

MONROE COUNTY COMMUNITY COLLEGE

2013 FOCUSED VISIT REPORT



MONROE COUNTY
COMMUNITY COLLEGE

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Submitted in preparation for a focused visit
by the Higher Learning Commission of the
North Central Association of Colleges and Schools

Dr. David E. Nixon
President



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ACKNOWLEDGEMENTS

We wish to thank all Monroe County Community College employees for their commitment to improving shared governance and communications, to using data for decision-making and improvement, and to assessing student learning. There are simply too many people and departments to mention here, including those who contributed quietly and perhaps unknowingly, but significantly nonetheless. Hard work on key issues over the last five years by MCCC employees has transformed the College. We and those who follow are forever grateful.

The following committees and departments played a key role in developing and presenting the content of this report:

Administrator, Faculty, and Staff Councils

Governance Evaluation Committee

HLC Academy for the Assessment of Student Learning Team

Institutional Effectiveness and Accreditation Committee

Institutional Governance Committee

Institutional Research, Evaluation and Assessment Department

Learning Assessment Committee

Marketing Department

Strategic Planning Committee

NOTE: *With the exception of the Learning Assessment Committee, the standing committees recognized above have been put on hiatus during the 2012-13 Council Model Test. Details regarding this test are provided in Part 2 of this document.*

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INTRODUCTION

Monroe County Community College (MCCC) completed a self-study and underwent a Higher Learning Commission (HLC) comprehensive review in the fall of 2009 ([E1](#)). The visiting team commended the College for being mission-driven, student-centered, connected to the community, fiscally sound, and committed to continuous improvement:

Monroe County Community College meets the criteria for continued accreditation by the HLC. The College's mission as a comprehensive two-year institution serving Monroe County, Michigan, is understood and supported by all constituencies of the College. MCCC has the human, physical, and financial resources to carry out its mission. The Board, administration, faculty, and staff are committed to student learning. And the College has productive working relationships with its community partners, including business and industry, health care providers, and K-12 school districts in its region. MCCC is aware of areas in need of attention and is committed to continuous improvement ([E2, p18](#)).

However, the team raised concerns in two areas critical to the College's ability to maintain institutional success: (1) shared governance and communication and (2) evaluating and improving institutional effectiveness. The team noted issues related to the assessment of student learning, particularly in the area of general education, and recommended that the HLC follow-up in the case the College did not complete the HLC Academy for the Assessment of Student Learning. (The College was in its third year of attendance at the Academy at the time of the comprehensive review.) These concerns echoed areas identified as opportunities for improvement in the College's self-study.

The HLC granted MCCC continued accreditation for a period of ten years and scheduled the next reaffirmation visit for 2019-20—as long as the College addressed concerns that were raised by the visiting team in time for a focus visit in 2012-13. The College has happily prepared this report for this year's visit.

The purpose of this report is threefold: (1) to demonstrate the exemplary progress the College has made in addressing the concerns raised by the 2009 visiting team; (2) to assure the HLC that the College is positioned to continue to meet accreditation criteria related to the

concerns identified by the 2009 visiting team; and (3) to provide the visiting team with the information and resources it needs to conduct a successful focused visit.

Institutional Profile

History: Monroe County Community College is a public two-year institution of higher education. On June 29, 1964, the College was approved by the electors of Monroe County. On July 3, 1964, the College was granted statutory authority under the provisions of Michigan's Public Act No. 188 of 1955 to function as a community college. The institutions legal name is The Community College District of Monroe County, Michigan.

Mission: MCCC's mission is to provide a variety of higher education opportunities to enrich the lives of the residents of Monroe County. The College offers associate degrees and certificate programs for transfer to four year colleges and universities and career programs. It also provides training and retraining opportunities for business and industry and professional and personal enrichment programs to promote the educational, economic, social, and cultural well-being of the county and its citizens. The academic calendar year for the College is based on semesters. There are approximately 8,500 credit and non-credit students attending the College during the fall and winter semesters. Classes are also offered during the spring and summer, but attendance is considerably less at these times.

Vision: MCCC aspires to be our community's first choice for higher education.

Core Values: MCCC is dedicated to the core values presented below.

- 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 the following provisions.

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.

Campus: Eight major buildings comprise the 208 acre MCCC Main Campus at 1555 South Raisinville Road, one major building at its 25 acre Whitman Center at 7777 Lewis Avenue in Bedford Township, and one major building at its 4.741 acre Hurd Road property at 1004 West Hurd Road in Frenchtown Township.

Fiscal Year: The College's fiscal year is from July 1 to June 30. In addition to various audits for grants and state programs and reporting, College financial operations are audited annually 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.

Funding Sources: MCCC is supported by property taxes from Monroe County, annual appropriations from the State of Michigan, and revenue from student tuition and fees. The mix is approximately 51 percent, 16 percent, and 32 percent, respectively. The original voted millage rate for operations was 1.25 mils. In August 1980, the Monroe County electorate increased this to 2.25 mils. Over the following 30 years, an increase has never been requested by the College. The College has no bonded in-debtedness.

Board of Trustees: The College is part of a state-wide community college system along with 27 other community colleges. However, the policy-making body for the College is a locally elected, seven-member Board of Trustees. Among its responsibilities, the Board decides on property matters, selects the president, approves wage schedules, determines tuition rates, establishes a variety of operational policies, and adopts annual operating budgets. Current members are: William J. Bacarella, Jr., Chair; William H. Braunlich, Vice Chair; Mary Kay Thayer, Secretary; Joseph N. Bellino, Jr., Trustee; Marjorie A. Kreps, Trustee; Linda S. Lauer, Trustee; Michael R. Meyer, Trustee. The College's Vice President of Administration serves as Board Treasurer. Dr. David E. Nixon is the fourth president of the College and in his tenth year of service.

The Board of Trustees recently accepted the resignation of President Nixon, who plans to retire at the end of his current employee contract that expires July 31, 2013. Dr. Nixon is in his tenth year as president of Monroe County Community College. He began his tenure on August 10, 2003. Effective December 31, 2012, Trustee Michael Meyer will exit the Board. Dr. James E DeVries, MCCC professor emeritus, will join the Board on January 1, 2013.

TABLE 1 Monroe County Community College Staffing, 2011-12

	Full-time Positions	Part-Time Positions	Total Employees
Total	179	295	474
Faculty*	68	196	
Support Staff	62	38	
Professional Staff	2	0	
Administrators	27	1	
Student Assistants	0	64	
Maintenance	20	0	

*includes teaching and non-teaching faculty (i.e., counselors and librarians)

TABLE 2 Student Profile Data: 2010, 2011, and 2012

		2010	2011	Difference 2010-2011	2012	Difference 2011 -2012
Student Enrollment		4,693	4,436	(6%)	4,071	(8%)
Monroe County Residents		85%	84%	(1%)	82%	(2%)
Ethnicity						
	White/non-Hispanic	82.2%	78.7%	(3.5%)	74.9%	(3.8%)
	Hispanic	2.2%	2.3%	.1%	2.7%	.4%
	Black, non-Hispanic	3.2%	3.7%	.5%	3.4%	(.3%)
	Hawaiian/Pacific Islander	0	.02%	.02%	.02%	0
	American Indian/Alaskan	.3%	.5%	2%	.5%	0
	Asian	.7%	.7%	0	.5%	(2%)
	International	.17%	.16%	(1%)	.15%	(1%)
	Other	0	.02%	.02%	0	(.02%)
	Not Reported	11.1	13.9%	2.8%	17.9%	4%
Male		40%	40%	0	41%	1%
Female		60%	60%	0	59%	(1%)
Mean Age		25.5	25.1	(.4)	24.9	(.2)
Median Age		21	21	0	21	0
FT (12 credit hrs. +)		2,037	1,709	(16%)	1,445	(15%)
PT (11 credit hrs. -)		2,686	2,731	2%	2,626	(4%)
Transfer Programs		51%	50%	(1%)	53%	3%
Occupational Programs		49%	50%	1%	47%	(3%)
	Business	760	725	(5%)	601	(17%)
	Health Sciences	844	781	(7%)	710	(9%)
	IndustrialTechnology	390	370	(4%)	362	(2%)
	Humanities/Social Sciences	233	232	(1%)	160	(31%)
	Science/Mathematics	90	102	9%	95	(7%)

(HLC Institutional Snapshot, 2010 and 2011; E3a; E3b; E3c)

Community/ Service Area Profile

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.

Monroe County is located at the west end of Lake Erie. The county has a total area of approximately 550,000 square miles. Monroe County is supported by a diversified economy, serving as the location of 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 (20-40 miles) include the University of Michigan, Eastern Michigan University, University of Toledo, Wayne State University, and the University of Detroit.

A snapshot of Monroe County's population is presented in Table 3, below:

TABLE 3 Monroe County and Michigan Population Quick Facts

	Monroe Co.	Michigan
Population, percent change, April 1, 2010 to July 1, 2011	-0.3%	-0.1%
Population, 2010	152,021	9,883,640
Persons under 5 years, percent, 2011	5.7%	5.9%
Persons under 18 years, percent, 2011	23.7%	23.2%
Persons 65 years and over, percent, 2011	13.8%	14.1%
Female persons, percent, 2011	50.7%	50.9%
White persons, percent, 2011 (a)	95.1%	80.2%
Black persons, percent, 2011 (a)	2.3%	14.3%
American Indian and Alaska Native persons, percent, 2011 (a)	0.4%	0.7%
Asian persons, percent, 2011 (a)	0.6%	2.5%
Native Hawaiian and Other Pacific Islander persons, percent, 2011 (a)	Z	Z
Persons reporting two or more races, percent, 2011	1.6%	2.1%
Persons of Hispanic or Latino Origin, percent, 2011 (b)	3.1%	4.5%
White persons not Hispanic, percent, 2011	92.3%	76.4%
Living in same house 1 year & over, 2006-2010	89.2%	85.5%
Foreign born persons, percent, 2006-2010	1.8%	5.9%
Language other than English spoken at home, pct age 5+, 2006-2010	3.6%	8.9%
High school graduates, percent of persons age 25+, 2006-2010	87.7%	88.0%
Bachelor's degree or higher, pct of persons age 25+, 2006-2010	17.0%	25.0%
Veterans, 2006-2010	12,930	731,023

Housing units, 2011	62,749	4,525,480
Homeownership rate, 2006-2010	80.7%	74.2%
Housing units in multi-unit structures, percent, 2006-2010	13.6%	18.0%
Median value of owner-occupied housing units, 2006-2010	\$161,800	\$144,200
Households, 2006-2010	58,298	3,843,997
Persons per household, 2006-2010	2.60	2.53
Per capita money income in past 12 months (2010 dollars) 2006-2010	\$25,520	\$25,135
Median household income 2006-2010	\$55,366	\$48,432
Persons below poverty level, percent, 2006-2010	9.0%	14.8%

Source: U.S. Census Bureau, 2011

(a) Includes persons reporting only one race.

