <sup>E 6.38</sup>.

Both the Humanities/Social Sciences and Science/Mathematics Divisions have students who submit papers to the Liberal Arts Network for Development (LAND), a state-wide group of community college administrators and faculty. Working under

the mentorship of faculty, MCCC students have regularly won at the annual LAND Student Scholars Conference. The College also supports an annual literary magazine, *Images*. Submissions are from across campus, with most of the work coming from students who are enrolled in art and creative writing courses <sup>E 6.39</sup>.

### Resources that Support Freedom of Inquiry

A central resource that cuts across all disciplines on campus is the College library. In the past five years, the library has reviewed its entire print reference collection, removing and replacing out-of-date materials. In concert with this review of print materials, there has been a significant increase in electronic collections. This has been accomplished in part through a relationship with the *Access Michigan / Michigan eLibrary* project at the Michigan Department of History, Arts, and Libraries <sup>E 6.40</sup>.

In addition, annual budget allocations have reflected a commitment to off-campus access by purchasing databases beyond those provided by the state and the technology to make them available remotely. Just as it has done for its print collection, the library reviews usage of each of the databases to determine electronic subscriptions. Some databases have been added in direct response to the need to provide resources for specific disciplines, e.g., the *JSTOR* database was added in 2005 because of the need for more humanities sources. The library has implemented the next iteration of its catalog and electronic resources. These were made available during the 2008-2009 academic year <sup>E 6.41</sup>.

The library continues its cooperation with the academic areas by providing research strategies instruction in conjunction with specific assignments. Collection development is done by librarians who all hold American Library Association accredited graduate degrees and in cooperation with instructional faculty, supported by language in the collective bargaining agreement <sup>E 6.42</sup>.

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

Acknowledging the growth in both online and blended courses, the new integrated library system was selected with an eye toward providing greater support for online instruction. In fall 2008, the new classroom in C-223 was opened and available as a test /prototype for planned renovations to other classrooms in the building <sup>E 6.43</sup>.

With the progress of the HLC Steering Team and the development of the HLC resource room, it has become clear how much information exists on campus and that easy access to this information in the future should be a priority. Prior to the development of the resource room, summaries of reports may go to the president,

vice presidents, office of record, and/or committee. Those reports may in turn be summarized for the board or for publication, but the source documents are not easily available. While committee meeting minutes are made available and annual reports from committees are published across campus, other source documents are kept in various offices. For example, faculty involvement in professional organizations might be gathered for individual evaluations or even for department or division-level reports. As personnel files, they are required to be kept private. The reports of professional involvement may or may not be summarized and sent on to the vice presidents' offices. But even the intermediary documents are not available for campus-wide compilation or evaluation.

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

## Professional Development

The College has a robust program of support for professional development. The Human Resources Department maintains a *Staff Development Handbook of Opportunities* which outlines all the available programs across campus. In-service days for every level of staff, lunch and learn sessions, new employee orientation, webinars, and campus-wide wellness programs are all available at no cost to employees. As an example of current efforts, in response to the diversity initiative assessment and the formation of a standing Diversity Committee, campus-wide diversity training is offered through Human Resources <sup>E 6.44</sup>.

## Staff Support

Full-time staff are provided substantial opportunity for learning. Each full-time staff member and his/her immediate family may attend any class on campus tuition-free, whether credit or noncredit. If the department schedule allows, support staff may be allowed to “flex” their work schedule to attend coursework during the day. This tuition-free program is an opportunity for significant professional growth on campus, particularly in combination with the availability of the Siena Heights University 90-30 transfer agreement mentioned earlier. Each department's budget includes a line-item for tuition remission, which allows full-time employees, spouses, and dependent children to enroll in classes for free, while bearing the cost for books and fees only. There are campus-wide opportunities as well, such as the wellness programs and the annual “Health Odyssey” sponsored by the Health Sciences Division <sup>E 6.45</sup>.

## Faculty/Administrative Support

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

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

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

### Sabbatical Leave Topics 2001-2006

- Study of Matrix Order Differentiation and Fractional Differential Forms II
- Clinical pediatric nursing in the U.S. and El Salvador
- Research on mathematics education in the U.S., comparison of elementary mathematics texts
- Completion of dissertation research on Vietnam War combat veterans
- Survey campus and business community regarding an MCCC Study Abroad program
- Development of laboratory activities for Calculus I, II, and III using Maple 10 (mathematics) software
- Graduate coursework in Molecular Genetics, Tissue Culturing, and Limnology <sup>E 6.46</sup>

Adjunct faculty are invited to participate in annual late-summer all-day workshops, which involve training opportunities for campus services as well as for new teaching technologies that are being implemented on campus. Recent sessions include campus safety, foundation grants, advice from experienced adjuncts, and Blackboard course-management software training. Participation is voluntary rather than being part of the adjunct contract. There is an annual all-instruction meeting that occurs the evening before classes begin in the fall. Adjuncts are invited and are given one-hour stipends for attending <sup>E 6.47</sup>.

Professional development is interpreted to include professional service as well. Membership in professional organizations often is the cornerstone of professional

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

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

- In the fall of 2002, the college hosted the annual conference of the Michigan Mathematics Association of Two-Year Colleges.
- The Joint Michigan-Ohio Canadian Studies Roundtable was held on the MCCC campus in 2007.
- An MCCC faculty member offered organizational assistance for a conference of Monroe and Wayne County early childhood teachers held at the Monroe County Intermediate School District.
- Two MCCC employees traveled to Haiti to help with the development and installation of solar energy technology.
- During March 30-31, 2007, the college hosted the Community College Biologists annual conference.
- In April of 2008, the Michigan Community College Press Association held its annual Press Day and Competition on the MCCC campus <sup>E 6.48</sup>.

Although total funding for travel has increased, per-person department-level budget allocations for conference and travel have not increased in the past decade. This is a challenge in the process of applying for and obtaining funding for full-time faculty, who expect to participate in professional conferences and other activities in an effort to maintain currency within their respective fields. Other funds are available for conference participation, including Perkins “fast-track” monies and institutional funds available through the vice presidents’ offices. Foundation support is available for activities which involve student travel, but professional development is outside the mission of the grants program of The Foundation at MCCC. There is an opportunity for the College to examine and clarify the budget process and application process for conference-and-travel funding <sup>E 6.49</sup>.

Data on professional membership and service is often collected through annual employee reviews, but this is not done methodically across all departments and divisions. Some lists exist and have been compiled for this self-study. Additionally, there is no regular campus-wide reporting or compilation of professional development and professional service. The disparate points of reference in this section are evidence of the absence of an overarching, general report on employee professional development to College stakeholders <sup>E 6.50</sup>.

## Public Acknowledgement of Achievement

### Student Achievement

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

Prior to commencement, the College solicits nominations for the Alumnus of the Year award. Nominees are reviewed by committee, and the person is invited to address the graduation ceremony audience. In the past few years, two students, one from the occupational programs and one from transfer programs, have been invited to speak to the graduates and their guests. Selection of the students is by nomination and committee review. The students then work with a faculty mentor to craft their presentations <sup>E 6.51</sup>.

### Faculty and Staff Achievement

Faculty and staff achievement is acknowledged and announced to the media through press releases <sup>E 6.52</sup>. Two faculty awards are given at the annual honors banquet, the Outstanding Faculty Award for full-time and for adjunct faculty. Once nominated for the award by students or staff, the eligible faculty member submits an application which is reviewed by a committee. In addition to these awards, MCCC has one long-standing tradition that honors academic achievement, the "Shovel," which is passed along at an all-campus meeting to those who achieve their Ph.D. while working at the College.

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

All occupational programs have an advisory committee comprised of off-campus professionals within the discipline. The College has an advisory committee appreciation breakfast every two to three years to recognize the contribution of these individuals <sup>E 6.53</sup>. Adjunct faculty are recognized at a reception in the fall, and part-time employees participate in a part-time employee recognition luncheon held annually <sup>E 6.54</sup>.

A major event is the annual Employee Recognition Dinner, at which gift awards are given for years of service (in five-year increments) to full-time faculty and staff. This event also honors retirees each year. Each vice president announces service and



retiree awards for his or her area. This dinner is an evening event, and each employee is invited to attend with a guest <sup>E 6.55</sup>.

Email acknowledgement of staff accomplishments and professional service are sporadic. This relates to the sub-criteria outlined above, *Professional Development*. Without regular and methodical collection of information about professional development and professional service, public acknowledgement of staff achievements can be spotty, at best. In response to the Vital Focus suggestion that the greatest opportunity for improvement was in communication <sup>E 6.56</sup>, the *Quarterly Updates*, which had previously been prepared for the Board of Trustees, are now distributed across campus <sup>E 6.57</sup>.

This began in the fall of 2007 with three explicit goals:

- Communicate accomplishments
- Honor those who contributed to the accomplishments
- Serve as a permanent record

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

## CORE COMPONENT 4B

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

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

To demonstrate the College's commitment to the acquisition of a breadth of knowledge and skills, this section will describe the following:

- History of general education
- General education as of spring 2008
- General education with progress reports of General Education Task Force
- Linkages between curricular and co-curricular
- Activities that support practice and creativity
- Activities that support social responsibility
- Breadth of knowledge and preparation for learning

## General Education

### History

The College underwent a vigorous review of general education skills in the late 1990s, with an eye toward resolving the concerns raised by the 1990 North Central evaluation team visit. In 1997, the Institutional Assessment Committee recommended that the general education skills be reduced from 13 to 5, and these skills were to include writing, mathematics, critical thinking, problem solving, and communication. With that decision, faculty members were asked to address the five general education skills that were to be emphasized in their classes. The 2000 self-study for the Higher Learning Commission described the graduation requirements as “under review.” With these unresolved issues lingering from 1990 through the 2000 self-study, the visiting team required a progress report on general education by November 1, 2001 <sup>E 6.58</sup>.

The 2001 Progress Report outlined the time frame and activities involved in reviewing and revising general education and graduation requirements. In that report, MCCC described the revised general education requirements of written communication, mathematics, social science, science, and computer skills. These requirements were met by specific coursework, outlined in the policies and procedures of the College, and presented to students in the *MCCC Catalog*. The requirements were effective beginning with the fall 2002 <sup>E 6.59</sup>.

Throughout this process, responsibility for general education review has rested with the Course and Program Review Committee, now renamed the Curriculum Committee. Since 2001, a series of revisions to Policy 3.12, General Requirements for Graduation, have removed one of two courses from the political science requirement and removed all specific coursework from the computer skills requirements (competency may be demonstrated by completing an approved course or by demonstrating competency on a designated examination). As listed in the *College Catalog*, the coursework that satisfies the computer skills requirement has been expanded from three to four choices, after being approved by the Curriculum Committee <sup>E 6.60</sup>.

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

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



**HLC Academy for the Assessment of Student Learning**<sup>E6.61</sup>

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

- Determine the process of how general education requirements will be examined.
- Establish the general education requirements themselves.
- Incorporate those general education competencies into programs and courses.
- Establish a process for assessment and reporting<sup>E6.62</sup>.

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

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

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

**General Education – 2008 – Curricular Offerings**

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

- Written communication: Graduates will communicate ideas and information in writing using the rules of standard American English.
- Mathematics: Graduates will accurately apply appropriate mathematical approaches to the analysis and interpretation of numerical information.
- Social science: Graduates will demonstrate understanding of social science concepts.
- Science: Graduates will demonstrate understanding of the processes of scientific inquiry.

- Computer skills: Graduates will use computer technology to retrieve and communicate information. The competency may be demonstrated by successfully completing an approved course or by demonstrating competency on a designated examination.

Accompanying this listing is an outline of the coursework that satisfies the requirements. Since 2001, in response to changes that were approved by the Curriculum Committee, some specific courses have been dropped from the outline. A Computer Skills Assessment has been developed locally, and divisions have submitted course descriptions to the committee to demonstrate that a particular course satisfies the computer skills requirement <sup>E 6.63</sup>.

### **General Education – 2008 – Experiential Offerings**

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

#### **Written Communication**

The College typically has a number of students who submit papers to the Liberal Arts Network Development (LAND) annual state conference. The College has sponsored many finalists and awardees. While participation in this conference is not embedded in any of the required coursework for general education, the student authors have typically completed at least the required English composition course and often the second-level composition course where they learn how to develop a research paper. Both the Humanities/Social Sciences and the Math/Sciences Divisions have had students participate in LAND <sup>E 6.64</sup>.

In addition to LAND conference participation, the Humanities/Social Sciences Division annually publishes *Images*, a literary and arts magazine <sup>E 6.65</sup>. The magazine solicits submissions from across campus, with the bulk of written submissions from students in the creative writing course. The prerequisite for this course is English 151, one of two courses that satisfy the written communication general education requirement. The Advanced Composition course, with English 151 as a prerequisite, is the foundation of the writing fellows program. This course develops student talent in the process of writing and peer tutoring in writing.

#### **Mathematics and Science**

The Math and Science Society (MASS) is a very active group on campus with sponsored field trips, community activities, and campus speakers. Now in its tenth year, the group holds fundraisers, has an ongoing recycling program, offers a club scholarship, and has sponsored out-of-state field trips, recently to the Brookhaven National Laboratory on Long Island. They have established a science odyssey

program with students at a local elementary school. While participation in this group does not require completion of the mathematics or science general education requirement, students in this group are typically drawn from the 18 mathematics courses or 14 science courses that satisfy those requirements <sup>E 6.66</sup>.

### Social Science

A number of the political science courses include fieldtrips as part of course activities. While these trips are generally within advanced courses, the prerequisite for every one of these advanced courses is Political Science 151, the sole course to satisfy the social science general education requirement. The International Relations class has taken a field trip to the United Nations in New York City <sup>E 6.67</sup>, and the nine-credit study-abroad program in 2007 included a three-credit course in Comparative Politics <sup>E 6.68</sup>. The International Studies Club held fundraisers to support the spring semester trip abroad <sup>E 6.69</sup>.

### Computer Skills

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

## Linkages between Curricular and Co-Curricular

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

### Activities That Support Practice and Creativity

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

- Nursing students regularly participate in the annual Health Odyssey.
- Respiratory therapy students train other health science students in CPR/AED.
- Respiratory Therapy Student Club participates in the Sputum Bowl, a state-level contest for RT students.
- Respiratory Therapy Student Club sponsored a review seminar for the clinical exam test <sup>E 6.70</sup>.

Within the Business Division, the culinary students have shown their creativity in a variety of settings. In addition to the on-campus restaurant and buffets, they have sponsored an "Iron Chef" competition for second-year students, a buffet at the Michigan State Senate chambers, and a buffet at a historic mill in Dundee, Michigan, as part of a Smithsonian Institution grant program on regional foods <sup>E 6.71</sup>.

The Science/Mathematics Division has active student participation that supports practice. These activities may be required for credentialing or licensing by an outside agency, or they may reflect the efforts of student clubs toward community service or field trips.

The Early Childhood Development (ECD) degree program (within the Science/Mathematics Division) requires that students have both observational and field experiences (300 hours for the degree, 150 hours for the certificate). Graduates of the degree program meet the educational requirements for licensing for childcare center program directors by the State of Michigan. In addition to these course-related requirements, ECD students have attended the annual conference of the Michigan Association for Education of Young Children <sup>E 6.72</sup>.

Other Science/Mathematics student groups are active:

- MASS sponsored Chad Kister, author and environmentalist, as a guest speaker.
- Student Mathematics League National Competition was held on the MCCC campus.
- Botany students traveled to Hidden Lake Gardens (botanical garden affiliated with Michigan State University).
- Astronomy students traveled to the Ritter Planetarium at the University of Toledo.
- MASS traveled to Mammoth Caves in Kentucky <sup>E 6.73</sup>.

MCCC was the first community college in the country to have a student chapter of the Society for Automotive Engineering (SAE). Until 2006, MCCC was the only community college to have a car in the Formula One SAE competition. This car is built by students of all majors who volunteer their time at weekly meetings and have the chance to learn design, technological and construction processes, and be exposed to the over-all manufacturing and fabrication process used in part construction <sup>E 6.74</sup>.

Co-curricular activities that support practice are varied in the Humanities/Social Sciences Division. Students enrolled in the broadcast communication classes operate and manage the radio station WYDM Dream 97.5 from facilities located at Monroe High School. Reflecting a long partnership with Monroe Public Schools, the College purchased programming in 2005 to allow 24-hour broadcasting. Students in the television courses utilize the Monroe Public Access Cable Television facilities located in downtown Monroe for their courses. The students also assist on public access television projects <sup>E 6.75</sup>.

Education students enrolled in exploring teaching and children's literature courses had an opportunity to participate in a seminar offered by Eastern Michigan University faculty in the fall of 2007. "We've Gotta Reach 'Em to Teach 'Em: Innovative Strategies to Move Them from Boredom to Stardom" was open to community teachers as well and offered insight into embracing diversity in the classroom <sup>E 6.76</sup>.

Student writers on campus have a number of opportunities to practice and develop their skills, along with expressing their creativity. Students with little or no experience will start slowly and grow into accomplished writers. *The Agora*, *Images*, and the writing fellows program are all administered by the Humanities/Social Sciences Division.

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

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

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

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

### Activities That Support Social Responsibility

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

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

- Students in the construction management and mechanical design programs in partnership with “Project Ramp,” a community-based program, worked to build a ramp for a family in Bedford Township.
- An MCCC student, using the welding lab at the College, created a metal sculpture to be placed in front of a new pavilion that sits in the central square of the city of Monroe.
- Students in mechanical and electrical systems classes built solar panels that were taken to the University of Fondwa in Haiti. This was done in partnership with a community foundation and a local electrical contractor. A College administrator and faculty member traveled twice to Haiti to study the needs and to supervise the installation of the cells and computer lab.
- Students were trained as docents for the Dundee Old Mill museum display on regional foods, a grant-supported program in conjunction with the Smithsonian Museum.
- Mechanical design, mechanical engineering, and welding technology students completed Jaws of Life projects for many area fire and rescue departments. The project involves the design and fabrication of a sliding storage unit for the department’s Jaws of Life equipment.
- Construction management students constructed and placed a new finial—a seven-foot ornamental wooden needle—atop the Sawyer Homestead in Monroe.

The College also hosts displays that bring attention to social issues. In 2005, the AIDS quilt was hosted at the Whitman Center as part of an HIV Perspectives display. Women’s History Month was recognized with exhibits at the Whitman Center. The “Silent Witness Project,” which recognizes victims of domestic violence with life-size silhouettes, was on display in the central hallway of the Student Services/Administration Building and at the Whitman Center in 2007. While these projects rarely include student effort, they offer the entire campus an opportunity to ponder social issues <sup>E 6.82</sup>.

For three years The Foundation at the College has participated in The Big Read, part of a National Endowment for the Arts nationwide grant project. In partnership with some 15 community organizations and businesses, along with two local judges and community financial sponsors, the College helps to support a six-week program throughout the county. This includes theatrical performances, film viewing, luncheons, and book discussions revolving around a single book. The titles selected include the following: 2009 - *The Great Gatsby*, 2008 - *To Kill a Mockingbird*, and 2007 - *Fahrenheit 451* <sup>E 6.83</sup>.

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

- The Fall BBQ on campus and the Fall Picnic at the Whitman Center, held outdoors, offer students an opportunity for students to get acquainted in late September.



- Each year, Student Government sponsors two campus blood drives in partnership with the American Red Cross.
- Near the Christmas holidays, Student Government works with Toys for Tots to collect toys for area children and has supported the Santa's Winter Wonderland event.
- For students with small children, the College has sponsored an annual Family Fun Night, an evening of games and activities for children. In 2008, this was changed to Family Film night and offered the film *Ratatouille*, and in 2009, the decision was made to return to the Family Fun Night activity.
- The organization offered a weekly film series and speakers to coincide with Black History Month in 2008 <sup>E 6.84</sup>.

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

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

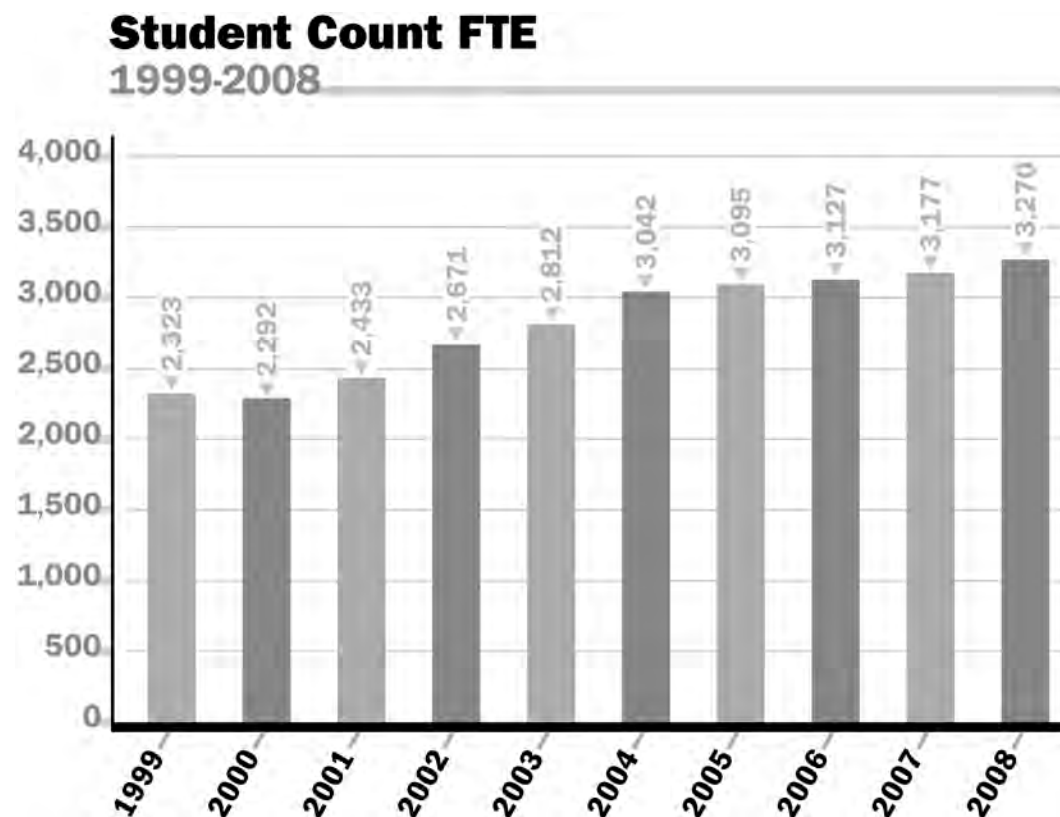
It is clear that groups with an on-campus mentor are the most likely to be active and successful in their endeavors. Since 2004, the overwhelming majority of The Foundation Enhancement Grants Program awards are given to full-time staff, primarily faculty. Table 6.2 illustrates the changes between 1999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

develop these co-curricular activities (in addition to other campus development tasks). To expand these opportunities will take a commitment of time and financial resources. In a time of growing enrollment with a static full-time faculty base, expansion of these opportunities will be a challenge.

**Table 6.2 Faculty and Student Counts 1999-2008**

Fall Semester	Full-time Faculty	Student Head Count	Full-time Equivalent
1999	64	3,568	2,323
2000	63	3,555	2,292
2001	62	3,649	2,433
2002	62	3,828	2,671
2003	61	3,943	2,812
2004	63	4,177	3,042
2005	63	4,193	3,095
2006	64	4,368	3,127
2007	65	4,433	3,177
2008	66	4,514	3,270

**Figure 6.4 Student Counts Full-Time Equivalent 1999-2008** E.6.85





## Breadth of Knowledge and Intellectual Inquiry

### Breadth of Knowledge

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

Current policy requires that the Curriculum Committee be made aware of advisory committee feedback, manpower needs, and the employment area for any new occupational course (or a significant change made to an existing course). Proposals for courses that are designed to transfer must be accompanied by letters from the colleges and universities in the service area. These efforts ensure that MCCC graduates will make a successful transition either into the workplace or into higher-level coursework <sup>E 6.86</sup>.

### Preparation to Pursue Continued Learning

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

### Transfer Agreements

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

- 6 semester hours of English Composition
- 8 semester hours of Humanities (taken in more than one discipline, not to include English Composition)
- 8 semester hours of Social Science (taken in more than one discipline)
- 8 semester hours of Natural Science <sup>E 6.87</sup>

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

- Transfer Guides
- Transfer-to Equivalency Lists
- Transfer-from Equivalency Lists

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

This project is facilitated by the College’s association with the Michigan Transfer Network, an online offering sponsored by MACRAO and hosted by Michigan State University. Current students and prospective students may readily view their options to move from one school to another. Since MCCC is so close to Northwest Ohio, the College’s page also maintains links to major public and private schools across the state line: Bowling Green State University, Lourdes College, Mercy College of Northwest Ohio, Owens Community College, and the University of Toledo <sup>E 6.88</sup>.

**Articulation Agreements**

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

**Table 6.3** Articulation Agreements with Colleges and Universities - Traditional

Traditional Programs	
<p><b>Central Michigan University</b></p> <ul style="list-style-type: none"> <li>• BS-Administration</li> <li>• BS-Community Development</li> <li>• BAA-Administration</li> </ul>	<p><b>Eastern Michigan University</b></p> <ul style="list-style-type: none"> <li>• BS-Construction Management</li> <li>• BS-Applied Technology</li> <li>• BS-Nursing</li> <li>• BS-Social Work</li> </ul>
<p><b>Ferris State University</b></p> <ul style="list-style-type: none"> <li>• Health Care Systems Administration (Business Management Majors)</li> <li>• BS-Nursing</li> <li>• Health Care Systems Administration (Respiratory Therapy Majors)</li> <li>• Technology Programs</li> </ul>	<p><b>Lawrence Technological University</b></p> <ul style="list-style-type: none"> <li>• Automotive Engineering Technology</li> <li>• Electronics and Computer Technology</li> <li>• Construction Management Technology</li> </ul>
<p><b>Lourdes College</b></p> <ul style="list-style-type: none"> <li>• BA-Criminal Justice</li> <li>• BSN-Nursing</li> <li>• BA-Sociology</li> </ul>	<p><b>Madonna University</b></p> <ul style="list-style-type: none"> <li>• Criminal Justice</li> <li>• BSN-Nursing</li> </ul>
<p><b>Marygrove College</b></p> <ul style="list-style-type: none"> <li>• BSW- Bachelor of Social Work</li> </ul>	<p><b>Siena Heights University</b></p> <ul style="list-style-type: none"> <li>• BAS-Bachelor of Applied Science (Technical or Allied Health areas)</li> <li>• BA-Accounting</li> <li>• BA-Business Administration</li> </ul>

Traditional Programs	
	<ul style="list-style-type: none"> <li>• BA-General Studies</li> <li>• BA-Psychology</li> <li>• BA-Teacher Education Programs</li> </ul>
<b>Spring Arbor University</b> <ul style="list-style-type: none"> <li>• BA-Family Life Education</li> <li>• BS-Management of Health Services</li> <li>• BSN-Nursing</li> <li>• BA-Management and Organizational Development</li> </ul>	<b>University of Findlay</b> <ul style="list-style-type: none"> <li>• BA-Criminal Justice</li> </ul>
<b>University of Michigan-Dearborn</b> <ul style="list-style-type: none"> <li>• Bachelor of General Studies</li> <li>• BS-Computer and Information Science</li> </ul>	<b>University of Toledo</b> <ul style="list-style-type: none"> <li>• BBA-College of Business Administration</li> </ul>

**Table 6.4** Articulation Agreements with Colleges and Universities - Online <sup>E 6.89</sup>

Online Programs	
<b>Franklin University</b> <ul style="list-style-type: none"> <li>• Accounting</li> <li>• Applied Management</li> <li>• Business Administration</li> <li>• Business Forensics</li> <li>• Computer Science</li> <li>• eMarketing</li> <li>• Financial Management</li> <li>• Forensic Accounting</li> <li>• Healthcare Management</li> <li>• Human Resources Management</li> <li>• Information Technology</li> <li>• Management</li> <li>• Management Information Sciences</li> <li>• Marketing</li> <li>• Public Safety Management</li> <li>• Web Development</li> </ul>	<b>Saint Leo</b> <ul style="list-style-type: none"> <li>• BA-Accounting</li> <li>• BA-Business Administration</li> <li>• BS-Computer Information Systems</li> </ul>

## CORE COMPONENT 4C

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

MCCC recognizes and embraces the ever-changing world we interact with daily. The College identifies the needs of its students and provides timely, accurate, and valid information. MCCC works closely with the stakeholders in the community to maintain the needed channels of communication.

Evidence of the College's efforts to assess the usefulness of its curricula includes the following:

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

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

The College is currently reviewing its general education program and developing student learning outcome statements that reflect what the College believes MCCC graduates should know, value, and be able to perform. Two of the seven agreed-upon competency categories will directly assess student learning in the areas of diversity and globalization and technology. The two categories are *information and technology literacy* and *social awareness* <sup>E 6.90</sup>.

Individual liberal arts courses are regularly reviewed for currency and contemporary applications in an effort to provide MCCC students intending to continue their education at a four-year college or university the greatest opportunity to accumulate course credit they can transfer to specific bachelor-level programs. The College maintains course-by-course transfer equivalency files for student use to project course transferability. Many of these courses include content related to diversity, globalization, and/or technology <sup>E 6.91</sup>.

Additionally, Criterion Three presented data showing that former MCCC students typically maintain GPAs equivalent to or better than four-year college and university native students <sup>E 6.92</sup>.

Michigan's Program Review in Occupational Education (PROE) provides community colleges a way to determine whether programs are meeting stated objectives and what standards of performance should be maintained <sup>E 6.93</sup>. Programs that meet all state objectives and meet or exceed core performance indicator thresholds are awarded state approval. Among the core indicator categories is student participation in and completion of non-traditional programs. Aggregate data shows that MCCC typically exceeds state expectations in each of the core indicator categories.

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

- Culinary Skills and Management Certificate
- Culinary Skills and Management
- Electronics and Computer Technology

- Manufacturing Technology Certificate
- Manufacturing Technology
- Construction Management Technology Certificate
- Construction Management Technology
- CIS: PC Support Technician
- Mechanical Design Technology Certificate
- Mechanical Design Technology
- Automotive Engineering Technology Certificate
- Automotive Engineering Technology
- Welding Technology: Basic Certificate
- Welding Technology: Advanced Certificate
- Welding Technology
- Respiratory Therapy
- Nursing
- Practical Nursing Certificate
- Industrial Management: Plant
- Accounting Certificate
- Accounting
- Administrative Office Assistant Certificate
- Administrative Specialist Certificate
- Administrative Professional Administrative Option <sup>E 6.94</sup>

Although a valuable tool, the PROE focuses on a limited number of core indicators that do not fully address the College's core indicators. Additionally, since not all MCCC occupational programs are state-approved, the tool does not have 100 percent utility at the College. An internal model was developed to address these limitations, and at one time the model was used in place of the PROE (as approved by the State of Michigan). The model involves internal and external data collecting, analysis, and evaluation. The collection of data is done through surveys, advisory committees, and environmental scanning. The analysis of the data may then be used to evaluate the effectiveness of the program and generate recommendations for changes to the programs. This model has been sporadically used among occupational programs. It is currently under review in an effort to increase utilization across all occupational programs, add a student assessment component, and provide a link to the College's larger institutional effectiveness process. Achievement of the College's general education student learning outcomes including those in the areas of diversity and technology will be among the strategic indicators <sup>E 6.95</sup>.

The MCCC Registered Nursing Program is both state approved by the Michigan Board of Nursing and accredited by the National League for Nursing Accrediting Commission (NLNACV). State-approval expectations and continued program accreditation requires inclusion of diversity components among student populations, faculty, and learning goals <sup>E 6.96</sup>. The MCCC Nursing Program submits a report to the Michigan Board of Nursing annually which contains the program's evaluation plan.

NLNAC site visits for continued accreditation are conducted on an eight-year cycle for the Nursing Program. The next NLNAC site visit will be in October 2010 <sup>E 6.97</sup>.

Similarly, the MCCC Respiratory Therapy Program is accredited by the Commission on Accreditation of Allied Health Programs (CAAHEP) through the Committee on Accreditation for Respiratory Care (CoARC). CoARC uses an outcomes-oriented approach to programmatic accreditation. Like NLNAC, these outcomes expectations include the expectation for diversity in student and faculty populations as well as the curriculum <sup>E 6.98</sup>. Each September, the MCCC programs submit an annual report to CoARC presenting the results of the outcomes assessments designated in the CAAHEP Standards and Guidelines for the Profession of Respiratory Care <sup>E 6.99</sup>.

Curriculum decisions are based upon communication between MCCC faculty, employers, alumni, and business and industry. This process is informed by the following:

- Advisory Committees
- Graduate Follow-up Survey
- Transfer Agreements
- The Curriculum Committee

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

### **Essential Skills and Professional Competencies**

MCCC staff, faculty, and administration have the opportunity to engage in professional development in a variety of ways. These are outlined earlier in sub-criterion 4a. MCCC hosts a number of workshops that benefit the community. In 2003, the MCCC library staff hosted a training session for area librarians on the InfoTrac research database, which was attended by 18 local schools and public librarians from across the county. Also in 2003, an MCCC assistant professor of biological sciences facilitated and hosted a professional development workshop for over 100 community college educators from five states. In what has become an annual event, nursing professionals from across the area gather in June for a full day of professional development offered through MCCC's "Nurses' Alumni Day" program <sup>E 6.100</sup>.

### **Global Relevance to a Diverse Workforce**

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

As noted in a 2006 Diversity Climate Study by consultant Clarence Smith, "The College has started raising multicultural awareness on the campus through its involvement in the 'Youth for Understanding' international study exchange program. The presence and interaction of the foreign students, though few in number . . . has

the potential of generating many positive discussions among staff and the student body.”

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

Country	Students
Belgium	1
China	1
Denmark	1
France	1
Japan	1
Kazakhstan	1
Mexico	1
Netherlands	2
Switzerland	3
South Korea	6
<b>Total</b>	18

These international students interact with other students, as well as faculty, staff, administrators, community members, and host families, while being presented with opportunities to experience new and different perspectives within our community <sup>E 6.101</sup>.

### Graduates in Diverse Societies

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

As highlighted by *MCCC Study Abroad - Europe Spring Semester 2007* survey results, taking MCCC students abroad provided them with opportunities to study in various academic settings. It also offered them the chance to learn tolerance, patience, cultural differences, languages, and time management. Importantly, it provided the faculty with a framework for future study-abroad experiences <sup>E 6.103</sup>.