(b) Hispanics may be of any race, so also are included in applicable race categories.

Z: Value greater than zero but less than half unit of measure shown

Accreditation History

- 1969** MCCC recognized as a candidate for accreditation.
- 1972** MCCC granted initial HLC accredited status for a period of three years.
- 1975** MCCC granted accredited status for a period of five years.
- 1980** MCCC granted continued accreditation for a period of ten years with a focused visit on the College's financial condition scheduled for 1982.
- 1982** HLC concluded concerns from 1980 comprehensive review were being addressed and confirmed that the next scheduled comprehensive review would occur in 1990.
- 1990** MCCC granted continued accreditation for a period of ten years. The visiting evaluation team noted general education as an area of concern.
- 1999** MCCC granted continued accreditation for a period of ten years. The visiting team report stated many strengths. However, general education was identified as a recurring concern that was previously noted by the 1990 evaluation team. Subsequently, the HLC required that the College submit a progress report within two years describing the processes and changes made in reviewing general education in all associate degrees. The report submitted prior to the deadline and accepted with no further reports on the subject required.
- 2009** MCCC granted continued accreditation for a period of ten years. The visiting team report stated many strengths but identified substantive areas of concern. A focused visit was scheduled for 2012-2013 to review progress in the areas of shared governance and communication and institutional effectiveness. The team noted concerns regarding

assessment of student learning but recommended that the College's completion of the HLC Academy for the Assessment of Student Learning be considered in lieu of attention during the upcoming focused visit.

- 2013** Focused visit on shared governance and institutional effectiveness as well as review of Change Request-Distance Education.

Significant Changes/Activities since the 2009 HLC Comprehensive Evaluation

Declining Enrollment: MCCC experienced record enrollment in credit classes between fall 2001 and fall 2010 with these increases: 15% headcount and 16.6% credit hours (E4). In winter 2011, MCCC experienced its first enrollment decline in 10 years (E5). Factors that contributed to the decline in credit class enrollment last year continued to influence enrollment this year: Fewer displaced workers entering college with retraining grants and fewer recent high school graduates enrolling due to the change in health insurance laws. For the second year the College saw declines in key student group enrollments that are directly influenced by these changes. These groups contributed to substantial increases in enrollment over the past decade but are now trending downward with declines for 2011 and 2012. The groups and subsequent change in percentage for 2012 include: full-time, down 15.4%; 41-50 age group enrollment, down 14.7%; 31-40 age group enrollment, down 13.7%; and, 2012 Monroe County High School graduates enrolled at MCCC, down 5%. Modest increases are present in the out-of-district, in-state and out-of-state student categories. Part-time male student numbers increased modestly.

Student enrollments in non-credit classes reflect the same pattern as that for credit classes (E6).

Declining Resources: The FY2012-13 Budget (E7) includes an anticipated 3% decrease in billable contact hours. Actual fall 2012 enrollment numbers show a decrease closer to 8%. Property tax revenues are expected to decrease by 1.14 percent but state appropriations are expected to increase by 5.88 percent (based on the FY 2011-12 Budget compared to the FY 2012-13 Budget). When comparing the actual FY 2011-12 state appropriations to the most recent proposal for the FY 2012-13 state appropriations, however, a 4.22 percent increase is anticipated.

Overtime the percentage of total revenue from tuition and fees has increased while the percentage of total revenue from local property taxes and state appropriations has decreased. As

reflected in Table 4, this trend reflects a marked change in the College's mix of its three major revenue sources.

TABLE 4 MCCC Sources of Revenues: Percentage of Total, 1991- 2011

Fiscal Year	Tuition and Fees	Taxes	State	Other	Total
1991-92	17.1%	58.7%	21.7%	2.5%	100.0%
1992-93	19.4%	58.2%	20.0%	2.4%	100.0%
1993-94	20.1%	58.2%	19.7%	2.0%	100.0%
1994-95	20.5%	56.9%	20.0%	2.6%	100.0%
1995-96	20.2%	56.8%	20.5%	2.5%	100.0%
1996-97	19.8%	55.7%	21.3%	3.2%	100.0%
1997-98	19.5%	55.4%	21.8%	3.3%	100.0%
1998-99	19.7%	55.6%	21.7%	3.0%	100.0%
1999-00	19.4%	54.4%	22.3%	3.9%	100.0%
2000-01	19.2%	54.3%	23.7%	2.8%	100.0%
2001-02	20.5%	54.5%	23.1%	1.9%	100.0%
2002-03	20.9%	55.6%	21.9%	1.6%	100.0%
2003-04	23.0%	56.4%	19.4%	1.2%	100.0%
2004-05	23.9%	55.2%	19.1%	1.8%	100.0%
2005-06	24.4%	55.3%	17.7%	2.6%	100.0%
2006-07	24.4%	55.3%	17.7%	2.6%	100.0%
2007-08	25.8%	54.0%	17.7%	2.5%	100.0%
2008-09	27.9%	54.3%	16.4%	1.4%	100.0%
2009-10	32.3%	50.9%	15.9%	0.9%	100.0%
2010-11	34.4%	48.5%	16.1%	1.0%	100.0%
Percent change, FY92 to FY11	50%	(18%)	(26%)	(60%)	n/a

Personnel Changes

RETIREMENTS

Accounting faculty - *replaced*

(2) Biology faculty - *replaced*

Graphic design/digital media faculty - *search underway*

History faculty - *replaced*

(2) Nursing faculty - *replaced*

Nursing faculty - *repurposed to nursing program coordinator*

Physical education faculty - *repurposed to nursing faculty position*

Psychology faculty - *replaced*

Social sciences faculty - *repurposed to practical nursing coordinator (faculty)*

Clinical coordinator of respiratory therapy (faculty) - *replaced*

Disability services coordinator - *replaced (faculty)*

Executive assistant to the president & board of trustees - *replaced*

Vice president of business affairs - *repurposed to vice president of administration*

Director of financial services - *replaced*

Registrar - *replaced*

NEW EMPLOYEES

Coordinator for institutional research, evaluation and assessment - *new position*

Dean of humanities/social sciences division - *replacement position*

Dean of health division/director of nursing - *replacement position*

Welding instructor (grant position) - *new position*

Director of financial aid- *replacement position*

Early childhood development education faculty - *replacement position*

Institutional advancement office expanded through Title III Grant

 Full-time administrative assistant - *new position*

 Part-time grant accountant hired - *new position*

 Coordinator of advancement research & prospect management - *new position*

Coordinator of development & external affairs - *new position*

Coordinator of annual giving & alumni affairs - *replacement position*

Coordinator of grants & major gifts- *replacement position*

Upward Bound Program expanded through second high school grant award

 (2) Full-time academic skills coordinator - *1 continued, 1 new position*

 Part-time academic advisor - *new position*

Business office reorganization

 Vice president of administration - *replacement position*

Communications and Governance

Conversations with the Vice President of Instruction Series, 2009- 2011

Standing committee structure reviewed and number of committees reduced

Employee Communications/Shared Governance Audit completed, recommendations reviewed and implemented

MCCC Institutional Shared Governance (council) Model developed and piloted (spring 2012); test year launched (2012-13)

Brownbag with Cabinet held

Budget updates from Vice President of Administration held

Quarterly Update to the Board of Trustees reformatted to align with communication goals

Campus Portal beta tested

Budget Performance Transparency Reporting Web page established

Curriculum, Evaluation, and Assessment

Learning Assessment Committee established

General Education Review Task Force established

General education reviewed and nine competencies developed

Successful completion of the HLC Academy for the Assessment of Student Learning

Practical Nursing Program granted full program approval from the Michigan State Board of Nursing

Associate Degree in Nursing Program (ADN) reaccredited by the National League for Nursing Accrediting Commission (NLNAC) for a period of two years, placed on Jeopardy Warning, and reaffirmation visit scheduled for fall 2013

Respiratory Therapy Program reaccredited by the Commission on Accreditation for Respiratory Care (CoARC) for a period of ten years

Institutional research, evaluation and assessment department established

Standardized core indicators of institutional effectiveness developed

Program review and evaluation documents revised

NEW PROGRAMS AND CERTIFICATES LAUNCHED

Nuclear Engineering Technology Program

Solar Certificate

Wind Energy Certificate

Non-destructive Testing Certificate

Information Assurance and Security Program

Manufacturing Technology Program renamed Product & Process Technology

Student Success Initiatives

Learning Bank launched, spring 2010

Implementation of COMPASS cut score for placement into developmental education

Mandatory completion of developmental education prior to enrollment in most 100-level courses implemented

Emporium method mathematics redesign piloted and implemented

U.S. Department of Education named MCCC one of the nation's lowest average net price community colleges

MCCC named to the 2013 Military Friendly Schools by Victoria Media

Facilities

Campbell Learning Resource Center classroom technology upgrades completed

Admissions and registrar offices remodeled

DTE SolarCurrents Program launched

Hurd Road Building donated and renovated to expand capacity to provide instruction and training for the Welding Center of Expertise activities

Career Technology Building designed and construction begun

Major Grants

Multiple Incumbent Worker Training (IWT) grants (3)

Learning Bank Demonstration and Expansion grants

FIPSE Grant - alternative energies

FIPSE Two grant - Nuclear Engineering Technology (NUET) Program

Upward Bound Grant renewed

Second Upward Bound Grant awarded

Monroe County Board of Commissioners Business Incubator Study grant

Organization of Report

As described above, a significant amount of activity has taken place at the College since the last HLC self-study and comprehensive evaluation. Most pertinent to the review at hand, however, is the College's significant progress in addressing the two areas of concern raised by the HLC visiting team in the Assurance Section of the 2009 Comprehensive Visit Report, including shared governance and communication and evaluating and improving institutional effectiveness. Additionally, the College met the HLC's expectation that it complete the Academy for the Assessment of Student Learning (Academy) prior to the 2013 focused visit.