**Table 6.6** Employer Survey Report Question of the 2006-2007 Graduate Class <sup>E 6.102</sup>

With relation to this person's work, how satisfied are you with his/her training or preparation?	Percentage
Very Satisfied	75.5%
Somewhat Satisfied	18.4%
Somewhat Dissatisfied	0%
Very Dissatisfied	2%
No Basis for Opinion	4.1%

## Curricular Evaluation and External Constituents

### External Constituents

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

### Advisory Committees

The MCCC *Advisory Committee for Occupational Programs Members Guide* states that an Occupational Program Advisory Committee is a group of persons, predominantly from outside the field of education, who are selected because of their expertise and specialized knowledge in a specific occupation or family of occupations. The stated purpose of an advisory committee is to advise in the development of the instructional program within a specific occupation or family of occupations. The occupational advisory committee is not a policy-making group, but it assists by making recommendations in planning, developing, and establishing requirements for new programs or for evaluating and revising existing programs. The advisory committee provides an important link between Monroe County Community College and the community – particularly the world-of-work community <sup>E 6.104</sup>.

### Program-Specific Accreditation

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

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

The Licensed Practical Nurse program holds a state-level probationary approval that is required for the first three years of a new program. While not accredited by an



outside agency, the Phlebotomy Technician program requires students to work up to 40 hours per week in a CLIA-regulated and accredited lab <sup>E 6.105</sup>.

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

### Professional Credentials

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

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

YEAR	TOTAL NUMBER OF MCCC STUDENTS TESTED	TOTAL NUMBER OF MCCC STUDENTS PASSING ON FIRST TRY	MCCC PASS RATE	STATE OF MICHIGAN PASS RATE	NATIONAL PASS RATE
2002	25	23	92.00%	85.04%	86.64%
2003	38	34	89.47%	86.76%	87.01%
2004	33	31	93.94%	84.53%	85.26%
2005	27	27	100%	87.40%	87.29%
2006	37	37	100%	88.8%	88.11%
2007	45	43	95.56%	86.53%	85.47%
2008	35	35	100%	88.19%	86.73%

**Table 6.8 NCLEX-PN PASS RATES, 2008** <sup>E6.106</sup>

YEAR	TOTAL NUMBER OF MCCC STUDENTS TESTED	TOTAL NUMBER OF MCCC STUDENTS PASSING ON FIRST TRY	MCCC PASS RATE	STATE OF MICHIGAN PASS RATE	NATIONAL PASS RATE
2008	8	8	100%	93.66%	85.62%

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

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

YEAR	TOTAL NUMBER OF MCCC STUDENTS TESTED	TOTAL NUMBER OF MCCC STUDENTS PASSING ON FIRST TRY	MCCC PASS RATE	NATIONAL PASS RATE
2002	10	10	100.0%	71.1%
2003	5	5	100.0%	68.1%
2004	13	13	100.0%	74.0%
2005	14	14	100.0%	79.9%
2006	18	17	95.0%	80.1%
2007	20	20	100.0%	79.4%
2008	14	11	78.6%	78.0%

**Table 6.10** NBRC Registered Respiratory Therapist Written Exam, 2002-2008

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

**Table 6.11** NBRC Registered Respiratory Therapist Clinical Simulation Exam, 2002-2008 <sup>E 6.107</sup>

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

### Apprenticeships

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

In conjunction with the U.S. Department of Labor, Bureau of Apprenticeship and Training, apprenticeship training is available in such trades as electrician, machine repair, machinist, millwright, die maker and welder. All of these programs can be tailored to meet the needs of individual companies. College representatives, in discussion with local employers, can design unique programs of study to suit a particular industry <sup>E 6.108</sup>.

Continuing a long tradition of support for local industry, MCCC puts the apprenticeship experience into practice at both small and large companies in and around Monroe County. In the February 2008 edition of *Tech Update*, an Industrial Technology Division newsletter, apprenticeship activities were identified at GM Powertrain, Ford Rouge, Toledo Machining, GM Hamtramck, and the Monroe and Milan Visteon plants <sup>E 6.109</sup>. Sadly, due to the current economic conditions in the State of Michigan and Monroe County, with some of the highest unemployment rates in the country, at least two of these plants have closed in the past year. A few companies have selected MCCC as their exclusive training site:

- Guardian Industries
- Benesh Corporation
- Pinnacle Engineering

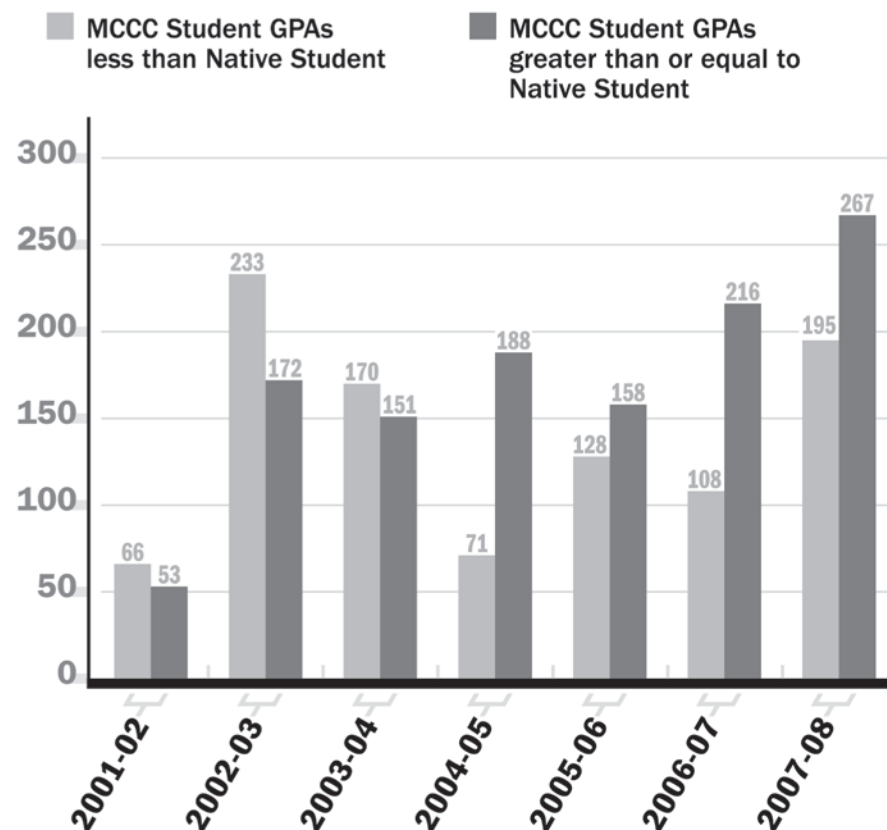
- Michigan Tube Swagers
- PenTel Tool & Die and Pump Engineering

### Transfer Programs

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

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

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



This data demonstrates that MCCC students do well after transferring. It appears that students who start out their college careers at MCCC and transfer to four-year schools are well prepared for continued learning <sup>E 6.110</sup>.

## **Independent Learning and Applied Practice**

### **Acquired Capacity for Independent Learning**

MCCC students have consistently proven their ability to learn and apply the knowledge gained, as demonstrated in the Employer Survey Report portion of the Graduate Follow-up Surveys conducted in 2003-2004, 2004-2005, and 2005-2006. The questions ask specifically about the employees' (a) basic employment skills, (b) specific work skills, and (c) general employment attitudes and demeanor. The survey results indicate that employees have the skills and abilities to meet the demands of the work place, think critically, problem solve, and possess other attributes that lead to their success <sup>E 6.111</sup>.

## **CORE COMPONENT 4D**

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

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

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

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

## **Academic and Student Support Services**

### **Academic Integrity**

Student rights and responsibilities are published in the class schedule and include many MCCC policies and procedures <sup>E 6.112</sup>. MCCC's Academic Dishonesty Procedure states that "the College expects students to be honest in all academic work and maintain their own integrity as well as the academic integrity and reputation of the institution." In addition, the procedure also says, "Acquisition of knowledge and the development of the skills necessary for success in one's chosen field are among the aims of education. Academic dishonesty is inconsistent with those aims and will not be tolerated" <sup>E 6.113</sup>.

The message of responsible use of knowledge is consistent and repeated. It is supported and conveyed in a number of ways. The first message is conveyed through the New Student Orientation. Prior to the first session of classes, new students are introduced to the College through an orientation program. During this program,

students are acquainted with the philosophy of the College, its physical facilities, educational opportunities, administrative procedures, student services, and co-curricular activities. All students attending MCCC for the first time are encouraged to attend a new-student orientation <sup>E 6.114</sup>.

The message of responsible use of knowledge continues in the classroom through the use of documents such as the syllabus and institutional policy on plagiarism. Enforcement of the plagiarism policy is supplemented in the classroom through the use of *Turnitin.com*, a service that compares student papers to sources stored in the *Turnitin.com* Internet database. The library staff supports the efforts of students by maintaining a portion of the library's website devoted to "Help with Citations" and a link to MCCC's *Acceptable Use Policy* for the campus network. Beyond the classroom, the College offers a free tutoring service and staffs a Writing Center to help students apply their knowledge constructively <sup>E 6.115</sup>.

### **Policy and Procedures for Ethical Conduct**

*MCCC's Policies and Procedures* continues to support the practice and application of ethical conduct and ensures the integrity of practices by faculty and students. MCCC values the balance between students and faculty, allowing interaction in a supportive way. At the end of every semester, students are provided an opportunity to confidentially evaluate and comment on any aspect of every course taken at MCCC through the Student Questionnaire on Instruction. In addition, students have a tool available to them via the Academic Dishonesty Appeals Procedure, which allows for an opportunity to appeal a decision regarding the act of academic dishonesty <sup>E 6.116</sup>. Students also have the ability to contest grades under a three-part appeal procedure <sup>E 6.117</sup>.

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

MCCC's Academic Review Committee has the responsibility for evaluating the student probation policy and academic standards as they relate to the institution's philosophy. The committee also functions as a board of review to consider the appeals of students who have been asked to withdraw from the institution due to poor academic progress <sup>E 6.118</sup>.

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

The instructor shall keep well informed with particular attention to the latest developments in his/her subject area and teaching technology. Each faculty member shall teach his/her assigned courses and develop course content and appropriate instructional materials for the courses he/she teaches <sup>E 6.119</sup>.

Faculty members develop course content and pursue research and scholarly endeavors as guided by the Intellectual Properties Policy Statement and the Administrative Procedures Regarding Intellectual Properties <sup>E 6.120</sup>. These and other measures are in place to ensure integrity and protection of practice by the faculty.

As noted in the *Staff Development Handbook*, the College supports various faculty-development activities. Each year, as determined by the master agreement between faculty and the College, specific time is set aside for faculty in-service workdays <sup>E 6.121</sup>. Typically these are all-day experiences which address a variety of concerns. Planning the activities of that day has been traditionally assumed by the Instructional Staff Development Committee. Any faculty member who is interested in helping with the planning of these activities is encouraged to contact the chair of the Instructional Staff Development Committee. Additionally, 12 workdays each year are set aside for professional development for faculty.

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

Workshops covering discrimination and accommodations have been presented to employees by the College's attorneys. Legal counsel was asked to review all College policies, procedures, personnel practices, publications, and scholarship language to determine if any changes are needed to ensure compliance. In addition, the Diversity Committee was formed to address the College's responsibilities regarding diversity <sup>E 6.122</sup>.

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

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

There has been some sentiment on campus that long-standing diversity efforts were not sufficiently acknowledged by the climate study. Nevertheless, Smith's conclusion demonstrates the supportive nature of the environment created by the whole organization and its influence on the community <sup>E 6.123</sup>.

## Curricular and Co-Curricular Activities

### Promoting Social Responsibility

MCCC's students, faculty, and staff participate with the community-at-large in support of programs that exhibit the responsible use of knowledge. For example, students alongside faculty have been involved with community projects to build ramps to help individuals within the community. Other projects have been completed to benefit the entire community, like the sculpture created at MCCC for the Loranger Square Pavilion located in the city of Monroe <sup>E 6.124</sup>.

Efforts to support the community through student organizations and activities are recognized and encouraged by MCCC. The College believes such programs contribute to the overall intellectual, social, and emotional development of students. Student involvement in campus activities is recognized as a source for the development of leadership and citizenship <sup>E 6.125</sup>.

Students are also provided opportunities to study abroad and travel out of the area, which raises their awareness of social and global responsibilities. Thirty-two students from MCCC's study-abroad program departed for Europe on May 23, 2007. The students earned course credit in the humanities, art appreciation, and comparative politics. Students attended classes on campus for five days before the trip and five days after the trip in addition to 17 days of study while in Europe. Also in 2007, fourteen students from MCCC's international relations class and the International Studies Club visited the United Nations in New York where they attended a special briefing that detailed the worldwide problem of human trafficking. Faculty and students will travel to Southeast Asia during the spring 2009 semester <sup>E 6.126</sup>.

Faculty and staff continue to pursue avenues and activities that promote social responsibility. Faculty members accompany students to Nurses' Impact Day in Lansing, Michigan, each year. This day focused on political action, meeting with legislators, and discovering how nurses can become politically active <sup>E 6.127</sup>.

Faculty further promote social responsibility through course syllabi, outcomes, and outlines of instruction. In these, faculty have described the students' need to practice within the ethical, legal, confidential, political, and diverse standards set by society <sup>E 6.128</sup>.

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



violence. In 2007, 2008, and 2009 the MCCC Foundation supported The Big Read—a community-wide book “club” <sup>E 6.129</sup>.

The College also sponsors and participates in these programs:

- Monroe County Chamber of Commerce Leadership Monroe Program
- United Way
- Relay for Life
- Health Odyssey
- Gift Program for On-Campus Service
- Miscellaneous fund raisers and assistance programs

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

## Summary of Findings

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

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

The College keeps its eye on workforce needs and the appraisal of its external stakeholders. Responses to the Diversity Initiative have been positive, and the College has shown its commitment to the project by creating a standing committee to address diversity issues. MCCC seeks the input of advisory committees, external accrediting agencies, graduates, employers, and alumni to craft a curriculum that is relevant and timely.



A climate of responsible use of knowledge and skills is supported by policies and procedures. The College encourages ethical behavior through programs and services which address student needs and infractions. MCCC provides financial support for specific programs to assist faculty in assessing student work. Curricular and co-curricular activities provide opportunities both locally and internationally to practice academic skills in a responsible way.

### **Strengths**

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

### **Opportunities/Challenges**

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

- The College's program review process is struggling.
- Monroe County's lack of racial and ethnic diversity presents a challenge to the College's efforts to create activities promoting greater social awareness and responsibility.

# CHAPTER 7

## CRITERION FIVE: ENGAGEMENT AND SERVICE

As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

The Monroe County Community College Mission Documents establish a clear direction for the institution to maintain a strong commitment to engagement and service through the development of programs which benefit both the institution and the community.

The College has a deep appreciation for the diverse community to which it belongs and has a solid understanding of the needs of its constituents. For nearly 45 years, MCCC has proven itself capable of meeting the needs of those it serves. MCCC strives to be an inclusive institution and regards input from all of its constituents as important, not only for the future of the institution but for the good of all of its constituents. Additionally, staff members are involved in a variety of community organizations and activities.

By partnering with area business and industry, MCCC has proven itself ready to respond when industry foresees a rising need for field-specific employees. While building these strong partnerships, MCCC has gained valuable insight into the evolving characteristics of the 21<sup>st</sup> century workforce and has structured its instructional programs to better prepare that workforce. MCCC's ability to provide training and retraining to these partners has helped employers stay competitive and profitable in today's global marketplace.

MCCC provides many benefits for the community. Since the opening of the La-Z-Boy Center, the Meyer Theater has hosted numerous events that bring culture and entertainment into a common center within the community. Many of these events are staffed by MCCC personnel who volunteer their time. Rooms in the La-Z-Boy Center are often reserved for special meetings of area businesses and community groups.

Monroe County Community College also holds special events that help guide potential students through the admission, registration, and financial aid processes in order to get those potential students started in the right direction without missing any of the steps necessary to become a student at the College. MCCC's One-Stop Registration Day is a particularly busy day with many first-time College applicants taking advantage of the helpful service and guidance that is offered.

The Foundation at Monroe County Community College works to provide scholarships and grants that allow many students the opportunity to attend college to fulfill their dreams of a more successful future.

The evidence demonstrates that Monroe County Community College is a multi-faceted institution capable of engaging its constituents in a way that is mutually beneficial to both.

## **CORE COMPONENT 5A**

**The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.**

Monroe County Community College utilizes a variety of methods to analyze the needs and expectations of its constituencies. The College analyzes input from advisory committees, the Lifelong Learning Student Survey, and the Employee Climate Survey. The Director of the Office of Workforce Development administers the Graduate Follow-up Survey to graduates and employers of graduates. A training evaluation-form survey is used as the assessment tool for customized training through the Corporate and Community Services Division. The Program Review of Occupational Education (PROE) is completed on a five-year cycle for all state-approved programs.

Through surveys, business and community connections, advisory committees, and educational partnerships, MCCC learns from its constituents in order to understand and meet their educational needs. Examples of recent surveys and studies include the following: the ACT Faces of the Future Survey, the Branding Survey, and the CC Benefits Economic Impact Survey. MCCC continually re-evaluates itself to ensure that its diverse instructional programs meet the needs of the community and constituents it serves. In doing so, MCCC has proven it is capable of delivering a quality education that is beneficial to both the employer and employee of the 21<sup>st</sup> century.

### **Commitment to Mission**

As stated in the College's Mission Documents adopted by the Board of Trustees in December 2008, the mission of the College is as follows: "Monroe County Community College provides a variety of higher education opportunities to enrich the lives of the residents of Monroe County" <sup>E7.1</sup>.

MCCC admits students with a variety of backgrounds to its diverse instructional programs. With the help of the counseling staff at MCCC, students become better decision makers, formulate realistic educational and vocational goals, and develop more effective personal skills. The College supports a counseling program that is comprehensive in its service and is staffed by licensed professional counselors.

Prior to the first session of classes, new students are given the opportunity to be introduced to the College through an orientation program. During this program,

students are acquainted with the philosophy of the College, its facilities, educational opportunities, administrative procedures, student services, and co-curricular activities. All students attending MCCC for the first time are encouraged to attend a new-student orientation program <sup>E7.2</sup>.

Monroe County Community College endeavors to serve the community by gathering appropriate data that is used to modify or add programs that meet the needs of business and industry in an effort to help prepare MCCC students to compete in a global marketplace.

### **Serving Community Needs**

MCCC has formed Baccalaureate Completion Agreements (commonly known as 2+2 and 3+1 agreements) with four-year colleges and universities. These bachelor completion agreements are designed for direct transfer into a particular program after earning a specific Monroe County Community College degree. Central Michigan University, Eastern Michigan University, Siena Heights University, Lawrence Tech University, and the University of Michigan-Dearborn are just a few of the universities with which MCCC has these agreements <sup>E7.3</sup>.

Siena Heights University and Eastern Michigan University have offices on the MCCC campus. Both institutions offer a variety of bachelor's degree completion programs on the MCCC campus. Some courses are also offered at the Monroe County Intermediate School District building located next to the College <sup>E7.4</sup>.

At MCCC, students can earn the first two or three years of a bachelor's degree by selecting courses that transfer to four-year institutions. MCCC works closely with four-year colleges and universities to develop transfer guides which explain what courses can be taken at MCCC. These transfer guides are available online at the College's website <sup>E7.5</sup>. Students are urged to identify a transfer college or university and major as soon as possible, consult with an advisor, and follow the selected transfer guide to increase the likelihood of their courses transferring to the college of their choice <sup>E7.6</sup>.

MCCC offers one- and two-year occupational and career programs for students preparing for employment in technical, business, or health-related fields <sup>E7.7</sup>. The programs of study are designed to provide the educational outcomes and competencies necessary for students to obtain immediate employment or to further their education <sup>E7.8</sup>.

MCCC also provides general education courses and experiences integrated throughout the curriculum that will enable students to write and communicate effectively, utilize mathematics, and employ appropriate methods of critical thinking and problem solving <sup>E7.9</sup>.

### **Attention to Diversity**

In order to better understand the needs of the community, the dean of Corporate and Community Services (CCS) arranges and coordinates meetings with area

business leaders to cultivate stronger ties with the private sector and build relationships with new and existing companies. This activity provides an opportunity for the College to meet many new company executives and discuss the services, programs, and resources available at MCCC. Among the companies contacted through this effort are Global Engine Manufacturing Alliance, The Spiratex Company, Meijer, Inc.-Newport Complex, Monroe County Home Builder's Association, Monroe County Community Credit Union, Visteon Automotive-Monroe, Sygma Foods, and Delta USA <sup>E 7.10</sup>.

MCCC's Corporate and Community Services Division also plays a significant role in economic development activities throughout Monroe County by providing training programs designed to maintain a competitive workforce. Through contract education with area business and industry, specific training programs may be offered onsite at the workplace. CCS personnel are regularly involved in county-wide programs with the Monroe County Chamber of Commerce, Monroe County Industrial Development Corporation, and a variety of local and state agencies and organizations dedicated to economic development activities. The College is also active in the Michigan Economic Development Corporation's Economic Development Job Training Program and the Incumbent Worker Training Program, which provide grant funds for employee training programs <sup>E 7.11</sup>.

The Corporate and Community Services staff at MCCC is part of Monroe County's economic development team consisting of the Monroe County Industrial Development Corporation, Monroe County Chamber of Commerce, Monroe County Employment and Training, Monroe County Planning Department, and MCCC. Many new and expanding businesses in the area turn to MCCC for help in training employees, recruiting potential employees, assessment of employee skills, and training and retraining of new and existing workers. The dean of Corporate and Community Services is the economic development officer for the College and, as such, can help businesses develop a training plan and, if appropriate, prepare grant applications for funding under the Economic Development Job Training Program <sup>E 7.12</sup>.

MCCC's Corporate Community Services Office is also responsible for maintaining and developing working relationships and partnerships with area businesses. Campus and on-site visitations are regularly scheduled with company representatives to learn how MCCC can assist new and existing businesses in Monroe County. MCCC also maintains close ties with local, county, and state offices and departments that can assist with business concerns.

Many companies have assisted the College in upgrading and acquiring equipment and appropriate software to maintain state-of-the-art technology which MCCC has used to deliver customized training programs for companies as well as training students in preparation for the world of work <sup>E 7.13</sup>.

The library provides students with services, print materials, and online resources selected to support the College curricula and promote independent research and

lifelong learning. The following are a few of the services offered in the Learning Resources Center:

- The Learning Assistance Lab provides academic support services as well as services to students with disabilities.
- Tutoring is offered for most MCCC courses either in one-on-one or in group sessions.
- The Writing Center assists students with all stages of the writing process from pre-writing to revision and editing.
- Supplemental Instruction provides group study sessions led by trained student leaders for selected courses.
- The First Steps for Classroom Success Workshop is a workshop that highlights study skills and other “success strategies.”

Disability Services (classroom and instructional accommodations, as well as access to all College facilities and programs) are available for students with documented disabilities. Accommodations are intended to “level the playing field” as much as possible, so students with a documented disability have an equal opportunity to succeed. Through these programs, access is provided while maintaining high academic standards <sup>E 7.14</sup>.

### **Outreach Programs**

Through the Lifelong Learning Office, MCCC provides educational opportunities for adults in a wide range of noncredit, non-degree programs utilizing instructors from the community. Through the Lifelong Learning schedule of classes, a variety of classes and programs are offered for professional development in business, computers, construction and real estate, industrial technology, medical skill training, and professional re-licensure. Personal interest, crafts and hobby, sports and recreation, and health and wellness classes are also offered for individuals seeking personal development and leisure activities <sup>E 7.15</sup>.

Each year the Monroe County Community College Office of Workforce Development conducts a follow-up survey of the previous year’s graduating class. The target population for this survey includes all students receiving either an associate degree or certificate at one of the four completion points throughout the year: August, December, April, and June.

This survey is conducted by emailing a web-based questionnaire to all the graduates in October and then following that with several email reminders, and finally a pen-and-paper survey is mailed to all graduates who have not responded to the web questionnaire. During the month of January, a phone survey campaign to contact all non-respondents is conducted to attempt to contact as many of the graduates as possible. Compilation of the data is completed during the spring with a report being prepared by the first of April. The surveys also include the employer follow-up report. The most recent graduate survey is included in the resource room <sup>E 7.16</sup>.

Demographics such as undergraduate students by class levels, degree seeking and non-degree seeking status, age range (24-and-under/25-and-older), and numbers of credit-seeking students by residency status are just a few of the ways MCCC tracks the needs of those the College serves <sup>E 7.17</sup>.

## **Programs Serving External Constituencies**

The College responds to the needs of its external constituencies through a variety of ways.

### **Office of Workforce Development**

The College's Office of Workforce Development provides information regarding available part-time, full-time, permanent, and temporary positions in a wide variety of areas. Student assistant positions are also available. Job seekers can register for this service through the online candidate-registration form. Once registered with the Workforce Development Office, job seekers can obtain job information, referrals, request mailing of credentials packets to potential employers, and have access to a variety of job-seeking-skills seminars and reference materials. Employee assistance statistics are referenced in Table 7.4.

Area employers can use the Office of Workforce Development free of charge to post available jobs and access qualified candidates registered with the office. Employers can easily post a job by using the job posting form <sup>E 7.18</sup>.

### **The Foundation at Monroe County Community College**

Another way MCCC reaches out to the needs of the community is through its foundation. The Foundation at Monroe County Community College is a non-profit organization established on April 27, 1998, by the MCCC Board of Trustees as the development and enrichment organization of the College. The Foundation at Monroe County Community College is a community-based, charitable organization dedicated to the educational, cultural, and financial enhancement of the College. The vision of The Foundation at Monroe County Community College is to be the premier philanthropic organization for improving the educational and cultural quality of life for citizens of Monroe County. Examples include The Foundation's Enhancement Grants Program, sponsorship of cultural and arts events at the La-Z-Boy Center, and scholarships <sup>E 7.19</sup>.

### **Whitman Center**

Another example of how MCCC reaches out to the community is through its Whitman Center. Designed to serve the residents of southern Monroe County and northern Toledo, the Whitman Center in Temperance offers a wide range of credit courses applicable toward an associate degree as well as many Lifelong Learning classes. Most student services are available at the Whitman Center, including placement testing (COMPASS), academic advising, and career counseling. Students may also purchase textbooks at the beginning of each semester and buy school supplies from the office throughout the year. The staff is available to provide the services that MCCC students need throughout their educational experience <sup>E 7.20</sup>.



The Whitman Center has also hosted several educational displays for students and the community. National projects such as the AIDS Memorial Quilt, Clothesline Project, and Silent Witness—which brings awareness of domestic violence—have been displayed recently. Installations from museums have included African American Women’s Achievements and Frederick Douglas, From Slavery to Freedom <sup>E 7.21</sup>.

### **Community Outreach**

Reaching out beyond its campus has always been a hallmark of Monroe County Community College. The College’s outreach is the result of many people working together to support the events and partnerships that define MCCC as a community-focused institution.

The College provides a variety of services to improve its community outreach:

#### **One-Stop Registration**

MCCC is focused on making the enrollment process easier for students. The College’s annual One-Stop Registration Day generated 114 registrations for fall 2008. In addition, more than 40 percent of course registrations were completed online.

#### **College Goal Sunday**

MCCC once again hosted College Goal Sunday on February 8, 2009, a statewide initiative coordinated by the Partnership for Learning, which resulted in 123 families completing the Free Application for Federal Student Aid (FAFSA) form on the Web <sup>E 7.22</sup>.

#### **Online Courses**

MCCC offered 71 online credit courses in 2009, the largest number in College history. (See Table 5.5)

#### **Health Curriculum**

In the last five years, MCCC launched a licensed practical nursing program and a certified nurse aide program; achieved full state board approval for its LPN to RN online program through the Michigan Community College Virtual Learning Collaborative; added an additional phlebotomy certification in the winter and spring semester clinical; introduced the electrocardiography technician certification, pharmacy technician certification, and medical billing and coding noncredit programs; and doubled the registered nursing program enrollment and added a second entry point for the program <sup>E 7.23</sup>.

#### **Wireless Access**

MCCC provides support through the addition of new technologies. In 2007, the College completed the installation of wireless Internet capabilities throughout its Main Campus and the Whitman Center. All practical interior spaces, such as classrooms and other public areas, now have wireless access. MCCC was also awarded a \$35,500 grant from the DTE Energy Foundation to fund the purchase of

video over IP equipment necessary to offer a Nuclear Engineering Technology (NUET) program through a partnership between Monroe County Community College and Lakeland Community College (near Cleveland, OH). Video over IP allows people in two locations to see and hear each other as if they are participating in a face-to-face conversation. The program began in the winter 2008 semester <sup>E 7.24</sup>.

### Upward Bound

In 2007, MCCC received a \$1 million Federal grant to establish an Upward Bound Program at Monroe High School in partnership with Monroe Public Schools. The U.S. Department of Education grant is designed to help academically-at-risk students from low-income families and/or families in which neither parent holds a bachelor's degree make their dreams of going to college come true <sup>E 7.25</sup>.

### Scholarships

In 2007-2008, The Foundation at Monroe County Community College awarded \$108,491.69 in private donor scholarships, a 37 percent increase over 2006-2007. The Foundation manages 33 endowed scholarships, eight scholarship funds building toward endowed status, and numerous annual scholarships <sup>E 7.26</sup>.

By establishing many learning relationships that contribute to the College's success on and off campus, Monroe County Community College offers a multifaceted educational experience <sup>E 7.27</sup>.

## CORE COMPONENT 5B

The organization has the capacity and the commitment to engage with its identified constituencies and communities.

### Connections with the Community

Whether it is in a classroom, theater, or rented room space, MCCC has shown its versatility to the community. MCCC has shown through its Meyer Theater that the fine arts have an important role on campus and in the community. The business community makes good use of the spaces in the La-Z-Boy Center and the Warrick Student Services/Administration Building for various meetings and other activities in a neutral environment.

The College engages the community through various committees when planning for the future. By engaging and listening to all of its constituents, Monroe County Community College has proven to be a diverse and community-oriented organization.

As part of its mission, MCCC is committed to providing lifelong experiences for its students, faculty, and staff with a variety of activities. The learning experiences extend beyond the boundary of the College and allow MCCC's students to gain experiences as members of the greater community. Administration, faculty, and

community members work together to ensure that MCCC's academic offerings are current and aligned with the changing needs of the community.

MCCC's commitment to promote engagement for constituencies is evidenced in The Foundation's Enhancement Grants Program. The grants assist faculty, staff, and students by providing funding for the development and implementation of innovative projects that support the MCCC mission and enrich or improve the quality of education for students. Among other things, the projects include class trips to educational and cultural destinations, participation in conferences and competitions, educational events, and mentoring programs <sup>E 7.28</sup>.

## **Co-Curricular Activities**

### **Youth for Understanding**

Student engagement reaches across borders with Youth for Understanding, an international student group that promotes cultural awareness. Students visit museums and zoos, plays and concerts, community events, and sporting events. International students have spoken about their culture at various schools in Monroe County as well as speaking at the Monroe Women's Club. These students bring global awareness directly to the community <sup>E 7.29</sup>.

### **Humanities/Social Sciences**

As they discover the humanities, students learn about their community. Faculty members, community leaders, and students take part in live performances, field trips, and guest lectures. Students have attended race-relations lectures and have visited an Arab community to gain a greater understanding of their culture. Criminal justice students have attended law enforcement classes at county jails, the federal prison, and government agencies. Every year the students from the International Studies Club hold a speech-a-thon where they read political speeches publicly to obtain pledges and donations for a trip to the United Nations in New York. These trips also involved lectures and guided sessions from members of the community.

### **Archaeology**

MCCC's archaeology students have spent time volunteering at the Monroe County Historical Museum cataloging archaeological collections. The archeology faculty, along with two students, built a wigwam, a Native American replica house, for the Museum at their Navarre Anderson Trading Complex as part of a Foundation grant. The Museum wanted this house so that they could better present the history of the area to the Monroe County public. In addition to the students directly involved, Eastern Michigan University North American archaeology classes (about 40 students) spent class time manufacturing replica artifacts that may be used at the house site in the future <sup>E 7.30</sup>.

### **Drama**

MCCC's drama classes provide students with a variety of theatrical experiences. A general introduction to theater history, an introduction to acting and directing, and opportunities for student productions are routinely offered. During the winter term,

either a lab performance or a major production is presented. It is not unusual for the casts to contain students, community members, and College staff. A drama scholarship is also awarded annually. Every fall 35 or more students travel to Stratford, Ontario, to see two plays at the Shakespeare Festival. These students are usually from the Introduction to Theater classes and the Introduction to Humanities classes. They are required to attend one live theatrical production and write a critical review.

### **Michigan Student Scholars**

MCCC is very active in promoting the Michigan Student Scholars competition. Every year since the competition's inception (1996), the College has had students present research papers as part of the competition, and MCCC has had at least one winner every year <sup>E 7.31</sup>.

### **Society of Automotive Engineers**

An Automotive Engineering Technology faculty member works with students from across the campus on the Formula One Society of Automotive Engineers (SAE) car. Monroe County Community College is justifiably proud of its students who involve themselves in the Formula SAE (FSAE) chapter. Students of all majors volunteer their time and knowledge to the MCCC FSAE program. They not only learn the design, technological, and construction processes involved in building a racing vehicle, but are also exposed to the over-all manufacturing and fabrication process used in component construction. This exposure in industrial machining and welding opens avenues that might have been previously unknown to them. SAE asks students to design and manufacture a prototype car for evaluation as a production car <sup>E 7.32</sup>.

### **Michigan Undergraduate Mathematics Conference**

MCCC students and mathematics faculty members attended the Michigan Undergraduate Mathematics Conference (MUMC) 2001 at Grand Valley State University. The MUMC conference gives undergraduate students the opportunity to share their interests in mathematics with others and to learn about current research in the field of mathematics. Students and faculty from all Michigan universities and colleges are invited to attend the conference, to meet other mathematicians (both faculty and students), and to get a glimpse of the tapestry that makes up the field of mathematics.