The remainder of this report is organized into three parts. Each part describes the College's progress in addressing the HLC concerns and provides commentary regarding next steps and the sustainability of the efforts. The first two parts correspond to each focus area and the third section presents the College's participation in and completion of the HLC Academy. The first part, **Communications and Shared Governance**, describes the College's progress in reviewing its standing committee structure and enhancing strategies for open two-way communication, including administrative feedback to input from faculty and staff. This section outlines the research that went into the selection of a consultant to conduct a communications audit at the College. Part 1 documents events leading up to the decision to pilot a council model of shared governance, describes pilot activities thus far, and presents future plans for addressing concerns related to communications and shared governance at MCCC.

The second part, **Evaluating and Improving Institutional Effectiveness**, describes MCCC's progress in completing and implementing its strategic planning process. The updated planning process includes collection and use of data to determine and improve institutional effectiveness and a feedback loop for evaluating the impact of those improvements: Examples of data-driven decisions are provided. Additionally, this section presents the College's strategy for storing and sharing institutional effectiveness data through a new institutional research, evaluation, and assessment department.

The final part, **HLC Academy for the Assessment of Student Learning (Academy)**, describes efforts to reinvigorate assessment of student learning at MCCC since 2007, including the development of a new, comprehensive plan for assessing student learning at all levels (institutional, program, and course) and completion of the HLC Academy. This chapter specifically focuses on the College's HLC Academy project, *Moving from Course-based to*

Competency-based General Education, which was selected because MCCC's revised general education, including competency-based learning outcomes, was seen as the ideal initiative for future assessment activities at the College.

We expect the visiting team will find that MCCC has engaged in productive and meaningful work during the past three years and, as a result, satisfactorily meets the expectations of the HLC for improvements in communication and shared governance, institutional effectiveness and evaluation, and assessment of student learning. As the report demonstrates, the College seriously considered the findings of its own HLC self-study and subsequent findings of the evaluation team that visited the Campus in 2009. We are excited to present the results of our labor knowing that this report shows the College meeting HLC expectations for improvement and celebrating its achievements.

It should be noted here that following publication of the new HLC definitions for distance education in 2010, the College submitted a **Change Request-Distance Education** application to request review and approval of the expansion of online courses and programs. The HLC approved the request for review and included it as part of this year's focused visit.

The College is a member of the Michigan Community College Virtual Learning Collaborative (MCCVLC) ([E8](#), [E9](#)) and approved to offer distance education through the MCCVLC ([E10](#)). Prior to changes in the federal definition of distance education, the College offered one online degree program, the LPN to RN online option for the associate degree in nursing (ADN). This option has since been deactivated. MCCC currently offers 10 of 37 programs (28%) that meet the HLC's definition of a distance education program. Although the College does not anticipate significant increases in the number of online courses and programs over the next several years, MCCC requested approval to offer distance education at the 100% threshold because based on the HLC Percentage Brackets for determining the scope of distance education, the College already offers more than what the previous category allows (20%).

The Change Request- Distance Education application and related evidence is submitted for consideration as part of the focused visit but is presented separate from this report in Materials Set III.

PART I

COMMUNICATIONS AND SHARED GOVERNANCE

Overview of Concerns

In the *2009 HLC Self-Study Report*, MCCC determined that it must work to improve and maintain effective lines of communication with each area and department; the campus community should discuss and recommend a model for decision making, and the Institutional Governance Committee should conduct a review of the internal governance structure ([E1, p120-121](#)). The report stated that shared governance at MCCC had been criticized for a number of reasons that are not necessarily documented by evidence but emerge frequently enough in institutional data documents to be a concern. The importance of addressing these criticisms was evident when the Thematic 6 Subcommittee of the HLC Accreditation Steering Team concluded that “perception is reality.” The standing committee structure was labeled by some as ineffective and overtaxing on human resources. Additionally, concern was 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 was appropriate and in accordance with institutional policy. In some cases, criticism stemmed from the advisory nature of standing-committee recommendations. Finally, standing committee recommendations and actions overturning recommendations were criticized for not being evidence-based ([E1, p68-69](#)).

The following excerpt is taken from the *HLC Report of a Comprehensive Evaluation Visit to Monroe County Community College*:

In regard to shared governance, a structure has been in place since 1972. However, the College concluded in its Self-Study that the structure was in need of review. Institutional survey data and team meetings with faculty, staff and administration, during the visit, suggest that the College does not currently have an effective structure or process for promoting communication and shared governance. The institution’s Self-Study concluded that ‘The College must work to improve and maintain effective lines of communication’ (p. 120). On campus, the team heard comments in meetings with staff and faculty to the effect that the current communication strategy focuses on reporting as

opposed to dialogue. The College recently undertook an HLC Vital Focus study. The study included a 2006 College-wide Conversation Day and a Constellation Survey. The institution also conducts routine Campus Climate surveys. A common theme among all of these sources has been the need for improved communication. The Self-Study included a proposal that, ‘The campus community should discuss and recommend a model for decision making’ (p. 120). A decision-making model was subsequently developed by a subcommittee of the HLC Accreditation Steering Committee and is currently under consideration by the Institutional Governance Committee ([E2, p8](#)).

The HLC expectations for improvement in the area of shared governance and communications included

- review the structure and appointment procedures for committees with consideration given to nomination procedures and length of committee appointments;
- review and enhance strategies for open two-way communication, to include administrative feedback to input from faculty and staff; and,
- review and consider implementation of its Self-Study recommendations concerning communication and shared governance ([E2, p17](#)).

MCCC’s Response to HLC Expectations for Communications and Shared Governance

Shared Governance

In an effort to improve opportunities for communication and employee input into decision-making, the **Institutional Governance Committee (IGC)** expanded its membership to include representation from the leadership of the Support Staff Advocates, the Faculty Association, and the Maintenance Association ([E11](#)). Over the course of a year (2010-11) the IGC approved recommendations to eliminate, merge, and/or make changes to the membership of standing committees ([E12a, E12b, E12c](#)). The specific changes made to the existing standing committee structure are presented in the evidence file titled *College Constitution, Procedure 4.06 with changes* ([E13](#)). Additionally, the IGC reviewed membership, nomination procedures, and length of appointment for three standing committees: Academic Review, Curriculum, and

Learning Assessment. Details regarding those recommendations will be presented later in Part II of this report.

Following input from the Campus at large, the CLARUS Corporation was selected to be the consultant to lead the College through an Employee Communication/Shared Governance Audit ([E14](#), [E15](#), [E16](#)). The audit ultimately included these steps: administering an online survey ([E17](#), [E18](#)); conducting focus groups and interviews with key stakeholders ([E19](#)); and, reviewing previous survey results including Campus Climate Surveys (2005, 2007, 2008, and 2010- [E20a](#), [E20b](#), [E20c](#), [E20d](#), respectively) and the PACE Survey (2010- [E21](#)), Vital Focus reports from Constellation Survey (2006- [E22a](#), [E22b](#)) and Conversation Day ([E22c](#)), and internal and external communication methods/materials ([E23](#)).

When the audit was completed, Dr. Kathi Swanson of CLARUS Corporation presented the preliminary results on August 2, 2011 to the IGC and employee group representatives from the Faculty Association, the Maintenance Association, and the Support Staff Advocates during a meeting open to all employees ([E24](#)). A full report of the audit titled *Shared Governance and Internal Communications Audit Results* (also called the *CLARUS Report* [E25](#)) was distributed to the entire campus via e-mail on September 19, 2011. The IGC, in turn, organized multiple presentations and discussion sessions on the recommendations made in the CLARUS Report. Formal presentations were made by Dr. Swanson to the Board of Trustees on February 27, 2012 ([E26a](#), [E26b](#)) and to the campus on February 28, 2012 ([E27](#)). A detailed timeline of activities related to shared governance that took place between October 2010 and February 2012 is presented in [Appendix A, MCCC Employee Communication and Shared Governance Improvement Initiative Timeline, February 2012](#). (An updated timeline will be presented to the HLC focused visit team when they are on Campus March 4-5, 2012.)

The IGC established three subcommittees to address key topics related to communications and governance that emerged from the 2009 HLC Self-Study and related team report and the CLARUS Report, including Governance Structure, Communications, and Trust and Respect ([E28](#)). The IGC also developed a draft plan to implement the CLARUS Report recommendations that the committee agreed would contribute to improving shared governance and communications at MCCC ([E29a](#)). All employee groups met at least twice to review the draft implementation plan and provide feedback. The final plan, *Reinventing Shared Governance and Employee Communication- Working Implementation Plan*, clearly delineated

actions (called “tactics”) needed to address each recommendation, the person/group responsible for acting on the tactic, and the status of the action ([E29b](#)). In many cases, disposition of tactics identified in the implementation plan were assigned to one of the three IGC subcommittees. Most of the recommendations have been implemented as of the writing of this report or will be implemented by the time the HLC focused visit team is on Campus in March 2012. The tactical implementation plan and the status of activities as of February 2012 are presented in [Appendix B, MCCC Reinventing Shared Governance and Employee Communication Working Tactical Implementation Plan, February 2012](#). (An updated plan will be presented to the HLC focused visit team when they are on Campus March 4-5, 2012.)