### **Respiratory Therapy Student Club**

Students in the sophomore Respiratory Therapy Student Club have been active in both community service and fundraising activities. Community activities have included staffing an educational booth at Family Fun Night 2005 that showed kids and adults about respiratory health through interactive displays and activities. In addition, the club has organized a number of activities around heart and lung demonstrations to grade school and high school students in the area. In addition, a number of members have been active in teaching heart and lung dissections to all fifth grade students at the Raisinville Elementary School and have volunteered at a

Better Breathers Club for emphysema patients through Mercy Memorial Hospital <sup>E 7.33</sup>.

Twelve members of the sophomore Respiratory Therapy Student Club participated in an ongoing project to provide instruction to new and returning students in the Registered Nursing Program, LPN program, Nurse Aide program, Phlebotomy program, ECG Technician program, and the Respiratory Therapy Program. In the spring of 2006, the 12 students took a 16-contact-hour Basic Life Support (BLS) Instructor course from the Mercy-Memorial Hospital Training Center (MMHTC), associated with the American Heart Association. After completing the 16 hours of instruction, students were then required to "student-teach" by assisting the Respiratory Therapy Program Director teaching a live CPR course. Students not only completed their credentials for the BLS instructor, but they went on to assist in a total of nine classes, lasting six hours each and involving nearly 125 health students.

### **The Agora**

Another avenue for student engagement is through *The Agora*, MCCC's student newspaper, which is published approximately 10 times during the fall and winter terms. The paper is produced by MCCC students enrolled in journalism classes under the guidance of a faculty advisor and student editors. Often the recipient of state awards, *The Agora* reports on school events and other issues of interest to the College community. *The Agora* is a student-managed publication. The staff brainstorms, reports, writes, illustrates, and copyedits the stories. They are also responsible for designing the pages and distributing the newspaper. Moreover, they critique the paper in order to make improvements from issue to issue <sup>E 7.34</sup>.

*The Agora* faculty advisor and the various staffs of *The Agora* have attended national and state media conventions in recent years in New York, Washington D.C., New Orleans, Dallas, Nashville, Kansas City, and St. Louis. MCCC hosted the Michigan Community College Press Association statewide conference in 2008. While attending these conventions, students have explored the cities, toured various media operations within them, attended learning sessions with teachers and students from different communities, and had valuable experiences beyond the classroom.

### **Programs of Engagement and Service**

MCCC employees engage with the community and help enrich it in many ways.

**Campus Community Events** sponsored 27 events during the 2007-2008 academic year. The events ranged from band and choir concerts, to art exhibits and lectures, children's programming (open to all K-12 schools in the County), and two theater productions by the College's own QuagMeyer Productions. The committee, with representation from College staff, faculty, and community members, is devoted to bringing a diverse schedule of events to the College and its community. While supported by College personnel, the committee depends on dedicated volunteers to host and usher at each program, and it continues to search for the correct mix of events including music, theater, comedy, and art that will appeal to the College and its community <sup>E 7.35</sup>.

The **Diversity Committee** has embarked on several initiatives to help the College's employees learn about diversity both on campus and within the community. Activities include diversity training for all employees and formation of an external advisory committee that includes representation from College staff, faculty, and community members <sup>E 7.36</sup>.

The **Institutional Staff Development Committee** plans Blue Jean Fridays, monthly events where staff may wear blue jeans to work if they make a small donation (usually \$3). The committee selects a charity, from nominations made by the faculty and staff, as the recipient for the donations. These events offer employees the opportunity to support several organizations and individuals. Among the organizations that have benefited from Blue Jean Fridays are the American Heart Association, Monroe Humane Society, Heartbeat for Monroe, United Way, and the Autism Society of Michigan <sup>E 7.37</sup>.

**MCCC Support Staff** also engage and enrich the community with the GIFT program (Giving Individuals Finding Time). This program provides an opportunity for support staff to engage in community service activities and earn release time. Since the inception of the program in 2004, support staff members have volunteered over 423 hours of their time to work for community events and projects <sup>E 7.38</sup>.

Programs supported by support staff volunteers include the following:

- MCCC Auto Show
- Antiques in April
- QuagMeyer Productions Dinner Theater, Comedy in the Meyer Theater
- Family Fun Night
- Tall Ship Niagara
- X-Tech, an open-house for the Industrial Technology Program <sup>E 7.39</sup>

## Planning for Ongoing Engagement and Service

MCCC uses several avenues to enhance continued engagement with the community. Many College committees include community members. This allows the College to gather input in planning. Surveys and evaluation forms are also a large part of how the College engages the community. Workforce Development engages business and industry to plan educational opportunities for the community, which enhances the community's workforce. The Five-Year Master Plan addresses the physical aspects of the College and the planning process that allows continued engagement.

A sample of the committees that engage the community includes the following:

- The Institutional Plan Coordinating Committee embarked on a large endeavor in the 2006-2007 academic year. The committee's charge is to coordinate an evaluation of the mission statement and revise where needed, coordinate the development of a vision statement, and review the MCCC planning process to a data-driven strategic plan. After writing and implementing a Request for Proposal (RFP), and with the help of a consultant, the committee hosted several meetings with staff and the community-at-large to gather input for this task <sup>E 7.40</sup>.



- Program advisory committees include community members who help guide the College's academic and vocational offerings to better meet the needs of the community. Divisions that have established advisory committees are Business, Humanities/Social Sciences, Science/Mathematics, Health Sciences, and Industrial Technology <sup>E 7.41</sup>.
- The ad hoc Economic Development Committee was developed to “coordinate training and retraining programs, state and federal training grants, and related economic development activities for business and industry in conjunction with the Corporate and Community Services Division” <sup>E 7.42</sup>.

The Five-Year Master Plan for physical facilities serves as a living document that provides the College opportunities to analyze, plan, and implement changes in the physical aspects of the College based on changes in education, information, and College and community goals. The document addresses many of the physical needs the College will encounter in the future and allows for proper planning to meet the needs of the community. The plan identifies a Technology Center, a modern state-of-the-art technology facility, as the College's top State capital outlay project priority <sup>E 7.43</sup>.

The College uses surveys and evaluation forms to engage the community in ongoing planning for enhanced community engagement. Some examples include the following:

- **ACT Alumni Survey**  
In 2005, 168 alumni responded to a survey regarding their MCCC educational experience, their continuing education attainment, and employment history <sup>E 7.44</sup>.
- **ACT Faces of the Future Survey**  
This survey provided 34 pages of data to the College relating to students' general, employment, and educational background, as well as their overall college experience <sup>E 7.45</sup>.
- **Branding Survey**  
In 2005 the Institutional Advancement Department conducted this survey to include students, non-attendees who requested information, Monroe County residents, alumni, and high school juniors and parents. Over 1,000 interviews were conducted that asked about the positive features of the College, what could be improved, the image of the College, ratings on specific criteria about Monroe County Community College, and demographic details <sup>E 7.46</sup>.
- **Business-Industry Focus Group**  
The Business-Industry Focus Group was conducted by Hart Associates to include dialogue between Monroe County Community College and business and industry in the Monroe County area, including Tailor Welded Blanks, Monroe Bank & Trust, Mercy Memorial Hospital, Delta USA, La-Z-Boy, Spiratex Company, Visteon, Sunrise Windows, and Monroe Public Schools. The dialogue addressed workforce development, training needs, and how the College is doing as it addresses company needs <sup>E 7.47</sup>.
- **Customized Training Evaluation Form**  
The Training Evaluation Form provides the opportunity for customers who have used the College's customized training program to provide input that the College

can use to evaluate their course content, instructor knowledge, and facilities. This input drives the Corporate and Community Services’ program offerings <sup>E 7.48</sup>.

- **Facilities Usage Evaluation**

CCS sends the Facilities Usage Evaluation to both internal and external customers who have rented College facilities. The evaluation covers a wide range of topics, including College staff, AV equipment, room cleanliness, room set-up, rest rooms, parking, and security. The information is used to improve the overall rental experience for customers. A wide range of events take place on campus, including community-based plays, dance recitals, business meetings, business and campus training, Lifelong Learning classes, sporting events and practices, and non-profit fundraisers. In October of 2007, this survey was developed into an online survey to allow customers immediate access to the evaluation process <sup>E 7.49</sup>.

- **The Foundation Strategic Renewal Survey**

This survey included stakeholders such as donors, Board of Trustees, Foundation Board, alumni, faculty/staff, current students, business partners, donation advisors, and advisory committees. Current initiatives and development of possible initiatives were rated to give The Foundation direction for the future <sup>E 7.50</sup>.

- **Lifelong Learning Evaluation**

The Lifelong Learning Evaluation form is used to improve the overall lifelong learning experience for customers. It addresses, among other things, course content, instructor knowledge, and the office staff <sup>E 7.51</sup>.

Departments across campus are continually upgrading current processes with technological tools to provide easier access and expanded services to constituents. In October 2006, the Maintenance Department instituted a Maintenance Direct web-based program to allow staff and faculty the opportunity to inform the Department of work projects or materials needed in their area. This new work-order system has increased the productivity of the Department by providing the tools needed to manage the work and resources most effectively. The new system allows the Maintenance Department to quickly process customer work requests and to easily identify and prioritize routine and preventive maintenance <sup>E 7.52</sup>.

**Table 7.1 Work Orders Completed**

Work Order Type	2008	2007	2006
Preventive Maintenance	1,510	1,246	577
General Maintenance	1,428	1,079	616
Corrective Maintenance	295	306	
General Grounds	216	275	28
Temperature Adjustment	95	90	
Renovations	59	77	
Emergency Repair	10	19	
Administration	5	18	
Vandalism	4	8	
Other	2	5	
Grand Total	3,624	3,123	1,221

\*Prior to 2007 the work order system was paper based and tracked by fewer categories.



WebPAL is an online system that allows students to access records, register for classes, pay fees, and complete a number of other processes through a secure Web server. WebPAL is upgraded annually and has expanded options for students. For example, students can now add their name to a waitlist to allow them the opportunity to enter a class that may be full when they initially register <sup>E 7.53</sup>.

An Academic Forgiveness policy was initiated in 2005. The purpose of this policy is to provide a “fresh start” to students who performed poorly in the past, yet have since demonstrated an ability to succeed in their academic courses at MCCC. Students can petition to have failing grades removed from their GPA calculation—even though the original grades remain on the students’ transcripts <sup>E 7.54</sup>. Table 7.2 summarizes the number of petitions processed under this new procedure over the past three years.

**Table 7.2 Academic Forgiveness Petitions**

Year	Approved	Denied	Credits
2005-2006	26	11	146
2006-2007	27	20	133
2007-2008	34	21	185
Total	87	52	464

Since winter 2008, students have been able to order their textbooks online and then pick them up at the bookstore on MCCC’s Main Campus or at the Whitman Center <sup>E 7.55</sup>. Table 7.3 summarizes the number of online text book orders processed through this new system over four semesters.

**Table 7.3 Online Textbook Orders**

Semester	Main Campus	Whitman Center
Winter 2008	70	14
Spring 2008	32	8
Summer 2008	8	8
Fall 2008	119	35

Patrons wishing to order tickets for events at the Meyer Theater and conferences at MCCC are now able to do so online. This online purchasing option was instituted for the fall 2007 season. It has been a model for other community colleges in the state of Michigan wishing to reach a wider audience and simplify the process for purchasing tickets <sup>E 7.56</sup>.

## CORE COMPONENT 5C

The organization demonstrates its responsiveness to those constituencies that depend on it for service.

Monroe County Community College has shown in many ways its responsiveness to its students and to the community and businesses with which it shares strong partnerships. MCCC has designed its instructional programs to provide its students an advantage in the global workforce, and it has played a large part in ensuring that

area businesses are able to train and retrain their workforce in order to stay competitive and profitable in the global marketplace. MCCC offers its services to every student, business partner, and member of the community in an effort to enrich the lives of all of its constituents.

MCCC is aware that the College must be part of the larger community if it is to have a significant impact on the lives of its constituents. The College understands that in order to be part of the larger community, it must be open to ideas from its constituents. Consequently MCCC vigorously seeks members from every constituent group to be part of the College's advisory committees, and the College enlists their help and expertise in guiding MCCC forward.

### **Collaborative Ventures and Mobility of Learners**

Monroe County Community College has formed several collaborative ventures that demonstrate its responsiveness to community needs. These collaborative efforts include Lifelong Learning courses, apprenticeship training, children's summer camps, articulation agreements, dual enrollment, assisting the IHM (Servants of the Immaculate Heart of Mary) with re-certification of their nurse aides, and a Nuclear Engineering Technology program.

Other collaborative ventures include the following:

- Apprenticeship training at MCCC works with businesses to create programs to train its employees for positions such as welders, machinists, electricians, and die makers. The College has worked with various companies to create programs that fit a particular employer's needs <sup>E 7.57</sup>.
- Nuclear Engineering Technology (NUET) is a new program implemented at MCCC. It combines the efforts of DTE Energy, MCCC, and Lakeland Community College. This partnership occurred because the industry estimates there will be a shortage of nuclear energy professionals, and the energy industry requires a highly educated workforce. The students will earn this degree from Lakeland Community College; however, the first 48 hours of credit can be earned from MCCC, and another 24 credit hours using distance learning from LCC may be completed on the MCCC campus <sup>E 7.58</sup>.
- MCCC has had the opportunity to partner with a local community agency to provide needed education for the agency's staff. The IHM, Servants of the Immaculate Heart of Mary, located in Monroe, had a need to provide a state-recognized Nurse Aide course for some of their current employees. Since MCCC already had such a course, the College was able to add a second section to provide training to meet the agency's needs. The Michigan Nurse Aide Training Curriculum Model, 2006 (revised in 2007), meets minimum Federal/State Requirements for a Nurse Aide Training Program. MCCC's Nurse Aide Practice course follows this curriculum, and once students complete the course at MCCC, they are eligible to take the state test to become a Certified Nurse Aide <sup>E 7.59</sup>.
- In cooperation with businesses, MCCC offers customized training or retraining programs. MCCC delivers these courses on campus or on site. The types of programs include CAD, MIOSHA training, leadership, lean manufacturing,

Microsoft Office, and first aid. These customized training programs are shorter than a standard semester and are noncredit. However, credit classes can also be offered at the company's request <sup>E 7.60</sup>.

- The Upward Bound Program, funded by a grant from the U.S. Department of Education, is a recent addition to the MCCC Main Campus. The program targets 50 students, usually freshmen and sophomores, from Monroe High School who are considered at-risk, low-income students, and/or whose parents do not hold a college degree above an associate degree. These students participate in the program for four years, which also includes courses and activities each summer. Students receive career and personal counseling, tutoring, mentoring, a stipend, assistance with applying for financial aid, and assistance in applying for college. The goals of the program for these students are to provide them with the skills needed to be successful in high school and to enroll in and graduate from college

<sup>E 7.61</sup>.

## Building Effective Bridges

MCCC demonstrates its responsiveness to its constituents by inviting community members to take part in the College's advisory committees. Advisory committees are made up of a group of community business leaders selected for their expertise and specialized knowledge in a specific occupation. Individual advisory committees provide an important link between MCCC and the working community. They advise in the development of the instructional program, make recommendations in planning, developing, and establishing requirements for new and existing programs and courses, and they make recommendations on equipment needed to run the program.

MCCC's advisory committees are active, meeting at least twice each school year. Their input is vital to keeping the College's programs current and relevant. Following are some examples of how the work of the advisory committees is used:

- Recently the Business Management Advisory Committee recommended that the Cost Accounting course be removed as a requirement, making it an elective and making Microeconomics a required course. This helps MCCC's students because many times the Cost Accounting course will only transfer to a four-year school as a general elective and the Microeconomics would transfer toward a bachelor of business degree.
- The Business Management Advisory Committee also made a recommendation on a prerequisite change for the International Business course.
- The advisory committee for the Electronics Program advised that the electronics labs were in extreme need of renovation. Acting upon this recommendation, MCCC renovated the electronics lab with new paint, casework, and lab tables. In addition new basic equipment was purchased as part of "phase one" of the renovation.
- Other advisory committees in the Industrial Technology Division have commented on the lack of space in MCCC's current facilities. They have indicated that, in order to keep up with advanced and current technologies, space must be provided for items such as alternative energies and a chassis

dynamometer that is capable of measuring specifications of Electric/Hybrid vehicles <sup>E 7.62</sup>.

Advisory committee members are a source for class fieldtrips, and they attend specific classes as guest speakers.

All occupational programs have active advisory committees. The following is a list of advisory committees broken down by division:

#### Business Division

- Accounting
- Administrative Professional and Medical Office
- Business Management
- Computer Information Systems
- Culinary Skills and Management

#### Humanities and Social Sciences

- Criminal Justice
- Media

#### Industrial Technology

- Automotive Engineering Technology
- Construction Management
- Electronics Technology
- Manufacturing Technology
- Mechanical Design Technology
- Metrology Technology Quality Systems
- Welding Technology

#### Science and Mathematics

- Early Childhood Development

#### Health Science

- Registered Nursing
- Respiratory Therapy
- Licensed Practical Nursing

MCCC also strives to develop connections among diverse communities and constituencies through the following activities:

- In September 2003, an ad hoc Diversity Committee was formed to bring diversity awareness to the College. A Diversity Climate Study was completed by consultant Clarence Smith. As a result of this study, the ad hoc committee became a standing committee in fall 2007. The committee membership includes faculty, administrators, staff, and community members

<sup>E 7.63</sup>.

- The purpose of the Diversity Committee is to strengthen the College's awareness and to help fulfill MCCC's educational and community responsibilities regarding diversity. Future activities will include short- and long-term goals in diversity training and developing diversity plans for all functions of the College, including personnel and curriculum development.
- A Diversity Advisory Committee was also established. Membership includes a cross-section of the community and College representatives. The purpose of the advisory committee is to advise the College on matters involving diversity and to facilitate community involvement.

### **Shared Educational, Economic, and Social Goals**

The following are among the partnerships focusing on shared educational, economic, and social goals:

- MCCC has participated in the Youth for Understanding program since January 2006. This is an international program to provide students from around the globe with the opportunity to pursue college-level academic studies while living with a carefully selected host family in a community, such as Monroe, reflecting American values.
- The MCCC Math and Science Society (MASS) student group was started in 1999. In the winter semester of 2004, MASS collaborated with Lincoln Elementary School, an at-risk school in Monroe, to create an after-school program for a select number of children. Due to the success of the program, it has been continued every year since its inception. MASS has developed a fun and educational program for the students, many of whom come from lower-socioeconomic backgrounds. This experience allows MCCC students to apply their education in ways that benefit the community and also provides them with valuable teaching experience.
- MCCC has a large transfer population, and in order to meet the needs of that population, MCCC is a member of the Michigan Association of Collegiate Registrars and Admissions Officers (MACRAO). The MACRAO Transfer Agreement is a collaborative agreement among 57 two-year and four-year public and private colleges and universities in Michigan to help students transfer their coursework in general education. Completion of the MACRAO agreement requires the student to complete 30 credit hours consisting of six credits in English Composition, eight credit hours in Science and Math, eight credit hours in Social Science, and eight credit hours in Humanities <sup>E 7.64</sup>.
- MCCC is also a member of the MACRAO initiative, the Michigan Transfer Network, which allows students to accurately check the transferability of courses at all participating colleges and universities in Michigan <sup>E 7.65</sup>.

In order to better serve the College's constituents, MCCC has two campuses which are geographically located within 35 miles of Eastern Michigan University, the University of Toledo, Wayne State University, the University of Michigan, and Siena Heights University, as well as several other two- and four-year public and private colleges and universities.

## CORE COMPONENT 5D

Internal and external constituencies value the services the organization provides.

Monroe County Community College goes to great lengths to ensure that the services it provides are beneficial to the constituents it serves. External constituents participate in College activities and co-curricular programs, and College facilities are available to and used by the community on a regular basis.

The use of online surveys, written evaluations, and follow-up telephone calls allows MCCC to carefully analyze the input and make necessary changes. Students are routinely asked to evaluate their instructor and the course in order to verify the quality of instruction. Often these evaluations help instructors make changes in their courses in order to fully engage students.

MCCC also takes an active role in the promotion of the College's students to area employers who are searching for qualified employees. A variety of services are designed to help bridge the gap between an employer and the potential employee.

### Workforce Development

The Office of Workforce Development at MCCC offers students, alumni, and Monroe County residents free assistance in locating employment opportunities in the Monroe area. The Office provides information regarding available part-time, full-time, permanent, and temporary positions in a wide variety of areas. Student assistant positions are also available through the office. All job seekers can register for this service by using the online candidate-registration form.

Upon registration with the Workforce Development Office, job seekers can obtain job information, referrals, request mailing of credentials packets to potential employers, and have access to a variety of job-seeking-skills seminars and reference materials.

Area employers can use the Office of Workforce Development free of charge to post available jobs and access qualified candidates registered with the office. Employers can post a job by using the job posting form <sup>E 7.66</sup>.

### WorkKeys

The Workforce Development Office can provide the services of a certified WorkKeys® job profiler. WorkKeys is a comprehensive system for improving the workforce and can serve as a rallying point for these efforts.

WorkKeys is a tool for improving hiring decisions, reducing turnover, and improving employee satisfaction and productivity. MCCC's WorkKeys Service Center offers testing, assessment, and training for workers in all types of organizations. WorkKeys helps companies and individuals identify and learn skills needed to fill specific jobs. The eight WorkKeys skills are these: reading for information, applied mathematics,

listening, writing, teamwork, applied technology, locating information, and observation <sup>E 7.67</sup>.

One of the primary goals of the College's Workforce Development Office is to help employers hire and retain qualified employees and build a stronger workforce for Monroe County. The use of WorkKeys by businesses in hiring and training typically results in higher employee productivity, higher job satisfaction, reduced turnover, and improved quality <sup>E 7.68</sup>.

## Evaluation of Services

Evaluation of services occurs at all levels at Monroe County Community College in the academic and non-academic courses, both internally and externally (see Core Component 3A).

Class evaluations are completed by students at the end of every semester, while instructors are evaluated by division deans throughout the year (see Core Component 1D). MCCC's Workforce Development Office uses evaluations for all of its customized training <sup>E 7.69</sup>.

## Volunteer Activities

Monroe County Community College has continued to provide valuable services to both its internal and external constituents for many years. Both groups continue to show that they value the programs and services that MCCC has to offer. The growth of MCCC sponsored activities provides an important indicator that the community values the College's services, and their appreciation is communicated in a variety of ways.

## Student Services

Monroe County Community College supports a number of student organizations and activities. It is believed that such programs contribute to the overall intellectual, social, and emotional development of students. Participation in campus-sponsored activities can be a source of opportunity for 1) leadership development, 2) cultivation of broader interests, 3) recognition of achievements, 4) encouragement of social skills, and 5) practice in the skills of citizenship <sup>E 7.70</sup>.

Opportunities are available for individuals to participate in extracurricular student-sponsored organizations and activities and to help organize new programs or direct existing ones. Much of the responsibility for the types of student programs and their management rests with the students. However, all organizations and activities must have the support of a staff advisor. The following list represents some of the types of extracurricular student-administered activities available at the College:

- Student Government
- Student Clubs
- Academic Interest Groups
- Special Interest Groups
- Vocal and Instrumental Music <sup>E 7.71</sup>



## MCCC Service and Volunteer Activities

Monroe County Community College is greatly involved in community service and volunteer activities.

- Each year faculty and staff members provide many volunteers for Monroe County's Relay for Life and Habitat for Humanity projects.
- Students in mechanical and electrical systems classes built solar panels that were taken to the University of Fondwa in Haiti. This was done in partnership with a community foundation and a local electrical contractor. A College administrator and faculty member traveled twice to Haiti to study the needs and to supervise the installation of the cells and computer lab.
- Students, staff, and community volunteers have participated in Project Ramp, which builds barrier-free ramps at no cost for Monroe County families in critical need of access to and from their home. Construction is made possible by Organized Labor's Community Services/Community Action Liaison Program, in partnership with United Way of Monroe County, Monroe County Community College's construction management technology faculty and students, the Department of Human Services and many businesses and health and human services providers. MCCC President David Nixon noted that the MCCC students who are participating from the college learn some of life's lessons on this project. "They'll learn how good it feels to use what you've learned in the classroom to help someone," he said. "It's another way of 'paying it forward' – for a lifetime" <sup>E 7.72</sup>.
- The College's website provides links to several community-service opportunities. Links are provided to Monroe's Mercy Memorial Hospital Volunteer Services, which provides opportunities throughout the hospital system: Guild, Hospice, Hospital, and Nursing Center. The College site also provides a link to Heartland Hospice Services, whose mission is to provide quality hospice care in five counties in Southeast Michigan <sup>E 7.73</sup>.

## MCCC's Student Clubs and Organizations

### **The Agora**

*The Agora* student newspaper is published approximately 10 times during the fall and winter terms. The paper is produced by MCCC students enrolled in the journalism classes under the guidance of a faculty advisor and student editors <sup>E 7.74</sup>.

### **International Studies**

The MCCC International Studies Club promotes the study and awareness of other countries and cultural issues. Members hold fundraisers, social events, awareness events, and go on field trips. Recent club activities involve raising money for Swazi AIDS orphans, attending a lecture by the Dalai Lama, and visiting the United Nations in New York City <sup>E 7.75</sup>.

### **Math and Science Society**

The Math and Science Society (MASS) is open to students with interests in astronomy, biology, chemistry, ecology/environmental science, mathematics, physics, and general science. MASS is a very active group on campus with



sponsored field trips, community activities, and campus speakers. The group holds fundraisers and has an ongoing recycling program, has sponsored out-of-state field trips, and offers a club scholarship. They have established a science odyssey program with students at a local elementary school <sup>E 7.76</sup>.

### **Phi Theta Kappa**

MCCC's Phi Theta Kappa Tau Omicron Chapter of the International Honor Society has taken part in a number of service projects. Society members have held drives to benefit the community's local crisis-pregnancy center: collecting clothing, diapers, food, and baby items. Other projects have included providing child ID's for MCCC's Family Fun Night, organizing an Easter Egg Hunt to raise money for scholarships, and creating a gift drive for needy Monroe families <sup>E 7.77</sup>.

### **Student Government**

The MCCC Student Government provides an opportunity for students to have their voice heard around the campus. By supporting student organizations and planning campus activities, MCCC Student Government works to create an atmosphere that fosters a community feeling among students. Participation in these types of organizations and activities can be a great way to develop leadership skills and enhance the college experience <sup>E 7.78</sup>.

### **Upward Bound**

The MCCC Upward Bound program utilizes community service as a tool to strengthen students' sense of civic engagement. A recent community services project involved packaging fruit and candy for the senior citizens in the Monroe area. Studies show that students who are active in community service are more likely to succeed and have a higher GPA than students who don't participate <sup>E 7.79</sup>.

### **Faculty, Staff, and Student Community Service**

College faculty and administrators are committed to community service and are members and active participants in a variety of organizations throughout Monroe County and the surrounding areas <sup>E 7.80</sup>.

- A recent survey of all full-time employees at MCCC revealed that of the 96 respondents, 84 percent have done some volunteer work within the past 12 months.
- More than 29 percent (21 employees) of those responding completed more than 41 hours of volunteer service. Service areas include local community organizations, health associations, and churches.
- More than half of the respondents volunteered at MCCC during the past year.

Although the survey provided information regarding the volunteerism of a portion of the MCCC staff during the past year, an ongoing vehicle should be developed to capture this information on an annual basis <sup>E 7.81</sup>.

Student Government also encourages and promotes interaction with various groups and service organizations for the benefit of the community. Two examples include the following:

- The annual *Fall Blood Drive* held in conjunction with the Red Cross
- A toy drive for the *Toys for Tots* program <sup>E 7.82</sup>

Students, faculty, and staff also volunteer their time and talent for a variety of community projects. Examples include:

- Assisting with the design and construction of a public pavilion located in downtown Monroe
- Design and construction of a barrier-free ramp for a resident in Bedford Township
- Assisting with construction of homes in Monroe County for Habitat for Humanity of Monroe <sup>E 7.83</sup>

### **Economic and Workforce Development Activities**

A major goal of the Office of Workforce Development is to provide services and information to area employers as they attempt to locate qualified candidates. This office is also responsible for assisting job seekers as they attempt to find employment. General services provided by the office include the following:

- Posting and displaying job openings from employers throughout the region: jobs range from entry-level, part-time, to full-time professional positions. Positions are posted on Main Campus, at the Whitman Center, and on MCCC's website.
- Maintaining credential packets for job seekers: packets may include a résumé, recommendation letters, references from faculty members, college transcripts, and any other information which might impress potential employers. These packets are mailed or faxed upon an employer's request.
- The College participates in The Collegiate Employ-Net Virtual Job Fair which is held each spring in Northwest Ohio <sup>E 7.84</sup>.

The Office of Workforce Development statistics for the past three fiscal years reveal a decline in employment assistance. As evidenced in the table 7.4, there has been a 55 percent decrease in the number of credential packets sent to employers. This presents a challenge for the Office of Workforce Development to be more aggressive in assisting both job seekers and local employers.

**Table 7.4 Employee Assistance Statistics**

<u>2004-2005 Fiscal Year</u>	
Number of jobs received and posted	486
Number of candidates referred for posted positions	2,488
Number of referrals hired for these jobs	161
Number of new registrants	792
Number of credential packets sent to employers	1,470

<b><u>2005-2006 Fiscal Year</u></b>	
Number of jobs received and posted	464
Number of candidates referred for posted positions	2,321
Number of referrals hired for these jobs	116
Number of new registrants	691
Number of credential packets sent to employers	732
<b><u>2006-2007 Fiscal Year</u></b>	
Number of jobs received and posted	376
Number of candidates referred for posted positions	1,866
Number of referrals hired for these jobs	101
Number of new registrants	622
Number of credential packets sent to employers	661

### **Availability and Use of MCCC Facilities**

MCCC takes pride in offering a great variety of College-sponsored cultural events. These events educate MCCC's constituents about the world around them and encourage the College's students to see themselves as members of the larger global community. MCCC understands that technology is making the world a smaller place with more interaction among people of different cultures, and the College can foresee the need for those cultures to be able to interact for global benefits. By hosting exchange students, MCCC helps local students and exchange students develop a better understanding of their similarities and differences.

### **La-Z-Boy Center**

Since the opening of the La-Z-Boy Center in 2004, the number of public events and the increase in attendance demonstrate that MCCC's internal and external constituents use and appreciate the events offered at Monroe County Community College. In September 2008, the College noted that after being open for only four years, the La-Z-Boy Center has become a vital part of Monroe County:

- Monroe County Community College's La-Z-Boy Center and Meyer Theater has drawn nearly 150,000 people since opening in October 2004.
- Since opening, the Meyer Theater has held 2,103 events with a total attendance of 142,908.
- In addition to the 574-seat capacity theater, the La-Z-Boy Center houses the offices of the Division of Corporate and Community Services, a rehearsal hall, dressing and makeup rooms, a scene shop, six multi-use training rooms, and a computer room <sup>E 7.85</sup>.

### **Campus/Community Events**

MCCC's Campus/Community Events Committee continues to offer a wide variety of theatrical productions, musicians, comedians, and children's performances. The following 2008-2009 schedule is typical of each year's events:

- Sunday, September 28: *Antiques and Autos* (Main Campus)
- Friday, Saturday, Sunday/October 3, 4, 5: *Doubt: A Parable* (Meyer Theater)
- Monday, October 20: *Band and Chorale Concert* (Meyer Theater)

- Saturday, October 25: *The Monkees' Lead Singer Micky Dolenz* (Meyer Theater)
- Saturday, November 22: *Comic Musician Dale Gonyea* (Meyer Theater)
- Tuesday, December 2: *Agora Chorale Concert with Special Guest Amazin' Blue* (Meyer Theater)
- Monday, December 15: *Symphony Band Concert* (Meyer Theater)
- Friday, December 12: *Three Men and a Tenor* (Meyer Theater)
- Friday, January 30: *Comedian Jimmie "J.J." Walker* (Meyer Theater)
- Saturday, February 7: *22nd Annual Black History Month Blues Series Concert* (Meyer Theater)
- Sunday, February 22: *Band and Chorale 'Collage' Concert* (Meyer Theater)
- Saturday, March 7: *A Tribute to Bette Midler featuring Kathy Thompson* (Meyer Theater)
- Thursday, March 12: *Remembering the Raisin – Perspectives on the War of 1812* (Meyer Theater)
- Friday, March 20: *Magician/Comedian James Michael* (Meyer Theater)
- Saturday, April 4/ Sunday, April 5: *Antiques in April* (Welch Health Education Building)
- Monday, April 27: *Symphony Band Concert* (Meyer Theater)
- Tuesday, April 28: *Agora Chorale Concert* (Meyer Theater) <sup>E 7.86</sup>

The sponsors for MCCC's 2008-2009 season are DTE Energy, Michigan Gas Utilities, Monroe Bank & Trust, and La-Z-Boy Incorporated.

In addition, the Meyer Theater is often rented to the general public for historical events, dance troupes, local theater, and various fundraisers.

## Adapting to Changing Needs

Throughout its history Monroe County Community College has maintained the goals stated in its mission statement, while at the same time adapting to the changing needs of the constituents it serves.

MCCC realizes that the bridge between education and industry is important, and building that bridge makes MCCC a leader in the community. Whether training the next generation of skilled employees or retraining present employees, MCCC's commitment to high educational standards helps ensure that industry can remain competitive and profitable well into the 21<sup>st</sup> century with the help of a well-educated workforce.

MCCC provides an educational experience that goes beyond traditional classroom lectures and examinations. As illustrated in Chapter Six, Core Component 4C, the College takes pride in offering students a wide variety of educational experiences outside of the classroom.

MCCC's graduates, if they choose to do so, are prepared to further their education when transferring to a four-year college or university. MCCC has developed

articulation agreements and transfer guides with colleges and universities in order to offer the College's students alternative choices for their educational goals. Students often report back through surveys that the experiences gained at MCCC have been a tremendous advantage in acclimating to the four-year college.

Monroe County Community College understands that education is a lifelong experience. Twice a year MCCC's *Lifelong Learning Schedule* is distributed to the community. These offerings include a wide variety of classes for personal enrichment, as well as classes for those wanting to enhance their job skills or change careers.

The College continues to be a viable resource for its constituents. MCCC's future plans take into account the need for accessibility for diverse individuals, and the College welcomes everyone who has the desire to learn.

### **Continuing Education for Licensed Professionals**

Monroe County Community College provides programs to meet the needs of licensed professionals. The state of the economy in the area has increased the need for customized training and retraining programs. Through collaboration with businesses in the area, customized training and retraining programs are created to fit local needs. As a result, a number of individualized programs have been designed for businesses in the area.

The College has administered grants awarded by the Economic Development Job Training Grant Program. These funds are awarded by the Michigan Economic Development Corporation on a competitive basis to provide employee training for new and expanding businesses in the state. State and Federal grant funds have also been obtained to support economic growth and employer needs within the county and surrounding area.

A partnership with ED2GO, a nationally recognized deliverer of web-based courses, has been established to offer a variety of online courses. Classes in business administration, computers, and classes for teaching professionals are just a few of the ED2GO options. These can be completed at times convenient for working students

E 7.87.

MCCC now offers several new noncredit health-care programs. These were launched to meet the increasing demands for health-care professionals. Among the programs offered are the EKG Technician Certification, EMT, First Aid, CPR/AED training, Pharmacy Technician, and Veterinarian Technician E 7.88. (See Table 7.5)

**Table 7.5 Noncredit, Health-Care Programs**

Semester	Course Prefix	Credit Hours	Section	Location	Course Title	Number Enrolled
FL02	MEDCL	702	81	MC	Emergency Medical Technician	19
FL03	MEDCL	702	81	MC	Emergency Medical Technician	24
FL03	MEDCL	797	82	MC	Adult CPR and AED Training	12
FL03	MEDCL	797	86	MC	Adult CPR and AED Training	12
FL03	MEDCL	797	87	MC	Adult CPR and AED Training	9
FL04	MEDCL	799W	41	INT	Become a Veterinary Assistant	1
FL04	MEDCL	702	81	MC	Emergency Medical Technician	15
FL04	MEDCL	770	82	MC	Adult CPR/AED Recertification	8
FL04	MEDCL	797	81	MC	Adult CPR and AED Training	3
FL05	MEDCL	702	81	MC	Emergency Medical Technician	12
FL06	MEDCL	806	81	MC	First Aid & CPR/AED w/child	5
FL06	MEDCL	806A	81	MC	First Aid-CPR/AED	15
FL06	MEDCL	806C	81	MC	CPR/AED	1
FL07	MEDCL	812	44G	INT	Pharmacy Tech	2
FL07	MEDCL	810W	44G	INT	Veterinary Assistant	1
FL07	MEDCL	813W	41G	INT	Admin. Medical Specialist	1
FL07	MEDCL	800W	41	INT	Become a Vet Assist. II	1
FL07	MEDCL	800W	42	INT	Become a Vet Assist. II	1
FL07	MEDCL	799W	42	INT	Become a Veterinary Assistant	1
FL07	MEDCL	816W	44	INT	Become a Vet Assist III	1
FL07	MEDCL	702	81	MC	Emergency Medical Technician	13
FL07	MEDCL	806	81	MC	First Aid/CPR/AED/Child CPR	5
FL07	MEDCL	807	81	MC	Pharmacy Tech Certification	14
FL07	MEDCL	808	81	MC	EKG Technician Cert Program	13
FL07	MEDCL	809	81	MC	Medical Billing & Coding	9
FL07	MEDCL	811	81	MC	Medical Assistant Program	3
FL07	MEDCL	806B	81	MC	Adult CPR/AED & Child CPR	3
FL07	MEDCL	806C	81	MC	Adult CPR/AED Certification	3
FL07	MEDCL	806D	81	MC	First Aid	1

Semester	Course	Credit	Section	Location	Course Title	Number
FL08	MEDCL	702	81	MC	Emergency Medical Technician	22
FL08	MEDCL	806	81	MC	First Aid/CPR/AED/Child CPR	5
FL08	MEDCL	806A	71C	MC	First Aid/CPR/AED	10
FL08	MEDCL	806B	81	MC	Adult CPR/AED & Child CPR	2
FL08	MEDCL	807	81	MC	Pharmacy Tech Certification	14
FL08	MEDCL	809	81	MC	Medical Billing & Coding	6
FL08	MEDCL	816W	41	INT	Become a Vet Assist III	1
FL08	MEDCL	817	81	MC	Ophthalmic Assistant Cert	6
FL08	MEDCL	817	82	MC	Ophthalmic Assistant Cert	4
SP05	NURS	707	81	MC	CNA Program	17
SP06	NURS	707	82	MC	CNA Program	10
SP06	MEDCL	799W	44	INT	Become a Veterinary Assistant	1
SP06	MEDCL	800W	41	INT	Become a Vet Assist. II	1
SP06	MEDCL	805	81	MC	CPR Instructor Course	12
SP08	MEDCL	818W	43	INT	Become a Physical Therapy Aid	1
SP08	MEDCL	807	82	MC	Pharmacy Tech Certification	13
SP08	MEDCL	808	82	MC	EKG Technician Cert Program	9
SP08	MEDCL	809	82	MC	Medical Billing & Coding	8
SP08	MEDCL	811	82	MC	Medical Assistant Program	3
SP08	MEDCL	817	82	MC	Ophthalmic Assistant Cert	6
WI04	MEDCL	799W	43	OFF	Become a Veterinary Assistant	1
WI05	MEDCL	799W	41	INT	Become a Veterinary Assistant	1
WI05	MEDCL	797	81	MC	Adult CPR and AED Training	4
WI06	MEDCL	779	81	MC	Medical Billing & Coding	1
WI07	MEDCL	810W	42G	INT	Veterinary Assistant	1
WI07	MEDCL	806	81	MC	First Aid & CPR/AED w/child	9
WI07	MEDCL	807	81	MC	Pharmacy Tech Certification	19
WI07	MEDCL	808	81	MC	EKG Technician Cert Program	11
WI07	MEDCL	809	81	MC	Medical Billing & Coding	14
WI07	MEDCL	806A	81	MC	First Aid-CPR/AED	3
WI07	MEDCL	806B	81	MC	CPR/AED & Child CPR	5

Semester	Course	Credit	Section	Location	Course Title	Number
WI07	MEDCL	806D	81	MC	First Aid	2
WI08	MEDCL	799W	41	INT	Become a Veterinary Assistant	1
WI08	MEDCL	810W	44G	INT	Veterinary Assistant	1
WI08	MEDCL	806	81	MC	First Aid/CPR/AED/Child CPR	4
WI08	MEDCL	807	81	MC	Pharmacy Tech Certification	8
WI08	MEDCL	808	81	MC	EKG Technician Cert Program	6
WI08	MEDCL	809	81	MC	Medical Billing & Coding	8
WI08	MEDCL	806A	81	MC	First Aid/CPR/AED	2
WI08	MEDCL	806B	81	MC	Adult CPR/AED & Child CPR	3
WI08	MEDCL	806C	81	MC	Adult CPR/AED Certification	1
TOTAL STUDENTS ENROLLED						464
<i>MC - Main Campus</i> <i>INT - online class</i>						

## Summary of Findings

Today MCCC has an ever-expanding opportunity to lend itself to the needs of business and industry. In a world of changing economies and resources, business and industry are in a race to keep up with the demands of an ever-changing world. On numerous occasions, MCCC has proven itself capable of retraining personnel quickly to help an industry keep its competitive edge.

Monroe County Community College has been a mainstay in the community for nearly 45 years. The College has worked diligently to demonstrate its effectiveness and the benefits that come through dedication and hard work. MCCC has opened doors for numerous individuals to achieve their goals. The face of the institution has changed over the years, but MCCC’s dedication to higher education continues to fit the needs of its community.

## Strengths

- One of MCCC’s greatest strengths is the partnerships it has developed with other colleges and universities, business and industry, and the community.
- Employees and students are actively engaged in enriching the community via volunteerism.
- MCCC analyzes and evaluates its value to the constituents it serves through the use of advisory committees, surveys, and other data collection tools.
- MCCC strives to improve its services and effectiveness as a community asset.



- The College gains the knowledge that it needs to be able to better prepare its students for the jobs of tomorrow by engaging members of the community and leaders of business and industry.
- Instructional programs are developed that coincide with the needs of business and industry.
- MCCC understands that through its partnerships, it will make sound decisions for its constituents.

### **Opportunities/Challenges**

- The College's current technology education buildings are no longer adequate to house the newest technologies.
- The College is challenged to provide facilities that meet contemporary program needs and accommodate record enrollment growth.
- MCCC will need to secure funding to support a new career technology building that will house current and future high-tech, high-skill, high-demand programs.
- MCCC has no mechanism for annually collecting employee volunteerism data. This information could be collected by the Human Resources Department via the annual employee-performance evaluation.
- The current Michigan economy requires the Office of Workforce Development to be aggressive in assisting both job seekers and local employers.
- A low percentage of graduates respond to the Graduate Follow-up Survey item regarding the Office of Workforce Development. It was the lowest rated service in the ACT Alumni Survey. Faculty, staff, and students need to be better educated regarding the services of the Office of Workforce Development.



# CHAPTER 8

## Federal Compliance

### Public Notification of the Evaluation Visit: Third Party Comment Process and Documentation

Monroe County Community College adhered to the Higher Learning Commission's guidelines for soliciting third party comment by publicly announcing its institutional self-study and evaluation visit during the summer of 2009.

**Table 8.1** Third Party Comment Communications Plan

Constituent Group	News Release	Print Ad <sup>E8.1</sup> in Monroe Evening News	Campus Information Boards	E-mail or Letter	MCCC Web Site	Career Focus Magazine (Summer/Fall 2009)	MCCC Facebook Page
Students	X	X	X	X	X	X	X
Prospective Students	X	X	X	X	X	X	X
Employees	X	X	X	X	X	X	X
MCCC Board Members	X	X		X	X	X	
Members of Program Advisory Committees	X	X		X	X	X	
Employers	X	X			X	X	X
Alumni	X	X		X	X	X	X
Community	X	X			X	X	X
The Foundation at MCCC Board of Directors	X	X		X	X	X	
Alumni Association Board of Directors	X	X		X	X	X	
Date of Completion	June 11, 2009	Ads ran June 11, June 14, June 17, 2009	June 18, 2009	June 18, 2009	June 15, 2009	June 30, 2009	June 12, 2009

### Credits, Program Length, and Tuition

Monroe County Community College primarily uses a traditional semester structure, including a 15-week fall semester, a 15-week winter semester, a 6-week spring

semester, and a 6-week summer semester. Classes can be structured as lecture, lab, or lecture/lab. One credit is awarded for at least 800 minutes of instructional time. Classes may start at different times but will meet for the minutes indicated above.

Specific program requirements and lengths vary. Certificates require varying numbers of credits, and programs leading to an associate degree generally require 60-70 credit hours. Information on all programs is available in the *MCCC Catalog* and on the College website [E8.2](#).

Tuition and fees are determined by the Monroe County Community College Board of Trustees and are accessible on the College website [E8.3](#) and in the class schedules printed each semester. Tuition is charged by the credit hour, and for the 2008-2009 academic year is \$67 for in-district students. The rate is \$115 for non-residents and \$128 for out-of-state students. A \$25 registration fee is charged for each semester registered. A \$6-per-credit-hour technology fee is also charged per credit hour. Lab fees vary, depending on the class. The College does not charge program- or course-specific differential tuition.

## Organizational Compliance with the Higher Education Reauthorization Act

Monroe County Community College participates in the following Federal financial aid programs: Pell Grant, SEOG (Supplemental Educational Opportunity Grants), Federal College Work Study Program, ACG (Academic Competitiveness Grant), Stafford Loan, and FFEL PLUS Loan. In addition, the College participates in the following Michigan financial aid programs: MEOG (Michigan Educational Opportunity Grant), Michigan Work Study, Michigan Adult Part-time Grant, Michigan Nursing Scholarship, Michigan Competitive Scholarship Program, Michigan Merit Award Program, MI Promise Scholarship, and Tuition Incentive Program.

**Table 8.2** Total Federal Aid Applicants and Awards

Year	Unduplicated FAFSA Applications Received	Number of Unduplicated Students Receiving Federal Aid	Percentage of Students Awarded	Total Federal Funds Awarded
2008-2009	3,365	1,637	48.65	\$6,146,062
2007-2008	2,844	1,356	47.68	\$4,700,487
2006-2007	2,744	1,109	40.42	\$3,635,061
2005-2006	2,761	1,135	41.11	\$3,549,486

**Table 8.3** Total Federal Financial Aid Funds Awarded by Program

Year	Pell	Stafford Loans	PLUS	SEOG	ACG	FWS
2008-2009	1,310	682	2	258	3	7
2007-2008	1,123	562	2	215	6	14
2006-2007	925	405	0	324	2	20
2005-2006	950	331	3	301	0	29

Monroe County Community College completes verification on 100 percent of federal student aid recipients. This procedure works well with current processing, and the Financial Aid Office is committed to treating each financial aid applicant fairly. The College will continue 100 percent verification while resources allow.

**Table 8.4 Total Number of Applicants Verified**

Year	Number of Verified Files
2008-2009	2,225
2007-2008	1,754
2006-2007	1,472
2005-2006	1,476

Monroe County Community College is in full compliance with all requirements of Higher Education Opportunity Act of 2008 that reauthorized the Higher Education Act of 1965. Supporting documentation includes a Program Participation Agreement (PPA), the Eligibility and Certification Renewal (ECAR), the annual Fiscal Operations Report and Application to Participate in Campus-Based Programs (FISAP), cohort default rates, Annual Audit Reports, and a Program Review Report <sup>E8.4</sup>.

The College demonstrates compliance by completing the PPA every five years and was granted eligibility through September 30, 2012. Monroe County Community College operates the federal aid programs with integrity. This is evident by timely completion of the FISAP. The FISAP is the federal application used to report institutional enrollment, student demographics, and funding distribution of the Supplemental Education Opportunity Grant (SEOG), Federal Work Study, Pell Grant, and state financial aid programs <sup>E8.5</sup>.

Monroe County Community College undergoes an annual audit of federal funds and services. This audit is conducted by Cooley Hehl Wohlgamuth & Carlton, P.L.L.C. and is submitted to the Department of Education. The most recent audit was completed in the fall of 2008 and the College qualified as a low-risk auditee. In 2006, the Student Financial Services Bureau Michigan Guaranty Agency conducted a program review of the Federal Family Education Loan Program (FFELP) and state financial aid programs. The audit and program-review staff found that these programs are being administered in compliance with program-review statutes and regulations, and no exceptions were cited <sup>E8.6</sup>.

Monroe County Community College has historically maintained a low FFELP default rate. The most current default rate published by the Department of Education is 2.6. This default rate is lower than the national average of 8.2 for two-year public institutions. Default management conducted by the College includes required annual loan entrance and exit counseling for all student loan borrowers, notification of aggregate debt, and monthly notification for delinquent-status loans, which includes repayment options and contact information. The financial aid packaging policy also includes some components to help defer loan default by not auto-packaging FFELP loans. Students initiate the loan-application process by completing a loan-request form.

**Table 8.5** Cohort Default Rates

Year	Default Rate
2008-2009	2.6
2007-2008	7.8
2006-2007	3.1
2005-2006	4.5
2004-2005	3.8
2003-2004	1.8
2002-2003	3.4

Loan counseling is conducted in person or online through a web-based product provided by Mapping Your Future <sup>E8.7</sup>. Loan counseling must be completed prior to loan certification. The College makes a diligent effort to meet with student borrowers prior to graduation to provide repayment information and education regarding the consequences of default.

Key areas of focus to ensuring compliance are recordkeeping and training. Monroe County Community College handles all financial aid documents with care and confidentiality. Each document is logged into the Financial Aid Management system at the time it is received by the office. This has reduced lost documents and resulted in more timely completion of files. The Student Services area implemented an imaging system during the 2008-2009 year. This substantially reduced the handling of paper documents and is expected to further improve services to students. Monroe County Community College also adheres to the Department of Education's regulations concerning record retention and storage.

It is crucial that the Financial Aid Office is aware of and competent in handling regulatory updates and changes. The office staff regularly participates in professional development and financial aid update sessions and workshops.

Federal law requires all educational institutions that receive federal funds to present educational programs about the U.S. Constitution. This law designated September 17, the anniversary of the signing of the Constitution, as Constitution Day. Monroe County Community College celebrated Constitution Day on September 17, 2008. The Student Government set up booths that provided students the opportunity to become registered voters, and *The Agora*, MCCC's student newspaper, ran an article, "MCCC celebrates history with Constitution Day," in their September 16, 2008 issue to commemorate the signing of the Constitution. They also printed a 10 question Constitution Day IQ Test regarding facts about the Constitution <sup>E8.8</sup>. When September 17 falls on a weekend, institutions may hold events during the preceding or following weeks.

## **Jeanne Cleary Disclosure of Campus Security Policy and Crime Statistics Act**

Monroe County Community College keeps written records and web-logs of incident reports and complies with the Jeanne Cleary Disclosure of Campus Security Policy and Crime Statistics Act. Each year, Monroe County Community College maintains

and distributes a College-wide Campus Safety and Crime Awareness Report. The Report is included in the College's class schedules, and is posted on the College website <sup>E8.9</sup>.

The Campus Crime Statistics Report meets the Department of Education standards. The Report includes incident reporting, security programs, and crime statistics <sup>E8.10</sup>.

## Drug-Free Workplace

Monroe County Community College conforms fully with the federal Drug-Free Workplace Act as well as the federal Drug-Free Schools Act. These policies are published in the College's class schedules and are posted on the College website <sup>E8.11</sup>. Counseling is available for employees and students by a referral service through the Office of Human Resources.

## Student Right-To-Know

Monroe County Community College complies and reports data throughout the year to the Integrated Post-Secondary Education Data System (IPEDS) of the National Center for Education Statistics (NCES). Information regarding graduation and completion information is reported on the College's website and in the College's class schedules <sup>E8.12</sup>.

## Data Privacy

The College is in compliance with the provisions of the Family Educational Rights and Privacy Act (FERPA) and the State of Michigan Public Act regarding the privacy of student social security numbers. The College website under Students' Rights and Responsibilities discusses FERPA and other provisions <sup>E8.13</sup>.

## Advertising and Marketing

Monroe County Community College provides the following marketing material to the external public: credit schedules, noncredit schedules, *MCCC College Catalog*, *MCCC Annual Report*, program sheets, *Career Focus* magazine, *View Book*, *MCCC Season Events Brochure*, brochures on various services (e.g., financial aid, Learning Assistance Lab, summer camps), flyers and postcards for events, campus guides, and much more. Credit schedules include a complete schedule of classes, academic calendars, office directory, registration information, general information, financial aid information, and student rights and responsibilities (fall only). Noncredit schedules include registration information and descriptions for all noncredit programs/courses.

The *MCCC Annual Report* includes an extensive report on activities and finances of the College and The Foundation at Monroe County Community College for the previous fiscal year. The *MCCC Catalog* provides all pertinent information about Monroe County Community College, program offerings and requirements, and credit course descriptions. Program sheets detail information on all credit programs of study. *Career Focus* is a magazine featuring Monroe County Community College graduates/students working in their chosen fields, plus an "A to Z" guide of MCCC

credit and noncredit offerings. The *MCCC Season Events Brochure* outlines all campus and community events for the entire year. The College provides various brochures, flyers, and postcards for events and services held by Monroe County Community College. The College compiles a *View Book*, which is a signature marketing brochure for the entire College. The Foundation at MCCC creates an *MCCC Annual Fund Brochure*, *Endowed Scholarship Brochure*, and an *E3 Campaign Brochure*.

Credit schedules are printed three times a year: fall (March), winter (October), spring/summer (February). Noncredit schedules are printed in late July and in late December.

Per Board Policy, the *MCCC Annual Report* is printed in November of each year. The *MCCC Annual Report* is inserted in the *Monroe Evening News* and the *Bedford Now*, a circulation of about 30,000 subscribers. The *Report* is also mailed to about 8,000 others, including donors, potential donors, and friends of the College. All employees receive a copy as well. The report is posted on the MCCC website and is a featured link on the home page for about a month after it is printed <sup>E8.14</sup>.

The *MCCC Catalog* is updated and printed in April. Program sheets are printed in May. *MCCC Career Focus* is printed in the months of April and July. *MCCC Season Events Brochures* are printed in July. Various brochures are all printed throughout the year, as needed. The *View Book* is printed once every two years. Programs for special events, such as MCCC's Honors Reception and Employee Recognition Dinner, are printed in April. The commencement program is printed in May. Concert programs are printed in the fall, winter, and spring. Various brochures, flyers, and postcards for events and services are printed throughout the year. MCCC publishes its affiliation with and accreditation through the Higher Learning Commission of the North Central Association of Colleges and Schools on its website and in its *View Book*, *Catalog*, program sheets, credit schedules, and annual reports. Printed materials are also available on the College's website in pdf format.

The Admissions Office mails the following materials upon request:

- Semester schedules
- *Catalog*
- Lifelong Learning schedules
- General Application
- *Annual Report*
- *View Book*
- *Career Focus*

## Student Complaints

The College provides opportunities for students to register concerns through either the informal or formal student-complaint processes.



## Student Concerns - Informal Processes

The College supports a number of processes aimed at resolving student concerns at an informal level. The process used is determined by where the complaint is lodged. Students are encouraged whenever possible to handle their concerns directly with the department or division of the complaint. Complaints lodged to faculty members are handled informally with the students whenever possible. If a resolution is not reached, faculty members advise students to take the issue to the appropriate division office for further consideration. The division deans handle complaints lodged in their offices. Each dean works diligently to handle the complaints. Each division maintains its own system for documenting complaints.

Other College departments follow similar procedures for resolving and documenting complaints. When a complaint cannot be resolved with the division or department, the complaint is referred to the appropriate executive office. Student services and information concerns are referred to the Office of the Vice President of Student and Information Services. Academic concerns are referred to the Office of the Vice President of Instruction. Other complaints may be referred to the President's Office

E 8.15.

## Student Concerns - Formal Complaint Processes

The College provides opportunities for students to register formal complaints through the use of a written complaint. All formal written complaints are recorded in the Office of the Vice President of Student and Information Services and tracked through resolution. These complaint forms are maintained indefinitely by that office. The College has created a system to track written formal complaints that were filed with either the President's Office, Office of the Vice President of Instruction, or the Office of the Vice President of Student and Information Services to ensure that they are logged appropriately as required by compliance with The Higher Learning Commission, a commission of the North Central Association of Colleges and Schools E 8.16.

MCCC is continuing to develop ways of communicating this process to the College community.

Relatively few complaints move to a formal level. Only 23 formal written complaints have been logged since 1998. Review of the documents revealed no trends. Most are resolved informally.

## Off-Campus Site Compliance

Monroe County Community College is a single campus institution. The Whitman Center in Temperance, Michigan, approximately 20 miles south of the College, is an HLC-approved off-campus site that offers, although not regularly, 50 percent or more of the courses leading to one or more of MCCC's degree programs of study and enrolls approximately 1,000 students (unduplicated head count) in an academic year.

The Monroe County Community College's Whitman Center is located at 7777 Lewis Avenue in Temperance, MI. The Whitman Center was established in order to serve the growing number of students in the southern portion of Monroe County, as well as the students of Northwest Ohio. The Whitman Center consists of 10, well-equipped classrooms, including an up-to-date, staffed computer lab. Of these classrooms, nine are equipped with erasable white boards. One classroom is set up solely for the use of computer classes. The Whitman Center has one classroom set aside as a laboratory classroom, which is utilized by the art and biology classes. Eight classrooms are equipped with digital overhead projectors. Carts with TVs, VCRs, and DVD players are available, as is a computer cart with projector. The building is handicap accessible with on-site handicap-accessible restrooms. A lounge and lobby are available for students.

The Whitman Center remains a popular location. The enrollment numbers at the Whitman Center remain strong. The fall 2008 unduplicated headcount was 995 students enrolled. Students were enrolled in 6,205 credit hours. There were 93 classes to choose from, with an average of 21 students per class. During the winter 2008 semester, the unduplicated headcount was 943 students enrolled at the Whitman Center, with 485 being students solely at this site. Students were enrolled in a total of 5,661 credit hours. There were 83 classes offered with an average of 22 students per class. For both semesters, students averaged six credits hours at the Whitman Center.

A large number of classes that meet General Education Requirements are offered at the Whitman Center, as are a limited number of specialized classes. During the winter 2008 semester, 10 classes meeting the College's general education requirements were offered at the Center with multiple sections. These classes included Astronomy, English Composition, Biology, Environmental Science, Introduction to Computer Information Systems, Beginning Algebra, College Algebra, Trigonometry and Analytical Geometry, and Introduction to Political Science. Day, evening, and Saturday classes are offered at the Whitman Center.

Security personnel are available at the Whitman Center to provide a secure learning environment for students. Many services available at the Monroe County Community College Main Campus are also available at the Whitman Center; however, as an off-campus site the Whitman Center does not provide a full range of instruction or administrative and support services.

The Whitman Center provides the following:

- College applications available and accepted
- Scholarship applications and financial aid packets available
- COMPASS testing
- Academic advising and counseling available year-round
- Career assessment testing and results
- Financial aid (by appointment)
- Disability services (by appointment)

- Registration services
- Tuition and other payments accepted
- Forms available (certificate/degree applications, drop/add, pass/fail, etc.)
- Regularly scheduled visits from University of Toledo advisor (by appointment)
- Informational college visits and transfer fair (fall and winter semesters)
- Academic credit courses (fall, winter, spring, and summer semesters)
- Lifelong Learning courses
- Bookstore at the start of each semester (temporary)
- General bookstore services through the Whitman Center office, year-round
- Test proctoring
- Staffed computer lab
- Job posting board maintained through Workforce Development
- Educational displays
- Educational “Lunch and Learn” programs

The Whitman center follows the policies and procedures set by the Monroe County Community College Board of Trustees.

## Human Resources

Monroe County Community College commits itself to creating an environment of working and learning in which all individuals are treated fairly and equally. The College supports an environment that will encourage, nurture, and reward career and educational goals. As such, the College endorses all applicable state and federal legislation, which involve prohibiting all forms of discrimination including sexual harassment in employment or education. It is, therefore, the policy of the College that no employee or qualified person participating in a College-sponsored program, service, or activity shall be discriminated against because of race, color, religion, national origin or ancestry, age, height, weight, sex, marital status, veteran status, or disability <sup>E8.17</sup>.

In preparation for the self-study, the Human Resources Office conducted a review of employee and student discrimination complaints. The HR Director reported that on average one discrimination complaint is filed annually at the institutional level. Three formal discrimination complaints have been filed against the College since the last HLC accreditation visit in 1999; one sex, one race, and one disability discrimination claim. Of these, two were filed through the Equal Employment Opportunity Commission (one scheduled for mediation in August 2009 and the other dismissed in May 2007) and one filed through the U.S. Department of Education, Office for Civil Rights, which was settled through mutual agreement between both parties <sup>E8.18</sup>.

The College adheres to the rights of faculty and staff regarding the Family Medical Leave Act. The Office of Human Resources administers the FMLA leave and provides clarification of the policies and procedures that the College and its employees must follow to comply with the law <sup>E8.19</sup>. Similarly, the College affirms to

protect the rights of its employees, students, and the public as they relate to the Americans with Disabilities Act <sup>E8.20</sup>. MCCC has an Accessibility and Accommodations for Disabilities standing committee. Its purpose is to review state and federal laws and regulations pertaining to the accessibility and accommodations for people with disabilities and to make appropriate recommendations as needed. These cover the areas of facilities, employment, and services for students, staff, and the community. The committee is also responsible for the development and review of procedures related to accommodation requests and complaints. Serving as the Compliance Officer, the Director of Human Resources closely examines specific situations that create an overlap between the FMLA and the ADA.

## Professional Accreditation

The following Monroe County Community College programs have earned specialized accreditation:

- Nursing
  - National League for Nursing Accrediting Commission (NLNAC)  
350 Hudson Street  
New York City, New York  
1-800-669-9656, extension 153
- Respiratory Therapy
  - Committee on Accreditation for Respiratory Care (COARC)  
1701 W. Eules Boulevard, Suite 300  
Eules, Texas 76040-6823  
1-817-283-2835

The College withdrew from the American Culinary Federation Foundation Accrediting Commission's accreditation program, effective January 1, 2006 because it was unable to support a full-time program coordinator. Currently, the program is staffed with one full-time faculty and one culinary technician and managed by the dean of the business division <sup>E8.21</sup>.

# Chapter 9

## Summary and Request for Continued Accreditation

### A Time to Reflect, An Opportunity to Participate

The new criteria for accreditation require Higher Learning Commission member institutions to look forward rather than back when documenting evidence for maintaining accredited status. At the same time, the accreditation self-study process provides a valuable opportunity to reflect upon the many changes and challenges that have occurred at Monroe County Community College since the last visit from the HLC in 1999 and to describe their impact on institutional functioning and stability now and into the future. The self-study process at Monroe County Community College promises to be inclusive and wide-reaching by providing opportunities for all College constituents to evaluate and affirm our continued commitment to educational excellence <sup>E9.1</sup>.

Beginning in early 2006 with the review of both paths to continued accreditation by the Higher Learning Commission, Program to Evaluate and Advance Quality (PEAQ) and Academic Quality Improvement Program (AQIP), Monroe County Community College (MCCC) embarked on an inclusive, sustained, and evidence-based institutional accreditation self-study process that substantiated compliance with the North Central Association of Colleges and Schools- Higher Learning Commission (NCA-HLC) criteria for accreditation and evidenced its ability to not only survive but thrive well into the future.

At the beginning of the self-study, the College established institutional self-study goals that aligned with the HLC criteria for accreditation and Commission Statements, including:

- Conduct a process that adheres to the highest standards of integrity, objectivity, and thoroughness.
- Produce a self-study report that results in full accreditation from HLC.
- Engage all College constituencies in the self-study and publicize the results.
- Instill a culture of assessment and institutional improvement across all College operations.
- Provide evidence that practices and processes are aligned with the College mission and goals.

- Provide an opportunity for reflective and analytic discussion of substantive institutional issues.
- Utilize the process and outcomes of the self-study as a guide to improvement.
- Utilize the self-study to showcase improvement outcomes and processes.

MCCC believes that it successfully met its self-established goals and the HLC Criteria for Accreditation and Commission Statements, subsequently warranting continued accreditation through the HLC for the next 10 years.

### **Mission and Integrity**

Monroe County Community College has clearly articulated mission documents, including Mission, Vision and Core Value Statements, and Educational objectives as well as related documents (Assessment Philosophy and Institutional Plan) which are widely distributed and/or visible to internal and external constituents. These documents are reviewed on a regular basis and revised when appropriate. The College's mission is fulfilled through quality academic programs and noncredit instruction, an array of student support services and community partnerships, all operated under the auspices of highly qualified, highly committed faculty, administrators, maintenance and support staff.

The College's sustained efforts to support the Diversity Initiative that began in early 2004, including the later establishment of a diversity standing committee and continued external advisory group, evidence the College's commitment to providing an academic environment conducive to preparing students for study and work in a global society.

Institutional integrity at MCCC is maintained through a comprehensive set of policies and procedures. Formal language in these documents guide the College's expectations for employing qualified faculty and staff, treating employees, creating and maintaining quality curricula, implementing a shared governance structure, providing a strong complement of student support services, partnering with the community, addressing the needs of employers, providing an array of lifelong learning opportunities, and acting in ways that are ethical and in line with the College's mission.

### **Preparing for the Future**

MCCC is well-positioned to plan for and meet the challenges of the future through a recently established vision and data-driven strategic planning process that connects mission, planning, and resource allocation. Research conducted internally and within the larger community (i.e., community focus groups and surveys, Branding initiative, and Vital Focus) yielded important data that continues to be used to inform and refine the institutional planning process.

Sound fiscal stewardship, flexibility in budgeting, prudent assessments in methods to generate revenue, and increasing success in securing alternative funding streams have all contributed to the College's longstanding tradition of providing access to

postsecondary education while maintaining financial stability. At the same time, the College has successfully invested in facilities, technology, academic programming and workforce training, diversity and globalization initiatives, and human resources to meet the needs of the 21st century community college student.

### **Student Learning and Effective Teaching**

The College embraces assessment of student learning on multiple levels from the broadest institutional level to program, credit, and noncredit course and co-curricular levels. The College regularly reviews general education requirements and has been assessing general education student learning outcomes for some time. The College is currently in the process of reviewing its general education program within the context of an HLC Academy for the Assessment of Student Learning (2007 Cohort) project.

The College has clearly defined learning outcomes for each course within the Outline of Instruction and uses the World Wide Instructional Design (WIDS) course management system to standardized course records and, ultimately, to set student learning criteria and conditions. This being said, the College understands that much work remains to be done to determine assessment instruments, data storage, and evaluation methods.

MCCC's faculty is highly qualified and regularly evaluated. Faculty members participate in an array of professional development and community-service activities and are committed to quality instruction and student academic growth.

The College continues to invest in facilities, technology, and instructional and student support services to enhance effective student learning environments and experiences, while maintaining its history of frugality in expending valuable resources.

Understanding that effective learning environments go far beyond physical and technological surroundings, MCCC works hard to create opportunities to cultivate and nurture learning beyond the classroom through an array of student clubs and organizations and opportunities for experiential learning.

### **Acquisition, Discovery, and Application of Knowledge**

MCCC is committed to the philosophy that life is about learning, and learning occurs throughout life. Subsequently, the College promotes freedom of inquiry and professional growth and development among faculty and staff. Students have significant opportunities to experience real-world applications of their general education skills that enhance, through practice, creativity and social responsibility. Students who wish to transfer have many options available to them and are well-prepared to perform at four-year institutions.

While promoting a hunger for knowledge and freedom of thought, the College fosters a climate of responsible use of knowledge and skills as supported by policies and procedures that regulate ethical behavior among students and employees.

Curricular and co-curricular activities provide opportunities both locally and internationally to practice academic skills in a responsible way.

The College keeps its eye on workforce needs and the appraisal of its external stakeholders. Responses to the Diversity Initiative have been positive, and the College has shown its commitment to the project by creating a standing committee to address diversity issues. MCCC seeks the input of advisory committees, external accrediting agencies, graduates, employers, and alumni to craft a curriculum that is relevant and timely.

## **Engagement and Service**

The evidence presented in this self-study demonstrates that Monroe County Community College is a multi-faceted institution capable of engaging its constituents in a way that is mutually beneficial to both.

The College's mission documents establish a clear direction for the institution to maintain a strong commitment to engagement and service through the development of programs and the cultivation of partnerships that benefit both the institution and the community. The College has a deep appreciation for the diverse community to which it belongs and regularly utilizes data collected through community surveys and assessments to build a solid understanding of the needs of its constituents.