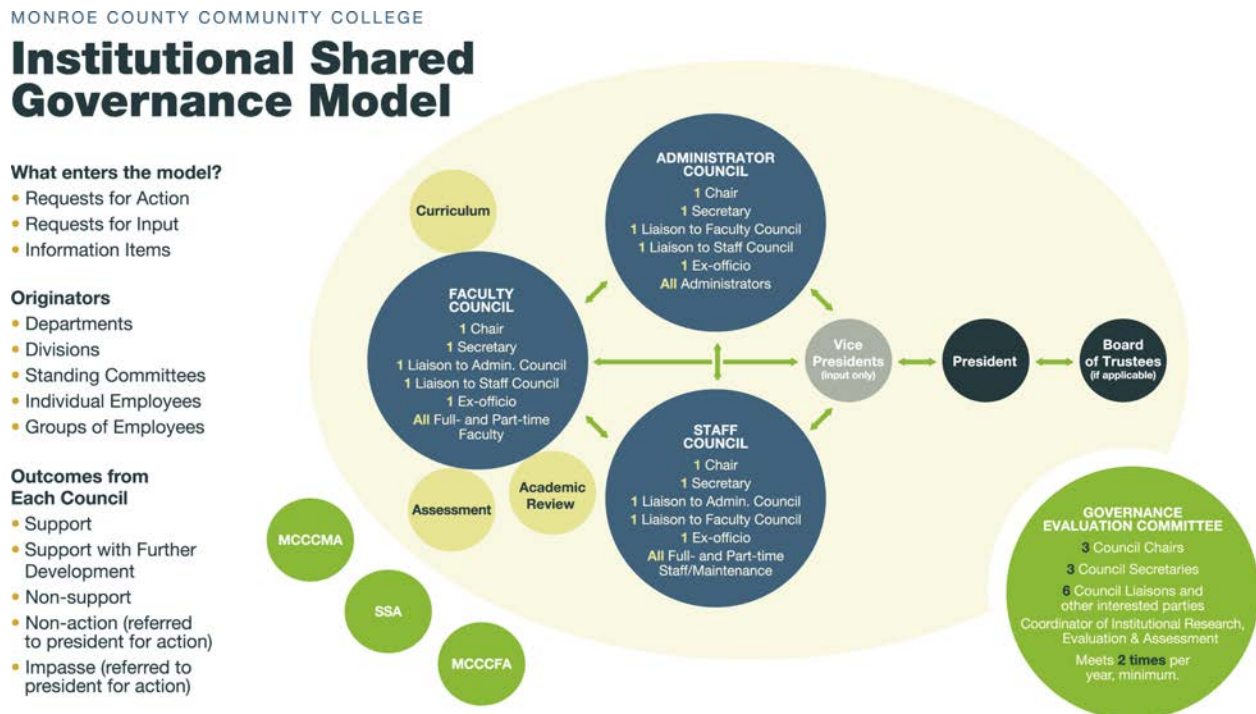
According to the CLARUS Report, MCCC’s standing committee structure is linear. The majority of the College, other than the few on a committee, never really gets to provide input or insight into a decision. There are no opportunities for any other groups to provide input or to vet the committee’s decision. As a result of the linear structure and limited input, the standing committee structure is ineffective at achieving optimal levels of shared governance. The report included a recommendation that MCCC consider developing a council model for shared governance to allow appropriate vetting of topics and recommendations and Campus-wide input into decisions-making ([E15, p5](#)).

In order to gain a better understanding of the council model, in fall 2011 members of MCCC’s Institutional Governance Committee (IGC) visited a bench mark college in Ohio – Northwest State Community College (NSCC) – that had developed a very successful council model. MCCC loosely developed a council model for shared governance following the NSCC model with a number of differences due to the uniqueness of each college.

In an effort to fully evaluate the utility of the council model in relation to shared governance at MCCC, the IGC piloted the model during the spring 2012. The model and information flow process includes multiple opportunities for feedback, including a section on the proposal form for feedback from each council, regardless of whether an item was submitted as an action, input, or information item ([E30](#)). It was vetted by the entire Campus community and formally adopted by each of the three councils, **Administrator Council** ([E31a](#)), **Faculty Council** ([E31b](#)), and **Staff Council** ([E31c](#)). The final shared governance model adopted by the College is presented in Figure 1.

During the spring 2012 pilot, the IGC approved the recommendation to test the council model more thoroughly over the 2012-13 academic year and to place all but three standing committees (Academic Review, Curriculum, and Learning Assessment) on hiatus during that period (E32). The *MCCC Shared Governance Model Handbook for Spring 2012 Pilot* was developed to guide the spring 2012 pilot (E33). Campus-wide feedback from the pilot was incorporated into the updated version of the handbook. The handbook titled *MCCC Shared Governance Model Handbook for Test Year August 2012- April 2013* is presented in [Appendix C, MCCC Shared Governance Model Handbook for Test Year, August 2012- April 2013](#). A shared governance link was posted on the College homepage (E34) and includes a list of council, standing committee, and related meeting times (E35). A shared governance organization was established in Blackboard (E36), the College’s course management system, to enhance employee access to important information, forms, and documents including council and standing committee meeting times, agendas, and minutes, as well as to give the status of all proposals.

FIGURE 1 MCCC Institutional Shared Governance Model (*click here to enlarge*)



The purpose of MCCC’s **Institutional Shared Governance Model** is to ensure appropriate deliberation and communication of decisions. The model makes visual both the roles

that faculty, staff, and administrators should play in shared responsibility and the cooperative action and the process for distributing authority, power, and influence for decisions among campus constituencies. Shared governance provides an opportunity for employees to discuss issues and potential decisions that need to be made while at the same time allowing other issues to remain under the purview of a constituency within the campus community such as a specific council, committee, task force, or person.

Council recommendations that receive the president's approval (and in some cases approval of the Board of Trustees) become the policies and procedures that direct administrative, faculty, or staff actions. These policies and procedures ensure orderly conduct for fairness and effectiveness and delegate to persons or groups appropriate authority with the means to act.

The process of testing the council model includes establishing a new committee, the **Governance Evaluation Committee** (GEC). It is charged with overseeing the 2012-13 test year. MCCC will define more precisely actions and/or decisions that need to be part of the governance system and those that do not. Our expectation, for at least the first year, is to err on the side of over utilizing the model. As of December 7, 2012, 47 proposals on 17 topics have been submitted for consideration by the Councils ([see Appendix D, Master Proposal Spreadsheet through December 7, 2012](#)). (An updated **Master Proposal Spreadsheet** will be presented to the HLC focused visit team when they are on Campus March 4-5, 2013.)

Communications

It was noted in the MCCC 2009 HLC Self-Study that “the College must work to improve and maintain effective lines of communication” ([E1, p120](#)). On Campus the HLC evaluation team “heard comments in meetings with staff and faculty to the effect that the current communication strategy focuses on reporting as opposed to dialogue” ([E2, p8, p16](#)). The HLC expects that by the time of the March 2013 focused visit, MCCC will have reviewed and enhanced strategies for open-two way communication, to include administrative feedback to input from faculty and staff ([E17](#)).

The council model is the College's primary attempt to improve opportunities for discussion and input into decision-making, as well as, communication between individual employees, employee groups, departments, and offices. However, a Communications Subcommittee of the Institutional Governance Committee (IGC) was established to specifically

address issues related to improving communication between and among employees. The *Employee Communications and Shared Governance Audit Request for Proposal* (E14) specifically recommended that the audit focus on internal communication through review of not only physical communications materials but also communication channels – formal and informal. At the request of the CLARUS Corporation, the College submitted a ten page list of documents and devices it uses for internal and external communication (E23). Additionally, the auditors met with internal constituents at the College to assess the internal communications that are in use. The audit included an **examination of formal** communication channels being used by the College to share information with respect to their content and frequency of use. These formal communication channels included

- Electronic communications: e-mail, intranet, video and webcasts, electronic newsletters, podcasts, blogs, Wikis, voicemail, conference calls, SMS text messaging, screensaver messaging, desktop alert messages, desktop news feeds, and internal social media tools, e.g. internal Twitter-style sites;
- Print and paper-based communications: magazines, newsletters, brochures, postcards and other desk drops, posters, memos, and etc.;
- Face-to-face- communications: team meetings or briefings, conferences, site visits, “back to the floor”, consultation forums, “brown bag” lunches, round-table discussions, and town meetings;
- Workspace communications: notice boards, plasma and LCD, screens, accessories (e.g.: mouse pads), window decals, and etc.

Ultimately, the Clarus Report included many recommendations for improving communications at MCCC including development of a council model and a portal to reduce the amount of work-related e-mail correspondence distributed to employees on a daily basis. The IGC adopted a number of the recommendations and, subsequently, assigned the Communications Subcommittee with developing related tactics. Below is a list of some of those tactics as they appear in the *Reinventing Shared Governance and Employee Communication Working Tactical Implementation Plan* (E29b). Also listed are updates addressing the tactic, including links to related evidence and activities.

- Redesign the Quarterly Update to the Board of Trustees in a way that provides detail regarding the status of major College initiatives in relation to the mission and strategic objectives.

The Quarterly Report from the President to the Board of Trustees, faculty, and staff was redesigned to be more reader-friendly by using a headline format and more graphics. Information about employee achievements was also incorporated into the Quarterly Update ([E37a](#), [37b](#), [37c](#), [37d](#), [37e](#)).

- Hold quarterly “State of the College” addresses with respect to the budget.
 - Friday, October 19, 2012: 10:00 - 11:00 a.m. ([E38](#))
Friday, January 18, 2013 (Audit Report), 2013: 10:00 - 11:00 a.m.
Friday, April 19, 2013: 10:00 - 11:00 a.m.
Friday, June 14, 2013 (Budget Report): 10:00 - 11:00 a.m.
- Develop a “Lunch with a Cabinet Member” program.
 - The Vice President of Instruction held seven “Conversations with the Vice President of Instruction” from October 2009 through October [2010 \(E39a, 39b, 39c, 39d, 39e, 39f, 39g\)](#), prior to the CLARUS Report. The first conversation was used to frame strategic planning tactics for the Instructional Area. Strategic planning activities in relation to institutional effectiveness are discussed in Part 2 of this report.

Multiple Brown Bag discussions with the President, Vice President of Instruction, Vice President of Administration, and Vice President of Student and Information Services were held during winter 2012 and are scheduled to be held during the fall 2012 ([E36](#)).

- Streamline all MCCC e-mails to include only “mission-critical” information that affects all employees. Better utilize existing list-serves. Establish an employee intranet for non-mission critical information.