The College strives to be an inclusive institution that seeks and utilizes input from all of its constituents. Over the last ten years, the College has worked hard to expand partnerships with business and industry, K-12 organizations, and other community colleges and four-year colleges and universities.

The College continues to seek opportunities for alternative funding that are conducive to cultivating and sustaining these and future partnerships. The Foundation at Monroe County Community College works to provide scholarships and grants that allow many students the opportunity to attend college to fulfill their dreams of a more successful future and/or to expand their learning experiences beyond the walls of the classroom.

For nearly 45 years, MCCC has been a mainstay in the community and has proven itself to be capable of meeting the needs of those it serves. MCCC has opened doors for numerous individuals to achieve their goals. The face of the institution has changed over the years, but MCCC's dedication to higher education continues to fit the needs of its community and serves the College in positioning itself to continue doing so well into the future.

## **Federal Compliance**

Beginning with Chapter One of the self-study, MCCC has successfully evidenced that it operates with integrity in compliance with all state and federal regulations and within its own related institutional policies and procedures. As presented in Chapter 8, the College maintains full compliance with Title IV requirements of the Higher



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Education Reauthorization Act and specific requirements for Federal Compliance as listed in the Higher Learning Commission's Handbook of Accreditation.

### **Request for Continued Accreditation**

As supported by the evidence presented in the self-study document and subsequent face-to-face interaction between the HLC evaluation team and the College and its community, Monroe County Community College believes that it fulfills the HLC Criteria for Accreditation and respectfully requests continued accreditation by the North Central Association of Colleges and Schools-Higher Learning Commission (NCA-HLC) for a period of ten years.



# Chapter 10

## Appendix

- Appendix A Institutional Snapshot**
- Appendix B Resource Room Documents**
- Appendix C MCCC Mission Documents**
- Appendix D Audit Summary (College and Foundation)**
- Appendix E MCCC Board of Trustees**
- Appendix F Board of Trustees Biographical Information**
- Appendix G Organizational Charts**
- Appendix H Employee Directory**
- Appendix I Leadership Team Biographical Information**
- Appendix J Standing Committee List**
- Appendix K The Foundation at MCCC Board of Directors**
- Appendix L Alumni Association Board of Directors**
- Appendix M Campus Maps**



## Appendix A – Institutional Snapshot

### 1. Student Demography Headcounts

#### A. Undergraduate Enrollments by Class Levels (Freshman-Senior)

Class Level	Fall 2008	Fall 2007	Fall 2006	Fall 2005
Freshman	2,999	3,039	2,949	2,921
Sophomore	1,515	1,394	1,419	1,272
Total	4,514	4,433	4,368	4,193

#### B. Undergraduate Students by Degree Seeking and Non-degree Seeking Status (showing totals, with breakdowns by gender and by race/ethnicity per IPEDS report)

Full-Time Female Enrollment						
Ethnicity	Fall 2008			Fall 2007		
	Degree Seeking	Non-degree Seeking	Total	Degree Seeking	Non-degree Seeking	Total
White, non-Hispanic	556	328	884	505	306	811
Black, non-Hispanic	17	3	20	12	6	18
Hispanic	17	8	25	21	7	28
Asian or Pacific Islander	2	3	5	0	3	3
American Indian or Alaskan Native	4	3	7	3	3	6
Non-resident Alien	4	1	5	6	0	6
Choose not to respond	63	35	98	32	24	56

Full-Time Male Enrollment						
Ethnicity	Fall 2008			Fall 2007		
	Degree Seeking	Non-degree Seeking	Total	Degree Seeking	Non-degree Seeking	Total
White, non-Hispanic	435	252	687	436	237	673
Black, non-Hispanic	5	1	6	5	3	8
Hispanic	12	1	13	10	6	16
Asian or Pacific Islander	0	2	2	1	2	3
American Indian or Alaskan Native	2	1	3	5	2	7
Non-resident Alien	1	1	2	6	0	6
Choose not to respond	34	32	66	35	36	71

Part-Time Female Enrollment						
Ethnicity	Fall 2008			Fall 2007		
	Degree Seeking	Non-degree Seeking	Total	Degree Seeking	Non-degree Seeking	Total
White, non-Hispanic	701	687	1,388	733	725	1,458
Black, non-Hispanic	18	7	25	18	8	26
Hispanic	17	15	32	22	9	31
Asian or Pacific Islander	6	1	7	5	4	9
American Indian or Alaskan Native	3	9	12	5	6	11
Non-resident Alien	1	1	2	2	2	4
Choose not to respond	75	64	139	79	53	132

Part-Time Male Enrollment						
Ethnicity	Fall 2008			Fall 2007		
	Degree Seeking	Non-degree Seeking	Total	Degree Seeking	Non-degree Seeking	Total
White, non-Hispanic	523	434	957	487	422	909
Black, non-Hispanic	16	3	19	10	10	20

## Appendix A – Institutional Snapshot

Part-Time Male Enrollment						
Hispanic	6	4	10	15	8	23
Asian or Pacific Islander	3	2	5	5	5	10
American Indian or Alaskan Native	3	3	6	0	4	4
Non-resident Alien	1	1	2	1	0	1
Choose not to respond	55	32	87	49	34	83

- C. Graduate/Professional Students by Degree Seeking and Non-degree Seeking Status (showing totals, with breakdowns by gender and by race/ethnicity per IPEDS report)

*Not Applicable*

- D. Age Range of Undergraduate Students (24 and under; 25 and older)

Age Group Enrollment	Fall 2008	Fall 2007	Fall 2006	Fall 2005
24 and under age group	2,981	2,977	3,013	2,923
25 and older age group	1,533	1,456	1,355	1,270
Total Enrollment	4,514	4,433	4,368	4,193

- E. Numbers of Students by Residency Status of Credit-seeking Students who Come to a Campus or Site for Instruction

Residence Status	Fall 2008	Fall 2007	Fall 2006	Fall 2005
In-State, Monroe County	3,968	3,795	3,779	3,614
In-State, Outside Monroe County	415	462	439	435
Out of State	120	159	139	142
Non-US Resident	11	17	11	2
Total Enrollment	4,514	4,433	4,368	4,193

### 2. Student Recruitment and Admissions

- A. Number of Applications, Acceptances, and Matriculations for Each of the Following Categories of Entering Students: Freshman, Undergraduate Transfer, Graduate/Professional

Fall 2008			
Category of Applicant	Applications Received	Applicants Accepted	Matriculated Applicants
Freshman	1,900	1,900	1,159
Transfer	563	563	213
Total	2,463	2,463	1,372

*Application received data collected 10-09-2008*

Fall 2007			
Category of Applicant	Applications Received	Applicants Accepted	Matriculated Applicants
Freshman	1,720	1,720	1,058
Transfer	539	539	239
Total	2,259	2,259	1,297

*Application received data collected 02-21-2007*

## Appendix A – Institutional Snapshot

- B. If your institution requires standardized test scores as a condition of admission, what instrument(s) do you require and what is the mean score for each?

*Not Applicable*

### 3. Financial Assistance for Students

- A. What percentages of your undergraduate and of your graduate students applied for any type of financial aid?

Percent of Students Applied for Financial Assistance Fall Semester 2008	
Undergraduates for Semester	4,529
Undergraduates Applied for Financial Assistance	1,657
Percent Undergraduates Applied for Financial Assistance	36.59%
Graduate/Professional Students for Semester	N/A

Percent of Students Applied for Financial Assistance Fall Semester 2007	
Undergraduates for Semester	4,436
Undergraduates Applied for Financial Assistance	1,737
Percent Undergraduates Applied for Financial Assistance	39.16%
Graduate/Professional Students for Semester	N/A

- B. How many of your undergraduate students and of your graduate/professional students received financial assistance of any type? What percentage is this of your total enrollment? What percentages of your total enrollment received assistance in each of the following categories (loans, work-study, scholarships/grants, academic or merit based scholarships)?

Students Who Received Financial Assistance Fall Semester 2008	
Undergraduates for Semester	4,529
Undergraduates Who Received Financial Assistance	1,618
Percent Undergraduates Who Received Financial Assistance	35.73%
Graduate/Professional Students for Semester	N/A

Students Who Received Financial Assistance Fall Semester 2008		
Award Type	Student Awards	Percent of Total
Academic or Merit Based Scholarship	564	12.45%
Loan	486	10.73%
Pell Grant	797	17.60%
Scholarship/Grant (Excludes Pell Grant)	686	15.15%
Work Study	9	0.20%

## Appendix A – Institutional Snapshot

Students Who Received Financial Assistance Fall Semester 2007	
Undergraduates for Semester	4,436
Undergraduates Who Received Financial Assistance	1,666
Percent Undergraduates Who Received Financial Assistance	37.56%
Graduate/Professional Students for Semester	N/A

Students Who Received Financial Assistance Fall Semester 2007		
Award Type	Student Awards	Percent of Total
Academic or Merit Based Scholarship	694	15.64%
Loan	452	10.19%
Pell Grant	759	17.11%
Scholarship/Grant (Excludes Pell Grant)	688	15.51%
Work Study	15	0.34%

- C. Using the formula cited, what was the tuition discount rate (TDR) for undergraduate and graduate student populations? If this rate cannot be separated for these two categories, so note and simply report aggregate figures.

Fiscal Year	Institutional Financial Aid Dollars Awarded for Tuition (I)	Payment of Tuition and Fees Expected of Students and their External Aid (P)	Tuition Discount Rate (TDR)
2008	\$399,472.00	\$7,331,983.00	5.45%
2007	\$348,116.00	\$6,640,907.00	5.24%

### 4. Student Retention and Program Productivity

- A. What percentage of your first-time, full-time fall entering undergraduate students in the previous year returned for study during the fall semester on which this report is based? Please provide the following data in aggregate and with breakdowns by race/ethnicity per IPEDS categories: Numbering Entering (NE), Number Returning (NR), NR/NE as percentage.

First-Time, Full-Time, Award-Seeking Fall 2004	Fall 2004 - Fall 2005 Retention		
	Number Entering (NE)	Number Returning (NR)	Retention Rate (NR/NE)
American Indian/Alaskan Native	1	1	100.00%
Asian or Pacific Islander	4	2	50.00%
Black-Non-Hispanic	4	0	0.00%
Hispanic	8	6	75.00%
No Response/Not Available	17	10	58.82%
Non-Resident Alien	1	1	100.00%
White-Non-Hispanic	298	202	67.79%
<b>Grand Total</b>	<b>333</b>	<b>222</b>	<b>66.67%</b>



## Appendix A – Institutional Snapshot

First-Time, Full-Time, Award-Seeking Fall 2005	Fall 2005 - Fall 2006 Retention		
	Number Entering (NE)	Number Returning (NR)	Retention Rate (NR/NE)
American Indian/Alaskan Native	1	0	0.00%
Asian or Pacific Islander	2	2	100.00%
Black-Non-Hispanic	11	3	27.27%
Hispanic	8	6	75.00%
No Response/Not Available	29	21	72.41%
White-Non-Hispanic	329	210	63.83%
<b>Grand Total</b>	<b>380</b>	<b>242</b>	<b>63.68%</b>

First-Time, Full-Time, Award-Seeking Fall 2006	Fall 2006 - Fall 2007 Retention		
	Number Entering (NE)	Number Returning (NR)	Retention Rate (NR/NE)
Black-Non-Hispanic	5	1	20.00%
Hispanic	8	6	75.00%
No Response/Not Available	20	11	55.00%
Non-Resident Alien	2	0	0.00%
White-Non-Hispanic	290	198	68.28%
<b>Grand Total</b>	<b>325</b>	<b>216</b>	<b>66.46%</b>

- B. How many students earned graduate or professional degrees during the past year, and what was the distribution by race/ethnicity per IPEDS categories?

*Not Applicable*

- C. Report the number of graduates in the previous academic year by college/program in keeping with the following Classification of Instructional Programs (CIP) codes.

Graduates 2007-2008		
CIP Code	Degrees Granted	Certificates Granted
Agriculture/Natural Resources (1,3)	0	0
Architecture/Engineering/Engineering Technology (4,14,15)	30	11
Biological & Physical Science (26,40,41)	6	0
Business (52)	49	5
Communications/Communication Technology/Fine Arts (9,10,50)	13	1
Education/Library Science ((13,21,25)	4	0
Humanities/Interdisciplinary (5,16,23,24,30,38,39,54)	222	1
Health (51)	54	25
Law (22)	0	1
Mathematics/Computer Science (11,27)	19	1
Military Technology/Protective Services (29,43)	11	0
Personal Services/Consumer Services/Fitness (12,19,31)	24	14
Psychology/Social Sciences & Services (42,44,45)	0	0
Trades/Production/Transportation Health (46,47,48,49)	9	11
Totals	441	70

## Appendix A – Institutional Snapshot

Graduates by Program, IPEDS 2007-2008			
Program Name	CIP	Degree or Certificate	Number
Undesignated	24.0101	AA	7
Undesignated	24.0101	AS	191
Undesignated	24.0102	AAS	24
Undesignated	50.0702	AFA	1
Undesignated	52.0101	AC	4
Accounting	52.0302	AAS	9
Accounting	52.0302	AC	2
Accounting	52.0302	CERT	1
Admin Assistant - Admin	52.0402	AAS	2
Admin Professional - Admin	52.0402	AAS	4
Administrative Office Asst	52.0401	CERT	1
Application Software Spec	11.0301	AAS	1
Automotive Engineering Tech	47.0604	AAS	5
Automotive Engineering Tech	47.0604	CERT	2
Basic Quality Technician	15.0702	CERT	1
Business Management	52.0204	AAS	25
Business Management	52.0204	AC	1
Chemistry	40.0501	AS	6
CIS: Accounting/CIS	11.0501	AAS	6
CIS: Computer Programming	11.0201	AAS	3
CIS: Computer Programming	11.0201	AC	1
CIS: Internet Prof-Web Design	11.0801	AAS	1
CIS: Internet Prof-Web Design	11.0801	CERT	1
CIS: Microcomputer Appl Spec	11.0301	AAS	2
CIS: Microcomputer Technician	15.1203	CERT	1
CIS: Network Specialist	11.1002	AAS	5
CIS: PC Support Technician	15.1203	AAS	2
CIS: PC Support Technician	15.1203	CERT	1
CIS:Micro Spec-Graphic Design	50.0409	AAS	2
Construction Management Tech	15.1001	AAS	12
Criminal Justice	43.0107	AAS	10
Criminal Justice	43.0107	AS	1
Culinary Skills and Management	12.0505	AAS	12
Culinary Skills and Management	12.0505	CERT	14
Early Childhood Development	19.0706	AAS	12
Electrical Line Design	46.0301	AAS	1
Electrocardiography Technician	51.0902	CERT	8
Electronic Office Assistant	52.0401	CERT	3
Electronic Office Spec-Legal	22.0301	CERT	1
Electronics & Computer Tech	15.0303	AAS	8
Electronics Technology	15.0303	AAS	1
Fine Arts	50.0702	AFA	2

## Appendix A – Institutional Snapshot

Graduates by Program, IPEDS 2007-2008			
Program Name	CIP	Degree or Certificate	Number
General Technology	15.9999	AAS	2
Gerontology	30.1101	CERT	1
Graphic Design - Digital Media	50.0409	AAS	4
Graphic Design - Digital Media	50.0409	CERT	1
Graphic Design - Illustration	50.0409	AAS	4
Industrial Elect/Electronics Tech	47.0105	AAS	1
Industrial Management-Office	52.0205	AAS	2
Manufacturing Technology	15.0613	AAS	2
Manufacturing Technology	15.0613	CERT	2
Mechanical Design Technology	15.1306	AAS	2
Mechanical Design Technology	15.1306	CERT	5
Medical Office Coordinator	51.0705	AAS	1
Nursing	51.1601	AAS	39
Phlebotomy Technician	51.0802	CERT	9
Practical Nursing	51.1613	CERT	8
Quality Systems Technology	15.0702	AAS	1
Quality Systems Technology	15.0702	CERT	1
Respiratory Therapy (CRT)	51.0908	AAS	13
Respiratory Therapy (RRT)	51.0908	AAS	1
Teacher Paraprofessional	13.1501	AAS	4
Welding Technology	48.0508	AAS	2
Welding Technology-Advanced	48.0508	CERT	2
Welding Technology-Basic	48.0508	CERT	7
		Totals	511

D. List, by discipline and by name of test, the separate pass rates of undergraduate, and graduate/professional students sitting for licensure examinations as appropriate.

2007		
Academic Discipline	Name of Test	Pass Rate
Nursing CNA	Nurse Aides Clinical Skills Exam	93%/100%
Nursing LPN	NCLEX-PN	100%
Nursing RN	NCLEX- RN	96%
Nursing RN from LPN	NCLEX-RN	75%
Respiratory Therapy CRT	CRT exam	100%
Respiratory Therapy RRT	RRT written/RRT clinical simulation	81%/71%

## Appendix A – Institutional Snapshot

2006		
Academic Discipline	Name of Test	Pass Rate
Nursing CNA	Nurse Aides Clinical Skills Exam	NA
Nursing LPN	Program was not in operation in 2006	NA
Nursing RN	NCLEX-RN	100%
Nursing RN from LPN	NCLEX-RN	64%
Respiratory Therapy CRT	CRT exam	100%
Respiratory Therapy RRT	RRT written/ RRT clinical simulation	95%/85%

NA = Information not available

### 5. Faculty Demography

- A. Indicate the headcount of faculty in the full-time and part-time categories according to highest degree earned.

Degree Level (Highest Degree Held)	Fall 2007		Fall 2008	
	Full-Time Faculty	Adjunct Faculty	Full-Time Faculty	Adjunct Faculty
Doctorate	14	24	15	22
Master's Degree	43	118	42	116
Bachelor's Degree	0	36	0	43
Associate's Degree	1	6	1	5
Some College	0	1	0	1
Other	0	2	0	1

- B. Indicate the headcount of faculty in the full-time and part-time categories according to each of the following breakdowns (Race/Ethnicity – using the standard IPEDS categories, Gender, Rank).

Headcount of Faculty by Gender				
Gender	Fall 2007		Fall 2008	
	Full-Time Faculty	Adjunct Faculty	Full-Time Faculty	Adjunct Faculty
Male	36	94	37	93
Female	22	84	21	77
Unknown	0	9	0	18

Headcount of Faculty by Race/Ethnicity and Gender										
Race/Ethnicity	Fall 2007					Fall 2008				
	Full-Time Faculty		Adjunct Faculty			Full-Time Faculty		Adjunct Faculty		
	Male	Female	Male	Female	Unknown	Male	Female	Male	Female	Unknown
No Response/Not Available	0	0	3	2	9	0	0	4	2	18
Black-Non-Hispanic	0	1	1	5	0	0	1	1	4	0
Asian or Pacific Islander	2	1	0	1	0	2	1	1	1	0
White-Non-Hispanic	34	20	88	73	0	35	19	84	68	0
Hispanic	0	0	1	2	0	0	0	1	1	0
American Indian/Alaskan Native	0	0	1	1	0	0	0	2	1	0

## Appendix A – Institutional Snapshot

Headcount of Faculty by Rank				
Rank	Fall 2007		Fall 2008	
	Full-Time Faculty	Adjunct Faculty	Full-Time Faculty	Adjunct Faculty
Associate Professor	13	0	13	0
Assistant Professor	15	0	15	0
Professor	15	0	15	0
Instructor	12	0	13	0
Other Faculty	0	0	1	0
N/A	3	187	1	188

- C. Report the number of faculty by college/program (full-time and part-time together) in keeping with the following Classification of Instructional Programs (CIP) codes.

Faculty by College/Program (full-time and part-time) by CIP Codes				
Institutional Snapshot CIP Code Classification	Fall 2007		Fall 2008	
	Full-Time Faculty	Adjunct Faculty	Full-Time Faculty	Adjunct Faculty
Architecture/Engineering/Engineering Technology (4,14,15)	2	2	2	1
Biological & Physical Science (26, 40, 41)	5	11	5	13
Business (52)	7	14	6	14
Communications/Communication Technology/Fine Arts (9, 10, 50)	12	41	12	42
Health (51)	5	24	5	31
Humanities/Interdisciplinary (5, 16, 23, 24, 30, 38, 39, 54)	1	5	1	3
Mathematics/Computer Science (11, 27)	10	32	10	29
Personal Services/Consumer Services/Fitness (12, 19, 31)	1	1	1	3
Psychology/Social Sciences & Services (42, 44, 45)	9	37	10	33
Trades/Production/Transportation Health (46, 47, 48, 49)	6	13	6	9
Unknown CIP Code Classification	0	7	0	10

### 6. Availability of Instructional Resources and Information Technology

- A. Provide an account of the technology resources dedicated to supporting student learning (library sites, residence hall hook-ups, Internet Cafes, etc.) and explain how you monitor the level of their usage.

Resources	Usage Measures
Technology Infrastructure	
High-speed network and internet throughout the main campus and at the Whitman Center	➤ Network/Internet accounts, size and usage statistics
Wireless Internet in all campus buildings and at the Whitman Center	➤ Wireless internet statistics
Labs with computers and equipment for students use: Main Campus/Whitman Open Labs: RCTC Open Lab/Business & CAD Lab L-144 Open Lab Library Open Area H-104 Health Sciences Open Lab and Classroom	➤ Lab usage statistics ➤ Classroom usage statistics

## Appendix A – Institutional Snapshot

Resources	Usage Measures
<p>BLL Whitman Center Open Lab</p> <p>Main Campus/Whitman Classrooms:            C-8 (24 laptops)            E-105 Business Classroom            E-121 Business Classroom            E-123 Business Classroom            E-127 CONM Classroom            E-131 MDTC Classroom            L-102 Anatomy/Physiology (laptop cart)            L-108 Biology (laptop cart)            L-113 Physical/Earth Sciences (laptop cart)            L-207 Chemistry (laptop cart)            W-157A Business Classroom            W-157B Technology Classroom            Whitman 5 Business Classroom            Z-289 CCS Classroom</p> <p>Labs with limited number of systems:            E-101/103 Electronics Labs            E-125 Metrology Lab            L-210 Physics Lab            W-151 Automotive Lab            W-159 Automation Lab            W-169 Machine Tools Lab</p> <p>Other Locations:            Learning Assistance Lab            Agora Office            Career Center</p>	
Upward Bound Program laptops	➤ Number of laptops leased
Student e-mail	➤ Number of accounts
AlertNow Notification System	➤ Number of messages sent to staff and students via e-mail and phone
Computer Hardware Replacement and Redeployment Plan (includes computers, printers and ancillary equipment)	<ul style="list-style-type: none"> <li>➤ Rotation schedule</li> <li>➤ Budget Recommendations</li> <li>➤ Purchase documents</li> </ul>
Audio Visual Hardware Replacement and Redeployment (includes overhead projectors, screens, TV/VCRs, sound equipment, etc.)	<ul style="list-style-type: none"> <li>➤ Budget Recommendations</li> <li>➤ Purchase documents</li> </ul>
VOIP (Voice Over Internet Protocol) provides availability to offer courses and program in conjunction with other colleges and organizations using LifeSize system	<ul style="list-style-type: none"> <li>➤ Number of courses using VOIP system</li> <li>➤ Number of students enrolled in courses using VOIP system</li> </ul>
TV/Information System provided rotating screen information on campus activities, student clubs, student services, etc.	➤ Available in hallways in each main campus building
<b>Instructional Technology</b>	
Instructional Technology Committee (ITC) advises administration and instructional area regarding classroom equipment, computers, software, network and media services	<ul style="list-style-type: none"> <li>➤ Minutes</li> <li>➤ Membership</li> <li>➤ Recommendations</li> </ul>
Office for eLearning and Instructional Support	<ul style="list-style-type: none"> <li>➤ Number of Blackboard courses</li> <li>➤ Number of Blackboard accounts (instructors and students)</li> </ul>

## Appendix A – Institutional Snapshot

Resources	Usage Measures
	<ul style="list-style-type: none"> <li>➤ Number of training sessions and brown bag presentations</li> <li>➤ Newsletters</li> </ul>
Blackboard Academic Suite	<ul style="list-style-type: none"> <li>➤ Number of Blackboard courses</li> <li>➤ Number of Blackboard accounts (instructors and students)</li> </ul>
Software training offered to instructors and staff (Office, e-mail, etc.)	<ul style="list-style-type: none"> <li>➤ Types of training offered</li> <li>➤ Number of sessions offered</li> </ul>
WIDS Course Management Software	<ul style="list-style-type: none"> <li>➤ Number of training sessions offered</li> <li>➤ Number of courses converted to WIDS system</li> </ul>
Smart Classroom (C-223) will serve as the model for future classroom renovations	<ul style="list-style-type: none"> <li>➤ Number of classrooms available</li> <li>➤ Number of classroom conversions</li> </ul>
Video library maintained by AV Department	<ul style="list-style-type: none"> <li>➤ Number of videos purchased</li> <li>➤ Number of videos reserved by faculty and students</li> </ul>
Data Processing Department supports instruction by providing reports, class lists, mailing labels, grade processing, etc.	<ul style="list-style-type: none"> <li>➤ Number of requests for services</li> </ul>
<b>Software Services</b>	
Faculty and staff have access to no-cost versions of XP, Vista and Office	<ul style="list-style-type: none"> <li>➤ Number of licenses purchased</li> <li>➤ Number of copies distributed</li> </ul>
<b>Helpdesk/Customer Service Support</b>	
Helpdesk support available during IS office hours, including evenings, for student and instructor e-mail and Blackboard log-ins	<ul style="list-style-type: none"> <li>➤ Number of staff members available</li> <li>➤ Number of accounts issued</li> <li>➤ Number of calls taken</li> </ul>
Information Systems computer and software support for faculty and staff	<ul style="list-style-type: none"> <li>➤ Number of staff members available</li> <li>➤ Volume of equipment in entire system</li> <li>➤ Number of calls taken</li> </ul>
Educational Media Services support for faculty and staff for all AV equipment	<ul style="list-style-type: none"> <li>➤ Number of staff members available</li> <li>➤ Volume of equipment in entire system</li> <li>➤ Number of calls taken</li> </ul>
WebPal Help Desk provided by Data Processing Department	<ul style="list-style-type: none"> <li>➤ Number of staff members available</li> <li>➤ Number of accounts activated</li> <li>➤ Number of calls taken</li> </ul>

## Appendix A – Institutional Snapshot

### 7. Financial Data

Please provide the following information for the past two completed fiscal years.

<b>A. Actual Unrestricted Revenues</b>	<b><u>2008</u></b>	<b><u>2007</u></b>
<b>Revenue</b>		
Operating Revenue		
Tuition and fees (net of scholarship allowance of \$1,573,262 and \$1,245,939)	\$5,758,721	\$5,394,968
Federal Grants	2,528,250	2,077,214
State Grants	316,710	492,085
Nongovernmental grants	57,502	71,447
Auxiliary activities (net of scholarship allowance of \$24,459 and \$28,740)	1,953,287	1,869,206
Other sources	<u>260,911</u>	<u>247,382</u>
<b>Total Operating Revenue</b>	<b>10,875,381</b>	<b>10,152,302</b>
<b>Nonoperating Revenue</b>		
State appropriations	4,418,900	3,313,500
Property Tax levy	13,468,676	12,864,794
Investment Income	548,774	661,723
Gifts	<u>117,375</u>	<u>161,631</u>
Net Nonoperating Revenues	18,553,725	17,001,648
<b>Other Revenue</b>		
Capital gifts and grants	<u>100,000</u>	<u>54,464</u>
<b>Grand Total Revenue</b>	<b>\$29,529,106</b>	<b>\$27,208,414</b>
<b>B. Actual Unrestricted Expense</b>		
<b>Expenses</b>		
Instruction	10,941,857	10,226,757
Information Technology	1,362,476	1,267,387
Public services	308,161	305,362
Instructional support	3,507,490	3,113,742
Student services	5,497,942	5,066,296
Institutional administration	2,911,596	2,684,125
Operation and maintenance of plant	3,716,742	3,160,299
Depreciation	<u>1,646,294</u>	<u>1,670,684</u>
<b>Total Operating Expenses</b>	<b>\$29,892,558</b>	<b>\$27,494,652</b>
<b>C. Shortfall</b>	(\$363,452)	(\$286,238)
The shortfall was covered by Net Assets		
Net Assets – Beginning of Year	<u>42,952,623</u>	<u>43,238,861</u>
Net Assets – End of Year	42,589,171	42,952,623

*Annual Financial Report June 30, 2007 and 2008, page 14*



## Appendix B – Resource Room Documents

Reference	Source
<b>Chapter 1</b>	
E 1.1	City Data for Monroe County, Michigan
E 1.2	Labor Force – Monroe County, Michigan Community Profile
E 1.3	Monroe Schools - Monroe County, Michigan Community Profile
E 1.4	RSQE University of Michigan Forecasts
E 1.5	Michigan Brief
E 1.6	Tri-Cities Business Review
E 1.7	Michigan DLEG Labor Market Information
E 1.8	Change, Growth, Challenge – Monroe County Community College, 1986-2000, page 93-94
E 1.9	Change, Growth, Challenge – Monroe County Community College, 1986-2000, page 99-100
E 1.10	Student Profile Fall 2008
E 1.11	<i>MCCC Policies and Procedures</i> , Policy 4.06, College Constitution
E 1.12	1999-2000 MCCC Self Study Report of a Visit
E 1.13	HLC Analysis of Progress Report 01
E 1.14	HLC Analysis of Progress Report 01
E 1.15	<i>MCCC Policies and Procedures</i> , Policy 3.12 General Requirements for Graduation
E 1.16	General Education Review Process Assessment
E 1.17	Technology Task Force Report
E 1.18	2007-2008 Budget Report, page 51-55 on Blackboard Suite Purchase
E 1.19	Annual Committee Reports 2007-2008, Distance Learning Committee
E 1.20	Institutional Effectiveness Committee Reports
E 1.21	Institutional Effectiveness Committee Minutes
E 1.22	General Education Taskforce – General Education Review Process
E 1.23	Performance Appraisals – Wellness Initiatives
E 1.24	Vital Focus – Conversation Day Report
E 1.25	Strategic Planning Committee – Institutional Plan Coordinating Committee
E 1.26	Institutional Plan 2002-2005, 2005-2008
E 1.27	Teachers College Columbia University Press Room Article
E 1.28	Transfer Follow-up Survey Outcomes 2002-2008
<b>Chapter 2</b>	
E 2.1	AQIP Information
E 2.2	Vital Focus Final Report to Board of Trustees, Six Themes
E 2.3	Vital Focus – Conversation Day Report
E 2.4	MCCC Self-Study Web Site
<b>Chapter 3</b>	
E 3.1	MCCC Mission Documents and Institutional Plans
E 3.2	MCCC College Catalog 2008-2009, page 11-13
E 3.3	MCCC College Catalog 2008-2009, page 44-50
E 3.4	Student Profile Reports, 2002-2007 by Curriculum Transfer
E 3.5	MCCC Online Transfer Information Center and 12-3-07 Board of Trustee Minutes
E 3.6	Transfer Program Outcomes 2001-2008
E 3.7	Student Profile Report Fall 2007
E 3.8	Student Profile Report Fall 2007
E 3.9	MCCC Catalog, 2008-2009, page 44
E 3.10	Student Profile Report 2007
E 3.11	Fall 2008 Lifelong Learning Schedule
E 3.12	Fiscal Year 2008-2009 Budget, page 31-32
E 3.13	Corporate and Community Services Annual Report 2006-2007
E 3.14	Corporate and Community Services Annual Report 2006-2007, page 2 and page 6
E 3.15	MCCC Departments Listing on Website
E 3.16	Student Handbook 2008-2009, page 7-18 and page 22-23
E 3.17	Fall 2008 Lifelong Learning Schedule
E 3.18	Branding Initiative Branding Definition
E 3.19	MCCC Institutional Plan, 1999-2002, 2002-2005, 2005-2008

## Appendix B – Resource Room Documents

Reference	Source
E 3.20	Institutional Plan 2005-2008
E 3.21	Technology Task Force Report
E 3.22	Vital Focus Survey and Constellations Appendices 9-2006
E 3.23	HLC Final Report, page 10-11
E 3.24	Diversity Standing Committee Information and Proposal
E 3.25	Diversity Committee
E 3.26	Diversity Standing Committee
E 3.27	Diversity Ad Hoc Committee Purpose and Members
E 3.28	Diversity Plan
E 3.29	Budget 2008-2009, Human Resources Diversity
E 3.30	Diversity Training Calendar
E 3.31	Diversity Survey, results and training
E 3.32	Catalog 2007-2008 Graduation Degree Requirements
E 3.33	Political Science 151 Course Outline
E 3.34	Course Outlines of Instruction Web Page Capture
E 3.35	1999-2000 Self-Study Report and course outlines
E 3.36	1999-2000 Self-Study Report and course outlines
E 3.37	Lifelong Learning Schedule 2008
E 3.38	Student Profile Fall 2008
E 3.39	Quickfacts.census.gov Monroe MI and see Web Institutional Snapshot
E 3.40	<i>MCCC Policies and Procedures</i> , Policy 1.60, Mission Documents
E 3.41	Student Profile Report Fall 2008
E 3.42	Student Clubs Listing Web Page
E 3.43	Disability Count Breakdown
E 3.44	Disability Count Breakdown
E 3.45	ESL Students
E 3.46	LAL Disability Count Breakdown
E 3.47	Personnel Recruitment Guidelines
E 3.48	Faculty Work Days Agenda December 2008 and January 2009
E 3.49	Student Government and Club Reports, 2004-2007
E 3.50	Student Government and Club Reports, 2004-2007
E 3.51	Student Government and Club Reports, 2004-2007
E 3.52	Sabbaticals and Study Abroad
E 3.53	Shared Vision Importance vs. Performance
E 3.54	Vital Focus – Conversation Day Report
E 3.55	HLC Accreditation Steering Team Final Report Highlights, page 7
E 3.56	Institutional Plan Coordinating Committee Minutes
E 3.57	2006-2007 Graduate Follow-Up Survey, page 9
E 3.58	Board of Trustees Minutes 12-3-07
E 3.59	Board of Trustees Minutes 3-17-08
E 3.60	Board of Trustees Special Meeting Minutes and Budget Process 2007
E 3.61	Board of Trustees Minutes 2-25-08
E 3.62	Board of Trustees Minutes 2006-2007
E 3.63	New Staff Orientation Handbook Background Information
E 3.64	Vital Focus Results for Discussion, page 12
E 3.65	Vital Focus Results for Discussion, page 12
E 3.66	Vital Focus Results for Discussion, page 12
E 3.67	Industrial Technology Web Page
E 3.68	Science Mathematics Division Home Page
E 3.69	Humanities/Social Sciences Division Minutes, December 21, 2006 and Humanities/Social Sciences Division Home Page
E 3.70	Human Resources Mission
E 3.71	<i>MCCC Policies and Procedures</i> , Policy 1.60, Mission Documents
E 3.72	Student and Information Services Minutes, 11-02-07 and 10-8-08