The Communications Subcommittee of the ICG was charged with developing an extensive employee portal to streamline communication to employees and cut down on all-campus e-mail “overload” ([E32](#)). The subcommittee developed an employee web portal manual ([E40a](#)). As of November 2012, employees were beta testing the new portal (MyMCCC) prior to a formal launch ([40b](#)). The new portal was presented as an information item to all three Councils at their December 2012 meetings.

- Post agendas and minutes in a timely manner; assign an administrative assistant to each committee to handle agendas and minutes. This tactic is addressed through the

council model test. According to the MCCC Shared Governance Model Handbook, minutes must be posted within 7-10 working days of the meeting ([E33, p10, p13](#)).

- Develop a written document outlining a summary of the key issues discussed at the Administrative Council meetings for distribution to all College employees. (managed through Councils)
- Create a summary document in which the President can outline key issues discussed and actions taken at each Board of Trustees meeting, commenting on the impact of the issues under discussion that are important to the College.

The President now sends a summary e-mail the morning after each Board of Trustees meeting that outlines key issues discussed and actions taken, along with commentary on the impact of the issues under discussion ([E41a, E41b](#))

- Town Hall meetings
 - Stop the monthly all-staff meetings and replace them with the previously suggested written reports outlining issues discussed at the Administrative Council and Board of Trustees meetings and the “Town Hall” meetings described below.
 - Develop mechanisms at the College to allow for small group conversations with the President to provide discussion and employee input rather than simply information dissemination. The President should regularly conduct “Town Hall” meetings with employees at the College.
 - After the “Town Hall” meetings, a regular e-mail should be sent to all employees summarizing the key issues brought forth at the meetings and follow-up on the issues if needed.

The first town hall meeting was held on November 20, 2012. The meeting was videotaped. An all-Campus email message was distributed notifying Campus of the video and its location ([E42](#)).

Trust and Respect

According to the CLARUS Report, “The major issue facing Monroe County Community College for both communication and shared governance is TRUST, or the lack thereof, at the organization. In every group discussion, constituent groups used the terminology “them” and “they” and other terms that suggested objectification ([E25, p27](#)). A Trust and Respect Subcommittee of the IGC was established to specifically to address this issue and to develop a detailed list of recommendations to build trust and respect ([E43](#)). Some of those

recommendations as they originally appeared when approved by the IGC on April 20, 2012 ([E32](#)) are presented below:

- Establish a Trust Force at the College comprised of members from all constituent groups to develop a trust pledge for all College employees.

The subcommittee recommended that the MCCC Code of Ethics ([E44](#)), which is aligned with MCCC Mission Documents ([E45](#)), be the guiding principles of behavior. The subcommittee also recommended a revision to the Code of Ethics that relates to trust and that the policy should be processed through the Institutional Shared Governance Model as an action item.

All subcommittee recommendations were turned over to Staff Development Advisory Committee for implementation during 2012 Winter Semester. This is a work in progress.

- Continue efforts to invite a member from each employee group to sit on a task force for important decisions. Bring people from diverse areas of the College together as often as possible.

This recommendation has been addressed through various cross-functional projects/activities. Examples include expanded membership on the Institutional Governance Committee (IGC) to include representation or additional representation from all employee groups ([E11](#)), the Council Model of Shared Governance pilot and test, the Insurance Task Force ([E46a](#), [E46b](#)), the Career Technology Center Planning Committee ([E47](#)), and most search committees. Additional activities include job shadowing initiatives ([E48a](#), [E48b](#)), Lunch with a Cabinet Member (brown-bag lunches), and Town Hall meetings.

- Create a culture of collaboration and engagement where all employees are comfortable with sharing power, working together, and accepting differing strengths and weaknesses. Senior level management must set the example.

This recommendation is addressed by the working implementation plan tactic ([E29b](#)), “provide supervisory management training for managers at MCCC,” which was referred to the Staff Development Advisory Committee/HR Department. The first in a series of management training sessions, *Can you hear me now? Speaking out loud about respect, civility, communication, and team* ([E49](#)), took place on September 24, 2012.

- At the Fall Employee Recognition Breakfast (service award event) have immediate supervisors present awards/recognition to employees in front of the entire College community. Continue and enhance employee recognition programs.

This recommendation was implemented at the Fall 2012 Employee Recognition Breakfast.

- Change the organizational and administrative philosophy from hierarchical to functional. A College needs to be student focused, teaching focused, and adaptable.

This recommendation is being addressed through the new MCCC Institutional Shared Governance Model.

Conclusion

The Monroe County Community College Institutional Governance Committee (IGC) established the Governance Structure Subcommittee (GSS) to revise the college's shared governance model in response to the final report of the CLARUS Shared Governance and Internal Communications Audit ([E25](#)). The subcommittee developed a system of governance intended to promote open communication for deliberation of college matters and to convey recommendations to the President.

A new model of shared governance was identified, refined, and piloted on a trial basis in April and May 2012. In order to fully evaluate the suitability of this "Council Model" for the College's shared governance needs, a year-long test was authorized by the IGC during the 2012-2013 Academic Year. While the College is committed to protecting its integrity, it also recognizes that several parts of its existing Constitution needed to be held in abeyance during the test year. In order to fully evaluate the utility of the Council Model in relation to shared governance at Monroe County Community College during the 2012-13 academic year, portions of the existing College Constitution were suspended. Specifically, those areas related to the total standing committee structure. The Academic Review, Curriculum, Learning Assessment Committees remained intact and continue to function under the standing committee model of shared governance.

The IGC was cautious in the early stages of reviewing the College's commitment to participatory governance and took measures to ensure that even during the test year that vital activities on campus would be addressed and that the primary intent of the College Constitution would remain intact as described under the Preamble and Principles 1-3 ([E13](#)). This declaration was both practical because we do not want to run parallel governance systems and required as a

part of our goal of maintaining our accreditation status. The test will be evaluated in Jan and May 2013 to determine if it will be fully implemented and a new College Constitution adopted at the same time.

The IGC felt from the beginning that the council model of shared governance would be the primary tool to improve opportunities for discussion and participation in decision making, communication, and trust (as indicated by the Reinventing Shared Governance and Employee Communications Working Tactical Implementation Plan, [\(E29a, E29b\)](#)). However, additional efforts have been made to specifically address the issue of communications; for example, development of an employee portal to reduce the amount of email distributed Campus-wide on a daily basis, regular State of the College meetings to provide budget updates, and multiple opportunities for senior leaders to interact with employees for general discussion.

PART II

Evaluating and Improving Institutional Effectiveness

Overview of Concerns

The *MCCC 2009 HLC Self-Study* describes faculty and staff as affirming a process of data-driven strategic planning effort that would enhance accountability, effectiveness, and transparency ([E1, p118-121](#)). As noted earlier in this report, in spring 2006 the College participated in the HLC Constellation Survey ([E22a, E22b](#)). The survey was followed by Conversation Day, an entire day dedicated to conversations about the institution ([E22c](#)). The results of the survey and subsequent discussions indicated an opportunity for improvement in six different areas; one of which was creating a shared vision and the aforementioned strategic planning. As a result, the MCCC HLC Accreditation Steering Team Visioning and Planning Subcommittee recommended that the **Institutional Plan Coordinating Committee (IPCC)**, an existing standing committee at the time, be charged with the following mission:

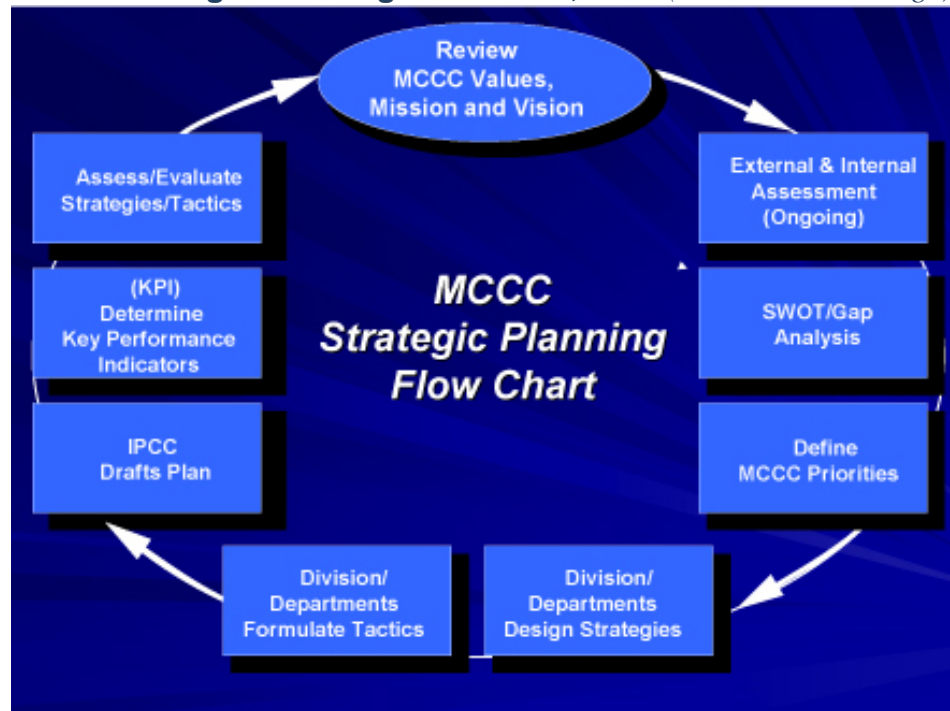
With input from internal and external stakeholders, the IPCC should do these three things:

- 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 ([E50](#)).

In July 2007, the committee selected a planning consultant to facilitate the mission and strategic planning review and related activities. The process to accomplish the charge of the IPCC described above began in September 2007. During the months of September, October, November, and December 2007, the consultant guided the development of a new planning model and timeline. The model is shown in Figure 2.

Throughout January, February, and March 2008, the committee sponsored five Visioning Sessions designed to discuss a vision for the future with internal and external constituents ([E51](#)). In addition, four similar sessions were held to review and discuss the current Mission Statement ([E52](#)). In May 2008, the IPCC met to review and evaluate the results of the mission sessions ([E53](#)). Based upon the analysis of these sessions, the committee issued the following recommendations for consideration in regard to the mission statement:

FIGURE 2 MCCC Strategic Planning Flow Chart, 2008 ([click here to enlarge](#))



- 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.”

Additionally, the IPCC recommended to the president the adoption of the following vision statement: *Monroe County Community College aspires to be our community’s first choice for higher learning* ([E54a](#), [54b](#)).

Prior to the HLC team’s arrival on Campus, the Institutional Governance Committee (IGC) approved a new name and charge for the IPCC. The name of the committee was changed

to the **Strategic Planning Committee** (SPC) and its primary purpose was to develop, implement, monitor and evaluate the Monroe County Community College Strategic Plan ([E55](#); See [Appendix E, MCCC 2010-13 Strategic Plan](#)). The immediate goal of the SPC was to establish a vision for the College and to design a data-driven strategic planning process that built a stronger connection between planning, the mission, and resource allocation. Despite great strides in the implementation of a new strategic planning process, faculty and staff recognized that there was still work to be done, as indicated by the following recommendation presented in the *Opportunities for Improvement* section of Chapter 4 in the MCCC 2009 HLC Self-Study ([E1, p120-121](#)).

- 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.

A process for collecting data to assess institutional effectiveness was in place, but in most cases, the evaluation loop was not closed with respect to the use of data to support continuous improvement. In fall 2009, the SPC met with the Institutional Effectiveness Committee (IEC) to determine how the two committees could coordinate activities to prevent duplication of efforts in the areas of planning and evaluation ([E1, p24](#)).

In the *HLC Report of a Comprehensive Evaluation Visit to Monroe County Community College*, the team recognized the new strategic planning process and the efforts made by the College to improve data-driven decision making. Special mention was made regarding the new planning model and progress in the areas of planning and evaluation. The team confirmed that although effectiveness is a work in progress, there were foundational components for effective planning and evaluation that were missing from MCCC's model ([E2, p9](#)).

The HLC expectations for improvement in the area of institutional effectiveness and evaluation included:

- MCCC needs to complete and implement its model for evaluating and improving institutional effectiveness, to include a feedback loop for evaluating the impact of improvements that are made.

- The focused visit evaluation team should expect to see evidence of institutional improvements resulting from this process.
- MCCC should reestablish a free-standing assessment committee composed primarily of faculty.
- MCCC should establish a process to coordinate the work of the assessment committee, the strategic planning committee, and the institutional effectiveness committee.
- In the absence of an institutional researcher, MCCC should develop a college-wide process for collecting, analyzing, sharing, and storing data to support assessment, planning, and institutional effectiveness initiatives ([E2, p17](#)).

MCCC's Response to HLC Expectations for Evaluating and Improving Institutional Effectiveness

Strategic Planning and Institutional Effectiveness

The MCCC Strategic Plan implemented in 2010 is organized around five **Priorities** that emerged out of the data from the Visioning Sessions and other meetings with stakeholders: Educational Excellence, Evidence-Based Culture, Resource Management, Governance, and Partnerships. Additional discussions among employees resulted in the development of **Strategies** that describe how the College envisions achieving Priorities. Departments and offices developed **Tactics** that state measurable actions to be taken to accomplish the Strategies ([E56](#)). The tactics for the 2010-13 planning cycle were recorded on the **Strategic Planning Tactic Reporting Form** presented in Figure 3. The completed forms are housed on a shared network drive accessible to all full-time and regular part-time employees. The forms are organized by strategic planning priority category. Departments and divisions create a form for each tactic and submit it to the office of the vice president of student and information services for review and posting. Tactics must be stated in a way that ensures the intended results are measurable. During the initial planning year, some of the tactics had to be adjusted in order to yield measurable results. The forms submitted during the second and third years of the process improved significantly.

FIGURE 3 MCCC Strategic Planning Tactic Reporting Form (*click here to enlarge*)

Monroe County Community College		Strategic Planning Tactic Form			Educational Excellence Student Success
Date: <i>Highlight this line and start</i>	Division or Department: <i>Highlight this line and start typing.</i>	Is your goal S.M.A.R.T? Specific, Measurable, Action-Oriented, Realistic, Timely			Highlight and type the specific Tactic Topic Summary
Priority (- the highest level of "what" the institution wants to achieve over the next three years) Educational Excellence - The core of MCCC's Mission is to provide educational excellence by facilitating high-quality teaching and learning.					
Strategy (- "how" the institution plans to achieve the priority) Student Success Promote student success by providing comprehensive services and effective pedagogical practices.					
Tactic (- the "action plan" which includes specific tasks to accomplish the strategies.) Highlight this line and start typing.					
Final Outcome (what is the goal) <i>Highlight this line and start typing.</i>					
Final Outcome (what will be measured) <i>Highlight this line and start typing.</i>					
Action Steps	Measurement	Responsible Persons, Department, or Committee	Time Frame	Evaluation Process	Next Steps
<i>Highlight this line and start typing.</i>	<i>Highlight this line and start typing.</i>	<i>Highlight this line and start typing.</i>	<i>Highlight this line and start typing.</i>	<i>Highlight this line and start typing.</i>	<i>Highlight this line and start typing.</i>

Samples of completed tactic reporting forms include:

- Effectiveness of mathematics developmental education and pre-college classes [\(57a\)](#) - *Instructional Area, Mathematics Department*
- Evaluation of energy metrics (KPI) - *Physical Plant* [\(57b\)](#)
- Effectiveness of tutoring - *Student Services, Learning Assistance Lab* [\(E57c\)](#)
- Evidence based culture – assessment - *Instructional Area* [\(57d\)](#)
- Shared governance and communication - *Instructional Area* [\(57e\)](#)

On January 31, 2011 the chairs of the Strategic Planning, Learning Assessment, Institutional Effectiveness, and Accreditation Committees met to discuss the creation of a model that coordinated planning and evaluation and included a feedback loop. During the discussion it was suggested that the current institutional planning model could be modified with a feedback loop and renamed to cover both planning and effectiveness [\(E58\)](#).

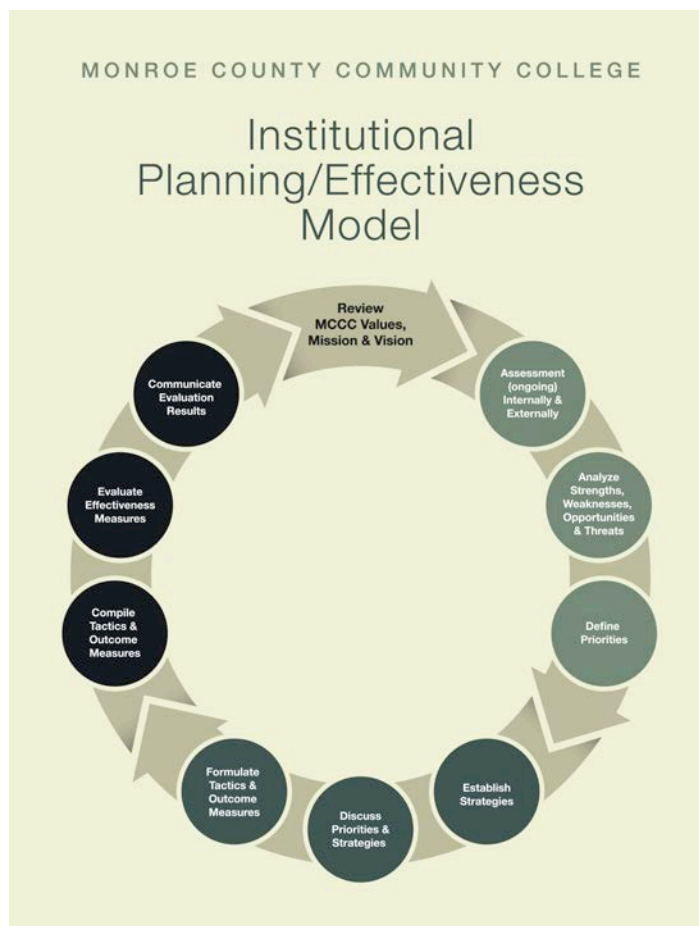
In May 2011, the Strategic Planning Committee (SPC) began the process of reviewing and revising the model to include effectiveness measures and a feedback loop. The purpose of the feedback loop was to improve the communication of results and foster continuous improvement.

The SPC chair met with committee members who responded to his invitation to discuss how institutional effectiveness could be incorporated into the current Institutional Planning Model. A draft of the model that emerged out of those discussions was then sent to the full SPC for review. After much discussion and clarification as to how the two could be merged, the following suggestions were made for additions and deletions to the current planning model:

- Change the title to *Institutional Planning/Effectiveness Model*
- Remove the center box stating “MCCC Strategic Planning”
- Remove all language in boxes that relate directly to the Strategic Plan ([E59](#))

The model was approved by all three councils, Administrator Council, Faculty Council, and Staff Council, in April 2012 ([E60a](#), [E60b](#), [E60c](#)). See Figure 4, below.

FIGURE 4 MCCC Institutional Planning/Effectiveness Model, 2012
([click here to enlarge](#))



As part of the new strategic planning process and near the end of each academic year, divisions and departments submit a **Strategic Planning Tactic Results Form** providing evidence as to how each tactic submitted on the reporting form was studied and addressed and how the data will be used for improvement and/or to inform the next planning cycle. See Figure 5.