## Appendix B – Resource Room Documents

Reference	Source
E 3.73	Health Sciences Division Minutes 10-21-2008
E 3.74	Institutional Plan 2005-2008
E 3.75	2008-2009 MCCC Catalog, Assessment, page 5
E 3.76	2008-2009 Proposed Budget, page 31
E 3.77	2003-2009 Proposed Budgets
E 3.78	Five Year Master Plan, 10-07 and 11-08
E 3.79	<i>MCCC Policies and Procedures</i> , Policy 4.06, College Constitution
E 3.80	Act 331 PA 1966 sec 121 mcl-389-121
E 3.81	<i>MCCC Policies and Procedures</i> , Policy 1.60, Mission Documents
E 3.82	Michigan Open Meetings Act
E 3.83	MCCC Board of Trustees Web Page
E 3.84	<i>MCCC Policies and Procedures</i> , Policy 1.00, Board By-Laws
E 3.85	<i>MCCC Policies and Procedures</i> , Policy 2.19, Salary Schedule 2006-2009
E 3.86	Annual Committee Report 2007-2008
E 3.87	Quarterly Board Updates 2006-2008
E 3.88	<i>MCCC Policies and Procedures</i> , Policy 2.01 Administrative Organizational Chart
E 3.89	<i>MCCC Policies and Procedures</i> , Administration – Series 2.00, Policy 2.02 and 2.16a
E 3.90	<i>MCCC Policies and Procedures</i> , Policy 4.06, College Constitution, page 1
E 3.91	<i>MCCC Policies and Procedures</i> , Policy 4.06, College Constitution, page 1
E 3.92	<i>MCCC Policies and Procedures</i> , Policy 4.06, College Constitution, page 1
E 3.93	<i>MCCC Policies and Procedures</i> , Policy 4.06, College Constitution, page 1
E 3.94	<i>MCCC Policies and Procedures</i> , Policy 4.06, College Constitution, Student Government
E 3.95	<i>MCCC Policies and Procedures</i> , Policy 4.06, College Constitution, Program Review Cycle
E 3.96	Instructional Technology Taskforce Report
E 3.97	Diversity Final Report
E 3.98	Steering Team Final Report
E 3.99	Annual Committee Reports
E 3.100	HLC Accreditation Steering Team Final Report Highlights, page 11
E 3.101	Institutional Governance Committee Minutes, 5-3-07, 12-20-07, 1-15-08
E 3.102	Institutional Governance Committee Minutes, 12-20-07
E 3.103	MCCC Press Release: <i>Agora</i> to host Board of Trustee Candidate Forum
E 3.104	<i>MCCC Policies and Procedures</i> , Policy 2.00, 2.36, 2.36a
E 3.105	<i>MCCC Policies and Procedures</i> , Policies Series 2.00 and 8.00
E 3.106	2006-2009 Maintenance Agreement, Article X, page 19-23
E 3.107	<i>MCCC Policies and Procedures</i> , Master Agreement, Article V, Faculty Responsibilities, page 4-5
E 3.108	Administrators Performance Appraisal
E 3.109	Performance Appraisal and Classification Study and Compensation
E 3.110	Instruction Evaluation Green Sheet
E 3.111	Adjunct Faculty Minimum Educational Credential Exception Report
E 3.112	Supervision Performance Appraisal
E 3.113	Budget Process and Staff Updates, 1-10
E 3.114	Board of Trustees Minutes, 10-2008, 10-2007, 10-2006
E 3.115	MCCC Staff and Faculty Policies and Procedures
E 3.116	Employee Orientation Handbook
E 3.117	WebPAL
E 3.118	MCCC Staff and Faculty Policies and Procedures
E 3.119	Advisory Committees and Guide
E 3.120	Program Review Cycle
E 3.121	Student Government Web Site and Annual Reports
E 3.122	MCCC Online Transfer Information Center
E 3.123	Michigan Open Meetings Act
E 3.124	MCCC Board of Trustees Web Page
E 3.125	Catalog and Procedures
E 3.126	Board of Trustee Minutes, 10-25-2005

## Appendix B – Resource Room Documents

Reference	Source
<b>Chapter 4</b>	
E 4.1	MCCC Five Year Master Plan, November 2008
E 4.2	MCCC Institutional Plan, 2005-2008
E 4.3	MCCC Advisory Committees
E 4.4	Instructional Technology Task Force Report
E 4.5	Monroe Census Information from Quickfacts
E 4.6	Student Profile Report, Fall 2008
E 4.7	Quickfacts Michigan
E 4.8	Diversity Climate Study
E 4.9	Diversity Plan Chart and Instructions
E 4.10	MCCC Policies and Procedures, Policy 1.64, Policy Statement on Affirmative Action
E 4.11	Youth for Understanding Report
E 4.12	MCCC Study Abroad Report
E 4.13	Student Clubs 2006-2007, International Studies
E 4.14	MCCC Brand Definition 2007-2008
E 4.15	2007-2008 Annual Committee Report
E 4.16	Graduate Follow-Up Surveys 2004-2007
E 4.17	Staff Development 2008-2009 and Staff Development Handbook of Opportunities
E 4.18	Customized Training Record 2006-2007
E 4.19	Community Service Projects United Way Information
E 4.20	2007 Budget Process Update, No. 3
E 4.21	2008-2009 Proposed Budget, page 18
E 4.22	2007 Budget Process Update, No. 3
E 4.23	2008-2009 Proposed Budget, Property Tax, page 21
E 4.24	2008-2009 Proposed Budget, page 5
E 4.25	2008-2009 Proposed Budget, page 22
E 4.26	2008-2009 Proposed Budget, General Comments, page 7
E 4.27	2008-2009 Proposed Budget and Staff Update No. 2
E 4.28	Memorandum of 10-7-2008 from Tim Bennett on Reserves
E 4.29	2008-2009 Proposed Budget, page 1
E 4.30	Budget Process Update, No. 1
E 4.31	Training Grants Summary
E 4.32	2007-2008 Foundation Annual Report
E 4.33	2005-2006 Foundation Annual Report
E 4.34	2007-2008 Foundation Annual Report
E 4.35	MCCC Five Year Master Plan, November 2008
E 4.36	Facility Changes Replacement Fund Construction History
E 4.37	Administrative Council Minutes, 10-2-06 and Maintenance Direct Web Site
E 4.38	Monroe Evening News Articles 9-26-2008 and 10-3-2008 and MCCC Five Year Master Plan
E 4.39	Emergency Response Plan
E 4.40	Update to the Board of Trustees, Fall 2008
E 4.41	AlertNow Notification System
E 4.42	Instructional Technology Task Force Report
E 4.43	MCCC News Release: Wireless Campus
E 4.44	Writing Center Reports 2004-2006
E 4.45	Humanities/Social Sciences Class Capacities
E 4.46	LAL and Writing Center web pages
E 4.47	Writing Center Email Tutorial
E 4.48	Fall 2008 Online Courses from Schedule
E 4.49	Fall 2008 Online Course Requirements
E 4.50	Fall 2008 Online Course Requirements
E 4.51	Distance Learning Student FAQ's
E 4.52	Michigan Virtual Learning Collaborative
E 4.53	LPN to RN Online Student Information Handbook, December 2008

## Appendix B – Resource Room Documents

Reference	Source
E 4.54	Industrial Technology Nuclear Engineering Technology Information, NUET Brochure
E 4.55	MCCC Diversity Climate Study
E 4.56	<i>MCCC Policies and Procedures</i> , Policy 4.06, College Constitution, Section II B 4
E 4.57	Diversity Plan, <i>MCCC Policies and Procedures</i> , Policy 4.06, College Constitution
E 4.58	Diversity Plan
E 4.59	<i>MCCC Policies and Procedures</i> , Policy 1.65, Illegal Discrimination and Sexual Harassment Policy
E 4.60	<i>MCCC Policies and Procedures</i> , Policy 4.06, College Constitution
E 4.61	Employee Climate Survey Response, Fall 2008
E 4.62	Salary Schedules and Benefits Agreements
E 4.63	Benefits for All Groups
E 4.64	Wellness Programs
E 4.65	<i>MCCC Policies and Procedures</i> , Master Agreement, Article XIII, Faculty Workload
E 4.66	Nursing Success Stories, Web Page
E 4.67	Staff Development
E 4.68	Staff Development Handbook of Opportunities
E 4.69	Staff Development Handbook of Opportunities
E 4.70	Staff Development Handbook of Opportunities
E 4.71	Personnel Recruitment Guidelines
E 4.72	<i>MCCC Policies and Procedures</i> , Master Agreement, Article V, Section F
E 4.73	<i>MCCC Policies and Procedures</i> , Policy 4.06, College Constitution, Section II B
E 4.74	Employee Climate Survey Response, Fall 2007-2008
E 4.75	Institutional Governance Committee Minutes and Vital Focus Final Report
E 4.76	Institutional Governance Committee Minutes, December 2007 and January 2008
E 4.77	MCCC Learning Assistance Lab
E 4.78	MCCC Library Home Page
E 4.79	MCCC Writing Center Home Page
E 4.80	MCCC Academic Advising Home Page
E 4.81	WebPal and Catalog Advising
E 4.82	MCCC Admissions Home Page
E 4.83	<i>MCCC Policies and Procedures</i> , Policy 4.06, College Constitution, Section B 4, Committees
E 4.84	Annual Committee Reports 2006-2008
E 4.85	Board of Trustees Minutes, April 23, 2001
E 4.86	2002-2003 College Catalog
E 4.87	<i>MCCC Policies and Procedures</i> , Policy 4.06, College Constitution, Section B 4, Committees
E 4.88	2006-2007 Annual Committee Report, page 35
E 4.89	<i>MCCC Policies and Procedures</i> , Policy 4.06, College Constitution, Section B 4, Committees
E 4.90	2006-2007 Annual Committee Report, page 40
E 4.91	Writing Assessment Reports 1999-2008
E 4.92	Academy of Assessment Student Learning Portfolio – Final submitted January 31, 2008
E 4.93	Eric Digests Webpage Program Review
E 4.94	MCCC Program Reviews: Business Division, Health Sciences Division, and Industrial Technology Division
E 4.95	Program Review Cycle
E 4.96	NLNAC Nursing Accrediting Commission Web Page
E 4.97	Nursing Program Reviews
E 4.98	Committee on Accreditation for Respiratory Care Webpage
E 4.99	Program Review Respiratory Therapy, 2007 Report
E 4.100	ACT Faces of the Future Survey
E 4.101	Workforce Development Graduate Follow-up Studies
E 4.102	Faculty Handbook, Appendix I, page 87
E 4.103	Outreach Phone Calls Summaries
E 4.104	Employee Climate Survey Results
E 4.105	Vital Focus Data, Final Six Themes, Constellation Appendices and Results for Discussion
E 4.106	Human Resources ESolutions Suggestions and ECommendations Web Forms

## Appendix B – Resource Room Documents

Reference	Source
E 4.107	MCCC 2004-2005 Annual Report and Brand Definition
E 4.108	Foundation Strategic Renewal Survey
E 4.109	ACT Faces of the Future Survey and ACT Alumni Survey
E 4.110	Classification and Compensation Study, February 2007
E 4.111	Student Profile Reports
E 4.112	“T” Network Drive Access
E 4.113	<i>MCCC Policies and Procedures</i> , Policy 4.06, College Constitution, Section I part A
E 4.114	Annual Committee Reports 2004-2008
E 4.115	<i>MCCC Policies and Procedures</i> , Policy 4.06, College Constitution, Section I part A
E 4.116	<i>MCCC Policies and Procedures</i> , Policy 4.06, College Constitution
E 4.117	<i>MCCC Policies and Procedures</i> , Policy 4.06, College Constitution, Section II B 3
E 4.118	<i>MCCC Policies and Procedures</i> , Policy 4.06, College Constitution, Section II B 1C
E 4.119	<i>MCCC Policies and Procedures</i> , Policy 4.06, College Constitution, Section II B 4
E 4.120	Annual Committee Reports 2004-2008
E 4.121	<i>MCCC Policies and Procedures</i> , Policy 3.00 b, Student Assessment
E 4.122	2006-2007 Annual Committee Report
E 4.123	<i>MCCC Policies and Procedures</i> , Policy 3.00 b, Student Assessment
E 4.124	2008-2009 Faculty Handbook, page 18
E 4.125	<i>MCCC Policies and Procedures</i> , Master Agreement, Article VII B 1
E 4.126	Faculty Evaluations
E 4.127	2008-2009 Faculty Handbook, page 18
E 4.128	2008-2009 Faculty Handbook, Appendix I
E 4.129	All Performance Appraisals
E 4.130	Support Staff Performance Appraisal
E 4.131	Administrators Performance Appraisal
E 4.132	Vital Focus Data
E 4.133	Vital Focus Final Report, Six Themes
E 4.134	Budget Process Staff Update No. 1
E 4.135	2007 Budget Process
E 4.136	Sloan-C Staying the Course Online Educations
E 4.137	Digest of Educations Statistics 2007
E 4.138	<i>MCCC Policies and Procedures</i> , Policy 4.06, College Constitution, Section II B 4, page 3-6
E 4.139	Michigan Community College Virtual Learning Collaborative
E 4.140	Sabbatical Research Winter 2005
E 4.141	MCCC Study Abroad Report
E 4.142	<i>MCCC Policies and Procedures</i> , Policy 4.06, College Constitution, Section II B 4, page 3-6
E 4.143	Annual Committee Reports 2004-2008
E 4.144	Memorandum from Randell Daniels to Dr. David E. Nixon, June 17, 2008
E 4.145	Memorandum from Randall Daniels to Dr. David Nixon, November 19, 2008
<b>Chapter 5</b>	
E 5.1	Institutional Effectiveness Committee Minutes, December 9, 2003 and February 11, 2004
E 5.2	2002-2003 Annual Committee Report
E 5.3	Institutional Effectiveness Committee Minutes, March 16, 2006 and IE Committee Charge
E 5.4	Institutional Effectiveness Committee Minutes 2006-2008
E 5.5	Assessment of Student Learning Application, May 2007
E 5.6	All Proposed Budgets, 2003-2009
E 5.7	Assessment of Student Learning Application, May 2007
E 5.8	Faculty In Service, October 14, 2008
E 5.9	Faculty Work Days Agenda, December 2008 – January 2009
E 5.10	Faculty Work Days WIDS Training
E 5.11	Faculty Work Days Agendas, 2003-2008
E 5.12	Adjunct Faculty Professional Development Activities
E 5.13	Faculty Work Days Agenda, August 2008
E 5.14	Course Outlines of Instruction

## Appendix B – Resource Room Documents

Reference	Source
E 5.15	Course Outlines of Instruction
E 5.16	<i>MCCC Policies and Procedures</i> , Master Agreement 2006-2010, Article V A
E 5.17	Assessment of Student Learning Writing Reports, 1998-2008
E 5.18	Math Assessment
E 5.19	College Catalog, Degree Requirements
E 5.20	Student Assessment – General Education Review Summary
E 5.21	College Catalog Degree Requirements
E 5.22	Transfer Follow-up Study Reports, 2003-2008
E 5.23	College Catalog Transfer and Articulation Agreements
E 5.24	Transfer Information: Transfer To List of Schools
E 5.25	Graduate Follow-up Survey 2006-2007
E 5.26	Michigan Transfer Network Web Site
E 5.27	Graduate Follow-up Survey 2006-2007
E 5.28	Performance Measures for Community Colleges Report 1999-2007
E 5.29	Program Review PROE
E 5.30	CCS Training Evaluation Form
E 5.31	Lifelong Learning Course Evaluation Form
E 5.32	LAL Student Tutor Evaluation Form
E 5.33	New Student Orientation Program Evaluation
E 5.34	LAL First Steps Evaluation Form
E 5.35	ACT Faces of the Future Survey
E 5.36	Assessment of Student Learning Progress Report 2002-2003
E 5.37	RN Licensure Exam and RT Licensure Exam
E 5.38	Course Outlines: Math 156 and Math 166
E 5.39	Math Assessment
E 5.40	Course Outlines: Math 154, 156, and 166 and Speech 151 and 152
E 5.41	Workforce Development Graduate Follow-up Report, 2006-2007 and 2005-2006
E 5.42	Vital Focus Constellation Survey Appendices
E 5.43	ACT Faces of the Future Survey
E 5.44	ACT Alumni Survey 2005-2006
E 5.45	Instructional Observation Report
E 5.46	Student Questionnaire on Instruction
E 5.47	Faculty Master Agreement 2006-2010 Section VI C1 C2 C6
E 5.48	Faculty List from Catalog 2007-2008 and Adjunct Faculty Survey
E 5.49	Personnel Recruitment Guidelines
E 5.50	<i>MCCC Policies and Procedures</i> , Master Agreement, Article V, Section A and Article IV, Section A2
E 5.51	2007-2008 Annual Committee Report
E 5.52	General Education Task Force and Assessment Academy
E 5.53	<i>MCCC Policies and Procedures</i> , Policy 4.02c and Policy 5.03, Master Agreement, and Curriculum Committee Minutes
E 5.54	MCCC Advisory Committees and External Curriculum Standards
E 5.55	<i>MCCC Policies and Procedures</i> , Master Agreement, Article VII Section 2A and Faculty Handbook
E 5.56	Outstanding Faculty Award Calendar
E 5.57	Grants Study Abroad NUET
E 5.58	Faculty Professional Agreement
E 5.59	Doctoral Cohort at MCCC
E 5.60	Sabbaticals
E 5.61	Faculty Professional Memberships
E 5.62	Faculty Work Days
E 5.63	Technology Task Force Report
E 5.64	All Proposed Budgets 2004-2009
E 5.65	2007-2008 Proposed Budget, Designated Fund, first paragraph and history table
E 5.66	Designated Fund Budget 2007-2008
E 5.67	Student Questionnaire on Instruction

## Appendix B – Resource Room Documents

Reference	Source
E 5.68	Online Course Offerings from Schedule
E 5.69	Early Childhood Development Program Sheet
E 5.70	Educational Database VC MASTER INVENTORY
E 5.71	2007-2008 Proposed Budget, page 39
E 5.72	Graduate Follow-up Survey Evaluation of College Services
E 5.73	Student Clubs and Organizations
E 5.74	Student Questionnaire on Instruction and Graduate Follow-up Surveys
E 5.75	Student Questionnaire on Instruction
E 5.76	2006-2007 Graduate Follow-up Survey
E 5.77	Library Services Web Page
E 5.78	Library Services Web Page
E 5.79	Library Holding Statistics 2005-2007
E 5.80	Library Usage and Holding Statistics 2006-2007
E 5.81	Library Usage and Holding Statistics 2006-2007
E 5.82	Library: “Ask a Librarian” web form
E 5.83	Library Usage and Holding Statistics 2006-2007
E 5.84	Library Staff Web Page Listing
E 5.85	ACT Alumni Survey 2005-2006
E 5.86	LAL Professional Staff
E 5.87	Certified Tutors & SI Leaders through Fall 2007
E 5.88	SI Stats by Semester
E 5.89	First Steps Flyer Example
E 5.90	First Steps Attendance Evaluation Form and Summary
E 5.91	Developmental Evaluation Committee Report, 2005-2006
E 5.92	LAL Class Visits, Referrals, Data
E 5.93	LAL Disability Accommodations 2005-2007
E 5.94	LAL Contacts 2005-2007
E 5.95	Tutortrac Satisfaction Question Responses
E 5.96	Writing Center Web Page
E 5.97	Writing Across the Curriculum Report, 2005-2006
E 5.98	WAC Reports
E 5.99	Computer Labs web pages: RCTC and BLL
E 5.100	RCTC Evaluation Summaries Testing Center Report
E 5.101	RCTC and BLL Usage Totals
E 5.102	Computer Lab H-104 web page
E 5.103	RN Licensure Exam
E 5.104	Life Science Computer Lab Old web page
E 5.105	Life Science Computer Lab Usage Document
E 5.106	Computer Lab C-8 Web Page
E 5.107	RCTC Testing Center Web Page
E 5.108	RCTC Make-Up Testing Web Page
E 5.109	RCTC Evaluation Summaries and Testing Center Report
E 5.110	RCTC and BLL Testing Totals
E 5.111	Fitness Center Activity Summary
E 5.112	Workforce Development Student Assistants Positions
E 5.113	HLC Information – Student Assistants
E 5.114	MCCC Student Assistant Job Postings
E 5.115	Workforce Development Job Postings
E 5.116	Graduate Surveys Web Page
E 5.117	Journalism Course Descriptions: <i>The Agora</i>
E 5.118	MCCC News Release: <i>Agora</i> Awards, May 31, 2007
E 5.119	<i>The Agora</i> Memberships
E 5.120	<i>The Agora</i> Bin Locations on Campus
E 5.121	<i>The Agora</i> Homepage



## Appendix B – Resource Room Documents

Reference	Source
E 5.122	<i>The Agora</i> Archives Online
E 5.123	<i>The Agora</i> MCCA Press Day
<b>Chapter 6</b>	
E 6.1	Vital Focus Final Report, Six Themes, page 7
E 6.2	Board of Trustees Minutes, December 18, 2008
E 6.3	Strategic Planning Committee Annual Report 2009
E 6.4	SPC (IPCC) Minutes, October 17, 2008
E 6.5	Institutional Plan 2005-2008
E 6.6	Annual Reports 2004-2005, 2005-2006, 2006-2007
E 6.7	Financial Reports 2007-2006, 2006-2005, 2005-2004
E 6.8	Graduate Follow-up Surveys 2005-2006 and 2004-2005, College of Choice
E 6.9	Doctoral Cohort at MCCC
E 6.10	Foundation Endowed Scholarship Chart by year, 2005-2009
E 6.11	Foundation Enhancements Grants
E 6.12	2008-2009 Proposed Budget, page 15
E 6.13	2007-2008 Catalog, page 1
E 6.14	Tuition Comparisons
E 6.15	Board of Trustees Minutes, 2007-2008
E 6.16	Instructional Technology Minutes, September 16, 2008 and 2007 Board Quarterly Update, page 6
E 6.17	Lab Renovations Evidence
E 6.18	Quarterly Board Update Fall 2007, page 7
E 6.19	Quarterly Board Update December 2007, page 5
E 6.20	Campus Network and IT Changes since Fall 1999
E 6.21	RCTC Web Page
E 6.22	BLL Web Page
E 6.23	Five Year Master Plan, November 2008 and Board of Trustee Minutes, January 28, 2008
E 6.24	Student Government and Club Reports
E 6.25	Quarterly Board Update, April 2006
E 6.26	Quarterly Board Update, April 2007 and Spring 2006
E 6.27	Customized Training Record 2006-2007
E 6.28	CCS Annual Reports 2005-2006 and 2006-2007
E 6.29	Big Read Web Page and Documents
E 6.30	Quarterly Board Update, War of 1812 Niagara Tall Ship
E 6.31	<i>MCCC Policies and Procedures</i> , Policy 4.03, LRC Selection
E 6.32	<i>MCCC Policies and Procedures</i> , Policy 3.14, Guest Speakers and Procedures
E 6.33	Email: policy on entertainment speakers
E 6.34	<i>MCCC Policies and Procedures</i> , Master Agreement, Article IV A 2, page 4
E 6.35	Censorship Articles
E 6.36	CCE Committee Reports
E 6.37	Student Clubs and Organizations
E 6.38	<i>Agora</i> Article and Administrative Council Minutes
E 6.39	<i>Agora</i> web, Land Conference Humanities and <i>Images</i> Magazine
E 6.40	Michigan eLibrary MEL Information Web Page
E 6.41	Library Usage Holding Stats and Quarterly Board Update
E 6.42	<i>MCCC Policies and Procedures</i> , Master Agreement, Article IV A 3, page 4
E 6.43	Quarterly Board Updates
E 6.44	Diversity Committee Staff Development Handbook, Spring Quarterly Board Update
E 6.45	Tuition Free Class Attendance and Compensation Benefits
E 6.46	Leaves of Absence
E 6.47	Adjunct Faculty Workshops 2005-2007
E 6.48	Professional Development and Quarterly Board Updates
E 6.49	Foundation Grants Program Application
E 6.50	Instruction: Professional Memberships
E 6.51	Honors Reception Program 2006-2008 and Commencement Programs

## Appendix B – Resource Room Documents

Reference	Source
E 6.52	MCCC Press Releases
E 6.53	Quarterly Board Updates and Advisory Committee Appreciation Breakfast
E 6.54	Adjunct Family Workshops 2005-2007
E 6.55	Employee Recognition Programs
E 6.56	Vital Focus Final Report, Six Themes
E 6.57	Email from Dr. Nixon to all email users on Quarterly Updates
E 6.58	Self-Study Report 1999-2000
E 6.59	Progress Report by MCCC and Analysis of Progress Report
E 6.60	<i>MCCC Policies and Procedures</i> , Policy 3.12, Requirements for Graduation, and Catalog 2008-2009
E 6.61	Academy of Assessment for Student Learning
E 6.62	Academy of Assessment for Student Learning
E 6.63	<i>MCCC Policies and Procedures</i> , Policy 3.12, Requirements for Graduation and Catalog 2008-09 and 2007-08
E 6.64	Quarterly Board Update – LAND Conference
E 6.65	<i>Images</i> Literary Magazine 2007 and 2008
E 6.66	Student Clubs: Math and Science Society
E 6.67	Quarterly Board Update – International Relations Class to United Nations
E 6.68	Quarterly Board Update – Study Abroad Program
E 6.69	Student Club Report: International Studies Club 2006-2007
E 6.70	Quarterly Board Updates
E 6.71	Quarterly Board Updates
E 6.72	2008-2009 and 2007-2008 College Catalog, Early Childhood Development Information
E 6.73	Quarterly Board Report 2006-2007
E 6.74	Student Clubs: Society of Automotive Engineers
E 6.75	Quarterly Board Update – Dream 97.5 Radio Station
E 6.76	Quarterly Board Updates – EMU Seminar at Whitman Center
E 6.77	<i>The Agora</i> Student Newspaper
E 6.78	Humanities Literary Magazine, <i>Images</i>
E 6.79	MCCC Writing Center Web Site
E 6.80	LAND Web Site and Quarterly Board Update – LAND Winner
E 6.81	Humanities/Social Sciences: College/Community Symphony Band
E 6.82	Quarterly Board Updates, Spring 2007 and Fall 2007
E 6.83	The Big Read 2009
E 6.84	Student Government Annual Report 2004-2007
E 6.85	FTE Report
E 6.86	MCCC Policies and Procedures, Policy 3.12, Graduation Requirements, and Policy 4.02c, Credit Course Guide
E 6.87	Transfer Information Center, MACRAO Agreement
E 6.88	MCCC Online Transfer Information Center
E 6.89	Transfer 2 plus 2 Agreements and Business Division Minutes
E 6.90	Assessment of Student Learning Documents
E 6.91	Baccalaureate Completion Agreement
E 6.92	Transfer Follow-up Study Reports
E 6.93	Program Review
E 6.94	Program Inventory of State Approved Programs
E 6.95	Program Review
E 6.96	National League for Nursing Web Site
E 6.97	Nursing Reviews
E 6.98	CoARC Committee on Accreditation for Respiratory Care
E 6.99	Respiratory Therapy 2007 Report
E 6.100	2003-2004 Annual Report
E 6.101	Diversity Climate Study and YFU Report
E 6.102	Graduate Follow-up Survey, 2005-2006
E 6.103	MCCC Study Abroad Report

## Appendix B – Resource Room Documents

Reference	Source
E 6.104	Advisory Committees Members Guide
E 6.105	CLIA for Centers for Medicare and Medicaid Services
E 6.106	NCLEX Pass Rates RN and PN 2002-2008
E 6.107	Respiratory Therapy Licensure Exam
E 6.108	2008-2009 Catalog, Apprenticeship Training
E 6.109	Industrial Technology Newsletter, January 2008
E 6.110	Transfer Follow-up Reports
E 6.111	Graduate Follow-up Surveys 2004-2007
E 6.112	Class Schedule, Student Rights and Responsibilities
E 6.113	<i>MCCC Policies and Procedures</i> , Policy 3.10a, Academic Dishonesty Procedures
E 6.114	MCCC Admissions and Guidance Office Index Web Page and New Student Orientation Statistics
E 6.115	Plagiarism Statement, <i>Agora</i> Issues and Library Documents and Writing Center Documents
E 6.116	<i>MCCC Policies and Procedures</i> , Policy 3.10a, Academic Dishonesty Procedures
E 6.117	<i>MCCC Policies and Procedures</i> , Policy 3.12a, Grading System
E 6.118	Academic Review Committee Annual Reports
E 6.119	<i>MCCC Policies and Procedures</i> , Policy 5.03 , Faculty Master Agreement, Article V, Faculty Responsibility
E 6.120	<i>MCCC Policies and Procedures</i> , Policy 6.38 and 6.38a, Intellectual Properties
E 6.121	Staff Development Handbook of Opportunities
E 6.122	Quarterly Board Update, April 2007
E 6.123	Diversity Committee Talking Points and Climate Study
E 6.124	MCCC Community Service Projects Articles
E 6.125	Student Government and Student Clubs
E 6.126	Quarter Board Updates, September 2007 and December 2007
E 6.127	Administrative Council Minutes, March 3, 2008 and Quarterly Board Update, April 2006
E 6.128	Program Outcomes and Outlines of Instruction
E 6.129	Quarterly Board Updates, September 2007, December 2006, and December 2007
<b>Chapter 7</b>	
E 7.1	<i>MCCC Policies and Procedures</i> , Policy 1.60, Mission Documents
E 7.2	Admission Index Web Page
E 7.3	Transfer Information Center
E 7.4	<i>In the Know</i> Newsletter, October 17, 2007
E 7.5	Transfer Guides Web Page
E 7.6	College Catalog 2007-2008, Transfer Options
E 7.7	College Catalog 2007-2008, Educational Objectives
E 7.8	College Catalog 2007-2008, Academic Programs
E 7.9	College Catalog 2007-2008, Educational Objectives
E 7.10	CCS Annual Reports, 2006-2007 and 2005-2006
E 7.11	2007-2008 College Catalog, CCS Customized Training
E 7.12	Corporate and Community Services Web Page
E 7.13	CCS Corporate Relations Web Page
E 7.14	2007-2008 College Catalog, Learning Resource Center
E 7.15	Lifelong Learning Web Page
E 7.16	2006-2007 Graduate Follow-up Survey
E 7.17	Institutional Snapshot: Student Demography
E 7.18	CCS Workforce Development Web Page
E 7.19	The Foundation at MCCC Web Page
E 7.20	Whitman Center Web Page
E 7.21	CCS Annual Reports, 2006-2007, 2005-2006, and 2004-2005
E 7.22	News Release: College Goal Sunday
E 7.23	Annual Reports 2008-2004
E 7.24	2006-2007 Annual Report
E 7.25	2006-2007 Annual Report
E 7.26	2006-2007 Annual Report

## Appendix B – Resource Room Documents

Reference	Source
E 7.27	Annual Reports 2008-2004
E 7.28	The Foundation Grants Award Program
E 7.29	Students Clubs and Organizations Web Page
E 7.30	2004-2005 Annual Report
E 7.31	Michigan Student Scholars Awards
E 7.32	SAE 2006-2007 Annual Report
E 7.33	Student Clubs, 2004-2005, 2005-2006, and 2006-2007
E 7.34	Humanities/Social Sciences Division
E 7.35	Annual Committee Report 2007-2008
E 7.36	Annual Committee Reports, Diversity Committee
E 7.37	2007 Blue Jean Fridays
E 7.38	Gift Program and Totals
E 7.39	GIFT Program Unduplicated List of Events
E 7.40	Annual Committee Reports, Institutional Plan Coordination Committee
E 7.41	Advisory Committee Meeting Minutes
E 7.42	Annual Committee Reports, Economic Development Committee
E 7.43	Five Year Master Plan, November 2008
E 7.44	ACT Alumni Survey, 2005-2006
E 7.45	ACT Faces of the Future Survey
E 7.46	Branding Survey, May 2005
E 7.47	Branding Initiative: Business-Industry Focus Group Transcripts
E 7.48	Customized Training Evaluation Form
E 7.49	Facilities Usage Evaluation
E 7.50	Strategic Renewal Survey, March 4, 2006
E 7.51	Lifelong Learning Evaluation Form
E 7.52	Maintenance Direct Web Site Link
E 7.53	Class Schedule on WebPal, Waitlist Compatibility
E 7.54	MCCC Policies and Procedures, Policy 3.31, Academic Forgiveness
E 7.55	MCCC Online Bookstore
E 7.56	Campus/Community Events, Online Ticket Sales Web Site
E 7.57	2007-2008 College Catalog, Apprenticeship Training
E 7.58	MCCC Press Release: Nuclear Engineering Technology Program
E 7.59	Customized Training: IHM
E 7.60	Customized Training Web Page
E 7.61	News Release: Upward Bound and <i>Agora</i> Article
E 7.62	MCCC Advisory Committee and Members List
E 7.63	Diversity Initiative
E 7.64	Transfer Information Center, MACRAO Agreement
E 7.65	Michigan Transfer Network
E 7.66	Corporate and Community Services, Workforce Development
E 7.67	Corporate and Community Services, Workforce Development – WorkKeys
E 7.68	Corporate and Community Services, Workforce Development
E 7.69	Customized Training Evaluation Form and Responses
E 7.70	Student Government and Clubs
E 7.71	Student Clubs and Organizations
E 7.72	MCCC News Release: Volunteer Project
E 7.73	MCCC Community Service Opportunities
E 7.74	MCCC Student Newspaper, <i>The Agora</i> Web Site
E 7.75	Student Clubs: International Studies Club
E 7.76	Student Clubs: MASS
E 7.77	Student Clubs: Phi Theta Kappa
E 7.78	Student Government Web Page
E 7.79	MCCC Upward Bound Program Website
E 7.80	Professional Development Opportunities

## Appendix B – Resource Room Documents

Reference	Source
E 7.81	NCA-HLC Criterion 5 Volunteer Survey
E 7.82	Student Government Annual Reports
E 7.83	Volunteer Projects
E 7.84	Workforce Development, Information for Job Seekers Web Page
E 7.85	<i>Monroe Evening News</i> Article: MCCC Technology Center Approved
E 7.86	CCE 2008-2009 Events Calendar
E 7.87	Lifelong Learning: Online Courses 2009
E 7.88	Lifelong Learning: Health Care Programs
<b>Chapter 8</b>	
E 8.1	Third Party Comment Print Advertisement
E 8.2	MCCC Programs of Study
E 8.3	Tuition Schedule, Refund Schedule, Fee Payment Information 2009
E 8.4	Financial Aid Data
E 8.5	FISAP Financial Aid Documentation
E 8.6	Financial Aid Audits
E 8.7	Mapping your Future
E 8.8	Constitution Day
E 8.9	Annual Campus Safety and Crime Awareness Report
E 8.10	US Department of Education, The Campus Security Data Analysis Cutting Tool, Main Campus and Whitman Center
E 8.11	<i>MCCC Policies and Procedures</i> , Policy 6.21 and 6.21a, MCCC Drug and Alcohol Policy and Procedure
E 8.12	Graduation/Completion Information (Student Right to Know Act)
E 8.13	Family Educational Rights and Privacy Act
E 8.14	MCCC 2008-2009 Annual Report
E 8.15	Student Concerns – Informal Processes
E 8.16	Student Concerns – Formal Complaint Processes
E 8.17	<i>MCCC Policies and Procedures</i> , Policy 1.64, Affirmative Action, and Policy 1.65, Illegal Discrimination and Sexual Harassment
E 8.18	Formal Discrimination Claims, 1999 to Present
E 8.19	Family Medical Leave Act – Faculty Master Agreement, Support Staff Policy 8.15 b1
E 8.20	Americans with Disabilities Act – MCCC Policy 1.65 a-j
E 8.21	Culinary Accreditation
<b>Chapter 9</b>	
E 9.1	<i>Around the Horn</i> HLC Newsletter, Issue 1 Vol. 1 – Vice President of Instruction



## Appendix C – Mission Documents

### **Mission:**

Monroe County Community College provides a variety of higher education opportunities to enrich the lives of the residents of Monroe County.