FIGURE 5 MCCC Strategic Planning Tactic Results Form (*click here to enlarge*)

Monroe County Community College		Strategic Planning Results Form		Educational Excellence
Date:	Division or Department:	In year goal (S.M.A.R.T.):	Specific Measure (Action Oriented):	Why? (Educational Opportunity):
Highlight this line and cell:	Highlight this line and cell (copy):	Student, Faculty:	Student, Faculty:	Highlight and type the specific tactic. Type Secondary
Priority: (-) (the higher level of "what" the institution wants to achieve over the next three years) Educational Excellence - The core of MCCC's Mission is to provide educational excellence by facilitating high-quality teaching and learning.				
Strategy: (1) (how? the institution plans to achieve the priority) Higher Educational Opportunities Expanded and developed a wide variety of educational opportunities.				
Tactic: (-) (the "action plan" which includes specific tactics to accomplish the strategy.) The MCCC will...				
Goal (what is the goal?) The MCCC will...				
Final Outcomes (what are the measures?) The MCCC will...				
Measurement	Responsible Person, Department, or Committee	Time Frame	Results	How Will Results Be Used?
Highlight this line and cell (copy):	Highlight this line and cell (copy):	Highlight this line and cell (copy):	Highlight this line and cell (copy):	Highlight this line and cell (copy):

What follows is a presentation of some examples of tactic results submitted to date. The first example provides evidence for the disposition of a tactic aimed to support the Priority Educational Excellence, Student Success Strategy. It was submitted by the Dean of Science/Mathematics. The report contains outcomes related to the results of the fall 2011 pilot of a new method for delivering developmental and pre college level mathematics courses called “mathematics redesign,” which is based on the *Emporium* model. The method was fully implemented winter 2012 (61a). The second example was submitted by the Director of Physical Plant. The tactic applies to the Resource Management Priority, Physical Resources Strategy. It presents the process used to develop a set of KPI energy metrics that allowed the department to achieve the following: (1) accurately measure energy consumption, (2) track the energy

performance of each building, overtime, and (3) evaluate the impact of energy improvement projects and building operations (61b). The third example was submitted by the psychology faculty under the Resource Management Priority, Physical Resources. It assessed the effectiveness of delivering Introductory Psychology (PSYCH 151) in the online format. Ultimately, the faculty decided to discontinue offering PSYCH 151 in the online format (61c). The fourth example was submitted by the Director of Workforce Development under the categories of Educational Excellence Priority, Student Success Strategy. The results of this tactic confirmed the effectiveness of the Return to Learn program that was developed to support nontraditional students during their first semester experience at MCCC (61d). The fifth and final example was submitted by the Vice President of Instruction as part of a larger institution wide initiative to address the issue of student underpreparedness for college level study. The purpose of the activity submitted under the Educational Excellence Priority, Student Success Strategy was to evaluate the validity and reliability of COMPASS as a tool for placing students into developmental reading and writing (61e). (A folder containing all 2010-13 strategic planning activities and results reports will be available for review by the focused visit team when they are on Campus in March 2013.)

Institutional Research, Evaluation, and Assessment

A new position, **Coordinator of Institutional Research, Evaluation and Assessment**, was approved for the MCCC 2011-12 Budget (E62). A search was conducted in fall 2011. The person chosen to fill the position started at the College in January 2012. The Vice President of Instruction directed her to prioritize the identification of **core indicators of effectiveness** for MCCC, based on data previously and currently used by the College, literature and research on the topic and examples from across the nation of best practices for evaluating institutional effectiveness at community colleges.

Core indicators of effectiveness at MCCC serve multiple purposes. They are recognized as an essential part, if not the most important part, of the early stages of strategic planning. Environmental scanning is the first step in the MCCC strategic planning process. It is through the scanning process that the College examines internal and external environments and identifies successes, as well as, threats to and opportunities for achieving optimal effectiveness in the future. A draft of the core indicators of effectiveness, data sources, and three years of data are

currently under review by each of the three councils ([E63a](#), [E63b](#)). The goal is to use this data to launch the 2013-16 planning cycle.

In addition to initiating strategic planning, core indicators of effectiveness serve to provide a single source of data for reports and citations regarding key institutional characteristics. One of the purposes of establishing an institutional research office at MCCC was to provide a centralized location for requesting, reviewing, storing, and accessing data.

Core indicators also serve to coordinate the relationship between strategic planning, evaluation of institutional effectiveness, and assessment of student learning. The MCCC Institutional Planning/Effectiveness Model incorporates review of core indicators of institutional effectiveness data at the earliest stage of the planning cycle. The Student Progress, Student Performance, and Workforce Development core indicator of effectiveness categories include program review and evaluation ([E63a](#)). Student achievement of learning outcomes is one component taken into consideration when evaluating program effectiveness ([E64](#)). Additionally, MCCC core indicators include student achievement of general education learning outcomes ([E63a](#)). Detailed discussion regarding assessment of student learning at the institutional and program levels will be discussed in Part 3 of this Report which presents the College's completion of the HLC Academy for the Assessment of Student Learning.

All data collected and reviewed as part of the strategic planning process are used in budget planning, particularly the identification of budget priorities and implementation of strategies that result in submission of an annual balanced budget proposal to the Board of Trustees. The difficult process of determining “what is in” and “what is out” of the budget becomes a bit easier when the College can turn to strategic planning Priorities, Strategies, and Tactics, as well as to data showing what it is being done “right” and where there are opportunities for improvement.

The coordinator created a webpage where institutional data, including core indicator data, are available to all constituents (<http://www.monroecc.edu/institutionalresearch/index.htm>). Additionally, the College recently completed a **Budget and Performance Transparency Reporting** link off its homepage where detailed budget and financial statements are posted for public view (<http://www.monroecc.edu/finance/>).

MCCC addressed the HLC expectation that a free-standing assessment committee composed primarily of faculty be established at MCCC. On November 30, 2009, the **Learning**

Assessment Committee (LAC) (originally called Assessment of Student Learning Committee) was established by vote of the Institutional Governance Committee (IGC) to operate as a standing committee with the following charge and prescribed membership [\(E65\)](#).

The purpose of this committee is to develop and monitor implementation of the College's plan for assessing student learning at the course, program, and institutional (general education) levels. The LAC identifies annual College assessment priorities, oversees and provides support to all aspects of the assessment process, reviews assessment activities and reports, and provides feedback to departments and divisions, recommends improvements in the assessment program, and disseminates reports on the results of assessment and the initiatives based on assessment intended to improve student learning. The LAC works closely with the Curriculum and Institutional Effectiveness Committees.

Membership will include, but not be limited to the following: Vice President of Instruction (ex-officio/chair), two faculty members from each academic division, two teaching faculty, one student services faculty, two academic deans who are also members of the HLC Academy for the Assessment of Student Learning, and two students [\(E30, p4\)](#).

The two faculty assessment coordinators co-chair the LAC: Faculty Assessment Coordinator for General Education/Transfer Programs [\(E66a\)](#) and Faculty Assessment Coordinator for Occupational/Career Programs [\(E66b\)](#). These positions have been in place since fall 2008.

In August 2012, the Faculty Council passed a motion to change the membership of the Curriculum and Learning Assessment Committees. Included in the proposal were recommendations that only faculty would be voting members and the establishment of term limits [\(E67a, E67b\)](#). After thorough review and input from all stakeholders, the President approved the proposal in November 2012 [\(E68\)](#)

Conclusion

The strategic planning process at MCCC has been designed and implemented progressively. The 2012-13 academic year is the third and final year for the 2010-13 plan. The new planning model will be implemented in its entirety starting with the MCCC 2013-2016 strategic plan. The feedback loop embedded in the new model will be used to determine

department and College successes and identify future opportunities for improvement. As evidenced above, departments and divisions are currently analyzing tactics data from the 2010-13 planning process. The resulting information as well as analysis from core indicator data will be used in the initial phase of planning, environmental scanning. The recent hiring of an institutional research coordinator, the changes occurring within the new model of shared governance, and the establishment of institutional core indicators will expedite continued improvement in all facets of this process.

PART III

HLC Academy for the Assessment of Student Learning

Overview of Concerns

The *MCCC 2009 HLC Self-Study* noted that during 1995-2002 Monroe County Community College (MCCC) had a process for collecting data to assess institutional effectiveness, including assessment of achievement of general education learning outcomes. 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. With the possible exception of writing, which utilized a variety of assessment tools over several years, assessment of learning in general education (which included science, mathematics, writing, social science, and computer science) was inconsistent and incomplete, both within the core general education program as well as within general education competencies across the curriculum ([E1, p124](#)).

Prior to the arrival of the HLC visiting team to the Campus in September 2009, the College engaged in a number of activities in a concerted attempt to improve assessment of student learning efforts, including

- review of the charge and scope of the Assessment Committee, resulting in a title and mission change to the Institutional Effectiveness Committee ([A1](#));
- engagement in related professional development activities, including the HLC Assessment Workshop in Fall 2006 ([A2](#));
- adoption of the Worldwide Instructional Design Systems (WIDS) curriculum management software (2006 to present) ([A3, A4](#));
- application for and acceptance into the **2007 HLC Academy for the Assessment of Student Learning** ([A5](#));
- establishment of a **General Education Review Task Force** to lead the **Academy Project** in conjunction with the established **MCCC Academy Team**;
- appointment of two faculty assessment coordinators; and
- review and revision of institutional mission documents.

In an effort to develop and implement a long-term, consistent, self-sustaining plan for assessing student learning, the College applied to the HLC Academy for the Assessment of Student Learning and was accepted for the 2007 cohort. Participation in the Academy represented a significant commitment of financial and human 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 were designated for attending Academy-related activities, the HLC Annual Meeting, and other assessment-related professional development activities. The commitment to Academy participation was 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 ex-officio member of the Academy Team and primary Academy contact person (A5). In addition to the aforementioned cabinet-level support, general College support for Academy activities and subsequent commitment to the assessment of student learning was evidenced by Academy team membership, including two academic administrators, three faculty members, two teaching faculty, and one librarian. The two teaching faculty members, one general education/transfer the other career/occupational, were given work load reassignment to lead Academy and general assessment efforts at the College. The faculty assessment coordinators remain in place to date (E66a, E66b).

In joining the HLC Academy for the Assessment of Student Learning the MCCC Academy Team selected review of general education requirements as MCCC's initial project. On a Faculty Work Day in October 2008, faculty gathered by division and considered general education requirements for future MCCC graduates (A6a). They were asked to craft a vision of the standard competencies MCCC graduates should have as lifelong skills, regardless of degree and program of study. Competencies outlined by faculty and administrators included communication, 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. 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 (A6b).

Early on in the Academy project, the processes developed and were considered as important as the results. This approach was evidence of the College's commitment to

incorporating “what mattered most” into institutional policies, procedures, and activities. The Decision-Making Subcommittee of the HLC Accreditation Steering Team was charged with analyzing 2006 MCCC Vital Focus data related to decision making and made recommendations for improvement. The subcommittee discovered that employee groups had different opinions regarding the most important ingredient for good decision making practices.

One observation is of interest and we think it is worth sharing. As we evaluated the focus group data we realized that support staff was very concerned about PROCESS. Their comments literally constructed the framework for a potential model. Faculty was very concerned about the PEOPLE part of decision making. Their comments reflected dialog, training, ethics and trust. Administrators were very concerned about the PRODUCT (outcome). Recognizing that the strength of any decision comes from the differences people bring to the table, our observation supports the importance of input and participation from all areas ([E50, p10](#)).

It was certain that sustaining a comprehensive general education program and assessment of student learning in related competencies was dependent on establishing foundational procedures and processes that could be referenced if efforts stalled, staff turnover was significant, and/or some other unforeseen event interrupted gains made to date. This new approach to assessing student learning is very different than models used in the past. The new model focuses on the achievement of competencies rather than completion of courses.

The general education assessment goals as outlined for the Academy project included

- determine the process of how general education requirements will be examined
- establish the general education requirements
- incorporate general education competencies into programs and courses and
- establish a process for assessment and reporting ([A7, A8](#)).

In the *HLC Report of a Comprehensive Evaluation Visit to Monroe County Community College* the team found that general education core competencies were being considered but that they had not yet been established, even though the two previous HLC teams dating back to 1990 cited general education as an area of concern. It was noted that there were isolated instances of assessment at the program level and several good examples at the course level but that the

College needed to develop a college-wide process of assessment that includes data collection, the analysis of data, and a continuous feedback loop. Although the team identified issues relating to assessment of student learning under Criterion Three, it did not recommend Commission follow-up on these issues because MCCC was enrolled in the HLC Assessment Academy.

The College participates in the HLC Academy for the Assessment of Student Learning (2007 cohort). The General Education Review Task Force has been charged with leading the first MCCC Academy project, review of general education. This is an opportunity to establish an assessment process that adds value to general education at the College ([E2, p11](#)).

The HLC expectations for improvement in the area of institutional effectiveness and evaluation included: “If MCCC does not successfully complete participation in the Academy, the team recommends Commission follow-up on these issues, possibly as part of the recommended focus visit in 2012-13.” ([E2, p11](#))

MCCC’s Response to HLC Expectations for Completing the Academy

Since 2009, MCCC has engaged in the following activities related to improving assessment of student learning, including

- completion of the **Institutional Assessment Plan** ([Appendix F](#));
- establishment of a faculty-driven **Learning Assessment Committee** ([A9, A10](#));
- revision of the program review and evaluation process to include among other things assessment data ([E64](#));
- finalization of a data-driven strategic planning process that includes a feedback loop ([E56](#));
- establishment of an institutional research (IR) office that includes a full-time coordinator for institutional research, evaluation, and assessment and a webpage for institutional effectiveness data and reports ([E62](#));
<http://www.monroecc.edu/institutionalresearch/index.htm>
- submission of the **MCCC HLC Academy Impact Report** ([A11](#)), attendance at the **HLC Academy Results Forum**, and completion the HLC Academy for the Assessment of Student Learning (June 2012) ([A12](#)); and,

- identification of core indicators of effectiveness and collection of three years of data ([E63a](#), [E63b](#)). (Data will be integrated into the Strategic Planning (SP) Process. The College recently updated a feedback loop into its strategic planning model, discussed in detail in Part 2 of this report.)

Success in the Academy was based in part on the **MCCC Instructional Assessment Plan** developed by full-time faculty during the summer 2010 ([Appendix F, MCCC Institutional Assessment Plan](#)). The Plan provides information for the decision making, strategic planning, institutional effectiveness, and budgeting processes at the College. The College operates on two calendars, an academic calendar that begins in the fall and a budget calendar that begins in July. Traditionally, the College makes budget decisions in the spring for the next academic year. This allows the College to determine needs and to prioritize requests before the new budget year as well as before the new academic year. Divisions will have the assessment information and will be able to plan what they need and to make specific budget proposals and recommendations to the College and its planning group. The assessment process links the budget to the needs of the College and its courses, programs, and students.

Assessment is an effective means toward achieving MCCC's strategic priorities and supporting the College's Mission to enrich lives and Core Values by connecting competencies to the program, course, and class-level goals. As discussed in Part 2 of this report, the Strategic Planning Committee (SPC) developed several Priorities for MCCC and defined Strategies to achieve these goals ([see Appendix E, MCCC 2010-13 Strategic Plan](#)). Assessment of student-learning is an integral part of MCCC's Strategic Plan 2010-2013 as it directly supports two Priorities and their corresponding strategies:

Educational Excellence – Facilitate high-quality teaching and learning

Strategy – Promote student success by providing comprehensive services and effective pedagogical practices

Evidence-Based Culture – Commit to data-driven planning, evaluation, and decision making

Strategy – Establish processes that will provide reliable evidence of student learning

The general education parts of the plan were approved by the LAC, which is comprised primarily of full-time faculty members [\(A13\)](#). General Education Goals, Competencies, Outcomes and Objectives [\(A14\)](#) and 8 of 9 Rubrics for measuring performance of students in relationship to general education learning outcomes [\(A15a, A15b, A15c, A15d, A15e, A15f, A15g, A15h\)](#) were developed by faculty, approved by the LAC, and forwarded to and approved by the Curriculum Committee [\(A16a, 16b\)](#). The rubric for the competency “use numbers and quantitative relationships” is still under development. The General Education Goals are considered College policy and were approved by the Board of Trustees [\(A17a, 17b\)](#).

At the beginning of each semester, the coordinator of institutional research, evaluation, and assessment sends a letter to faculty teaching general education “satisfier” courses that are scheduled for assessment [\(A18a\)](#). The letter includes the rubric to be used to conduct the assessment and instructions describing how to use the rubrics and how to report the data. Faculty report only the mean score of assessments for each class [\(A18b\)](#).

During winter, spring and summer 2012, faculty collected data for three specific competencies in the areas of Communication-Speak Effectively; Critical Thinking-Access & Evaluate Information; and Social & Cultural Awareness-Knowledge of Responsible Citizenship [\(A19a, A19b, A19c\)](#). Data for these three competencies will be collected fall 2012 and each semester in 2013. MCCC will assess achievement of three more competencies in 2013 and 2014, and the last three competencies in 2014 and 2015 so that by the end of the third year (2014), all nine competencies will have been assessed at least once [\(see Appendix G, General Education Assessment Roll Out\)](#).

The first three year cycle of data collection will provide a baseline of measurement; assessment results and analysis thereafter (following the same cycle) will be considered by faculty at the end of each academic year and utilized to improve the College’s overall general education program, including achievement of student learning outcomes. Each group of three competencies as well as the data collection and analysis processes will be evaluated at the end of the two year cycle and modified if necessary.

As of December 1, 2012, 39 courses were approved by the Curriculum Committee as “satisfiers” [\(A20\)](#). A course is considered to satisfy a General Education Competency if all related Learning Objectives are met. It is understood that the purpose of the course is to teach and evaluate these objectives. In other words, the Learning Objectives are germane to the course,

not supplemental or peripheral. For example, to meet the “Speak Effectively” competency, the substance of the course must meet the objectives; it is not enough to have a speaking assignment as part of the class. The revised general education competencies will be implemented as part of degree requirements for students first enrolling at the College fall 2014.

Conclusion

Assessment is a long-honored faculty tradition at MCCC. Systematic assessment enables faculty to gather and analyze meaningful data on student-learning outcomes at the course and program levels. Assessment data can be used to make effective decisions for planning and evaluating courses and programs and for creating a model for continuous improvement of instructional strategies, policies, and procedures. Assessment results can also provide opportunities for collaboration among faculty and communication with administration and stakeholders.

Assessment work at the institutional, program, and course levels continued after the HLC 2000 site visit even as committee work and discussion (sometimes contentious) on General Education commenced. In 2001, MCCC submitted the Progress Report on General Education, and it was accepted by the HLC. However, formalized assessment eventually faltered and lost its momentum. Faculty and administration recognized this and identified the major issues in the MCCC 2009 HLC Self Study:

The various levels of assessment currently stand alone. Links between assessment efforts are not easily identified and course and program review is inconsistent and sporadic. Attempts to rectify this situation were made well before the planned HLC visit in the fall of 2009 ([E2, p158](#)).

In October 2007, MCCC was accepted for membership in the Higher Learning Commission Academy for Assessment of Student Learning. An Academy Team was immediately assembled, comprised of instructional administrators and faculty. Its first charge was to review the General Education requirements. Consequently, a General Education Taskforce was created in the winter of 2008; this ad hoc committee, after a series of meetings with faculty, created new General Education Goals, Competencies, and Learning. In May 2010, the Board of Trustees approved the committee’s recommendations. Following this adoption, a

new ad hoc committee was formed to review MCCC's assessment plan, the first comprehensive look at assessment since 1995.

The MCCC Institutional Assessment Plan ([Appendix E](#)) developed in the spring of 2010 was presented to the Learning Assessment Committee, itself a newly created standing committee approved by the Institutional Governance Committee in the winter of 2010. The LAC approved the General Education section of the document for implementation. Using general education to set the stage for future assessments faculty established measurable goals, competencies, and outcomes; developed a variety of assessment measures; created a reporting mechanism; collected and analyzed the data; and, are in the process of reviewing data and implementing improvements as needed. Faculty now have the knowledge and tools to apply the principles, processes, and procedures used to assess general education to assess student learning at the program and course levels. It is to the course and program levels of assessment that the College will next turn its attention.

MISSION

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

Monroe County Community College is an equal opportunity institution and adheres to a policy that no qualified person shall be discriminated against because of race, color, religion, national origin or ancestry, age, gender, marital status, disability, genetic information, sexual orientation, height, weight or veteran's status in any program or activity for which it is responsible.

Main Campus

1555 S. Raisinville Road
Monroe, MI 48161
734-242-7300

Whitman Center

7777 Lewis Avenue
Temperance, MI 48182
734-847-0559



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