### **Vision:**

Monroe County Community College aspires to be our community's first choice for higher learning.

### **Core Values:**

Monroe County Community College is dedicated to these core values

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

### **Educational Objectives:**

MCCC provides higher educational opportunities to the community through

1. Offering freshman and sophomore college level programs in the liberal arts, sciences, and pre-professional fields for students who plan to transfer to four-year colleges and universities;
2. Offering one- and two-year occupational and/or career programs for students preparing for employment in technical, business, or health-related fields;
3. 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;
4. Providing intellectual, cultural, and personal development for adults in a wide range of lifelong learning opportunities;
5. Working with governmental agencies and employers to develop training and retraining programs to meet the needs of an evolving economy;
6. Providing a strong complement of comprehensive support services to assist students in pursuit of their educational goals;
7. Collaborating with school systems, civic groups, educational institutions, individuals, employers, and other constituencies to offer educational services and opportunities.





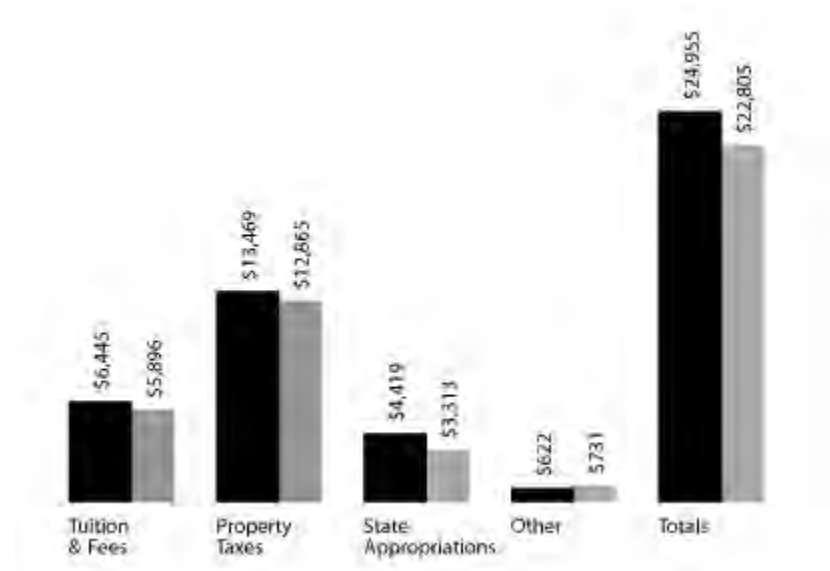
## Appendix D – Audit Summary (College and Foundation)

### Monroe County Community College

#### Revenues and Expenditures

MCCC General Fund Revenues and Expenditures (in thousands)  
Fiscal Year Ended June 30, 2008

#### WHERE THE MONEY CAME FROM



#### WHERE THE MONEY WENT

	2007-08	2006-07
Instruction	\$10,412	\$9,500
Information Technology	1,174	1,098
Public service	282	278
Instructional support	3,176	2,881
Student services	2,349	2,237
Institutional administration	2,892	2,702
Physical plant	3,173	2,946
Transfers to other funds	1,020	25
<b>Totals</b>	<b>\$24,478</b>	<b>\$21,667</b>

## Appendix D – Audit Summary (College and Foundation)

### The Foundation at Monroe County Community College

Fiscal Year Ended June 30, 2008

#### DURING THE FISCAL YEAR ENDED JUNE 30, 2008

We received contributions totaling	\$271,374
Investment gains (losses)	(\$51,330)
Special event revenues of	\$21,789
We received in-kind contributions for administrative services from MCCC of	\$204,189
Federal Funds	\$ 16,000
<b>Which resulted in total revenues of</b>	<b>\$462,022</b>
We distributed to MCCC for Scholarships, program funds and the La-Z-Boy Center	(\$291,801)
And had administrative and fund raising expenses of	(\$193,356)
And had other expenses of	\$ 593
Which resulted in total expenditures of	(\$485, 750)
<b>Resulting in a total net assets decrease of</b>	<b>(\$23,728)</b>
When combined with our net assets at June 30, 2007 of	\$2,825,915
<b>Resulted in new net assets at June 30, 2008 of</b>	<b>\$2,802,187</b>

#### The June 30, 2008, net assets are represented by

Cash of	\$593,003
Investments of	\$1,700,686
Accounts and pledges receivable of	\$544,611
Our total assets as of June 30, 2008 were	\$2,848,300
Of which we owed others	(\$36,113)
Other liabilities	(\$10,000)
Our total liabilities as of June 30, 2008 were	(\$46,113)
<b>Our net assets, therefore, as of June 30, 2008 were</b>	<b>\$2,802,187</b>

## **Appendix E – MCCC Board of Trustees**

### **William J. Bacarella, Jr, Chair**

Elected to Board of Trustees: November 7, 1978

Current Term Expires: December 31, 2010

### **William H. Braunlich, Vice Chair**

Elected to Board of Trustees: January 1, 2003

Current Term Expires: December 31, 2014

### **Mary Kay Thayer, Secretary**

Elected to Board of Trustees: January 1, 1991

Current Term Expires: December 31, 2014

### **Joseph N. Bellino, Jr., Trustee**

Elected to Board of Trustees: October 22, 2001

Current Term Expires: December 31, 2010

### **Marjorie A. Kreps, Trustee**

Elected to Board of Trustees: January 1, 2001

Current Term Expires: December 31, 2012

### **Linda S. Lauer, Trustee**

Elected to Board of Trustees: January 1, 2009

Current Term Expires: December 31, 2014

### **Michael R. Meyer, Trustee**

Elected to Board of Trustees: January 1, 1995

Current Term Expires: December 31, 2012



## **Appendix F – Board of Trustees Biographical Information**

### **Board of Trustees**

#### **William J. Bacarella, Jr., Chair**

- Owner, Liberty Tax Service, Monroe Franchise
- Former Chief Financial Officer, Toledo Tool & Die
- Adjunct Business Faculty Member, Monroe County Community College
- Adjunct Business Faculty Member, University of Toledo
- Adjunct Business Faculty Member, Siena Heights University
- American Institute of Certified Public Accountants Member
- Michigan Association of Certified Public Accountants Member
- Higher Education
  - Master of Science in Accounting, Walsh College
  - Bachelor of Business Administration, Eastern Michigan University

#### **William H. Braunlich, Vice Chair**

- Shareholder, Vice President, and Attorney and Counselor at Law, Braunlich, Russow & Braunlich
- Monroe County Bar Association Member
- American Bar Association Member
- State Bar of Michigan Member
- Florida Bar Association Member
- Association of Trial Lawyers of America Member
- National Association of College and University Attorneys Member
- Served as General Counsel for Monroe County Community College for 21 Years
- Monroe County Historical Society Board President
- Monroe County Historical Society Life Member
- The Foundation at Monroe County Community College Founding and Current Board Member
- Mercy Memorial Hospital System Institutional Review Board Member
- River Raisin Centre for the Performing Arts Past Board Member
- Higher Education
  - Doctor of Jurisprudence, Washington & Lee University
  - Bachelor of Arts in Psychology, University of Michigan

#### **Mary Kay Thayer, Secretary**

- CEO of Thayer Consulting in Lambertville
- Michigan Community College Association Executive Committee Member
- Michigan Community College Association Executive Committee Past Secretary
- Former Monroe County Commissioner
- Former Bedford Township Trustee
- Former Bedford Park Commissioner
- Bedford Lions Club Past President

## **Appendix F – Board of Trustees Biographical Information**

### **Joseph N. Bellino, Jr., Trustee**

- Owner/Operator, Broadway Market
- Associated Food and Petroleum Dealers Board Member
- Associated Food and Petroleum Dealers Executive Committee Member
- River Raisin Centre for the Arts Board Member
- The Foundation at Monroe County Community College Past Board Member
- Monroe Catholic Central High School Past Alumnus of the Year
- Higher Education
  - Associate of Science, Monroe County Community College

### **Marjorie A. Kreps, Trustee**

- Vice President, Knabusch Insurance Services
- Retired Insurance Agent
- Accredited Advisor in Insurance Service
- Salvation Army Advisory Board Member
- Monroe Rotary Club Member
- Ida Civic Club Member
- Soroptimist International of Monroe County Member
- Monroe County Republican Women’s Club Member
- Ida Township Library Advisory Board Member
- Monroe County Chamber of Commerce Former Chair (First Female Chair)

### **Linda S. Lauer, Trustee**

- Owner/Operator and Licensed Physical Therapist, Holistic Physical Therapy LLC
- American Physical Therapy Association Member
- Michigan Physical Therapy Association Member
- Michigan Physical Therapy Association Legislative Committee Member
- Former athletic coach at Monroe Public Schools and St. Mary Catholic Central High School, as well as in the Monroe community
- Monroe YMCA Past Staff Program Director and Volunteer
- Youth Mentor for Monroe County Drug Court
- Youth for Understanding International Exchange Student Host Parent
- Monroe County Chamber of Commerce Member
- Leadership Monroe Program Graduate
- Habitat for Humanity Volunteer
- Relay for Life Volunteer
- Higher Education
  - Graduate, Medical College of Ohio Physical Therapy Program
  - Bachelor of Science, University of Toledo
  - Associate of Science, Monroe County Community College

## **Appendix F – Board of Trustees Biographical Information**

### **Michael R. Meyer, Trustee**

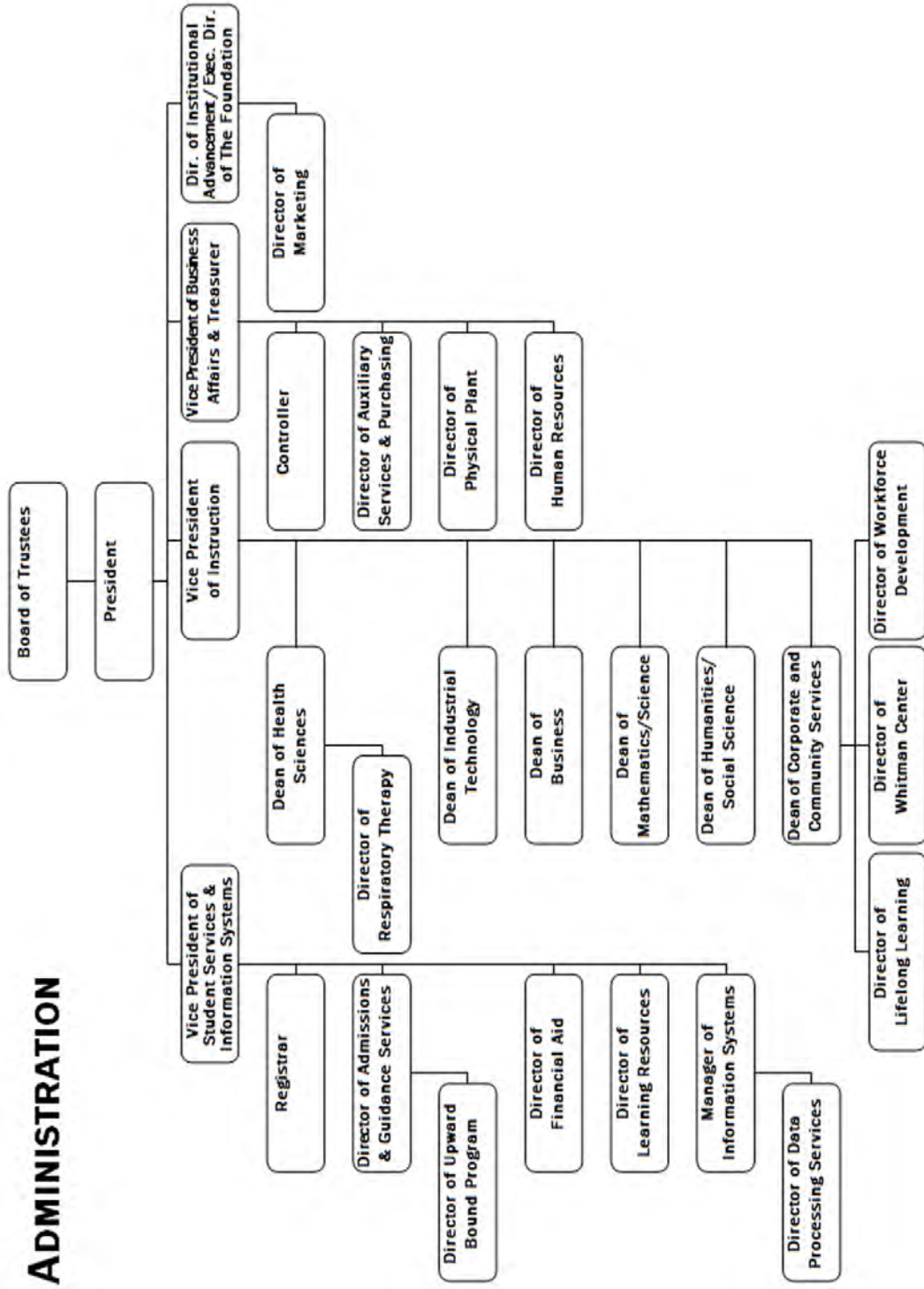
- Managing Shareholder, Navigar, LLC
- Instrumental in the Creation of The Foundation at Monroe County Community College
- The Foundation at Monroe County Community College Board Chair
- Michigan Public School Employee Retirement System Board Member (Gubernatorial Appointment)
- Monroe County Court Appointed Special Advocate Board Member
- Miss Monroe County Scholarship Pageant Board Past Member
- Higher Education
  - Bachelor of Arts in Education and Speech Pathology, University of Miami (Fla.)





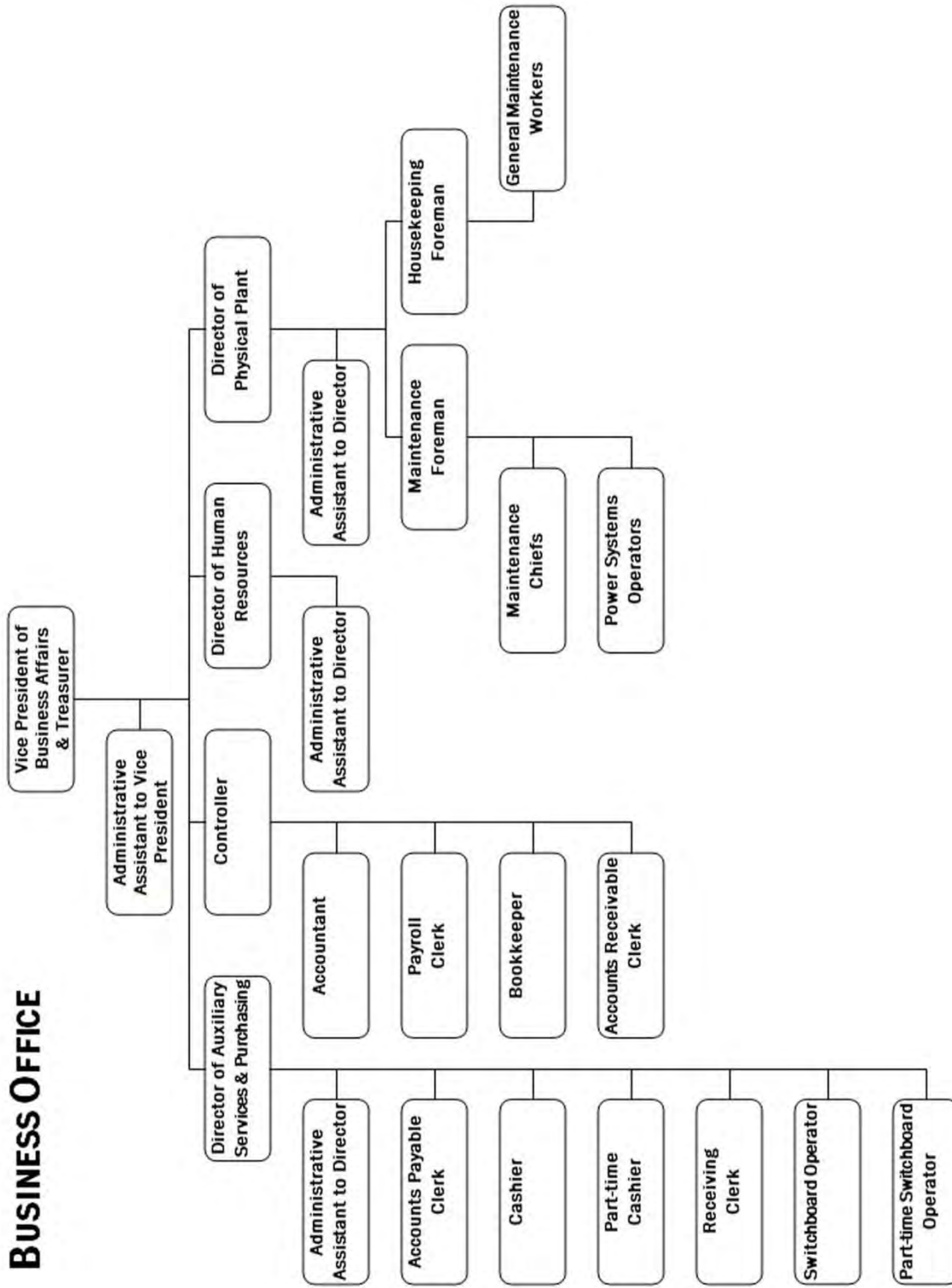
# Appendix G – Organizational Charts

## ADMINISTRATION

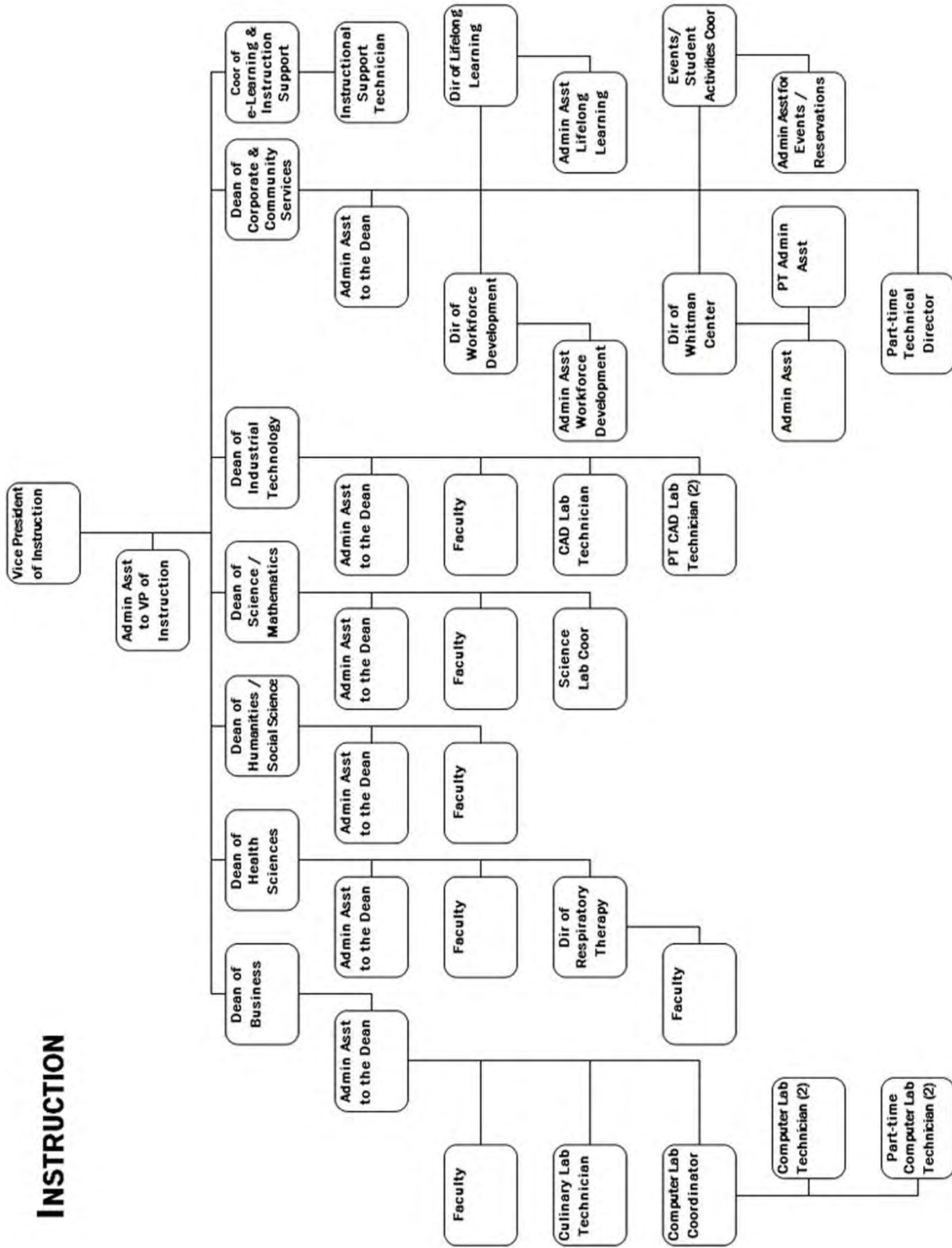


# Appendix G – Organizational Charts

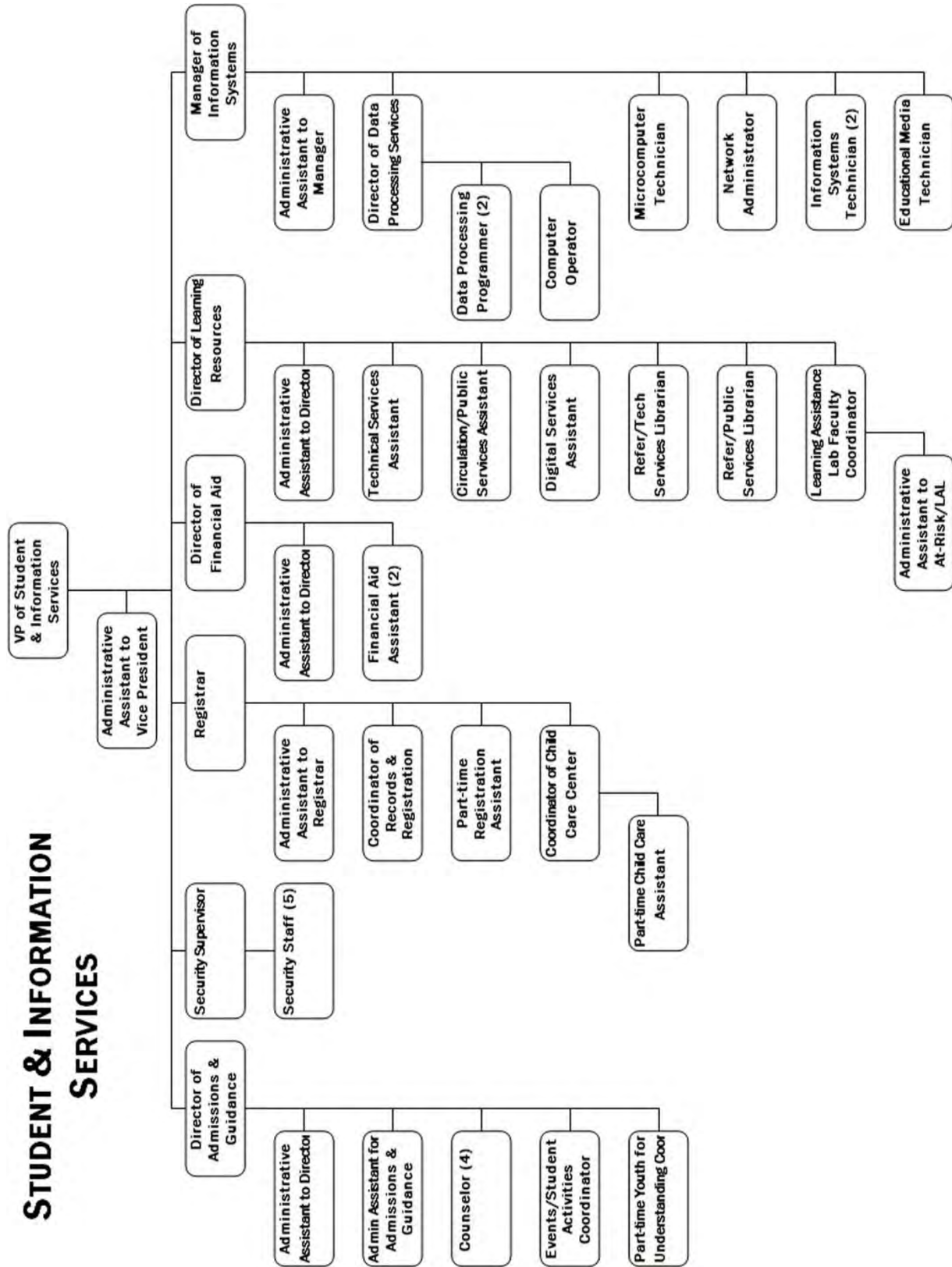
## BUSINESS OFFICE



# Appendix G – Organizational Charts

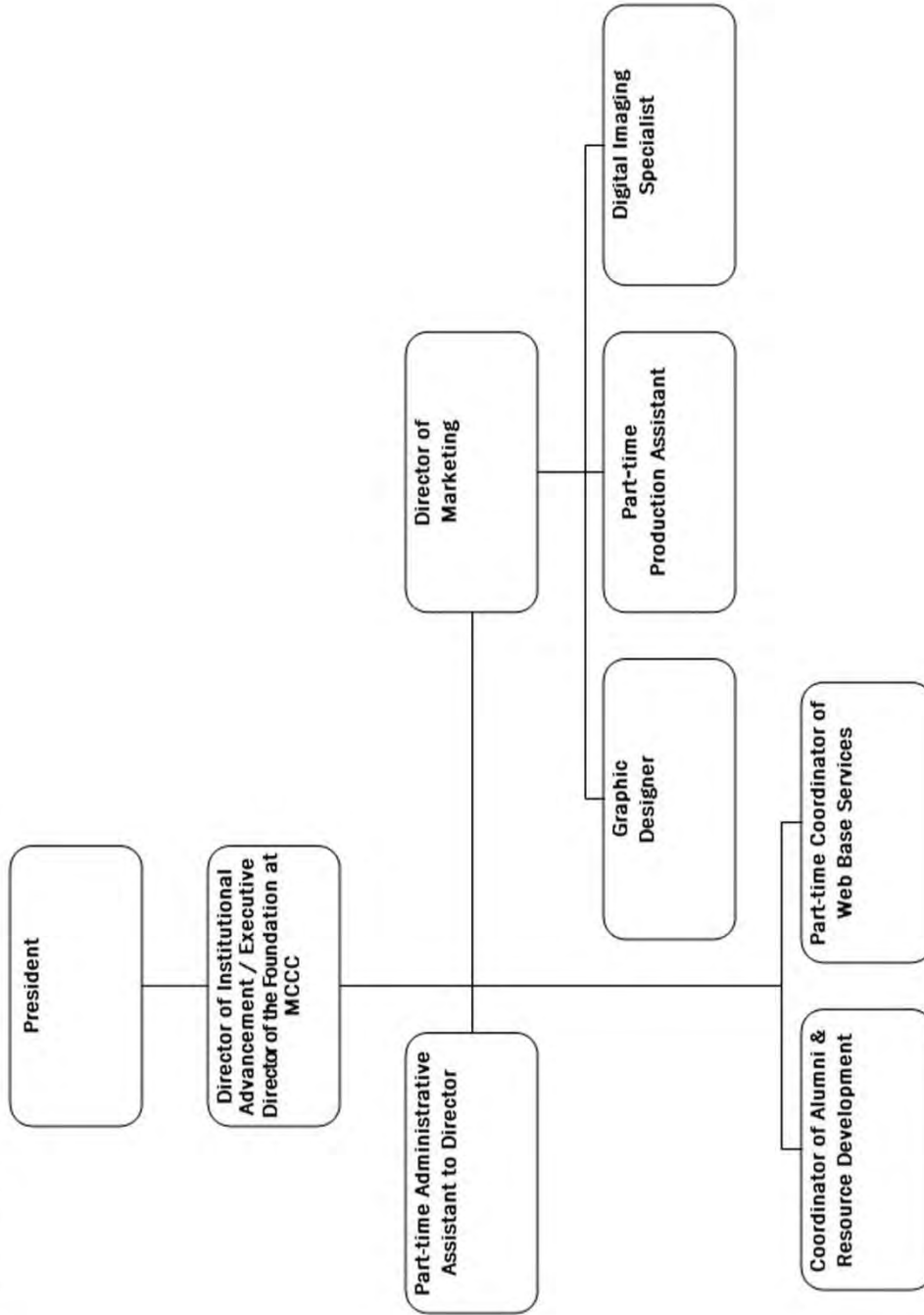


# STUDENT & INFORMATION SERVICES



# Appendix G – Organizational Charts

## INSTITUTIONAL ADVANCEMENT





## Appendix H – Employee Directory

### MCCC Employee Directory

Last Name	First Name	Office	Title	Phone
Adams	Nancy	A-130	Administrative Assistant to the V.P. of Instruction	(734) 384-4314
Ahmed	Khadija	L-214	Assistant Professor of Mathematics	(734) 384-4260
Albring	Cameron	E-120A	Welding Grant Program Assistant	(734)384-4119
Applin	Glori	A-128	Administrative Assistant to the V.P. Business Affairs & Treasurer	(734) 384-4315
Babycz	Alex	W-170	Assistant Professor of Construction Management Technology	(734) 384-4116
Bean	Toni	A-119	Accounts Receivable Clerk	(734) 384-4310
Bean	Lori	L-224	Associate Professor of Biology & Chemistry	(734) 384-4131
Bennett	Timothy	A-129	Vice President of Business Affairs and Treasurer	(734) 384-4214
Bennett	William	P	General Maintenance Worker	x4365
Bergmooser	Mark	C-203	Assistant Professor of Speech/Journalism/Tae Kwon Do	(734) 384-4281
Berns	Randy	A-191	Receiving Clerk	x4377
Bezeau	Dennis	P	General Maintenance Worker	x4365
Bezeau	Wayne	P-101B	Maintenance Foreman	x4367
Billmaier	Julie	A-101	Administrative Assistant to the Director of Admissions and Guidance Services	(734) 384-4302
Blanchett	Carrie	H-118	Assistant Professor of Nursing	(734) 384-4173
Blumberg	Jim	P-101	Director of Physical Plant	(734) 384-4249
Bodell	Penny	A-132	Administrative Assistant to the V.P. of Student and Information Services	(734) 384-4316
Boggs	Bonnie	H-155	Director of Respiratory Therapy	(734) 384-4268
Broadway	Jason	C-17	Information Systems Technician	x4459
Brooke	Karen	H-152	Professor of Nursing	(734) 384-4265
Buber	Jonathan	C-17	Technical Support Assistant	(734) 457-6002
Bulin	Christan	H-120	Administrative Assistant to the Dean of Health Sciences	(734) 384-4102
Burke	Andrew	W-156	Associate Professor of Welding Technology	(734) 384-4118
Burkmier	Craig	P	Maintenance Chief	(734) 384-4203
Byrnes	Larry	E-120A	Welding Grant Coordinator	(734)384-4145
Chandel	Roop	W-168	Professor of Materials Technology	(734) 384-4165
Church	Amelia	W-157	CAD Lab Technician - Part-time	(734) 384-4335
Clevenger	Jane	C-219	Administrative Assistant for LAL/At-Risk Program	(734) 384-4406
Cole	Terry	P	Power Systems Operator	(734) 384-4203
Conklin	Tim	W-157	CAD Lab Technician	(734) 384-4327
Coomar	Parmeshwar	W-175	Dean of Industrial Technology Division	(734) 384-4209
Costello	Mike	P	General Maintenance Worker	x4365
Couch	Lori Jo	C-210	Assistant Professor of English	(734) 384-4285

## Appendix H – Employee Directory

Last Name	First Name	Office	Title	Phone
Cramer	Diana	H-102	Child Care Center Coordinator	(734) 457-6024
Daniels	Randy	A-133	Vice President of Student and Information Services	(734) 384-4224
Davis	Frank	P	General Maintenance Worker	x4365
Denko	Jill	A-111	Assistant Professor of Student Services	(734) 384-4263
Devries	James	C-216A	Professor of History	(734) 384-4237
D'Haene	Michael	P	General Maintenance Worker	x4365
Dillon	Timothy	C-204	Associate Professor of English & WAC Coordinator	(734) 384-4295
Dombrowski	Kate	A-154	Production Artist	x4340
Dorcey-Naber	Penny	C-201	Administrative Assistant to the Dean of Humanities/Social Sciences	(734) 384-4153
Drouillard	Renee	A-159	Financial Aid Assistant	(734) 384-4290
Dubois	Martin	E-106	Assistant Professor of Mechanical Engineering Technology	(734) 384-4120
Eshelman	Carol	P	Administrative Assistant to the Director of the Physical Plant	x4365
Ford	Jean	A-190	Director of Auxiliary Services and Purchasing	(734) 384-4275
Foster	Tammy	A-119	Payroll Clerk	(734) 384-4309
Germani	Annie	A-123	Administrative Assistant to Human Resources	(734) 384-4110
Gerweck	Ann	A-141	Administrative Assistant to the Director of Auxiliary Services and Purchasing	(734) 384-4274
Gerweck	Keith	P	General Maintenance Worker	(734) 384-4203
Giles	Bonnie	E-115	Assistant Professor of Business	(734) 384-4273
Goins	Stacy	C-105	Technical Services Assistant	x4401
Goldsmith	Lynne	A-126	Executive Assistant to the President and Board of Trustees	(734) 384-4311
Gray	Sharon	H-151	Associate Professor of Nursing	(734) 457-6025
Groven	Lynda	A-139	Cashier	
Gunjak	Martin	P	Power Systems Operator	(734) 384-4203
Hall	Mark	A-101	Director of Admissions and Guidance Services	(734) 384-4261
Hamman	Dan	E-116	Computer Programmer	(734) 384-4216
Harbaugh	Jeff	P	Power Systems Operator	(734) 384-4203
Harras	Mary	A-104	Transfer Evaluation Specialist	x4174
Harrill	Thomas	E-113	Assistant Professor of Electronics and Computer Technology	(734) 384-4115
Haver	Joyce	A-108	Professor of Counseling	(734) 384-4105
Hawley	Linda	A-119	Accountant	(734) 384-4299
Hilliker	William	E-119	Assistant Professor of Computer Information Systems	(734) 384-4148
Hoffer	Susan	P	General Maintenance Worker	x4365
Holladay	John	C-212	Professor of English & Philosophy	(734) 384-4155
Howe	Denise	C-100	Circulation/Public Services Assistant	(734) 384-4204
Hubbert	Rick	W-157	Computer Lab Technician - RCTC	x4391



## Appendix H – Employee Directory

Last Name	First Name	Office	Title	Phone
Hyatt	Donald	C-205	Associate Professor of Business & Management	(734) 384-4143
Hylinski	Janice	C-100	Digital Services Assistant	(734) 384-4399
Iyengar	Mythili	WC	Business Learning Lab - Technician	(734) 847-0559
Jean	Gerald	E-118	Computer Operator	(734) 384-4219
Johnson	Sandy	A105	Switchboard Operator	x4380
Johnston	Laurel	L-126	Administrative Assistant to the Dean of Science/Mathematics	(734) 384-4233
Johnston	Cheryl	C-209	Assistant Professor of English & Reading	(734) 384-4288
Joy	John	Z-286	Dean of Corporate and Community Services	(734) 384-4226
Keck	Janet	WC	Business Learning Lab - Technician Part time	(734) 847-0559
Kehrer	Donald	W-174	Assistant Professor of Automotive Engineering Technology	(734) 384-4117
Kehrer	Cheryl	A-113	Professor of Counseling	(734) 384-4106
Kelly	Charles	E-120A	Associate Professor of Computer Information Systems	(734) 384-4149
Kerste	Dean	E-129	Assistant Professor of Mechanical Design Technology	(734) 384-4121
Kiebler	Annette	Z-286	Administrative Assistant to the Dean of CCS	(734) 384-4229
Kinsey	Barry	Z-286	Director of Workforce Development	(734) 384-4124
Kipf	Heather	Z-286	Administrative Assistant for Workforce Development	(734) 384-4270
Kleman	Tom	P	General Maintenance Worker	x4365
Knollman	Paul	C-233	Dean of Business Division	(734) 384-4282
Kohler	Beth	A-154	Coordinator of Alumni and Resource Development	(734) 384-4111
Kosmyna	Sandy	WC	Director of Whitman Center	(734) 847-0559
Kovach	Terri	C-104	Professor, Reference/Technical Services Librarian	(734) 384-4161
Kuhl	Karen	W-157	Computer Lab Coordinator - RCTC	(734) 384-4144
Langton	Stacey	MHS	Administrative Assistant to the Director of Upward Bound	(734) 265-3565
LaValle	Vicki	A-146	Culinary Arts Technician	(734) 384-4151
Lay	Brian	C-21	Manager of Information Systems	(734) 384-4188
Leavell	Colleen	W-157	Computer Lab Technician - Part-time	x4391
Leinbach	Gregory	E-117	Professor of Computer Information Systems	(734) 384-4147
Leonard	Bob	E-166	Instructor of Manufacturing Technology	(734) 384-4114
Leonhardt	Becky	W-176	Administrative Assistant to the Dean of Industrial Technology	(734) 384-4112
Lewis	Denice	C-101	Administrative Assistant to the Director of Learning Resources	(734) 384-4325
Libstorff	Rebecca	WC	Part-time Administrative Assistant for Whitman Center	(734) 847-0559
Lindemann	Denise	A-119	Bookkeeper	(734) 384-4308
Locher	JoEllen	C-207	Assistant Professor of English	(734) 384-4284
Lunn	Mary	Z-286	Administrative Assistant to Lifelong Learning	(734) 384-4330

## Appendix H – Employee Directory

Last Name	First Name	Office	Title	Phone
Maltese	Vinnie	L-126	Dean of Science/Mathematics Division	(734) 384-4128
Maltese	Vinnie	C-201	Acting Dean of Humanities/Social Sciences Division	(734) 384-4152
Mapes	Steve	A-109	Associate Professor of Counseling	(734) 384-4262
Martin	Kimberly	H-102	Child Care Center Assistant	(734) 457-6024
Masters	Kathleen	H-153	Assistant Professor of Nursing	(734) 384-4253
McCaffery-Bezeau	Megan	A-107	Youth for Understanding Coordinator	(734) 384-4258
McCloskey	William	C-221	Professor of English	(734) 384-4336
McCutchan	Molly	A-138	Director of Human Resources	(734) 384-4245
McKay	Cheryl	C-213	Professor of Accounting	(734) 384-4289
McKee	Sue	E-118	Computer Programmer	(734) 384-4218
McNamee	Barbara	C-120	Director of Learning Resources	(734) 384-4244
Miller	John	L-115	Professor of Psychology	(734) 384-4292
Mohney	Kenneth	L-219	Assistant Professor of Sociology/Anthropology	(734) 384-4480
Moran	David	P	Power Systems Operator	(734) 384-4203
Morse	Jerry	A-154	Graphic Designer	(734) 384-4318
Myers	Bill	A	Security Supervisor	x6007
Naber	Mark	L-212-1	Professor of Mathematics	(734) 384-4252
Nartker	Carrie	C-211	Assistant Professor of English	(734) 384-4154
Nedry	Patrick	C-206	Professor of Business	(734) 384-4122
Nixon	David	A-127	President	(734) 384-4166
Nordstrom	Thomas	C-216	Professor of Political Science & Business Law	(734) 384-4157
Odneal	Gail	H-150	Professor of Nursing	(734) 457-6025
Oestrike	Joyce	A-104	Administrative Assistant to the Registrar	(734) 384-4304
Paolino	Tony	P	Maintenance Trainee-Power Systems Operator	(734) 384-4203
Parker	Dale	P	General Maintenance Worker	x4365
Parsons	Andrew	W-156	Associate Professor of Chemistry & Biology	(734) 384-4130
Perria	Christopher	L-223	Science Lab Coordinator	(734) 384-4293
Peters	Jeff	C-10	Coordinator of e-Learning and Instructional Support	(734) 384-4129
Peterson	Terry	P	Maintenance Trainee-Power Systems Operator	x4365
Pettit	Robert	L-125	Assistant Professor of Biological Sciences	(734) 384-4256
Pickard	Bill	P	General Maintenance Worker	x4365
Pillarelli	Tina	Z-286	Director of Lifelong Learning	(734) 384-4332
Pillarelli	Lauren	A-101	Administrative Assistant to Admissions and Guidance Services	(734) 384-4303
Prusaitis	Cindy	W-157	CAD Lab Technician	(734) 384-4467
Quinn	Anthony	A-115	Director of Upward Bound	(734) 384-4279
Rayl	Tracy	L-116	Assistant Professor of Biology	(734) 384-4213
Reaume	Kimberly	A-159	Financial Aid Assistant	(734) 384-4138
Reiman	David	C-221	Professor of Business	(734) 384-4286
Riedel	Cynthia	C-LAL	Coordinator of Learning Assistance Lab	(734) 384-4164

## Appendix H – Employee Directory

Last Name	First Name	Office	Title	Phone
Roberts	Linda	A-104	Coordinator of Records and Registration	(734) 384-4305
Rorke	Bryan	P	General Maintenance Worker	x4365
Rosinski	Tyra	C-23	Educational Media Technician	(734) 384-4220
Ross	James	E-116	Director of Data Processing	(734) 384-4259
Russell	Annette	A-141	Accounts Payable Clerk	x4323
Russo	James	P	General Maintenance Worker	x4365
Ryder	Tom	Z-245	Campus Community Events/Student Activities Coordinator	(734) 384-4201
Sabo	Joanna	C-208	Professor of Political Science	(734) 384-4297
Scarpelli	Lisa	L-120	Associate Professor of Geoscience	(734) 384-4246
Scheer	Kelly	A-159	Administrative Assistant to the Director of Financial Aid	(734) 384-4137
Scheer	Tom	C-17	Microcomputer Technician	(734) 384-4163
Schmidt	Paul	A-112	Registrar	(734) 384-4230
Schwab	Daniel	A-125	Controller	(734) 384-4202
Servey	Patsy	A-105	Switchboard Operator	x4380
Setzler	Donald	W-157	CAD Lab Technician - Part-time	(734) 384-4335
Shaw	Dan	L-212	Assistant Professor of Humanities and Journalism	(734) 384-4296
Shepherd	Kathleen	L-216	Associate Professor of Mathematics	(734) 384-4132
Shryock	Lana	E-109	Professor of Computer Information Systems	(734) 384-4146
Sims	Chris	C-15	Administrative Assistant to the Manager of Information Systems	(734) 384-4234
Slovak	Susan	WC	Part-time Adviser	(734) 847-0559
Spalding	Roger	L-220	Professor of Physics & Astronomy	(734) 384-4277
Spearing	Cathy	WC	Administrative Assistant for Whitman Center	(734) 847-0559
Spenoso	Mark	A-119	Copy Center Operator	(734) 384-4319
Spenoso	Linda	C-233	Administrative Assistant to the Dean of Business	(734) 384-4287
Spoehr	Tim	Z-213	Technical Director Meyer Theater	(734) 457-6026
Stasko	Mike	A-B5	General Maintenance Service Foreman	x4360
Telfer	Terry	C-215	Professor of English	(734) 384-4156
Thom	Allan	H-151	Assistant Professor of Physical Education	(734) 384-4266
Thomas	Kevin	A-146	Instructor of Culinary Skills	(734) 384-4150
Vallade	James	L-222	Assistant Professor of Mathematics	(734) 384-4247
VanDaele	Judy	Z-246	Administrative Assistant for Events/Reservations	(734) 384-4242
VanSlambrouck	Jeff	P	Maintenance Chief	(734) 384-4203
Vassar	Theodore	A-167	Assistant Professor of Art	(734) 384-4159
Verkennes	Joe	A-154	Director of Marketing	(734) 384-4207
Vjatschslav	Vladimir	Fitness Center	Fitness Activities Coordinator	x4423
Vogt	Tracy	A-161	Director of Financial Aid	(734) 384-4139
Waggoner	David	L-225	Professor of Chemistry	(734) 384-4276

## Appendix H – Employee Directory

Last Name	First Name	Office	Title	Phone
Waldvogel	Beth	A-154	Coordinator of Web Services	x4510
Wang	Scott	L-218	Instructor of Accounting	(734) 384-4301
Weisbecker	Joan	C-17	Information Systems Technician	x4489
Welniak	Bonnie	H-117	Assistant Professor of Nursing	(734) 384-4248
Wetmore	Dawn E.	H-115	Dean of Health Sciences Division	(734) 384-4101
Wetzel	Suzanne	A-154	Director of Institutional Advancement and Exec. Director The Foundation	(734) 384-4206
White	Marcia	A-139	Cashier	x4231
Wilson	Gary	A-167	Associate Professor of Art	(734) 384-4158
Wise	Patrick	L-123	Assistant Professor of Psychology	(734) 384-4298
Woltmann	Jack	H-154	Associate Professor of Respiratory Therapy	(734) 384-4103
Wright	Tiffany	L-118	Assistant Professor of Early Childhood Development	(734) 384-4238
Wyrabkiewicz	John	C-17	Network Administrator	(734) 457-6003
Wysocki	Wendy	C-214	Associate Professor of Business & Economics	(734) 384-4294
Yackee	Grace	A-131	Vice President of Instruction	(734) 384-4221
Yarger	Jennifer	C-10	Instructional Support Technician	x4351
Yonovich	Cindy	C-103	Reference/Public Services Librarian	(734) 384-4162
Zarb	Connie	A-154	Admn. Asst to the Director of Institutional Advancement and The Foundation	(734) 384-4313
Zorn	Kevin	P	General Maintenance Worker	x4365

## **Appendix I – Leadership Team Biographical Information**

### **Leadership Team**

#### **Dr. David E. Nixon, President**

##### **Role at MCCC**

The president of Monroe County Community College has the broad responsibility for the operation of the college in accordance with the philosophy and policies of the College's Board of Trustees and the laws of the State of Michigan.

##### **Education**

- Doctorate in Educational Administration, University of South Dakota
- Master of Arts in Mass Communications, University of South Dakota
- Bachelor of Arts in Mass Communications, Briarcliff University

##### **Community Service Activities**

- Higher Learning Commission Member
- Higher Learning Commission Peer Review Corp. Member
- Michigan Community College Association Board Member
- American Association of Community Colleges Member
- Michigan Technical Education Center at Henry Ford Community College Advisory Board Member
- United Way Campaign of Monroe County Past Chair
- Monroe County Historical Society Vice President
- Monroe County Industrial Development Corporation Board Member
- Monroe Center for Senior Citizens Board Member
- Toledo Metropolitan Area Council of Governments Member
- Southeast Michigan Council of Governments Member
- The Foundation at Monroe County Community College Second Vice Chair

#### **Timothy S. Bennett, Vice President of Business Affairs and Treasurer**

##### **Role at MCCC**

The vice president of business affairs and treasurer oversees all financial and business activities of the college. The vice president also has administrative responsibility over clerical, technical and maintenance employees.

##### **Education**

Doctoral Studies in Business Administration at Wayne State University  
Master of Business Administration, Gannon University  
Bachelor of Arts, Alliance College

##### **Community Service Activities**

- Michigan Community College Risk Management Association Board Member
- Michigan Community College Business Officers Association Past President

## **Appendix I – Leadership Team Biographical Information**

- National Association of Community College Business Officers Past Board Member
- Monroe Rotary Club Past President
- Monroe County Chamber of Commerce Past Board Chair
- Mercy Memorial Hospital System/Monroe Health Ventures Board Vice Chair
- Mercy Memorial Hospital System Executive/Nominating Committee Vice Chair
- Mercy Memorial Hospital System Finance and Audit Committee Member
- U.S. Selective Service System Past Chair

### **Randell W. Daniels, Vice President of Student and Information Services**

#### **Role at MCCC**

The vice president of student and information services is responsible for planning, supervising and evaluating the work of the Admissions and Guidance Office, Data Processing Services, Financial Aid Office, Information Systems Department, Learning Resources Office and the Registrar's Office.

#### **Education**

- Doctoral Candidate in Higher Education, University of Toledo
- Master of Arts in Guidance and Counseling, Eastern Michigan University
- Bachelor of Arts in Psychology, University of Toledo

#### **Community Service Activities**

- Michigan Community College Student Services Association Member
- Michigan Community College Admissions Directors Association Past President
- Michigan Community College Admissions Directors Association Past Treasurer
- Michigan Counseling Association Member
- National Academic Advising Association Member
- Monroe County Chamber of Commerce Board Member
- United Way – Active Balanced Community Steering Committee Member
- Lector and Council Member for St. Joseph Catholic Church

### **Dr. Grace B. Yackee, Vice President of Instruction**

#### **Role at MCCC**

The vice president of instruction is responsible for the organization, supervision and coordination of the instructional and academic affairs of the college, including the supervision of the instructional staff, development of the curriculum, maintenance of academic standards, preparation of the schedule of classes and effective utilization of facilities.

#### **Education**

Doctor of Philosophy in Higher Education, University of Toledo  
Master of Arts in Sociology (Law, Society and Inequality), University of Toledo  
Bachelor of Arts in Sociology, University of Toledo

## **Appendix I – Leadership Team Biographical Information**

### **Community Service Activities**

- Leadership Monroe Program Advisory Council Member
- Leadership Monroe Program Graduate
- Michigan Community College Chief Academic Officers Member
- Ohio Board of Regents Inactive Programs Consultation Group Past Member
- Ohio Board of Regents Carl D. Perkins Postsecondary Monitoring Guide for Two-Year Colleges Self-Assessment Committee Past Member
- Northwest Ohio Tech Prep Consortium Curriculum Subcommittee Past Chair
- Ohio Board of Regents Articulation and Transfer Council Past Member
- Crossroads Crisis Center (Lima, OH) Past Board President
- Crossroads Crisis Center (Lima, OH) Past Board Vice President
- Crossroads Crisis Center (Lima, OH) Past Board Member





# Appendix J – Standing Committee List

## 2008-2009 STANDING COMMITTEES

### ACADEMIC REVIEW

Mark Bergmooser  
Randy Daniels\*\*  
Tim Dillon  
Martin Dubois  
Bonnie Giles  
John Holladay\*  
Don Hyatt  
Gregory Leinbach  
Bill McCloskey  
Thomas Nordstrom  
Robert Pettit  
Joanna Sabo  
Tracy Vogt  
Scott Wang  
Patrick Wise

### CAMPUS DEVELOPMENT COMMITTEE

Timothy Bennett\* and \*\*  
Wayne Bezeau  
Jim Blumberg  
Penny Bodell  
Jean Ford  
Barry Kinsey  
David Nixon  
Robert Pettit  
Tracy Rayl  
Daniel Schwab  
Allan Thom  
Suzanne Wetzal  
Maintenance/Grounds (2)

### ACCESSIBILITY & ACCOMMODATIONS FOR DISABILITIES

Timothy Bennett\*\*  
Wayne Bezeau  
Jim Blumberg  
Randy Daniels  
Bonnie Giles  
John Joy  
Molly McCutchan\*  
Barbara McNamee  
Cindy Riedel  
Dawn Wetmore  
Grace Yackee

### DIVERSITY COMMITTEE

Khadija Ahmed  
Michelle Brahaney  
Denise Gray  
Mark Hall  
Sandy Kosmyna  
Molly McCutchan  
Randy Monday  
David Nixon\* and \*\*  
Brian Rorke (Maint. Rep.)  
Tom Ryder  
Bruce Way  
Tiffany Wright  
Student Rep. (Tammy Coomar)

### CAMPUS/COMMUNITY EVENTS

Toni Bean	Joanna Sabo
Randy Berns	Daniel Schwab
Ron Campbell	Jill Sermon (EMU)
Carol Eshelman	Bernie Smith
Mark Felder	Cathy Spearing
Mark Hall	Mark Spenoso
Barry Kinsey*	Tim Spoehr
Terry Koppelman	Kevin Thomas
Dannielle Lambert	Judy VanDaele
Stacey Langton	Ted Vassar
Tim McGorey	Joe Verkennes
Sue Miller	Bruce Way
Jerry Morse	Suzanne Wetzal
David Nixon**	Gary Wilson
Tina Pillarelli	Larry Wilson
Linda Roberts	Students (2)
Tom Ryder	

### ENROLLMENT ISSUES

Timothy Bennett  
Randy Daniels\*\*  
Mark Hall\*  
Cheryl Johnston  
John Joy  
Dean Kerste  
Paul Knollman  
Vinnie Maltese  
Steve Mapes  
Anthony Quinn  
Joe Verkennes  
Tracy Vogt  
Grace Yackee

## Appendix J – Standing Committee List

### CURRICULUM COMMITTEE

Lori Bean  
Peter Coomar  
Bonnie Giles  
Thomas Harrill  
John Joy  
Cheryl Kehrer  
Paul Knollman  
Terri Kovach  
Vinnie Maltese\*  
Kathleen Masters  
Paul Schmidt  
Terry Telfer  
Bruce Way  
Dawn Wetmore  
Grace Yackee\*\*

### DEVELOPMENTAL EDUCATION

Khadija Ahmed  
Andrew Burke  
Jill Denko  
Don Hyatt  
Vinnie Maltese  
Carrie Nartker  
Cindy Riedel\*  
Bruce Way  
Grace Yackee\*\*

### DISTANCE LEARNING

Khadija Ahmed  
Roop Chandel  
Bonnie Giles  
William Hilliker  
John Holladay  
Brian Lay  
Vinnie Maltese  
Kathleen Masters  
Gail Odneal  
Jeffrey Peters\*  
David Reiman  
Lana Shryock  
Scott Wang  
John Wyrabkiewicz  
Wendy Wysocki  
Grace Yackee\*\*  
Jennifer Yarger  
Cynthia Yonovich

### FINANCIAL AID

Karen Brooke  
Randy Daniels\*\*  
Jill Denko  
Sharon Gray  
Joyce Haver  
Cheryl Kehrer  
Beth Kohler  
Kelly Scheer  
Daniel Schwab  
Roger Spalding  
Allan Thom  
James Vallade  
Tracy Vogt\*  
Wendy Wysocki

### INSTITUTIONAL GOVERNANCE

Alex Babycz\*  
Timothy Bennett  
Randy Daniels  
John Holladay  
Vinnie Maltese  
Mark Naber  
Patrick Nedry  
David Nixon\*\*  
Bruce Way  
Grace Yackee

### INSTITUTIONAL PLAN COORDINATING

Timothy Bennett  
Penny Bodell  
Bonnie Boggs  
Randy Daniels\*  
Beth Kohler  
Cheryl McKay  
David Nixon\*\*  
Lisa Scarpelli  
Tom Scheer  
Terry Telfer  
Suzanne Wetzel\*\*  
Grace Yackee  
Jennifer Yarger  
Students (2)

## Appendix J – Standing Committee List

### HEALTH AND SAFETY

Timothy Bennett\*\*  
Wayne Bezeau  
Jim Blumberg\* (co-chair)  
Bonnie Boggs\* (co-chair)  
Jean Ford  
Barry Kinsey  
Sandy Kosmyna  
Molly McCutchan  
Cheryl McKay  
Bill Myers  
Andrew Parsons  
Chris Perria  
Tina Pillarelli

### INSTITUTIONAL ACCREDITATION

Timothy Bennett  
Randy Daniels  
David Nixon  
Jim Ross  
David Waggoner  
Suzanne Wetzel  
Grace Yackee\* and \*\*

### INSTRUCTIONAL TECHNOLOGY

Lori Bean  
Roop Chandel  
Peter Coomar  
William Hilliker  
John Joy  
Chuck Kelly  
Paul Knollman  
Brian Lay  
Jeffrey Peters\*  
Robert Pettit  
David Reiman  
Jim Ross  
Tom Scheer  
Dan Shaw  
Jack Woltmann  
Grace Yackee\*\*  
Jennifer Yarger

### INSTITUTIONAL STAFF DEVELOPMENT

Timothy Bennett\*\*  
Julie Billmaier  
Mark Hall  
Laurel Johnston  
Stacey Langton  
Molly McCutchan\*  
Tom Ryder  
Maintenance Representative

### INSTITUTIONAL EFFECTIVENESS

*(Formerly Institutional Assessment)*

Timothy Bennett  
Terry (TC) Cole  
Randy Daniels  
Jill Denko  
Rick Hubbert  
Vinnie Maltese\*  
David Nixon\*\*  
Kathleen Shepherd  
David Waggoner  
Suzanne Wetzel  
Tiffany Wright  
Grace Yackee

### LEARNING RESOURCES

Lori Jo Couch  
Randy Daniels\*\*  
James DeVries  
Penny Dorsey-Naber  
Don Kehrer  
Bob Leonard  
JoEllen Locher\*  
Barbara McNamee  
John Miller  
Ken Mohney\*  
Bonnie Welniak

\*Denotes committee chair or co-chairs

\*\*Denotes ex-officio member



## **Appendix K – The Foundation at MCCC Board of Directors**

Michael R. Meyer, Chair  
Dr. Ronald Campbell, First Vice Chair  
Dr. David E. Nixon, Second Vice Chair  
Rosemarie Walker, Secretary  
Victor S. Bellestri, Treasurer  
Suzanne M. Wetzel, Executive Director  
William H. Braunlich  
Florence M. Buchanan  
H. Douglas Chaffin  
Ignazio Cuccia  
Marjorie McIntyre Evans  
Joyce M. Fleuelling  
Douglas R. Gibson  
Jean Guyor  
Jeff Harbaugh  
Thomas J. Harrill  
Barbara J. Harrington  
Dr. Gerald L. Howe  
Marjorie A. Kreps  
Winston L. Lingar  
Molly A. Luempert-Coy  
Joseph M. McIntyre  
Susan J. Mehregan  
Susan R. S. Miller  
Chad E. Nyitray  
Kaye Lani Rafko-Wilson  
Richard A. Sieb  
Dr. Bernard Sisman  
Gerald D. Welch  
Laurence W. Wilson

### Honorary Directors

Helen M. Beach (1913-2000)  
Shirley A. Meyer  
Paul Whitman



## **Appendix L – Alumni Association Board of Directors**

Ignazio Cuccia, Chair

Laura Schultz, Vice Chair

Alan Barron

Angela Bomia

J. Penny Havekost

Angela Kujawski

John Kuriwchak

Patrick Lambrix

Josh Myers

Philip Nolff

Kathryn Perkins

LeVerne Robinson

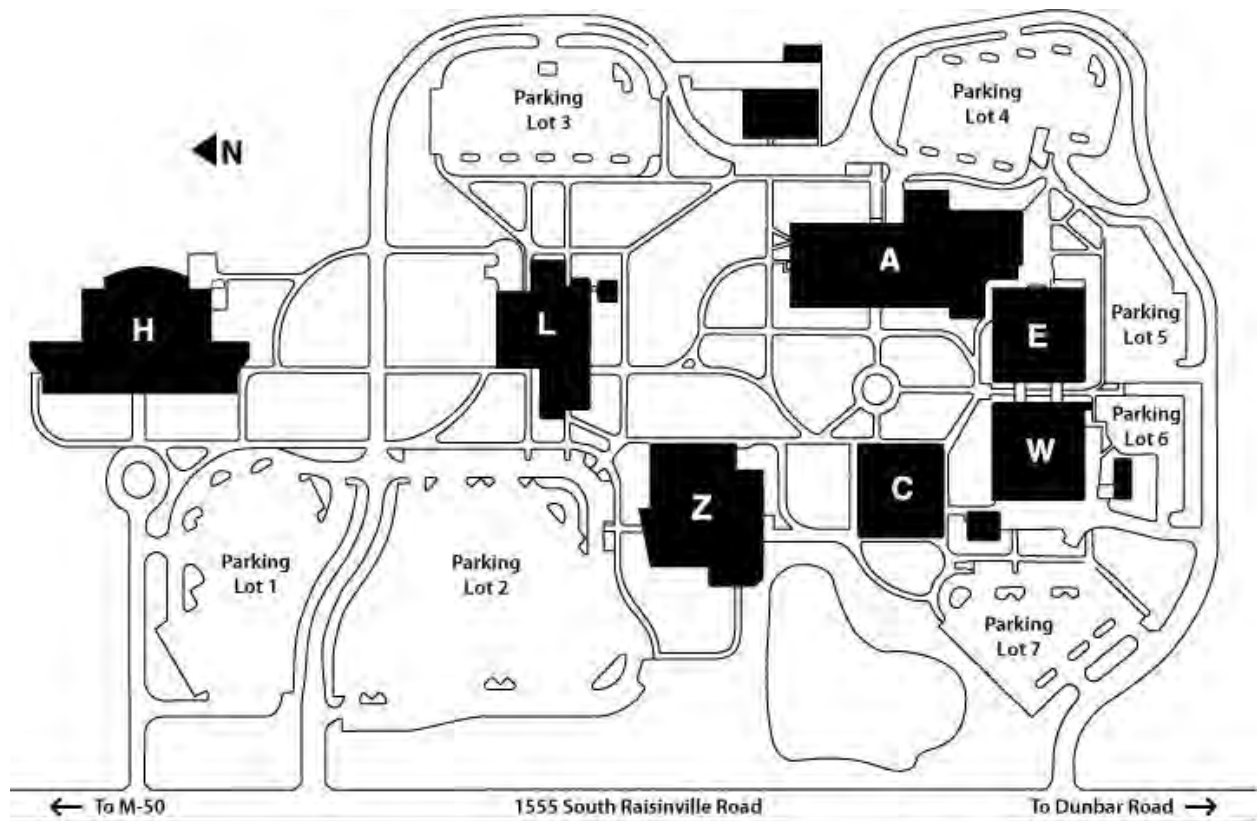
Bill Terrasi





## Appendix M – Campus Maps

### Main Campus Guide



<b>A</b>	Audrey M. Warrick Student Services/Administration Building – Bldg A
<b>C</b>	Campbell Learning Resources Center – Bldg C
<b>E</b>	East Technology Building – Bldg E
<b>H</b>	Gerald Welch Health Education Building – Bldg H
<b>L</b>	Life Science Building – Bldg L
<b>W</b>	West Technology Building – Bldg W
<b>Z</b>	La-Z-Boy Center – Bldg Z

## Appendix M – Campus Maps



### **Warrick Student Services/Administration Building**

- **Cuisine 1300** – Restaurant run by the Culinary Arts Students; open to the public
- **Cafeteria**
- **A-154** Office of Institutional Advancement
- **A-163** Financial Aid Office
- **A-165** Art Studio
- **A-173 abcd** Conference Area
- **Information Window/Switchboard** – Lost and found, notify sheriff in case of emergency
- **Admissions and Guidance Office** – Academic Advising and counseling
- **Registrar's Office** – Transcripts
- **Cashier** – Pay fees, ticket sales for special events
- **Bookstore**
- **Culinary Arts Office**
- **Cellar** – Student Government Office, vending machines, microwave, recreation area
- **Administrative Offices**



### **Campbell Learning Resources Center**

- Elevator available in south hallway

#### **Downstairs:**

- **C-3** Little Theater (seats about 65)
- **C-8** Computer Lab (by appointment only)

#### **Main Floor:** Library

- Art Display in front which regularly rotates with displays from visiting artists
- Quiet study area
- Copy Machines for student use
- Computer area for library research

#### **Second Floor:**

- **C-201** Humanities/Social Sciences Division Office
- **C-218** Learning Assistance Lab
- **C-227** Faculty Workroom
- **C-233** Business Division Office

## Appendix M – Campus Maps



### East Technology Building

(houses various classrooms, labs and business faculty offices)

- E-101 & 103 Electronics classrooms/labs
- E-105 Computer Hardware Lab
- E-107 Ceramics Lab
- E-121 & 123 Computer Classrooms
- E-127 Construction Management Classroom
- E-131 Mechanical Design/Engineering Classroom

#### SAE & Construction Management Garage:

- SAE Formula Car Work Area
- Construction Management Lab



### Welch Health Education Building

(houses the Health Sciences Division, Nursing and Respiratory Therapy Classrooms, Childcare Center, Multipurpose Room, Fitness Room, and Dance Studio)

- H-102 Kiddie Campus (Child Care Center)
- H-103 & 105 Nursing Classrooms and labs
- H-110 Fitness Center
- H-115 Health Sciences Division Office
- H-131 Multipurpose Room
- H-139 Dance/Aerobics Room
- H-157 & 159 Respiratory Therapy Classrooms and Labs
- H-164 Physical Education Classroom



### Life Sciences Building

(houses the faculty offices for the Science/Math Division as well as classrooms and labs)

#### First Floor:

- L-102 Anatomy and Physiology Lab
- L-104 Anatomy and Physiology Lab
- L-105 Greenhouse
- L-108 & 110 Biology Labs
- L-112 Eastern Michigan University Office

## Appendix M – Campus Maps

- L-113 Physical/Earth Science Lab
- L-126 Science/Mathematics Division Office
- L-140 Largest Lecture Hall on campus

### Second Floor:

- L-201 Lecture Hall
- L-202 Agora Student Newspaper Office
- L-205 & 207 Chemistry Labs
- L-210 Physics Lab
- L-221 Siena Heights University Office



### West Technology Building

(houses the Industrial Technology Division Offices, labs and the Regional Computer Technology Center (RCTC))

- W-151 & 153 Automotive Engineering Technology Labs
- W-157 RCTC
- W-159 Robotics Lab
- W-163 Materials Lab
- W-164 Hydraulics/Pneumatics Lab
- W-168 Welding Lab
- W-171 Machine Tools Lab
- W-176 Industrial Technology Division Office



### La-Z-Boy Center

(houses the Meyer Theater, Atrium, make-up and dressing rooms, Band/Choir Rehearsal Hall, various conference rooms, Corporate & Community Services Division Office, Workforce Development and Lifelong Learning Offices)

- Z-203 Board Room
- Z-275 Band/Choir Rehearsal Hall
- Z-286 Corporate & Community Services Division Office, Workforce Development Office and Lifelong Learning Offices

## Appendix M – Campus Maps

### Whitman Center Guide

Designed to serve the residents of Southern Monroe County and Northern Toledo, the Whitman Center in Temperance offers a wide range of credit courses applicable toward an Associate Degree, as well as many Lifelong Learning Courses.

- **Whit 1** Business Learning Lab – Open Access Computer Lab
- **Whit 5** Computer Classroom
- **Whit 10** Multipurpose Lab (Art/Biology)
- **Whit 2, 3, 4, 6, 7, 8, 9** Standard Classrooms
- Whitman Center Office and Faculty Conference Room

